

Theme 1: Exploring skills and goals



Focus / Key messages

- Define, identify and list: skills; abilities; aptitudes; personal attributes (personality adjectives); strengths; interests (likes and dislikes re jobs)
- Identify work types and interests (indoor, outdoor, office, manual, mechanical, service, technological ...)
- Describe own educational background and work experience (paid and unpaid)

Activities / Classroom ideas for Theme 1

Activity	Activity type	Instructions	Notes	Mapping
Building an employment focussed word bank – introductory activity	Class work	Brainstorm work-related vocabulary, then group related words together. Give a title to each group that shows their connection/ relationship (eg Goals, Skills, Qualifications, Industries, Abilities, Duties, etc.). Have a time limit for the activity, as you can add more to the poster later.	Have a map in your mind, before you start writing each offered word on the board, so that you can cluster similar words in preparation for the second part of the activity. Work on butcher paper if you want to use the work as a wall poster for class reference.	ACSF 2.04 Vocabulary CSWE II A LO1
Job alphabet (use throughout the program)	Warmer Group work 15-20 minutes a day	Each day have students call out names of jobs beginning with a particular letter of the alphabet. Another student in the class can then describe the job. eg. Pilot: A pilot flies an aeroplane or helicopter. (OR, A pilot on a boat helps ships move through dangerous water). Build up lists on job names and descriptions on butcher paper to go on the walls. These lists can be used for pronunciations, memory quizzes, etc.	As a very low key introduction activity to the Job Guide, http://joboutlook.gov.au/ or http://www.jobguide.thegoodguides.com.au/ : Under Search the Job Guide, choose a letter of the alphabet and have several students in turn call out a job name they recognise, and describe that job. Add these to the list. With higher level students you could click through to the description and read more about the job.	ACSF 2.07 Cohesion & structure; Range & context; Audience & purpose; Grammar; Vocabulary ACSF 2.08 Range & context; Structure & grammar; Comprehension; Vocabulary CSWE II A LO1
Why do people work?	Class discussion	(eg Personal Development, Social, Financial, Contributing to society, Contributing to family etc. - reasons/benefits) Once elicited and discussed, students can order their reasons from most to least important.		ACSF 2.07 Cohesion & structure; Range & context; Audience & purpose; Grammar; Vocabulary CSWE II A LO1
Indoor/ outdoor	Categorising Small group	Put up a table on the board / data projector with the column headings: Indoor, Outdoor, Working with hands. Each of 3 groups of students is	Extensions: To introduce the idea of qualifications/ pathways, each group	ACSF 2.07 Cohesion & structure;