



# LESSON 1

## SELF ASSESSMENT

### TOPICS

Student RIJI Program Survey  
Identifying strengths and skills – Online Activity  
Exploring careers  
Identifying strengths and skills – Matching skills to careers  
Career aspirations  
Resume Builder (part 1)

### LEARNING INTENTION

The learner has identified the broad range of skills which they can bring to a job.

# LESSON 1: SELF ASSESSMENT

## FOCUS

In this introductory session students explore career aspirations, and identify skills that they can bring to a job.

## STUDENT OUTCOMES

- Understand the value of working
- Insight to the broad number of careers connected to learning areas of interest
- Identify job related skills- and those they recognise as relevant to themselves
- Identify personal career goals.

## OUTLINE

### 1. Student RIJI Program Survey

As part of our commitment to ensuring the RIJI Program continues to improve, and to measure students' progress, we require students to complete a pre and post program survey.

Please have your students complete the student RIJI survey prior to and after completing the RIJI Program. The aim is for students to assess their skills and knowledge related to interview preparation.

### 2. Identifying strengths and skills – Online Activity

In this online activity, students undertake the myfuture interests and skills quizzes to help identify their top strengths and skills.

### 3. Exploring careers

In this online activity, access the myfuture website to explore careers sorted by learning area. Identify the breadth of careers associated with a single learning area, and note the pathways required to obtain these careers.

### 4. Identifying strengths and skills- Matching skills to careers

An activity to consider the skills required for specific careers.

### 5. Career aspirations

Open a discussion about the value of working and students' short and long term job and career aspirations.

### 6. Resume Builder (part 1)

Students complete part one of the Resume Building handout, 'Summary of your top skills' and 'Objective' on page 14. Students will add to this document throughout the first three lessons of the program. The final document will help to shape students resume, cover letter, interview answers and will help to build a greater understanding of the type of job they wish to target.

## OUTPUTS

- Resume Builder (part 1) completed.

## STUDENT RIJI PROGRAM SURVEY

1. Print the following page and have students complete the survey at the beginning of the program.

Take the document back and file it.

2. Closer to the interview event in Term 3, a SurveyMonkey link for the final data collection will be provided to teachers. Distribute this link to every participating student to access the survey.

3. As soon as possible after the event, have the students access the SurveyMonkey link and enter their answers collected on the document in step 1, and enter their new responses for the post-program perspective. The post-program survey will also include additional questions for students to help improve the program.

Please note that the SurveyMonkey link can only be accessed once per person, so it isn't possible for students to save their survey entry mid way and reload the survey.

4. You may wish to allocate time in class to get the survey responses entered into SurveyMonkey soon after the event. This will help us to quickly provide the report back to all participating schools.

## LESSON 1: SELF ASSESSMENT

### STUDENT RIJI PROGRAM SURVEY

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Year Level: \_\_\_\_\_

Subject Area: \_\_\_\_\_

The RIJI Program is designed to help you build your job-seeking and application skills.

Please self score yourself on the following statements below by honestly rating your current skills and knowledge before starting the program.

You will be asked to self score yourself again after completing the RIJI program.

Please indicate how much you agree or disagree with the statements below. 0 = strongly disagree, 5 = strongly agree.

	BEFORE PROGRAM	AFTER PROGRAM
I understand what employers look for in employees.	0 1 2 3 4 5	0 1 2 3 4 5
I understand my career options and what I would like to do in the future.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to look for jobs.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to write a good cover letter.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to write a good resume.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to prepare for a job interview.	0 1 2 3 4 5	0 1 2 3 4 5
I am confident I can do well in a job interview.	0 1 2 3 4 5	0 1 2 3 4 5
I know how to communicate well in an interview.	0 1 2 3 4 5	0 1 2 3 4 5

Teachers: Please collect the students' self score sheets after rating their current skills and knowledge before starting the program. Please return to students and ask to then rate skills and knowledge after completing the program using the SurveyMonkey link provided.

## LESSON 1: SELF ASSESSMENT

### IDENTIFYING STRENGTHS AND SKILLS

Understanding your strengths and skills is an important factor in your job searching process. This knowledge can:

- Help you pick jobs suited to you
- Be included on your resume and cover letter
- Help you to answer questions about yourself in a job interview

Help you realise that you have skills and attributes relating to a number of career options that you had previously not considered. Most skills are suited to a range of different career options.

### ONLINE ACTIVITY

#### Take the myfuture interests and skills quizzes

1. Navigate to **myfuture.edu.au**
2. Create an account
3. On the menu (right hand side), click on 'my career profile'
4. Complete the two quizzes under 'interests' and 'skills'.

The quizzes include multiple choice questions and take approximately 5 minutes each

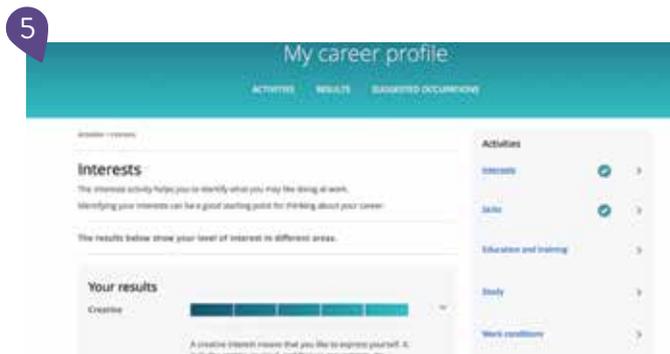
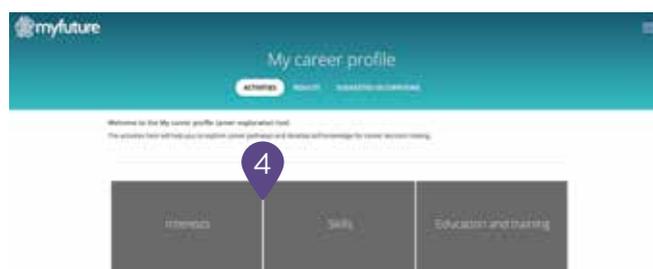
5. A results summary is generated that identifies a dominant skill area under the categories ideas, people, things, and data.

1 myfuture.edu.au



3

- Home
- My career profile
- Bullseyes
- Occupations
- Courses



## LESSON 1: SELF ASSESSMENT

### EXPLORING CAREERS

There are so many different types of jobs out there, even jobs that haven't been invented yet!

It can be difficult to imagine what jobs you might have in the future. In fact, many people end up in a career they never imagined when they first set out.

A good place to start thinking about your future jobs and careers is by thinking about your passions, and things that you're naturally good at.

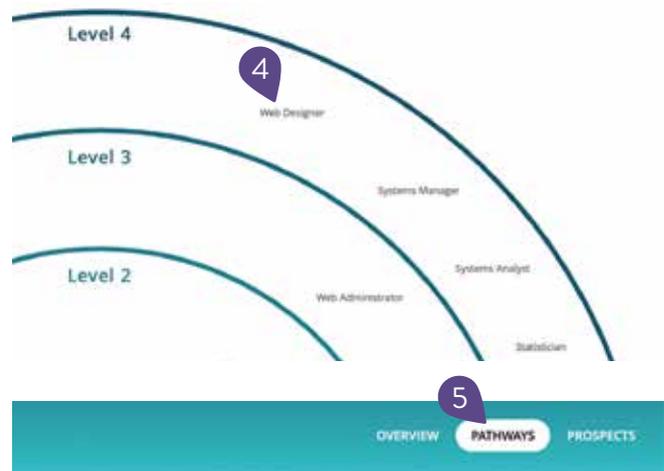
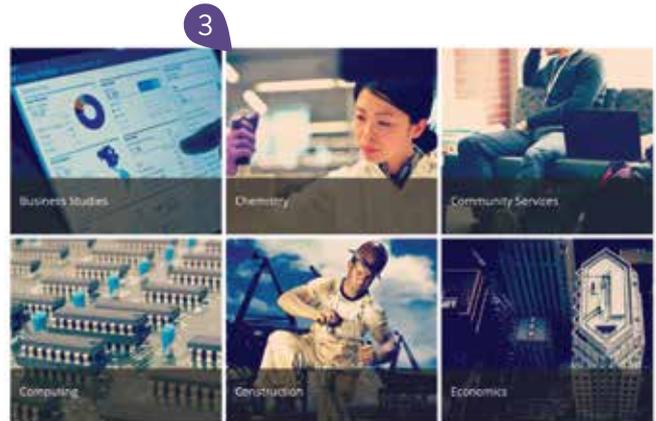
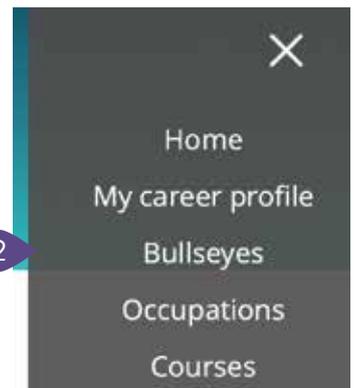
Follow the instructions below to view the Careers Bullseyes, and start by choosing a learning area that you enjoy.

### ONLINE ACTIVITY

#### Explore Career Bullseyes

1. Navigate to [myfuture.edu.au](http://myfuture.edu.au)
2. On the menu (right hand side), click on 'Bullseyes'
3. Explore career pathways by clicking on a learning area you enjoy
4. The bullseye is separated into four levels: from school graduate or Cert I and II, to higher education. Inside each level are some job examples. Click on a job to see an overview of what that occupation does.
5. In the top menu, click on 'pathways' to see some examples of the types of pathways that can lead to this job.

1 [myfuture.edu.au](http://myfuture.edu.au)



#### What skill level is required?

**Bachelor Degree or higher qualification**  
This type of occupation usually requires a bachelor's degree also known as a first degree. Some jobs also require further study, such as a Graduate Certificate, Graduate Diploma or master's degree. For some roles relevant experience may be required in addition to or instead of the formal qualification.

## LESSON 1: SELF ASSESSMENT

### IDENTIFYING STRENGTHS AND SKILLS – MATCHING SKILLS TO CAREERS

This activity encourages students to consider the skills required for specific careers. This activity aims to help students realise that they have skills that relate to more than one career path.

#### Make up career cards

Write a variety of careers/ jobs on each card. Some ideas have been provided in the list below. Scatter the cards on a table so that the students can walk around the table to look at and select various career options.

#### Identify 5 skills

Ask students to write down 5 things that they recognise themselves to be good at.

#### Matching skills to careers

Ask the students to look at the careers cards on the table and try to match the 5 identified skills with 5 careers.

#### Brainstorming further careers and jobs

Ask the students to make a list of further careers or jobs that relate to their five identified skills.

### DISCUSSION

**Discuss the results, with students giving examples of their findings.**

### SKILLS

Skill examples to get you started:

- communication
- creative thinking
- innovation
- technology literacy
- team player

- organised
- time management skills
- works well under pressure
- problem solving
- take initiative
- multi tasking
- researching

### CAREERS/JOBS LIST

Accounting  
Advertising  
Aged Care  
Asset Maintenance  
Baker  
Banking  
Barista (Coffee Art)  
Beauty Therapy & Makeup  
Boiler Making, Fitting & Welding  
Butcher  
Chef  
Child Care  
Customer Service  
Defence Services  
Design  
Drafting  
Electrician  
Florist  
Food Preparation  
Government Services  
Health Worker  
Horticulture  
HR or Recruitment  
Info tech  
Legal  
Logistics, Supply & Transport  
Landscaping  
Machining  
Marketing  
Mechanic  
Medicine  
Multi Media  
Panel beating  
Real Estate  
Receptionist  
Sales  
Teaching / Training  
Travel & Tourism  
Waiter  
Warehousing  
Youth Work

# LESSON 1: SELF ASSESSMENT

## CAREER ASPIRATIONS

Students consider personal job and career aspirations, both short term and long term.

**Open a discussion about the benefits of working and job aspirations.**

## DISCUSSION POINTS

### How working can benefit you

- Getting a job can set you on a career path that not only builds skills, but builds confidence and self esteem
- Financial independence will give you more freedom and choices in your life
- The whole cycle of working and participating in the wider community will enhance your life and make it more satisfying and rewarding for you
- Valuable skills can be developed, so that you can progress along your career path to achieve higher and better paid positions.

### Job and career aspirations

Do students have any short term/ long term ideas in mind for jobs and careers?

What skills are they currently developing in a job, or sports groups, community involvement or school and VET subjects?

## RESUME BUILDER – PART 1

Complete part 1 of the Resume Building handout 'Summary of your skills and 'Objective' setting a SMART goal. This handout can be found on page 15. (part 2 and 3 will be used in the lessons that follow).

## RESUME BUILDER – PART 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### MY TARGET POSITION

**Summary of your top skills/strengths:** your top 4 to 6 selling points for the target position

**Objective:** Set a SMART goal to do with a job/career goal, it can be a short or long term goal

A SMART goal is

- Specific
- Measurable
- Attainable
- Relevant
- Time Bound

SPECIFIC	MEASURABLE	ATTAINABLE	RELEVANT	TIME BOUND
What is your goal? Include details (who, what, when, where, how)	How will you know when you have achieved the goal?	Is the goal achievable?	Why is this goal important to you at this point in your life?	How long will your goal take to achieve?

## RESUME BUILDER – PART 2

### EMPLOYER'S REQUIREMENTS

From the job ad you have chosen, what are the employer's top 3 needs and how you meet them?

Employer's need #1:

Your examples that you meet this need:

Employer's need #2:

Your examples that you meet this need:

Employer's need #3:

Your examples that you meet this need:

### EXPERIENCE

What experience have you had that proves your ability to do the job? Start with your most recent experience first.  
Experiences can be from jobs, at school, organisations or volunteering.

TITLE	EXPERIENCE	DATES

## RESUME BUILDER – PART 3

### EDUCATION

List any relevant education and training.

QUALIFICATIONS OBTAINED	INSTITUTION	DATES

### POWER WORDS AND STATEMENTS

In response to your chosen job ad, create a list of power words and statements: