

Resource 3

Jesse's Career Story (Option B) – Groups Activity

Learning outcomes: Students will understand that:

- Their career is a life-long journey that will change with different life stages
- There are many different ways to reach the same end-point
- Different decisions they make will affect their journey
- Learning and education doesn't stop at school, and is key to moving forward in your career

Key messages:

- Your career is a life-long journey that changes with situations, opportunities and life-stages
- Learning doesn't stop when you leave school and can happen through formal study (e.g. university or tech), on-the-job learning or through life-experiences
- No one is on the same career journey

Preparing for the activity:

- Print off one set of 'Jesse's Career Story' A4 sheets (pages 17-47).
- Note there are 5 groups of sheets – some groups have fewer sheets than others.

Instructions:

- Split students into five groups – each group needs a pen.
- Hand out each group's sheets of 'Jesse's Career Journey' in a random order
- Groups have 20 minutes to come up with "Jesse's career story" to share with the class, based on the sheets they are given.
- Other than starting with 'Student' and ending with 'Retired' students decide how to order Jesse's career story.
- On the back of each sheet they need to write down: 1. Jesse's age at that stage and 2. An idea about how Jesse got to that stage
- Read out the scenario
- Groups work together to write Jesse's career story then present back to the class

Scenario:

- Jesse is a high school student with their whole life ahead of them.
- Jesse dreams of being a pro-rugby player.
- Jesse wants a family one day.
- Jesse has always had an interest in the construction industry as their mum owns a building company.
- You choose Jesse's gender and the order of stages in Jesse's career, starting with 'Student' and ending with 'Retired'
- Remember there is no 'right' order as people change career paths all the time – your story just needs to tell us the decisions Jesse has made that explain why he/she/they ended up at that stage