

CAREER EDUCATION WORKBOOK



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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CONTENTS

LEARNING AREA A: PERSONAL MANAGEMENT

Year 8 Career Education – Personal Management Checklist	5
Discovering Your Skills and Talents	6
Learning Task 1 Skills and Talents Bingo	7
Learning Task 2 Skills and Talents Reflection	9
Making Decisions	11
Learning Task 3 What Does Success Mean to You?	12
External Influences on Decision-Making	15
Learning Task 4 Circles of Influence	15
Identifying Your Circles of Influence	17
Peer Pressure	18
Learning Task 5 Experiencing and Responding to Peer Pressure	18
Learning Task 6 Case Study – William’s Subject Selection Confusion	20
Navigating Challenges	22
Learning Task 7 How Bumpy is the Road?	22
The 4Rs of Resilience	
Learning Task 8 Resilience Case Studies	24

LEARNING AREA B: LEARNING AND WORK EXPLORATION

Year 8 Career Education – Learning and Work Exploration Checklist	28
The Role of Learning in Your Future	29
Learning Task 1 Schooling in Australia	29
Learning Task 2 Fishbowl Debate – Should the Minimum School Leaving Age in Australia be Scrapped?	32
Learning Task 3 Personal Reflection	33
Exploring Different Learning and Work Options	34
Earn and Learn Through Apprenticeships and Traineeships	36
Learning Task 4 Apprenticeships and Traineeships – What’s the difference?	36
Gain Skills and Knowledge Through Further Education	37
Learning Task 5 TAFE and University – What’s the Difference?	37
Learning Task 6 Education and Training: Fact or Fiction?	38
Exploring Pathways that Align with Your Interests, Strengths and Future Goals	39
Learning Task 7 Career Advisor For The Day!	39

Understanding Different Work Environments	42
Learning Task 8 Where Do You Work?	42
Remote Work	43
Learning Task 9 Remote Work	43
Legal Implications of Working From Home	45
Learning Task 10 Worker's Rights	45
Learning Task 11 Remote Work and Worker's Compensation Issues	46

LEARNING AREA C: CAREER BUILDING

Year 8 Career Education – Career Building Checklist 49

Understanding Career Paths and Decision-making 50

Learning Task 1 Brainstorming Decisions	50
Learning Task 2 Case Study – Riley's Future Choices	51

Career Pathway Plan? 51

Learning Task 3 Creating a Career Pathway Plan for Riley	52
Learning Task 4 Create Your Own Career Pathway Plan	54

Paid and Unpaid Work 56

Learning Task 5 Exploring the Difference Between Paid and Unpaid Work	56
---	----

Understanding the Value of Volunteering 58

Learning Task 6 Volunteering Opportunities	58
Learning Task 7 Matching Interests and Values to Volunteering Opportunities	59
Learning Task 8 Create Your Own Volunteering Bio	61

Exploring Jobs of the Future 63

Learning Task 9 Discovering Emerging Jobs	63
---	----

Investigating the Clean Economy 65

Learning Task 10 Exploring Career Opportunities Within the Clean Economy	65
Learning Task 11 Case Study – Jobs in the Clean Economy	66

FINISHING UP

Understanding Myself and My Future Pathways 70

LEARNING AREA A: *Personal Management*

Year 8 Career Education – Personal Management Checklist

Instructions:

Tick the box that best represents how true each statement is for you **before** and **after** completing this section of the workbook.

Statement	Before Learning	After Learning
I can identify some of my skills, talents and personal qualities.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand what success means to me and how it might look different for others.	☐ Yes ☐ A bit ☐ Not yet	☒ Yes ☒ A bit ☐ Not yet
I can recognise how my friends, family and community influence my decisions.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can identify positive ways to respond to peer pressure.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know that everyone experiences challenges and setbacks at times.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can describe ways people build resilience during tough times.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand that change is a normal part of life.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know how to look after my wellbeing, including asking for help if I need it.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know who is in my support network and how they can help me.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet

Learning Task 1

Skills and Talents Bingo

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 can play a musical instrument.

Name: _____

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

Name: _____

Someone who always has good advice.

Name: _____

Someone who is a great leader.

Name: _____

Someone who is good at fixing or repairing things.

Name: _____

Someone who can remain calm under pressure.

Name: _____

Someone who is a good listener.

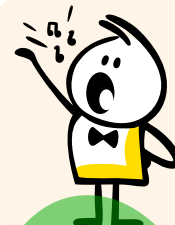
Name: _____

Someone who excels at sport.

Name: _____

Someone who is creative.

Name: _____



Someone who is a confident public speaker.

Name: _____

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

Name: _____

Someone who enjoys cooking or baking.

Name: _____

Someone who always shows kindness to others.

Name: _____

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

Name: _____

LEARNING AREA C: Career Building

Year 8 Career Education – Career Building Checklist

Instructions:

Tick the box that best represents how true each statement is for you **before** and **after** completing this section of the workbook.

Statement	Before Learning	After Learning
I can explain what career decisions are and why they matter.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can give examples of different decisions people make about work and learning.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can identify my interests, skills and values and how they relate to different types of work.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand the difference between paid and unpaid work (like volunteering).	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand how volunteering can help me gain skills and explore future options.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can create a short bio or profile that highlights my skills and interests.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I recognise the kinds of jobs that might exist in the future.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can describe what the “clean economy” is and name some jobs in this area.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can use information about jobs and industries to think about my future pathway.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I am starting to think about how I might reach a future learning or career goal.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet

Understanding Career Paths and Decision-making

A career journey is rarely straight line. It's a series of choices, decisions, and transitions that shape the direction we take. Each choice, whether big or small, contributes to where we end up, from selecting school subjects to exploring job opportunities. Understanding how career decisions are made involves recognising the factors that influence us, such as our interests, values, family, and environment. By reflecting on these decisions and transitions, we can better prepare for future opportunities and challenges, ensuring that our career path aligns with our evolving goals and aspirations.

Learning Task 1 Brainstorming Decisions

Over the next few years, you will begin to make many important decisions that will shape your education, career, and life. These decisions might feel big now but learning how to explore your options and think things through will help you feel more confident and prepared.



Working with a partner, or in a small group, brainstorm a list of important decisions you might need to make between now and the end of secondary school.

Break these decisions down into the specific categories below and try to list at **least one to two** examples for each category.



School



Work



Further study



Life

Learning Task 2

Case Study – Riley’s Future Choices



Riley is a Year 8 student who loves photography and is interested in journalism. Riley also enjoys helping others and has been involved with his local Surf Life Saving Club since he was seven. Riley is now thinking about future career options but feels unsure about the best path to take. Riley’s family has always worked in trades, and there’s pressure to follow that path, but Riley is also passionate about pursuing a career that focuses more on his interests and hobbies.

Thinking about Riley’s situation, predict some of the potential education and career decisions he may have to make between now and when he completes Year 12.

What questions might Riley have about these future pathway options? What information might he need to make an informed decision?

What beliefs, values or attitudes might influence Riley’s decision-making?

Career Pathway Plan

A **career pathway plan** is a tool that helps you map out the steps you might take to reach your career goals. It’s like a roadmap that shows the subjects you might study, the courses or training you might complete, and the different jobs or experiences you could explore along the way.

You don’t have to know exactly what you want to do; you can use a pathway plan to help you organise your ideas, set short-term and long-term goals, and think about the different options available to you.



Why Use a Career Pathway Plan?

 Helps you break big decisions into smaller steps	so the future feels less overwhelming.
 Gives you a clear picture	of what subjects, skills, or experiences might be needed for different careers.
 Shows how different education and training pathways connect	like school, TAFE, apprenticeships, university, or work.
 Makes it easier to adapt	if your goals or interests change, you can update your plan as you grow.
 Helps you stay motivated	by showing how your current learning connects to future goals.

Learning Task 3

Creating a Career Pathway Plan for Riley

Think back to the previous case study on Riley. Your task now is to use the pathway plan below to help Riley explore his interests, consider different options, and make informed decisions along the way.

As you complete each section, consider:

- What actions could Riley take at each stage of school?
- What information would help him?
- What challenges might he face, and how could he deal with them?
- How can he balance his own goals with his family's expectations?

Year 8 (Now) Focus: Interests & Exploration

Guiding Questions: What are Riley's main interests?
What could Riley do now to explore these interests further?
Suggested Steps and Actions for Riley to take:

Year 9 Focus: Subject & Elective Choices

Guiding Questions: What electives or subjects could help Riley explore different career pathways?
How can subject selection help Riley keep his options open?
Suggested Steps and Actions for Riley to take:
