



DISCOVER

YEAR 8

Sample

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Please contact admin@acce.org.au to enquire about future updates to this edition.

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Discovering Your Skills and Talents

Everyone has unique skills and talents that make them who they are. Some of these might be obvious, like being good at sport, music, or problem-solving, while others might be less visible, like staying calm under pressure or supporting a friend in need.

Being able to identify and describe your skills and talents is an important aspect of getting to know yourself better. When you take time to notice what you're good at, whether it's something practical, creative, social, or emotional, you build self-awareness. This helps you feel more confident, manage challenges, and make choices that suit who you are and what matters to you.

Understanding your own strengths also helps you work well with others and appreciate the different abilities people bring to a team or community. Knowing yourself is the first step in managing your wellbeing, setting goals, and making a positive difference in the world around you.

Learning Task 1 Skills and Talents Bingo

(Estimated time: 50 minutes)

Use the bingo cards below to identify the skills and talents of your classmates. Find a classmate that possesses the skill or talent listed in each box. You can only record the name of each classmate once, so it might be wise to start with the less obvious skills or talents first. You need to fill in every box.



The best way to work out each classmate's skills and talents is to talk to them and ask!



Someone who can learn new skills quickly.

Name:

Someone who is good at fixing or repairing things.

Name:

Someone who is a confident public speaker.

Name:

Someone who can play a musical instrument.

Name:

Someone who can remain calm under pressure.

Name:

Someone who always has great ideas or new ways of thinking.

Name:

Someone who is good at organising and planning events and activities.

Name:

Someone who is a good listener.

Name:

Someone who enjoys cooking or baking.

Name:

Someone who always has good advice.

Name:

Someone who excels at sport.

Name:

Someone who always shows kindness to others.

Name:

Someone who is a great leader.

Name:

Someone who is creative.

Name:

Someone who can problem-solve and think outside the box.

Name:



For the teacher:

Class reflection:

- Which skills and talents were the most common?
- Which were the least common?
- Did anyone have hidden skills or talents that others were surprised to learn about?

Connecting Jobs with Skills and Talents

In this activity, you'll explore how different jobs use different skills and talents.

1. Below is a list of jobs.
2. Think about the skills and talents from the bingo cards you used in the last activity.
3. For each job, choose one skill or talent that you think would be useful and explain why.

There are no right or wrong answers, just different ways of thinking and making connections.

Soundtrack composer

Useful Skill or Talent:

Why is this useful?

Psychologist

Useful Skill or Talent:

Why is this useful?

Chef

Useful Skill or Talent:

Why is this useful?

Electrician

Useful Skill or Talent:

Why is this useful?

Animator

Useful Skill or Talent:

Why is this useful?

Air Traffic Controller

Useful Skill or Talent:

Why is this useful?

Sports Coach

Useful Skill or Talent:

Why is this useful?

Software Developer

Useful Skill or Talent:

Why is this useful?

Physiotherapist

Useful Skill or Talent:

Why is this useful?



For the teacher:

Class reflection:

- Did everyone agree with how the jobs were matched with the skills and talents?
- What were the differences?

Thinking back to the bingo card activity, what do the students who were identified as having each skill or talent think about the related jobs?

Learning Task 2

Skills and Talents Reflection

(Estimated time: 20 minutes)

It can be helpful to reflect on your skills and talents regularly and consider how these have influenced your achievements over time.

Select **two** skills or talents from the bingo card and reflect on a time when you used these skills or talents effectively.

Use the prompts to help you reflect on each skill or talent.

Skill one:

Reflection

Where you used the skill or talent:

Behaviour or Choice you made:

Challenges you faced:

What I learned:

Skill one:

Reflection

Where you used the skill or talent:

Behaviour or Choice you made:

Challenges you faced:

What I learned:



For the teacher:

If students feel comfortable doing so, they can share their reflections with a partner, small group or class.

Looking at the bingo cards again, identify **one** skill or talent that you would like to develop in the next 12 months. Reflect on why you would like to develop this skill or talent and what some of the benefits of having this skill or talent might be.



If there is a skill or talent that you want to develop that isn't on the bingo card, you can add it below.



For the teacher:

If students feel comfortable doing so, they can share their reflections with a partner, small group or class.

You may also like to tally which skills students would most like to develop and discuss as a class how students can support each other to develop these skills.

The skill or talent I would like to develop is:

Reflection