Theatre in Schools
FOLLOW UP LESSON PLAN - 45 MINUTES

Aim:
To reinforce key messages delivered during Theatre in Schools performance and to encourage further investigation into education and career planning.

Objectives:
- Feedback on research activities from previous lesson
- Build on knowledge of the World of Work
- Develop skills for career planning and career decision making

Activity One:
Time: 5 minutes

Activity:
Class discussion - Evaluation and feedback on TiS performance
- What did I learn?
- What inspired you?
- What more would I like to know?
- How could I find out?

Key points / Notes:
Opportunities exist to access further information within this lesson - it is good to note questions now during discussion time to investigate later.
Activity Two:
Time: 10 minutes
Resources: Students own work - posters, charts, project booklets, etc.

Activity:
Student pairs to present their research projects from the previous lesson.
NB: Students will have been working on these over the previous two weeks.

Key points / Notes:
This could be done in groups or as a whole class activity.
These could be displayed on classroom walls after the lesson.

Activity Three:
Time: 10 minutes
Resources: See attached Follow up Lesson Plan - Additional teacher notes for specific information to be covered

Activity:
Class discussion - What Does My Future Hold?
- career vs occupation vs job
- changing nature of work
- self-perception
- family expectations
- importance of education

Key points / Notes:
Important to shift incorrect perceptions.
Careers relate to your whole lifetime experience - paid and unpaid work. We are all able to build a career, regardless of our chosen work / occupation.
Find your passion and you will find success.
Be a lifelong learner.
Activity Four:
Time: 20 minutes
Resources: Computers / laptops and worksheet

Activity:
Access to information - Make Your Mark website: http://www.makeyourmark.edu.au

Key points / Notes:
Allow students to work individually or in pairs to complete the Make Your Mark Mind Map Worksheet.
Direct students from Home page to My Future tab, I’m in Year 7-10.
Students can then navigate various sections and links in order to complete task.

Further suggested sessions:
• The Real Game (ongoing series of lessons that investigate the realities of adult work and life responsibilities)
  http://www.realgame.esa.edu.au/
• Role plays for overcoming barriers (parents not supportive / friends put you down / finish year 12 without a plan / etc)
• Goal setting lesson – Career Action Plans.
  Ask the students to identify broad career directions, and then break these down into the steps required.
  Consider long-term, mid-term and short-term goals in order to reach the end point. Make a timeline or flow chart.
• Careers Info Day – invite speakers from a variety of occupations to talk about their careers – How did they get started?
  What do they love about it? What would they do differently if they had the chance?
• Write a letter to your future self. Talk about your hopes, your plans and your fears regarding your career path.
  Then write a reply from your future self, reassuring you of your future success.
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FOLLOW UP LESSON PLAN - ADDITIONAL TEACHER NOTES

Career vs Occupation vs Job

One is not “better” than the other. They are terms used to describe completely different concepts. According to the Australian Blueprint for Career Development 2010, the definitions are as follows:

- A job refers to a paid position. This may be full-time or part-time and may exist for a short or long duration.
- An occupation refers to a job-title, e.g. Engineer. You could have four different jobs over 10 years but still remain in the same occupation. The skills are readily transferrable from one job to another.
- A career is a life-long process of building skills, knowledge and experience through both paid and unpaid work. This may involve change of occupations.

As an example, you might say ….

“My career is in education. This has included teaching Sunday School as a teenager, gaining a university degree in Education, working during my uni breaks in an Outdoor Education centre and doing my own research and reading on positive education theories. My occupation is teaching, which I have been able to do through 3 different jobs at 2 different schools. My current job is Careers Adviser at First Avenue High School.”

Changing Nature of Work

Many of these students will change jobs regularly in their working lives. Unlike the career pathways of past, we need to accept that change is constant in the 21st Century, and we need to become life-long learners to keep up.

As an example, you might say ….

“A good analogy is thinking of your grandparents’ generation as having careers like train journeys. They got on, rode in a straight line in one job to the end, and then they retired.

In your parents’ generation, careers were more like bus journeys. You could change jobs or even occupations a few times, but only through pre-determined routes.

This new generation will be 4 wheel driving with a GPS – destinations and pathways are limitless – as long as you have the right information, equipment, skills and knowledge to be guided along the way.”
Self Perception

Students may not be aware of their strengths or they may have unrealistic perceptions about themselves. Encourage students to use career profiling tools on various websites such as www.myfuture.edu.au or www.jobguide.thegoodguides.com.au or speak to teachers and careers advisers to get a different viewpoint.

As an example, you might say....

“Think about an achievement that you are most proud of and try to understand what made you so happy. What skills did you have that made this a successful achievement?

Why did you find this so easy to achieve?

Knowing what you enjoy will make it easier to choose the right subjects for the HSC, which will then lead you to the right course and the right career path for you.

There is some excellent information on the new Make Your Mark website http://www.makeyourmark.edu.au

Remember that those occupations often traditionally viewed as being successful (Medicine, Law, Engineering, Accounting) are not necessarily the best for everyone, particularly if they are not suited to your own personal strengths. Follow your passion and you will be a success.”

Family Expectations

Family and friends can be great support but they may not understand – or agree with – students ambitions. As an example, you might say....

“It can be hard to talk about the big things in life, so if you’re dreading bringing up your study plans read through these tips before you try to get everyone on side.”


Importance of education

As an example you might say...

“There are many pathways to your future. The best thing a younger secondary student can do is to develop sound study habits for the future. Get into a routine of regular extra study; being well organised and good at personal time management. Make sure you practise note-taking skills, questioning techniques and critical thinking.

This will make it much easier once you reach HSC. Strong results at the end of year 12 will then naturally lead on to better options as a school leaver when considering higher education and further study.”

‘If its to be, it’s up to me!’
# Theatre In Schools - Mind Map

**Name**                                                                                                                                            **Date:**

### What advice do Rebecca and Lana give?

Watch the video and list the main points of advice:

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### What am I good at?

Read the ‘Forget the Barriers for a moment’ - I’m in Years 7-10 section. Think about school subjects and outside interests:

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### Who can help me?

Make a list of all the people who you could talk to for advice and support:

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### Why should I study in higher education?

Watch the video by Akram and Jesse and list the main points:

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