

4. Change and chance

Australian blueprint for career development

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

Learning intention

Students will understand that thinking openly and dealing with unpredictability will allow for transitions throughout their career. Examples of this include school to further study, school to work, changing industries and changing jobs.

Success criteria

Students can:

- discuss change and chance in relation to their career pathway into the future
- identify that careers are not linear.

Resources

- Blank paper (either A4 or A3)
- Coloured markers
- Worksheet – Change and chance
- Timer – 30 seconds

Classroom organisation

- Whole class
- Individual

Preparation

- Print Change and chance worksheet for each student.

Activity 1

This lesson supports the development of open systems thinking. The activities are designed to develop discussions around **complexity** – which looks at all the different factors involved in one's career, **change** - the fact that we do not live in a static world, and that we should be open to **chance** and happenstance.

Use a blank piece of paper and 4 coloured markers, ask students to draw 3 possible pathways they could travel to get to school.

Directions:

- First, draw your house at one end of the page and your school at the other end.
- Now imagine how you start your daily commute to school. Think about the route you take usually. Draw that route. You should label streets that you are on.
- Now look at your route and consider where you are going, where are you stopping, and what may impact your arrival at school (traffic, red lights, people, weather, break downs, road works).
- Draw an alternative route to school. As you are drawing it, consider how it may be slightly different to the first one. However, it is possible that it may also be similar in some ways. It may also be unpredictable in ways that you may not have full control over. Remember that any small difference may affect the outcome of your journey.
- Draw a third pathway to school, again considering the unpredictability of this pathway and how it may affect the outcome.

Activity 2

Students look for order and structure.

- Students use the routes we identified to get to school as a metaphor for how to consider career pathways. They are not linear.
- Students consider the routes they drew and how they knew how to draw them.
- Students think about the order, patterns and structure of their suburb, bus and train timetables, traffic lights and traffic patterns at that time of the morning. This recognition of order, patterns and structure helped them to draw different (but similar and unpredictable) pathways.
- Once you shift over to another pathway you are already thinking about what you are doing and the way that you are doing it. Your mind has opened to the possibility of an alternative or change. Students can recognise that this new emerging pathway may provide the chance of finding something valuable or agreeable that you were not looking for.

Students read through their pathways with a partner considering the questions below.

- Are you OK with the unknown or uncertainty?
- How do you think you cope with change?
- What concerns you about change?
- Are you looking for opportunities that arise?

Activity 3

Students respond to the first questions on the Change and chance worksheet.

Activity 4

- Prepare a 30 second timer.
 - Using the back of their Activity 1 paper, students sign their name, as they would on any occasion that requires a signature, as many times as they can.
- Ask the following questions:
 - Look back at your signatures.
 - Draw a circle around the first and the last signature you wrote.
 - What is similar and different about them?
 - There is a good chance that they do not look exactly the same.
- Discuss: There is some change that we can see between the signatures, but there is also consistency in the pattern used and the order they are in. There is a pattern despite the changes.
- Students check in with how they felt writing the last signature. Did they feel scared or nervous? It is expected that students did not feel either of these, hopefully they felt comfortable writing their signature because it's probably something they have done often.
- Discuss how being comfortable knowing the pattern allows us to be open to uncertainty and further exploration. The observation is that even in change there is consistency.

Reflection

Students reflect while responding to question 2 and question 3 of the worksheet.

Worksheet: Change and chance

1. Change and chance

Describe an unplanned event that has influenced you.
Why do you think that this event was able to influence you?
How did this unplanned event make you feel?
Briefly describe a chance event that you wish would happen.

2. What would help you to be comfortable dealing with change and chance, and be open to new opportunities?

3. What does this statement mean to you?

Even in change there is consistency