



# CAREER STORIES FIRST CHOICES



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# Introduction

Career Stories is a resource to help young people understand more about how people make career decisions and what career management is.

It presents the personal stories of 18 young New Zealanders, aged between 17 and 29, in a series of short video clips. The stories represent a range of different career journeys and choices. Each story has something to offer. None necessarily represents the best or only choice the person might have made.

This guide is designed to help you use Career Stories with young people in career education and guidance contexts.

## ➔ Who is this guide for?

- Career practitioners in schools and tertiary institutions.
- Secondary school teachers.
- Career practitioners, youth advisers, and others running group or one-to-one sessions with a focus on career development.

## ➔ What's in this guide?

- Information about the Career Stories resource.
- An overview of the personal stories included in the Career Stories resource and how they are presented.
- Ideas for using the Career Stories resource in class, group or one-to-one career sessions.

# ABOUT CAREER STORIES

# Developing CAREER STORIES

The vision for Career Stories is to help young people understand more about how people make career decisions and what career management is.

## ⇒ Why has it been developed?

Career stories has been developed to:

- engage young people (ages 15–25)
- show, through personal stories, the diversity of learning styles and types of career journeys that young people choose and why they make the choices they do
- encourage skills such as decision making and self-reflection that assist people to make choices about their careers.

## ⇒ How is it different?

Career Stories is different to many existing career resources.

- It focuses on the career journeys that young people have made so far, not on the destinations they have chosen.
- It helps young people figure out how to make decisions that affect their career, not how to find a job.
- It uses a video story-telling approach.
- It is about learning from other people's experiences.
- It is about finding out more about the life experiences, learning opportunities, and different work styles out there that shape people's lives, not just their careers.
- It is about getting young people to reflect on their own lives, goals, and situations and help them make decisions that are broader than just the type of course or job they should do.

## ➔ Why does it use story-telling?

Story-telling is a universal technique that people use to understand their world and themselves. It is an important part of learning in Māori culture, and it helps people from all backgrounds appreciate other world views.

**'Stories have the power to change our thinking, to impact our emotions, and to move us to action.'** Amundson, 2003

Stories are at the core of communication and entertainment. The media use real stories to report and discuss issues. They know that real stories get the public's attention. Social networking sites and blogs engage young people because they can tell their stories progressively and follow each other's stories.

Stories also have an established place in teaching and learning. Teachers use techniques like role-play, case studies, and simulations at all levels of education.

**'Stories enable us to engage with new knowledge, broader perspectives, and expanded possibilities because we encounter them in familiar territory of human experience.'** Marsha Rossiter, 2002

In recent years, career practitioners have employed narrative strategies in career counselling. By telling their own situations as stories, people are better equipped to understand their own positions and take action.

**'The journey experienced by the storyteller is often more rich than the story they tell.'** Mc Mahon, 2003

Career Stories takes this approach a step further. By engaging with the career stories of others, young people are able to reflect on how people manage their careers, including how they made decisions and coped with the consequences of those decisions. They can apply some of this learning to themselves and become better equipped to manage their own careers.

This approach requires learners to see connections among diverse stories and ideas, and to synthesise these and apply the consequent understandings to themselves.

It builds on the ideas of the learning theorist George Siemens who has written about an alternative learning theory for a digitally-based society called connectivism.

The key principles of connectivism that are reflected in this approach are as follows.

- Learning and knowledge rests in a diversity of opinions.
- Learning is a process of connecting information sources.
- The ability to see connections between fields, ideas, and concepts is a core skill.
- Decision-making is a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision.

**'The ability to synthesize and recognize connections and patterns is a valuable skill.'**

George Siemens, 2004, accessed April 2009  
[www.elearnspace.org/Articles/connectivism.htm](http://www.elearnspace.org/Articles/connectivism.htm)



# What is in CAREER STORIES

Career Stories presents the personal stories of 18 young New Zealanders, aged between 17 and 29, in a series of short video clips.

The stories represent a range of different career journeys and choices. Each story has something to offer. None necessarily represents the best or only choice the person might have made. This is one of the key factors in keeping Career Stories relevant, engaging, and above all else, helpful.

The video clips are arranged in the resource so that users can see how different young people handled similar situations (topics), and view the complete stories of individuals who particularly interest them (profiles).

## ➔ Topics

To help users find personal stories that resonate with them and the ways they are feeling, Career Stories has grouped video clips dealing with similar questions and experiences together in six topics. The topics form the main navigation structure for the resource.

Users have the ability to view any or all of the clips in a topic. They can move straight from a topic to profiles of the people included in it and to suggested clips in other topics. They can also view a page of further information that is designed to encourage them to reflect on what they have heard and take a next step.

The six topics are described here. There is information on each clip in each topic on pages 34–39.

## **Making choices at school**

Some people know what they want to do after school, but are not sure how to go about it. Others take time to discover what's right for them. For everyone, the challenge is unique and there's no such thing as one right answer. These videos show decisions other people made about what they would do.

## **Trying things out**

Trying new things can help you work out which direction you want to go. It can show you things about yourself you didn't know, and help you see how you can get to where you want to be. These videos show some of the things other people tried, and how they learnt from their experiences.

## **Learning new skills**

Whatever you do in life you will always be learning. There are a lot of ways to learn that you can choose from now and it's important to discover which ways work best for you. These videos show some of the different ways that other people gained the skills and knowledge they needed.

## **When things go wrong**

Some of the choices you make may not turn out as planned. No matter how carefully you make your choices there are some things you can't know for sure. The important thing is that you gave it a go and worked out how to move on. These videos show how other people moved on when things went wrong.

## **Being your own boss**

A satisfying career isn't just about the job you do. It's also about where and how you get to do that job. Self-employment is an option for some people. It can mean employing others or working on your own as a freelancer or contractor. These videos show how other people became their own boss.

## Looking further ahead

People change and grow and careers do too. To keep your career satisfying it pays to think ahead. Picture how you'd like your life and work to be in a few years time and think about what you can do now to make that happen. These videos show other people's ideas of where they are going and how they can get there.

## ➔ Profiles

It's natural for users to want to find out more about the career journeys of the individuals who particularly interest them. Career Stories gives users the ability to move easily from a clip they are watching in a topic to the complete story of the person.

Each individual's profile shows:

- all the video clips that make up the person's story – many of these clips are used in the topics while some are unique to the profile
- a short biography of the person
- a timeline of their career journey so far
- links to related job information on the Career Services website.

There is information on each profile on pages 40–44.

## ➔ Further information

Each of the topics includes an option for getting further information. This option appears prominently on the screen and links to one page of text that recaps the key ideas in the topic and provides links directly to relevant information, advice and tools on the Career Services website.

To make the best use of this material you need to make sure that users can access the internet from the computers they are using the resource on.

# Using CAREER STORIES with young people

While Career Stories will be used and understood by young people independently of any guidance or instruction, it is also a valuable teaching and learning resource.

In the next section of this guide, you'll find a selection of topic-based session outlines and some general activities that you could use in one-to-one, small group, or class settings. You can adapt any of these ideas as you wish to fit your teaching approach and situation.

## ⇒ Building on the videos

We recommend a teaching approach that builds on the filmed career stories, using them as a starting point for teaching.

- Learners listen to filmed stories.
- Learners relate stories of people from their personal experience.
- Learners reflect on and extract meaning from these stories.
- Learners tell their own stories, past and future.
- Learners better understand themselves and how they can manage their careers.

## ➔ Class and group sessions

The session outlines included in this guide (pages 16–27) provide examples of ways you could develop further understanding of some of the topics and key concepts included in the Career Stories resource. There are many other career concepts that could be explored using the topics and profiles in the resource.

The session outlines are structured around a process of viewing, group discussion, activity (which may involve viewing further clips), and self-reflection. For school contexts, the specific learning outcomes for each session can be mapped to the suggested learning outcomes in the guidelines for career education and guidance in New Zealand schools and the key competencies of the New Zealand curriculum.

Remember that users need to be able to hear the stories that they are viewing. This can be achieved in two ways.

- All participants have a computer and headphones. They all navigate independently to the clips to be watched.
- All participants watch through a data projector. You will need a computer and good speakers as well as a data projector.

Most of the sessions suggested in this guide can be run either way, but some suggest follow-up activities where participants make their own selection of clips to view.

When planning a session using these outlines:

- read the outline
- choose which video clips you want participants to watch
- decide what equipment you'll need for the session
- make any notes you need to help you lead discussions
- adjust the session to fit within your allocated teaching time.

## ➔ One-to-one sessions

Career Stories may be useful when helping individuals who are facing specific situations or problems. Showing an individual the story of someone else who has dealt with a similar issue may help them better address their own challenges.

To use the resource well you should:

- consider which stories offer what possibilities for the individual based on their concerns and questions
- while acknowledging that no two situations are the same, see if the individual is interested in viewing some personal stories
- if the individual is interested, provide access to the resource and direct them to the parts you would suggest they view but encourage them to browse more widely if they wish
- afterwards discuss the stories with the individual and get them to relate them to their own situation.

The following situations are just a few that you might encounter when helping individuals. They are matched with profiles in Career Stories that might be helpful to show and talk about with your student or client.

To find out more about each person's story see the list of profiles on pages 40–44.

<b>Situation</b>	<b>Profile</b>	
Family views influencing choice of university.	Grace	Grace's parents, especially her mother, wanted her to go to university. Grace wasn't so sure she wanted to but she went.
	Steve	Steve's older sisters had gone to university and his friends were going too. So he didn't consider the alternatives.
Peers' views and actions influencing choice.	Karen	Karen was successful at school and was about to go with her friends to Otago university. Suddenly she pulled back.
	Sean	Sean didn't have much of a plan for school or beyond. His friends were out working and that seemed like more fun to him then.
Having doubts about a career decision.	Will	Will was all set to go to Australia to study naval architecture. Some last minute reflection made him question that decision.
	Nina	Nina was advised that architecture could be a good choice for her but her experiences at university challenged her to rethink.
Feeling divided between a number of choices or possibilities.	Jo	Jo wanted to go to university but wasn't sure what she wanted to study. Her parents wanted her to work and save up first.
	Nicola	Nicola always wanted to be a policy analyst and always loved training horses. She tried both and then had to choose between them.
No strong idea about what direction to go in.	Mike	Rather than launch into something he would regret, Mike decided to travel and try things. His parents understood he was searching.
	Kaycee	Kaycee was 'over school'. Her whānau helped her to get a job that meant she could continue to learn.
Could be motivated by practical learning pathways.	Sam	Sam planned to take a gap year to help him make a decision about his future but a Gateway course changed his mind.
	Mike	Mike tried university but it didn't work for him. He found practical hands-on opportunities keep him motivated.

Situation	Profile	
Not willing to spend time and money on a choice they are not sure about.	Mikey	Mikey chose to continue adding to his skills by learning on the job in an industry he knew from working while at school.
Chosen career pathway is seen by most people as challenging.	Logan	School was too slow for Logan. His ambition to leave school to run his own business was challenged by many outside his family.
Not so sure about what they will do now that they've finished studying and started working.	Nina	Although Nina finally finished her architecture degree she doesn't see that as the path or the only path she will go down.
Worried that they've made a mistake and that time to make a change is running out.	Sean	Sean has some regrets that he has no formal qualifications. He would prefer to gain qualifications as he learns in his job.
	Josh	Josh had spent a few years uncertain of his direction. He was worried he might end up 'a nobody' and resolved to change things.
Considering whether to try to turn a hobby into a career.	Nicola	Nicola always wanted to do this sometime in her life. She did it earlier than she thought. Now she balances it with other work.
Wants to find a way to fulfil creative flair.	Rebecca	Rebecca realised her creative qualities could transfer to a variety of situations and learnt which ones suited her best.
Wants to ensure financial success.	Josh	Josh built his own business because he could see he would earn more money and be able to look after this health that way.
	Steve	Steve wants to be in a position that means he can earn more while he can. He is willing to retrain to achieve that.





LEARNING ACTIVITIES

# Making choices at school

THERE ARE MANY PATHWAYS TO A CAREER

## ⇒ Learning outcomes

By the end of this session students will understand:

- the breadth of options available on leaving school
- the importance of thoughtful decision making
- there is no one right answer.

## ⇒ Video clips

Play clips of Will and Kaycee in this topic to the participants.

## ⇒ Discussion points

Compare the two stories and discuss how each person made their decisions and choices when they were leaving school.

- What helped these two people make their decisions?
- What made it harder for them to make their decisions?
- Is there anything you think they should've done that they didn't do?

## ⇒ Activities

Get participants to think of or write down answers to the following questions. This can be done in groups or individually. Then ask them to share their answers.

### **University, polytech or another tertiary provider**

- What skills, interests and goals might make you choose this option?
- How do you decide whether to do this right away, or after a few years?
- How do you know which courses to take?
- Do you need to know what happens at the end of your qualification? If so, how can you find out?

## Earn as you learn

- What skills, interests and goals might make you choose this option?
- How do you decide whether to do this right away, or after a few years?
- What ways are there to learn as you earn?
- How would you decide which way is right for you?
- How would you get information and advice?

## Possible pathways

Display the chart of typical post-school options in the further information section for this topic and talk through the options presented.

Get each participant to write down two possible career pathways they might consider taking when they finish school. These pathways should cover a five-year time frame and may include a mix of options. They should explain why they have chosen these pathways and what they hope to get out of them.

## ➔ Wrap-up

Wrap up the session by talking through the following key messages.

- The decision you make about what to do once you finish school doesn't have to be for life. It's a beginning. But it is important to make it a good beginning.
- When you weigh up all the options that are available, don't just think about what that option will mean to you now; think about the step beyond that too, for example, finding a job once you graduate.
- Talk things through with people you trust. It's okay if their ideas don't match yours but listen carefully to what they say. Sometimes they may see things about you and the world that you haven't seen.

# Learning new skills

THERE ARE DIFFERENT WAYS TO LEARN

## ⇒ Learning outcomes

By the end of this session students will understand:

- there is a variety of ways to acquire skills and knowledge
- the importance of being aware of how and why you prefer to learn
- the relationship between learning, work, and motivation.

## ⇒ Video clips

Play the clips in this topic to the participants in the following sets:

- Karen and Sean (or Karen and Mike)
- Grace and Paul
- Mano and Josh.

## ⇒ Discussion points

Run a group discussion based around the following questions.

- In terms of learning, what do the people in the clips have in common – and in what ways are they different?
- How have their personalities and wider lives shaped the way they learn?

## ⇒ Activities

Work in groups, pairs, or as individuals to complete these activities.

### **Learning experiences discussion**

Hand out three rubber bands to each participant. Get participants to create a triangle with each rubber band forming one side and anchor the points with their fingers. Explain that the rubber bands represent learning, their personal lives and their work lives.

Use this activity to demonstrate how a shift at one point of the triangle will shake up the others and change the whole shape of your life. Lead a discussion on this based around the following questions.

- Have you ever learnt something in one part of your life that has affected other areas too?
- Do you know someone who has changed the whole shape of their life because of something that related mainly to one side of the triangle? Prompt participants for stories about people who may have been in situations such as:
  - failed or unmotivated at school but got into learning later
  - successful at school and tertiary but took some time to find their way into the right occupation
  - learnt in ways other than formal study?

### **‘Where do I fit in?’ discussion**

Get the participants to discuss how they themselves feel about learning. Use the following ideas to encourage conversation.

- Why do you learn? What does it take to get you engaged?
- Do you learn best alone – or when you study or work with others?
- Do you like to apply what you are learning right away – or do you enjoy getting into the theory?
- How do you know? And if you don’t know, how will you find out?
- How will this affect your working life – and your personal life?
- Are you similar to any of the people in the videos?

## **Wrap-up**

Wrap up the session by talking through the following key messages.

- ‘Learning’ is a broad concept – it’s not just about acquiring theory, knowledge, and skills needed for qualifications and jobs – it’s also about developing your personal characteristics and finding your place in the world – so it never stops.
- Everyone (eventually) discovers how and why they prefer to learn – for some this will be a matter of trial and error and maturity.
- Knowing how and why you learn is a major factor in discovering how to manage yourself and take advantage of opportunities.

# Trying things out

SOME CHOICES INVOLVE SOME RISK

## ⇒ Learning outcomes

By the end of this session students will understand:

- they can clarify possible career directions by taking opportunities that might not seem ideal
- some career decisions involve managing uncertainty and risk
- trying new directions helps us discover who we are and where we want to go.

## ⇒ Video clips

Play the profile of Josh to the participants.

## ⇒ Discussion points

Check everyone has a clear understanding of Josh's story so far.

Discuss the benefits and risks in Josh's decisions.

- What are some of the **benefits** Josh may have thought about when making his decision?
- What **risks** was Josh was taking?

Let the participants know they will be applying the same questions to another situation shortly.

## ⇒ Activities

### **Video role-play**

The participants work in pairs. Get each pair to choose and view one of the clips in the topic. As they're watching they should think about the benefits and risks of the decisions the person in the clip has made.

For the role-play, get one of the pair to pretend they are the person they have just seen in the clip. Ask them to:

- describe the decision they are making and how they might be feeling about it
- talk through how they would weigh up the probable benefits against the risks.

Get their partner to assume the role of a friend helping them make the decision and ask questions like:

- Why do you think that would be best?
- What are the risks of doing or not doing that?
- What are some of the benefits to you of doing that?
- What will you do if that doesn't work out?

### **Risks and benefits discussion**

Get the participants to choose an opportunity or situation they will have to make a decision about soon. In pairs or groups, get them to go over the possible risks and benefits of the decision.

## ⇒ Wrap-up

Wrap up the session by talking through the key messages in the learning outcomes above.

# When things go wrong

## GETTING BACK ON TRACK

### ⇒ Learning outcomes

By the end of this session students will understand:

- career plans change for many reasons – economic, social, emotional, financial, and motivational
- it's OK to change your mind if things are not going right
- it's not the mistake that matters but how you handle your next steps
- experiencing and recovering from mistakes can assist in forming long-term directions.

### ⇒ Video clips

Play clips of Rebecca and Nina to the participants.

### ⇒ Discussion points

Run a group discussion based on comparing and contrasting the experiences of Rebecca and Nina. The following questions could be used to encourage and start conversation.

#### Rebecca

- What was her motivation for going to London?
- What was her main reason for not staying on?
- What enabled her to decide what to do next?

#### Nina

- Why did Nina give up architecture?
- Why did she go back to finish the degree?
- Is there anything she could have done differently?

#### Both

Did Rebecca or Nina have a back-up plan?



## ⇒ Activities

Work in groups, pairs, or as individuals to complete the following activities.

### **Planning ahead discussion**

Get participants to talk about people they know who have changed their career or study plans. Use the following questions to encourage conversation.

- What were the causes? Try to think of a range of reasons – health, money, family situations, closure of a company or course, motivation, relationships and so on.
- How did they handle the decision to stop/change what they were doing? How did they decide what to do instead?

## ⇒ Wrap-up

Wrap up the session by talking through the following key messages.

- The people in these clips say you get something out of everything you do – no experience is a total waste.
- It's important to have thought about what might happen if things don't work out and what you might do instead – a Plan B.
- If you think carefully about why you choose a particular career direction, Plan B might be obvious – it might be one of the options you decided not to follow.

# Being your own boss

## LOOKING AT HOW OTHERS DID IT

### ➔ Learning outcomes

By the end of this session students will understand:

- there are opportunities for young people to be their own boss
- all sorts of people set up their own small businesses for all sorts of reasons
- starting a small business may only take a small investment of money
- it always requires guts and hard work.

### ➔ Video clips

Play clips of:

- Josh and Piri-Hira
- Logan and Nicola.

### ➔ Discussion points

Use the following questions to run a discussion about being your own boss.

#### **Josh and Piri-Hira**

- What sorts of things did Josh and Piri-Hira have to do to get their businesses going?
- What qualities does Josh have that have made his business successful? Does Piri-Hira have those same qualities – or others?
- What kinds of people do you think would be good at being their own boss? Why?

#### **Logan and Nicola**

- What are the main similarities and differences about their stories?
- What are the main similarities and differences between these stories, and those of Josh and Piri-Hira?

## ➔ Activities

The following activities can be done in groups or individually.

### **Getting started brainstorm**

Get participants to think about someone they know who has started their own business (they can use one of the video examples if they don't know anyone personally).

Get them to brainstorm the things that person did to get their business started.

### **Could you be your own boss discussion**

Get participants to talk about some of the things they would and would not like about being their own boss.

Get them to brainstorm some of the ways they could handle the things they wouldn't like or wouldn't be good at?

## ➔ Wrap-up

Wrap up the session by talking through the key messages in the learning outcomes above.

# Looking further ahead

THINGS WILL CHANGE

## ⇒ Learning outcomes

By the end of this session students will understand:

- decisions made straight from school are only the first of many career decisions over your life
- managing a career includes knowing how to look for opportunities to grow your career
- there's a strong possibility they will make big career changes in their lifetime.

## ⇒ Video clips

Play clips of Steve and Rebecca.

## ⇒ Discussion points

Use the following questions to run a discussion about the changes that Steve and Rebecca have made, or plan to make in the future.

- Why did each decide they needed to change what they were doing?
- How did they choose what they should do instead?
- How do their choices fit in with how they want to live their life?
- Do you think they could get what they want any other way?

## ➔ Activities

The following activities can be done in groups or individually.

### **Back to the future**

Get participants to think about how they think Steve and Rebecca's stories will work out. Get them to think about how Steve and Rebecca may change and mature as individuals as well as how their jobs and careers may change. Get them to tell their stories as they think Steve and Rebecca might tell them 10 years from now.

### **Picturing your career**

Ask participants to think about an image that summarises how they see their own career. Use the following ideas to get people thinking.

- It could be a ladder – something to move up
- It could be a bunch of flowers – a mix of complementary, interesting, and different shapes and colours.

Once they've thought about it, get them to sketch their image and note down some of the reasons they chose it.

## ➔ Wrap-up

As a group, brainstorm some of the skills and understandings that are necessary to keep developing your career.

# General activities

These general activities are not specific to any topic or clip. You could use them wherever they are appropriate.

The activities can be used in group and class sessions, or with individuals.

## ⇒ Interview and role-play activities

For each of the following activities get participants to view some, or all of the clips in a topic of your choosing.

### **Future selves**

Get the participants to pretend that in several years' time (anything from two to ten depending on your participants) they are being interviewed for a resource like Career Stories. Get them to tell their story, ensuring they:

- explain what sorts of decisions, experiences, factors, and influencers they would identify as important
- tell the truth until the present, and make up their story for their future years.

### **Time capsules**

Make recordings of each participant telling their future story as above. Store the recordings for a year (or more if possible). Replay them to the group (or individually if sensitive) and discuss. Students could store their interview along with their personal career plan. The recordings could build a library of local stories as a school resource for later students.

***Note:** You'll need to get signed permissions from students, and possibly their parents, in order to record, store and replay students' stories to others.*

### **Role-play someone else**

Get the participants to choose someone they know (for example, an older family member or friend) and be interviewed as that person by another. They must answer questions about their career journey as accurately as they can, telling the story of the person they have chosen to be.

This activity distances the individual from the story-telling experience but should raise relevant issues.

### **Family history**

Get participants to ask their family/whānau about their career journeys. Get them to share their stories back with you or the group along with:

- anything they learnt about career management
- anything they found out that might influence their career decisions.

## **Thinking and analysing activities**

### **Who's missing**

Ask the participants to view all the clips in a topic and ask them the following questions.

- What stories would you like to have seen or heard that weren't there? (For example, someone who had to face a particular challenge, or was from a particular cultural background.)
- What would you have liked to have learned from them?
- Do you know of people in this sort of situation? Tell their story (and/or go and interview them).

For any of the following activities get the participants to watch a profile of your choosing.

### **Influences**

What influence did each of the following factors have on this person's choices and decisions? Which factors may have limited their opportunities?

- gender
- parents/whānau/wider family
- teachers
- friends/peers
- where they lived
- socio-economic situation, including wealth
- their personal experience of life and work
- any other factors?

### **Questions**

What other questions would you like to ask this person?

### **Advice**

If you had to extract just one piece of advice from this person's story, what would it be?

### **The future**

Imagine you are interviewing this person 5–10 years in the future. What would you expect to hear? What questions would you ask them?

### **Job search**

What alternative career paths can you suggest for this person based on their transferable skills and interests?

The participants can research their suggestions by looking up any job/s, mentioned by this person on the Career Services website. They could also use some of the interactive tools on the website, entering any skills and interests mentioned by the person or inferred from their analysis.



## ➔ Planning activities

For the following activities get participants to watch a selection of profiles of your choosing.

### Having a Plan A

Get the participants to think about the different profiles they've seen and ask the following questions.

- Who did and did not have a Plan A?
- For those who **did** have a Plan A, how did they figure it out? What kinds of things did they learn through the process?
- For those who **didn't** have a Plan A, what prevented them? Did it matter that they didn't have a Plan A?
- Do you have a Plan A? What is it?

### Having a Plan B

Get the participants to think about the different profiles they've seen and ask the following questions.

- Which of the people you viewed had a Plan B? What was it?
- How did they come to that conclusion? What factors lie behind their plan?
- If it all went pear shaped – what could each person's Plan C be?
- In what ways were the people in the profiles similar or different to you?
- What is your Plan B?

## ➔ Personal reflection activities

### Not knowing

Get each participant to explain or write down answers to the following:

- On a scale of 1 to 10 how much pressure do you feel at the moment to 'know' or 'decide' what you are going to do next? (10 is greatest pressure). This could also be done as a group activity with students physically positioning themselves on a 'walking scale' that has end points representing 1 and 10 at different places in the room.
- Where does this pressure come from (for example, self, parents, teachers, peers, family)?
- What do you think their reasons are? Why is it important to them that you know or decide?
- What could you do about it?

### Development tasks facing adolescents

Read out the following list of developmental tasks that some experts say adolescents face in our culture. Tasks include:

- achieving new and more mature relations with others, both boys and girls, in their age group
- achieving a masculine or feminine social role
- accepting one's physique
- achieving emotional independence from parents and other adults
- preparing for marriage and family life
- preparing for an economic career
- acquiring a set of values and an ethical system as a guide to behaviour – developing an ideology
- desiring and achieving socially responsible behaviour.

Ask participants to think about, share, and discuss the answers to the following questions.

- How do you think you are going on this journey? Where are you at the moment?
- What has this got to do with careers?



# OTHER INFORMATION

# List of topics

## MAKING CHOICES AT SCHOOL

Clip	Caption	Summary	Length
1	Sam on trying industry training while at school	Some of his mates recommended a Gateway course to him. The experience has changed his mind about taking time out when he finishes school.	1m42s
2	Sean on not doing so well at school	Wasn't doing great at school and his friends had left, so he took a full-time job he was offered. He now feels he'd rather have school qualifications but he's done OK without.	1m59s
3	Jo on working to save for university	Liked a lot of things at school and found it hard to pick one direction. Her parents were worried about the cost of university so she decided to work and save first.	1m38s
4	Kaycee on talking over options with her family	Was doing OK at school but had lost interest. Her whānau helped her find a job where she could continue to learn and gain qualifications.	1m06s
5	Will on making his own decision	Chose a course but had a last minute change of mind. He had to decide whether he was 'letting myself off the hook or not being true to myself?'	1m24s
6	Nicola on always knowing what she wanted	Experiences at home growing up gave her a strong sense of what job she wanted to do. She now feels she didn't research the different ways of getting there well enough.	1m05s

## TRYING THINGS OUT

Clip	Caption	Summary	Length
1	Jo on rethinking what to study	Her experiences of work led her to revise her view of herself. This led her to try things she'd never imagined she would and she discovered she enjoyed them.	1m54s
2	Josh on thinking through opportunities	Was working towards joining the fire service when his uncle found him an apprenticeship opportunity. His family helped him weigh up the choice.	0m57s
3	Karen on taking a break from studying	Deciding to take a break was tough. She had to move from home to find a job, and start at the bottom, but she looked out for opportunities to gain new skills.	1m36s
4	Mano on taking the chance to work	Wasn't doing anything much after school. Got work on a farm through her partner and learnt from scratch. She now enjoys seeing her child growing up a 'farmer boy'.	1m08s
5	Mike on looking for a job that keeps him interested	Didn't want to make a 'random choice' so went travelling overseas. This helped him find out who he was and what would keep him interested every day.	2m12s
6	Mikey on knowing what he enjoys	Finished school but decided against study or training and chose to continue working in hospitality. This fits well with his philosophy of living life to the fullest when young.	1m07s

## LEARNING NEW SKILLS

Clip	Caption	Summary	Length
1	Mike on doing an apprenticeship	Tried university but prefers hands on learning. An apprenticeship combines theory and practice. This keeps him motivated.	0m41s
2	Grace on discovering her strengths	Her manager helps her to recognise her strengths and to think about and work towards where she would like to go next.	1m23s
3	Sean on learning on the job	Learning on the job suits him well but he would always look for training that leads to formal qualifications.	1m23s
4	Logan on doing his own learning	Likes to work things out for himself and get what he can from 'experts'. He is bored when learning is too slow.	1m44s
5	Josh on making sure his choice worked out	His apprenticeship was hard at first but he enjoyed it once he got better at it and he was determined to succeed.	0m46s
6	Karen on going to university later	Started a degree part-time while she was working. When this became too hard she went full-time. This meant big lifestyle changes.	1m05s
7	Paul on different ways of learning	Work taught him about responsibility and helped him to realise things about himself he didn't know.	1m24s
8	Mano on practising as she learnt	There was a lot she needed to learn about farming. An industry training course gave her the theory which put everything into perspective.	0m47s

## WHEN THINGS GO WRONG

Clip	Caption	Summary	Length
1	Grace on not making it through university	Grace's family wanted her to go to university. So she did, despite not really wanting to. It didn't work out and her family accept this now.	2m32s
2	Rebecca on the end of a dream	Dashed off to England to play in a band. It was a dream she had to chase. It didn't work out but she found out what was important to her.	2m35s
3	Nina on finding it's not what she thought	Study wasn't working out and she had to rethink her ideas for the future. Going back and completing her degree after a break was an important thing for her.	1m46s
4	Steve on studying with no clear pathway	Went to university but never thought about what would come afterwards. He spent a long time trying to find a job he wanted. It was hard on him but he didn't give up.	2m03s

## BEING YOUR OWN BOSS

Clip	Caption	Summary	Length
1	Josh on making it his business	He could see he had the ability to run his own business. And, he wanted to earn more and reduce the amount of actual physical work he did himself.	2m54s
2	Nicola on having two loves	When her first policy job ended she decided to go home and set up a horse business. This did well but part of her still wanted to be a policy adviser.	2m32s
3	Logan on going hard out for his goals	Knew from an early age he wanted to set up his own business. He wanted money and challenge. It was a big learning curve but it's a success and he's made no big mistakes.	2m30s
4	Piri-Hira on planning to return home	Enjoyed her work in a printing company but missed her family. So they encouraged her to come home and start her own business.	1m01s



## LOOKING FURTHER AHEAD

Clip	Caption	Summary	Length
1	Mano on family and future	She and her partner want to provide security for their child. They are planning ways they might do that.	1m10s
2	Sam on what lies ahead	His short-term goal is to get an apprenticeship when he finishes school. His long-term goal is to do missionary work around the world.	0m29s
3	Nicola on balancing both her interests	Now balances policy advice work and horses. She'd like to have the option of shifting the balance between the two in the future.	0m36s
4	Steve on earning more when you can	Good at what he does but there's not enough money in it. He's interested in doing an apprenticeship and passing on some practical skills to his kids.	1m43s
5	Rebecca on doing more of what she loves	Wants a job where she actually plays music more. There's not the same joy in just working with music. So she decides to try teaching.	1m10s
6	Paul on building his knowledge base	Is broadening his knowledge by trying other roles and work environments, including doing an arts degree.	1m20s

# List of profiles

In order of appearance in the Profiles section of Career Stories.

<b>Name</b>	<b>Age Ethnicity Field</b>	<b>Summary</b>
Sam	17 Māori Electrical	Sam is in his final year at college and is having a taste of real work in a trade. This has changed his ideas about what he would do after school. He now plans to go on to an apprenticeship. He can see how a trade qualification will help him with other things in his life that he wants to do.
Jo	24 Marketing and communications	Jo worked in retail after finishing school to save money to go to university. This experience made her think hard about the person she was and who she wanted to become. Now she has a marketing qualification and is working in a job that suits her skills and interests.
Steve	26 Māori, Samoan Social services	Steve worked hard at college and went on to study psychology. After finishing his degree he struggled to find work in his chosen field. Now Steve is a probation officer back in his home town, but he sees himself making a big change of direction in the near future.
Grace	23 Samoan Banking	Grace took a while to find something she felt good doing. She went to university but didn't make it through. So she went to Tonga to teach music for a year. Now she is enjoying her job in a bank and can see opportunities ahead.

Name	Age Ethnicity Field	Summary
Josh	26 Tiling business	Josh spent his school years thinking mostly about sport. When he left school he tried building and a sport and recreation course. Neither suited him and he was close to joining the Fire Service when his uncle offered him a tiling apprenticeship. Now he runs his own business.
Rebecca	24 Music	Rebecca studied rock music at university and then pursued her dream of being in a rock band. The life didn't suit her. Now, after working in various jobs in the music field, Rebecca's realised she is happier in a job where she can actually play music.
Karen	29 Human resources	Karen took a break from study when she finished school. She had to move away from home to get a job, and start at the bottom, but she was confident that there would be opportunities to show what she could do. And there were; she now has a degree and a job in human resources.
Mikey	21 Hospitality	Mikey started working in hospitality part-time while he was at school. He decided to continue in this area rather than go on to university after school. It fits well with his aim to live life to the fullest while he's young. Now he's a team leader and has ideas about opening his own cafe.

Name	Age Ethnicity Field	Summary
Mano	23 Māori Sharemilking	Mano did a bit of this and that after she left school until she and her partner moved to a farm to work. She had to develop her knowledge and skills pretty quickly and found an industry training course the perfect way to do that. Now she and her partner are sharemilking and bringing up their child.
Mike	27 Mechanical engineering	Mike wasn't sure what he wanted to do. So he travelled overseas and tried several things before starting an apprenticeship in mechanical engineering. This time was important, he says, for finding out who he was and what he enjoyed doing. It also helped him to see how he learns best.
Nina	26 Printing and packaging	Nina knew she wanted a degree and decided that architecture offered her the best future. But the course wasn't what she expected. She realised she had to rethink her ideas for the future, so she left study for a while to work and think. When she felt ready she went back to complete the degree and moved on.
Sean	24 Investigations administration	Sean wasn't doing great in year 13 so he accepted a full-time job as a projectionist. It was a short term choice. After that he travelled around New Zealand and overseas doing various things along the way. Now he has a job he can see himself staying with.

Name	Age Ethnicity Field	Summary
Logan	25 Graphics business	Logan has always liked finding out things himself. At 16 he wrote and marketed a book. Then he worked in publishing until he was old enough to set up a graphics business with his uncle. Hard work and determination have seen Logan succeed in what he loves at a remarkably young age.
Kaycee	17 Māori Legal administration	Kaycee was doing OK at school but wanted to leave. She talked to her whānau about what she could do instead. They helped her to find a job where she could continue to learn. She is now a legal secretary and studying to be a legal executive. She sees this as a foundation for the future.
Paul	26 Engineering	When Paul started work after graduating, he soon realised there was a lot more to learn. Now, after several years of experience, he has decided to move out of his comfort zone and develop some different aspects of himself. He has worked out that this will help him to achieve his career aspirations.
Piri-Hira	28 Māori Graphics business	Piri-Hira took a few months to decide what to study. Then she completed a degree in graphic design and worked for several years in a printing company. She enjoyed her work but she missed her family. So they encouraged her to come home and start her own business.

Name	Age Ethnicity Field	Summary
Will	23 Marketing and communications	Will signed up to study naval architecture when he finished school. Everyone seemed to think it suited his interests and talents. But at the last minute he realised that, actually, it didn't and he changed his mind. It wasn't an easy decision to make but it turned out to be an excellent one.
Nicola	29 Policy	Nicola knew growing up that she wanted to be a policy adviser. She gained a policy-related degree and found a great job but it was for a fixed term. When it ended she decided to go home and set up a horse business. Now she balances her love of training horses with her work as a policy adviser.

# Running CAREER STORIES

## ➤ What you need to use the Career Stories DVD-ROM

This is a DVD-ROM. It cannot be played on an ordinary DVD player. To successfully use this DVD-ROM you need a computer that meets these minimum requirements. Your computer should be either:

- a 1GHz Pentium II or equivalent computer running Windows XP, service pack 2 or a more recent version of Windows
- an Apple Macintosh G3 500MHz computer running OSX v10.1 or later.

Your computer should also have the following:

- a DVD drive
- sound output capability (speakers or headphones)
- a mouse (or similar pointing device)
- a keyboard (or similar input device)
- a display resolution of at least 1024 x 768pixels.

## ➤ How to run the Career Stories DVD-ROM

### Windows

- 1 Place the DVD in the DVD drive.
- 2 If the autorun feature of your computer has been disabled you will need to open 'My Computer' and then select the DVD drive.
- 3 Double-click the file **Start Career Stories** to start the application.

### Apple OSX

- 1 Place the DVD in the DVD drive.
- 2 A window will appear which contains an icon called **Mac - Start Career Stories**.
- 3 Double-click the icon to start the application.

## ➡ Resolving performance issues

This resource has been made to run on common computer setups. It does make heavy use of video. This can occasionally cause things to run slowly if the resource is run over a slower network or from a DVD drive on an older computer. In these cases it is a good idea to copy the resource onto the computer and run it directly from that computer. Instructions for doing this are set out below.

## ➡ Installing the contents of this DVD-ROM onto your computer

If you would like to run the Career Stories application directly from your computer, rather than using the DVD you are free to do so provided you agree with the terms and conditions set out in the back of this document.

### Windows

- 1 Create a new folder at the location on your hard drive where you plan to install the application.
- 2 Browse to the DVD-ROM. You will see several files and folders.
- 3 Select all of the files and folders on the DVD-ROM.
- 4 Used your preferred way of copying these (such as dragging and dropping) to the folder you created in Step 1.
- 5 You may like to create a shortcut to the application on your desktop. To do so, right-click on an empty space on the desktop and select New>Shortcut. A dialog box will appear. Follow the instructions to browse to where you installed the application and create the shortcut.



## Apple OSX

- 1 Create a new folder at the location on your hard drive where you plan to install the application.
- 2 Browse to the DVD-ROM. You will see several files and folders.
- 3 Select all of the files and folders on the DVD-ROM.
- 4 Use your preferred way of copying these (such as dragging and dropping) to the folder you created in Step 1.
- 5 You may like to create a shortcut to the application on your desktop. To do so, click and drag and drop the icon **Start Career Stories** to your desktop, while pressing and holding the command and option keys.

## ⇒ Any questions?

If you have any questions of any kind about using this resource, please contact Career Services on **0800 222 733** or **careers@careers.govt.nz**

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Career Services, PO Box 9446, Wellington, New Zealand  
Freephone: **0800 222 733**, email: **careers@careers.govt.nz**,  
website: **www.careers.govt.nz**

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**Career Services**

0800 222 733

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