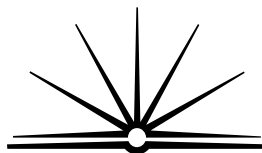


**A Statement of  
Career Education Outcomes  
Years 7–12**

**Incorporating Career Education Modules  
(Years 7–10)**



**BOARD OF STUDIES**  
NEW SOUTH WALES

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# Introduction

The 'Statement of Career Education Outcomes Years 7–12' and the 'Career Education Modules Years 7–10' have been developed to provide a framework for implementing Career Education following the phasing out of the Life and Careers Studies syllabus.

Both the 'Common and Agreed National Goals for Schooling in Australia' and the 'NSW Goals of Schooling', which underpinned the NSW Curriculum Reform paper 'Excellence and Equity', state that a goal of schooling is 'to provide appropriate Career Education and knowledge of the world of work, including an understanding of the nature and place of work in our society.'

In support of this goal the Board of Studies NSW has conducted an extensive review of Career Education which:

- (i) identified the areas of learning encompassed by Career Education and where opportunities for such learning are available in the Board's K–12 syllabuses;
- (ii) identified the four main elements of Career Education as:
  - learning about self in relation to work
  - learning about the world of work
  - learning to make career plans and pathway decisions
  - learning the skills required to implement career decisions and manage work/study transitions;
- (iii) considered the Australian Education Council's paper 'Career Education in Australian Schools' and the extent to which its K–12 outcomes are reflected in the NSW curriculum;
- (iv) analysed the eight National Learning Area Profiles to determine the extent to which they incorporate Career Education outcomes;
- (v) noted research that favours balancing an integrated approach to Career Education with the need to maintain a separate identity for Career Education at appropriate levels.

In its discussions the Board of Studies has acknowledged the importance of an adequate program of Career Education for all students and the need, given the emergence of multiple pathways in post-compulsory education, for Career Education to extend beyond Year 10.

The Board's review noted that the primary curriculum outcomes related to Career Education are adequately addressed in the draft K-6 HSIE and PDHPE syllabuses. The review also highlighted the need for an explicit statement of Career Education outcomes for Years 7–12 and for support for teachers in providing Career Education experiences across the curriculum, particularly at the Years 7–10 level.

To provide maximum flexibility for schools in responding to these needs, and to assist schools in providing appropriate Career Education experiences for students through the secondary school curriculum, the Board has developed the following:

- (i) 'Statement of Career Education Outcomes for Years 7–12'
- (ii) Career Education modules intended to support teachers in integrating Career Education across the curriculum for Years 7–10.

The Statement of Outcomes is being released at a time when the Board is giving detailed consideration to the nature of outcomes in the curriculum. There may be a subsequent review of the Statement in the light of future Board decisions.

# Rationale

Australia is undergoing significant social and economic changes. These changes present great challenges in the areas of education, training and work. The result is a complex and dynamic world of work that features patterns of work and opportunities very different to those of previous generations.

Some of the changes influencing individual participation in the world of work include :

- ◆ the mobility of families and individuals, division of labour within the family, educational aspirations and the emergence of a complex range of work roles;
- ◆ industry workplace reorganisation, award restructuring, microeconomic reform, and shifts in the global economy;
- ◆ patterns of work roles that may include periods of full and part-time employment, unemployment, self-employment and life-long education and training;
- ◆ the emergence of a range of post-compulsory education and training pathways;
- ◆ the growth of experiential learning occurring as a result of students' participation in work experience, school-industry links, vocational courses, and paid part-time work.

The need for schools to provide Career Education support and assistance to all students has long been acknowledged. Significant changes in patterns of labour market participation, together with an expanding range of post-compulsory education and training pathways, make the requirement for effective Career Education increasingly crucial.

It is the responsibility of schools and school systems to plan for achievement of the outcomes in a way that suits the school's curriculum and meets the needs of identified student groups for appropriate Career Education at particular stages.

Effective Career Education involves a combination of strategies including the integration of aspects of Career Education across the curriculum while maintaining its separate identity. The modules provided allow schools to adopt this two-pronged approach in a manner that best suits the needs of their students, ensuring that all students are able to achieve essential Career Education outcomes.

# Aim

The Career Education modules aim to assist students to develop the knowledge, skills, values and attitudes necessary to make informed decisions about school and post-school options and enable active participation in working life.

This aim will be achieved by developing in each student:

- ◆ understanding of individual interests, abilities, values, strengths, weaknesses and personal situations as these relate to education and work;
- ◆ knowledge of the world of work, including awareness of change, social and cultural concerns and workplace structures;
- ◆ knowledge and skills for career-planning and career decision-making;
- ◆ ability to implement career decisions and manage career transitions.

# **Career Education Outcomes**



**Years 7–12**



# Career Education Outcomes Years 7–12

## The Nature of the Outcomes

The learning process in Career Education is both ongoing and recurring. If students are to be adequately prepared to make realistic career decisions about school and post-school options, they need to be continually reviewing, updating and expanding their awareness and understanding of the world of work and their own growth and development throughout Years 7–12.

Regardless of the stage at which they decide to leave school, all students need to have achieved Career Education outcomes that will enable them to make appropriate decisions about education, training and employment pathways at that time. Hence, the 11 outcomes identified and developed for Career Education represent exit outcomes, describing the achievements required by all students at the point of leaving school.

## Pointers

Each of the exit outcomes is accompanied by a series of pointers that indicate some of the ways that students may demonstrate achievement. The pointers are neither prescriptive nor exhaustive. They are intended as samples only, and other pointers not included could also provide teachers with evidence of student achievement of the relevant outcome.

## The Outcomes

*Through ongoing and recurring learning in Career Education, students when they leave school can:*

**1. Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace.**

*This will be evident when students can, for example:*

- recognise that individuals have different skills, abilities and talents;
- identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid;
- relate their own interests and values to different work tasks and occupations;
- describe personal strengths and weaknesses as they relate to career choice;
- identify career choices that suit their interests and personal characteristics;
- assess their own physical attributes relative to specific work requirements;
- recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.

**2. Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups.**

*This will be evident when students can, for example:*

- describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work;
- discuss factors that influence an individual's choice of an occupation;
- investigate the ways in that factors such as gender, disability, race and non-English speaking background influence access to employment or career advancement;
- describe how gender, race and socioeconomic status may influence an individual's career aspirations.

**3. Analyse the place and meaning of work in the life of individuals and communities.**

*This will be evident when students can, for example:*

- categorise some different forms of work (self-employment, parenting, and part-time, full-time, volunteer, and household work);
- identify contributions made by people doing different forms of work in the community and say why they are valued;
- describe some of the benefits that individuals and the community derive from paid and unpaid work;
- show how their work at home and at school affects themselves and others;
- demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

**4. Describe cultural and structural features of the world of work.**

*This will be evident when students can, for example:*

- describe the structure of workplace sectors using a system of classification such as primary, secondary, tertiary;
- investigate and report on how different cultures organise work;
- describe the work of organisations concerned with work conditions (union, training and support groups, employers' organisations);
- explain how wages and working conditions are influenced by the actions of employees, employers, unions, employer groups and governments;
- identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy);
- identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures);
- investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation);
- describe practices that promote work safety including home and community settings;
- explain the roles and responsibilities of employers and employees;
- recognise that there is a place in the world of work for people with different, skills, abilities and talents;
- identify factors that enhance or impede work outcomes for the individual and organisation.

**5. Describe features of the labour market including emerging trends and the impact of change.**

*This will be evident when students can, for example:*

- investigate if values associated with different forms of work have changed over time;
- describe how factors of location, cycle and season affect work opportunities and estimate their possible impact on career plans;
- identify the effect of structural factors on work prospects (business reorganisation, workplace reform, technological change);
- explain the high participation rates of one gender or of a particular cultural group in some occupational paths;
- identify present and future features of the Australian and global economy that might affect opportunities for paid work;
- compare past and present trends in the nature and composition of the labour market;
- investigate and discuss the impact of technology on the nature of work in a range of occupations;
- describe the role of governments, unions and employer groups in influencing and responding to workplace changes.

**6. Identify occupational pathways and their related educational, training and skill requirements.**

*This will be evident when students can, for example:*

- identify skills and understanding that may be transferred from one form of work to another;
- describe relationships between education, training, skills and experience and work opportunities;
- analyse workplace practices in an occupational field and predict future changes;
- identify government and other initiatives to increase participation in education and training for disadvantaged groups;
- identify school courses and further study options associated with different occupational pathways;
- investigate and report on different occupational pathways and their educational and training requirements;
- describe the components of post-secondary education and training, the articulation of levels of awards and qualifications, credit transfers and the range of providers;
- describe employer expectations of entry-level employees;
- describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.

**7. Recognise the ongoing nature of career-path planning.**

*This will be evident when students can, for example:*

- describe key decisions in the career pathways of different people;
- identify different needs and priorities that emerge throughout the lifespan;
- explain why individuals need to review career plans to respond to changes in work;
- demonstrate flexibility in generating personal career action plans to provide for a range of contingencies.

**8. Use appropriate strategies for career decision-making and career-planning.**

*This will be evident when students can, for example:*

- describe and assess different methods of making career decisions;
- describe the key influences on decisions made in work situations in the home and at school;
- explain the steps used in decision-making;
- describe school and other work options and the rationale for making personal choices;
- use a range of appropriate resources in clarifying work and career goals;
- develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action;
- use their knowledge of occupational pathways and their education and training requirements to develop possible career plans.

**9. Locate and use a range of career-planning support materials and services.**

*This will be evident when students can, for example:*

- describe the role and functions of career advising services (eg school careers adviser, CES, vocational services, course information officers);
- use a range of occupational and course information resources to investigate future career, post-secondary education and training options;
- evaluate occupational information and careers advice in terms of objectivity, accuracy and relevance.

**10. Demonstrate the application and interview skills required for entry into employment and post-secondary education and training courses.**

*This will be evident when students can, for example:*

- estimate and compare the level of competition for entry to courses, and describe entry requirements and selection criteria for different post-secondary education and training courses;
- recognise the importance of personal presentation in the workplace;
- describe methods of locating job vacancies, eg newspapers, employment agencies, personal contacts, cold canvassing;
- provide evidence of progressive implementation procedures for personal career or study plans;
- accurately complete sample job and course application forms;
- prepare a resume for a specific job advertisement;
- format a job application letter in response to an advertised work experience position;
- present a personal portfolio containing, for example school reports, references, certificates;
- identify and meet requirements and closing dates for relevant job and course applications;
- describe the types of questions that may be asked in a job interview;
- explain personal strengths or suitability for a particular job in a simulated interview situation;
- establish telephone contact with a potential employer to arrange a personal visit or interview;
- describe the appropriate follow-up techniques to use after an interview.

**11. Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education.**

*This will be evident when students can, for example:*

- identify use of time management and goal-setting strategies in work and study situations;
- describe how they would plan and manage post-school transitions (school–work, school–TAFE, school–university, country–city);
- describe and analyse the emotional stages individuals go through during transitions that are both planned and unplanned;
- apply strategies to ensure that personal work opportunities are not limited by the effects of stereotyping;
- identify and use coping skills to manage transitions including unemployment;
- describe support services and strategies to use in adjusting to a new workplace.



# **Career Education Modules**



**Years 7–10**

## Modules Years 7–10

The modules for students in Years 7–10 relate the four main elements of Career Education to the Statement of Outcomes.

### Module

### Outcomes

*Through the study of these modules students can:*

#### **1. Learning about self in relation to work**

- critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace;
- analyse the key factors influencing the career values, aspirations and achievements of individuals and groups;

#### **2. Learning about the world of work**

- analyse the place and meaning of work in the life of individuals and communities;
- describe cultural and structural features of the world of work;
- describe features of the labour market including emerging trends and the impact of change;
- identify occupational pathways and their related educational, training and skill requirements;

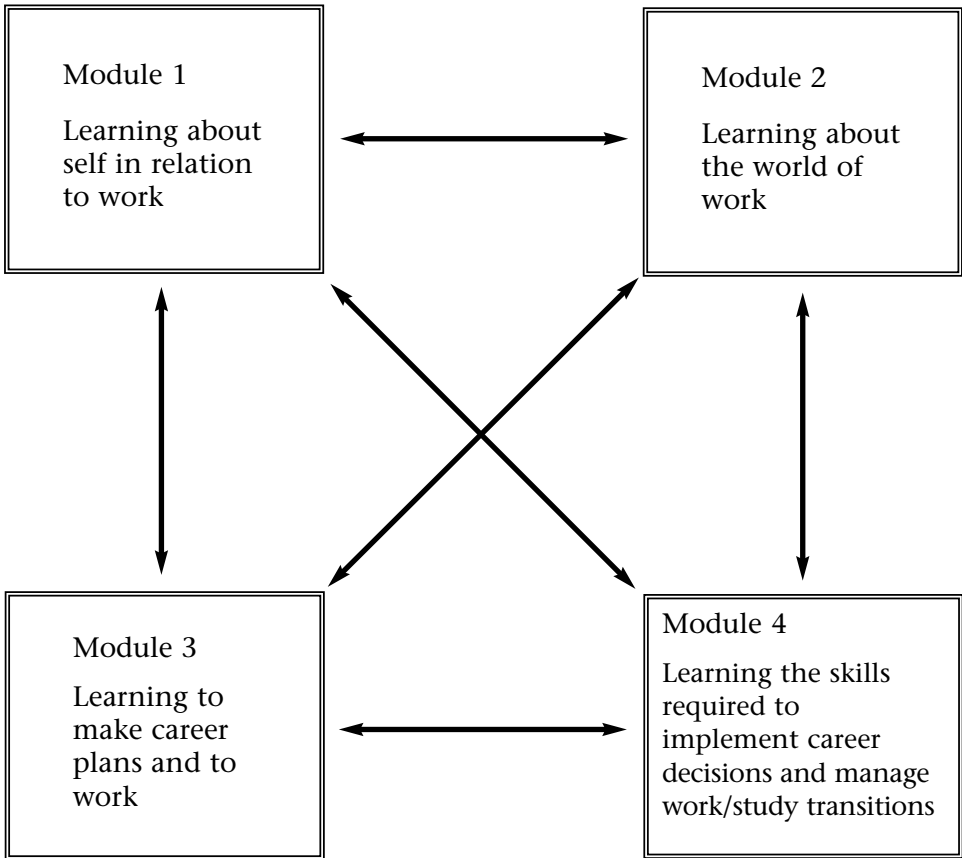
#### **3. Learning to make career plans and pathway decisions**

- recognise the ongoing nature of career-path planning;
- use appropriate strategies for career decision-making and career-planning;
- locate and use a range of career-planning support materials and services;

#### **4. Learning the skills required to implement career decisions and manage work/study transitions**

- demonstrate the application and interview skills required for entry into employment and post-secondary education and training course;
- discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education.

The following diagram represents the interrelated nature of the four content areas.

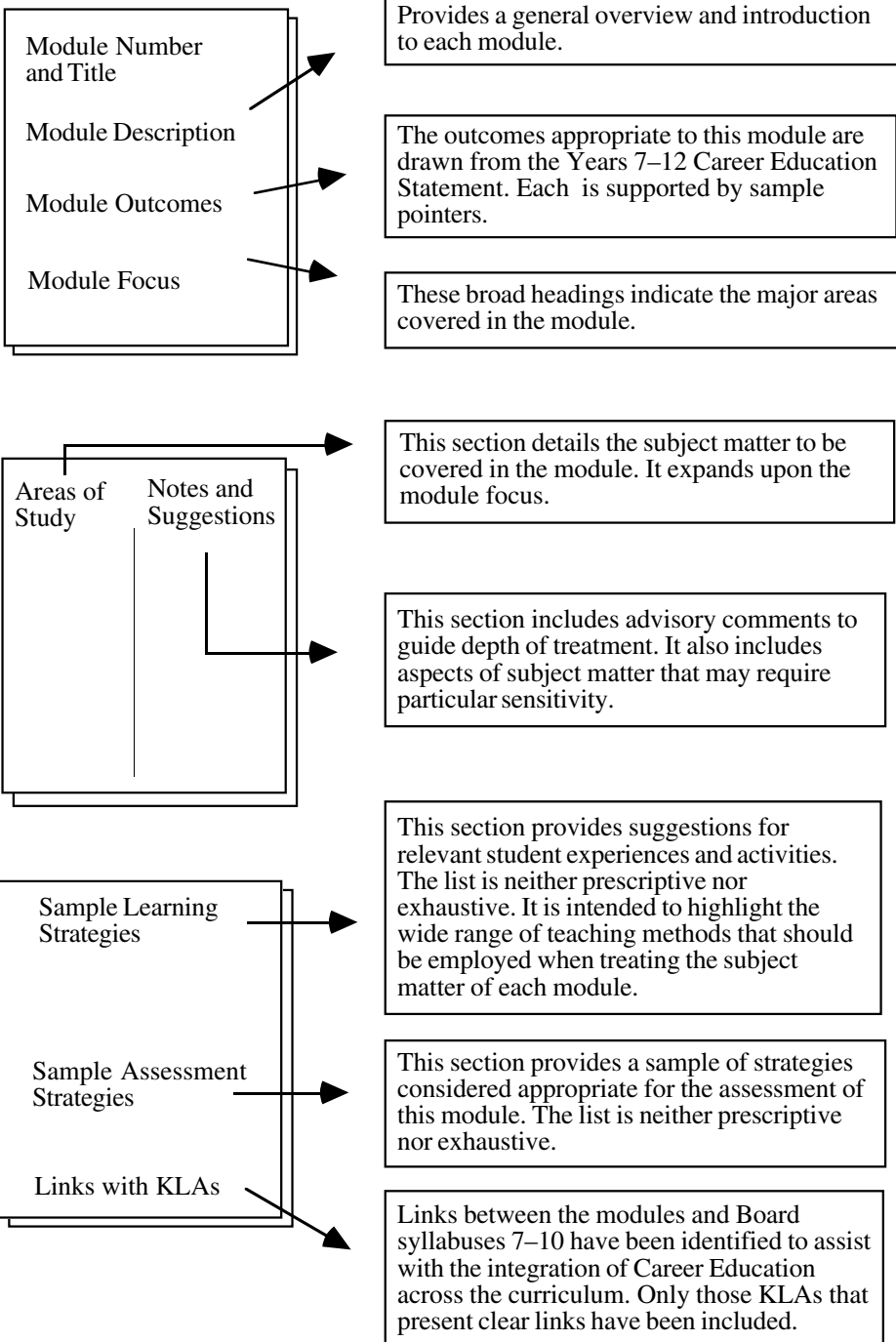


Before using the modules, the following should be noted.

- ◆ The modules are not intended to be sequential, and nor is it intended that the content of each module be taught in its entirety. The modules essentially describe the content area associated with related outcomes and include suggested learning experiences and assessment strategies that may be used.
- ◆ The modules support the outcome statements by describing subject content considered appropriate for students to achieve the outcomes.
- ◆ Elements of the modules may be assessed at any time.
- ◆ Teachers may refer to the modules in designing programs appropriate to the needs of their school and their students at any particular stage.
- ◆ Work experience is a valuable strategy for exploring much of the content included in the modules. It is important that work experience relates closely to the structured career education program. Work experience also provides opportunities for applying knowledge, skills and understanding developed in a range of KLA's to work settings.

## Module Format

Each of the four modules is presented in the same format and consists of the following components:



## Module 1

# Learning About Self in Relation to Work

## Module Description

This module focuses on the relationship between individual differences and work. A clear idea of one's personal strengths and weaknesses is necessary for implementing decisions about many aspects of life, including career choice and participation in the world of work.

Individual differences in interests, abilities and values are among those aspects to be investigated, with particular attention being given to exploring the influence of factors such as gender, culture and environment.

## Module Outcomes

### **1. Critically evaluate personal qualities and physical attributes as they apply to career choice and the requirements of the workplace.**

*This will be evident when students can, for example:*

- ◆ recognise that individuals have different skills, abilities and talents;
- ◆ identify social and interpersonal skills needed to work cooperatively in a variety of work situations, paid and unpaid;
- ◆ relate their own interests and values to different work tasks and occupations;
- ◆ describe personal strengths and weaknesses as they relate to career choice;
- ◆ identify career choices that suit their interests and personal characteristics;
- ◆ assess their own physical attributes relative to specific work requirements;
- ◆ recognise that interests, values and skills related to work roles vary with age, experience and changing circumstances.

## 2. Analyse the key factors influencing the career values, aspirations and achievements of individuals and groups

*This will be evident when students can, for example:*

- ◆ describe how the ways people are stereotyped can damage their chances of finding paid work, their job satisfaction and advancement, and their effectiveness at work;
- ◆ discuss factors that influence an individual's choice of an occupation;
- ◆ investigate the ways in that factors such as gender, disability, race and non-English speaking background influence access to employment or career advancement;
- ◆ describe how gender, race and socioeconomic status may influence an individual's career aspirations.

## Module Focus

- A. Personal qualities and physical attributes of significance to career choice.
- B. Factors influencing personal concepts of self and work.

## Areas of Study

### A. Personal qualities and physical attributes of significance to career choice

#### *Physical Characteristics*

- age
- height
- weight
- eye sight
- colour vision
- auditory ability
- physical fitness
- strength
- health status

#### *Interests*

- extracurricular activities
- hobbies
- sport
- vocational interests

## Notes and Suggestions

Emphasise that personal qualities and physical attributes continue to change throughout life and can be influenced by planned and unplanned interventions.

- Outline the implications physical characteristics can have on career choice. Teachers need to be sensitive to individual student's feelings when discussing physical attributes.
- Encourage students to identify dislikes as well as a wide range of interests.

**Areas of Study (continued)**

**Notes and Suggestions (continued)**

*Abilities and Talents*

- physical
- academic
- manual
- creative
- social

- Highlight employers' increasing focus on generic work competencies, eg communication, problem-solving, teamwork.

*Values*

- factors influencing values
- establishing a personal values system
- work-related values eg status, security, independence, remuneration, satisfaction

- Assist students to recognise the subjective nature of values.

*Social and Interpersonal Skills*

- conflict resolution
- teamwork and cooperation
- leadership
- compromise and negotiation
- assertiveness

- Encourage students to recognise the skills and attitudes needed to work cooperatively in a variety of work situations, paid and unpaid.

**B. Factors influencing personal concepts of self and work.**

*Self-Concept and Self-Esteem*

- relationship between self-concept, self-esteem and work aspirations
- strategies for building self-esteem, eg acknowledging feelings, accepting limitations, setting goals, dealing with criticism, identifying strengths and weaknesses

- Discuss the importance of identifying personal strengths and weaknesses in making career plans.
- Consider elements of work and the work environment that can promote self-esteem.

### Areas of Study (continued)

#### *Factors Influencing Self-Esteem*

- body image and self-image
- level of maturity
- environmental and social factors, eg location, socioeconomic background
- cultural beliefs and values
- family, friends and significant associates
- quality of relationships
- praise, reward, punishment
- acceptance, rejection, success, failure
- media
- gender
- disability

### Notes and Suggestions (continued)

- Students should be aware that factors such as gender, race and disability should not or need not restrict employment options.
- When exploring the effects that stereotyping can have on career choice, teachers need to take account of, and respect the values of, different cultures.

## Sample Learning Strategies

- ◆ Complete checklists or use peer group assessment to identify and map personal attributes.
- ◆ Participate in experiential activities to determine physical attributes, eg colour-vision test, fitness measurement. Discuss work situations where this information may be relevant.
- ◆ Conduct group discussions on factors that affect career aspirations, such as sex-role stereotyping, individual differences and specific talents.
- ◆ Conduct brainstorming activity to identify list of generic work competencies, and develop this list through role-plays, case studies, and discussion of personal experiences.
- ◆ Complete inventories to explore different patterns of interests.
- ◆ Use computer-assisted guidance programs to develop individual student profiles.
- ◆ Conduct individual student interviews to explore personal attributes related to career choice.
- ◆ Debate issues such as 'Interpersonal skills are more important than formal qualifications in the workplace'.
- ◆ Research factors affecting attitudes towards work.
- ◆ Case studies to illustrate the stages of growth and development and the impact of these changes on an individual's working life.

- ◆ Establish a self-profile on personal attributes and goals in relation to work. After work experience reflect on this profile to clarify self-assessment.

## **Sample Assessment Strategies**

- ◆ Use of a learning journal to document student's changing interests, abilities and attitudes over time.
- ◆ Teacher observation of students involved in role-plays, discussions and debates.
- ◆ Research assignment /class presentation/written report on, for example, attitudes towards work.

## **Links With Key Learning Areas**

### **English**

Issues of self-esteem are often a focus when exploring texts.

### **Mathematics**

In Years 7–8 Statistics, the collection and analysis of data provide an opportunity for self-description and comparison with others in order to determine individual strengths and weaknesses.

### **Science**

The strand Working Together helps students to develop the skills required to work cooperatively in a group. They identify those factors that hinder effective group participation and develop strategies to overcome these.

### **Human Society and Its Environment**

Commerce students will investigate the areas of interests, abilities and talents. This module is linked to the learning area Labour and the essential concepts Specialisation, Motive, Communication, Value and Discrimination.

The Aboriginal Studies module Aboriginal Families and Communities allows for investigation of these important influences on personal identity.

The Studies of Religion module Role of Religion in Australian Society includes the relationship between beliefs and attitudes to work.

## Technology and Applied Studies

Studies of Food Technology include the relationship between food, technology and quality of life, food nutrition and consumption, and responsibility for decisions about food. This provides opportunities for investigation of body image and self-image.

The design of a personal shield or coat of arms allows students to describe their personal attributes, background and values.

## Languages Other Than English

The development of proficiency in a language is a valuable personal attribute that can increase work options. Students of a language will:

- ◆ demonstrate enjoyment in using language for different purposes
- ◆ gain personal satisfaction in learning and developing skills in that language to express ideas in different ways
- ◆ demonstrate an understanding and tolerance of cultural backgrounds other than their own
- ◆ demonstrate knowledge and understanding of the behaviour and customs of cultural groups that speak the language
- ◆ recognise the diversity of beliefs, attitudes, values and customs, and their appropriateness within and across cultures.

## Creative and Performing Arts

These courses enable students to recognise their talents and abilities in these fields and develop positive self-esteem.

## Personal Development, Health and Physical Education

The following content strands and key ideas of the Years 7–10 PDHPE Syllabus may be presented in the context of Career Education. They have a direct link to personal qualities, characteristics, interests, abilities, values, self-concept and self-esteem.

- ◆ Active Lifestyle: Work, Exercise, Rest and Leisure; Assessing Physical Fitness; Developing Physical Fitness
- ◆ Interpersonal Relationships: Family; Developing and Maintaining Relationships; Interpersonal Skills and Physical Activity; Quality of Relationships
- ◆ Personal Awareness: Self-esteem; Effective Communication
- ◆ Personal Choice: Responsibility for Decisions; Career Pathways.

## Module 2

# Learning About the World of Work

## Module Description

This module focuses on the central role that work in all its forms, paid and unpaid, plays in our lives. An awareness of issues and concepts related to the world of work and the acquisition of work-related skills are valuable for all students irrespective of their post-school aspirations.

Technological, social and economic factors are rapidly changing the nature of work and the traditional patterns of work organisation. Many of the occupations that will be undertaken by students currently at secondary school do not presently exist. Career Education activities in this module will provide students with insights and understanding that will facilitate their transition into further education, training and work. Through this learning process students will be able to recognise links between education, training and work and the social and economic factors that affect the workplace.

This module will provide opportunities for students to investigate, explore and analyse the world of work throughout their schooling.

## Module Outcomes

### **3. Analyse the place and meaning of work in the life of individuals and communities.**

*This will be evident when students can, for example:*

- ◆ categorise some different forms of work (self-employment, part-time and full-time, volunteer, parenting and household work, sheltered workshops);
- ◆ identify contributions made by people doing different forms of work in the community and say why they are valued;
- ◆ describe some of the benefits that individuals and the community derive from paid and unpaid work;
- ◆ show how their work at home and at school affects themselves and others;
- ◆ demonstrate an appreciation of the role of work (paid and unpaid) in an individual's life.

#### **4. Describe cultural and structural features of the world of work.**

*This will be evident when students can, for example:*

- ◆ describe the structure of workplace sectors using a system of classification such as primary, secondary, tertiary;
- ◆ investigate and report on how different cultures organise work;
- ◆ describe the work of organisations concerned with work conditions (union, training and support groups, employers' organisations);
- ◆ explain how wages and working conditions are influenced by the actions of employees, employers, unions, employer groups and governments
- ◆ identify and analyse a range of workplace issues and how they can influence productivity and work conditions (child care, sex-based harassment, redundancy);
- ◆ identify factors that enhance work outcomes (rewards, satisfaction, security, safety measures);
- ◆ investigate and report on laws that promote non-discriminatory practices in school and community workplaces (equal opportunity and anti-racism legislation);
- ◆ describe practices that promote work safety including home and community settings;
- ◆ explain the roles and responsibilities of employers and employees;
- ◆ recognise that there is a place in the world of work for people with different skills, abilities and talents;
- ◆ identify factors that enhance or impede work outcomes for the individual and organisation.

#### **5. Describe features of the labour market including emerging trends and the impact of change**

*This will be evident when students can, for example:*

- ◆ interview grandparents, senior citizens, parents and other adults to find out if values associated with different forms of work have changed over time;
- ◆ describe how factors of location, cycle and season affect work opportunities and estimate their possible impact on career plans;
- ◆ identify the effect of structural factors on work prospects (business reorganisation, workplace reform, technological change);
- ◆ explain the high participation rates of one gender or of a particular cultural group in some occupational pathways;
- ◆ identify present and future features of the Australian and global economy that might affect opportunities for paid work;

- ◆ compare past and present trends in the nature and composition of the labour market;
- ◆ investigate and discuss the impact of technology on the nature of work in a range of occupations;
- ◆ describe the role of governments, unions and employer groups in influencing and responding to workplace changes.

**6. Identify occupational pathways and their related educational, training and skill requirements.**

*This will be evident when students can, for example:*

- ◆ identify skills and understanding that may be transferred from one form of work to another;
- ◆ describe relationships between education, training, skills and experience and work opportunities;
- ◆ analyse workplace practices in an occupational field and predict future changes;
- ◆ identify government and other initiatives to increase participation in education and training for disadvantaged groups;
- ◆ identify school courses and further study options associated with different occupational pathways;
- ◆ investigate and report on different occupational pathways and their educational and training requirements;
- ◆ describe the components of post-secondary education and training, the articulation of levels of awards and qualifications, credit transfers and the range of providers;
- ◆ describe employer expectations of entry-level employees;
- ◆ describe selected occupations in terms of the tasks performed, entry and training requirements and appropriate personal characteristics.

## **Module Focus**

- A. The place and meaning of work to individuals and society.
- B. The structure and operation of the world of work.
- C. The changing nature of the world of work.
- D. Education, training and work.

## Areas of Study

## Notes and Suggestions

### **A. The place and meaning of work to individuals and society**

#### *Clarification of the Meaning of Work*

##### *Definition of terms*

- employment
- job
- occupation
- career
- school work
- family responsibilities
- voluntary and community service

#### *The Significance of Work for Individuals*

##### *Economic*

- income
- lifestyle

##### *Personal*

- self-esteem
- dignity
- identity
- health
- happiness

#### *The Significance of Work for Society/Community*

##### *Economic*

- living standards
- government policy
- economic growth

- Discuss common understanding of terms, noting areas of overlap and difference.
- Emphasise that terminology within Career Education should be precise and consistent.

- This area should highlight the personal benefits and costs of work for the individual.
- Discussion may draw on personal experience of students, parents and members of the school community.
- Students should develop an appreciation that work has different significance for people at different times.

- A brief reference to the economic and social consequences of work could include discussion from a local, regional, national or global perspective.

**Areas of Study (continued)**

**Notes and Suggestions (continued)**

*Social*

- culture
- community values/needs
- work ethic

- Some issues to address could include government policy in areas such as health, employment, education, and social welfare.
- Consideration should be given to the local cultural context.

**B. The structure and operation of the world of work**

*Employment Patterns*

- full-time
- part-time
- permanent
- casual
- temporary
- shift work
- seasonal
- job sharing

- Explore current figures on the relative participation of each group. Sources may include Australian Bureau of Statistics and Department of Employment Education and Training publications.
- Show that these elements are often combined to make unique employment patterns. Indicate the benefits of each pattern.
- Show the links between training needs, opportunities and patterns of work.

*Work Groups*

- unions
- employer associations
- professional associations/institutes

- For each group consider specific organisations, their purpose and activities.

*Work Organisational Structures*

- small business
- large business
- multinationals
- government
- public authority

- Consider for each structure the work opportunities, management style, accountability, individual level of responsibility and decision-making.

**Areas of Study (continued)**

**Notes and Suggestions (continued)**

*Work Classification*

- industry, eg mining/publishing.
- location, eg rural/urban.
- environment, eg indoor/outdoor, noisy/quiet, high-tech.
- size of work force
- skills/training/education level
- interest categories

- Students should consider the ways that jobs relate to one another particularly with a view to promoting alternative job options within an area of interest.
- Illustrate job prospects by indicating relative size of work force for various occupations.

*Working Conditions and Practices*

- employer and employee rights and responsibilities
- legislation, eg EEO and OHS
- awards, contracts, enterprise agreements
- welfare and grievance procedures and sources of assistance/advice

- Identify the key concepts of workplace agreements between employee and employer. This may include a study of historical and current legislative practices related to working conditions.
- Analyse the benefits and limitations of each type of regulatory instrument.
- While the majority of workers are covered by an industrial award or enterprise agreement, students need to be aware that work practices may vary considerably between individual work sites and across occupational groups. An analysis of conventions experienced by students at work may highlight differences.
- Discuss the variety of avenues available for resolving workplace difficulties.

**Areas of Study (continued)**

**Notes and Suggestions (continued)**

**C. The changing nature of the world of work**

*Change as a Factor in Working Life*

- historical change — agricultural, industrial and information revolutions
  - contemporary change — comparing working life of present and previous generations
  - future change — projected rate and direction of change
- Present change as a normal feature of working life, and acknowledge that the rate of change is expected to accelerate.

*Factors Causing Change in the World of Work*

- socioeconomic factors — immigration, women in the work force, working couples, government policies, international competitiveness
  - technological factors — computers, robotics, new materials/processes, automation, research and development
  - organisational factors — Total Quality Management (TQM), best practice, human resource management policies
  - structural factors — government policies, downsizing
- Draw links between these factors through study in a range of curriculum areas. Reinforce via structured activities including workplace visits, work experience or work shadowing.

**Areas of Study (continued)**

**Notes and Suggestions (continued)**

*The Effects of Change*

- work patterns — job sharing, varied working hours, permanent part-time, broken work history, multiple occupations during career
- physical work environment — work stations, level of technology, safety, computerisation
- work practices — obsolescence, job creation, restructuring, flexible hours, multi-skilling, home-based work, work teams
- information technology — teleconferencing, computer aided manufacturing/design, networking
- education and training — increased school retention, retraining, credit transfer, articulation, recognition of prior learning
- socioeconomic — long term unemployment, youth unemployment, part-time work, childcare requirements, increased leisure

- Emphasise the rate and ongoing nature of change that permeates all aspects of life.

*The Labour Market*

- decline of particular occupations/industries and unskilled work
- growth of technology/service fields of employment
- continual emergence of new occupations, demand for new skills/qualifications
- change in composition of labour market — gender, age, access/equity for disadvantaged groups, full-time versus part-time

- Highlight the dynamic nature of the labour market. Analyse data related to the labour market and link to decisions about job options.

**Areas of Study (continued)**

**Notes and Suggestions (continued)**

**D. Education, training and work**

*Post-Year 10 Education and Training Provisions*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• providers — school, TAFE, private institution, university, industry</li> <li>• purposes — general, vocational; entry-level and skill up-grading, promotions/transfer</li> <li>• accreditation/qualifications — dual accreditation, levels of awards, articulation, credit transfer, recognition of prior learning</li> </ul> | <ul style="list-style-type: none"> <li>• Students should note the increasing overlap between general and vocational education.</li> <li>• Coverage of entry-level training should include apprenticeships, cadetships, AVC system, TAFE, private and university qualifications.</li> </ul> |
|---|--|

*Training Reform*

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• national framework for training, competency-based training and increased flexibility/access to training</li> <li>• entry-level training — AVTS, apprenticeships, cadetships, career start traineeships etc</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the implications at the school level in terms of subject/pathway selection for the senior years of schooling.</li> </ul> |
|--|---|

*Range of Tertiary Education and Training Options*

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• TAFE</li> <li>• university</li> <li>• private institutions</li> </ul> | <ul style="list-style-type: none"> <li>• Students need to be aware that their current education is just one stage of an ongoing process of lifelong learning.</li> </ul> |
|--|--|

*Linking School to Work*

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• general competencies</li> <li>• subject selection — vocational courses, JSSTAFE, university pre-requisites, assumed knowledge, workplace learning</li> <li>• pathway selection — TER/university, TER/vocational, non TER/vocational</li> <li>• credit transfer, eg HSC to TAFE, HSC to university, TAFE to university</li> </ul> | <ul style="list-style-type: none"> <li>• Discuss the trend of increasing integration of education and training, particularly for entry to the world of work.</li> <li>• Identify knowledge and skills learned at school that are relevant and applicable across a broad range of life and work situations.</li> </ul> |
|---|---|

## Sample Learning Strategies

- Complete interest inventories related to school subjects and occupational categories.
- Investigate, consider and report on the training required for a range of specific occupations.
- Debate the relative merits of enterprise agreements versus awards.
- Role-play assertiveness skills required in making a complaint and resolving problems in the workplace.
- Interview school community personnel such as parents, neighbours, friends, employers and other students to identify the effect of change on their working life.
- Invite employers, employees, recruitment personnel, union officials, CES, training officers etc to address school groups on the changing nature of the workplace and work skills required for the future.
- Visit workplaces that exemplify a range of work structures and classifications.
- Write a report on observations at work experience or work shadowing.
- Develop a family tree of occupations.
- Prepare a report on a day in the life of an occupation of interest.

## Sample Assessment Strategies

Topic tests/quizzes, eg students to identify the difference between full-time, part-time and casual work.

Verbal reports/class talks, eg identify technological factors causing change in the workplace.

Assignments/projects — individual, group or class, eg identify education and training requirements for entry into a particular occupation.

Journals/logs/records of interview, eg work experience placements.

Teacher observation, eg students to use published material to identify credit transfer for HSC courses.

## **Links With Key Learning Areas**

### **Mathematics**

In Years 7–8 Statistics, students could analyse employment patterns and the changing nature of the world of work.

The Year 9–10 lobe Computing and Data Processing allows for discussion of computerisation in the world of work. The Mathematics in the Workplace lobe includes investigation of employment, occupational health and safety, general skills for employees and the running of a small business.

### **Science**

The Using Science strand presents careers in science and identifies and analyses the influences that scientists can have on the way we think about the world.

### **Human Society and Its Environment**

Students of Commerce will study the place and meaning of work to individuals and society, the structure and operation of the world of work and its changing nature. This will be through the learning area Labour and the essential concepts Specialisation, Organisation, Market, Change, Responsibility, Welfare, Communication, Value and Discrimination.

Students of the Aboriginal Studies module Aboriginal Enterprises will investigate the significance of work to the community and the changing nature of work. The module Aboriginal Organisations allows an investigation of the special features of the major employers of Aboriginal people and how the work structure reflects cultural needs.

The Studies of Religion module Religion and Social Issues may include unemployment as a contemporary feature of changing work structures.

The History Mandatory Questions 4 and 5 allow for consideration of inequity of work opportunities and related issues such as affirmative action and aboriginal enterprises.

### **Technology and Applied Studies**

Design and Technology contains a number of prescribed contexts that contribute to this module. The changing nature of the world of work is related to Agriculture, The Built Environment, Transport and Distribution, Information and Communication, Engineered Systems and Manufacturing Through the Prescribed Dimension — Human Impact.

## **Languages Other Than English**

Through the study of LOTE, students become aware that the organisation of work and the values associated with different forms of work have changed over time and from one culture to another.

## **Creative and Performing Arts**

This KLA provides opportunities for examining modern and traditional approaches to work, the changing workplace and the significance of work to the individual.

## **Personal Development, Health and Physical Education**

The place and meaning of work, the structure of the world of work and the changing nature of work are important issues in the content strand Active Lifestyle and its key idea Work, Exercise, Rest and Leisure.

Work conditions and work practices relate to the Promoting Health key idea Environmental Health and Safe Living through Causal Factors and Community Responsibility.

The Personal Choice key idea Career Pathways allows for a study of post-year 10 education and training provisions.

## Module 3

# Learning to Make Career Plans and Pathway Decisions

## Module Description

Career decisions are made many times throughout life. They are not isolated events but are the outcome of a process that is directly related to personal qualities and the circumstances of life.

This module focuses on the central process of career decision-making. Through examining different models and significant influences students will be able to make more effective decisions about school subjects and pathway options.

Career Education ensures that students are made aware of decision-making styles and become skilled in the use of the strategies involved.

From an early age, young people need to be able to identify the resources required for goal-setting and start to recognise the constraints that are linked to realising their goals. Career Education involves students in testing their goal-setting strategies and developing career action plans that reflect a realistic understanding of their own abilities, values, interests and options.

Learning how to make career plans will make students more effective and responsible decision-makers.

## Module Outcomes

### 7. Recognise the ongoing nature of career pathway planning.

*This will be evident when students can, for example:*

- describe key decisions in the career pathways of different people;
- identify different needs and priorities that emerge throughout the lifespan;
- explain why individuals need to review career plans to respond to changes in work;
- demonstrate flexibility in generating personal career action plans to provide for a range of contingencies.

**8. Use appropriate strategies for career decision-making and career-planning.**

*This will be evident when students can, for example:*

- describe and assess different methods of making career decisions;
- describe the key influences on decisions made in work situations in the home and at school;
- explain the steps used in decision-making;
- describe school and other work options and the rationale for making personal choices;
- use a range of appropriate resources in clarifying work and career goals;
- develop action plans for achieving education, training and work-related goals and evaluate the consequences of such action;
- use their knowledge of occupational pathways and their education and training requirements to develop possible career plans.

**9. Locate and use a range of support materials and services.**

*This will be evident when students can, for example:*

- describe the role and functions of career advising services (eg school careers adviser, CES, vocational services, course information officers);
- use a range of occupational and course information resources to investigate future career, post-secondary education and training options;
- evaluate occupational information and careers advice in terms of objectivity, accuracy and relevance.

## **Module Focus**

- A. Career decision-making and its lifelong nature.
- B. Decision-making strategies and key influences.
- C. Career-planning support materials and services.

## Areas of Study

### A. Career decision-making and its lifelong nature.

#### *Decision-making styles*

- rational
- intuitive
- passive/dependent
- fatalistic
- impulsive

#### *Reasons why people need to plan for decisions about school and post-school options*

- consequences of inappropriate expectations
- implications of types of work options (eg qualifications, lifestyle)
- impact of change

### B. Decision-making strategies and key influences.

#### *Decision-making process*

- identify the issues
- gather and evaluate information
- decide on and examine alternatives
- consider consequences
- make a choice amongst the alternatives
- evaluate the decision.

## Notes and Suggestions

- Consider the relative characteristics, advantages and disadvantages of each type of decision.
- Discuss how factors such as complexity of the issue, personal preference, and the student's developmental stage influence the decision type.
- Students should realise the value of a deliberate style of decision-making utilising a rational and informed approach.
- As a result of this process students should develop work and career goals resulting in career action plans.
- Stress the importance of working systematically through the steps listed. Identify the need to consistently review the decision by revisiting some or all of the steps before making a final decision.

**Areas of Study (continued)**

*Factors influencing the decision-making process*

- personal
- social
- economic
- family expectations

**Notes and Suggestions (continued)**

- Students need to be aware of the effect on career decision-making of factors such as interests, abilities, school performance, values and ambitions, family and peer pressures, cultural influences, labour market conditions, geographic location and financial resources.
- Understand that decision-making is a life-long process.
- Encourage a flexible approach to decision-making to accommodate a range of contingencies.
- Highlight the importance of student ownership within the decision-making process, and illustrate some of the consequences of not adhering to this process.

**C. Career planning support materials and services.**

*Information and support for career decision-making*

- sources of information
- evaluating information

- Students should know about the range, role and function of careers advisory services both in and out of school and how to get access to these services.
- Information and material should be accessible, accurate, current, non-biased, verifiable and preferably have a local orientation.
- The increasing trend to technological sources of information should be acknowledged. Where possible students should be given opportunity to use computer assisted information services.
- Students should be able to effectively use information presented in computer access form as well as print media.

## Sample Learning Strategies

- Case studies to identify types of decisions as they relate to work situations.
- Classroom discussion based on student's personal experiences, eg subject choice.
- Visits to or guest speakers from major career information providers (eg Commonwealth Employment Service, Career Reference Centre, Tertiary Institutions and Industry Information Centres).
- Work Experience to clarify career decisions and expand knowledge base.
- Group activities and brainstorming — critical choice stages and events in individual's life
- Completion of job investigation sheets using published resources such as Job Guide and Job and Course Explorer.
- Student interviews — interviewing relatives or friends to establish the factors that influenced their career choice.
- Debate the benefits for the individual of part-time and full-time study.

## Sample Assessment Strategies

- Students develop a career action plan that will identify goals and information sources and provide a report on how the action plan was developed.
- Teacher observation following the completion of Job Investigation Sheets and student interviews.
- Written reports from work-related experiences.

## Links With Key Learning Areas

### English

The study of the decision-making process may be reinforced by looking at the career pathways of various characters in literature.

### Science

The strand Acting Responsibly develops the skills necessary to make a responsible decision about scientific endeavours. It involves students considering the cost and benefits of alternative choices.

## **Human Society and Its Environment**

The Aboriginal Studies module Aboriginal Families and Communities examines these major influences in the decision-making process.

The Studies of Religion module Role of Religion in Australian Society enables the student to consider personal beliefs and values as major influences upon career and study decisions.

## **Personal Development, Health and Physical Education**

The Personal Choice key ideas Responsibility for Decisions and Career Pathways allow for investigation of a significant proportion of this module. Specifically, they link to:

- decision-making styles;
- reasons why people need to plan for decisions;
- decision-making strategies and key influences;
- career planning support materials and services.

## Module 4

# Learning the Skills Required to Implement Career Decisions and Manage Work/Study Transitions

## Module Description

This module is designed to assist students as they set their career decisions into action and plan for contingencies that may occur.

Students face a number of transitions during their schooling: those from year to year, school to school, subject to subject and teacher to teacher. The coping skills they develop for management of these transitions are important as they are transferable to a wide range of post-school transitions. Students should begin to anticipate and plan for the subsequent decisions that will need to be made after leaving school.

Throughout this module emphasis should be placed on the need for continuous appraisal of information and the possible adjustment of options.

## Module Outcomes

**10. Demonstrate the application and interview skills required for entry into employment and post-secondary education and training courses.**

*This will be evident when students can, for example:*

- identify and compare the level of competition for entry to courses and describe entry requirements and selection criteria for different post-secondary education and training courses;
- recognise the importance of personal presentation in the workplace;
- describe methods of locating job vacancies, eg newspapers, employment agencies, personal contacts, cold canvassing;
- provide evidence of progressive implementation procedures for personal career or study plan;
- accurately complete sample job and course application forms;
- prepare a resume for a specific job advertisement;
- format a job application letter in response to an advertised work experience position;

- present a personal portfolio containing for example school reports, references, certificates;
- identify and meet requirements and closing dates for relevant job and course applications;
- describe the types of questions that may be asked in a job interview;
- explain personal strengths or suitability for a particular job in a simulated interview situation;
- establish telephone contact with a potential employer to arrange a personal visit or interview;
- describe appropriate follow-up techniques after an interview.

**11. Discuss the lifestyle changes and personal adjustments involved in the transition from school to post-school employment and further education.**

*This will be evident when students can, for example:*

- identify use of time management and goal-setting strategies in work and study situations;
- describe how they would plan and manage post-school transitions (school–work, school–TAFE, school–university, country–city);
- describe and analyse the emotional stages individuals go through during transitions that are both planned and unplanned;
- apply strategies to ensure that personal work opportunities are not limited by the effects of stereotyping;
- identify and use coping skills to manage transitions including unemployment;
- describe support services and strategies to use in adjusting to a new workplace.

## **Module Focus**

- A. Tertiary education and training application and entry procedures.
- B. Job-seeking and job-getting skills.
- C. Skills and options to cope with transitions.

## Areas of Study

### A. Tertiary education and training application and entry procedures

#### *Secondary Education*

- Pathways and lifelong learning
- HSC course selection
- credit transfer
- HSC scaling and TER

#### *University*

- entry requirements
- selection criteria
- application procedures

#### *TAFE*

- entry requirements
- selection criteria
- application procedures

#### *Other Providers*

- private providers of tertiary education and training
- CES training schemes

### B. Job-seeking and job-getting

#### *Identifying Job Vacancies*

- newspapers
- CES
- friends and relatives
- telephone and business directories
- positive contacts through work experience

## Notes and Suggestions

- Students should be aware of the pathways available to them through credit transfer and articulation. This may see students enter and re-enter education on a number of occasions.
- Students should be aware of the benefits of undertaking a pattern of study that qualifies them for dual accreditation and credit transfer.
- Emphasise the importance of students maximising their efforts during the senior years of schooling.
- Discuss the value of tertiary education and training offered by providers other than universities, and explore the processes of accreditation and articulation.
- Emphasise that information about tertiary entry and pathways is constantly changing and therefore students need to check and recheck at each stage of the decision-making process.
- Entry requirements and selection criteria for selected courses should be fully understood by students.
- Consider the value of each source of information about job vacancies. Highlight the best source for particular forms of work. Emphasise the value of informal networks, such as friends and relatives in obtaining employment.

**Areas of Study (continued)**

*Application Skills*

- letter/resume
- application form
- telephone
- personal visit

*Interview Skills*

- preparation/selection tests
- presentation
- the interview
- follow-up

**C. Skills and options to cope with transitions**

*In-school transitions*

- year-to-year
- school-to-school
- subject-to-subject
- teacher-to-teacher

*Post-school Transitions*

- study
- work
- study/work
- unemployment

*Work Transitions*

- job-to-job
- company-to-company
- level-to-level
- different work patterns, conditions, environments
- periods of unemployment
- family responsibilities

*Future of Work*

- new jobs
- new structures/organisations
- outsourcing consultancy

**Notes and Suggestions (continued)**

- Alert students to the qualities employers are seeking in school leavers, eg punctuality, appearance, attitude.
- Encourage students to be flexible and have an open-minded approach to all aspects of the job search process.
- Students should have practical experience in preparing a job application and participating in mock telephone contact and job interviews.
- Alert students to the likelihood that they will be faced with some unplanned transitions at some point.
- Highlight strategies to cope with unplanned transitions including: goal-setting, time management, stress management, accessing networks and utilising alternative options.
- Stress the value of an adaptable and open minded approach in coping with transitions.
- Emphasise aspects of the current labour market situation where full-time employment is an option available to only a small number of school leavers.
- As unemployment is likely to be a reality at some stage during many students' careers, encourage discussion on the ways such time can be put to positive use, eg vocational skills courses, voluntary work, community service and personal development activities.
- Stress the need to appreciate that the organisation and pattern of work will change dramatically in the foreseeable future.

## Sample Learning Strategies

- Students prepare a letter of request seeking a work experience placement.
- Tertiary information sessions — application and selection procedures.
- Guest Speakers — Universities Admission Centre, Tertiary Institutions, Board of Studies Liaison Officer, ex-students, Commonwealth Employment Service.
- Conduct presentation and grooming workshops.
- Visits to Careers Reference Centre, Youth Access Centres, Skillshare, TAFE and University campuses
- Student/parent information evenings regarding subject selection, tertiary options, youth labour market etc.
- Analyse and interpret job advertisements and related application forms.
- Student interviews to explore and clarify subject selection, post-school options, action plans, vocational pathway options etc.
- Mock interviews and role-plays of job getting skills.
- Job shadowing or executive shadowing.
- Resume development — letters of application.
- Workshops on time management, stress management and goal-setting.
- Demonstrate ability to use resources such as Universities Admission Centre, Job Guide and Job and Course Explorer.
- Investigate the process for obtaining a tax file number.

## Sample Assessment Strategies

- Research newspaper advertisements to determine important criteria that should be referred to in letters of application.
- Personal resume and portfolio of student achievements.
- Performance in mock interview and role-play situations.
- Flow chart of pathways available for a chosen career.
- Action plan for a hypothetical work transition scenario.
- Students and employer reports from work-related experiences.

## **Links With Key Learning Areas**

### **English**

Students need to develop oral and written communication skills appropriate to:

- interviews, telephone applications
- letters of application, resumés, application forms

### **Mathematics**

The Years 7–8 theme Measurement includes the use of timelines. This can be an effective tool for the design and implementation of career pathway plans.

### **Science**

The science modules Communicating Ideas by Reading Talking, Listening and Writing develop the skills of selecting relevant information and presenting it in a variety of ways.

The strands Using Science, Acting Responsibly and the skills strands help in developing capabilities of planning, conducting investigations, processing and presenting data.

### **Human Society and Its Environment**

Commerce students will investigate job seeking and job getting. The learning area Labour and the essential concept Communication include identification of job vacancies, application skills and interview techniques.

The History Mandatory Question 5 and the Aboriginal Studies syllabus include the topic of Aboriginal Enterprises. This would enable investigation of case studies related to the implementation of career decisions. Aboriginal Organisations highlights support services available to Aboriginal people to assist in a range of life issues including study and work.

### **Technology and Applied Studies**

Students of Design and Technology would have opportunity to investigate the link between information and communication technologies and the job-seeking/getting process. This may involve using various technologies to produce resumes and access job-related information from careers data bases.

## **Creative and Performing Arts**

Tertiary courses in the Creative and Performing Arts may have specific entry criteria. Students need to be made aware of these requirements and be guided in the development and presentation of appropriate portfolios and resumes.

Drama provides improvisation and play building opportunities that may include elements of the job application/interview process.

## **Personal Development, Health and Physical Education**

Issues associated with the range of available education options and patterns are included in the Personal Choice key idea Career Pathways.

Job seeking and job getting may be addressed through the Personal Awareness key ideas Communication Skills and Goal-setting

Skills and options to cope with transitions draw upon the following syllabus areas:

- Active Lifestyle — Participation in Physical Activity
- Interpersonal Relationships — Quality of Relationships
- Personal Awareness — Self-esteem, Goal-setting, Managing Stress
- Growth and Development — Adolescence and Change