



# SCHOOL SESSION DAY RUN SHEET & CHECKLIST

*Last updated 7 May 2018*

# SESSION DAY CHECKLIST

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

SET UP	PRINT OUT
<ul style="list-style-type: none"><li><input type="checkbox"/> Ensure you have 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. If you can choose a quieter space where students won't be interrupted by passing traffic that is ideal.</li><li><input type="checkbox"/> Log into Zoom:<ul style="list-style-type: none"><li>o <b>Option 1:</b> Go to your Session Day Launch Pad at the link below and click Zoom Links. Open a different link from each student computer. <a href="https://ebeacon.net.au/myroad/educator-active-day/">https://ebeacon.net.au/myroad/educator-active-day/</a>.</li><li>o <b>Option 2:</b> Open the hyperlink in your Outlook Calendar invite. Under Zoom Links, click to open a different Zoom link from each student computer.</li><li>o <b>Option 3:</b> Open the hyperlink or key in the URL on each computer from the emails you receive from the MyRoad team leading up to your session. <b>Passwords for each Zoom link will also be provided to you in those emails.</b></li></ul></li><li><input type="checkbox"/> Set-up a data projector and screen so that students can watch the Introductory Video at the hyperlink below on a big screen as a group in Module 1. If this is not possible, open this hyperlink on each student computer whilst also having Zoom open separately. <a href="https://ebeacon.net.au/myroad/introduction-video-schools/">https://ebeacon.net.au/myroad/introduction-video-schools/</a>.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Session day run sheet (print it as your reference for the day) <a href="https://ebeacon.net.au/myroad/educator-active-day/">https://ebeacon.net.au/myroad/educator-active-day/</a></li></ul> <p style="text-align: center;"><b>PRINT OUT &amp; DISTRIBUTE</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Student work sheets (staple and distribute to students at the beginning of the session) <a href="https://ebeacon.net.au/myroad/educator-active-day/">https://ebeacon.net.au/myroad/educator-active-day/</a></li><li><input type="checkbox"/> Have student headsets and splitters ready to distribute as soon as students arrive for the session.</li></ul> <p style="text-align: center;"><b>PREPARE</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Check that the Introductory Video (available at the hyperlink below) can play on your data projector or on each individual laptop / computer. <a href="https://ebeacon.net.au/myroad/introduction-video-schools/">https://ebeacon.net.au/myroad/introduction-video-schools/</a>.</li></ul> <p style="text-align: center;"><b>HELP</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> If you have any technological or other issues on the day of your session or beforehand, please contact the MyRoad team on 1300 935 627 or at <a href="mailto:myroad@beaconfoundation.net">myroad@beaconfoundation.net</a>.</li></ul>

# 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.

<b>Module</b>	<b>Time</b>	<b>Title</b>	<b>Mentor / student interaction</b>	<b>Technology</b>
<b>1</b>	30 mins	<b>Imagine Your Future</b> Motivation	<b>NO</b>	Classroom presentation Projected screen / video / worksheet
<b>2</b>	15 mins	<b>Picture Your Future</b> Curiosity	Yes	Zoom / shared screen / videos
<b>3</b>	15 mins	<b>Plug Into Your Future</b> Digital Communication	Yes	Zoom / shared screen / videos
<b>4</b>	15 mins	<b>Connect Your Future</b> Effective Relationships	Yes	Zoom / shared screen / videos
<b>5</b>	15 mins	<b>Live Your Future</b> Resilience	Yes	Zoom / shared screen / videos
<b>6</b>	30 mins	<b>Celebrate Your Future</b> 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 no later than 30 minutes after the session commences, ideally between 15 and 30 minutes in.

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### **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.



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### **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 1 has suggested questions for students to ask mentors during their time together**

**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.**

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**Teachers, please determine which handout 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).

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**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!
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**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/>.

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**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. List 3 words someone else would use to describe you.
2. What would you like your life to be like after high school?
3. What would be the greatest thing you could ever accomplish in your life?
4. What could hold you back from reaching your dreams?



Worksheet 1 provides students with suggested questions to ask mentors

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# 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.

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### **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.

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**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
  - What are your passions?
  - What are your strengths?
  - Describe what your "ideal job" looks like and what it would be.
  - Mentor looks into specific student occupations with students at [www.myfuture.edu.au](http://www.myfuture.edu.au) or [www.skillsroad.com.au](http://www.skillsroad.com.au) or on a jobs website.
  - 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 21<sup>st</sup> Century workplace.

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

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### **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.

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### **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 do 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?
  - How do you think you will use social media at work or in your ideal 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.**

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### **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.

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### **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?
  - Mentor reinforces the importance of teamwork and 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 having collaboration and teamwork skills and the skills to build positive relationships.
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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.**

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### **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

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### **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*

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### **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.

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### **Group brainstorm led by mentor:**

- What expectations do you have for the future?
  - We have talked through key work-readiness skills. What is the ONE skill you need to work on most?
  - Mentors thank students for their time.
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# MODULE 6: CELEBRATE YOUR FUTURE

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## **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.

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

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**End of session**

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**Thank you for being part of the MyRoad program and helping to prepare the next generation of young women for the 21<sup>st</sup> 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.**