



CAREER
SERVICES
rapuara

Teacher's Guide

career
Planit

intermediate

year
7-9

Career Plan-it Workbook (Intermediate) is the first in a series of career planning workbooks developed by Career Services.

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Star Log

Career planning

for: _____

Rapua te ara tika mou ake Seek the path that is right for you

Career **Plan-It** Workbook (Intermediate) is the first in a series of career planning workbooks developed by Career Services.

Career Plan-It workbooks are designed to help New Zealand students take the first giant step in planning a career.

Career planning is a lifelong process - every time you move from study to employment or change employment direction, you should refer to your map, your career plan.

Career Services' consultants can help you plot your course.

The Career Plan-It workbook series is designed to help young New Zealanders take the first steps in thinking about the world of work.

Career planning is a lifelong process that starts with children building self-awareness, and investigating jobs and ways of working.

Identifying and understanding their own interests and skills will help them choose more suitable subjects and options.

This workbook is designed for use with 11-13 year old New Zealand school students.

career

Planet

Destination: Life

Welcome to Career *Planet*.
This is your survival manual for
Planet LIFE.

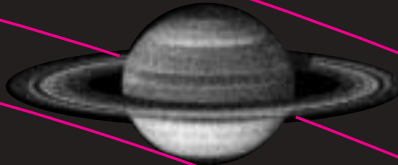
Lift off into orbit to find your:

INFLUENCES



JOBS

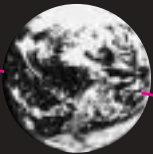
SKILLS



TRAINING



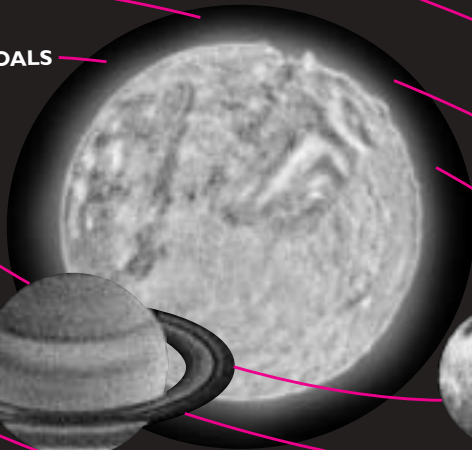
PLANS



CHOICES

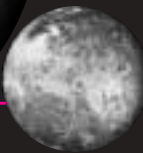
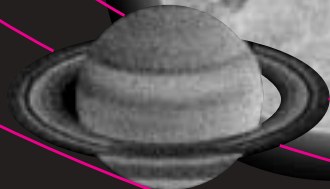
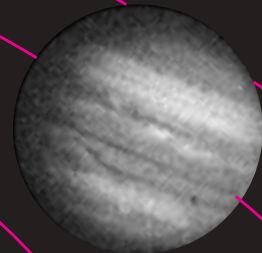
DECISIONS

GOALS



DOLLARS

FUN



Teacher's Guide

Career Plan-It Intermediate has three main sections:

1. Passenger portrait
2. Experience the world of work
3. Next year's choices

1. *Passenger portrait* focuses on students recognising their special qualities. Students work through the exercises on personal qualities, values, interests, managing time, achievements and skills.

2. *World of work* helps students find out more about the breadth of jobs through:

- interviewing people in work
- researching two jobs of their choice
- looking at job families
- studying job vacancies
- keeping an up-to-date jobs list.

3. *Next year's choices* looks more closely at option and subject choices. Year 13 students from local high schools come along to talk about their subject choices and the career choices they are considering.

School visits and/or exercises based on school prospectuses are designed to increase the provision of subject choice information for students.

The skills and job checklists and the worksheets are to be used with all sections. Encourage students constantly to refer to and update these.

Teacher resources

Career Services produces other resources that may be useful when working with students on Career Plan-It Intermediate:

- *KiwiCareers*, an Internet-based job and training information site found at:
<http://www.kiwicareers.govt.nz>.
- *KiwiCareers* is also available on CD-ROM
- *Jobs Galore*, a volume containing brief descriptions of around 700 occupations available in New Zealand
- *Courses Galore*, a quick-reference tertiary course and training guide

Details about these products are available from:

Career Information Resources
Career Services
PO Box 9446
Wellington
ph (04) 801 5177
fax (04) 801 5745
email careers@careers.govt.nz

Passenger portrait is designed to help students understand what is special about themselves.

At the end of the activities in this section, each student should have a clear idea about their own special qualities, what is important to them, their interests, how they fill in their day, their achievements and their skills.

Activity 1

What makes me 'me'

Objective: That students build a picture of their personal qualities.

Before beginning this exercise, check that the vocabulary in worksheet Passenger Portrait 2 is understood - for example words such as *dependable* or *outgoing*.

Student worksheet Passenger Portrait 3 tests students' understanding of each quality by having them write up 10 of their best qualities in sentences.

At the end of the exercise, have a class discussion about personal qualities that you think should be added to the list. Add them if you there is no similar qualities on the worksheet.

Activity 2

What is important to me

Objective: That students develop a clear idea of what is special to them.

This activity, on worksheets Passenger Portrait 4 and Passenger Portrait 5, helps students to understand the concept of values. An explanation of values is given at the beginning of the worksheets and students are asked to respond to the 30 examples. By the end of the exercise, students should have a better understanding of their values (what is important to them in their daily lives).

Discuss with them how their values can change as they get older. What is important to them now may not be so important to them later on, and vice versa. Values influence the sort of work they look for when they leave school or tertiary education.



Activity 3

My lifestyle choices

Objective: For students to understand the relationship between healthy living and a healthy future.

Students are asked to circle the pictures that represent healthy lifestyle choices.



Activity 4

My interests

Objective: To demonstrate the importance of having interests. How important it is will be expanded upon in the job families section of the World of Work.

It is very important that students understand the usefulness of having interests. For example, interests give people a sense of purpose, help people to develop positive leisure habits that offer personal fulfilment, and are increasingly linked to good career choices.

If someone enjoys rock climbing and outdoor pursuits, they could look at training in adventure tourism or a similar career that includes those interests.

Passenger Portrait 7 asks students to list the hobbies and interests they have now and the hobbies they would like to develop.

To ensure they try at least one new interest, the last question asks them to identify action they will take now.



Activity 5

Managing your time

Objective: To help students understand the importance of managing their time wisely.

Managing your time well is a skill. The exercise on Passenger Portrait 9 asks students to draw a pie chart of how they spend their day. The chart is a useful maths exercise for percentages work.

In the *ideal day* exercise, Passenger Portrait 9, students are asked to re-arrange their day to make best use of their time.



Activity 6

Achievements

Objective: To confirm that each student has achieved things they are proud of.

Passenger Portrait 10 affirms for students that they have all been successful.

By working in pairs, students are more inclined to reveal their achievements than if they were recording them on their own. Have students report back on their partner's achievements.



Activity 7

My skills

Objective: That students recognise their own skills and understand that they can continue building them.

Discuss what a skill is.

Ask students to fill in Passenger Portrait 11 and Passenger Portrait 12, making sure they understand the key.

Passenger Portrait 13 is the students' checklist of their skills.

After doing the skills exercise, ask students to start filling in this checklist, numbering the skills as they go.

Students need to update their checklist at the end of every section of Career Plan-It.



By the time students have worked their way through the World of Work they will have increased their knowledge of work opportunities and skills in demand. They will have also researched several jobs of their choosing and studied the local job vacancies to find out more about availability of work and the skills employers are looking for.

Activity 1

Interviews

Objective: To open students' eyes to a wider range of work opportunities.

- Organise your students, either in pairs or small groups, to interview two or three local people at their worksite. Sources of interviews could be a supermarket (delicatessen manager, customer services person, checkout operator), farming business, hairdressing salon, factory making products for export, a food manufacturer, insurance officer or tourism venture, to name a few. The choice will depend on local proximity and availability. The interview worksheets, World of Work 1-3, provide students with suitable questions to ask.
- Before students go out interviewing, discuss these concepts with them first: role, contract work, consultancy, wages and salaries and self-employment.

Activity 2

Reporting back

Objective: To expand students' knowledge of jobs and the skills each job requires.

After the interviews, give students class time to report back on what they discovered. Allow the class to choose three of the most interesting sounding jobs and invite people in those jobs back to the class to be interviewed or to discuss their work.

Activity 3

Jobs Checklist

Objective: For students to keep updating their job knowledge.

The worksheet is titled 'Jobs Checklist' and includes a table with three columns: 'Job title', 'Description', and 'When to check it again'. Below the table, there is a section for 'Additional notes'.

Job title	Description	When to check it again

Additional notes: _____

Activity 4

If I decide to be a

Objective: To find out more detailed job information using research skills.

This activity on World of Work worksheet 5 requires students to think about and research two types of work.

It is a good way to reinforce new information, particularly about the range of jobs available.

Resources your students may find useful include:

- *KiwiCareers*
- Jobs Galore
- People in jobs whom students can ring, fax or write to.

The worksheet is titled 'If I decide to be a' and contains two sections for job research. Each section includes a 'Job title' field, a 'Description' field, and a 'When to check it again' field. Below these fields, there are sections for 'Additional notes'.

Job 1:

Job title: _____
 Description: _____
 When to check it again: _____
 Additional notes: _____

Job 2:

Job title: _____
 Description: _____
 When to check it again: _____
 Additional notes: _____

Activity 5

Job vacancies

Objective: To make students aware of the enormous variety of jobs, and able to track changes in the job market. This activity reinforces the skills, personal qualities, knowledge and training that employers currently want.

A good way of reinforcing career awareness is through the study of job vacancy pages in your local newspaper. Such a study could be ongoing throughout the year or could be a set activity as part of Career Plan-It. It will be useful for learning about jobs that students were previously unaware of.

- World of Work 6 shows two typical job vacancy adverts. Students are asked to highlight specific information the employer (advertiser) is asking for.
- In World of Work 7 and 8, students are asked to choose two job vacancies and fill out the worksheet. With this exercise, students should start to get a feel for commonly sought skills, the type of personal qualities employers are looking for and useful qualifications.
- Have a class discussion to see if there is a pattern to the jobs, skills and qualifications currently in demand. Such a discussion could be weekly, or even daily, during the Career Plan-It study.



Activity 6

I can imagine that job

Objective: To help students understand that there are many aspects to a job.

World of Work 9 asks students to imagine, through creative activity, what one of the two job vacancies they studied might be like. It could be an abstract or real depiction of the job. The exercise is designed to make students look beyond the obvious, at all aspects of a particular job, including the environment, hours, money, status and skills.

You can organise students to work on creative activities - painting, drawing, collage and murals - most appropriate to your teaching situation.



Activity 7

Job families

Objective: That students will understand that many jobs relate to a variety of work areas. They should also start to think about work areas they like and appropriate skills for that work area.

The idea of looking at job families is to make students aware that they choose a career based around their interests. For instance, as the examples in World of Work 10 shows, if a student likes working with animals, there are many jobs to consider in this interest area.

- Go over the working with animals example and the other interest areas on World of Work 11 worksheets, so that students have a good understanding of job interest areas.
- Ask students to pick two work areas - for example the travel industry, computers, science, electronics or food. If you are teaching a theme, you could use that as part of this activity.
- Then, have your students fill out World of Work 12 and 13 job families worksheets with as many relevant jobs as possible. Encourage them to be creative by choosing their own symbol that represents an interest area. Use the example given to guide them in this exercise. The main idea is for students to understand the wide variety of jobs within particular job interest areas.



Activity 1

Making Subject Choices

Objective: To realise the importance of making good subject and option choices from the start.

It is important that students have as much information as possible before choosing options for their first year at secondary school.

There are many ways for students to gather information:

1. If you are part of a Year 7-13 school, arrange to have up to four Year 13 students speak to your class (you might also want to bring in students from different schools). It is also important that they represent a range of subject choices such as design, sciences, business or arts.

For example:

- What subjects are you taking now?
- How suitable were the options you chose for your first year?
- Do you wish you'd taken any different subjects? If yes, why?
- Do you know what you are going to be doing next year?

- 2a. School visits (if practical).

Visiting local secondary schools is another way of finding out information about suitable options for your students faced with making those choices for next year.

Arrange school visits in small groups. This could be a whole-of-school approach, or through subject teachers.

OR

- 2b. Prospectus review.

Look through a prospectus from each of your local schools. Students should then work on Next Years' Choices worksheet 2. Ask them to follow the progress of three options through the school.

3. Encourage students to ask questions at open nights or enrolment evenings for local secondary schools.
4. Encourage students to investigate subjects they don't know much about and where those subjects lead to in job/career ideas. Some Year 9 subject choice booklets cover this quite well.

The worksheet is titled "Making subject choices" and includes a small graphic of a hand holding a pencil. It contains several sections for students to fill in:

- Section 1:** "Describe a subject you are taking in Year 13 (include relevant details)." with a table for recording details.
- Section 2:** "Describe a subject you are taking in Year 12 (include relevant details)." with a table for recording details.
- Section 3:** "Describe a subject you are taking in Year 11 (include relevant details)." with a table for recording details.
- Section 4:** "Describe a subject you are taking in Year 10 (include relevant details)." with a table for recording details.
- Section 5:** "Describe a subject you are taking in Year 9 (include relevant details)." with a table for recording details.
- Section 6:** "Describe a subject you are taking in Year 8 (include relevant details)." with a table for recording details.
- Section 7:** "Describe a subject you are taking in Year 7 (include relevant details)." with a table for recording details.

Notes



Launch Your Career

with expert advice and information.

By working through this book you have made a great start along your career path. For further professional help and advice contact a career consultant at your nearest Career Services' CareerCentre. Freephone 0800 109 901 or:

Whangarei

Phone: (09) 438 8875

North Shore City

Phone: (09) 489 2299

Manukau City

Phone: (09) 262 4250

Hamilton

Phone: (07) 839 4181

Rotorua

Phone: (07) 349 0680

Tauranga

Phone: (07) 349 0680

Napier

Phone: (06) 835 8569

Gisborne

Phone: (06) 863 3590

Palmerston North

Phone: (06) 350 1130

New Plymouth

Phone: (06) 757 3750

Wellington

Phone: (04) 801 5429

Nelson

Phone: (03) 548 1630

Greymouth

Phone: (03) 768 0068

Christchurch

Phone: (03) 377 0530

Dunedin

Phone: (03) 477 5395

Invercargill

Phone: (03) 214 0252

CareerCentres

KiwiCareers

Unsure about which career to choose?

Visit the Career Services' KiwiCareers website.

It has over 650 general job outlines, including information about education and entry requirements, a salary range and interviews with New Zealanders doing the job.

Try KiwiCareers Pathfinder – a free online guidance programme that gives you career ideas and advice that will help you plan your future.

CareerPoint

CareerPoint is Career Services' freephone service and provides free information and advice about career and training options.

Freephone: **0800 222 733**

Monday to Friday: 9am– 9pm

Saturday: 10am - 2pm

Fax: (04) 801 2731

Email: careerpoint@careers.govt.nz



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