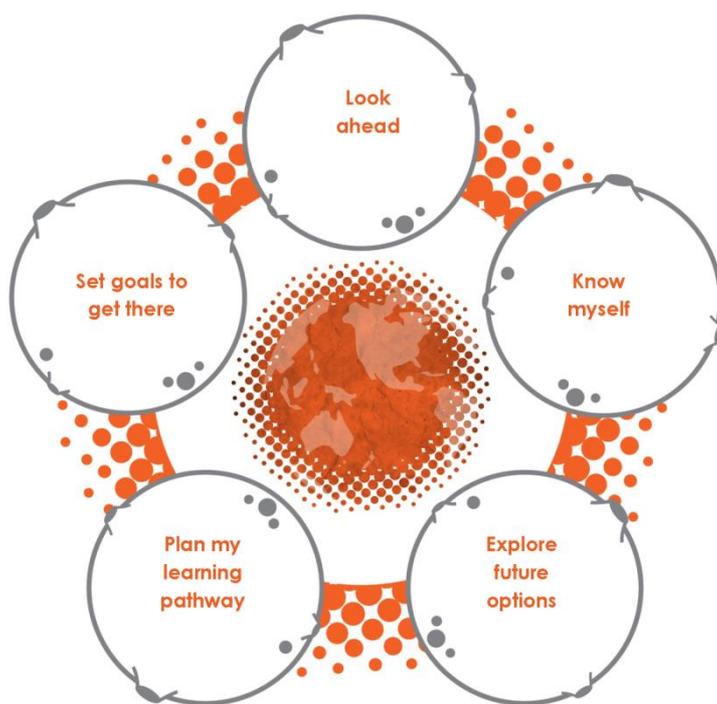


Career Kete, for years 9-10  
Learning and career planning

# Explore and Compare teachers guide



December 2016

**This guide is available for download on the  
Careers New Zealand website, [www.careers.govt.nz](http://www.careers.govt.nz)  
(Use search to locate.)**

## Copyright

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## Acknowledgements

Some of the ideas in this resource have been adapted from the schemes of work provided on the Cegnet website, [www.cegnet.co.uk](http://www.cegnet.co.uk)

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# Career learning and the Career Kete

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The Career Kete teacher guides and student worksheets suggest how young people could learn and develop their career competencies over their time at school.

The three sections in the Career Kete are targeted to three different year levels: years 7-8, years 9-10, years 11-13, but many activities at the lower levels can be used, reused or adapted for reuse with older students.

## Select and adapt

Teachers can use the materials in the Career Kete in whatever way is most helpful to their students, adapting them to meet the specific needs and priorities their schools have identified.

When adapting, consider:

- building in cultural, geographical or historical background familiar to students
- providing the right level of challenge for individual students
- adjusting the language to suit your students
- expanding the learning beyond the classroom, eg, guest speakers, web quests
- addressing time, length, coherence and coverage.

## Frame and connect

Students will have taken part in a variety of planned and unplanned activities in and out of school that have helped build the foundations for career competencies.

These are activities which have:

- encouraged them to think about who they are and what is important to them
- helped them to see what they can do well and what they want to learn to do better
- developed their ability to relate to and work with others
- introduced them to workplaces and people in those workplaces
- guided them to set goals and monitor their own progress.

Help students build a big picture of this learning.

- Frame and connect the activities in your overall programme, especially if these are spread out over the years
- Make explicit links to what is happening in other parts of students' school experience and in students' out-of-school experiences.

## Further information

For more information on learning and career planning and the experiences of schools, read the section on Learning and Career Planning in the handbook *Career Education in Practice*. This handbook can be downloaded from the Careers New Zealand website, [www.careers.govt.nz](http://www.careers.govt.nz).

## Versions

There are two versions of the student worksheets, in PDF and Word. The Word version is simple to alter. It also makes it possible for students to create electronic copies of their work.

# Using Explore and Compare

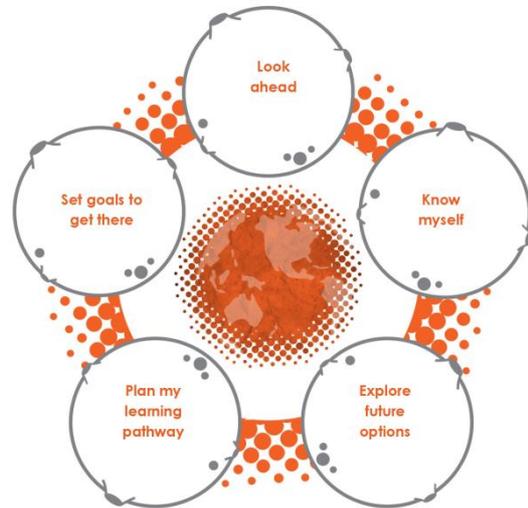
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## Overview

Explore and Compare is the second section of the Career Kete. It supports students in years 9-10 to make subject choices through a process of learning and career planning.

The content is organised into the five areas:

- Look ahead
- Know myself
- Explore future options
- Plan my learning pathway
- Set goals to get there



## Aims of career education in years 9-10

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*Career Education and Guidance in New Zealand Schools, Ministry of Education, 2009, p15*

- "Students build their understanding of their strengths, interests and values and start to consider how these might influence their life, learning and work choices.
- They are developing their confidence as learners, and articulate aspirations and dreams about their future. They understand how they relate to others and the impact their personal decisions have on their lives.
- They learn about senior school courses and how they relate to qualifications. They explore possible career directions without needing to make career-defining decisions.
- They enhance their research skills and increase their awareness of a range of future pathways.

## Principles of career education

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*Careers education and guidance: a scheme of work for key stage 3, 4 and post 16, VT Careers Management, 2003, p4*

- young people need encouragement to become career-minded
- positive self-esteem is the key to making progress in learning and work
- individuals need to take responsibility for their own careers
- individuals define career success for themselves
- forging a career is an act of creative self-expression
- ongoing learning is the key to lifelong career development.

# Planning for delivery

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## Choosing activities

This guide suggests a range of activities that can be used for learning and career planning in year 9 to 10. These activities are designed to help students make better subject choices.

- You can pick and choose from the suggested activities in this guide, adapt them, add in others, or change the starting point or sequence in any way that fits your student's needs and interests and the time you have for this process.
- The activities are designed for students in year 10 but you can select some to adapt and use with students at other levels. For example, some self-awareness activities could begin in year 9 and be reviewed in year 10.
- The Real Game is an effective way to develop students' understanding of the world of work and prepare and motivate them for the activities in Explore and Compare.

## Required resources

The resources you need are:

- Explore and Compare student worksheets
- Learning and career plans for students – see below
- access to the Careers New Zealand website, [www.careers.govt.nz](http://www.careers.govt.nz)
- your school's subject choice booklet.

Depending on the activities you chose, you may also use:

- Jobs Galore (a class set is useful)
- worksheets and activities from other sections of the Career Kete
- other career resources from Careers New Zealand or other providers
- other resources such as magazines and newspapers.

## Plan documents

Students enter information into a learning and career plan, or similar document, at relevant points in the process. Many schools develop their own planning document for students.

A downloadable template is available on the Careers New Zealand website [www.careers.govt.nz](http://www.careers.govt.nz).

- You can freely copy and adapt the template to create plan documents for your students.
- The template is designed as four A4 pages. To print as a booklet, choose the options A3 paper size and booklet print layout on your printer.
- The template is designed as a Word form. If you want students to have an electronic record of their plan, you can ask all students to make a copy of the file. Students can then type their information into their copy using the tab key to move from field to field. To alter the template, select the Forms toolbar and turn off protection (the lock icon).

## Preparation and follow up

You are likely to need to involve a range of teachers to deliver learning and career planning.

- Start by agreeing on who will assist with delivery and form an implementation team. Then review this guide as a team to decide what to deliver, when and how.
- Each person may have ideas for other activities that can be used instead of or in addition to the ones suggested in this guide. They may also suggest opportunities in regular classrooms where some of the activities could be introduced.

Preparations for implementation may include:

- presenting information about the process at level assemblies
- writing unit and lesson plans
- developing sets of the resources needed
- providing training to teachers prior to delivery.
  - Include role-modelling of questioning processes that will get students thinking along the right lines in the training you organise.

The time it takes to complete the process depends upon the ability of the individual students, the career education programme they have participated in previously and the way you choose to implement learning and career planning in your school.

- Most stages of the learning and career planning process can be delivered in a class but the concluding interview and review is best done, where possible, one-to-one.
- It is important to consider whether some students may respond better to working in a small group or to receiving individual support on some or most aspects of the process, for example students who may be shy of sharing their goals or those who are easily distracted or struggle in a group environment.
- To complete a full programme of activities could take six to eight hours, including 10-15 minutes to review the outcomes of the planning process with individual students.

Learning and career planning should be followed up in later months and years, at relevant times and in relevant curriculum areas, with discussion and activities where students can reflect on and review their understanding of themselves and their plans.

## Engaging students, family and whānau

Students will benefit if you involve their parents/whānau in this process.

- You could encourage involvement by sending information home about what their child is doing and scheduling activities to coincide with career events or evenings for parents and students.
- As a minimum, you should plan to give parents/whānau the opportunity to see and comment on the completed planning, for example, by attaching a copy to the subject choice material that goes home with students for completion, or by letting parents know that they can read it and discuss it at the next parents report evening.

There is a template letter to parents in this guide which you can use as a basis to create your own letter or news item for parents/whānau to help them understand what learning and career planning involves and how they can help their children.

# Learning and career planning

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Learning and career planning is a process of exploration and discussion that leads to the identification of possible future learning, career and personal goals (in and outside of school).

The aim of the process is to continue to develop the career management competencies students will need to make career-related decisions at school and beyond.

## Learning goals

At year 10, learning and career planning is about developing awareness and exploring possibilities, not about students deciding their future.

Students will:

- understand how learning and career planning fits into their lifelong career development
- understand the purpose and process of learning and career planning
- understand the competencies involved in career planning
- develop skills in exploring and researching careers of interest
- understand how other people and external factors may influence their decisions
- develop skills in planning
- understand what they need to do next in order to continue the process.

## The process

Students should be introduced to, or revisit, learning and career planning at a point when they are about to make a career decision, typically as preparation for subject choice and transition.

The process involves:

- bridging to prior learning and previous planning activities
- reassessing personal qualities, strengths and goals
- further developing skills to use information about careers, study, training and work
- developing skills to make decisions that affect them personally, to set goals and plan
- reviewing their individual planning process and outcomes.

## The three aspects of career management

Know yourself

- Students learn that being able to identify their personal characteristics is an important skill for making life, career, learning or work choices.

Explore opportunities

- Students begin to understand that developing a career direction is an ongoing process that requires good thought and preparation.

Decide and act

- Students appreciate that making decisions involves uncertainty and they should expect to review and remake their plans throughout their lives.

## Underlying concepts

At year 10, students are strengthening their emerging adult identity.

- They are at the stage of believing that they can have a career and pursuing realistically high aspirations.
- They need opportunities to develop the skills that will help them manage their experiences of learning and work.
- They believe they have plenty of time to make decisions about a career. They are looking for:
  - information on the qualifications required for a range of jobs
  - advice and encouragement to investigate career options open to them
  - assistance with subject choice
  - opportunities to build their knowledge of work and workplaces.

Career planning is a process of exploration and discussion that leads to the identification of possible future options and goals.

- It needs to be ongoing and personalised so that students can review and reflect on their ideas as their understanding of themselves and of work evolve and develop
- It supports students to make personal decisions about the future.

## Important points

- ! *Some students will be uncomfortable with the idea of identifying their strengths because they feel it might be showing off. This can be a developmental issue, fear of being a 'tall poppy' or cultural. Students need to be supported through this discomfort and brought to understand that being able to identify your own areas of strength is an essential skill.*
- ! *By the time your students enter the workplace the jobs they explore now are likely to have changed in many ways. Students need to be made aware constantly of the need for flexibility and adaptability.*
- ! *It is important that students appreciate that they will change a great deal over the coming few years and so they need to make choices that don't shut out options for them later on. They also need to know it is OK to change their minds about what they choose now.*
- ! *Some students and parents will get hung up on making 'the right choice'. Part of the message to them needs to be that there are all sorts of ways to get to what you want to do and that students will need to remake their plans at various stages of their lives.*

# Plan template pages 1, 4, 2, 3

NAME: \_\_\_\_\_  
 Class: \_\_\_\_\_

## My learning and career plan



Got a dream?

Use your learning and career plan to set your goals and plan your journey.

### About me ..... Mōku ate

Think about who you are and what you do at school and outside of school.

<b>My interests</b> <small>What you like doing</small>	<b>My qualities</b> <small>What you are like as a person</small>
<b>My skills</b> <small>What you do well</small>	<b>My values</b> <small>What is important to you in your life</small>
<b>My achievements</b> <small>What you are proud of having done</small>	<b>My favourite subjects</b>
<b>My career ideas</b>	<b>Examples</b> Work with animals Own my own business Get a job using computers Work overseas Become a sports coach  <small>It's OK if you don't have a job or career in mind yet. And, remember your ideas may change.</small>

Date completed/updated:

Careers New Zealand, March 2012, downloaded from www.careers.govt.nz

### My goals .... Ko aku whainga

Think about what you could do to learn new things and broaden your experience.

<b>My subject choices</b> <small>For Year 11</small>	<b>Could lead to</b> <small>For Year 12</small>	<b>Could lead to</b> <small>For Year 13</small>
<small>Do you have any questions about your subject choices? Write them here.</small>		
<b>My short-term goals</b> <small>Three things you will do in the next 2 to 6 months</small>	<b>Examples</b> Get a part-time job Develop my skills at ... Learn to use Excel Become a student mentor Join the choir Improve my study skills  <b>A goal is like a target you want to aim for.</b>	<b>My progress</b> <small>Complete this section when you review your plan</small>
<b>My long-term goals</b> <small>Three things you would like to achieve in the next 3 to 5 years</small>	<b>Examples</b> Gain NCEA level 1, 2 or 3 Get an apprenticeship Plan my tertiary training or study Save up for a holiday Put together a design portfolio Find a career mentor  <b>You can change your goals in the future if you need to.</b>	<b>My progress</b> <small>Complete this section when you review your plan</small>

Date completed/updated:

Careers New Zealand, March 2012, downloaded from www.careers.govt.nz

### Our review .... Ta matou arotake

Use the space below to record thoughts and feelings about your progress towards your plan. You can note any changes to your plan here as you get closer about your ideas.

<b>My comments</b>	<b>date</b>
<b>Parent/caregiver's comments</b>	<b>date</b>
<b>Adviser's comments</b>	<b>date</b>

Careers New Zealand, March 2012, downloaded from www.careers.govt.nz

# Look ahead

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## About this section

Introduces the purpose and process of learning and career planning and starts students thinking about directions they may take in life.

## Prior learning

Students in year 9 may not have a clear recollection of activities that contributed to career education in their primary years. Most will have assessed their key competencies and explored different jobs or workplaces in their community. Many will not have related what they observed and learned to the concept of a career.

## Learning outcomes

<i>Career learning outcomes</i>	<i>Key competencies</i>
Develop understanding of the need for positive attitudes towards learning and work	managing self thinking
Demonstrate understanding of short- and long-term career planning	

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## Student worksheets used in this section

### Career management

To plan your learning and career follow the steps of successful career management shown below.



**Career management** is what you do when you make considered decisions and take appropriate actions to manage your career throughout your life.

A **learning and career plan** is a record of who you are now and where you think you want to head. You will need to review and remake it regularly.

Explore and compare look ahead



### My life now

- How old are you? \_\_\_\_\_
- Who's in your family? \_\_\_\_\_
- What does your house look like? \_\_\_\_\_
- What do you like doing? \_\_\_\_\_
- Somebody would describe you as? \_\_\_\_\_
- Something you own that you love is? \_\_\_\_\_
- What are your responsibilities? \_\_\_\_\_
- What do you do well? \_\_\_\_\_
- What's something you're proud of? \_\_\_\_\_
- I have a certificate for: \_\_\_\_\_

Explore and compare look ahead



### How I would like my life to be ...

in  years

- Age \_\_\_\_\_
- Family \_\_\_\_\_
- House \_\_\_\_\_
- Interests \_\_\_\_\_
- Qualities \_\_\_\_\_
- Important possessions \_\_\_\_\_
- Responsibilities \_\_\_\_\_
- Skills \_\_\_\_\_
- Achievements \_\_\_\_\_
- Qualifications \_\_\_\_\_

Explore and compare look ahead



# Possible futures

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## Key messages

- Learning and career planning starts you thinking about who you are and what you want in life, career and work.
- It's about developing self-awareness and exploring possibilities, not about deciding your future.
- It will help you select subjects for next year and beyond.
- It will help the school understand and help you to achieve your goals.

## Possible activities

- Review students' perceptions of what a career is. Explore the relationships between the term and other words like learning, work, profession, employment, job, trade, entrepreneur, full-time parenting, etc.
- Explain to students how learning and career planning fits in with their lifelong career management. Introduce the three aspects to career management: Know yourself, Explore opportunities, Decide and act.
- Discuss how we all need to have a picture of where we would like to be when we start planning anything. Invite students to create a simple picture of what they would like their lives to be at a future time.

## Possible resources

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- « Jobs Galore, pg 1-2, What is a career?
  - « Explore and compare, pg 3, Career management is ...
  - « Explore and compare, pg 3-4, My Life now; How I would like my life to be in ...
-

# Know yourself

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## About this section

Reviews students' understanding of themselves and helps them connect skill development to subjects.

## Prior learning

Many year 9 and 10 students will have taken part in planned and unplanned activities that have helped develop their understanding of their key competencies, personal qualities, abilities and strengths. Students will be less familiar with skills and work values.

## Learning outcomes

### *Career learning outcomes*

Demonstrate knowledge and understanding of their qualities, skills, values and career interests.

Demonstrate an awareness of things that could help or hinder the development of their capabilities and career interests.

### *Key competencies*

managing self  
thinking

# Student worksheets used in this section

## My interests

Our interests are often the first thing we consider when we make choices.

- Here is one way of looking at interests. We are all a mix of these groups.
- Rank the groups according to how much you are instinctively drawn to the words in each.

<b>creative</b> music, art writing imagination ideas	expressive <b>original</b> drama <b>performance</b>	<b>curious</b> science researching solving problems	finding out <b>inventing</b> maths analysing information
<b>social</b> training helping understanding	people <b>helping</b> communication guiding	<b>practical</b> hands-on machines mechanical	physical <b>tools</b> outdoors doing and making
<b>business</b> deciding persuading risk-taking	enterprising <b>leading</b> ambition politics	<b>office</b> information clerical order	organising <b>systems</b> indoors working with detail

Explore and compare. Explore options



## My personal qualities

Personal qualities describe what you are like as a person. Another word for qualities is CHARACTERISTICS. Here are some personal qualities.

- Choose the qualities that best describe you and write them in the table below.
- Then add some examples of when you have demonstrated them.

accurate	loyal	generous	strong	cooperative
practical	creative	cluttery	brave	sensitive
costly based	caring	perceptual	passionate	ambitious
cautious	shy	social	outgoing	energetic
dependable	decisive	enthusiastic	flexible	determined
patient	serious	coordinated	sincere	calm

I am ...	How I have shown this

### Why think about personal qualities?

To help work out what you are like as a person.

To show other people what you are like when you need to.

Explore and compare. Explore options



## My values

Values are your personal beliefs and things that are important to you in life. Work values describe what you want in a job.

- Read these statements about work values and rate your interest in each. 1=important, 2=not important, 3=not important

Be creative	1	2	3
Help people	1	2	3
Help the environment	1	2	3
Have lots of money	1	2	3
Be around lots of people	1	2	3
Be important	1	2	3
Spend time outdoors	1	2	3
Have lots of time with friends and family	1	2	3
Have lots of holidays	1	2	3
Be my own boss	1	2	3

Add some others of your own

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Why think about work values?

People often look for a job or an employer that fits with their values.

Your own values could influence your decisions in the future.

Explore and compare. Explore options



## My achievements

Achievements are things you have done. They show what you are capable of. Some achievements may have been recognized in some way (eg. by a certificate or award). Others might be something you feel proud of.

- Use the examples below to help you to think about what you have achieved in school and outside of school.

I did this...	It shows I can...	It shows I am...
Got my project in on time	>> Organise my work and meet deadlines	Organised and punctual
Collected money for charity	>> Communicate with the public	Confident and caring
	>>	
	>>	
	>>	

### Why think about achievements?

To help you think positively and feel good about yourself.

To help you look back at the skills and qualities you have shown.

To show other people evidence of what you can do and what you are like.

Explore and compare. Explore options



## Student worksheets used in this section (continued)

### What are skills?

Skills are things you can do.

- Another word for them is abilities.
- Everyone has skills.
- We have skills in different areas of life and demonstrate them in all sorts of ways.
- You can always improve on a skill in some way.

You can develop skills through:

- Subjects at school
- Interests and hobbies
- Part-time jobs
- Voluntary work for the community
- Helping out at home.

Jobs require different types and levels of skills

- Skills that can be used in many different ways are called transferable skills. One example of a transferable skill is writing.
- Other skills can be quite specific to a task or type of work. Computer programming is an example of a work-specific skill.



Not sure what you want to do in the future?  
It's a good idea to get lots of skills anyway to give yourself a chance when you do come to decide.

Why think about skills?

To show what you can do now.  
Skills are an important way of showing employers what you can do.

To help with future career ideas.  
Looking at the skills you have can help you work out what to develop for the future.

Explore and compare below options



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### Skills I enjoy using

Here are some skills you learn at school.

- Think about whether you enjoy using each of these skills.
- You can check the Examples of learning skills sheets to get a better understanding of these skills and where you can develop them.
- Use your own knowledge of what you learn in the subjects and activities that you do to complete the table below.

Skill	Enjoy using? YES/NO/IF SO	Subjects and activities that will help me develop this skill
Investigating		
Analysing		
Problem-solving		
Communicating		
Collaborating		
Calculating		
Creating		
Using technology		
Physical skills		

Explore and compare below options



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### Examples of learning skills

#### Mathematics and Statistics

Develop your skills using numerical information and methods.  
For example:

analysing	<ul style="list-style-type: none"> <li>• identify relationships between groups of data</li> <li>• draw conclusions from data</li> </ul>
problem-solving	<ul style="list-style-type: none"> <li>• define what the problem is</li> <li>• select strategies to solve problems</li> <li>• form equations</li> </ul>
calculating	<ul style="list-style-type: none"> <li>• apply formulae</li> <li>• make estimates</li> <li>• generate statistics</li> </ul>
communicating	<ul style="list-style-type: none"> <li>• explain methods</li> <li>• use diagrams, graphs and charts</li> <li>• justify conclusions</li> </ul>

#### English

Develop your skills using written, spoken and visual texts.  
For example:

analysing	<ul style="list-style-type: none"> <li>• identify language features</li> <li>• derive meaning</li> <li>• interpret author's intention</li> </ul>
communicating	<ul style="list-style-type: none"> <li>• select language to suit topic, purpose and audience</li> <li>• apply language conventions</li> <li>• convey meaning</li> </ul>
creating	<ul style="list-style-type: none"> <li>• organise ideas logically</li> <li>• write creatively</li> <li>• draft, edit and publish written or visual texts</li> </ul>
collaborating	<ul style="list-style-type: none"> <li>• participate in discussion or debate</li> <li>• engage with other views</li> </ul>

Explore and compare below options



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There are four other Examples of learning skills worksheets that follow this page.

## Setting the scene

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### Key messages

- If you are going to make decisions that are right for you, then you need to think about all the things that make you 'you': what you enjoy, what you are good at, what's important to you, etc.

### Possible activities

- Ask students about times in the past when they have been encouraged to think about themselves: about what they like, what they are good at, skills they want to develop, etc.
- Discuss what it means to 'know yourself' and why it is important in career decisions.
- Use stories of colleagues, yourself, or people you know to illustrate how 'knowing yourself' led on to fields of training, etc.
- Brainstorm questions that people ask to find out what others are like.

### Possible resources

.....  
« Jobs Galore, pg4,  
Know yourself  
.....

# Students identify their interests

---

## Key messages

- Your interests are the things you enjoy doing. People enjoy their work more if they are doing something they are interested in.
- Your interests now may not be your interests later. You may develop new interests or come to realise you enjoy things you didn't think you would.

## Possible activities

- Students brainstorm things that they enjoy doing at home, at school, at work and in the community.

Examples:

- watching law dramas
- experimenting with recipes
- wondering how machines work.

- ! *If students begin with general ideas, eg, 'watching TV', use questions to elicit more detail, eg, 'What kind of TV do you like watching?'*

- In groups or as a class students think of ways they could group the things they enjoy and name these groups. Discuss how grouping things can help us see the similarities and differences between them.

- Students look at one way of categorising interests and order the groupings to reflect their individual interests.

- Each student identifies the things they do that interest them most and writes these in the My Interests section of their learning and career plan.

- ! *Look for students who find it difficult to choose a few top interests and work with them to refine or group their ideas*

## Possible resources

« Explore and Compare, pg 7, My interests

# Students identify their personal qualities

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## Key messages

- Personal qualities describe what you are like as a person, eg, I am hard working, my friend is generous.
- Employers look for people with the personal qualities that suit the job. When you apply for a job, you need to highlight how you meet their requirements.

## Possible activities

- Use an activity of your choice to check students understand words that are commonly used to describe a person's qualities.

**!** *If you have students who are likely to feel uncomfortable deciding what qualities they have, you might want to try a group activity where they describe someone else in the group before going on to think about themselves.*

- Students look at a list of personal qualities and think about which words describe them.
- (optional) Students create a poster to illustrate their personal qualities.
- Each student writes their qualities in their learning and career plan.
- (extension) Students look at job vacancy advertisements and identify the personal requirements in each and how frequently they occur.

## Possible resources

« In this guide: Activity ideas for developing careers language

« Explore and Compare, pg 8, My Personal Qualities

« Suitable career stories or profiles

« Job vacancy ads from papers and websites

# Students identify their developing skills

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## Key messages

- Skills are things you have learned how to do well. Some are easy to see, eg, I can use a video camera; some are not, eg, I can solve problems.
- You learn lots of skills in your everyday activities at school and out of school.
- Employers look for people with the skills needed to do the job OR the ability to develop those skills. When you apply for a job, you need to be able to show you have demonstrated these skills or how you can develop them.

## Possible activities

- Students in pairs think of an activity that they enjoy doing and explain to their partner what they would need to do to get better at this activity.
- Ask some pairs to share their discussions with the rest of the class and lead a discussion on the part played by skills in being good at an activity. Remind pupils that personal qualities are also important.

- Ask students to suggest places and ways they learn skills.

**!** *Students may not be familiar with the language of skills. It is worth spending some time on developing their understanding of common skill terms.*

- Students look at a list of transferable skills they are developing at school and work out which they enjoy and what subjects can help them to develop them.

- Each student writes their most enjoyed skills in the My Skills section of their learning and career plan.

- (extension) In groups students look at a number of Kiwi Cards and decide which of the skills they are learning in their subjects will be useful to the kiwi in the job they think s/he is doing.

## Possible resources

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« [teacher reference]  
Understanding career education in years 7 and 8, pg 8-9, Engaging students by using their own lives to teach them about skills

---

« Explore and Compare, pg 11, Skills

---

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« Explore and Compare, pg 12, Skills I enjoy using, pg 13-16, Skills at school

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« Kiwi Cards (downloadable pages or the cards themselves if you have them)

---

# Students identify their values

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## Key messages

- Values are the things you believe in and the things that are important to you. They shape the way you want to live your life.
- You need to think about how your values will fit with any job or workplace you are considering. If they do fit, you are more likely to enjoy your work and your life outside work.

## Possible activities

- Give students a couple of examples of values, eg, fairness, and ask them to explain what values are and to suggest some others they can think of.
- Choose a couple of the values suggested and explain how these relate to work decisions.

- Introduce the idea that there are values people have specifically about the kind of work they want to do.
- Give students a couple of examples of work values, eg, be part of a team, and ask them to brainstorm what they think some others might be.
- Ask each student to look at a list of values and decide how important each one might be to them when they are thinking about different jobs.

**!** *Developing a set of values is a developmental task of adolescence. Students may vary in their level of maturity. Early values might be fun, excitement, lots of money; later values might be helping others.*

- Each student writes the things that are most important to them in the My Values section of their learning and career plan.

- (extension) Give groups a description of a job that they would be somewhat familiar with, eg, TV presenter, truck driver. Ask them to choose the work values on the list that people in that job might share.

## Possible resources

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« Explore and Compare, pg 9, My values

« [teacher reference] The Real Game, facilitator's guide, pg 82, Looking back, Thinking ahead

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« Careers New Zealand website, jobs database

« The Real Game, role profiles

---

# Students identify their achievements

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## Key messages

- Achievements are successes that you feel satisfied about or proud of. They can be big or small.
- Some achievements are recognised – with an award for example; many go unnoticed.
- Achievements give us confidence in ourselves and in our ability to reach our goals.
- Your achievements can show others what you can do and what you are like.

## Possible activities

- Talk to students about the different contexts in which they achieve, and elicit some examples from them:
  - classroom activities, eg, finally understanding some maths you were having trouble with
  - activities outside the classroom, eg, helping a mate improve their goal shooting
  - out-of-school activities (sports, hobbies, etc), eg, editing the family's digital photos
  - voluntary work or a part-time job, eg, helping to organise a fundraising drive
  - doing things at home, eg, training the dog.
- Students think of one or two things that they have done, been involved in or succeeded at that gave them a sense of satisfaction or pride.
- Students look back at their qualities and skills and identify the specific ones that helped them achieve each of those things.
- Each student writes the things they felt satisfaction or pride in doing in the My Achievements section of their learning and career plan.
- (optional) Students choose one thing they were happy about doing well to add to a class poster.

## Possible resources

.....  
« Explore and Compare, pg 10, Achievements  
.....

# Students review their knowledge of themselves

---

## Key messages

- Finding out more about work and jobs can help you think about what you might like and what you wouldn't like.
- Remember that the way jobs are done is likely to be different in the future. Being flexible and adaptable are important for developing a career.

## Possible activities

- Students highlight all the words they see in the job descriptions/vacancies that they respond to and would like to have a go at. Stress that they shouldn't worry about whether they could do it or how.
- In pairs, students help each other look for patterns in the words each has highlighted. Ask students to look for:
  - whether the same things keep coming up
  - how these things match their interests, qualities, skills and values
  - what directions might attract them.
- (optional) Students create a collage of themselves using items which symbolise things they have identified in the self-awareness activities they have done.

## Possible resources

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- « Selected job descriptions from the Careers New Zealand website
  - « Job vacancies from websites, industry magazines or daily newspapers
-

# Explore future options

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## About this section

Reviews students' understanding of the work that people do and helps them connect subject choices to possible future options.

## Prior learning

Year 10 students will have varying levels of exposure to the world of work. Most are unlikely to have much idea about the education and experience they would need to enter jobs of interest.

## Learning outcomes

### *Career learning outcomes*

Demonstrate skills in locating, understanding and using career information.

Generate a range of career options to aid in subject choice.

Demonstrate knowledge of the work and entry requirements for jobs of interest.

### *Key competencies*

using language, symbols and text thinking

# Student worksheets used in this section

## Job families re-united

A simple way to create some job ideas is to take something of interest and think about what jobs are related to it. It's called a job family.

### Match the job titles with their job family

- Link the jobs on the left and right to the job families in the middle of this table.

Mechanic	<b>CARS</b>	Farmer
Doctor	<b>CHILDREN</b>	Marine Biologist
Nurse	<b>ANIMALS</b>	Pool Ulguard
Outdoor Guide	<b>SPORT</b>	Automotive Technician
Welder		Type Printer
Car Parts Salesperson		Animal Control Officer
Skii Instructor		Rivers Instructor
Teacher		Nanny

### Make a job family of your own

- Take an idea of interest and place it in the middle.
- Add in some jobs to surround it.

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Explore and compare. Explore options

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## Create a job family

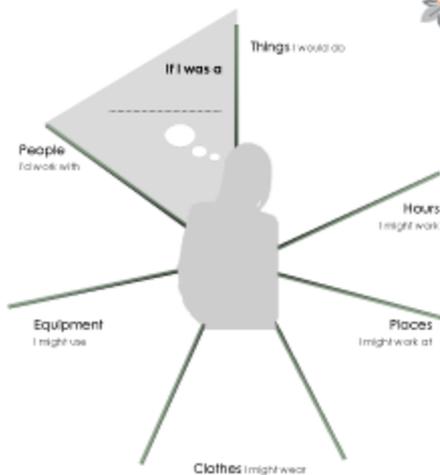
Here are some job titles. Try creating job families by highlighting jobs that have something in common. For example, arts or food related.

Community nurse	Florist	Early childhood teacher
Film producer	Travel agent	Model
Accountant	Personal assistant	Chef
Driving instructor	Skii instructor	Balder
Forestry scientist	Veterinarian	Roading engineer
Lawyer	Army officer	Chemist
Farmer	Judge	Teacher
Zoo worker	Architect	Sharebroker
Carpenter	Wine maker	Retail assistant
Firefighter	Barman	Clothing designer
Sports person	Interior designer	Start person
Ambulance officer	Journalist	Shepherd
Drama teacher	Police officer	Forestry worker
Physiotherapist	Music shop worker	Beautician
Photographer	Automotive mechanic	Sound engineer
Event organiser	Aircrew	Sports coordinator
Spray painter	Marine biologist	Food technologist
Singer	Personal trainer	Fish
Programmer	Wool buyer	UJ
Doctor	Restaurant manager	Electrician
Shearer	Welfare developer	Parebeater
Coaster	Geologist	Truck driver
Baker	Welder	Biomedical technician
Hand dresser	PE teacher	Graphic artist
Landscape architect	Jeweller	Database administrator

Explore and compare. Explore options

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## If I was a...



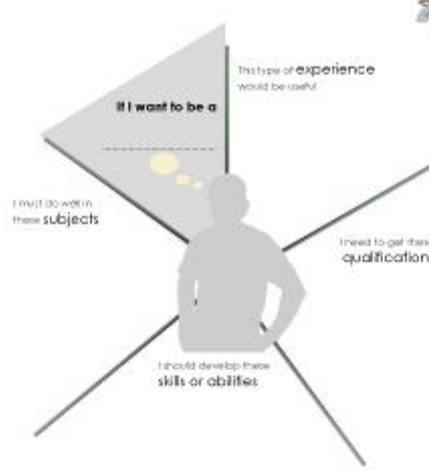
### Reality check!

Would you like to do these things?

Explore and compare. Explore options

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## If I want to be a...



### Reality check!

How can you make this happen?

Explore and compare. Explore options

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## Student worksheets used in this section (continued)

### Job research guide

Research projects pretty much all work in the same way:



This job research project involves tasks such as:

- Formulate questions**
  - Choose the jobs you will investigate.
  - For each job brainstorm what you already know.
  - For each job write three questions you want to answer.
- Gather information**
  - Find at least three sources of information that will help you find answers to your questions.
  - Take notes from these resources.
- Present findings**
  - Compile a report with three sections:
    - what you did
    - what you found out about each job
    - what your conclusions are.
- Reflect on the process**
  - Think about what you have learned from this project.
  - Think about what you would do differently next time.

To keep your project on track, draw up a timetable and use it to check your progress. Your timetable could look something like this:

Things to do	By when	How long it will take
write questions	Wed 14/9	1 hour
search for good sources of information as web	Fri 16/9	1 hour

Explore and compare below options



There are four more pages in the Job research guide that follow the page shown.

# Setting the scene

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## Key messages

- Another aspect of learning and career planning is to think about what opportunities exist and how they might develop your interests and strengths.
- Having ideas about some possible future job areas can help you make decisions about what subjects to study and what skills to develop.
- The world of work is experiencing rapid change and you need to be aware of this when thinking about your future.

## Possible activities

- Discuss what the 'world of work' means and introduce the idea of change.
- Brainstorm ways to find information about jobs:
  - newspapers, magazines, TV, websites, ...
  - family and friends, watching people work, ...
- In groups, students brainstorm example questions they would ask to find out what is involved in a job and what a person needs to be able to do it well.
- Group the example questions to show the categories of information that are valuable to understanding a job. You could use the structure of the Careers New Zealand jobs descriptions as a starting point.

## Possible resources

- « Jobs Galore, pg 5, Research opportunities
- « [teacher reference] Careers New Zealand website, jobs database

# Students identify job interest areas

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## Key messages

- Job interest areas can help to start you thinking about the kinds of jobs that relate to your interests.
  - Job interest areas group jobs by things they have in common, eg, flying.
  - If you are interested in one job in an area, it might be useful to check out other jobs in the area, especially if you don't know much about them now.
- ! *If you think your students might find these activities a little difficult, you could begin with some Kiwi Card activities to stimulate their recognition of the different jobs there are in our communities*

## Possible activities

- Give an overview and demonstration of the concept of job interest areas.
- (optional) Students group jobs they think belong in a job area.
- In groups students each select one of the interests, qualities, skills or values they wrote on their learning and career plan as a title for a job interest area, eg, environment, problem solving, and take it in turns to work with the group to think of all the jobs they can that relate somehow to that.
- The group then selects one of the areas they have created and discusses ways in which the jobs they have suggested may be the same and different to each other.
- Each student then works further on their own job interest area, writing down what they already know about the jobs they listed, what they have found out from family about these or other related jobs (homework), and up to three things they would like to find out more about.
- Each student presents their job interest area as a tree and puts it into a class job forest. When students review the forest they will see jobs can fit into more than one interest area.
- Class discusses which job interest areas in the forest they think may change the most or the least in the future.

## Possible resources

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- « Explore and Compare, pg 15, Job families reunited: pg 16, Create a job interest area
  - « Where To? posters or online tool
  - « Jobs by Interest brochure or online tool
- 
- « You could prepare a worksheet for students for this activity
-

# Students investigate jobs of interest

---

## Key messages

- The jobs you choose to look at today may not be the jobs you will choose to look at in the future, but they are likely to have some aspects in common, such as the skills you enjoy using.
- Finding out about different jobs is not just about finding something that you might like. It can also help you see what you're not interested in.

## Possible activities

- Remind students about the range of information sources about jobs they came up with earlier. Explain that the Careers New Zealand website is a good place to start, because it is comprehensive, independent and up to date.
- (optional) Students use Jobs Galore to find answers to quick questions from you or other students to get an idea of the information they can access on the website. Could be done as a game.
- (optional) Select a job and demonstrate to students how to use the website to find the information they will need in research.
- Students each choose up to 3 jobs to research.  
**!** *If students need help with ideas on what jobs to research they could use the online tools on the Careers New Zealand website to get ideas*
- Students individually research the jobs of their choice.
  - This can be done using the Careers New Zealand website only or as a fuller research assignment requiring use of a number of information sources.
  - Students can complete a simple worksheet about each job or a longer report on their research approach and conclusions.
- In pairs, students help each other compare what they have said about themselves – their interests, qualities, skills, values – with what is important in the jobs they have researched, to decide if they really would want to do any of these jobs.

## Possible resources

- .....
- « Jobs Galore
- .....
- « Careers New Zealand website, jobs database
- .....
- « Careers New Zealand website, Subject or Skill matcher, Career Quest
- .....
- « Explore and Compare, pg 19, If I was a... ; pg 20, If I wanted to be a...; pg 21-25, Job research guide
  - « Careers New Zealand website, jobs database
  - « Just the Job DVDs, ITO websites, Futureintech website and others
- .....

# Plan my learning pathway

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## About this section

Explores factors to consider when making decisions about subjects to study and helps students to align their subject choices to their possible areas of interest.

## Prior learning

It is helpful if students have reflected on how they chose this school and their subjects for year 9.

## Learning outcomes

<i>Career learning outcomes</i>	<i>Key competencies</i>
Develop and demonstrate skills in decision making.	managing self
Demonstrate understanding of learning pathways and skills in choosing senior school subjects.	thinking
Demonstrate an understanding of the influence of whānau on career decisions and plans and the importance of support networks.	

---

## Student worksheets used in this section

### Fact file



Mere, year 10

**Likes:** All types of sports and is a regional rep at netball.

**Subjects:** Mere's a bit of an all-rounder. She likes and does well at all of her subjects.

**Career ideas:** Mere thinks it would be cool to try for a career in sport.

**Parents' views:** Want Mere to go to university and study for law or medicine.

**Friends:** All Mere's friends are thinking of leaving school next year.

What advice would you give to Mere about subject choice?

- 1 List at least 3 steps you think she could take to help with her subject choices.

Explore and compare: Plan my learning pathway



There are four other Fact file worksheets that follow this page.

### Find their influences

Alle, year 11

Scenario 1

- Alle is good at science, maths and computing. She enjoys these subjects and wants to get Level 3 qualifications.
- Her friends have chosen subjects that include English, Travel and Tourism, Food Technology and Soft Materials Technology. They are talking about leaving school at the end of year 12 and going to polytech.
- Her parents are interested in art and the arts generally as they are both artists. They are keen for her to do art, but feel they can't help her make her choices because they don't know much about other possible careers.

Pete, year 10

Scenario 2

- Pete wants to get a technical qualification and eventually own his own business.
- He has lots of ability and could go far. He had been doing well until term 3 when his results dropped off.
- He is in a class of kids who aren't really interested in learning.
- He helps in the family take-away business after school.
- He doesn't always complete the homework needed for the next day and sometimes he falls asleep in class.

Ros, year 10

Scenario 3

- He has some career ideas in mind that mean he needs to complete year 13.
- Ros is very involved in lots of activities in and out of school. He was recently selected as a school age group rep for hockey.
- He has just met his first girlfriend.
- His results are not as good as they were in year 9.

Explore and compare: Plan my learning pathway



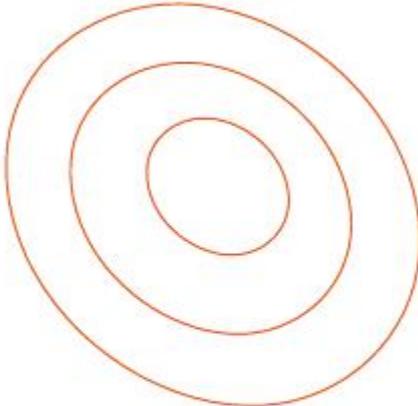
There is one other page in Find their influences that follows this page.

# Student worksheets used in this section (continued)

## Influences on my future

On the target below, write in the things you think will influence your future.

- Put the strongest influences closest to the middle. You can write in people's names if you like.
- Check out the ideas at the bottom of the page, if you need some help.



### What or who could influence your future?

<b>YOU</b> Your health, skill, interests, knowledge, beliefs and values.	<b>LOCATION</b> Would you be prepared to move regions for a job or course?
<b>OTHER PEOPLE and THINGS</b> Your family, friends, teachers, the media.	<b>COMMITMENT FOR JOBS</b> Would you aim for a job that is hard to get?

Explore and compare. Plan my learning pathway.

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## Subject selector

Get a few different job ideas! Use this table to work out how to keep all your career options open.

If I want to be a ...	I must do these subjects	I could find these subjects useful

### Now, to keep all your options open:

- Choose all the subjects you must do first. Then see what's left in your list of useful subjects.
- Make sure you get more subjects you must do than you are allowed to choose from! Then you'll need to speak to a career adviser.

Explore and compare. Plan my learning pathway.

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## Subject choice tips

### Steps to make an informed decision

- Check out your career implications – How can you keep your options open?
  - Work out all your current career ideas.
  - Check the subject requirements for each.
  - Weigh up the subjects you must do, then the subjects that are useful.
- Think about your abilities – can you do well in these subjects?
  - Think about your interest levels – will you have the motivation?
- Weigh up any differences between your interests, abilities and career ideas.
- Talk it over with people who know you well.
- When you have made your choices, follow the simple checklist below:

	YES, NO, MAYBE?
<b>A</b> bility and attitude    Are you able and will you be interested?	
<b>B</b> alance    Will you have a range of options open for future career ideas?	
<b>C</b> hoice    Are they your own choices or have you been swayed by others?	

### Remember, your choices are your future

Do not take a subject just because your friends are taking it or you like the teacher.

Explore and compare. Plan my learning pathway.

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My subject choices	NAME	YEAR	subject 6	subject 5	subject 4	subject 3	subject 2	subject 1
			↓ could lead to					
year 11	my reasons for this choice	year 12	year 13	my career idea				

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Explore and Compare. Get Up to Get Here

## Setting the scene

---

### Key messages

- Choosing subjects is one of the early steps in developing a career direction. It means making decisions.
- Knowing more about yourself and the opportunities that are available does help you to make better decisions.
- Most people find it helps to talk to others and to get as much information as they can before deciding.
- There are different ways of making decisions.

### Possible activities

- In groups, students recall three examples of day-to-day decisions related to their personal and social lives and how these decisions came about. They group together examples of decisions which were made in a similar way, eg, on the spur of the moment, with help from family.
- Ask each group to report back to the class on the 'styles' of decision-making they have found. Then try to reach agreement on the style(s) they'd recommend for choosing subjects and why.

### Possible resources

# Students explore decision making

---

## Key messages

- Making decisions about the future can involve a calculated risk. Aim to make the best decision you can, not a perfect one.
- It is important to keep reviewing your decisions and to have a back-up plan in case your choices don't turn out to be available.
- Keep in mind that there may be several ways of achieving a goal.
- Keep your options open as far as possible and always aim to be the best that you can.

## Possible activities

**!** *Check the model of decision making used in this activity fits with the models you are using in your school.*

- Look at the questions involved in making a major decision when a 'rational' or 'carefully considered' style of decision-making is used, eg:
  - What's my decision about?
  - What choices have I got?
  - What's important to me?
  - What else do I need to know?
  - Who can help me?
  - Who can have a say in my decision?
  - What are possible consequences of choosing different alternatives?
  - What needs to be done, by when, to carry out my decision?
- Use case studies to develop students' understanding of the kinds of decisions they may face in the following years at school. Start by analysing one case study with the students using the questions above. Then give groups each a different case study to analyse and report back on.

## Possible resources

.....  
« Jobs Galore, pg 6,  
Make a decision

.....  
« Explore and Compare, pg 26-30  
Fact files  
.....

# Students consider influences on them

---

## Key messages

- We are influenced by the people in our lives and sometimes by people we've been impressed by but never met.
- We can also be influenced by other factors such as where we live, our health or the opportunities that come our way.
- The people who influence you the most are often the people who help and support you the most.
- Influences can be both positive and negative. Understanding how other people's opinions can affect you can help you to step back from their influence if you want to.

## Possible activities

- Ask students to talk about anyone they know who has made a decision that was influenced by something or someone.
- Students look at a list of examples of things that can influence our choices and try to think of others.
- Each student decides who and what might influence their decisions the most and records this in a diagram of concentric circles. The more influential something is the closer it is to the centre of the diagram.
- (optional) Discuss selected career profiles of young people who talk about their influences and how these helped them realise what they needed to do.
- In groups, students read a scenario and identify the positive and negative influences on the student. They discuss the actions the student could take to reduce the negative influences.

## Possible resources

.....  
« Explore and Compare, pg 33, Influences on my future

.....  
« Careers New Zealand website, Digital Careers website, youth magazines, etc

.....  
« Explore and Compare, pg 31-32, Influence scenarios

.....  
« [teacher reference] In this guide: Using influence scenarios  
.....

# Students consider subject choices

---

## Key messages

- Choosing subjects is part of a longer process of finding a direction in life.
- It's important to look ahead when you make choices. You won't be able to see what lies ahead but you can start to think about how your choices might be useful in the future.
- Your ideas may change next year or the year after that. Change is normal and expected. It is important to allow for change when you make your choices.

## Possible activities

- ! *Students will need the job summary information they recorded in Explore future options.*
- Introduce the subject choice process at your school and explain the pathways students can take through senior school, especially in relation to NCEA and UE.
- (optional) Students read advice on how to choose school subjects and discuss how well prepared they are to make their choices.
- Students look at the subject options available to them in the following years at school and identify the subjects their job area investigation suggests they consider studying in the future.
- ! *Provide access to job information if students need to recheck the requirements of jobs of interest.*
- In pairs, students help each other review the subjects they are considering and write down the pros and cons for choosing each one.
- Students decide which subjects they should take next year and what they might go on to do later. Work with as many individual students during this time as possible. Involve other staff, mentors, peers and older peers as appropriate.
- Ask students to identify subject options they don't understand much about. Organise a time for senior students to come and talk to them about these.
- Students discuss their initial ideas at home with whānau. (Taking a copy of their learning and career plan home would be helpful.)

## Possible resources

- « The school's subject choice booklet
- « Careers New Zealand website, Choosing school subjects
- « Explore and Compare, pg 34, Subject selector
- « Careers New Zealand website, jobs database or Jobs Galore
- « Explore and Compare, pg 35, Subject choice tips
- « Explore and Compare, pg 36, My subject choices

# Set goals to get there

---

## About this section

Introduces goal setting and helps students to set one short-term and one long-term goal that will help them create the future they imagine for themselves.

## Prior learning

Students may be used to setting and reviewing learning goals. Depending on students' knowledge and experience, either introduce or quickly review students' understanding of the SMART or SMARTER approach to goal-setting.

## Learning outcomes

### *Career learning outcomes*

Demonstrate understanding of short and long-term career planning.

Demonstrate understanding of the relationship between education achievement and career planning.

### *Key competencies*

managing self  
thinking

# Student worksheets used in this section

## Ko te take o te whakatau mahere a-umanga, ko:

Planning a career is about:



### Ngā ara ka hikoia e koe

The paths you walk

- ▶ Ngā aranga ka whāia e koe  
The directions you take



### Ngā awa ka whakawhitia e koe

The rivers you cross

- ▶ Ngā hīkanga hei whakatafuti whāinga aranga  
The steps you take to reach your goals in life



### Ngā maunga ka pikingia e koe

The mountains you climb

- ▶ Ngā taupere ka wherea e koe  
The things you overcome that get in your way

Explore and Compare: Set goals to get there



## Reaching your goals

### Q: How will you make your future happen?

A: By setting **GOALS** to aim for. You can set goals for learning, out-of-school activities or career.

### Q: But how will you reach them?

A: Do something about it! Don't sit around and wait, hoping someone will do it for you or things will just happen.



### And be SMART in your goal-setting

When you set your goals you need to follow the SMART rules:

<b>Specific</b>	Be clear about what you want to happen
<b>Measurable</b>	Make sure you will be able to track your progress
<b>Achievable</b>	Make sure it is doable
<b>Realistic</b>	Make sure it is a sensible thing to do
<b>Time-bound</b>	Set a timeframe or deadline



Explore and Compare: Set goals to get there



## Short and long-term goals

**SHORT-TERM GOALS**  
Goals that can be reached in a short amount of time are called short-term goals. To cycle to basketball training all next month is an example of a short-term goal because the amount of time to reach it is fairly close to the present time.

**LONG-TERM GOALS**  
Goals that take longer to reach are called long-term goals. To be a Tall Black is an example of a long-term goal because the amount of time to reach it can be a number of years.

### Short or long-term goals?

- Decide whether each of the goals below is a short or long-term goal.

Learn to drive.....

Write a CV.....

Get work experience.....

Become a TV presenter.....

Pass NCEA.....

Buy a car.....

Improve my maths grades.....

Do research to discover some job ideas.....

### Why set goals?

To give you things to aim for in life and keep you motivated.

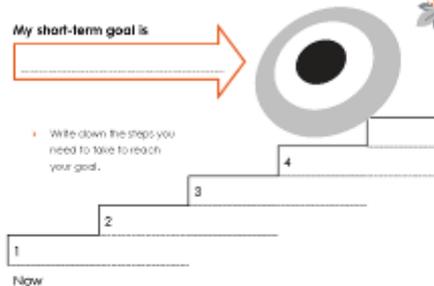
To help you plan where you'll like to be in the future and make your dreams and ideas a reality!

Explore and Compare: Set goals to get there



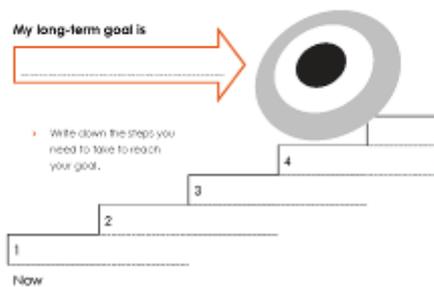
## Staircase to my future

### My short-term goal is



- Write down the steps you need to take to reach your goal.

### My long-term goal is



- Write down the steps you need to take to reach your goal.

Explore and Compare: Set goals to get there



## Setting the scene

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### Key messages

- People with goals get there because they know where they are going. Their goals are their roadmap.
- Having a goal helps you focus and concentrate your time, energy, and resources on what you want. It also helps you to keep going when you strike problems or difficulties.

### Possible activities

- Introduce goal setting and planning and its importance in getting us where we want to be.
- Talk with students about setting 'SMART' goals, ie, goals which are specific, measurable, achievable, realistic and time-bound and the importance of evaluating their progress and reviewing their goals regularly (making SMARTER goals).
- Turn some examples of goals into SMART goals.

### Possible resources

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- « Explore and Compare, pg 37, Planning a career is about, pg 38, Reaching your goals
-

# Students set goals

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## Key messages

- Writing down a goal and putting a date on it can help you to stick to it.
- Keep reviewing your progress against your goals. If you need to change a date to make it more doable, or change your goal, that's OK.

## Possible activities

- Ask students to set themselves one short-term (1-6 months) and one long-term goal (3-5 years) for:
  - their school life (learning goals)
  - their life outside of school (personal goals)
  - their future beyond school (career goals)
- Help individual students write their goals and discuss with them what kinds of things they will need to do to reach them. Involve other staff, mentors, peers and older peers as appropriate.
- (optional) Students work out and write the steps they will take to reach one short-term and one long-term goal.
- Students write their goals in the My Goals section of the learning and career plan.
- Ask students to recheck their subject choices before the next session.

## Possible resources

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- « Explore and Compare , pg 39, Short and long-term goals, pg 40, Staircase to my future
  - « Jobs Galore, pg 7, Plan and act
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## Students discuss their choices with staff

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### Key messages

- You will change a great deal over the coming few years so it's best to make choices that don't shut out other options you might want later on.
- It is OK to change your mind later about what you choose now. And, don't worry about what the 'right' choice is. There are all sorts of different ways to get to what you want to do.

### Possible activities

! *Students will need the following for these activities:*

- their Learning and career plan
- their My subject choices worksheet

! *Teachers should have students' academic records available to them and other relevant information*

- Look at the student's plan with them and ask the student to talk you through their exploration and decision process.
- When necessary, discuss any risks or potential problems with their subject choices, eg, timetable, closing off options, and develop solutions.
- Students write their final subject choices in the My Subject Choices section of the learning and career plan and their comments in My comments.
- Write your comments in the Adviser comments section of the learning and career plan. In your comments include:
  - affirmation on the appropriateness of choices
  - reminders to follow up on goals or choices
  - positive feedback on the research, etc done.
- Students take their completed learning and career plan home to discuss with whānau. The school may want to take a copy before this happens.

### Possible resources

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- « The school's subject choice booklet
  - « In this guide: Subject choice checklist
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# Teacher reference

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## **The following were referenced in this guide:**

Sample text for letter to parents

Activities for developing careers language

Using influence scenarios

Subject choice checklist

## Template letter to parents

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date

Dear parent or caregiver

To help your child prepare to choose school subjects for years 11 to 13 and to make choices about what to do after school, we have begun a process called learning and career planning. This process is well-established in career education and can be used at any point in the future to support planning and decision-making about work and life.

At this age, the focus is on developing self-awareness and exploring career possibilities. It is not about your child deciding their future.

Your child will bring their completed learning and career plan home to discuss with you. Parents and caregivers play a big part in supporting their children's learning and career planning and you can help your child in this process now by:

- asking your child to talk through the things they have identified and affirming these
- discussing any important points you think they might have missed
- being positive about their ideas about the future – seek information and advice from others about these ideas if necessary
- discussing and checking their subject choices, the effect of these choices on later study and training options and their relevance to your child's career interests.

There is comprehensive information and advice to help you in the Helping young people area of the Careers New Zealand website, [www.careers.govt.nz](http://www.careers.govt.nz).

Remember that as your child continues through secondary school their ideas and plans will change. Look for further opportunities to explore, discuss, check and support these changes of mind.

Please help us with the next steps in this process by:

- signing and adding your comments to the back page of the plan
- getting this copy of your child's plan back to us as quickly as possible.

If you have any questions about this process or would like to discuss your child's ideas with us, please contact ... on ...

Yours sincerely

XXXXXXXXXX

XXXXXXXXXXXX

Our learning and career planning process includes:

#### Know myself

Students explore their interests, qualities, skills, values and achievements and think about how they develop and demonstrate these and how they can be relevant to their future study, training, work and life choices.

#### Explore future options

Students explore areas of work that interest them, develop skills in locating and using career information, and appreciate what they might need to meet the requirements of particular jobs.

#### Plan my learning

Students look at ways of making decisions, explore the things that can influence their decisions and develop their skills in setting goals.

#### Other things you can do to support your child

- Attend school events such as parent evenings and report evenings and take opportunities to discuss your child's future plans with deans, form teachers, subject teachers, careers advisers, guidance counsellors, etc.
- Go to local careers expos or events to get up-to-date information on a range of study, training and career options.
- Get information from providers of study and training courses.
- Help your child investigate future options. A good place to start is the Choosing school subjects page on the Careers New Zealand website, [www.careers.govt.nz](http://www.careers.govt.nz)

## Activity ideas for developing careers language

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### **Round robin: awareness of terms and definitions**

Requires a set of cards which has a definition at the top of the card and a term, but not one matching the definition, at the bottom.

Each student has a card. You can ask students to work in groups or as a class, depending on the number of cards and the amount of time you have.

- To start one person calls out the term on the bottom of their card.
- The rest of the students look at their cards, and the student who has the definition for the term that was called out, says the definition out loud.
- That person then calls out the term they have on the bottom of their card, and the next person says the definition, etc, until you get back to the first person.

You can do this as a repeat activity to reinforce the learning. To do this you need to:

- time the activity to see if you can reduce the time to get through all the terms again.
- shuffle and redistribute the cards after each round.

### **Compile an A to Z: vocabulary in context**

Requires stories about people from newspapers, magazines, websites.

Groups find words or phrases that describe people in the articles. Students could focus on just finding words for qualities, for example, or they could find any words that describe a person's characteristics and abilities and then categorise them into interests, qualities, skills and values.

The class completes an A-Z list on the board/poster paper/etc.

### **Positive qualities: applying language**

Requires pieces of paper with the name of one student at the top of each. Teachers could add one with their name also.

Hand a piece of paper to each student, but not their own.

- Each person anonymously writes one positive quality of the person on the bottom of the sheet and folds the sheet over to cover what they have written.
- Ask students not to look at what others have written and then ask them to pass their sheet to the person next to them.
- Continue for as many students as you wish.

You can then do one of several things with the sheets depending on your students, for example:

- Choose a few examples and read them out to the class before giving them to the person named on each.
- Distribute the sheets to the person named on each and ask them to look at them in small groups before asking for volunteers to give examples of the qualities written on their sheets.

# Using influence scenarios

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## Instructions

Give groups one scenario each. Ask students to read the scenario and identify:

- who or what is influencing the student
- whether the influences on the person are positive or negative
- possible solutions and/or advice for the person.

Your role is to:

- use questions that prompt discussion to identify influences and help work out solutions.
- make links for students between influences and the possible impact they can have on decision making in these cases and in general
- draw attention to the range of influences there can be on students: other students, friends, family, money, health, stepping outside the family norms and expectations, etc.

## Summary of influences present in each scenario

Scenario 1: Allie, year 11

- Allie's parents appear supportive of further study.
- She is beginning to recognise where her interests and strengths might lie.
- Her friends don't share her academic aspirations.
- She might be worried that she will disappoint her parents if she doesn't do art.
- Her parents feel uncertain about how to help her make her choices.

What can Allie do about the situation?

- Research courses and jobs that match her interests.
- Discuss her ideas with the careers adviser or dean and get some help with planning and with discussing her plans with her parents.

Scenario 2: Pete, year 10

- Pete has clear career plans and aspirations.
- He has been achieving well and has the study skills to support achievement.
- At work he is learning skills such as business and customer service.
- His classmates' behaviour might make him try less.
- Pete's family's needs leave him less time to study or to participate in cultural, sporting or other activities.

What can Pete do about the situation?

- Talk to the dean about whether the school can help him to better manage the homework requirements in his subjects.
- The dean might talk to Pete's parents about his school work and the possibility he may not achieve the results he needs to do what he wants in the future.
- The dean might consider changing him to another class.

### Scenario 3: Ross, year 10

- Ross has career ideas and aspirations.
- He likes being active and involved in a variety of things.
- He has too much on his plate.
- He may not be allocating his time well.

What can Ross do about the situation?

- Get some help with time management and study skills.
- Learn to prioritise.

### Scenario 4: Ashraf, year 10

- Ashraf is self-motivated.
- He has a boss who is supportive and helpful.
- He demonstrates a responsible attitude towards his schooling and values education.
- He seems to know what is important and what is right and wrong.
- He has friends with different aspirations.
- He may not be allocating his time well enough.

What can Ashraf do about the situation?

- Start thinking about what he wants for his future. Talk to his boss and others about possible directions he could go in.
- Get some help with setting priorities and managing time.

### Scenario 5: Pania, year 10

- A supportive uncle and supportive teachers.
- People who have a belief in her.
- She has some long-term goals.
- Concern/pressure about helping with the immediate needs of the family.
- No older brother or sister as a role model.

What can Pania do about the situation?

- Research funding and scholarships: start by checking [www.careers.govt.nz](http://www.careers.govt.nz) which lists the various sources that provide information on this area.
- Discuss her plans with the dean, careers adviser or guidance counsellor and get some help with planning and with discussing her plans with her whānau.

### Scenario 6: Naja, year 12

- A supportive family.
- Good academic achievement and lots of options.
- Conflicting ideas about her future direction.
- Tempted to go where her friends are going rather than choose for herself.

What can Naja do about the situation?

- Talk to the careers adviser about opportunities to learn more about tertiary courses that might interest her and find out where they lead to.
- Get a part-time job to get some personal experience of work and earning money.

## Subject choice checklist

STUDENT NAME: ..... YEAR: .....

<i>Please use the space under items to write any notes you feel are relevant.</i>		DONE?
1	Filled in subject selection form	
2	Discussed choices with student (use guide on next page)	
3	Checked academic information is accurate	
4	Checked pre-requisites	
5	Checked range and combination of subjects, including meeting UE, literacy and numeracy requirements, keeping options open	
6	Checked workload balance, especially assessment and portfolio load, eg, it is recommended that students take no more than two art subjects	
7	Choices are a good fit with student's capability (not too hard or easy!)	
8	Choices fit with student's skills and interests	
9	Choices fit with student's ideas of future pathways	
10	Choices help meet the pre-requisites for these	
11	Completed student referral if required * referred to: reason:	
12	Other useful information:	

\* Referral is

- › **recommended when** you don't feel confident that the decision-making process was robust and based on reliable information.
- › **required when** students are considering options like STAR or Gateway.

Year	Appropriate areas of questioning
9, 10	<ul style="list-style-type: none"> <li>› What things about this subject made you choose it?</li> <li>› Who have you talked to about this?</li> <li>› Where did you get information and advice from?</li> </ul>
10, 11	<ul style="list-style-type: none"> <li>› What subjects do you currently enjoy most and do best at?</li> <li>› How hard are you working at your subjects now?</li> <li>› Have you chosen these subjects for next year? If not, why not?</li> <li>› Do you currently have any career ideas?</li> <li>› If so, how do your subject choices fit with these ideas? If not, do you know what career directions your subjects might offer?</li> </ul>
	<p>Have their subject choices left their options open for the future?</p> <p>If there is not a science course, is there any good reason why not?</p>
11, 12, 13	<ul style="list-style-type: none"> <li>› How well do you think you are going with your Level 1 (or 2) subjects? What are your expectations of achievement?</li> <li>› How hard have you been working at your subjects?</li> <li>› Do you know what you need for NCEA Level 1/2/3/UE (as appropriate)?</li> <li>› Have you spoken with your teachers about doing Level 2 (or 3) in the subject?</li> <li>› Are you aware of the pre-requisites for the subjects you have chosen?</li> <li>› Are there any other subjects that you have considered? Have you considered options through STAR, Gateway?</li> <li>› Are you intending to return for Year 13?</li> <li>› What job and training ideas do you currently have for beyond school?</li> <li>› Do you know what the pre-requisites are for these choices beyond school? Do you know what career directions they might offer?</li> <li>› Have you checked your job and training ideas with someone in that area?</li> </ul>
	<p>Are their choices realistic?</p> <p>Should they be doing a full academic programme?</p> <p>Should they consider a multi-level course?</p>