



CAREER EDUCATION
WORKBOOK



DISCOVER

YEAR 8

Year 8 Curriculum Mapping

Linking the Learning Tasks to the:

- Australian Blueprint for Career Development - Career Management Competencies
- Australian Curriculum (v9.0)
- Victorian Curriculum (v2.0)
- New South Wales Curriculum

Year 8 Curriculum Mapping: Linking the Learning Tasks to the ABCD Career Management Competencies			Personal Management				Learning and Work Exploration				Career Building			
Section	Themes	Learning Tasks	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12
Learning Area A: Know yourself	Discovering Your Skills and Talents	Learning Task 1: Skills and Talents Bingo	✓	✓	☐	☐	✓	☐	☐	☐	✓	☐	☐	☐
		Learning Task 2: Skills and Talents Reflection	✓	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐
		Extension Activity: Skills and Talents in Action	✓	☐	✓	☐	✓	☐	☐	☐	☐	☐	☐	☐
	Making Decisions - Understanding Success and How it Shapes Our Choices - External Influences on Decision-making - Peer Pressure	Learning Task 3: What Does Success Mean to You?	✓	☐	✓	☐	☐	☐	✓	✓	✓	✓	✓	☐
		Extension Activity: Side Hustles and Success	✓	☐	✓	☐	☐	☐	✓	✓	✓	✓	✓	☐
		Learning Task 4: Circles of Influence	✓	✓	☐	✓	✓	✓	☐	☐	☐	✓	✓	☐
		Learning Task 5: Experiencing and Responding to Peer Pressure	✓	✓	☐	✓	✓	☐	☐	☐	✓	✓	✓	☐
		Learning Task 6: Case Study - William's Subject Selection Confusion	✓	✓	☐	✓	✓	✓	☐	☐	☐	✓	☐	☐
	Navigating Challenges The 4 'R's of Resilience	Learning Task 7: How Bumpy is the Road?	✓	✓	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐
		Learning Task 8: Resilience Case Studies	✓	✓	✓	✓	✓	☐	☐	☐	✓	✓	✓	✓

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Learning Area B: Know about and understand the world of work and the need to continue learning throughout life	The Role of Learning in Your Future • Why is School Compulsory?	Learning Task 1: Schooling in Australia	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
		Extension Activity: Schools of the Future	☐	☐	☐	☐	☒	☐	☒	☐	☐	☐	☐	☐
		Learning Task 2: Fishbowl Debate - Should the Minimum School Leaving Age in Australia be Scrapped?	☐	☐	☒	☐	☒	☒	☒	☐	☐	☒	☐	☐
		Learning Task 3: Personal Reflection	☐	☐	☒	☐	☒	☒	☒	☐	☐	☒	☐	☐
	Exploring different learning and work options • Earn and Learn Through Apprenticeships & Traineeships • Gain Skills and Knowledge Through Further Education • Exploring Pathways that Align with Your Interests, Strengths and Future Goals	Learning Task 4: Apprenticeships and Traineeships - What's the Difference?	☐	☐	☐	☐	☒	☒	☐	☐	☒	☐	☐	☐
		Learning Task 5: TAFE and University - What's the Difference?	☐	☐	☐	☐	☒	☒	☐	☐	☒	☐	☐	☐
		Learning Activity 6: Education and Training - Fact or Fiction?	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	☐
		Learning Task 7: Career Advisor for the Day!	☐	☐	☐	☐	☒	☒	☐	☐	☒	☒	☐	☐
		Extension Activity: Post-School Education or Training Interview	☐	☒	☒	☐	☒	☒	☐	☐	☒	☒	☐	☐

Year 8 Curriculum Mapping: Linking the Learning Tasks to the ABCD Career Management Competencies			Personal Management				Learning and Work Exploration				Career Building			
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Learning Area B: Know about and understand the world of work and the need to continue learning throughout life	Understanding Different Work Environments - Remote Work - Legal Implications of Working from Home	Learning Task 8: Where do you work?	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐
		Learning Task 9: Remote Work	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☒	☐
		Learning Task 10: Worker's Rights	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☐
		Learning Task 11: Remote Work and Worker's Compensation Issues	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☐
		Extension Activity: Circle of Viewpoints - Working from Home	☐	☒	☐	☐	☐	☐	☒	☒	☒	☒	☒	☐
Learning Area C: Have the knowledge, skills, and attitudes to effectively manage life, learning and work roles, decisions and transitions	Understanding Career Paths and Decision-Making	Learning Task 1: Brainstorming Decisions	☐	☐	☒	☐	☐	☐	☐	☐	☐	☒	☐	☒
		Learning Task 2: Case Study - Riley's Future Choices	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	☒
		Learning Task 3: Creating a Career Pathway Plan for Riley	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☐	☒
		Learning Task 4: Create Your Own Career Pathway Plan	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☐	☒

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Learning Area C: Have the knowledge, skills, and attitudes to effectively manage life, learning and work roles, decisions and transitions	Paid and Unpaid Work Understanding the Value of Volunteering	Learning Task 5: Exploring the Difference Between Paid and Unpaid Work	☐	☐	☐	☐	☐	☐	☒	☒	☒	☐	☒	☐
		Learning Task 6: Volunteering Opportunities	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☐
		Learning Task 7: Matching Interests and Values to Volunteering Opportunities	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☐
		Learning Task 8: Create your Own Volunteering Bio	☐	☐	☐	☐	☐	☐	☒	☒	☒	☒	☒	☐
	Exploring Jobs of the Future Investigating the Clean Economy	Learning Task 9: Discovering Emerging Jobs	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☐	☒
		Learning Task 10: Exploring Career Opportunities Within the Clean Economy	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☐	☒
		Learning Task 11: Case Study - Jobs in the Clean Economy	☐	☐	☐	☐	☐	☐	☒	☐	☐	☒	☐	☒
		Extension Activity: Design a Clean Job	☐	☐	☐	☐	☐	☐	☒	☐	☒	☒	☐	☒

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
Economics and Business (Year 8)	Knowledge and Understanding <i>Questioning and Researching</i> AC9HE8K02 • Different ways that businesses adapt to opportunities in the market and respond to the changing nature of work ◦ discussing how businesses identify needs, niches and gaps in established markets to guide the development of specific services or products to address these opportunities; for example, electric cars and solar power ◦ explaining current influences on the ways people work; for example, technological change, outsourced labour in the global economy, rapid communication changes, casualisation of the workforce ◦ identifying and explaining changes to the workforce over time; for example, the jobs available, the way individuals or businesses value particular work, career length and human resource development, changing demography, corporate social responsibility, sustainability practices, changes to workplace laws AC9HE8S02 • Locate, select and organise information and data from a range of sources ◦ - selecting relevant information and data from sources about websites of government departments or non-government organisations by asking questions such as "How will the data or information help answer the question?"
Health and Physical Education (Years 7 and 8)	Personal, Social and Community Health <i>Identities and Change</i> AC9HP8P01 • Analyse and reflect on the influence of values and beliefs on the development of identities ◦ Examining how their values and beliefs, as well as those of family and friends, influence the development of identities

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
Health and Physical Education (Years 7 and 8) (cont.)	<i>Identities and Change</i> AC9HP8P02 - Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes - Investigating the changing nature of peer and family relationships and proposing strategies to manage these changes - Evaluating and practising coping, communication and problem-solving skills to manage changes and emotions associated with puberty and getting older
	<i>Interacting with Others</i> AC9HP8P06 - Analyse factors that influence emotional responses and devise strategies to self-manage emotions - Investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations and determining the impact these responses could have on others - Exploring different viewpoints, practising being empathetic and considering alternative ways to respond in a variety of situations, which take into account how they may affect others - Recognising and interpreting emotional responses to stressful situations and proposing strategies for ensuring those responses don't have a negative impact on others

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Personal and Social Capabilities (Level 5: Years 7- 8)	Self-Awareness • <i>Personal awareness</i> ◦ Evaluate strategies for developing personal qualities and describe how they assist in achieving growth. • <i>Emotional awareness</i> ◦ Evaluate how emotional responses influence behaviour and consider the consequences of these responses. • <i>Reflective practice</i> ◦ Plan a personal response to a range of contexts using feedback from previous experiences.
	Self-Management • <i>Goal setting</i> ◦ Use and refine strategies that contribute to regulating behaviour and achieving learning goals. • <i>Emotional regulation</i> ◦ Manage emotional responses, designing strategies to self-manage in a range of contexts. • <i>Perseverance and adaptability</i> ◦ Select, apply and refine strategies to persevere when faced with unexpected or challenging contexts.

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Personal and Social Capabilities (Level 5: Years 7- 8) (cont.)	Social awareness • <i>Community awareness</i> ◦ Analyse roles and responsibilities of citizens within communities.
	Social management • <i>Communication</i> ◦ Demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication. • <i>Collaboration</i> ◦ Appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs. • <i>Decision-making</i> ◦ Devise and analyse individual and group decision-making processes. • <i>Conflict resolution</i> ◦ Select and apply conflict prevention and resolution strategies in a range of contexts, based on an evaluation of suitability and effectiveness.

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the Australian Curriculum (v9.0)

Learning Area	Content Description
General Capabilities: Digital Literacy (Level 5: Years 7- 8)	Investigating • <i>Locate information</i> ◦ Locate, select and retrieve relevant information from multiple sources, exploring advanced search functions and targeted criteria.
	Creating and exchanging • <i>Create, communicate and collaborate</i> ◦ Select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups.
	Managing and Operating • <i>Select and operate tools</i> ◦ Select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks.

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the Victorian Curriculum (v2.0)

Learning Area	Content Description
Humanities: Business and Economics (Levels 7 and 8)	Knowledge and understanding <i>Business and entrepreneurship</i> • VC2HE8K04 ◦ Entrepreneurship and the link to business success, including Aboriginal and/or Torres Strait Islander-owned businesses and entrepreneurs. <i>Work</i> • VC2HE8K05 ◦ The reasons people work and the different ways Australians can derive an income • VC2HE8K06 ◦ The changing nature of work in contemporary Australia and predictions about the future of work
	Skills <i>Investigating</i> • VC2HE8S01 ◦ Develop and apply questions to investigate contemporary economic, business, work or financial issues and systems • VC2HE8S02 ◦ Locate, select and organise relevant data and information from a range of sources. <i>Interpreting and analysing data and information</i> • VC2HE8S04 ◦ Analyse and verify sources of data and information. <i>Communicating</i> • VC2HE8S06 ◦ Create and present descriptions and explanations, using subject-specific knowledge and terminology, with reference to sources.

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the Victorian Curriculum (v2.0)

Learning Area	Content Description
Health and Physical Education (Levels 7 and 8)	Personal, Social and Community Health – Health Education <i>Identities and change</i> • VC2HP8P01 ◦ Analyse and reflect on the influence of values and beliefs on the development of identities • VC2HP8P02 ◦ Analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes <i>Interacting with others</i> • VC2HP8P06 ◦ Analyse factors that influence emotional responses and devise strategies to self-manage emotions
Capabilities: Critical and Creative Thinking (Levels 7 and 8)	Metacognition • VC2CC8M01 ◦ Ways to select, use and reflect on general and context-specific learning strategies. • VC2CC8M02 ◦ Broad strengths and limitations of thinking processes in different contexts, including problem-solving. • VC2CC8M03 ◦ The development of criteria for evaluating a range of proposed solutions; ways to evaluate and incorporate new knowledge that could affect the final decision.

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the Victorian Curriculum (v2.0)

Learning Area	Content Description
Capabilities: Personal and Social Capability (Levels 7 and 8)	Self-awareness and Management <i>Emotional awareness and management</i> • VC2CP8S01 ◦ Ways to recognise emotional complexity and its causes and consequences. • VC2CP8S02 ◦ How to distinguish between productive and unproductive help-seeking and other coping strategies when responding to challenge or adversity; strategies for peer support and empathetic communication when others encounter challenge or adversity. <i>Self-efficacy and sense of purpose</i> • VC2CP8S03 ◦ Strategies for reflecting on, using and further developing personal strengths to support themselves and others in different contexts; strategies for connecting personal interests to broader life such as careers. • VC2CP8S04 ◦ Strategies for improving confidence, adaptability and perseverance in response to challenges, including utilising personal strengths and appropriate coping strategies. • VC2CP8S05 ◦ Enablers of and barriers to improvements in working independently, making effective and responsible decisions and setting and achieving goals.

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the New South Wales Curriculum

Learning Area	Content Description
Human Society and its Environment (HSIE): Work Education (Stage 4)	Knowledge and understanding <i>The world of work</i> • WE4-1 ◦ Describes different types of work and employment options. <i>Roles of individuals and diverse organisations within the local and Australian community</i> • WE4-3 ◦ Identifies the range of organisations within their local community. • WE4-4 ◦ Describes the roles and responsibilities of individuals within the local community. <i>The role of education, employment and training in planning and managing transitions.</i> • WE5-5 ◦ Describes the purpose of education, employment and training organisations. • WE4-6 ◦ Explains personal goals, attributes and values to inform choices and career pathway plans.
	Skills <i>Skills related to workplace contexts, entrepreneurship and managing transitions</i> • WE4-7 ◦ Identifies skills, attributes, and entrepreneurial behaviours for effective participation in work and society. • WE4-8 ◦ Identifies skills related to career development and managing transitions. <i>Research and communication skills that relate to the world of work</i> • WE4-9 ◦ Uses relevant information from a variety of sources. • WE4-10 ◦ Selects and uses appropriate forms to communicate information about the world of work.

Year 8 Curriculum Mapping:

Linking the Learning Tasks to the New South Wales Curriculum

Learning Area	Content Description
Human Society and its Environment (HSIE): Work Education (Stage 4) (cont.)	Core Study topics: • Core 1: What is Work? • Core 2: Transitions and Wellbeing • Core 3: Communication and Collaboration • Core 4: Technology in the Workplace • Core 5: Workplace Safety • Core 6: Workplace Rights and Responsibilities
	Options: • Option 1: Exploring Post-school Pathways • Option 2: Managing Transitions • Option 3: Workplace Environments • Option 7: Workplace Issues • Option 8: Community Participation