



# CAREER MALAGA.

**Teacher Support**

careersnz  
mana rapuara aotearoa



# CONTENTS

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		<b>Student Workbook page</b>
Introduction	2	
My career	3	2
My journey	4	3
Their path	5	4
My hero	6	5
My personal qualities	7	6
My shield + pull-out poster	8	7
My world	9	7
My interests	10	8
My dream jobs	11	10
My favourite job	12	11
My time	13	12
My choices	14	13
My future	15	14
My plan	16	15
Our plan	17	16
My notes	17	17
Take action	18	18

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“Seek advice and  
find success.”

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# INTRODUCTION

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Fakaalofa lahi atu, halo, mālō e lelei, gude, tālofa lava, ni sa bula vinaka, tālofa, halo olaketa, mālō nī, olá, bonjour, halo.

## Welcome to the Career Malaga Teacher Support.

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This guide has been designed to be used with the Career Malaga Student Workbook. Please use these activities and materials however you feel will be most helpful to your students. The activities can be adapted to meet the specific needs and priorities of your school, community or organisation.

If you decide to adapt the activities, consider:

- how you will build in cultural, geographical or historical background information familiar to your students
- how you will provide the right level of challenge for individual students
- what language/s suits your students
- how to expand the learning beyond the classroom, for example, you could invite guest speakers or visit different work places
- how long and in-depth you want to go for each activity.

When you begin each session it may be appropriate to welcome the students and begin with a lotu or prayer. Set some expectations around respectful behaviour, for example, hands up to ask questions and let people finish what they are saying.

Your activities will be discussion-based, and will usually require you to write on the board while the students write in their workbooks.

For variety you can split the class into groups of three or four, discuss the subject or activity, then feed back to the class.

You can also download more resources from the Careers New Zealand website, for example, Career Kete: Dream and Discover (for Years 7 and 8), and Career Kete: Explore and Compare (for Years 9 and 10).

Value what your students have to contribute, and they will see there is a whole world out there.

## Key messages

A career brings together all the experiences a person has over their lifetime: family life, friendships, community activities, leisure choices, work and learning.

When considering the future, people take into account the economic environment, family commitments, and many other things to determine their options and make decisions about their career.

## Activity instructions

- 1.** Ask your students who has seen or heard the word career. Where was it used? Discuss what they think the word career might mean.
- 2.** Ask the students to suggest other words we may use for the word career. For example, job, work, trades. Write suggestions on the board or a large piece of paper. This can be done as a class or in small groups. Feed ideas back to the class.
- 3.** Summarise how a career refers to a person's lifelong experiences of work – paid and unpaid.
- 4.** Read the five different experiences listed on page 2, my career, and identify examples from the list that they have done or are doing. Examples could be:
  - community – youth leader, volunteering for a local community group
  - cultural and spiritual activities – being part of a dance group, church choir
  - interests – playing sport, music, etc.
- 5.** Get the students to talk with a friend about their experiences, then discuss their experiences as a group. Highlight that they have already started on their career through the experiences they have already gained and are currently learning.

## Key messages

Having dreams and aspirations is important. The activities in your workbook will help you identify your career dreams and goals and what you may need to do to get there.

## Activity instructions

- 1.** Ask your students what success means to them. What are some of the dreams they have for their future as young Pasifika people? Write their answers on the board.
- 2.** Ask the students to turn to page 3, my journey, and introduce the idea that a career path is a journey.
- 3.** Get the students to imagine that they are in a vaka paddling towards an island. Tell them to make sure it has a paddle and everything you need for a long journey. The paddle represents their skills, values, interests and achievements. Think about the people who would be on the vaka to support them, like family and friends.
- 4.** Now get them to imagine what they are paddling towards – this is important because otherwise they could end up paddling around in circles.
- 5.** Draw an island on the board and explain it could represent their dreams or goals. Write some of the students' dreams around the island, for example, a job as a ?, buying a house, travel, etc. Ask them to write some of their own dreams and aspirations in their workbooks on page 3.

## Key messages

The older generation hold the knowledge and history of a family. Their wisdom, cultural insights and experience could help you on your career journey.

## Activity instructions

- 1.** Ask the students to think about an older family member they admire or someone who has influenced them. They can do this in groups, pairs or individually.
- 2.** Tell the students that they will interview an older family member about their journey through life. They will base their interview around the three questions on page 4, their path. This activity could be set as homework if necessary.
- 3.** To help the students prepare, in a group discuss how their parents or elders may have achieved their goals.
- 4.** When the students have finished the activity, decide how you would like to share what they have discovered. They could talk in pairs or groups, or you could ask a few students to read examples of their family members' experiences.
- 5.** Once students have shared their stories, ask questions to generate further discussion. Some questions could be:
  - what new things did you learn about that person
  - what lessons did you learn from their story
  - what are some familiar themes emerging from the different answers in the group?

## Key messages

Sometimes it is easier to describe other people than to describe ourselves. Looking at other people can help you set goals for your own learning and life.

## Activity instructions

- 1.** Ask the students to come up with names of people they admire, like a famous sports star, artist or someone in their community. Write the names on the board.
- 2.** Ask the students to identify each person's personal qualities or something they like about them, then write the qualities around that person's name.
- 3.** On page 5, my hero, under values to live by, ask students to write the name of someone they admire. Get them to write what values make that person so awesome or special. Why do they think these values are good?
- 4.** Ask the students to identify their three favourite values or qualities, and explain why. This activity could also be done in pairs or groups on a large piece of paper. They can then present their role model's values, beliefs and ideals back to the class.
- 5.** Pick out some useful words or phrases that students have used in their descriptions and ask them to think of equivalent, similar or opposite words or phrases.

# MY PERSONAL QUALITIES

Students understand what personal qualities are, and how it is important to know your own qualities when considering work and study options.

Page 6, Career Malaga Student Workbook

## Key messages

Everyone has qualities that make them different from someone else. Knowing your personal qualities can help you understand why certain kinds of learning or work may suit you better than others.

## Other resources

For help setting up and developing further activities, see Career Kete:

- Dream and Discover teachers guide, pages 16 and 20
- Dream and Discover student worksheets, page 11.

## Activity instructions

- 1.** Explain that personal qualities are behaviours and characteristics that make up your personality. Ask students to identify some personal qualities and write them on the board.
- 2.** Ask them to turn to page 6, my personal qualities, and read through the list of qualities. Make sure they understand the words on the list.
- 3.** Put students into pairs and, on their own piece of paper, get them to pick five personal qualities that describe themselves and five that describe their partner. Get the students to share their work with each other and talk about why they chose those qualities. Were the qualities very different?
- 4.** When students have identified their five favourite qualities to describe themselves, ask them who found this exercise easy? Who found it hard? How many people were surprised at what their partner chose for them? To find the five most common personal qualities in your class, use a show of hands to see how many students selected each quality.
- 5.** Get the students to write their own personal qualities in their workbooks, and some examples of when they showed these qualities. Write some examples on the board to help them get started:
  - I am funny because I make my friends laugh
  - I am caring because I look after my sisters and brothers and help them with their homework
  - I am self-reliant because I get myself to youth group or sports practice.



## Key messages

Understanding your identity (who you are) helps you plan for your future.

## Activity instructions

1. Stick your copy of the my shield poster on the board and write one of the following words in each section: culture, family, influences, achievements.
2. Explain the terms:
  - culture – symbols and celebrations of your cultural identity
  - family – people in your family who are especially important to you
  - influencers – other people in your life you respect, like teachers or coaches
  - achievements – happy or proud moments in your life.
3. As a group, discuss what the sections on the shield mean to the students. Start with one section, for example, culture. You could ask them to identify their own country and what it means to be from there. Write the feedback on the board as they go and repeat for each section.
4. Ask students to open their workbooks to page 7, my shield, and get them to think about their own shield.
5. Ask them to identify words on the board that resonate with them, and write these in each section of their shield. They can also draw symbols, pictures and ideas not already on the board.
6. Put students into pairs and get them to talk together about what they have written and why it is important to them.

## Key messages

Now we have learnt about who we are through identifying interests, qualities and things important to us, it is important to understand what types of information are out there and how this can help us. When you make choices about a job or course, it is important to discover what is available in the world around you.

## Activity instructions

**1.** The world of work is always changing. Industries emerge and decline as technology develops and people's work patterns evolve. In a group, discuss the changing world of work, for example, the difference between the jobs done in their parents' and grandparents' time, and now.

**2.** Ask students to turn to page 7 of their workbook, my world, and in pairs, groups or as individuals, get them to identify different ways of researching current careers information in their community or country.

- Students can explore websites of local tertiary providers, businesses and government, or visit the Careers New Zealand website [www.careers.govt.nz](http://www.careers.govt.nz). They can also read local publications with specific information on careers and training, for example, automotive, sports and tourism magazines.
- Students can discuss their ideas with family, friends, employers, caregivers, teachers, careers advisers, coaches and church members.
- Are there opportunities for students to visit career fairs or expos, training organisations and different workplaces?
- Students could also do voluntary work with local church or community groups, and get work experience doing interesting projects or activities at school and in the community.

# MY INTERESTS

Students identify and choose industries they may be interested in.

Page 8, Career Malaga Student Workbook

## Key messages

Your interests may influence many of the choices that you make in your life, including what you will study and the jobs you do. You may lose interest in some things as you get older and pick up new interests.

## Other resources

Other useful activities can be found in Career Kete:

- Dream and Discover teachers guide, page 21
- Dream and Discover student worksheets, page 12
- Explore and Compare teachers guide, page 18
- Explore and Compare student worksheets, page 7.

## Activity instructions

- 1.** Explain to the students that interests are things you like doing. Get them to brainstorm as many examples as they can think of, for example, playing sport, reading, making music, etc. Write their ideas on the board.
- 2.** Give an example of an interest such as cooking. Explain that for someone who really likes cooking they may end up as a chef.
- 3.** Get the students to think about activities that interest them personally, as well as any jobs they may know about. They can refer to the ideas you have brainstormed.
- 4.** Tell the students to turn to pages 8 and 9, my interests, and tick the box that best describes their level of interest in each job industry listed. They can choose from very interested, interested, a bit interested, neutral, not interested. Example jobs are given for each industry.
- 5.** If the students are not sure if they are interested or not interested in any industries, rather than ticking neutral, suggest they do some further research and make up their mind either way. They can also check out Careers New Zealand's jobs database at [www.careers.govt.nz](http://www.careers.govt.nz) and browse by industry for more job ideas.

# MY DREAM JOBS

Students identify industry areas and jobs they may be interested in researching further.

Page 10, Career Malaga Student Workbook

## Key messages

The jobs you look at today may not be the jobs you choose to look at in the future, but they are likely to have some aspects in common such as the skills you enjoy using.

## Activity instructions

- 1.** Explain that now the students have explored different industries, they need to look at the industries in which they were interested or very interested.
- 2.** Ask them to turn to page 10, my dream jobs, and write down their three favourite industry areas and any related jobs they like. Also get the students to write down industries they were not interested in and why.
- 3.** Ask the students to discuss in pairs why they chose the industry areas they liked, and why they chose the industries they did not like. This will help them understand how much they know about the industries and related jobs, and if the information is correct. You can ask the students to share their discussions with the rest of the group.
- 4.** If the students do not know much about the industries and jobs they are interested in or not interested in, encourage them to do further research. Visit the Careers New Zealand jobs database at [www.careers.govt.nz](http://www.careers.govt.nz) and browse by industry, or refer to page 7, my world, for more ideas on where they can find information.

# MY FAVOURITE JOB

Students identify and research a favourite job.

Page 11, Career Malaga Student Workbook

## Key messages

Finding out about different jobs is not just about finding something you like. It can also help you see what you are not interested in.

## Activity instructions

**1.** Explain to the students that now they have identified some of their interests, industries and jobs they might like, they will research one job of their choice. To help them they can use the Careers New Zealand jobs database at, [www.careers.govt.nz](http://www.careers.govt.nz).

**2.** Go to page 11, my favourite job, and complete the table. This information can be found for each job in the Careers New Zealand jobs database. See the following two examples:

### If I was a software developer:

- things I would do: write and design computer programmes, run programme tests, work on websites
- hours I might work: normal work hours, may be on call evenings and weekends
- places I would work: offices
- clothes I might wear: suits or smart casual clothing
- equipment I might use: computers
- people I would work with: website designers, customers, other office staff.

### To be employed as a software developer:

- this kind of experience would be useful: knowledge of computers and their systems
- I'd need to get these qualifications: a tertiary qualification in computing, software engineering, information systems or business computing
- I should develop these skills/abilities: problem solving skills, communication skills, ability to work well under pressure
- I must do well in these subjects: computing and digital studies, maths, physics, English.

### If I was a teacher:

- things I would do: plan and present lessons, assess students' work, attend staff meetings, write reports, organise afterschool activities like sports
- hours I might work: regular school hours, often with extra meetings and work on weekends, holidays and after school
- places I would work: classrooms, offices
- clothes I might wear: smart casual clothing
- equipment I might use: whiteboards, books, computers
- people I would work with: students, families, other teachers and staff.

### To be employed as a teacher:

- this kind of experience would be useful: work with young people or as a teacher aide
- I'd need to get these qualifications: a degree, or a degree and a diploma in teaching
- I should develop these skills/abilities: communication and organisation skills, tolerance, understanding and ability to work well under pressure
- I must do well in these subjects: English, maths, science, computers.

### Key messages

As we go through life it is important to manage our time.

### Activity instructions

**1.** In a group, ask the students why it is important to manage time and in what situations it is useful. Their answers may include things like school, sport and work. Write their ideas on the board.

**2.** Ask them to turn to page 12, my time, and explain what each of the words in the list of tasks means:

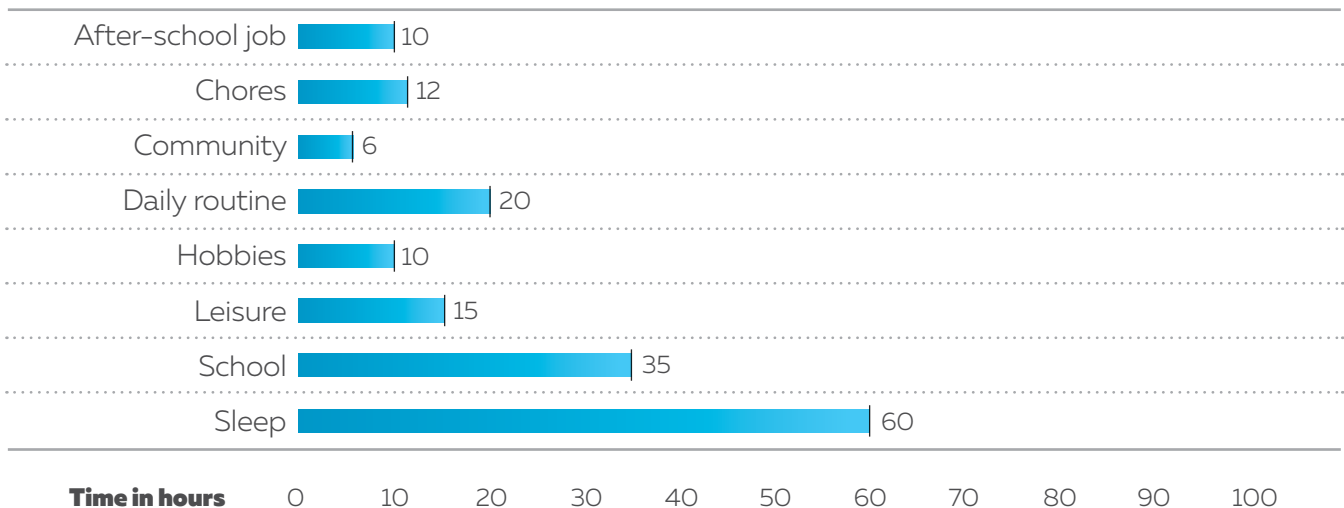
- after school job – any paid work they may do out of school hours
- chores – jobs they do to help around the house
- community – any voluntary work, for example, arranging flowers for church, helping with a youth group
- daily routine – everyday tasks such as getting ready for school, travelling to and from school or work, doing homework, etc

- hobbies – things they like to do, for example, play sport, make music, be creative
- leisure – things they do to relax, like hang out with friends, read, watch TV
- school – the hours they spend at school every week
- sleep – the hours they spend asleep over a whole week.

**3.** There are 168 hours in a week (24 hours x 7 days). In the table, get the students to work out how many hours a week they spend on each task. Then in the graph get them to draw bars representing this information (see example below).

**4.** Ask them to discuss their week with a partner. Is their time well spent? Are there any bits they could change?

### My week



## Key messages

Knowing more about yourself and the opportunities available helps you make better decisions. There are different ways of making decisions and most people find it helps to talk to others and get as much information as they can before deciding.

## Activity instructions

- 1.** In a group, ask students to think of five decisions they have made relating to their personal and social lives, for example, what to wear this morning, or what subjects to take at secondary school.
- 2.** How did they make these decisions? For example, with help from family, on impulse, or through careful research. Get the students to group examples of decisions that were made in a similar way.
- 3.** Ask them to turn to page 13, my choices, and work through the six questions:
  1. What is the next career step they need to take?
  2. List their choices if there is more than one thing they could do.
  3. What choices feel like they suit them best?
  4. Sit with one decision and see how it feels.
  5. Try a different option and see how that feels.
  6. Choose one step to do next.
- 4.** Encourage students to research (as they did for their favourite job) at least three jobs from their dream jobs on page 11, so they can compare options. Write a list of possible options for students, for example, they could go straight into work, get an internship or apprenticeship, or enrol at university. The Careers New Zealand website [www.careers.govt.nz](http://www.careers.govt.nz) can help students with their answers - select a job and demonstrate how to find the information they need.

## Key messages

Goals are important because they help you focus and concentrate your time, energy, and resources on what you want. Goals can also give you the motivation to keep going when you strike problems or difficulties.

Goals help you plan where you would like to be in the future and what to do to make your dreams and ideas a reality. People with goals get there because they know where they are going – their goals are their compass.

## Activity instructions

**1.** Introduce goal setting and planning and its importance in getting people where they want to be. Talk with students about setting SMART goals, ie, goals that are specific, measurable, achievable, realistic and time-bound:

- **S**pecific – be clear about what you want to happen
- **M**easurable – make sure you can track your progress
- **A**chievable – ensure it is doable – not too easy, not too hard
- **R**ealistic – make sure your goal and timeframe are sensible
- **T**ime-bound – set a timeframe or deadline.

**2.** In a group, turn some example goals into SMART goals. For example, write on the board the steps you would take to make a cake, pass NCEA Level 1, or get fit.

**3.** Explain that goals that can be reached in a short time are called short-term goals. Running to sports practice all next month is an example of a short-term goal.

**4.** Goals that take longer to reach are called long-term goals. For example, representing your country in a sport is a long-term goal because it can take a number of years to reach.

**5.** Ask students to turn to page 14, my future, and set one short-term (1-6 months) and one long-term (3-5 years) career goal, and write these in their workbooks. What are the first step/s they will take to achieve their short-term goal? What would they have achieved by halfway? What are some smaller steps they will take on the journey towards their long-term goal?

**6.** Help students write their career goals and discuss what kinds of things they will need to do to reach them. Involve other staff, mentors, peers and older students.



# MY PLAN

Students make a plan for how and when they will achieve their career goals.

Page 15, Career Malaga Student Workbook

## Key messages

You may change a great deal over the coming years. It is okay to change your plan. It is important to review and update your plan as you go.

## Activity instructions

- 1.** Ask students to copy their short-term and long-term goals from my future to page 15, my plan.
- 2.** In pairs, groups or as a whole class, discuss any challenges that could arise that could slow or stop students' progress towards their goals. Students can write their ideas under the challenges section.
- 3.** Get students to write down how they will take their next steps. They can refer back to earlier activities to help them.
- 4.** Get students to list who will help them on their career journey.
- 5.** Look at each student's plan with them and ask them to talk through their plan. Where possible:
  - give positive feedback on their research, effort, thinking, work, etc
  - affirm appropriate choices
  - discuss any risks or potential problems.

# OUR PLAN

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Page 16, Career Malaga Student Workbook

**With their parents/family, students make a plan for how and when they will achieve their career goals.**

## **Key messages**

It is important for students to make a career plan with the support of their family.

## **Activity instructions**

**1.** Encourage family members to complete a career plan with their children on page 16, our plan. This can be done in a group meeting, where, as a family, they identify specific goals for their student. For example:

- what – complete NCEA Level 3 and gain a scholarship to do tertiary study in New Zealand
- what if – I don't earn the necessary NCEA credits
- how – I have time to do my homework, everyone shares household chores
- who – my parents will support me at home and my careers adviser will help me search for scholarships.

# MY NOTES

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Page 17, Career Malaga Student Workbook

## **Activity instructions**

**1.** Encourage students to record their thoughts or research notes here.

# TAKE ACTION

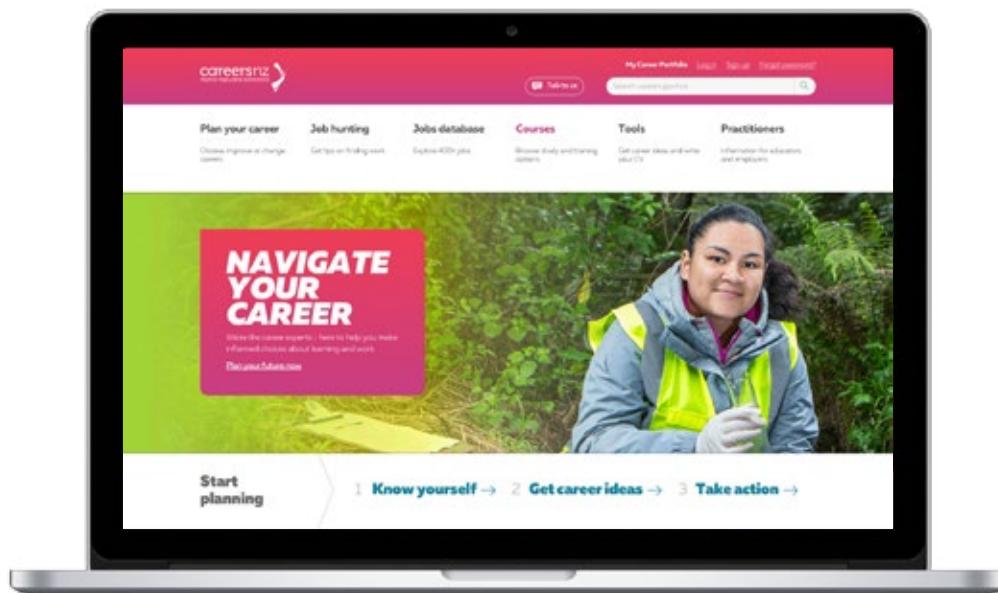
Page 18, Career Malaga Student Workbook

Careers New Zealand can help you make decisions about training, study and work through your life.

Visit our website:

[careers.govt.nz](https://careers.govt.nz)

You can get in touch with our expert careers advisors from 8am to 6pm Monday to Friday. You can call, text, email a question or chat online.



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**New Zealand Government**

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