



Session plan for delivery of the *Course in Early Career Discovery*

This session plan is designed to guide the delivery of the *Course in Early Career Discovery* using the accredited or non-accredited pathway* and can be customised by the school or teacher delivering the course.

It is aligned to the **Your Career Passport** resource and can be supported with other suitable learning resources and activities. The course accreditation documentation indicates six nominal hours to deliver the course through an accredited pathway. There are no delivery requirements under the non-accredited pathway.

*A non-accredited pathway that does not lead to accreditation (ie students do not complete the assessment requirements and do not receive certification upon completion) Students are not required to complete all learning activities (Learning gates). The program may be customised to suit the delivery strategy of the school/teacher.

Program	Year 9 Career Taster Program	Program timeframe
Teacher		Class



Introduction



Time	Topic	Learning content	Resources
10 minutes	Introduction	<p>Discuss:</p> <ul style="list-style-type: none"> » Share your career story with your students. » Talk about what you wanted to do when you were growing up, and if you did this or why you didn't. » Discuss any barriers you had to overcome and why these were too big for you. » If you did do the job you wanted to do as a child, then how did you achieve this? <p>Explain:</p> <ul style="list-style-type: none"> » Individuals are likely to have two to five career paths in their life (a job is not for life). » There are many pathways to a career – it might not be a straight path. » There are many different skills people need when they go into the workplace, some of these skills people develop without knowing, and some need further development. 	


TOPIC 1 – Complete career profile

Time	Topic	Learning content	Resources
5 mins	What is a career?	<p>Explain:</p> <p>What is a career? Definition in <i>Your Career Passport</i>: A career is the variety of experiences that you have undertaken throughout your life.</p> <p>As people gain more experience in the world of work and in life, they are building their career. An individual's career path takes into account education, training, paid and unpaid work. It also includes family and life roles, activities, volunteer work, community involvement and more.</p>	<i>Your Career Passport</i> page 7


Time	Topic	Learning content	Resources
10 mins	Video	<p>Activity – Your Career Passport page 7</p> <p>Watch ‘Cameron’s Career Story’ (2mins 22secs):</p> <p>youtube.com/watch?v=UhA4aPIRHnc</p> <p>Discuss:</p> <ul style="list-style-type: none"> » Discuss Cameron’s story with students. <ul style="list-style-type: none"> > What pathway did Cameron take? > What did they like about his story? > What inspired them? » Discuss with students what they think they might want in a career. For example, care for people, be creative, work outdoors, be active etc. » Ask students to give you examples. 	<p><i>Your Career Passport page 7</i></p> <p>youtube.com/watch?v=UhA4aPIRHnc</p>
10 mins	Interests	<p>Explain:</p> <p>In order to work out a suitable career pathway, ask your students to think about what they enjoy doing and what interests them. People are more likely to be attracted to jobs or tasks that they like doing and that keep them interested.</p> <p>Discuss:</p> <ul style="list-style-type: none"> » Ask students to think about what interests, activities or roles they enjoy? » What they have done in the past that interests them or that they have enjoyed? 	<p><i>Your Career Passport page 9</i></p>

Time	Topic	Learning content	Resources
10 mins	Learning gate 1	<p>Activity – Your Career Passport page 9–10</p> <p>PART 1: Students to list three things they are interested in (e.g. hobbies, subjects at school or general interests).</p> <p>PART 2: Students to log into the myfuture website and complete the Interests activity and then:</p> <ul style="list-style-type: none"> » identify the interest area they scored the highest in; and » think about what type of career would suit their interests (the students may not know much about careers at this point, so you may need to guide them or discuss as a group). 	<p><i>Your Career Passport</i> page 9–10</p> <p>myfuture.edu.au </p>
5 mins	Your skills and strengths	<p>Explain: Explain to students how different occupations require different skills. Knowing the skills required and matching them against the skills and strengths they currently have, can help them choose a suitable career pathway. Emphasise that they may have more skills and strengths than they first thought!</p>	<p><i>Your Career Passport</i> page 11</p>
10 mins	Learning gate 2	<p>Activity – Your Career Passport page 11–12</p> <p>PART 1: Students to think about the skills and strengths they have developed through their life experiences so far.</p> <p>PART 2: Students to log into the myfuture website and complete the Skills activity.</p> <p>Students to discuss with their peers and write down the skill area they scored highest in, and what these skills are used for.</p> <p>Note: myfuture will provide this information.</p>	<p><i>Your Career Passport</i> page 11–12</p> <p>myfuture.edu.au </p>


Time	Topic	Learning content	Resources
10 mins	Your values	<p>Explain:</p> <ul style="list-style-type: none"> » Explain how values (what you care about/what matters to you) can impact the career path people take. » Give an example of something you value and how that impacts the decisions that you make. For example, value protecting the environment so you buy products with compostable packaging. » Ask students to think back to Cameron’s story. <ul style="list-style-type: none"> > What do they think Cameron values in a career? For example, communication, helping people, enjoying life, lifestyle. » Ask students to start thinking about what their values are and how these values could help to identify a career pathway that would suit them. » Explain that the myfuture website will help facilitate this exploration. The site won’t give students the answers to what career to choose but it is a useful tool to use as a reference as their skills develop and their interests change. 	<p><i>Your Career Passport</i> page 13</p> <p>myfuture.edu.au </p>
10 mins	Learning gate 3	<p>Activity – Your Career Passport page 13</p> <p>Students to log into the myfuture website and complete the Values activity.</p> <ul style="list-style-type: none"> » Ask some students (who are comfortable sharing) to share their results. » Discuss what their results mean. » Ask if they agree with their results. » Encourage discussion with the students. 	<p><i>Your Career Passport</i> page 13</p> <p>myfuture.edu.au </p>

Time	Topic	Learning content	Resources
5 mins	Your aspirations	<p>Explain: Explain what an aspiration is.</p> <p>Definition in <i>Your Career Passport</i>: An aspiration is a strong desire to achieve something that means a lot to you. In a career sense, your biggest aspiration should be a career that involves something you enjoy doing or are passionate about.</p> <p>Students should start to think about what inspires them, what they are passionate about and what they enjoy doing. Suggest that this could lead them to their dream career.</p> <p>For example, if they are passionate about cooking maybe they could consider a career as a chef working in the hospitality industry in a restaurant or in events; in the tourism industry working for an airline or hotel; or in the health and community services industry in a hospital or aged-care facility.</p>	<i>Your Career Passport</i> page 14
10 mins	Learning gate 4	<p>Activity – <i>Your Career Passport</i> page 14</p> <p>PART 1: Students to write down two or three things that inspire them, they are passionate about and enjoy doing.</p> <p>PART 2: Students to log into the myfuture website and complete the Dream job activity.</p>	<i>Your Career Passport</i> page 14 myfuture.edu.au 
5 mins	Your work preferences	<p>Explain: Explain to students the importance of understanding how they prefer to work. What conditions and environment do they prefer to work in?</p> <p>For example:</p> <ul style="list-style-type: none"> » working indoors vs. outdoors » working alone vs. in a team » doing analytical vs. creative activities » doing practical vs. theoretical activities 	<i>Your Career Passport</i> page 15

Time	Topic	Learning content	Resources
10 mins	Learning gate 5	<p>Activity – <i>Your Career Passport</i> page 15</p> <p>Ask students to think about and discuss the activities they enjoy, and environments they work best in, then tick the work preference boxes.</p> <p>Discuss different careers that best suits the activities and environments they have identified – if you like, ask students to brainstorm on butcher’s paper or in their <i>Your Career Passport</i>.</p> <p>For example, if a student likes to work outdoors and they like practical activities, they could brainstorm a list of careers/ occupations that would meet these requirements.</p>	<p><i>Your Career Passport</i> page 15</p> <p>Butcher’s paper, pens/or on the whiteboard as a group</p>
Optional extension activity	Your study preferences	<p>Explain:</p> <p>Explain that considering the school subjects they are good at or enjoy doing can help them think about their strengths and skill sets. The knowledge that they gain from these subjects can influence a career pathway they could do well at and enjoy.</p> <p>Extension activity (not in <i>Your Career Passport</i>):</p> <ol style="list-style-type: none"> 1. Place the following subject headings around the room: Art / Maths / Science / HASS / English / Sport / D&T / Home Ec / Other. 2. Students are to move to the section of the room that has the heading of their favourite subject. 3. Discuss where the students have landed and ask one or two students to explain why they chose that subject. 4. Now ask students to move to the subject that they are best at. (Take notice of which students move and which stay in the same area). 5. Ask students that moved if they enjoy the subject that they are good at as well. 	<p><i>Your Career Passport</i> page 16</p> <p>Paper, pens</p>



Time	Topic	Learning content	Resources
10 mins	Your study preferences (continued)	<p>Discuss: Sometimes we pick a job that we would like to do rather than what we are good at.</p> <ul style="list-style-type: none"> » Ask: Why do you think we would do this? » Explain: Often people feel it is better to do a job that they like so then they will enjoy going to work. » Ask: Do you think it would be better to choose a job that you enjoy rather than a job in an area that you are good at? Can you have a job in an area you are good at and enjoy it? » Incite discussion 	<p><i>Your Career Passport</i> page 16</p> <p>Paper, pens</p>
10 mins	Learning gate 6	<p>Activity – <i>Your Career Passport</i> page 16</p> <p>Students to log into the myfuture website and complete the Study activity.</p> <p>Ask students to write down and share their results, then discuss how certain subjects could connect to their future learning, work or life.</p>	<p><i>Your Career Passport</i> page 16</p> <p>myfuture.edu.au </p>



TOPIC 2 – Explore career options

Time	Topic	Learning content	Resources
10 mins	Industries	<p>Explain: Explain what industries are.</p> <p>Definition in <i>Your Career Passport</i>: Industries are groups of businesses which perform related work activities. There are 19 Industries under the Australian and New Zealand Standard Industrial Classification (ANZSIC).</p> <p>For example, the Accommodation and Food Service industry. The accommodation sector includes hotels, motels and similar places providing short-term accommodation. Food services include cafes, restaurants, catering, snack bars and places that provide both accommodation and food services.</p>	<p><i>Your Career Passport</i> page 17</p> <p>nationalskills-commission.gov.au/sites/default/files/2021-12/NSC21-0025_Australian%20Jobs%202021_ACC-FA2_0.pdf </p>



Time	Topic	Learning content	Resources
10 mins	Industries (continued)	<p>Discuss:</p> <ul style="list-style-type: none"> » Show Australia's largest employing industries poster on page 17 of students' <i>Your Career Passport</i>. Source: National Careers Institute: Australian Jobs 2021 » Discuss the results with the students. For example, why are so many employed in the professional, scientific and technical services industry full-time? » Ask if any students are interested in any of the top occupations listed. 	<p><i>Your Career Passport</i> page 17</p> <p>nationalskills-commission.gov.au/sites/default/files/2021-12/NSC21-0025_Australian%20Jobs%202021_ACC-FA2_0.pdf</p>
15 mins	Learning gate 7	<p>Activity – Your Career Passport page 18</p> <p>Students to log in to myfuture and click on Students then Explore opportunities/Industries.</p> <p>Students then choose three different industries, write down three activities for each and then write down similar industries relating to their first choices.</p>	<p><i>Your Career Passport</i> page 18</p> <p>myfuture.edu.au</p>
10 mins	Occupations	<p>Explain:</p> <p>Explain what an occupation is.</p> <p>Definition in <i>Your Career Passport</i>: An occupation is the type of work a person does in a particular industry. There are more than 1,000 different occupations in Australia. That's a lot to choose from!</p> <p>Explain to students that before they start a job or commit to study or training for a career, they should make sure it's a good fit with who they are (values) and what they want for their future.</p>	<p><i>Your Career Passport</i> page 19</p> <p>jobsandskills.wa.gov.au/jobs-and-careers/occupations</p> <p>myfuture.edu.au/occupations</p>

Time	Topic	Learning content	Resources
15 mins	Occupations (continued)	<p>Discuss:</p> <p>Ask students the following questions and discuss their responses:</p> <ol style="list-style-type: none"> 1. Do you want to know how much you could potentially earn, what types of skills you need and what kind of opportunities your desired industry offers? 2. Do you know about the different occupations that may be available in each industry, and what people actually do on a day-to-day basis? <p>Discuss different examples of occupations.</p> <ul style="list-style-type: none"> » Open the Jobs and Skills WA website and click on an occupation in the list. » Discuss the key things about that occupation. » Show a video example for that occupation. » Open the myfuture website and explore some of the occupations listed. » Read or watch one of the relevant occupation career stories. 	<p><i>Your Career Passport</i> page 19</p> <p>jobsandskills.wa.gov.au/jobs-and-careers/occupations 🔗</p> <p>myfuture.edu.au/occupations 🔗</p>
15 mins	Learning gate 8	<p>Activity – Your Career Passport page 19</p> <p>Students to log in to myfuture website and click on Students and then Explore opportunities/Industries.</p> <p>Students to write down three occupations (from the top 20) that sit within these industries.</p>	<p><i>Your Career Passport</i> page 19</p> <p>myfuture.edu.au 🔗</p>


Time	Topic	Learning content	Resources
10 mins	Emerging occupations	<p>Explain: Explain the way industries are changing, resulting in new emerging occupations. Give an example.</p> <p>For example, technology and COVID-19: Manufacturers have learnt new techniques to make new products such as face shields and hand sanitiser. Some restaurant owners have quickly developed e-commerce skills to sell their products online.</p> <p>Discuss:</p> <ul style="list-style-type: none"> » Show the Emerging occupations identified by the National Skills Commission data. » Discuss some of the occupations and why they are emerging. <ul style="list-style-type: none"> > Why is there a growing demand for these occupations? > What is happening globally, nationally or even locally? > How has COVID-19 impacted this? 	<p><i>Your Career Passport</i> page 20</p> <p>nationalskills-commission.gov.au/book-page/emerging-occupations/25-emerging-occupations </p>
15 mins	Learning gate 9	<p>Activity – <i>Your Career Passport</i> page 21</p> <p>Students to go to the National Skills Commission website and then find emerging occupations that they think match one of their skills and interests they identified in Learning gates 2 and 3.</p>	<p><i>Your Career Passport</i> page 21</p> <p>nationalskills-commission.gov.au/book-page/emerging-occupations/25-emerging-occupations </p>


Time	Topic	Learning content	Resources
15 mins	Job clusters	<p>Explain: Explain the concept of job clusters.</p> <p>Definition in <i>Your Career Passport</i>: Job clusters are groups of jobs that require similar skills that are often transferable across jobs. Jobs are more related than you think. When a person trains or works in one job, they can acquire skills for 13 other jobs. This is because, for many jobs, employers demand very similar skills.</p> <p>Provide an example: the customer service and people skills you gain from working as a waitperson can be transferred to working in retail, business administration and health care.</p> <p>Discuss:</p> <ul style="list-style-type: none"> » Show the 7 new job clusters in Australia table. <i>Source: The Foundation for Young Australians, The New Work Mindset, 2016</i> » Ask students to look through the descriptions of each one to identify the cluster that best suits them. » Ask them to look at types of jobs and industries that are relevant to their best suited cluster. 	<p><i>Your Career Passport</i> page 22</p> <p>cica.org.au/wp-content/uploads/The-New-Work-Mindset-FYA-November-2016.pdf </p>
10 mins	Learning gate 10	<p>Activity – Your Career Passport page 23–25</p> <p>PART 1: Students to refer to the seven job clusters to provide examples and indicate how they feel about each type of work.</p> <p>PART 2: Students to select one of the occupations from the job cluster they are interested in, then log in to the myfuture website and follow the instructions in their <i>Your Career Passport</i>.</p>	<p><i>Your Career Passport</i> page 23–25</p> <p>cica.org.au/wp-content/uploads/The-New-Work-Mindset-FYA-November-2016.pdf </p>


Time	Topic	Learning content	Resources
10 mins	Education and training pathways	<p>Explain:</p> <ul style="list-style-type: none"> » Explain the different education and training pathways available to students. » Emphasise that university is not the only option for students. » Explain how VET courses and work experience can better prepare for skills based occupations. <p>Watch and discuss:</p> <ul style="list-style-type: none"> » Watch the #Work2030 video 'Why VET is right now' (1mins 35secs): youtube.com/watch?v=gTmls2WQO_Y » Ask students their views on university. What does 'going to uni' mean to them? » Discuss how vocational learning is a constant and lifelong journey. 	<p><i>Your Career Passport</i> page 26</p> <p>Video: youtube.com/watch?v=gTmls2WQO_Y</p>
15 mins	Career pathways	<p>Explain:</p> <ul style="list-style-type: none"> » Explain how everyone's pathway is different depending on their interests and ability. » Explain the four levels of the myfuture Career bullseye and explain how they help discover pathways to different occupations. » Open up the myfuture Career bullseye and explore different career pathways with the students. » Get students to explore a career that they are interested in. 	<p><i>Your Career Passport</i> page 26</p> <p>myfuture.edu.au/bullseyes</p>

Time	Topic	Learning content	Resources
20 mins	Learning gate 11	<p>Activity – Your Career Passport page 27–29</p> <p>Students to log in to the myfuture website and click on Students, then Career bullseye. Students to click on a learning area or industry that interests them the most and then choose an occupation. Complete the tables on pages 27, 28 and 29.</p> <p>Students to visit the Jobs and Skills WA website and search the Occupation Profiles for more information on training pathways.</p>	<p><i>Your Career Passport</i> page 27–29</p> <p>myfuture.edu.au/occupations </p> <p>jobsandskills.wa.gov.au/jobs-and-careers/occupations </p>

TOPIC 3 – Career planning

Time	Topic	Learning content	Resources
20 mins	Career development activities	<p>Explain:</p> <ul style="list-style-type: none"> » Explain to students how this course is designed to help them explore careers and occupations that they might be interested in. » Explain that the next step is to try out some of them to see if they like them. An industry or occupation can sound good on paper but may be quite different once in the workplace. Doing a career development activity is a great way to get a taste and understanding of a career before making any decisions. <p>Discuss:</p> <ul style="list-style-type: none"> » Discuss the different career development activities that are available. » Go to the websites listed on page 31 and the Career Taster Portal and explore the career development opportunities. » Ask students which career development opportunities they would like to try or learn more about? 	<p><i>Your Career Passport</i> page 30–31</p> <p>jobsandskills.wa.gov.au/careertaster </p>

Time	Topic	Learning content	Resources
20 mins	Learning gate 12	<p>Activity – Your Career Passport page 32</p> <p>PART 1: Students to start constructing their action plan.</p>	<p><i>Your Career Passport</i> page 32</p>
10 mins	Career role models	<p>Explain: Explain what a career role model is.</p> <p>Definition in <i>Your Career Passport</i>: A career role model is someone who is successful in their chosen career and can provide you with information and advice about different career opportunities and the skills you need.</p> <p>Explain examples of career models and what a good career role model should do.</p> <p>Discuss: Ask students who they could use as career model and think about why they would choose this person.</p>	<p><i>Your Career Passport</i> page 33</p> <p>myfuture.edu.au/docs/default-source/insights/making-career-decisions-how-influencers-can-help.pdf </p>
10 mins	Learning gate 12 (continued)	<p>Activity – Your Career Passport page 33–34</p> <p>PART 2: Students to think about two to three people who could help them with their career action plan. Examples of who these role models could be are on page 31 of their <i>Your Career Passport</i>.</p> <p>PART 3: Students to write down what might stop them from achieving their goal, what action they could take to overcome this and how long it might take them to overcome the barrier, for example: if they need to undertake further study, how long this might take, or if they need to do more work experience, how much?</p>	<p><i>Your Career Passport</i> page 33–34</p>

Time	Topic	Learning content	Resources
5 mins	Career discovery report	<p>Encourage: Encourage students to print out their myfuture My Career Profile results, as this can be used as assessment evidence.</p> <p>Discuss: Remind students that they can update their myfuture career profile at any time during their schooling as your career aspirations and goals change.</p>	<p><i>Your Career Passport</i> page 35</p> <p>myfuture.edu.au/occupations </p>
4 mins	Career development passport	<p>Encourage: Encourage students to record and reflect on the career development activities they completed.</p> <p>Explain: Show an example of how to record the information.</p>	<p><i>Your Career Passport</i> page 35</p>
1 min	Additional information and resource	<p>Explain: Explain to students that there are additional resources and information they can access to explore career opportunities and pathways.</p>	<p><i>Your Career Passport</i> page 36</p>