# Links To Life

# Links to Life Guide (Links to Life Coordinator/HOD)

MIGHTY MINDS
Educational Consultants

Delivering Quality, Holistic, Personalised Learning.

# What is Links to Life?

Links to Life is a program designed by Mighty Minds that focuses on teaching the Core Skills for Work (CSfW), which have been identified by the QCAA as vital to students' future participation in the workforce and wider community. These are similar to employability skills, making the program relevant to all students as they approach the end of high school and look towards beginning university or a career.
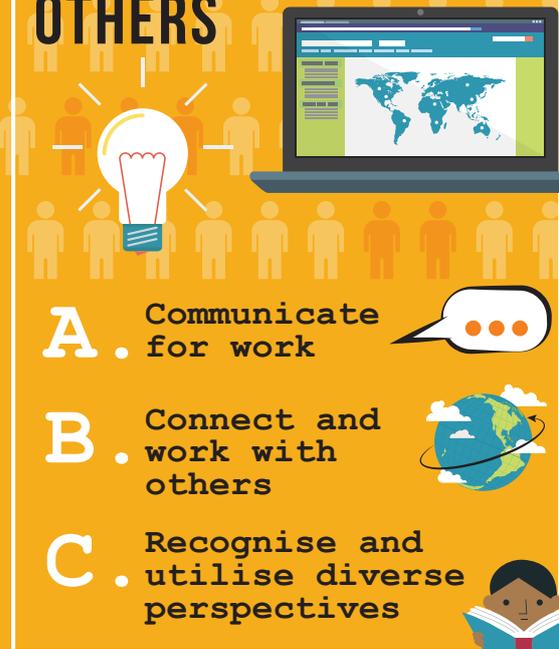
## THE CORE SKILLS FOR WORK (CSFW)

### NAVIGATE THE WORLD OF WORK

**A.** Manage career and work life
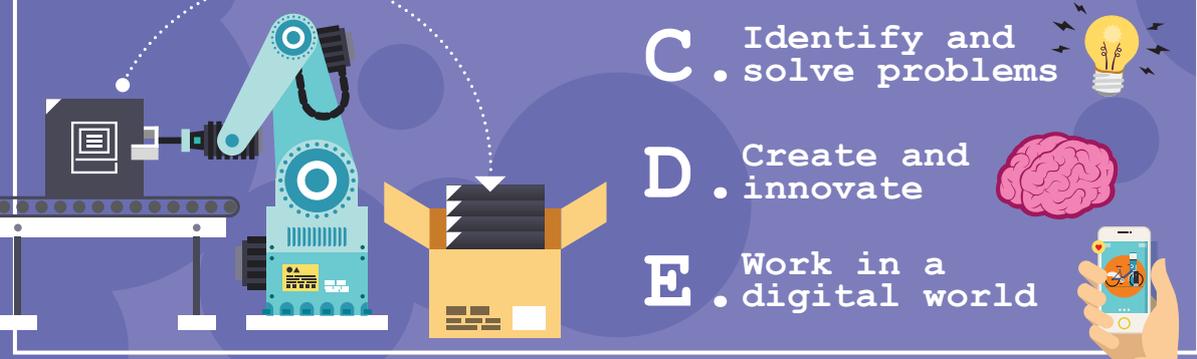
**B.** Work with roles, rights and protocols

### INTERACT WITH OTHERS

**A.** Communicate for work

**B.** Connect and work with others

**C.** Recognise and utilise diverse perspectives

### GET THE WORK DONE

**A.** Plan and organise

**B.** Make decisions

**C.** Identify and solve problems

**D.** Create and innovate

**E.** Work in a digital world

# How is it structured?

This program addresses these skills across two units. Students can either complete one unit and earn one QCE point or complete both units and earn two QCE points. A more detailed structure, which outlines specific topics and workbooks, can be seen on the following two pages.

## UNIT ONE — Connecting With the World

### Core Skills for Work (CSfW)

| TOPICS | Core Skills (dots) | Manage Career and Work Life | Work With Roles, Rights & Protocols | Communicate For Work | Connect And Work With Others | Recognise & Utilise Diverse Perspectives | Plan And Organise | Make Decisions | Identify And Solve Problems | Create And Innovate | Work In A Digital World |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **MEDIA** | | | | | | | | | | | |
| **1. Social Media** | | | | | | | | | | | |
| Being Social Media Savvy | ● ● | ■ | | ■ | ■ | | | ■ | ■ | | ■ |
| Social Media Footprint | ● ● ● | ■ | | ■ | ■ | | | ■ | ■ | | ■ |
| Social Media As A Business Tool | ● ● ● | ■ | | ■ | ■ | | | ■ | ■ | | ■ |
| Marketing Through Social Media | ● ● ● | ■ | | ■ | ■ | | | ■ | ■ | | ■ |
| Going Viral | ● ● ● ● | ■ | | ■ | ■ | | | ■ | ■ | | ■ |
| From An Employer's Perspective | ● ● ● | ■ | | ■ | ■ | | | ■ | ■ | | ■ |
| **2. Cyber-Safety** | | | | | | | | | | | |
| What Is Cyber Safety? | ● ● ● | | ■ | | ■ | | | ■ | ■ | | ■ |
| Know Your Rights | ● ● | | ■ | | ■ | | | ■ | ■ | | ■ |
| Stay Safe Tips | ● ● ● | | ■ | | ■ | | | ■ | ■ | | ■ |
| Cyber-Crimes | ● ● | | ■ | | ■ | | | ■ | ■ | | ■ |
| Netiquette | ● ● | | ■ | | ■ | | | ■ | ■ | | ■ |
| Real Cases Of Cyber-Bullying | ● | | ■ | | ■ | | | ■ | ■ | | ■ |
| **3. Contracts** | | | | | | | | | | | |
| What Is A Contract | ● ● ● | ■ | | ■ | | | ■ | ■ | | | |
| The Importance Of Contracts | ● ● | ■ | | ■ | | | ■ | ■ | | | |
| Mobile Phone Contracts | ● ● ● | ■ | | ■ | | | ■ | ■ | | | |
| Work Contracts | ● ● ● | ■ | | ■ | | | ■ | ■ | | | |
| Casual To Permanent Work | ● ● | ■ | | ■ | | | ■ | ■ | | | |
| Breaking Contracts | ● ● | ■ | | ■ | | | ■ | ■ | | | |
| **4. Media Manipulation** | | | | | | | | | | | |
| What Is Media Manipulation | ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| North Korea | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| Media & Body Image | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| Photoshop & Media | ● ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| Media & Youth | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| Media & Influences | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| **THE WORLD BEYOND OUR OWN** | | | | | | | | | | | |
| **1. Volunteering** | | | | | | | | | | | |
| Why Volunteer? | ● ● | | ■ | ■ | ■ | ■ | | | ■ | | |
| The Value of Volunteers | ● ● ● | | ■ | ■ | ■ | ■ | | | ■ | | |
| Volunteering Locally | ● ● ● | | ■ | ■ | ■ | ■ | | | ■ | | |
| Volunteering Overseas | ● ● ● ● | | ■ | ■ | ■ | ■ | | | ■ | | |
| Volunteering Statistics | ● ● ● ● | | ■ | ■ | ■ | ■ | | | ■ | | |
| The Power Of Volunteerism | ● ● | | ■ | ■ | ■ | ■ | | | ■ | | |
| **2. Networking** | | | | | | | | | | | |
| Understanding Networking | ● ● ● ● | ■ | | ■ | ■ | ■ | | ■ | | ■ | |
| Domestic vs International | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | | ■ | |
| Approachability | ● ● | ■ | | ■ | ■ | ■ | | ■ | | ■ | |
| How, What and When to Ask | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | | ■ | |
| Building A Client Base | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | | ■ | |
| Product vs Service Networking | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | | ■ | |
| **3. Equality & Anti-Discrimination** | | | | | | | | | | | |
| What is Discrimination | ● ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| Workplace Discrimination | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| Discrimination With Customers | ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| How To Handle Discrimination | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| Consequences Of Discrimination | ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| Benefits Of Diversity | ● ● ● ● ● | ■ | | ■ | ■ | ■ | | ■ | ■ | | ■ |
| **4. Global Considerations** | | | | | | | | | | | |
| Cultural Contexts | ● ● ● ● | ■ | | ■ | ■ | ■ | ■ | | ■ | | |
| The Economy | ● ● ● | ■ | | ■ | ■ | ■ | ■ | | ■ | | |
| 100 People | ● ● ● | ■ | | ■ | ■ | ■ | ■ | | ■ | | |
| Government Regulations | ● ● ● | ■ | | ■ | ■ | ■ | ■ | | ■ | | |
| Sustainability | ● ● ● | ■ | | ■ | ■ | ■ | ■ | | ■ | | |
| Working In A Digital Age | ● ● ● | ■ | | ■ | ■ | ■ | ■ | | ■ | | |

# UNIT TWO — Preparing for Work

## Core Skills for Work (CSfW)

| TOPICS | Core Skills | Manage Career and Work Life | Work With Roles, Rights & Protocols | Communicate For Work | Connect And Work With Others | Recognise & Utilise Diverse Perspectives | Plan And Organise | Make Decisions | Identify And Solve Problems | Create And Innovate | Work In A Digital World |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Skill Cluster 1:** Navigate the World of Work | | ● | ● | | | | | | | | |
| **Skill Cluster 2:** Investigate With Others | | | | ● | ● | ● | | | | | |
| **Skill Cluster 3:** Getting The Work Done | | | | | | | ● | ● | ● | ● | ● |

### WORKPLACE ESSENTIALS

#### 1. Time Management
| Topic | Core Skills | C1a | C1b | C2a | C2b | C2c | C3a | C3b | C3c | C3d | C3e |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Self-Motivation | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | | |
| Methods of Management | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | | |
| Goal Setting | ●●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | | |
| Prioritising | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | | |
| Motivating Others | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | | |
| Working Smarter | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | | |

#### 2. Entering The Workforce
| Topic | Core Skills | C1a | C1b | C2a | C2b | C2c | C3a | C3b | C3c | C3d | C3e |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Understanding Your Context | ●●● | ■ | | ■ | ■ | | ■ | | ■ | ■ | ■ |
| Doing Your Research | ●●● | ■ | | ■ | ■ | | ■ | | ■ | ■ | ■ |
| Looking For A Job | ●●●● | ■ | | ■ | ■ | | ■ | | ■ | ■ | ■ |
| Selling Yourself On Paper | ●●● | ■ | | ■ | ■ | | ■ | | ■ | ■ | ■ |
| Interviewing | ●● | ■ | | ■ | ■ | | ■ | | ■ | ■ | ■ |
| Valued Skills Across The Board | ●● | ■ | | ■ | ■ | | ■ | | ■ | ■ | ■ |

#### 3. Etiquette In The Workplace
| Topic | Core Skills | C1a | C1b | C2a | C2b | C2c | C3a | C3b | C3c | C3d | C3e |
|---|---|---|---|---|---|---|---|---|---|---|---|
| The Importance Of Etiquette | ●● | ■ | ■ | ■ | ■ | | | ■ | ■ | | ■ |
| The Dos and Don'ts | ●● | ■ | ■ | ■ | ■ | | | ■ | ■ | | ■ |
| Etiquette In Comunication | ●●● | ■ | ■ | ■ | ■ | | | ■ | ■ | | ■ |
| Resolving Issues In The Workplace | ●●● | ■ | ■ | ■ | ■ | | | ■ | ■ | | ■ |
| Business vs Casual | ●●●● | ■ | ■ | ■ | ■ | | | ■ | ■ | | ■ |
| International Business Etiquette | ●●● | ■ | ■ | ■ | ■ | | | ■ | ■ | | ■ |

#### 4. Leadership
| Topic | Core Skills | C1a | C1b | C2a | C2b | C2c | C3a | C3b | C3c | C3d | C3e |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What Makes A Good Leader? | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Self-reflection | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Conflict Resolution | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Taking Responsibility | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| Developing Good Judgment | ●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |
| World Leaders | ●●● | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | |

### LIFE WELLNESS

#### 1. Health And Wellbeing
| Topic | Core Skills | C1a | C1b | C2a | C2b | C2c | C3a | C3b | C3c | C3d | C3e |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Work-life Balance | ●●● | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| Dealing With Pressure | ●●●● | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| Health And Your Performance | ●●●● | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| Responding To Feedback | ●●● | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| Gauging Workplace Relationships | ●●● | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| Promotions & Redundancies | ●●● | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |

#### 2. Workplace Risk Taking
| Topic | Core Skills | C1a | C1b | C2a | C2b | C2c | C3a | C3b | C3c | C3d | C3e |
|---|---|---|---|---|---|---|---|---|---|---|---|
| What is Risk Taking? | ●● | ■ | | ■ | ■ | | | ■ | ■ | | |
| Evaluating Risks | ●●● | ■ | | ■ | ■ | | | ■ | ■ | | |
| Ethical Dilemmas | ●● | ■ | | ■ | ■ | | | ■ | ■ | | |
| Occupational Health & Safety | ●●● | ■ | | ■ | ■ | | | ■ | ■ | | |
| The External Environment | ●●●● | ■ | | ■ | ■ | | | ■ | ■ | | |
| Risks As A Boss | ●●●● | ■ | | ■ | ■ | | | ■ | ■ | | |

#### 3. Moving Out
| Topic | Core Skills | C1a | C1b | C2a | C2b | C2c | C3a | C3b | C3c | C3d | C3e |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Things To Consider | ●●● | ■ | | | ■ | | | ■ | ■ | | |
| Setting A Budget | ●●● | ■ | | | ■ | | | ■ | ■ | | |
| How To Rent A Place | ●●● | ■ | | | ■ | | | ■ | ■ | | |
| Penny Saving | ●●● | ■ | | | ■ | | | ■ | ■ | | |
| Room Mates | ●●● | ■ | | | ■ | | | ■ | ■ | | |
| Survival List | ●●●● | ■ | | | ■ | | | ■ | ■ | | |

#### 4. Support Groups
| Topic | Core Skills | C1a | C1b | C2a | C2b | C2c | C3a | C3b | C3c | C3d | C3e |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Talking To A Counsellor | ●● | | ■ | ■ | ■ | | | ■ | ■ | | |
| Are You Okay? | ●●● | | ■ | ■ | ■ | | | ■ | ■ | | |
| Beyond Blue | ●● | | ■ | ■ | ■ | | | ■ | ■ | | |
| Butterfly Foundation | ●●● | | ■ | ■ | ■ | | | ■ | ■ | | |
| The Role Of The Unions | ●●● | | ■ | ■ | ■ | | | ■ | ■ | | |
| Financial Support | ●●● | | ■ | ■ | ■ | | | ■ | ■ | | |

# How long does it take?

Mighty Minds recommends allowing 55 hours per unit or 110 hours for both units, making the Links to Life program ideal to begin in Year 11 and continue until the end of Year 12. However, students can commence the program at any point during the school year. For a slower pace, students could commence the program in Year 10.

Keep in mind that this schedule is flexible. Some students may need less time and some work can be completed outside school hours as homework. Intensive days are another option, during which students could complete multiple workbooks in a single day.

# How is it delivered?

It is most common for the Links to Life coordinator to decide which lessons will be taught and then the teachers deliver the program. However, other school staff members, such as guidance counsellors or chaplains, can also deliver the content.

Portal accounts for students and teachers will be set up by Mighty Minds in advance with information provided by the Links to Life coordinator. Teachers must then download the relevant workbooks from the Mighty Minds portal and instruct students to do the same. Alternatively, teachers can download the workbooks and upload them to the school's shared folder. This may be more convenient than asking all students to log into the portal. It is recommended that teachers only download lessons as they are needed, as regular updating means that workbooks downloaded early may be out of date. Students can also download the Mighty Minds Assistant app to access extra content related to the course. This content includes articles and videos that explore the topics covered in Links to Life in more depth.

Delivery of the Links to Life program is simple. Teachers are expected to run the lessons, discuss the content with students and help students complete the workbooks. The workbooks are interactive PDFs that have areas where students can type responses. Each student workbook should take approximately one hour to complete. Each student workbook has an accompanying teacher resource with answers, discussion points and extra information.

Students can complete the workbooks on their computers or tablets, and then email them to their teacher. At the completion of a unit, teachers will be asked to provide a grade from A-E to reflect the quality of each student's workbooks overall. However, these workbooks do not have to be submitted to Mighty Minds. All other assessment is marked by Mighty Minds and students' final scores are also calculated by Mighty Minds.

# How is it assessed?

Students' results are determined by their workbooks (48 per unit), online tests (4 per unit) and an online assessment (1 per unit). It is recommended that students complete each relevant online test through the Portal after they have finished the workbooks on the topics that the test covers. As soon as a test is assigned by the teacher, the student can complete them. Responses are saved automatically every 40 seconds, so in the event of a computer problem, the student can log in on another PC and resume the test.

Students should then complete the online assessment through the portal after they have completed all 48 workbooks and all 4 online tests. None of the online components are timed, allowing students as much time as necessary to complete the tests and assessments. If students do not pass a test, they can re-sit it at a later date after further revision (for a fee). The final grade will be calculated based on each result for the online tests, each result for the online assessment and a single, overall grade for all of the workbooks as a group.

MIGHTY MINDS

# How are the online components initially set up?

All teachers working with Links to Life (not just the Links to Life coordinator) will require access to the portal. For this, we need the following details for each teacher:

• Full name
• Position
• Email address

If you are purchasing more than one unit of Links to Life, we usually provide you with access to the first unit initially, and then access to the second unit when your students are close to completing the first unit. If you would like access to both units from the beginning, please let us know. After providing this information, you can log into the portal and order the unit you would like to purchase.

To set up access to Links for Life for students, the Links to Life coordinator will need to provide us with the following details for each student:

• Student ID
• LUI number (for submission to QCAA)
• First name
• Surname
• Email address
• Gender
• Date of birth

We will set up an account on the portal for each student. We can either email you a list with the password for each student account and then you can distribute these to students during class, or we can directly email each student with their password. This is usually the easier option for large classes.

# How are exams assigned?

Log into the Mighty Minds portal and click Teach. In the bar underneath the Teach tab, click Courses. Here, you'll be able to see the exams and assessments on the left sidebar. Click the exam you would like to assign, students and a list of students enrolled in the course will appear. Simply select the box next to the name of each student that you would like to complete the exam and at the bottom of the page, click Create Exam.

Students will only be able to view and complete the exams on the portal after the coordinator has assigned the exam to them. Before you assign an exam, students will only be able to download student workbooks on the portal.

Please note that only the Links to Life coordinator is able to assign exams to students. It is highly recommended that you wait until students have covered all of the relevant material in class before assigning them the exam. Otherwise, when a student logs into the portal to download a student workbook, they will see the tests available and might 'have a go' at the other exams. This would mean that the school would be required to pay $10.00 for them to re-sit the exam after they have learnt the content.

# How is progress tracked?

All teachers at the school can log in and use the Links to Life tab to view student progress. After students have completed the exam, log into the portal and click Teach. Then, click Courses. Here, you'll be able to see the exams and assessments on the left sidebar. Click the exam you would like to see the results for. The list of students who were assigned to the exam will appear and results will be listed next to each name.

The Inactive Students tab in the left sidebar allows you to track which students have been removed from the Links to Life program at your school. This means that their names will not appear when you are reviewing exam results. This generally occurs if a student leaves the school and, if they return, you will be able to re-enroll them in the program for free. Only the Links to Life coordinator can mark students as inactive. If you would like to add new students to the course or permanently remove a student, please contact Mighty Minds.

| Phrase | Meaning |
|---|---|
| N/A | Test not assigned. |
| Assigned | Test is available for the student (and they may have already entered some responses) but has not been completed. |
| Awaiting marking | The student has completed the test and a Mighty Minds marker will mark it soon. |
| A / B / C | The student has passed the test. |
| D / E | The student has failed the test. The Links to Life coordinator can reassign the exam. |

# Further Information

Any questions or technical issues can be directed to the Links to Life coordinator at Mighty Minds who can be contacted at *(07) 5689 1086* or *portal@mightyminds.com.au*.