



EXPLORE

YEAR 7

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

Curriculum Writer: Danielle Flack

Desktop Publishing: Greg Loveder Graphics

Printing: Eastern Press | Neo

Editorial Team: With thanks to the ACCE Board and staff

Edition 1, 2026

ISBN Number 978-1-7642702-6-7

This work may not be reproduced in any part. Requests and enquiries concerning reproduction and copyright should be addressed to member services, email: admin@acce.org.au



CONTENTS

Introduction to the Teacher Resource Handbook	5
Teacher Introduction to Learning Area A	7
LEARNING AREA A: Personal Management	
Year 7 Career Education – Personal Management Checklist	8
Understanding and Navigating Change	9
Learning Task 1 Expected and Unexpected Changes	9
Learning Task 2 Moving from Primary to Secondary School	10
Acknowledging the Past	10
Learning Task 3 Let it Go...	10
Navigating Change	11
Learning Task 4 Compass Points	11
Embracing Future Possibilities	12
Learning Task 5 Who Am I Now?	12
Learning More About Myself	12
Learning Task 6 My Personal Qualities	12
Talents and Skills	14
Learning Task 7 My Talents and Skills	15
Learning Task 8 Future Me	16
Learning Task 9 Case Study – Olivia's Transition to a New School	17
Teacher Introduction to Learning Area B	19
LEARNING AREA B: Learning and Work Exploration	
Year 7 Career Education – Learning and Work Exploration	20
Learning for Life	21
Learning Task 1 My Learning Timeline	21
Learning Task 2 Personal Reflection	21
The World of Work is Changing	22
Formal learning	23
School as a 'Workplace'	23
Learning Task 3 Developing Transferable Skills	23
Learning Task 4 Case Study – Alex's Big Exam	25
Informal Learning	28
Learning Task 5 Turning Hobbies into a Career	28
What Makes Someone Entrepreneurial?	29
Learning Task 6 Entrepreneurial Skill Sort	29
Learning Task 7 Turning Your Interest into an Income	30

Exploring the World of Work	31
Why do people work?	31
Learning Task 8 Why People Work Brainstorm	31
Learning Task 9 Who Benefits from Work?	32
Different Ways to Earn an Income	32
Learning Task 10 Income Sources Match-Up	33
Learning Task 11 Considering Risks and Rewards	34
The Rise of the Gig Economy	34
Learning Task 12 Gig Work	35
Teacher Introduction to Learning Area C	37
LEARNING AREA C: Career Building	
Year 7 Career Education – Career Building Checklist	38
The Importance of Career Decision-Making	39
Making Decisions	39
Learning Task 1 Decisions, Decisions, Decisions	39
Learning Task 2 Thinking Ahead	40
Exploring Life Roles	41
What Hats Do You Wear?	41
Learning Task 3 How Many Hats Do You Wear?	41
Learning Task 4 Job Advertisement	42
How Beliefs and Attitudes Shape Our Career Choices	43
Learning Task 5 Beliefs and Attitudes Inventory	43
Learning Task 6 Case Study – Noah’s Career Dilemma	44
Exploring Jobs of the Future	45
Developing Skills for the Future	45
Learning Task 7 What Skills Will I Need?	46
My Skills Check-In	47
Investigating Careers in Digital Technology	49
Learning Task 8 How Technology is Changing Work	49
Learning Task 9 Digital Careers Matching Activity	50
How is Technology Changing the Agriculture Industry?	52
Learning Task 10 Changes to Farming and Agriculture Brainstorm	52
Tech in Action: Smarter Farming	53
Learning Task 11 Promoting New Opportunities in Agriculture	53
FINISHING UP	
Understanding Myself and My Future Pathways	55

Learning Task 7 *My Talents and Skills*

(Estimated time: 30 minutes)

Use the table below to identify some of your skills and talents. Try to think of at least **five** examples for each column.

As we have previously explored, adjusting to life as a secondary school student may require you to learn and develop new skills. Below is a list of some of the major obstacles or challenges that you might face in the next few years.

For each example, describe the skills that you think you might need to achieve success, and identify whether this is a skill that you have already developed, one that needs further development, or one that you need to focus on developing.

Obstacle or challenge	Skill/s required	Current skill level (circle or highlight)
Completing homework and assessment tasks on time		☒ Developed ☐ Developing ☐ Need to develop
Meeting and working with new people		☐ Developed ☐ Developing ☐ Need to develop
Managing competing workloads for different subjects		☐ Developed ☐ Developing ☐ Need to develop
Balancing school and personal commitments		☐ Developed ☐ Developing ☐ Need to develop
Deciding on future subject or course options		☐ Developed ☐ Developing ☐ Need to develop
Finding a part-time or casual job		☐ Developed ☐ Developing ☐ Need to develop
Other (add your own)		☐ Developed ☐ Developing ☐ Need to develop



For the teacher:

Students may feel comfortable discussing insights in small groups or as a class. Encourage students to reflect on the similarities and differences between their experiences and the experiences of their peers.

Learning Task 8

Future Me

(Estimated time: 60 minutes)

This activity gives you the chance to reflect on who you are now and share your hopes for the future. You will create a short, one-minute video or animation that provides a reflection on your current self and your aspirations for what lies ahead.

In the **first half** of your video:

- Introduce yourself.
- Share your personal qualities, skills, and talents.
- Talk about your major achievements, hobbies or interests.
- Include a fun fact or something surprising that others might not know about you.

In the **second half** of your video:

- Share what you're most looking forward to in the year ahead.
- Set a goal: this could be about strengthening a skill, developing a new one, or something specific you'd like to achieve.



Plan out what you are going to say and rehearse your presentation in front of a partner to get constructive feedback before you record it.



For the teacher:

These videos can be collated and reviewed at the end of the year (or at the start of the next year) as a powerful way to reflect on students' growth, achievements, and changes in aspirations.

Some students may need extra scaffolding or assistance to complete this task. This may include:

- Providing a simple video script or template with sentence starters.
- Offering examples of finished videos (with permission) or a teacher model.
- Allowing students to work in pairs or small groups to plan content.
- Supporting students with limited access to technology by offering alternative presentation formats (e.g. voice recordings with images, slideshow presentations).
- Encouraging alternative expression methods (e.g. drawings, music, or animations) for those who may feel uncomfortable creating video-based content.



Learning Task 9

Case Study – Olivia’s Transition to a New School

(Estimated time: 60 minutes)

A major part of starting something new involves settling into a new environment and getting to know new people. Whether it is starting at a new school, joining a sporting team or club, or starting a part-time job, there will be a time in our lives when we need to adjust to different situations and develop positive relationships. Keep this in mind as you read through the case study below.

It is the start of Term 2, and a new student called Olivia has joined your class. Olivia and her family have just moved to the area from interstate because one of her parents has started a new job. She has left behind her friends, her soccer team, and her familiar school environment. Olivia seems quiet and unsure during her first few days at school.

Your teacher has asked you to help Olivia settle in and find her way around. Olivia tells you that she feels nervous about making new friends and doesn’t know if she’ll be able to keep up with the way your school does things. She also mentions that she enjoyed playing soccer at her old school and wonders whether she can get involved in something similar here.

To help Olivia, you’ve been asked to show her where things are, introduce her to others, and give her some tips on how things work at your school.

Questions to consider:

Reflect on a time in your life when you met someone new, or you were new yourself.

- What emotions did you feel?
- What behaviours or attitudes helped make the experience positive or challenging?
- What did others do that helped you feel included or excluded?

Imagine that you are Olivia, and it is the first day at your new school. Working with a partner or in a small group, create an empathy map that explores what she might: **Think, Say, Feel, Do.**

In your pair or small group, identify what Olivia can and cannot control about her current situation (e.g. Olivia’s feelings of nervousness vs. the welcoming actions of others).

Things that Olivia can control	Things that are outside of Olivia’s control
--------------------------------	---

In your pair or small group, identify **five** challenging situations that Olivia might face adjusting to her new school environment. For each situation, describe a strategy to address the challenge (e.g. Olivia keeps getting lost on her way to class. A solution might be to provide her with a map of the school that she can keep in her school diary).

Challenge	Solution
-----------	----------

- What personal qualities (like confidence, kindness, or courage) might help Olivia settle into her new school?
- How might feeling nervous make it harder for Olivia to feel comfortable at her new school? What could she do to feel more confident?
- How could knowing her own strengths and interests help Olivia fit in and find her place at school?
- What are some things you could do to help Olivia make friends and feel included?
- How might helping someone like Olivia also help you learn to cope with change?
- What might Olivia learn from this move that could help her in future transitions, such as changing classes or getting a part-time job?



For the teacher:

Class discussion:

- *What has this case study helped you learn about yourself and how you respond to change?*
- *How might this insight help you support others or navigate future transitions in your own life?*

Follow-up discussion questions:

- *Can you think of a time when you found change difficult? What helped you through it?*
- *What actions can make a real difference when someone is feeling unsure or left out?*
- *What would you want others to know or do if you were in Olivia's position?*
- *How can practising empathy now prepare you for future experiences like starting a new job, moving house, or joining a new team?*

Extension Activity (Estimated time: 30 minutes)

Welcome Action Plan

In pairs or small groups, create a one-week 'Welcome Plan' to help Olivia feel comfortable and connected at her new school.

Your plan should include:

- Introduction activities: How can you help Olivia meet people and feel part of the school community? (e.g. buddy system, welcome lunch, class introductions)
- Getting involved: What could you do to help Olivia join the soccer team or other activities that match her interests?
- Finding her way: What tips or tools could help Olivia navigate her way around the school (e.g. map, tour, checklist)?