

UNIT OVERVIEW

Teacher/Class:	Date:
Unit Title: Fishing For The Future	Learning Area: Social Science English
Focus: Career pathways - writing my C.V.	Level: Year 7/8
Learning Intentions: For students to: <ul style="list-style-type: none">* develop an understanding of the job interview process and effective communication skills through role-playing a job interview and producing a curriculum vitae* identify key elements of interview skills by filming the interview role-plays and then reviewing them* identify and discuss ways in which verbal, visual, and written language can be used for a particular purpose and audience. English Strands Written language: Transactional Writing, Processing Information, level 4 Oral language: Interpersonal Speaking and Listening, Exploring Language, level 4 Visual language: Viewing and Presenting, Exploring Language, level 4	
Key Competencies linked to: Communication skills personal expression Social and co-operative skills audience skills, group feedback	Learning Styles/Modalities Addressed: # Linguistic Thinking Tools: # Graphic Organisers
Teaching and Learning Context: <p>The aim of this unit is for the students to write a c.v. as the final stage of the unit focusing on careers. It will give students the opportunity to put their findings from the unit into practice. The teacher will provide a sample job description and a job application scenario. Each student will write a curriculum vitae (CV) using publishing software, and then prepare a role-play for a job interview. They will use a digital video camera to record the interviews, which will be reviewed and analysed afterwards.</p> <ol style="list-style-type: none">1. The class will discuss the sample job application scenario and job description. They will also look at the format, context, and presentation of sample CVs, and discuss what makes a good one.2. Each student will plan their CV to apply for the job. A word processing programme will be used to produce and publish their final version. <p>To provide further experience of the job application process, the teacher will present the class with an opportunity to role-play job interviews. The interview process will enable the able students to compare the impact of sending in a CV (Written language – Transactional Writing) versus having an interview (Oral and Visual language). The students will work in teams to explore the benefits of these forms of communication. Two teams are needed one which will use the c.v.s. and another which will use the filmed interview as selection tool.</p> <p>To prepare for the interviews in each group the:</p> <ul style="list-style-type: none">* camera person was trained to use the video camera* interviewers planned their questions based on the job description provided by the teacher* interviewees read through the job description and prepared for the interview. <p>The CV team read through the CVs (they will not watch the interviews). The viewing team watch the videos of the interviews (but will not read the CVs). Based on the information they have, each team discuss and decide who they would select for the job (they do not have to limit their selection to one person). They will need to justify their choice and give reasons why they thought the selected person/people would be suitable. Each team will then come together and share their selections and decisions with the rest of the group.</p> <p>The groups come together as a class to review and reflect upon the interview process. They discuss:</p> <ul style="list-style-type: none">* how they made their decisions* why they made their selection/s* the benefits of a written application, in the form of a CV* the benefits of an oral application, in the form of an interview* the importance of body-language in an interview situation* the advantages and disadvantages of a CV versus an interview in order to select a suitable applicant for a job* the importance of presentation when producing a CV. <p>The class will then identify key factors that they consider important to consider when carrying out an interview and creating a CV. They will then develop this into success criteria for applying for a job.</p>	
ICT Component: Presentation tools - Pages, Word, Imovie/Moviemaker Research tool - Worldwide Web	
Assessment Activity: # Using a wordprocessing tool students will write own c.v. and apply for a job in fishing industry. Assessment Criteria: # Assessment rubric linked to c.v. developed with students. Success criteria developed for applying for a job	

Here is a reminder of some commercial enterprises in which careers can be found in:

- **Commercial Fishing Industry**
- **Boat building - design and manufacture**
- **Electronic Equipment - marine radios, sounders etc**
- **Engines/Motors**
- **Manufactures of equipment eg Boat Trailers, anchors, game chairs etc**
- **Sales and Marketing**
- **Design and Manufactures of fishing gear - eg rods, reels, tackle, nets etc**
- **Tourism - fishing guides, fishing charters**
- **Media - journalists, photographers, film producers, documentary presenters,**
- **Hospitality - fishing lodges, chefs,**
- **Scientific Fields - marine biologist, conservationist,**
- **Government Departments - water safety, MAF fisheries inspector**

Supporting Websites:

http://www.tki.org.nz/e/tki/career_planning/

<http://english.unitechnology.ac.nz/resources/units/seminar/interviews.html>

http://www2.careers.govt.nz/learning_and_career_plan.html

Inviting local experts in the field of employment recruitment as well as those who work in the fishing industry is an effective and real context for informing your students about career decisions and pathways.

