



DESIGN

YEAR 10

Sample

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.

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Copies can be purchased through the ACCE online bookshop at www.acce.org.au

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Desktop Publishing: Greg Loveder Graphics

Printing: Eastern Press | Neo

Editorial Team: With thanks to the ACCE Board and staff

Edition 1, 2026

ISBN Number 978-1-7642700-1-2

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CONTENTS

Introduction to the Teacher Resource Handbook	5
--	----------

Teacher Introduction to Learning Area A	7
--	----------

LEARNING AREA A: PERSONAL MANAGEMENT

Year 10 Career Education – Personal Management Checklist	8
---	----------

Getting to Know You	9
----------------------------	----------

Learning Task 1 About You	9
----------------------------------	---

Building Self-awareness Through Behaviours and Attitudes	10
---	-----------

Learning Task 2 Exploring Behaviours and Attitudes	10
---	----

Understanding The Impact of Stress on Mood and Behaviour	10
---	-----------

Learning Task 3 What Affects My Mood?	11
--	----

Learning Task 4 Case Study – Harrison's Response to Stress	12
---	----

Change is Constant	14
---------------------------	-----------

Learning Task 5 Changing Perspectives	14
--	----

Learning Task 6 Timeline of Me – Past, Present and Future	15
--	----

Understanding What We Can and Can't Control	15
--	-----------

Learning Task 7 Circles of Control	15
---	----

Growth Mindset and Expanding Your Circle Of Control	16
--	-----------

Learning Task 8 Reflecting on Circles of Control	16
---	----

Skills for Managing Change	17
-----------------------------------	-----------

Learning Task 9 Responding to Change	17
---	----

Learning Task 10 Case Study: Lucy's Changing Career and Life Goals	20
---	----

Being A Good Communicator	21
----------------------------------	-----------

Difficult Conversations	21
--------------------------------	-----------

Learning Task 11 Reflecting on Difficult Conversations	22
---	----

Communication Styles	23
-----------------------------	-----------

Learning Task 12 Identifying Different Communication Styles	23
--	----

Learning Task 13 Role-Play – Navigating Difficult Conversations	24
--	----

Learning Task 14 Difficult Conversations Reflection	26
--	----

Teacher Introduction to Learning Area B	28
--	-----------

LEARNING AREA B: LEARNING AND WORK EXPLORATION

Year 10 Career Education – Learning and Work Exploration Checklist	29
---	-----------

Career Exploration	30
---------------------------	-----------

Work Experience	30
------------------------	-----------

Learning Task 1 Case Study – Harper's Work Experience At a Law Firm	31
--	----

Organising a Work Experience Placement	32
---	-----------

Identifying Work Experience Opportunities	33
--	-----------

Learning Task 2 Exploring Your Work Experience Options	33
---	----

Volunteering	34
---------------------	-----------

Learning Task 3 Volunteering Organisations	35
---	----

Making Decisions About Your Future	36
Gathering Information	36
Learning Task 4 Finding Out What Interests You	37
Understanding Qualifications and Entry Requirements	42
Learning Task 5 Exploring The AQF	44
Thinking About the Future	47
Learning Task 6 Getting Qualified	48
Costs Associated With Further Education and Training	49
Learning Task 7 What Does It Cost?	50
Learning Task 8 Case Study – Nikau’s Subject Choices	54
Learning Task 9 Subject Selection Career Action Plan	56
Exploring Workplace Issues	59
Discrimination in the Workplace	60
Learning Task 10 Exploring Discrimination	60
When Can Workplace Discrimination Happen?	61
Learning Task 11 What Is Workplace Discrimination?	62
Learning Task 12 Is It Discrimination?	63
The Importance of Reasonable Workplace Adjustments	64
Learning Task 13 Case Study – Ivy’s New Job	65
Can Discrimination Be Lawful?	66
Learning Task 14 Discrimination In Job Ads	67
Teacher Introduction to Learning Area C	70
LEARNING AREA C: CAREER BUILDING	
Year 10 Career Education – Career Building Checklist	71
Social Media and Your Future Career	72
Understanding Your Digital Footprint	72
Learning Task 1 My Digital Footprint Audit	72
Learning Task 2 Digital Footprints and Privacy	75
Social Media and the Workplace	76
Learning Task 3 Exploring the Consequences of Social Media at Work	76
Personal Branding and Showcasing Your Strengths Online	78
Learning Task 4 Creating a Brand	78
Learning Task 5 Key Elements of a Personal Brand	80
Why Might Employers Use Introduction Videos and Phone Screenings	81
Learning Task 6 Create Your Personal Brand Introduction Video	81
Exploring Employment Trends in Your State or Territory	83
What Employers Are Looking For	83
Learning Task 7 State Snapshot	83
Learning Task 8 Researching The Labour Market in Your State	85
Learning Task 9 Case Study – Relocating For Work and Career Opportunities	87
Learning Task 10 Planning For Your Future	88
Finishing Up	89
What Could My Future Look Like?	89

Getting to Know You

The decisions you make about school, work, relationships, and your future, are shaped by your strengths, values, experiences, and the people around you. As you start considering subject choices, career pathways, and personal goals, having a deeper understanding of yourself becomes even more important.

By exploring your evolving interests, recognising how your values influence your priorities, and reflecting on past experiences, you can make choices that align with who you are and who you want to become. Learning to navigate external influences such as peer expectations, social media, and family opinions, while staying true to your own aspirations, is a key skill for personal and career development. The more you understand yourself, the more confident and proactive you can be in shaping your future.

Learning Task 1 *About You*

(Estimated time: 15 minutes)

Identify:

3 STRENGTHS you bring to learning and future work.

These could be things you are naturally good at, or skills you are developing.

To help you get started, here are some examples of strengths you could choose from:

- Working well in a team
- Communicating clearly
- Problem solving
- Being organised
- Creative thinking

2 SUBJECTS you enjoy and explain why you enjoy them.



What aspect of each subject do you most enjoy? (e.g. solving problems, being creative, working with numbers, learning about the real world).

1 CAREER AREA OR INDUSTRY you are curious about and want to explore further.



For the teacher:

After students have written their responses, encourage them to share with a partner or in small groups. This helps them build confidence in talking about their strengths and interests.

If some students find it difficult to identify three strengths, suggest they:

- Ask a friend, classmate, or teacher what they see as their strengths.
- Think about times they've achieved something they're proud of – what skills or qualities did they use?
- Consider strengths outside of school, such as in sport, hobbies, or community activities.

Remind students that strengths don't always have to be academic. They can include personal qualities (e.g. being reliable, creative, or a good listener) and practical skills (e.g. problem-solving, teamwork, or using technology).

Building Self-awareness Through Behaviours and Attitudes

Understanding your behaviours and attitudes is an important part of building self-awareness. When you are aware of how your attitudes influence your actions, you can recognise patterns in your behaviour and understand why you react the way you do. This self-awareness allows you to make more intentional choices, particularly when confronted by challenging or stressful situations. By reflecting on your behaviours and attitudes, you gain insight into your strengths and areas for growth, helping you respond more positively and constructively in personal, professional, and social contexts.

Learning Task 2 Exploring Behaviours and Attitudes

(Estimated time: 20 minutes)

Imagine you are working on a group project at school. The deadline is approaching, and you are feeling stressed because your group isn't making a lot of progress. One of your group members hasn't been contributing much, and another is often distracted. You feel frustrated because you have been putting in a lot of effort, and it feels like the others aren't pulling their weight.

Consider the following:

How would you feel in this situation?

Would you feel frustrated, angry, or discouraged? Would you feel like taking charge, or would you want to avoid the conflict altogether?

How might your attitude affect how you react?

If you feel frustrated, might you become more passive or lash out at the students in your group? Or would you try to remain calm and have a constructive conversation about the issue?

What behaviours might you show when you are feeling stressed or overwhelmed in this situation?

Would you withdraw and do more work on your own, or would you communicate your concerns to the group? Would you try to motivate the other members of your group, or would you feel like giving up?

How might a positive attitude change the way you behave in this scenario?

If you approached the situation with patience or a more solution-focused attitude, would you feel more confident in addressing the problem with your group? Would you be able to encourage your group to contribute more effectively?



For the teacher:

As a class, discuss and compare the different responses to this scenario. You may also want to collate responses to identify any common trends or themes in student responses.

Understanding the Impact of Stress on Mood and Behaviour

Our mood, behaviour, and attitude are interconnected, and understanding these connections is essential for improving how we respond to different situations. For example, stress can have a significant impact on our mood, shaping how we feel and act in both positive and negative ways. By exploring the factors that influence our mood, including stress, we can better understand how to manage our emotions, improve our behaviour, and adopt a more positive attitude. By becoming more aware of the factors that shape our emotional responses, we can make more intentional choices and maintain a positive outlook in challenging situations.

Learning Task 3

What Affects My Mood?

(Estimated time: 20 minutes)

In this activity, you will explore the different factors that influence your mood, especially when you are feeling stressed. You will also think about how stress impacts your behaviour and how you might manage it in healthier ways.

List the main factors that affect how you feel. Include both things that increase your stress and things that help you feel calm.

Examples: schoolwork, friendships, family expectations, physical health or social media.



You may find that the same factors can appear in both columns, depending on the situation!

Factors that increase stress

Factors that help me feel calm or positive

When I'm stressed, I usually feel (tick all that are relevant):

- ☐ Anxious
- ☐ Irritable
- ☐ Overwhelmed
- ☐ Tired
- ☐ Distracted
- ☐ Other:

When I'm stressed, I tend to (tick all that are relevant):

- ☐ Withdraw from people
- ☐ Lose patience
- ☐ Struggle to concentrate
- ☐ Lash out at others
- ☐ Procrastinate
- ☐ Act out of character
- ☐ Binge eat
- ☐ Other:

One thing that already helps me manage stress is:

One new strategy I could try is:

Changing my response to stress could help me (tick all that are relevant):

- ☐ Feel calmer
- ☐ Improve relationships
- ☐ Concentrate better
- ☐ Sleep better
- ☐ Other:





For the teacher:

Class discussion:

How does stress show up differently for each of us?

- *Different people respond to stress in different ways. Some people get quiet, some get irritable, and others push themselves to work harder. Why do you think our responses vary so much?*
- *How can understanding this help us be more supportive classmates or friends?*

What patterns do you notice in how stress affects your mood and actions?

- *After thinking about the internal and external factors that influence your mood, can you identify any patterns in how you react when you're stressed?*
- *Are there certain situations that always trigger a similar response (e.g. becoming quiet, distracted, or frustrated)?*
- *Why do you think that happens, and how might understanding these patterns help you respond differently in the future?*

Learning Task 4

Case Study - Harrison's Response to Stress

(Estimated time: 40 minutes)

Harrison is a Year 10 student who enjoys school but doesn't always push himself to achieve to the highest standard. He is involved in a few hobbies, such as gaming, tennis and hanging out with his mates, which he finds helps him relax. Lately however, Harrison has been feeling stressed because school has started to demand more of his time and attention. He has several assignments coming up and exams at the end of the semester which have been weighing on him, and he feels a bit behind in his work. Harrison's parents have noticed his stress and have been encouraging him to focus more on his studies, but this only adds to the pressure he is feeling. They've been pushing him to do well, but Harrison isn't sure what they expect from him. He is also dealing with tension among his friends as some of them have been more focused on their schoolwork, making Harrison feel like he isn't doing enough.

Lately, Harrison has been feeling tired from staying up late, finishing homework and studying. His tennis practices have felt more draining, and he's started to lose interest in activities he once enjoyed. He is becoming more frustrated with himself, feeling like there's never enough time to balance school, his social life, and hobbies.

With two assessments coming up next week, Harrison is feeling overwhelmed. He enjoys tennis, but the pressure from his schoolwork is making it difficult for him to stay motivated. He's beginning to snap at his friends more often and has started withdrawing from social activities. Harrison feels stuck, unsure of how to manage everything he has going on and is becoming more anxious as the assessments approach.