

Term 2 or 3 Program Implementation

Session & Date	Time	Session Description	Resources Required	Learning Outcome (VCE VM year 11 Level)	Learning Outcome (VCE VM year 12 Level)	Add or develop
SESSION 1	2hrs	<p>Introductions & Survey <i>Large Group/Teacher Led</i></p> <ul style="list-style-type: none"> Introduction to the program by the teacher & re-affirm boundaries Activities to support introduction of students, teachers, mentors and others in the room Students complete baseline evaluation survey Preparation for Session 2 	<p>Tool Box Activities</p> <ul style="list-style-type: none"> Ice breaker activities <p>Student Commencement Survey</p> <p>Access to internet</p>			
SESSION 2	2hrs	<p>Career Plans & Goal Setting <i>Large Group/Teacher Led</i></p> <ul style="list-style-type: none"> Recap previous session Ice breaker activity <p><i>Small Group/Mentor Led</i></p> <p>Tool Box Activities</p> <ul style="list-style-type: none"> Small Group activities to assist Mentor Groups to continue getting to know each other Students share/unpack their CAPs with their mentor group Mentors and students identify gaps and opportunities for further exploration Mentors explore student aspirations & share their personal career journey 	<p>Tool Box Activities</p> <ul style="list-style-type: none"> Ice breakers Goal Setting Presentation Project Planning <p>Student Career Action Plans (CAPs)</p>	<p>Unit 1 Literacy AoS 2- create digital content for a vocational context: Task 1- Students create posts for young workers about the industry they are researching with their mentor Task 2- Students interview their mentors and</p>	<p>Unit 3 Literacy AoS 2- create and respond to organisational, informational or procedural texts in a vocational context: Task 1- Students create information texts for young workers about the industry they are researching with their mentor</p>	Simple social media posts in Canva

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		<ul style="list-style-type: none"> Students begin populating/updating CAPs Mentor groups discuss and begin preliminary planning for the week 10 group presentation (project) Preparation for next session 		<p>produce a career profile</p> <p>Task 3- students record short podcasts with tips for Career Action planning and SMART Goal setting</p> <p>Optional task- students create a digital text to capture the highlights of the presentations on the skills and capabilities their mentors have developed over a career.</p>	<p>Task 2- Students interview their mentors and create a career profile or career journey text</p> <p>Task 3- students create a procedural text for year 10 students showing them what they have learned about creating a meaningful CAP with SMART goals</p>	Recording a podcast or a short Reel.
SESSION 3	2hrs	<p>Career Planning & Transferable Skills</p> <p><i>Large Group/Teacher Led</i></p> <ul style="list-style-type: none"> Recap previous session <p><i>Small Group/Mentor Led</i></p> <ul style="list-style-type: none"> Incursion/Group Discussion: Introduce concepts of career planning 	<p>Tool Box Activities</p> <ul style="list-style-type: none"> Career Planning The Personality Quiz Transferable Skills Presentation Project Planning 	Any of the above tasks relating to 'Skills and capabilities for employment' and 'Transferable skills'	Unit 3 Literacy AoS 2- create and respond to organisational, informational or procedural texts	

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		<ul style="list-style-type: none"> • Tool Box Activities <ul style="list-style-type: none"> ○ Exploring student personalities, skills & strengths <p><i>Large Group/Teacher led or Mentor Group</i></p> <ul style="list-style-type: none"> • Group Discussion: Exploring essential transferable skills – Part 1 Topics may include: <ul style="list-style-type: none"> ○ Getting organised ○ Self-regulation ○ Skills for working autonomously or as part of a team ○ Project and financial management <p><i>Small Group/Mentor Led</i></p> <ul style="list-style-type: none"> • Tool Box Activity: Group project planning for Session 10 presentation • Preparation for next session 	<p>Additional invitees: Careers Practitioner Wellbeing Leader Incursion - speaker</p>	<p>Unit 1 Literacy AoS 1 Literacy for personal use- Students maintain a journal reflecting on the VME career skill activities and conversations (contains written, digital oral and visual responses)</p>	<p><i>in a vocational context:</i> Task 1- Students create information texts for young workers about developing transferable skills and career skills</p> <p>Task 1- Students create organisational texts to help year 10 students understand how TAFE learning can fit into a VCE or VCE- VM program to develop specific career skills</p>	<p>A journal to reflect on each session</p>

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SESSION 4	2hrs	<p>Excursion Planning & Industry Research <i>Large Group/Teacher Led</i></p> <ul style="list-style-type: none"> Recap previous session <p><i>Large Group/Mentor Group</i></p> <ul style="list-style-type: none"> Planning for Session 5 Group Excursion into local industry <ul style="list-style-type: none"> Finalise logistics with mentors and students Develop interview questions for tour host/other staff member(s) WRS unit 1: Group Discussion: Exploring Industry trends WRS unit 3: Communication in the Workplace <ul style="list-style-type: none"> Communication and collaboration case study planning Mentors share their own experiences Preparation for next session 	<p>Tool Box Activities</p> <ul style="list-style-type: none"> Excursion into Industry Planning Industry Excursion Interview Questions OHS in the Workplace Communication and collaboration in the workplace 	<p>Unit 1 Literacy AoS 1 Literacy for personal use- students engage with various texts from the industries and workplaces they will visit. (websites, social media, case studies as model texts)</p>	<p>Unit 3 Literacy AoS 1- accessing and understanding organisational, informational or procedural texts students engage with various texts from the industries and workplaces they will visit. (websites, social media, case studies as model texts)</p>	A reading for personal use journal/record or template
SESSION 5	Half Day / Whole Day	<p>Group Excursion into Industry <i>Large/Small Groups</i></p> <ul style="list-style-type: none"> Conduct “out-of-school” work related exploration of key local industry(s) <ul style="list-style-type: none"> OH&S exploration & identification Tour of key areas and meet staff Host and other staff member(s) participate in a group interview / 	<p>School Bus/Transport</p> <p>Students to bring own snacks/drinks (unless otherwise agreed with the school)</p>	<p>Unit 1 Literacy AoS 1 Literacy for personal use- Students maintain a journal reflecting on the transferable skills</p>	<p>Unit 3 Literacy AoS 1- accessing and understanding organisational, informational or procedural texts</p>	

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		discussion with students that may cover their own career pathway/role/organisation/industry		valued in industries visited	Students engage with and collect a range of organisational texts such as OHS maps and marketing materials while on the tour.	
SESSION 6	2hrs	<p>Excursion Reflection & Interpersonal Skills <i>Large Group/Teacher led</i></p> <ul style="list-style-type: none"> Check-in with students and mentors – half way point & following excursion <p><i>Small Group/Mentor led</i></p> <ul style="list-style-type: none"> Tool Box Activity: Reflect on excursion(s) and discuss key wonderings/findings and workplace expectations <p>World Café Student Interviews / Incursion / Mentor Group</p> <ul style="list-style-type: none"> Group Discussion: Transferable Skills – Part 2 Mentors share their career journey with students, emphasising the importance of interpersonal skills and other key soft skills that have served them well 	<p>Tool Box Activities</p> <ul style="list-style-type: none"> Workplace Expectations Transferable Skills Interpersonal Skills 	<p>Literacy Unit 1 AoS 2- Interview and create a profile of your VME mentor</p>	<p>Unit 3 Literacy AoS 2- create and respond to organisational, informational or procedural texts Students create an organisational text for a workplace they have visited, or they create a text for another workplace based on one they have seen on the tour.</p>	

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		<p><i>Small Group/Mentor Led</i></p> <ul style="list-style-type: none"> • Tool Box Activity: Exploring interpersonal skills • Preparation for next session 				
SESSION 7	2hrs	<p>Job Searching and Resumes</p> <p><i>Large Group/Teacher Led</i></p> <ul style="list-style-type: none"> • Recap previous session <p><i>Small Group/Mentor led</i></p> <ul style="list-style-type: none"> • Tool Box Activities (RIJI Guide) <ul style="list-style-type: none"> ○ Job searching techniques ○ Mapping personal networks ○ Find an entry level job advertisement of interest, research organisation & industry ○ Resume development/review & update • Preparation for next session 	<p>Tool Box Activities</p> <ul style="list-style-type: none"> • Job Searching • Resumes <p>Access to internet</p>			
SESSION 8	2hrs	<p>Preparing for a Job Interview</p> <p><i>Large Group/Teacher Led</i></p> <ul style="list-style-type: none"> • Recap previous session <p><i>Small Group/Mentor led</i></p> <p>Tool Box Activities (RIJI Teacher Guide)</p> <ul style="list-style-type: none"> • Develop a job application/cover letter for a selected job & submit to INLLEN together with job advert and resume • Discuss following up on a job application 	RIJI Anti-Anxiety Cards		Unit 3 Literacy AoS 2- create and respond to organisational, informational or procedural texts Students create a procedural text based on the RIJI materials to help	

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		<ul style="list-style-type: none"> ○ Phone calls/in person ○ Top tips ● Interviewing process ● Preparing for an interview – research, clothing, logistics, wellbeing ● Interview skills & etiquette ● Mock interview practice ● Preparation for next session 			young workers prepare for job interviews.	
SESSION 9	2hrs	<p>Job Interviews and Final CAP/Presentation Updates</p> <p><i>Teacher to coordinate</i></p> <ul style="list-style-type: none"> ● Student mock interviews (15mins + 5mins feedback) <p>While not interviewing, students work in their groups:</p> <ul style="list-style-type: none"> ● Final review and update of Career Action Plan ● Complete preparations for Session 10 	<p>Interview space</p> <p>Interview panels of 2-3 running concurrently</p> <p>Mentor, Careers Practitioner/Wellbeing, Industry rep</p> <p>CAPs</p> <p>Student Presentation</p>			
SESSION 10	2hrs	<p>Presentations and Celebration</p> <ul style="list-style-type: none"> ● Project reports presented by students (groups/individually) ● Mentors share their journey ● Students complete final evaluation survey ● Celebration by participants 	<p>Student completion survey</p> <p>Access to internet - survey</p> <p>Student and Mentor Certificates</p>	<p>Unit 1 Literacy AoS 1 Literacy for personal use-</p> <p>Students welcome their mentors and guests to their celebration and give short</p>	<p>Unit 3 Literacy AoS 2- create and respond to organisational, informational or procedural texts</p> <p>Student speeches- informational</p>	<p>Preparing a speech</p> <p>Recording and editing a short video</p>

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				speeches/present short videos explaining the impact the VME program has had on them	texts (or procedural if they outline how the event will run, evacuation plan etc.)	

DESIRED OUTCOME

Through a series of career-focused support activities, volunteer mentors will have assisted students to develop, review and update a personal Career Action Plan.

FUNDING PARTNERS

