

Creating *Little Ripples*  
can positively impact  
how children see  
themselves and their  
future.



# What we *learned*

- Career-related learning is already present in schools and can be further enhanced as part of life development.
  - Parents/carers play a crucial role in fostering curiosity and encouraging exploration in children.
  - Early learning experiences influence adolescent understanding, providing opportunities for impactful career conversations through everyday interactions.
  - This campaign should engage parents/carers as key drivers of future change.
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# What we *did*

- We spoke to parents to better understand current career education in Australian primary schools.
  - The parents we spoke to confirmed what the research suggested: that there is a lack of understanding of 'career-based learning' and that parents (either directly or indirectly) play a significant role in influencing their children's decisions. There is also a reluctance to make children 'grow up too fast.'
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# What we *learned*

- Many parents don't recognise the impact of primary school on career choices, though it likely plays a role subconsciously.
  - Parents and extended family are the biggest influences on children's career paths.
  - The term "job" is preferred over "career" to suggest an open journey.
  - Parents express uncertainty about future careers, reflecting a fear of the unknown.
  - Building resilience is a priority, with parents encouraging perseverance and recovery from setbacks.
  - Above all, parents want their children to be happy, independent, and fulfilled.
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# Key *insights*

- Children's career choices are strongly shaped by their home environment from an early age.
  - Teachers facing curriculum pressures need community support to integrate career-related learning.
  - Increased awareness of career learning can elevate aspirations, reduce biases, and enhance children's growth.
  - Many parents feel they need more certainty about the future and how it may affect their child's career.
  - A significant gap exists between children's career interests and the skills the economy requires.
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# ***Little Ripples***

- Parents often underestimate the impact of primary school on career choices, yet research shows children form subconscious career biases as early as age seven.
  - There's a knowledge gap among parents and teachers about the influence they have during early development stages.
  - By viewing small interactions and observations as "ripples" with lasting effects, we can shift the narrative on primary school's role in shaping students' future happiness, lives, and careers.
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**Primary school is the most important time for you  
to have a permanent, life-long impact on your  
child's life.**

*Everything you do as a parent, or a teacher, has a ripple  
effect from now that they probably won't necessarily  
remember or notice.*

*But it's real, and it starts today.*

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# ***Little Ripples – Phase 1***

- Hero Film
  - eBooks
  - Conversation Cards
  - Activity Sheets
  - Chatterbox
  - Classroom Posters
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# **Rosa Helps Her Neighbour Pigeons at Breakfast!**



 Little  
Ripples

# **Rosa at the Sheep Farm**

Red Bush Raspberries  
for Lunch!

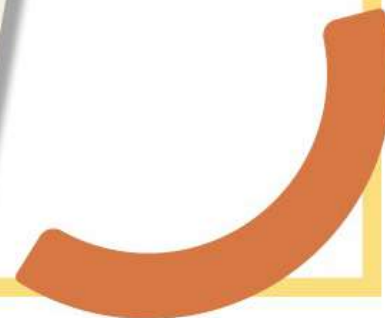


 Little  
Ripples

# **Rosa and the New Library What's a Green Wall?**



 Little  
Ripples

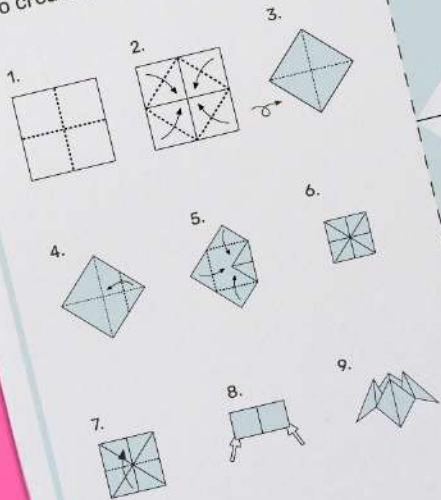




# Chatterbox

## ACTIVITY

Use the instructions below to create your chatterbox.



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If you could be anyone in the world, who would that be?

What do you do that makes you feel brave?

Feelings

7

6

What are three things you're grateful for?

Would you like to do the same job as your parents?

5

Growing up

4

What are you looking forward to being able to do as an adult?

What motivates you to try new things?

What do you think is important to things?

What do you think is important to things?

## MATERIALS

You will need the materials below to make your vision board.

Poster board  
Magazines  
Scissors  
Glue sticks  
Paper and pen

Sharpies or other permanent markers  
Other images and text from printouts, wrapping paper, stickers, etc.

Draw your superpower here

## My Superpower

### ACTIVITY

What would your superpower be and why did you choose that? Draw yourself using your superpower.

ACTIVITY  
Describe your superpower

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## Draw yourself as a grown up

### ACTIVITY

Draw yourself at work as a grown-up.

Draw yourself here





# ***Little Ripples – Phase 2***

Regional, Rural & Remote

- Jobs of the Future Card Game
  - Industry Fact Sheets
  - Job Fact Sheets
  - Activity Sheet
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## FACT SHEET

# Cybersecurity



### What is it?

Cybersecurity is about protecting our information and computer systems from hackers and viruses. When we shop or bank online, we share personal details, which criminals try to steal to pretend to be us and take our money and private information like photos and images. The cybersecurity industry helps individuals and organisations keep their personal information and data safe.

### What do people in this industry do?

To keep us safe, people working in cybersecurity use their training and tools to prevent and deal with cyberattacks. They use computer software to find things that seem suspicious online, they change information into code that the criminals can't read, and they set up security measures so only the right people can access sensitive information. They're like digital bodyguards, constantly working to keep the online world safe.

### What are they good at?

They have to be good at understanding computers and the latest technology. But they also need to be good at problem-solving, and at paying attention to even the tiniest details that could lead to a cyberattack. And they're good at staying calm under pressure because cybersecurity is serious business.

### Where do they work?

Lots of different places! Some work in the offices of big companies, like banks, or for government agencies like the defence department. Some people work from home, as consultants to whoever needs their help.



### Would you like to work in this industry?

You would be good at it if you:

- Enjoy paying attention to small details and spotting patterns.
- Have an interest in learning new things about computers.
- Are patient and can focus on things for a long time, as solving cybersecurity problems can take a lot of time!

## FACT SHEET

# Scientist



### What do scientists do?

Scientists help us understand more about our incredible world. They spend a lot of time researching how things work, experimenting and using special tools to measure and record their discoveries. They let people know what they've found out through writing and speaking about it. This new information can lead to inventions like mobile phones and solar panels, but it also helps us know and understand more about our world.

### What sort of tools and equipment do they use?

Scientists use all sorts of special equipment and tools. They have microscopes that can see something as small as the wings of a fly and telescopes big enough to see into outer space. They have really fast computers capable of working on huge amounts of information, and machines that can take a tiny piece of a living thing, like a leaf, and show what's inside its cells. And other scientists use more everyday equipment, like binoculars for watching wildlife, or a snorkel and mask so they can do research underwater.

### Where do they work?

You'll find scientists in lots of different places, from towns near you, to the outback and even faraway places like Antarctica. It depends on the research they are doing. Some are in laboratories using microscopes and test tubes to solve puzzles about how things work. Others will be outdoors, studying changes in the weather, in national parks learning about the plants and animals, or on farms finding out how to grow better crops.

### What are they good at?

Scientists need to be really good at watching things carefully, using special tools to measure, and then telling others all about what they have discovered. They also need to be good at asking lots of questions, working in a team, solving problems and being patient because discovering new things can take a long time!



### Would you like to be a scientist?

You would be great if you:

- Are curious and always asking questions.
- Can work things out on your own, as well as with others.
- Like to use your imagination and dream up amazing new ideas.

JOBS OF THE FUTURE

# Activity Sheet

Get ready to create an exciting job of the future!  
Use your cards, and your imagination, to fill in the boxes.  
If you have more than two cards, pick the two you want to use.  
There are only two rules 1) Have fun and 2) Be creative.

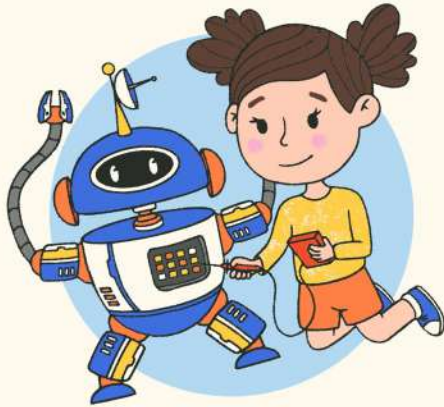
Write your Job card here.

Write your Industry card here.

Write or draw (or both) what someone who works in this job might do.

Write or draw (or both) what someone who works in this job might be good at.

Layla & Liam  
I wonder what  
I could be?



\* Little  
Ripples

## ***Little Ripples – Phase 3***

STEM & Advanced  
Manufacturing

- 3 eBooks
- STEM Worksheet
- Colouring In Posters



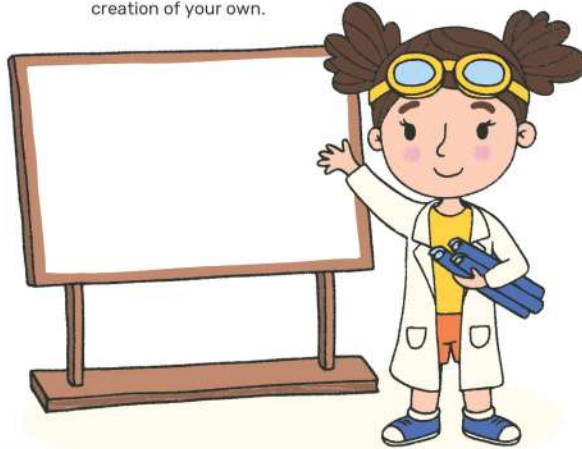


# STEM



## Design and create!

Design and create an invention or creation of your own.



## Ask and imagine

What do you need to find out and research?



# Choose



Choose a STEM invention that has changed the world to research.

What is it?

Who invented it?



Where in the world was it invented?

What does it do?



Diagram



 Little  
Ripples



Download our new series of FREE Little Ripples ebooks that follow Liam and Layla as they discover the world of Advanced Manufacturing, Science, Technology, Engineering and Maths.

[yourcareer.gov.au/littleripples](http://yourcareer.gov.au/littleripples)



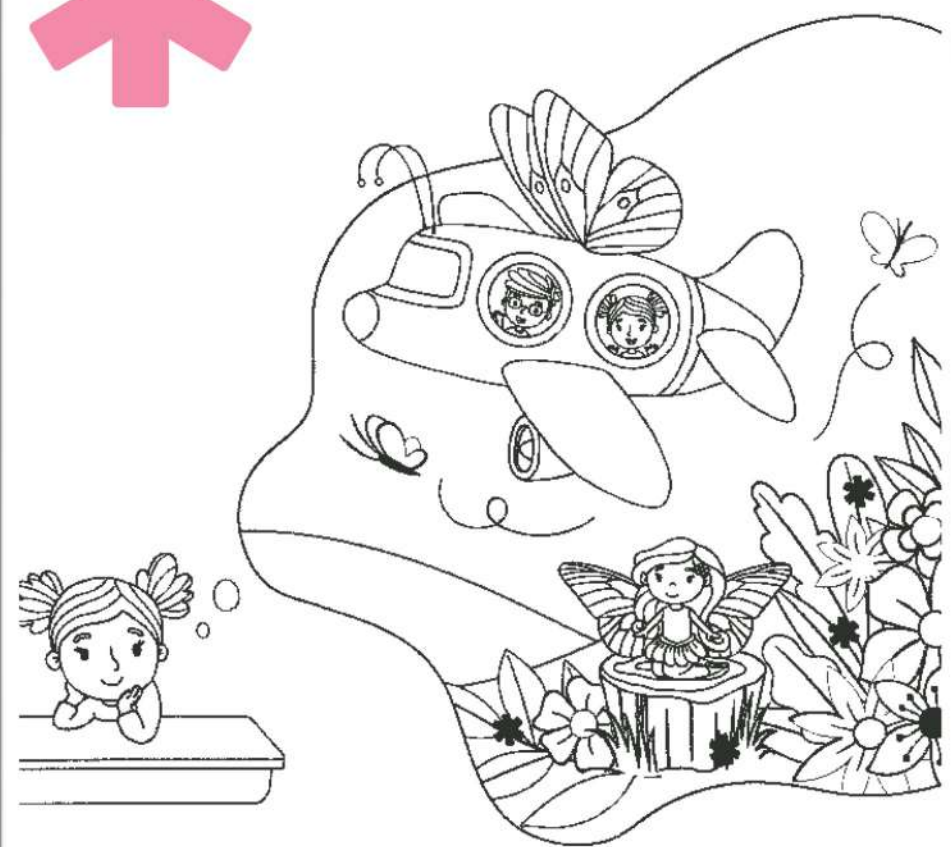
**cica**  
career industry council of australia

 Australian Government

 Your  
Career  
National Careers Institute



 Little  
Ripples



Name: \_\_\_\_\_



**cica**  
career industry council of australia

 Australian Government

 Your  
Career  
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# Phase 1 - Evaluation

- ❖ Three eBooks
- ❖ Conversation Cards



# December 2023

- Three Focus Groups
    - 60 minutes online
    - 30 parents in total from Queensland, Tasmania and South Australia
  - Preparation Before the Session
    - Parents were asked to download and complete two activities
    - The choice to read 1 of the eBooks and select 1 set of Conversation Cards
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# Focus of Evaluation

- Their previous experience with initiating or engaging in career aspiration conversations.
  - Detailed feedback on the eBooks and conversation card activities they used.
  - Their thoughts on how they might approach future conversations with their primary school-aged child about their career aspirations.
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# Initiating Conversations

*Parents want their children to pursue aspirations that align with their children's interests and strengths but are cautious about applying any pressure too early on.*

- Children curious about their parents' daily activities often initiate career-related discussions.
  - Dinner time is a typical moment for conversations about future aspirations.
  - Parents struggle to learn about their children's interests due to often receiving short, one-word responses.
  - Experiences help spark discussions; for example, witnessing turtles laying eggs led to a conversation about environmental conservation.
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# eBooks

*Parents expressed that they wanted to encourage their children to pursue their future interests, so they chose books they knew aligned with those interests.*

- Parents selected book titles based on their child's interests, such as "Rosa at the Sheep Farm" for children interested in animals or farm visits and "Rosa and the New Library" for avid readers. Some children related the book to interests like Minecraft.
  - Parents appreciated having unique books to help explain the world to their children." Rosa Helps a Neighbour" was praised for enabling discussions on societal values and caring for injured and elderly neighbours.
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# Conversation Cards

*Conversation cards allowed parents to ask their children questions they ordinarily wouldn't. The children's answers revealed to the parents how their child processed, responded to, and understood the world.*

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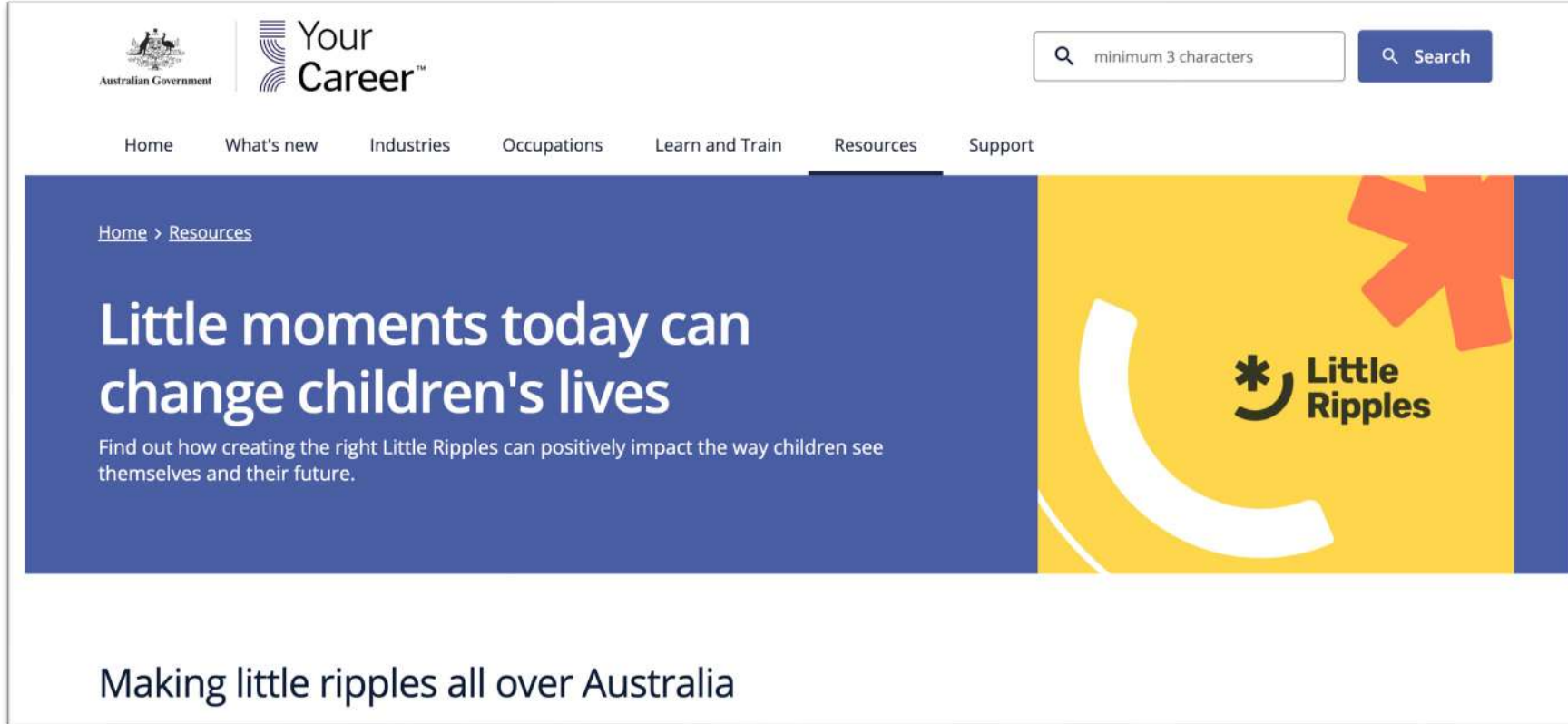


# Future Conversations

Games are perceived as high-value learning experiences; however, the learning is at risk of being dismissed by the child if the game is played independently and not shared with the parent.

- Some parents mentioned adopting a more inquisitive approach in future conversations with their children after using the conversation cards.
  - Parents said they would seek out resources, mainly while their children were in high school, to help them uncover their children's interests and skills and encourage them to pursue studies that suited them.
  - Parents mentioned that games and tablet resources are highly engaging for children and help them explore new possibilities.
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www.yourcareer.gov.au/littleripples



The screenshot shows the 'Your Career' website interface. At the top left is the Australian Government logo. Next to it is the 'Your Career' logo. On the right is a search bar with the placeholder text 'minimum 3 characters' and a 'Search' button. Below the header is a navigation menu with links: Home, What's new, Industries, Occupations, Learn and Train, Resources (which is highlighted with a blue underline), and Support. The main content area features a large blue banner on the left with the text 'Little moments today can change children's lives' and a sub-headline 'Find out how creating the right Little Ripples can positively impact the way children see themselves and their future.' To the right of the banner is a yellow graphic with a white curved line and an orange starburst, with the 'Little Ripples' logo (a starburst icon) and text. Below the banner and graphic, the text 'Making little ripples all over Australia' is displayed.

Australian Government

Your Career™

minimum 3 characters Search

Home What's new Industries Occupations Learn and Train **Resources** Support

[Home](#) > [Resources](#)

# Little moments today can change children's lives

Find out how creating the right Little Ripples can positively impact the way children see themselves and their future.

**Little Ripples**

Making little ripples all over Australia

David Carney – Executive Director

david.carney@cica.org.au

