



Facilitator's Guide 2021



This guide belongs to



Last updated in January 2021 at In 2 Life

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Information for PACTS facilitators

Tailoring workshops

Facilitators should tailor each session and the content to fit the profile of their participants as well as the time available for the training. The facilitator may choose to adapt the examples as necessary. Some activities and discussions lend themselves to adaptation, and these are mentioned in the facilitator's notes.

Proposed workshop schedule

This Facilitator's Guide is based on three two hour workshop schedule. We have included some suggested times for some activities as a guide only.

Facilitators should feel free to tailor this schedule to suit their parent cohort and workshop objectives, however, they should be careful to ensure sufficient time is allotted for participants to reflect on the concepts.

Presentations that go longer than one hour should include breaks about every 50 minutes. This allows time for you and your audience to stretch, take a break, and remain focused on the material. It's important to note that most adults don't sit still or tolerate lecture presentations lasting that long, so be prepared to take frequent breaks and vary your delivery style if you choose to lengthen the presentation time.

Bring a watch or know where a clock is in the room so you stay on time. All participants appreciate a workshop that begins and ends on time.

Delivery style

PACTS workshops are designed to be delivered in an interactive, conversational style where the facilitator leads and encourages a productive discussion based on the PACTS topics. No technology is required to facilitate these workshops, however showing websites and relevant videos is optional and can be used to support the discussion.

Please note the structure of the workshops can vary according to the flow of the conversation.

Personal disclosures & confidentiality

Workshop participants may find that they are comfortable discussing their own or child's school and personal experiences. It's important to remind participants at the beginning of each session that the PACTS Program focus is about engaging with young people. Although sharing thoughts and experiences is important, an in-depth discussion of a particular individual's situation is not advised. Encourage the parent to seek out the relevant school personnel to follow up the issue.

Facilitators Checklist (for delivering workshops)

- ✓ Participant Sign in sheet
- ✓ Workshop Handbook for each participant
- ✓ Pen for each participant
- ✓ Evaluation form
- ✓ Relevant local resources
- ✓ If using a PowerPoint presentation – laptop/screen and projector
- ✓ If showing video/YouTube clips – laptop/internet/screen and projector/speakers



Research shows that parents are important influencers when it comes to helping children make career decisions. It can be a confusing time for both parents and young people. A 2018 Victoria Parliamentary inquiry reinforced that **'Parents are the greatest influence on young people's career choices'**. Young people turn to parents for support before careers teachers or advisers. PACTS: Parents As Career Transition Support was developed by the Brotherhood of St Laurence based on their own research which revealed that:

- 100% of parents think it is important to be involved with their child's transition
- 80% of young people said they would seek help from parents for making decisions
- Only 20% of parents feel they currently have sufficient knowledge of employment and training options to help their child make a decision about what to do after leaving school

These findings inspired the development of the PACTS workshops. Parents are keen to help but are unsure of how to. They often do not have the most recent information about opportunities and pathways available to young people.

The aim of PACTS workshops

PACTS workshops aim to inform parents about the landscape of career transition and to help build confidence to have supportive careers conversations with their children.

The fundamental aim of PACTS is to bridge the knowledge gap for parents on what the options are today and to provide them with the skills to support their young person to find their direction.

The approach used in PACTS workshops

We've learnt that one of the better ways for parents to learn about something is to have a conversation and then experience it if possible. This way there is practical understanding about it. This is the approach we use in the three PACTS workshops – have a chat about it and then put it into practice.



Note on language: Every attempt has been made to make this booklet inclusive and readable. The word 'parent' is taken to include all carers, whether they are biologically related, adoptive or foster parents, workers or older friends. The word 'family' is used in the widest sense to include partners of parents and all other significant people in the young person's life

WORKSHOP TOPICS

Workshop One – Beginning to explore

Page 6

- A Career: A lifelong journey
- Communicating with your teenager about careers
- Identifying interests, values and skills
- Occupational categories
- Career interest tests & resources

Workshop Two – Career pathways and transition services

Page 14

- What's in the careers room?
- Training & further education options
- Apprenticeships & Traineeships
- What is Group Training?

Workshop Three – Jobs

Page 20

- The stages of job hunting
- Preparing a resume and cover letter
- Preparing for interviews
- Telephone skills for job seeking
- Employment services
- The first Job

All information provided in this handbook is correct at the time of composition

Symbols used in this guide



Discussion



Reflection



Activity



Website

Workshop 1 Beginning to explore

Workshop Sections – 2 Hours

1. Purpose
2. Learning Objectives
3. Equipment, Material, and Supplies
4. Room Requirements
 - Introductions
 - Workshop guidelines
 - Finding a place to start
 - The 7 hats of confident parents
 - Occupational categories
 - Interests and values
 - The skills connection
 - Career interest tests and resources

1. Purpose

The purpose of this session is to:

- ☐ Introduce participants to one another and the PACTS facilitator
- ☐ Provide an overview of the aims of PACTS workshops
- ☐ To ensure all participants understand and agree to the guidelines for working together
- ☐ Learn about the importance of skills connection
- ☐ To learn about careers interest lists, occupational categories and career resources

2. Learning objectives

Participants will be able to:

- ☐ Understand the role of the PACTs facilitator
- ☐ Describe the aims, content and process of the workshop
- ☐ Know the guidelines for working together
- ☐ Provide information and strategies for communicating with young people about careers
- ☐ Create a careers interest list and identify occupational categories
- ☐ Know about career resources

3. Equipment required

- ☐ PACTS Workshop Handbook for each participant
- ☐ Pens or pencils for writing
- ☐ Refreshments including water, tea, coffee, and either sandwiches, biscuits, muffins etc.

4. Room requirements

Participants should be seated in a group and be able to move around to convene in various configurations of smaller groups to work on tasks. The room should be large enough for small groups to work without disturbing one another. Seating works best around a table or in a circle.

Notes

METHOD

Introduce the PACTS facilitator

Welcome participants

- Acknowledgement to Country: I would like to acknowledge the Traditional Owners of the land on which we are gathered and pay my respects to their Elders both past, present and emerging. (Optional) Acknowledgement of Country is a way for the wider community to demonstrate respect for Aboriginal and Torres Strait Islander people. Personalise this as you wish.
- Introduce yourself and your role – facilitator, not teacher/ trainer but there to facilitate learning for participants. We are not the experts, but we can certainly share our knowledge of career transition.
- Introduce any co-trainers and/or observers
- Ask the participants to introduce themselves-name, age and stage of their children, which school they attend (if relevant). This can be to the main group or to the person either side of them.

*“We all have possibilities we don’t know about.
We can do things we don’t even dream we can do”*
- Dale Carnegie

Workshop guidelines

It’s important that all of us understand some basic principles for meeting as a group and how we can best work together and help each other.



Page 7 of Workshop Handbook

METHOD

- Talk about the reasons for developing guidelines as a group –
- It is helpful to the participants to understand how learning will occur and what is expected from both participants and facilitator.
- It is also helpful to develop guidelines for working together to establish the best climate for learning
- Quickly read through the guidelines. Ask for questions and then seek agreement.

Notes

The introductions and guidelines may take up to 5 minutes

Introductions



Page 8 of Workshop Handbook

REFLECTION (15 minutes)

Ask participants to reflect on their own career journey to date, based on the concept of a career including many aspects of our lives. This can be facilitated by breaking into pairs or smaller groups with main points relayed back to the main group. Some groups prefer to share their stories as a group discussion.

More key prompt questions:

- Who influenced your career decisions when you were school age?
- What role did your parents have in your decisions?
- Have you stayed in the same occupation/industry? If not, why not?
- What factors have impacted on your career journey so far?

NOTE: Only allow a maximum of 2 minutes per person.

NOTE: These questions can be modified/changed to suit the nature of the group or dispensed with altogether if not appropriate.

Notes

A career: a lifelong journey



Page 9 of Workshop Handbook

Career-a lifelong journey (1 minute)

METHOD

- Take time to discuss the meaning of 'career' in today's context. This discussion will help frame the context of the reflection exercise.
- Question: How do we know if we are having a 'successful' career?

Notes

Two common career myths & facts



Page 10 of Workshop Handbook

Two Common career myths & facts (2 minutes)

METHOD

- Take a minute to discuss the myths and facts.
- This is a good opportunity to summarise the previous discussion in relation to the examples of career changes within individual stories.
- You can make reference to any examples provided during the introductions
- Be aware that 'Fact' of Myth 2 might be confronting to some parents from CALD backgrounds where traditionally in their culture the family/community determines the pathway for a young person.
- How else could this topic be facilitated?
- NOTE: Feel free to add your own example of a career journey
- Pathways plans are mentioned here and can be elaborated upon, alternatively spend time on this in workshop 2 if required.

Notes

The 7 Hats of Confident Parents



Page 11 of Workshop Handbook

The 7 Hats of Confident Parents (5-10 minutes)

METHOD

- Read through the information about the 7 hats, allowing time for brief discussion about each. Ask different participants for examples as each hat is talked about in the context of a career conversation.
- Highlight the last paragraph that talks about being aware of the different hats each time parents interact with their children.
- Ask the group if they believe they have used one/couple of these hats before when their child has spoken about a career choice. How did that go?
- You can provide an example: Your son/daughter would like to become a tattoo artist. Which hat/s would be best for this conversation? Which hats are more likely to shut the conversation down?
- Which hat do parents find most difficult to wear? Why?
- This activity can be in the form of a group discussion or you can break them up into smaller groups to encourage more conversation and to give quiet participants an opportunity to have their say.
- The aim of this exercise is for parents to be aware of their reactions and to encourage a supportive, listening attitude in the careers conversation.

Notes

The most important thing that parents can teach their children is how to get along without them

GROUP THINK



Page 12 of Workshop Handbook

Communicating with young people about careers (10 minutes)

METHOD

Lead a discussion on what participants know about coaching.

One of the successful methods to communicating with young people about careers is to use a coaching approach by providing support to identify goals and make plans

Parents can help specifically with this process by:

- Listening
- Asking open questions that help to reflect on actions, directions, decisions
- By being *optimistic* about their teenager's future
- Helping find resources and information

Parents should be careful not to:

- Dictate
- Be critical
- Take responsibility for decisions
- Pretend to be an expert



Work through the list of suggestions that help facilitate 'career conversations' with young people.

Seek clarification and/or examples from participants about each suggestion.

Facilitate the discussion so the participants have the opportunity to confront/challenge rigid thinking.

GROUP THINK

Break the group into smaller groups of two or three (if time).

Ask them to respond to the questions

Regroup and share responses.

Notes



How to start making career decisions: interests & values



Page 13 of Workshop Handbook



(10 minutes)

METHOD

- Key Point in this section:
- When we are exploring potential career interests, we need to look at the whole person, taking into account personal interests and values. Young people will be demonstrating where their interests and values lie within the activities they choose to pursue.
- Parents are in the position where they can observe their young person in a variety of settings where they can observe what takes their teen's attention.
- Parents can observe this and then reflect their observations back to their young person.
- Encourage parents to ask questions to find out more about what engages their young person, especially when it's unclear.
- Let parents know that their young person's hobbies, extra-curricular activities and areas of interests *matter* and provide meaningful clues and tips to help explore career ideas.
- Allow time for discussion about how easy or difficult this activity might be with their children.

Notes

Occupational categories



Page 14 of Workshop Handbook

Occupational Categories (10 minutes)

METHOD

- Discuss the information about the seven occupation groups. Optional: discuss 7 categories of FYA.
- Read through each one. Seek understanding and allow for questions.
- Ask participants to suggest some examples in each category.
- Get them to start thinking about which categories they might fit into.
- **Suggested activity:** Put 7 categories around the room: Ask parents to stand in the group they relate to most strongly-have a chat with other parents re why they chose this one. Repeat-choose the category they think their son/daughter would choose-discuss in groups why they chose this one.
- Discuss the overlaps between the different categories to keep thinking open and flexible.

Notes

Creating a list of interest areas



Page 15 of Workshop Handbook



- This exercise can be done within the workshop, during a break or as a suggested activity to prompt discussion at home.

The skills connection

Once an activity has been completed, it means that person has demonstrated they have ability - and that ability is a skill.



Page 16 of Workshop Handbook

The skills connection (10 minutes)

METHOD

- Spend some time looking at the different types of skills.
- Parents and young people are often unaware of the range of skills already apparent or there is an emphasis on areas of weakness.
- **Suggested Activity:** Ask parents to identify skills that may be demonstrated in their teen's hobbies eg: playing computer games.
- Encourage parents to let their teens know of the skills they observe in day to day life relate to employability skills.

Notes

Careers/ vocational assessment instruments

Page 17 of Workshop Hand book



Careers tests and quizzes (10 minutes)

METHOD

- Ask if anyone has done a careers test? Was it helpful?
- Discuss what role the careers tests can play-as a prompt for further discussion and exploration rather than to provide the 'answer'.
- Refer to the free, short tests available online-link the outcomes to the occupational categories information
- If school personnel are present they can explain the test they use and possibly show a sample.

Notes

Resources: Page 18 of Workshop handbook

Bullseye Posters & introduction to the Good Careers Guide

Like the Job Guide, The Good Careers Guide provides an in-depth look at over 400 occupations, and their education and training pathways. It is also available as an App and online.

www.goodcareersguide.com.au



METHOD

- Explain how to use the bullseye posters where they can find them. If possible refer to where the students have access to them at school.
- Show them a copy of the Good Careers Guide & refer to how it can be used to build on the occupational categories information for career exploration.

Notes

Careers resources online (5minutes)

METHOD

- Talk through the list of websites-ask if anyone is familiar with them or has used them.
- Optional-bring one or 2 up on a screen to show them



Notes

Review & evaluation (5 minutes)

METHOD

- Briefly review each section of the workshop
- Ask for individual feedback – proceed around the group asking them to indicate one specific part of the workshop that was particularly helpful.
- Hand out the evaluation sheets and ask all participants to complete and hand to you (optional).
- Ask for any closing questions, observations, comments.
- Wrap up by thanking them for being there – look forward to meeting again next week.

Notes

Workshop Two – Career and transition services

Workshop Sections – 2 Hours

1. Purpose
2. Learning objectives
3. Equipment, material, and supplies
4. Room Requirements
 - Framework for Career Development
 - Career services at school
 - Resources in the careers room
 - Training and further education options
 - Apprenticeships and traineeships
 - Group Training

1. Purpose

The purpose of this session is to:

- ❑ Inform parents about the careers services, resources and facilities available in schools
- ❑ Provide key information on the range of courses, qualifications and learning environments available to young people today.
- ❑ Provide participants with knowledge on apprenticeships and traineeships, and group training.

2. Learning objectives

Participants will be able to:

- ❑ Be aware of careers services in school including pathways plans
- ❑ Recognise the various careers resources available within the school setting, and how to access them
- ❑ Identify possible training options within the secondary, and post- secondary school settings
- ❑ Apply key information about apprenticeships and traineeships
- ❑ Understand the concept of group training

3. Equipment required

- ❑ Participant Handbook
- ❑ Sample resources from the careers room (desirable) eg. TAFE information, brochures, flyers etc
- ❑ Pens or pencils for writing
- ❑ Refreshments including water, tea, coffee, and either sandwiches, biscuits, muffins etc

4. Room requirements

Participants should be seated in a group and be able to move around to convene in various configurations of smaller groups to work on tasks. The room should be large enough for small groups to work without disturbing one another. Seating works best around a table or in a circle.

Please note: From this section onwards the parent handbooks vary from state to state so the corresponding page numbers are not provided.



Recap workshop 1 (5 minutes)

METHOD

Welcome back: Introduce any new participants.

- Re-establish group communication - ask participants if they would like to share anything that happened as a result of what they learned in the last workshop.
- Did anyone manage to have a chat about careers at home during the week? Share



Framework for Career Development

1. Self awareness:
2. Opportunity awareness
3. Decision making
4. Taking action



Page 20 of Workshop Handbook

Framework for Careers Development (3 minutes)

METHOD

- Spend a few minutes discussing the four different steps of Career Development and how it relates to individuals at all ages and stages.
- This is a good opportunity to review last week's content in relation to supporting our young person to find some direction.

Notes

Pathways plans

This section can be modified to your local situation.



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Pathway plans (5 minutes)

METHOD

- Lead a discussion about pathways plans and ways to support the development, implementation and review of them.
- Draw on the coaching concept as the basis
- NOTE: different schools and sectors will have their own version of a pathway plan-
- Are the parents aware of the planning process at their school? Who can they ask? Encourage them to discuss this with their son/daughter.

Notes

What careers services are at school?

Resources you'll find in the Careers area
More Careers and general information websites



Page 21 of Workshop Handbook



Career services are at school (5 minutes)

METHOD

1. Briefly discuss the Careers Room/space in school. Ask the group -
 - If anyone remembers their careers room or careers educator at school?
 - Have things changed?
 - Has any participant or their teenager accessed the careers room and staff?
 - What was helpful in this process?
2. Provide an overview of the resources in the careers room – if possible have copies there to show:
 - Tertiary Admissions Centres and Guides
 - University brochures
 - TAFE brochures
 - Short course information
 - Include any local resources about alternative learning settings and re-engagement programs for young people. TIP- your local Youth Services might be able to help you with this.

NOTE: If there is a school personnel present ask them to describe the career services specific to their school.

Notes

Training & further education options

There are now more choices than just the traditional year 12, pathway. These variations are available in some schools and at some TAFEs & community settings, allowing young people to have more than one way to move forward.

Educational Qualifications

School	TAFE	University
	Certificate I	Associate Degree
	Certificate II	Bachelor Degree
Senior School Certificate	Certificate III	Graduate Certificate
	Certificate IV	Graduate Diploma
	Diploma	Masters Degree
	Advanced Diploma	Doctoral Degree

The Senior School Certificate

International Baccalaureate Diploma (IB)

Vocational Education & Training (VET in Schools)



Training & further education options (20 minutes)

METHOD

- NOTE: This section will be tailored to your state education system
- Lead a discussion on the group's experiences and ideas about senior school qualifications, IB & VET in schools.
- There may be misconceptions that need to be addressed. Some participants will have a teenager who is doing a VET course, so allow for discussion on these experiences. Review the information about VET in the handbook
- Move the discussion to what the participants know about relevant applied learning pathways and clarify information about the relevant qualifications
- Encourage questions
- Take the time to clarify any confusion about the pathways
- Buddy up with school personnel if you need assistance with this topic

Notes

TAFE (Technical and Further Education)

PLEASE NOTE: From January 1st 2015 all students enrolling or continuing in a training course must apply for a Unique Student Identifier-USI. The USI will help keep training records and results together in an online account. Go to: www.usi.gov.au

Differences between university and TAFE

	University	TAFE
Type of course	Theory driven/research	Hands on/job related
Style of teaching	Lectures and tutorials	Classroom based
Contact hours	Varies from 12-25hours	4 days a week, 9-5
Length of course	Minimum 3 years	From 6 months to 2 years

University

Private providers

Scholarships

Community education



Page ____ of Workshop Handbook

Post Secondary school options (15 minutes)

- Refer participants to section in the handbook on TAFE. Ask the group what experiences they have had with TAFE – what could they tell other participants that would be helpful?
- Move on now to university – find out what experiences participants have had.

- Encourage them to research private providers and compare costs with local TAFES
- Alert them to the wide range of scholarships available to address disadvantage & hardship
- Discuss the differences between TAFE & university
- Discuss community education and the cost benefits associated with this option
- Discuss the different qualifications and pathways available.
- Reinforce that researching course information can take time and patience, and sometimes, numerous phone calls to get the information you require.
- Encourage them to attend open days with their teens to learn more about what is on offer and to experience the different environments 1st hand. www.openday.com.au. You may want to provide a handout for your state depending on the time of year.
- TIP-if you need to, buddy up with personnel from a local school to explain the school pathways, or a representative from a local TAFE or university.

Notes

The GAP year



The gap year (5 minutes)

- Some parents are wary of the idea of their son/daughter taking a year off after year 12 or even mid university course. Other parents will recount the value of their own gap year experience and how it helped them find a sense of direction.
- Reassure parents that there are now volunteer programs that can provide structure during 'time out'

Notes

Australian Apprenticeships



Page ____ of Workshop Handbook

Apprenticeships & Traineeships (15 minutes)

METHOD

1. Lead a group discussion about apprenticeships.
 - Has anyone in the group done an apprenticeship?
 - Is anyone's son or daughter completing an apprenticeship, or looking for one?
 - Are there any differences in apprenticeships now compared to 20 years ago?
 - What types of learners would be suited to this pathway?
 - Point out the difference between a traineeship & an apprenticeship

Notes

**A U S T R A L I A N
APPRENTICESHIPS**
Your Life. Your Career. Your Future.

Group Training Organisations



Page ____ of Workshop Handbook

Group Training Organisations (5 Minutes)

METHOD

What do participants know about group training? Often, you will find that parents know nothing or very little, so they're usually very keen to learn more about it. You might find parents have differing opinions about group training companies based on experiences.

Notes



Travelling outside our comfort zone

Travelling outside our comfort zone (5 Minutes)

METHOD

- Lead a brief discussion about the information.
- Ask participants to break into small groups and discuss the two questions about raising awareness and understanding.
- Share responses with the larger group – include the 2 priority steps identified.
- In remote/rural settings this topic will be very important.
- Find examples of local people who have moved outside their comfort zone to realise their dreams.

Notes

Workshop 2 Reminders and Evaluation

Review and Evaluation (10 Minutes)

METHOD

- The 'Give Them 5' section is an opportunity to reflect and remind us that the young person is at the centre of the discussion about pathways.
- Briefly review each section of the workshop
- Ask for individual feedback – proceed around the group asking them to indicate one specific part of the workshop that was particularly helpful.
- Hand out the evaluation sheets and ask all participants to complete and hand to you (optional)
- Encourage parents to have a careers chat with their young person during the week
- Ask for any closing questions, observations, comments.
- Wrap up by thanking them for being there – look forward to meeting again next week.

Notes

Workshop Three – Jobs

Workshop Sections – 2 Hours

1. Purpose
2. Learning objectives
3. Equipment, material, and supplies
4. Room Requirements
 - Job categories
 - The stages of job hunting
 - Employment websites
 - Job interview skills
 - Young people and telephones
 - Centrelink Youth and Student Services
 - Jobactive
 - Career and transition programs
 - The first job – What every young worker should know

1. Purpose

The purpose of this session is to:

- ☐ Provide access to resources and strategies that can assist in the job seeking process
- ☐ Inform participants about the various employment services available
- ☐ Provide participants with practical experience of coaching young people to use the telephone in the job seeking process, and prepare for job interviews
- ☐ Provide participants with knowledge about the rights of all employees, particularly young people in today's employment market

2. Learning objectives

Participants will be able to:

- ☐ Know how to access jobs using a variety of resources that assist the job searching process
- ☐ Show their teenager how to write a telephone script when making job related phone calls
- ☐ Practice interview skills with their teenager
- ☐ Recognise the rights of all employees in the workplace, and identify where to go for further information

3. Equipment required

- ☐ Participant handbook
- ☐ Pens or pencils for writing
- ☐ Optional: examples of job ads
- ☐ Refreshments including water, tea, coffee, and either sandwiches, biscuits, muffins etc.

Room requirements: As in previous workshops

Notes



Workshop Three – Jobs



Recap workshop 2 (5 Minutes)

METHOD

Re-establish group communication - ask participants if they would like to share anything that happened as a result of what they learned in the last workshop.

Job categories



METHOD

Discuss briefly-Point out that each category of jobs has value in the career journey of an individual.

Notes

The stages of job hunting

Researching a job

Preparing a resume *or* curriculum vitae

Recruitment professionals sometimes use these terms interchangeably because they do not understand that there is a difference between these two documents. You may be asked to submit a CV however in most situations what is meant is a **Resume**.

Writing a cover letter



Stages of job hunting (60 Minutes)

METHOD

Finding jobs to apply for

- Lead a group discussion about job seeking. What are people's experiences, both on a personal level, and from their teenager's perspective?
- How do participants feel about job seeking?
- Refer to the stages of job hunting. Work through each section asking for examples or feedback from the group as you proceed. For example, 'Has anyone used cold calling as a way of seeking work'? Use your own example if you have one.
- Refer participants to the list of employment sites Check if anyone has accessed any of the sites listed. If so, ask for feedback.
- Discuss the role of social media in the job seeking process



Researching a job

- Ask – “How might we go about researching a job? What would be the point of doing that?”

Writing a cover letter

- Ask – “Can anyone tell us what key selection criteria are?”
- How does it relate to the process of writing a cover letter?
- Ask participants about their experiences in writing cover letters
- Talk about the benefit of using a template to write a cover letter

Preparing a resume

- Ask – “Has anyone prepared a resume before?” (You might be surprised how many people have not).
- Have you used templates or created them from scratch?
- Discuss the difference between a resume and a curriculum vitae.

NOTE: Feel free to demonstrate where to find youth- friendly resume & cover letter support on the websites listed

Notes

Job interviews

What to do before the interview

Types of job interview questions

Common interview questions and ways to respond

Practicing interview skills



Preparing for interviews (15 minutes)

METHOD

What to do before the interview

- Ask – What sort of things would you need to do prior to going to a job interview?
- Refer to information in the handbook about interview questions, personal presentation etc.

Practicing interview skills

- Break the group up into pairs or group of three
- Ask them to write a list of questions using the job they selected previously, for interviewing applicants. Imagine they are the employer – what would they like to know?
- Each person will take a turn to be interviewed, be the interviewer, and observe
- Allow 4 minutes per interview and then ask the observer to feedback their responses
- Return to the larger group and lead a brief discussion about the exercise
- What to do after the interview

Refer to information in the handbook

Notes

Young people and telephones



Practicing telephone coaching (10 Minutes)

METHOD

- Break the group up into pairs and ask them to complete the example script, using one of the jobs on the job list
- Using the notes in the handbook, ask them to take turns of being the caller and the call receiver
- Turn backs to each other prior to making the call
- Ask them to briefly discuss the best way for doing this activity with their teenager
- Resume the large group and ask for feedback about the exercise. Reinforce how challenging this can be for young people, so understanding what it's actually like can help you to coach them through it

Notes

Social media: how this can help (or hurt) a jobseeker

Social media do's and don'ts for the young jobseeker



Social media (5 minutes)

METHOD

1. Lead a group discussion about social media in relation to job seeking.

NOTE: this topic can easily stray off track so keep it contained to the employment topic.

Agencies and services that assist with Job Searching

Centrelink

Jobactive. ****Feel free to list the details of your local providers****

Other initiatives for young people

Private Careers Practitioners

Careers and Transition Programs

****Feel free to list the details of your local providers****

Transition To Work (TTW)-a Federally funded program

The New Enterprise Incentive Scheme (NEIS)

Skills for Education and Employment: (SEE Program)





Agencies that help with job seeking (15 Minutes)

METHOD

Explain some of the agencies and services available to assist job seekers.

- Centrelink Youth and student services
- Jobactive
- NEIS
- Transition To Work
- The SEE Program

NOTE: facilitators may like to invite guests from services mentioned above to discuss their services

Notes

Top growing industries/skills shortages



Australia's top growing industries (5 Minutes)

METHOD

Using the notes in the handbook discuss skills shortages and the impact these may have on the job choices of young people. The website provides access to regional labour market information including skill shortages.

Notes

The first job - what every young worker should know

Awards & conditions

The Fair Work system is Australia's national workplace system. To find out more about the system go to: www.fairwork.gov.au

The Fair Work Ombudsman

Superannuation

Job Watch is the only specialist community legal centre in Australia focusing on employment law and

Unions

Bullying, violence & discrimination in the workplace

What is workplace bullying?

What is workplace violence?

What is workplace discrimination?





The first job (5 Minutes)

METHOD

1. This section is for reading in own time, but wish to alert participants to the issues young people may face in the workplace including:

- Awards, conditions and pay slips
- Superannuation
- Unfair dismissal
- Bullying, violence & discrimination

Refer to services that can assist with support and information

Notes



Review & evaluation

METHOD

- Ask for individual feedback – proceed around the group asking them to indicate one specific part of the workshop that was particularly helpful
- Hand out the evaluation sheets and ask all participants to complete and hand to you
- Ask for any closing questions, observations, comments
- Wrap up - thank them for being there and refer them to the school Careers Counsellor for specific information

Notes

A.C.R.O.N.Y.M.S



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Add more to this list

useful websites



Careers Information

You can add more to this list

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NOTES

