The Other Force – Defence Industries

# Australian blueprint for career development

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

# Learning intention

Students will develop a knowledge and understanding of defence industry and the associated skills, training, and career opportunities.

# Success criteria

Students can:

* define defence industry
* identify the skills needed to participate in defence industry
* identify what jobs and careers are aligned to defence industry
* explain key career information regarding defence industry careers and pathways.

# Resources

* Computer and internet access
* Defence Industry careers presentation for schools PowerPoint
* Investigating defence industry careers worksheet

# Classroom organisation

* Whole class
* Individuals

# Preparation

* To support students, familiarise yourself with the lesson content, the PowerPoint and [the Other Force website](https://theotherforce.wa.gov.au/).
* Print copies of the Investigating defence industry careers worksheet for each student
* This lesson may be broken up and delivered in more than one session.

# Activity 1

* Open the PowerPoint resource *Defence Industry Jobs and Pathways*. Click through the presentation as you follow the next steps:
* Ask the question of the class: ‘What do you think is meant by Defence Industry?’ Expect to hear responses that describe the Defence Forces (Army, Air Force, Navy, etc.)
* Click to display the answer: ‘*The private-sector businesses that employ people who develop and produce the products, services, and technology the Australian Defence Force require’*.
* Instruct students to write this definition on their worksheet.
* Discuss how common it is for people to confuse defence industry and the defence force. Inform students that working in the defence industry does not mean joining the Australian Defence Force.
* Ask students what jobs they think could be related to defence industry now they know the definition.
* On the PowerPoint, click to display the list of key trades required in defence industry. They will appear one line at a time.
* Ask students if they know what each of the trades involve. On their worksheet, the descriptions for each trade are listed. Students should try to guess which trade matches the definitions and complete these in their worksheets. These have been taken from the [Jobs and Skills Australia](https://www.jobsandskills.gov.au/) website:
* Explain that all the trades mentioned are widely used in the resources sector (mining, construction etc.). However, when working in these trades within Defence Industry, you do not need to work fly-in-fly-out (FIFO), and these jobs are usually based in Perth. Students may use trades or skills learned in Defence Industry and transfer them to other sectors such as construction or mining.
* Inform students that the additional occupations mentioned on the slide, those associated with engineering, vehicles, artificial intelligence, robotics and information technology, are those that would generally require university qualifications.
* Click through to the next slide and allow students watch the video (30 seconds).
* Ask students what they noticed while watching.

# Activity 2

* Inform students that there are 5 defence capability domains. These are:
* Information and Cyber
* Air
* Space
* Land
* Sea
* Have students fill in the domains on their worksheet.
* Direct students to *the Other Force* [website](https://theotherforce.wa.gov.au/) to complete the rest of the activities:
* Under the ‘WA’s Defence Industry’ tab, when students hover over the 5 domains, descriptions of what these terms mean pop up. Students should write these down.
* Instruct students to click on ‘Careers and Training’ and choose ‘Occupations’ from the drop-down menu.
	+ This website showcases the 21 in-demand occupations required to sustain current and upcoming defence projects in Western Australia.
* Allow time for the students to navigate and explore this section of the website.
* Ask students to record the details of 2 occupations they are interested in or have not heard of before on the worksheet.

# Optional activity

For interested students, they can spend time reading about defence projects in Western Australia. This information can be found under the 5 domains on the WA’s Defence Industry page on *the Other Force* website.

# Reflection

Ask students to share with a partner one occupation that interests them. Students should explain why they chose this occupation, what pathways (VET or Tertiary) they will need to pursue and what the indicated salary might be.

**Worksheet: Investigating defence industry careers**

Define defence industry:

|  |
| --- |
|  |
|  |

|  |  |
| --- | --- |
| Trade name | Job description |
|  | cut, shape, join and repair metal components of iron and steel structures, boilers, pressure vessels and pipes, ships and other vessels |
|  | fit and assemble fabricated metal parts into products, set up machining tools, production machines and textile machines, and operate machining tools and machines to shape metal stock and castings |
|  | erect and dismantle scaffolding to provide work platforms on building and industrial sites, and for temporary structures such as staging and seating. |
|  | assemble and install rigging gear, such as cables, ropes, pulleys and winches, to lift, lower, move and position equipment, structural steel, and other heavy objects.  |
|  | design, assemble, install, test, commission, diagnose, maintain and repair electrical networks, systems, circuits, equipment, components, appliances and facilities for industrial, commercial and domestic purposes, and service and repair lifts, escalators and related equipment |
|  | install, maintain and repair electrical wiring and electronic components in motor vehicles |
|  | service and repair intricate and complex electrical and electronic circuitry. |

|  |
| --- |
| Additional occupations include those associated with… |
|  |  |  |
|  |  |  |

**Go to ‘WA’s Defence Industry’ and complete the task below:**

Western Australia is home to around \_\_\_\_ businesses involved in developing, maintaining, supporting and implementing cutting edge technology, infrastructure and assets across the 5 defence domains.

|  |  |
| --- | --- |
| Domain name | Domain description |
|  | Western Australia’s defence industry defends against \_\_\_\_\_ threats and builds resilience in an increasingly challenging environment.  |
|  | Western Australia boasts world-leading \_\_\_\_\_ and manufacturing for integrated engine systems, used in assets such as \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_. |
|  | Western Australia develops unique \_\_\_\_\_ and \_\_\_\_\_\_ solutions for application in the field. |
|  | As one of \_\_\_\_\_ major national \_\_\_\_\_\_\_\_ hubs, Western Australia is critical to the delivery of Australia’s \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ Enterprise. |
|  | Western Australia’s vast \_\_\_\_\_\_\_\_\_\_\_ and unique isolation makes it an ideal location for \_\_\_\_\_\_\_\_\_ communication stations, \_\_\_\_\_\_\_\_\_ surveillance technology and air \_\_\_\_\_\_\_\_ systems. |

**Go to ‘Careers and Training’ and then click on ‘Occupations’. Select 2 jobs that appeal to you and complete the tables below:**

|  |
| --- |
| Job 1 |
| Job title  |  |
| Job summary |  |
|  |
|  |
| Other occupation titles |  |
| VET pathways |  |
|  |
|  |
| Tertiary pathways |  |
|  |
|  |
| Indicative salary range |  |

|  |
| --- |
| Job 2 |
| Job title  |  |
| Job summary |  |
|  |
|  |
| Other occupation titles |  |
| VET pathways |  |
|  |
|  |
| Tertiary pathways |  |
|  |
|  |
| Indicative salary range |  |