



# Teacher Toolkit

## Module 2

## Contents

Welcome to the Broadening Horizons Program!	2
Program Overview	5
Stage 1: The Big Question	6
Session 1: We're on the same page!	7
Session 2: What is Broadening Horizons Module 2 all about?	9
Session 3: The Challenge	15
<b>Stage 2: Me and my peers</b>	18
Session 4: Why we love where we live	19
Session 5: Gathering insights	23
<b>Stage 3: Industry Immersion Activities</b>	26
Session 6: Be prepared	27
Session 7: Industry Immersion Activities	30
<b>Stage 4: Group Project</b>	31
Session 8: Consolidation	32
<b>Stage 5: Ideate</b>	34
Session 9: How do we reach consensus?	35
Session 10: Addressing the challenge	37
<b>Stage 6: Presentation</b>	41
Session 11: Bringing it all together	42
Session 12: Presentation and celebration	46
Appendix	48

# 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?

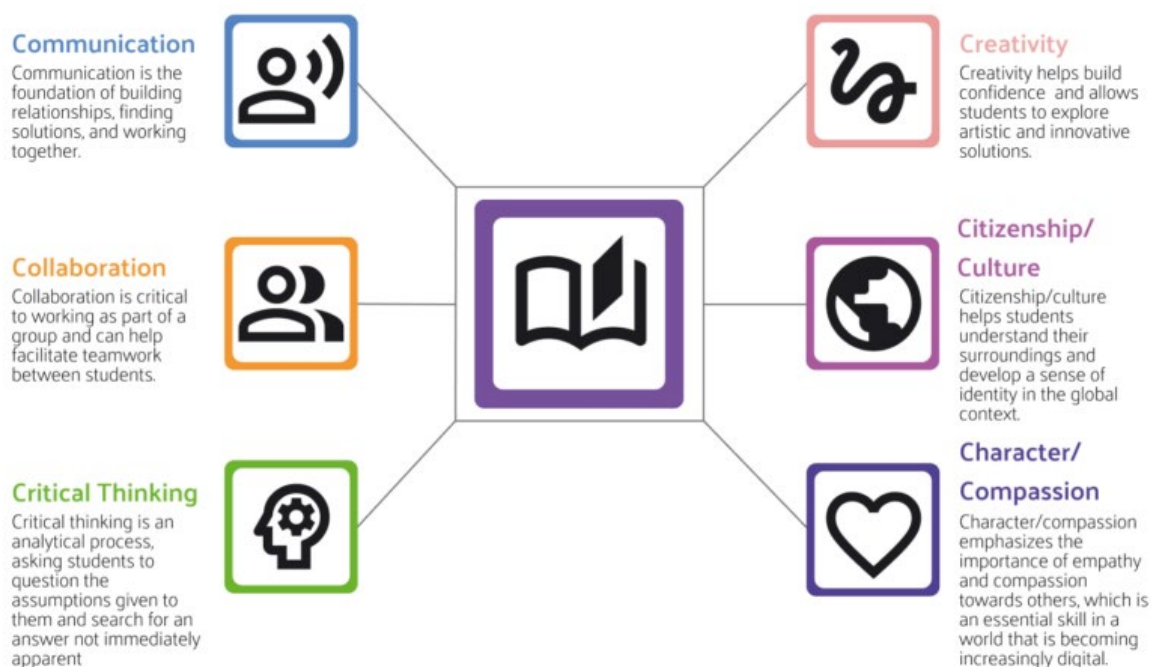


Image source: <https://ideascale.com/blog/6cs-of-education/>

### 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 2](#) only.**

## Program Overview

### Module 2

**Objective: For year 9 students to explore local career opportunities and participate in industry immersion activities to experience the world of work first hand**

With a focus on local career opportunities, year 9 students are empowered to engage in meaningful industry immersion activities while exploring issues that are relevant to them and their peers. This allows students to consider career opportunities optimistically and feel valued. Industry partners are provided with valuable insights into how to future proof their workforce and engage local young people in career opportunities in their workplace.

Module stages	Activities	Stakeholders
<b>Stage 1:</b> <b>The Big Question</b>	<b>Module introduction</b> Broadening Horizons staff, LLEN, teachers and industry representatives to finalise delivery schedule and industry touchpoints.  <b>Student, industry and challenge introduction:</b> How might we ensure young people feel excited about working in their local area?	Teacher Broadening Horizons staff Industry representatives LLEN
<b>Stage 2:</b> <b>Me and my peers</b>	<b>Empathise</b> How do I feel and how do my peers feel about having a career in our local area? Pre-gathering of data, before industry immersion activities.	Teacher
<b>Stage 3:</b> <b>Industry Immersion</b>	<b>Discover</b> Industry Immersion: Workplace discovery - what happens here? Who are the people here? How are the 6 C's used in this workplace?  Industry engagement and insights with future workforce: What is appealing about this workplace to young people? How could it be more appealing? How might we be an attractive workplace to young people?	Industry representatives LLEN
<b>Stage 4:</b> <b>Group project</b>	<b>Define</b> Consolidation of findings from Empathise and Discover stages to further define the Big Question:  How might we ensure young people feel excited about working in their local area? - What are the things that would have to happen to make young people want to work here? - What do we need to do to make our community more liveable/attractive to young people?	Teacher
<b>Stage 5:</b> <b>Ideate</b>	<b>Ideate</b> Groups use the information they have gathered so far to ideate ways local industry and the community can excite young people to work there. Includes examples from placement.	Teacher
<b>Stage 6:</b> <b>Presentation</b>	<b>Presentation</b> Groups present: <ul style="list-style-type: none"> <li>• Their experience of Industry Immersion Activities - what they learned, 6 C's developed and utilised.</li> <li>• Ways the workplace appeals or will aim to appeal to young people</li> <li>• What would need to happen more broadly across industry for young people to feel excited about working in the local area?</li> <li>• What the community needs to be attractive and liveable for young people wanting to pursue career pathways locally</li> </ul>	Teacher Broadening Horizons staff Industry representatives

### Suggested Stage timing

Stage	Timing	Running Total
Stage 1	<b>Session 1 - 3</b>	245 - 305 mins
Stage 2	<b>Session 4 - 5</b>	160 - 170 mins
Stage 3	<b>Sessions 6 - 7</b>	60 mins + industry immersion activity
Stage 4	<b>Session 8</b>	45 mins
Stage 5	<b>Sessions 9 - 10</b>	105 mins
Stage 6	<b>Sessions 11 - 12</b>	90 mins + presentation
<b>Total program timing</b>	<b>705 - 775 mins + industry immersion activity + presentation</b>	

**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 Alternative Module 2:

- Ensure industry partners are on board with a clear understanding of their role and times when they will be involved
- Any industry immersion activity requirements are in place
- 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](mailto:jmatthews@bblllen.org.au)

## Stage 1: The Big Question

*The purpose of The Big Question 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
<b>Session 1: We're on the same page!</b> <ul style="list-style-type: none"> <li>- Broadening Horizons staff, teachers and industry come together to finalise delivery dates, timing and engagement points</li> </ul>	60-120 mins	Broadening Horizons staff Teachers Industry partner
<b>Session 2: What is Broadening Horizons?</b> <ul style="list-style-type: none"> <li>- Purpose of the program</li> <li>- What is design thinking?</li> </ul>	90 mins	Teachers Students
<b>Session 3: Presenting the challenge</b> <ul style="list-style-type: none"> <li>- How might we ensure young people feel excited about working in their local area?</li> </ul>	95 mins	Teachers Students Industry partner (optional)
<b>Total stage timing (full delivery)</b>	245 - 305 mins	

## Stage 1 Curriculum links

### Critical and Creative Thinking

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

### Economics and Business

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

### Personal and Social Capability

- 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 2?

<b>Session timing</b>	60 - 120 mins
<b>Outcomes</b>	For school and industry partners to have a clear outline for the co-delivery of the Broadening Horizons Module
<b>Additional materials required</b>	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. Module 2 an industry immersion activity such as an industry site visit. 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

- Industry immersion activities, i.e. site visits, relevant

- excursions
- Industry in school
  - Industry attending presentation
  - Hybrid engagement (online and in person)
  - Discuss the possibility of any future work experience opportunities for your students/school

- Have you and your partner established when industry immersion activities such as an industry site visit will take place?

The following checklist will also appear at the beginning of Stage 3; however, it may be useful to consider during this session

- What is needed for the industry immersion activity?**
- Students complete occupational health and safety (OHS) training or induction as required by the industry partners for students to be on-site
  - Teacher to accompany students on the industry immersion excursion/experience
  - Industry in school (required materials and appropriate room/space)
  - Virtual industry immersion activity - laptops or tablets, internet connection

Depending on whether schools are working with one or multiple industry partners, students might attend the industry site visits as whole class groups, working in their small groups throughout, or each small working group may attend at different times. This will need to be decided during this session.

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

**Session Focus:**

**How can we practise design thinking to get an understanding of the process we will use throughout Broadening Horizons?**

<b>Session timing</b>	90 mins
<b>Learning outcomes</b>	Understand key information about Broadening Horizons
<b>6 C's in action</b>	Communication Collaboration

## Creativity

**Additional materials  
required**

Slides with Broadening Horizons overview  
 Workbook or folder  
 Paper  
 Pencils/pens  
 Craft materials

**Session Sequence****Introduction****5 mins**

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

- Students will be taking part in industry immersion activities that allow them to address a real challenge that impacts young people and local industry.
- 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.

**Key instruction****10 mins****What is Broadening Horizons Module 2?**

Broadening Horizons Module 2 is for year 9 students to engage in an immersive program that expands their thinking about career pathways and possibilities.

- Module 2 of Broadening Horizons allows students to explore career options in their local area and consider how industries may engage young people in their workforce.
- Students will explore who is impacted by the challenge and generate possible solutions to be presented back to local industry.

**Watch: The Learner Journey - A clear graphic of the journey a student engages with from start to finish**

**Please note:** Industry touchpoints and visits may vary and should follow agreed upon in session 1.

<https://www.youtube.com/watch?v=4kVvU24YxKw>



After watching the Learner Journey, facilitate a short discussion with students:

- What are students curious or unsure about?
- What are students looking forward to in the Broadening Horizons program?

### 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.

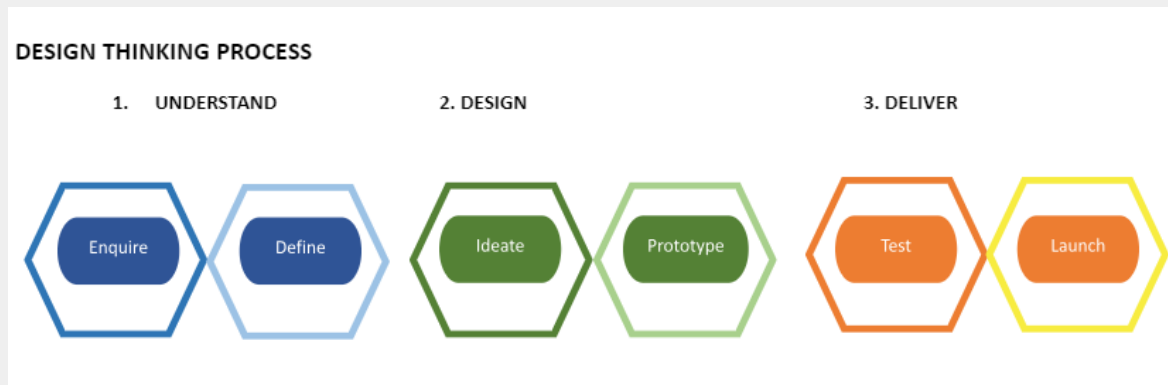
**Define:** The second step is to define the problem statement based on the user's needs and desires. This involves synthesising the information gathered in the empathise phase to create a

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.

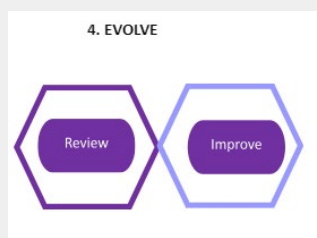
**Prototype:** The fourth step is to create a rough prototype of the solution. This involves building a simple, low-fidelity version of the solution to test and refine.

**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.

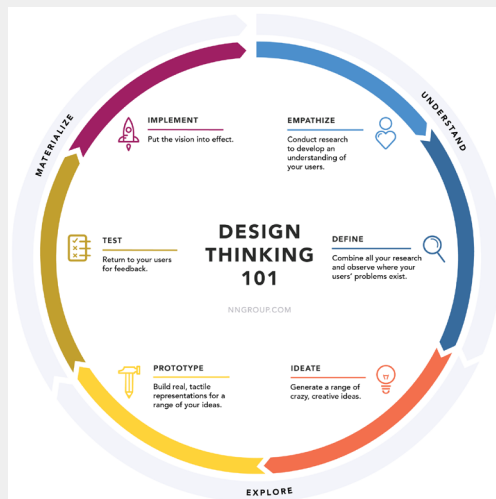


At any stage you might go back to an earlier part of the process or revisit one of the steps to try and generate new ideas or re-define your problem or challenge again.

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/>

## Student exploration

65 mins

Students will now have the chance to experience the design thinking process in a rapid, condensed activity. They will move through each phase of the design thinking process. You may like to display each phase as they move through the process, so students are aware which aspect of design thinking they are engaging in.

The topic for the activity is broad and can be adapted to suit any education or learning context.

### Improving the School Experience

#### Step 1: Empathise (10 minutes)

Students can work in pairs or form small groups to talk about their daily school experiences. Invite them to:

- Share what they like, what frustrates them, and what they would change.

Encourage empathy by asking:

How do these experiences make you feel?

What do you think others experience in this situation?

#### Step 2: Define (10 minutes)

Ask the students to summarise the main issue they discovered in their pairs/groups (e.g. There are not enough open spaces, or the canteen is too expensive).

Groups are to create a clear problem statement: **“How might we... (e.g., How might we make the canteen more affordable?).** This is often quite challenging for students, so teachers may like to do this as a whole class or provide a few different examples.

### **Step 3: Ideate** (15 minutes)

Groups generate as many ideas as possible without judgement. It’s important for students to generate ideas without worrying about whether they are realistic or applicable - it’s about thinking creatively and broadly at this stage.

- Students can draw or write down their ideas quickly (e.g., more open areas, different menu or canteen design options).
- Encourage wild, out-of-the-box ideas. Aim for 10 ideas in 5 minutes, then refine them.

### **Step 4: Prototype** (15 minutes)

Each pair/group picks one or two ideas to develop further into a prototype.

- Using paper, simple craft materials or drawings, students can create a model or diagram of their solution (e.g., a drawing of redesigned open spaces or a new canteen menu).

### **Step 5: Test** (15 minutes)

Students present their prototypes to the class.

- Other students give feedback: What works? What could be improved? Teachers may like to remind students that feedback should be useful and constructive.
- Students may like to discuss how they could modify their design based on the feedback or teachers may like to run this as a class discussion.

### **Reflection:**

After the sprint, teachers can facilitate a short discussion with students to reflect on:

- What did they learn?
- How did their ideas change from the beginning to the end?
- How might they apply design thinking to other challenges they care about?

## **Reflection**

**10 mins**

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### **Broadening Horizons Passport!**

The Broadening Horizons Passport allows students to record their skills development throughout the program. It is strongly encouraged that students document a skill they have developed and utilised at the end of each session, including an example of how or when they were using this skill.

### **Create a poster!**

Students create a poster to record their highlight at the end of each stage. They may choose to draw, print an image, write a word, anything that captures and demonstrates their favourite learning or even the biggest challenge.

Students will be prompted at the end of each stage to add to their poster so by the end of the Broadening Horizons program, they will have a visual record of the highlights and challenges of their journey.

Depending on the needs of your students, you may choose to really zoom in on how they used the identified 6 C's stated in lesson focus. You can also expand the reflection to include other skills used.

How did we utilise communication, collaboration and creativity to get an understanding of the design thinking process we will use throughout Broadening Horizons?

- Encourage students to provide specific examples of when these skills were used. They may like to record these as part of the reflection.

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

## Session 3: The Challenge

### Session Focus:

**How can we engage meaningfully with our real-world challenge?**

<b>Session timing</b>	95 mins
<b>Learning outcomes</b>	For students to meet industry mentors and engage with the challenge For students to
<b>6 C's in action</b>	Communication Collaboration Creativity
<b>Additional materials required</b>	Computers/tablets with internet access Workbook or folder Paper Pencils/pens

### Session Sequence



## Introduction

10 mins

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All students will be engaging with the same challenge during Module 2, though the ways in which it is addressed will vary greatly from group to group.

Teachers may like to organise students into groups at the beginning of the session, so students can work with the peers they will be collaborating with for the rest of the program or prefer to organise the groups at the end of the session. Students will attend the industry immersion activity in these groups too.

Teacher or industry mentor (as decided in session 1) can introduce the challenge:

### **How might we ensure young people feel excited about working in their local area?**

Begin by talking about how local industries often shape career opportunities available in a community, which can flow onto many other aspects of a community.

As a class, discuss what students already know about careers in the area.

- What jobs do you think are common in our community?
- Is there anyone in your family or that you know of locally who has a job that you find interesting?

Teachers/industry mentors may like to document some of the answers on a whiteboard, butcher's paper or projected screen.

## Key instruction

35 mins

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Depending on the size of the local community or area, students may be aware of all, many or few industries present. For smaller communities, it is recommended that the area be expanded to include either the nearest commercial or industrial town or the local government area (LGA) may be more appropriate.

Teachers (or industry mentors) provide an introduction to the key industries present in the local area. These should be broader descriptions of the industries (e.g. local government, healthcare, technology, education, agriculture, retail, etc.), but examples of specific businesses students may be familiar with should also be included. Teachers/industry mentors may like to present these on slides or printed handouts.

### **Exploring Local Career Opportunities**

This activity will give students the opportunity to identify and research career opportunities in their local community.

**Career Research** (30 minutes)

Students work in their groups to research careers available in the local area. They can use online job searches (e.g. Seek), community websites or local business sites or listings to find jobs.

- Each group needs to choose 2-3 industries to focus on.
- For each industry, students should research the types of jobs available within the industry (this may need to be more facilitated by the teacher or industry mentor if it's a particularly broad industry, such as local council), qualifications required, and average salary.
- Students will also need to identify at least one real company or organisation in the community that offers the jobs identified (e.g., a hospital, factory, school).

**Share back** (5 minutes):

Each group briefly shares one interesting career they discovered with the class. Encourage students to note any jobs that stand out to them.

**Student exploration****40 mins****Which Careers Excite Me?**

Students have the opportunity to reflect on the local career opportunities they researched and identify which jobs excite them.

**Whole class discussion**

Which of the careers we researched do you find most interesting or exciting?

Write the students' initial thoughts on the board or the screen.

If students completed Module 1 in year 7 or 8, prompt them to remember exploring their personal interests, passions, and strengths, and how they can be aligned with career choices. If students are doing Module 2 without having done Module 1, it will be beneficial to mention that finding a career that incorporates these elements often leads to work that is exciting and motivating. Students should keep their interests, passions and strengths in mind when considering the local career opportunities, but also be open to the different ways these may be utilised in industries they may not have considered before.

**Passion Mapping** (25 minutes):

Students individually create a "Passion Map" to reflect on the careers in the local area that excite them.

- On one side of the paper, students list careers they found in their research.
- On the other side, they list their personal interests, strengths, or activities they enjoy (e.g. solving problems, being creative, helping people, etc. If they remember some of the ones, they identified in Module 1 they can list them again here.).
- Students then draw lines to connect their interests with the local careers they researched that align with those interests.

Ask students to share their Passion Map with a partner and discuss why certain careers excite them.

### **Which Careers Would I Like to Know More About?** (15 minutes)

Students identify careers they would like to learn more about and explore ways to gain more knowledge or experience in these fields.

Teachers /industry mentors may like to discuss as a class or ask students to discuss in their groups: If you could learn more about one of the careers we discussed, which would it be and why?

#### **Action Plan**

Students outline specific steps they could take to learn more (e.g., research on the internet, attending a career fair, volunteering, visiting a workplace, or setting up an informational interview).

#### **Reflection**

**10 mins**

**NOTE:** Depending on the needs of your students, you may choose to really zoom in on how they used the identified 6 C's stated in lesson focus. You can also expand the reflection to include other skills used.

Can you provide examples of how you have developed Citizenship Culture and Creativity during this session?

**Remember to record a skill you've developed or used in your Passport and add a session highlight to your Poster!**

## **Stage 2: Me and my peers**

*The purpose of the Me and my peers stage is to encourage students to think about why they love their community and how they might address challenges in the local area to ensure people want to live and work there*

#### **Sessions**

Sessions	Timing	Stakeholders
Session 4: Why we love where we live	105 mins	Teachers Students
Session 5: Gathering insights	60 - 70 mins	Teachers Students
<b>Total Stage Timing</b>	160 - 170 mins	

### Stage 2 Curriculum links

<p><b>Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>- Questions and Possibilities (<a href="#">VCCCTQ043</a>) (<a href="#">VCCCTQ044</a>) (<a href="#">VCCCTQ045</a>)</li> </ul> <p><b>Economics and Business</b></p> <ul style="list-style-type: none"> <li>- Work and Work Futures (<a href="#">VCEBW025</a>)</li> </ul> <p><b>Personal and Social Capability</b></p> <ul style="list-style-type: none"> <li>- Development of Resilience (<a href="#">VCPCSE044</a>)</li> </ul>
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## Session 4: Why we love where we live

### Session Focus:

How might we think more about our communities more broadly?

<b>Session timing</b>	105 minutes
<b>Learning outcomes</b>	Students connect with wider community issues Critical thinking and collaboration in action
<b>6 C's in action</b>	Critical thinking Character/Compassion Citizenship/Culture
<b>Additional materials required</b>	Butchers Paper/paper Texta's Camera/phone for taking pictures Pens

## Session Sequence

### Introduction

5 mins

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With a slight shift from focusing on careers in the local area, this session will give students the opportunity to think about their community more broadly: what do they love about their local community and what would change about their local community?

The purpose is for students to begin considering what it is about the area that makes it a compelling place to live and what would entice young people to pursue careers in the local community?

The first activity in this session has the option of students taking photos that represent what they love in their local community. Depending on the location of the school, the community etc, it may or may not be appropriate for students to undertake this task in the broader community. Teachers should ensure any necessary permission forms or supervision has been provided prior to this session.

### Key instruction

45 mins

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#### What we love about our local community

In this activity, students identify and explore what they love about their local area or community and reflect on their significance. Start by asking the whole class:

What makes our community special to you?

Write responses on the board, ensuring a wide variety of answers are captured e.g. they might include parks, local shops, cultural traditions, or even people in the community.

Teachers may like to follow on with further discussion about why communities are important and how different people value different aspects of a community or invite students to work in pairs to consider these questions and share back.

#### Capture it (20 minutes):

Working in their groups, students can either go out and take photos or, if staying inside, they can list or sketch aspects of the community they love. If students are not able to take a picture of something specific that they love (e.g. the skate park), they can take or draw a picture that represents or symbolises it. Encourage students to be creative in the way they capture and present back their favourite parts of the community.

Students might focus on places they visit, things they see, or people they encounter that represent the best of their local area.

- If students go outside, be sure the set boundaries are agreed upon.
- If they stay inside, they can also focus on places they frequent outside of school (like their favourite hangout spots).

It can be useful to limit the number of pictures and also gives students a nice challenge. For example, capture your ten favourite things about our local community.

### **Sharie back** (15 minutes):

Once students return to class, each group needs to think further about why they appreciate the aspects of the community they chose to capture.

- Why is this place/person/thing important to you?
- How does it make you feel when you're there?
- Does it represent something bigger about the community?

Ask students to share what they chose and why, capturing key themes on the board. Alternatively, each group may like to create a visual collage of the aspects of the community they love most which they can refer to throughout Broadening Horizons.

## **Student exploration**

**55 mins**

### **What I would change about my local community**

Students now have the opportunity to identify what they would like to change or improve in their community and brainstorm possible solutions.

- What frustrates you about our community?
- What would you like to see improved or changed?

Write responses on the board, ensuring a wide variety of answers are captured e.g. pollution, lack of green spaces, traffic or not enough activities for young people.

Teachers might like to prompt students to consider how communities can change over time and how community members can help drive those changes (e.g., through volunteering, activism or working with local government).

### **Community Problem Brainstorm** (15 minutes)

Working in their groups, students list aspects of the community they would like to change.

Encourage them to think of problems they've experienced or noticed, such as public transportation, environmental concerns or lack of community spaces.

After working in their groups for ten minutes or so, using either post-it notes or writing directly, students can put one problem per post-it/one at a time on the board.

- Once students have written their ideas, facilitate a discussion around common themes and key issues, clustering the post-it notes (or words) into categories (e.g., environment, services, infrastructure).

**Rapid Design Thinking Solution** (30 minutes):

Still in their groups, students pick one issue from the brainstorm and work through a basic design thinking process (as practised in session 2). Teachers may like to display the design thinking phases as a reminder.

This is a lightning fast, rapid design sprint, so teachers may want to keep time (approximately five minutes per phase) and move students through, so they don't run out of time.

**Empathise:** Who does this issue impact?

- It may be one person or type of person or group of people in the community affected or it may impact the whole community, but the more specific students can be, the more targeted and effective a potential solution will be.

**Define:** What's the specific problem?

- If transport has been identified as a problem, what about transport specifically is the problem? Is it lack of transport/not enough variety of transport/accessibility of transport? No matter the issue or problem identified, once again, the more specific students can be, the easier it will be to generate possible solutions.

**Ideate:** Brainstorm potential solutions (no idea is too small or too big).

- Students may like to brainstorm as a group with each member putting ideas down or teachers may like to run a brainstorming activity (e.g. yes and, where a student offers a potential solution and then another member of the group expands on it with, "yes and..." or any other brainstorming activity).
- It is recommended that students spend two to two and a half minutes brainstorming, and then spend the remaining time choosing a solution they would like to focus on.

**Prototype:** Sketch out a basic plan for how to solve the issue.

- Depending on the problem and solution, students may like to create a series of dot points to show how they will address the problem or create a sketch or visual representation of their solution.

**Present:** Each group presents the issue they chose and their proposed solution. They can explain how this change would positively impact the community.

At the end of the session, teachers may like to discuss how students could take action to address these issues (e.g., through local councils, school projects, community organisations).

**Reflection****10 mins**

**NOTE:** Depending on the needs of your students, you may choose to really zoom in on how they used the identified 6 C's stated in lesson focus. You can also expand the reflection to include other skills used.

Which of the 6 C's do you think is most important when considering how to address a problem in the community and why?

**Remember to record a skill you've developed or used in your Passport and add a session highlight to your Poster!**

## Session 5: Gathering insights

### Session Focus:

How might we find out more about how our peers feel about working in the local area?

<b>Session timing</b>	60 - 70 minutes
<b>Learning outcomes</b>	Students will reflect on their own and their peers' feelings about working in the local area
<b>6 C's in action</b>	Critical thinking Character/Compassion
<b>Additional materials required</b>	Butchers Paper/paper Texta's Pens

### Session Sequence

Introduction

5 mins

During this session, students will explore their own and their peers' feelings about pursuing careers in their local area, discussing motivations, concerns, and aspirations.

Teachers may want to recap the last couple of sessions to remind students that they have:

- Thought about the industries and careers available in the local community and which of these are exciting.
- Reflected on what they love about their community.



- Acknowledged that there are challenges or problems but started thinking about how they could be addressed.

### Key instruction

20 mins

At the beginning of this session, it is a good idea to encourage open sharing, without judgement, to set the stage for honest discussions. For students to think more deeply about pursuing careers locally, ask the class:

#### **How do you feel about the idea of having a career in our local area when you finish school?**

Do you feel excited, unsure, or uninterested?

- What factors come to mind when you think about staying in your local community for work?
- What about leaving the local area for work?

Teachers may like to write down some initial responses on the board, clustering similar answers together.

Ask the students to think about what factors might influence someone's decision to stay and work in their local area. On a different part of the board or a separate slide/piece of butcher's paper, document the answers. If students struggle to identify any factors, teachers can provide prompts for further discussion.

- Personal Reasons: Family ties, familiarity, local connections.
- Career Factors: Availability of jobs, salary, growth opportunities.
- Lifestyle Preferences: Rural vs. urban living, community size, cost of living, proximity to friends and family.

Individually, ask students to write a personal reflection answering the following questions:

1. How do I feel about having a career in my local area? (Excited, unsure, uninterested, etc.)
2. What are the things I like about the idea of staying in my local area for work?
3. What are the things I don't like or would worry about if I stayed?
4. What would influence my decision to stay or leave for work?
- 5.

Give students approximately ten minutes to reflect and write freely.

### Student exploration

30 - 40 mins

#### **Peer discussion & survey**

Students will now have the chance to explore how their peers feel about staying in the local area for a career. This can be done in a number of ways, depending on available time and class preferences.

### Option A: Small Group Discussions

Divide students into small groups (3-4 students, doesn't have to be their program group) to discuss their reflections.

- Each student shares their feelings about working in the local area and their reasons for staying or leaving.
- Groups identify common themes (e.g., career growth, family, lifestyle) that arise in their discussions and make notes.

### Option B: Peer Survey

Using post-it notes or paper (or online collection tool if available) to collect anonymous responses from students to the question: Would you consider staying in the local area for work?

Students answer with "Yes," "No," or "Maybe" and can add a short explanation on the back.

- Organise the responses and tally the results on the board (e.g., how many students are for/against staying in the local area for a career).
- Teachers can lead a discussion about the trends. Are more students interested in leaving? What are the reasons for those wanting to stay?

### Option C: Both (allow slightly more time for this option)

- Run the small group discussions in the classroom with the students doing the Broadening Horizons program (option A).
- Create a survey slip and survey peers from other classes and year levels in the school to gather a greater data set.

After either activity, teachers facilitate a group discussion about the common trends and themes.

- What were the most common reasons students give for wanting to stay in the local area for work?
- What are the main concerns or reasons for wanting to leave?
- How did students' personal perspectives align or differ from their peers'?

### Local Careers vs. Outside Opportunities (10 minutes)

Teachers divide the class into two groups: one group will explore the advantages of staying in the local area for a career, while the other group will explore the advantages of pursuing a career elsewhere (e.g. a larger city, or a different region).

- Each group brainstorms 3-5 advantages for their assigned topic. They should consider factors like career development, lifestyle, and personal growth.

### Sharing back

Each group presents their findings. As a class, compare the advantages of staying locally versus seeking opportunities elsewhere. Highlight the pros and cons of each option and encourage students to think critically about which factors matter most to them.

1. How has your perspective about staying in the local area for a career changed after hearing from your peers?
2. What is one factor that is most important to you when thinking about your future career?

Teachers may like to ask students if they feel more confident in their thoughts about local career opportunities and what factors will influence their future career decisions.

## Reflection

5 mins

**NOTE:** Depending on the needs of your students, you may choose to really zoom in on how they used the identified 6 C's stated in lesson focus. You can also expand the reflection to include other skills used.

**Remember to record a skill you've developed or used in your Passport and add a session highlight to your Poster!**

## Stage 3: Industry Immersion Activities

*The purpose of the industry immersion stage is for students to gain an understanding of the industry partner(s) either through an industry site visit or other industry immersion activities alongside their peers while exploring the big question.*

*IMPORTANT: This stage is also particularly relevant for students undertaking a work experience opportunity in future.*

### Sessions

Sessions	Timing	Stakeholders
Session 6: Be prepared	60 mins	Teachers Students
Session 7: Industry Immersion activities	TBA	Teachers Students

### Stage 3 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](#))
- Collaboration ([VCPCSO051](#))

## Session 6: Be prepared

### Session Focus:

How might we ensure students are prepared for their first industry immersion activity?

<b>Session timing</b>	60 mins
<b>Learning outcomes</b>	For students to feel confident and prepared when they attend industry-based and industry hosted activities
<b>6 C's in action</b>	Communication Collaboration Creativity Character/Culture Citizenship/Compassion
<b>Additional materials required</b>	Workplace scenario cards for group work. Whiteboard or projector for sharing expectations. Pens. Paper

### Session Sequence

#### Introduction

10 mins

Teachers may like to begin by explaining the purpose of industry immersion activities, highlighting how it provides a real-world glimpse into industry partners on-site locations, industry-based activities, future work experience and the range of careers across different industry sectors. It is also an opportunity for students to explore the challenge question in more detail.

- Why do you think an industry immersion activity is important?
- What are you most excited or nervous about discovering or exploring from your upcoming industry immersion activity?

To help prepare students for their upcoming industry immersion activity, they will need to understand industry and workplace expectations, and practice key skills such as communication, time management and teamwork.

Teachers can start the class asking students:

What will you need to keep in mind when you attend/undertake an industry immersion activity?

Document student responses on the board, adding and explaining any that the class does not come up with themselves.

### Key instruction

15 mins

#### Workplace Expectations

Explain the typical expectations in a professional or workplace setting. Write these on the board or display on a slide or butcher's paper. Teachers may like to run this as a discussion in which students offer up answers.

- Punctuality: Arriving on time and managing breaks.
- Professional Behaviour: Respect, following instructions, and adapting to the company culture.
- Communication: How to communicate clearly and politely with supervisors, colleagues, and customers.
- Teamwork: Collaborating and contributing to group tasks.
- Initiative: Being proactive in asking for tasks or help.

Introduce the idea that students should set 2-3 personal goals for their industry immersion activities and how these goals can relate to a student's future work experience opportunity. These might include:

- Improving specific skills from the 6 C's
- Learning more about a specific industry or career path.
- Building confidence in a professional setting.

Emphasise that their goals should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound).

Remind students that in order to address their challenges, they will also need to investigate:

- What happens in this workplace?
- Who are the people here? How are the 6 C's used in this workplace?

### Student exploration

40 mins

#### Workplace Scenarios

To help students practise responding to real workplace situations, they will need to be in the groups they will attend/participate in the industry immersion activity in. Each group will be assigned a scenario. They have five minutes to discuss how they would handle the situation, then each group can present their scenario and response to the class.

- Scenario 1: You're unsure about how to complete a task someone has given you. What should you do?
- Scenario 2: You've finished your work early. How do you spend the rest of your time?
- Scenario 3: A colleague is rude to you. How do you respond?
- Scenario 4: You arrive at work and realise you've forgotten to bring an important document. What do you do?
- Scenario 5: You notice that a customer is struggling, but you're not sure how to help. What's your next step?

**Goal Setting:**

Ask students to reflect individually and write down their top three personal goals for their industry immersion activity. Remember student may wish to relate these goals to a future work experience also. Provide a template for students to complete:

- Goal 1: What skill or experience do you want to develop?
- Goal 2: What specific task or activity do you want to try?
- Goal 3: How would you want to contribute to a workplace team?

Invite volunteers to share their goals with the class.

**Communication Role-Play**

To reinforce communication skills, pair students up and ask them to role-play common workplace conversations. Provide a set of prompts for each pair to act out, such as:

- Asking your boss for more clarification on a task.
- Responding to feedback on your work.
- Introducing yourself to a new colleague.

After each role-play, encourage students to reflect on what went well and what could be improved in their communication.

**Class Discussion:**

What are you most excited about for your industry immersion activity?

What do you hope to learn or take away from this activity/experience?

**Reflection****5 mins**

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Which of the 6 C's do you think will be most important during an industry immersion activity or future work experience and why?

**Remember to record a skill you've developed or used in your Passport and add a session highlight to your Poster!**

## Session 7: Industry Immersion Activities

### Session Focus:

How might we ensure students have an engaging and meaningful first industry immersion experience?

<b>Session timing</b>	Varied
<b>Learning outcomes</b>	For students to gain insights into local industry For students to gain valuable insights/skills through industry immersion activities
<b>6 C's in action</b>	Critical Thinking Communication Collaboration Creativity Citizenship/Culture Character/Compassion
<b>Additional materials required</b>	Pens Notebooks Broadening Horizons Passport (optional)

### Session requirements

Prior to commencing this session:

#### What is needed for the industry immersion activity established in session 1?

- Students complete occupational health and safety (OHS) training or induction as required by the industry partners for students to be on-site
- Teacher to accompany students on the industry immersion excursion/experience
- Industry in school (required materials and appropriate room/space)
- Virtual industry immersion activity - laptops or tablets, internet connection

This session is primarily run by the industry partner in most cases but will look different for every group.

Industry partners may like to provide students with insights into the workplace and wider industry and provide them with real challenges being faced for students to ponder solutions to as part of their industry immersion activity.

The opportunity to interview or interact with staff to explore the big question, “How might we ensure young people feel excited about working in their local area?” is a key component.

**Note to Industry**

Students are exploring the question: How might we ensure young people feel excited about working in their local area?

A part of that is considering workplaces and their appeal to young people or people at the start of their career journeys.

Hosting a Broadening Horizons student group is an opportunity for industry to gain insight into:

What is appealing about this workplace to young people?

How could it be more appealing?

How might we be an attractive workplace to young people?

## Stage 4: Group Project

*The purpose of the Group Project stage is to consolidate the information gathered during the industry immersion activity and present the findings back to the group.*

### Sessions

Sessions	Timing	Stakeholders
<b>Session 8: Consolidation</b>	45 mins	Teachers Students
<b>Total stage timing</b>	45mins	

### Stage 4 Curriculum links

**Critical and Creative Thinking**

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

**Personal and Social Capability**

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



## Session 8: Consolidation

### Session Focus:

How might we consolidate the information gathered during the industry immersion activity in order to address the big question?

<b>Session timing</b>	60 minutes
<b>Learning outcomes</b>	Students reflect on their industry immersion activity Consolidation of the groups' information
<b>6 C's in action</b>	Communication Collaboration Creativity
<b>Additional materials required</b>	Whiteboard/screen Butchers paper or poster paper Texta's/pens Sticky notes

### Introduction

15 mins

Following the industry immersion activity, this session begins with a reflection activity. Teachers may also like to ask some questions prior to the activity to hear about some of the students' experiences.

Some reflection prompts for either discussion, or to be used in the Gallery Walk activity:

- What was the highlight of industry immersion activity 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 immersion activity made you think about a future work experience or your own future world of work?

In this session, students will have the opportunity to work in their groups to identify the information they gathered during the industry immersion activity that they would like to share and how these help the group address the big question.

### Key instruction

20 mins

Firstly, students have the opportunity to summarise and reflect on what they've learned during their industry immersion activities by creating posters or visual summaries and then sharing them in a "gallery walk".

### **Gallery Walk Activity**

In this activity, each group will create a poster that captures the main ideas, takeaways, or interesting insights from their industry immersion activity. Then, we'll walk around to see each other's work, adding any questions we might have.

Each group has 10 minutes to discuss and create a poster. It should capture a summary of your group's experience of the industry immersion activity and have any highlights or stand out moments, especially in relation to the big question.

Hang the posters around the room, or if this isn't an option, move tables so they can be displayed on tables around the room, for students to walk around and see what other groups reflected on their posters. Optional: students may have post-it notes and attach any questions or thoughts to posters as they look at them.

Once students have finished looking at the posters, ask the group:

- What did you notice about the information other groups shared?
- Did anything stand out or surprise you?

This activity allows students to see how everyone remembers and interprets information differently and also allows groups to consolidate and summarise their experience.

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### **Student exploration**

**20 mins**

### **Consolidating further information**

Students now have a broad summary of their groups' industry immersion activity but will need to bring together all the information gathered, including the responses and insights into the big question they gathered. 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 themes.

**Step 2:** Are there any stand-out examples or stories from their industry immersion activities that address aspects of the big question (**How might we ensure young people feel excited about working in their local area?**)

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

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.

## Reflection

5 mins

How easy or difficult was it to decide which information to include in the consolidation? How did your group choose what to keep or what to discard?

**Remember to record a skill you've developed or used in your Passport and add a session highlight to your Poster!**

## Stage 5: Ideate

*The purpose of the Ideate stage is for students to identify ways to address the big question to and consider how they might present this to an audience.*

### Sessions

Sessions	Timing	Stakeholders
<b>Session 9: How do we reach consensus?</b>	40 mins	Teachers Students
<b>Session 10: Addressing the challenge</b>	65 mins	Teachers Students Industry mentor (optional)
<b>Total stage timing (full delivery)</b>	105 mins	

## Stage 5 Curriculum links

### Critical and Creative Thinking

- Questions and Possibilities ([VCCCTQ043](#)) ([VCCCTQ044](#)) ([VCCCTQ045](#))
- Collaboration ([VCPSCSO051](#))

### Ethical Capability

- Decision Making and Actions ([VCECD022](#))

### Personal and Social Capability

- Development of Resilience ([VCPSCSE044](#))
- Collaboration ([VCPSCSO051](#))

## Session 9: How do we reach consensus?

### Session Focus:

How might we ensure groups can reach consensus, so they are able to effectively answer the big question?

<b>Session timing</b>	40 mins
<b>Learning outcomes</b>	Explores the challenges and importance of reaching consensus when addressing challenges and finding solutions. How to prioritise and stay focused.
<b>6 C's in action</b>	Communication Collaboration Compassion Creativity Critical thinking
<b>Additional materials required</b>	Paper Texta's/pens

### Introduction

5 mins

Students have already had to practise reaching consensus within their group a number of times throughout Broadening Horizons so far. Teachers can ask the group:

- What is consensus and why is it important?
- When have you had to reach consensus in your group during the program so far?

### Key instruction

30 mins

Students have the opportunity to engage in a group consensus activity to highlight that consensus looks different for different groups and the importance of communicating, being compassionate in decision making within a group and how to collaborate more effectively.

### Stranded on an island

Teachers may like to set the scene (music or making it a little bit overly dramatic can be silly and fun):

- The ship we were all on has hit rough seas and capsized - now we are all shipwrecked and are stranded in a lifeboat, with an island in sight on the horizon.
- We have managed to save a number of items; however, we cannot bring them all - everyone is only allowed to select 5 items/order the items in order of importance (projected on slide) to take to the island. Everyone does this individually.
- Now in their groups students are told they must take only 5 items for the group/order the items the same as a group. Each team has a box of matches. Members must agree which items are most important for their survival. They must agree as a group. Allow 10 minutes for groups to reach consensus.

Each group to share back which items/the order of their items and explain:

- a) Why they decided on those?
- b) How did the group come to an agreement?
- c) What was the most challenging part?

Ask students - why do you think reaching consensus is an important part of teamwork?

#### Activity info:

Ask each group to compare their individual rankings with their collective ones and consider why any scores differ. Did anyone change their mind about their own rankings during the team discussions? How much were people influenced by the group conversation?

Now read out the "correct" order, collated by the experts at the US Coast Guard (from most to least important):

1. Shaving mirror. (One of your most powerful tools, because you can use it to signal your location by reflecting the sun.)
2. Can of petrol. (Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.)
3. Water container. (Essential for collecting water to restore your lost fluids.)
4. Emergency rations. (Valuable for basic food intake.)
5. Plastic sheet. (Could be used for shelter, or to collect rainwater.)
6. Chocolate bars. (A handy food supply.)

7. Fishing rod. (Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.)
8. Rope. (Handy for tying equipment together, but not necessarily vital for survival.)
9. Floating seat or cushion. (Useful as a life preserver.)
10. Shark repellent. (Potentially important when in the water.)
11. Bottle of rum. (Could be useful as an antiseptic for treating injuries but will only dehydrate you if you drink it.)
12. Radio. (Chances are that you're out of range of any signal, anyway.)
13. Sea chart. (Worthless without navigational equipment.)
14. Mosquito net. (Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.)

After the activity is finished ask students:

- How can you apply some of the skills you have learned through that activity to creating a solution or addressing the big question?

**Reflection**

5 mins

This session allows students to keep teamwork and communication at the forefront of their minds and think about the different ways people prioritise and see information.

Do you think reaching consensus is difficult? Why/why not?

**Remember to record a skill you've developed or used in your Passport and add a session highlight to your Poster!**

Session 10: Addressing the challenge

**Session Focus:**

How might we ideate and agree on the way we address the big question?

<b>Session timing</b>	60 minutes
<b>Learning outcomes</b>	Ideate creative ways to address the big question Reach consensus about how to address the challenge
<b>6 C's in action</b>	Critical thinking Communication Character/Compassion

## Creativity

<b>Additional materials required</b>	30 circles sheet Pens/textas
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## Introduction

2 mins

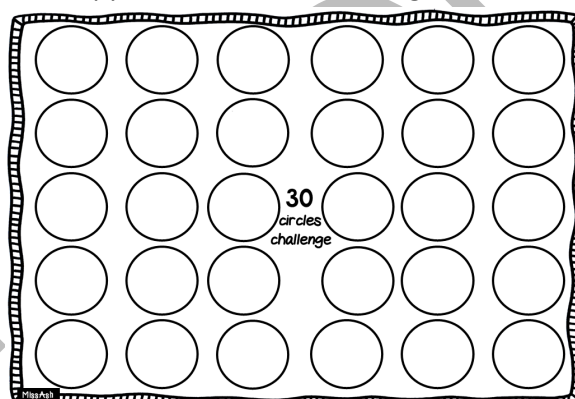
This is the ideate phase of design thinking when students will use the consolidated information from their industry immersion activities and the earlier stages of Module 2 to brainstorm creative ways to address the challenge: **How might we ensure young people feel excited about working in their local area?**

## Key instruction

10 mins

## 30 Circles Activity

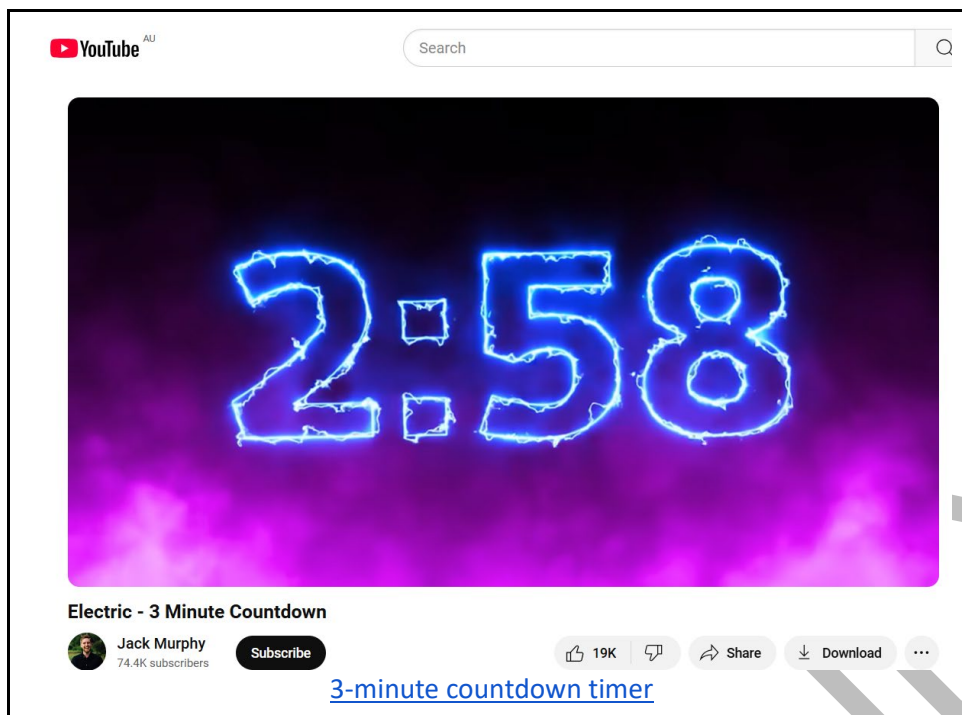
Give each person in the class a copy of the 30 circles challenge sheet.



Source: <https://www.ashttheteacher.com/2020/03/30-circles-challenge.html>

The goal is to turn as many of these circles as possible into something recognizable in just 3 minutes. You can turn each circle into anything—a face, a clock, a planet, a ball—whatever comes to mind! There's no right or wrong answer here, so just let your imagination flow and don't overthink it! This is all about being quick and creative!

Using a countdown timer can add to the fun:



When the time is up, students must stop straight away! Ask people to share back some of the ways they filled in their circles.

This activity demonstrates that there are so many ways to look at a simple shape, like a circle. Creativity isn't just about coming up with something new - it's also about seeing things in a different way and trying ideas without being afraid to make mistakes.

- What was easy about this activity?
- What was hard?
- 

One of the benefits of working in groups is that you get different perspectives and creative approaches. That is really useful when it comes to solving problems or addressing challenges.

### Student exploration

45 mins

Students will apply that same creative, unrestricted thinking to their big question now. Industry mentors may want to attend this part of the session to work with the groups or so groups can bounce ideas off them once they identify the ways they'd like to address the challenge.

In the centre of a piece of butcher's paper, each group writes the big question:

**How might we ensure young people feel excited about working in their local area?**

Groups will also need the information they consolidated last session and in stage 2 (why we love where we live, challenges in the community and how we feel about working in the local area).



Give students a few minutes to review all the information, then advise them that they will have a 3-minute brainstorming session to write as many ways they think they could address the big question, knowing what they already know. Remind students to not overthink it and to just write anything they think of down!

After 3 minutes, tell students they have another 2 minutes now to brainstorm and need to try and come up with even wilder or creative ideas.

- Teachers may like to ask groups to share back the wildest idea they came up with in that time.

Groups will now rotate and have 30 seconds at each other's table to brainstorm additional ideas onto other groups' butchers paper.

Once the groups have rotated back to their original spot, students can have a look at any additional ideas that may have been written on their butcher's paper. They can circle any that stand out.

Students will now need to identify three ideas they wish to expand on to address the big question, using the following:

Look at all that you've brainstormed and the contributions from others. Across all of them, choose 3 ideas that jump out at you as interesting or innovative.

You now need to categorise/identify these as:

One **sure thing**- an idea that is doable and possible right now

One **gem** - it's innovative and will require some work to make it happen, but one your table really thinks could be something

One **aspirational** - an idea that might be possible with some consideration and imagination or might seem impossible but there's something in the idea that could be possible.

You've got 5 minutes to come to a consensus on your table about these.

On a clean sheet, write your how might we question at the top with your sure thing, gem and aspirational idea underneath.

Once students have identified their three ideas, they need to expand on how these would work and why they think these would effectively address the challenge: **How might we ensure young people feel excited about working in their local area?**

Students should consider:

- What would need to happen for this idea to work?
- Who would need to support this or be on board for it to happen?
- How would it address the challenge?

By the end of the session, each group should have identified and documented their three ideas and how and why they would work.

## Reflection

5 mins

Which of the 6 C's do you think is most important for ideation and why?

**Remember to record a skill you've developed or used in your Passport and add a session highlight to your Poster!**

## Stage 6: Presentation

*The purpose of Presentation Stage is for students to showcase their learning and development from the Broadening Horizons program.*

### Sessions

Sessions	Timing	Stakeholders
<b>Session 11: Bringing it all together</b>	90 minutes	Industry Teachers Students Broadening Horizons staff
<b>Session 12: Presentation and celebration</b>	TBD by school	Industry Teachers Students Broadening Horizons staff
<b>Total session timing (full delivery)</b>	90 mins +	

### Stage 6 Curriculum links

#### Critical and Creative Thinking

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

#### Economics and Business

- Work and Work Futures ([VCEBW025](#))
- The Business Environment ([VCEBB024](#)) ([VCEBW026](#))
- Enterprising Behaviours and Capabilities ([VCEBN027](#))

**English**

- Literacy: Interacting with others ([VCELY486](#))

**Personal and Social Capability**

- Development of Resilience ([VCPSCSE044](#))
- Relationships and diversity ([VCPSCSO048](#))
- Collaboration ([VCPSCSO051](#))

## Session 11: Bringing it all together

**Session Focus:**

How might we ensure students feel confident and comfortable presenting to an audience?

<b>Session timing</b>	90 minutes
<b>Learning outcomes</b>	Students create compelling presentation for intended audience. Students identify what makes a presentation effective.
<b>6 C's in action</b>	Communication Collaboration Character/Compassion Creativity
<b>Additional materials required</b>	Prompts in a jar or container Paper Texta's/pens

Introduction

2 mins

**Presentation**

Groups present:

- Their experience of the industry immersion activity - what they learned, 6 C's developed and utilised.
- Ways the industry partners/workplace appeals or will aim to appeal to young people.
- What would need to happen more broadly across industry for young people to feel excited about working in the local area.

- What the community needs to be attractive and liveable for young people wanting to pursue career pathways locally.

### Key instruction

20 mins

One of the best ways to feel more confident about presenting is to practise!

The session will start with a quick, fun activity to get students up in front of one another. It is important to remind the group that some people find speaking in front of others more difficult than others, so everyone needs to be supportive and encouraging of their peers.

### Pass the prompt

Arrange the students in a circle and have the set of prompts provided (or create your own - they need to be open-ended and can be answered quickly).

- Each student picks a random prompt from the container. Give them about 1-2 minutes to prepare their thoughts (no writing—just mental notes).
- Each student will have 30-60 seconds to respond to their prompt as if they're giving a mini presentation.

Remind them to:

- Stand confidently.
- Make eye contact with the audience.
- Speak clearly and at a moderate pace.
- Use gestures if they feel comfortable.

After their turn, they pass the container to the next student, who draws a new prompt and repeats the process.

### Discussion

After everyone has presented, ask students about what they found challenging and what tips helped them feel more confident. How might they ensure they carry this through to their presentations to industry?

### 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 we ensure young people feel excited about working in their local area?

- How might we ensure young people feel excited about working in their local area?
- What are the things that would have to happen to make young people want to work here?
- What do we need to do to make our community more liveable/attractive to young people?

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

### Create a poster!

Alongside the presentation, Students will create a poster to record and capture highlights, challenges and demonstrate their favourite learning from the Broadening Horizons program. They can use the template provided or create their own using the prompts on the provided template.

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. This will include completing their posters. 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

How many of the 6 C's did you notice in action in this session?

**Remember to record a skill you've developed or used in your Passport and add a session highlight to your Poster!**

## Session 12: Presentation and celebration

### Session Focus:

How might we ensure young people feel excited about working in their local area?

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

### Introduction

2 mins

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

5 mins

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).

The posters can be displayed around the room and students may like to talk to visitors as they arrive about their experiences using the posters as prompts.

## Student exploration

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Each group presents their exploration of the big question and their Broadening Horizons Module 2 journey.

### **How might we ensure young people feel excited about working in their local area?**

- How might we ensure young people feel excited about working in their local area?
- What are the things that would have to happen to make young people want to work here?
- What do we need to do to make our community more liveable/attractive to young people?

What skills have I utilised and developed throughout Broadening Horizons?

What was the highlight of Broadening Horizons?

VIEW ONLY



## Appendix

### Stage 5 Session 10

