

CAREER EDUCATION WORKBOOK



IMAGINE

YEAR 9

ACKNOWLEDGEMENT

The Australian Centre for Career Education acknowledges the support of staff, members and directors on the ACCE Board whose knowledge and advice contributed to the development of this publication.

Please contact admin@acce.org.au to enquire about future updates to this edition.
Copies can be purchased through the ACCE online bookshop at www.acce.org.au

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Printer: Eastern Press

Editorial Team: With thanks to the ACCE Board and staff

Edition 3, 2025

ISBN Number: 978-1-7642702-2-9

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Evaluating options and Making Decisions: Using the IDEAL Strategy

In the previous activity, you explored some of the common beliefs and advice that can shape your decisions, sometimes in helpful ways, but other times in ways that don't reflect your true interests, values, or goals. Now, it's time to take that awareness and apply it to the next step in the decision-making process.

The IDEAL strategy is a practical framework that helps you think clearly when faced with important decisions, like choosing school subjects, planning your future pathway, or responding to advice from others.

Using the IDEAL strategy encourages you to pause, reflect, and decide for yourself, especially when the opinions of others or common myths might be pulling you in different directions. It's a way to take control of your choices and build confidence in your ability to plan your future.



Learning Task 8 *Is It Fair?*

Review the following workplace situations and decide whether you think what is happening is fair or unfair.

Workplace Situation	Fair	Unfair
Emily works at a café and is asked to stay an extra hour after her shift, but because it is after closing and she is just helping clean up, she is not paid for the extra time.		
James and Zoé do the same job at a retail store, but James, who is older, gets paid more per hour.		
Sam's boss tells him he must work through his lunch break because they are short-staffed, and it would help the rest of the team.		
Aiden's employer offers to pay him 'cash in hand' so he doesn't have to pay tax.		
Isabella, who is visually impaired, asks for a small adjustment to her workspace, but her boss refuses, saying, "We don't make special exceptions." He suggests that Isabella could pay to have any adjustments made instead.		
Cooper works on a public holiday at a fast-food restaurant and is paid extra.		
Mitch regularly gets paid into his bank account, but he has never received a payslip and isn't sure how to access one.		
The bakery where Sienna works was quiet so her manager said she could take home some leftover food instead of being paid for her shift.		
Ella was hired as a 'Christmas Casual' at a local clothing store over the school holidays but since she has returned to school, she is only getting one shift a week.		
Mason has recently started a new job at a play centre and he has been asked to host a children's party because the normal party supervisor is away sick. Although he hasn't had any training, they have provided him with a checklist of things to do.		

Being Job Ready

Choosing the right job isn't just about earning money - it's about finding a role that matches your skills, interests, and experience. When your strengths align with the job requirements, you are more likely to feel confident, perform well, and enjoy the work.

Learning Task 1 *An Employer's Perspective*

Imagine you are an employer looking for casual employees to fill the following roles. Working on your own, or with a partner, brainstorm **four** important skills, personal qualities, or experiences that you would be looking for in an applicant for each of the roles below.

Basketball referee for junior matches

- 1.
- 2.
- 3.
- 4.

Front counter customer service at a take-away food restaurant

- 1.
- 2.
- 3.
- 4.

Cleaning and trolley collection at a supermarket

- 1.
- 2.
- 3.
- 4.

Box office and concession stand team member at a cinema

- 1.
- 2.
- 3.
- 4.

Learning Task 2

Finding Suitable Candidates

Below are profiles of four young people who are currently looking for casual work.

1. Read each profile carefully.
2. Match each person with one of the jobs listed in Learning Task 1. Think about their skills, experience, and interests.
3. Identify any skills or experience they might need to improve their chances of getting the job.
4. Suggest one way they could gain these skills or experience.



Explain why each job is a good match and how the suggested improvements would help them secure the job.



Phoebe

Phoebe is a friendly and reliable student who enjoys cooking and often helps prepare meals at home. She has good time management skills, works well under pressure, and is comfortable following instructions and asking for help. Phoebe has experience volunteering at school events, where she often assists with food service and handling money. As she prepares for a customer-facing role, she is still building confidence in working efficiently with unfamiliar people in a fast-paced setting.

Job match and explanation:

Skills and experience to develop further:

Strategy for developing skills and experience:



Ezra

Ezra is an organised and detail-oriented student who enjoys working in structured environments. He is highly organised and manages his time effectively, balancing schoolwork, household responsibilities, and personal commitments with ease. Ezra is polite and efficient but can sometimes feel uncomfortable talking to people he doesn't know well.

Job match and explanation:

Skills and experience to develop further:

Strategy for developing skills and experience:
