

# Lesson plan

## Preparing for the work experience placement

55 +  
Minutes

14-16  
Age

### Learning outcome(s)

#### By the end of the lesson students will:

- Understand why work experience placements are important
- Be aware of appropriate behaviours in the workplace
- Know how to make the most of their placement

### Summary of the lesson

The activities in this lesson are aimed at students who are about to go on their work experience placement. Students share their aspirations and concerns about going on placement. They research the company or sector they are interested in going to – or have already organised - and in pairs work out what questions they want to ask during their placement. In groups they discuss appropriate behaviours for students on placement. Finally they will be shown how to keep a diary of their experiences.

**Please note** – these activities may bring up, but do not focus, on the importance of safety in the workplace. All schools throughout Australia will have mandated programs addressing this issue.

#### Classroom requirements:

- Interactive whiteboard
- Accompanying PowerPoint slides
- Computer/device per student
- Paper and pen per student
- **Work experience diary template**, one per student
- Flipchart paper, paper and pens

#### Suitable for students aged:

14-16

#### Time required to complete tasks:

55 min minimum

#### Skills builder framework



# Lesson activities

## 1. Introduction

Explain to students that this session is designed to prepare them for their work experience placement.

Show PowerPoint Slide 2 to remind students what work experience is and its purpose.

Show PowerPoint Slide 3. Briefly discuss how your school prepares students for a safe work experience placement.

Then students share briefly in pairs (PowerPoint Slide 4):

- What they are hoping to gain from their work experience
- What concerns, or anxieties, they have about the placement

Ask for feedback from several pairs.

Then show PowerPoint Slide 5 which is intended to manage their expectations around what they can expect to do on their placement. Tell them that in most placements they can expect to do a mix of interesting and repetitive tasks. However, work shadowing/observation is more likely in jobs that require a high level of skill or training (such as healthcare professions), or if the workplace is very busy (which could mean the placement supervisor will struggle to find suitable tasks for a student to do).

**Time  
Required**

**15  
Min**

### Resources

PowerPoint Slide 2/3

### Resources

PowerPoint Slide 4

### Resources

PowerPoint Slide 5

## 2. Research task

Explain that one way students can prepare for their placement is to find out as much as they can about the company or organisation they wish to go to – or have organised.

Show PowerPoint Slide 6: students individually spend 5-10 minutes researching online to find out about their placement provider. If the company or organisation doesn't have its own website they can research more generally into the sector or industry that suits their (desired) placement. Useful websites are: <https://www.yourcareer.gov.au/industries> and <https://business.gov.au/planning/industry-information>

Each student writes down three key facts they have discovered and shares these in pairs.

Show PowerPoint Slide 6: then in pairs they discuss and write down three questions they want to ask their placement supervisor or mentor during their work experience to help them learn more about the company or organisation.

**Time  
Required**

**20  
Min**

### Resources

PowerPoint Slide 6

Computer/device per student

Paper and pen per student

### 3. Appropriate behaviour

This activity will get students thinking about how to present themselves and how to behave appropriately during their placement.

Show PowerPoint Slide 7: students individually answer the five questions by writing down, for each question, one way in which they could behave positively on their placement. Then in groups of four students compare their answers for each question and compile a list of answers to each question on flipchart paper. Very similar answers can be collated into one answer. Each question can have several different answers.

Then ask each group to nominate a group member to share their group's answers for each question in turn. They tick any answers that are shared by other groups. Any answers that are deemed not relevant to work experience by their classmates should be crossed out.

By the end of the activity students should have created a set of behaviour rules for themselves which reinforces how to behave in a positive manner during their placement.

The teacher could summarise the best suggestions and later give out to students

**Time  
Required**

**10  
Min**

**Resources**

PowerPoint Slide 7

Flipchart paper and pens per group

### 4. Keeping a work experience diary

Give out your school work experience diary or the template supplied here to each student (and at the same time show a copy on the whiteboard (or run through your school's diary). Ask them to fill in their name, school, placement employer and dates of their placement.

Note we are referencing the template developed by the international magazine 'Which' for this lesson. Scroll down to Point 4 for this template.

Encourage students to keep a diary for each day of their placement. This will help them remember what tasks they undertook, including the skills they practised, what they learned and what they found difficult or challenging. You could give them examples of what they could write in each section.

Then emphasise the importance of the five tips along the bottom of the diary.

Ask them to keep their diary safe and bring it back to school for use in a reflective activity in class after their placement.

In conclusion refer back to the introductory activity in pairs to check all student concerns have been answered.

**Time  
Required**

**10  
Min**

**Resources**

PowerPoint Slide 8/9

**Work experience diary template** linked from this page: <https://www.ucas.com/advisers/which-for-teachers/lesson-plans/four-teaching-activities-to-prepare-your-students-for-work-experience>

Scroll to Point 4

**Work experience diary template**, one per student

## Differentiation



Some students may need help with the research task to find relevant online resources. Some may need help answering the behaviour-related questions.

## Extension activities



Students complete their work experience diary during their placement.

Students who have a Morrisby account add one of these activities or an alternative goal to their Morrisby Action Plan. You have been supplied with a Form which students should be encouraged to fill in following their work experience placement.

