

360° VIRTUAL WORKPLACE – INTRODUCING YOUR STUDENTS TO THE VIRTUAL WORLD OF WORK

Finding the right career pathway can be an exciting yet daunting time in most students' and job-seekers' lives. Providing them with career-related content that is simultaneously engaging, informative and authentic can be a challenging task for teachers and career advisors, and students are often left without a clear plan when it comes to where to start their career journey.

LESSON PLAN DETAILS:

Length: 60 minutes

INCLUDED MATERIALS

- Teacher's presentation PowerPoint slides
- Teacher's lesson notes
- Student worksheet
- Cardboard headset including instructions for set-up

TEACHER'S LESSON NOTES

PART ONE:

UNDERSTANDING WHY YOUR SKILLS & STRENGTHS ARE IMPORTANT FOR YOUR FUTURE JOB

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Teacher's presentation slides

one to five: Why it's important to work towards your skills and strengths

Student's worksheet question one: Learning what your skills and strengths are

Minutes: 0-10

■ Explain that this lesson is about exploring what it really looks like to work in different workplaces and understand the roles that people perform there.

Ask the students to picture what their dream job looks like. Encourage them to think about what their duties on the job would be. What does their environment

look like? What skills and strengths would they need for their chosen role?

Tell your students to answer question one on their worksheet: "What do I think my dream job would look like?"

Give them five minutes to complete this task.

Wrap things up: after the students have completed the task, ask some of them to share what environment they think they would be working in. Explain to them that matching their best skills and strengths will result in higher productivity, higher work satisfaction and overall long-term employment.

PART TWO:

INDUSTRIES THAT CURRENTLY HAVE A SKILLS SHORTAGE

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Teacher's presentation slide six: Opening your eyes to the world of work

Student's worksheet question two: Time to explore your options and open your eyes

Minutes: 10-30

■ Explain that your students are about to jump inside the world of work in 360 Virtual Reality - but before they do, explain the three concerns that young people usually associate with jobs of the future. The world of work is changing and students need to be aware that their dream job might not be their ideal job.

Firstly, some of the industries that we highlight (healthcare and hospitality) identify as having a skills shortage, which means students are more likely to get



a job in these industries. Secondly, our Virtual Workplace aims to debunk common misconceptions that university degrees are mandatory to get into all jobs. We want young people to open their eyes and explore the various pathways to get into a job they are after (for example: traineeships in the business services sector can lead to further career development opportunities that they might not be aware of). Thirdly, the idea that there won't be many jobs in future due to the rise of manufacturing, automated processes and the increased use of robotics is not true - jobs are still necessary to operate these processes. On another note, it's important to highlight that there's always high demand in construction, given the current and future infrastructure projects planned.

Encourage your students to reflect and answer question two: "What are the top two skills you bring to the workforce?"

Once your students have completed this question, ask a few of them to share their responses. Then ask: what job titles do they think their chosen industry would cover? Most students will respond with generic responses based on the industry. For example: Construction - Project Manager, Carpenter, etc. However, you can also be a Financial Advisor or Marketing Coordinator in the construction industry. The aim of this exercise is to emphasise that an industry is not limited to certain roles. Instead, you could transfer your skills across most industries.

Another example: a typical office job. Explain that "office job" doesn't automatically mean doing data entry or being stuck on Excel. There is room for creativity, depending on the industry you pick. This could mean that you work as an Administrative Assistant in a digital company, which would be very different from working as an Administrative Assistant in a legal firm.

PART THREE: EXPLORING THE WORLD OF WORK IN 360 VIRTUAL REALITY

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Teacher's presentation slides seven to

fourteen: Let's jump inside the world of work

Student's worksheet questions three to six:

Jump inside the world of work and see what it looks like in 360 virtual reality.

Minutes: 30-60

■ **Activity:** Get students to break into pairs. In their pairs they will work through their worksheet and complete questions three to six. It's time for them to explore the Skillsroad 360 Virtual Workplace, which allows them to jump inside the world of work and experience a day in the life of workers within a range of industries.

Direct students to 360.skillsroad.com.au

Set up the Skillsroad 360 VR Cardboard headsets. Students should look at the Cardboard Headset instructions to do so - this should take about five minutes.

Alternatively, if you have the Oculus Go headset on hand, you can download the Oculus app for free on your mobile and search for the 'Skillsroad Virtual Workplace' on the Oculus app store. Before delving into the Virtual Workplace, get your students to all fill out question three. Once your students have done this, get one of the students from each pair to go to the URL link to the Virtual Workplace, and tell them to select one workplace they would like to explore. As one student explores the first workplace, the other student should answer question four. After ten minutes, get your students to switch over, and get the one who has just finished on the VR headset to answer question four.

After about ten minutes, tell students to stop exploring and finish questions five and six. These questions encourage students to realise that skills can be transferable between different industries. Sometimes you don't realise what actually happens on the job until you try.

The overall outcome of this lesson plan is to highlight to students that it's a good idea to choose jobs based on their skills, because skills is what they'll be able to transfer between industries to match their passion.