

## 5. Dream job: career aspirations

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### Australian blueprint for career development

Career Management Competency											
1	2	3	4	5	6	7	8	9	10	11	12

### Learning intention

Students will be able to identify a dream job and describe why this dream job means so much to them.

### Success criteria

Students can successfully record all that they currently understand about their number one occupation of choice.

### Resources

- Worksheet – My dream job
- Paper for recording responses
- Scissors

### Classroom organisation

- Whole class
- Individual

### Preparation

- Students should have completed previous lessons, particularly Lesson 3 featuring the video of Michelle Payne.
- Print My dream job worksheet for each student

## Activity 1

Identifying and recording aspirations can be useful as it can support the development of goals. In a career sense, aspirations can include a student's dream job.

- Introduce and discuss the term aspiration.
- Work with students to develop a shared understanding of **career aspiration**. Use the following to guide the discussion towards the development of an agreed understanding of what career aspirations are.
  - Your career aspirations are your vision for your future. They are what you hope to achieve in your work life in the years to come.
  - You may not have a concrete plan for achieving your occupational aspirations. Even so, you keep them in mind when making decisions that affect your future.
  - Career aspirations are not the same as career goals. A goal is usually a more specific, short-term objective with a detailed action plan for achieving it.
  - The difference between the 2 is subtle but important.
  - Reference: <https://www.betterup.com/blog/career-aspirations>
- Students should modify or change their definition to align with this meaning.

## Activity 2

- Students fold the piece of A4 paper into 16 sections. Cut so that they end up with 16 pieces.
- Ask students to write as many occupations as possible, one on each piece, that they think would be interesting. These jobs can be ones they know of, or ones they would like to exist. Allow students the freedom to consider many possibilities with no limitations.
- Once completed, ask students to use the jobs they have identified and move them into a preference list. Students should work in pairs and share the reasons for the decisions they are making when they create their lists.
- Once completed, students use the top 3 and consider what influences impacted on these choices and record.

Top 3 Dream Jobs	Who or what do I consider to be the biggest influence on this choice?
1.	
2.	
3.	

- Students should use their first choice to complete the dream job worksheet without intentional research, using the knowledge they currently have. Students may not have a comprehensive understanding or even accurate details of the jobs. They will research the correct information in the following lesson.

## Reflection

Students reflect on why they think that it's important to have a dream job in mind. They write this down or discuss with a small group.

## Worksheet: My dream job

