



Finding the right career path - Audio Podcast No. 1

The podcast content relates to a number of the career competencies outlined in the Australian Blueprint for Career Development (ABCD). Listed below are the competencies and performance indicators that are relevant to this podcast. This may help to position this resource within a broad careers curriculum. Sample classroom activities and projects are also listed.

Area B - Learning and Work Exploration

Career Competency 6

Understand the relationship between work, society and the economy

PHASE 1 – Discover how work contributes to individuals and the community

6.1.1 Understand how work can satisfy personal needs

6.1.7 Determine the value of work for you

PHASE 3 – Understand how societal and economic needs influence the nature and structure of work (I)

6.3.1 Explore the effect of work on people's lifestyles

6.3.9 Determine the importance of work for you

PHASE 4 – Understand how societal and economic needs influence the nature and structure of work (II)

6.4.6 Explain how your own personal values and interests determine the importance you place on work

Area C – Career Building

Career Competency 8

Make career enhancing decisions

PHASE 1 – Explore and improve decision making

8.1.1 Understand how choices are made

8.1.6 Understand how personal beliefs and attitudes influence decision making

PHASE 2 – Link decision making to career building

8.2.1 Understand how personal beliefs and attitudes affect decision making

8.2.2 Understand how career development is a continuous process with a series of choices

8.2.5 Understand how the expectations of others affect career building

8.2.10 Demonstrate how your own beliefs and attitudes influence your decision making process

PHASE 3 – Engage in career decision making

8.3.7 Understand how personal values may influence your choices and actions

8.3.8 Explore how being positive about the future and its uncertainties may lead to creative and interesting possibilities / alternatives

8.3.17 Engage in decision making that suits your needs and values and is supportive of your goals

PHASE 4 – Incorporate adult life reality into career decision making

8.4.3 Understand how personal and environmental conditions may affect decision making

8.4.8 Determine personal criteria for making decisions about learning, family and work

8.4.12 Engage in decision making that suits your needs and values and is supportive of your goals



Area C – Career Building

Career Competency 11

Understand, engage in and manage the career building process

PHASE 1 – **Explore the underlying concepts of the career building process**

- 11.1.2 Explore the concept of 'learning is an ongoing process' and its relationship to career building
- 11.1.3 Explore the concept of 'following your heart' and its relationship to career building
- 11.1.4 Understand the value of 'focusing on the journey' in career building
- 11.1.9 Try new experiences according to your dreams, personal values and interests

PHASE 2 – **Understand and experience the process of career building**

- 11.2.5 Understand the concept of a preferred future as part of the career building process
- 11.2.6 Define your preferred future
- 11.2.7 Develop short term action plans in step with your preferred future
- 11.2.12 Adjust your preferred future as experience changes your knowledge of yourself

PHASE 3 – **Recognise and take charge of the career building process**

- 11.3.2 Understand how risk taking and positive attitudes towards self and work are important to the career building process
- 11.3.9 Build career goals, aspirations and experiences in step with your preferred future
- 11.3.10 Develop and pursue short term action plans in light of your desired career goals and aspirations
- 11.3.12 Refine your self perception (based on career experiences) and evaluate its impact on your decisions or choices
- 11.3.13 Revisit your preferred future to determine whether or not it is necessary to modify and/or create new career goals, aspirations and experiences and adjust your short term action plans

PHASE 4 – **Manage the career building process**

- 11.4.3 Explore financial and lifestyle needs and their relationship to career roles
- 11.4.6 Understand the importance of revisiting and fine tuning your preferred future, career goals and aspirations, and short term action plans
- 11.4.13 Adapt your preferred future in order to always reflect your true needs, desires and aspirations



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Sample Classroom Activities and Projects

How do you assist students to identify the characteristics of a job or career that are the most important to them?

Try this exercise to stretch their thinking.

Split the class into groups of 3 to 4 students and at the end compare each group's ideas. Photocopy the scenarios below - have students work on Step One and then provide Step Two instructions once Step One is completed.

STEP ONE

Notes for School Magazine Article



THE EDITOR OF YOUR SCHOOL MAGAZINE HAS ASKED FOR YOUR HELP WITH AN ARTICLE ON HOW TO CHOOSE THE BEST CAREER OR JOB. SHE'S PUT DOWN A FEW IDEAS BUT WANTS YOU TO ADD AS MUCH INFORMATION AS YOU CAN SO SHE WILL HAVE LOTS OF MATERIAL FOR THE ARTICLE. SHE REMINDS YOU THAT THE THINGS THAT MAKE A CAREER OR JOB IDEAL FOR YOU MAY NOT BE IDEAL FOR SOMEONE ELSE SO TRY TO COME UP WITH INFORMATION THAT EVERYONE CAN RELATE TO.

IF YOU FIND IT EASIER TO COME UP WITH IDEAS ON WHAT DOESN'T MAKE A GREAT CAREER OR JOB THEN THAT'S OK – SHE CAN USE THIS INFORMATION IN THE ARTICLE ALSO.

CHOOSING THE BEST CAREER

- What is the workplace environment like?
- What type of work is involved? How interested are you in this?
- What people contact is there?
- How does the work match what you are good at?
- How does it fit with the lifestyle you are looking for?
- What are the \$?
- Is there travel?

STEP TWO

THE EDITOR LIKES YOUR INPUT BUT APOLOGISES THAT SHE HAS

CAN YOU EDIT YOUR INFORMATION DOWN TO THE 5 MOST IMPORTANT POINTS. GIVE THESE A PRIORITY FROM 1-5 WITH 1 BEING THE MOST IMPORTANT BECAUSE THE EDITOR MAY ONLY END UP WITH ENOUGH SPACE



Sample Classroom Activities and Projects cont.

The Best & Worst Jobs*

- Ask participants to list what they consider to be the 3 best jobs and the 3 worst jobs.
- Ask them to find a partner and take turns to share their choices explaining why they consider these to be the best and worst jobs.
- Next ask each pair to come up with a list of things that make a job good and bad.
- In the large group ask for their responses on what makes a job good and bad and write points up on white board.
- Add any points you think are missing.
- Discuss - Are these points different for different people? Identify any common themes. Why do people have different views about jobs and place value on different things? How do you work out what is a good job for you? Do you have any past experiences that have helped you work out what jobs suit you? What things can you do in the future to help build your understanding of what would be a good or bad job for you?

*Training strategies by Thiagi.

More training activities are available at <http://www.thiagi.com/games.html>

Making Career Decisions

Student Activity:

Design and conduct a survey to find out as much as possible about your classmates thoughts on leaving school and what their plans are after leaving. Explore how their beliefs, attitudes and other people and situations may influence their decision making. When analysing the results identify any common themes or trends. Does the survey data suggest specific ways teachers and careers advisers can best help students with this transition from school? What would be helpful to you in making the transition from school to work or further education?

Enjoying Your Work

Discussion questions:

- What does the statement “I work to live, not live to work” mean to you?
- If your aim is to enjoy life, how does the concept of work / career fit into that?
- Is it important to enjoy some part of your work? Why or why not?

Student Activity (outside the classroom):

Interview two people – someone who enjoys their work and someone who doesn't. Find out how they made their career decisions, what they plan or would like to do in the future and what advice they would give someone leaving school today.

Classroom Activity:

In small groups students compare their interview findings and identify any common themes or situations. What things seem to influence people's enjoyment of work or lack of enjoyment? Each small group reports back to class on their findings and teacher summarises key points.

Application:

Students are given an individual task to identify at least 2 action points for their own career planning from what they learned through the interviews.