

Session Plan 8

Program Name::	[REDACTED]		
	Session Eight - Pathways Planning for Employment		
Session title:	Career advice and interview planning – where to from here?	Total time:	2 hours
Unit of Competency:	FSKLRG07 - Use strategies to identify job opportunities		
Learner Outcomes:	By the end of the session the learner will have: - More knowledge of their strengths, abilities and values - Increased skills needed to research possible employment, volunteering and study pathways - Increased self-confidence and awareness of.... - Developed an elevator pitch that could be used when contacting potential employers to offer their unique set of skills and abilities - An emerging belief about their ability to use a range of techniques and strategies to find about possibilities considered worthy of pursuit.		
Resources:	E.g. resources may include: - Handouts and activities on building self-awareness – based on theories about multiple intelligences, learning styles, etc. - White board and white board markers (or butchers paper and permanent markers)		
Learner needs	The target participants for this ACE delivery include but are not limited to those who have some of the following: - Low self-esteem - Limited or no recent workplace experience - Low levels of Language Literacy and Numeracy - Negative previous educational experiences - Limited concept of a future direction in their life - Possible social isolation - Limited or no network of friends, family and support		
Time	Activities	Resources	
10 mins	Review: Session 1 Allow a few minutes for small groups to meet to discuss what was covered in the previous session, the highlights of the program, any lowlights etc. Tutor to listen to comments and clarify any areas that were unclear. Tutor recaps last session - mentions what was covered, most important messages etc.	Whiteboard /markers Pens	

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50 min	This session covers: • Understanding Your Learning Style • Pulling everything together • Dealing with rejection • Things to be grateful for • Conclusion of program, farewell, where to from here for additional career planning advice ...	Handout – Where am I now?
	Your learning style Tutor says: As well as knowing how and where to look for jobs and volunteering roles, it is useful to know how you learn best because we all have preferred styles that we are often not even aware of. <u>In this activity, we will look at some of the different ways that people receive and process information as learners.</u> <u>Tutor writes up task:</u> <u>1. Stand beside the poster that you think is your preferred style.</u> <u>2. Talk to others about why you chose this one.</u> <u>3. After a few minutes move to the poster that represents your second preferred style. Again, talk to others about why you think this.</u> <u>4. Again, after another two or three minutes – move again. Go to the poster that you think is your least preferred style. Again, talk to others about why you think this.</u> <u>5. Go online and complete a questionnaire to confirm personal assessments: http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml?event=results&A=4&V=9&T=7</u> <u>6. Whole group discussion: Do you agree with your learning styles quiz outcome? Why /Why not? How can knowing this information help you as a job seeker or student?</u> Tutor says: We all use all of these ways of learning, but we usually have a first second and least preferred style. The ones that our favourites usually serve us well but it is also worth knowing about your least preferred one as this is the one that can sometimes mean that we miss valuable information. For example, if listening (auditory) is your least preferred style, you might find it hard to follow verbal instructions. If visual is your least preferred style you may find it hard to read and follow a map.	

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	Notes to Tutor: <u>This activity works well when pages are printed and pinned up in three corners of the training room for participants to move to for this activity.</u> <u>The activity has been designed for a number of reasons:</u> <u>1. To help learners understand more their preferred ways of receiving and processing information.</u> <u>2. To help you find out about the preferences of participants</u> <u>3. As a team building exercise based on and incorporating aspects of action learning and socio-drama principles and methods.</u>	
10 - 15 mins	Tea Break	
	Tutor explains how to use the Government Job Outlook portal which has been designed to help job seekers https://joboutlook.gov.au/ExploreAustralia.aspx http://lmip.gov.au/Default.aspx?LMIP/EmploymentProjections This online tool will tell you the answer to questions – see example below: Q.: What does a cook do? A: Prepare, season and cook food in dining and catering Q: How much does a cook earn each week? \$800 per week Q. Is it a good job to undertake training? A: Yes... Q. Why? (Hint: its future growth as a job is strong - which means there is likely to be more jobs in this industry than one with low predicted future growth). Q. What skill level is this job? Medium Q. What does that mean if you want to be a cook? I might need to do some training or an apprenticeship. Individual task - Write down the industry group you are interested in finding out more about – e.g. aged care, construction, health care, recreation and leisure Write down three types of jobs that you might find in this industry.../ ✓ Attendant ✓ Carer ✓ Cook ✓ Cleaner	Laptop to demonstrate use of Job Outlook portal Learning styles activity - Visual, Auditory, <u>or</u> <u>Tactile</u> (Pre-work <u>to</u> ~~to~~ prepare posters of eye, ear, hands) Computers or devices to enable pairs (ideally), or small groups to investigate a range of jobs. If devices not available you could book computers at local library or have participants do at home or at

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	Now go to the online tool (at the centre or at home) https://joboutlook.gov.au/ExploreAustralia.aspx	their library.
	All About me – Farewell exercise – for example... 1. “I’m XXX and I am...” Place a sheet of card on each person’s back with tape and ask every group member to write something positive about that person. At the end of the exercise ask each person to read the comments aloud e.g. My name is Bob and I am... kind, a really nice person to know, fun to be around, a great storyteller etc” and ask person to say after reading the list “Thank you – I accept these things about myself”. Note that this can be a bit difficult for some people if they have faced self esteem issues	
	Final evaluation – using Centre preferred approach.	
30 min	Farewell lunch or other celebratory event.	