



ARDOCH

REALISING CHILDREN'S POTENTIAL
THROUGH EDUCATION

LEARNING THROUGH LUNCH

SPECIAL DELIVERY!

TEACHER INFORMATION PACK



Learning Through Lunch – Special Delivery
is supported by the Victorian Government



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About Ardoch

Ardoch is an education charity focused on improving educational outcomes for children and young people in disadvantaged communities. Our vision is that every child's potential is realised through full participation in education.

Multiple studies in Australia have demonstrated an unacceptable link between the socio-economic status of students and their educational outcomes. One in three children in Australia's most disadvantaged communities start school developmentally vulnerable and they continue to fall behind as they progress through school. We want to change this.



Dear Teachers

Welcome to Ardoch's Learning Through Lunch – Special Delivery!

We hope you will find this unique program a valuable opportunity to explore with your students their **personal insights, future possibilities, and career pathways**. Through engaging, creative, and memorable shared experiences, the program aims to broaden horizons and raise aspirations for education and career achievement.

Learning Through Lunch – Special Delivery is broken down into two components:

1. Experiencing Hospitality careers

- **Plan:** explore the skills, knowledge, and experiences of careers in Hospitality.
- **Prepare:** design a spectacular setting and a signature sandwich for the Great Banquet.
- **Plate up:** work in teams to cook, plate up and enjoy a delicious three-course meal.

2. Exploring careers and post school education

- **Pathways:** hear stories of people who have turned their strengths and interests into rewarding and meaningful careers.
- **Possibilities & Personal Insights:** explore industries, careers, and study areas; reflect on personal interests and strengths to imagine an exciting future career.

Inside this guide you will find a learning overview, background information, lesson guides, teaching notes, recipe cards, shopping list, links to videos and student templates. Use the tabs down the side of the page to navigate your way around the materials.

You will receive a delivery of equipment including a commercial grade sandwich grill, aprons (for your students to 'be the Chef'), graters, and a shopping voucher to order the ingredients and other supplies you will need for the Learning Through Lunch – Special Delivery Banquet.

We understand every classroom is different, so we have intentionally designed this guide to be adaptable and flexible. You can follow the program step-by-step, or you can choose from the experiences on offer.

For example, you may create a three-course banquet with your class using the recipes, equipment, and ingredients, or you might try a new recipe each week, as part of your cooking program. Perhaps you are exploring transitions and pathways, so you might take a look at the Pathways, possibilities & personal insights activities in the pack, and then extend upon the provided resources with a visit to your local TAFE or University, or by inviting some guest speakers to visit as part of a career's expo.

There are lots of reasons to enjoy Learning Through Lunch – Special Delivery and whichever way you choose to 'serve up' the opportunity, you are sure to inspire your students' to explore their exciting futures through these fun, memorable and hands-on learning experiences.

Getting started

1. Review the Learning Through Lunch – Special Delivery Teacher Information Pack.
2. Decide on the learning experiences you want to implement with your class.
3. Modify each lesson guide according to the needs of your students, the number of students in your class, the setup of your learning spaces and resources available within your school.
4. At least one week before Learning Through Lunch – Special Delivery Banquet! order your supplies from Woolworths using the supplied voucher and ensure everything you need will be onsite at least 24 hours prior to the event.
5. If you get stuck or have any questions, please do not hesitate to contact Ardoch's Program Delivery team: programs@ardoch.org.au or 03 9537 2414.

Aim	Learning Through Lunch – Special Delivery aims to provide a unique experience that builds confidence, raises aspirations, and broaden horizons.
Year levels	5 & 6
Central idea	We all have unique strengths and interests that we can develop through education and experiences, to create meaningful and rewarding careers.
Themes	Learning Through Lunch - Special Delivery unpacks the following two career education themes: <ol style="list-style-type: none"> 1. Experiencing hospitality careers 2. Exploring careers and post school education

Ardoch Outcomes Framework

Ardoch uses an outcomes framework that is common to all our programs to measure the impact of our work. In each of our programs we seek to make a positive impact on one or more of the following factors that support positive educational outcomes: confidence, academic progress, aspiration, social wellbeing, and engagement.

Together, the goals under each of these factors represent our CAASE Outcomes Framework.

Confidence:	Students can name personal strengths and interests that could contribute to a future career pathway.
Academic progress:	Students increase awareness of jobs, skills, and pathways they didn't know about prior to the learning experience.
Aspiration:	Students imagine themselves pursuing a career of personal interest.
Social:	Students can contribute effectively on team tasks.
Engagement:	Students ask for help when needed and follow step by step instructions.

Victorian Curriculum

Health and Physical Education:	Practice skills to establish and manage relationships (VCHPEP109)
Design and Technologies:	Investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene (VCDSTC036)
Critical and Creative Thinking:	Examine how different kinds of questions can be used to identify and clarify information, ideas, and possibilities (VCCCTQ021)

BACKGROUND: CAREERS EDUCATION IN PRIMARY SCHOOL

The future of work

Analysing over four million job advertisements across all industries, Foundation for Young Australian's research has identified a range of skills and capabilities that young people will need to thrive in a very different world of work.

Young people will need to not only acquire foundation and technical skills but be able to use these in an increasingly entrepreneurial and creative ways, as well as possessing a thirst for ongoing learning.

(Foundation for Young Australians 2017).

That means we need to help young people prepare for jobs of the future, that we may not yet know about.

What will students need?

Employability skills, or soft skills, cover a broad range of personal attributes and transferable skills that are especially important to employers.

The employability skill that employers consider to be most essential is 'people skills,' that is, how we engage with others.

Research by the Department of Jobs and Small Business has found that around 70% of employers place at least as much emphasis on employability skills than they do on technical skills. (Australian Government Department for Small Business, Australian Jobs 2018).

That means we need to think about how to help young people learn those skills at school.

In addition, to support more students to attend post-school education and training, effective career interventions have been shown to be crucial (My Future Australia 2021).

So why focus on hospitality and cooking?

Did you know that hospitality employs 380,000 young workers which is 45% of employees aged 15 to 24 years? (Australian Government Department of employment 2017).

That means that jobs in hotels, cafes, restaurants, kitchens and more, are a wonderful way for young people to get into the job market.



Why are we looking at careers in primary school – can't this wait until high school?

A career is more than a job, it encompasses the education, training, work, and life experiences we have along the pathway. It is never too early to start exploring careers education, in fact, it can be great fun!

Careers education in primary school is about broadening horizons; it is not about deciding "what you want to be when you grow up".

Sadly, as many students move through their primary schooling, they begin to rule out career possibilities as 'not for me' due to stereotypes they may have internalised about gender, class, or race.

Through this program we want to encourage exploration, so that students learn and develop the confidence that any career path is possible.

Through careers education in primary school, students can explore **personal insights** and see how their interests, passions, and strengths, can be useful in creating a unique, rewarding, and meaningful career.

Students can also become aware of how school, training and **post-school education** connect throughout a career. They will develop a context for their learning now and how this connects with their learning throughout their lives.

For some students, it may also be important to highlight that having a career can be a reward in and of itself, as they may not have access to such **positive role models** in their personal lives.

LESSON GUIDES

LESSON 1

A taste of hospitality!

EXPERIENCING HOSPITALITY CAREERS

Learning intention	We are learning about the skills, knowledge and experience needed to work in hospitality careers.
Success criteria	I can name some of the skills, training, and experience needed to work in a hospitality career
Duration	60 minutes
Resources	<input type="checkbox"/> Welcome video with Tim Bone https://www.ardoch.org.au/Welcome_to_Learning_Through_Lunch/
	<input type="checkbox"/> Speed careers video: Hospitality https://www.ardoch.org.au/Hospitality_Primary/
	<input type="checkbox"/> Butchers' paper
	<input type="checkbox"/> Markers
	<input type="checkbox"/> Interactive whiteboard or smart screen and laptop
	<input type="checkbox"/> Music
Before the session	<p>On the board or on butchers' paper write the central idea:</p> <p><i>"We all have unique strengths and interests that we can develop through education and experiences, to create meaningful and rewarding careers."</i></p>



Lesson outline

Tuning in

1. Read out the central idea and have the **students underline key words** that stand out to them.

"We all have unique strengths and interests that we can develop through education and experiences, to create meaningful and rewarding careers".

2. Explain: Learning Through Lunch is an opportunity to experience a taste of what it's like to work in the hospitality industry.

Introduction

1. Ask: what do you think the word Hospitality means? The **hospitality industry** is a service industry, and it covers all the jobs in restaurants, cafes, hotels, travel, events, tourism, and bars.
2. Elaborate: The hospitality industry is a great place to work. For example, they may know someone with a job in a café or someone who is a chef. Perhaps you know a flight attendant or a hotel manager? There is also a huge range of careers and jobs connected to the hospitality industry like farmers, designers, journalists, and scientists.

Activity

1. Watch the Learning Through Lunch Welcome video featuring MasterChef semi-finalist Tim Bone.
2. Around the room, post the butcher's paper with the following headings:
 - a. Skills and knowledge
 - b. Personal interests and passions
 - c. Training and education
 - d. Work and life experiences
 - e. Jobs and careers
3. Divide students into 5 groups and have them each start at a poster. Explain, they'll have 1 minute to think up as many ideas for the things that you need for working in the hospitality industry. After a minute, they'll rotate to the next poster.
4. Play music for 1 min. In that time, each group lists as many ideas as they can think of. When the music stops, each rotates clockwise to the next poster. Repeat, until every group has contributed to all the posters. [Hint: speed up the music intervals if students are running low on ideas].
5. Students conduct a gallery walk around the room and review the posters. Ask them to reflect on some of the passions, skills, training, and experience needed to work in the hospitality industry on events like the Learning Through Lunch that they will be producing.
6. Bring the students back together to watch the Hospitality speed careers video featuring Tim Bone.
7. Ask students to look over the posters - is there anything else we need to add to our ideas about hospitality careers?

Student voice

1. Ask: do you think you would you like to work in hospitality? Why or why not?

Bringing it together

1. Explain to students that for Learning Through Lunch, they will be working in teams of four and will experience what it's like to work in the hospitality industry. In the next session, they will need to name their 'restaurant' and design a spectacular setting.



LESSON 2

Design challenge - create a spectacular setting



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EXPERIENCING HOSPITALITY CAREERS

Learning intention	We are learning to work as a team to coordinate and complete tasks in a timely manner.
Success criteria	I can contribute my ideas and skills to my team, and work quickly to complete tasks on time.
Duration	60 minutes
Resources	<ul style="list-style-type: none"><input type="checkbox"/> Interactive whiteboard or smart screen and laptop<input type="checkbox"/> Images of DIY/homemade dining setting ideas<input type="checkbox"/> Printable Spectacular setting checklist<input type="checkbox"/> Printable Serviette folding instructions<input type="checkbox"/> Serviettes<input type="checkbox"/> Art supplies such as paper, colour paper, markers, pencils, pastels, kinder squares etc.<input type="checkbox"/> Craft equipment such as scissors, tape, glue etc.<input type="checkbox"/> Recycled materials such as cardboard, tubes, boxes fabric etc.<input type="checkbox"/> A variety of pots, vessels, and containers for the centre piece.<input type="checkbox"/> Natural materials such as herbs, flowers, leaves etc.
Before the session	<p>On the board or on butchers' paper write:</p> <p><i>"The Challenge: You must work in teams to create a spectacular setting for your restaurant. You have 40 minutes to complete your challenge".</i></p> <p>On the Interactive display, set up a countdown timer.</p> <p>Have the teams listed on the board with a line above, ready for their restaurant name to be recorded by the end of the session.</p> <p>Set up a supplies table that the teams will be able to access during the challenge. Allow plenty of space for safe working and movement during the exciting task.</p>



PREPARE

PREPARE

Lesson outline

Tuning in

1. Invite students to sit in front of the Design Challenge and ask a student to read aloud to the group.
2. On the screen, display some images of homemade dining settings that you have found online. Ask students: What are some things you notice? Draw their attention to the different colour palettes, paper craft ideas, serviette folding, and the centre piece.

Introduction

1. Explain: today, each team will have 40 minutes to complete the Design Challenge.
2. Show and read aloud the Spectacular setting checklist the students will need to complete in their teams – these are ideas only; they may not get through all the tasks.
3. Introduce the supplies table for the design challenge and outline any rules for use of the materials. Highlight any other equipment or resources the students may also access as part of the challenge (i.e. a courtyard garden, pencil cases, classroom maker space, computers, and printers etc.)
4. Ask students to share their ideas for working effectively as a team. For example, dividing up the tasks, working to strengths, having a timekeeper, and communicating throughout the challenge.
5. Invite questions and check for understanding. When students are confident with the task, start the timer and get to work!

Activity

1. Move around and support groups as they work through their checklist.
2. Give a time warning at 5-, 3-, 2- and 1-minute marks.
3. Congratulate everyone for their efforts and highlight great teamwork that you noticed!

Student voice

1. Gallery walk: students are invited to walk around the 'dining hall'. At each table, ask a team member to welcome the group to their restaurant and unveil its name. Invite a student who is not in that team to share something they really like about the setting. Then, ask a team member to say something they think their team did well and something they found a challenge. Move around the dining hall until each team has shared.
2. Explain to students, that there are many careers in hospitality that are so creative, and for people who love designing beautiful things and creating magical spaces, imagine doing this every day for a job!

Bringing it together

1. Take a photo of each setting, make a note of the restaurant names, and pack the settings away ready for The Learning Through Lunch – Special Delivery Banquet!
2. Before finishing up, explain to the students that in the next design challenge, they will be inventing a best seller sandwich for their restaurant customers!



LESSON 3

Design challenge - create a signature sandwich



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EXPERIENCING HOSPITALITY CAREERS

Learning intention	We are learning to use a design thinking process to create a new toasted sandwich for our restaurant.
Success criteria	I can use design thinking to create a sandwich that meets the needs of future customers.
Duration	60 minutes
Resources	<ul style="list-style-type: none"><input type="checkbox"/> Printable create a signature sandwich<input type="checkbox"/> Pens<input type="checkbox"/> Pencils<input type="checkbox"/> Markers<input type="checkbox"/> Butchers' paper<input type="checkbox"/> Interactive whiteboard or smart screen and laptop<input type="checkbox"/> Sticky dots or a type of token for voting
Before the session	<p>On the board or on butchers' paper write:</p> <p>"The Challenge: design a delicious sandwich that will appeal to your customers, using the supplied ingredients. You have 40 minutes to complete your challenge".</p> <p>Have the restaurant names and students listed on the board.</p> <p>On the Interactive display, set up a countdown timer.</p>



PREPARE

PREPARE

Lesson outline

Tuning in

1. Invite students to sit in front of the Design Challenge 2 and have a student read aloud to the group.
2. Have a look at some examples of Tim's Toasties online and other popular menus. What are some things the students notice? For example, the names of the sandwiches, the ingredients, the flavour combos, textures etc.

Introduction

1. Explain: today, each team will have 40 minutes to complete the Design Challenge.
2. View the Design Challenge template on a shared screen and have students read aloud the sections. At the end of the session, teams 'pitch' their sandwich to their 'customers'. We'll be voting on the sandwich you'd most like to try.
3. Ask students to review some of their ideas for working effectively as a team. For example, dividing up the tasks, working to strengths, having a timekeeper, and communicating throughout the challenge.
4. Invite questions and check for understanding. When students are confident with the task, start the timer and get to work!

Activity

1. Move around and support groups as they work through their template.
2. Give a time warning at 5-, 3-, 2- and 1-minute mark.
3. Congratulate everyone for their efforts and highlight great teamwork that you noticed.
4. The pitch session: Have students blu tac their templates around the room. Invite students to gather around a template. The first team has 30 seconds to "pitch" their sandwich to their "customers". At the end of the pitch give the team a round of applause and move on to the next template rotating until each team has pitched.
5. Once every team has had a turn, give each student a token (suggest using sticky dots) and allow 2 minutes to quietly place their token against the sandwich they'd most likely purchase at a shop. Count the tokens and announce the winning sandwich!

Student voice

1. Ask students to reflect on something that surprised them about the design process.

Bringing it together

1. Explain to students, that chefs and cooks like Tim Bone, must design products for their customers that are sound fantastic, look delicious and taste even better! Tim has created over one hundred sandwich combinations – and he's still going! When we plate up our event, you can also make your signature sandwich and have a taste – is it as good as it seems?
2. Add the signature sandwich recipe to the setting packs for plating up day.
3. Make any additions to your shopping order, if required.



LESSON 4

The Learning Through Lunch - Special Delivery Banquet!



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PLATE UP

Order your ingredients at least one week prior to this lesson!

Included in your Special Delivery from Ardoch is a shopping voucher to fund the three-course meal, for a class of up to 30 students, plus two staff. Use the Shopping list template to plan your order according to your class size and to customise with items such as serving ware, ingredients for the signature sandwich activity, and additional equipment you may not have at your school such as chopping boards or serving spoons.

Ensure your order will be delivered or be collected at least a day before the event.

EXPERIENCING HOSPITALITY CAREERS

Learning intention	We are learning to work effectively in teams and experience hospitality careers as we plate up our Learning Through Lunch – Special Delivery Banquet.
Success criteria	<p>I can:</p> <ul style="list-style-type: none"> • Follow instructions and be safe when preparing and plating up food. • Contribute effectively to my team. • Ask questions in conversation and clarify information.
Duration	120 minutes
Resources	<ul style="list-style-type: none"> <input type="checkbox"/> Interactive whiteboard or smart screen and laptop <input type="checkbox"/> Roles and responsibilities table – pre-prepared <input type="checkbox"/> Ingredients for each team <input type="checkbox"/> Equipment for each team <input type="checkbox"/> Aprons for each student <input type="checkbox"/> Student device (tablet/laptop/desktop computer) for each team to view their recipe guide video https://www.ardoch.org.au/ltl-special-delivery/ <input type="checkbox"/> Signature sandwich (from Lesson 3, if implemented) <input type="checkbox"/> Printable shopping list <input type="checkbox"/> Printable menu <input type="checkbox"/> Printable Taco Salad recipe card <input type="checkbox"/> Printable Ninja Turtle Toastie recipe card <input type="checkbox"/> Printable Fruit Kebab recipe card <input type="checkbox"/> Printable Table conversation cards <input type="checkbox"/> Spectacular settings from lesson 2 or serving ware and some table decorations



PLATE UP

Teacher notes

In this session, the students will be working in teams preparing and plating up a three-course lunch. You may like to run this as one double session, or over several sessions, completing a recipe each time.

Learning Through Lunch provides students with an opportunity to experience elements of the hospitality industry. They will work in teams, under time pressure, and need to operate safely, just like in the kitchen environment.

Each course is a generous serve for four people and so, students should work in teams of four.

Before the session

On your computer desktop, create a Roles & Responsibilities table for the session to help students stay organised. For example:

Restaurant name	Workstation	Supporting adult	Signature sandwich	Meal	Duties

Note: the size of your class and the number of courses you are making in the session, will determine the menu and the number of teams and roles.

Restaurant name: students are working in teams of four. To enhance the 'be the chef' experience, refer to teams by restaurant names they unveiled in the previous activities.

Workstation: teams should be allocated a workstation. Each workstation should be set up prior with the equipment, ingredients, and recipe cards for the session.

Supporting adult: if possible, assign a supporting adult (i.e. education support staff, kitchen garden volunteers, parent helpers, leadership team etc.) to each team or one between two teams, who are working on the same recipe.

Signature Sandwich: for classes that completed the design challenge in lesson three, each table can also make one additional Signature Sandwich to taste test. This will need to be part of your grocery order.

Meal: if you are making the three-course meal, teams will be assigned one course to contribute to the Banquet.

Duties: you may already have roles as part of an existing cooking program at your school. If not, consider:

- Chef/cook* – each team will be assigned this role, plus one of the following
- Dishwashers
- Setting the tables
- Waiters
- Inventory – dishes
- Sweeping
- Clearing the tables
- Inventory – pantry
- Compost
- Host

Tip: If you need to keep things moving, you can invite adult volunteers into the school to prep all the ingredients beforehand and, move straight to building each recipe.

Cooking skills – The cooking skills introduced are:

- **The bear claw technique for cutting** – imagine making a bear claw (roar!). Your fingertips are bent inward and the side surface of the blade rests against the fingers of this hand.
- **Grating** – place the grater on a level surface, concentrate on grating, rotate the cheese, enjoy the last morsel!
- **Grilling** – there is one commercial grade grill included and this **must always be operated and supervised by an adult.**
- **Keeping a clean and tidy kitchen** – wash hands, wear gloves, use your chopping board, food waste in the compost and keep your workspace tidy.



Lesson outline

Tuning in

1. Play the introduction video featuring Tim Bone. https://www.ardoch.org.au/Plate_Up_Introduction/
2. Remind students today is a wonderful opportunity to experience what it's like to work in an exciting hospitality career, just like Tim does every day.
3. In addition to experiencing a cookery career, they will also be able to enjoy dining as a customer at their very own restaurant!

Introduction

1. Run through today's menu and the roles and responsibilities.
2. Show the students around the learning space.
3. Break the class into their teams and allow them 15 minutes to watch their assigned recipe videos. Allow 1-2 minutes to discuss their recipe and how they plan to work as a team. Note: If you are all working on the same recipe, watch together.

Activity

1. Each team moves to their workstation and works to complete the recipe according to the recipe card. Ensure safety tips are always adhered. Cooking should take 30 minutes, tidy as you go.
2. Students set the tables according to their plan in lesson two, or with plates, cutlery, cups, jugs of water, placemats, folded serviettes and maybe even vases of fresh-cut flowers from the garden!
3. Take a photo of your dining hall, table settings and signatures sandwiches.
4. Sit and enjoy the Banquet together. Use the printable Table conversation cards on to help support people skills.
5. At the end of the meal, allow time for everyone to help with packing up.

Student voice

1. Go around the room and ask students to reflect on something from today's Learning Through Lunch experience, that they think they will remember for a long time to come.

Bringing it together

1. Reflect on some skills that jobs in hospitality can develop – think about the teamwork, organisation, creative, safety, cooking and communication skills required to put together today's lunch.
2. Share with students that many young people start their working lives in hospitality and that they too might get their first job working in a café or restaurant.
3. A career is about collecting lots of skills, training, and experiences – even your time at school – is all part of your career pathway.
4. After the event, take a moment to complete Ardoch's Learning Through Lunch student and teacher survey and let us know how it went.
5. Please remember to tag Ardoch and Tim Bone in any social media posts, so we can see your fantastic creations!



LESSON 5

Speed careers

EXPLORING CAREERS AND POST SCHOOL EDUCATION

Learning intention	We are learning that interests, skills, qualifications, and experiences are all valuable in creating rewarding and meaningful careers.
Success criteria	I can name interests, skills and qualifications that are pathways to some careers
Duration	60 minutes
Resources	<ul style="list-style-type: none"><input type="checkbox"/> Butchers' paper<input type="checkbox"/> Speed careers videos – choose up to three https://www.ardoch.org.au/speed-careers-resources-primary-schools/<input type="checkbox"/> Printable Mindmap recording cards – one per student<input type="checkbox"/> Markers





Lesson outline

Tuning in

1. Read out the central idea and have the students underline key words that stand out to them.
 "We all have unique strengths and interests that we can develop through education and experiences, to create meaningful and rewarding careers".
2. Think-pair-share: what are some strengths, interests, education, and experiences that can lead to an exciting and rewarding hospitality career?

Introduction

1. Today we will be exploring a few more careers by hearing from inspiring people just like Tim Bone.
2. Introduce students to mind-mapping. Explain: when exploring a new topic like careers, which can go in lots of different directions, a mind-map is a way to record thinking, questions, understanding and ideas.
3. Ask: has anyone done one of these before?
4. Model: In the middle, write the main idea in a colour marker: The world of work and careers.
 Coming out from the centre, connect ideas or questions we can explore:
 - Jobs and industries
 - Training and education
 - Skills and knowledge
 - Ways to get a job
 - Rewards of work
 - Challenges of work
5. Hand out one Mindmap recording card to each student.
6. Explain, on this page, as we are watching the videos, you're going to jot down notes, questions, ideas related to that topic. You will notice there's also space for any other notes you think we might need to add. At the end of the videos, I am going to get you to go into mindmap topic groups and present the main ideas to add to our mind-map.

Activity

1. Play the speed careers video: Engineer (3D printing). https://www.ardoch.org.au/Engineer_3D_printing_Primary_School/
2. Allow students 1-2 minutes to complete their notes before moving to the next video.
3. Watch the speed careers video Paramedic. <https://www.ardoch.org.au/Paramedic%20-%20Primary%20School/>
4. Allow students 1-2 minutes to complete their notes before moving to the activity.
5. Play the speed careers video: Business owner (Music industry). https://www.ardoch.org.au/Business_owner_music_Primary_School/
6. Allow students 1-2 minutes to complete their notes.
7. Think-pair-share: Have students move into their topic groups to look for at least five main ideas to add to the shared mind-map.
8. Bring the class back together and invite a scribe from each group to add their ideas to the mind map.
9. Ask students what other careers and industries might we want to add to our mind map?

Lesson outline (cont.)

Student voice

1. What is a question you'd now like to ask an adult you know about their career?
2. What is a career you're interested in learning more about?

Bringing it together

1. Explain: It is great to learn from mentors or role models about their experiences. You'll notice that when you talk to adults about their career pathways, they don't go in a straight line. That is because, careers are made up of training, experiences, and our personal strengths and interests. Things do not always go to plan and there are often lots of exciting opportunities along the way!
2. Next, we will look at some of those careers you'd like to know more about and some that maybe you've never heard of!



LESSON 6

Oh, the places you can go!

EXPLORING CAREERS AND POST SCHOOL EDUCATION

Learning intention	We are learning to explore a range of industries, jobs, and study areas, so that we can see where our learning today, might take us in the future.
Success criteria	I can name a range of industries, jobs, and study areas that I find interesting.
Duration	60 minutes
	<input type="checkbox"/> Oh, the places you can you go! By Dr Suess (or another hook to incite possibilities and aspirational thinking)
	<input type="checkbox"/> Student devices with internet – one between two
	<input type="checkbox"/> Printable Career bingo boards – one between two
	<input type="checkbox"/> Printable Career ideas template
	<input type="checkbox"/> Printable Study area cards





Lesson outline

Tuning in

1. Read a short passage from Oh the places you can go! By Dr Suess or another hook to incite possibilities and aspirational thinking.
2. Think-pair-share: what are some possible jobs or careers that you'd like to explore in your future? Some may not even exist! Have students discuss for 2 minutes, then share some of the highlights.
3. Make a class list of jobs, industries, and study areas.

Introduction

1. Watch ABC Behind the News segment on future careers: <https://www.abc.net.au/btn/classroom/future-careers/10527338>
2. Reflect on previous career journeys from the speed career videos, including Tim Bone's and other guest speakers you may have heard. Perhaps share a little about your own journey.
3. Explain, careers are built up over time and include a range of work, life, and education experiences.
4. Introduce the tasks: Today, we are going to explore future possibilities. This is not about deciding what you want to be when you grow up. Remember – most people will have lots of different jobs throughout their lives, today is about seeing where our learning today, might take us in the future.
 - a. BINGO! Show students the Bingo board. Working in pairs, find out about different study areas, industries, and courses until you score B-I-N-G-O!
 - b. Career ideas: Show students the Career ideas template. As individuals, think about career ideas you might like to explore in the future. Start with things you enjoy, you're good at and that interest you. Remember what Tim said – "if you find a job you love, you never have to work a day in your life!"

Activity

1. Rove and support students as they complete the two tasks. Encourage students to keep an open mind and challenge stereotypes.

Student voice

1. Post the study area cards around the room. Have students move silently to the study area that best matches their career ideas.
2. Once arranged, invite students to share what career idea they explored today and why?

PRINTABLES

DESIGN CHALLENGE: SPECTACULAR SETTING CHECKLIST



Restaurant name:

Team members:

1.	2.
3.	4.

Hello designers!

Dining at a restaurant or café is not just about delicious food, it's about creating a beautiful place that your customers will want to come back to again and again! Have a look online for ideas on how you can decorate your table. Before the big event, make sure you have prepared the following for your table setting.

Here's a checklist of ideas to get you started:

- Centre piece** - a lovely posy of flowers or herbs from the garden is a nice touch to any dining table!
- Decorations** - paper chains, lanterns, or origami!
- Placemats** - decorate your own placemat using your main décor colours.
- Serviettes** - turnover for the instructions and learn how to fold like an expert!
- Serving ware** - on the day, each guest will need a plate, bowl, knife, fork, and a cup.
- A jug of cool water** - you might as well add some slices of lemon!
- _____
- _____
- _____

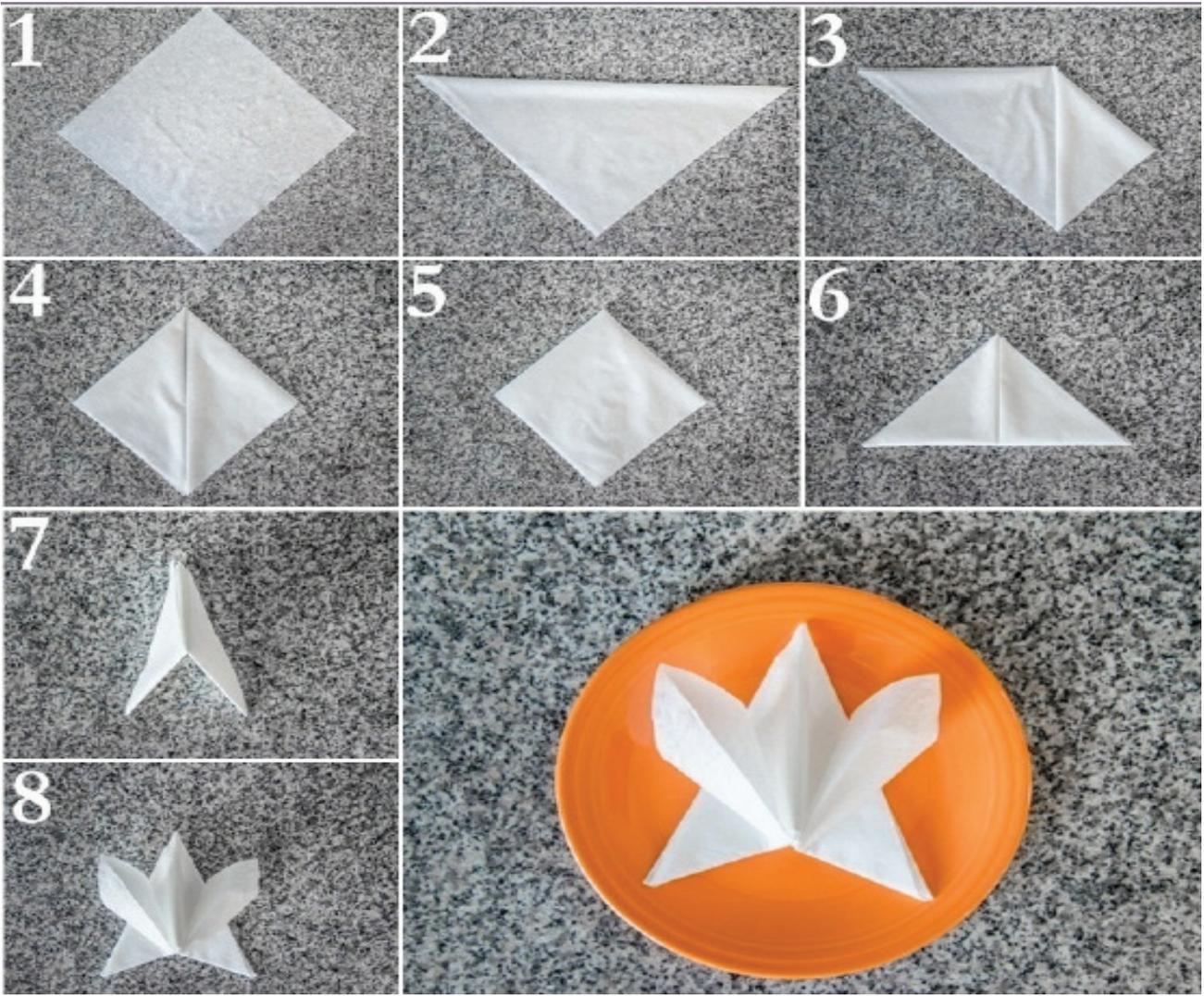
On the day of the big event, don't forget to take a photo of your beautiful table setting!



Serviette folding instructions



Can you complete the star napkin fold?



DESIGN CHALLENGE: CREATE A SIGNATURE SANDWICH



ARDOCH

REALISING CHILDREN'S POTENTIAL THROUGH EDUCATION



Restaurant name:

Team members:

1.

2.

3.

4.

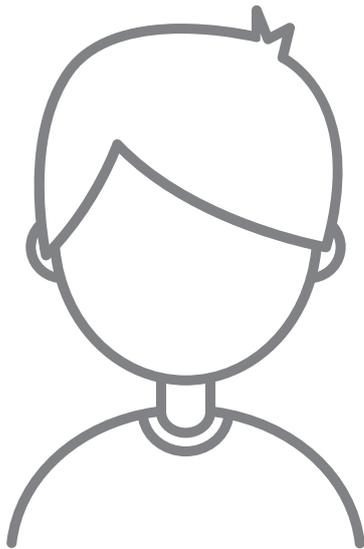
Hello designers!

Selling sandwiches is not just about creating a tasty product. You need to think about your customer and make something that sounds interesting, is unique and looks good. Follow the design thinking process below to design your team's signature sandwich! Don't forget to spend at least five minutes practicing your 30 second PITCH!

START WITH YOUR CUSTOMERS.

Who are you designing for?

Make up 2 people who will be your customers. You can base them on people you know. These are called personas. Give them a name, age, interests etc.

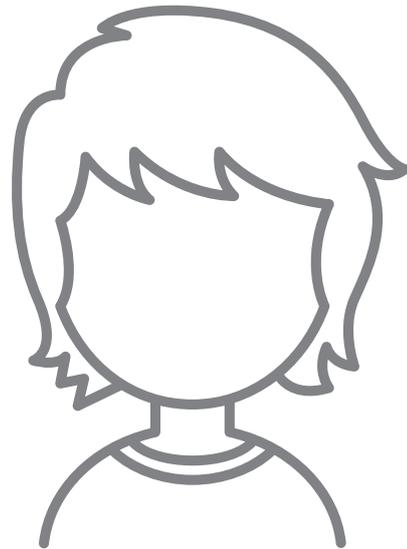


NAME: _____

AGE: _____

INTERESTS: _____

FAV FLAVS: _____



NAME: _____

AGE: _____

INTERESTS: _____

FAV FLAVS: _____

THE DESIGN

- Think about your customer - what are their favourite flavours?
- Bread: sourdough multigrain gluten free



Core – choose up to 3	Explore – choose up to 2	Flavour – free choice
<input type="checkbox"/> Ham <input type="checkbox"/> Mushrooms <input type="checkbox"/> Capsicum <input type="checkbox"/> Tomato paste <input type="checkbox"/> Spinach <input type="checkbox"/> Cheese	<input type="checkbox"/> Tin Tuna <input type="checkbox"/> Tinned spaghetti <input type="checkbox"/> Bacon (pre-cooked) <input type="checkbox"/> Olives <input type="checkbox"/> Tomato <input type="checkbox"/> Sundried tomatoes <input type="checkbox"/> Feta cheese <input type="checkbox"/> Spinach <input type="checkbox"/> Avocado <input type="checkbox"/> Vegetarian meat	<input type="checkbox"/> Salt <input type="checkbox"/> Tomato relish <input type="checkbox"/> Pepper <input type="checkbox"/> Dijon mustard <input type="checkbox"/> Italian herbs <input type="checkbox"/> Mayo <input type="checkbox"/> BBQ sauce

DRAW YOUR SANDWICH

Give it a name: _____

Describe it: _____

Test it - Talk to your friends - find out what they say about your sandwich.
 If they have good suggestions, quickly make any changes now before you start your pitch.

THE PITCH

- Jot down your key selling points - how will you get your customers to want to buy your sandwich?
 You'll only have 30 seconds to sell it!



Each recipe has a serving size of four
(please note: these are generous serves, so you may like to share!)

Use this shopping list and staying within budget, customize with additional items such as serving ware, ingredients for the signature sandwich, and additional equipment you may not have at your school such as chopping boards or serving spoons.

Remember, in terms of ingredients, you will need to adjust the list according to:

- class numbers
- dietary requirements
- produce
 - seasonal availability
 - preferences
 - what's on special
- how you plan to deliver your session/s
 - as a three-course banquet
 - or over multiple cooking sessions.



SHOPPING LIST



General

- Disposable gloves
- Chopping board
- Cutting knife
- Serviettes
- Paper bowl for salad
- Paper plates for toastie
- Paper plates for kebabs





SHOPPING LIST

Taco Salad

EQUIPMENT

- Large serving bowl
- Large serving spoons
- Small bowl to mix and serve guacamole
- Small bowl to crush corn chips
- Fork to mash avocado
- Spoons to dollop dressing

INGREDIENTS

- 1/4 of an iceberg lettuce, sliced
- 1 punnet cherry tomatoes
- 1 x 125g tin of corn kernels
- 1 x 100g block of cheddar or tasty cheese
- 2 cups of plain corn chips
- 1 avocado
- 1/4 cup of sour cream
- 1/2 lemon
- 1/2 cup of tomato salsa

SHOPPING LIST

Ninja Turtle Toastie

EQUIPMENT

- Tongs
- Butter knife
- Small bowls for ingredients
- Plastic egg flip

INGREDIENTS

- 8 slices of bread - sourdough is best, but any bread is fine
- Gluten free bread
- Margarine (a class could share one tub)
- 4 tbsp tomato paste
- 100g salami
- 200g ham
- 1 small tin of pineapple chunks
- 1 red capsicum
- 200g block of cheddar or tasty cheese
- Italian herbs to sprinkle (a class could share a jar)
- 1 cup of baby spinach leaves (vegetarian/vegan)
- 4 medium sized button mushrooms (vegetarian/vegan)
- Vegan cheese (dairy free/vegan)

 **SHOPPING LIST** **For the signature sandwich* optional****INGREDIENTS**

- Tin Tuna
- Bacon (pre-cooked)
- Tomato
- Feta cheese
- Avocado
- Tinned spaghetti
- Olives
- Sundried tomatoes
- Spinach
- Vegetarian meat
- Salt
- Pepper
- BBQ sauce
- Tomato relish
- Dijon mustard
- Mayo

 **SHOPPING LIST** **Fruit Kebabs****EQUIPMENT**

- Kebab skewers
- Large bowl
- Small bowl
- Serving spoons
- Spoon

INGREDIENTS

- 1 punnet of strawberries
- 1 cup of green grapes
- 1/4 of a cantaloupe
- 1/8 of a medium watermelon
- 1/4 of a fresh pineapple
- 2 large bananas
- 1 lemon
- 1/2 cup Greek yoghurt
- 1 tsp vanilla extract
- 1 tbsp honey
- 1/4 cup fresh mint leaves



LEARNING THROUGH LUNCH

SPECIAL DELIVERY!

BANQUET MENU

Taco Salad

You'll win friends with this salad featuring all the regulars, and topped with corn chips, salsa and guacamole

Ninja Turtle Toastie

All the things you'd expect on a pizza, in a toasted sandwich, fit for any TMNT or pizza fan

Fruit Kebab

A kebab of the finest seasonal fruit, dressed to impress in homemade honey and mint yoghurt



Recipe card: Taco Salad

Serves four

EQUIPMENT

- | | |
|---|--|
| <input type="checkbox"/> Chopping board | <input type="checkbox"/> Cutting knife |
| <input type="checkbox"/> Grater | <input type="checkbox"/> Large serving bowl |
| <input type="checkbox"/> Large serving spoons | <input type="checkbox"/> Small bowl to mix and serve guacamole |
| <input type="checkbox"/> Small bowl to crush corn chips | <input type="checkbox"/> Fork to mash avocado |
| <input type="checkbox"/> Spoons to dollop dressing | |

INGREDIENTS FOR THE SALAD

- 1/4 of an iceberg lettuce, sliced
- 1 punnet cherry tomatoes
- 1 x 125g tin of corn kernels
- 1 x 100g block of cheddar or tasty cheese
- 2 cups of plain corn chips

INGREDIENTS FOR THE DRESSING

- 1 avocado
- 1/4 cup of sour cream
- 1/2 lemon
- 1/2 cup of tomato salsa



METHOD

1. Working in your team, you need to prepare the base of your salad:
 - Thinly slice the lettuce
 - Grate the cheese
 - Slice the cherry tomatoes in half
 - Drain the liquid from the tin of corn
 - Crush the corn chips
2. Now, make the delicious dressing:
 - Cut the avocado in half and squeeze out the seed
 - Mash the avocado in the small bowl – it's okay if it's a little chunky!
 - Mix in the sour cream and lemon juice.
3. It's time to build the salad.
 - Place down a bed of the lettuce
 - Top with the cherry tomatoes and corn kernels.
 - Sprinkle over the grated cheese and crushed corn chips.
 - Dollop the guacamole over the salad followed by the tomato salsa.
4. Divide the salad with the serving spoons onto serving plates. Enjoy!

Some kitchen skills to practice:

1. **Cut like a bear** – imagine making a bear claw with your non-dominant hand – roar! As you cut your salad ingredients, your fingertips are always bent inward and the side surface of the blade rests against the fingers of this hand.
2. **Be great at grating** – forget about your mates for a minute, you really want to concentrate on grating cheese, not your fingers! Place your grater on a level surface, as you grate, rotate the cheese and when you get down to that last little knob, it is yours to enjoy!
3. **Strive for a spotless space** – surely you wouldn't want to eat food made in a filthy kitchen. Chefs must keep a clean and tidy kitchen – and today, you are the chef! Make sure you wash your hands, wear your gloves, put the food waste in the compost/bin and keep your workspace tidy.



Recipe card: Ninja Turtle Toastie

Serves four

EQUIPMENT

- | | |
|--|---|
| <input type="checkbox"/> Sandwich press – one per class, must be always supervised by staff | <input type="checkbox"/> Tongs |
| <input type="checkbox"/> Disposable gloves | <input type="checkbox"/> Cutting knife |
| <input type="checkbox"/> Chopping board | <input type="checkbox"/> Small bowls for ingredients |
| <input type="checkbox"/> Butter knife | <input type="checkbox"/> Plastic egg flip |
| <input type="checkbox"/> Grater | <input type="checkbox"/> Paper plate, labelled with the team's name |
| <input type="checkbox"/> Napkins | |



INGREDIENTS

- 8 slices of bread – sourdough is best, but any bread is fine
- Margarine (**a class could share one tub**)
- 4 tbsp tomato paste
- 100g salami
- 200g ham
- 1 small tin of pineapple chunks
- 1 red capsicum, cored & thinly sliced
- 200g block of cheddar or tasty cheese, grated
- Italian herbs to sprinkle (**a class could share a jar**)

METHOD

1. Working in your team, you need to prepare the toastie ingredients.
 - Chop the capsicum
 - Slice the mushroom thinly
 - Grate the block of cheese.
2. Place the ingredients into separate, small bowls ready to build your toasties!
3. To make each toastie, on your labelled paper plate take 1 slice of bread and spread with margarine. Flip it over and spread the other side with tomato paste.
4. Top with vegetables and/or meats, grated cheese, and finish with a sprinkle of the Italian herbs.
5. Top with the other side of bread and butter the outside.
6. Bring your pre-toasted sandwich on your labelled plate to the toasting table.
7. The toasties will be toasted in the sandwich press until golden, crispy, and melty!
8. Carefully remove the toastie using the egg flip, place onto chopping board and slice in half. Place back onto your plate and enjoy! Be careful, it may be very hot!

To make vegetarian, substitute meat with:

- 1 cup of baby spinach leaves
- 4 medium sized button mushrooms

To make dairy free or vegan, follow the vegetarian ingredients and substitute dairy cheese with:

- Dairy free or vegan cheese in the vegetarian section of refrigerator at Woolworths, or just search 'vegan cheese' on the online store.
- Ensure margarine is dairy free or vegan by checking the allergens.

To make gluten free:

- Purchase gluten free bread bakery or bread section at Woolworths, or just search 'gluten free bakery' on the online store.
- Ensure margarine is gluten free by checking the allergens.

Some kitchen skills to practice:

1. **Cut like a bear** – imagine making a bear claw with your non-dominant hand - roar! As you cut your salad ingredients, your fingertips are always bent inward and the side surface of the blade rests against the fingers of this hand.
2. **Be great at grating** – forget about your mates for a minute, you really want to concentrate on grating cheese, not your fingers! Place your grater on a level surface, as you grate, rotate the cheese and when you get down to that last little knob, it is yours to enjoy!
3. **Strive for a spotless space** – surely you wouldn't want to eat food made in a filthy kitchen. Chefs must keep a clean and tidy kitchen – and today, you are the chef! Make sure you wash your hands, wear your gloves, put the food waste in the compost/bin and keep your workspace tidy.
4. **Do not be a dill around the grill** – that grill makes a delicious, melty, cheesy, crunchy toastie simply because it is seriously HOT! The grill must always be supervised and operated by an adult.



Recipe card: Fruit Kebabs

Serves four

EQUIPMENT

- | | |
|---|---|
| <input type="checkbox"/> 8 kebab skewers | <input type="checkbox"/> Large bowl (for fruit) |
| <input type="checkbox"/> Small bowl (for sauce) | <input type="checkbox"/> Cutting knife |
| <input type="checkbox"/> Chopping board | <input type="checkbox"/> Serving spoons |
| <input type="checkbox"/> Disposable gloves | <input type="checkbox"/> Napkins |
| <input type="checkbox"/> Serving plates | <input type="checkbox"/> Spoon (to mix and drizzle yoghurt sauce) |



INGREDIENTS

FOR THE FRUIT

- 1 punnet of strawberries
- 1 cup of green grapes
- 1/4 of a cantaloupe, peeled & deseeded
- 1/8 of a medium watermelon, peel removed*
- 1/4 of a fresh pineapple, skin & core removed*
- 2 large bananas
- 1 lemon

INGREDIENTS

FOR THE DIPPING SAUCE

- 1/2 cup Greek yoghurt
- 1 tsp vanilla extract
- 1 tbsp honey
- 1/4 cup fresh mint leaves

* Watermelon and pineapple can be difficult to peel, skin and core so this would be best done by an adult helper.

Please note you can substitute fruit with what is seasonally available.

METHOD

1. Working in your team, slice the fruit into similar size chunks (approximate 2cm cubes). Place the fruit together in a large bowl.
2. Cut the lemon in half and squeeze the juice onto the fruit, be careful not to get any pip from the lemon in there! The lemon will help to stop the fruit from browning too quickly.
3. Toss the fruit lightly with the wooden spoons.
4. It's time to make the kebabs. Very carefully thread the fruit onto the skewers. Get creative with some amazing fruit and colour patterns!
5. Place the skewers onto a serving plate.
6. To make the sauce, mix the Greek yoghurt, vanilla, and honey in a bowl. Chop the mint leaves into thin slices and mix through.
7. Drizzle on top of your fruit kebab and enjoy!

Some kitchen skills to practice:

1. **Cut like a bear** – imagine making a bear claw with your non-dominant hand – roar! As you cut your salad ingredients, your fingertips are always bent inward and the side surface of the blade rests **against the fingers of this hand**.
2. **Strive for a spotless space** – surely you wouldn't want to eat food made in a filthy kitchen. Chefs must keep a clean and tidy kitchen – and today, you are the chef! Make sure you wash your hands, wear your gloves, put the food waste in the compost/bin and keep your workspace tidy.



Table conversation cards

TABLE CONVERSATION PROMPTS

- Which TV shows are you watching?
- What is a book you'd recommend to a friend?
- What do you wish you were more motivated to do?
- What's the hardest thing you have ever done?
- Breakfast, lunch or dinner – what's your favourite meal time?
- If you could travel anywhere tomorrow, where would you go?
- What is a special talent you have?



TABLE CONVERSATION PROMPTS

- What's the best part of your day at work or school?
- What is your dream job?
- If you could make up a brand new school subject, what would it be?
- If you were the teacher or boss, what's a new role or reward that you'd introduce?
- If you could trade places with anyone for a day, who would it be?
- What's the first thing you do when you get home from school or work?
- Where would you rather live – the beach, desert, bush or city? Somewhere else?



MINDMAP RECORDING CARDS

As you listen to the speakers, write down key ideas, questions, and thoughts ready to discuss and add to the shared mind map.



Jobs & industries

Other things I am now wondering about...

MINDMAP RECORDING CARDS

As you listen to the speakers, write down key ideas, questions, and thoughts ready to discuss and add to the shared mind map.



Training and education

Other things I am now wondering about...

MINDMAP RECORDING CARDS

As you listen to the speakers, write down key ideas, questions, and thoughts ready to discuss and add to the shared mind map.



Skills and knowledge

Other things I am now wondering about...

MINDMAP RECORDING CARDS

As you listen to the speakers, write down key ideas, questions, and thoughts ready to discuss and add to the shared mind map.



Ways to get a job

Other things I am now wondering about...

MINDMAP RECORDING CARDS

As you listen to the speakers, write down key ideas, questions, and thoughts ready to discuss and add to the shared mind map.



Rewards of work

Other things I am now wondering about...

MINDMAP RECORDING CARDS

As you listen to the speakers, write down key ideas, questions, and thoughts ready to discuss and add to the shared mind map.



Challenges of work

Other things I am now wondering about...

CAREER BINGO



ARDOCH

REALISING CHILDREN'S POTENTIAL
THROUGH EDUCATION



B	i	N	G	O
What course do I need to complete to become a Chef?	Name a Hairdressing & Beauty course offered at Federation University TAFE	What is a study area that looks interesting to you?	Find a course in Design & Visual Arts at SuniTAFE	Name a job that might exist in the future
Find a Health & Community course offered at Bendigo TAFE	Name a TAFE course you can do for FREE	What is the name of the training program where you learn skills on the job and study at TAFE? A_____ship.	Who won the most recent Victorian Apprentice of the Year?	Name a course in Horticulture & Agriculture at SuniTAFE
Find three universities in Victoria	Find a course in Business at GoTAFE	Find a university qualification needed to be a teacher	Name a course in Business & Finance at South West TAFE	What course could I do to become a game designer?
I like working with my hands, what jobs might be good for me?	Find a course in Education at GoTAFE	What training do you need to be a police officer?	I love working outdoors, find a job that I might enjoy	Find a course in Trades & Marine at South West TAFE
Find a Creative, Hair & Hospitality course offered at Bendigo TAFE	What university in Melbourne would I need to go to become a veterinarian?	I like helping people, find a job at which I would be good.	What is a course that matches your interests?	Find a course Automotive offered at Federation University TAFE



Fill in the boxes below to help you use your interests, strengths and learning preferences to find a career that you are interested in exploring.

CAREER IDEA

FILL IN THE BOXES BELOW TO HELP YOU FIND A JOB
THAT YOU CAN IMAGE DOING IN THE FUTURE.

What I enjoy doing

Eg. being outdoors, meeting new people, solving problems

What I'm good at

Eg. understanding science, writing, listening to other people

What subject or ideas I like to learn about at school or home

Eg. I'm patient when teaching others, I have a lot of energy, I'm creative

My dream job...

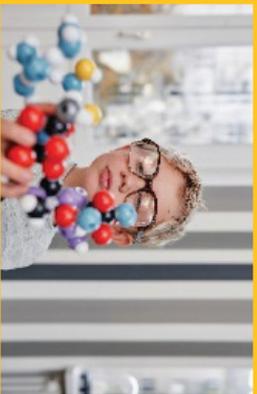
Use your ideas to draw a picture of yourself working at your dream job in the future – What are you doing? Where are you? What skills do you have? What's easy and hard about your job?



BUSINESS & COMMERCE



CREATIVE ART & DESIGN



EDUCATION



HAIR & BEAUTY



COMMUNITY SERVICES



SCIENCE



HOSPITALITY



HORTICULTURE & AGRICULTURE



TECHNICAL TRADES



ARTS, HUMANITIES & LAW

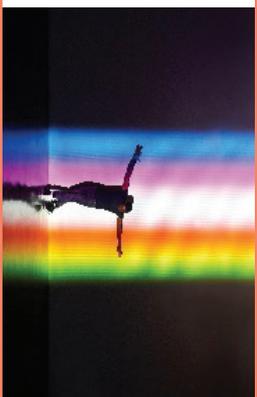


IT & ENGINEERING



LAW

PERFORMING ARTS



SPORTS & OUTDOOR



ARDOCH

**REALISING CHILDREN'S POTENTIAL
THROUGH EDUCATION**