

1. Are you ready to work?

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 an awareness of:

- the types of jobs young people have while in high school
- where to find those kinds of jobs
- what they would value in a job.

Success criteria

Students identify:

- the benefits of part-time work
- their work values
- how to search for a secure a job.

Resources

- A3 paper

Classroom organisation

- Whole class
- Small groups or pairs

Preparation

- Familiarise yourself with lesson content to support students.

Activity 1

- Students fold an A3 piece of paper into thirds. In each third students list ideas for each of the 3 sections of this lesson.
 - Section 1: Benefits of part-time work
 - Section 2: Work values
 - Section 3: Where to find work
- Discuss with students the **benefits of part-time work**. Responses might include:
 - greater independence
 - earning own money to spend on fun activities or buying things they like
 - saving for something bigger like a car or holiday
 - parental expectations – becoming an adult and being more responsible for themselves
 - developing work related skills
 - developing life skills
 - meeting new people, making new friends.
- Students list the benefits that they feel apply to them in Section 1 of their A3 sheet.

Activity 2

Work values are those things that students feel would be important to them to have in a job or workplace.

- Students brainstorm with a partner a list of things they consider to be important to them in a job. Some ideas include the following.
 - **Challenge:** performing tasks that are difficult
 - **Job security:** a high probability that one will remain employed
 - **Variety:** doing different activities
 - **Creativity:** using your own ideas
 - **Utilizing your skills and background:** using your education and work experience to do your job
 - **Leadership:** supervising/managing others
 - **Helping others:** providing assistance to individuals or groups
 - **Helping society:** contributing to the betterment of the world
 - **Flexible hours:** opportunity to negotiate some flexibility in working hours
 - **Autonomy:** opportunities to work unsupervised
 - **Prestige:** having high standing
 - **Social:** enjoying the workplace and making friends
 - **Collaboration:** working with others
 - **Compensation:** receiving adequate pay
 - **Achievement:** doing work that yields results
 - **Leisure:** having adequate time away from work
 - **Recognition:** receiving credit for achievements
 - **Artistic expression:** expressing one's artistic talents
 - **Influence:** having the ability to affect people's opinions and ideas
- Class shares their responses, and all are listed on the board.
- Students list the work values that they feel apply to them on section 2 of their A3 sheet.

Activity 3

- Find out which students already have a job.
- As a class, discuss:
 - How the students found and secured their job?
 - What do they enjoy most about their job?
- List the ways they found their job on the board. Students continue to brainstorm ways to find part time jobs. If not mentioned in the class discussion, add in and explain any of the list below:
 - online job search websites
 - business websites
 - through friends or other contacts (networking)
 - social media
 - asking shop owners/managers even if they haven't advertised a job (cold calling)
 - adverts in shop windows
 - shopping centre noticeboards
 - school newsletter/daily notices
 - newspapers – this is becoming increasingly rare.
- Students list the work values that they feel apply to them in section 3 of their A3 sheet.

Reflection

In preparation for the next lesson on constructing a resume students consider:

- if they would like to pursue securing a part-time job
- the skills, abilities and experience they believe they have to offer an employer.