

# 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?

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

1 

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2 

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

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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.

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

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

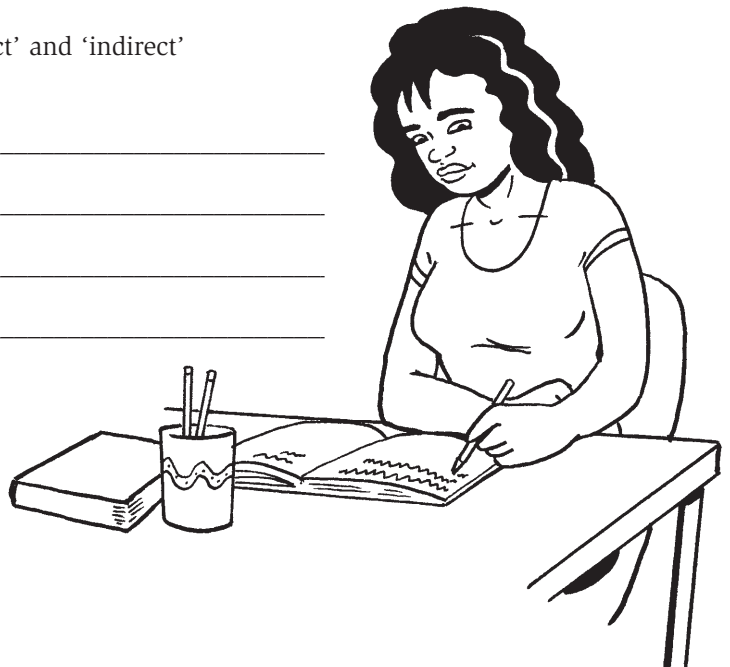
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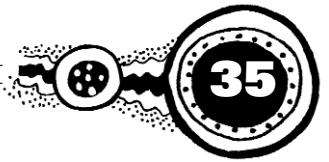
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# WORKPLACE EXCURSION WORKSHEET

**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)?

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Estimate how many people work in the organisation?

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What jobs are available in this organisation?

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What sorts of technology do people use?

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Write any other notes below.

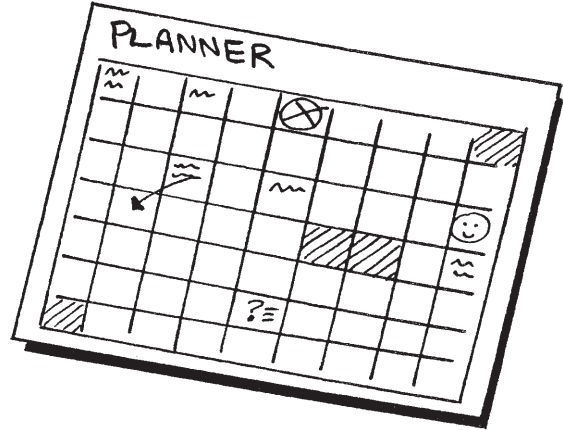
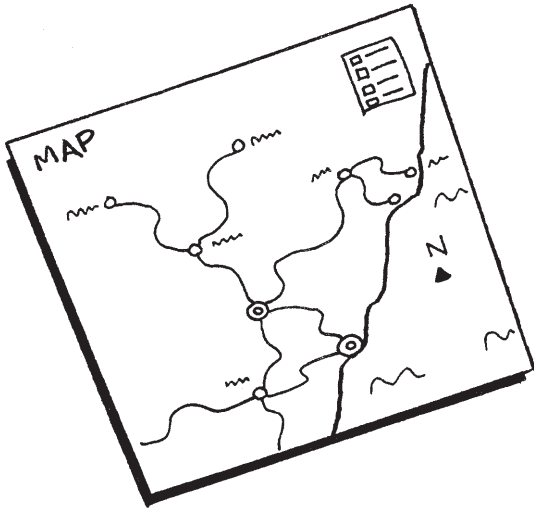
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# SHOULD I STAY OR SHOULD I GO?

## 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.

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

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

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**4.** Now make a decision.

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

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# DECISIONS DECISIONS...

Five decisions I've made today:

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



# CAN YOU SCORE A GOAL?

1. Identify the goal.

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2. What are the steps in achieving the goal?

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3. What are the obstacles to achieving the goal?

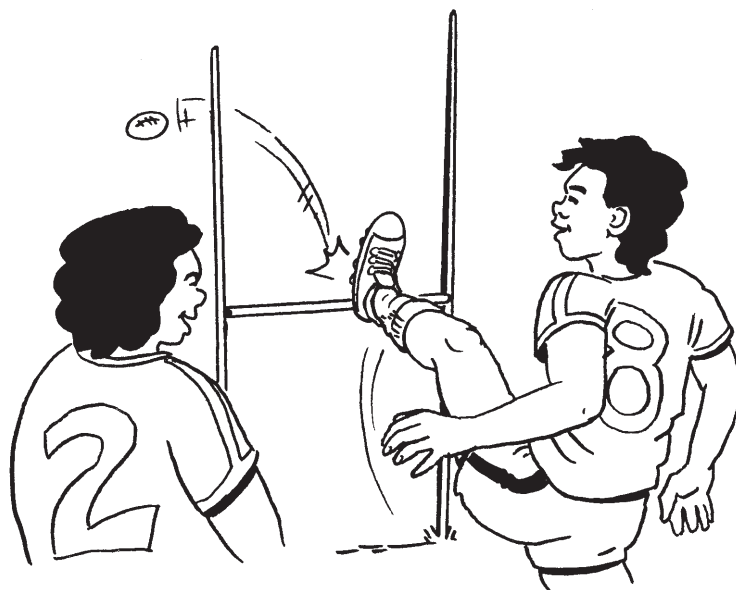
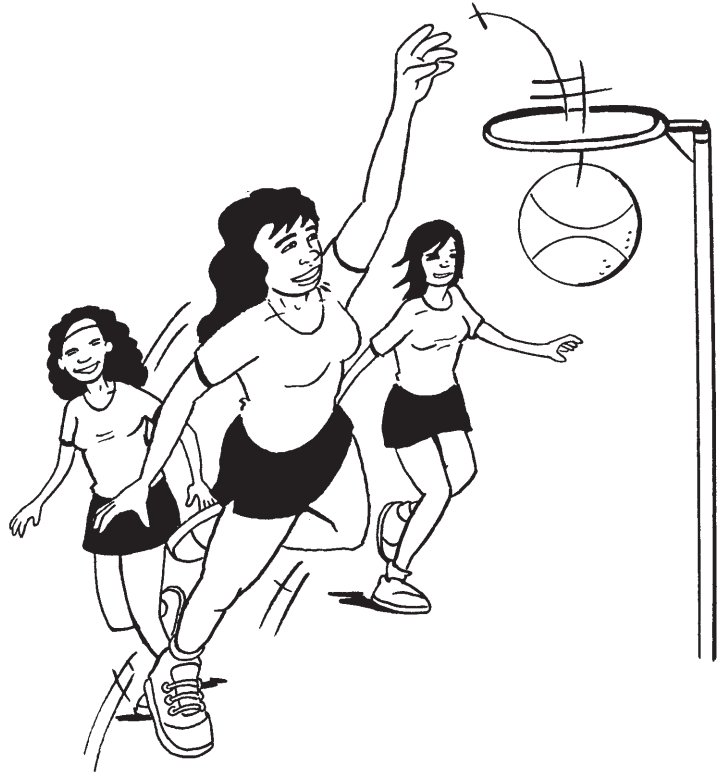
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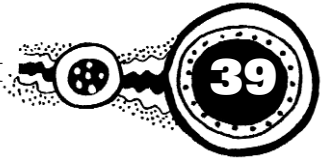
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4. Set yourself a deadline.

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**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:**

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**My Skills:**

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**My Interests:**

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# 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. The page is oriented vertically and features a metal spiral binding along the top edge. The page is mostly empty, with a small, stylized leaf-like graphic at the bottom left corner. The page is designed for students to write their answers to the question above.

# 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**

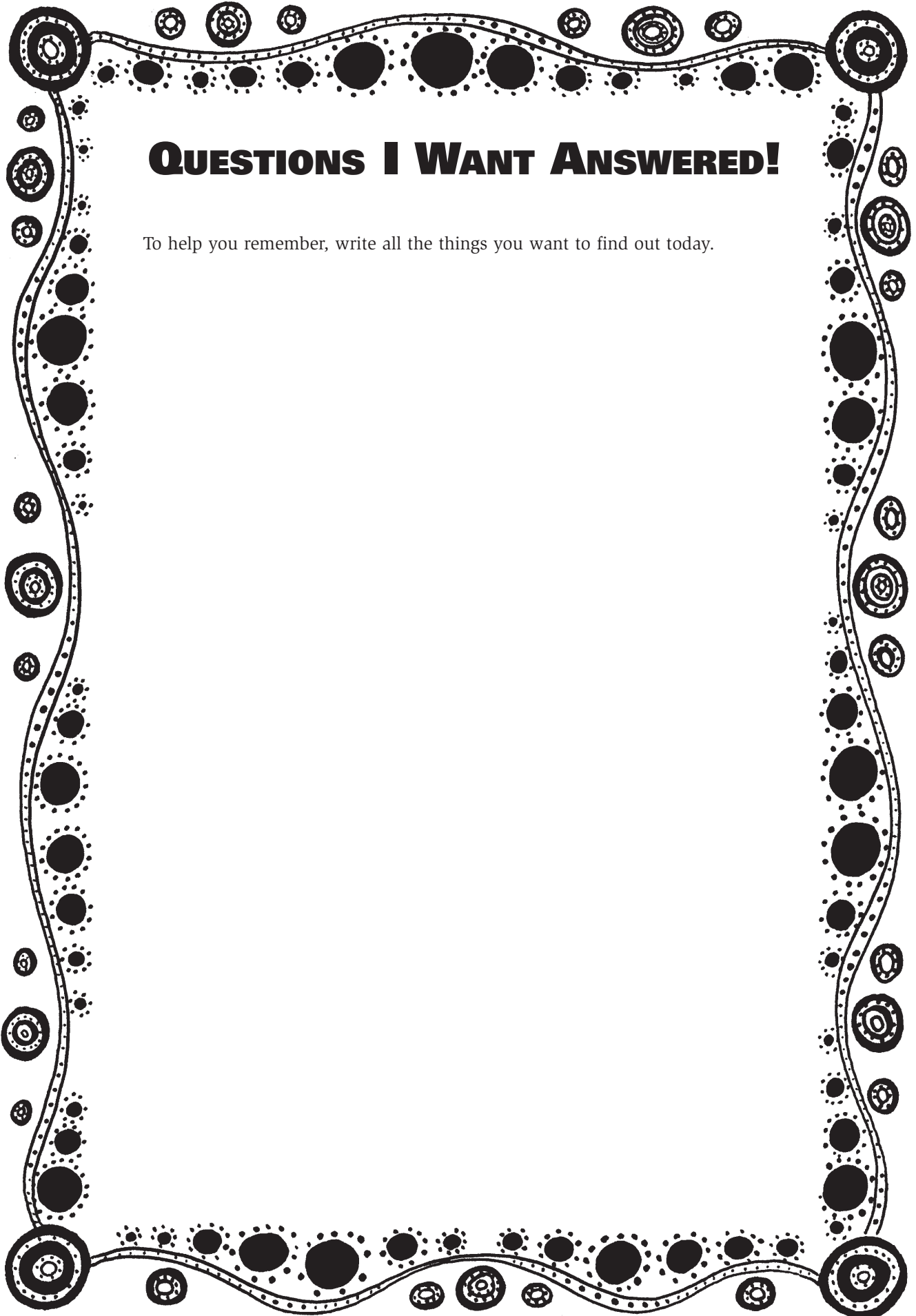
**What will I get paid?**

**Who can help me with career planning?**

**Work or study?**

## QUESTIONS I WANT ANSWERED!

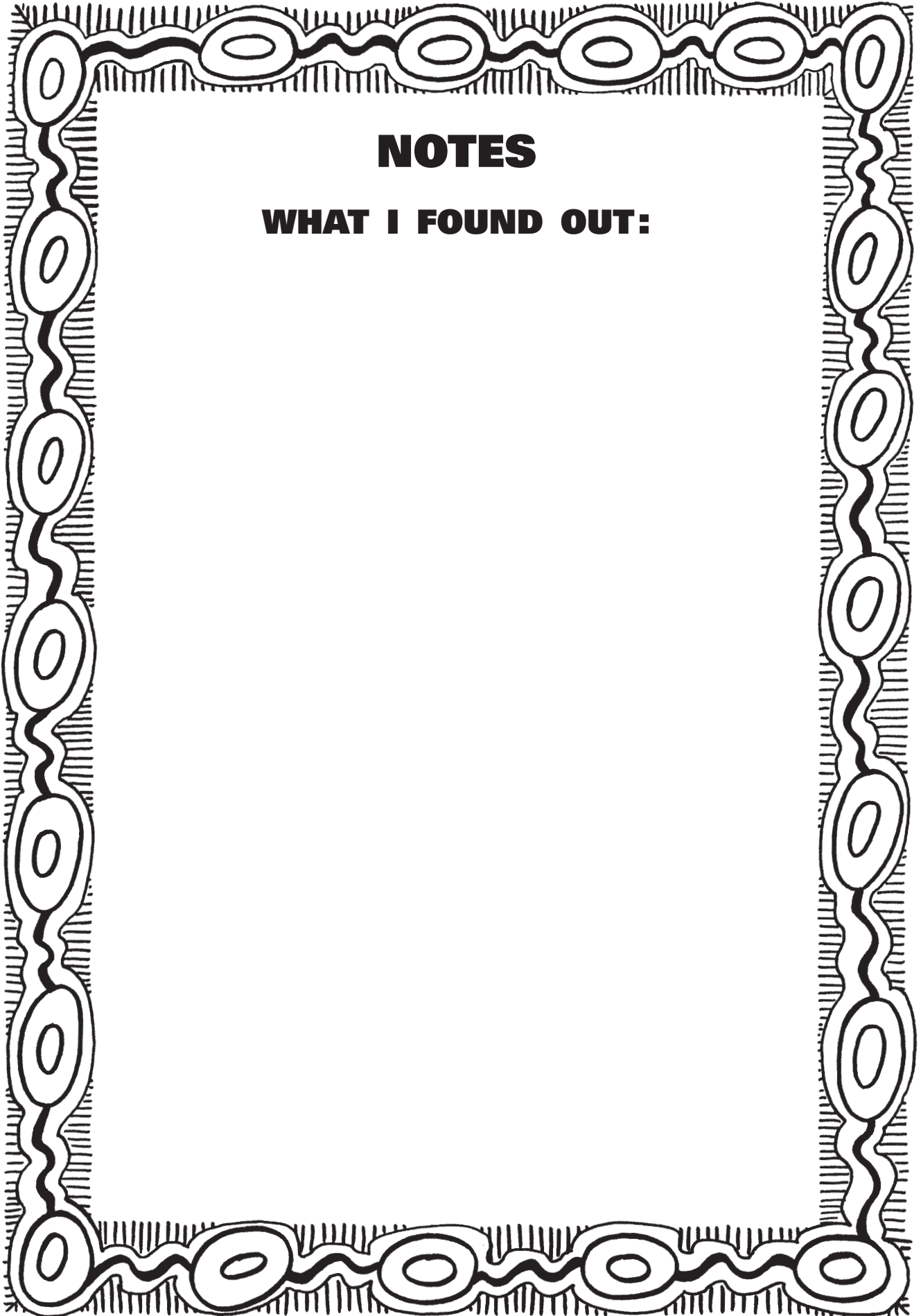
To help you remember, write all the things you want to find out today.

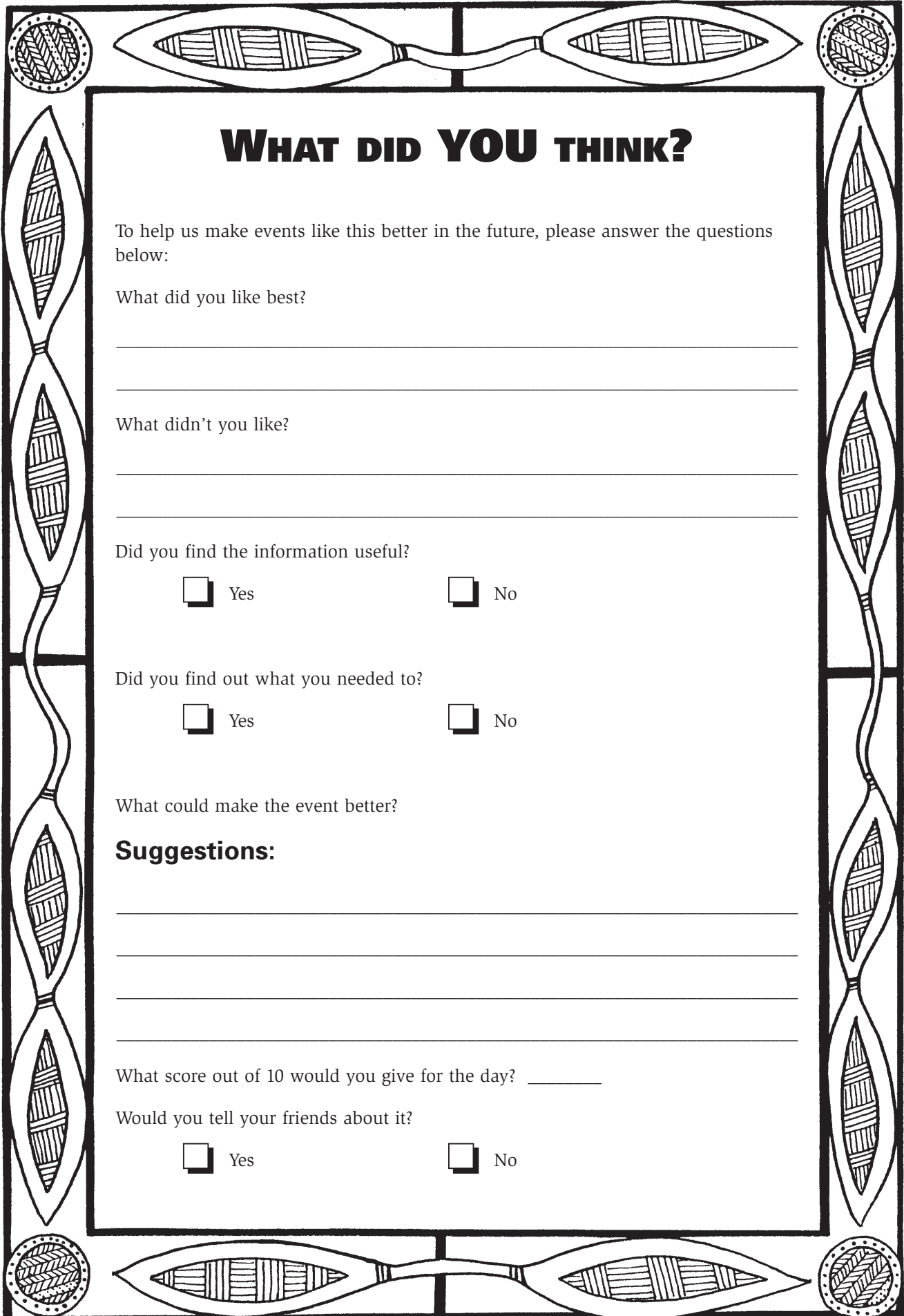




# NOTES

**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?

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What didn't you like?

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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:**

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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.

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

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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?

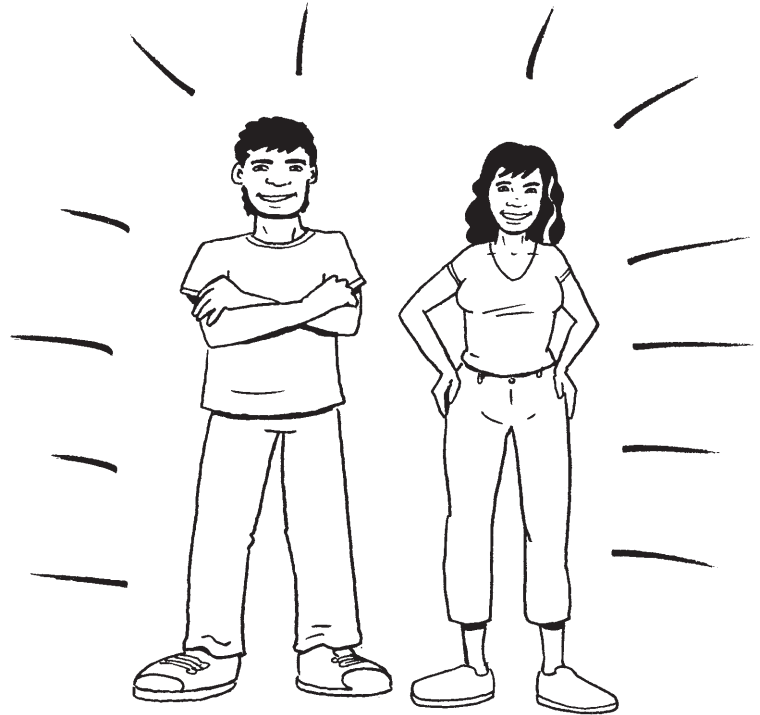
6. What do you want to be doing in five years time?

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:

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**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? \_\_\_\_\_

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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?

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# 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:

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Comments

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# NOTES