Unit Title:	10.5 My Future	**Stage/Year:**	Stage 5 / Year 10
Strand(s):	Strand 1 – Self and Relationships	**Unit length:**	5 lessons

Unit description:	This unit requires students to investigate possible career pathways and further study options and to examine potential impacts on personal health related issues. Focus is placed on learning skills and understanding policies and practices that are important for securing positions and contributing effectively in career and further study environments.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.1 - analyses how they can support their own and others' sense of self • 5.2 - evaluates their capacity to reflect on and respond positively to challenges • 5.3 - analyses factors that contribute to positive, inclusive and satisfying relationships	• presents findings related to work related health issues (5.1, 5.3) • creates a diary that incorporates study, career and lifestyle needs (5.1, 5.2) • actively engages in peer discussion in relation to the letter of application and personal resume (5.1, 5.2, 5.11) • writes a letter of application for a job or academic scholarship (5.2, 5.11) • creates a personal resume for a job or academic scholarship (5.2, 5.11)
Contributing outcomes	
▪ 5.11 - adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations	

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT		Collecting, Analysing		Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. Such an understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond him/herself to others in relationship. To love ourselves as objects is to build a path to selfishness. To love ourselves as subjects, on the other hand, can only be achieved by loving others. We love others and enter into true relationship when, at the same time, we act for their true good and our own true good. In so doing we transcend or go beyond our own self interests. The key scripture text pointing to this understanding can be found in Luke 10:27—'You shall love the Lord, your God, with all your heart, with all your being, with all your strength, and with all your mind, and your neighbour as yourself' (cf. Deut 6:5; Lev 19:18; cf. Mt 16:24).
Work & Employment		Communicating Ideas		
Aboriginal & Indigenous		Planning		
Civics & Citizenship		Working with others		
Difference & Diversity		Work mathematically		
Environment		Solving problems		
Gender		Work with ICT applications		
Literacy				
Multicultural				

Students learn about:	Students learn to:
• **The interdependence between a sense of self and health and wellbeing** - how a sense of self can impact on health and wellbeing - how personal health can impact on one's sense of self	• analyse how a positive sense of self can influence behaviour in social contexts relevant to young people • explore the relationship between school, leisure, work and employment, and a sense of self
• **Challenges and opportunities** - during adolescence - in future life transitions - positive life experiences during adolescence - responding to challenges - planning for a positive future - work, employment and unemployment - balancing commitments	• analyse previous and predict future life challenges and identify opportunities for personal growth • critically analyse the gender stereotypes that may impact on life choices and evaluate the effectiveness of strategies designed to redress inequities • formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice • explore the social and cultural influences on the way people think about life challenges including developing a work ethic and acceptance of responsibilities • identify and practise the skills required to apply for work, eg application letter, locating and evaluating job advertisements
• **Discrimination, harassment and vilification** - *Anti-Discrimination Act (1997)* - extent of discrimination in the community - sources of discrimination - impact of discrimination, harassment and vilification on individuals and the community	• identify the various forms of discrimination specified in the Anti-Discrimination Act • explore the impact of discrimination and difference on marginalised groups • investigate school, community and workplace policies and practices and evaluate their roles in addressing discrimination, harassment and vilification

Teaching, learning and assessment activities	Resources
• **Research task:** students research and analyse a work related health issue. Examples may include: the rights and responsibilities of apprentices in the workplace; occupational health and safety regulations in specific industries; Anti Discrimination policies; further study and career pathways in health related fields etc. • **Buddy sharing:** students share their research findings with one other student (3 minutes). Each student then shares their own and the other student's research findings with one further student (6 minutes). • **Diary planning:** students select a further study or career pathway that is of interest to them and research the demands it is likely to carry. Using an *Excel* spreadsheet, students establish a diary that addresses the following components: - appropriate time devoted to the study/career focus - physical activity needs - rest and relaxation needs - social time	Internet access www.austlii.edu.au www.uac.edu.au
• **(A) Writing an application letter and creating a resume:** this activity is process focused. Students brainstorm ideas individually, and then discuss their ideas with a peer partner during which they give and receive feedback that is used to further assist the development of both the personal letter and personal resume. A number of opportunities should be created for students to share their progress with their peer partner and give and receive feedback. The role of the peer partner should be discussed prior to engaging in the activity. Debrief opportunities should be created whereby the teacher can spotlight particular students or issues to highlight key questions, information and issues for the class. • **Writing an application letter**: students locate a job advertisement/ tertiary scholarship offering. Use following guidelines as a starting point to discuss and make decisions about: - Length - Introductory statement - Reasons for applying - Addressing essential and desirable criteria - Reference to relevant personal qualifications and experience The video resource, *Getting that interview* may also offer useful support.	Sydney Morning Herald – Employment section (Weekend edition) www.careers.gov.au www.jobsearch.com.au Video – *Getting that Interview*

• **(A) Creating a resume:** students develop a personal resume specifically for the job/scholarship application. Use the following guidelines as a starting point to discuss and make decisions about: - Length - Appearance / style - Relevant headings eg Personal Details, Academic Qualifications, Personal Goals, Professional Goals, Employment Experience - Presentation of document The video resource, *Getting that job* may also offer useful support. *FEEDBACK – Peer verbal feedback is provided throughout the Peer Partner process. The teacher provides verbal feedback during the letter writing and resume creation process and the debriefing. Written feedback is provided in accordance with criteria and assessment guidelines.*	Video – *Getting that Job*