

## Activity One (b): Case Studies

### Instructions

1. Read the following Case Studies and choose TWO of these for your group to discuss in detail.
2. Fill in the grid for each of 'your' students.

### Example

Name	Interests/ Relaxation	Part-time work	Skills	Lifestyle preference	VCE Subjects
<b>Marat</b>	Playing guitar in a band  Time with friends	Yes – in a bakery	Gets on well with people – lots of friends  Has an excellent work ethic  Is creative	Something that includes music  (He might also like a job that is active and has an outdoor lifestyle?)	<ul style="list-style-type: none"><li>• science,</li><li>• geography</li><li>• music</li><li>• maths</li><li>• accounting</li><li>• economics</li><li>• media studies</li><li>• drama</li></ul>
<b>Possible Career Paths</b>	Ones with field work or lab work or other practical outcome. Or he might also be interested in interested in a career in the retail or commercial world.				

3. Decide on some general areas that each student could consider as a career in the future. (Don't forget to consider the interests that the students have outside school as well).

### Example

**Marat** might think about teaching music as well as playing in a band. He might consider youth work and think about something like Outdoor Education. He might consider marketing or even advertising and media that would allow him to exploit his musical interests and rapport with others.

4. What pathway might each student consider over the next two years in order to achieve a career that interests him or her? (You might like to suggest an alternative, or consider ways in your students could keep their options open).
5. After completing the grid and pathway for your chosen students, interview a member of your group and go through the same process for them.

## Case Studies

### Angela



Angela has always been interested in caring for people and animals. She has recently become the owner of a puppy and is looking forward to spending time training him as she did with her older dog. She works two shifts a week at a supermarket, but is hoping to get a casual position in a local clothing store when one becomes available. She uses the money she earns to buy clothes or to the pictures with her friends. And there is also her phone ...

Angela likes maths and science, but she really loves languages and can't decide which direction to follow in the future. She's not very good at concentrating when she works on her own, but her friends like working in a group with her because she has good ideas and helps them all get good marks. She thinks she would like to travel when she leaves school.

Marat plays guitar in a band and works part-time in a bakery. He has no idea what he would like to do when he finishes school but continuing to be involved in music either professionally or for recreation is important to him. He gets on well with people of all ages and has lots of friends.

The subjects Marat is good at are ones that include a practical component like laboratory work or taking part in field trips. He also enjoys working with his hands in subjects such as art and graphic design, wood and metalwork.



### Marat

### Anu

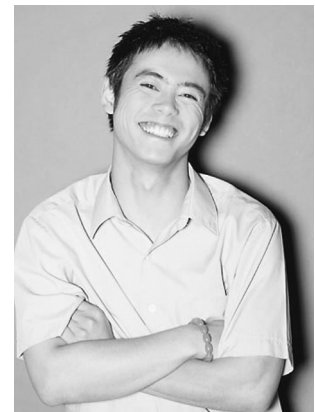


Anu is from a large family and is interested in discovering more about her cultural heritage. Once a fortnight, she is a volunteer in a kitchen that provides food for people who are homeless. At school, Art and Textiles are her favourite subjects, but she's also interested in anything to do with the natural world. She thinks Geography and Biology are subjects she might consider next year, but she is becoming confused about so many choices and beginning to find it difficult to stay interested in school.

Anu has given up learning classical ballet, but she can't stay quite away from the dance studio where she does contemporary dance classes including jazz and funk.

Michael is passionate about basketball. He's a member of the school basketball A team and spends a lot of his spare time building his skills in basketball games with his mates. This might be something he reduces when he starts helping his father at the market on Saturday mornings soon.

Michael also enjoys Theatre Sports and Debating and has been an important member of the House teams in these areas in the last couple of years. He is good at subjects that allow him to use his skill with words like English and History. Michael also enjoys the challenge of research and discovery and hopes he can one day make the world a better place.



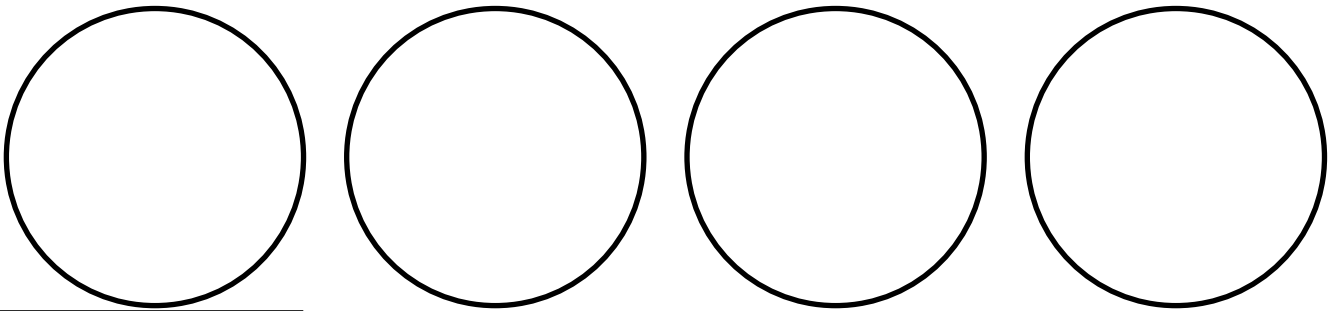
### Michael

2. For each of the two students your group has chosen, use their case study or profile to fill in the following grid. Be sure to give particular thought to subjects they might choose in the VCE. (Repeat the exercise for someone in your group).

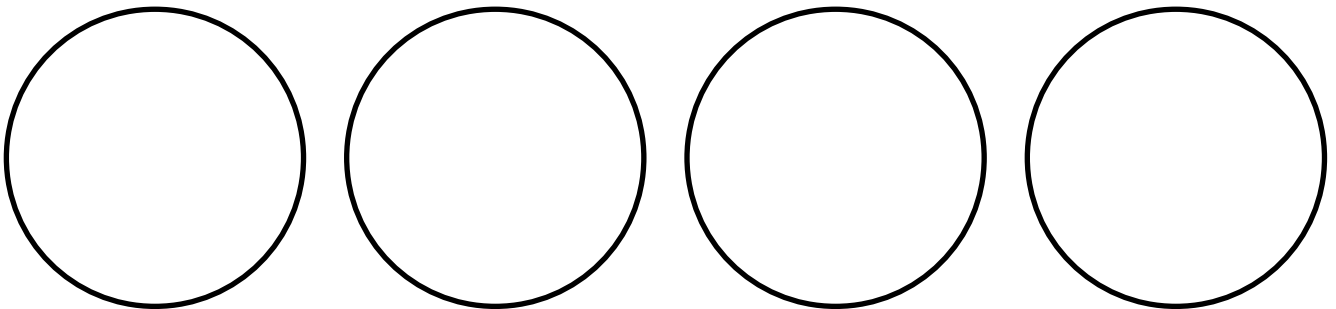
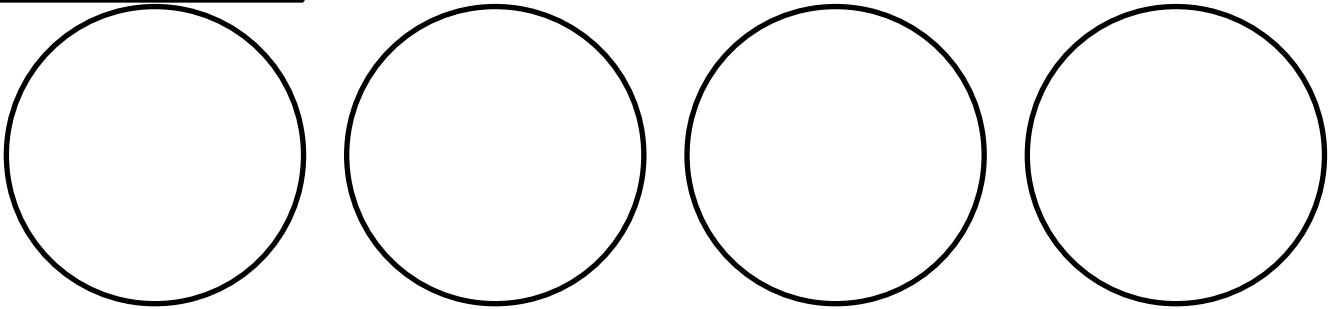
Name (1)	Interests/ Relaxation	Part-time work	Skills	Lifestyle preferences	VCE Subjects
<b>Possible Career Paths</b>					
Name (2)	Interests/ Relaxation	Part-time work	Skills	Lifestyle preferences	VCE Subjects
<b>Possible Career Paths</b>					

Consult *The Jobguide* (book or website [www.jobguide.dest.gov.au](http://www.jobguide.dest.gov.au)) and university/TAFE course handbooks in order to discover subjects that are pre-requisites for courses that might lead to your chosen career.

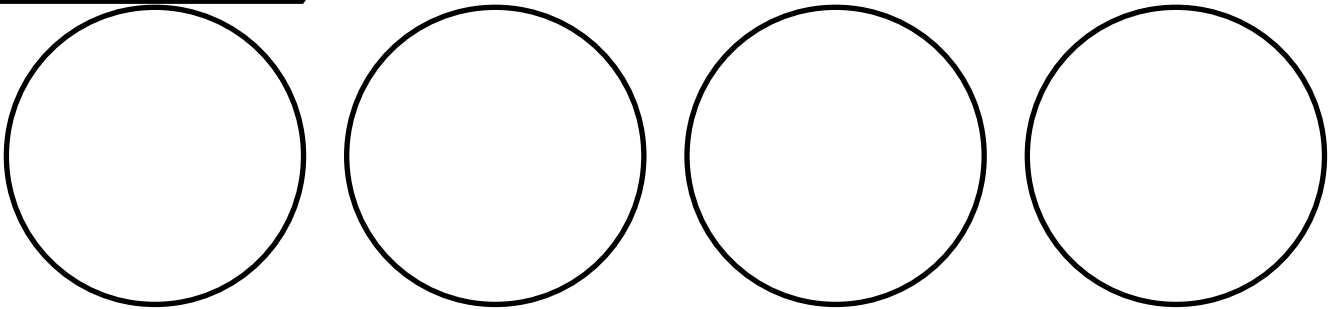
3. Use the following stepping stones to map out a possible pathway for one of 'your' students to achieve the course/career you have suggested for them. (Repeat the exercise for someone in your group).



**Possible Subject Choices  
Year 11 and 12**



**Post-school Options  
(study, travel, work)**



**Possible Career Paths**

