



Teacher Toolkit

Module 1

Contents

Welcome to the Broadening Horizons Program!	2
Program Overview	5
Stage 1: Why Broadening Horizons	7
Session 1: We're on the same page!	7
Session 2: What is Broadening Horizons Module 1 all about?	9
Stage 2: About Me	11
Session 3: My interests and hobbies	12
Stage 3: The 6 C's	14
Session 4: What are the 6 C's?	15
Session 5: What do the 6 C's look like in my everyday life?	21
Stage 4: Group project	24
Session 6: What is design thinking?	25
Session 7: My interests in the classroom	30
Session 8: Passions and pathways	32
Session 9: Strengths and pathways	35
Stage 5: Industry Engagement	40
Session 10: Communication is key	41
Session 11: Be prepared	46
Session 12: Industry engagement	51
Stage 6: Consolidation and Presentation	52
Session 13: Stories to tell	52
Session 14: Presentation and celebration	56
Appendix	59

Welcome to the Broadening Horizons Program!

Educators and industry mentors, welcome! We are so glad you have decided to run Broadening Horizons with your unique group of learners. Broadening Horizons builds learning and career aspirations of students as they develop the skills needed in the future world of work. The program creates a link between the curriculum and the workplace and provides real-world learning opportunities by connecting students with industry and community in a meaningful way.

What?

What is the Broadening Horizons program?

Broadening Horizons is a program for students from years 7 to 10 that strives to empower the next generation of Australia's workforce by connecting local industry and community organisations with schools. We aim to inspire and engage young people, expose them to diverse career opportunities, and prepare them for the future through collaborative partnerships and real-world learning experiences.

Why?

Why does the Broadening Horizons program exist?

The program was co-designed in response to some research undertaken initially in 2013, which showed that students in Gippsland face significantly increased challenges compared to their counterparts in metro Melbourne. Student engagement, high school completion rates and youth unemployment rates all stood out as signs that young people in Gippsland need attention and these challenges remain today.

To address these challenges, Broadening Horizons was co-designed by community leaders, government and local industry representatives, with the thinking that linking schools with industry would help to lift the aspirations of our young people by providing high-quality exposure to the world of work. We know that real-world learning experiences have the greatest impact when education providers and employers work together with students early and intensely. Moreover, by developing students' understanding of enterprise skills and how these skills will equip them for lifelong learning, we can better prepare younger people for the future world of work. And the research shows this to be the case.

What we do to respond as a program: We connect schools with industry through meaningful partnerships, with the aim that these partnerships ultimately play a role in shaping students' futures through exposure to authentic career education. This means that the program embraces real work learning for young people to gain a sense of what they could do into the future. A key goal of the program is to open students' eyes to the wider world of work around them. We do this through

building aspiration, increasing school engagement with industry, parents and community, contributing to prosperity, and improving student engagement.

The program supports the development of the 6 C's, essential, transferable skills and mindsets required to navigate and succeed in the world of work. Broadening Horizons provides meaningful context for students to explore these.

What Are the 6 C's of Education?

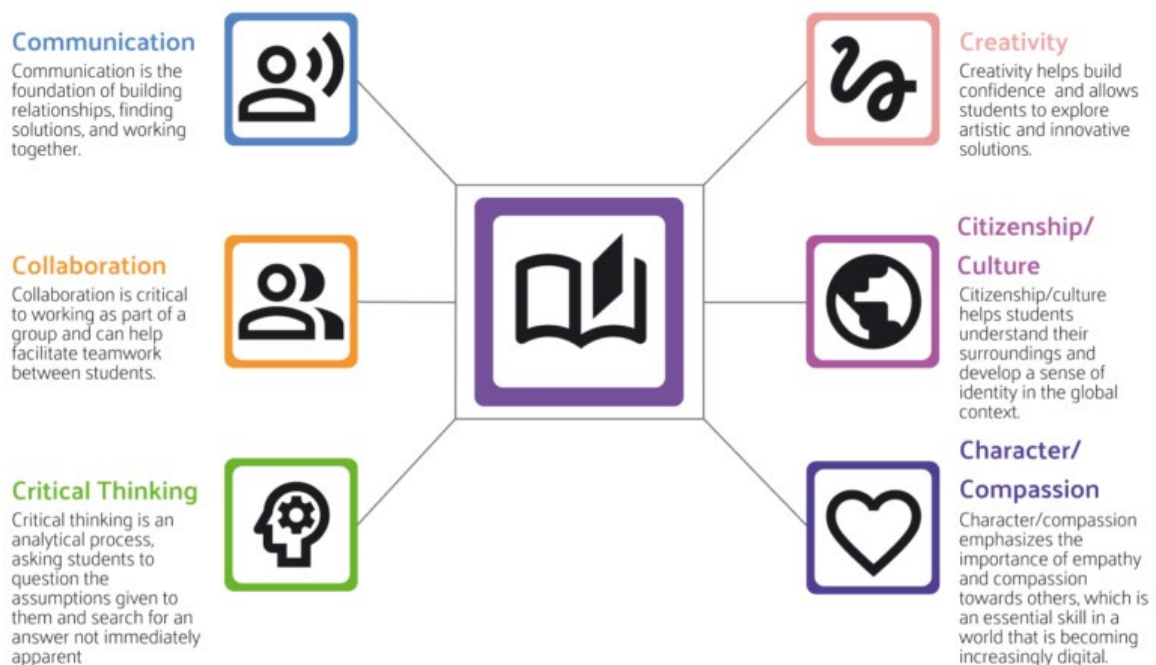


Image source: <https://ideascale.com/blog/6cs-of-education/>

How?

Broadening Horizons reimagined

The reimagined Broadening Horizons program supports students to engage in careers learning from year 7 through to year 10. A scaffolded learning model underpinned by the design thinking process guides students through a series of modules, supporting them to develop, use and articulate the skills underpinned by the 6 C's within the context of an industry-posed real-world challenge.

How is the Broadening Horizons Program Structured?

The Broadening Horizons Team have created a toolkit to support teachers and industry mentors to deliver the program. This toolkit includes:

- Sequenced session plans which can be used and modified to guide students through the key learning.

- Step by step activities to support industry and workplace mentors to engage with and support young people through the program.
- Links to relevant aspects of the Victorian curriculum.
- Scaffolded exploration of the design thinking process.

The Broadening Horizons Learner Journey is made up of three modules:

Module 1: Year 7 or 8 students learn more about themselves so they can discover, explore and feel excited about their future careers

Module 2: Year 9 students explore local career opportunities and experience industry immersion activities first hand

Module 3: Year 10 students engage in a tailored work experience program that aligns with career interests and priority sectors

Alternative Module 3: for in-school delivery or students who cannot attend traditional work experience

Each module is made up of six stages that take students on a journey of understanding their passions and interests, and the potential careers these may align with, to exploring local career and pathway opportunities and engaging in challenges faced by local industry today. Modules 3 and 3A include work experience as part of the delivery of the Broadening Horizons program.

This is the toolkit for Module 1 only.

Program Overview

Module 1

Objective: For year 7 or 8 students to learn more about themselves so they can discover, explore and feel excited about their future careers

An interests and strengths based exploration of the world of work allows students in years 7 or 8 to meaningfully connect with industry and future work experience opportunities to build career aspirations.

Module stages	Activities	Stakeholders
<p>Stage 1: What is Broadening Horizons?</p>	<p>Module overview and introduction Broadening Horizons staff and teachers to finalise delivery schedule and industry touchpoints.</p> <p>Students are introduced to the Broadening Horizons program.</p>	<p>Teacher Broadening Horizons staff Industry Mentors (optional)</p>
<p>Stage 2: About Me</p>	<p>Self-discovery: strengths and interests What are my hobbies? What do I care about? Optional: What does the world need?</p> <p>Students create an avatar of themselves (digital or using art materials etc).</p>	<p>Teacher</p>
<p>Stage 3: 21st Century Skills</p>	<p>The 6 C's - what are they and why are they important? How are the 6 C's developed? What do the 6 C's look like in my everyday life? Where do you use these skills in your hobbies and when you engage with the things you care about? What does it feel like when you're using the 6 C's?</p> <p>Group based problem solving activity.</p> <p>Transferable skills How do you use the 6 C's in subjects at school? How are you going to use these skills in Broadening Horizons?</p>	<p>Teacher</p>
<p>Stage 4: Group Project</p>	<p>Introduction to Design Thinking</p> <p>Empathise and understand: How have other people combined their interests and strengths to find career paths that interest them?</p> <p>Ideate: How might I combine my interests and strengths to find career paths that interest me? Which of the 6 C's and other skills would I need to pursue these paths?</p>	<p>Teacher</p>
<p>Stage 5: Industry Mentoring</p>	<p>Career conversations: What did you want to be when you grew up? Are you doing that now? What are the main skills you use in your job? How do you use those skills in your hobbies or day to day life outside work? How do you combine your interests and strengths in your job?</p>	<p>Industry Mentors Broadening Horizons Staff LLEN Teacher</p>
<p>Stage 6: Consolidation and Presentation</p>	<p>Groups consolidate the information gathered during career conversations and identify a story to showcase.</p> <p>Presentation How might I combine my interests and strengths to find career paths that interest me?</p> <ul style="list-style-type: none"> Groups present story of industry mentors who have successfully combined interests and strengths in their career What could the future world of work look like for group members? 6 C's and other transferable skills developed and used throughout the module 	<p>Broadening Horizons Staff Industry Mentors (optional but recommended) Teacher</p>

Suggested Stage timing

Stage	Timing	Running Total
Stage 1	Session 1 - 2	85 - 145 mins
Stage 2	Session 3	80 - 100 mins
Stage 3	Session 4 - 5	170 mins
Stage 4	Session 6 - 9	270 mins
Stage 5	Sessions 10 - 12	130 + Industry session
Stage 6	Sessions 13 - 14	105 mins + Presentation
Total program timing	840 - 920 (+ industry session and presentation) minutes	

Got limited time? Feel free to make critical choices about the most relevant learning experience for your students.

Things to think about before launching the Broadening Horizons Program Module 1:

- Ensure industry partners are on board with a clear understanding of their role and times when they will be involved
- Any industry engagement activities have been agreed upon (from LLEN activity suite if applicable)
- Ensure supporting materials are available and ready

Further information and support

If you require further information or support, please do not hesitate to contact the Broadening Horizons Team:

Broadening Horizons Team

Phone: 0408 811 258

Email jmatthews@bblllen.org.au

Stage 1: Why Broadening Horizons

The purpose of the Immersion stage is to ensure schools and industry have clear understanding and expectations for the delivery of Broadening Horizons and to give students an overview of the learning that happens throughout the program. This phase also gives students the chance to engage with real world challenges and consider these in relation to their own career interests.

Sessions

Sessions	Timing	Stakeholders
Session 1: We're on the same page! <ul style="list-style-type: none"> - Broadening Horizons staff, teachers and industry come together to finalise delivery dates, timing and engagement points 	60-120 mins	Broadening Horizons staff LLEN Teachers Industry partner
Session 2: What is Broadening Horizons? <ul style="list-style-type: none"> - Purpose of the program 	25 mins	Teachers Students
Total stage timing (full delivery)	85 - 145 mins	

Stage 1 Curriculum links

Critical and Creative Thinking <ul style="list-style-type: none"> - Questions and Possibilities (VCCCTQ043) (VCCCTQ044) (VCCCTQ045)
Economics and Business <ul style="list-style-type: none"> - Work and Work Futures (VCEBW025)
Personal and Social Capability <ul style="list-style-type: none"> - Development of Resilience (VCPCSE044)

Session 1: We're on the same page!

Session Focus:

How can we ensure teachers and industry mentors are clear on the expectations and delivery requirements for Module 1?

Session timing	60 - 120 mins
Outcomes	For school and industry partners to have a clear outline for the co-delivery of the Broadening Horizons Module
Additional materials required	Copy of the Toolkit Checklist of considerations Calendars and timeline

Overview

The Broadening Horizons team will act as a 'broker' on your behalf, to bring a school and industry / community partner together to deliver the program to students. The success of Broadening Horizons relies on schools and industries engaging in the program as co-deliverers, with each playing a vital role throughout.

Step 1: Engage with the Broadening Horizons team to discuss the industry partner you hope or intend to work with.

Step 2: Partnership established.

Step 3: A meeting to go over and finalise the delivery schedule and the timing for industry engagement experience. Choose from the suite of LLEN offered activities (e.g. living libraries, career conversations, inspiring young people lunch). Students will come to the session with questions to ask industry participants, so please allow for this in the industry engagement session.

This step can be facilitated by Broadening Horizons staff. All parties should have a clear understanding of their roles and responsibilities before moving to session 2.

A checklist to consider for the initial meeting:

- Who are the key contacts in the partnership? Ensure correct details are exchanged.
- Have you and your partner gone through the relevant Module toolkit and developed a shared understanding of the program outline?
- Clear educator and industry requirements for the duration of the program outlined and agreed upon.
 - Will the industry mentors attend the school to present the challenge, or will it be presented by the educator?
 - What level of engagement at each stage works for the industry partner and the school? Including virtual vs. in person engagement.
 - Mapping this out at the beginning is strongly encouraged.

Type of industry engagement for this partnership

Workplace visit

- Interviews with industry
- Industry in school
- Industry attending presentation
- Hybrid engagement (online and in person)

- Have you and your partner established when workplace visits or work experience will take place?

Session 2: What is Broadening Horizons Module 1 all about?

Session Focus:

How can we ensure students understand the key aspects of Broadening Horizons Module 1 and feel excited about the program?

Session timing	25 mins
Learning outcomes	Understand key information about Broadening Horizons
6 C's in action	Communication
Additional materials required	Projector and internet access

Session Sequence

Introduction **10 mins**

It's time to tune your students into Broadening Horizons and how it works.

- Students will be taking part in an industry engagement activity that allows them to explore career options and pathways.
- The learning is led by the students, with teachers and industry guiding them through the design thinking process to create innovative and creative solutions to address the challenge of how to consider and incorporate their own interests and passions in future career pathways.

Key instruction **15 mins**

What is Broadening Horizons Module 1?

Broadening Horizons Module 1 is for year 7 or 8 students to engage in an immersive program that expands their thinking about career pathways and possibilities.

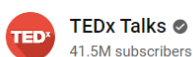
- Module 1 of Broadening Horizons allows students to consider how their strengths, hobbies and passions may contribute to identifying potential career paths and opportunities.
- Students will explore how others have navigated the challenge of pursuing careers that include strengths, hobbies and passions and generate possible approaches to their own career journeys to be presented back to local industry and teachers.

Watch: What is your dream job? | Cecilie Johnsrud | TEDxYouth@FortWorth

Please note: This young person focuses a lot on parental support playing a vital role in her own journey, however it is important to note to students that the key message here is about the power of connecting your career to something you're interested in and having the ambition to pursue it.



What is your dream job? | Cecilie Johnsrud | TEDxYouth@FortWorth



Subscribe

2.2K



Share

Download



<https://www.youtube.com/watch?v=XTjwlGpdGxg>

After watching the YouTube clip, facilitate a short discussion with students:

- What do students think about what they just watched?
- What are students looking forward to in the Broadening Horizons program?

The idea of a dream job doesn't mean that every aspect of it is engaging at all times. It means that it is fulfilling and tied to interests, strengths and values you feel are important.

Design Thinking - what is it?

The way we approach solving a problem in Broadening Horizons is by using a design thinking framework.

- This is used in a lot of workplaces to address and solve complex problems and challenges, design products or services or to best meet customer needs.
- By using the design thinking process, students are gaining skills and experience that are really valuable in the workplace.

We will explore design thinking in more detail during Stage 4.

Reflection

5 mins

Teachers may like to ask students to document:

- Their initial thoughts, feelings and expectations about Broadening Horizons.
- What they are hoping to get out of the program.

It is highly recommended that students have a dedicated Broadening Horizons workbook or folder to record and retain their reflections and work throughout.

Stage 2: About Me

The purpose of the About Me stage is for students to explore their hobbies and their interests and the skills they utilise when engaging with these.

Sessions

Sessions	Timing	Stakeholders
Session 3: My interests and hobbies	80 - 100 mins	Teachers Students
Total stage timing	80 - 100 mins	

Stage 2 Curriculum links

Critical and Creative Thinking

- Questions and Possibilities ([VCCCTQ043](#)) ([VCCCTQ044](#)) ([VCCCTQ045](#))

Personal and Social Capability

- Social awareness and Management ([VCPSCSO038](#))

Session 3: My interests and hobbies

Session Focus:

How might we explore our hobbies and interests in a meaningful way?

Session timing	80 - 100 minutes
Learning outcomes	For students to deeply consider and explore their own hobbies and interests
6 C's in action	Critical thinking Character/Compassion
Additional materials required	Butchers Paper/paper Texta's

Session Sequence

Introduction **5 mins**

Students will have the opportunity to outline their hobbies and interests to begin thinking about what excites and motivates them.

Explain to students that knowing the types of activities and areas of interest that they like to engage in is a really important first step towards considering potential career and job pathways as they get older.

Key instruction **5 mins**

A good way to explore our own hobbies and interests is to be honest and open with ourselves about the different activities we enjoy engaging in and why. There are no right or wrong answers of course, and this session is about reflecting on these and appreciating our individual passions.

Student exploration **50 mins**

To reflect on hobbies and interests, students are going to explore them through three perspectives: head (intellectual), heart (emotional), and hand (practical).

To ensure students are supportive of one another and create an atmosphere where students feel comfortable sharing:

- Encourage students to think deeply and be honest in their reflections.
- Provide positive reinforcement and celebrate all contributions.

Activity Time!

Introduction (5 minutes)

- Explain the purpose of the activity: to explore their hobbies and interests from different perspectives.
- Introduce the concept of "Head, Heart, Hand":
 1. **Head:** What you think about your hobby or interest.
 2. **Heart:** How you feel about your hobby or interest.
 3. **Hand:** What you do related to your hobby or interest.

If you have butcher's paper, students can trace outlines of themselves on the paper (or draw an outline of a person on a smaller piece) and annotate the outline with their answers. This is an individual activity with the opportunity to share at the end.

Individual Reflection (10 - 15 minutes)

- Ask students to choose up to five hobbies or interests they are passionate about.
- Provide them with the following three prompts and ask them to write or draw their responses:
 4. **Head:** What do you think about your hobby? (e.g., "I think playing the guitar helps me develop my creativity and patience.")
 5. **Heart:** How do you feel when you engage in your hobby? (e.g., "I feel happy and relaxed when I play the guitar.")
 6. **Hand:** What do you do relate to your hobby? (e.g., "I practise playing the guitar for an hour every day and sometimes write my own songs.")

Pair Share (5 minutes)

- Pair students up to share their reflections with each other.
- Encourage them to listen actively and ask questions about each other's hobbies, reminding students that this is a time when everyone needs to be encouraging and supportive and is an opportunity to get to know a little more about their peers!

Group Discussion (10 minutes)

- Form small groups of 4-5 students.

- Each student shares a summary of their partner's hobby and the head, heart, and hand reflections.
- Discuss common themes and differences in their hobbies and interests.

Wrap-Up (5-10 minutes)

- Bring the class back together for a group discussion.
- Ask volunteers to share interesting insights or common themes that emerged during the group discussions.
- Reflect on the importance of understanding our hobbies and interests from different perspectives and how it can deepen our appreciation for them.

Reflection

20 - 30 mins

Create an Avatar

How might you represent yourself and your interests and hobbies as an avatar? Using available materials, (physical e.g. paper, magazines, textas) or digital, create an avatar of yourself.

Stage 3: The 6 C's

The purpose of the 6 C's stage is to introduce students to these skills and for them to begin to explore what these look like in different contexts. Students will have the opportunity to identify when they are utilising these skills and how to talk about them and their transferability across contexts.

Sessions

Sessions	Timing	Stakeholders
Session 4: What are the 6 C's?	110 mins	Teachers Students
Session 5: What do the 6 C's look like in my everyday life?	60 mins	Teachers Students
Total stage timing	170 mins	

Stage 3 Curriculum links

Critical and Creative Thinking

- Meta-cognition ([VCCCTM041](#))

Personal and Social Capability

- Social Awareness and Management ([VCPSCSO038](#))

Session 4: What are the 6 C's?

Session Focus:

How might we engage with the 6 c's in a fun and interesting way?

Session timing	110 mins
Learning outcomes	For students to understand what the 6 C's are and to experience what they feel like in action
6 C's in action	Critical Thinking Communication Collaboration Creativity Citizenship/Culture Character/Compassion
Additional materials required	Paper Textas Craft materials Blu-tack Spaghetti Marshmallows Copy of riddles Copies of simple drawing Ethical dilemma outline

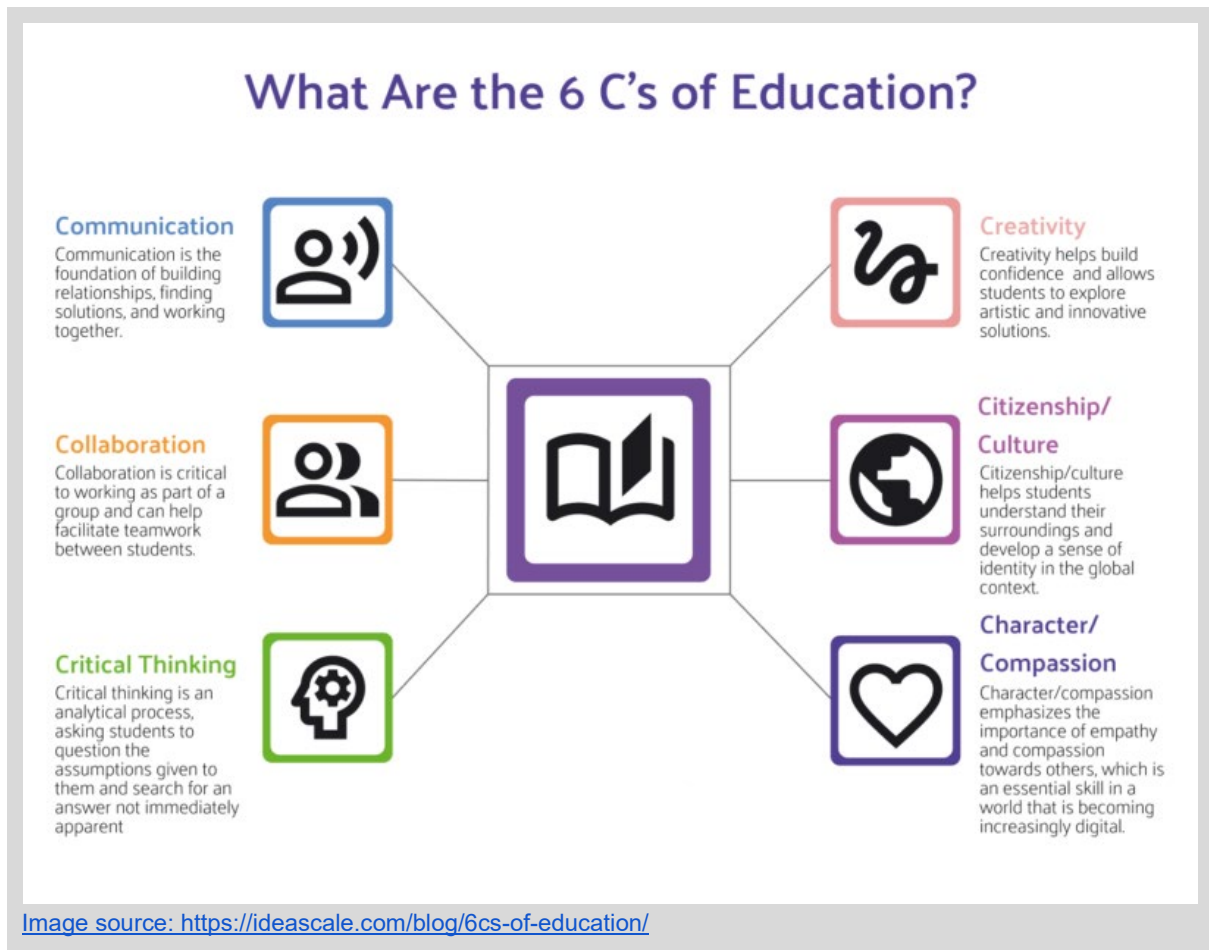
Session Sequence

Introduction

10 mins

This session will familiarise students with the 6 C's so they have a solid understanding of what they are, how they look and feel in action and why they are important.

To start, you may like to share the diagram below to provide an overview of the 6 C's.



You can facilitate a discussion with the students:

- Ask students for an example of each of the 6 C's in action.
- Prompt students to think of how they are using the different C's at school.
- Which of the 6 C's do students think is most important and why?
- Which of the 6 C's do students think is most challenging and why?

Key instruction

5 mins

For students to get a better understanding of how the 6 C's feel in action, they are now going to embark on **The 6 C's Exploration**. Students will rotate through a series of mini-activities designed to highlight each of the 6 C's.

Prior to the lesson, ensure you have set up six stations around the room, each dedicated to one of the C's (and any relevant items for each station).

- Critical thinking station: copy of the chosen riddle(s)
- Creativity station: available craft supplies (pipe cleaners, modelling clay, paper and textas etc)

- Collaboration station: 20 pieces of spaghetti, 1 marshmallow and a wad of blu-tack. It's recommended you have 6 sets of these materials pre-prepared and reset the station at each rotation.
- Communication station: paper and textas/pens
- Citizenship/Culture station: a series of community issues either printed or displayed, paper, textas/pens.
- Character/Compassion station: compassion/dilemma prompt.

Organise students into 6 small groups, with an even number of students per group if possible.

*You can also work through each of the 6 activities as a whole class if this is more suitable for your context.

Explain to students that they will spend 15 minutes at each station and will rotate on the signal. You may like to keep a visual timer projected onto a screen. You can adapt the time to 10 minutes per station if necessary, however 15 minutes is the recommended allowance.

Student exploration

90 mins

Students will now have the opportunity to experience each of the 6 C's in a real and tangible way.

When you start the timer, each group will begin the task at their first station, rotating to the next one after 15 minutes (be sure to have students tidy up the station before moving on).

The 6 C's Exploration

Station Activities (15 minutes at each station)

1. Critical Thinking Station

Activity: Work together to solve a riddle.

Goal: Solve the problem using critical thinking and logical reasoning.

The River Crossing

Riddle: A farmer needs to cross a river with a wolf, a goat, and a cabbage. He has a boat, but he can only take one of them across the river at a time. If he leaves the wolf with the goat, the wolf will eat the goat. If he leaves the goat with the cabbage, the goat will eat the cabbage.

How does the farmer get everything across the river safely?

Solution:

1. **First trip:** The farmer takes the goat across the river and leaves it on the other side.
2. **Second trip:** The farmer returns alone and takes the wolf across the river.

3. **Third trip:** The farmer leaves the wolf on the other side but takes the goat back with him.
4. **Fourth trip:** The farmer leaves the goat on the original side and takes the cabbage across the river.
5. **Fifth trip:** Finally, the farmer returns to get the goat and brings it across the river.

Now, all three (the wolf, the goat, and the cabbage) are safely on the other side of the river without any of them being eaten.

Alternative/additional riddle

The Three Switches

Riddle: You are in a room with three light switches on the wall. Each switch controls one of three light bulbs in the next room. You can't see the light bulbs from the room with the switches, and you can only enter the room with the bulbs **once**.

How can you determine which switch controls which bulb?

Solution:

1. **Turn on the first switch and leave it on for a few minutes.**
 - This will cause the bulb it controls to heat up.
2. **Turn off the first switch and turn on the second switch.**
 - Leave the second switch on, and then immediately go to the room with the bulbs.
3. **Check the bulbs:**
 - The bulb that is **on** corresponds to the second switch (the one you left on).
 - The bulb that is **off but warm** corresponds to the first switch (the one you left on earlier and then turned off).
 - The bulb that is **off and cold** corresponds to the third switch (the one you never turned on).

Reflection: Discuss the strategies used to solve the riddle(s) and how you applied critical thinking.

2. Creativity Station

Activity: Using the supplied materials (e.g., pipe cleaners, paper modelling clay, etc.) to create something that represents you! It might be a drawing or model that represents one of your interests or hobbies, a dream or goal of yours or something you're proud of, demonstrated visually and creatively.

Goal: Use imagination and innovation to craft something new that represents you!

Reflection: Talk about the creative process and how you approached the task.

3. Collaboration Station

Activity: Marshmallow tower.

Goal: Work together to achieve a common objective.

Marshmallow Tower Activity

Each team will build the tallest possible free-standing tower using the materials provided (20 pieces of spaghetti, a roll of blu-tack and a marshmallow).

- The tower must support a marshmallow at the top.
- The tower must be stable and free-standing, not leaning on anything.

Once the building time is up, measure the height of each tower using the ruler or measuring tape.

Reflection: Reflect on the importance of teamwork and how you collaborated to complete the activity.

4. Communication Station

Activity: Practise clear and precise verbal communication by giving and following instructions to recreate a drawing without seeing it.

Goal: Convey ideas accurately and listen effectively.

Back-to-Back Drawing

Form pairs and sit back-to-back so you cannot see each other.

- One student in each pair is given the following drawing (or any image of a house):



shutterstock.com · 222355243

The other student receives a blank piece of paper and a pen/pencil.

- The student with the drawing must describe it in detail so that their partner can recreate it on their paper. However, they cannot say what the drawing is (e.g., "Draw a square" is not allowed. Instead, they must describe the size and position of the lines).
- The students with the blank paper follow the instructions and try to draw what is being described to them.
- Students are able to ask questions for clarification if something isn't clear.

- Once the time is up, have the pairs compare the original drawing with the one that was recreated.

Reflection: Discuss the role of communication and the challenges faced. What helped the communication? What made it difficult? How could they improve?

5. Citizenship/Culture Station

Activity: Discuss a community issue and brainstorm ways to address it.

Goal: Understand your role as active citizens.

How might the local community provide more things for young people to do?

- Brainstorm all the opportunities you would like to have available in your community.
- Choose three of these and brainstorm the ways they could happen or be made a reality.

Reflection: Reflect on how your ideas could impact their community.

6. Character/Compassion Station

Activity: Present a scenario where students must make an ethical decision.

Goal: Consider how values like honesty and integrity influence actions.

The Friend's Secret

Scenario: Your best friend confides in you that they cheated on an important test. They're really stressed out about it and beg you not to tell anyone. However, you know that if the teacher finds out, there could be serious consequences for your friend and the integrity of the test. You also know that keeping this secret feels wrong, but you don't want to betray your friend's trust. What do you do?

- Take a few minutes to think about what you would do in this situation. You may like to write down your thoughts if you wish, focusing on the potential consequences of each choice.

Pair Discussion:

In pairs, share your thoughts with a partner.

- Discuss the different options, the values at play (loyalty vs. honesty), and the possible outcomes of each decision.
- Consider how your decision might affect the friendship, your sense of right and wrong, and the broader community (e.g., the fairness of the test).

Group Sharing:

Share back your decisions and the reasoning behind them with the rest of your group. How might different values lead to different decisions? How could each choice impact the relationship with your friend and your own sense of right and wrong?

Reflection: Discuss how character guides behaviour and decision-making.

Reflection

5 mins

Discussion:

Do you think any of the 6 C's is more important than the others? Why/why not?

At the beginning of the session, we discussed which of the 6 's you thought was most important - do you still have the same answer now? Why/why not?

Session 5: What do the 6 C's look like in my everyday life?

Session Focus:

How might we notice the 6 C's in our day-to-day activities?

Session timing	60 mins
Learning outcomes	For students to begin identifying the way they engage with the 6 C's in their lives
6 C's in action	<ul style="list-style-type: none"> Critical Thinking Communication Collaboration Creativity Citizenship/Culture Character/Compassion
Additional materials required	<ul style="list-style-type: none"> Persona activity Pens/textas Copy of the 6 C's projected or printed for students to see

Introduction

5 mins

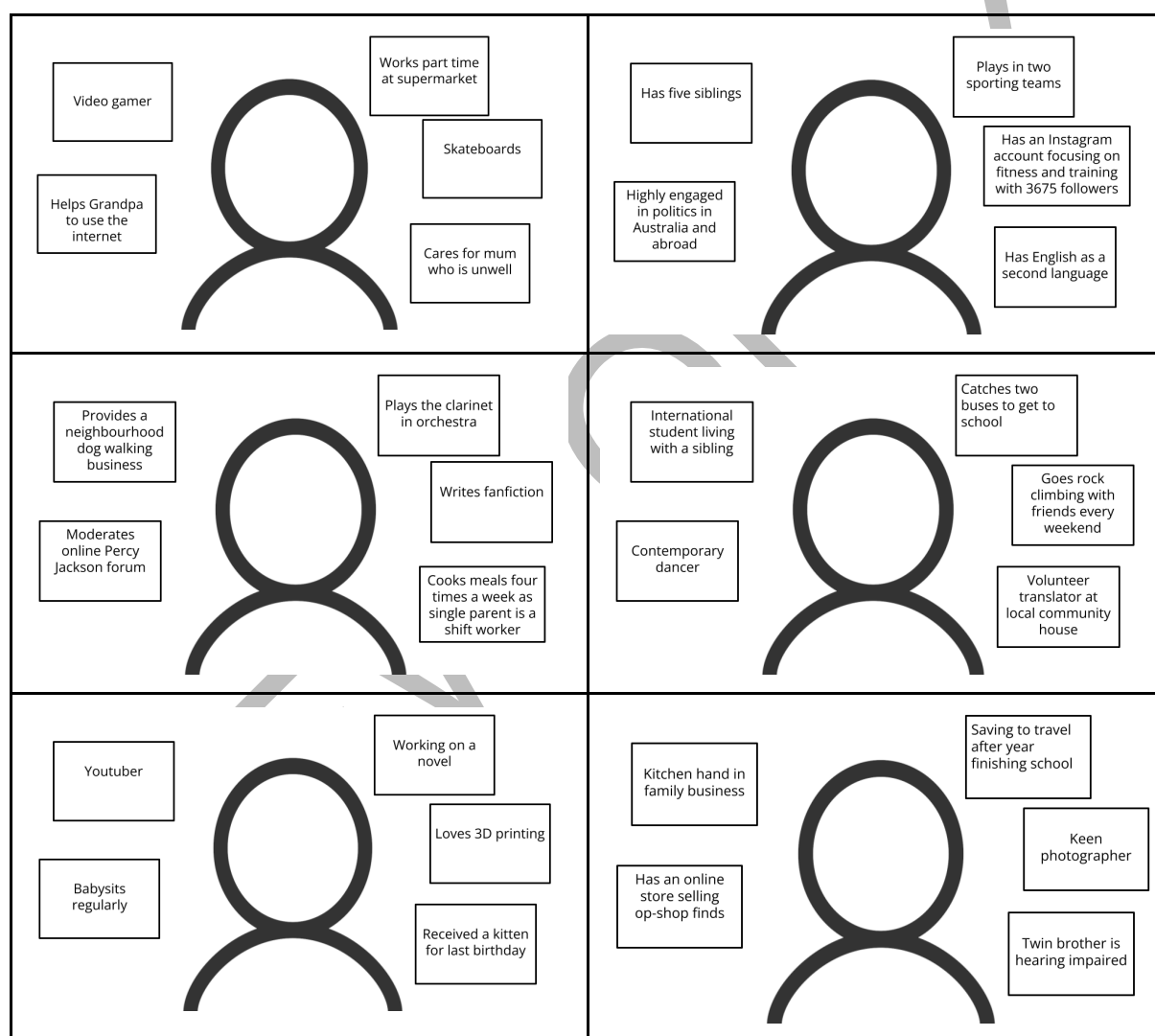
To give students the language to discuss their skills, it is important for them to realise that they are already practising and utilising many of the 6 C's in their everyday life.

This session will give students the opportunity to think about themselves in different contexts and identify when and how they use the 6 C's.

Key instruction

20 mins

Organise students into six groups, each group to be given one of the following personas (no two groups should have the same. Printable persona sheets in appendix). If it works better to have more groups, multiple groups having the same persona is fine.



Activity (10 mins)

Ask students to put themselves into the shoes of the person described on their poster. For a moment, to imagine themselves in their world.

Looking at the 6 C's and at the person described on the poster, students are to identify and annotate which of the 6 C's the person is using in each of their activities throughout their week.

- Encourage students to consider why and how they think particular C's are used for particular activities.

Discussion (10 mins)

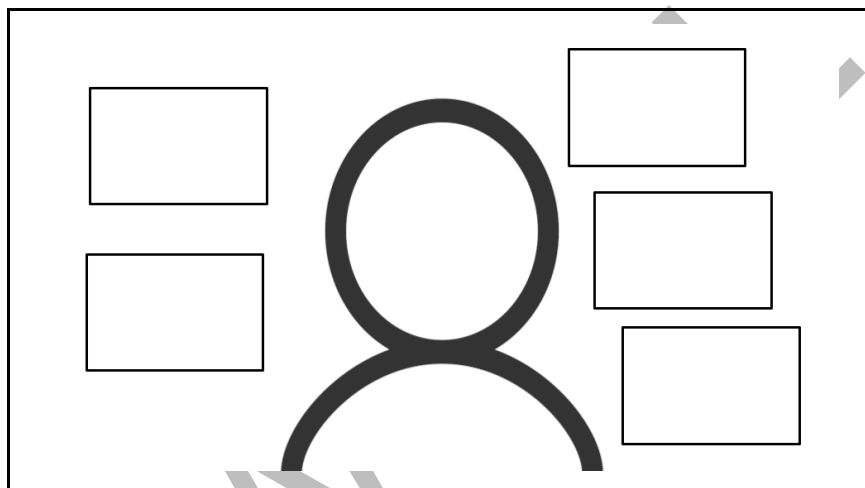
Invite groups to share back their personas to the class and 6 C's they identified each utilising throughout their week.

Student exploration

30 mins

Now that the students have thought about the way the 6 C's might be demonstrated for their personas, it's time for them to think about how they use these in their own day to day lives.

Distribute the blank persona sheet to students (printable copy found in Appendix):



The 6 C's and Me

1. Think about your own hobbies, interests and responsibilities that take up most of your time, not including coming to school.
2. In the blank boxes, list one hobby/interest/responsibility per box that you engage with regularly. Remember, there are no right and wrong answers.
3. Just like the persona activity before, identify which of the 6 C's you're using when you engage in these different aspects of your life.

Share back

You may like to ask students to volunteer to share their own persona with the whole class or in small groups.

Questions for the discussion:

- How do you feel knowing that you are using these skills in your everyday life?
- Why do you think it's important to recognise when and where you are using these skills?

These can be displayed around the room or stored safely in a folder.

Reflection

5 mins

Which of the 6 C's did you use during the session today.

Stage 4: Group project

The purpose of the Group Project stage is to start familiarising students with the design thinking process and for students to begin thinking about possible career paths they might like to explore. This stage allows students to get an overview of the process, but then experience the three components—empathise, define (understand) and ideate—before using these to explore a big question.

Sessions

Sessions	Timing	Stakeholders
Session 6: What is design thinking?	50 mins	Teachers Students
Session 7: My interests in the classroom	60 mins	Teachers Students
Session 8: Passions and pathways	70 mins	Teachers Students
Session 9: Strengths and pathways	90 mins	Teachers Students
Total stage timing	270 mins	

Stage 4 Curriculum links

Critical and Creative Thinking

- Questions and Possibilities ([VCCCTQ043](#)) ([VCCCTQ044](#)) ([VCCCTQ045](#))

Economics and Business

- Work and Work Futures ([VCEBW025](#))

Personal and Social Capability

- Development of Resilience ([VCPCSE044](#))

Session 6: What is design thinking?

Session Focus:

How might we introduce design thinking and explore the early stages to better understand how to engage in the process?

Session timing	50 mins
Learning outcomes	Begin to understand and get a feel for the design thinking process
6 C's in action	Communication Collaboration Creativity
Additional materials required	Whiteboard/screen Butchers paper Textas/pens

Introduction

2 mins

Students will use the design thinking process throughout their Broadening Horizons journey and Module 1 introduces them to the design thinking framework but focuses on the first three components of the process in particular: Empathise, Define (Understand) and Ideate.

Key instruction

10 mins

Design Thinking - what is it?

The way we approach solving a problem in Broadening Horizons is by using a design thinking framework.

- This is used in a lot of workplaces to address and solve complex problems and challenges, design products or services or to best meet customer needs.
- By using the design thinking process, students are gaining skills and experience that are really valuable in the workplace.

What it is:

Design thinking is a problem-solving approach that involves understanding the needs and desires of users to create innovative solutions. It is a human-centred process that involves empathy,

experimentation, and iteration. Here's an overview of the five steps of the design thinking process:

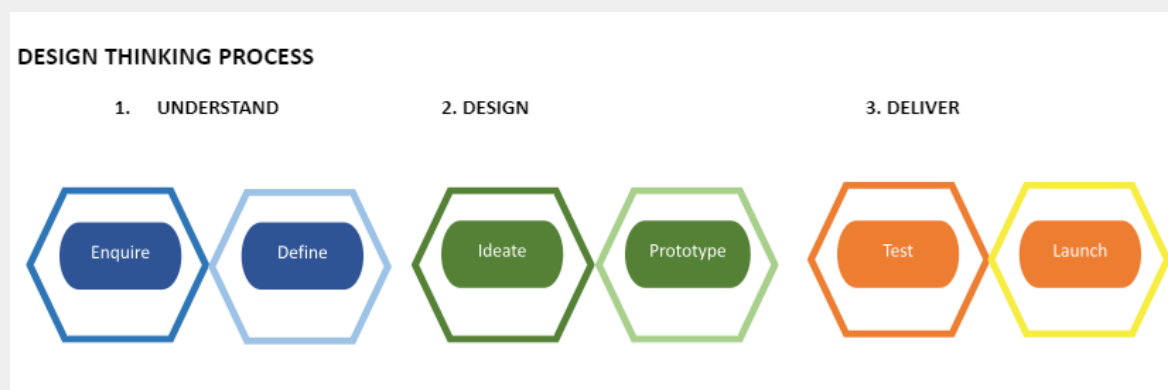
Empathise: The first step is to understand the needs and desires of the users. This involves observing, interviewing, and empathising with the users to understand their perspectives.

Define/Understand: The second step is to define the problem statement based on the user's needs and desires. This involves synthesising the information gathered in the empathise phase to create a clear problem statement.

Ideate: The third step is to generate a wide range of creative ideas to solve the problem. This involves brainstorming, sketching, and exploring different possibilities.

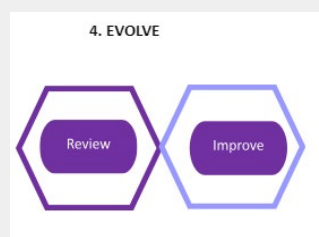
Prototype: The fourth step is to create a rough prototype of the solution. This involves building a simple, low-fidelity version of the solution to test and refine.

Test: The final step is to test the prototype with users and gather feedback. This involves iterating on the prototype based on user feedback and refining the solution until it meets user needs and desires.



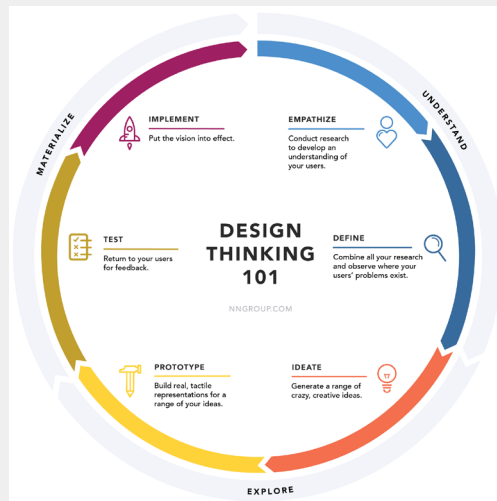
At any stage you might go back to an earlier part of the process or revisit one of the steps to try and generate new ideas or re-define your problem or challenge again.

In fact, once you get to the test and refine stages, taking feedback and going back to your prototype again, or even back to ideate a bit more, is really important. You may choose to extend the final phase of the project and have students review their final presentation then go back and identify areas for improvement.



It may sound and look like a linear process when you see it like this, but actually it isn't. You may

prefer a cyclical representation to emphasise the iterative nature of the design thinking process, or even create one of your own!



Source: <https://www.nngroup.com/articles/design-thinking/>

It is good to know what the entire process looks like but the focus today will be on learning more about the Empathise, Define/Understand and Ideate phases.

What is empathy?

Empathy: the ability to understand and share the feelings of another.

Ask students to share their own understanding of empathy. You may like to record the answers on the board.

- Why would empathy be important if you wanted to address or solve problems or challenges you come across?

Student exploration

30 mins

Students now have the opportunity to deepen their understanding of empathy through a short activity. This activity is done in pairs but could be done with a whole class group if necessary or more suitable.

The aim is to develop empathy by imagining how someone else might feel in different situations.

I Feel, I Imagine

Remind students that empathy involves imagining how someone else might feel in a situation, even if it's different from how you might feel.

Present a brief scenario to the group. For example:

- Imagine your best friend didn't get invited to a party that everyone else is going to.

- Think about a time when someone in your class had to give a presentation but was really nervous.

Pair Share (5 minutes):

- Pair up students. In their pairs, one student will say how they think the person in the scenario feels and why.
- The other student responds with, "If I were them, I would feel... because...."
- Have them switch roles and repeat with a new scenario or the same one.

Group Reflection (3-5 minutes):

- Bring everyone back together and ask a few pairs to share what they discussed.
- Reflect on how imagining someone else's feelings can help us respond with kindness and support.

Remind students that taking a moment to consider how someone else feels can help them make more compassionate choices in their interactions but can also help them to consider the best possible solutions or actions to problem solve.

Understanding and Defining

After getting a better understanding of how someone else might feel during the empathy phase of design thinking, it's important to deepen that understanding so you can pinpoint a specific challenge being faced by that person. It is only by listening and understanding that useful solutions can be created.

It is suggested that this activity is done as a whole class, however teachers may choose to have small groups or pairs undertake it if more suitable.

Understanding the problem (5-10 minutes)

Following on from the empathy exercise, we're going to focus on the person in our class who was really nervous about giving a presentation. Step one was to empathise with them so we can be supportive, however that does not necessarily solve the issue of them feeling nervous. To help address that, we need to delve deeper and understand **why** they feel nervous. Once we define the **why**, we can offer solutions and support that will help our classmate in future presentations too.

Ask the class the following questions, recording answers on the board. Advise students that these are the kinds of questions you might ask to deepen understanding and work towards defining the problem.

- Why might someone feel nervous about doing a presentation in front of the class?
- What are the biggest challenges when it comes to presenting and speaking in front of others?
- What makes someone feel better about presenting in front of others?

Use the responses to create statements that demonstrate a key challenge in presenting to the class. Aim for two or three to show that depending on the main challenge or problem, different solutions or responses may be necessary.

Example statements:

My classmate needs time to practise their speech in front of others before the day so they feel more confident.

After a bad experience during a presentation last year, my classmate feels like they are going to do a bad job.

My classmate doesn't feel well prepared enough to deliver their presentation.

Defining the problem (5 minutes)

To be able to address the problem or challenge the classmate is facing, we need to define the problem so we can solve it.

Step 1: What is the problem being faced in the statement? E.g. My classmate needs time to practise their speech in front of others before the day so they feel more confident - the problem is not feeling confident.

Step 2: If the problem is "not feeling confident", how can we address this root cause of our classmate's nervousness as a question to be solved? E.g. How might we build the confidence of our classmate so they feel less nervous about class presentations?

This "How might we?" question is known as a problem statement. It frames the challenge as a question and focuses on the root cause of the challenge.

Spend a few minutes as a class turning the statements into "How might we?" questions.

Ideate

Ideation is the brainstorming phase of design thinking. It is the opportunity to come up with ideas without worrying about how you might make those ideas work.

Either on the board or on pieces of butcher's paper, write each "How might we?" statement that the class created. Students now have an opportunity to brainstorm possible ways to address the challenge. There are a few ways this can occur:

- Students each have post-it notes (or you may use a digital equivalent, such as Miro) and write their responses on them to stick around the "How might we?"
- Students may call out ideas and the teacher or a volunteer writes them around the "How might we?" up on the board or screen.
- Students may be put in groups, each around a piece of butcher's paper with one of the "How might we?" problem statements on it and they can write around the statement.

Students have two minutes to brainstorm as many ideas as they can think of to address the problem in their "How might we?" statement. Set a timer if possible.

Read out solutions and ways to address the challenge that students have come up with.

Teachers may like to have a class vote on the favourite idea to address each “How might we?” statement.

Conclusion

Students have had the opportunity to get a taste of three aspects of design thinking in this secession: Empathise, Define/Understand and Ideate. While this was a very small snapshot, it allows students to get a feel for the way each phase of design thinking works.

Reflection

5 mins

Which of the 6 C’s are most important when working through the empathy phase of design thinking and why?

Which of the 6 C’s are most important when working through the understand and define phase of design thinking and why?

Which of the 6 C’s were you using today and how?

Session 7: My interests in the classroom

Session Focus:

How might we identify our interests and hobbies and align them with subjects at school?

Session timing	60 mins
Learning outcomes	
6 C’s in action	Critical thinking Communication Creativity Collaboration
Additional materials required	Paper Textas/pens Blank paper and markers for personal interest mapping. Large sheets of paper and markers for group brainstorming. Whiteboard or screen to display class topics. Worksheets or prompts for individual reflection.

Introduction

2 mins

This session builds on the work done in Stage 2 and encourages students to consider how their interests and hobbies align with school subjects.

Teachers may like to explain to students that over the next few sessions, they will be considering how interests and hobbies (or aspects of these) can be linked to different contexts.

Key instruction

15 mins

Students will each need

Identify Personal Interests (5 minutes)

Provide each student with a blank piece of paper and textas or pens.

Ask students to think about and list some of their personal interests, hobbies, and passions - they may like to use the ones they identified in Stage 2 or add on those. They can also be broad or specific, such as sport, music, technology, animals, art, etc.

- Students may like to write or draw their list and create a mind map.

Explore subjects/topics (10 minutes)

Present the main topics or units that will be covered in the class or project.

Write a list of topics and subjects on the board or display them on a screen. For example:

- History
- Literature
- Environmental studies
- P.E.
- Maths

Teachers may choose to include more specific topics covered in subject areas or other subjects relevant to school context. Briefly explain each topic to ensure all students understand what they entail.

Student exploration

40 mins

Align interests with subjects/topics (15 minutes)

Divide students into small groups and give each group a large sheet of paper.

- Each group chooses one topic or subject and brainstorms how their personal interests can be aligned with this topic. Example: If the topic is environmental studies, a student interested in animals might focus on wildlife conservation.
- Have each group create a visual map or chart that shows the connections between their interests and the chosen topic or subject.

- Encourage creativity with the presentation of alignments: use of drawings, keywords, and arrows etc.

Group Presentations (15 minutes)

Each group presents their interest-subject/topic alignment map to the class.

During presentations, encourage other students to ask questions and provide additional ideas on how to connect personal interests with the subject or topic.

Activity reflection (10 minutes)

After the presentations, ask students to reflect individually on the activity.

Provide the following prompts to discuss:

- What subject or topic do they feel most connected to?
- How do their interests align with this subject/topic?
- What specific aspect of the subject/ topic would they be excited to explore further?

Reflection

5 mins

Which of the 6 C's did you use in today's session and how did you use them?

Session 8: Passions and pathways

Session Focus:

How might we discover the ways others have pursued their interests and used their strengths to find career opportunities that interest them?

Session timing	70 mins
Learning outcomes	For students to identify what the 6 C's look like in others For students to consider and explore how interests and hobbies can inform career paths
6 C's in action	Critical thinking Communication
Additional materials required	Computers/tablets and internet

Introduction

2 mins

Students will have the opportunity to identify people who turned interests and hobbies into careers and share their stories. This session allows for students to learn more about figures who are interesting to them, however guidance from the teacher may be necessary for students who are unable to think of someone to focus on.

Key instruction

5 mins

Inform students that they will have the chance to research a person of their choosing who is pursuing a career in something they are passionate about or love.

Class discussion:

When you think of someone pursuing a career in something they love, who are some of the people you think of?

Students must first choose a category, then identify a person within that category they would like to research.

Categories:

- Sport
- Entertainment
- Technology
- Activism
- Politics
- Education
- Business

Important note for research: Be sure to check multiple sources! Remind students not to rely on only one source of information and that they should keep a record of all the websites or sources they use.

Student exploration

50 mins

Students may like to record their findings in their notebook or on their computers, or teachers may like to print out the framework as a worksheet for students to complete.

Provide students with the following framework to undertake their research (printable version in Appendix):

Who am I researching?

What is their current job?

When did they discover their interest in the hobby or become passionate about the area they are now working in?

How were they able to make their hobby or interest into a job?

What are some of the challenges this person faced in pursuing their hobby or interest as a career?

What other skills did this person need to have to turn their hobby or interest into a career (think of the 6 C's)?

Pair and share

Once students have finished researching their chosen person, invite students to pair up and share what they discovered.

During this discussion, students need to ask one another:

- How did these people combine their interests and their strengths to find a career path?

Ask students to document this in their notebook on a separate piece of paper.

Teachers may like to ask some students to share back some of their research with the whole class.

Reflection

10 mins

Which of the 6 C's do you think was most important for the person you researched in order to turn their hobby or interest into a career and why?

How does the person you researched demonstrate some of the 6 C's in their work today?

Session 9: Strengths and pathways

Session Focus:

How might I combine my interests and strengths to find career paths that interest me?

Session timing	90 minutes
Learning outcomes	Students will consider how their interest and strengths might inform future career options
6 C's in action	Critical thinking Communication Character/Compassion Creativity
Additional materials required	Copies of the character strengths for each student A3 paper or printed copies of strengths/interests/jobs diagram

Introduction

10 mins

This session combines the work and thinking from stages 2 and 3 so students can consider how their hobbies, strengths and skills might inform possible career options. This will be explored using the three phases of the design thinking process students familiarised themselves with in the last session.

Introductory activity

It's recommended students are seated or standing in a circle if possible.

This activity will require encouragement and acknowledgement that talking about us and what we're good at can be a little uncomfortable, but it's really important in order for this activity to work. Therefore, it's essential teachers encourage everyone to be supportive and respectful of one another.

- Ask students to share what they think they're good at. It might be a subject at school or a hobby or interest they have outside of school. Go around the circle so that everyone has the chance to share a response.

- Discuss how easy it was to share and why it might be difficult.
- How does it feel when you're doing something they're good at?

This warmup activity encourages students to start thinking about the value of doing something they're interested in and passionate about.


Key instruction

15 mins

Knowing our strengths is important, just like knowing the skills we have and continue to develop is important.

Explain to students that just as they have explored their hobbies and interests and thought about which of the 6 C's they use when engaging in these, they will have the opportunity to think about their strengths. When we say "strengths", we will be referring to a list of twenty-four-character strengths that a psychologist called Martin Seligman and his colleagues compiled. These strengths exist in all of us, though we each possess them to varying degrees.

Share this list of character strengths with the class and clarify any that students may be unsure of



The 24 Character Strengths
From *Character Strengths and Virtues: A Handbook and Classification* by Prof Chris Peterson and Prof Martin Seligman

These are strengths we all possess. Which of them are strongest in you?

transcendence APPRECIATION OF BEAUTY & EXCELLENCE Appreciating beauty, excellence, and/or skilled performance in various domains of life	temperance FORGIVENESS & MERCY Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful	justice CITIZENSHIP Working well as a member of a group or team; being loyal to the group	humanity LOVE Valuing close relations with others, in particular those in which sharing and caring are reciprocated	courage BRAVERY Not shrinking from threat, challenge, difficulty or pain, acting on convictions even if unpopular	wisdom CREATIVITY Thinking of novel and productive ways to conceptualize and to do things
SPIRITUALITY Having coherent beliefs about the higher purpose, the meaning of life and the meaning of the universe	HUMILITY & MODESTY Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is	FAIRNESS Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others	KINDNESS Doing favours and good deeds for others	PERSISTENCE Finishing what one starts; persisting in a course of action in spite of obstacles	CURIOSITY Taking an interest in ongoing experiences for its own sake; exploring and discovering
GRATITUDE Being aware of and thankful of the good things that happen; taking time to express thanks	PRUDENCE Being a careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted	LEADERSHIP Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group	SOCIAL INTELLIGENCE Being aware of the motives and feelings of other people and oneself	INTEGRITY Presenting oneself in a genuine way; taking responsibility for one's feeling and actions	OPEN-MINDEDNESS Thinking things through and examining them from all sides; weighing all evidence fairly
HOPE Expecting the best in the future and working to achieve it	SELF-REGULATION Regulating what one feels and does; being disciplined; controlling one's appetites and emotions	LEADERSHIP Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group	VITALITY Approaching life with excitement and energy; feeling alive and activated	LOVE OF LEARNING Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally	PERSPECTIVE Being able to provide wise counsel to others; having ways of looking at the world that makes sense to oneself and to others
HUMOUR Liking to laugh and tease; bringing smiles to other people; seeing the light side					

Source: <https://chinapositivepsychology.weebly.com/character-strengths.html>

Student exploration

55 mins

Empathise (20 minutes)

Students will have a chance to gain greater insight into themselves by identifying their top character strengths and thinking about how this plays out in their day to day life.

With the character strengths still on display, teachers may like to give each student a copy of the same list (or create a modified list without the more detailed descriptions). Alternatively, students could refer to the displayed character strengths and complete the task in their notebook or on a piece of paper.

For this activity, students will need to think about these strengths in relation to themselves. These are important qualities that we all have and it is about thinking honestly and carefully about which of them resonate most strongly with you or you feel are most important to you.

- Read through each of the strengths and rate each one out of 5 for how much you feel this is a strength of yours. 5 being that it is a very important strength of yours down to 1, it is less important (teachers may like to read the name of each one and pause for students to rank them). Reminder: there is no right or wrong answer here, this is an individual activity.
- After you have placed a number beside each of the character strengths, have a look back over the sheet and identify which five strengths have the highest ranking (if you have more than five with the same high number, repeat the activity again with those until you have a top 5 strengths).

Students may like to write their top five strengths in their notebook or circle them on their sheet.

Teachers will also need to identify their own top 5 strengths. This can be done prior or alongside the students during the session.

Define (5 minutes)

For this phase, the entire group will undertake an exploration using the same problem statement:

How might I combine my interests and strengths to find career paths that interest me?

While the focus remains on the individual, the group is embarking on the same process and will rely on working together in order for each person to successfully identify potential pathways.

It is recommended that the problem statement is placed on the board or screen. Teachers may like to prompt the group to consider:

- What is difficult about this challenge?

- Why is it important to keep an open mind and think outside the box when tackling a question like this?

Ideate (30 minutes)

The ideate phase will comprise three components:

1. The teacher modelling the activity.
2. Students working in pairs.
3. The larger group working together.

Be my career advisor!

1.

Students will have the opportunity to take on the role of careers advisors as teachers demonstrate the activity using their own answers.

Using the following diagram (can be projected or replicated on a whiteboard), teachers:

- List the top 5-character strengths they identified for themselves under the heading on the left
- List top 5 hobbies, interests or passions under the heading on the right.
- Students need to be able to see the responses.

This is a great opportunity for teachers to give students some insight into their interests and hobbies and is a lot of fun!

Top 5 character strengths	My hobbies/interests/passions
Possible jobs or pathways	

Ask students to look at the list of strengths and hobbies/interests/passions and combine them to suggest possible jobs (e.g. If curiosity is listed as a character strength and travel is listed as an

interest, some suggestions might include travel blogger, geography teacher, tour guide). The students are your careers advisors!

- Write the suggestions made under the “Possible jobs or pathways” heading.
- Spend about 10 minutes asking for suggestions and see how many different and interesting career and pathways ideas students come up with using different character strength and hobby/interest/passion combinations.

Teachers are encouraged to comment on the suggestions made and acknowledge any career or pathway suggestions they may have either tried or considered at some stage or would be interested in trying.

2.

Students are given either an A3 sheet of paper to draw the same headings on in the same layout or A3 printed copy of the diagram.

- Students are to write their own top 5-character strengths and top 5 hobbies/interests/passions under the headings, just as the teacher did in the previous activity.
- Students then need to find a partner and work in pairs to advise one another of possible jobs or pathways, just as they did with the teacher. Encourage students to be creative and consider combining more than one hobby, interest or character strength when coming up with ideas. Allow approximately 10 minutes for this activity.

3.

Bring the students back together to sit in a circle with their A3 sheet.

- Teachers are to choose a number, e.g. five to the right or three to the left, and students are to pass their sheet that many people along and then they have 30 seconds to suggest another possible job or pathway on the sheet in front of them that hasn't already been suggested.
- Repeat this a few times so some new suggestions are added to each person's diagram.
- Students get their own diagram back and have a moment to look at any new suggestions.

Discussion:

- Are there any suggestions that surprised you?
- Are there any suggestions that you have considered before?
- Are there any suggested jobs or pathways that you've never considered but are now interested in finding out more about?

Reflection

10 mins

Which of the 6 C's would you be using in each of the jobs/careers you identified?

- Either in their notebooks or alongside the different jobs and pathways on their diagram sheets, students are to think about and record which of the 6 C's might be most important for the different job and pathway suggestions they have.
- Some students may like to share their answers with the class.

Stage 5: Industry Engagement

The purpose of the Industry Engagement stage is to give students the opportunity to engage with local industry and have meaningful interactions with employees and employers about their career journeys. This stage also allows students to develop and utilise communication skills and gather information to consider how others have combined skills and interests in their careers and how they might be able to do the same.

Sessions

Sessions	Timing	Stakeholders
Session 10: Communication is key	60 mins	Teachers Students
Session 11: Be prepared	70 mins	Teachers Students
Session 12: Industry engagement	Varied	Industry Students Teachers
Total stage timing	130 mins + Industry session	

Stage 5 Curriculum links

Critical and Creative Thinking

- Questions and Possibilities ([VCCCTQ043](#)) ([VCCCTQ044](#)) ([VCCCTQ045](#))

Economics and Business

- Work and Work Futures ([VCEBW025](#))

Personal and Social Capability

- Development of Resilience ([VCPCSE044](#))

Session 10: Communication is key

Session Focus:

How might we ensure we understand the different elements of face-to-face communication so we can communicate more effectively?

Session timing	60 minutes
Learning outcomes	Students gain an understanding of best communication practices Students will have confidence in the communication skills that will support their industry engagement session
6 C's in action	Communication Creativity
Additional materials required	Body parts worksheet Textas/pens

Introduction

15 mins

This session builds understanding of effective personal (face-to-face) communication, the different aspects of good communication and why they are important.

Knowing how to communicate with others effectively and well is not only important in life and any future work, it is part of preparing for the upcoming industry engagement session.

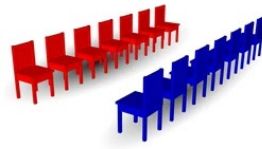
Teachers may like to provide more information about the industry engagement (e.g. type of activity students will be immersed in, location etc.) or may prefer to provide more details in the next session.

Introductory activity

To engage students in the session, this first activity begins with little introduction other than the instructions required to complete the task.

Communication hook activity (10 minutes)

Ask students to find a partner or divide the class in half. The class needs to form two lines (with or without chairs) facing one another, like so:



shutterstock.com · 413134159

Each line is going to be given a separate prompt and it is important that neither knows what the other one is.

1. Ask one line to step outside the room while the other line remains inside.

*If it is not appropriate to have students wait outside the room, prepare ahead with the prompts either printed on individual slips of paper or displayed behind each of the lines so the other half of the group cannot see it.

2. The group of students outside are given the following prompt:
 - When the person opposite you speaks to you, you must act completely uninterested. Even though it might be difficult and feel rude, you must show that you are uninterested in what they are saying.

The group of students inside are given the prompt:

- You are going to share the most exciting thing you have done in the past six months with your partner when they sit back down opposite you. It can be anything that brought you joy, that you are excited about or proud of or that made you really happy.

Bring students back to face one another and explain they have two minutes to act out their prompts now. Teachers will need to encourage the group throughout to stick with their prompt and to keep going (especially the line talking about their most exciting thing).

After two minutes, stop the activity and ask the students who were sharing the most exciting thing they have done the following:

- How did it feel sharing with your partner?
- How did your partner react to what you were saying?
- How did it impact the way you communicated?
- How did the listening group feel? What did you notice about the person who was talking to you?

Key instruction

15 mins

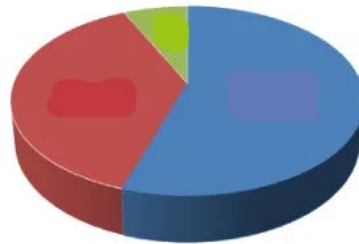
Question for the group: What do you think the three aspects of personal (or face-to-face) communication are?

They are:

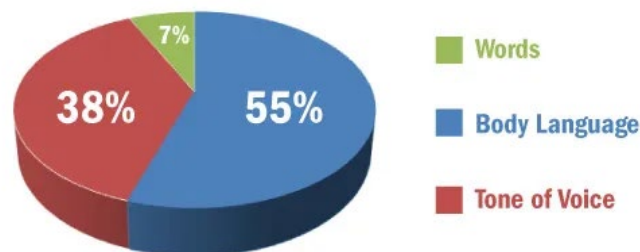
- WORDS (what you say)
- TONE (how you say it)
- BODY LANGUAGE (what you do, actions)

Teachers may like to give examples of each or ask students to provide examples of each.

Once students have guessed or have been told about the three aspects of communication, display the following pie chart and ask students to guess which segment represents each aspect:



After students have made their guesses, reveal the pie chart with statistics:



Source: <https://polaris-learning.com/communicating-in-a-virtual-world-of-work-challenges-and-tips/compressed-pie-chart-communication/>

Ask the class: Does this surprise you? Why/why not?

Teachers may like to ask students to share examples of times when they have observed one or more of the communication elements in action. This could be done in pairs, small groups or as a class.

The way we communicate is not only important to ensure we come across as friendly and interested in what other people have to say, it also makes others feel more comfortable and confident to share.

- Teachers may like to remind students that they experienced what it is like to experience poor communication in the first activity of the session.

Now that we know about the three elements that make up communication, watch the clip below and see what you notice about how all three are being used:



Ever had nerves during a presentation?



utzenstorf
492 subscribers

Subscribe

107



Share



<https://www.youtube.com/watch?v=T0fllNE1pQA>

Questions for discussion after watching the clip:

- What did you notice about the way the presenter was communicating?
- What did you notice about the way the panel was communicating?
- What could the panel have done differently with their communication?
- What impact do you think this would have had on the presenter?

Student exploration







25 mins

Now that students have an understanding of the importance of the different elements of personal communication, it is time to think more deliberately about how they can be conscious of these when they are communicating themselves. Teachers may like to emphasise that communication is a skill that we can practise and improve and being mindful of the way we communicate is helpful.

What our bodies are saying

Using the Body Parts worksheet below (printable version in Appendix), students can write or document their ideas around how to communicate effectively and in a way that shows interest and enthusiasm using each body part. E.g. What can we do with our eyes to show interest and enthusiasm? Not look down, look in the direction of the person speaking etc

***Note:** while eye contact is often emphasised as a key component of effective communication, this may be distressing or uncomfortable for some people and is, in fact, inappropriate in some cultures, so while it is important to mention, it's also important to acknowledge that there are other ways to convey interest and engagement using our eyes other than eye contact.

 EYES	 MOUTH
 TORSO/ARMS	 HANDS
 LEGS/FEET	 TONE

Students may like to work in pairs or individually to complete the activity.

Teachers might like to ask students to share back some of their examples with the whole group.

Communication Activity

This is the same activity from the introduction, however with slightly different prompts.

- Once again, the class needs to form two lines (with or without chairs) facing one another. One half of the class goes outside/is given the next instruction without the other half hearing or seeing it.
 - The group outside is given the instruction to **do their best** to show they are engaged.
 - The group inside is asked to share the most boring story or experience they can think of.
 - Allow conversation to go for 2 minutes.
- Stop and ask the group telling their story how it felt sharing with their partner.
 - What was happening?
 - How did it make you feel and why?
 - How did it impact the way you were communicating?
 - How did the listening group feel? Why?

Reflection

5 mins

We've explored communication, one of the 6 C's, in more depth throughout this session.

- Which aspects of communication do you find most challenging and why?
- Which aspects of communication do you feel come most naturally to you?
- Which aspects of communication would you like to focus on improving and how will you do that?

Session 11: Be prepared

Session Focus:

How might we create interesting and useful interview questions to make the most of our industry visit?

Session timing	70 minutes
Learning outcomes	Students gain an understanding of how to create engaging open-ended questions Students will have confidence to ask questions to support their industry engagement session
6 C's in action	Communication Collaboration Character/Compassion Creativity
Additional materials required	Closed questions list (projected or printed) Textas/pens Paper

Introduction

5 mins

Last session students explored different elements of personal communication. This session will focus on preparing students for their industry visit.

Revisit the aspects of communication covered in the last session. Teachers may like to present a recap themselves or run a class discussion asking students what they remember about effective personal communication.

The big question we are exploring throughout this module is:

How might I combine my interests and strengths to find career paths that interest me?

We explored empathy and the importance of understanding different perspectives in order to solve problems or address challenges. The industry engagement session will give you a chance to practise empathy and investigate how others have combined their interests and strengths in their own career journeys. You can use these insights to think more deeply about how you might be able to address this challenge for yourself.

Key instruction

25 mins

Another key aspect of communication is the way we greet people in different situations.

Ask the class how they would greet:

- A friend
- A close relative
- The principal
- A person working in a shop
- A member of a royal family
- A politician

In different cultures there are different ways of greeting one another formally. In Australia and many other Western countries, shaking hands is the common formal greeting when meeting someone for the first time or in a business or workplace setting.

Fun fact!

The handshake was first used in Greece a little over 2000 years ago as a way to communicate peace. Extending the hand showed that a person was not carrying a weapon and when it was adopted in Rome a few years later, people would greet one another by grasping each other's forearms, instead of hands, to demonstrate there was no concealed weapon inside the sleeve.

But what makes a handshake good? Show students the short clip below so they can see the different types of handshakes.



How to Properly Shake Hands

Choice Hotels ✓
7.57K subscribers

Subscribe

106

Share

Download

<https://www.youtube.com/watch?v=5Dmu948wE04>

After watching the clip, teachers may like to take it back to the beginning and pause at each of the different handshakes demonstrated. In pairs, students can practise what each “bad” handshake feels like with one another.

A good handshake should be firm, but not tight or squeezing, with two to three shakes before releasing the person’s hand. Teachers may like to walk around the room and shake hands with students, giving feedback on their technique and reminding them to keep in mind the other elements of good personal communication when greeting someone. Or students can practise their good handshake with their partner.

Question Time!

This activity will challenge students to identify and differentiate between open-ended and closed questions, and practice transforming closed questions into open-ended ones.

Start by explaining the difference between the closed and open-ended questions:

- **Closed questions** can be answered with a simple "yes" or "no," or with specific information (e.g., "What’s your favourite colour?" "Do you like pizza?").
- **Open-ended questions** require more elaborate answers and encourage deeper thinking (e.g., "How does your favourite colour make you feel?" "What do you think makes pizza so popular?").

Question Sorting Activity

Split the class into small groups and provide each group with the following list of pre-prepared questions (some closed, some open-ended).

Do you like playing video games?
 What do you love about eating pizza, and how do you think it compares to other foods?
 How do you usually spend your time at the beach, and why do you enjoy it?
 Is your favourite subject maths?
 Are you 13 years old?
 Is your favourite colour blue?
 Do you play a musical instrument?
 Did you finish your homework yesterday?
 Have you travelled to another country?
 Do you like reading books?
 Why do you like playing or watching your favourite sport?
 What was the best part of the last concert you attended?
 Have you ever been to a theme park?
 How do you choose which movies to watch on the weekend?
 Do you have any pets?
 How do science fiction movies inspire your imagination?

Give students 3 minutes to sort the questions into two categories: "Closed Questions" and "Open-Ended Questions."

Discuss

Invite each group to share their sorted lists with the class and discuss why they categorised certain questions as closed or open-ended.

Transform the Questions

Now, give each group a set of closed questions. Challenge them to transform each closed question into an open-ended one. For example:

- **Closed question:** "Do you like dogs?"
- **Transformed into open-ended question:** "What do you like most about dogs?"

Have you ever been to a concert?
 Did you watch TV last weekend?
 Is pizza your favourite food?
 Do you enjoy going to the beach?
 Have you ever tried sushi?
 Do you like scary movies?
 Did you get a new phone recently?
 Is your birthday in Summer?

Sharing and Feedback

- Have each group share one or two of their transformed open-ended questions with the class.
- Encourage the class to discuss the difference and how the open-ended version might lead to a deeper or more thoughtful response.

Why are open-ended questions important in conversations, especially in learning and building empathy and relationships?

Student exploration

35 mins

To be best prepared for the industry engagement session, students need to come up with 7 - 10 open ended questions each they can ask to gain insight into the big question.

How might I combine my interests and strengths to find career paths that interest me?

Students may like to consider questions that explore:

- The journey people went on to get to their current job.
- The skills they use in their job.
- Any skills they use outside their job (in hobbies or day to day).
- How people they interview combine interests and strengths in their job

Teachers may like to put this list up on the board or projector and encourage students to formulate questions around these prompts (as well as encourage students to think of other types of questions they are interested in asking).

Students can work in pairs or individually to formulate their questions. They should be varied and preferably cover a range of interesting talking points (teachers may need to assist some students with this).

Forming Groups

Once students have finished writing their questions, they are to make groups of 4 - 6. These are the groups students will be working in for the remainder of Broadening Horizons.

In their groups, students can now:

- Share their questions with one another.
- Provide any feedback or suggestions.
- Consider whether there are any other questions that might be useful in exploring the big question.

During the industry engagement session, each group will need to ensure they keep a record of responses to answers to refer to in later sessions. Teachers may need to advise students on note taking and noting key parts of answers, rather than trying to copy answers word for word.

Practice time

Teachers may like to invite another staff member (perhaps the principal) in for this activity or can take the hot seat themselves!

A teacher or other adult takes a seat at the front of the room and students now have the opportunity to test their questions and practice asking them. It is important that the person answering answers openly and honestly.

Allow 10 - 15 minutes for students to ask their questions and teachers can provide feedback or make suggestions along the way.

Reflection

5 mins

Why is Character/Compassion an important skill and mindset going into the industry engagement session?

Session 12: Industry engagement

Session Focus:

How might we explore the big question and career possibilities through engagement with industry?

Session timing	Activity dependant - TBC during Stage 1
Learning outcomes	Students gain insight into the career journeys of industry mentors Students develop an understanding of a local industry and pathway opportunities
6 C's in action	Communication Character/Compassion Creativity
Additional materials required	Pens Questions Notepad or clipboard to record answers on

Depending on the selected activity and format of the industry engagement session, each group will be exploring the big question with a focus on learning from others and information gathering.

It is Important to remind students to document the career journeys and ways others approached combining their interests and strengths in their own jobs and career paths, as they will need this information back at school.

Stage 6: Consolidation and Presentation

The purpose of the Consolidation and Presentation stage is for students to sort and prioritise the information they gathered during the Industry Engagement Stage in order to address the big questions and put together a presentation of their Broadening Horizons experience.

Sessions

Sessions	Timing	Stakeholders
Stories to tell	105 mins	Students Teachers
Presentation	TBA	Students Industry Teachers Community
Total stage timing	105 mins + Presentation	

Stage 6 Curriculum links

Critical and Creative Thinking

- Questions and Possibilities ([VCCCTQ043](#)) ([VCCCTQ044](#)) ([VCCCTQ045](#))

Economics and Business

- Work and Work Futures ([VCEBW025](#))

Personal and Social Capability

- Development of Resilience ([VCPSCSE044](#))

Session 13: Stories to tell

Session Focus:

How might we consolidate the information gathered during the industry engagement experience and identify a story to showcase?

Session timing	105 mins
Learning outcomes	Students learn to consolidate information so that it is useful and addresses their needs Students explore the key aspects of a good presentation Students craft the story they would like to share with an audience
6 C's in action	Communication Collaboration Creativity
Additional materials required	Laptops Pens/textas Paper/notebooks

Introduction**15 mins**

Following the industry engagement experience, it is recommended that this session begin with a reflection on the session. This may be held as a class discussion or teachers may prefer that students write or draw their responses.

Some reflection prompts to get started:

- What was the highlight of the industry engagement session for you?
- What was something you learned that you didn't expect?
- What was the most interesting piece of information you heard?
- How did it feel meeting the industry mentors and talking to them?
- How has the industry engagement experience made you think about your own future world of work?

Teachers may like to tell students that their experience of industry engagement is a key part of the Broadening Horizons journey and will be a big part of the story they will share during the presentation at the end of the program.

In this session, students will have the opportunity to work in their groups to identify the stories they gathered during the industry experience that they would like to share and how these help the group's understanding of the big question.

Key instruction**30 mins**

Consolidating information

In their groups, students will need to bring together all the notes taken during the industry engagement session. To do this, it may be useful to follow a series of steps.

Depending on how the students documented the information they gathered, teachers may like to give each group a piece of butcher's paper or some post-it notes to help them organise their answers.

Step 1: Find common or similar questions. If the same or similar question was asked by more than one member of the group, a good place to start is to write the question at the top of a page and record the different responses to that question underneath (or on post-it notes or into a document on the computer).

Step 2: Are there any stand-out examples or stories from the industry experience that address aspects of the big question (**How might I combine my interests and strengths to find career paths that interest me?**)?

Step 3: What was the main take-away or learning for each member of the group from the industry experience?

Different groups may need different amounts of time to bring together the information they have gathered and to figure out which information to keep and which to discard. Teachers can use their understanding of the students to gauge how long to dedicate to this task.

Once students have the information, they gathered collated they can put it aside as teachers introduce the presentation.

Student exploration

60 mins

The final session of Broadening Horizons is a presentation, when students have the opportunity to tell the story of their experience of the program and how they have addressed the big question. Groups will be presenting to teachers, industry mentors, Broadening Horizons staff and anyone else who is invited!

During the presentation, students will have the opportunity to put their communication skills into practice and share the skills they have developed throughout the program.

Each group will need to include the following in their presentation (have these visible for the students as they work on their presentations):

How might I combine my interests and strengths to find career paths that interest me?

- Groups present story of industry mentors who have successfully combined interests and strengths in their career
- What could the future world of work look like for group members?

- 6 C's and other transferable skills developed and used throughout the program.

Presentations should be 5 - 7 minutes long and every student is encouraged to participate fully.

It is important that each group knows exactly who is responsible for what and that those tasks are allocated and agreed upon.

Presentation Tips!

Keep It Simple

- **Tip:** Don't overload your presentation with too many facts or ideas. Focus on a few main points and explain them clearly.
- **Why it helps:** Simple is better! It keeps your audience interested and makes it easier to remember what you want to say.

Practise Out Loud

- **Tip:** Practice in front of a mirror, friends, or family. Saying it out loud helps you get comfortable with your words.
- **Why it helps:** The more you practise, the more natural and confident you'll feel.

Start with a Bang!

- **Tip:** Grab everyone's attention at the start with a cool fact, a question, or a short story.
- **Why it helps:** A fun opening gets your audience interested from the beginning.

Use Visuals

- **Tip:** Add pictures, props, or a short video to your presentation. Show things instead of just talking.
- **Why it helps:** Visuals make your presentation more fun and help people understand what you're saying.

Slow Down

- **Tip:** Don't rush. Speak slowly and clearly and take your time between points.
- **Why it helps:** Speaking slowly gives people time to understand what you're saying. Plus, it helps you stay calm!

Eye Contact = Confidence

- **Tip:** Look at your audience instead of staring at your notes or the screen. If you're nervous, pick a few friendly faces to focus on.
- **Why it helps:** Eye contact shows that you're confident and makes the audience feel connected to you (just like we learned in the communication session!).

8. Smile and Breathe

- **Tip:** Remember to smile! It relaxes you and makes your audience more comfortable. Also, take deep breaths if you feel nervous.
- **Why it helps:** Smiling and breathing help calm your nerves and make your presentation more enjoyable.

9. Be Yourself

- **Tip:** Don't try to be perfect. Be natural and show your personality. It's okay to laugh or be a bit nervous – just be you!
- **Why it helps:** When you're yourself, your presentation feels more real and interesting to the audience.

10. Finish Strong

- **Tip:** End with a strong point or a cool final thought. You can ask a question or leave the audience with something to think about.
- **Why it helps:** A great ending leaves a lasting impression and makes people remember your presentation.

Students should spend the rest of the session developing their presentations in their groups. Teachers may like to complete all the preparation during class time in either this session or extend this session into another if required.

Reflection

5 mins

Which aspects of collaboration are most challenging and why?

Session 14: Presentation and celebration

Session Focus:

How might I combine my interests and strengths to find career paths that interest me?

Session timing	N/A
Learning outcomes	Students will gain experience in presenting ideas to an audience Students will reflect on their Broadening Horizons journey
6 C's in action	Communication Collaboration Creativity Character/Compassion
Additional materials required	Any resources or tech required for presentations

Introduction

Students have the opportunity to present their experience to one another, teachers, industry mentors and Broadening Horizons staff. It is strongly encouraged that parents/caregivers and others within the school community be invited to attend.

Key instruction

Ensure that the location for the presentation is suitable for the number of people in attendance and that any requirements, such as whiteboard, projector, tables etc that students may need are available.

Depending on the size of the group, teachers may like to have an MC for the presentations (organised during the preparation).

Student exploration

Each group presents their exploration of the big question and their Broadening Horizons Module 1 journey.

How might I combine my interests and strengths to find career paths that interest me?

- Groups present story of industry mentors who have successfully combined interests and strengths in their career
- What could the future world of work look like for group members?
- 6 C's and other transferable skills developed and used throughout the program.

Reflection**5 mins**

Teachers may like to run a whole group reflection session after the presentation. During this time, students can:

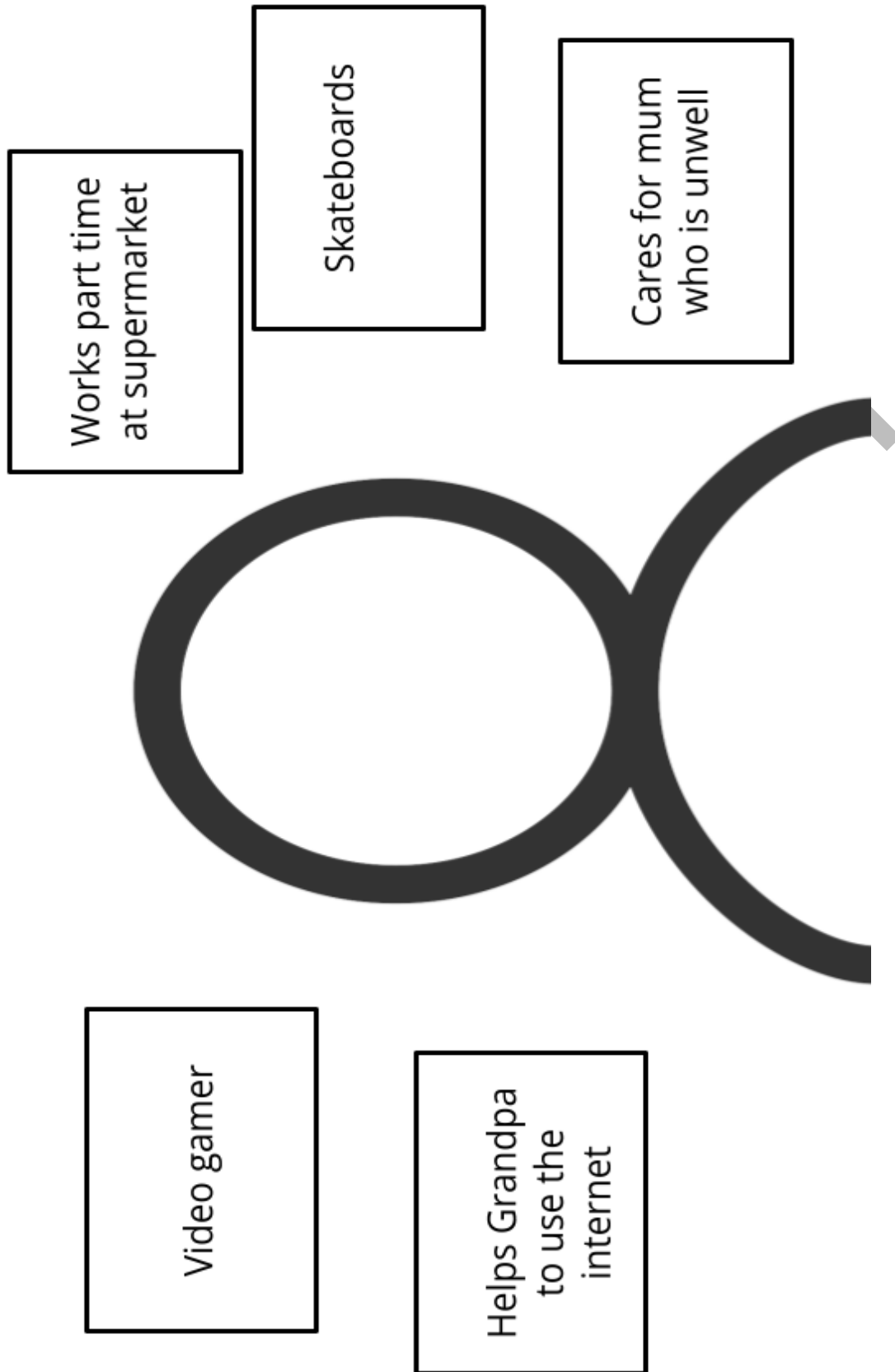
- Record any additional skills utilised or developed throughout the presentation
- Discuss program highlights and challenges

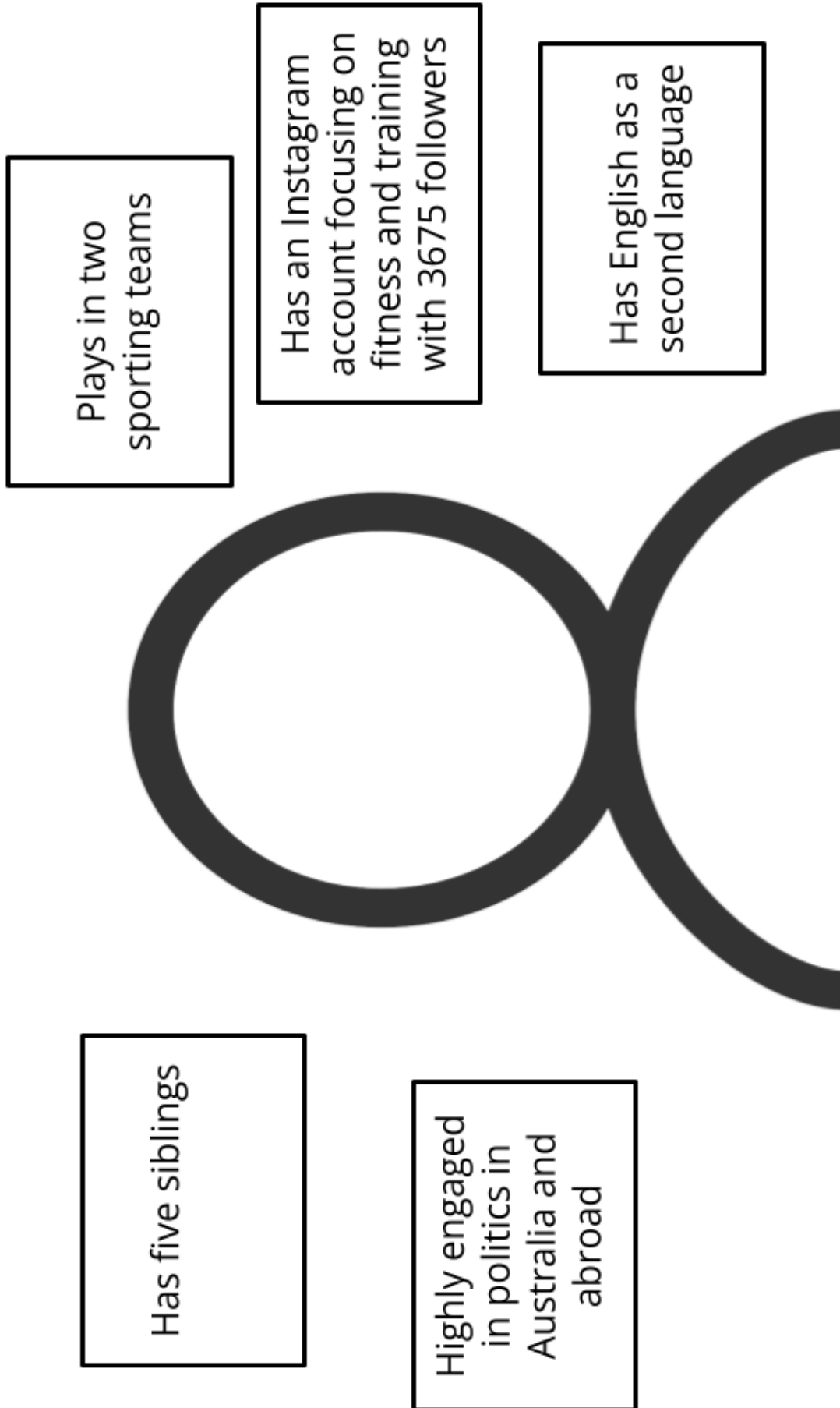
VIEW ONLY

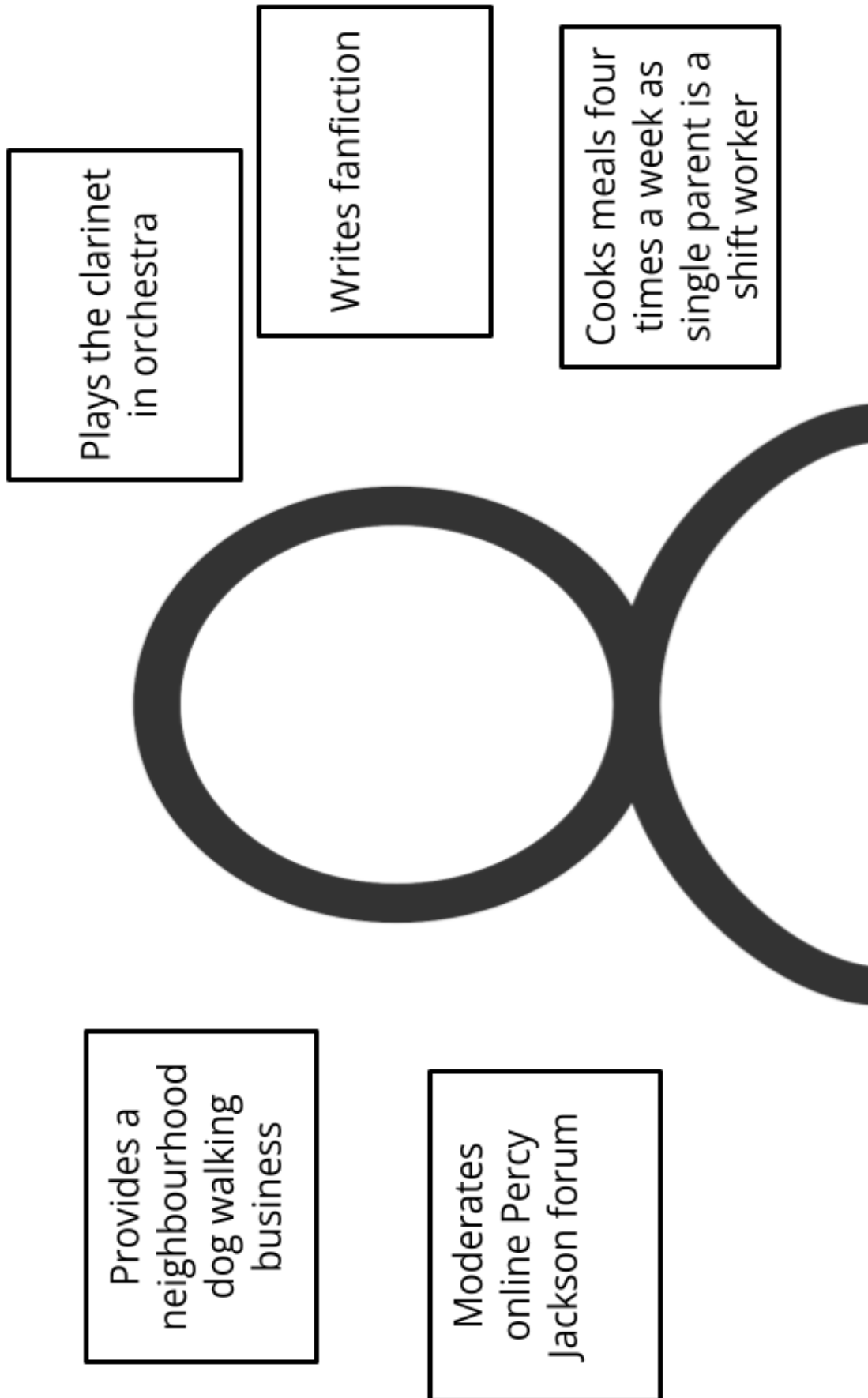
Appendix

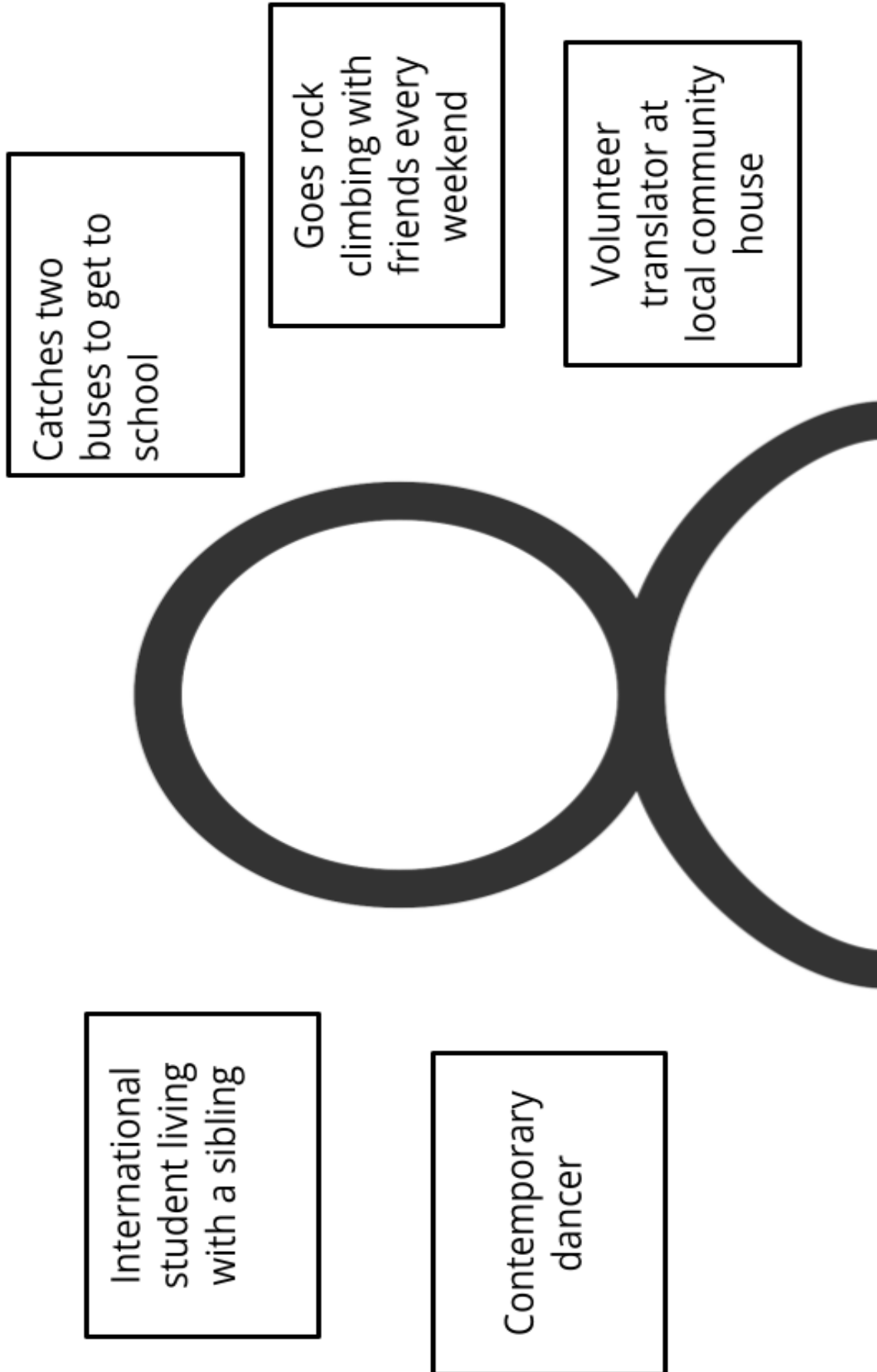
Stage 3 Session 5 - Persona sheets

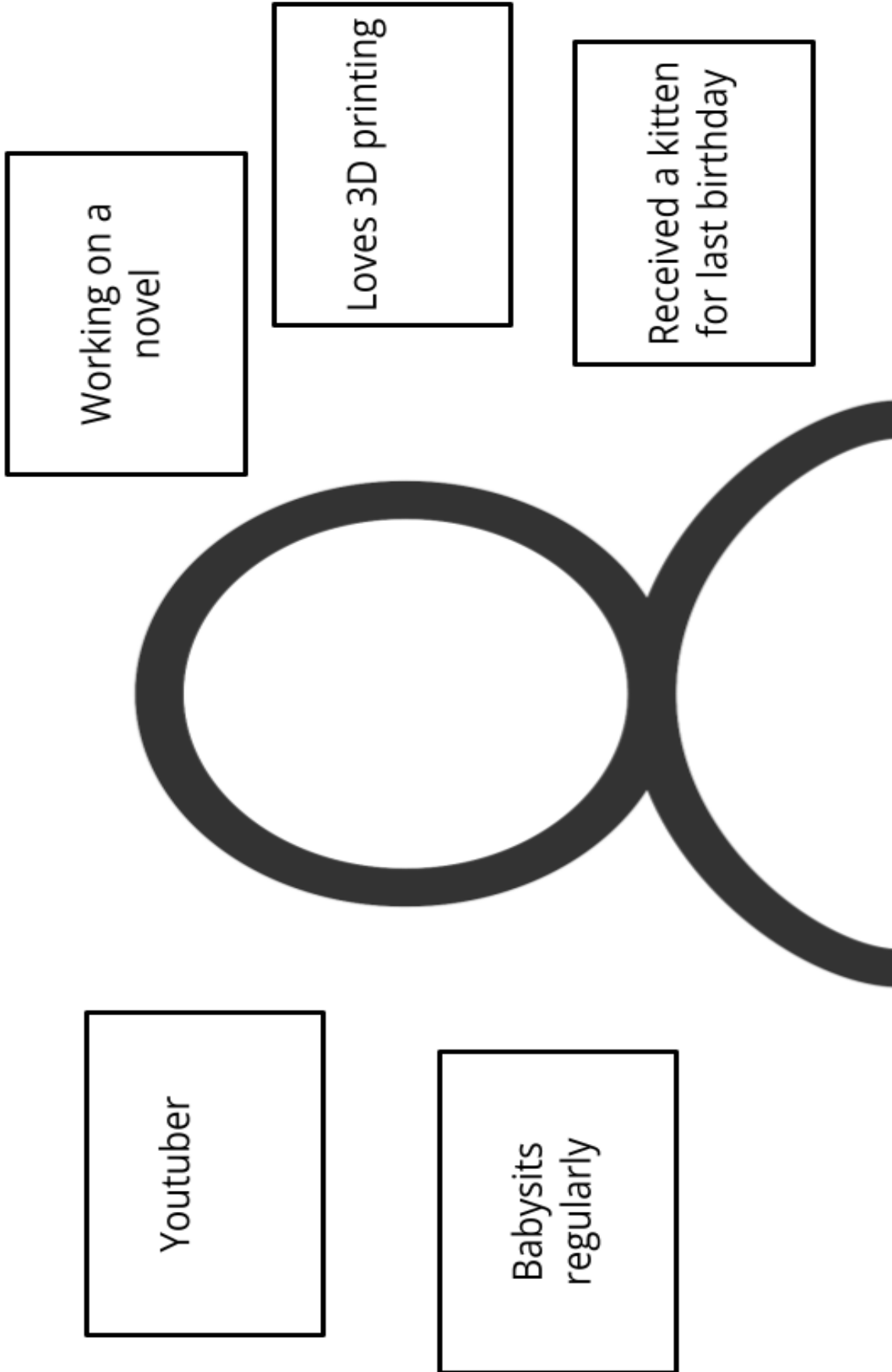
VIEW ONLY

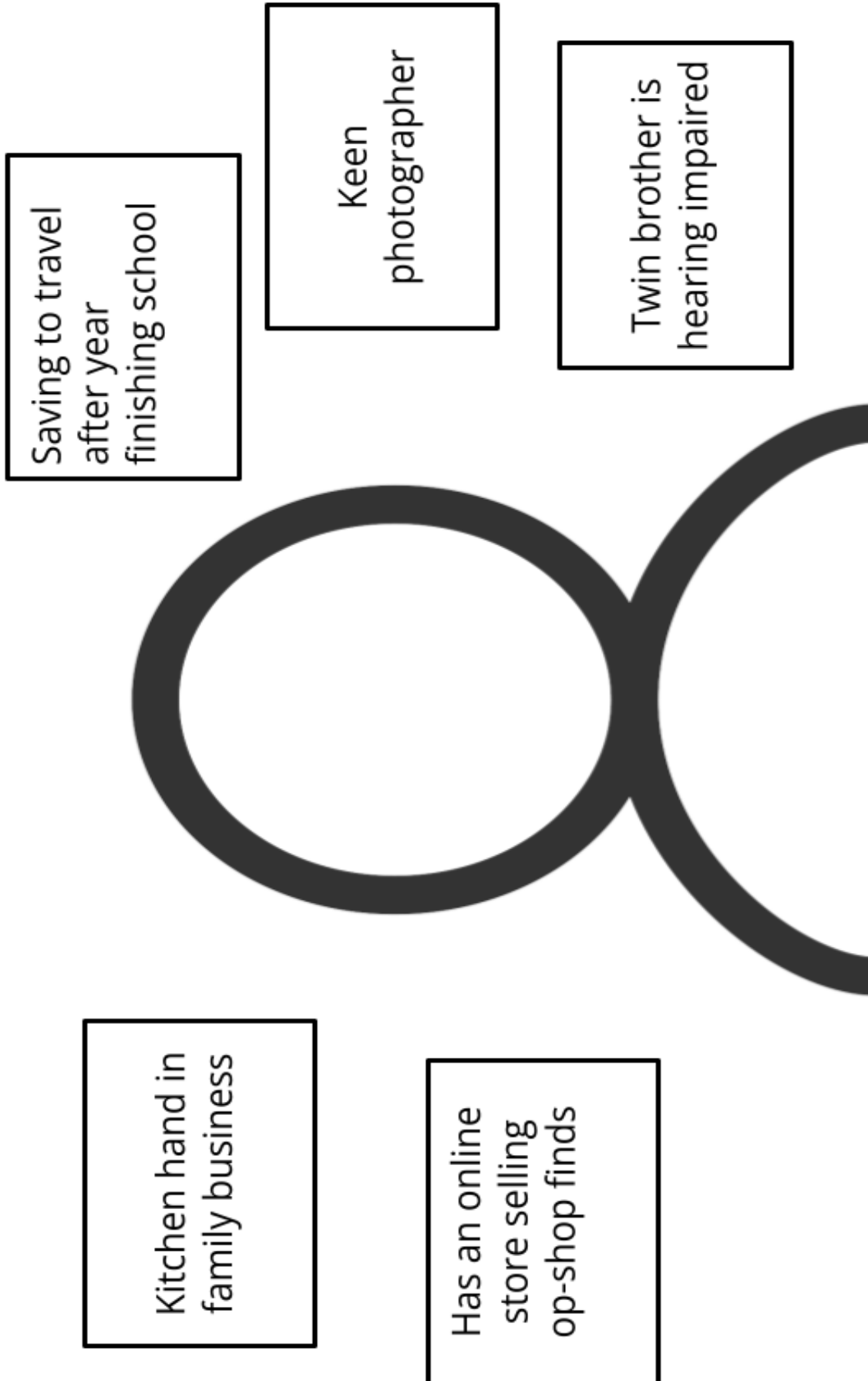


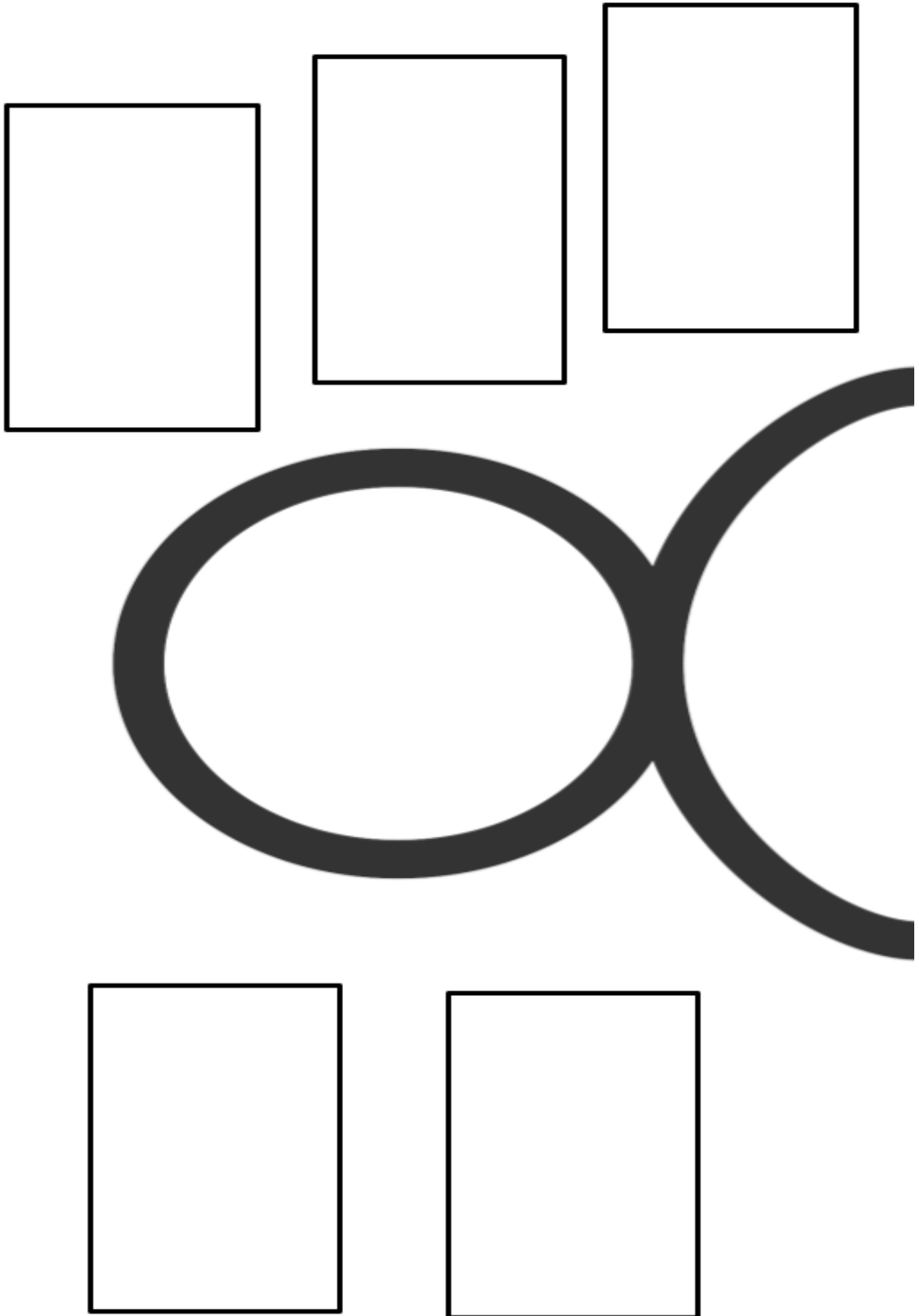












Stage 4 Session 8 - Who am I researching sheet=

Who am I researching?

What is their current job?

When did they discover their interest in the hobby or become passionate about the area they are now working in?

How were they able to make their hobby or interest into a job?

What are some of the challenges this person faced in pursuing their hobby or interest as a career?

What other skills did this person need to have to turn their hobby or interest into a career (think of the 6 C's)?

Stage 5 Session 10 - What our bodies are saying activity

 <p>EYES</p>	 <p>MOUTH</p>
 <p>TORSO/ARMS</p>	 <p>HANDS</p>
 <p>LEGS/FEET</p>	 <p>tone</p>

VIEW ONLY