

BEACON



Last updated: 7 May 2018

SESSION DAY CHECKLIST

LOG-IN

- Set up your computer in a quiet space with no distractions (please note that iPhones and tablets are not suitable to use in MyRoad sessions).
- Before logging into Zoom, open the Module Videos tab on your Session Day Launch Pad at: <https://ebeacon.net.au/myroad/mentor-active-day/>
Keep this window open throughout your session as this is where you will play videos and access the Student Evaluation Survey link during your session
- Log into Zoom:
 - Go to your [Session Day Launch Pad \(https://ebeacon.net.au/myroad/mentor-active-day/\)](https://ebeacon.net.au/myroad/mentor-active-day/)
 - Click the Zoom Link button
 - Click on the school session
 - Scroll down to the 'Zoom Session Links'
 1. Join the 'Mentor Green Room'. This is where you'll stay for the first 10-25 minutes of your session and allows you to meet and talk with other mentors
 2. Please access your separate school Zoom link after a member of the Online team has indicated the school is ready for you. Once prompted, join the school Zoom link with your name on it. Ensure you have your password handy to type in.
- Change your name in Zoom by right-clicking your mouse, click "rename" and remove your surname so that just your first name appears.
- Close non-Beacon related browsers such as Outlook / external websites to ensure no company-sensitive or other information is inadvertently shared.

PRINT

- Mentor Session Day Run Sheet (this document)
(<https://ebeacon.net.au/myroad/mentor-active-day/>)
- Video & Tech Tips
(<https://ebeacon.net.au/myroad/mentor-toolkit/>)
- Student Engagement Tips
(<https://ebeacon.net.au/myroad/mentor-toolkit/>)

In the first 30 minutes of your session, before you interact with students, read through the print-outs above.

PREPARE

- As per the Online Career Search Activity on page 11 of this runsheet, you will need to register in advance with www.myfuture.edu.au (registration is free for most locations but not all). Should a subscription fee be asked, do not pay the fee and instead register with www.skillsroad.com.au. Practice navigating your selected website prior to your session. Have this website open on another window during your session along with your Modules Video page.
- Practice playing videos from your Module Videos page at: <https://ebeacon.net.au/myroad/mentor-active-day/>. Follow the instructions in your Video & Tech Tips sheet to play videos seamlessly during your session and to trouble shoot any sound issues that might arise (contact the MyRoad team for any technology issues).
- Please ensure that all of your Module Videos are pre-played prior to your session. This ensures no buffering issues will affect the session on the day.

AIMS OF THE PROGRAM

<p style="text-align: center;">WHY MYROAD?</p> <ul style="list-style-type: none">□ 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.	<p style="text-align: center;">WHAT SHOULD STUDENTS WALK AWAY WITH?</p> <ul style="list-style-type: none">□ 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 about the world of work□ Feeling more work-ready
<p style="text-align: center;">HOW MUCH SHOULD I RELY IN THE RUN SHEET?</p> <ul style="list-style-type: none">□ This Run Sheet is intended as a guide for your discussion with students.□ Time has been allocated for each module. However, some modules may take longer than others. For example, you may have a very engaged group and may not get through everything or you may have a quieter group and need to thoroughly engage with each question to help build student confidence. This is OK.□ Adjust your pace depending on the size of the student group.□ Be flexible and select the questions AND videos that you need to best achieve the purpose of each module. You don't need to show every video or cover every discussion question.□ Please bring your own personality and experience to discussions, keeping in mind the specific intended outcomes of each module.□ As you gain more experience as a MyRoad mentor, you will find yourself tailoring your discussions towards each group of students according to which aspects of each module they will find most valuable.	<p style="text-align: center;">SETTING THE SCENE FOR STUDENTS</p> <ul style="list-style-type: none">□ Students will arrive at the session with varying degrees of knowledge as to why they are there.□ While every attempt is made to ensure that schools work through Module 1 with the students and show them the introductory video ("Your Introduction to MyRoad"), this may not always happen.□ So, set the scene when the students first arrive on screen. Tell them exactly what the session will look like and what they will walk away with.□ If they haven't watched the Introduction to MyRoad video when they join you, time permitting please play it for them from your Session Day Launch Pad (it is in there along with the rest of the Module Support Videos). If time does not permit, you can skip this step.

2-HOUR SESSION AND DISCUSSION POINTS AT A GLANCE

Module	Key discussion points. Modules where you'll share your screen with students and play videos are marked in purple (ie middle 4 modules).
1	Imagine your Future. You WON'T be interacting with students during this module.
30 mins	The teacher will be setting the scene for students, playing them the Introduction to MyRoad video, and getting them to complete the Module 1 worksheet. Don't worry if students haven't watched the video or completed the worksheet by the time they join you as the run sheet will guide you through where to start.
2	Picture your Future. Aim of this module to build rapport and trust between you and the students
15 mins	Welcome and introductions. Students describe their strengths, passions and their ideal job. Encourage students to take next steps towards their career. Reflect on students' strengths and passions. Time for student questions.
3	Plug into your Future. Aim of this module to highlight the technological advantage young people have today
15 mins	Describe how you use technology in your job. Students reflect on their top tech skills and how they may use technology in their future career. Students consider how they think they will use social media in their ideal job and whether their future employer might 'Google' them. Remind students of the tech skills they have. Time for student questions.
4	Effective Relationships. Aim of this module to assist students to identify skills that are helpful for maintaining positive relationships at work
15 mins	Students consider why they think it is important to have positive relationships at work and what kinds of skills are needed for positive work relationships. Discuss teamwork and collaboration. Discuss examples of teamwork. Remind students of the importance of having collaboration and teamwork skills and building positive relationships. Time for student questions.
5	Resilience. Aim of this module is to support students to realise that failure along the way does not mean they should give up on their goals
15 mins	Describe what resilience means. Students consider what types of challenges they might face when trying to get a job. Discuss your own experiences at a job interview. Students consider what types of challenges they may face once they are in a job. Explain the difference between criticism and constructive feedback. Students consider situations at school when they have felt stressed, how they coped and how they could deal with stress better in future. Remind students of the importance of resilience. Time for student questions.
6	Celebrate your Future. Wrap up the session and reflect on key learnings, capturing those learnings in the student evaluation survey
30 mins	Wrap up the session. Students to reflect on what expectations they have for the future and what work-readiness skills they need to work on most. Thank students for their time. Send them the student evaluation survey to complete online. Stay in background while they complete it.

SESSION DAY RUN SHEET

MODULE 1: IMAGINE YOUR FUTURE

MOTIVATION

Purpose of Module 1 – Imagine your Future

This module will be run by the teacher with students. You will NOT be interacting with students during this module. However, still log into your Zoom conference at the start of the module so you are prepared and so the school can check if Zoom is working ahead of you joining students.

Set your clock for 30 minutes as you will start interacting with students approximately 30 minutes into your session.

Students will be completing a worksheet with the following questions

1. List 3 words someone else would use to describe you (students have been asked to select at least 2 words from a list that sets out key skills: communicator, team player, problem solver, creative, resilient, self-manager, computer literate. critical thinker)
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?

Students will be asked to consider some questions to ask YOU! They have been provided with the questions below to help with their thinking. You may wish to use this time to consider your answers to these questions.

- What job did you do as a teenager that has taught you the most for your job now?
 - When you began your first full-time job what was your biggest fear?
 - What are your top tips for getting on with your boss?
 - What has been your worst job and what has been your best job? Why?
 - What is your one “golden” piece of advice for career success?
-
-

MODULE 1: IMAGINE YOUR FUTURE

Students will then watch Video 1: Your Introduction to MyRoad

You can see this video and worksheet under Module 1 in your Module Videos folder but you are not required to take any action. This video will be played by the teacher at the school end. The teacher will also distribute all worksheets for the session.

Remember, some students may not have seen the video or completed the worksheet by the time you join them so it always pays to take a minute or two up-front to set the scene with them.

MODULE 2: PICTURE YOUR FUTURE

CURIOSITY

Purpose of Module 2 – Picture your Future

This module is your first interaction with the students in your group and is designed to build rapport and trust between you and the students. Students will reflect on their strengths and passions and how they can use those to map out their career pathway and reach their “ideal job”.

Note: We have provided you with a full script for each module. However, where conversation is flowing or where you are experiencing time constraints, exercise your judgement about which questions / discussion points to ask with your student group. Consider using the questions listed in Module 1 to help with discussion – encourage the students to ask YOU questions.

Set your clock for **15 minutes** and carefully monitor your time as you move through the activities in this module.

Mentor: Welcome students to the MyRoad mentoring session. Introduce yourself to the students
Explain that they are going to work together on videos and share ideas that will help them to be work-ready.

Share your first name. Tell your story. Where are you from? How did you get where you are now? Tell the students about your job. Take the time to explain clearly what you actually do in your role. What does your typical day look like?

Share 3 things you love about your job and 3 things that you find really hard about your job. Take time to share your story and build trust.

Tip: Be mindful that you may need to initially do a significant amount of talking through each of the discussion points below before trust is built and student engagement begins. Some young people will need time to build confidence. For example, where students give a one-word answer, acknowledge the response and use prompts to encourage them to build on their answer.

Note: Open the “chat” function in Zoom and type your details (first name only) in the chat function. You must not exchange your full name or contact details with students.

Notes:

.....

.....

.....



MODULE 2: PICTURE YOUR FUTURE

Ask each student to: Introduce themselves and ask them to share with you someone that they really admire and the reason why (eg. singer, sports person, teacher, politician, family member).

As students introduce themselves, ask them to type their first names only in the “chat” box in Zoom. Take the time to engage with the students, find out their “story”. This section is all about the conversation. Having an authentic conversation will help build rapport.

Ask students if they are working part-time. Use their experiences from their present job to inform discussions throughout the session.

Tip: Take note of students’ names and where they are sitting (use the notes section below or a blank sheet of paper).

Note: Be mindful that some students may not have completed the worksheet in Module 1 before you joined and this is OK.

Notes:

.....

.....

.....

Mentor to introduce the videos for this module: These first videos are from Beacon volunteers and discuss their current roles, passions and why they chose their job.

Play all four videos one after the other for Module 2:

- Video 2.1 – Beacon industry volunteers describe their background and current role
- Video 2.2 – They explore their passions
- Video 2.3 – They explain why they chose their job
- Video 2.4 – They tell us why their job is a “ideal job”

Tip: Remember to have your Module Videos page on your Session Day Launch Pad open throughout your session as this is where you’ll access and play videos.

MODULE 2: PICTURE YOUR FUTURE

Ask students: What are your passions? Let's share them with each other

Prompts: Discuss with students how passions and interests can directly link to their career choice. Passions may include hobbies such as painting, coding and sports or spending time with others. Also ask the students what their favourite subjects are and why.



Notes:

.....

Ask students: Let's take a look at some of your strengths. What are they? Let's share them with each other. Ask students to share with you the three words they said someone would use to describe them on Worksheet 1 before you joined.

Prompts: Ask yourself what your colleagues would say are your top 3 strengths and share these with the students (eg. communicator, team player, problem solver, creative, resilient, independent, great with computers, critical thinker).

Highlight common responses students recorded on Worksheet 1. Explain to students that these strengths are skills that they will carry with them throughout their future careers: from job to job. Make connections with your job. What skills have the students identified on the worksheet that are also important for your job?



Note: Be mindful that some students may not have completed the worksheet in Module 1 before you joined. You may then just need to ask them "what are your three top strengths"?

Notes:

.....

.....

.....

.....

.....

MODULE 2: PICTURE YOUR FUTURE

Ask students: Describe what your “ideal job” looks like and what it would be

Prompts: Encourage students to make a link to the strengths and passions they previously identified and link that to a possible career or job choice. i.e. encourage students to explain *WHY* they have selected this as their ideal job.

For example, would they enjoy physical activity, working outdoors or indoors, having their own office, working in a team, helping others, leading others? Students may wish to consider their answers to some of the questions in Worksheet 1 to guide their thinking. Remind students of the passions discussed by volunteers in the videos.

Students may identify a range of occupations or industries - **encourage this**. Encourage them to share ideas.

Activity: Online career search activity (spend 5 minutes on this activity)

Select one of the following options:

Option 1: Open the website www.myfuture.edu.au in a separate browser window. Share this screen with the students. Using the “occupations” tab on this website, search students’ ideal jobs in real time. Discuss the possible pathways and prospects for these jobs for each student in your group (Please note: you will need to register for this website ahead of your session. Should you be prompted to pay a subscription fee, please use Option 2, 3 or 4 below instead). **OR**

Option 2: Open the website www.skillsroad.com.au in a separate browser window. Share this screen with students. Click on the “get careers advice” tab and then click on the “search careers” tab. Search students’ ideal jobs in real time and discuss the possible prospects, tasks and training pathways for each student in your group (you will need to register for the website ahead of your session). **OR**

Option 3: Be mindful that some students may have already spent time using the above websites with their school. If this is the case, share your screen with the students and on a separate browser window open a job search website (eg seek.com), search the ideal jobs identified by the students and discuss what you find – eg, what are the main duties of the job and qualifications/experience/skills needed? **OR**

Option 4: Search the careers section of the website of a large company and explore the types of jobs available.



MODULE 2: PICTURE YOUR FUTURE

Wrap-up Module 2 discussion by asking students to: Reflect on your strengths and passions

Close off discussion by having students reflect on the strengths and passions they identified earlier and how they can use those to map out their career pathway and reach that “ideal job”.

Encourage students to realise that those strengths may be built on and may be applied to a vast number of jobs. Help students realise that they will change jobs many times in their lives – and that is OK.

If time permits: Select one or two students to ask YOU one of their selected questions from Worksheet 1 (provided below). If students have not completed the worksheet, feel free to answer any one of the below questions of your choice:

- What job did you do as a teenager that has taught you the most for your job now?
- When you began your first full-time job what was your biggest fear?
- What are your top tips for getting on with your boss?
- What has been your worst job and what has been your best job? Why?
- What is your one “*golden*” piece of advice for career success?



Notes:

.....

.....

.....

.....

.....

.....

MODULE 3: PLUG INTO YOUR FUTURE

DIGITAL COMMUNICATION

Purpose of Module 3 – Plug into your Future

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

Set your clock for **15 minutes** and carefully monitor your time as you move through the activities in this module.

Mentor to introduce the module by explaining: We are now going to look at some of the tech skills you may not realise you have and how people use social media in their job



Mentor explain: How you use technology in your job

Be specific e.g. machinery, email, internet research, communication (particularly across different locations e.g. videoconferences), company website, transaction support, use of social media, networking, production facilities, warehousing, distribution, advertising, etc.

Take the time to explain exactly how you use technology. You may be using technologies that are unfamiliar to the students. Don't assume that students will, for example, know what LinkedIn is. Draw on the fact that your use of technology has evolved over time.

Notes:



.....

.....

.....

.....

MODULE 3: PLUG INTO YOUR FUTURE

Mentor to introduce the videos for this module: The videos for this module look at the IT skills of our volunteers and will also have a look at social media use.

Play the two videos for Module 3:

- Video 3.1 – Beacon volunteers share their top computer skills and how they use technology in their role
 - Video 3.2 – How they use social media at work
-

Ask students: What are your top tech skills?

Note: Remember some students may have limited computer access (and smartphone access in particular). If this is the case, focus on the technology they use at school or technology being used in shops / businesses in their community.

Prompts: Email, research (ie Google, etc), online chat, keyboard skills, social media, communication, coding. Remind students of the tech advantage they have and lead this discussion into the next question.

Ask students: How do you think you will use technology in your future career?

Note: Link the discussion to how technology can transform thinking and how the technology skills these students have can empower them and give them a head start in the workplace. Reinforce that these are transferable skills across different jobs. Explain that job interviews are often undertaken via videoconference such as that being used right now in the mentor session.

Prompts: Guide this discussion by referring back to the videos eg. Jess the mammal curator would have to keep an online database of all the animals (their weight, what they eat, etc).

For those students interested in working in the health industry, for example, consider the role of advancing technology to assist with diagnosis. For students interested in advertising or marketing discuss the role of social media, viral marketing campaigns, etc.

For highly engaged students consider discussing how technology has changed the way we live and work, for example data analytics, gamification, cyber security, cloud storage and artificial intelligence. Consider also discussing how technology is an enabler for business growth.

MODULE 3: PLUG INTO YOUR FUTURE

Ask students: How do you think you would use social media at work or in your “ideal job”?

Note: Discuss with students how social media should not be feared in the workplace. It should be embraced as a communication and engagement tool, but used appropriately. Make reference back to how some of the volunteers used social media (ie. when Luciano the chef and Amber wanted to show others a dish they had made and how Facebook can be used to advertise).

Talk about how you use social media in your job. Make some suggestions for the students when they discuss their job (eg. use of Instagram to build a portfolio of their work, write a blog, building their online brand, connecting with others).



Notes:

.....

.....

.....

Ask students: Do you think your future employer might “Google” you? Why?

Notes: Discuss with your group how social media is used for recruitment, referring back to the video you just watched where industry volunteers talked about how they use social media at work. Make reference back to the video where the online profile of Jess from Origin (in the bright orange work clothes) was reviewed by her employer before she got the job.

Make reference to LinkedIn, Facebook and any other relevant digital platforms that have either influenced your own employment (it could be when you have looked for a job or interviewed for a job) or your recruitment of others.



Activity: Ask the students to imagine that they have a job interview in exactly 2 hours from now. What would their future boss think if they accessed the students’ social media accounts? Are these accounts public? What would the students need to change?

Notes:

.....

.....

.....

MODULE 3: PLUG INTO YOUR FUTURE

Wrap-up Module 3 discussion: Remind students of the tech skills they have

Close discussion by reminding students how their tech skills can be used across different jobs, but at the same time reminding them of the impact their online identities can have on their future employment. Encourage students to “google” themselves and review their online profile and make any necessary changes.

If time permits: Select one student to ask YOU one of their selected questions from Worksheet 1 (provided below):

- What job did you do as a teenager that has taught you the most for your job now?
- When you began your first full-time job what was your biggest fear?
- What are your top tips for getting on with your boss?
- What has been your worst job and what has been your best job? Why?
- What is your one “*golden*” piece of advice for career success?



MODULE 4: CONNECT YOUR FUTURE

EFFECTIVE RELATIONSHIPS

Purpose of Module 4 – Effective Relationships

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.

Set your clock for **15 minutes** and carefully monitor your time as you move through the activities in this module.

Mentor to introduce the module by explaining: We are now going to discuss some tips for maintaining positive relationships at work. These are relevant for every single workplace from a cashier at Woolworths to plumbers, managers, nurses, teachers, bankers - you name it.

Notes:

.....

.....



Mentor to introduce the videos for this module: Our volunteers in the next set of videos discuss their experiences in the workplace, looking at relationships, teamwork and collaboration.

Remember, you do not need to play every video. Make a judgement as to the level of engagement of your student group as well as balancing this against time constraints. If you do need to leave out one video in this module begin with video 4.2.

Play all three videos for Module 4:

- Video 4.1 – They explain why it’s important to have positive relationships at work
- Video 4.2 – They share their top tips for maintaining positive relationships at work
- Video 4.3 – They look at why teamwork and collaboration are important in the workplace



MODULE 4: CONNECT YOUR FUTURE

Ask students: Why do you think it is important to have positive relationships with people at work?

Prompts: Discuss how positive relationships at work allow respectful relationships to develop; facilitate a trusting work environment; help to achieve job satisfaction; and enable tasks to be achieved. Each of these skills will help students to be “work ready”.



Note: Use this time to share your experiences in how positive relationships at work have achieved positive outcomes for you.

Ask students: What kinds of skills are needed for positive work relationships?

Prompts: Make reference to integrity, honesty, listening, appreciating diversity, understanding different perspectives, respectful behaviour, clear communication, managing conflict and teamwork.

Ask students who are currently working to give their own examples. Where your group is highly engaged, consider discussing the implications of a lack of positive relationships in the workplace (and how it may impact on innovation, stifles creativity, impacts the culture of the workplace, reduces productivity and subsequent impact on revenue.)



To encourage discussion, think of a colleague you get along well with and respect. Share with the students why this relationship is so positive (eg. I am a terrible speller and [Jane] always proof-reads things before I send them to my boss OR [Sam] always shares a smile and a laugh, has a great sense of humour)

Notes:

.....
.....

Mentor to explain: One of the key skills you need in any workplace is how to work in a team and collaborate. These skills are helpful in building confidence and ensuring you are “work-ready”

Note: In this section, the terms collaboration and teamwork are used interchangeably.



Explain to students that both terms mean working together towards a shared goal. Collaboration is a word that tends to be used in the workplace where you may work in a team and that team is expected to collaborate. Collaboration means people must share ideas, strategies, skills and insights to complete complex tasks.

MODULE 4: CONNECT YOUR FUTURE

Ask students: 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?

Note: Highlight that teamwork and collaboration require: open communication, conflict resolution, negotiation, demonstrating integrity, listening skills and respect.

Encourage students to discuss what happens when a sports team doesn't work together as a team or when one student hasn't pulled their weight in a group assignment or when someone in their workplace does not work effectively with others (examples from those students who work part-time). Indicate to your student group the importance of considering why others may not be pulling their weight. It could be due to embarrassment, not understanding or fear of doing the wrong thing. Encourage students to consider what role they can play to bring about a positive outcome.



Share your experience of positive collaboration or use examples referred to in the video content.

Tip: Use this as an opportunity to link back to the skills discussed earlier in this module (e.g. the kinds of skills needed for positive work relationships as well as student strengths identified earlier).

Notes:

.....
.....

Wrap-up Module 4 discussion by telling students: Reflect on the importance of having collaboration and team work skills and the skills of building positive relationships. Each of these skills will help you build your confidence in the workplace.

Close discussion for Module 4 by directing students to realise that ALL jobs require an element of collaboration and teamwork and require the development of positive relationships. Encourage students to identify ways to improve and develop their collaboration and teamwork skills. Reinforce the importance of respectful relationships, appreciating diversity, understanding different perspectives, open communication, demonstrating integrity, listening skills and respect and how these skills will help students to be work-ready.



MODULE 4: CONNECT YOUR FUTURE

If time permits: Select one student (or two students) to ask YOU one of their selected questions from Worksheet 1 (provided below):

- What job did you do as a teenager that has taught you the most for your job now?
 - When you began your first full-time job what was your biggest fear?
 - What are your top tips for getting on with your boss?
 - What has been your worst job and what has been your best job? Why?
 - What is your one “*golden*” piece of advice for career success?
-

MODULE 5: LIVE YOUR FUTURE

RESILIENCE

Purpose of Module 5 – Live your Future

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.

Set your clock for **15 minutes** and carefully monitor your time as you move through the activities in this module.

Mentor to introduce this module by explaining: We are now going to look at the importance of not giving up – both when looking for a job and when you are actually in the job.

Begin by describing what resilience means using an example of a situation at work where you have had to be resilient.

Note: Resilience means: bouncing back, not giving up, coping, learning from experiences, determination, persistence, perseverance, adaptability.

Think carefully about your example, you may choose to discuss where you have changed jobs, were turned down for a promotion, had been unsuccessful at a job interview or where you struggled to meet a deadline, along with the importance of being adaptable and flexible. Discuss with students how you felt and how you reacted when you did not succeed at first. Be honest – could you have reacted differently?

You could ask students to give examples of where they have not done so well in an exam or assignment or lost a sports game and the importance of bouncing back from this. Students may also draw on their experiences from their current job.

Be mindful of time – this is a useful opportunity to share your experiences.

Notes:

.....

.....

.....



MODULE 5: LIVE YOUR FUTURE

Mentor to introduce the videos for this module: Our volunteers in this final set of videos discuss some of the challenges they have faced, how they cope with those challenges and how they respond to feedback.

Remember, you do not need to play every video. Make a judgement as to the level of engagement of your student group as well as balancing this against time constraints. If you do need to leave out one video in this module begin with video 5.2.

Play all four videos for Module 5:

- Video 5.1 – Our volunteers share some of the challenges they face at work
- Video 5.2 – They discuss how they cope with challenges at work
- Video 5.3 – They help us understand constructive feedback and how they respond to it at work
- Video 5.4 – They explain how they cope with stress at work



Ask students: What type of challenges do you think you may face when trying to get a job (such as in a job interview)?

Activity: If students in your group have a part-time job ask them: What was the interview like? Can you remember how you felt on the day? Can you remember any of the questions you were asked? How did you prepare? What helped you feel confident?

OR

Mentor share: Your own experiences at a job interview

Were you nervous? How did you overcome the nerves? What were the challenges? What tips can you share? (“fake it till you make it”). Share how you responded when you may not have been successful in a job interview. How did you move on? How did you gain confidence?

Tip: Refer back to examples from the videos played where volunteers described their challenges at work (e.g. paperwork as mentioned by Brad the teacher i.e. paperwork is mundane but has to be done).



MODULE 5: LIVE YOUR FUTURE

Ask students: What type of challenges do you think you may face once you are in the job?

Prompts: You may wish to use examples of challenges you face in your job: tight deadlines, difficult customers, personality differences in the workplace, having to do mundane tasks (such as paperwork as mentioned by Brad the school teacher in the video), having a difficult boss or staying motivated in a job where it may take some time to work your way up, feeling confident when doing new tasks.

Encourage students to draw on challenges they may currently face in their part-time job and how they might overcome them.

Mentors to share with the students how they built their own confidence at work when faced with a new or difficult task or feeling overwhelmed or intimidated by something in the workplace. Share your best tips.



Notes:

.....
.....
.....
.....

Mentor to explain to students: One of the challenges young people face is how to respond to feedback.

First of all, it is important to understand the difference between criticism and constructive feedback.

Note: Explain the difference between criticism and constructive feedback. Remind students that criticism is more about making a judgement whereas feedback is information about how you are doing in your efforts to reach a goal.



Activity: Discuss with students the importance of seeking feedback to assist them to reach their potential. Encourage the students to think of a sports coach, music teacher or teacher of their favourite subject and ask that person 2 things they can improve on. This is something students can work on. Give them a deadline to encourage the students (eg before the end of term, prior to their next exam). Encourage the students to write this down on the back of their worksheet.

MODULE 5: LIVE YOUR FUTURE

Mentor to explain to students: It is very important that you learn how to cope with stressful situations in the workplace.

Group discussion led by mentor: Consider situations at school where you have felt stressed. How did you cope?

How could you deal with stress better in future?

Prompts: Stressful situations might include school exams, changing schools, deadlines for an assignment, or concerns over school reports or friendships. Ask students if they felt pressured and whether they handled it well. Refer back to examples from the video content.

Note: Skills for dealing with stress may include planning (setting a study timetable), open and honest discussions, speaking to someone you trust, careful understanding of the requirements of a task, putting yourself in the other person’s shoes, conflict resolution, effective study skills, sufficient sleep, regular exercise, persistence in completing tasks (regardless of how menial).

Remind students that these skills are not unique to a particular job or their “ideal job”. They are transferable skills.

Activity: Ask students to select their top strategy for dealing with stressful situations and to share it with the other students in the group. When sharing this strategy encourage the students to explain to each other WHY they feel the strategy works best for them.



Wrap-up of Module 5 discussion: Recap on the importance of resilience

Recap on the importance of resilience when dealing with stress, feedback and setbacks. What areas or skills could students work on in their journey towards their “ideal job”? What feedback will they be seeking from their teacher or coach?

Link the discussion to BOTH seeking a job and keeping a job. Remind students that these skills will help build confidence and are applicable across multiple jobs.

Use any remaining time for questions before moving on to the final module.

Notes:

.....



MODULE 6: CELEBRATE YOUR FUTURE

CELEBRATION & REFLECTION

Purpose of Module 6 – Celebrate your Future

This is the final module of the MyRoad program and is all about wrapping up the session, giving both you 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 carefully monitor your time as you move through the activities.

Group brainstorm led by mentor: Let's wrap up our discussion by sharing some final thoughts:

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?

Tip: Be mindful of time. Remind students that the skills discussed today are portable – they can be used across different jobs and across different career pathways. While that ideal job sets a goal, remind students of the diversity of their potential career path.

Remember, you are not expected to know exactly what steps are to be taken for the young people to reach their career goal, instead simply encourage students to take one of the above steps.



Mentor to students: Thank the students for sharing their stories and aspirations with you.

Say we will now finish by completing an evaluation survey and a worksheet

In the final 20 minutes of this module, you'll prompt students to complete an online evaluation survey one by one.

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

Worksheet 2 has two alternative components: short-response questions and a word search activity; OR the task of writing a letter to their future self.

Note: Teachers will be providing the students with the relevant task dependent on the student group.



MODULE 6: CELEBRATE YOUR FUTURE

Send students the online student evaluation survey

Guidance: You'll need to send students the link to the student evaluation survey through the "chat" function in Zoom. Go to your "Module Videos" page which you should still have open after playing your videos. Scroll down to Module 6 and you'll see the survey link URL. Copy the URL and paste it into the "chat" box in Zoom. Tell students to open the chat box and click on the URL to open the survey.



Warning: Under no circumstances should you email or text this link to students as no personal contact details should be exchanged at any time.

Ask students to complete the survey individually, one at a time

You will not be able to see what students are typing into the survey but once each student is finished you should prompt the next student to complete their individual survey online. The survey will refresh after each student has submitted their responses so it is ready for the next student to complete.

During the time when students are completing the survey, the Zoom camera will remain on. Students should complete the survey quietly with no prompting from you unless they ask you a question.



Remind students that you cannot see what they are typing into their survey.

Tip: You may need to remind students of your first name as they will be asked that in their survey.

To help ensure each student completes the survey, have each student ask the next student to come to the computer to complete the evaluation survey.

Prompt students to complete their worksheet

While students are not completing the survey, they should be filling in Worksheet 2 quietly.



Note: You can see the worksheet on your Module Videos page in Module 6 but you are not required to take any action.

Goodbye

Close the discussion by farewelling students and thanking them for the time together.



MODULE 6: CELEBRATE YOUR FUTURE

Thank you for being part of the MyRoad program and devoting your time and experience to help prepare the next generation of young women for the 21st Century Workplace.

Please take the time to complete your mentor feedback survey after your session which is available from your session day launch pad.

Please contact the MyRoad team on 1300 935 627 if you'd like to debrief after your session or raise any issues.