The diversity and richness of educational opportunities in the Darling Downs and South West Queensland region never ceases to amaze me.

In less than 50 years, the University of Southern Queensland (USQ) has cemented its reputation as one of the state’s fastest growing education institutions, with more than 28,000 students and almost 1700 staff.

The Australian Financial Review has recognised USQ as second in Australia for our graduate starting salaries and third in the country for graduates in employment through the Quality Indicators for Learning and Teaching website. We are very proud of our success in this area when ranked against all Australian universities.

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USQ students have fantastic teachers and they are supported throughout their studies with easily accessible support services to help reach their full potential. We are committed to seeing our students achieve academically, and we are also concerned with their personal journey toward achieving their goals.

The following resource is an example of one of the many initiatives that has been developed as part of the Opening Doors Project. It is our hope that ‘The Career Book’ helps you explore your options for an exciting future career. The Opening Doors Project is designed to offer career development support and guidance to secondary school students.

We are committed to raising career and education aspirations and one of the ways we do this is by providing various pathways into Higher Education.

This interactive resource has been developed to help you think about your future careers and the many pathways you can take to get to university.

I urge you to take the time to see how USQ can help you achieve what you may never have imagined was possible.

My very best wishes as you explore the many options towards your exciting future.

CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>1</td>
</tr>
<tr>
<td>Instructions</td>
<td>2</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>2</td>
</tr>
<tr>
<td>1: Understanding myself</td>
<td></td>
</tr>
<tr>
<td>What is a career?</td>
<td>4</td>
</tr>
<tr>
<td>What’s happening on the employment scene?</td>
<td>5</td>
</tr>
<tr>
<td>Build your career profile</td>
<td>6</td>
</tr>
<tr>
<td>It’s all about you</td>
<td>7</td>
</tr>
<tr>
<td>Influence of others</td>
<td>8</td>
</tr>
<tr>
<td>Change and growth</td>
<td>9</td>
</tr>
<tr>
<td>Things to consider when choosing subjects</td>
<td>10</td>
</tr>
<tr>
<td>Appendix 1: Teacher resources</td>
<td>11</td>
</tr>
<tr>
<td>Appendix 2: Glossary of links</td>
<td>13</td>
</tr>
<tr>
<td>Appendix 3: Activities</td>
<td>15</td>
</tr>
</tbody>
</table>
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My very best wishes as you explore the many options towards your exciting future.
INSTRUCTIONS

Making career decisions and managing your career will be a lifelong process. There are skills that you can develop and steps you can take each time you are faced with your next career transition. These can be divided into three sections: ‘Understanding myself’, ‘Exploring my career’ and ‘Managing my career’.

1. Read the introductory paragraph on each page, beginning the book at Section 1 through to Section 3. A teacher resource section is also included.

2. It is not intended that you would complete every activity nor explore every web link, but there is a sequential order to the book. You can decide which areas are relevant for you to explore.

3. Each graphical image has an identifying number and explanatory title. A full list of these web links are cited in the ‘Glossary of links’.

4. Click on the blue icon at the lower-left corner of each graphical image. This will take you to the relevant web link, some of which are videos and others are relevant websites which you can further explore.

5. Some graphical images have red icons. These link to activities, some of which are compiled in the ‘Activities’ section of the book. These can be downloaded to complete these activities. Other activities will be found on the linked webpages. Follow the instructions as directed on these pages.

6. The aim is for you to develop necessary career management skills through undertaking a series of practical experiences, both inside and outside of school.

ACKNOWLEDGEMENTS

USQ Opening Doors: Career Development Project members would like to acknowledge the willing collaboration of our partner P-10 and secondary schools in Fraser Coast, south-east and south-west Queensland. Together we have embarked on fostering career development and career management skills, with the mutual goal of empowering and raising aspirations of our young people.

CONTACT DETAILS:

USQ Student Services: Career Development
Phone: (07) 46312372
Web: usq.edu.au
Email: student.services@usq.edu.au

The Opening Doors: Career Development Project is funded through the Commonwealth Government’s Higher Education Participation Program (HEPP) to improve the access, participation and success of students from communities under-represented in higher education.
Understanding your strengths and interests, as well as the world of work, is an essential starting point when deciding on which career path is for you. So, what is a career?

A CAREER is the sequence and variety of occupations and roles (paid and unpaid) which one undertakes throughout a lifetime. More broadly, career includes life roles, leisure activities, learning and work.

CAREER DEVELOPMENT is the process of managing life, learning and work over the lifespan.

Whereas …

A JOB is a paid position requiring a group of specific attributes and skills that enable a person to perform tasks in an organisation, either part-time or full-time, for a short or long duration.

An OCCUPATION is defined as a group of similar jobs found in different industries or organisations.

Some truths about career decision-making:

• Career decision-making is not magic!
• No one else can make the decision for you.
• You must be actively involved in the process.
• It is never too late to start.
• There is not one ‘ideal’ occupation for you. There may be several occupations that will give you the satisfaction you want from work.
• In all likelihood you will have several occupations during your working lifetime. The career decision you are making now is not a lifetime decision.
• Think where am I going to start, not where am I going to finish my career… your career is a journey, not a destination!
After watching the Workforce Insights clip, answer the following 5 questions:

- What is the single biggest shift in the Australian labour market over the past 30 years and what has this meant?
- What are the three biggest labour market changes to expect over the next 10 years?
- What sort of impact is the aging population likely to have on the Australian workforce?
- What will the office of the future look like?
- What are the main attributes the office worker of the future will need to have?
BUILD YOUR CAREER PROFILE

Where do I start? ... right where you are now! Think about what are your favourite things? What do you like doing? Exploring your skills and abilities is a good starting point. Developing one of the following profiles will help you to do this. Profiles are a good place to start, although your profile will change as time moves on. These can be revisited when you make your next career move.

1.09 Knowing your strengths – watch the video, register and start the quiz online

1.10 Choices – create a report online

1.11 Knowing yourself – complete activities online

1.12 Career possibility generator – create career possibilities online

1.13 My skills summary – myfuture – complete your skills summary online

1.14 Career quiz – complete online
IT’S ALL ABOUT YOU

1.15 Skills card game – complete online
1.16 T-shirt activity
1.17 Will Smith on self-belief
1.18 Create a Wordle of your values
1.19 My values summary - myfuture
1.20 Who Am I?
INFLUENCE OF OTHERS

People around us influence our career decisions. Let’s look at how we can use this to our advantage.

1.21 Career Tree
Our friends, the teachers at our school, the family we have and the people our parents know are all influences in our lives. The jobs those people around us have also influence us. Do the people I meet go into trades? Do the people I meet go to university? Do the people I meet work in unqualified jobs?

1.22 Access your allies through networking
If you want to be a physiotherapist or a plumber and you don’t know someone who is, maybe your family friends might know someone? Accessing our allies, or ‘networking’, is very important in both career planning and job hunting.

1.23 Mentoring
Mentors are experienced people who can help you as you begin on your career journey. People you meet along the way can then be mentors as you travel on your future career path.

1.24 Volunteering
Volunteering experiences are a great addition to your resumé. Volunteering can also be a very helpful way to gain a ‘foot in the door’, particularly in some industries and occupations. National park rangers and marine biologists are some of these.

1.25 Work experience
If you need help with mathematics you ASK your mathematics teacher, or if you need to know about sports training you ASK the PE teacher. ASK questions. ASK those who know. Recognise that if you don’t know about a career path, a particular job or going to Uni., someone around you may know. Informational interviewing and work experience can be very valuable.

1.26 Student’s guide to work experience
Sitting on the couch won’t be the best place to find out about or experience what it is like in different careers. What if you want to find out what it’s like to be a vet or an engineer and you don’t know any? Work experience is an essential part of finding out about occupations and possible career paths.
CHANGE AND GROWTH

1.27 Believe in yourself

1.28 Chase your dreams

1.29 Change your mind

1.30 Live without limits

1.31 Master your elevator pitch

I WANT TO BE A … WHEN I GROW UP!

Our motivations and aspirations change over time. And that’s OK. The people we meet, the places we go, the things we do introduce us to many new options. We learn, grow, change and have different motivations.

When you were in Year 3:

• What was your favourite movie?  
• Your favourite book?  
• Your favourite activity?  
• What did you want to be when you grew up?

When you were in Year 7:

• What was your favourite movie?  
• Your favourite book?  
• Your favourite activity?  
• What did you want to be when you grew up?

Now, what is:

• Your favourite movie?  
• Your favourite book?  
• Your favourite activity?  
• What jobs interest you now?
THINGS TO CONSIDER WHEN CHOOSING SUBJECTS

You wouldn’t choose your first car or what to wear on a special occasion without careful planning and thought. Same goes for making successful subject choices and career decisions. It takes time, thought and research into the range of options available. Carefully consider possible career plans and interest areas before selecting your subjects.

As a general guide, consider the following guidelines for subject selection, when planning future pathways:

- Your interests, aptitudes, achievements and career goals.
- Any pre-requisite subjects, assumed knowledge and recommended subjects for courses/careers you may be interested in taking after Year 12.
- Subjects you will achieve in successfully.
- Ability to maintain a balance of interest and flexibility for change in the future.

To do this best:

- Choose subjects that interest you and you are committed to whilst considering the necessary post-school pathway and QTAC information.
- Consult the QTAC Year 10 Tertiary Prerequisites guide for areas of interest, courses available and course information.
- Importantly, subject selection is a decision that requires you to think carefully about what you are good at and what you genuinely enjoy doing as you tend to achieve well in subjects that you are passionate about completing.
- Most importantly, if you do change your mind along the way there are always other pathways that will take you to where you want to be… so all is not lost!

How NOT to choose subjects:

- You think you will get a higher tertiary entrance rank by doing this subject.
- Your friends are taking it. Your friends will have different abilities, interests and motivations to you.
- Your favourite teacher is taking it. This can be short term thinking. Teachers often change classes or even schools.
- You want to go on a particular excursion. You could endure years of misery for the sake of that one excursion.
- You’ve heard it’s a ‘bludge’ subject. There are no ‘bludge’ subjects – students who may think this, are probably not doing very well. A subject can be very easy for one student but quite difficult for another. We all have different strengths.
- You need to do it even though you hate it. If you need to do a particular course, there will be a lot of that subject in that course… carefully consider if this subject or that course is right for you.
- Boys/girls don’t do that subject. There are no separate subjects for boys and girls.
APPENDIX 1:

TEACHER RESOURCES
RESOURCES: SECTION 1

Mind Tools

Career Resource Kit – Education and Training Department, Victoria

DOTS analysis – Bill Law and A.G.Watts

Department of Training and Workforce Development, Western Australia

Skills Development Scotland

Resources for Practitioners
APPENDIX 2:

GLOSSARY OF LINKS
1: UNDERSTANDING MYSELF

WHAT IS A CAREER
1.01 Did you know? Globalisation of careers and employment
https://www.youtube.com/watch?v=7mwxwGv_uE
Image URL: http://bit.ly/1yS5Q6E Creator: Gerd Altmann
1.02 Know the times in Australia
1.03 Let’s find out more about today’s Australia
1.04 Australia’s changing workforce

WHAT’S HAPPENING ON THE EMPLOYMENT SCENE?
1.05 Challenge of Change – 2015 Intergenerational Report
1.06 Workforce insights questions
1.07 Questions to be answered
Image: USQ
1.08 Going Places!
http://www.schooltube.com/video/256265dcb93b4a1cc70d/Oh-the-Places-You’ll-Go-by-Dr-Seuss ACTIVITIES ICON:
1.09 Knowing your strengths – watch the video, register and start the quiz online
http://www.myworldofwork.co.uk/landing-mystrengths Image: USQ
1.10 Choices – create a report online
http://myfuture.edu.au/tools-and-resources/Pages/Choices.aspx Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)
1.11 Knowing yourself – complete activities online
1.12 Career possibility generator – complete online
http://myfuture.edu.au/mycareerpitch/skills?activityid=41 Image: myfuture
1.13 My skills summary – myfuture
1.14 Career Quiz – complete online
1.15 Skills Card game – complete online and activity
http://www.windmillsonline.co.uk/interactive/section_1/subsection_2/game/page2.php Image: USQ
1.16 T shirt activity
http://www.tagxedo.com/app.html Image: USQ
1.17 Will Smith on self-belief
http://www.feelingsuccess.com/will-smiths-wisdom-on-tavis-smiley-interview/
Image URL: http://bit.ly/1M82w24 Creator: Martin Pettitt

WHAT’S HAPPENING ON THE EMPLOYMENT SCENE?
1.20 Who Am I?

INFLUENCE OF OTHERS
1.21 Career Tree activity
Image: USQ
1.22 Access your allies through Networking
1.23 Mentoring
1.24 Volunteering
1.25 Work experience
1.26 Student’s Guide to Work experience – be prepared activity

CHANGE AND GROWTH
1.27 Believe in yourself
1.28 Chase your Dreams
1.29 Change your mind
1.30 Live without limits
1.31 Master your elevator pitch
1.32 Bullseye posters - myfuture
1.33 Subject choices – World of Work
1.34 QTAC – Starting your journey

BUILT YOUR CAREER PROFILE
1.09 Knowing your strengths – watch the video, register and start the quiz online
http://www.myworldofwork.co.uk/landing-mystrengths Image: USQ
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http://myfuture.edu.au/tools-and-resources/Pages/Choices.aspx Image: Reproduced With Permission Department of Training and Workforce Development (Government of Western Australia)
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1.12 Career possibility generator – complete online
http://myfuture.edu.au/mycareerpitch/skills?activityid=41 Image: myfuture
1.13 My skills summary – myfuture
1.14 Career Quiz – complete online
1.15 Skills Card game – complete online and activity
http://www.windmillsonline.co.uk/interactive/section_1/subsection_2/game/page2.php Image: USQ
1.16 T shirt activity
http://www.tagxedo.com/app.html Image: USQ
1.17 Will Smith on self-belief
http://www.feelingsuccess.com/will-smiths-wisdom-on-tavis-smiley-interview/

THINGS TO CONSIDER WHEN CHOOSING SUBJECTS
1.32 Bullseye posters - myfuture
1.33 Subject choices – World of Work
1.34 QTAC – Starting your journey
APPENDIX 3:

ACTIVITIES
DID YOU KNOW?

*Did You Know?* Originally started out as a PowerPoint presentation for a staff meeting in August 2006 at Arapahoe High School in Centennial, Colorado, United States. The presentation "went viral" on the Web in February 2007 and, as of June 2007, had been seen by at least 5 million online viewers. Today the old and new versions of the online presentation have been seen by at least 20 million people, not including the countless others who have seen it at conferences, workshops, training institutes, and other venues, including previous Sony conferences in Singapore.

**Watch the video.** Answer the following questions relating to some main points:

1. Who will soon be the number one English speaking country in the world?

2. Which country has 25% of its population with the highest IQ?

3. When did the top 10 jobs in 2010 not exist?

4. Why do you think this is so?

5. What does the video suggest we are “currently preparing students for”?

6. How long have current employees been with their current employers?

7. If it were a country, which would be the third largest country in the world?

8. What is suggested is doubling every 2 years?

9. What is the result of students staring 4 year technical degrees by their third year?

10. So what does it all mean? Write your interpretation of this video
WORKFORCE INSIGHTS

After watching the "Workforce Insights" video clip (page 5), answer the following questions:

1. What is the single biggest shift in the Australian labour market over the past 30 years and what has this meant?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

2. What are the three biggest labour market changes to expect over the next 10 years?

______________________________________________________________________
______________________________________________________________________
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3. What sort of impact is the aging population likely to have on the Australian workforce?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

4. What will the office of the future look like?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

5. What are the main attributes the office worker of the future will need to have?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
Which are your STRENGTHS???

There are so many people in this world and we are all different!!!
WE ALL have strengths and they are all different strengths.
We each have these strengths in different combinations.
Look at the following personal STRENGTHS.

TO DO:

- Choose 3 STRENGTHS
- Give an example as to when you display this STRENGTH

For example:
Team Player- When my team plays Football on Saturday, I’m always at every game

Athletic

Team Player

Social

Open

Caring

Proud

Energetic
1.15 2 OF 3

Confident

Outgoing

Enthusiastic

Communicator

Negotiator

Organised

Adventurous

Logical

Leader

Creative

Powerful

Honest
Friendly  Compassionate
Influential  Focused
Courageous  Strong
Persistent  Curious
Industrious  Individual
Decisive  Patient
The front of this T-shirt is used to describe you! Use words, pictures, colours or patterns to describe yourself. Take 5 minutes to plan your drawing/design and 10 minutes to complete it.

The back of this T shirt is an illustration of your challenges, your difficulties, your worries and what you have trouble with. Take 2 minutes to plan and 5 minutes to complete.
1. Read the following skills, talents and interests
2. Tick those which best suit you
3. Use your identified words to create a WORDLE on the Tagxedo website

Which terms best describe you? Think about the personal qualities listed below. Then in the appropriate column rate yourself on these qualities.

Use the scale: 1 = none of the time   2 = some of the time   3 = most of the time

<table>
<thead>
<tr>
<th>PERSONAL QUALITIES</th>
<th></th>
<th>PERSONAL QUALITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Approachable</td>
<td></td>
<td>Honest</td>
<td></td>
</tr>
<tr>
<td>A sense of humour</td>
<td></td>
<td>Know my own mind</td>
<td></td>
</tr>
<tr>
<td>Attention seeking</td>
<td></td>
<td>Loyal</td>
<td></td>
</tr>
<tr>
<td>Committed</td>
<td></td>
<td>Motivated</td>
<td></td>
</tr>
<tr>
<td>Confident</td>
<td></td>
<td>Optimistic</td>
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<tr>
<td>Consistent</td>
<td></td>
<td>Positive</td>
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<tr>
<td>Competitive</td>
<td></td>
<td>Punctual</td>
<td></td>
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<tr>
<td>Cooperative</td>
<td></td>
<td>Reliable</td>
<td></td>
</tr>
<tr>
<td>Courteous</td>
<td></td>
<td>Respectful</td>
<td></td>
</tr>
<tr>
<td>Diligent</td>
<td></td>
<td>Responsible</td>
<td></td>
</tr>
<tr>
<td>Efficient</td>
<td></td>
<td>Shy</td>
<td></td>
</tr>
<tr>
<td>Enthusiastic</td>
<td></td>
<td>Sincere</td>
<td></td>
</tr>
<tr>
<td>Erratic</td>
<td></td>
<td>Thoughtful</td>
<td></td>
</tr>
<tr>
<td>Good at organising</td>
<td></td>
<td>Tough</td>
<td></td>
</tr>
<tr>
<td>Friendly</td>
<td></td>
<td>Witty</td>
<td></td>
</tr>
<tr>
<td>Fun to be with</td>
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<td></td>
<td></td>
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</table>
### AREAS OF PERSONAL STRENGTH

<table>
<thead>
<tr>
<th>Good at making decisions</th>
<th>Can demonstrate initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confident with computers</td>
<td>Good at thinking up new ideas</td>
</tr>
<tr>
<td>Good at solving problems</td>
<td>Good negotiator</td>
</tr>
<tr>
<td>Can manage time well</td>
<td>Good at leading people</td>
</tr>
<tr>
<td>Good at organising</td>
<td>Good at presenting a logical argument</td>
</tr>
<tr>
<td>Can get on with people</td>
<td>Can multi-task</td>
</tr>
<tr>
<td>Good in a crisis</td>
<td>Good at listening to people</td>
</tr>
<tr>
<td>Can communicate clearly</td>
<td>Open-minded</td>
</tr>
<tr>
<td>Confident public speaker</td>
<td>Love animals</td>
</tr>
<tr>
<td>Good at working with people in a team</td>
<td>Artistic</td>
</tr>
<tr>
<td>Can communicate in a foreign language</td>
<td>Outgoing</td>
</tr>
<tr>
<td>Good maths skills</td>
<td>Adventurous</td>
</tr>
<tr>
<td>Creative</td>
<td>Pays attention to detail</td>
</tr>
<tr>
<td>Understanding</td>
<td>Team player</td>
</tr>
<tr>
<td>Love the outdoors</td>
<td>Committed</td>
</tr>
<tr>
<td>Able to influence people</td>
<td>Likes to complete tasks</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td></td>
</tr>
<tr>
<td>Good with using my hands</td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td></td>
</tr>
<tr>
<td>Focussed</td>
<td></td>
</tr>
<tr>
<td>Imaginative</td>
<td></td>
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<tr>
<td>Positive thinker</td>
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</tbody>
</table>
Improvements

……now to think of areas which may need improvement. **Use the following**

1 = Regularly display this behaviour. 2 = Sometimes. 3 = Rarely display this behaviour.

<table>
<thead>
<tr>
<th>AREAS THAT NEED IMPROVEMENT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shy when meeting new people</td>
<td></td>
</tr>
<tr>
<td>Find change difficult</td>
<td></td>
</tr>
<tr>
<td>Have trouble organising myself</td>
<td></td>
</tr>
<tr>
<td>Easily distracted</td>
<td></td>
</tr>
<tr>
<td>Am sometimes short tempered</td>
<td></td>
</tr>
<tr>
<td>Can be attention seeking</td>
<td></td>
</tr>
<tr>
<td>Sometimes act on impulse</td>
<td></td>
</tr>
<tr>
<td>Can become too focused on one activity</td>
<td></td>
</tr>
<tr>
<td>Can be pessimistic at times</td>
<td></td>
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</tbody>
</table>

What can I do to improve these areas?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

24
What are your main interests/hobbies? Tick five items that relate to you.

<table>
<thead>
<tr>
<th>INTERESTS / HOBBIES</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport</td>
<td></td>
</tr>
<tr>
<td>Surf life saving</td>
<td></td>
</tr>
<tr>
<td>Surfing, body boarding, wind surfing</td>
<td></td>
</tr>
<tr>
<td>Sailing</td>
<td></td>
</tr>
<tr>
<td>Water sports eg; skiing, wake boarding</td>
<td></td>
</tr>
<tr>
<td>Model Making</td>
<td></td>
</tr>
<tr>
<td>Cooking</td>
<td></td>
</tr>
<tr>
<td>Horse riding, pony club</td>
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<tr>
<td>Socialising with friends</td>
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<tr>
<td>Listening to music</td>
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<tr>
<td>Caring for animals</td>
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<tr>
<td>Camping</td>
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<tr>
<td>Fishing</td>
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<tr>
<td>Drama</td>
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<tr>
<td>Bike riding</td>
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<tr>
<td>Skate boarding / rollerblading</td>
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<tr>
<td>Motocross</td>
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<tr>
<td>Martial Arts</td>
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<tr>
<td>Shopping</td>
<td></td>
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<tr>
<td>Crafts</td>
<td></td>
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<tr>
<td>Art</td>
<td></td>
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<tr>
<td>Photography</td>
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<tr>
<td>Voluntary community work</td>
<td></td>
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<tr>
<td>Playing an instrument</td>
<td></td>
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<tr>
<td>Programming computers</td>
<td></td>
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<tr>
<td>Hiking</td>
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<tr>
<td>Youth group</td>
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<tr>
<td>Church group</td>
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<tr>
<td>Sewing</td>
<td></td>
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<tr>
<td>Scrap booking</td>
<td></td>
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<tr>
<td>Internet games</td>
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</tr>
</tbody>
</table>
**Which other activities do you participate in? e.g. sports coaching**

<table>
<thead>
<tr>
<th><strong>SPORT</strong></th>
<th><strong>SCHOOL ACTIVITIES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>Debating or Mooting</td>
</tr>
<tr>
<td>Swimming</td>
<td>Public Speaking Competitions</td>
</tr>
<tr>
<td>Cross country running</td>
<td>Student Representative Council</td>
</tr>
<tr>
<td>Tennis</td>
<td>Maths Competition</td>
</tr>
<tr>
<td>Basketball</td>
<td>English Competition</td>
</tr>
<tr>
<td>Netball</td>
<td>School Choirs</td>
</tr>
<tr>
<td>Rugby Union</td>
<td>Musical</td>
</tr>
<tr>
<td>Rugby League</td>
<td>School Orchestras</td>
</tr>
<tr>
<td>Australian Rules Football</td>
<td>Instrumental Music</td>
</tr>
<tr>
<td>Football/Soccer</td>
<td>Assisting with Assemblies</td>
</tr>
<tr>
<td>Volleyball</td>
<td></td>
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<tr>
<td>Coaching teams</td>
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<tr>
<td><strong>OUTDOOR EDUCATION</strong></td>
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<tr>
<td>Duke of Edinburgh</td>
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<tr>
<td>Outdoor Education Camps</td>
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<tr>
<td>Bush walking</td>
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<tr>
<td>Orienteering</td>
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<tr>
<td>Cattle Show Team</td>
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<tr>
<td><strong>CULTURAL</strong></td>
<td><strong>COMMUNITY</strong></td>
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<tr>
<td>Instrumental Music</td>
<td>Volunteering</td>
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<tr>
<td>Orchestra member</td>
<td>Door Knock Appeals</td>
</tr>
<tr>
<td>Choir</td>
<td>Fund raising activities</td>
</tr>
<tr>
<td>Drama/Musical Productions</td>
<td>Hospitality / Catering activities or events</td>
</tr>
<tr>
<td>Cultural Exchange/Tours</td>
<td>Work in family business/on family Property</td>
</tr>
<tr>
<td>Dance</td>
<td>Scout / Guide/Youth group</td>
</tr>
<tr>
<td>Music/Art Festivals</td>
<td></td>
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<tr>
<td>School Social events</td>
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</tr>
</tbody>
</table>
Do you like being around others or prefer being by yourself?
I like...

My values are...

My TALENTS and STRENGTHS are...

AM I A RISK TAKER? ........................................
OR
DO I AVOID TRYING NEW THINGS? ......................

My DREAM LIFESTYLE looks like...

IN my free time I like to ...

OTHERS SEE ME AS
People around us have a significant influence. Think of the relatives you have, the people your family knows or the people who live close by to you. Some of these have a notable influence on your life. Take note of the occupations that are around you. On each of the signs on the Career Tree, write the names of the occupations these people have.

Make a list of the three occupations that are most commonly around you:
1. ____________________  2. ____________________  3. ____________________
SO, YOU’RE GOING ON WORK EXPERIENCE!

STUDENT CHECKLIST

<table>
<thead>
<tr>
<th>Tasks to be Completed</th>
<th>Tick ✓ or Answer as Appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the dates of my work experience?</td>
<td></td>
</tr>
<tr>
<td>2. Ring the employer to confirm placement. Record phone number for later use.</td>
<td></td>
</tr>
<tr>
<td>Do they want you to have a pre-placement interview?</td>
<td></td>
</tr>
<tr>
<td>When is the Interview?</td>
<td></td>
</tr>
<tr>
<td>3. Briefly, what will your tasks be while you are at work?</td>
<td></td>
</tr>
<tr>
<td>4. What is the business’ address?</td>
<td></td>
</tr>
<tr>
<td>5. What are your hours of work?</td>
<td></td>
</tr>
<tr>
<td>6. When do you take your breaks – morning tea? lunch?</td>
<td></td>
</tr>
<tr>
<td>7. What dress standard is required? What will you need to wear?</td>
<td></td>
</tr>
<tr>
<td>8. What type of transport are you going to take? How will you get there and home?</td>
<td></td>
</tr>
<tr>
<td>9. If public transport, check the transport timetable to make sure you will arrive 10 – 15 minutes prior to time. Bus times? Train schedule?</td>
<td></td>
</tr>
<tr>
<td>10. The name of the person to ask for when you arrive i.e. contact person.</td>
<td></td>
</tr>
<tr>
<td>11. How do you address your supervisor? Work colleagues?</td>
<td></td>
</tr>
<tr>
<td>12. When is your Orientation? What will be covered in this?</td>
<td></td>
</tr>
<tr>
<td>Tasks to be Completed</td>
<td>Tick ✔ or Answer as Appropriate</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>13. Organise to have the clothes you require clean and neatly pressed the night before.</td>
<td></td>
</tr>
<tr>
<td>14. What shoes are you required to wear / going to wear?</td>
<td></td>
</tr>
<tr>
<td>15. Your hair is clean, well groomed and in a style suitable for work! Do you need a haircut, if so when?</td>
<td></td>
</tr>
<tr>
<td>16. Ask about lunch facilities. Do you need to take your own lunch? Will there be refrigerators to use? What arrangements have you made regarding lunch?</td>
<td></td>
</tr>
<tr>
<td>17. What do you do in case of an accident?</td>
<td></td>
</tr>
</tbody>
</table>
| 18. If there are any problems with your industry placement, who do your contact:  
  At work-  
  At school-  | |
| 19. Are you aware of the Code of Behaviour required of work experience participants at this work site? What are these expectations? | |
| 20. If I am too ill to go to work, what should I do?  
  Who should you call at work? At school? | |
| 21. If you are ill while you are at work, what do you do? | |
| 22. Have your Work experience contracts been signed by you and your parents/carer/the employer? Have they been returned to school? | |
| 23. Use initiative but if you don’t know anything **ASK lots of questions** - shows you’re interested. | |
1. List at least 5 recommendations discussed in the video “Student Work Experience Guide”, which will help you to get the most out of your work experience.

_______________________________________________
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2. **What else** do you need to know about Work Experience? Your school may have given you specific information. Write some notes here....

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What is an elevator pitch?

An elevator pitch is the introduction you would use if you met someone in a lift. You would only have a very short period of time, so this would only be an interesting starter to a longer conversation.

The elevator pitch can of course, be given without a lift! These days’ people are very ‘time poor’ and we expect to have our attention grabbed very quickly. It is your key to building a good relationship and opportunity to have a longer conversation. This benefits your next work experience opportunity or career move.

Read the infographic “Master Your Elevator Pitch”. Take note of their tips. Here are some more…

<table>
<thead>
<tr>
<th>1. Always be ready</th>
<th>Have an elevator pitch prepared and ready for use!</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Ease into it</td>
<td>Hi, I’m…. a friend of…… I know him from playing club sport on Saturdays. He says you employ several apprentices in your business and you’re really good to work for.</td>
</tr>
<tr>
<td>3. Focus on the future</td>
<td>I’m wanting to study Engineering when I finish school. I’m trying to organise some work experience to try this out.</td>
</tr>
<tr>
<td>4. Keep it short</td>
<td>Aim for a 45-60 second pitch. Practice in front of the mirror. Take a ‘selfie’ video! Evaluate your effort.</td>
</tr>
<tr>
<td>5. Be approachable</td>
<td>Make eye contact and keep your arms open, not defensively crossed. Keep a good distance from the person, so as not to encroach on their personal space.</td>
</tr>
<tr>
<td>6. Ask questions</td>
<td>Turn the conversation back to the other person. You should know enough about them so you can keep in contact</td>
</tr>
<tr>
<td>7. Exchange contact information</td>
<td>This conversation is only an introduction, it’s only a start. You want to connect and be able to contact them in the future.</td>
</tr>
</tbody>
</table>

NOW WRITE YOUR ELEVATOR PITCH

Think of when you could use this. Are you looking for a job? An apprenticeship? Or a work experience placement?

**Step 1:** Make some connection with this person

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
1.31 2 OF 2

**Step 2:** Talk about what you are suggesting

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

**Step 3:** Talk about what why you are the best person. Show your interest.

________________________________________________________________
________________________________________________________________
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**Step 4:** Exchange contact details

________________________________________________________________
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________________________________________________________________

**Here’s a suggested elevator pitch**

1. Hi, I’m Alex Ingham, I go to Australia State High. Our class went on an excursion to your performing arts centre recently. I really enjoyed the opportunity to see how all the technical equipment worked backstage.
2. I’m actually interested in studying production or set design at university when I finish school and it would be great if I could undertake work experience to check this out for myself.
3. I’ve always been interested in the theatre and I’m always the first one to sign up for the school musical each year. This year I’m in the back stage crew.
4. It’s nearly school holidays. Could I ring you and discuss any chances you may have for me to do work experience. Could I email or ring you? Here’s my contact details.

**AVOID MAKING YOUR ELEVATOR PITCH TOO GENERAL**

It needs to be specific and therefore the ‘general’ pitch you write will need to be made very specific for each new occasion. You may need to have a number of elevator pitches to cover different situations.

If you use these tips to put together your own elevator pitch, you will be able to introduce yourself well. You will have a good chance of converting these opportunities into promising situations. Even if it’s not in a lift!
I WANT TO BE A..... WHEN I GROW UP?.....

Our motivations and aspirations change over time. And that’s OK. The people we meet, the places we go, the things we do introduce us to many new options. We learn and grow, change and have different motivations.

When you were in Year 3:

- What was your favourite movie?____________________________
- Your favourite book?_____________________________________
- Your favourite activity?___________________________________
- What did you want to be when you grew up?__________________
  _______________________________________________________

When you were in Year 7:

- What was your favourite movie?____________________________
- Your favourite book?_____________________________________
- Your favourite activity?___________________________________
- What did you want to be when you grew up?__________________
  _______________________________________________________

Now, what is it?

- Your favourite movie?_____________________________________
- Your favourite book?_____________________________________ 
- Your favourite activity?___________________________________
- What jobs interest you now?_______________________________
  _______________________________________________________

Ask your parents/carers, when I was little what do you remember about me:

- My favourite movies?_____________________________________
- My favourite books?_____________________________________
- My favourite activities?____________________________________
- Things that interested me?________________________________
  _______________________________________________________
SUBJECT CHOICES

Watch the video “Making the Choice”

1. Although these students are in Scotland, their tips for subject choices are still relevant to us in Australia. What are some of the tips that these Year 11 and 12 students recommend considering when choosing senior subjects?

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2. Investigate and read the Subject Choices webpage. Write any important notes that you have learnt.

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Watch the video-

“Pupils tell parents how they can help with subject choices”

3. Maybe this would be a good video to show your parents/carers. Write any important notes......

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Now look at 1.34 QTAC –starting the journey, for relevant Queensland information regarding Tertiary Pre-requisite subjects and advice on choosing subjects.

Reference: My World of Work, Skills Development Scotland
QTAC

CHOOSING SENIOR SUBJECTS

Read:

*Section* 1 *Choosing Senior subjects*, starting on page 2 in the QTAC Tertiary Prerequisites publication

When choosing senior subjects, start with your interests. Your interests include things you enjoy doing and learning about and your goals and ambitions:

**Now answer the following questions:**

1. **What do you enjoy doing?**
   
   Think about the things you like doing in your spare time. Are there any related or relevant subjects to these interests?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

2. **What do you enjoy learning about?**
   
   Think about the subjects that you have studied so far. Which subjects would you like to know more about?

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

3. **What are your goals and ambitions?**
   
   Think about your realistic goals and ambitions. Which subjects are required prerequisites for particular study/ careers you are interested in? Check and explore the QTAC prerequisite publication. Write notes:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
Read:

Section 2 Study Areas, starting on page 8 in the QTAC Tertiary Prerequisites publication

4. Which of the 11 study areas are you interested in?

________________________________________________________________
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Read

Section 3 Course Entry requirements, starting on page 19.

5. Investigate the University/TAFE and the courses you currently have an interest in. Write down the courses and the prerequisite subjects for those areas you are interested in.

You can do this, even though at this stage you may not know whether you will be going to university or TAFE. This will assist you in making well informed subject choices for Year 11 and 12, regardless of which pathway you take after school. Being well informed now before it is too late later on, is the important point.

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NOTE:

All Year 10 Students receive a “hardcopy” of this publication at their school, prior to making subject selections in Year 10.