

Lesson plan

Options at 16



55+
Minutes

14-16
Age

Learning outcomes

By the end of the lesson students will:

- Explain their range of education and training options at 16
- Understand how learning style is relevant to decisions regarding education, training and career options at 16
- Discuss their preferred career option and the routes available to get there
- Reflect upon how this might affect their decisions regarding education, training and career options at 16
- Consider entry requirements for education and training, including apprenticeships and traineeships, and how this might affect their decisions at 16

Summary of the lesson

Students will be encouraged to consider their education and training options at 16. Activities and discussions around entering academic and practical qualifications and apprenticeships are included in this lesson plan.

Classroom requirements

- Interactive whiteboard
- Computer/device per student
- **Options at 16** or form/worksheets, one per student
- Pen and paper

Suitable for students aged:

14-16

Time required to complete tasks

55 mins

Skills Builder Universal Framework



Lesson activities

1. **Starter activity**
2. **Show the video (see Resources) appropriate to your setting.**

Encourage students to feedback on their options at 16, based on the video.

Write their responses on the board, which should include:

- Academic route - discuss the appropriate route for your students – Year 11 and 12 traditional academic subjects
- Vocational and practical qualifications – VET Certificates, generally able to be studied in Year 10, 11 and 12.
- Apprenticeships, including wide range of traineeships (including School Based – could be part of VCAL in Victoria)

For each option discuss which type of learners are suited to each option (practical, academic, etc.):

- Academic route - desk based, academic
- Vocational and practical qualifications - practical, not so desk based, learning skills
- Apprenticeships and traineeships - earn whilst you learn, vocational, practical

Time
required

15
Min

Resources

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>



2. Preferred learning style

Notes:

- The learning style tab is only available when a student has completed all 5 aptitude assessments, interests and personality questionnaires.
- The form **Options at 16** is available to schools using Tracker.
Schools not using Tracker may use the worksheet Options at 16

Students who have a Morrisby account:

Ask students to login to their Morrisby account at www.morrisby.com with their username and password and view (or review) their results.

Students go to **About Me** and select the **Learning Style** tab to view their results. They complete questions 1 and 2 on their **Options at 16** form or worksheet to help them understand their results.

Students who don't have a Morrisby account:

Following on from the previous discussion find out if any students have completed a learning styles assessment. If so, ask for one or two volunteers to share what type of assessment it was, the outcome of their assessment and how it may influence their decision regarding their education, training and career options.

For students who haven't completed a learning styles assessment they should complete the suggested extension activity which is linked to the **Options at 16** worksheet; it focuses on visual, auditory and kinaesthetic learners

Time
required

10
Min

Resources

Computer/device per student

Resources

Students can locate the **Options at 16** form in **Progress > Activities > Options at 16**

OR handout worksheet **Options at 16**



3. Entry requirements

Explain the entry requirements for your own school Year 11 and 12, where appropriate, highlighting that some subjects may require students to have studied a specific subject at Year 10 or achieved minimum grades – either for entry to specific Year 11/12 subjects or for entry into Year 11/12. This is an important research point for students. In Victoria, VCAL (the Victorian Certificate of Applied Learning) may also have particular entry requirements.

Time
required

5
Min

4. Career aspirations

Explain to students that some careers require specific entry routes; for example, you cannot be a doctor via an apprenticeship. It is important to do your research to find out which routes are suited to, or not possible for, your chosen career.

Encourage those who have decided on a career to research which routes are available to reach their preferred career - specifically considering Year 12, university courses, apprenticeships, traineeships and vocational education through TAFE or other independent registered training organisations.

Encourage those who do not know yet what they want to do to research routes to a career which seems interesting to them - perhaps starting with their careers suggestions on their Morrisby profile, if they have one, especially looking at the pathways diagram provided for each career, or a career they have considered in the past.

Students who have a Morrisby account:

Go to **My Choices > Careers** in their Morrisby account to undertake research and use the **Options at 16** form to record this research (questions 3 and 4).

Students who don't have a Morrisby account:

Direct them to the relevant website to explore entry routes to careers:

- For apprenticeships, traineeships and career progression from these use <https://www.aapathways.com.au/career-research/job-pathways>
- For a large range of careers with associated course/training information across states use
- <https://yourcareer.gov.au/>
- Or <https://www.goduniversitiesguide.com.au/careers-guide> or <https://careerhq.com.au/careers-database>

For ALL students:

For Entry information regarding pre-requisite subjects and scores for all Higher and Further Education courses in Victoria direct students to VTAC at <https://delta.vtac.edu.au/CourseSearch/searchguide.htm#search>
In other states Careers Teachers should direct students towards this range of information from their own Tertiary Information Centres

Use the worksheet **Options at 16** or to support this research.

Time
required

20
Min

Resources

Computer/device
per student

5. Conclusion

Time
required

5
Min

Check what progress students have made with the **Options at 16** form or worksheet; ask them to complete this at home and share with their parents.

Differentiation



Students begin to look in more detail at their preferred option(s), listing Year 11/12 options (including VET and VCAL), school based apprenticeships and traineeships, further or higher education, full time apprenticeships and traineeships currently available. This should include specific courses and vocational certificates, together with their entry requirements, learning and teaching methods.



Extension activities

Students who have a Morrisby account:

- Encourage students to complete all elements of the profile. Note: this could include the spatial and mechanical, and the priorities questionnaire
- For homework, students complete the **Options at 16** Form/worksheet and discuss their options with their parents/guardians, adding this as a goal in their Morrisby Action Plan

Students who don't have a Morrisby account:

- If they haven't completed a learning styles assessment they should answer the quiz **What's Your Learning Style?** at <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- Alternatively use <https://www.matrix.edu.au/quiz-whats-your-learning-style/>
- Then students should complete the **Options at 16** worksheet and discuss their options with their parents/guardians

