



**NGĀ MAHI A
NGĀ TŪPUNA.
CAREERS OF OUR
ANCESTORS.**

Rangatahi Futures Year 10
Teacher support

careers.govt.nz

Tertiary Education
Commission
Te Amorangi Mātauranga Matua



Rangatahi Futures is a youth careers education programme that reflects the identity, language and culture of Māori learners, and supports them to explore key careers understandings through culturally affirming contexts.

Ngā mahi a ngā tūpuna
Careers of our ancestors
is the Year 10 module of the Rangatahi Futures programme. It encourages rangatahi to reflect on the waka journeys of their ancestors, explore key career management competencies and complete their own career plan.

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How to use *Ngā mahi a ngā tūpuna* *Careers of our ancestors*

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Ngā mahi a ngā tūpuna
Careers of our ancestors is designed to be delivered as a three-hour programme or as seven consecutive 20–30 minute lessons. Each lesson contains key messages aligned to the career management competencies for Years 9–10 from *Career Education and Guidance in New Zealand Schools* (Ministry of Education, 2009). These key messages are delivered through a range of activities, including group and class discussions, games, a video presentation, problem solving, and short written exercises that culminate in the completion of a career plan.

The programme is organised into an introduction followed by seven lessons. Each lesson plan contains kaiako (teacher) resources. Teacher presentation slides and rangatahi (student) resources can be downloaded separately.

Key principles

While it is expected that teachers may want to select and adapt elements of the module to suit the learning needs of rangatahi and their school situation, it is important that the module is underpinned by the following key principles:

1. Māori language, culture and heritage are a source of career potential.
2. Rangatahi knowledge, understandings and experiences are the starting point.
3. Authentic discussion and opinion sharing is modelled and encouraged.
4. Rangatahi are developing the skills, qualities and values necessary to determine their own career journey.

Participation meter

It is intended that rangatahi are active participants in the lessons. This is expressed through the inclusion of a participation meter which describes a desired level of engagement by rangatahi and kaiako during the lesson. Rangatahi should also be encouraged to physically move around the room and be directed to a range of learning media throughout the module as appropriate.

Key questions

Each lesson includes key questions to encourage discussion about the key messages for the lesson. Teachers should consider the key questions and the development of the careers conversation prior to each lesson, to ensure they are able to guide the discussions and reinforce the key messages.

Career education in New Zealand schools

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Career Education and Guidance in New Zealand Schools offers advice and support to schools about providing effective career education and guidance in Years 7–13. It provides the following description of the characteristics of career education programmes in Years 9–10:¹

- Students build their understanding of their strengths, interests and values and start to consider how these might influence their life, learning and work choices.
- Students are developing their confidence as learners, and articulate aspirations and dreams about their future. They understand how they relate to others and the impact their personal decisions have on their lives.
- There is an increasing emphasis on understanding and personalising learning pathways at school. Students learn about senior school courses and how they relate to qualifications.
- Students explore possible career directions, and may visit actual workplaces, without needing to make career-defining decisions.
- Through inquiry-learning approaches students enhance their research skills and increase their awareness of a range of future pathways.
- Teachers can contribute by making connections between classroom learning and students' lives outside of and beyond school, including the world of work. Teachers can show how decisions made during schooling have the potential to influence future pathways. Pastoral care can include a future focus through learning and career planning.

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1. Ministry of Education, 'Career Education and Guidance in New Zealand Schools', 2009, p. 15.

Key messages and career management competencies

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Career Education and Guidance in New Zealand Schools identifies a range of understandings, skills and attitudes required to successfully manage life, learning and work. These form the basis for the career management competencies which schools can use to design careers learning programmes. The career management competencies are grouped into three areas:

1. Developing self awareness – competencies that enable young people to understand themselves and the influences on them.
2. Exploring opportunities – competencies that enable young people to investigate opportunities in learning and work, and relate them to themselves.
3. Deciding and acting – competencies that enable young people to make and adjust their plans, manage change and transition, and take appropriate action.

Ngā mahi a ngā tūpuna Careers of our ancestors is primarily focused on supporting the development of career management competencies in area one and two, and provides a pathway for rangatahi to make decisions and act on their own career plans in the future.

The career management competencies form the basis for the suggested learning outcomes at each year level. The table on the next page identifies the Year 9–10 career management competencies that relate to the key messages within each lesson.

Links to career management competencies

Lesson	Key messages	Career management competency Students can:
Lesson 1 He kōrero tūpuna Setting the scene	<ol style="list-style-type: none"> 1. My tūpuna had careers that were meaningful and important to their lives in their time. 2. I have career potential because I descend from skilled and knowledgeable people. 3. A career plan is a helpful tool for my future. 	<ol style="list-style-type: none"> 1. Demonstrate understanding of how work relates to the needs and functions of society and the economy. 2. Demonstrate characteristics and understanding of a positive self-concept. 3. Demonstrate understanding of short- and long-term career planning.
Lesson 2 He tātai pūkenga Career profiles	<ol style="list-style-type: none"> 1. I have skills and attributes that I share with my tūpuna. 2. I know that it is important to choose career pathways that match my skills, interests and values. 3. I know that careers change over time. 	<ol style="list-style-type: none"> 1. Develop skills in building and maintaining a positive self-concept. 2. Demonstrate knowledge and understanding of their qualities, skills and values and their career interests. 3. Demonstrate knowledge of changes in the nature of work, including changes in gender roles.
Lesson 3 He aha taku mahi? Guess my career	<ol style="list-style-type: none"> 1. My skills and attributes are linked to many possible career pathways. 2. I can identify some of my skills, qualities and values. 	<ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of their qualities, skills and values and their career interests. 2. Demonstrate understanding of how responsibility and good work habits are valued in life and work.
Lesson 4 Te hararei The holiday game	<ol style="list-style-type: none"> 1. Information helps me make good decisions about career pathways. 2. I can find out more about my career pathways by asking questions. 	<ol style="list-style-type: none"> 1. Demonstrate skills in locating, understanding and using career information.
Lesson 5 Te whai mātauranga NCEA game	<ol style="list-style-type: none"> 1. I understand what NCEA is and how I can get the most from it for my future. 2. I understand how NCEA connects to my interests now and my future career pathways. 	<ol style="list-style-type: none"> 1. Demonstrate understanding of the relationship between educational achievement and career planning. 2. Demonstrate understanding of learning pathways and skills in choosing senior school subjects.
Lesson 6 Te kaupare ārai Breaking down the walls	<ol style="list-style-type: none"> 1. I know that there will be challenges on my career journey. 2. I know some strategies that will help me achieve my career aspirations. 	<ol style="list-style-type: none"> 1. Demonstrate awareness of things that could help or hinder the development of their capabilities and career interests. 2. Demonstrate skills and positive strategies to cope with change and growth in life.
Lesson 7 Te whakaterere waka Launching my waka	<ol style="list-style-type: none"> 1. I know that I have career potential. 2. I know some steps I can take now to help prepare for my future career. 	<ol style="list-style-type: none"> 1. Develop skills in building and maintaining a positive self-concept. 2. Demonstrate understanding of short- and long-term career planning.

Setting the scene

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There are many tales of the great journey Māori took across the Pacific Ocean over 1000 years ago that led them here to the shores of Aotearoa/New Zealand. The many waka (canoes) that successfully arrived are confirmation these voyages were purposeful and well-planned.

Never would they have arrived safely had it not been for the highly skilled tūpuna (ancestors) who were, among other things, proficient astronomers, navigators, doctors, carvers, teachers and fishers. Likewise, establishing themselves in Aotearoa would have been impossible if not for the warriors, midwives, builders, hunters, and gatherers among them.

These examples from the past are evidence that tūpuna Māori (the Māori ancestors) were movers, shakers, innovators and creators. They also illustrate that careers are not something new to Māori. They are in fact an integral part of where rangatahi have come from, and therefore, something that they carry within them today.

Through *Ngā mahi a ngā tūpuna Careers of our ancestors* you are invited to take your rangatahi on a journey, to remind them of who they descend from, and reinforce that they are equally as talented as those who walked before them. Challenge rangatahi to consider their own legacy. Like their tūpuna before them, they too have a responsibility to pave the way for the descendants who will follow in their footsteps.

1

HE KŌRERO
TŪPUNA
SETTING
THE SCENE

He kōrero tūpuna

Setting the scene

Lesson plan

Duration



30 min

Participation



70% rangatahi
30% kaiako

Lesson

1

Key messages

1. My tūpuna had careers that were meaningful and important to their lives in their time.
2. I have career potential because I descend from skilled and knowledgeable people.
3. A career plan is a helpful tool for my future.

Lesson sequence

1. Open with a karakia and invite rangatahi to introduce themselves (S1–S2). Tell the rangatahi that their iwi and waka link them to their tūpuna who took their own huge journeys to arrive here nearly 1000 years ago. Discuss the following:

- Do you think your tūpuna had careers?
- What did they need to come to Aotearoa?
- Who built the waka? Navigated the ocean? Prepared the food?
- Are these activities careers?

Reinforce the importance of all the careers in traditional society (male/female, active/passive, planners, leaders, etc).

This discussion sets the scene for this programme. Revisit and reinforce the main ideas throughout all the lessons.

2. Introduce the whakataukī (S3). Identify words they know. In small groups, the rangatahi explore what they think the whakataukī means. Ask rangatahi to share their explanations of the whakataukī. Discuss:

- What is a waka for? (Travelling, getting food, racing)
- What is a paddle for? (It helps you to move forwards, to keep on course.)
- What happens if you don't have a paddle? (You get off course, drift, get lost.)

3. Introduce the four areas of the waka career planner (S4). Explain each area using S5–S8: te kaihoe, te waka, te hoe, Tangaroa. Tell the rangatahi that they will be working through a series of lessons to explore the four areas further and complete their own career plan.
4. Ask the rangatahi again if they think their tūpuna had careers. Acknowledge the connections of rangatahi to the careers of their tūpuna through whakapapa. Tell them that as descendants of their multi-skilled tūpuna they have limitless career potential.
5. Ask rangatahi to complete section one of the waka career planner.

Key questions

- Did your tūpuna have careers?
- What is a career?
- What kinds of skills did your ancestors have?

Activity downloads

- Teacher presentation slides (S1–S8)
- Waka career planner, printed A3

Glossary

- hoe – paddle
- huarahi – pathway
- iwi – tribal group
- kore – none
- mahi – work
- rangatahi – young person
- tangata – person
- waka – canoe
- whakapapa – ancestry
- whakataukī – proverb

Main activity for this lesson:



2

**HE TĀTAI
PŪKENGA
CAREER
PROFILES**

He tātai pūkenga

Career profiles

Lesson plan

Duration



30 min

Participation



80% rangatahi
20% kaiako

Lesson

2

Key messages

1. I have skills and attributes that I share with my tūpuna.
2. I know that it is important to choose career pathways that match my skills, interests and values.
3. I know that careers change over time.

Lesson sequence

1. Discuss the types of skills that were necessary to journey and settle here in the times of your tūpuna. Identify the jobs people had on the waka. Look at the six career profile posters and link these to the waka roles, for example, water rationer, fisher, navigator, tohunga, doctor, entertainer.

2. Display the six career profile posters in the room. Read the career profiles aloud and ask rangatahi to stand by the profile that they would have chosen in traditional times. Discuss:

- What kinds of jobs would you have done on the waka journey?

Note the range of skills that would have been needed at that time. Tell rangatahi that people often identify with two or three career profiles. Ask them to move to another profile that interests them. Discuss:

- Imagine the waka has landed at its destination now. What kinds of jobs would your profile group have done?

Ask rangatahi to move one last time to another career profile that interests them. Discuss:

- Fast forward to today. What kind of jobs are you and your group members interested in?

3. Rangatahi sit in their final career profile group for the next activity. Encourage an even spread of members in each of the six groups or combine if necessary.

Tell rangatahi they are now back in today's time. Show them a large chocolate bar and ask them to consider the jobs that are needed to create it (chef, builders, advertising team, cacao growers). In their groups, rangatahi get three minutes to brainstorm all the careers (related to their career profile) involved in making a chocolate bar. Give rangatahi a copy of *Jobs By Interest* to help them. When three minutes are up, each group reads out their jobs. Each group must provide a sound rationale for each career listed.

4. Ask rangatahi to complete section two of their waka career planner. Share the chocolate bar!

Key questions

- What career profile is most like you?
- What kinds of careers are linked to your interests?

Activity downloads

- Career profile posters (x6), printed A3
- Waka career planner, printed A3
- *Jobs By Interest* booklet

Teacher resources

- Explanation of career profile names

Glossary

ngākau pūmahara – thinker

pou whirinaki – organiser

ringa raupā – doer

ringa rehe – creator

toitōi manawa – influencer

whakaruruhau – helper

Main activity for this lesson:



He tātai pūkenga

Career profiles

Teacher resources

Explanation of career profile names

The Māori terms are not direct translations of the English. Instead, metaphors have been used to capture and convey the depth of meaning in the English term:

Doer – Ringa raupā,
literally “calloused hands”

This refers to someone who is a hard worker and is not afraid to exert physical effort to get a job completed, no matter how difficult it may seem.

Thinker – Ngākau pūmahara,
literally “thoughtful heart”

This refers to someone who is thoughtful. They have the ability to analyse a situation and to reflect on its origins and anticipate any possible ramifications.

Creator – Ringa rehe,
literally “fine hand”

This refers to someone who is recognised as being highly skilled and adept. They have the ability to take a creative thought and transform it into something tangible.

Helper – Whakaruruhau,
literally “storm shelter”

This refers to someone whose natural instinct is to protect and nurture others. They often provide shelter in times of need, and focus on the needs of others.

Influencer – Toitoi manawa,
literally “outstanding heart”

This refers to someone who motivates and encourages others. They have the ability to inspire and lead by example.

Organiser – Pou whirinaki,
literally “supporting pillar”

This refers to someone who is steady and reliable. They are a person who can be trusted to take on responsibility and get things done.

3

**HE AHA
TAKU MAHI?
GUESS MY
CAREER**

He aha taku mahi?

Guess my career

Lesson plan

Duration	Participation	Lesson
 30 min	 70% rangatahi 30% kaiako	

Key messages

1. My skills and attributes are linked to many possible career pathways.
2. I can identify some of my skills, qualities and values.

Lesson sequence

1. Tell rangatahi that they are going to play a game. In part one of the game they will be asked to identify specific careers under the six career profiles discussed in lesson 2. In part two, there will be bonus questions and they will discuss some key careers ideas to help them on their own career journey.
2. In groups, rangatahi decide their group name and the noise they will make to signal they want to answer the questions. The teacher begins reading the first guess my career quiz description which describes a career from the time of their tūpuna.

When the rangatahi think they know what the career is they indicate they want to answer by making their group noise. If a group gives an incorrect answer the other groups may answer or continue listening until they are ready to answer. Groups get one point for correctly answering part one and two points for correctly answering part two.

The questions in part two are intended as a catalyst for discussion. After rangatahi answer each bonus question, as a class, discuss the following key careers understandings:

- Career one – careers evolve over time.
- Career two – workplaces look for specific qualities in people.
- Career three – there are always challenges associated with any career pathway.
- Career four – consider how your career contributes to future generations.
- Career five – choose career pathways that align with your values.
- Career six – know your transferable skills.

See the guess my career quiz resources that follow for an explanation of each understanding and sample questions to help you get started. Any group can answer the second part of the career question. Groups must wait for their name to be called before answering.

3. Discuss how careers evolve over time and the similarities and differences between what they would have done in the past and the types of career options they have today. Recap the skills, qualities and values their tūpuna had. Tell the rangatahi that they already have valuable tools that will assist them in future career pathways.

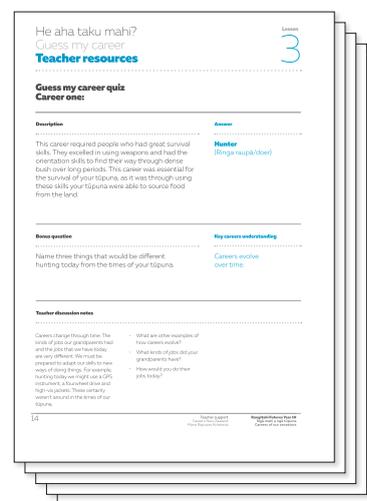
Key questions

- How do careers change over time?
- What qualities do you look for in a friend? Teacher? Work colleague?
- What does the phrase “leave a legacy” mean?
- How do you know if a job aligns with your values?

Teacher resources

- Guess my career quiz

Main activity for this lesson:



He aha taku mahi?

Guess my career

Teacher resources

Guess my career quiz

Career one:

Description

This career required people who had great survival skills. They excelled in using weapons and had the orientation skills to find their way through dense bush over long periods. This career was essential for the survival of your tūpuna, as it was through using these skills your tūpuna were able to source food from the land.

Answer

Hunter
(Ringa raupā/doer)

Bonus question

Name three things that would be different hunting today from the times of your tūpuna.

Key careers understanding

Careers evolve over time.

Teacher discussion notes

Careers change through time. The kinds of jobs our grandparents had and the jobs that we have today are very different. We must be prepared to adapt our skills to new ways of doing things. For example, hunting today we might use a GPS instrument, a fourwheel drive and high-vis jackets. These certainly weren't around in the times of our tūpuna.

- What are other examples of how careers evolve?
- What kinds of jobs did your grandparents have?
- How would you do their jobs today?

He aha taku mahi?

Guess my career

Teacher resources

Guess my career quiz

Career two:

Description

The people who carried out this role were people of great practical wisdom with a good understanding of whakapapa. They held authority on behalf of the tribe and were able to resolve conflict with neighbouring hapū and iwi. The greater the deed, or heroism and bravery in battle, the more respect they would gain not only for themselves but also for their hapū and iwi.

Answer

Leader
(Toitōi manawa/influencer)

Bonus question

This is a two-part question: What makes a positive role model? Name a positive role model and tell us what qualities you think they have.

Key careers understanding

Workplaces look for specific qualities in people.

Teacher discussion notes

A quality is a particular character trait that someone displays. These are often described as part of someone's personality, for example, kind, responsible, reliable, honest, fun-loving. Often people will see qualities in us through our actions – if we continually turn up to work on time we may be described as punctual or even reliable.

- What qualities do you look for in a friend? in a teacher? in a workmate?
- What kinds of actions show you that they have that quality?
- What kinds of qualities do you think employers look for?

He aha taku mahi?

Guess my career

Teacher resources

Guess my career quiz

Career three:

Description

Your tūpuna were great explorers, travelling extraordinary distances. In order to do this, it was crucial they had people with specific skills that would help them to find their destination. These skills included being able to read the tides and the position of the sun, moon and stars. The types of birds and fish surrounding them during their travels also provided information on which way to travel.

Answer

Navigator

(Ngākau pūmahara/thinker)

Bonus question

Name three challenges you think your tūpuna would have encountered during their travels and how they would have overcome these challenges.

Key careers understanding

There are always challenges associated with any career pathway.

Teacher discussion notes

Challenges are a part of life and there will be challenges along your career pathway. Your tūpuna faced challenges such as bad weather, poor visibility, waka damage, disagreements amongst crew and lack of provisions. Some of these challenges they may have expected and others may have been a surprise.

Some of these challenges may have altered the route they were traveling, some would have affected the decisions they had to make on a day-to-day basis. Despite this, they persevered and arrived at their particular destination.

- How do you feel when you come up against a challenge?
- What qualities do we need to overcome challenges? (courage, perseverance, faith, determination, hope)
- What helps you to overcome challenges?

He aha taku mahi?

Guess my career

Teacher resources

Guess my career quiz

Career four:

Description

Your tūpuna liked to ensure that moments in history were remembered so that the following generations knew of these events and the people involved. One way of carrying these messages over time was through composing waiata. What would we call a person today who creates waiata or songs?

Answer

Composer
(Ringa rehe/creator)

Bonus question

Your tūpuna liked to ensure that moments in history were preserved so that the following generations knew of these events and people. Why do you think that this was important to them?

Key careers understanding

Consider how your career contributes to future generations.

Teacher discussion notes

Your tūpuna were always thinking about the next generations in terms of handing down knowledge and events in waiata (songs), whakairo (carvings) and oral stories. Consider how your career will affect others and what kind of contribution you would like to make to the world through your career.

It may be by bringing particular skills to your whānau or iwi or even by making a difference to the environment to ensure it is safe for others to enjoy after you. Likewise, Māori culture and language is unique to this country and the world and it is part of your inheritance. You may wish to consider including Māori language and culture as part of your own career pathway.

- Who is someone that you think has made a difference through their career?
- Do you think it is necessary/important to consider your contribution to others through your career?
- Are Māori language and culture an important aspect of your career journey at the moment?

He aha taku mahi?

Guess my career

Teacher resources

Guess my career quiz Career five:

Description

Traditionally this career was carried out by people who were known as tohunga or experts. Tohunga would teach students who had been carefully selected. Each student who attended these schools did so under the most strict supervision. The instruction given by the tohunga was oral and students had to memorise it word by word.

Answer

Teacher
(Whakaruruhau/helper)

Bonus question

When deciding on a career it is important to think about how the job fits with your own values. So, if you wanted a career where you were working with, teaching, or helping and supporting others, what are some core values you would need to have?

Key careers understanding

Choose career pathways that align with your values.

Teacher discussion notes

Values are our own inner beliefs about life and how we should do things. When we do things contrary to our values, we usually feel uncomfortable. For instance, someone who believes in honesty would find it distressing to cheat on a test.

We often can't tell what people's values are by just looking at them. Some values are more important to some people than to others. Sometimes we don't know what our own values are until we are faced with a challenging situation.

- What are some values that are important to you?
- What do you think are the values of your whānau or friends? Do their values affect you?
- What kinds of careers align with your values?

He aha taku mahi?

Guess my career

Teacher resources

Guess my career quiz

Career six:

Description

We normally identify harakeke as a natural resource used to make kete and putiputi. However, harakeke was important to your tūpuna for many reasons, including protecting them from the weather. Your tūpuna created a strong fibre from harakeke that they used to create hats, raincoats and shoes. To train for this career your tūpuna had to be very patient, good at following clearly defined processes and have a head for numbers.

Answer

Weaver
(Pou whirinaki/organiser)

Bonus question

The skills needed to be a successful weaver are transferable skills, meaning you can take these skills and use them in a number of other settings. What are two jobs you can name that would use these skills and qualities now?

Key careers understanding

Know your transferable skills

Teacher discussion notes

A skill is something that we have learnt to do and that we have had an opportunity to practise so that we can do it reasonably well. Transferable skills are skills that we can use in a range of different contexts.

They may refer to some kind of activity or task that we can do, but they also include things like being able to problem solve, organise people or events, work with others and finish tasks on time. You do not have to have had work experience to have transferable skills.

- What kinds of transferable skills do you have?
- How can these skills help you on your career journey?



TE
HARAREI
HOLIDAY
GAME

Te hararei

Holiday game

Lesson plan

Duration



30 min

Participation



50% rangatahi
50% kaiako

Lesson



Key messages

1. Information helps me make good decisions about career pathways.
2. I can find out more about my career pathways by asking questions.

Lesson sequence

1. Download and display the three holiday game posters in different places in the room; Auckland, Hawaii and Sydney. Tell rangatahi that they have all won a holiday to one of three destinations. Ask them to stand by the holiday destination they choose as their prize.
2. Now tell the rangatahi that the prize has conditions that you will read out. They may change their holiday destination as they hear the different rules that go with each destination.

Read one piece of information at a time from the holiday game information sheet at the end of this lesson plan. Give rangatahi a quick opportunity to move, then read the next piece of information.

3. Once rangatahi have heard all the pieces of information, give them time to discuss the following with someone in their holiday destination groups:
 - What was your first destination group?
 - Did you change? Why?
 - How did you end up in this group?
4. Once they have discussed their destination choices ask rangatahi to return to their seats to discuss the following as a class:
 - What kinds of information made you change your mind? (Distance, people you would be with, accommodation, money)
 - What does this game highlight about the importance of information when you are making decisions?
 - How might this compare with career decision making?
 - What kinds of information would you want to know when making career decisions?
5. Ask rangatahi to list the questions they have about the career pathways that interest them so far. Discuss ways they can find information to answer their questions.

Key questions

- Do you have any questions about career pathways that interest you?
- Where can you find information about careers that interest you?

Activity downloads

- Holiday game posters (x3), printed A3

Teacher resources

- Holiday game information sheet

Main activity for this lesson:



Te hararei

Holiday game

Teacher resources

Holiday game information sheet

1. You all have the chance to go on an eight-day holiday. Go to the area of the room with the poster of where you'd like to go for your holiday – Auckland, Sydney, or Hawaii.

2. Now I'm going to give you some more information about each of the three holiday options. You may change your mind at any stage about which holiday you want to go on, and move to a different part of the room.

Use the table below to give rangatahi one more piece of information at a time. Give them a brief opportunity to move and then continue with the next piece of information.

Destination:	Auckland	Sydney	Hawaii
Travel time:	1 hour	1 day each way	2 days each way
Accommodation:	beachfront hotel	an apartment two blocks back from the beach	a backpackers
Go with:	Your best friend	Your parents	Your teacher
Includes:	Free ticket to a big concert and backstage pass to meet one of the stars	Free bus pass to tour Sydney	Free pass to the local museum
Spending money:	NZ\$100 a day	NZ\$50 a day	NZ\$25 a day

When rangatahi have all the information and have chosen their final destination, discuss the following:

- How many of you changed your mind?
- What made you change your mind?
- Those of you who didn't change your mind, why didn't you?
- What does this game highlight about the role of information in making decisions?
- What similarities are there between this game and the process of choosing a career?

5

TE WHAI
MĀTAURANGA
NCEA GAME

Te whai mātauranga NCEA game Lesson plan

Duration



30 min

Participation



40% rangatahi
60% kaiako

Lesson

5

Key messages

1. I understand what NCEA is and how I can get the most from it for my future.
2. I understand how NCEA connects to my interests now and my future career pathways.

Lesson sequence

1. Tell rangatahi that in the times of their tūpuna, rangatahi might have had only one type of career – today we may get to do lots of jobs during the course of our lives. Tell rangatahi that NCEA is a way that they can all achieve credits to show their skills and knowledge in certain areas.
2. Recap the importance of information to help with career choices. Tell rangatahi that in this session they will learn lots of useful information about NCEA, and can ask anything they like about it. Ask them to show how much they know now about NCEA (S9) by a show of fingers: 1 = knows nothing, to 10 = knows everything.
3. Ask rangatahi what questions they have about NCEA. Accept all questions and write them up on the board. Tell rangatahi that they are taking responsibility for their future careers by asking questions.
4. Introduce the *How NCEA Works* video (S10). They may want to write down questions they have and see if they hear the answers on the video. Watch the video.
5. Once the video has finished continue with the presentation about NCEA (S11–S16) using the NCEA discussion notes that follow this lesson plan. Discuss questions as you go.
6. Tell rangatahi that they are going to have a quick quiz about NCEA. Rangatahi sit in their career profile groups (or similar). Ask questions using the NCEA quick quiz on page 31. Rangatahi answer a question by making their group noise again and waiting for their group name to be called. Groups win ten points for a correct answer and lose five points for an incorrect answer.
7. Ask rangatahi to complete Section three of their waka career planner. Ask rangatahi if they think they know more about NCEA now than they did in the beginning. Discuss where they can get more information.

Key questions

- What is NCEA?
- Where does it fit on your waka career planner?
- What makes it difficult to achieve NCEA credits?
- Who can help you to find out about NCEA?

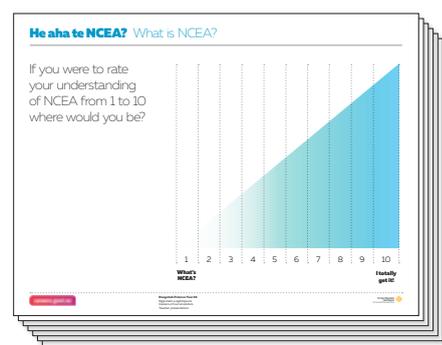
Activity downloads

- Teacher presentation slides (S9–S16)
- Waka career planner, printed A3

Teacher resources

- NCEA discussion notes
- NCEA quick quiz

Main activity for this lesson:



Te whai mātauranga
NCEA game
Lesson 5

NCEA quick quiz

This quick quiz is intended to reinforce the discussion that rangatahi have had in lesson 5 about NCEA. Teachers may want to change questions to reinforce particular ideas about NCEA as appropriate.

1. What does NCEA stand for?
National Certificate of Educational Achievement.
2. How many levels are there in NCEA?
Three.
3. What are the two key ingredients of NCEA?
Credits and standards.
4. What are the two types of assessment in NCEA?
Internal and external.
5. What is the difference between the two types of assessment?
Internal – set and marked in school.
External – set and marked out of school.
6. What does the acronym NAME stand for?
Not achieved, achieved.
7. How many NCEA credits do you need to get an excellence course endorsement and an excellence certificate endorsement?
Course endorsement: excellence for 14 credits in one subject and at least 2 of those credits must come from externally assessed standards. Certificate endorsement: excellence for 50 credits.
8. Why is subject selection important when considering further training, study or work after secondary school?
Taking core subjects such as maths, science and English ensures you have core knowledge and skills that will help in a wide range of career pathways.
9. Does having University Entrance guarantee you entry into any university course? Why?
No, you may need to have done prerequisite subjects for some courses.

24

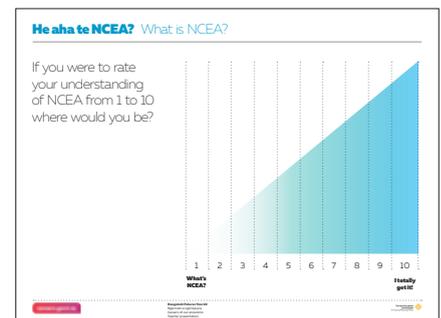
NCEA discussion notes

The information below is intended to support teachers to initiate discussion about NCEA. Teachers can prepare for Lesson 5 by reading the notes below and including any other important information about NCEA from their school.

Slide 9 He aha te NCEA? What is NCEA?

Ask rangatahi to show where they are at on the NCEA stairway of knowledge and rate themselves from 1 (know nothing) to 10 (knows everything).

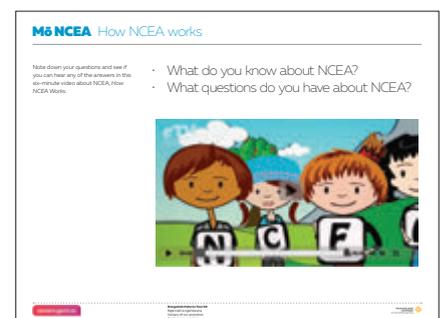
You may also ask them to rate how important they think it is for their future career pathway – 1 (no impact) to 10 (extremely important). It is important that rangatahi understand that NCEA is another tool that they can use on their waka career journey.



Slide 10 Mō NCEA How NCEA works

This video is 6.05 minutes long. It is quite fast-paced and gives a general overview of NCEA. Encourage rangatahi to watch with their questions in mind and to note the answers they hear. The slide is hyperlinked to take you to the New Zealand Qualifications Authority website (below). NZQA also offer te reo Māori versions of *How NCEA Works*.

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/video/>



Slide 11 Te ara ki NCEA
What you need to get NCEA

Recap the NCEA information from the video with the rangatahi. Which of their questions were answered and what other questions do they have?

Reinforce the importance of choosing subjects that they enjoy and that will help them do what they want when they leave school. Here is some more basic information about NCEA:

- Credits are gained when rangatahi show that they have learnt specific skills or knowledge in each subject – these are called standards.
- Each standard is worth credits. Rangatahi have to show they can do particular things to achieve a standard and gain credits.
- Some of these things rangatahi may do during the year in class (internal assessment). Some of them they may have to show they know by sitting an exam at the end of the year (external assessment).
- The credits rangatahi get for each subject add to their total credits for the year. They need at least 80 credits to achieve Level 1 NCEA. Everyone has to get 10 numeracy and 10 literacy credits for NCEA Level 1. These are considered “core subjects” or subjects that are useful across all careers. General science and Māori are also considered core subject in some schools.

Te ara ki NCEA What you need to get NCEA

Level of NCEA	Credits required to achieve level	Literacy and numeracy needed
Level 3	60 credits at Level 3 or above plus 20 credits at Level 2 or above.	Level 1 literacy and numeracy requirements must also be met.
Level 2	60 credits at Level 2 or above plus 20 credits at any level.	The Level 1 literacy and numeracy requirements must also be met.
Level 1	80 credits are required at any level (Level 1, 2 or 3)	10 literacy and 10 numeracy credits.

Slide 12 Ngā momo whiwhinga
Credits that fit your pathway

Rangatahi collect credits through learning about different things in each subject – these are called standards. There are two types of standards: unit standards and achievement standards. Rangatahi can get NCEA by gaining 80 credits in a combination of unit standards and achievement standards.

1. Achievement standards are gained from studying New Zealand Curriculum subjects. Depending on how well they do, rangatahi get a grade of not achieved, achieved, merit, or excellence.
2. If someone is fairly sure about what they want to do when they leave school (for example, be a hairdresser or work in tourism) they can get credits towards that qualification now – while they are still at school. These are called unit standards. Rangatahi can achieve unit standards by studying vocational subject areas (such as hairdressing or tourism) as well as New Zealand Curriculum subjects. Students only get achieved or not achieved grades for unit standards.



Te whai mātauranga

NCEA game

Teacher resources

Lesson

5

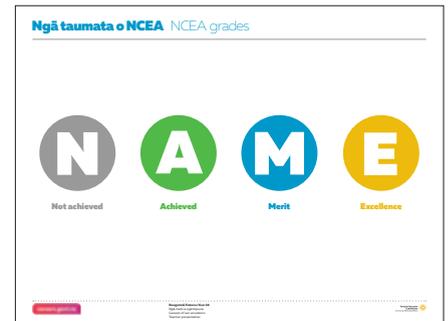
Slide 13 Ngā taumata o NCEA NCEA grades

There are four grades for achievement standards in NCEA. Rangatahi get the same number of credits whether they get achieved, merit, or excellence for a standard.

- Not achieved means that you did not gain the credits you needed to achieve that standard.
- Achieved means that you achieved the standard.
- Merit means that you achieved the standard very well.
- Excellence means that you did an excellent job of achieving the standard.

Rangatahi can achieve NCEA certificate endorsements and course endorsements when they gain merits and excellences. Rangatahi need to get excellence for 50 credits to get a certificate endorsement.

A certificate endorsement shows that they did well over a few subjects and course endorsements show that they did well in particular subjects. These endorsements shows prospective employers or study institutions that rangatahi have particular strengths, and can help with job or study applications. Rangatahi must get excellence for 14 credits in one subject to get a subject endorsement. At least three of these credits must be externally assessed.



Te whai mātauranga NCEA game **Teacher resources**

Lesson

5

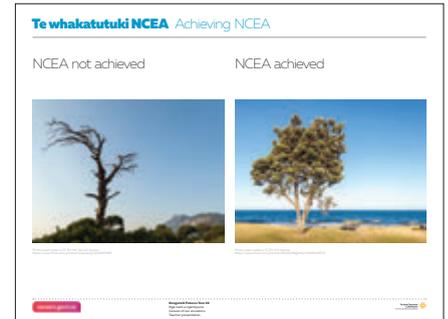
Slide 14 Te whakatutuki NCEA Achieving NCEA

Slide 15 Ngā taumata tiketike Striving in NCEA

When rangatahi study towards a standard the teacher tells them what they are learning to do and how they can show what they have learnt to achieve the standard and gain credits. Achieving a standard is doing what is required to show that they have that particular skill or knowledge. Achieving merits and excellences is a step up from this, and helps to show the depth of what they know and how they can apply it. The pictures of the bedrooms helps to illustrate the difference between what students might be expected to do to gain an achieved and what they might be expected to do to gain a merit and excellence.

Discuss the four pictures on slides 15 and 16 with the rangatahi.

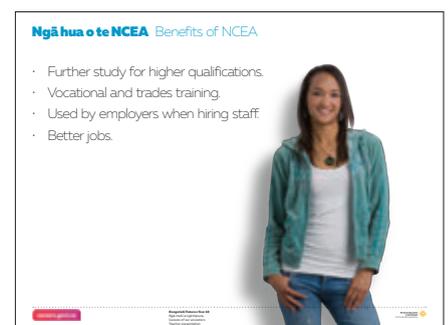
- What are the differences you can see between each room?
- What would it take for you to achieve merits and excellences?
- What would make it difficult? Who can help?



Slide 16 Ngā hua o te NCEA Benefits of NCEA

Discuss the following with the rangatahi:

- What impact can NCEA have on your career journey?
- What subjects do you think you may want to find out more about?
- Who can support you with your NCEA journey at school?
At home?



NCEA quick quiz

This quick quiz is intended to reinforce the discussion that rangatahi have had in lesson 5 about NCEA. Teachers may want to change questions to reinforce particular ideas about NCEA as appropriate.

- 1. What does NCEA stand for?**
National Certificate of Educational Achievement.
- 2. How many levels are there in NCEA?**
Three.
- 3. What are the two key ingredients of NCEA?**
Credits and standards.
- 4. What are the two types of assessment in NCEA?**
Internal and external.
- 5. What is the difference between the two types of assessment?**
Internal – set and marked in school.
External – set and marked out of school.
- 6. What does the acronym N.A.M.E. stand for?**
Not achieved, achieved, merit, excellence.
- 7. How many NCEA credits do you need to get an excellence course endorsement and an excellence certificate endorsement?**
Course endorsement: excellence for 14 credits in one subject and at least 3 of those credits must come from externally assessed standards.
Certificate endorsement: excellence for 50 credits.
- 8. Why is subject selection important when considering further training, study, or work after secondary school?**
Taking core subjects such as maths, science and English ensures you have core knowledge and skills that will help in a wide range of career pathways.
- 9. Does having University Entrance guarantee you entry into any university course? Why?**
No, you may need to have done prerequisite subjects for some courses.

6

**TE KAUPARE
ĀRAI
BREAKING
DOWN THE
WALLS**

Te kaupare ārai

Breaking down the walls

Lesson plan

Duration



30 min

Participation



60% rangatahi
40% kaiako

Lesson



Key messages

1. I know that there will be challenges on my career journey.
2. I know some strategies that will help me achieve my career aspirations.

Lesson sequence

1. Tell the rangatahi that today's lesson is about getting real about their journey towards their future career. Reflect on the waka journey that their tūpuna took. While they had the skills and knowledge they needed, they still came up against challenges on their journey (S8). Brainstorm what these might have been and how they affected them, for example, rough weather, differences of opinion, lack of provisions, waka repairs.
2. Ask rangatahi about the kinds of challenges they think they may face on their own career journey – what makes it difficult to achieve your career aspirations? Encourage rangatahi to share and listen respectfully to each others' ideas.
3. In pairs, rangatahi are given three challenges and barriers cards. Each pair discusses the scenario on their cards and ranks each one from least challenging to most challenging.
4. Share with the rangatahi one of the challenges you have had during your own career journey (for example, not being accepted on to a particular study course, having to move away from family, having trouble with a particular course or teacher). How did you overcome this challenge? What was the result? What did you learn?
5. Give pairs some time to consider the biggest challenges from their cards (or their own challenges). Discuss their responses and identify common strategies that can be used to overcome the challenges.
6. In pairs again, rangatahi identify three main actions that they can take will help them overcome career challenges they will face. For example, having a career plan, identifying good mentors, sticking at it, having courage, being the kaihoe of their waka. Reinforce the idea that challenges are a normal part of a journey and that by being prepared they will be more able to respond positively to them.

Key questions

- What are the kinds of challenges you might face on your own career journey?
- How might those challenges affect you?
- What strategies can you use to help you to overcome those challenges?

Activity downloads

- Teacher presentation slides (S8)
- Challenges and barriers cards

Main activity for this lesson:

Te kaupare ārai

Ngā kōiri mō ngā wero me ngā ārai

Kōiore aku whāinga mahi	He nui aku takanga ki te hē
Kōiore tōku whānau, āku hoa rānei e kaha taatoko i a au	Ka haore au mā te ara o taioha (mō te kōiri mahi, mō te mahi ākōwhiri)
Kei te hiahia au ki te mau kirituhi	Kei te tohutohua au e ātahi atu i runga i taku āhua.

Te kaupare ārai

Breaking down the walls

Teacher resources

Challenges and barriers cards

The purpose of this activity is to help rangatahi understand that challenges are a natural part of their career journey, and to discuss some strategies they can use to help overcome these challenges.

The challenges and barriers cards are specifically for use with young people. These cards use phrases familiar to them, and present some youth-specific challenges. There are four blank boxes that rangatahi can use to write their own challenge or barrier.

Download and copy the challenges and barriers cards, cut them up and give to rangatahi to sort.



TE

WHAKATERE

WAKA

LAUNCHING

MY WAKA

Te whakaterere waka

Launching my waka

Lesson plan

Duration



30 min

Participation



40% rangatahi
60% kaiako

Lesson



Key messages

1. I know that I have career potential.
2. I know some steps I can take now to help prepare for my future career.

Lesson sequence

1. Tell the rangatahi that during this lesson they will complete their waka career planner, which means they are launching their own journey towards their future careers.
2. Recap each section of the waka career planner (S4–S8) and reinforce the key ideas in each section:
 - Te kaihoe – You are the kaihoe travelling on your own journey but you are not alone, you carry your culture, whakapapa and whānau wherever you go.
 - Te waka – On your journey there are many people who want to help you succeed. Identify who those people are, and ensure they know the direction you wish to take because they will help you arrive at your destination.
 - Te hoe – It is up to you to decide in what direction to travel. Prepare well for your journey by mastering new skills, being open to new opportunities, and selecting subjects that will be a good fit for your future direction.
 - Tangaroa – There will be challenges, but in the end these challenges will set you on the right direction. Do not be afraid to ask for help.
3. Ask rangatahi to complete the Tangaroa section of their waka career planner. In pairs, get them to share their plans and identify any areas they are still thinking about or any questions they may have. It is not necessary for rangatahi to know exactly what they want to study or what job they want to do. Tell them they are just beginning a journey and that the plan they have now is enough to give them a great start towards their future career.
4. Decide on a process for following up the students' career plans. Collect them in or take copies for follow-up sessions, either as a group or individually. Congratulate them on completing their plans and tell them they are on their way to leaving a great legacy for their own descendants.

Key questions

- How do you feel now about being the kaihoe of your own career waka?
- What would you like to find out more about?
- What will be your next step on your career journey?

Activity downloads

- Teacher presentation slides (S4–S8)
- Waka career planner, printed A3

Glossary

kaihoe – paddler

Main activity for this lesson:



Published by:
Tertiary Education Commission
PO Box 27048
Wellington 6141
Aotearoa New Zealand

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This document is available for download
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ISBN 978-0-473-42351-3 (PRINT)
CS0145 Rangatahi Futures Year 10
Teacher support

0800 222 733
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