

Career resources

English

Activity collection – years 9–10

Introduction

These resources are suitable for students in years 9–10.

They are aligned to the Australian Curriculum and relate to the Australian Curriculum learning area of English.

This selection will provide you with tools to help build your own and your students' career development awareness.

The following resources are available via Scootle, the national digital learning repository. Scootle provides Australian teachers with access to more than 20,000 digital learning items, provided by a wide array of contributors and aligned to core areas of the Australian Curriculum.

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Advertising – Teacher idea

Resource ID	R10525					
Link to resource	https://www.scottle.edu.au/ec/search?q=R10525&field=title&field=text.all&field=topic&v=text					
Resource description	This teacher idea looks at advertising from both a business and enterprise and creative writing perspective, to help students understand how the interaction between language and images can be used to attract, inform and entice an audience. It includes a unit of work developed and trialled by a teacher.					
Relevance of resource to careers education	It provides students with a practical insight into the advertising industry as they: <ul style="list-style-type: none"> critically observe advertising techniques write about personal views with clarity, support and conviction understand how to design an effective survey and how to extract useful information from it create an advertisement to suit a target audience. 					
Australian Curriculum Work Studies category/ies	Career development and management	<input type="checkbox"/>	Entrepreneurial behaviours	<input type="checkbox"/>	Gaining and keeping work	<input type="checkbox"/>
	Learning to learn	<input type="checkbox"/>	The nature of work	<input checked="" type="checkbox"/>	Work skills	<input checked="" type="checkbox"/>

The me generation – unit of work

Resource ID	R11540					
Link to resource	https://www.scootle.edu.au/ec/search?q=R11540&field=title&field=text.all&field=topic&v=text					
Resource description	<p>In this unit of work students explore what it means to be part of the 'me generation' through looking at identity, what defines the 'me generation', the influence of the media, advertising, new technology and social and political issues that are considered personally relevant. Students compare these influences and issues with those of other generations and cultures. The unit is cross-curricular, includes independent task-setting and reflective learning and culminates in a large self-motivated project with a round-table assessment.</p>					
Relevance of resource to careers education	<p>In this resource, students learn that:</p> <ul style="list-style-type: none"> • Our thoughts and actions are influenced and shaped by many external factors. • Self-reflection is imperative to career development and management. • Understanding different generations assists with workplace management and culture. 					
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Nicki Greenberg

Resource ID	M020234					
Link to resource	https://www.scootle.edu.au/ec/search?q=M020234&field=title&field=text.all&field=topic&v=text					
Resource description	This resource is a series of videos featuring writer Nicki Greenberg talking about her career and graphic novels. Related resources and teaching notes are included.					
Relevance of resource to careers education	<p>Teachers can use this series of videos to ask students a set of questions before and after viewing.</p> <p>Questions to ask before viewing:</p> <ul style="list-style-type: none"> • Which careers have you considered? • What do you think it would be like to be a graphic novel writer? • What are the benefits of having good writing and design skills even if you don't become a graphic novelist? <p>Questions to ask after viewing:</p> <ul style="list-style-type: none"> • Nicki makes the point that most people are disappointed when their first draft isn't perfect. Do you agree? When has this happened to you? What happens when you become too disappointed or negative about your writing? (link to resilience and adaptability) • What's the best thing you can do to improve your writing? • In your opinion, what does the phrase 'unwrapping new material each time you read it' mean? 					
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Zoe Daniel's dangerous day job

Resource ID	M017993					
Link to resource	https://www.scottle.edu.au/ec/search?q=M017993&field=title&field=text.all&field=topic&v=text					
Resource description	The role of foreign correspondent is just one career in the field of journalism. It involves reporting from some of the most troubled places in the world, and can be both exciting and dangerous. Zoe Daniel met this challenge for over ten years, reporting from such far-flung places as Zimbabwe and Burma. Discover more about her fascinating - and hazardous - career in this clip.					
Relevance of resource to careers education	The video includes discussion of: <ul style="list-style-type: none"> • how and why what we end up doing can differ from what we thought we would do • the importance of persistence, resilience, passion and being able to continue through rejection and difficult conditions • transferable skills that we need to succeed. 					
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	Learning to learn	<input checked="" type="checkbox"/>	The nature of work	<input checked="" type="checkbox"/>	Work skills	<input checked="" type="checkbox"/>

Who wants to be a journo?

Resource ID	M017801					
Link to resource	https://www.scottle.edu.au/ec/search?q=M017801&field=title&field=text.all&field=topic&v=text					
Resource description	Learn about being a journalist in this clip from Triple J Hack journalist Sophie McNeill. As you watch, consider the way the clip has been constructed to promote journalism as a career choice to a particular audience.					
Relevance of resource to careers education	<p>Teachers can use this video to ask students a set of questions related to self-awareness and opportunity awareness.</p> <p>Questions for students after viewing:</p> <ul style="list-style-type: none"> • Have you ever considered becoming a journalist? • What do you think the job would be like, and what attributes do you imagine a good journalist might need to have? • What general qualities does Sophie suggest may make a good journalist? • What does she say journalists need to have? • Why did Sophie want to become a journalist? • When did she get her start in journalism? • What are the best parts of her job? 					
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