



# Introduction

"I want to be a doctor."

"I want to be a train driver."

"I want to be a ..."

Career-life development begins at a young age. Research suggests that, in their early years, children develop substantive self-beliefs about what they can do.

More importantly, they also develop beliefs about what they can't do.

Their self-beliefs and perceptions about their ability to successfully learn, develop relationships and solve problems begin patterns of behaviour that significantly influence later development.

In other words, a child's self-belief influences the attitudes they develop towards their ability to learn and succeed. Over time, this forms their motivation for skill development that, in turn, has a significant influence on their career-life.

The hugely important role of parent, caregiver and teacher is to support and nurture children to make bigger and better decisions based upon the foundation of well-established self-belief.

This book and the associated magazines aim to support your role in assisting your child or student to develop healthy self-beliefs, a love for learning and an open-mindedness to fully explore and develop their many natural gifts and talents.

This resource is designed for upper primary students and is part of the **Career-Life Skills Development Series™** series that has been produced to assist the development of the foundation skills and attributes – such as confidence, problem solving and communication – that have a significant impact on life-long career-life success.

This book is supported by **TBQ – The Big Question** magazine, which is published quarterly. The magazine is full of up-to-date career interviews, contacts and inspirational skill development materials. Contact **Careers Fast Track** for more information.

We welcome your feedback and for further ideas on nurturing the career-life development of your child or to ask questions, visit [www.careersfasttrack.com.au](http://www.careersfasttrack.com.au).

## Suggestions for using this career-life resource with children

As with any learning activity, it is essential a positive environment is established for children to succeed. This resource aims to encourage the reader's imagination to consider everything that they can already do and how these interests and skills may be relevant to their future career-life.

In this book, the characters experience a series of age-appropriate career-life challenges. When these are encountered in the context of the book, it is suggested that the child has the opportunity to discuss how they might deal with a similar situation.

When exploring your students' or child's ideas and self-perceptions, it is not necessary to have definitive answers. Be a facilitator of your students' or child's self-learning. When appropriate, you can encourage your students or child to express these ideas in real situations just like the characters in the book did.

The core areas that this resource focuses upon are shown below, along with some suggested individual or classroom learning activities.

### Suggestions for Teachers

- Use this resource to develop individual learning plans.
- Allow students to choose a team name when working on the activities in this book.
- Set a Term Challenge Project for students, just like Max and Mia. Use **TBC** magazine as a resource.
- Get students to make a poster/wall collage of interesting careers by gathering as many appealing pieces of information on the career as possible.
- Organise for students to undertake workplace visits.
- Get each team to compile a team scrapbook – collect articles, pictures and other information on a career that the team is interested in.
- Get students to start a web page or web blog – according to the students' computer skills.
- Organise a visit to a secondary school or university if they have subjects close to your students' interests.
- Visit <[www.careersfasttrack.com.au](http://www.careersfasttrack.com.au)> for more information and suggestions.

### Suggestions for Parents/ Caregivers

- Read this book with your child at regular times of the day or week. Try to finish the

book within a set time period (a.g. 1 to 2 weeks or one term).

- Revisit sections of the book that your child found interesting – challenge your child to notice and collect some piece of information about the career/issue that took their interest.
- Encourage discovery learning – if your child doesn't know a particular word, look it up in the dictionary and write the meaning in the book. The next time you read the book, see if they remember the definition.
- Allow your child to discuss their future in an open fashion without necessarily having to have a career in mind.

### Developmental Focus

#### Curriculum Links

- Physical, personal and social learning
- Society and Environment
- Career Education
- Personal Development, Health and PE
- Individual Learning Plans
- English
- Interdisciplinary learning
- Discipline based learning
- Essential Learning Frameworks

#### Values and Qualities

- Cooperative learning
- Self-esteem
- Friendships
- Building relationships
- Multicultural acceptance
- Confidence
- Learning

#### Knowledge

- Different career pathways and options
- Skills required in different careers
- Strategies to deal with challenges

#### Skills

- Communication
- Imagination
- Persistence
- Questioning skills
- Interviewing skills
- Problem solving
- Self-management
- Planning and organising
- Network building
- Teamwork
- Asking for help

## 1. Max meets Mia

The school holidays had flown by and already the frantic sounds of the first day of school were echoing around the street.

Children were laughing and greeting friends, while some of the little kids were crying as they hung onto their parents' hands, not wanting to be left alone to start their first day.

All this was very familiar to Max. He was quite used to starting at a new school.

His father was in a job where he was shifted from place to place a lot. Some jobs are like that.

This was Max's third primary school and while he loved seeing different parts of the country, he was growing tired of all the changes.

He had much to think about as he approached the school gate. Most importantly, he was hoping it would be a good school.

His last school was in a small country town and most of the kids had known each other their whole lives. He had found it hard to make friends as most of the kids were already in their own groups. They told him that they didn't want any more friends.

Remembering how he felt at his last school made Max feel quite sad and worried that the same thing might happen again.

Deep in thought, he didn't see the car door open...





**M**ia had just returned from an awesome holiday at her family's beach house.

The holidays were now a blurred memory of sandcastles, new friends and a little bit of sunburn.

As her mum's car pulled up beside the school gate, she opened the door. She gave her mum a quick peck on the cheek, grabbed her bag, jumped from the car and ran straight into Max, knocking him flying!

'Oh - I'm sooo sorry!' Mia gasped, as she picked herself up from the ground.

'That's OK.' Max said as he inspected his sore knee and then looked at the person who had bumped into him.

Mia stared back, red-faced. There was an awkward silence.

Mia's mum looked at her daughter from the car and shook her head. Mia was such a free spirit. She would talk to anyone and knew everyone at school. She loved being the centre of attention and had no trouble attracting it either!

'A-hem.' Mia's mum said, breaking the silence. 'Say sorry, Mia.'

'I did,' said Mia, but quickly added, 'I'm really sorry.' again.

'That's OK,' Max said again. 'It didn't hurt,' he added - even though it did.

'This is Mia,' Mia's mum said. 'What's your name?'

'My name is Max, I'm just starting Grade 6.' said Max, feeling a little embarrassed.

'Hi Max, I'm in Grade 6 too!' said Mia enthusiastically. 'I haven't seen you at this school before have I?'

'No - I just moved to this area.' said Max.

Then the school bell rang and Mia's mum shouted, 'Mia, show Max around and introduce him to your friends.'

'Alright!' yelled Mia as she grabbed Max by the arm and they ran through the school gate to start their first day.

## Skill Check

Tick the following sentence that best describes you

- I'm confident talking to people I meet  
or  
 I'd like to be more confident when talking to people I meet