



BEACON STAFF SESSION DAY RUN SHEET & CHECKLIST

Last updated 3 November 2017

SESSION DAY CHECKLIST

We encourage you to read through this checklist well before your session day.

ASSIST WITH SET-UP:

- **Quiet space:** Ensure there is a quiet space where students won't be interrupted during the two-hour MyRoad session and that individual laptop / desktop computers are at least 10 paces apart.
- **Zoom links:** For schools / students to join their Zoom videoconference there are two options:
 - Open the hyperlink in the teacher's / BEM's Outlook Calendar invite and under Zoom links, click to open a separate Zoom link on each student computer (each Zoom link will have a different number and mentor's name on it).
 - Go to the Session Day Launch Pad (on eBeacon) at the link below and click on Zoom Links and open a separate link from each student computer. <https://ebeacon.net.au/myroad/educator-active-day/>.
- **Introductory Video:** Set up a data projector and screen so that students can watch the Video Introduction. The video will need to be downloaded from the hyperlink below under the Video Introduction tab. If the school is not set up with a data projector and screen, each student computer will need to load that video from the hyperlink below. The video should ideally be played while Zoom is open on each laptop.
<https://ebeacon.net.au/myroad/educator-active-day/>

ASSIST WITH PRINTING:

- **Session Run Sheet:** Ensure the teacher has printed their Session Run Sheet and you have printed yours (your Run Sheet is phrased slightly differently but contains the same content). Ensure you and the teacher have your run sheets with you during the session as they will let you know running times for each module. You can also access the School's Session Run Sheet from this hyperlink. <https://ebeacon.net.au/myroad/educator-active-day/> and the Mentor's Session Run Sheet (if you'd like more detail on what mentors will be doing throughout the session) from this link <https://ebeacon.net.au/myroad/mentor-active-day/>.
- **Student Worksheets:** Ensure the school has printed the Student Worksheets from the hyperlink below. While all three documents are in one lot for ease of printing, they should be separated and stapled into 3 documents – “Participating in MyRoad” Student Handout (for students to read when the session starts), Worksheet 1 (to be completed in Module 1) and Worksheet 2 (to be completed in Module 6). All three handouts should be distributed to each student at the start of the MyRoad session. <https://ebeacon.net.au/myroad/educator-active-day/>.

IF YOU NEED HELP ON THE DAY: If the school has any technological or other issues on the day, please contact Lisa Matthews on 0428 416 538 or the MyRoad team on 1300 935 627.

HOW YOU CAN FURTHER ASSIST WITH SET-UP AND DURING THE SESSION:

- Headsets and splitters:** Schools will have been sent enough headsets and splitters for the number of students booked into the MyRoad session. These will be extremely simple to plug into the laptop or desktop (and will come with instructions from the MyRoad team). These will have been sent to the school in advance and tested beforehand. Students can keep their headsets.
- Internet:** If internet / bandwidth issues are experienced, have your dongle / portable internet available to use instead (if you have one).
- Laptop:** Take your laptop with you in case one of the student laptops is not working or cannot use Zoom. Your laptop may be able to be used instead but this may not always be possible on the school's network.
- Student groups:** Assist the teacher in dividing students into the assigned number of groups with roughly the same number of students in each group. Please note:
 - If student numbers reduce on the day, try to keep the same number of groups with fewer students so we don't have to cancel mentors (the hyperlink in the event in your outlook calendar will confirm how many groups you need to have, even if the groups themselves get smaller).
 - Ensure each student group is comprised of ideally between 3 and 5 students (under no circumstances should a single student be left to interact with a mentor).
 - In the event a mentor cancels, the MyRoad team will let you and the teacher know, probably by text message. If that happens, please assist in redistributing students into an equal number for the remaining mentors.
 - Assist the teacher in ensuring that "high maintenance" students are divided equally among groups and are not all in one group.
 - In the rare event there are boys in your session, please spread them out so there are not a lot of boys in one single group.
- Student survey:** Ensure printed copies of the Student Evaluation Survey are available for each student as a last resort and distributed only if they are unable to complete the online Student Evaluation Survey during Module 6.
- Supervision and keeping time throughout the session:**
 - Assist the teacher in supervising students.
 - Assist the teacher in keeping to time.

AIMS OF THE PROGRAM

WHY MYROAD?

- Many young people in Australia have limited exposure to the world of work before they leave high school.
- MyRoad is aimed at providing students with the opportunity to engage with and learn from those already in the workforce.

WHAT SHOULD THE STUDENTS WALK AWAY WITH?

- New ways to think about what kind of future job or career would be right for them.
- A better understanding of how their existing tech skills will help them when they enter the workforce.
- Increased skills to maintain positive relationships at work.
- An understanding of the importance of resilience.
- Feeling more confident
- Feeling more work-ready

TWO-HOUR SESSION AT A GLANCE

Please note there are no breaks between modules. This is one continuous two-hour session.

Module	Time	Title	Mentor / student interaction	Technology
1	30 mins	Imagine Your Future Motivation	NO	Classroom presentation Projected screen / video / worksheet
2	15 mins	Picture Your Future Curiosity	Yes	Zoom / shared screen / videos
3	15 mins	Plug Into Your Future Digital Communication	Yes	Zoom / shared screen / videos
4	15 mins	Connect Your Future Effective Relationships	Yes	Zoom / shared screen / videos
5	15 mins	Live Your Future Resilience	Yes	Zoom / shared screen / videos
6	30 mins	Celebrate Your Future Celebration and Reflection	Yes	Zoom / shared screen / worksheet / URL student evaluation survey

SESSION DAY RUN SHEET

MODULE 1: IMAGINE YOUR FUTURE

MOTIVATION

Purpose of this module

This module will be run by the teacher with students. Mentors will not be interacting with students during this module. However, mentors will log into the Zoom conference at this time so they are prepared and the school can check if Zoom is working on students' computers.

Be sure to set your clock for **30 minutes** as mentors will be expecting their interaction to start exactly 30 minutes after the session commences.

Teacher: Introduce the MyRoad program

Begin the session by introducing MyRoad: Over the next two hours you will be talking to a mentor over video conference discussing career goals and some of the skills you will need in the workplace to help you be “work-ready”. We are also going to watch a video introducing you to the program and complete a worksheet to get you started. This is a great opportunity for you and is an experience you can put on your resume or university application. You’ll also get a certificate of participation after the session.



Teacher: Distribute the three Student Worksheets to each student

Note: Please ensure the Student Handout – Participating in MyRoad - as well as Worksheet 1 and Worksheet 2 are handed out at the beginning of the session. Worksheet 2 will be completed at the end of the mentoring session but can also be handed out at the beginning.



Worksheet 2 has two options: (1) short-response questions with a word search activity; OR (2) a task of writing a letter to their future self.

Teachers, please determine which option is best for your students and print this option for your students.

Please note all handouts are contained in the same document but should be stapled separately as 3 separate documents (the page numbering on the documents will guide you).

Teacher: Refer to Student Handout – participating in MyRoad



Please ask students to carefully read the first student handout, Participating in MyRoad. Draw students' attention to the following points:

- Your mentor is an adviser who is on your side.
- Your behavior towards your mentor should be respectful at all times.
- You should speak to your mentor one at a time and don't talk over each other.
- The information you share during your mentoring session is confidential.
- Have a great journey!

Teacher: Play Video: Your Introduction to MyRoad



You will play this video for students on a large screen using a data projector or on individual laptops via the video link URL at <https://ebeacon.net.au/myroad/introduction-video-schools/>.

Teacher: Request students to carefully complete Worksheet 1.

Remind students that mentors will be referring back to some of their responses during the mentor session.

Students will then complete the following questions in Worksheet 1



1. If you were given three wishes for anything over the course of your life, what would you wish for?
2. List 3 words someone else would use to describe you.
3. What would you like your life to be like after high school?
4. What would be the greatest thing you could ever accomplish in your life?
5. What could hold you back from reaching your dreams?

MODULE 2: PICTURE YOUR FUTURE

CURIOSITY

Purpose of this module

This module is mentors' first interaction with the students in small groups and is designed to build rapport and trust between the mentor and students. Students will reflect on their strengths and passions and how they can use those to map out their career pathway and reach their "top job".

The teacher's role during this module is supervisory only.

Curriculum links

This module has a link to the Australian Curriculum's General Capability of Critical and creative thinking: Develop the confidence to communicate effectively, purposeful use of creative and broad thinking linked to future pathways.

It also has direct links to the Work Studies Curriculum: Encourage students to be curious about potential future pathways, linking personal profiles to career opportunities, investigate a range of work environments, apply knowledge of self to career decision-making.

Mentors will lead discussion with students around the following questions, supported by videos the mentor will play featuring career stories from Beacon Foundation industry volunteers across Australia.

- Mentor and student introductions
 - Mentor's career story
 - Why do people work?
 - What are your passions?
 - What are your strengths?
 - Describe what your "top job" looks like and what it would be.
 - Students select an action to help them take the next step forward in their career.
 - Wrap up of Module 2 – Students reflect on their strengths and passions.
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MODULE 3: PLUG INTO YOUR FUTURE

DIGITAL COMMUNICATION

Purpose of this module

The purpose of this module is to highlight the technical advantage young people have today and increase their awareness of the value of digital communication skills in the 21st Century workplace.

The teacher's role during this module is supervisory only.

Curriculum links

This module has a link to the Australian Curriculum's General Capability of Information and communication technology capability: Highlight the technical advantage young people have today and increase awareness of the value of digital communication skills, understanding possibilities, limitations and impact of ICT on career pathways.

It also has direct links to the Work Studies Curriculum: Examine the various methods used by employees to recruit and select staff including the use of social media, investigate students' online identities and the impact on their future employment.

Mentors will lead discussion with students around the following questions, supported by videos the mentor will play featuring stories from Beacon Foundation industry volunteers

- How you use technology in your job (mentor)
 - What are your top tech skills?
 - How do you think you will use technology in your future career?
 - Can you think of jobs in the future that don't exist today?
 - How do you think you will use social media at work or in your top job?
 - Do you think your future employer might "google" you? Why?
 - Wrap-up of Module 3 - Students are reminded of the tech skills they have.
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MODULE 4: CONNECT YOUR FUTURE

EFFECTIVE RELATIONSHIPS

Purpose of this module

The purpose of this module is to assist students to identify the skills that are helpful for maintaining positive relationships in the workplace such as collaboration, teamwork and maintaining integrity and positivity.

The teacher's role during this module is supervisory only.

Curriculum links

This module has a link to the Australian Curriculum's General Capability of Personal and social capability: social awareness and social management; Analyse the skills needed for effective teamwork, communicate effectively and work collaboratively.

It also has direct links to the Work Studies Curriculum: Identify the characteristics of and skills are needed for maintaining positive relationships in the workplace, appreciate the importance of teamwork and collaboration in school, community and work-related contexts, identify the skills needed to work collaboratively.

Mentors will lead discussion with students around the following questions, supported by videos the mentor will play featuring stories from Beacon Foundation industry volunteers

- Why do you think it is important to have positive relationships with people at work?
 - What kinds of skills are needed for positive work relationships?
 - What does the word "collaboration" mean?
 - Mentor reinforces the importance of collaboration in the workplace.
 - Let's discuss situations both inside and outside of school where you have worked in a team or collaborated with others. What worked well and what didn't work so well?
 - Wrap-up of Module 4 - Students reflect on the importance of maintaining positive relationships at work, including working in a team.
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MODULE 5: LIVE YOUR FUTURE

RESILIENCE

Purpose of this module

The purpose of this module is to support students to realise that failure along the way does not mean they should give up on their goals.

The teacher's role during this module is supervisory only.

Curriculum links

This module has a link to the Australian Curriculum's General Capability of Personal and social capability (social awareness and social management): Encourage adaptability, persistence and empathy, develop knowledge and understanding of effectively manage their time, and prioritise tasks, build the skills required to persevere in the face of setbacks and frustrations.

It also has direct links to the Work Studies Curriculum: Distinguish criticism from constructive feedback

Mentors will lead discussion with students around the following questions, supported by videos the mentor will play featuring stories from Beacon Foundation industry volunteers

- Mentor describes what “resilience” means.
 - Describe a situation at work where you have had to be resilient (mentor).
 - What type of challenges do you think you may face when trying to get a job (such as in a job interview)?
 - Mentor to share their own experiences at a job interview.
 - What type of challenges do you think you may face once you are in a job?
 - Explain the difference between criticism and constructive feedback (mentor).
 - Student activity to seek feedback from sports coach, teacher on two things they can improve on.
 - Group discussion – Consider situations at school where you have felt stressed: How did you cope? How could you deal with stress better in future?
 - Wrap-up of Module 5 – Recap on the importance of resilience.
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MODULE 6: CELEBRATE YOUR FUTURE

CELEBRATION AND REFLECTION

Purpose of this module

This is the final module of the MyRoad program and is all about wrapping up the session, giving both the mentor and students closure, reflecting on key learnings and capturing those learnings in a student evaluation survey and worksheet. No videos are played in this final module.

Be sure to set your clock for 30 minutes and ensure the session ends on time.

The teacher's role during this module is supervisory as well as ensuring that all students complete an evaluation survey and complete Worksheet 2

Curriculum links

This module has a link to the Australian Curriculum's General Capability of Personal and social capability: Synthesis of module learnings to ignite a sense of optimism about their lives and their future.

Group brainstorm led by mentor:

- What expectations do you have for the future?
- We have talked through key work-readiness skills. What skill do you think you need to work on most?

Students complete an online evaluation survey and Worksheet 2

In the final 25 minutes of this module, mentors will prompt students to complete an online evaluation survey one by one. The mentor will say their goodbyes at that point.

Students not actively completing the survey at any given time should be prompted to complete Worksheet 2 for Module 6 that you will have printed out and given to students.

MODULE 6: CELEBRATE YOUR FUTURE

Teacher: Instruct students to complete Worksheet 2 (either Option 1 or Option 2)

End of session

Thank you for being part of the MyRoad program and helping to prepare the next generation of young women for the 21st Century Workplace.

Please contact the MyRoad team on 1300 935 627 if you'd like to provide feedback or raise any issues, or make another booking.