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Central Coast Council

Industry into Schools Project

# Student Workbook

##### Lesson Theme: Our Coast

##### Lesson Sequence: Preparing For A Career on Our Coast

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# **Lesson Overview**

This lesson sequence empowers students to explore the economic landscape of the Central Coast and understand what businesses and local industries look for in potential employees. Through inquiry-based learning and industry collaboration, students will develop skills and knowledge essential for building a career in this unique environment.

#### **Key Features of Lesson Sequence**

* **Interdisciplinary Approach:** Integrates Geography, Economics, and Career Education.
* **Local Perspective:** Encourages students to think about their community, its economic environment, and how they can be part of its businesses.
* **SDG Focus:** Decent Work and Economic Growth (UN SDG 8): *This lesson focuses on understanding the Central Coast economy and preparing students to be part of its businesses, aligning with the goal of promoting sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.*

#### **Students are Working Towards**

**Central Coast Education Networks - Digital Credential: Our Coast – Career Ready**

|  |  |
| --- | --- |
| This digital credential, "Our Coast-Career Ready" recognises your active exploration of the Central Coast's economic landscape and your developing understanding of the skills and knowledge valued by local employers. It signifies your engagement in inquiry-based learning and collaboration, equipping you with foundational insights for potential career pathways in our unique regional environment.  Highlighted Skills:   * Economic Awareness * Workplace Culture * Career Planning * Local Impact |  |

#### **Lesson Structure**

| Lesson # | Learning Objective | Summary of Lesson | Key Knowledge by the End of the Lesson |
| --- | --- | --- | --- |
| 1 | Understand the Central Coast economy and key industries | Introduction to the Central Coast economy, identifying major industries and businesses. | Overview of the Central Coast's economic environment and major industries. |
| 2 | Analyse skills and attributes desired by local employers | Collaboration with Rarekind to discuss workplace culture and desired employee skills. | Skills and attributes local businesses seek in potential employees. |
| 3 | Develop career-oriented communication and presentation skills | Students create and refine a sales pitch for a chosen local business or industry. | How to effectively communicate and present oneself professionally. |
| 4 | Reflect on personal interests and potential career paths | Reflection session where students connect their skills and interests to career opportunities on the Central Coast. | Understanding of how personal interests can align with local career opportunities. |

# Lesson 1: Understanding the Central Coast Economy and Key Industries

#### Clarity of Learning Objective

By the end of this lesson, students will be able to identify and explain the key industries in the Central Coast economy, demonstrating an understanding of their significance and contributions to the local community. Students will engage in inquiry-based learning to explore, question, and investigate various industries through research and discussion.

Activity 1: Classroom Discussion – What do we know about industry and our Central Coast

1. What does Industry mean
2. What do you know about the Central Coast region?
3. Can you name any industries you think are important in this area?
4. How do you think these industries impact our community/local economy?

My Notes:

Activity 2: Group Research Project & Presentation

1. Your teacher will divide you into groups.
2. Your group will be assigned an industry to research (e.g., tourism, education, health services, agriculture, construction).
3. With your group, come up with questions to guide your research. Here are some examples:
   * What role does this industry play in the local economy?
   * How does this industry affect the lives of people on the Central Coast?
   * What challenges does this industry face?
4. Use the resources provided (library texts, articles, online databases, websites) to find information.
5. Write down the important information you find. Work together as a group!
6. Presentation
7. Prepare a short presentation (5-7 minutes) to share your findings with the class.
8. Use visual aids like slides, posters, or infographics to make your presentation interesting.
9. While other groups are presenting, take notes and think of questions to ask them.

**Activity 3: Class Discussion and Reflection**

1. Which industry do you think is most important to the Central Coast economy? Why?
2. What did you learn about industries you didn’t know much about before?

**My Notes**

**Key Vocabulary**

* **Economy:** The system of production, consumption, and distribution of goods and services in a particular region.
* **Industry:** A sector of the economy that is involved in producing goods or providing services.

**Evaluation of Prior Knowledge**

Before commencing the lesson, students will be asked to share their thoughts on the following questions:

1. What do you know about the Central Coast region?
2. Can you name any industries you think are important in this area?
3. How do you think these industries impact the community?

This will help gauge students' existing knowledge and misconceptions, allowing the teacher to tailor the lesson accordingly.

**Instructional Strategies**

**1. Inquiry-Based Learning Introduction**

* **Step 1:** Begin with a brainstorming session. Write “Central Coast Industries” on the board and ask students to name as many industries as they can think of. This activates prior knowledge and invites curiosity.

**Step 2: Optional. Play Video or present presentation from Central Coast Council Economic Development Central Coast Industries**

* **Step 2:** Explain that the lesson will model the inquiry process which includes questioning, investigating, and reflecting on the findings related to the local economy and its industries.

**2. Group Research Project**

* **Step 1:** Divide the class into small groups of 4-5 students. Assign each group an industry relevant to the Central Coast, such as tourism, education, health services, agriculture, and construction.
* **Step 2:** Each group will formulate inquiry questions that guide their research. Potential questions include:
  + What role does this industry play in the local economy?
  + How does this industry affect the lifestyle of Central Coast residents?
  + What challenges does this industry face?
* **Step 3:** Provide students with access to various resources, including library texts, articles, online databases, and websites. Instruct students to document important information that answers their inquiry questions, emphasising collaborative work.

**3. Presentation**

* **Step 1:** After the research phase, each group prepares a short presentation (5-7 minutes) showcasing their findings. Encourage the use of visual aids like slides, posters, or infographics, as these tools can enhance comprehension.
* **Step 2:** During presentations, the audience (other groups) will take notes and form questions to foster discussion post-presentation.

**4. Class Discussion and Reflection**

* **Step 1:** After all groups have presented, conduct a whole-class discussion. Facilitate the discussion by prompting students with questions such as:
  + Which industry do you believe plays the most significant role in the Central Coast economy? Why?
  + What insights did you gain about industries you weren't familiar with?
* **Step 2:** Wrap up by reflecting on what students learned and how they can use inquiry methods in future explorations.

**Adaptation for More/Less Confident Pupils**

* For **more confident students**, encourage them to delve deeper into the complexities of their assigned industry by including statistics, recent developments, or expert opinions in their presentation.
* For **less confident students**, provide guiding questions and templates for their inquiries. Consider pairing them with a more confident peer for collaborative support. Clipboards with prompts can be beneficial to help maintain focus during research.

**Assessment Strategies**

* Formative assessment can be achieved through:
  + Observation of group collaboration and engagement during the research.
  + Peer feedback during presentations based on a criteria rubric focused on understanding, clarity of information presented, and engagement with the audience.
* A later lesson provides an opportunity for a summative assessment involving indepth analysis a pitch of an industry to classroom peers

**Incorporation of Technology**

* **Research:** Utilise online databases and websites for an effective research phase.
* **Presentation Tools:** Students can create engaging presentations using tools such as Google Slides, Prezi, or Canva, allowing them to incorporate multimedia elements.
* **Collaboration Platforms:** Use Google Docs or other platforms for collaborative note-taking during research, which helps streamline the presentation creation process.

**Questions to Ask**

* What did you find most surprising about your assigned industry?
* How might changes in the global economy affect this industry locally?
* What role do local communities play in supporting these industries?

**Key Vocabulary with Definitions**

* **Economy:** The system of production, consumption, and distribution of goods and services in a particular region.
* **Industry:** A sector of the economy that is involved in producing goods or providing services.
* **Tourism:** The commercial organisation and operation of vacations and visits to places of interest.
* **Agriculture:** The science or practice of farming, including the cultivation of the soil and rearing of animals for food.

**Disciplinary and Substantive Knowledge**

* Students should learn about the importance of the Central Coast's economic landscape and the interplay between various industries and community well-being.
* Understanding how economic activities shape local culture, employment, and community resources will allow students to appreciate their impact on their daily lives and future economic decisions.

**Resources Needed**

1. Access to computers and internet for research.
2. Whiteboard and markers for brainstorming.
3. Presentation materials (paper, markers, poster boards, or digital tools).
4. Inquiry question templates.
5. Peer feedback rubrics for presentations.

This lesson plan integrates inquiry-based learning principles to engage Year 9 and Year 10 students in a meaningful exploration of their local economy. The structure provided allows flexibility and adaptability to meet the diverse needs of students in the classroom, guiding them through an in-depth understanding of critical local industries.

## Lesson 2: Skills and Attributes Desired by Local Employers

**Learning Objective**

Students will analyse the skills and attributes that are sought after by local employers, allowing them to make informed decisions about their future career pathways. This lesson will incorporate Inquiry-Based Learning principles to encourage exploration and critical thinking regarding employability.

**Evaluation of Prior Knowledge**

Begin the lesson by asking students to reflect on their own experiences with employment or work placements. Prompt them with questions such as:

* What qualities do you think are important for a job?
* Have you heard of any specific skills that local employers are looking for? Document the responses on the whiteboard to gauge their existing knowledge.

**Instructional Strategies**

**1. Starter Activity (10 minutes)**

* **Execution**: Ask students to think-pair-share about a job they are interested in. In pairs, they will discuss what skills they believe are needed for that job. After a couple of minutes, invite pairs to share their thoughts with the class, creating a list of mentioned jobs and associated skills on the board.
* **Rationale**: This approach ties to Inquiry-Based Learning by eliciting students’ pre-existing knowledge and piquing their curiosity about job skills.

**2. Input (15 minutes)**

* **Execution**: Provide a brief presentation (or use a video) about local employment trends. Include statistics about in-demand careers and traits of successful candidates (e.g. teamwork, communication, problem-solving). Use examples from various industries such as healthcare, hospitality, and technology. (Rarekind Video)
* **Rationale**: This input segment serves as a foundation, exposing students to the various skills and attributes specified by employers. It also models how to gather and assess information from credible sources.

**3. Group Inquiry Activity (30 minutes)**

* **Execution**:
  1. **Divide the class** into small groups (4-5 students).
  2. Assign each group a different industry relevant to their local area (e.g. healthcare, trades, retail, technology).
  3. Provide guiding questions for their investigation:
     + What are the top skills sought by employers in your assigned industry?
     + How can students develop these skills?
     + Which local businesses are hiring for these positions?
  4. Allow students to access digital devices to conduct research, create a poster or presentation that summarises their findings, incorporating discussions of skills and examples.
* **Rationale**: This activity promotes Inquiry-Based Learning by facilitating student-led research. Students investigate real-world scenarios and gather data to understand the applicant profile within local industries.

**4. Plenary (10 minutes)**

* **Execution**: Groups present their findings to the class for 2-3 minutes each. Following the presentations, conduct a class discussion highlighting similarities and differences among industries. Ask students how this information might influence their career choices or plans.
* **Rationale**: By sharing and reflecting on each group’s findings, students engage with the knowledge critically and collaboratively, which are core components of Inquiry-Based Learning.

**Resources Needed**

* Projector and screen for presentation/video.
* Whiteboard and markers.
* Digital devices (tablets/laptops) for research.
* Access to the internet for investigation.
* Poster materials (butcher paper, markers, etc.) for group presentations.
* Printed handouts with guiding questions.

**Adaptation for More/Less Confident Pupils**

* **More Confident Pupils**: Encourage them to delve deeper into sub-skills and attributes, allowing them to research advanced roles in their chosen industries or teach a mini-lesson on their topic to peers.
* **Less Confident Pupils**: Provide a scaffolded handout with examples of local businesses in their assigned industries and a list of suggested skills to research. Pair them with more confident peers for supported learning.

**Assessment Strategies**

* Formative assessment will occur through observation during group work, presentations, and the quality of discussions.
* A rubric can be developed evaluating teamwork, engagement, presentation quality, and the relevance of their findings to the research questions.

**Incorporation of Technology**

* Utilise online platforms (e.g., Google Docs) for group collaboration while creating their presentations.
* Introduce tools like Padlet or Canva for visual presentations of their findings, enhancing technological competency.
* Encourage the use of job search websites and local business directories for data collection.

**Questions to Ask**

* What specific skills should students focus on developing in preparation for entering the workforce?
* How do these skills vary across different industries?
* What local businesses exemplify good hiring practices based on your research?

**Key Vocabulary with Definitions**

* **Attributes**: Inherent characteristics or qualities of a person (e.g. leadership).
* **Employability**: The qualities, skills, and understandings that make an individual desirable to employers.
* **Industry**: A distinct group of businesses or organisations producing similar goods or services.
* **Skills**: The ability to do something well that comes from education, training, or experience (e.g. teamwork).

**Disciplinary and Substantive Knowledge Students Should Know**

1. Understanding the concept of employability and its relevance to career prospects.
2. Familiarity with the local job market and the industries that dominate employment opportunities.
3. Recognition of the connection between skills acquired in school and their application in professional contexts.

This lesson plan is designed to foster critical thinking and self-directed learning through the Inquiry-Based Learning framework, preparing students for future educational and career opportunities.

## Lesson 3: Developing Career-Oriented Communication and Presentation Posters

**Learning Objectives**

By the end of this lesson, students will be able to:

* Develop a comprehensive presentation poster about a local industry, outlining what the industry/business does, its mission, and the types of jobs it offers.
* Create and refine a career pitch for their chosen local business or industry to their peers.
* Effectively communicate their knowledge in both visual and verbal formats.

**Evaluation of Prior Knowledge**

Before diving into the lesson, the teacher will assess prior knowledge through a brief class discussion. The following questions can guide the discussion:

* "What industries do you know about in our local community?"
* "What types of jobs exist in these industries, and why might someone choose to work in them?"
* "What elements do you think are essential in communicating information about a business?"

This helps gauge students’ existing knowledge about local industries and their understanding of effective communication strategies.

**Instructional Strategies**

This section outlines detailed instructional strategies incorporating the 4Cs:

1. **Group Activity (Research and Poster Development)** *Duration: 40 minutes*
   * **Group Formation**: Divide students into small groups of 4-5. Each group will research a local industry.
   * **Research Phase**: Each group will seek information on their chosen industry’s mission, job offerings, and operational overview.
     + They should gather data through online resources, interviews with local business owners (if feasible), and local government resources.
   * **Poster Development**: Each group will create a visually appealing poster outlining their findings. This process incorporates **creative thinking** as they design their posters. Provide guidance on using apps like Canva or Microsoft PowerPoint for digital presentations.
2. **Sales Pitch Refinement** *Duration: 25 minutes*  
   Once the posters are completed, each group will prepare a 3-5 minute sales pitch based on their research. Encourage them to focus on persuasive language and tone. Students may role-play as salespersons trying to attract potential job seekers or investors. This enhances **communication** skills and fosters **collaboration** as students rehearse their pitches together.
3. **Plenary** *Duration: 10 minutes*  
   Each group presents their poster and sales pitch. After each presentation, allow for audience questions and constructive feedback. This encourages **critical thinking** through peer review and also reinforces the learning objectives as students observe various presentation techniques.

**Resources Needed**

* Technology: Computers or tablets with internet access for research
* Apps: Canva, Microsoft PowerPoint
* Art supplies: Poster boards, markers, colour pencils, glue, scissors
* Sample posters for critique

**Adaptation for Diverse Learners**

* **Support**: For students needing additional help, provide templates for poster creation or partner them with more confident peers. Offer one-on-one support during the research phase.
* **Challenge**: For advanced learners, encourage them to incorporate statistical data or case studies into their posters. Additionally, they could focus on developing a marketing strategy in their sales pitch.

**Assessment Strategies**

* Formative assessment throughout the group activities.
* Peer assessment during poster presentations.
* Self-reflection exercise following the lesson, where students evaluate their contribution to group work.

**Incorporation of Technology**

Utilising technology in the research and presentation phase will enhance engagement. Students will use various multimedia tools for the poster and sales pitch, accommodating different learning styles. Apps like Canva enable them to create professional-looking products quickly and effectively.

**Questions to Ask**

* "What key message do you want your audience to remember?"
* "How does your chosen industry reflect the strengths of our community?"
* "In what ways can visuals improve your message?"

**Key Vocabulary**

* **Industry**: A group of businesses that produce a similar product or service.
* **Mission**: The purpose or goals of a business.
* **Presentation**: A visual and oral display of information.
* **Sales Pitch**: A persuasive argument to convince others of a viewpoint, service, or product.

**Disciplinary and Substantive Knowledge**

Students should gain insights into:

* The range of local industries and job opportunities.
* The key elements of effective communication and persuasion.
* The significance of visual communication and branding in business contexts.

## Lesson 4: Lesson Plan: Preparing for a Career on the Coast

**Learning Objective**

Students will reflect on previous lessons and learning, personal interests, skills, and values to explore potential career corridors and pathways on the Central Coast.

Evaluation of Prior Knowledge

* Assessment of Lessons and Exercises: Begin the lesson with a quick survey on what the students have learned about business, industry, and commerce on the coast in the previous lessons.
* Discussion on Careers: Facilitate a brief discussion on any existing knowledge or perceptions students may have regarding various career paths. Ask questions such as:
  + What industries did you connect with?
  + What jobs in those industries did you find interesting?
  + What could be some of the next steps you take to learn more?

Instructional Strategies

1. Group Activity:
   * Time: 30 minutes
   * Instructions:
     + Divide students into small groups of 4-5.
     + Each group receives a worksheet titled "Preparing for a Career on the Coast," including prompts for identifying personal interests, values, and potential career options.
     + Groups discuss their findings and present to the class one interest, one value, and a corresponding career option related to the coastal environment.
     + Encourage students to complete their Education Network reflections during the activity to help them obtain their 'Our Coast - Career Ready' digital credential.
     + Students create a visual mind map on butcher's paper summarising insights from their reflections and group discussions.
2. Focus on Individual Reflections:
   * Time: 15 minutes
   * Activity: Students individually complete their Education Network reflections to obtain their 'Our Coast - Career Ready' digital credential.
3. Plenary:
   * Time: 10 minutes
   * Wrap-up discussion: Circle back to the "lesson sequence" and invite students to add new insights or careers they learned about during the lesson.

Resources Needed

* Whiteboard and markers
* Access to computers or devices to complete Education Network reflections
* "Preparing for a Career on the Coast" program resources
* Butcher's paper and art supplies for mind mapping

Key Vocabulary Definitions

* Occupation: A job or profession, typically referring to work that requires particular skills.
* Interests: Activities or subjects that someone enjoys or finds engaging.
* Values: Personal beliefs about what is important, guiding decision-making.
* Skills: Abilities developed through practice and education that enable effective performance in tasks.
* Career Corridors: Pathways that outline various career options within similar fields or industries.

Adaptation for More/Less Confident Pupils

* Support for Less Confident Students:
  + Provide additional worksheets with guided questions that prompt thinking about their interests and skills.
  + Create mixed-ability groups ensuring that more confident students can support those who are less so.
  + Give sentence starters or templates for their mind map to help structure their thoughts.
* Challenge for More Confident Students:
  + Ask them to research additional career options linked to their interests and present these to the class.
  + Encourage them to facilitate group discussions or lead the presentation segment with more depth on their chosen career paths.

Assessment Strategies

* Formative assessment will take place through observation of group discussions and individual engagement during reflections.
* Written reflections will be collected for feedback, focusing on the clarity of expression of their interests, skills, and career thoughts.
* Peer presentations will be assessed based on clarity, engagement, and informativeness.

Incorporation of Technology

* Utilize online resources for research on career pathways, labour market trends, and educational requirements in the maritime industry.
* Encourage students to use digital tools (e.g., mind mapping software) to create visual representations of their career interests and pathways.