

Unit overview

The Australian wool industry has a career pathway for every student, no matter where their interests lie. The following lesson allows students to explore the wide range of careers available within the wool industry and identify potential career options that align with their interests and aspirations.

The activities included below may be carried out as a single lesson, with the culminating performance given as an assessment task, or spread across a number of lessons, incorporating the suggested extension activities listed at the end of this lesson plan.

By exploring a range of wool industry resources students will gain an insight into the vast and varied careers that span the global wool supply chain — from the woolgrowing properties that produce nature’s finest fibre across Australia’s wheat–sheep zones to through to high-fashion career opportunities in countries around the world.

Through guided discussion students will gain an appreciation of the contribution work can make to an individual. For example: earning an income, contributing to an individual’s self-esteem, material and non-material living standards and happiness. Students will also have an opportunity to explore different types of work available in the wool industry, such as: full-time, part-time, casual, contract, paid, unpaid and volunteer roles.

At the completion of this lesson students will create an advertisement for one of their chosen careers. By investigating a range of recruitment portals students will gain a greater appreciation of the diversity of roles within the wool industry and build an understanding of the skills, knowledge and experience a range of employers are seeking for their chosen careers.

Cross-curriculum priority:

Asia and Australia’s Engagement with Asia

Sustainability

Links with the Australian Curriculum

This unit links to the strand of the Australian Curriculum: Humanities and Social Sciences— Economics and Business.

The table on the following page outlines the sub-strands covered in this unit of work.

Strand	Sub-strand	Code	Content descriptions
Economics and business	Knowledge and understanding	ACHEK020	Why individuals work, types of work and how people derive an income
	Business skills	ACHES021	Develop questions about an economic or business issue or event, and plan and conduct an investigation or project
		ACHES022	Gather relevant data and information from a range of digital, online and print sources
		ACHES024	Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative
		ACHES026	Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats, and reflect on the consequences of alternative actions

Achievement standard

By the end of Year 7, students describe the interdependence of consumers and producers in the market. They **explain the importance of short- and long-term planning to individual** and business **success** and **identify different strategies that may be used**. They describe the characteristics of successful businesses and explain how entrepreneurial capabilities contribute to this success. Students **identify the reasons individuals choose to work and describe the various sources of income that exist**.

When researching, students develop questions and gather data and information from different sources to investigate an economic or business issue. They interpret data to identify trends. They propose alternative responses to an issue and assess the costs and benefits of each alternative. They apply economics and business knowledge, skills and concepts to familiar problems. Students develop and present conclusions using appropriate texts, terms and concepts. They identify the effects of their decisions and the possible effects of alternative actions.

Source: [Australian Curriculum, Assessment and Reporting Authority \(ACARA\)](#)

Lesson

At a glance

Career satisfaction

- Investigate the contribution work in the wool industry can make to an individual (e.g. earning an income, contributing to an individual's self-esteem, contributing to the community, material and non-material living standards and happiness).
- Explore different types of work (e.g. full-time, part-time, employer, employee, contractor).
- Develop questions to form the basis of an investigation into why people work and how people reach their career aspirations.
- Examine the trade-offs involved in making choices about how to earn an income (e.g. working as an employee or owning your own business).
- Communicate findings in different formats.

Pre-lesson preparation, materials and equipment

The resources listed below provide ample background to carry out this lesson and answer a range of questions posed by students.

Useful resources:

LEARN ABOUT WOOL FACTSHEETS

- [Careers in the wool industry](#)
- [Wool production](#)
- [The woolgrower](#)
- [Shearing](#)

POSTERS

- [Australian wool supply chain](#)

Useful links

- [Wool Appreciation Course](#) (modules 1 – 4)
- [Beyond the Bale](#) (e.g. December 2022 and March 2023)
- [Career Harvest](#)
- [Wool.com](#)
- [Woolmark.com](#)
- [AgCard](#)

Videos

[See where the wool industry can take you](#)

Lesson objective

In this lesson students identify the diverse range of careers available in the wool industry, consider why people choose to work in the industry and explore the pathways required to participate in careers that align with their interests and aspirations.

Students will have the opportunity to:

- identify careers that span the full breadth of the global wool supply chain
- explore careers that may complement their interests and career aspirations
- investigate the contribution work can make to an individuals.
- explore different types of work (e.g. full-time, part-time, casual and contract)
- identify pathways for careers of interest.

Lesson focus

The focus of this lesson is to encourage students to learn more about the wool industry and the diversity of career opportunities available to them within this industry. They will also explore the pathways required to participate in the careers they identify with and make links with industry professionals, where possible.

Setting the context

The wool industry provides a diversity of potential career paths, from wool production and processing to fashion and textile design and many more in between. Careers in wool can be either on-farm or off-farm and present a plethora of opportunities to excite students and encourage them to further explore pathways along the wool supply chain.

The wool industry's premier publication — [Beyond the Bale](#) — provides industry professionals with an invaluable source of information to keep them up to date with the latest research, development and innovation along the full breadth of the supply chain. This publication forms a core resource for this lesson, as it showcases the myriad of opportunities for students to engage with the industry and provides the basis for in-depth discussion about the types of roles on offer.

This lesson assumes students have given some thought to potential careers they may be interested in.

It provides an opportunity to investigate and explore the benefits and pathways of a career in this diverse and exciting industry.

Introduction

Explain to students that in this lesson they will be investigating careers in the wool industry.

Start the lesson by playing the video [See where the wool industry can take you.](#)

As students watch the video, ask them to try and identify the different jobs portrayed. In addition, ask the students to identify the perceived benefits of the careers showcased in the video.

Body of lesson

1. Following the video, scroll through the online issues of [Beyond the Bale \(December 2022\)](#) and [Beyond the Bale \(March 2023\)](#) with the class. As you scroll through each page, ask students to identify careers that might relate to each story. Use guiding questions to encourage students to think about less obvious careers that might sit 'behind the story' or images (e.g. the research scientist responsible for the latest approach to managing blow flies, the industrial designer responsible for the automated catching pens, the contractor who carries out the pregnancy scanning, the creatives responsible for the latest marketing campaign or the graphic designers and photographers who bring the Beyond the Bale publication to life).
2. On a whiteboard or similar, list the careers as students identify them and record the page number on which the information about that career appears.
3. When the list is compiled, pose additional questions about the careers, such as:
 - Are the roles full-time or part-time?
 - Does the career allow the worker to be an employer, employee or contractor?
 - What makes this career attractive to people? (For example, earning an income, contributing to an individual's self-esteem, contributing to the community, material and non-material living standards and happiness)
 - How large a role does this career play in the wool industry?

4. Share with students the [AWI wool supply chain poster](#) and ask them to determine which part of supply chain the careers they have identified fit into.
5. Ask students to choose a career that appeals to them and form into groups with other students who have chosen careers within similar stages of the wool supply chain.
6. Allow each group sufficient time to explore the [Career harvest website](#) and identify the key activities each career involves and the pathways they might explore to enter their chosen career.
7. To consolidate their learning, students can work on their own or with a partner with similar career aspirations to develop an online advertisement for one of their chosen careers. Encourage students to explore a range of online recruitment portals, such as [Drover Ag | Agricultural Recruitment](#) and [Seek](#) when developing their advertisement to ensure they capture all the relevant information. Encourage students to think about the contribution their advertised position might make to an individual (e.g. in addition to earning an income, what other 'benefits' might the position offer to make it attractive and fulfilling for applicants).

Conclusion

At the completion of this lesson, ask students to share their advertisements and respond to enquiries about their advertised position from other students.

Encourage students to explain the educational pathways and practical experience applicants might take in order to secure the advertised position.

Links to the Australian Curriculum:

Economics and business | Knowledge and understanding

Why individuals work, types of work and how people derive an income ([ACHEK020](#))

Economics and business | Skills

Opportunities exist to incorporate the full strand depending on the approach taken to deliver the lesson ([ACHES021](#) – [ACHES026](#))

Extension activities

Invite at least two guest speakers from industry: one on-farm and one-off farm that relate to student choices. Encourage students to ask about pathways to the careers represented by the guest speakers. Students might also make inquiries regarding working conditions, career satisfaction and opportunities for career progression and further development.

For further support regarding guest speakers, you can contact your state coordinator: <https://www.wool.com/people/awi-grower-networks/> for potential guest speakers.

For students who are particularly interested in a career in the wool industry at the production end of the supply chain, the [AgCard](#) online platform contains a number of useful units to improve the health and wellbeing of people working in agriculture.

The units have been written in collaboration with relevant industry bodies across agriculture. As a tool for learning and sharing knowledge, students can access the units on any device with an internet connection, including a phone, tablet or laptop. An audio option is available within each unit for learners with literacy concerns.

After enrolling, the user selects the units they wish to complete and works their way through a series of practical and interactive learning materials.

On achieving 100 per cent accurate completion of all modules in each unit, the user receives a certificate they can present to their current or future employer as evidence of their knowledge and understanding.

Encourage interested students to explore the [AgCard Wool Harvesting Course](#) to learn more about working in the shearing industry. Students can also complete the [AgCard Safe Farming Course](#), which highlights the safety risks and hazards present in the farm workplace.