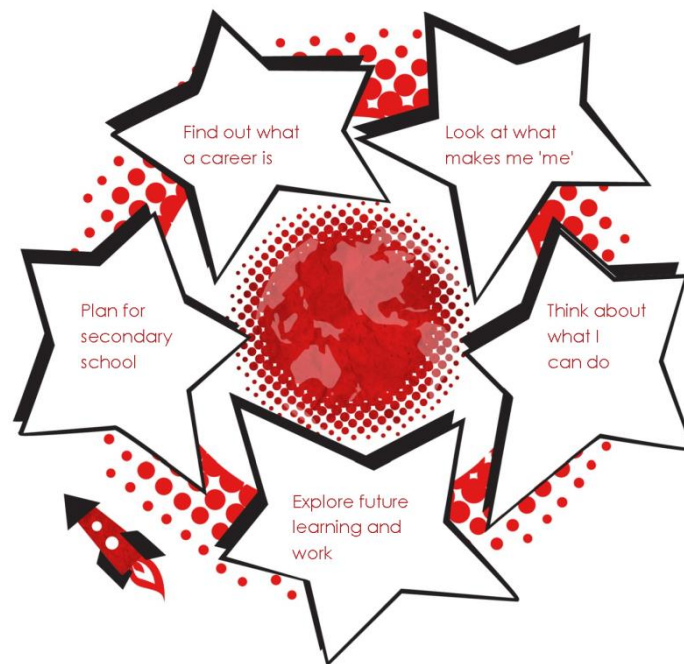


Career Kete, for years 7-8
Moving to secondary school

Dream and Discover teachers guide



December 2016

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

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Icons used in this guide



the activity uses Kiwi Cards



students could use ICT in this activity



teachers will need to look for suitable materials for this activity

Supporting resources

The key supporting resource for Dream and Discover is Kiwi Cards. This guide includes suggestions of how to incorporate Kiwi Card activities.

You may also use:

- Careers New Zealand website, www.careers.govt.nz
- Where To? leaflets
- internet-based software tools, eg, Wordle, Wallwisher, Mahara
- career resources from other providers
- resources such as magazines, newspapers and websites
- worksheets and activities from the Explore and Compare section of the Career Kete.

Career learning and the Career Kete

The Career Kete teacher guides and student worksheets suggest how young people could learn and develop their career competencies over their time at school. The three sections in the Career Kete are targeted to three different year levels: years 7-8, years 9-10, years 11-13.

Select and adapt

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

When adapting, consider:

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

Frame and connect

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

These are activities which have:

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

Help students build a big picture of this learning.

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

Further information

You can find information on how to design a career education programme for students in years 7-8 in the publication *Understanding Career Education in years 7 and 8*, which you can download from the Careers New Zealand website.

Versions

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

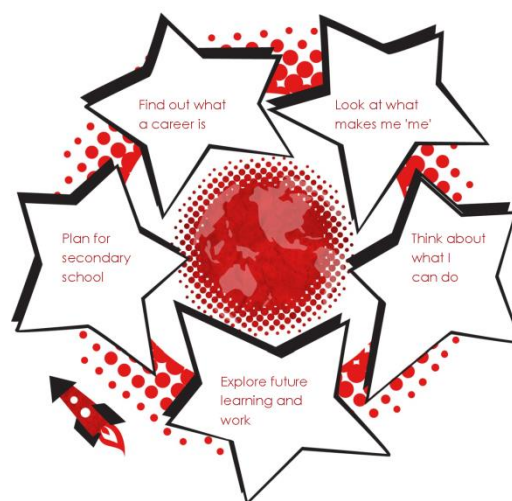
Using Dream and Discover

Overview

Dream and Discover is the first section of the Career Kete. It supports students in years 7-8 to develop awareness of themselves and their futures, and prepare for the move to secondary school.

The content is organised into five areas:

- Find out what a career is
- Look at what makes me 'me'
- Think about what I can do
- Explore future learning and work
- Plan for secondary school



Aims of career education in years 7-8

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

- Students increase their awareness of their strengths and interests, and of how they relate to others. They see themselves positively, demonstrating a hopeful picture of themselves in the future.
- They explore adult roles in their communities and the range of occupations that contribute to the products and services people use in their daily lives, and demonstrate optimism that they will do the same in the future.
- They become aware of the link between education and work and the role of lifelong learning, understanding that people's skills are built up over time because of learning and experience.
- They develop transferable skills in research, goal setting, evaluating options and reaching decisions.
- They become aware of the style and nature of secondary schooling, and are prepared for this transition.

Principles of career education

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

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

Planning for delivery

As additional resources or stand-alone unit

Most schools are developing students' understanding in the five areas in this resource to some extent. So:

- you may decide to use some of the activities and worksheets here to enhance and extend what you are doing, or
- you can create stand-alone sequences of lessons from these materials, and supplement these with others you have.

We recommend that you give all students the introductory pages for Dream and Discover at an appropriate time(s). These give students a picture of what they will learn and a place to capture their reflections. These pages are:

- Dream and Discover cover
- What will I be learning?
- My career learning journey

Timing and preparing

The final section in this resource, Planning for secondary school, is in two parts:

- Part A activities are designed to support the secondary school enrolment processes and need to be scheduled to fit between July and September.
- Part B activities prepare students for the approaching move and fit better at the end of the year when students are closer to actually making the change.

If you intend to use these materials to help students to manage their move to secondary school:

- Review your relationships with the secondary schools your students move to.
- Try to involve secondary schools to jointly plan authentic interactions, ways for students to communicate with their chosen school and the follow-up that secondary schools will provide in year 9.
- Think about how you can teach the skills that students will need over the whole year, for example, introducing school diaries or to-do lists to develop organisational skills; building in note-taking practice; developing typing skills for students who will be using individual computers in year 9.

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

- You could encourage involvement by sending information home about what their child is doing and scheduling activities to coincide with evenings for parents and students.
- There is a template letter on page 7 which you can use as a basis to create your own letter or news item for parents or whānau to help them understand what their children are learning and how they can help.

Template letter to parents

date

Dear parent or caregiver

Moving to secondary school is an important transition in your child's life and learning. To help your child prepare to enrol and later move to secondary school, we have begun a series of career education activities called Dream and Discover.

The aim of these activities is to help your child:

- understand his- or herself better
- see the connections between learning and their futures
- identify what the change to secondary school means for them and how they can prepare.

Parents and caregivers play a big part in supporting their children's learning in these areas.

You can help your child during these activities. Find opportunities to:

- ask your child to talk to you about the things they have been doing and exploring in these activities. Find out what they enjoyed and why, as well as what they didn't. Discuss any important points you think they might have missed or misunderstood
- help your child express their talents and abilities and recognise their achievements no matter how small
- explore their areas of interest and discuss how these relate to the subject options they will have at secondary school
- encourage their ideas about the future – you can seek information and advice from others about those ideas if necessary
- share your own experiences of education and work and those of family members: for example, how school was for you, what is important in your workplace.

There is more information and advice to help you in the Helping young people area of the Careers New Zealand website, www.careers.govt.nz.

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

If you have any questions about the activities your child is doing or if you would like to discuss your child's ideas with us, please contact ... on ...

Yours sincerely

XXXXXXXXXX

XXXXXXXXXXXX

Learning objectives

This guide suggests possible activities for each of the five areas depicted in the diagram on the previous page. The activities support use of the accompanying student worksheets. The following table summarises the learning objectives of the activities. Learning objectives that relate to supporting activities are marked '(S)'.

	Find out what a career is	Look at what makes me 'me'	Think about what I can do	Explore future learning and work	Plan for secondary school
remember	language related to career	language related to qualities	language related to skills	language related to work	language related to secondary school
understand	place of learning and work in life	value of individual difference	how and where they develop and use skills	pathways through learning to work	change is part of life
apply	develop a definition of 'career'	relate strengths of people they admire	link subjects to skills used in jobs (S)	link key pathways to job options	identify things that will be same or different
analyse	distinguish what is involved in career choices	identify own qualities, interests and values	work out what job needs a given set of skills	develop questions to ask people about jobs	synthesise information from a range of sources
evaluate	give reasons dreams and choices can change	consider what might be important in a given job	decide who might want to do which job and why	suggest impact on jobs of changes in society	work out how to help others with problems they face
create	imagine their future	brainstorm work options for an area of interest (S)	design a job to match own interests and skills (S)	interview people and report on their jobs	develop and share a personal statement
reflect	consider actions need to take for that future	consider possible ways to develop own interests	plan ways to develop or improve a chosen skill	relate others' work experiences to self	plan ways to prepare for change

Find out what a career is

About this section

In this section, students:

- start to build an understanding of what a career is
- connect the word 'career' to their ideas of future, learning and work.

Prior learning

The word 'career' will not mean a lot to children at this age.

- Using words like future, learning and work will resonate more. So, the emphasis should be on making the connection between 'career' and these more familiar words. Note that the word 'career' does not occur in every language or culture.
- For adults, a 'career' refers to a person's lifelong experiences of work, paid and unpaid.
- These unpaid experiences may include family and community roles or time spent on learning and hobbies.
- Careers are flexible and dynamic. People take into account the economic climate, family commitments and many other things to determine their options and make decisions about their careers.

Children may have formed views about learning and work and their own possible futures from those around them.

- Provide opportunities to discuss and explore any ideas they have through this sequence of activities. Identify any misconceptions they have and how they have come to these. Encourage aspirations and dreams.

Learning outcomes

Career learning objectives

develop language related to career
understand the place of learning and work in life
distinguish what is involved in career choices
give reasons dreams and choices can change
imagine their life in the future
consider actions need to take for that future

Key competencies

using language, symbols and texts
participating and contributing
thinking
thinking
managing self
managing self

Student worksheets used in this section

A career story

To start our journey, let's read about Simon's career journey so far.

Simon has been keen on making food since he was a child. "When I was about eight, I hated the food my parents cooked. They suggested I could do whatever I cooked, so I developed an interest in food."

Simon studied chemistry, biology, maths and history in Year 13. Then he worked in a restaurant and a catering company before completing a food science degree. Now he works as a production manager for a food company.



"I feel like the grease between the wheels. I need to make sure the production line is continually running," he says. "I deal with health and safety, the plan for the day and what people need to be doing. I also look after tasting to ensure quality."

"The job requires a combination of flexibility and attention to detail. I like the fact that I can come to work and not know what issues I'll need to solve for the day. It's incredibly challenging and it pushes me."

It also gives him expertise that can open up all sorts of career options in the future. "I'd like to gain some overseas experience," he says. "Eventually I'd love to own my own food company."

Now take a closer look

- Complete the table below using information from Simon's story.

What he enjoys interests	What he's good at Qualities and skills	What he's done Education and experience

Dream and Discover: find out what a career is

A career story

To start our journey, let's read about Claudia's career journey so far.

You could say that Claudia's career in computers began when she was eight years old. "I was curious about how a keyboard worked. I used a pin to remove the keys on my brother's keyboard to see what was underneath. He wasn't very happy with me!"

It's a very different story for Claudia these days in her job as a helpdesk operator: "Being able to help people and make them happy is what makes the job so rewarding."



Claudia studied maths, physics and computer studies at school. She went on to do a diploma in information technology and now works in the IT department of a large organisation.

Computers are a big part of the job, but personality is just as important: "When people call me for help, they are often yelling and stressed because their printer isn't working or they've lost an important document. I have to be patient and understanding. I try to calm them down as help them work out what's wrong."

Claudia feels that her computer and people skills will give her good employment opportunities when she goes overseas in a few years' time: "I hope to see the world and use my skills in some interesting job as well."

Now take a closer look

- Complete the table below using information from Claudia's story.

What she enjoys interests	What she's good at Qualities and skills	What she's done Education and experience

Dream and Discover: find out what a career is

My changing dreams

Our dreams of what we want in life generally change as we grow. Have you?

- Look at the pictures below and identify each job.
- Then talk with a partner about your earliest ideas of what you wanted to be.
- Do you have any ideas now? Do your dreams last?

Did you ever want to be a ...?



Do you have the same dreams now?

- Why? Why not? Write your answer below.

Dream and Discover: find out what a career is

A career is ...

Time to make sure we understand and some key words.

- Discuss with a classmate: Have you heard anyone use the word 'career'? Who? What were they talking about?

Then, read about these people

- Decide whether they are working. Then talk about whether the work is part of their career or not and why.

a 17-year-old in a band who does paid gigs twice a week	a volunteer firefighter	a retired business man who gives motivational speeches
a dad who stays at home to look after his young children	an art student who sells a painting now and then	a woman who looks after the gardens at a hospice for nothing
a young athlete who is sponsored by a well-known company	a local city councillor	someone who teaches basic computer skills to people in their homes

Now, try and come up with a definition of what a 'career' is.

- First, work with a partner to note down some ideas.
- Then, work as a class to create a class definition and write it here.

Dream and Discover: find out what a career is

Setting the scene

Key messages

- The choices you'll make about learning, work, family, community, country, etc, will shape your lives.
- You'll make and review your choices throughout your lives as you change and the world around you changes.

Discussion: How long is a lifetime

- Using each letter to represent a year in a normal life span, currently around 80 years in NZ, explain to students that you are creating a typical lifetime:

01234ppppppppssssttttwwwwwwwwwwwwwwwwwwww...wwwwwwwwwwrrrrrrrrrr

- [using p = primary school (8), s = secondary school (5), t = tertiary education or training (3 to 6), w= work (60ish), r=retirement (15 or more)]
- Ask students what the letters stand for.
- Discuss the lengths of the different parts of their lifetime. Prompts might include:
 - How does school relate to work?
 - When should students start preparing for work?
 - What things might change the way a timeline could look?
 - How might timelines look in the future as people live longer?
- Use your story or the story of someone the students know to mark-up the timeline with actual events.

A career story

Key messages

- To make good career choices you have to know yourself well and understand your options well.

Reading and transfer

- You can use one or both of the stories or write similar ones of your own for jobs your students may be encountering over the year.
- Use appropriate literacy development strategies, such as prediction, to support students to read the text.
- Model or complete the transfer part of the activity with the whole class, as appropriate.
- Point out and discuss the career-related vocabulary introduced in the table: interests, qualities, skills, education, experience. Students could check the meanings of some of these words in the glossary on the worksheet 'What will I be learning?'
- Tell students that the activities that they will be doing will start to build their ability to make the kind of choices this person did, when the time comes.

Supporting activities



Read other stories about people and their career choices from websites or publications like the School Journal. Ask students what they think these people might do next in their lifetime, based on their interests, qualities and skills.

Useful websites

- Search for a particular job on the Careers New Zealand website and then use the 'Meet people in this job' pages to compare the views of different people in similar jobs.
- Use the 'People Profiles' area on the IPENZ website, www.futureintech.org.nz to select from a wide range of profiles of people in technology, engineering and science jobs.
- For IT careers, select from the range of video stories on Digital Careers, <http://digitalcareers.co.nz/index.php?page=careers>. Some of these have motivational messages about working hard and getting what you want.
- If your school has a subscription to Jet magazine, use their online Find a Story tool, to search for Career guide or Pathways profiles, <http://www.jetmag.co.nz/>
- Try your local university and polytech websites. Most have graduate profiles. Some say more about individual fit and choice than others.

My changing dreams

Note

- Not all students will think they have dreams about their future or remember past dreams they may have had.


Key messages

- Your dreams might be about any aspect of your future lives eg, I want to bring my kids up in the country; I want to be able to work anywhere in the world.
- Your dreams are likely to change as you find out more about yourselves and the world.

Imagining the future

- Give students a few minutes to look at the worksheet. You could get pairs to do this together.
- Ask for volunteers to talk about their early dreams or their current dreams. Prompt these students about whether their dreams have changed and whether they think they might change again.
- Ask students to put on their fortune teller hats and look into their crystal balls. What do they see? Can they see an image of the kind of person they will be, the work they might do, or the life they might lead? They could do a reading for themselves or for a partner. Get some students to share their 'readings'.
- Discuss what students are doing now that will help them to make their 'fortune' come true and what they will need to do in the future. Introduce goals and planning and refer to goal setting etc. activities students are already doing as part of their school and out-of-school lives.

Supporting activities

- Students create 'vision of my future' sheets. Prompts could include: Where I will live; what I will have achieved; hobbies and interests I will have; things that will be important to me; What do I need to do to help make this happen? Who can help me?
 - You could use the model available from the Dream and Discover page on the Careers New Zealand website. This sheet has spaces for other reflections that students could complete as they go through the rest of the activities in this guide.
 -  Students could do this using computer software and include relevant images to illustrate their ideas. If students are using the internet to get images, help them develop good referencing techniques by listing where all the images came from and who owns them.
 - You can find advice to give to students on copyright on TKI, in the Copyright for Schools pages.

A career is ...

Key messages

- Everyone has a career. You have started on yours.
- Everyone's career is a unique combination of things they have learned and done.

Vocabulary and concept development

- Ask who has seen or heard the word 'career' used. Discuss where and what they think it might mean.
- Ask students to suggest other words that we might use if talking about a career. They will probably suggest words about work itself: eg, work, job, profession, trade, occupation. You could discuss how these words are the same and different.
- Get students to look at the scenarios in the worksheet and discuss whether the activity described is 'work' or not and how it could be helpful to a person's career.
- Emphasise that a career includes more than paid work. Demonstrate this by drawing up the start of a word web that has 'career' at the centre and 'work', 'learning', 'hobbies and other roles', as three main topic areas. Link the words that students have already suggested to the relevant topics.
- Ask students for more words for each topic: words that describe different types and places of work, different types and places of learning, different roles people take in other parts of their lives, eg, parent, community spokesperson.
- Guide students towards their own definition of 'career'. You could do this in any way that suits, eg, a dictionary activity if they need a high level of support.

Supporting activities

- Talk to students about symbols and visual metaphors: a picture paints a thousand words. Discuss the reasons images like ladders and pathways and jigsaws might be used as metaphors for careers.
- Ask students which images they think would represent most 'careers' today, or when they are adults. There is no right answer to this, but students should get the message that most people will need to deal with change in their work and constantly learn.



Students create their own images of 'career' on a class graffiti board/sheet.



Put up a class wall sheet with new words from this activity and tell students they will be adding to this throughout the unit.

END OF SECTION

Students could add their reflections to My Career Learning Journal

Look at what makes me 'me'

About this section

In this section students:

- start to explore the connection between knowing yourself and making choices about their futures
- look at their qualities, values and interests.

Prior learning

The words 'qualities and 'values' will not mean much to children at this age.

- It is best to use familiar language such as what they are like and what is important to them.
- For adults, a 'quality' refers to characteristic behaviour and a 'work value' to things that we need or give us most satisfaction in our work.

The main consideration in this section is vocabulary. Even students who know the words that describe qualities may not fully understand them. For this reason we have used a limited vocabulary in some worksheets.

Learning outcomes

Career learning objectives

Key competencies

develop language related to qualities	using language, symbols and texts
understand the value of individual difference	relating to others
relate strengths of people they admire	relating to others
identify own qualities, interests and values	managing self
consider what might be important in a given job	thinking
consider ways to develop their own interests	managing self

Student worksheets used in this section

Career idol

We might be like other people in many ways, but no one is exactly like anyone else.

- > Choose a person you admire and think about what makes them special – perhaps someone in your family, someone you know or someone famous.
- > Write their name and some words that describe them in the space below.

I admire

Dream and Discover: Look of what makes me me

How I like to do things

A good way to start looking at yourself is to think about what's important to you.

- > Read through the things below. Tick ✓ three that are most important to you. Add any things that aren't there.

Do any of these things sound like you? I like ...

Spending time by myself	Being an artist
Trying new things	Thinking up new ideas
Fixing things properly	Doing things well
Working on projects with others	Winning
Knowing what career next	Doing scary things
Being part of a group	Having help to do things
Doing lots of different things	Being rewarded for what I do
Leading others	Helping others

Decide what might be important in the jobs below

A good way to start looking at jobs is to compare them with what's important to you.

- > Using the list above and your own ideas, write down three things a politician might like and three things a pharmacist (in a chemist shop) might like.
- > Then ask yourself how well these two jobs would suit you.

POLITICIAN	PHARMACIST
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Dream and Discover: Look of what makes me me

What makes me 'me'

Another step to looking at what you are like is to recognise your qualities.

- > Read through the list of qualities below and make sure you understand them all.
- > Slightly pick five qualities that describe you and five to describe a partner.
- > Share. Talk about why your partner included any words that you didn't.
- > Circle your final choice of words to describe you. You can add other words to the list below if you want.

How would you describe ...?

Honest	Friendly	Quiet
Helpful	Tidy	Careful
Polite	Kind	Good listener
Hard working	On time	Imaginative
Competitive	Cheerful	Sporty
Funny	Well organised	Practical
Confident	Responsible	Persuasive
Enthusiastic	Enterprising	Adventurous

To talk about qualities, we usually start with "I am...", "He/she is..."

What helped you recognise these qualities?

- > Explain why you circled two of the qualities that you did. Example: I think I'm a good listener because friends talk to me when they have a problem.

Dream and Discover: Look of what makes me me

My interests

Activities that we enjoy are our interests. Interests are important to our happiness. They can also help us make good choices about learning and work.

Look at Dean's interests and choices

copied designs from cereal boxes	designed and sold mobile phone skins to his classmates	long term goal I'll set up my own graphics company
taught himself how to use design software	designed and published a book for an enterprise project in year 13	
worked in a business office in the holidays	found a local graphic designer to talk to about the job	

It's good to continue to explore new interests as you go through life

Where might your interests guide you?

- > Make a list of the interests and hobbies you have now.
- > Add hobbies or activities you might try in the future.

My interests and hobbies now	Things I might try in the future

Dream and Discover: Look of what makes me me

Setting the scene

Key messages

- Our differences help us to see things in new ways. They are the key to invention.
- We all need to recognise and celebrate our differences.

Discussion: What would the world be like if we were all the same?

- Ask students to complete a chart like the example below. First they write down their favourite things, then ask five friends, and then five other people in the class.

Name	Favourite colour	Favourite food	Favourite activity	Favourite subject	Favourite TV show

- Ask students to think about the things that make people the same or different. Record their ideas in a mind-map.
- Write a PMI chart (plus, minus, interesting) on the board and ask students the question above. Record their ideas about the positives, minuses and interesting things about a world like that.
- Guide students to the conclusion that difference is extremely valuable to the world and our differences help us to see things in new ways.

Career idol

Key messages

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

Describing others

- Students come up with names of people they admire and the reasons they admire them. They might be someone they know, someone famous in the past or now, or a character from a TV show or book.
- Ask students to choose one person and write some words or phrases about what makes them special to them in the worksheet provided.
- When students have completed this, choose a method of sharing their work for others to read, eg, displaying them on the wall, passing around the class, posting them into a box and asking a few students to pull one out to read.
- Pick out some useful words or phrases that students have used in their descriptions and ask for equivalent, similar or opposite phrases or words.

Supporting activities



- Gather some pictures and short profiles of role models from magazines and websites and add these to the wall displays. Make some 'strength cards' and ask students to stick the cards on the person they think is most like the word on their card.
- Students describe or give clues about an unnamed classmate. The rest of the class tries to guess who it is.

How I like to do things

Key messages

- The way you like to do things tells you a bit about what is important to you.
- Later in life you will begin to identify things that could be important to you in the kind of work you choose.

Identifying what is important to me

- Read through the worksheet instructions with students. Help them understand the link between the items listed in the table and their futures by choosing one or two items that are important to you and giving examples of how you make this part of your life, eg, I like helping others, that's why I enjoy teaching; I like thinking up new ideas, that's why I am designing our school's new ... programme.
- Ask students to work through the first part of the worksheet. Then invite some students to report on the choices they made and to talk about how they made those choices. Discuss whether their choices may change in the future.
- Look at the second half of the worksheet and work with the class to get agreement on what people in the two example occupations might feel are important to them.

Supporting activities

- Discuss examples of people who may or may not be well suited to certain jobs, eg, would a sporty person make a good librarian? Then ask students to role-play situations where the person in a job doesn't have the interests or attitude needed to do the job well. You could give each pair or small group a Kiwi Card to allocate jobs.

What makes me 'me'

Key messages

- Everyone has qualities which 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.

Note on literacy level

The first group of words in this worksheet, or their root words, appear in First 1000 word lists and the second group in Second 1000 word lists used for second language learning. The third group are in neither but are strongly linked to language used at this age.

Describing me

- Read through worksheet instructions with students and guide them through the steps.
- When students have identified their five qualities, get them to reflect on the process they went through: Who found it easy? Who found it hard? How many people were surprised at what their partner chose for them?



Use a show of hands or other method to record how many students selected each quality to find the five most common ones in your class.

- Guide students to complete the second half of the worksheet, ie, to explain why they chose the qualities they did.

Supporting activities



[Kiwi Cards] Personal qualities. Students suggest the qualities someone in the jobs depicted might need.

My interests

Key messages

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

Reading and connecting

- Read through the worksheet instructions and the career path diagram with students. Ask questions to check students' understanding of the diagram and the connections between the points in it.
- Ask students to list the interests and hobbies they have now. Share these to get an across class view.



Guide students to identify clubs and venues in the local community where they could try new things. Gather local resources and/or visit some local websites to help with this. Ask students to identify and record things they are interested in trying in the future.

Supporting activities

- Give students an example of an interest, such as sport. Explain that for a really talented athlete, their love of sport may be so strong that all they want is to be a professional sportsperson. Brainstorm options for someone who enjoys sport but wants to balance that with other interests in their life. Ideas include:
 - play sport in their spare time
 - work in sports-related areas, eg, in a gym, in sports administration or promotion, making or selling sports goods or teaching physical education
 - work in areas that offer physical activity, teamwork, competition or challenge]



[Kiwi Cards] Job families. Students find cards that show jobs that relate to an interest, industry or field of work.

END OF SECTION

Students could add their reflections to My Career Learning Journal

Think about what I can do

About this section

In this section students:

- start to make connections between the things they do and learn at school and out of school and the skills they will need in their future lives.

Prior learning

The word 'skill' may not mean much to children at this age.

- They are probably more familiar with words like abilities, key competencies and strengths. So, the emphasis should be on making the connection between 'skill' and these more familiar words.
- The activity A Career Story in the first section, Find out what a career is, introduced 'skill' alongside more familiar phrases.
- For adults, a 'skill' refers to a learned ability.
- Different skills take different lengths of time to get better at.
- It may take a long time to master a complex skill.

Learning outcomes

Career learning objectives

Key competencies

develop language related to skills	using language, symbols and texts
understand how and where they develop and use skills	managing self
work out what job needs a certain set of skills	thinking
decide who might want to do which job and why	thinking
plan ways to develop or improve a chosen skill	managing self

Student worksheets used in this section

What are skills?

Everybody has things they can do well. These are their skills.

- Look at the examples of skills below. Highlight or circle any of these skills you have and then add others.

Talk about skills

Managing self

- Finish my work in the time given
- Explain what I did
- Practice something or train regularly
- Plan a project well

To talk about skills, we usually start with 'I can...'. 'He/she can...'

Relating to others

- Speak to a group
- Look after a pet
- Help a friend with their schoolwork
- Listen to others

Using language, symbols and text

- Understand graphs and charts
- Find information I need
- Use pictures to get a message across
- Write a movie review

Thinking

- Design an experiment
- Find out what's wrong with something
- Coming up with new ideas
- Work out the best way

Participating and contributing

- Be part of a team or club
- Take part in discussions
- Speak another language
- Organise a game with friends

Dream and Discover. Think about what I can do.

Where I learn my skills

We learn and improve our skills throughout life, in many different places.

- Look at the examples below. Ask you learning these skills? Where?
- Add other skills you are learning to the list.

I'm learning to ...	At school	At home	Elsewhere
Use percentages			
Use public transport			
Use social networking sites safely			
Play a sport			
Perform in front of an audience			
Work with a group or team			
Cook a meal			
Find out about things I'm interested in			
Consider other people's feelings			
Plan a project or activity			
Predict the weather			
Speak a second or third language			

Set yourself a challenge

- Choose something you would like to be able to do, or do better.
- Talk to a classmate about ways you could develop this skill.

A skill I want to develop or improve

Ways I could develop this skill

Dream and Discover. Think about what I can do.

Can you guess what I do?

There are some skills that we need in most jobs. There are other skills that we only need for particular jobs. All jobs require a unique mix of skills.

- Read the skills that this job requires. Can you guess what the job is?
- Decide which skills are useful in most jobs.

The skills I use in my work	Useful in many jobs? (Y/N/Maybe)
relate to people from all backgrounds and cultures	
quickly see people's needs and offer appropriate help	
put people at ease	
research information to use in talks	
remember relevant facts and stories	
speak fluently and clearly to groups	
plan and organise activities	
manage time	
answer questions and provide information	
lift heavy boxes of luggage	
apply knowledge of culture, history, geography and society	
take the lead, show leadership	
make good decisions	
solve problems	
accept criticism	
keep calm in emergencies	
cope when things go wrong	

Dream and Discover. Think about what I can do.

Twenty years from now

Imagine the people in your class in 20 years' time. What could they be doing?

- Work with a partner to look at these jobs. If you think anyone in your class might be interested in a job write their name beside it.

Who could you imagine doing these jobs?

Job	Who	Why
Personal shopper		
Detective		
Nurse		
Electrician		
Banker		
DJ		
Town planner		
Software maker		
Company owner		
Organic farmer		
Builder		
Ambulance paramedic		
Early childhood teacher		
Computer technician		
Publisher		
Advertising writer		
Web developer		
Shooting contractor		
Environmental scientist		
Motor mechanic		
Member of parliament		

Dream and Discover. Think about what I can do.

Setting the scene

Key messages

- You have a skill when you have learned to do something well.
- To learn a skill you need to practise it and use it.

Discussion:

- Start by asking students about a few silly fun skills, eg, who can roll their tongue, wiggle their ears, speak backwards. How did they learn to do this? How much practice did it take? Could they get better at it? How?
- Use the process in 'Understanding career education at years 7 and 8' pages 8-9 to elicit stories from students about something new they have learned and demonstrate the skills and qualities they used to do this.
- Talk to students about how they are developing skills that they will continue to improve as they grow. Introduce the idea put forward in Outliers by Malcolm Gladwell that people who excel at something have probably practised for more than 10,000 hours. How many years is that? [ans: 24 hours a day for about 1.1 years; 8 hours a day for 3.4 years; etc]

What are skills?

Key messages

- Everyone has skills. You have gained a lot of skills in your life so far.
- You use your skills in the activities you do every day, at school and out of school.

Demonstrating skills

- Make the link between skills and key competencies for students: skills and competencies are similar words which are used in similar situations. As students develop their key competencies they are developing some of the skills that employers look for eg, able to work in a team.
- This worksheet gives examples of how students might demonstrate their skills. These examples are grouped under the key competencies. Ask students to look at the examples, select any they have and add others.
- Gather and discuss some of their additions.

Supporting activities

- Choose an example skill from the worksheet or one linked to future lessons. Ask students to go to one of four corners of the room depending on how interested they are being able to do this: not at all interested, slightly interested, interested, very interested. Do this again once or twice. If students show a good spread of responses, then make the point that different interests lead to different skills and lead us to different kinds of lives.



This activity could be followed by self-assessment activities you use where students rank their level of ability in key areas they are focusing on developing.

Where I learn my skills

Key messages

- If you want to improve or learn a new skill, look around for opportunities to practise it.

Learning skills

- Ask students to brainstorm all the places and ways they learn: from their family, from life experiences, from trying and practising, etc.
- Using the worksheet students decide where they are learning each of the skills listed.
- Choose a couple of examples to get feedback on. Ask students to give examples of situations when they have done this, eg, what subject, who with/for?
- For the second half of the worksheet, get students to think back to the ideas they talked about in the career dreams activity. Is there something they would need to be able to do well to have the kind of future they want? Is there anything they can start doing now to help them get there.

Supporting activities



[Kiwi Cards] Subjects to Jobs. Students think about what subjects would develop the skills and knowledge needed for jobs.

- [Where To? leaflets] Students talk about how the skills they learn in a subject would be useful in the jobs listed.

Can you guess what I do?

Key messages

- Different jobs need people with different combinations of skills.
- The key competencies are essential for all jobs.

Combining skills

- In small groups, students take turns to guess what job it is. Put all guesses on the board and vote on the winner. Discuss reasons why this is better fit than the other suggestions.
[ans: Tour guide]
- In small groups, students decide which of the skills listed are needed in lots of jobs and which are specific to this job and jobs like it. Make links between these more general skills and the key competencies.

Supporting activities



[Kiwi Cards] Groups choose a card and write a similar list of useful and essential skills for the job shown. Other groups try to guess the job. OR



[Kiwi Cards] Who am I? Students ask questions to identify the job the person is holding/thinking of. Encourage students to ask about what the person has to be good at doing not just the things they do. OR

- Headbands game: stick a job title on each student somewhere they can't see it. The students move around asking questions to find out what job they are in.
- Students invent a job for themselves and list the skills they would need to have for it.

Twenty years from now

Key messages

- To understand a job better, think carefully about the skills, qualities, interests and values a person needs to do it well AND enjoy it.

Matching talents

- Tell students to imagine they are talent scouts: 'You have come to this class to look for young people who might be good in the future at some of the jobs that your clients need in their companies. Think about the things your classmates do well and decide if there is anyone you might suggest for each job.'
- Take a show of hands for a random selection of the jobs to see how many groups suggested someone. Share a few of their suggestions.

Supporting activities

- Stick the job names on the wall so students can add stickies/notes under the jobs they would or wouldn't like to do. Ask them to write their name and the reason they would or wouldn't want to do the job.
- Students in pairs or small groups choose one job and write questions the talent scouts might ask possible candidates.
- Students create a word picture of what they would like people to say about them and their achievements when they are older. The most important things should be biggest etc.

END OF SECTION

Students could add their reflections to My Career Learning Journal

Explore future learning and work

About this section

In this section students:

- start to develop a bigger picture of the structural links between education and employment
- see there are different pathways through secondary school to tertiary education to work
- understand that there will always be many more jobs than they, their families, or other people around them, know about.

Prior learning

Most of this will be new to students.

- The emphasis should be making them aware that at secondary school they will learn about the pathways that exist and develop their skills to evaluate the options and make good choices.

Students may have had prior opportunities to talk to and hear from people about their jobs.

- This is a good time to bring all those previous experiences together and relate this information to what they know about themselves and their dreams.

Learning outcomes

<i>Career learning objectives</i>	<i>Key competencies</i>
develop language related to work	using language, symbols and texts
understand pathways through learning to work	managing self
link key pathways to job options	thinking
suggest impact on jobs of changes in society	thinking
develop questions to ask people about jobs, carry out an interview and write a report	relating to others; using language, symbols and texts
relate others' work experiences to self	managing self

[TKI] Education for Enterprise lesson: Careers under the Spotlight (L4, English).

This lesson overlaps with some of the activities in this section of Dream and Discover. In the lesson, students compile lists of jobs in their community, research one in detail and develop a presentation.

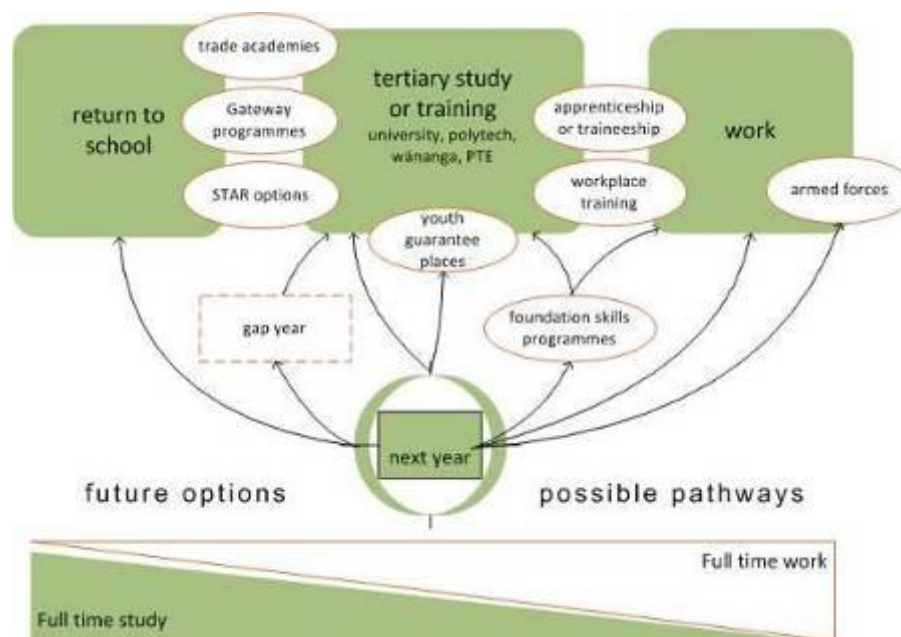
The education system at secondary and tertiary level

Some background information for teachers.

- There is an increasing number of learning pathways available to senior secondary students. These 'transition' pathways link secondary education and tertiary education and/or work. They provide opportunities for some students to:
 - combine senior school learning and workplace experience
 - combine senior school and tertiary learning
 - attend a tertiary education provider to do secondary and tertiary level courses.
- There are a number of different types of tertiary education providers. These include universities, polytechnics, institutes of technology, wānanga and private training establishments.
- There is another form of tertiary education that takes place mostly in workplaces. This is called workplace or industry training. It includes formal apprenticeships but is not limited to these.
 - There are workplace learning qualifications in a wide range of sectors, including government and community sectors.
 - Industry training organisations (ITOs) are responsible for the design and moderation of qualifications in their industry.

To find out more about tertiary options, go to the Education & Training section of the Careers New Zealand website, www.careers.govt.nz.

Senior secondary students learning pathway choices

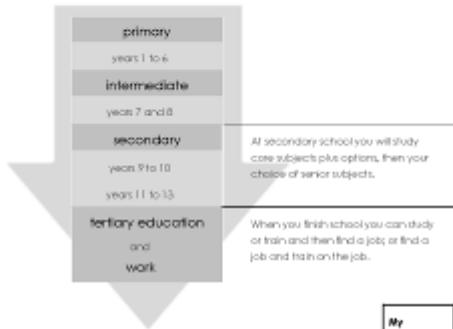


Student worksheets used in this section

Pathways for learning

Secondary school is the next step in your pathway. Here's an idea of what comes after that.

- Look at this diagram and then answer the questions below.



	My answer
1 You completed year 13 and did a 4-year degree at university. Nine months later you started a job you really wanted. How old are you on your first day at this job?	
2 You completed year 12, did a one-year preparation course at a polytechnic, then worked for a builder and completed your apprenticeship in 3 years. What year is it when you complete it?	
3 You completed year 13, took a year off, and then enrolled in a two-year diploma in web design at a polytechnic. At the end of your first year of study, you got a job. Your employer gave you three off to complete the diploma part-time over two years. You've just finished. How old are you now?	

Dream and Discover: Explore future learning and work

Pathways to work

There are learning pathways into most jobs.

Odd one out

- Look at the pathways below that A, B and C are choosing.
- Then look at the five jobs listed alongside each pathway. One of the jobs is not an option for them. Can you guess which one?

A wants to start work after finishing secondary school to gain skills and experience.	home helper pet groomer model	landscape architect recycler
B wants to find a job where s/he can learn and complete a qualification as part of the job.	soil scientist builder baker	police officer IT technician
C wants to study at university for a qualification that will help her/him get a job later on.	forensic scientist physiotherapist electrician	nurse accountant

Which pathways lead to the jobs below?

- Read what is needed to get into the jobs below. Then match each job to one of the pathways above and write the job in the list alongside that pathway.

plumber	telemarketer	land surveyor
To become a plumber you need to find an employer who will take you on and train you. To find an employer you'll need to have reasonably good reading and maths skills and show that you'll do a great job.	To become a telemarketer you need to have a good standard of English. Sales and customer service experience or any other work involving public contact is useful.	To become a land surveyor you need to complete a four year university course in surveying. Useful school subjects are English, maths, geography, computer studies, physics, economics and graphics.

Dream and Discover: Explore future learning and work

Jobs in my community

It's a good idea to think about what type of work you might find interesting.

- Make a list of jobs that you know of. You can add to this list day by day.
- Circle the jobs that interest you.

Jobs of people I know	Jobs of people I see in my community	Jobs I've seen on TV, read or heard about

Jobs I think will be important in the future

There are many opportunities for you in the future that you may not know about now.

- For example, there are over 400 jobs described on the Careers New Zealand website, www.careers.govt.nz. A lot more than most of us could list!

Dream and Discover: Explore future learning and work

What changes can you see?

We all change and so does the world around us – including the working world.

- Read through these ideas about the way things might be in the future.
- Select and circle one of these changes or come up with one of your own.
- Then record your ideas about what this change will mean to our lives and what kinds of work will grow or decline as a result of these changes.

virtual driving tests replace driving tests on the road	education until age 21 becomes compulsory for all	paper is so expensive that recycling becomes compulsory
a new product means you never need to clean your teeth	new discoveries in health keep on extending people's lives	Chinese becomes the main language of business
there is a ban on eating meat		99% of all people work from home

CHANGES IN OUR LIVES	WORK THAT WILL GROW ↑
	WORK THAT WILL DECLINE ↓

Dream and Discover: Explore future learning and work

Why they do what they do

Example interview

Meet Kate. Kate is an urban designer. A what? Here's what she told me ...

Being an urban designer is such a great job. I love everything about it. I'm not designing one building for one family or one company - I'm designing spaces for a community. If I get it right, the community will be safer and healthier, which is very rewarding.

I'm in a beginning position in our company at the moment, a newbie, so on a typical day I do a lot of drawings and graphics.

I also work alongside my team members to talk with clients, develop designs and write up reports and recommendations.

Communication and relationship skills are huge in this job but I also need to be creative, practical and able to see the big picture.

Urban designer is a relatively new job in New Zealand. I'm one of 50 to 100 people doing this job at the moment and most of us work for design consultancy companies. But councils in our larger cities are starting to create urban design teams and so the number of us is expected to grow.

I earn around \$48,000 now as a newbie but senior urban designers with lots of experience can earn twice that or more.



How she got there

Kate studied for 4 years full-time at university after school. She did a degree in architecture first and then a postgraduate qualification in urban design.

The company she works for now gave lectures in some of her courses at university. She got to know them then and later they gave her a job.

Other urban designers may start with qualifications in landscape architecture or planning. Some people move to urban design after working in other fields, for example, construction or traffic engineering.

Urban design combines many disciplines so many secondary school subjects are helpful. These include maths, physics, art and design, graphics, technology, environmental studies and geography.

Dream and Discover: Explore future learning and work

Why they do what they do

Talking to people about the jobs they do is a great way to learn more about work.

- > Interview someone you know about their job. Do this on your own or with a classmate. Take notes or record your interview to help you write it up later.
- > Check the next page for an example of how you could present what you find.

Before the interview, prepare your questions

Some example questions you could use:

- What is the name of your job?
- What do you do on a typical day?
- What do you like and not like about this job?
- What kind of person does this job suit?
- How easy or hard is it to get into this job?
- What skills do you need?
- How did you learn these skills?
- What qualifications are needed?
- What school subjects are useful?
- What other activities might be useful?

Other questions you might ask:

--

After the interview, note down your thoughts

- > Make a few quick notes here about what parts of the person's job sounds interesting to you and which parts don't. Include the reasons you feel like that.

The job I investigated is:	
What I like and don't like about this job:	Why it is or is not an option for me:

Dream and Discover: Explore future learning and work

Setting the scene

Key messages

- You are getting to know more about secondary schools this year.
- You will get to know more about what follows that before you leave secondary school.

Discussion

- Write up the numbers 1, 2, 3 and below them the words primary, secondary, tertiary. Ask students what the words mean.
- Get students to guess what the next two words in this sequence might be. Encourage them to make these up. [The real answers are: quaternary, quinary, senary, septenary, octonary, nonary, and denary.]

Pathways for learning

Key messages

- A primary school is different to a secondary school and a secondary school is different to the places you will study or train once you finish school. Be ready to adapt and to learn to be more independent.
- Qualifications are one of the ways that people assess what other people can do. Secondary school qualifications are necessary to do tertiary study or training. There are tertiary qualifications for most jobs.

Extracting information from a diagram

- Talk through the diagram, asking questions and giving the correct answers as you do so. You may wish to create a bigger version of the diagram to talk to.
- Ask students for examples of primary schools, secondary schools and tertiary education providers in their town /region/ NZ, or create cards with names of schools etc that students sort into the three categories.
- Then try the problems below. Model one to the class and then ask groups to work on the other two and swap answers.

Supporting activities

- Find out what the students know about qualifications. What does the word mean? What examples do they know of? How do you get one?
- Ask if anyone has brothers and sisters who are doing NCEA at secondary school, parents who are doing study or training, etc. Get them to share what they know about this. Consider asking them to find out more and report back to the class. Brainstorm some questions they might ask to help them do this.

Pathways to work

Key messages

- Most people don't know what training, qualification or experience is useful for a particular job unless they investigate it.
- You will need to know where to find this kind of information later in your life, when you start making choices about what you study.

Making a guess

- Read through the three pathways that A, B, C are planning to take after they finish at school. Answer any questions students may have about these.
- Students work to come to a common view of which job they think is the odd one out for each of the options and why.
- Discuss their responses while admitting you don't know the right answers either. 'Your guess might be ...' Clear up any misunderstandings students have.
- If students managed the above OK, ask them to try the second activity. If they didn't, work through the second half, explaining as you go, to place the three jobs in the probable columns.
- Brainstorm ways people can find out what qualifications, including what subjects, are useful in a particular job, eg, through people they know, people in the industry, people in the job, vacancy ads, internet information. Discuss the pros and cons of each source, eg, may be out of date, may not be true of everywhere, may be lots of different advice.

Supporting activities



Give 3 groups of students the task of discovering the right answers for one of the columns in the exercise. First, demonstrate how to use the Careers New Zealand website to check the qualifications needed for a job.

- Use the search box. Type in the job name. Then look for the 'how to get into this job' or 'how to enter the job' link to go to the right page.
- Read through the page with students to show them how to look for relevant information and prepare them for the fact that they may not understand it all.
- If necessary do this for a job in each of the lists in the worksheet.



Extend the above suggestion to gather information on pay as well. Before getting the answers, ask students to predict the highest and lowest paid jobs in each column and across all columns. Compare their predictions with what they find out.




[Kiwi Cards] The Changing World of Work: students consider how a job may have changed and could change in the future.

Jobs in my community

Key messages

- There are lots of jobs that you, your family and other people around you do not know about.
- We need to know where to find out about a wider range of jobs than we know about, especially jobs that are new and jobs where there is a need for more people.

Remembering

- Students work in small groups and add to their individual lists all the jobs that the group members can recall from their own lives to date. Ensure they think broadly, thinking back to books, trips and projects out of the classroom, etc.
- Share ideas in some fashion. You could:
 - get students to swap groups, in jigsaw fashion, to compare their lists
 -  get groups to take turns to add their lists to Wordle or similar online program, so they create a visual picture of how well each job is known to the class.
 - get groups to take turns to add jobs from their list to one large class list, only adding jobs that are not already there.
- Students mark up their own lists with the jobs that sound interesting to them.
- Ask students to find other jobs to add to their own and/or the class list over the week. Take a little time each day for them to do this.

Supporting activity



[Kiwi Cards] Jobs on TV or Location, location: these activities might be useful ways to help students to start or add to their lists of jobs.



[Kiwi Cards] Three of a kind or the trading starter activity: These activities help students see the relationships between jobs. They could be used as preparation for the following suggestion.

- Students select two of the jobs that most interest them and identify things that they think are the same and different between them. They could present this using two overlapping circles, with similarities in the overlapping area, and differences in the outer areas.

What changes can you see?

Key messages

- Changes in technology and the way we live, lead to changes in jobs.
- Some changes can be very fast. Others happen more slowly.

Scenario building

- Start by reading the scenarios of change.
- Select one of the changes suggested, or one of your own, and work with the class to brainstorm how things will change in their and other people's lives if this was to happen. Then see if they can identify what might change for businesses, work that might decline or grow.
 - There is no need for students to know which specific jobs might change, as long as they can identify what kind of tasks will be done differently or not at all, etc.
- Ask groups of students to select a change and complete the table in the same way you have done as a class.
- Ask some groups to feedback to the class.

Why do they do what they do

Key messages

- Talking to people about their job gives you a better idea of what a job is really like.
- Remember not everyone is doing something they enjoy.

Interviewing people in employment

- Read the example report from an interview with an urban designer. Then, either:
 - Ask students to write the questions the interviewer may have asked to get the information in the report and then compare their questions with those on this worksheet. OR
 - Ask students to match the questions on this worksheet to the information in the report using different colour highlighters.
- Discuss who students could interview to create their own reports. Work together to draw up a class list of interviewees, their jobs and the interviewers. The list could include family members, neighbours, people who work in or for the school, eg, local contractor that is onsite, or people that you invite in to talk to the class or go out to visit as a class as part of other activities, eg, at swimming pool.
- Give students time to plan their interviews. These may take place over a couple of weeks, with students adding their reports at different times.

- During this time develop their knowledge and skills in report writing. Students could use the example report as a model for their report or design another model.
- It is important to include a section in their report that summarises their personal responses to the job and the reason for these.

Supporting activities



[Kiwi Cards] The role play starter activity or A day in the life: These activities can help students practise for interviewing and reporting.

- Prepare a set of questions based on students' reports, such as, who works the longest hours, which job requires the longest training, which job earns the most. Students read the reports or talk to the interviewers to find the answers to these questions.
- Students create a subject chart and list the jobs each subject is useful for according to the people they have interviewed.
- Students brainstorm the benefits and drawbacks of working (eg, friends, money, activity, achievement, variety, security, recognition, appreciation, excitement vs. costs, stress, less free time, frustration, injury, boredom, etc). Then discuss whether they would work if they won a lottery or not. [Most winners do still work.]



Set up a class poll on benefits of work where students can vote on which is the most important to them. Chart the class results.

END OF SECTION

Students could add their reflections to My Career Learning Journal

Plan for secondary school

About this section

This section prepares students for the move to secondary school.

It is divided into two parts which may be done at different times of the year depending on the enrolment timetable in your area:

- preparing to enrol at secondary school – Part A
- preparing to start secondary school – Part B

Pages 39-40 summarise findings from a Ministry of Education research project on transitions to secondary school. This summary includes a number of questions which teachers could use to assess and plan the transition support the school has for students.

Prior learning

Students in intermediate schools will have more recent experiences to bring to the activities in this section. The activities in this section have not been designed specifically for the intermediate or the full primary context.

Learning outcomes

<i>Career learning objectives</i>	<i>Key competencies</i>
develop language related to secondary school	using language, symbols and texts
understand that change is part of life	managing self
identify things that will be the same or different	thinking
synthesise information from a range of sources	using language, symbols and texts
work out how to help others with problems they face	managing self, relating to others
plan ways to prepare for change	managing self
develop and share a personal statement	managing self; using language, symbols and texts

An overview of the transition approach suggested in Dream and Discover

Beginning of year 8		
<ul style="list-style-type: none"> • Integrate selected skill development in learning programmes across the year, eg, use of diaries, note-taking skills, skimming and scanning, computer skills, independent learning and making positive choices • Plan school interactions, eg, visits to secondary schools, visits from secondary schools, teacher exchanges, etc • Plan and schedule processes for students and families who will need support with aspects of enrolment 	Part A: Enrolment time	
	<ul style="list-style-type: none"> • Make arrangements for students who need additional documentation etc for enrolment • Communicate with parents about enrolment processes and things to think about • Build students' understanding of secondary school structures and subjects • Support students to research secondary schools and plan things they can do to prepare themselves • Help students to identify their strengths and see the opportunities for them at secondary school 	Part B: Last term
		<ul style="list-style-type: none"> • Get students to assess the preparation they have done since enrolment and review their needs • Explore students' feelings now the move is closer • Identify students who still feel anxious or unprepared and follow up with parents, etc • Invite ex-students to come, talk and answer students' remaining questions about secondary school • Role play situations students could encounter to develop confidence and problem-solving skills

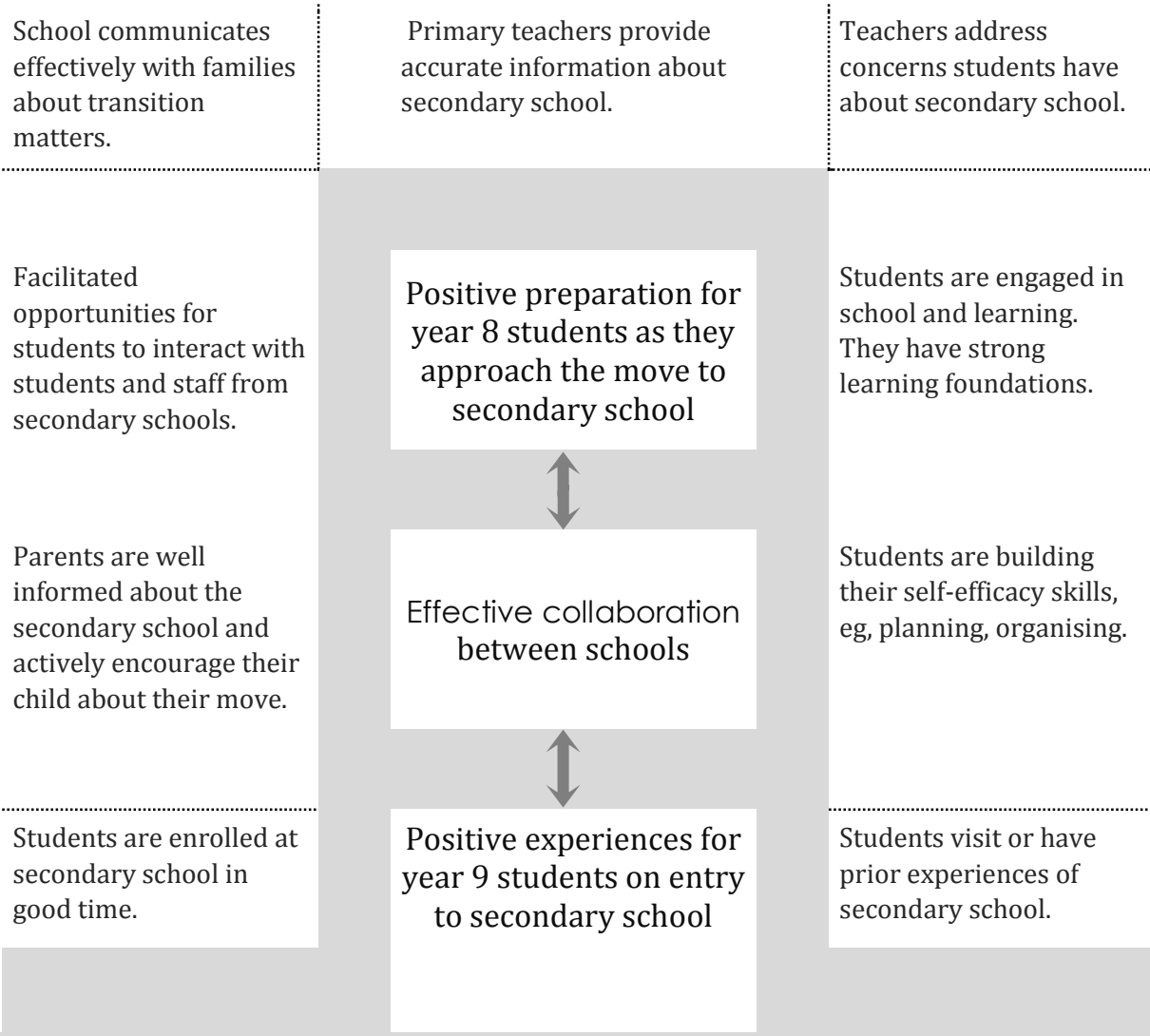
Easing students' transition

The following information comes from 'Easing the Transition from Primary to secondary schooling: Helpful information for schools to consider', Ministry of Education, Research Division, April 2010, downloaded from www.educationcounts.govt.nz, August 2011

In year 8, it is important to:

- help students to maximise their strengths and broaden the scope of their knowledge and experience so they can go forward with confidence
- make sure students gain a realistic picture of secondary school and are not alarmed by inaccurate or misleading information
- encourage students to look forward to the positives about secondary school and think about how they can personally make the most of the opportunities available.

(from Chapter 3, p87, Summary comments)



(from Chapter 3, p34, Figure 1: Positive preparation for year 8 students)

Helpful tips:

- Ask students and their parents what they think will be good and not so good about secondary school. Use the responses as a starting point on both sides of the transition to ensure that the good things anticipated by students do happen; and the things they are most concerned about are unlikely to happen.
- Arrange for students with positive experiences of secondary school to visit and talk with year 8 students.
- Where possible, facilitate teacher exchange visits so year 8 and 9 teachers have an opportunity to observe and interact in each other's classrooms and schools from time to time.
- Consider using a custom-made survey form with staff to gather their knowledge and views of transition in a systematic way. The findings could be used as a focus for subsequent discussion and planning around transition.

(from Chapter 3, p87, Summary comments)

Some questions to consider:

- Are we aware of any families likely to have difficulty enrolling their children at secondary school in good time?
- Do we have students who will need particular documentation to get the support they need at secondary school, such as a reader-writer?
- What steps could we take to help parents with the enrolment process to ensure a positive experience for students and families?
- Would it be useful to enlist the help of key community leaders to promote timely enrolment and help solve potential barriers for individual families? How could we do this?
- There is evidence that some students are led to expect the worst when they reach secondary school. How can we ensure students receive information about secondary school that is accurate and appropriately encouraging and motivating?
- What steps can we take to find out about and address the worries or concerns students may have about the move to secondary school?
- Do we know which students are most looking forward to secondary school? Do we know whether different students' hopes are realistic or whether they may be facing possible disappointment in some areas? What do we need to do in this latter situation?
- How do we feel about the idea of replicating secondary school procedures? Would we like secondary schools to become more like 'primary schools' especially for the new intakes?
- What alternative or additional ways might help students to bridge differences in systems and procedures across the sectors? Are particular strategies to address these differences necessary for students to make a successful transition?

(selected from Chapter 3, pp 23-86)

Part A: Preparing to enrol at secondary school

These activities will help students to get the most out of secondary school open days, school liaison visits, etc.

Student worksheets used in Part A

What secondary school brings

OK, so what will change when you move to secondary school?

- Talk with your classmates about the questions below and make notes of your discussion.

What will you miss most about primary school?

What will you miss least about primary school?

What will be similar about secondary school?

What will be new or different about secondary school?

How can these ideas help you research secondary schools?

Dream and Discover Plan for secondary school [4]

Subjects, subjects, subjects

What do you know about the subjects you might be able to do at a secondary school?

- With your classmates, discuss what you know about each of the topics in the table below.
- Then, tick the subject where you think you could learn most about the topic in the future.

topic	A	B	C
1. the lives and ideas of the ancient Greeks and Romans	English	Classical Studies	Mathematics
2. the process of evolution or the process of migration	Art History	Health	Geography
3. big questions like "What is truth?", "What is happiness?"	Health	Philosophy	English
4. making products from systems or plans	Technology	Science	Music
5. reporting an organisation's or group's finances	Accounting	Technology	Social Studies
6. what makes people behave in certain ways	Science	Psychology	Mathematics
7. loads on structures and machines	Media Studies	Physical Education	Technology
8. the properties of different natural substances	Legal Studies	Chemistry	Health
9. how markets for goods and services work	Economics	Spanish	Science
10. the unseen forces that make the world work	Physics	Mathematics	Physical Education

How can you get yourself ready for your move to secondary school?

Dream and Discover Plan for secondary school [4]

Researching schools

To make your move to secondary school the best it can be, you need information.

- The checklist below has things to find out about a secondary school.
- Use it to show (A) what information you have gathered about a school.

Keep track of your research

Things to find out about	Possible sources of info
✓ timing	
subject options in years 9 and 10	
subject options in years 11 to 13	
timetable	
facilities	
layout of the school or camp	
costs per year	
what students like most about the school	
transport to and from the school	
uniform	
sports, arts and other clubs	
special programmes or opportunities	
extra help with your study if you need it	
who the year 9 dean is	

Sources of information about secondary schools

Your current teachers	Secondary teachers or students who visit your school
People you know	School's open day or night
School's website	School's prospectus or website of pack
ERG reports	Excellent Interview

How can you get yourself ready for your move to secondary school?

Dream and Discover Plan for secondary school [4]

What do I need to do?

How can you get yourself ready for your move to secondary school?

- Think about what you can do now to help you to achieve the things you are hoping to do at secondary school and to improve all the things you think will be hard for you to do.

Get prepared

I've excited about getting to secondary school because I want to ...

The hardest bits for me about going to secondary school will be ...

Things I can do now to prepare ...

write your goals here

write your ideas here

Take action now

- Start on your actions now and keep track of how you progress.
- You will review how you are doing later in the year.

Dream and Discover Plan for secondary school [4]

Setting the scene

Memories of starting school

- Ask students for any particular memories they have from their first days of school. If possible, get students to prepare for this by talking to their families about their memories of that time and gathering photos and other things that remind them of their first days.
- Summarise what your students have said about starting school – their dreams and expectations, their positive and negative experiences and how these affected them. Explore whether they think their previous experiences will have any influence on their ideas about their next move to secondary school.

What secondary school brings

Key messages

- It's nearly time to enrol in a secondary school and that takes a bit of preparation.
- Secondary school is a little different to primary school and it is good to know what these will be.

Students expectations of secondary school

- Work through the four questions on the worksheet with students. The aim of the questions is to assess students' knowledge and expectations of secondary school.
- Discuss with students the idea that the differences, or even the similarities, might be opportunities or challenges depending on the individual.
- Draw up a line with 'straight forward' and 'tough' at the two ends. Choose one of the differences students have identified and ask some students to put a mark on the line that shows how they feel about that difference. Repeat for other differences or similarities.

Supporting activities

- Explore rumours. What have students heard about the secondary schools in their area? Are these stories true? How could they check them out?

Subjects, subjects, subjects

Key messages

- At secondary school you'll have choices about the subjects you study. These choices are important, because some choices can shut you out of other choices later on.
- Knowing what you'd learn in the subjects available at secondary school will help you make your choices.

Explore the content of subjects

- Create a class list of all the subjects students have heard of. Then add subjects that are listed on the worksheet, and any others you know of, which students haven't come up with.
- Get an idea of how many students have how much understanding of what they would learn in those subjects. Elicit and give as much explanation of each subject as you wish, now, as students do the worksheet, and after they have done the worksheet.
- Students work through the worksheet.

Supporting activities

- Using prospectuses from local schools make a set of cards of the senior secondary school subjects students will have as choices. Make many copies of each card. Randomly give students five cards and let them go around the class trading cards to try and get a set of cards they are happy with.

Researching schools

Key messages

- Why do people gather information on places they are going to visit before they go? Because they know that having an understanding of the place and the way things work there, etc. will make their trip easier and richer.
- It's the same with moving to secondary school. The more you understand the easier and more rewarding the move will be.

Introduce the enrolment process to students

- Check how many students in the class, or their families, have started gathering information about secondary schools. If appropriate, check how many are considering more than one school; who is involved in the decision in their family.
- Ask students for some ways they and their families can get information about the secondary school(s) in their city or town. Don't spend too much time on this now as it is explored later on.
- Introduce the worksheet.
- Explain that the enrolment process will give them opportunities to get the information and help they want. Using the second half of the worksheet as a guide, talk to them about the sources of information they have access to. For example, talk to students about how you and your school will help them, show them through a local secondary school's website.
- Emphasise that using several sources of information is often better than using one. Ask students for reasons why that might be true, eg, biased, out of date, incorrect, opinion vs fact, different level of detail.
- Ask students to read through things they might want or need to find out about when researching a secondary school. Discuss each item to make sure students understand it and why it might be important. (Some items will be more important when students have a choice of schools.) Debate the best sources of information for some of the items.

Supporting activities

- Start students using a KWLH thinking tool: What I know now, What I want to find out, How I will find this out, What I've learned. They can review and update this during the enrolment process (see next suggestion).
- During the enrolment period, set time aside at regular intervals for students to share what they have done and found out about secondary schools.
- Brainstorm a list of questions students might ask a secondary school teacher or principal at an open day or enrolment interview.
- If students have a choice of secondary school, brainstorm some decision criteria students might use to make a decision about which school. Individual students then prioritise using a ranking ladder, the ones that are most important to them personally.
- Ask students what thinking tools they could use to help them make a decision eg, T charts, decision grids. Discuss the range of possibilities.

What do I need to do?

Key messages

- You've been learning and developing some of the skills and habits you'll need at secondary school this year, eg, using a diary.
- There may be other things that you can do yourself to prepare for the change.

Taking stock and planning

- Tell them they are now going to think about what they can do between now and the start of secondary school to make sure they are as ready as they can be for any differences they find.
- Remind students about the earlier discussion about what might be different at secondary school and their feelings about those differences. Ask them to think about how they feel now that they have found out more about secondary schools and complete the top row of the worksheet.
- Brainstorm the self-management and other skills and habits students may need at secondary school, eg, using notebook computers, taking notes, making friends, getting to school and classrooms on time, bringing the right things to each class, getting to know many different teachers, using the bus, keeping track of when homework is due, working independently.
- Ask students to consider how well they do these things and to pick at least three things they might need to learn to do or learn to do better. Write these in the bottom row of the worksheet.
- Make the necessary arrangements to help students develop the skills and habits they have each identified and to monitor their progress on these. They will be asked to comment on what they have been doing to prepare for secondary school in Part B of this section, Ready for the next change.

Supporting activities

- Ask groups of students to write 3 questions for a survey of year 8 students about how well prepared they are for the move to secondary school. Tell them you will use the results of the survey to design future lessons.
- Tell the students you want one group to assess all the questions and create the final survey; another group to conduct the survey; and a third group to present the results of the survey. Ask them to brainstorm the qualities and skills needed in each group. Then ask for volunteers for each group.

END OF SECTION

Students could add their reflections to My Career Learning Journal

Part B: Preparing to start secondary school

This section links back to the activities in Part A of this section, in particular the worksheet 'What do I need to do' or equivalent. It is an opportunity to check back in with how students are feeling about the move to secondary school and practise some needed skills, such as problem solving, asking for help, etc.

Students worksheets used in part B

Changes in my life

Moving to secondary school is not the first change in your life. Think about all the changes you've experienced in your life up to today. Note them on the timeline below.

Mark your changes

0 1 2 3 4 5 6 7 8 9 10 11 12 13

Here are some changes you might have experienced:

moved houses	moved cities, islands or countries
learned to walk	learned to ride a bicycle
new brother or sister	a once-in-a-lifetime experience
lived with relatives for a time	changed schools
had a serious accident or illness	made new best friends

Dream and Discover Plan for secondary school [6]

Ready for the next change

Earlier in the year you looked at what secondary school might bring for you. Now, let's go back and take a second look.

- Talk to a classmate about how you felt earlier in the year and how you feel now.
- Then, tick any of the sentences in the tables below that describe you. Add a few notes to explain your choices.

My thoughts on where I'm at

- How ready do you feel to go to secondary school now?

✓	Why I say that ...
<input type="checkbox"/> I don't know	
<input type="checkbox"/> Maybe a bit nervous	
<input type="checkbox"/> I'm looking forward to it	
<input type="checkbox"/> I'm really confident it will be great	
<input type="checkbox"/>	

- What have you been doing to prepare for it?

✓	Why I say that ...
<input type="checkbox"/> I don't know	
<input type="checkbox"/> I've not done anything special	
<input type="checkbox"/> I've still got some things to do	
<input type="checkbox"/> I'm doing all I can	
<input type="checkbox"/>	

Questions I'd still like to ask

- Imagine an ex-student from your school was here with you now.
- With a partner, write a few questions you'd like to ask them about their experiences of secondary school.

Dream and Discover Plan for secondary school [3]

What could you do?

Time to problem solve. Here are some things you or your friends might experience at secondary school.

Working it out

- Talk with others about what you could do if you were in these situations.

Your bag is too heavy	You've lost your gear
You've lost your way	You were away and didn't get the work
You think something's not fair	You think someone's being bullied
You don't like a subject you're doing	You want to join a school club

Dream and Discover Plan for secondary school [3]

Giving advice

- Talk with others about how you could help each of the students below.
- With a partner, choose one of the students and role play a conversation with them.

Toby is always late to class	Bonnie never has the right equipment
Leo finds it difficult to make friends	James finds it hard to manage homework

Getting help

- Draw a line from the problem to the person who you would talk to.
- With a partner, choose one problem and role play asking for help.

Problem
You'd like a 'study buddy' to help you with advice
You can't find the information you need for a project
You forgot to bring money for the year's camp
You've lost your student bus pass
You're having a few problems at home

Person
counsellor
year dean
librarian
subject teacher
office staff

Dream and Discover Plan for secondary school [3]

A personal statement

Your new school will want to know something about you.

- > Look at the notes Alex made for a personal statement about himself.

How I think I've been getting on generally in school

- My effort grades have gone up
- I have made new friends this year
- I've played in two great sports teams

The subjects I feel happiest with and why

- I like technology because I get to work out how to do things
- I'm OK at maths and know it's important for lots of jobs

The areas I know I can improve or work harder in

- I need to read more about electricity and how it works
- I need to ask for help earlier when there is something I don't understand

Things I like doing in my spare time

- I have a band with some friends and we practice regularly
- Looking after my dog
- Spending my evenings together to go fishing

What I'd like to achieve in the next two years

- Learn more about computers and electronics
- Get a place in a great football team

My longer-term goals

- Be someone who helps the world
- Get a really good job in a big field

Dream and Discover: Plan for secondary school (8)



My notes about me

Now try it yourself. Use this page to note down your own ideas.

How I think I've been getting on generally in school	What progress have you made in your subjects, getting on with others, organising yourself, attendance, or participation?
The subjects I feel happiest with and why	What do you like most about school? What are your favourite subjects? Is there something you're proud of?
The areas I know I can improve or work harder in	What actions can you take, what qualities or skills could you develop to help you do better?
Things I like doing in my spare time	What do you like doing in the evenings, weekends, holidays? What skills or qualities do you use in your social life?
What I'd like to achieve in the next two years	What goals will you set for yourself for your next school and out of school?
My longer-term goals	What do you want to be doing later in life?

Dream and Discover: Plan for secondary school (8)



Linking back to Part A

Review what students did earlier in the year in Part A: Preparing to enrol at secondary school.

- How much information did you get about your school? How did you get this information?
- What was the enrolment process like for you?
- What have you done since then to help you prepare for secondary school?

Changes in my life

Key messages

- Change is constant. We all change and so does the world around us. Be open to change so you can make the most of new opportunities.
- You don't have to handle change all by yourself. Talk with friends, family, whānau and teachers. Get their help and find out about their experiences.

(These key messages are from The Real Game, High 5 principles)

Plotting events on a timeline

- Before this activity, you could make a few changes to the classroom or to your own typical clothing, behaviour, whatever. Let students notice and comment on these.
- Use the worksheet to get students thinking about the extent of change in their lives to date. Get feedback on which students have experienced lots or little change.
- Get a few stories from students about how they felt about a change in their lives to date. Encourage them to examine how other people helped them during these changes.

Supporting activities

- Ask students to think back to what they have learned about qualities and skills. Brainstorm all the qualities and skills they know. Ask them to suggest which of these qualities and skills will help them with moving to secondary school.
 - See Understanding career education in years 7 and 8, p11, A child who copes well with change is ... for possible prompts.

Ready for the next change

Taking stock

- If students have access to the actions they said they would take in the activity 'What do I need to do?' they can refer back to these for question 2. They can also decide whether to revise their plan or set new goals.
- Use the worksheet to help students to review their feelings about secondary school and assess how well they have prepared for the move.
- Ask students what questions they'd still like to ask about secondary school. The worksheet suggests they think of questions for an ex-student of their school, but you could follow this up with questions they might like to ask someone else, eg, a particular subject teacher, a teacher in-charge of a particular club or special activity.
- You could collect the completed worksheets, or ask students to put them into a post-box, so you can see who may still need some individual support and as a way to select student representatives to ask questions of invited secondary students – see below.

Supporting activities

- Invite one or two ex-students or local secondary school students to come and talk to the class about their experiences of secondary school, especially year 9. Give them a list of the students' questions to help them prepare.

What could you do?

Key messages

- Many things that are new when you first go to secondary school will seem very familiar after a few weeks. You'll forget you even talked about them now.
- Some things may take you longer to adjust to. Get as much help as you can. There are several people in a secondary school who are there to help you with any difficulty.

Taking stock

- Organise these suggested role plays any way you wish. You could ask students to add other ideas to the ones suggested. The important things to emphasise to students in creating their role plays are: appropriate language – relating to others; appropriate ways to speak up when you need help – managing self; encouraging and supporting others – participating and contributing.
- Ask groups to present their role plays and to comment on how it felt, why they said or acted the way they did, and whether there were any other options.

Supporting activities



Create carton versions of their role plays, eg, using Comic Life, www.plasq.com.

A personal statement; My notes about me

Timing

- This activity could be done at various times of the year:
 - at the end of the year to sum up where students are at before they move on
 - in preparing for the secondary school enrolment process
 - both, that is, drafted at an earlier time and reviewed towards the end of the year

Writing a personal statement

- The template provided suggests students just note down a few key points that they would tell a new teacher about themselves.
- You could use this template as the first step in creating something bigger and deeper for a specific purpose and audience.

Supporting activities

- Use the template or a similar one for students to draft a personal statement for a real or fictional character they are finding out about in a book or movie or biographical research. There is an example of using fiction to do this in the English Career Resources for Teachers on the UK Council for Subject Associations website:
<http://www.subjectassociation.org.uk/page.aspx?p=77>



Students add their personal statement to their e-portfolio on Mahara.

- This is a chance to discuss the big and small things that might happen before your students leave your school.
- You could also talk about the possibilities of seeing each other again in the future, eg, in the street, back here at school, through school reunions.