

Activity Number	Timing (this will vary for all activities according to how many components are undertaken)	Pupil Activity Sheets	Objectives	Outcomes	Teachers Notes	Further activities and resources
ONE a) Staircase to Success	15–20 mins	ACTIVITY ONE a) Staircase to success A very simple 'ice breaker' activity in which students place a series of events in the order they believe they should occur	<ul style="list-style-type: none"> To place in chronological order a range of activities needed to reach a career. To formulate an educational pathway for an imaginary person To demonstrate this knowledge in a real situation. 	<ul style="list-style-type: none"> Interpersonal skills (working as part of a team) Analytical skills (sorting information and applying it to other purposes) Application of theoretical information to real situations Setting goals and interim steps to help achieve these 	Two pages	<ul style="list-style-type: none"> <i>Uni and You</i>, booklet included in kit containing stories of university students who were first in family to go to uni. Visit the TAU website for further activities These activities could be used in conjunction with visits from various professions or occupations drawn from within the school or wider community. The <i>Jobguide</i> (book or website www.jobguide.dest.gov.au) University websites: http://www.unimelb.edu.au http://www.monash.edu.au/ http://www.latrobe.edu.au/ http://www.deakin.edu.au/ http://www.vu.edu.au/
b) Case Studies	30–60 mins	b) Case Studies This activity is divided into four sections: <ul style="list-style-type: none"> case studies of imaginary students choose attributes to fill in grid map pathway for 'their' students repeat exercise for one of their group 	<ul style="list-style-type: none"> To identify the aspects of life they already enjoy or might like to pursue in the future To develop awareness of what a university campus offers from academic pursuits to leisure activities and interests To investigate what is important to personal well being and happiness. To consider university as a possible part of their personal pathway. 	<ul style="list-style-type: none"> Intrapersonal skills (developing self-awareness and self evaluation) Reflection skills (considering past experience and future preferences) Research skills (using the web to investigate university courses, clubs and societies) 	Three pages	<ul style="list-style-type: none"> The <i>Uni Book</i> specifically written for year 10 students as they consider their options. Some 'real-life' examples and many questions answered. <i>Uni and You</i>. What are the things these students enjoyed about uni? What surprised them about the experience University websites. (See above) Explore faculties, courses, clubs, societies, sporting, music and drama opportunities, Colleges of residence. VTAC guides for course information to match interests and subjects enjoyed.
TWO Is Uni 4 U?	30-60 mins	ACTIVITY TWO Is Uni 4 U? This activity has three basic components: <ul style="list-style-type: none"> recognising personal interests or activities recognising which of these could be accommodated at a university putting together a 'package' of interests, activities, subjects for study and finally achievements for the future. A fourth component sends students on a virtual search of university campuses to discover what is on offer, finally putting together a 'package' they could undertake that would interest them at one of the universities.				

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THREE Lights, Camera, Action... Initially 30-60 mins but could expand to something much larger depending on interest and resources of students, staff and school.	This activity invites students to see themselves as the hero of their own lives. Using the 'Story Board' approach to filmmaking, students work together to cast and direct the film of their lives over the next ten years.	<ul style="list-style-type: none"> To use the knowledge gained in previous activities to formulate a future pathway for themselves To identify possible long-term goals To select important stages and milestones that will contribute towards completion of their goals To work in a team, identifying varying skills, to produce a creative representation of their future pathway To marry their understanding of contemporary culture: music, drama and film to give meaning to the complexities of their projected journey. <p>If the activity is extended:</p> <ul style="list-style-type: none"> To use technology to present the outcomes of their research to a wider audience for further discussion. 	<ul style="list-style-type: none"> Interpersonal skills (working in a team) Intrapersonal/self-reflective skills (consideration of next ten years) Problem solving and analytical skills (considering milestones and systematic ordering of events) 	Two pages	<ul style="list-style-type: none"> The outcomes of previous activities: subjects, activities, interests of students. Results from research into universities and what they offer <i>The Uni Book</i> <i>Uni and You</i> More copies of the 'storyboard' sheets if students wish to move beyond the frames provided. Large sheets of paper for brainstorming sessions with textas and pens <p>For an extended activity:</p> <ul style="list-style-type: none"> Video/digital camera Powerpoint/projection facilities