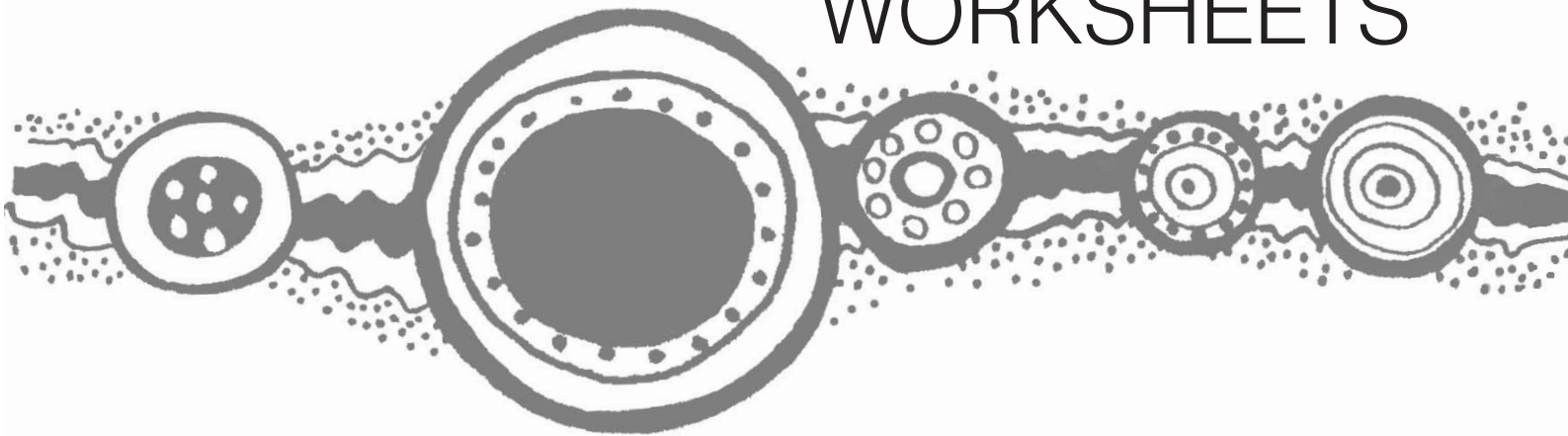


BOARD OF STUDIES
NEW SOUTH WALES

ACAP WORKSHEETS



Thanks to Julie Tassone and Stephen McLeod.

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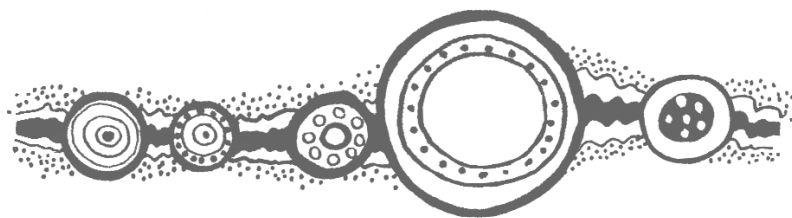
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Contents



What's Important to Me	1	Personality Profiles	33
Who Am I?	2	Human Rights and the Workplace	34
Talking About Me	3	Workplace Excursion Worksheet	35
My Career	4	Should I Stay or Should I Go?	36
What Is a Career?	5	Decisions Decisions	37
Work Words	6	Can You Score a Goal?	38
The World of Work	7	Let's Play Bingo	39
De-constructing a Job Advertisement	8	Me & Jobs, Jobs & Me	40
Finding Job Advertisements	9	Jobs & School, School & Jobs	41
My Job Advertisement	10	Subject Score Card	42
My Rights as an Employee	11	What Do I Need to Know About My Career Choice?	43
Aboriginal Job Search	12	Where Can I Get More Information?	44
Workplace Organisations — Unions	13	Where Can I Look for Jobs?	45
My Field Trip Worksheet	14	Careers Market Worksheets	46, 47, 48, 49, 50
My Career Plan	15	Case Study: Pat's Story	51, 52
Decisions	16	Pat's Résumé Sheet	53
The Six Steps in Making a Good Decision	17	My CV Worksheet	54
Short-term and Long-term Goals	18	Sample CV	55
How Can I Achieve My Goals?	19	Talking the Talk	56, 57, 58
Worksheet	20	Practising Communication Techniques	59
The Person I Admire Most	21	Communication Techniques	60
What About Me?	22, 23, 24	Sample Interview Questions	61
Job Profile	25	Summary Sheet — Applying for Jobs	62, 63
Career Question Sheet	26	Student Careers Survey	64, 65
Career Answer Sheet	27	Parents and Community Survey	66, 67
Looking at Job Ads	28		
ACAP Board Game	29, 30, 31, 32		

WHAT'S IMPORTANT TO ME?

Who's my mob?

Where's my country?

What's my language?

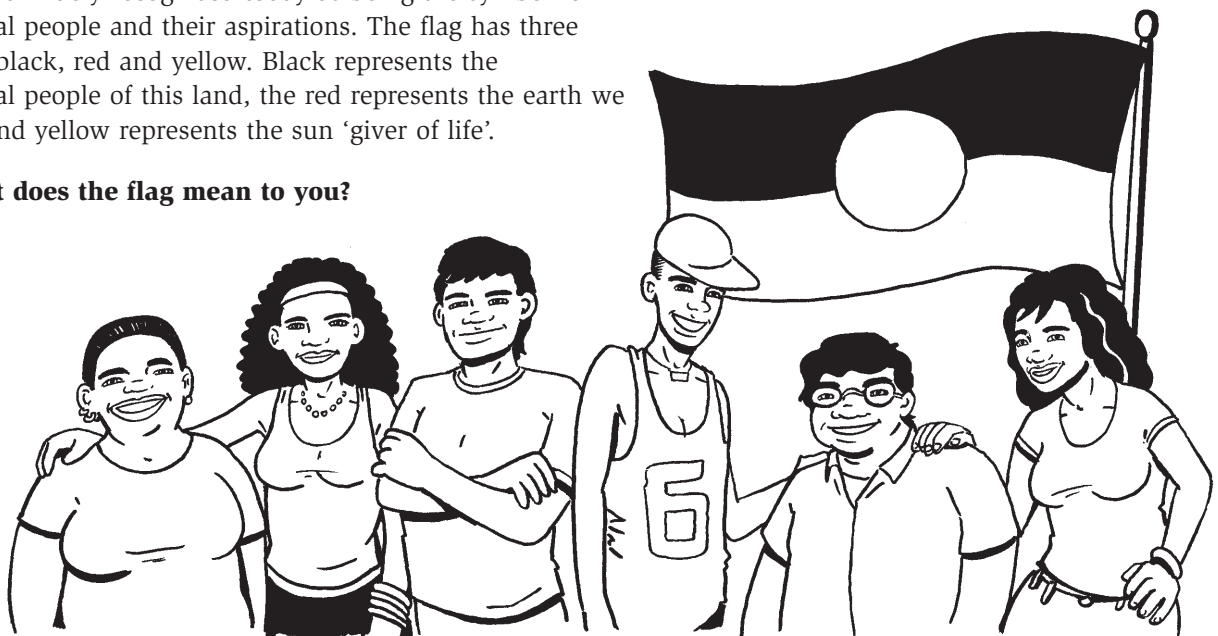
Where do I live?

What's important to me?

The Aboriginal flag

The Aboriginal flag was designed by Harold Thomas in 1971. The flag is widely recognised today as being the symbol for Aboriginal people and their aspirations. The flag has three colours: black, red and yellow. Black represents the Aboriginal people of this land, the red represents the earth we live on and yellow represents the sun 'giver of life'.

What does the flag mean to you?





Who Am I?

1. List your three favourite subjects at school.

a. _____ b. _____

c. _____

2. List the three subjects in which you receive the highest grades.

a. _____ b. _____

c. _____

3. Are your lists similar?

Yes

No

4. Do these subjects have something in common? What makes you like them?

5. Place numbers in the boxes next to the things you like to do:

from 1 for the activity you like the best, to 8 for the activity you like the least.

- Being with people
- Helping people
- Solving problems
- Being outdoors
- Reading/writing about things and places
- Drawing or painting
- Making things
- Exploring/discovering new things



TALKING ABOUT ME!

What are my best features?

I am really good at...

Who influences me?

I admire...



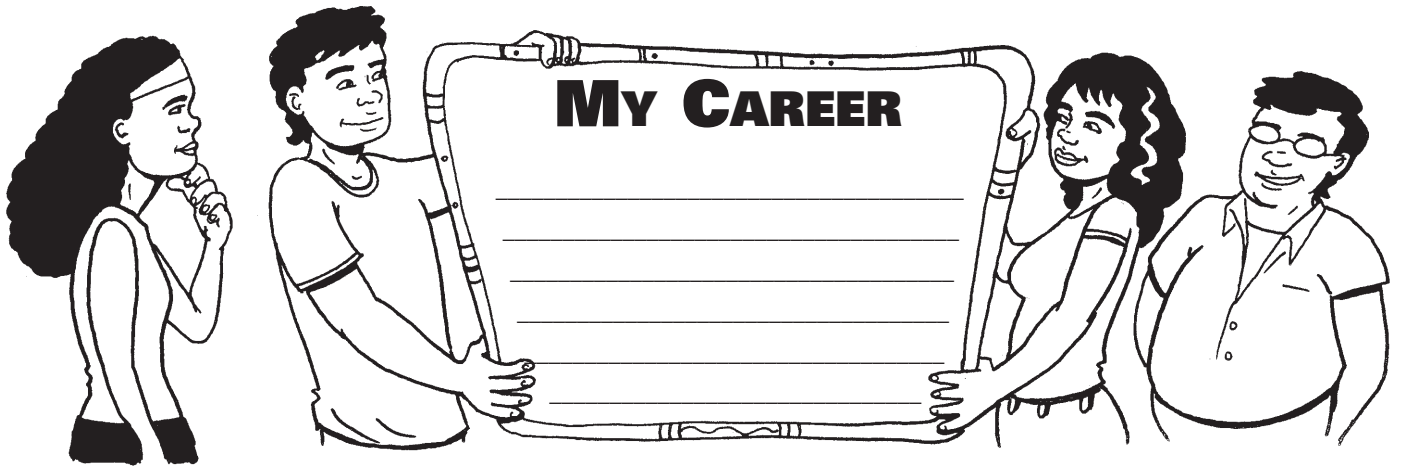
Me and my career...

List five jobs that are similar to the job you would like to do:

-
-
-
-
-

What are the main tasks involved in this job?

-
-
-



Where would you like to live?

Names of other people doing the job you want to do:

-
-
-

Why you want to do this job:

-
-
-
-
-

WHAT IS A CAREER?

MY DEFINITION:

THREE LEVELS OF INDUSTRY

Industry	Definition	Examples
Primary		
Secondary		
Tertiary		

Draw pictures in the flow chart below to show how one product passes through the three levels of industry.

Example

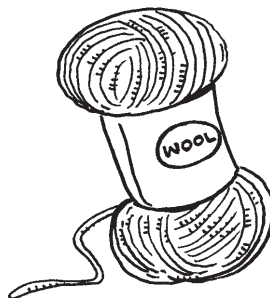
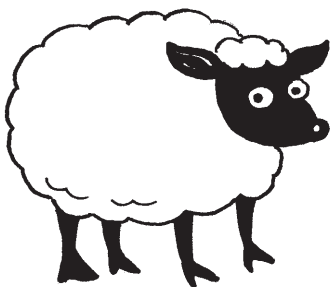
sheep



wool



socks



WORK WORDS

Describe what the following terms mean.

Scholarship: _____

Traineeship: _____

Apprenticeship: _____



Your Notes: **WORK WORDS**

Casual work _____

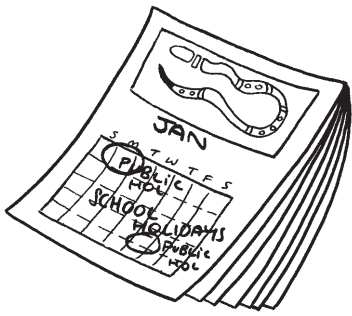
Full-time work _____

Self-employed _____

Paid work _____

New apprenticeships _____

Voluntary work _____



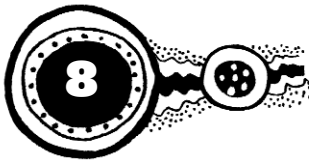
THE WORLD OF WORK

Match the following terms to their correct definitions.

Term
Annual leave
Apprenticeship
Time in lieu
Full-time work
Union
Job description
Casual work
Part-time work
Career path
Public holiday
Overtime

Definition
A "regular job" – about 8 hours a day, 5 days a week, 48 weeks a year.
Permanent work with regular hours less than full-time.
Temporary work which does not have benefits such as holiday pay.
Job combining on-the-job and off-the-job training.
Extra time worked – usually with extra pay.
The way in which a career develops.
Official day off for which you get paid.
Days off given in exchange for extra time worked.
Statement explaining what a role or position does and is about.
Paid holidays – usually four weeks a year.
Organisation that looks after employees' working conditions.





DE-CONSTRUCTING A JOB ADVERTISEMENT

APPRENTICESHIPS New Career Opportunities

ASTECC is a large corporate holding company providing contract business to industries including mining, factory maintenance, construction and engineering.

Apprenticeships are being offered in the following trades:

Electricians/Electrical Fitters/Mechanical Fitters/Fitters/Plumbers/Carpentry and Joinery

If you are a successful applicant you will become an indentured tradesperson. Your basic training will be undertaken at Dubbo, Broken Hill, Armidale, Central Coast, Newcastle, Sydney or Eden.

Education – You will have completed or are about to complete your Higher School Certificate.

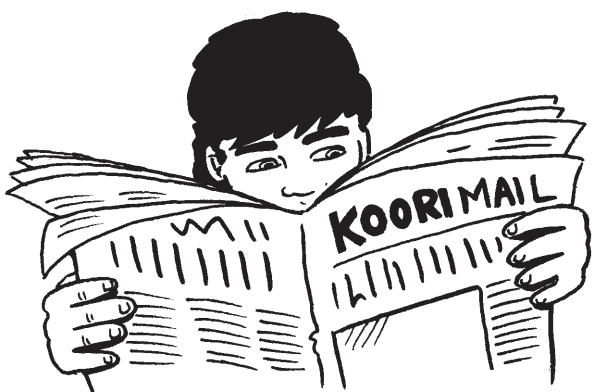
Requirements – written and verbal communication skills, literacy and numeracy skills, an understanding of and interest in the sciences, ability to work as part of a team, demonstrated interest in one or more of the above positions.

The successful applicants will receive comprehensive on-the-job training and paid leave to attend a TAFE College. Applicants will receive the award rate for apprentices according to industrial standards.

For further information call the recruitment officer on 02 9956 4444 or send your resume to:

ASTECC Industries
GPO Box 5300
Sydney NSW 2001

Skills	Subjects





FINDING JOB ADVERTISEMENTS

Paste your job advertisement here

Paste your job advertisement here



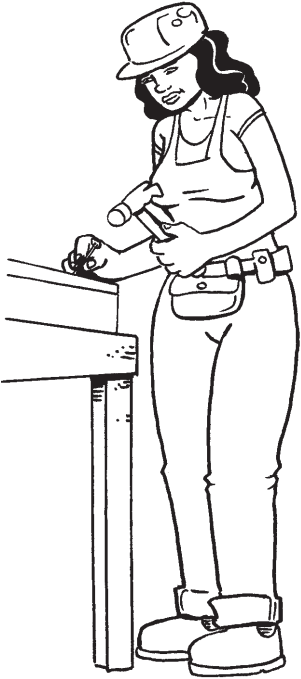
Job Advertisement 1

Skills	Subjects

Job advertisement 2

Skills	Subjects

My RIGHTS AS AN EMPLOYEE



Visit the website <http://www.wagenet.gov.au/index.html>

Click on *Fact sheets* and then *Awards* to find the answer to the following question.

1. What do awards do?

2. Click on *Glossary* to find the answer to this question: What are the main criteria for unfair dismissal?

Visit the website <http://www.osiris.gov.au> to find the answers to the following questions.

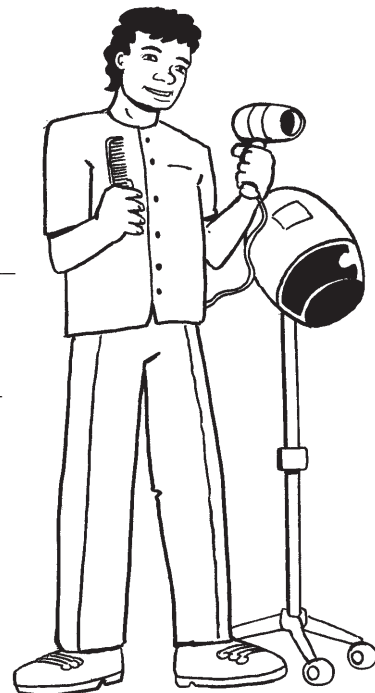
3. What is the weekly wage for a 1st year indentured apprentice electrician on construction?

4. What is the weekly wage for a 1st year apprentice hairdresser?

5. What is the weekly wage for a 1st year enrolled nurse?

6. Examine the list to find what the award conditions are for the job you have chosen. You may need to ask your teacher for some help finding what category your job belongs in. Make a list of allowances you are entitled to.

Wages	Allowances





ABORIGINAL JOB SEARCH

Go to <http://www.jobsearch.gov.au/indigenous>

How many jobs are available on the site? How many new jobs were posted today?

Find the Indigenous Employment Policy. What is the aim of the Indigenous Employment Policy? (in your words)

Identify two things different about the Aboriginal population compared to the non-Aboriginal population:

Write down four projects that are part of the Indigenous Employment Policy. Think about any programs that you may be interested in. (Write down any extra information you may want later.)



Use the *Keyword Quick Search* to see if there are any jobs in your local area. Write down what you find:

Write down two contacts that may be able to assist you in finding a job or getting more information:

WORKPLACE ORGANISATIONS – UNIONS

Go to <http://www.worksite.actu.asn.au>

What do the letters ACTU stand for?

Go to *Fact Sheets*. Find *OH&S*. What does this mean? What are your responsibilities and those of your employer?

Go to *Fact Sheets*. Find *Structured Workplace Learning (SWL)*. What is the difference between this and work experience? Are there any courses listed that you are interested in? Does your school offer SWL courses?

Go to *Job Union Match*. Pick a job you are interested in and write down the relevant union. Also write down any new information you find out about the job.





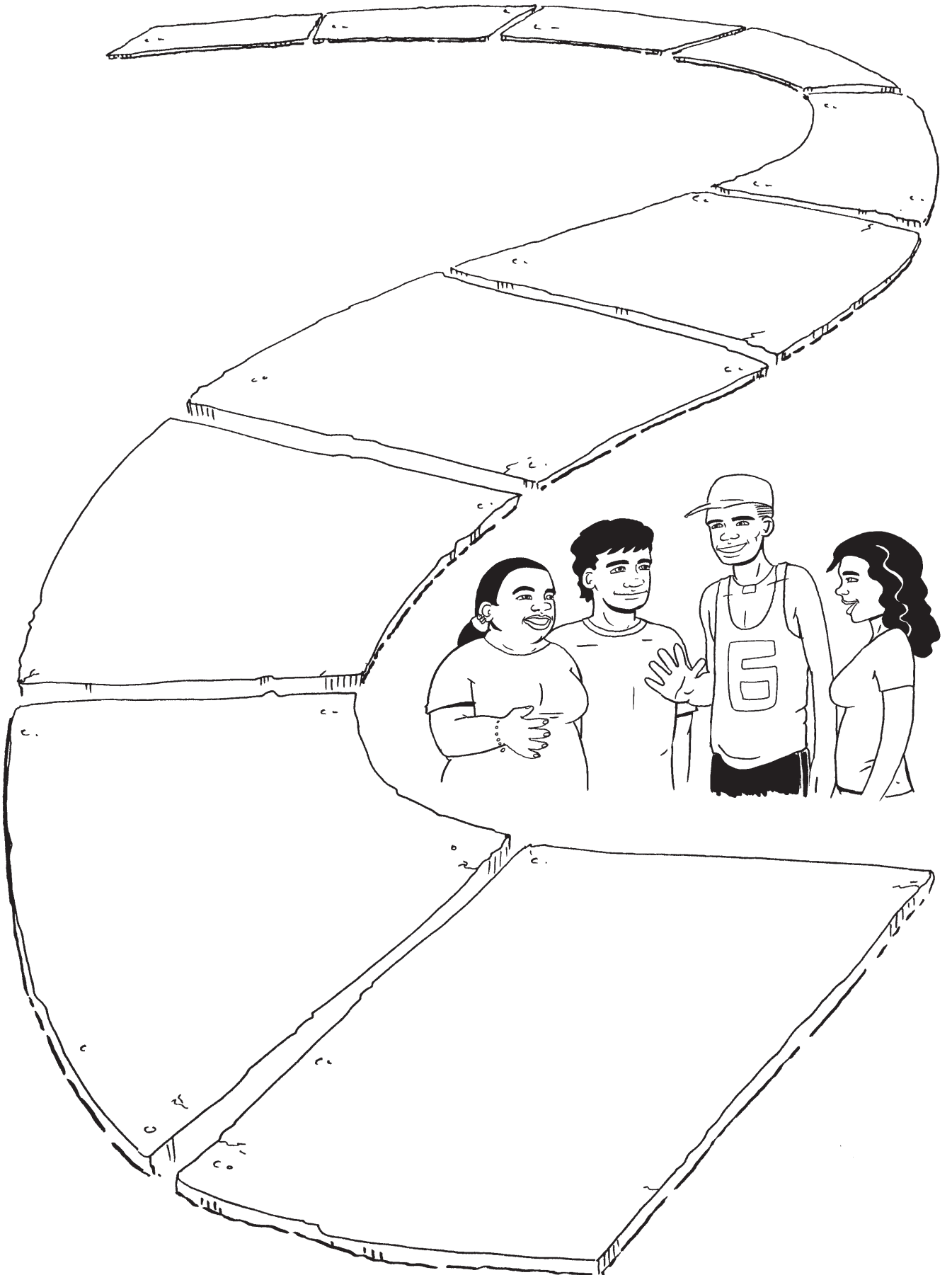
My FIELD TRIP WORKSHEET



Your task is to make a worksheet for yourself. This will allow you to find out all the things you want to know about the organisation you are visiting.

You can design the sheet any way you want. You can have a series of questions, a mind map to complete, a table to fill in, or a combination of activities. Remember this day is a chance for you to see an interesting workplace, so try to find out as much information as you can.

My CAREER PLAN



DECISIONS

Write down five decisions you made last week, then circle the most important one.

1. _____
2. _____
3. _____
4. _____
5. _____

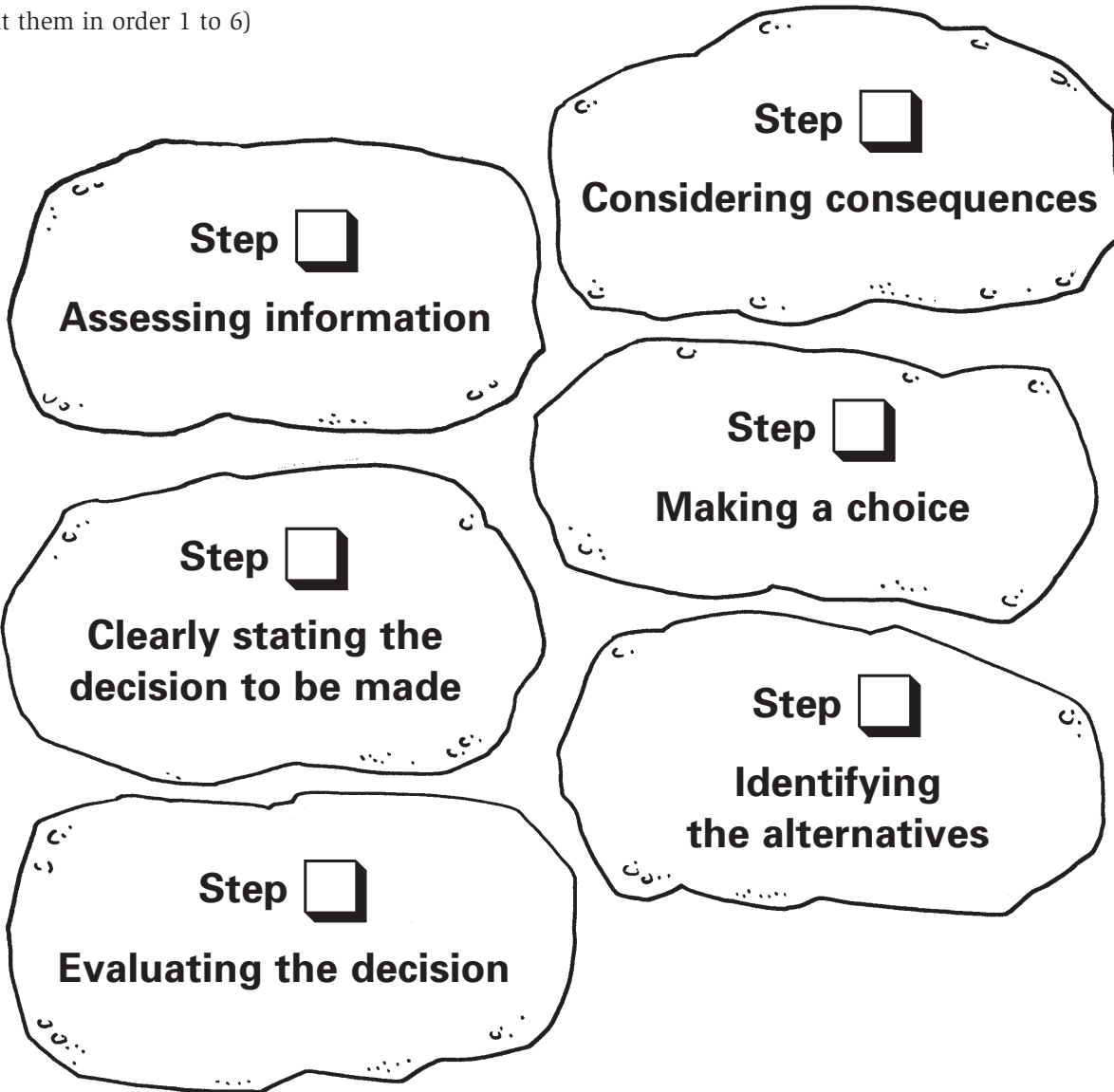


Now write your biggest ever decision and why it was the biggest decision you've made.

Write why it was the most important.

THE SIX STEPS IN MAKING A GOOD DECISION

(Put them in order 1 to 6)



Step

Assessing information

Step

Considering consequences

Step

Making a choice

Step

Clearly stating the decision to be made

Step

Identifying the alternatives

Step

Evaluating the decision

Notes:

SHORT-TERM AND LONG-TERM GOALS

FEATURES AND DEFINITIONS

Short-term	Long-term

Identify the short-term and long-term goals below by writing an “S” for short-term or “L” for long-term in each.

I'm going to get my driver's licence when I'm the right age.

In four years I will be enrolled in the TAFE Certificate, Aboriginal Art & Cultural Practices.

This year I am going to be the highest scorer in the final Maths exam.

I am going to listen to every word my Science teacher says in class today.

I am going to get a part-time job to save for the holiday to Uluru

I am not going to raise my voice all day.

I'm going to finish my HSC and go to university to study Law

I am going to attend all my classes this week.

When I'm older I'm going to buy a sports car.

I want to be my own boss and employ people to do the work for me.



How Can I Achieve My Goals?

First I must identify the goal.

Next, I'll work out the steps needed to achieve my goal.

Now what or who is going to be an obstacle to me achieving my goals?

I'll set myself a deadline and nothing will stop me reaching my goal.



Your turn:

1. Write the goal here

2. What steps?

3. Obstacles

4. Deadline



WORKSHEET

Profiles, Personal Characteristics and Skills

Profile		Skills
Who am I?	Self-assured	Well organised
What do I do?	Innovative	Leadership ability
What have I achieved?	Charismatic	Good speaker
Where do I live?	Persuasive	Good writer
Who do I work with?	Keen	Communication
What organisation do I belong to?	Industrious	Supervisory
Where am I from?	Willing	Team player
Do people like me?	Capable	Customer focus
Am I popular?	Inspirational	Management ability
Am I famous?	Polite	Analytical
Is my family famous?	Obliging	Can speak languages
How old am I?	Neat	Mathematical ability
Am I near the end of my career or just beginning?	Tidy	Computer skills
What have I done previously?	Focused	Able to work independently
How did I get where I am?	Disciplined	Manual worker
Am I the best in my field?	Courageous	Promotional ability
What other things have I done?	Active	Business management
Who else does what I do?	Reliable	Fast
Do people look up to me?	Articulate	Accurate
	Creative	Concise
	Committed	Problem solving
	Talkative	Can meet deadlines
	Professional	Good under pressure
	Moody	Critical thinker
	Determined	Forward planner
	Powerful	Consistency
	Opportunistic	Good researcher
	Entrepreneurial	Trainer
	Aggressive	Teacher
	Mischievous	Creative flair
	Confident	Administrative
	Arrogant	Attention to detail
	Shy	Operational
	Negative	First aid
	Mature	
	Naïve	
	Healthy	
	Patient	
	Sensitive	

(Do any of these words help you with your description of the person you admire? What about you?)

THE PERSON I ADMIRE MOST IS _____

(Remember the person can be anyone – they don't have to be famous!)

HINT: Use the Worksheet to help you.

Skills:

Profile:



Personal characteristics:

My Aboriginal Hero ...



WHAT ABOUT ME?

What can I do?

What have I achieved?

Where do I live?

Who do I work/play sport/study/socialise with?

What organisation(s) do I belong to?

Where am I from?

Am I popular?

Am I famous? Do I want to be famous? Is my family famous?

What do I dislike?

How old am I?

Am I near the end of my career or just beginning?

What have I done in the past?

Who do I know?

What makes me angry/sad?

What am I good at?

What other things have I done?

Who else does what I do?

Do people rely on me? What do others say about me?

What makes me happy?

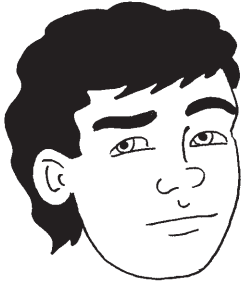
WHAT'S MISSING?

(Write down new questions, answers, and any extra information you can think of.)



My SKILLS

My PERSONAL CHARACTERISTICS



JOB PROFILE: _____

Skills

Personal Characteristics

Other Information

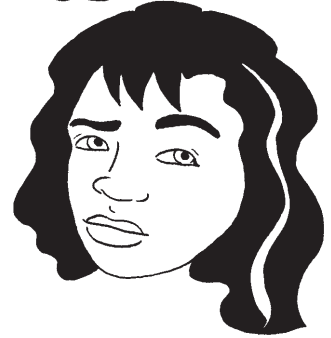
Pay

Training

Career opportunities

Other

How do I match?



CAREERS

Three careers I am interested in

(Don't forget to look at your Job Profiles and "What About Me?" Worksheets)

1. _____

2. _____

3. _____



CAREER QUESTIONS?

1. _____

2. _____

3. _____

4. _____

5. _____



MY QUESTIONS ANSWERED: PLANNING MY CAREER

A large graphic of a clipboard with a question mark-shaped clip at the top. The clipboard contains a sheet of lined paper with 20 horizontal lines for writing.

Checklist:

Education

Subjects

Scholarships for
Aboriginal kids

Training
requirements

Pay

Abstudy info

Working
conditions

Job availability

Career path
opportunities

Job description

Support services
for Aboriginal
students

Job skills,
traits etc

Employers

Where

Indigenous
courses

LOOKING AT JOB ADS

Glue advertisement here:

Highlight the location of the job

How is the role described?

Underline the closing date for applications

Circle in red the address to send the application

What skills do you need for the job?

What is the title of the position advertised?

Is there an information package available?



RULES OF THE GAME

Play with a single dice.

Each player has a marker.

The player who rolls the highest number starts first.

Players move from space to space following the connecting lines.

A player who lands on a snake's tail slides down to its head.

Each player has a scorecard on which they answer the questions that they land on.

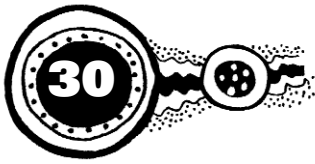
The game ends when one person lands on the Finish. (The exact number must be thrown.)

There can be two winners: the player who finishes first, and the player who gets the highest score.

If the player who finishes first also achieves the highest score, they are The Champion.

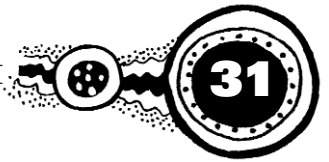
Disputes over answers should be resolved by all players agreeing to a solution. If agreement cannot be reached, a third party should be asked.

You may only fill in answers when it is your turn. However, during your turn you can return to a previous answer to add extra information.

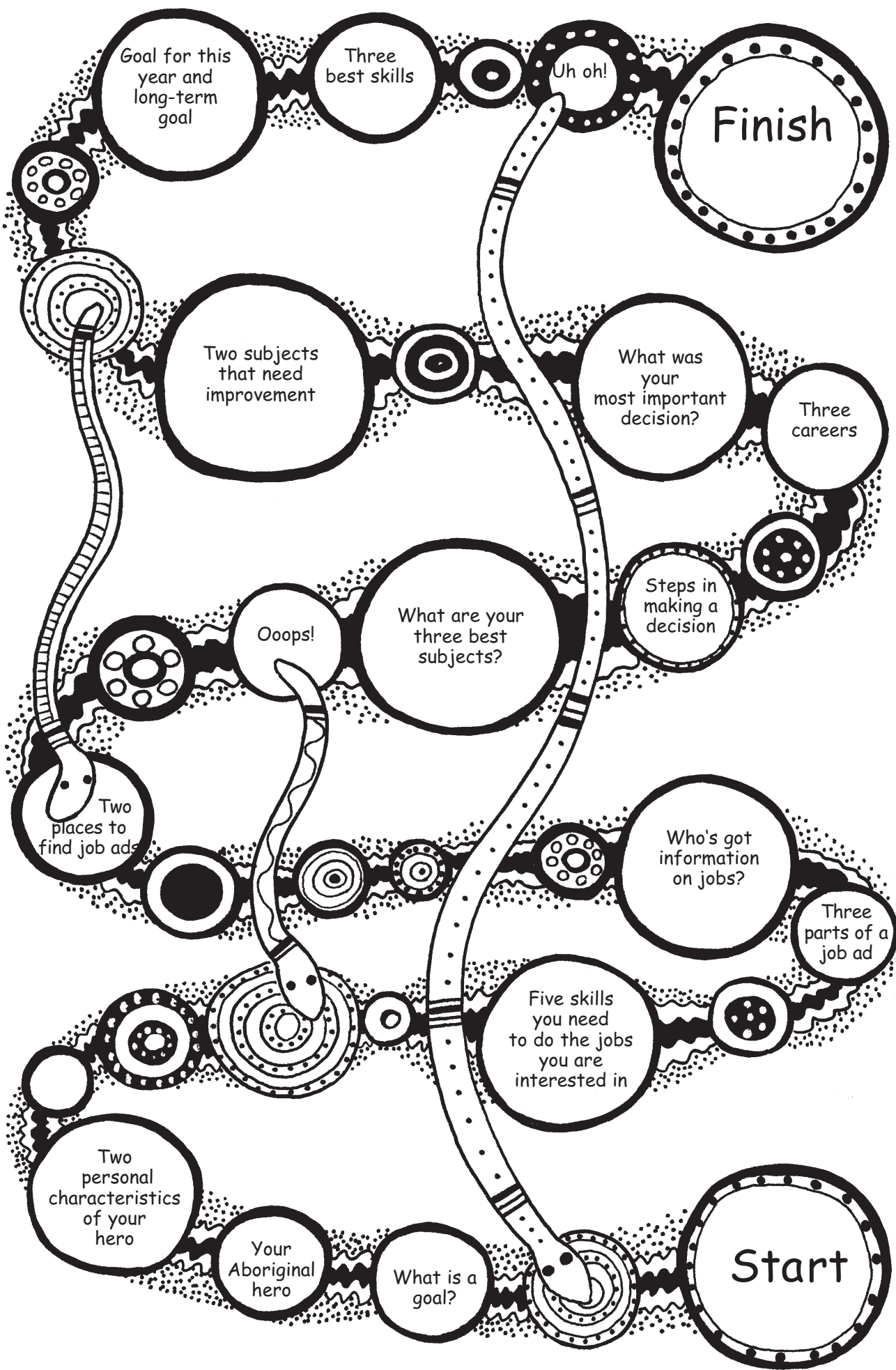


SCORECARD

Questions	Scoring	Your Score
What is a goal?	5 points.	
Who's your Aboriginal or Torres Strait Islander hero?	You get 1 point.	
Name two personal characteristics of your hero: 1. 2.	You get 2 points for each.	
Name five skills you need to do the jobs you are interested in: 1. 2. 3. 4. 5.	You get 1 point for each correct answer and a bonus 5 if they all relate to the same job.	
List three parts of a job advertisement: 1. 2. 3.	You get 2 points for each part.	
Who's got information on jobs? Write down four places or people. 1. 2. 3. 4.	You get 1 point for each correct answer.	
Name two places to find job advertisements. 1. 2.	You get 2 points for each place.	
What are your three best subjects? 1. 2. 3.	You get 1 point for each subject.	



Questions	Scoring	Your Score
Name six steps in making a decision: 1. 2. 3. 4. 5. 6.	You get 2 points for each step and a bonus 5 if you can name all six.	
Three careers I am interested in: 1. 2. 3. Why?	You get 2 points for each career and a bonus 5 if you can say why you are interested in them.	
My most important decision ever was:	5 points.	
The two subjects I need to improve on are: 1. 2.	You get 2 points for each subject.	
My goal for this year is: My long-term goal is:	You get 5 points for your goal for this year and 10 points for a long-term goal.	
My three best skills are: 1. 2. 3.	You get 2 points for each skill.	
TOTAL		



PERSONALITY PROFILES

Consider these things when researching your profiles.

What do I do?

What do I like?

What are my hobbies?

Do I inspire others?

Am I successful?

What am I good at?

What inspires me?

What's my name?

How old am I?

Do I have kids?

Have I reached my goals?

Where am I from?

What have I done?

What are my goals?

When is my birthday?

Have I been to school? University? TAFE?



HUMAN RIGHTS AND THE WORKPLACE

Go to <http://www.hreoc.gov.au>

What does HREOC stand for?

Name two areas of federal legislation that HREOC is responsible for (look in the *About The Commission* section).

1

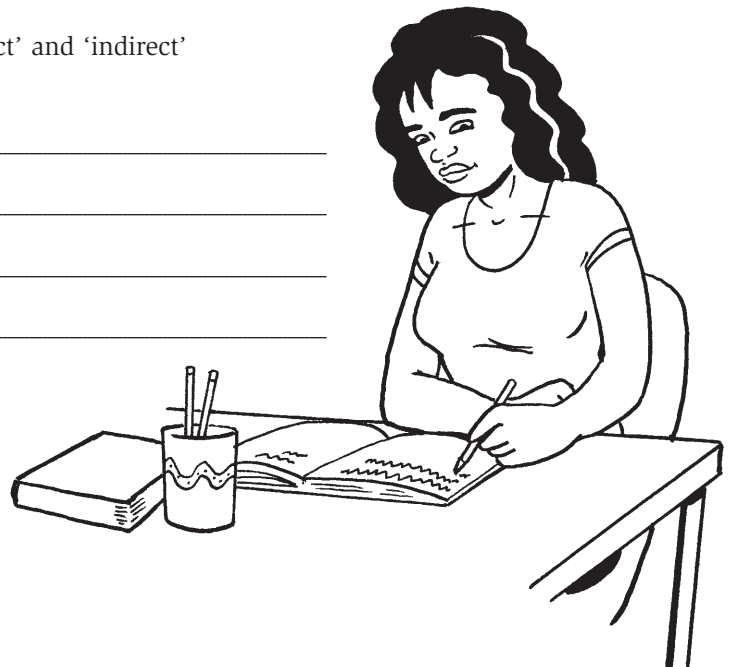
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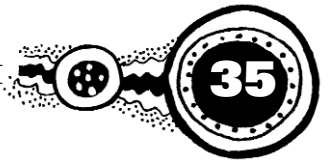
When did Australia pass the Racial Discrimination Act? (Look in *Information for Students* and then click on *history*.)

Investigate another significant event in Australia relating to human rights that particularly interests you. Write the date and event below. Write down anything else you find out.

Go to *Frequently Asked Questions* and then to *Frequently Asked Questions about Human Rights for School Students*. What is EEO?

What is discrimination? Give examples of 'direct' and 'indirect' discrimination.





WORKPLACE EXCURSION WORKSHEET

Name of Organisation:

What does this organisation do (ie does it produce something, does it sell something, does it provide a service to people, etc)?

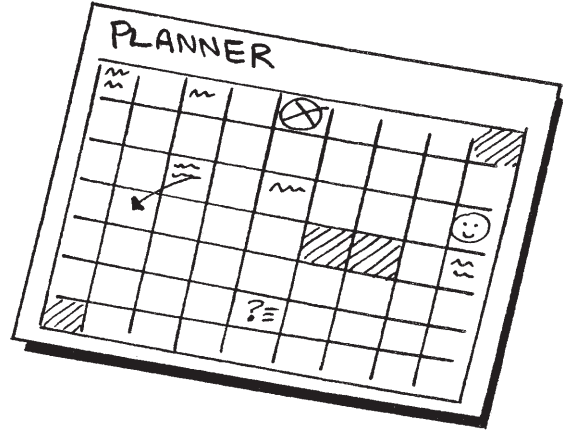
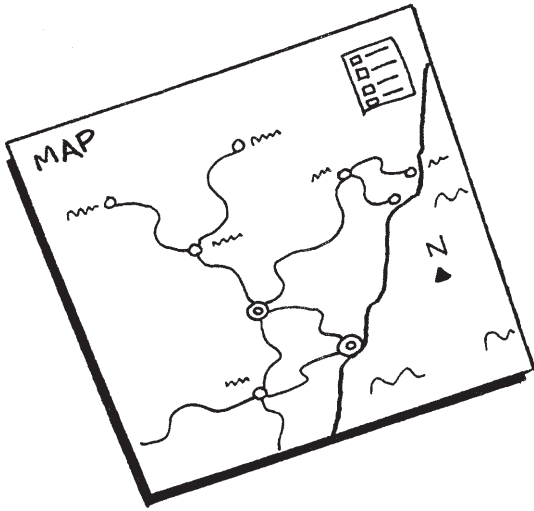
Estimate how many people work in the organisation?

What jobs are available in this organisation?

What sorts of technology do people use?

Write any other notes below.





SHOULD I STAY OR SHOULD I GO?

When should I leave school?

1. What do I know that can help me make this decision?

Assess the information you have and think about what you've learnt so far in this ACAP program.

2. What are my options? What are the alternatives?

3. What are the consequences? What will happen as a result of this decision?

4. Now make a decision.

5. Evaluate this decision. Is it a good decision?

DECISIONS DECISIONS...

Five decisions I've made today:

- 1.
- 2.
- 3.
- 4.
- 5.



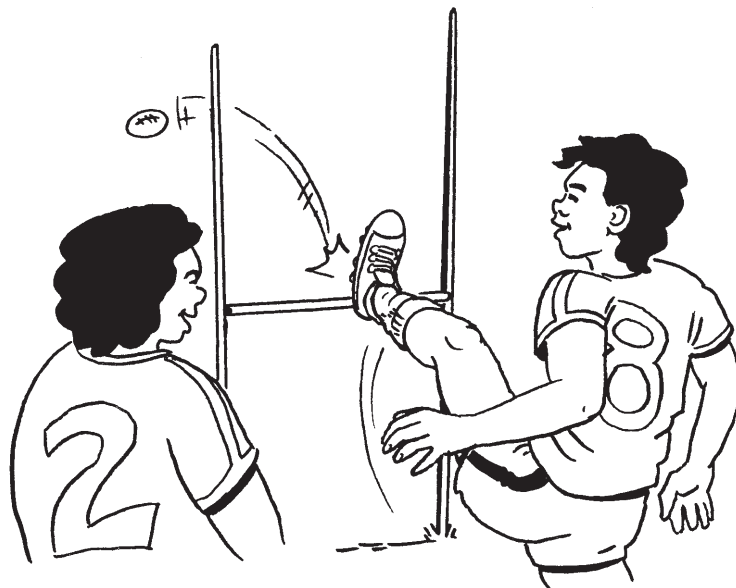
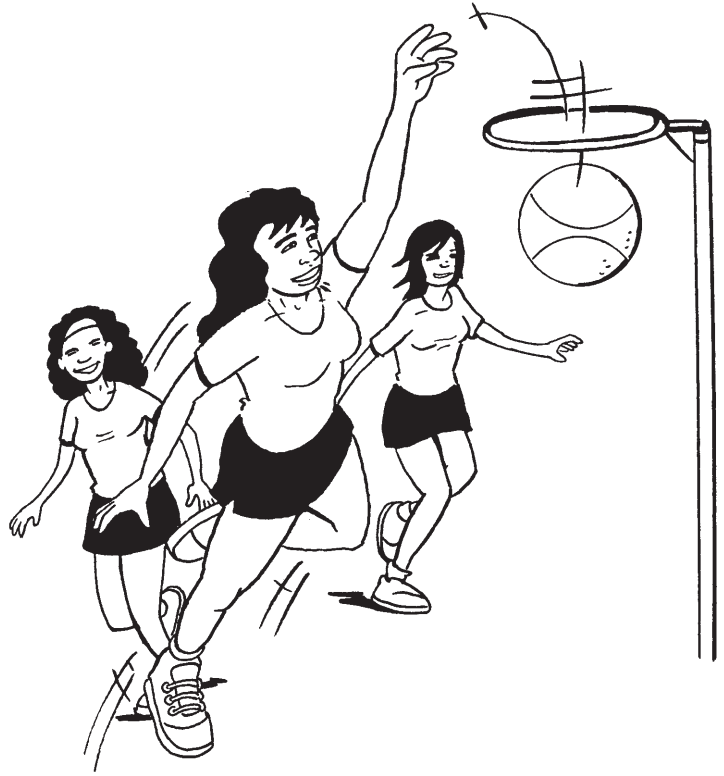
CAN YOU SCORE A GOAL?

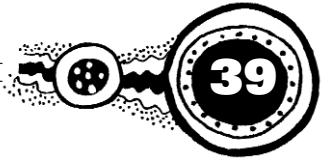
1. Identify the goal.

2. What are the steps in achieving the goal?

3. What are the obstacles to achieving the goal?

4. Set yourself a deadline.





LET'S PLAY

BINGO

Draw four faces or write four words describing your hero.

A large, empty rectangular box with a thin black border, intended for drawing or writing.

Draw four faces or write four words describing you.

A large, empty rectangular box with a thin black border, intended for drawing or writing.

ME & JOBS, JOBS & ME



My Personality:

My Skills:

My Interests:

SUBJECT SCORE CARD

Give yourself a score out of 10 for each subject important to your career.

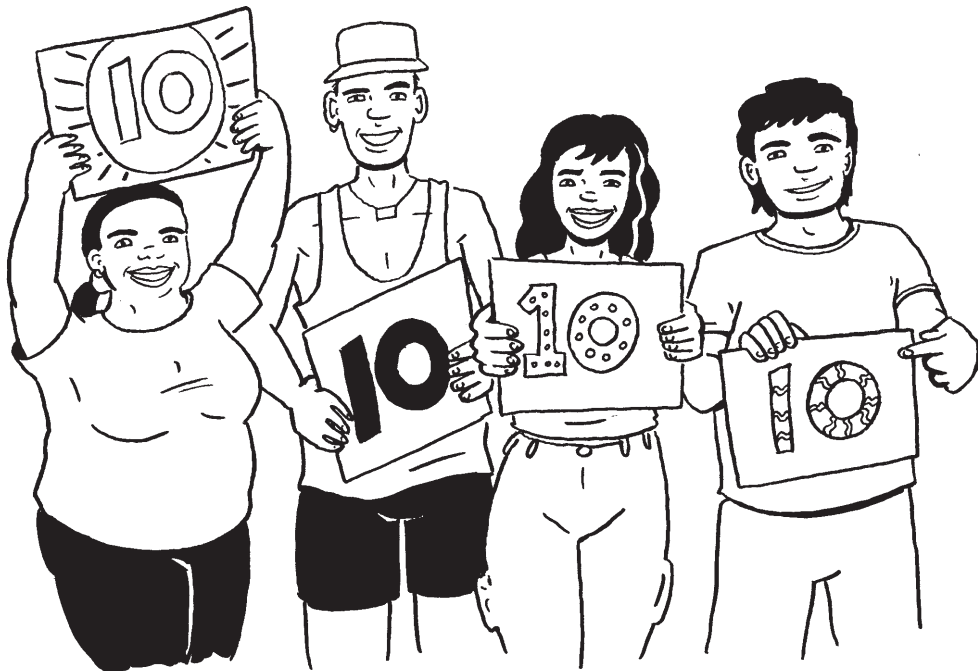
(10 is the highest, 1 is the lowest.)



Subject	Score

Subject: _____

Goal: _____



WHAT DO I NEED TO KNOW ABOUT MY CAREER CHOICE?

Traineeships

Pay

Skills

Abstudy

Training

TAFE courses
for Aboriginal
students

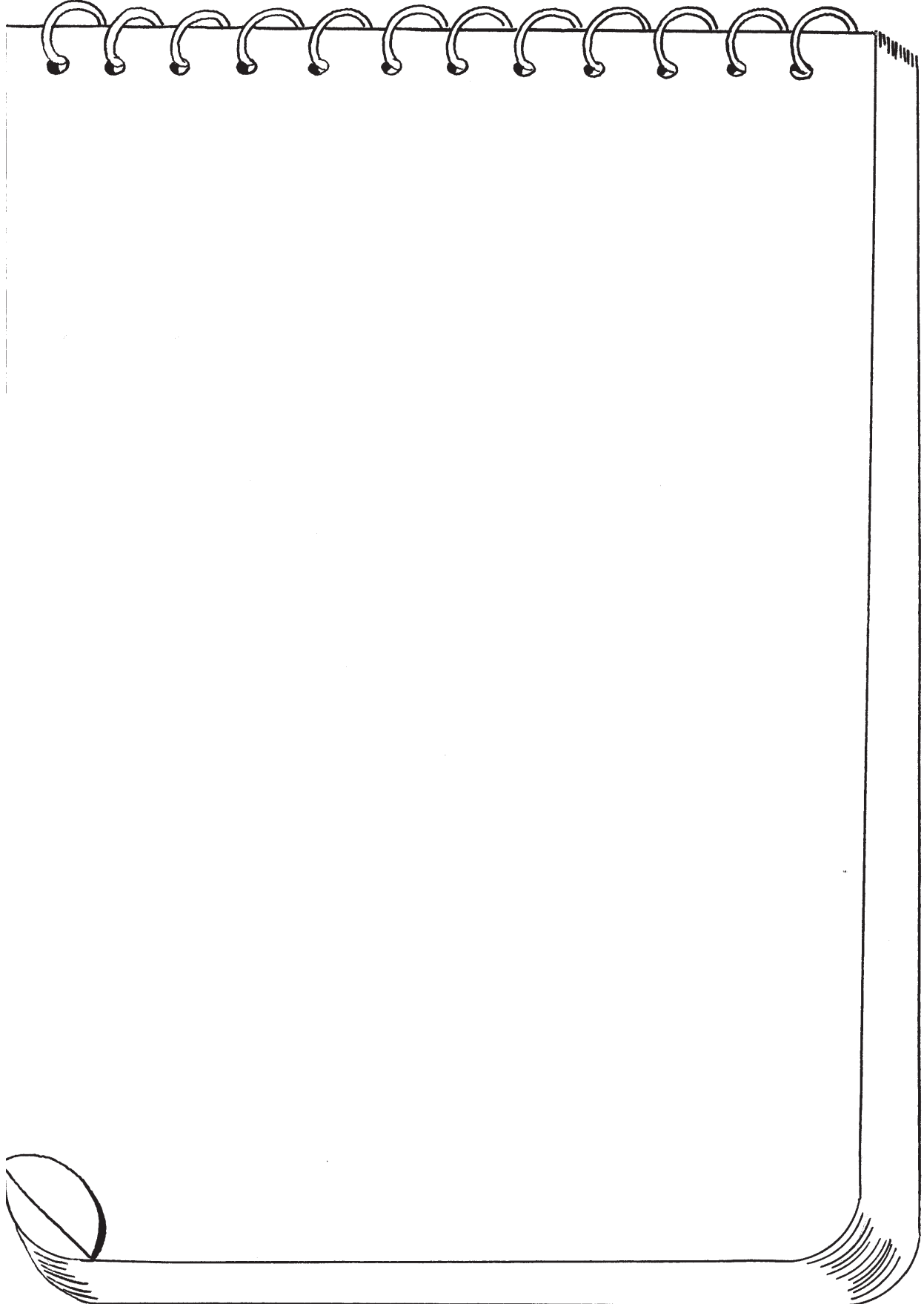
Job
opportunities

What
else?

What else?



WHERE CAN I GET MORE INFORMATION ABOUT MY CAREER CHOICES?



A large, blank, spiral-bound notebook page with a metal spiral binding at the top. The page is intended for writing answers to the question above. There is a small leaf-like graphic at the bottom left corner of the page.

WHERE CAN I LOOK FOR JOBS?

Write down ideas on where to find jobs.



WELCOME!

Today you have the opportunity to meet Aboriginal representatives from:

- Universities
- TAFE
- Business
- Employment agencies
- Government
- Employers
- AND MORE!

It is a chance for you to have your questions answered about finding a job, getting into training, obtaining government assistance and doing further study.

To make the most out of your day use these sheets to record information.

There is space for notes, comments and contacts.

You might want to write down your own goal for the day.

You might also want to write down the questions you have.

It's up to you to decide how you want to use the day and it's up to you to make the most of it.

And most importantly - have fun!

WHAT'S MY GOAL?

In order to make the most of the day it's a good idea to take a little time to work out what you want to achieve. Write a goal for the day in the space below. There are also some ideas on things to consider.

Things to consider today:

Decisions

How much training will I need to do?

What employment opportunities are there?

What subjects do I need to take to go to university?

Useful contacts

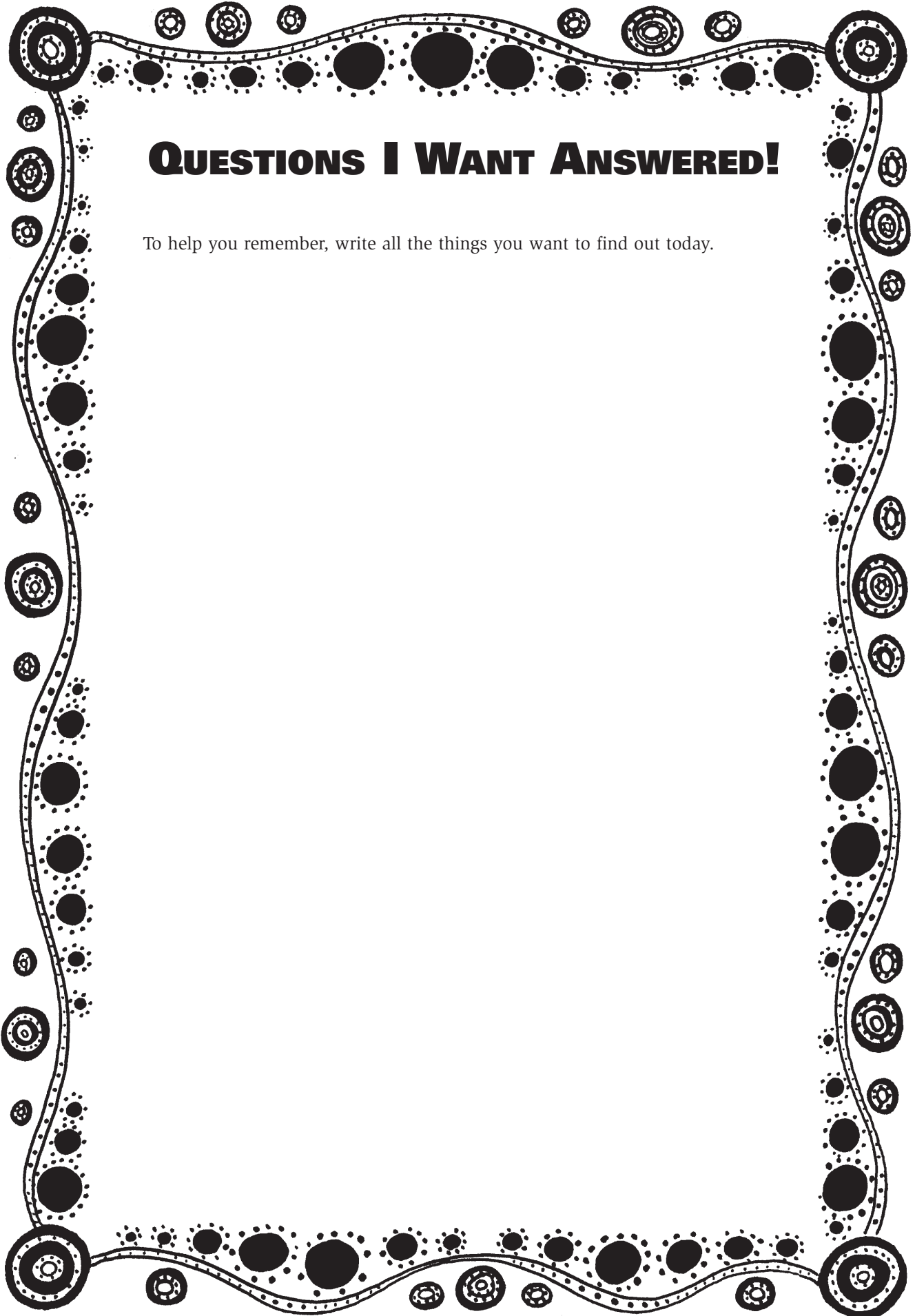
What will I get paid?

Who can help me with career planning?

Work or study?

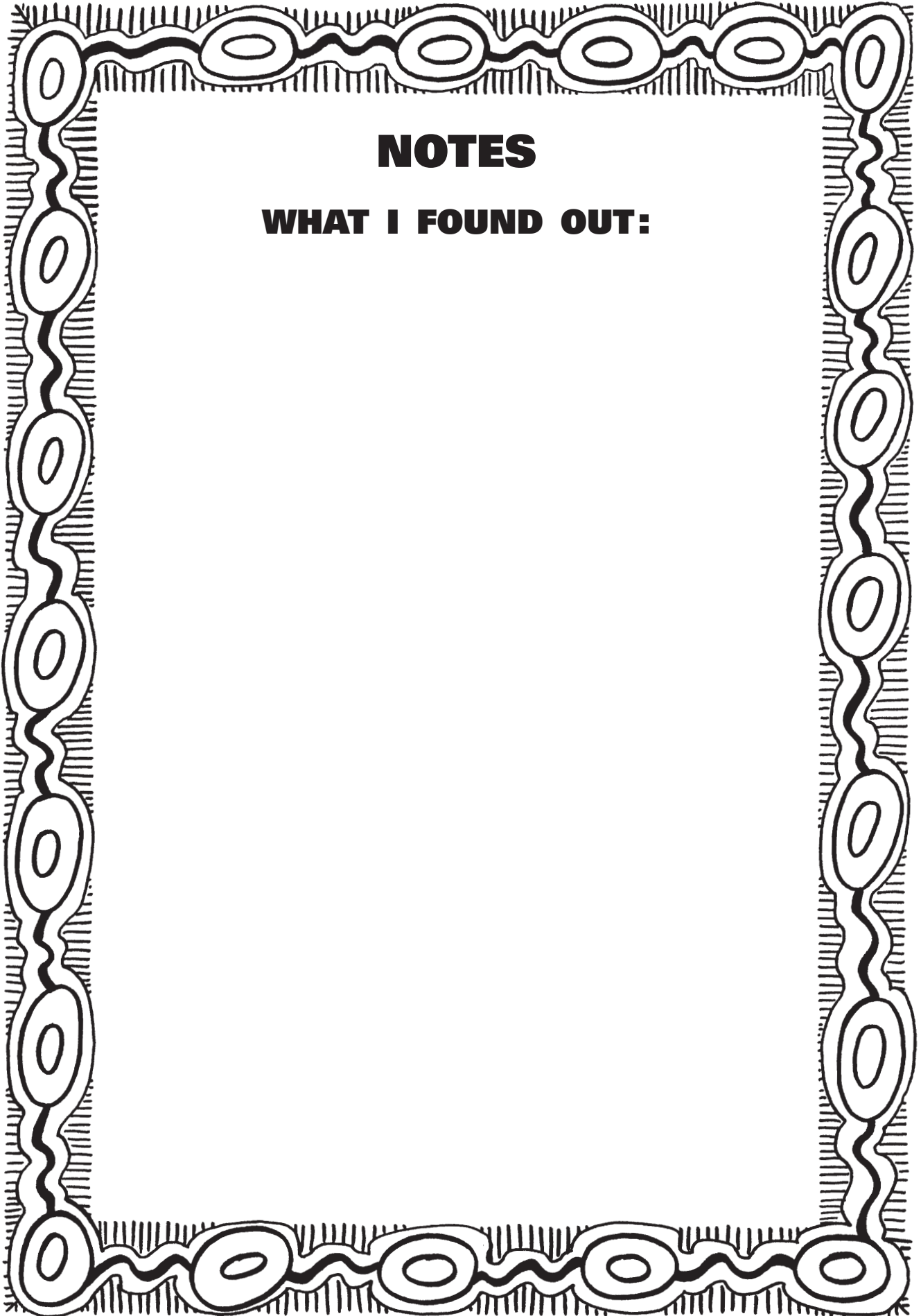
QUESTIONS I WANT ANSWERED!

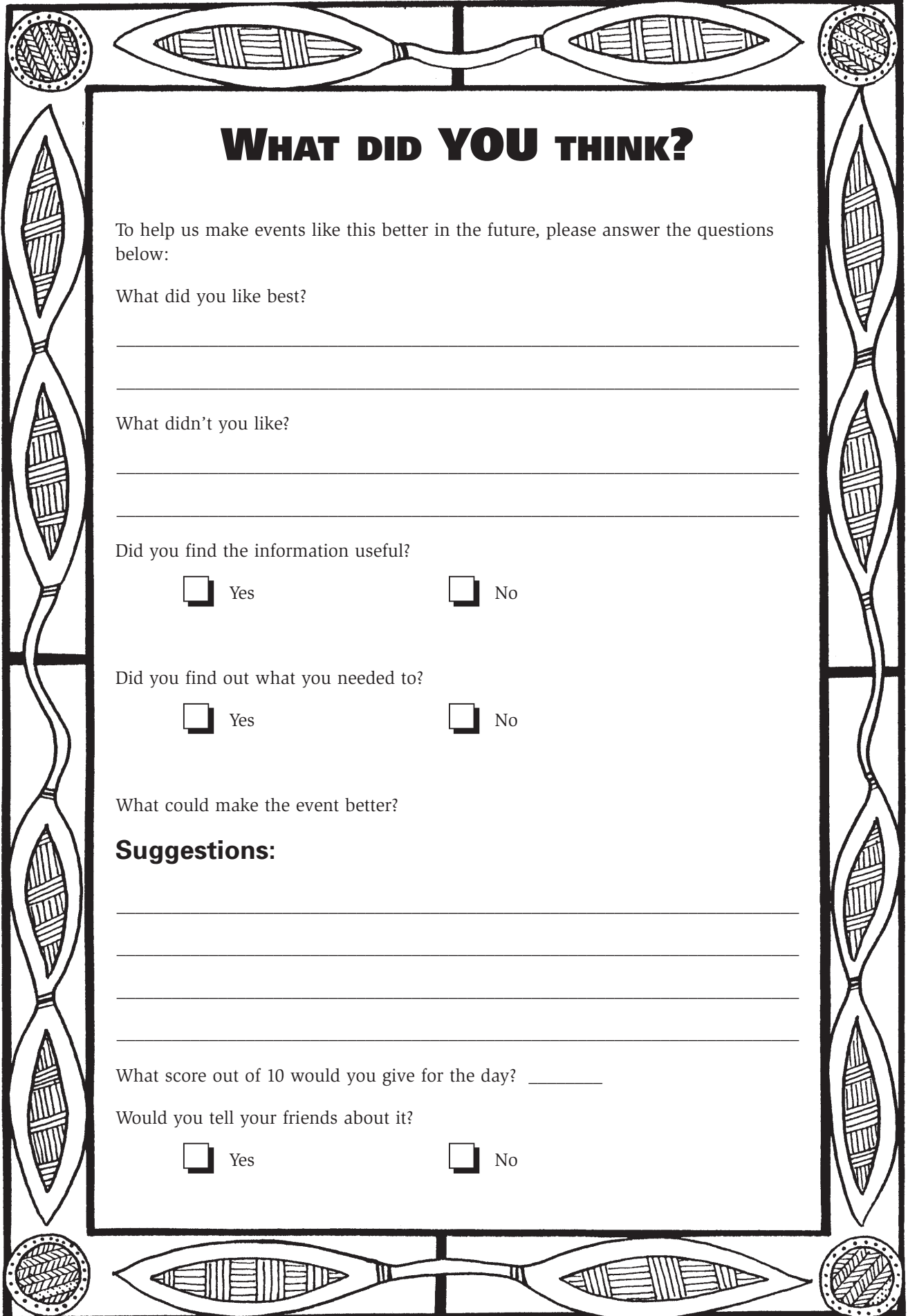
To help you remember, write all the things you want to find out today.



NOTES

WHAT I FOUND OUT:





WHAT DID YOU THINK?

To help us make events like this better in the future, please answer the questions below:

What did you like best?

What didn't you like?

Did you find the information useful?

 Yes No

Did you find out what you needed to?

 Yes No

What could make the event better?

Suggestions:

What score out of 10 would you give for the day? _____

Would you tell your friends about it?

 Yes No

CASE STUDY

Pat's Story



Pat lives in a small town in north-west New South Wales. Not many people have heard of the town but it is called Wandering. She has lived there all her life and likes living in the area. The first house she lived in was on a long winding road called River Road. She lived there with her family for the first six years of her life. In fact, Pat was born in that house on the ninth day of June, 1982.

When the house got too small, they all moved to another house closer to town. Pat has two brothers and three sisters. As well as the children and her Mum and Dad, her Mum's sister lives in the house as her husband died a few years ago and all her children have moved to other parts of Australia.

They have been in the bigger house for eleven years and will probably be there for many more. The house is painted blue and has a small front yard and big back yard. The street is called Little Street and Pat's house is number 4.

Pat first went to school at the local primary. It is called Wandering Primary School. Pat liked primary school and was the captain of her netball team. She also was a good swimmer and won many races at the school carnival. Her favourite teacher was Mr Smith. He taught her History. Pat did well in her History class and came third in the final exams in Year 6. She even got a certificate. Not all things were good at Wandering Primary School for Pat though. Pat hated Science and did not do very well. Her teacher, Ms Webb, even spoke to Pat's mother about her poor performance.





Next Pat went to a school out of town. It is called West Wandering Secondary School. Pat is again doing very well at History there but Science is still her worst subject. Maths is her next most difficult subject but she is doing very well at English. Pat also chose the subject Geography. She is going quite well with this subject and her teacher Mr Lindsay has commented that her results have improved a lot in the last term.

On weekends Pat works at the Wandering Town Supermarket. The supermarket is owned by a local man who has lived in the town since he was seven years old — Mr Frost. Mr Frost is a good boss but quite strict. He says Pat may work some extra hours in the school holidays if she continues her good work. Mr Frost says that with Pat's friendly demeanour she could go a long way in the supermarket if she wants. Pat's not sure about this as she hopes to become an archaeologist or maybe a history teacher, but she thinks it's nice Mr Frost says this anyway.

At the supermarket she works on the cash register from 9 am until 4 pm. Sometimes, when the usual supervisor is at lunch, she has to supervise the other staff working on the cash registers. This means she has to ensure that customers are not left waiting to be served for too long and that things run smoothly. Pat likes working on Saturdays as it gives her some money to buy things she likes such as books, CDs and fashion magazines. She is also saving up to go on a netball camp that she's been asked to attend as a representative of her district. She is very keen to go so she's happy to take extra work during the holidays. At the camp she will play lots of netball, learn new tactics and also learn more about how to be a good captain. Pat has also just started coaching a younger team of primary school girls with her friend Ellie. She hopes to learn more about coaching as well while at the camp.

Besides working on the weekends, Pat spends time with her friends and family, doing her homework and playing netball. Pat also helps her Mum by looking after her younger brothers and sisters. She doesn't mind this too much but looks forward to when they get older and can look after themselves.





PAT'S RÉSUMÉ

Personal Details:

Name _____

Date of Birth _____

Address _____

Phone _____

Education:

School _____

Subjects _____

School _____

Subjects _____

*Hint:
Write Pat's
current school
first*

Work History:

Date _____

Employer _____

Position _____

*What skills does
Pat have from
home, sport,
school and
work?*

Skills:

Hobbies/Interests:

Personal Characteristics:

*Pretend you know
Pat and write
down what you
like about her
personality*

Referees:

Name _____

Address _____

Phone _____

Name _____

Address _____

Phone _____

*Write down 2
people who
know Pat is
a good worker*



My CV WORKSHEET

Personal Details:

Name _____

Date of Birth _____

Address _____

Phone _____

Education:

School _____

Subjects _____

School _____

Subjects _____

Work History:

Date _____

Employer _____

Position _____

Skills:

Hobbies/Interests:

Personal Characteristics:

Referees:

Name _____

Address _____

Phone _____

Name _____

Address _____

Phone _____



SAMPLE CV

Joe Smith

Personal Information

Date of Birth: 9 July 1984
Address: 22 Blue Point Street, Kenandra, NSW, 2444
Ph: 02 94443377

Education

School: Kenandra High School (Year 11)
Subjects: Maths
English
Biology
Geography
Aboriginal Studies

Work Experience

Part-time Shop Assistant
Kenandra Hardware
(December 1999 – present)

Hobbies/Sports

Rugby League
Art
Music

Skills and Traits

Hard working
Team player
Friendly

Referees:

Mrs Jennifer Know
Manager – Kenandra Hardware
Ph: 02 94448543

TALKING THE TALK

Name four things that Charlie said you need when applying for a job.

- 1. _____

- 2. _____

- 3. _____

- 4. _____



Name two ways to find out more about the job.

- 1. _____
- 2. _____

Write down as many "tips" on writing the job application as you can think of.

What are some “tips” for preparing your CV/Résumé?

Finish these sentences:

You should always ask _____ in an interview so they know you are _____.

The more _____ you get at interviews, the better you become.

It may be difficult at first, but “_____” yourself to the interview panel.

_____ fidget at an interview.

_____ slouch — be proud and stand up straight at an interview.

Tell them you _____ the job.

Stand in front of a _____ and practice for an interview.

_____ give up!



PRACTISING COMMUNICATION TECHNIQUES

1. What is your favourite subject at school?
2. What hobbies do you have?
3. Tell me one thing you are really good at.
4. If you had to say something that you are not good at doing what would it be?
5. What would you like to do when you leave school?
6. If you could be anything in the world what would it be? Why?
7. Who do you admire most and why?
8. What is your biggest achievement?
9. Give me an example of when you thought you couldn't do something but you stuck at it and made it.
10. Tell me a bit more about yourself.



COMMUNICATION TECHNIQUES

Write down notes to help you remember good and bad points in communicating with others effectively.

Remember that there are verbal and non-verbal forms of communication — both are important!



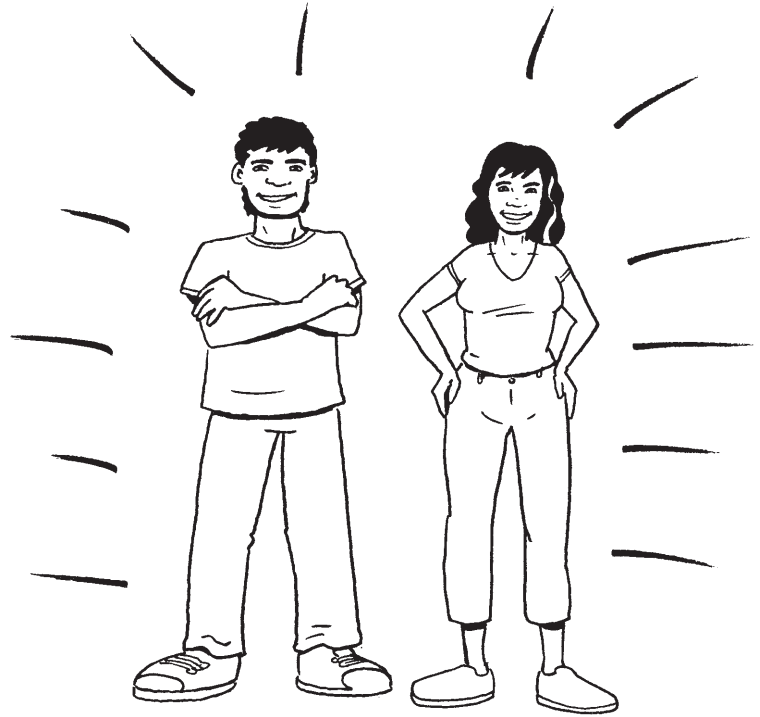
Positive

Negative

Positive	Negative

SAMPLE INTERVIEW QUESTIONS

1. Tell me a little bit more about yourself.
2. What do you think are your strengths?
3. Do you think you have any weaknesses?
4. Why do you want this job?
5. Give me an example of a time when you had a disagreement with someone but resolved the situation so both sides were happy. How did you resolve it?
6. What do you want to be doing in five years time?
7. What skills do you have that are relevant to this job?
8. What experience do you have to help you do this job?
9. Imagine it's your first day on the job and someone asks you to do something, you aren't sure what to do or how to do it — how would you handle the situation?
10. Do you have any questions?



SUMMARY SHEET – SUCCESSFULLY APPLYING FOR JOBS ...

RESEARCH

Tips:

- Call the organisation and see if they can give you an information pack for the job.
- Call the organisation and speak to the contact person (or someone who works there) and ask questions about the job, the organisation, the application process, etc.
- Do you know anyone who works for the organisation or uses its services? If you do, talk to them about it.
- Have a look on the Internet to see if the organisation has a website.



THE APPLICATION

Tips:

- Write a covering letter to say you are interested in the job and want to apply.
- Make sure you have an updated CV/Resume.
- Make sure you write a couple of pages (or as much as you can) addressing the essential selection criteria.
- Fill in the application form if there is one.
- Ensure your application is neat, tidy and has no mistakes. Check your spelling.
- Think about ALL your skills/experience. You can talk about paid and unpaid work as well as your interests/hobbies.
- Make sure you put in a couple of good referees. They may be people for whom you've done paid or unpaid work, or who know you through a sporting or other organisation, etc.





BE PREPARED

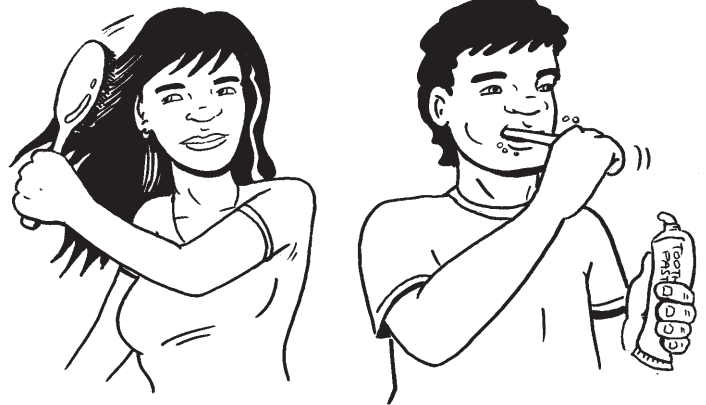
Tips:

- Don't leave everything to the morning of an interview.
- Organise what you have to take the night before an interview.
- Know what you are going to wear and have it ready the night before an interview.
- Make sure you have enough time to get to the interview. Maybe you could go to the place a couple of days before so you know how to get there.
- Make sure you are on time and look good.

THE INTERVIEW

Tips:

- There will probably be a panel of two or three people doing the interview.
- Make sure you know your own application properly.
- Practise questions you think they might ask. You can do this with friends or family or looking in the mirror.
- Make sure you let them know you want the job.
- Make sure you say that you have the skills to do the job.
- Ask questions to show you are really interested in the job.
- Remember positive communication techniques and use them.
- You may have to do a written task or fill in some forms before the interview. Get there early so you are not rushed.
- Sell yourself!
- Relax and be calm.
- Remember: the more practice you get, the better you'll be at interviews.
- Don't fidget or slouch. Stand tall and proud!
- Talk to all of the panel. Try to make eye contact with all of them.
- Thank the panel/interviewer at the end for their time.





CAREERS SURVEY

We're planning to run career education and training information activities for students. To assist us with planning and to make activities as useful for you as possible, please fill in the following survey.

(Note: you do not have to put your name on the survey if you don't want to.)

Do you have a career goal?

YES

NO

If your answer was yes, please write down your career goal:

Would you like to find out more about work in any of the following areas?

(You can tick as many as you like.)

Sport/Recreation

Local Government

Food

Building & Construction

Arts/Entertainment

Automotive

Retail

Fisheries

Finance

Manufacturing

Own business

Communication/IT

Beauty

Government Sector

Transport

Law

Environmental

Metals/Engineering

Farming/Rural

Administration

Education

Police/Public Safety

Forestry

Defence Forces

Health/Community

Electric/Utilities

Other: _____

Who is your hero? _____

What are your hobbies/interests? _____

Would you like to work in a job using your hobbies/interests?

YES NO

When are you planning to leave school?

Year 7 Year 9 Year 11
 Year 8 Year 10 Year 12
 Not Sure

Would you like to find out more about vocational programs at school?

YES NO

Do you know what services employment agencies provide?

YES NO

Would you like to find out about finding a job through employment agencies?

YES NO

Are you interested in finding out more about TAFE?

YES NO

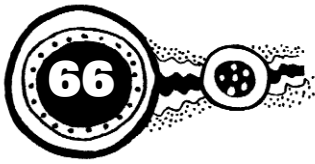
Are you interested in finding out more about university?

YES NO

Are you interested in services provided by government agencies regarding employment, training, allowances, etc?

YES NO

What suggestions do you have?



ABORIGINAL PARENTS AND COMMUNITY CAREERS SURVEY

We are planning some activities for Aboriginal students to help them with making decisions about their careers, education and training. We'd like you to participate and to help us plan the activities. Please fill in the following survey. NOTE: This information is strictly confidential.

Do you think school is important for young people for getting a job in the future?

Yes

No

At what age do you think young people should leave school?

13

14

15

16

17

Other _____

What do you think students will do after they leave school?

Get a job locally

Get a job outside the area

CDEP

Get Job Search Allowance

TAFE

Get other training/education

University

Not sure

What are other young people in your family, or who you know, doing after leaving school?

Working locally

Working outside the area

CDEP

Job Search Allowance

TAFE

Other training/education

University

Other

Would you like more information about:

TAFE

CDEP

University

Other training/education

Job Search Allowance

Job Network/employment

School programs

Traineeships

New Apprenticeships

Other _____

Would you like to participate in school career and vocational education programs for Aboriginal students?

Yes

No

If Yes, would you like to do any of the following:

Be a mentor to a student

Be a guest speaker

Assist in the classroom

Join an excursion

Go to an overnight camp

Become a Management Committee Member

Other _____

Please write your name and phone number below if you'd like to participate in the program:

Name: _____

Phone: _____

What things would you like schools to include in school career and vocational education programs:

Writing Job Applications

Anti-discrimination Laws

Job Interviews

Role Models

TAFE

University

CDEP

Job Search Allowance

Other _____

If there are there any other comments or information you'd like to provide, please write below or contact:

.....

Comments

NOTES