

GISP Community Services

Year 10 Session outline

Overarching GISP session descriptor

Connections that count. Access directly to prospective employers, vocational trainers and universities regarding ways to gain an advantage for futures in this sector.

Goals of session

1. Allow students to explore meaningful and realistic options for qualifications as a part of their SET plan and future career planning
2. Students receive insight into community work as a potential career choice from prospective employers, vocational trainers and universities
3. Students complete a survey indicating whether they intend to pursue a career in Community Services

Success indicators

1. Students are aware of the role the community services sector plays in supporting people with health and wellbeing needs.
2. Students hear from existing workers and training organisations about career options for community services
3. Some students indicate an interest in a community services career (this may be benchmarked against statistical information at a later stage by NDS to assist with GISP Community Services program evaluation)

Relationship to ACARA National Curriculum

HASS (Civics and citizenship)

- Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) & (ACHCS097)
- Reflect on their role as a citizen in Australian, regional and global contexts (ACHCS089) & (ACHCS102)

HPE (Personal, social and community health)

- Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)

Curriculum link: https://docs.acara.edu.au/resources/Content_for_Year_10_-_Learning_area_content_descriptions.pdf

Year 10 Session Outline

TWO WEEKS PRIOR TO SESSION:

The intention for this session is for students to have direct access to prospective employers and education providers in order for students to explore a potential career pathway into the community services sector. It is therefore best delivered with live interaction with prospective employers and training providers.

Advance planning and coordination with guest speakers is key to providing an effective learning experience for students. Suggestions for guest speakers include:

- Potential guest speaker may already visit your school on a regular basis. Consider an early intervention or youth support program worker from a local community organisation if one is assigned to your school. (**Confidentiality note:** Ensure the guest speaker does not publicly identify any young people in your class they are currently working with, by saying hello specifically to them or addressing them by name during the class).
- If you have a local University, TAFE or a private Registered Training Organisation (RTO) that offers community work qualifications, they may have a Schools Liaison Officer whose role is likely to include school presentations.
- Other community organisations in your area may receive funding to conduct public education, or just be willing to just come along for an hour. Search for organisations in your local area through:
 - A community services database such as **oneplace Community Services Directory** (<https://www.oneplace.org.au/>) or **My Community Directory** (<https://www.mycommunitydirectory.com.au/>). Use search terms such as community services or welfare.
 - Asking your school-based student welfare staff to assist you through their community networks
- Government departments such as Youth Justice, Child Safety, Services Australia (formerly Centrelink) Community Engagement Officers, subject to availability

If guest speakers cannot be arranged to visit your class, the following options are suggested in order of preference:

- a) Take students to visit a Community Services careers expo organised by a local training organisation, where available
- b) Ask a school-based employee working in the community services field (chaplain, youth worker, learning support coordinator, guidance officer or similar roles) to come as a guest speaker
- c) Connect your classroom to a worker or panel discussion via your preferred online video conferencing platform
- d) Watch online videos of community workers talking about their role and presentations by education and training providers

Activity Duration	Cumulative session time	Activity Description	Resources required	Additional information for teachers
3 mins	3 mins	Welcome, settle into classroom, mark roll	Class roll	
15 mins	18 mins	<p>Introduction (convey to students): The purpose of this session is to give students an insight into the opportunities available in the community services sector for further training and employment, particularly given that SET plans are being developed in Year 10. Students will gain an insight into what it is like to work in the community services sector.</p> <p>Using a shared screen or whiteboard, gain student input into identifying the following (see right column for suggested responses):</p> <ol style="list-style-type: none"> 1. What is the community services sector? 2. What areas could you work in? 3. What personal qualities could help you in this career path? 4. What is the biggest deterrent to considering a career in community services? 5. What is the biggest attraction when considering a career in community services? 	Shared screen or whiteboard	<p>Suggested responses:</p> <p>Q1. The Community services sector provides welfare and wellbeing services for people who need support or help. Note, clinical health services such as hospitals, GPs and allied health professionals are generally not considered as community services but are closely aligned. A commonly used phrase is “community services and health”.</p> <p>Q2. There is no definitive list. Anything that meets the criteria of welfare provision is relevant, noting that clinical and allied health services and emergency services are generally not considered welfare provision. Some common areas are:</p> <ul style="list-style-type: none"> • Disabilities • Mental health • Youth work • Child protection • Counselling (e.g. relationships, addictions, therapeutic, trauma, self-improvement) • Foster care • Housing and homelessness services • Alcohol and drug services • Aged care • School wellbeing supports (chaplain, youth worker, positive behaviour support, etc.) • Anti-bullying programs • Refugee and recent migrant support

				<ul style="list-style-type: none"> • Poverty / financial assistance • Employment assistance • Domestic and/or family violence • Culturally appropriate support • Isolation / loneliness • Self-harm / suicidality • Court support • Advocacy <p>Q3. Examples of personal qualities include:</p> <ul style="list-style-type: none"> • Empathy • Understanding • Patience • Kindness • Sense of humour • Good communicator • Problem solving skills • Resilience • Self-care <p>Q4 and 5: Deterrents and attractions to working in the community services sector are as generated by students. Most community workers identify that it is rewarding to make a difference in people's lives, and there are lots of opportunities for movement into different areas.</p>
5 mins	23 mins	Students to log onto the Career aptitude quiz (CareCareers) and complete it. Approximate duration 5 minutes, including reading the results: https://www.carecareers.com.au/page/career-quiz	A device per student (1 device between two students can work if required)	CareCareers is a site operated by National Disability Service (NDS), the same peak body that has provided these session outlines. This quiz is free and does not require personal details to complete.

7 mins	30 mins	<p>Students: 5-7 minutes to freely explore the CareCareers site for areas that interest them – for example, next steps (training and qualifications) tab.</p> <p>Teacher: welcome guest speaker or set up video / web conferencing</p>	CareCareers website	
35 mins	65 mins	<p>Guest presenters from industry and/or education and training sector in relation to working in the community services sector and training options.</p> <ul style="list-style-type: none"> • Include time for questions and answers. • Student to thank the guest speaker on behalf of the class. • Remind students about SET plan opportunities 	<p>Guest presenters</p> <p>Student to thank guest/s after the presentation</p>	
5 mins	70 mins	Community Services Survey (optional, if provided)	Community Services Survey (online)	If provided: NDS-developed survey to gauge students' level of understanding of the Community Services sector and degree of interest by students in considering this sector as a career choice.

After the session: The developers would appreciate your feedback in order to ensure this session is the best it can be. Regardless whether you would change lots of things or nothing at all, we would love to hear of your experiences with this session by completing our 5-minute survey at www.insertlinkhere.com.au