

# Careers scenarios in the humanities

## Lesson Plan

Note: After completing Activity 1 students will have the background knowledge they need for this scenario activity. This activity uses a gradual release of responsibility instructional model. [Project Zero thinking routines](#) could be incorporated into this activity to support deeper thinking.

Learning intention	Students will apply sociological and political skills and knowledge in industry-based challenges.
<b>Success criteria</b>	I have discussed challenges in a variety of careers  I have suggested strategies to solve career challenges using critical thinking skills
<b>Teacher Models</b> 10 minutes	Teacher models scenario <b>1) Jemma</b> using these questions  Note: an example of this scaffolding is available below, it is a deliberately open and challenging scenario <ul style="list-style-type: none"> <li>• What is the challenge?</li> <li>• What are some possible approaches to solve the challenge?</li> <li>• What are the skills that are required in this scenario?</li> </ul>
<b>Collaborative Learning</b> (10 minutes)	<ol style="list-style-type: none"> <li>1. Students review political and sociological skills and knowledge</li> <li>2. Students are split into pairs or small groups and given one of the scenario cards</li> <li>3. Students work in pairs or small groups to suggest possible solutions or actions in response to their scenario (answering the three questions above)</li> </ol>
<b>Independent Application</b> 10 minutes	<ol style="list-style-type: none"> <li>1. Students, now working independently, are given another scenario card</li> <li>2. Students are to write a short paragraph explaining their answers to the three questions above.</li> </ol> <p>Note: if students are younger or are finding this task particularly challenging, they can continue to work collaboratively at this point</p>
<b>Whole Group Reflection</b> 5 minutes	Students share their possible solutions to the challenges faced by the people in their scenarios. Class conversation to reflect on the skills that each scenario requires.  Teacher can take up the written paragraphs as formative assessment of learning.

## Scenario Cards

<p><b>1) Jemma</b></p>	<p>You are a builder's apprentice on a worksite and there is a practice on the job that you believe is unsafe. Your supervisor is sure that it will be fine but you're still worried. You've completed your occupational health and safety (OHS) training which is clear about the safety requirements of the job. What do you do?</p>
<p><b>2) Nish</b></p>	<p>You are a journalist, and you are covering a story about a possibly corrupt local Member of Parliament (MP) but you are getting very different information from your sources – one is a friend of the MP and another is from a different political party – what do you do?</p>
<p><b>3) Yuka</b></p>	<p>You are a teacher planning your lessons for your Year 12s, there is so much to learn but you only have three weeks to teach it, how might you decide which topics to spend more time on?</p>
<p><b>4) Kobe</b></p>	<p>You are a scientist working in medical research and you have done two out of three trials to prove your new therapy works. However, research funding is running out. What might you need to do to try to secure more funding so you can continue your amazing work?</p>
<p><b>5) Frankie</b></p>	<p>You are a personal trainer who helps people to get fit and strong. Due to the pandemic, there are lots of rules and regulations that you need to follow about numbers of people, vaccination status and social distancing. You don't know how you are going to reopen your business – what do you do?</p>
<p><b>6) Jackson</b></p>	<p>You manage a restaurant and oversee ordering all sorts of supplies. You know that disposable coffee cups are bad for the environment but every single packaging company brags about their cups are the best environmental choice – How do you solve this challenge?</p>

## Indicative curriculum links

Level 9/10 Civics and Citizenship

*Students evaluate a range of factors that sustain democratic societies and analyse ways they can be active and informed citizens in different contexts, taking into account multiple perspectives and ambiguities.*

Level 7/8 Civics and Citizenship

*Students identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society.*

## Modelled example for Scenario 1) Jemma

1. What is the challenge?

*The challenge is that something unsafe is happening at Jemma's work.*

2. What are some possible approaches to solve the challenge?

*Jemma can gather some more information, make sure she knows the processes for safety at her workplace and escalate the issue to the OHS officer on the job.*

3. What are the skills that are required in this scenario?

*Jemma needs to be able to question the situation, weigh up competing information and also present her perspective to other people on the worksite. – some ideas for these steps are provided below.*

**Step 1: questioning** – how can Jemma find out more information?

- can Jemma check the OHS documents
- can she ask another person on site to gain more information?
- Who is the OHS officer?
- What does she know about this?
- How urgent is this issue? – is it something that is potentially unsafe now?

**Step 2: evaluating evidence** – what are the strengths and weakness of this evidence?

- Jemma suspects that this practice is unsafe but really wanted to check
- The OHS documents confirm her thinking about this practice
- The supervisor might not be aware of all the safety guidelines and might be rushed or mistaken

**Step 3: using evidence to support a perspective** – what are the strengths and weakness of this evidence?

- Jemma speaks to the OHS officer and gives them a clear picture of the situation.

Outcome

- The managers of the worksite make some changes to make the situation safer.

## Additional resources

**Extension** – These resources have focussed a lot on transferable skills, these examples emphasise the ways that **political and sociological knowledge** are used in a variety of different sectors

### Building and Construction

[The Nightingale Project](#) – Breathe Architecture

### Social Work

Australian Association of Social Workers article: '[Why social workers need to advocate for social justice](#)'

### Health

[Interviews with healthcare workers about the role of the Humanities.](#)

University of Tulane research [study](#). Researchers found that medical students who had the opportunity to study humanities subjects (such as politics, sociology, geography, or history) were found to have higher rates of empathy and emotional intelligence, and lower rates of burnout, than other medical students.

### Business

[Why business backs the humanities](#)

### Technology

Ted Talk, Eric Berridge: [Why technology needs the humanities](#)

### Summary Article

[This editorial](#) from *The Age* could be an interesting text to read and discuss with students (please note: all DET schools have subscriptions to *The Age* which you may need to access as this is paywalled content)

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