

CAREER EDUCATION WORKBOOK



DESIGN

YEAR 10



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 3, 2025

ISBN Number 978-1-7642702-3-6

This work may not be reproduced in any part. Requests and enquiries concerning reproduction and copyright should be addressed to member services, Level 2, 61 Civic Drive, Greensborough 3088 or by email: admin@acce.org.au

QR code

Copyright © 2025 The Australian Centre for Career Education

CONTENTS

LEARNING AREA A: PERSONAL MANAGEMENT

Year 10 Career Education – Personal Management Checklist	5
Getting to Know You	6
Learning Task 1 About You	6
Building Self-awareness Through Attitudes and Behaviours	7
Learning Task 2 Exploring Behaviours and Attitudes	7
Understanding The Impact of Stress on Mood and Behaviour	8
Learning Task 3 What Affects My Mood?	8
Learning Task 4 Case Study – Harrison's Response to Stress	9
Change is Constant	11
Learning Task 5 Changing Perspectives	11
Learning Task 6 Timeline of Me – Past, Present and Future	12
Understanding What We Can and Can't Control	13
Learning Task 7 Circles of Control	13
Growth Mindset and Expanding Your Circle Of Control	14
Learning Task 8 Reflecting on Circles of Control	14
Skills for Managing Change	15
Learning Task 9 Responding to Change	15
Learning Task 10 Case Study: Lucy's Changing Career and Life Goals	17
Being A Good Communicator	19
Difficult Conversations	19
Learning Task 11 Reflecting on Difficult Conversations	19
Communication Styles	21
Learning Task 12 Identifying Different Communication Styles	21
Learning Task 13 Role Play – Navigating Difficult Conversations	22
Learning Task 14 Difficult Conversations Reflection	24

LEARNING AREA B: LEARNING AND WORK EXPLORATION

Year 10 Career Education – Learning and Work Exploration Checklist	26
Career Exploration	27
Work Experience	27
Learning Task 1 Case Study – Ivy's Work Experience At a Law Firm	27
Organising a Work Experience Placement	28
Identifying Work Experience Opportunities	28
Learning Task 2 Exploring Your Work Experience Options	29
Volunteering	30
Learning Task 3 Volunteering Organisations	31
Making Decisions About Your Future	34
Gathering Information	34
Learning Task 4 Finding Out What Interests You	35

Quick Interest Quiz	36
Understanding Qualifications and Entry Requirements	40
Learning Task 5 Exploring The AQF	42
Thinking About the Future	44
Learning Task 6 Getting Qualified	44
Costs Associated With Further Education and Training	47
Learning Task 7 What Does It Cost?	48
Considering Studying Overseas?	50
Learning Task 8 Case Study – Nikau’s Subject Choices	52
Learning Task 9 Subject Selection Career Action Plan	54
Exploring Workplace Issues	59
Discrimination In The Workplace	59
Learning Task 10 Exploring Discrimination	59
When Can Workplace Discrimination Happen?	60
Learning Task 11 What Is Workplace Discrimination?	61
Learning Task 12 Is It Discrimination?	61
The Importance of Reasonable Workplace Adjustments	63
Learning Task 13 Case Study – Lucas’ New Job	64
Can Discrimination Be Lawful?	65
Learning Task 14 Discrimination In Job Ads	65

LEARNING AREA C: CAREER BUILDING

Year 10 Career Education – Career Building Checklist	69
Social Media and Your Future Career	70
Understanding Your Digital Footprint	70
Learning Task 1 My Digital Footprint Audit	70
Learning Task 2 Digital Footprints and Privacy	73
Social Media and the Workplace	75
Learning Task 3 Exploring the Consequences of Social Media at Work	75
Personal Branding and Showcasing Your Strengths Online	79
Learning Task 4 Creating a Brand	79
Learning Task 5 Key Elements of a Personal Brand	81
Why Might Employers Use Introduction Videos and Phone Screenings	82
Learning Task 6 Create Your Personal Brand Introduction Video	82
Exploring Employment Trends in Your State or Territory	84
What Employers Are Looking For	84
Learning Task 7 State Snapshot	84
Learning Task 8 Researching The Labour Market in Your State	87
Learning Task 9 Case Study – Relocating For Work and Career Opportunities	89
Learning Task 10 Planning For Your Future and Career Goals	91
Finishing Up	92
What Could My Future Look Like?	92

LEARNING AREA A: *Personal Management*

Year 10 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 my skills, talents and personal qualities.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can recognise what influences my mood and how I respond to stress.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand how to manage stress in positive ways.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know what I can and can't control in different situations.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can adapt my thinking or attitude when things change	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand that change is a normal part of life and careers.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can identify my support network and know who I can go to for help.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know how to give and receive feedback in a respectful way.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand how to express my ideas and feelings appropriately.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can recognise and use different communication styles.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know how to handle difficult conversations respectfully.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can solve problems with others in a calm and respectful way.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet

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*

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
- Resilience (bouncing back when things go wrong)
- Time management
- Leadership
- Attention to detail
- Willingness to learn new things

2 SUBJECTS you enjoy and explain why you enjoy them.



HINT: 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.



Building Self-awareness Through Attitudes and Behaviours

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

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?

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?

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, 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:

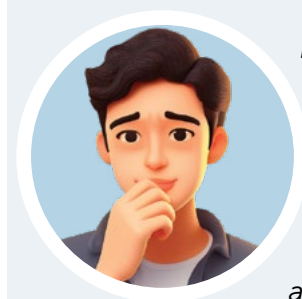
One new strategy I could try is:

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

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

Learning Task 4

Case Study – Harrison’s Response to Stress



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.

Respond to the following:

What are the main factors contributing to Harrison’s stress?

Think about his schoolwork, ~~extracurricular activities~~, and family expectations.

How does Harrison's struggle to balance these aspects of his life contribute to his stress?

~~How is Harrison's mood being affected by his stress? How might his behaviours be linked to the stress he's experiencing?~~

What physical symptoms might Harrison be experiencing because of stress, and how could these symptoms impact his school and social life?

What strategies could Harrison use to manage his stress and improve his mood? How might he approach managing his time better or seek support from friends, family, or teachers?

What might happen if Harrison continues to ignore his stress instead of taking action to manage it? How could this affect his wellbeing, relationships, and overall mood?

How could learning to manage his stress help Harrison in the future?

Change is Constant

Life is full of change. As you have probably already started to discover, your interests, goals, and circumstances evolve over time and will continue to do so as you grow, learn and experience new things. From shifting friendships and new responsibilities to changing career aspirations, learning how to adapt is a key life skill. ~~It is important to consider how our motivations develop over time, how personal and professional changes shape our future, and how we can embrace uncertainty with confidence.~~

Learning Task 5 Changing Perspectives

Complete these sentence starters:

"I used to think careers were about... but now I think..."

"I used to want to become a ... but now I am interested in..."



Learning Task 6

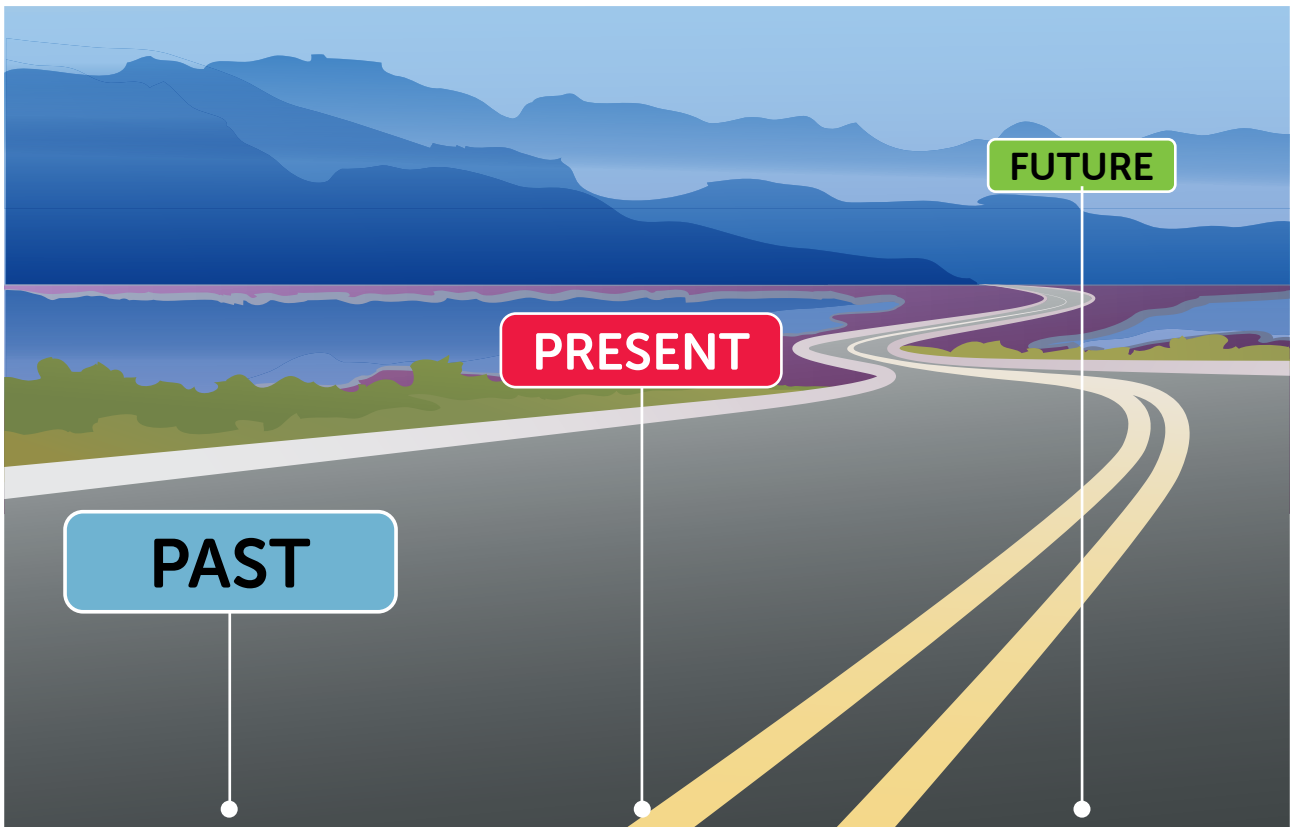
Timeline of Me – Past, Present and Future

Create a three-part timeline of your interests, strengths, and goals:

- Past: What did I enjoy doing ~~as a child~~?
- Present: What motivates/ interests me now?
- Future: What are my future aspirations?



Include key personal changes, such as shifts in hobbies, career interests, friendships, or confidence levels.



If you feel comfortable doing so, share your timeline with a partner or small group.
Use the following prompts to guide your discussion:

- What has changed the most about you over time?
- Did any changes surprise you?
- What do you think might change again in the future?

Understanding What We Can and Can't Control

Understanding what we can and can't control is important because it helps us focus our energy on actions that make a difference, rather than feeling overwhelmed by things that we can't change. When we recognise what is within our control - like our attitude, effort, and decisions - we can develop strategies to manage change and challenges more effectively.

Learning Task 7 *Circles of Control*

Using the circles below, identify examples of things in your life right now that you can control, things that you can influence, and things that are outside of your control.

- Inner circle: Things I can control (e.g. my effort, learning new skills)
- Middle circle: Things I can influence (e.g. networking, gaining experience)
- Outer circle: Things I can't control (e.g. job market, economy)

The diagram consists of three concentric circles. The innermost circle is dark orange and labeled "Things I can control". The middle circle is a lighter shade of orange and labeled "Things I can influence". The outermost circle is the lightest shade of orange and labeled "Things I can't control". To the right of each circle is a rectangular box with a red border and horizontal lines for writing. A red line connects the center of the inner circle to the top box. A red line connects the boundary between the middle and outer circles to the middle box. A red line connects the boundary of the outer circle to the bottom box.

Things I can control

Things I can influence

Things I can't control

Growth Mindset and Expanding Your Circle of Control

A growth mindset is the belief that our abilities, intelligence, and skills can develop through effort, learning, and persistence. Instead of seeing challenges or setbacks as failures, a growth mindset helps us view them as opportunities to improve. People with a growth mindset embrace challenges, learn from mistakes, and seek feedback to grow, making them more adaptable to change in both their personal and professional life.

The following questions can be helpful when shifting from a fixed to a growth mindset:



- *Is there anything I can do to make this situation easier or better?*
- *What skills and knowledge could I develop which would help me navigate this challenge?*
- *Who could I ask for advice or support?*
- *How have others overcome similar challenges?*

Learning Task 8

Reflecting on Circles of Control

Look back at the items you placed in the 'Things I Can't Control' circle in the previous Learning Task. Using a growth mindset approach, consider whether any of these items could shift into the 'Things I Can Influence' circle by changing your perspective or actions. Use the growth mindset questions to challenge your current thinking.

If you identify an item that could move to the 'Things I Can Influence' circle, you may want to draw an arrow to highlight the shift. Then, use the space below to write a growth mindset reframe – a statement that explains how you can take action.

Example:

- **Original Thought:** "I can't control whether I get hired for a part-time job."
- **Growth Mindset Reframe:** "I can prepare a strong application, seek feedback, and continue developing transferable skills for future opportunities."

Aim to shift **at least two** items from the 'Things I Can't Control' circle to the 'Things I Can Influence' circle.

Original Thought:

Original Thought:

Original Thought:

Growth Mindset Reframe

Growth Mindset Reframe

Growth Mindset Reframe

Skills for Managing Change

Change is a constant part of life, shaping our experiences, goals, and future opportunities. Successfully managing change requires a combination of adaptability, resilience, and problem-solving skills. Adaptability allows us to adjust to new circumstances, resilience helps us overcome challenges, and problem-solving enables us to find constructive ways to move forward.

Managing change also involves recognising and using internal and external resources.



Internal resources include self-awareness, emotional regulation, and a growth mindset, which help us navigate change independently.



External resources, such as supportive relationships, mentors, and professional guidance, can help when challenges feel overwhelming.

Understanding these concepts can make transitions smoother and help us embrace change as a natural and valuable part of life.

Learning Task 9 Responding to Change

Below are three scenarios that highlight how change and challenges might arise in your everyday life. Working on your own, or with a partner, think about how adaptability, resilience, and problem-solving can help you navigate these scenarios.

Scenario 1: Unexpected Subject Change

You have planned to take a particular VET course next year, but when you go to finalise your subjects, you find out that the course is no longer available, and you need to choose a different one.

How would you adapt to this unexpected change?

What steps could you take to make the best of your new subject?



How could this experience help prepare you for future career changes?

Scenario 2: Losing a Part-time Job

You have been working at a café for six months, but the business is struggling financially, and they have to let some staff go – including you.

How might this setback make you feel?

What actions could you take to stay resilient and find a new job or opportunity?

How could you use this experience as a learning opportunity for the future?

Scenario 3: Body Image and Self-confidence

You have been comparing yourself to others at school and online, and it's starting to affect your self-confidence. You sometimes avoid social events because you feel self-conscious, and it's beginning to impact how you see yourself day to day.

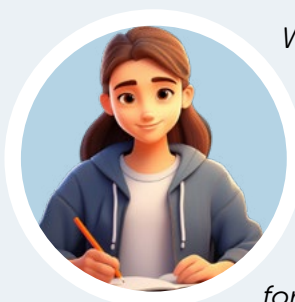
What are some problem-solving strategies you could use to manage negative self-talk and comparison?

How can resilience help you build confidence and focus on your strengths?

What external resources (e.g. teachers, family, school counsellors) could support you in managing this challenge?

Learning Task 10

Case Study: Lucy's Changing Career and Life Goals



When Lucy was 16, she thought she had her future all planned out. She loved art and dreamed of being a graphic designer. At school, she enjoyed creating digital illustrations and even made posters for school events. Encouraged by her teachers, she pursued a design degree at university and landed a job at a creative agency straight after graduation.

At first, Lucy loved her job. She worked on logos, branding, and ads for clients. But after a while, the constant deadlines, difficult clients, and sitting at a computer all day made her wonder if this was really what she wanted.

One day, a friend asked her to help run a design workshop for teenagers. Lucy found herself energised by teaching young people how to express themselves creatively. She realised she enjoyed teaching and encouraging others even more than designing behind a screen.

At 27, Lucy decided to make a big change. She left her design job and retrained as a youth worker. Now she works with young people, helping them build confidence, try new things, and think about their own futures.

Lucy still uses her design skills to make posters and social media content for youth programs, but what she loves most is supporting young people. At 32, she feels happier and more balanced. She knows her life and career might keep changing, and she's excited to see what comes next.

Respond to the following:

How did Lucy's motivations and aspirations change over time?

What challenges do you think Lucy faced when deciding to change careers?

What skills from her first career as a graphic designer might have helped her transition to her new career in youth work?

Have you ever changed your mind about something important? How did it feel?

What does Lucy's story teach us about career and life changes?

What support do you think Lucy needed when making her career transition?



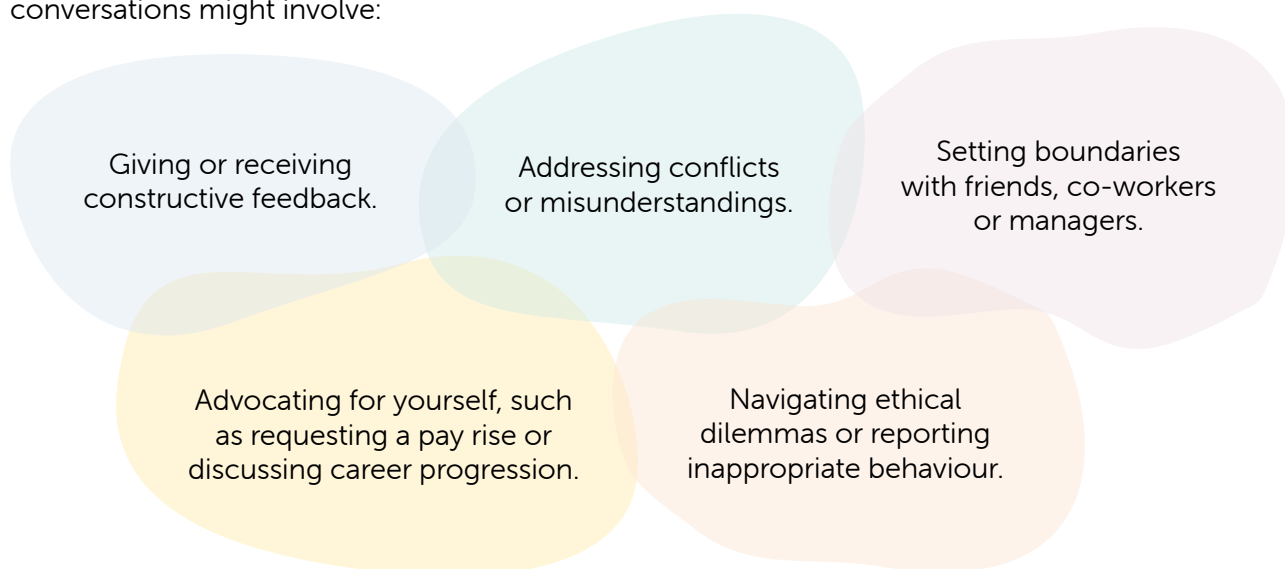
Being a Good Communicator

Communication is about more than just talking. It's about how we connect with others. Whether you are working on a group project, dealing with friendship issues, or preparing for your first job, strong communication skills help you build relationships, solve problems and show empathy towards others.

A central aspect of being a good communicator involves knowing how to express yourself clearly and respectfully, navigate difficult situations, and interact positively with others.

Difficult Conversations

Difficult conversations are an unavoidable part of life. Difficult conversations are discussions that involve topics that might be uncomfortable, emotional, or high stakes. These types of conversations might involve:



While having these types of conversations can make you feel uneasy, embarrassed or awkward, knowing how to navigate these situations effectively is a crucial skill not only for career success but in your personal life too!

Learning Activity 11 Reflecting on Difficult Conversations

Reflect on a time that required you to have a difficult conversation with a friend, family member, teacher, or employer.

What triggered the need for this difficult conversation?



You might like to reflect on some of the reasons outlined in the introduction above.

What emotions did you have?

In the lead up to the conversation....

During the conversation...

After the conversation....

What was the outcome of the conversation?

Was the conversation productive? Did it lead to change or improvement?

If you had the chance to have the conversation again, would you approach the situation differently?

What are some of the common reasons people struggle with having difficult conversations?

How can you approach difficult conversations more effectively?

Communication Styles

How we communicate can shape the outcome of any conversation, especially difficult ones. There are three main communication styles: passive, aggressive, and assertive.



Passive communicators avoid conflict but may struggle to express their needs.



Aggressive communicators dominate conversations but risk damaging relationships.



Assertive communicators balance confidence and respect, ensuring their message is clear while valuing the perspectives of others.

Learning to communicate effectively is a key skill for handling difficult conversations, building strong personal and professional relationships, and advocating for yourself effectively.

Learning Task 12

Identifying Different Communication Styles

Imagine this situation: A close friend has stopped hanging out with you at lunchtime. At first, you thought they just wanted to spend more time with another friend. But now you've noticed that they seem to be actively avoiding you.

Using the lens of each communication style (assertive, passive, aggressive):

Think – What would be your main focus in this situation? What outcome are you trying to achieve or prioritise?

Feel – What emotions might you experience as you deal with this?

Act – How might you behave or respond based on this style?

Optional extra: Choose an image, symbol, or short phrase that represents each communication style in this scenario.

Passive	Aggressive	Assertive
Think _____ _____ _____	Think _____ _____ _____	Think _____ _____ _____
Feel _____ _____ _____	Feel _____ _____ _____	Feel _____ _____ _____
Act _____ _____ _____	Act _____ _____ _____	Act _____ _____ _____

Learning Task 13 Role Play – Navigating Difficult Conversations

The following section contains different scenarios that can lead to difficult conversations. Working in **groups of four**, explore different ways of handling these conversations by using different communication styles.

Step One: Assign Roles

Each member of your group will take on a specific role:

- **Role 1:** The subject of the conversation (e.g. your manager, boss, teacher or friends)
- **Role 2:** The **passive** communicator
- **Role 3:** The **aggressive** communicator
- **Role 4:** The **assertive** communicator

Step Two: Prepare Your Response

- Those in a communicator role (passive, aggressive, assertive) should take a few minutes to think about how they will respond to the scenario.
- You may want to draft a brief response before acting it out.

Step Three: Role-play the Conversation

- Act out the scenario three times, each time using a different communication style.
- Focus on how each style changes the outcome of the conversation.

Step Four: Observe and Reflect

Students who are not directly involved in the role-play form an outer circle around those acting out the scenario. As observers, they should watch closely and take notes on how effective each communication style is.

Pay attention to:

- How each person's words and body language match the communication style.
- Whether the style helps or makes the situation more difficult.
- What impact the style seems to have on the relationship between the characters.

After all three role-plays are completed, discuss as a group:

- How did each style affect the conversation?
- Which approach worked best, and why?

Scenarios

Scenario One: Reporting safety concerns

You have a casual job at a local indoor sports stadium. Lately, you have been asked to move heavy equipment like goalposts and large mats without any proper support or training. After a long shift, your back and shoulders are aching, and last week, you saw a coworker twist their ankle while carrying some heavy equipment on their own. You are starting to worry that you or someone else might get seriously injured if this continues. You need to have a difficult conversation with your manager about the lack of safe lifting procedures.

Scenario Two: Responding to issues around social media

A few of your friends have posted a video on social media criticising your workplace. While you were not involved in making the video, they tagged you and mentioned your name multiple times. You feel this puts you in an unfair situation and you need to ask your friends to take it down.

Your manager has asked to meet with you after your shift to discuss a customer complaint. You realise the complaint is about an incident that occurred earlier in the week when a customer was frustrated with how long their meal took to be prepared. You know that the delay was due to factors beyond your control, but your manager may not be aware of the full story. You need to explain your perspective to your boss.

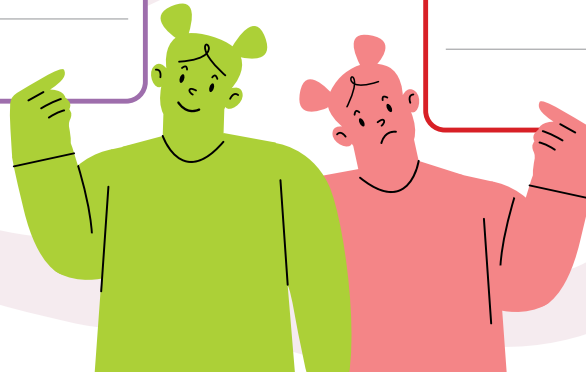
You work at a video games store, and a highly anticipated new gaming console is about to be released. The store has a long waiting list, and demand is high. Two of your friends have asked you to move their names higher on the list so they can get a console sooner. One of them has even offered you money in exchange for this favour. You know that doing this would be unfair to other customers and could put your job at risk, but you also don't want to damage your friendship. You need to have a difficult conversation with your friends to explain your decision.

Your friend wants to apply for a job at the place where you work. They are excited about the opportunity and assume they have a good chance of getting hired. However, you know that they lack some of the key skills or experience needed for the role. They ask for your honest opinion about their chances. You don't want to discourage them, but you also don't want to give them false hope or risk your own reputation by recommending someone who might not be ready for the job. You need to have a difficult conversation where you provide constructive feedback while supporting your friend's career goals.

Learning Task 14 *Difficult Conversations Reflection*

What are **three** words that describe effective communication?

What are **three** words that describe ineffective communication?



What communication style do you tend to adopt when faced with a difficult conversation?

What are **three** actions that you could take to communicate more effectively in these situations?



Extension Activity

Communicating with Confidence – (Creating a Resource for Younger Students)

Now that you have explored strategies for having difficult conversations and using effective communication, your challenge is to teach these skills to primary school-aged children in a creative and engaging way.

Working with a partner or in a small group, you will create a cartoon, short film, or picture book that helps younger students learn how to handle difficult conversations respectfully and positively.

Step One: Choose a Format

- Cartoon strip (hand-drawn or digital)
- Short film (acted out or animated)
- Picture book (illustrated and written as a story)

Step Two: Develop Your Concept

- Think about a common difficult conversation a child might face (e.g. telling a friend they don't want to share, asking for help from a teacher, apologising for a mistake).
- Create a main character that younger students can relate to.
- Show how different communication styles (passive, aggressive, and assertive) affect the outcome.
- End with a positive message about using assertive and respectful communication.

Step Three: Create Your Resource

- If making a cartoon or picture book, include dialogue, facial expressions, and body language to show emotions.
- If making a short film, use acting, voiceovers, or animation to bring the story to life.

Step Four: Present and Reflect

- Share your resource with the class.
- Discuss how your resource teaches young students about handling difficult conversations.



LEARNING AREA B: *Learning and Work Exploration*

Year 10 Career Education – Learning and Work Exploration 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 understand how learning can help me achieve my personal and career goals.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know how education and qualifications influence my future work and training options.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know where to find reliable information about courses, careers and pathways.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can use information about the labour market to help me explore possible future jobs.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know how volunteering and work experience can help me develop new skills.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can identify learning or work opportunities that align with my interests and values.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know how to develop a personal learning or career action plan.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand my rights and responsibilities at work, including protections against discrimination.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can recognise discrimination in job ads and workplaces and know how to respond.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I am building the skills, knowledge and attitudes I need to be ready for life beyond school.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet

Career Exploration

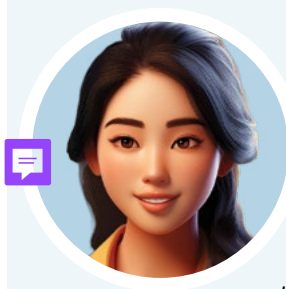
Exploring careers in real-world settings is a great way to gain a clearer picture of what different jobs are really like. When you experience a job firsthand, you can see beyond the myths and stereotypes and begin to understand what the career actually involves. You will learn about the skills needed, the challenges people face, and the professional and personal rewards they gain. This kind of experience helps you form a more realistic view of different careers and may even open your eyes to possibilities that you might not have thought about before. Career exploration can give you the confidence and clarity to make more informed decisions about your future.

Work Experience

Work experience is a great way to explore different careers. ~~It helps you develop new skills, build confidence, and understand the daily tasks involved in different roles.~~ By experiencing a workplace firsthand, you can learn what interests you, what skills you enjoy using, and what might not be the right fit. This can make it easier to choose school subjects that align with your future goals and ensure you are on the right path for your future career.

Learning Task 1

Case Study – Ivy’s Work Experience at a Law Firm



Ivy is a Year 10 student who has a strong interest in debating and problem-solving. For work experience, they decided to spend a week at a local law firm. Ivy was excited to see what working in the legal field was really like, meet industry professionals, and develop new skills.

During their placement, Ivy observed client meetings, helped organise legal documents, and learned about different areas of law, such as family and corporate law. They gained valuable workplace skills, including professional communication, attention to detail, and teamwork. Ivy also had the opportunity to speak with lawyers and paralegals about their career paths.

However, Ivy soon realised that working in the legal field was very different from what they had seen on TV and in movies. While they enjoyed the research and problem-solving aspects, Ivy found that much of the work was structured and detail-oriented rather than the dramatic courtroom debates they had imagined. This experience helped Ivy refine their career goals, and they began exploring careers in journalism, social work, and mediation, which aligned more with their interest in communication and working directly with people.

Ivy was originally interested in completing Legal Studies in Year 11 and 12, however after completing the work experience placement, they decided to rethink their subject choices, and instead they chose Politics, Psychology, and Media to keep their options open for a future career that involved both critical thinking and strong interpersonal skills.

Respond to the following:

What benefits did Ivy gain from completing work experience? Try to list **at least two** benefits.

Benefit One

Benefit Two

How did completing work experience help Ivy with their subject selection planning and thinking about future career options?

What careers are you currently interested in?

If you could do work experience anywhere, where would you choose and why?

Organising a Work Experience Placement

Preparing for work experience is an exciting step toward exploring potential careers and gaining valuable skills.

To make the most of this opportunity, consider the following key points:



1. Check with your school first: Talk to your school's career practitioner or coordinator to find out if your school has a work experience program, when it runs, and how to get involved. They can give you important information about the process and help you get started.



2. Availability of placements: Not all workplaces can take on work experience students because of the organisation's size, size, type of work, or staffing. It's a good idea to research and approach organisations to see if they are open to hosting students.



3. Paperwork and deadlines: You will need to complete forms like work experience arrangement forms. These usually need signatures from your parents or guardian, your school, and the host employer. This process can take time, so don't leave it until the last minute.



4. Workplace Health and Safety (WHS): Before starting your placement, you will need to complete WHS training. Some workplaces, such as those within the construction industry, may also require you to complete additional training like construction induction training (white card). Always check with your placement supervisor about any extra requirements. When you start, most workplaces will also give you an induction – it's important to listen carefully and follow the safety rules to keep yourself and others safe.

Identifying Work Experience Opportunities

Finding the right work experience placement is an important step in exploring future career options. There are many ways to discover opportunities, including school-arranged placements, personal networks (such as family, friends, and community connections), online research, and directly reaching out to businesses.

When choosing a placement, it's important to think about what you hope to gain, whether it's learning new skills, testing out a career interest, or making industry connections. Some businesses may not offer work experience due to workplace restrictions or limited capacity, so researching multiple options is important. By identifying industries and organisations that align with your interests and career goals, you'll increase your chances of finding a valuable and rewarding placement.

Learning Task 2 *Exploring Your Work Experience Options*

List **three** jobs or career areas that interest you. These could be jobs or fields you are curious about.

Job or Career Area 1	Job or Career Area 2	Job or Career Area 3
_____	_____	_____
_____	_____	_____

For each of the job or career interest area listed above, identify potential industries or companies in your local area where you might gain relevant experience.

Job or Career Interest Area	Related Industries or Companies
1.	
2.	
3.	

What skills would you like to gain from your work experience? Tick the skills that interest you and add any others.

- ☐ Communication
- ☐ Teamwork and collaboration
- ☐ Problem-solving
- ☐ Customer service
- ☐ Leadership
- ☐ Technical or industry-specific skills
- ☐ Time management and organisation

Other skills:

List people or organisations that could help you find a placement (e.g. teachers, family, friends, career advisors, school alumni, community contacts).

Next Steps:

- Highlight your top choices for work experience placements.
- Research companies or organisations that align with your interests.
- Reach out to people in your network for advice or referrals.
- Get in contact with your school's work experience coordinator to find out more about locking in a placement.

Volunteering

Another way of learning more about a particular industry or workplace is through volunteering. Volunteering is also a great way to develop and use your skills to help others and make a difference in your community. Some people choose to include volunteer work as part of their careers. When someone uses their professional skills to help others without payment, it's known as pro bono work. Volunteering isn't just about giving back. It's also a chance to learn new skills, meet people, and build experience that can help you in future jobs.

While some forms of volunteering have minimum age requirements, other opportunities can be taken up by anyone, regardless of their age.

Some common volunteering opportunities include:



- **Environmental projects** (e.g. Clean Up Australia Day, Landcare Australia, community gardens)



- **Animal welfare** (e.g. RSPCA or local animal shelters, wildlife rescue groups)



- **Faith-based and cultural organisations** (e.g. events and festivals, charity drives, community meals)



- **Arts, sports and recreation** (e.g. sports clubs, Surf Life Saving)



- **Emergency services** (e.g. State Emergency Services, Fire Services, St. John Ambulance)



- **Community-based** (e.g. Neighbourhood centres, council-run youth groups, youth advocacy groups, Australian Red Cross, St. Vincent de Paul society)



- **School-based** (e.g. Student Representative Council, environmental groups, social justice groups)

Learning Task 3

Volunteering Organisations

Select **one** organisation that offers volunteering opportunities to research. It might be one from the list above or a different one that you are interested in learning more about. Using the organisation's website and any other relevant information, answer the following questions.



Understanding the Organisation

What is the name of the organisation, why does it exist, and what is its purpose?

What types of volunteering opportunities does the organisation offer?

Who benefits from the organisation's work, and how does it make a difference in the community?



Exploring Work Roles

What are some specific tasks or roles that volunteers do in this organisation?

What skills or personal qualities might be helpful for someone volunteering here?

Are there any age or other requirements for volunteering with this organisation?



Pathways and Opportunities

How can someone apply to volunteer with this organisation?

What might someone learn or gain from volunteering here?

Are there any paid jobs at this organisation that someone could progress to after volunteering?



Value and Impact

How might volunteering with this organisation help someone develop skills for future work or study?

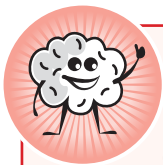
What do you think is the most important thing this organisation contributes to the community?



Personal Reflection and Connection

If you were to volunteer with this organisation, which role would you choose and why?

What skills or interests do you already have that could be useful to this organisation?



Extension Activities

Create a Presentation

Summarise your findings from Learning Activity 3 and share with the class how this organisation contributes to the community and the skills you might develop by volunteering here.

Create a 'Volunteers Wanted' Video

Working with a partner or small group, create a short one-minute clip that could be used on an organisation's website or social media channels to promote their volunteering opportunities.

Role-Playing Activity

Imagine you are applying to volunteer at the organisation that you researched. Prepare a short application letter or speech explaining why you would be a good fit.

Interview a Volunteer

Find a friend or family member that works as a volunteer. Ask them about their experiences, challenges, and what they've gained from volunteering. Present your findings to the class.



Making Decisions About Your Future

For many students, Year 10 is a time for key decision-making. This is when students prepare to select subjects and courses for their senior years of school. This process can include academic and vocational subject choices and may include courses that are delivered in alternative education settings such as Registered Training Organisations (RTOs), Trade Training Centres or at TAFE. It is important to remember that each school and education provider is unique, therefore it is essential to familiarise yourself with the options available to you in your specific setting. This will involve carefully researching available subjects and course offerings, and determining which ones best suit your interests, learning style and future aspirations. The decisions you make now can influence your career and study options after Year 12, so it's important to plan ahead.

Gathering Information

In Year 10, one of the big decisions you will make is choosing the subjects and pathway you will complete in your senior years (Years 11 and 12). The options available depend on your school and your state's senior certificate.

Before you make any choices, it's important to find out what's on offer at your school. Knowing the facts now will help you make confident, informed decisions later.

Essential Questions

When exploring your options, start by asking these key questions:

- Which senior school certificates does my school offer?
- What subjects or courses are available?
- Are there compulsory subjects I must do?
- What subjects do I need for Year 11? Can I change them later if needed?
- Do I need to complete any specific Year 10 subjects to take certain courses in Year 11?
- When does subject selection take place?
- Where can I find more information?
- Who can I talk to if I have questions (e.g. teacher, career advisor, family)?

By answering these questions, you'll start building a clear picture of your senior school program.

Remember: your choices should suit you and help set you up for life beyond school.

Things to Consider

As you weigh up your subject choices, think about:

- Do the options match my interests and abilities?
- Where could each option take me in the future?
- Are any specific subjects required for future courses, apprenticeships, or careers I might want to pursue?



Use the information your school provides and don't be afraid to ask for help. Talking with teachers, your careers practitioner, and your family can give you different perspectives and help you feel more confident about your decisions.

Learning Task 4

Finding Out What Interests You

Career assessment tools are resources, such as quizzes or surveys, that can help you identify your interests, strengths, values and potential career pathways. These tools provide insights into possible jobs or industries that may align with your skills and preferences. Career assessment tools can be valuable when making subject selection decisions for Years 11 and 12, as they can help you choose subjects that align with your future study or work goals. However, these tools have limitations. They can offer a helpful starting point but may not fully capture the complexity of your personal circumstances, passions, or the changing nature of work. Any results should be used alongside other resources, such as conversations with career advisors, teachers, and family, as well as your own research, to make informed decisions.

Choose **one** of the options below that best describes your current situation and complete the questions that follow.

Option 1: I already have a completed career interest profile

If you've previously completed a career assessment tool (such as the Morrisby Profile), now is a great time to review your career interest report. Your interests, skills and goals may have changed since you first completed it and that's completely normal!

Take some time to reflect on your results and consider the following:

- Do your top career suggestions still reflect your current interests and strengths?
- Have you developed any new skills, interests or experiences that should be factored in?
- Are there career ideas you would now like to explore more or rule out?

Option 2: I want to complete a career interest quiz online

If you haven't used a career assessment tool before, or if you'd like a fresh perspective, you can complete an online Career Interest Quiz to explore careers that may align with your skills, interests, and values.

Some suggested quizzes to try include:

- Your Career: Career Quiz <https://www.yourcareer.gov.au/>
- A general interest quiz that helps match your preferences to possible careers.

Hint: Select the Advanced Options for a more detailed result.

- My Future: My Career Profile <https://myfuture.edu.au/home>

Complete activities to identify interests, values and skills, and view suggested occupations to explore career pathways.

Hint: You will need to register for an account to access these activities.

You might also find other quizzes provided by educational institutions or career-focused organisations. Many are free, but some may require payment to access your full results. Always be cautious when sharing personal information, such as your email address, on unfamiliar websites.

Option 3: I want to complete a quick career interest quiz

If you haven't already completed a career interest quiz and you are unable to complete one online, you may like to take the following quick quiz to get you started on identifying your general interests. Remember, this quiz only provides a starting point for career exploration, and you will need to do further research to explore your interests in greater detail to make well-researched and thoughtful decisions about your future subject and career pathways.

Quick Interest Quiz

This quiz is about figuring out the kinds of things you enjoy doing or think you might enjoy. There are no right or wrong answers. Most people will have interests that fit into more than one group, and that's completely normal. This is just a starting point to help you think about yourself and your future.

Rate each activity or skill out of 3:

- **1 = Not interested**
- **2 = Somewhat interested**
- **3 = Very interested**

Interest Group 1 – PRACTICAL	
Using machines or technology	
Making, fixing or assembling things	
Problem-solving with hands-on tasks	
Working outdoors and being active	
Building or constructing things	
Using drones, 3D printers or other new tools	
Working with robotics or automated machines	
Total score	

Interest Group 2 – CREATIVE	
Playing music (solo or in a band)	
Decorating, designing or creating art	
Performing (drama, dance, film, or online content)	
Writing stories, blogs or scripts	
Makeup, hairstyling, or fashion design	
Designing graphics, logos or digital art	
Creating content for social media	
Total score	

Interest Group 3 – SOCIABLE	
Helping people with problems	
Coaching, mentoring or tutoring others	
Caring for others (elderly, people with a disability, or children)	
Volunteering in the community	
Mediating or helping resolve disagreements	
Promoting mental health and wellbeing among peers	
Supporting inclusive and diverse communities	
Total score	

Interest Group 4 – INVESTIGATIVE	
Working with numbers and data	
Finding out how things work	
Researching and testing ideas and theories	
Doing science experiments	
Designing or programming new apps, games or computer systems	
Exploring AI, coding or cybersecurity challenges	
Researching solutions for global issues (like clean energy or health problems)	
Total score	

Interest Group 5 – ORGANISING

Keeping your schoolwork and files in order (digital or paper)	
Making schedules, plans or to-do lists	
Using a computer or apps to get tasks done	
Organising money, budgets or savings	
Coordinating group chats or online projects	
Managing shared digital spaces (e.g. class Teams, Google Drive)	
Organising group projects or events	
Total score	

Interest Group 6 – ENTERPRISING

Planning sustainable or social enterprise events (like zero-waste fundraisers or social justice events)	
Running a campaign for change (at school or in the community)	
Designing and managing a business idea	
Buying, selling or reselling things for profit	
Crowdfunding or promoting a project online	
Developing eco-friendly or social enterprise ideas	
Marketing products or ideas through social media platforms	
Total score	

What to do next:

Add up your scores for each interest group. The groups with the highest totals show the areas you might be most interested in. This isn't about locking in your future – it's just a starting point for you to begin thinking about what your next steps might look like.

If you scored **14 or more** in any group, that could be a good place to begin exploring possible career pathways and learning more about related subject areas and career options.

Interest Group 1: PRACTICAL

You might enjoy hands-on projects and active tasks. You're likely to prefer work where you can see results, use tools or equipment, and possibly spend time outdoors.

Senior subject ideas ~~(for each interest group)~~

Design and Technologies, Building and Construction, Engineering Studies, Outdoor and Environmental Studies, Physical Education, Food Studies, Automotive, Electrotechnology

Career ideas ~~(for each interest group)~~

Careers in this area often involve creating, building, or maintaining physical systems.

Examples:

- Renewable Energy Technician – installing and maintaining solar, wind, or battery systems.
- Robotics or Mechatronics Technician – working with machines and automation.
- Landscape Designer / Urban Gardener – combining outdoor work with design.
- Automotive or Electric Vehicle Mechanic – modern vehicle technologies.

Interest Group 2: CREATIVE

You might enjoy expressing ideas and working on new projects. You like to experiment, design, or create content in visual, written, or performance forms.

Senior subject ideas

Media, Studio Arts, Visual Communication Design, Music Performance, Drama, Dance, Creative Writing, Hospitality, Screen and Media, English, Literature

Career ideas

Careers in this area often involve visual, digital, or performance skills.

Examples:

- Digital Animator / Game Designer – creating content for films, games, or online media.
- Social Media Content Creator – marketing and communication online.
- Filmmaker / Video Producer – storytelling through video.
- Fashion / Interior Designer – combining creativity with practical application.

Interest Group 3: SOCIAL

You might enjoy connecting with people, helping others, and working as part of a community. You thrive in roles where you can make a positive impact on others.

Senior subject ideas

Psychology, Health and Human Development, Sociology, Psychology, Community Services, Early Childhood Education and Care, Physical Education, Outdoor and Environmental Studies

Career ideas

Careers in this area often focus on wellbeing, education, and social impact.

Examples:

- Youth Worker / Community Programs Officer – supporting young people and communities.
- Allied Health Professional – physiotherapist, occupational therapist, or speech pathologist.
- Mental Health Support Worker – helping individuals **manage wellbeing**.
- Event Coordinator or Tourism Officer – connecting people through experiences.

Interest Group 4: INVESTIGATIVE

You might enjoy exploring, analysing, and understanding how things work. You like research, problem-solving, and using logical thinking to solve complex challenges.

Senior subject ideas

Biology, Chemistry, Physics, Environmental Science, Advanced Mathematics, Laboratory Skills, Computer Science, Systems Engineering, Psychology

Career ideas

Careers in this area often focus on research, problem-solving, and technology.

Examples:

- Data Scientist / Analyst – using data to solve real-world problems.
- Environmental Scientist / Climate Analyst – investigating sustainability issues.
- Cybersecurity Specialist – protecting digital systems.
- Biomedical or Chemical Engineer – developing innovative solutions in health and technology.

Interest Group 5: ORGANISING

You might enjoy planning, coordinating, and keeping tasks and people organised. You like roles where you can make systems work efficiently and manage projects from start to finish.

Senior subject ideas

Business Management, Accounting, Legal Studies, Information Technology, Event Management, Economics

Career ideas

Careers in this area often involve management, logistics, or thinking about systems or strategies.

Examples:

- Project Manager – coordinating teams and projects in any industry.
- Supply Chain / Logistics Planner – ensuring goods and services move efficiently.
- Event Planner / Conference Coordinator – organising events from start to finish.
- Digital Systems Administrator – managing online systems and data.

Interest Group 6: ENTERPRISING

You might be motivated, energetic, and good at coming up with ideas or leading change. You enjoy influencing others, testing ideas, and problem-solving in practical ways.

Senior subject ideas

Business Management, Economics, Accounting, Legal Studies, Information Technology, Politics, Leadership and Management, Entrepreneurship

Career ideas

Careers in this area often involve business, entrepreneurship, or innovation.

Examples:

- Social Entrepreneur – creating projects that solve social or environmental problems.
- Startup Founder / Business Developer – turning ideas into businesses.
- Marketing or E-commerce Specialist – connecting products with people online.
- Policy Analyst or Economic Advisor – influencing systems and decision-making.

Reflection Questions

What are your top **three** career interest areas or jobs right now?

These could be based on the results of your career quiz, your current interests or passions, or careers that you are interested in learning more about.

Career Interest Area – Job 1

Career Interest Area – Job 2

Career Interest Area – Job 3

What senior school subjects or programs could help you prepare for these career options or jobs?
Think about relevant skills, knowledge areas, or qualification pathways.

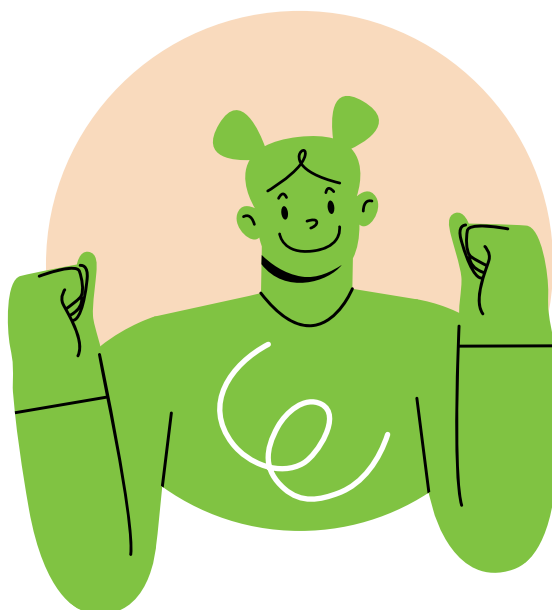


If you are unsure, this might be something to research or ask a teacher or careers adviser about.

Are there any other senior school subjects or programs you are currently interested in or would like to learn more about?

Think about subjects you enjoy, excel in, or that might align with your career interests.

(For example: VCE subjects, VET courses, school-based apprenticeships, or specialist programs.)



Understanding Qualifications and Entry Requirements

Getting a qualification can open more doors for your future career. In Australia, we use the **Australian Qualifications Framework (AQF)** to explain how different courses and levels of study fit together.

The AQF shows the pathway from school through to TAFE and university. It helps you see what kind of qualification you might need for certain jobs, and how you can move between different levels (like Certificates, Diplomas, and Degrees).



Resource Spotlight

You can find out more about the Australian Qualifications Framework and the different qualification types by visiting: <https://www.aqf.edu.au/framework/>



Source: Australian Qualifications Framework

Why Qualifications Matter

- Better job options – Some careers require specific qualifications just to apply.
- Higher pay – The higher your qualification, the more likely you are to earn more.
- Job security – Employers value qualified workers.
- Skills and knowledge – Qualifications give you the tools to do your job well.
- Industry requirements – Some jobs (like healthcare, trades, teaching) require specific qualifications for legal and accreditation purposes.
- Flexibility – Recognised qualifications make it easier to move between roles or industries.
- Confidence – Earning a qualification shows you can set and achieve goals.
- Future proofing – Qualifications help you keep up with changes in technology and work.

How the AQF Works

- Senior Secondary Education (your Year 11 and 12 certificates) is part of the AQF.
- From there, you can move into AQF Levels 1 to 7 (e.g. Certificates, Diplomas, Degrees), depending on the requirements of TAFEs, universities, or training providers.
- Higher AQF levels usually mean more challenging courses which may require extra prerequisites.

Flexible Pathways

The AQF isn't a straight ladder – you don't have to climb it step by step. Instead, you can:

- Move **upwards** (e.g. Certificate III → Diploma → Degree).
- Move **sideways** into different courses or industries.
- Combine vocational education (TAFE) and university studies.
- Return to study later at different AQF levels as your career goals change.

The AQF is designed to support lifelong learning and give you options at every stage.



Learning Task 5 Exploring the AQF

The time it takes to finish a qualification can depend on the AQF level. Some courses take only six months, while others can take four years or more, especially if you study part-time.

When planning your career, it's important to think about how long the study will take and what kind of qualification you will need.

Working on your own, or with a partner, complete the following steps:

1. Look at the list of jobs provided.
2. Research what type of qualification/s and corresponding AQF Level each job requires.
3. Find out how long it usually takes to finish the qualification if you are studying full-time.
4. Record your answers in the following table.

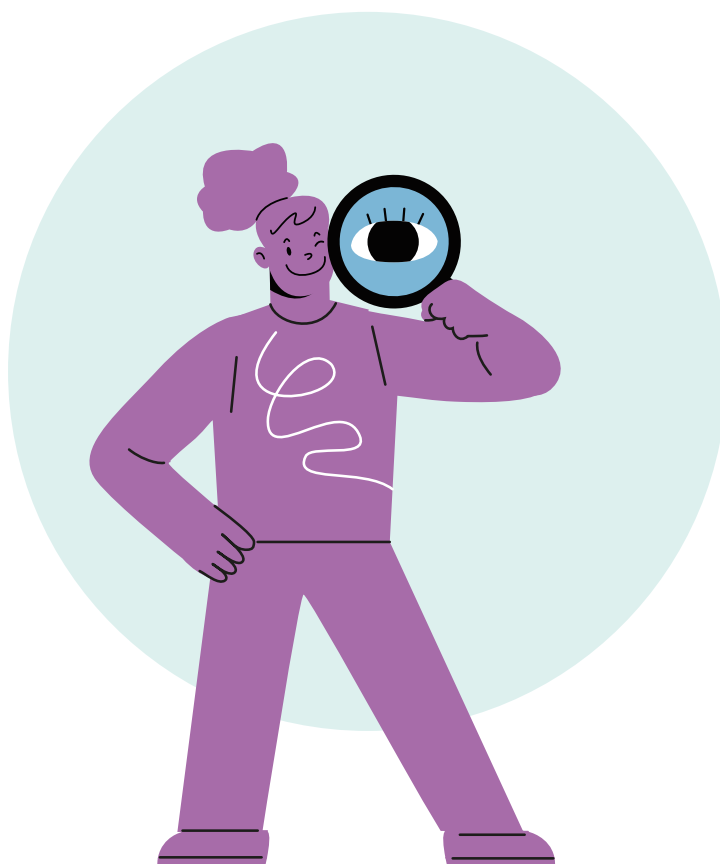
An example has been provided to help you get started.



- Some jobs may have more than one possible qualification pathway.
- Some careers require more than one qualification.
- Professional associations are a good place to start your research – many have a section about “How to become a...” on their websites.
- Education providers (like TAFE and universities) also provide up-to-date information about their courses.

Examples of professional associations:

- Australian Psychological Society
- Engineers Australia
- Nursing and Midwifery Board



Jobs	Qualification Type	AQF Level	Time to Complete (full-time)?	Extra Notes (e.g. other pathways, part-time study, extra requirements)
Surveyor	Bachelor degree with Honours	8	4 years	
Electrician				
Psychologist				
Registered Nurse				
Mechanical Engineer				
Physiotherapist				
Construction Manager				
Solicitor				
Early Childhood Educator				
Doctor (GP)				
Landscaper				

Now complete this table with **one** job that you consider a future career option and one job that you are curious about and want to explore further. An example has been provided.

Jobs	Qualification Type	AQF Level	Time to Complete	Extra Notes (e.g. other pathways, part-time study, extra requirements)
I'm considering... Cyber Security Analyst	Bachelor degree	7	3 years	
I'm considering...				
I want to know more about...				

Thinking About the Future

Getting qualified for a career involves different paths depending on what you want to do. Some careers require apprenticeships or traineeships, where you learn on the job while also studying a certificate course at the same time. These are great options for hands-on jobs like trades or hospitality. Other careers might need you to complete certain prerequisite subjects in secondary school, such as maths or science, before you can go on to study relevant courses. Prerequisites are specific subjects you need to complete in school before you can enroll in certain TAFE or university programs. Completing these prerequisite subjects ensures that you have the foundational knowledge needed for further study in that specific area.

In addition to academic qualifications, some TAFE and university courses may also have non-academic requirements, such as relevant work experience, interviews, or a portfolio, depending on the course or career you are interested in. For some professions, you might also need professional accreditation, which is a formal recognition of your skills and qualifications by industry bodies.

For students considering a higher education study pathway through TAFE, university or a private education provider, it is useful to become familiar with the relevant Tertiary Admissions Centre in your state or territory. Tertiary Admissions Centres are independent bodies that manage the application and offer process for courses, scholarships and special entry schemes on behalf of education providers in their respective states and territories.

A list of relevant Tertiary Admissions Centres can be found below:

- VIC – Victorian Tertiary Admissions Centre (VTAC) <https://vtac.edu.au/>
- NSW/ ACT – Universities Admissions Centre (UAC) <https://www.uac.edu.au/>
- QLD – Queensland Tertiary Admissions Centre (QTAC) <https://www.qtac.edu.au/>
- SA/ NT – South Australian Tertiary Admissions Centre (SATAC) <https://satac.edu.au/>
- WA – Tertiary Institutions Service Centre (TISC) <https://www.tisc.edu.au/static/home.tisc>
- TAS – apply direct to the education provider

Learning Task 6

Getting Qualified

In the previous Learning Task, you identified **two** careers that you are interested in or want to learn more about. Now it's time to investigate the specific courses or training you will need to complete to become qualified for those careers. Use the table below to guide your investigation. Examples have been provided.

Examples:

One career that I am interested in or want to learn more about is... Cyber Security Analyst

Study or Training Option One

Education or training provider: Swinburne University

Course name: Bachelor of Cyber Security

Location: Hawthorn

Duration: 3 years

Entry requirements:

- Successful completion of the Victorian Certificate of Education (VCE) or its equivalent, such as an interstate or international Year 12 qualification
- VCE Units 3 and 4: a minimum study score of 20 in any English (except EAL) or 25 in English as Alternate Language (EAL) or equivalent

Other important information: Subject adjustments available for studying any Information Technology, any Mathematics or any Science

Study or Training Option Two

Education or training provider: Deakin University

Course name: Bachelor of Data Science (Honours)

Location: Burwood/Online

Duration: 4 years

Entry requirements:

- Successful completion of the Victorian Certificate of Education (VCE) or its equivalent, such as an interstate or international Year 12 qualification
- VCE Units 3 and 4: a minimum study score of 20 in any English (except EAL) or 25 in English as Alternate Language (EAL) or equivalent

Other important information: Subject adjustments available for studying any English, any Information Technology or any Mathematics

One career that I am interested in or want to learn more about is...

Study or Training Option One

Education or training provider: _____

Course name: _____

Location: _____

Duration: _____

Entry requirements:

Other important information:

Study or Training Option Two

Education or training provider: _____

Course name: _____

Location: _____

Duration: _____

Entry requirements:

Other important information:

Another career that I am interested in or want to learn more about is...

Study or Training Option One

Education or training provider: _____

Course name: _____

Location: _____

Duration: _____

Entry requirements: _____

Other important information: _____

Study or Training Option Two

Education or training provider: _____

Course name: _____

Location: _____

Duration: _____

Entry requirements: _____

Other important information: _____

Glossary

- **Australian Tertiary Admissions Rank (ATAR):** The ATAR is a number between 0 and 99.95 that reflects your overall academic performance in your final year of secondary schooling. The ATAR is determined by comparing your results with those of other students across Australia. Universities use the ATAR to assess whether you meet the entry requirements for a course, with each course having a specific ATAR that represents the level of competition for places in that course. The ATAR required for a course can change each year based on demand and how students perform.
- **Adjustment factors/ schemes:** Adjustment factors are extra points that do not change your raw ATAR but can be added to increase your selection rank, which is what universities use when making offers. This can increase your chances of getting into a course.

Continues next page >

Adjustment factors may be awarded for reasons such as your school's location, your personal circumstances, or completion of particular subjects. Some schemes are also designed to encourage applications from underrepresented groups, such as students from regional or rural areas, Indigenous students, or those from low socio-economic backgrounds.

- **Selection rank:** The rank used by universities to decide if you are eligible for a course. It can include your ATAR plus any adjustment factors you may be eligible for.

Costs Associated with Further Education and Training

When you finish school and go on to further study, there are usually costs involved. In Australia, the government provides different types of financial support to help students.

- **HELP Loans (Higher Education Loan Program):** These are for university and other higher education courses. The government pays your tuition fees, and you start paying the loan back once you earn above a certain income threshold.
- **Commonwealth Supported Places (CSPs):** In Australia, most undergraduate students have access to Commonwealth Supported Places (CSPs), where the government pays part of the tuition fee and the student pays the rest. Some courses, however, are full fee-paying, which means students cover the entire cost without a government subsidy. This can happen if:
 - an institution has limited, or no CSPs for a course. This could be because the course is offered by a private university or higher education provider that receives limited or no government funding,
 - the course is a postgraduate degree (many postgraduate courses are full fee),
 - the student is not eligible for a CSP (e.g. international students).

Full fee-paying students can usually still access a FEE-HELP loan, but unlike CSP students, they do not receive a government subsidy to help reduce course costs.

- **VET Student Loans:** These loans are available for certain vocational education and training (VET) courses, like diplomas or advanced diplomas. Not all courses are covered, and there is usually a cap on the loan amount.
- **Fee-free TAFE Courses:** These courses allow eligible students to complete certain VET courses without paying tuition fees (although other costs may still apply). The program exists to address skill shortages, increase workforce participation, and make training more accessible by removing financial barriers. It is important to check the specific details and availability of fee-free TAFE programs in your state or territory.
- **Apprenticeships and Traineeships:** These programs usually work differently. Instead of taking out a loan, you earn a wage while you learn on the job. There may still be some small costs (e.g. course fees at TAFE, tools, uniforms, safety gear), but these are often much lower than university or standalone TAFE fees. Sometimes government subsidies or employer contributions reduce the costs even further.



Resource Spotlight

For more information about costs, loans, and apprenticeships, students can visit:

- **StudyAssist (www.studyassist.gov.au)** – for information about HELP and VET Student Loans
- **Your local TAFE website** – for course fees and subsidies
- **Your Career (www.yourcareer.gov.au/fee-free-tafe)** – for a list of eligible courses and providers of fee-free TAFE programs
- **Australian Apprenticeships (www.australianapprenticeships.gov.au)** – for apprenticeship and traineeship information

Learning Task 7 What Does It Cost?

Looking back at the study and training options you researched in the previous Learning Task, spend some time now investigating the costs associated with each pathway.

Use reliable sources such as StudyAssist, your local TAFE websites, and the Australian Apprenticeships website to help you.



You only need to complete the sections for the level or type of qualifications you are interested in.

For University-Level Qualifications

What are the typical course fees for a degree in the fields you are interested in?

Career Interest Area One



Career Interest Area Two



Do the courses offer Commonwealth Supported Places (CSPs) or are they full fee-paying?

- ☐ All courses offer Commonwealth Supported Places (CSPs)
- ☐ All courses are full fee-paying
- ☐ All courses offer Commonwealth Supported Places (CSPs) except:

Can you access a HELP loan?

- ☐ Yes
- ☐ No
- ☐ Unsure. How can you find out more information?

When do you start paying a HELP loan back?

Do you have to repay a HELP loan even if you don't complete the course?

Are there any extra costs (e.g. textbooks, uniforms, equipment, placements) associated with the courses that you are interested in? *Outline any additional costs below.*



For TAFE-Level Qualifications (VET Courses)

What are the typical course fees for a certificate or diploma in the fields you are interested in?

Career Interest Area One	Career Interest Area Two

Is a VET Student Loan available for the courses you are interested in?

- ☐ Yes – a VET Student Loan is available for all courses
- ☐ No – a VET Student Loan is not available for any courses
- ☐ A VET Student Loan is only available for these courses:

Are you eligible for a VET Student Loan

- ☐ Yes
- ☐ No – reason:

Are there government subsidies or concessions available (e.g. for eligible students) for the courses you are interested in? *Outline any government subsidies or concessions below.*

Are any of the courses that you are interested in currently on the fee-free TAFE list? *List the courses below.* (Remember, this information may change by the time you are ready to apply)

Are there any extra costs (e.g. textbooks, uniforms, equipment, placements) associated with the courses that you are interested in? *Outline any additional costs below.*

For Apprenticeships and Traineeships

What is the typical wage for apprentices/trainees in the fields you are interested in?



Are there any fees for TAFE or Registered Training Organisation (RTO) training?

- ☐ Yes
- ☐ No
- ☐ Unsure. How can you find out more information?

Who usually pays these fees – the apprentice/trainee or the employer?

- ☐ The apprentice/trainee
- ☐ The employer

Are there government or employer incentives that can help cover costs?

☐ No

☐ Yes – Please list:

Are there any other costs (e.g. uniforms, safety gear, tools, licences)?

Are there government subsidies or concessions available for apprentices/ trainees? *Outline any government subsidies or concessions below.*

Considering Studying Overseas?

If you are interested in studying in another country after school, it's a good idea to start learning about your options early.

Different countries and universities have different admission requirements. For example, some courses may require you to study certain subjects in Years 11 and 12 or maintain good results in school over an extended period. Some might also look at what you do outside of class like volunteering, playing sport, joining clubs, or taking on leadership roles.

Before applying, check:

- What language the course is taught in.
- If you need to do a language test (like an English test or another language).
- How much the course and living expenses will cost.
- What kind of visa you might need.
- Any extra requirements to get into the course.

It's a great idea to talk to a teacher, careers advisor, or even contact the university directly to make sure you understand what is required.



When researching overseas study options, make sure you are viewing information relevant to international students, not domestic applicants. International students usually have different application processes, entry requirements, and fee structures.

How Can I Study Overseas?

There are two main ways students can study overseas:



As an international student:

You apply directly to an overseas university and study there after finishing school in Australia. You may need to meet the overseas university's entry requirements (which could be different to those used in Australia), apply for a visa, and pay international student fees.



As an exchange student:

You stay enrolled in your Australian school or university but spend some time studying at a school or university overseas. This is usually for a short period (like a few weeks, semester, or year), and you return to complete your studies in Australia.



Extension Activity: Exploring Overseas Study Options

Learn more about what it takes to study in another country and reflect on whether this is something you might want to consider in the future.

Step One: Choose a Country

Pick **one** country where you might like to study after school. Popular examples include: United Kingdom, United States, Japan, Germany, France, Canada, New Zealand (You can choose another country if you're interested in somewhere else!)



Use a world university ranking system (such as QS World University Rankings or the Shanghai Rankings) to look up the top-rated universities in that country for the subject areas you like most.

Step Two: Research the Basics

Explore the following questions:

- What are two to three popular or well-respected universities in your selected country?

- What subjects or courses is each university known for?

- What is the main language of instruction? Will you need to do a language test?

- What are some of the costs (e.g. tuition, living)?

- Do you need a visa? What are the main requirements for gaining the visa?

Step Three: Think About Your Options

Answer the following reflection questions:

Would you prefer to study overseas as a full-time international student or go on exchange? Why?

Continues next page >

What is one thing that excites you about the idea of studying overseas?

What is one challenge you think you would need to prepare for?

Learning Task 8

Case Study – Nikau's Subject Choices



Nikau is in Year 10 and loves sport. Even though he enjoys playing, he doesn't see himself becoming a professional athlete. Lately, he's been thinking about physiotherapy as a career. A few people have told him it could be a good job for someone interested in sport and fitness.

The thing is, Nikau isn't really sure what physiotherapists actually do each day. Most of what he knows comes from watching the physios who help out at his local soccer club, so he mainly thinks of it as helping injured players get back into the game. He hasn't done much research into the job yet.

Right now, Nikau is choosing his subjects for Year 11 and 12, and it feels a bit overwhelming. He knows getting into physiotherapy at university is tough – there aren't many spots, and it usually takes a high ATAR and certain prerequisite subjects or assumed knowledge. Nikau enjoys hands-on subjects but finds theory-heavy classes difficult, especially when he has to memorise lots of information. He's worried this might make it hard to get into the course.

At the same time, Nikau likes the idea of taking a gap year after Year 12 to travel with his friends. The thought of travelling is exciting, but he's also worried that it might delay how long it takes to finish studying and start working if he does go into physiotherapy. He feels torn between wanting the freedom to explore the world and wanting to get started on his career quickly.

With subject choices due soon, Nikau is feeling stressed and uncertain about what to do next.

Respond to the following:

What challenges is Nikau dealing with when it comes to choosing his subjects and thinking about future careers? Try to list at least **three** challenges.

Challenge One

Challenge Two

Challenge Three

If Nikau isn't confident about getting into physiotherapy straight away, what are some pathway options he could consider?

(For example, pathway courses at TAFE or uni that could later lead into physiotherapy or bridging programs that help students meet entry requirements.)

What are some of the differences between going to uni and doing a TAFE course or apprenticeship? Try to list at least **two** differences.

Which pathway option (university, TAFE or apprenticeship) is best suited to Nikau's current learning style? Why?

If you were Nikau, what information would you want to find out about physiotherapy before choosing subjects?

How could Nikau's ATAR and the subjects he picks affect what courses or jobs he can do later on?

Some qualifications take longer to finish than others. How might the time it takes to complete a qualification influence Nikau's career plans?

What are **three** things Nikau could do to feel more confident about choosing his subjects and learning about careers?

One

Two

Three

Why is it important for Nikau to focus on his interests and strengths when making decisions about his future?

If you could give Nikau one piece of advice to help him stress less about choosing his senior subjects, what would it be?

Learning Task 9 *Subject Selection Career Action Plan*

As you get closer to senior school, it's worth thinking about how your subject choices can open doors for your future. This plan will help you reflect on what you are good at, explore your options after school, and choose subjects that support your goals.

Self-reflection: Understanding Your Interests and Strengths

What subjects do you enjoy most right now?

Think about what you look forward to in class or where you do your best work.

What skills or strengths do you have?

This could be things like problem-solving, teamwork, creativity, communication, or hands-on skills.

What careers or industries sound interesting to you?

Examples: health, business, tech, arts, trades, sport, education, community work, etc.



Exploring Options after School

What are your possible post-school options?
(Mark all that apply)

- ☐ University (e.g. Bachelor's degree)
- ☐ TAFE or Vocational Education and Training (VET)
- ☐ Apprenticeship or Traineeship
- ☐ Employment/Gap Year
- ☐ Other:

What qualifications do the careers you are thinking about usually need?

For example: certificate, diploma, bachelor's degree, apprenticeship.

Do any of your future options have subject prerequisites or require assumed knowledge?

For example: some university courses need maths, science, or English at a certain level.

Subject Selection for Year 11 and 12

List the subjects you are considering for Year 11 and 12:

Consider the subjects that align with your career aspirations and university or TAFE course requirements.

Year 11	Year 12

How do your subject choices connect to your future plans?

Think about whether your chosen subjects:

- ✓ Are needed for a uni / TAFE / apprenticeship entry requirement
- ✓ Help you build useful skills for the future
- ✓ Are subjects you are genuinely interested in and want to explore more
- ✓ Matter to you for another reason

Possible Subject Choices	Why I'm Considering It...
	☐ Entry requirement ☐ Builds useful skills ☐ I'm interested and want to learn more ☐ Other:
	☐ Entry requirement ☐ Builds useful skills ☐ I'm interested and want to learn more ☐ Other:
	☐ Entry requirement ☐ Builds useful skills ☐ I'm interested and want to learn more ☐ Other:
	☐ Entry requirement ☐ Builds useful skills ☐ I'm interested and want to learn more ☐ Other:
	☐ Entry requirement ☐ Builds useful skills ☐ I'm interested and want to learn more ☐ Other:
	☐ Entry requirement ☐ Builds useful skills ☐ I'm interested and want to learn more ☐ Other:
	☐ Entry requirement ☐ Builds useful skills ☐ I'm interested and want to learn more ☐ Other:
	☐ Entry requirement ☐ Builds useful skills ☐ I'm interested and want to learn more ☐ Other:
	☐ Entry requirement ☐ Builds useful skills ☐ I'm interested and want to learn more ☐ Other:

Looking at your choices, do you notice a pattern?

- Are most of your subjects linked to entry requirements, building skills, or personal interests?
- Do you feel you have a good balance between what you enjoy and what you will need for your future pathway?

Are there other programs or courses that could help you achieve your future goals?

For example: a VET certificate, pre-apprenticeship course, or extra study to build your skills.

Setting Goals and Taking Action

Short-term Goals: What do you want to achieve in Year 11 and 12 to set yourself up for life after school?

Identify **two** short-term goals that you could work on over the next two years.

Short-term Goal One

Short-term Goal Two

Long-term Goal: What career or study pathway would you like to aim for over the next three to five years?

Identify **one** long-term goal that you could work towards.

Long-term Goal

Action Steps:

What could you do now to move closer to your goals?

- ☐ Research more about career options
- ☐ Attend open days or information sessions
- ☐ Talk to a career advisor, teacher or mentor
- ☐ Complete work experience
- ☐ Other:

Do you have any questions or concerns about your future right now?



Exploring Workplace Issues

Work is a big part of life. It helps you earn money, meet your needs, and connect with others. But not all workplaces are the same, and sometimes issues can arise that affect workers' wellbeing, safety, and fairness.

Some common workplace issues include unfair pay, unsafe working conditions, discrimination, lack of job security, or being asked to work outside of legal hours. These problems can happen for many reasons including poor management, economic pressure, lack of training, or because workers don't know their rights.

As a young worker, it's important to understand your rights and responsibilities so you can recognise when something isn't right and know how to speak up or get support. Learning about workplace issues now helps you make informed choices, protect yourself and others, and contribute to fairer, safer workplaces for everyone.

Discrimination in the Workplace

Everyone deserves to be treated fairly and with respect, whether that is at school or at work. Discrimination happens when someone is treated unfairly or excluded because of their race, gender, age, disability, religion, or other personal characteristics. It can create an unfair and uncomfortable environment for workers, and it is against the law in Australia.

By recognising what discrimination looks like and understanding your rights, you can help make workplaces safer, fairer, and more inclusive for everyone.

Learning Task 10 Exploring Discrimination

Use the See – Think – Wonder routine to explore the following questions.



See

Think about a time when you, or someone you know, was treated unfairly because of something they couldn't change (like their age, gender, background, ability, or appearance).

- What happened?
- How did the person feel?



If this hasn't happened to you, use an example from a news story, movie, or book.



Think

Why do you think this unfair treatment happened?

- What might have influenced the situation (e.g. stereotypes, assumptions, workplace culture, lack of awareness)?
- What do you think the person who acted unfairly was thinking or feeling?



Wonder

How could this situation have been handled differently?

- What would have been a fairer or more respectful response?
 - How might things have turned out if people had acted differently?
-
-
-

When Can Workplace Discrimination Happen?

Workplace discrimination can happen at different times – when someone is applying for a job, while they are working, or even when they leave a job.

The *Fair Work Ombudsman* says workplace discrimination is unlawful when an employer treats a worker or job applicant unfairly because of personal characteristics (like their age, gender, background, or disability). This could look like unfair treatment in job interviews, promotions, pay, work hours, or access to training.

It's important to know that discrimination is not the same as bullying or harassment, but all of these issues can have a serious impact on workers and workplaces.



Resource Spotlight

The **Fair Work Commission** website is an Australian Government site that provides useful information relating to common issues experienced by employees. Visit the Discrimination page (<https://www.fwc.gov.au/issues-we-help/discrimination>) to learn more about discrimination in the workplace.

You may also like to visit the **Fair Work Ombudsman** website to learn more about bullying in the workplace (<https://www.fairwork.gov.au/employment-conditions/bullying-sexual-harassment-and-discrimination-at-work/bullying-in-the-workplace>).



Learning Task 11 *What is Workplace Discrimination?*

In your own words, what is unlawful workplace discrimination? Provide an example.

What is meant by the term 'adverse action'? Provide **two** examples.

In your own words, what is workplace bullying? Provide an example.

In your own words, what is sexual harassment in the workplace? Provide an example.

Learning Task 12 *Is It Discrimination?*

Working on your own, or with a partner, read through each of the following scenarios and decide whether it is an example of workplace discrimination. Explain your response.

Scenario one

Sofia applied for a part-time job at a café, but the manager told her they don't hire females for kitchen roles because there is too much heavy lifting and women aren't strong enough.

Is this workplace discrimination?

- ☐ Yes
☐ No

Explain your response.

Scenario two

Josh was told he couldn't apply for a position as a swimming instructor because he's only 15, and he must be at least 16 to complete the necessary qualifications and training.

Is this workplace discrimination?

☐ Yes

☐ No

Explain your response.

Scenario three

A group of employees often make jokes about Liam's accent during their shifts, even though it makes him uncomfortable.

Is this workplace discrimination?

☐ Yes

☐ No

Explain your response.

Scenario four

Amara asked for time off to celebrate an important cultural holiday, but her manager denied her request because the business was short-staffed that day.

Is this workplace discrimination?

☐ Yes

☐ No

Explain your response.

Scenario five

Mia is 18 years old. She was overlooked for a promotion because her boss said older workers are more reliable than teenagers.

Is this workplace discrimination?

☐ Yes

☐ No

Explain your response.

The Importance of Reasonable Workplace Adjustments

Making reasonable adjustments at work means changing things in the workplace so that people with disabilities or additional needs are supported to do their job well.

These changes could include things like:

- using different equipment
- changing work hours
- providing special technology to help someone perform their duties

The goal is to remove barriers so that everyone has a fair chance to do their job. This not only helps people with disabilities, but also makes the workplace more diverse, fair, and supportive.

In Australia, employers are legally required to provide these adjustments, but it also makes sense because it creates a positive and inclusive workplace culture for all.



Resource Spotlight

For more information about how workplaces can make reasonable adjustments to better support workers with a disability, you may want to visit the **Victorian Equal Opportunity and Human Rights Commission** website (<https://www.humanrights.vic.gov.au/for-individuals/disability-and-the-workplace/>).

Learning Task 13

Case Study – Lucas' New Job



Lucas is 16 years old and due to a chronic health condition that limits his mobility, he uses a wheelchair. Recently, he started his first part-time job at a local retail store that specialises in comics, video games, and records. Lucas was excited to get the job, he loves pop culture, and he was looking forward to learning how a store like this operates, talking to customers, and working with others who share his interests. But once he started, Lucas discovered a few challenges that made settling in harder than he expected.

On his first day, he realised that some of the store's layout was difficult to navigate. The aisles between shelves were quite narrow, and some display racks were placed high up or in tight corners. This made it hard for Lucas to access parts of the store or restock certain items without assistance.

He also found tasks like lifting heavy boxes of stock or reaching items on higher shelves tricky to manage from his wheelchair. Although his manager and co-workers were friendly, Lucas felt uncomfortable having to ask for help so often. He began to worry about whether he could do the job as well as others, and whether his team saw him as a burden.

Respond to the following:

Who could Lucas speak to about getting extra support at work?

What reasonable adjustments to the work environment or conditions could Lucas' employer make to allow him to work more safely and productively? Try to suggest **two** adjustments.



In this scenario, what kind of workplace adjustment might be seen as unreasonable for the employer to provide? Why?



What are some of the benefits for employers, employees and customers when reasonable adjustments are made to accommodate disabilities?

Benefits to Employer

Benefits to Employees

Benefits to Customers

Why might it be important for workers to disclose their disabilities to current or future employers, even if the disability is not physically visible?

Can Discrimination Be Lawful?

While discrimination is generally unfair and against the law, some forms of workplace discrimination are lawful in certain situations. For example, employers can set requirements for jobs that are directly related to the role, such as needing specific qualifications, physical abilities, or age limits if they are necessary for safety or performance. It may also be necessary to seek out specific personal attributes for certain roles that require cultural understanding, sensitivity or lived experience. These lawful exceptions, called *inherent requirements*, make sure that any decisions that require a level of exclusion are based on the needs of the job rather than unfair bias or prejudice.



Resource Spotlight

One example of this relates to identified and targeted roles for Aboriginal and Torres Strait Islander peoples. Visit the **Communities and Justice** page on the New South Wales Government website to learn more about why specific recruitment practices are used to better support this community (<https://dcj.nsw.gov.au/about-us/careers-at-dcj/pathways/careers-for-aboriginal-people/aboriginal-application-recruitment-help/videos-on-application-and-recruitment-help/what-is-the-difference-between-identified-and-targeted-roles.html>).

Learning Task 14 Discrimination in Job Ads

Working on your own, or with a partner, view the following job ads and decide whether you think the discrimination is lawful or unlawful.

FULL-TIME POSITION

SALES EXECUTIVE

GLOBAL REAL ESTATE, SYDNEY

We are looking for a dedicated and driven sales executive to join our fast-growing real estate team. The ideal candidate will be responsible for generating leads, managing client relationships, and closing sales in the luxury property market. You will need to be highly motivated and capable of working independently, with flexibility to travel to meetings at short notice.

Note: Only unmarried individuals or those without children will be considered, as this role requires full-time availability, including weekends, late nights, and frequent travel.

What elements of the job ad seem unfair or likely to exclude people?

Do you think this type of discrimination is lawful or unlawful. Explain your perspective.



**FEMALE SUPPORT
WORKER**
PART-TIME

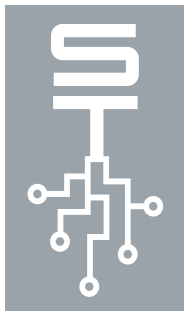
SAFE HAVEN
DOMESTIC VIOLENCE CENTRE,
ADELAIDE

Safe Haven Domestic Violence Centre is looking for a compassionate and experienced female support worker to join our team. The role involves providing emotional support, advocacy, and practical assistance to women who have experienced domestic violence. You will work closely with female clients in group settings and individual sessions, helping them navigate services and rebuild their lives.

Due to the nature of the work and the sensitive issues surrounding trauma, we are specifically looking for a female candidate to ensure the comfort, privacy, and security of our female clients.

What elements of the job ad seem unfair or likely to exclude people?

Is this type of discrimination lawful or unlawful. Explain your perspective.



**SMARTTECH
ELECTRONICS**
MELBOURNE

**CUSTOMER SERVICE
REPRESENTATIVE**
PART-TIME

SmartTech Electronics is seeking a customer service representative to join our team. The ideal candidate will be friendly, enthusiastic, and comfortable assisting customers with product inquiries, processing transactions, and managing returns. We are looking for someone who is energetic and quick to learn new technologies.

If you were born before iPhones were released, you are too old to apply for this job!

What elements of the job ad seem unfair or likely to exclude people?

Do you think this type of discrimination is lawful or unlawful. Explain your perspective.



It's important that all workers, including young people, know their rights and feel safe and respected at work.

Your campaign can take the form of:

- Your aim is to create an educational and informative campaign that helps young people understand:

- ## Step One: Research

ACCE • YEAR 10 – Career Education Workbook – DESIGN 67

Step Two: Plan Your Campaign

- Choose your format: poster, video, or social media campaign.
- Decide on your main message: what do you want other young workers to remember?
- Think about your audience: how can you make it clear, interesting and relatable?

Step Three: Create Your Campaign

- Use images, colour, and clear language to grab attention
- Include real facts and examples
- Make sure your information is accurate and shows where people can get help

Step Four: Present Your Campaign

- Present your campaign to the class
- Explain why you chose your format and what message you wanted to get across
- Get feedback from your classmates and reflect on what you might improve

LEARNING AREA C: *Career Building*

Year 10 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 know how to present myself positively online, including through social media.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can explain the impact of my digital footprint on my future career options.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know how to create a personal brand that reflects my values, goals and strengths.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand how to use labour market information to explore job opportunities in my state or region.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can identify industries and career opportunities that are growing in my state or territory.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand how my personal beliefs and attitudes can influence the career choices I make.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I can evaluate different career options and consider how they affect my future and lifestyle.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I know how to overcome challenges or setbacks that might affect my career goals.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet
I understand the importance of setting career goals and making a plan to achieve them.	☐ Yes ☐ A bit ☐ Not yet	☐ Yes ☐ A bit ☐ Not yet

Social Media and Your Future Career

You may be starting to use social media to stay in touch with friends, share moments, or explore your interests, but did you know it can also play a powerful role in your future career? From creating a professional online presence to discovering job opportunities and connecting with people in industries you are curious about, social media can be one of today's most important career-building tools, allowing you to show off your strengths and share your skills. However, it is also important to reflect on your online presence and make smart choices about how you want to be seen by others, both now and in the future.

Understanding Your Digital Footprint

Your social media activity doesn't just disappear- it creates a digital footprint that can shape how future employers, colleagues, and clients see you. In today's world, recruiters and workplaces often check an applicant's online presence before making hiring decisions. What you post, share, like, and comment on can impact your job opportunities, even years later.

It is essential to know what your digital footprint looks like, why managing your digital footprint is important, and how you can take control of your online reputation. By learning how to manage your personal brand, you are in a better position to make sure your digital presence supports, not damages, your future career.

Learning Task 1 *My Digital Footprint Audit*

In this task, you will explore your online presence – or imagine the one you'd like to build – and follow the steps below to strengthen your digital footprint.

Part One: Social Media Check-up (or Profile Set-up)

If you already use social media:

- Choose the platforms you use most often (e.g. Instagram, Snapchat, TikTok, YouTube, etc.).
- Review:
 - Your profile name, bio, photo
 - Public posts, comments, and tagged content
 - Liked videos, reels, and shared stories

If you don't currently use social media (or only just started):

- Imagine you are creating your first profile on a platform of your choice
- Draft or note down:
 - A professional and appropriate username
 - A bio that reflects your values, interests, or goals
 - The kind of posts or content you would want to be associated with



Reflect on the following statements:

	 Yes	No
Would I want a future employer, teacher, or coach to see this?		
Am I sharing or liking anything that could be misunderstood?		
Do my posts (or planned posts) reflect my values, interests and goals?		
Do I understand how to change and update privacy settings to keep my personal information safe?		
Would someone seeing my profile want to hire or connect with me?		

Part Two: Google Yourself

It is important to remember that not everything that shows up about us online has been posted by us. Other people can tag, share, or upload content that includes our name or image. That's why it's important to be aware of our broader online presence and how it might be seen by others.

Step 1:

Open your browser in incognito/private mode so your personal search history doesn't influence results.

Step 2:

Search for your name with combinations of:

- your school
- your town or suburb
- usernames or social media handles you commonly use
(e.g. "Alex Tan Brisbane TikTok" or "Casey Nguyen @cazzy_04")

Step 3:

Answer these questions:

What did you find?

Did anything surprise or concern you? Are there posts, images or tags you were unaware of?

Do the search results reflect who you are and what you stand for? Explain. (If you don't have an online presence yet, think about what you'd like to come up when someone searches your name in the future.)

Part Three: Digital Footprint Self-assessment

1. Look at each area in the table below. These areas relate to how you appear online and how your online presence might affect your future opportunities.
2. For each area, give yourself a rating from 1 to 5:
 - 1 = Needs work
 - 5 = Excellent
3. In the Comments/Actions column, write a few notes about what you noticed and any steps you could take to improve.
 - If your social media profiles don't accurately reflect who you are and what you are interested in, write what you could update
 - If nothing appears, you could list ways to start creating a positive online image
4. Be honest! The goal is to understand your current digital footprint and think about how to make it more professional, safe, or aligned with your goals.

Area	Rating (1 = Needs work, 5 = Excellent)	Comments/Actions
What others can find about me online	1 2 3 4 5	e.g. "My name brought up some old photos I'd forgotten."
Professionalism of my online presence	1 2 3 4 5	
Alignment with my personal values/goals	1 2 3 4 5	
Privacy and security settings	1 2 3 4 5	
Preparedness for future opportunities	1 2 3 4 5	

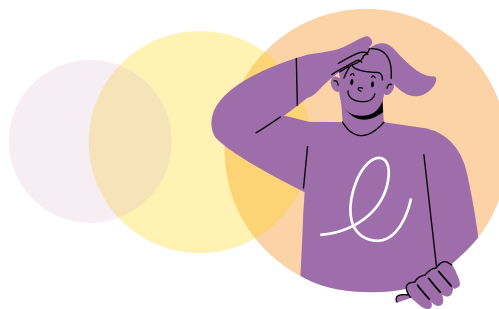
Part Four: Next Step

Write down **one** thing you can do this week to improve or take control of your digital footprint.

This could be:

- Updating your profile photos or bios
- Deleting or archiving older posts
- Changing privacy settings
- Creating a professional email or LinkedIn profile
- Asking to be untagged in something

My action this week:



Learning Task 2 Digital Footprints and Privacy

What you post online can shape how others perceive you, including future employers. This activity will help you explore how your online presence can affect your future, including job opportunities. You will choose a claim, support it with an example or argument, and pose a thoughtful question that encourages discussion.

Step One: Choose a Claim (Your 'Big Idea')

Read through the claims below and choose one that you agree or disagree with. This will be the starting point for your thinking and discussion. You don't have to agree with the claim, but you do need to have a clear opinion about it.

Claim Options:



"Privacy settings don't guarantee privacy."

"What you post online now can affect your job chances later."

"Young people should start building a positive online presence before they leave school."

"It's unfair that people are judged by what they post online."

"There's no such thing as 'just a joke' on social media."

"Your digital footprint is part of your personal brand."

"Deleting a post doesn't mean it's gone forever."

"Being 'real' online is more important than being professional."

"Social media can help you stand out – in a good way."

"What your friends post about you can affect your reputation."



Step Two: Support Your Claim (Give evidence)

Decide whether you agree or disagree with the claim that you have selected and develop a reasoned argument based on your knowledge or experience.

Use **at least one** of the following to back up your opinion:

- Something you discovered in your own digital footprint audit
- A real-world example (e.g. a news story or someone you know)

Example: "I found an old photo of myself that I forgot was public. It didn't reflect who I am now, which reminded me that what we post can stay online for a long time."

Step Three: Ask a 'Big Question' (Start a conversation)

Now, write an open-ended question related to your claim. This question should encourage others to think more deeply and consider different perspectives.

Example: "Should schools do more to teach students how to manage their online presence?"

Social Media and the Workplace

Social media is a powerful tool, but what you share online can have serious consequences—especially in the workplace. Employers often have social media policies that set rules about what employees can and can't post, both during and outside of work hours. Sharing confidential information, making negative comments about a job, or even posting something controversial on a personal account could put your career at risk.

Learning Task 3 Exploring the Consequences of Social Media at Work

Working on your own or with a partner, read through each scenario and respond to the questions.

Scenario One: A Private Rant Goes Public

Isaac, a 19-year-old retail worker, posts an Instagram story after a long shift, complaining about rude customers and how "this job is a joke." A customer who follows him on Instagram takes a screenshot and emails it to the store manager. The next day, Isaac is called into a meeting and told he's being dismissed for publicly criticising the company.

Should employees be allowed to vent about their jobs on their personal social media accounts?

If Isaac had made the post anonymously, would it change the situation?

Was the employer justified in firing Isaac, or should they have given him a warning?
Explain your point of view.



Scenario Two: An Old Post Resurfaces

Jasmine, 20, recently secured a full-time marketing internship at a well-known company. A week into the role, a colleague finds an offensive post from one of Jasmine's social media accounts that was posted when she was 16. The post contains insensitive language that doesn't align with the company's values. HR calls Jasmine in, and despite her apology and explanation that she has changed since then, the company decides to terminate her internship.

Continues next page >

Is it fair for people to face consequences like this for things that they posted when they were younger?

Should the company have given Jasmine a chance to explain and make things right?

How can young people avoid situations like this when entering the workforce?

Scenario Three: A 'Joke' That Backfires

Levi, a 20-year-old apprentice electrician, posts an online video of himself dancing on a construction site, captioning it, "This is what we do when the boss isn't looking!" The video goes viral, and the company's name is visible in the background. Management sees the video and fires Levi, stating that it shows a lack of professionalism and a potential workplace safety risk.

Was the employer's reaction too extreme, or was it justified?

Should workers be more careful online if they're wearing a work uniform or showing the company name?

What message might this video send to people who see it, like clients or future employers?



Extension Activity

Write Your Own Workplace Social Media Policy

Imagine you have just been hired as the Social Media and Communications Manager at a company that works with young employees. Your boss has asked you to create a simple workplace social media policy to help guide staff on what is and isn't okay to post.

Your goal is to set clear, fair, and practical guidelines that protect the company's image while respecting employees' rights to express themselves outside of the workplace.

Your Task:

Working on your own, or with a partner, write a social media policy (300 – 500 words) for your workplace. Your policy should include:

- What's okay to post
- What's not okay to post
- Privacy tips
- Behaviour outside of work (e.g. if you're in uniform or mentioning the company, does the policy still apply?)
- A justification for the policy (e.g. why are these guidelines important? What might the company be trying to achieve by having this policy?)
- Consequences if the policy is not followed (e.g. what would be a fair consequence if someone breaks the rules)





Personal Branding and Showcasing Your Strengths Online

Before someone meets you in person, like a boss, employer, or mentor, they might search for you online. What they find can shape their first impression. That is why it's helpful to build a **personal brand** – a clear, positive message about who you are, what you're good at, and what you care about. This can help you stand out in a good way when you're applying for part-time jobs, looking for work experience, or connecting with people who can support your goals.

Learning Task 4 Creating a Brand

Think of **two to three** brands you are familiar with. These could be clothing brands, food and drink companies, apps, tech brands, or sports teams.

Now, for each brand, answer the following questions:

- What do you think of when you see or hear the brand?
- How does the brand make you feel?
- What kind of image or personality does the brand seem to have?

Example

Brand:	Nike
What I think of:	Sporty, determined, competitive
How it makes me feel:	Motivated, inspired
Personality/Image:	Strong, achievement-focused



Brand One:	Brand Two:	Brand Three:
What I think of:	What I think of:	What I think of:
How it makes me feel:	How it makes me feel:	How it makes me feel:
Personality/Image:	Personality/Image:	Personality/Image:

Now, pick **one brand** and answer:

- What helps this brand stand out from others?
- Think about things like their logo, colours, slogan, values, or who they partner with.



Consider what makes you trust, remember, or want to buy from the brand.

Brand: _____



A personal brand is how you present yourself to the world – both online and in real life. It's what people remember about you, including your strengths, values, and interests.

Think about a person that you are familiar with that you believe has a strong personal brand. They might be an athlete, businessperson, media personality, or well-known for philanthropy (involved in charities, fundraising or promoting social initiatives).

Person you have selected: _____

What stands out to you about this person's personal brand? *Think about how they present themselves (both online and in person), what kind of content they share, and what they are known for.*

In **three to five words**, how would you define or describe their personal brand?

Why do you think their personal brand is successful or effective? *What might employers, companies or potential collaborators notice and value?*

Now that you have explored how companies and individuals shape their image, think about how you can do the same.

Why might your personal brand matter when you are applying for a job or building your career?

What are some positive ways young people can use social media to showcase their skills, interests, or career aspirations? Can you think of any specific examples?

Learning Task 5

Key Elements of a Personal Brand

Below are some of the key elements that contribute to the development of a personal brand. Reflecting on these elements can help you begin to define your own personal brand.

Who You Are (values and interests)

What do you care about? What motivates you? *For example: Helping others, being creative, problem-solving, teamwork.*

What You Are Good At (skills and strengths)

What subjects, activities, or skills do you excel in? *For example: Good at communicating, working in a team, staying organised, using technology.*

What Makes You Unique (your personal edge)

What sets you apart from others your age? *For example: A passion for coding, a talent for design, leadership in sports, or the ability to solve problems creatively.*

How You Show Up Online (digital footprint)

What do your social media accounts currently say about you?

Who You Connect With (networking and relationships)

Who do you learn from or look up to both online and in person? How do you interact with teachers, mentors, or professionals? *For example: Following professionals on LinkedIn, getting involved in school clubs, or attending career expos.*

How You Present Yourself (consistency and authenticity)

Do your words, actions, and online presence reflect who you really are? *For example: If you describe yourself as hardworking, does your schoolwork and attitude show that?*

Why Might Employers Use Introduction Videos and Phone Screenings

Before offering someone a job interview, employers often want to get a quick first impression. They might ask for a short introduction video or do a quick phone call (called a phone screening) to help decide if a person is the right fit for the job.

These early steps help employers see:

How confident
and clear you
are when you
speak

Whether you
understand the
job and seem
interested

If your
personality
and values
match the
company's
vibe

An introduction video is a great chance to show your enthusiasm, communication skills, and professionalism. A short phone call helps the employer learn more about your experience and this is where your personal brand matters. The way you speak, your body language, and the words you choose all help create a strong first impression. If you can clearly show who you are, what you are good at, and what you care about, this will go a long way in helping you to stand out from other applicants in a positive way.

Learning Task 6 *Create Your Personal Brand Introduction Video*

Create a short video (30 to 60 seconds) that introduces who you are, highlights your strengths, and showcases your personality in a professional and engaging way.

Step One: Plan Your Personal Brand Statement

Before you start recording, draft a short script that includes:

- Who you are – Name and a brief introduction.
- Your key skills and strengths – What makes you unique?
- Your passion or career interests – What are you working towards?
- A closing statement – A confident wrap-up (e.g. "I'm excited to keep growing and exploring opportunities in...").



You may want to use the information that you gathered in the previous learning task.

Continues next page >

Step Two: Record Your Video

- Use a phone, tablet, or computer with a camera.
- Find a quiet space with good lighting and a simple background.
- Speak clearly and confidently, maintaining good posture and eye contact with the camera.
- Aim for 30–60 seconds in length.



Watch your tone and body language – first impressions matter!

Step Three: Review and Improve

- Watch your video and check if it aligns with your personal brand.
- Ask yourself:
 - ✓ Does it clearly communicate who I am?
 - ✓ Is my message engaging and professional?
 - ✓ Do I look and sound confident?
- If needed, re-record for better clarity and impact.

Step Four: Share and Reflect

- Pair up with a classmate and share your videos for constructive feedback.
- Reflect on what worked well and what could be improved. You may like to consider the following questions when giving feedback:
 - What does this person do well?
 - Are they able to present clearly and confidently?
 - What could they improve?

Exploring Employment Trends in Your State or Territory

Exploring employment trends in your state or territory is a great way to understand how the world of work is changing and how those changes are shaping communities. Industries grow or decline based on things like new technologies, economic conditions, and social needs. These shifts influence the types of jobs available, the skills employers are looking for, and the kinds of opportunities young people might want to explore.

While you may already be aware of the jobs and industries common in your local area, it can also be helpful to look a little further afield. Exploring opportunities across your wider region or state can open your eyes to new career pathways you might not have considered, especially in industries that are growing fast or facing skills shortages.

By examining employment trends both locally and across your state or territory, you will get a clearer picture of:



Which sectors are expanding or emerging



What kinds of skills and qualifications are in demand



How jobs are changing due to innovation or social needs

This knowledge can help you make smarter, more informed decisions about your future and show you how the world of work connects to everyday life, both close to home and beyond.

What Employers Are Looking For

The types of jobs and skills employers want can change over time. This can happen because of things like new technology, changes in the economy, or shifts in society.

When industries grow or change, employers often need workers with new skills and qualifications to keep up. Knowing what jobs are in demand and what skills are important can help you make smart decisions about your future.

By paying attention to which industries are expanding and what employers are looking for, you can plan your learning and experiences to get ready for the kinds of jobs that are most likely to be available in the future.

Learning Task 7

State Snapshot

The **Jobs and Skills Australia** website is an Australian Government website that provides a detailed overview of labour market information at a national, state and regional level.



Resource Spotlight

Use the Recruitment Trends and Employers' Needs Profile to explore what recruitment looks like in your state or territory. This will give you real-world information about which jobs are in demand, how employers are hiring, and what the outlook for future work looks like.

<https://www.jobsandskills.gov.au/data/employment-region-dashboards-and-profiles/recruitment-trends-and-employers-needs-profiles>

Steps to follow:

1. Scroll down the page to the 'Downloads' area.
2. Find your state or territory.
3. Download the 'Recruitment Snapshot' for your area.

Use the following table to list the **top ten jobs** that are currently being recruited for in your state or territory.

For each job, write down the industry it belongs to.



Use the list of industries below as a guide if you are unsure which industry a job fits into.



- | | |
|--|--|
| ☐ Accommodation and food services | ☐ Information Media and Telecommunications |
| ☐ Administrative and Support Services | ☐ Manufacturing |
| ☐ Agriculture, Forestry and Fishing | ☐ Mining |
| ☐ Arts and Recreation Services | ☐ Professional, Scientific, Technical Services |
| ☐ Construction | ☐ Public Administration and Safety |
| ☐ Education and Training | ☐ Rental, Hiring and Real Estate Services |
| ☐ Electricity, Gas, Water and Waste Services | ☐ Retail Trade |
| ☐ Financial and Insurance Services | ☐ Transport, Postal and Warehousing |
| ☐ Health Care and Social Assistance | ☐ Wholesale Trade |

Top Ten Jobs	Related Industry

Explore the skill levels or qualifications that are most needed in your state.

What are the **top three types of qualifications or skill levels** employers are currently seeking?



This information can be found in the Jobs and Skills 'Recruitment Snapshot' for your state.



Think about what might be contributing to the demand for those skills.

Are there changes happening in your state (e.g. population growth, technology, weather events, new infrastructure, government investment)?

Why do you think these skills are in demand?

Think about recruitment practices.

What are the **top three most common ways** employers are recruiting new staff in your state?



This information can be found in the Jobs and Skills 'Recruitment Snapshot' for your state.

Are recruitment methods in your state similar or different to the national trends?

How might these hiring methods make it easier or harder for young people to get a job?

Learning Task 8

Researching the Labour Market in Your State

Work on your own or with a partner to complete the following research task.

Suggested Resources

Jobs and Skills Australia- Jobs and Skills Atlas

Use the map function to explore the major industries in your state (make sure that you only have the state selected and not a specific region!). <https://www.jobsandskills.gov.au/jobs-and-skills-atlas?regionType=state®ionValue=1&industryMetric=summary&industryFocus=H®ionMetric=pop>

Australia Bureau of Statistics- Australian National Accounts: State Accounts

Provides key statistics on the Gross State Product (GSP) for each state.
<https://www.abs.gov.au/statistics/economy/national-accounts/australian-national-accounts-state-accounts/latest-release#key-statistics>

Your Career- Industries

Explore industries and their related occupations.
<https://www.yourcareer.gov.au/industries>

Step One: Local Industries and Employers

Write down **two to three industries or employers** that you know are important in your local area (town, suburb, or region).

Example: A local hospital, a factory, or a supermarket chain.

Local Industry/Employer 1

Local Industry/Employer 2

Local Industry/Employer 3

Step Two: State or Territory-based Industries

Now think about industries that are important to your state or territory, even if they aren't common where you live. Try to think of **at least three** and write the name of a company or employer linked to each one.



Think about areas like health care, construction, technology, agriculture, mining, tourism, education, or renewable energy.

State or Territory-based Industry 1

State or Territory-based Industry 2

State or Territory-based Industry 3

Step Three: Choose an Industry to Research

Select **one** of the industries from your list that is important in your state or territory.

Selected industry: _____

Step Four: Investigate Your Industry

Research your chosen industry and answer the following:

Why is this industry important to your state or region?

What types of jobs are associated with this industry?

What skills or qualifications might someone need to work in this area?

Who are the largest employers in this industry? Where are they located?
(You can list these or plot them on a map.)

How many people does the industry employ? How much money does it make?

What factors have contributed to the industry's growth or decline? (e.g. resources, population growth, technology, government investment, global demand, climate, history).

Step Five: Present Your Findings

Use one of the following formats to present your findings to the class:

- **Interactive map presentation** – Make a digital or physical map showing where the biggest employers in your chosen industry are located in the state. Explain each employer's role and how it affects the economy. Discuss what has helped the industry grow in different areas.
- **Infographic or poster** – design an infographic or poster that visually summarises the key industries, largest employers, and factors influencing industry growth. The infographic can include data on employees, economic impact, and other interesting facts.
- **Slide deck presentation** – Each slide could cover a different aspect of their research, such as industry overview, largest employers, challenges, opportunities, and the factors influencing the industry's growth.
- **Video presentation** – create a short video (three to five minutes) where you act as if you are presenting to a professional audience, summarising your research and explaining why the industry is important for your state. You can include pictures, maps, and graphics to make it more interesting.

Learning Task 9

Case Study – Relocating for Work and Career Opportunities



Daniel had always been interested in the mining industry. He liked hands-on work, solving problems, and the idea of working in a field with lots of job opportunities and good pay. But there was one problem – he lived in a state where mining jobs were hard to find.

As Year 10 came to an end, Daniel started thinking more seriously about his future. He wanted a career in mining, but staying in his home state of Victoria would have meant fewer opportunities. Moving to another state could have opened more doors, but it also meant leaving his family and friends behind. Daniel had to decide whether he was willing to move away or if he should look at other industries closer to home that used similar skills. He also thought about how his career choice might affect his life outside of work, like his social life and time with family.

To make a good decision, Daniel researched the job market. He found that Western Australia and Queensland had a strong demand for mining workers. He also looked into industries in Victoria that used similar skills, such as construction and civil engineering. Daniel explored different ways to get into mining, including VET courses, apprenticeships, and university degrees in engineering or geology. Some of these qualifications could have helped him work in mining or related fields, giving him more options in the future.

Since mining jobs weren't easy to find locally, Daniel decided to get experience in a related area. He started a VET Certificate in Construction as part of his senior studies, which gave him hands-on experience using basic hand tools and learning about workplace safety. He also began creating an online portfolio to show his skills and work experience and used social media to connect with people in the mining industry. By building his network, he hoped to learn more about different jobs and career pathways.

After talking with his family, Daniel thought carefully about the pros and cons of moving away. While the idea of relocating was a bit scary, he realised that reaching his career goals might mean being flexible. He decided to study a qualification that could lead to mining jobs but still allow him to work in his home state if he wanted to. Daniel **knew** the future **was** unpredictable, but by learning transferable skills and staying open to new opportunities, he **was** setting himself up for success – no matter where his career **took** him.

Answer the following:

What factors did Daniel consider when deciding whether to move or stay in his home state?
Are there other factors you would think about when making a big career decision?

Daniel is interested in mining but there are few mining-related jobs in his state. If you were in his shoes, would you consider moving to another state for work? Why or why not?

Daniel looked at other industries, like construction, that use similar skills. What are the benefits of exploring related industries when your first choice isn't easily available?

How did Daniel use different pathways (VET courses, apprenticeships, university degrees) to keep his options open? Can you think of other ways students can prepare for their future careers?

How did Daniel demonstrate adaptability and resilience in his career planning?

What are some transferable skills you have or could develop that might help you in more than one career?



Learning Task 10

Planning for Your Future and Career Goals

What kind of job or career do you see yourself doing in the future?

Does this match the jobs that are currently growing in your state? If not, what could you do to find or create other opportunities?

What are some of the main industries in your state?

How do these industries help you understand the skills and personal qualities employers are looking for?

What factors (like where people live, technology, or government decisions) can affect which jobs are available in your state?

How can knowing this help you make smarter choices about your future career?

Based on your research, what steps can you take now to prepare for your preferred career? *For example, gaining experience, developing skills, completing specific subjects or courses.*

What challenges might you face when pursuing your preferred career in your state? *Consider the availability of jobs, required qualifications, relocation needs.*

Finishing Up

What Could My Future Look Like?

This reflection will help you explore your ideas about your future life, work, and goals. It's a chance to think creatively and honestly about who you are now, what you want, and how you might get there. Use this time to imagine possibilities and connect them to what you have learned about yourself this year.

Take some time to think about the questions below.

Share your key insights with a classmate or teacher if you feel comfortable.

Be honest and thoughtful!

Reflecting on the Process

Which activities or tasks did you undertake this year that have helped you understand yourself better?

What skills, strengths, or qualities did you discover about yourself?

Did you face any challenges or obstacles when exploring your education and career-related options? How did you overcome them?

In what ways have your education or career ideas shifted since the start of the year?

Thinking About Your Future Pathway

Right now, which career, study, or life ideas feel most exciting or interesting to you?

What are **two to three steps** you could take next year to explore or test these ideas?

If you could 'test drive' one part of your future (e.g. a job, a course, or experience), what would it be and why?

What support or resources could make your plan more realistic? How might you access them?

Learning From Others

Who or what is inspiring or motivating you at the moment (e.g. mentors, professionals, family, community)?

What advice or lessons have you gained this year that could guide your future decisions?

Are there any role models you want to engage with or experiences you want to explore next year?

Designing Your Future

Looking back, what aspects of your future have you already started creating this year?

What's one goal you have for **the** next year? This could be personal, academic, or career related.

What issues or problems in the world matter most to you (e.g. environment, equality, technology, health)?

How might you contribute to making a positive difference in these areas? Which skills or actions could help you do this?

Reflection Summary

In one or two sentences, sum up what you have learned about yourself and your future from this year's career education program.

Think about how you have grown, what's changed, or what you are excited to explore next.



Australian Centre for Career Education
Level 2, Building A, 61 Civic Drive, Greensborough 3088
Email: admin@acce.org.au
<https://acce.org.au/>
ABN 80 549 485 560