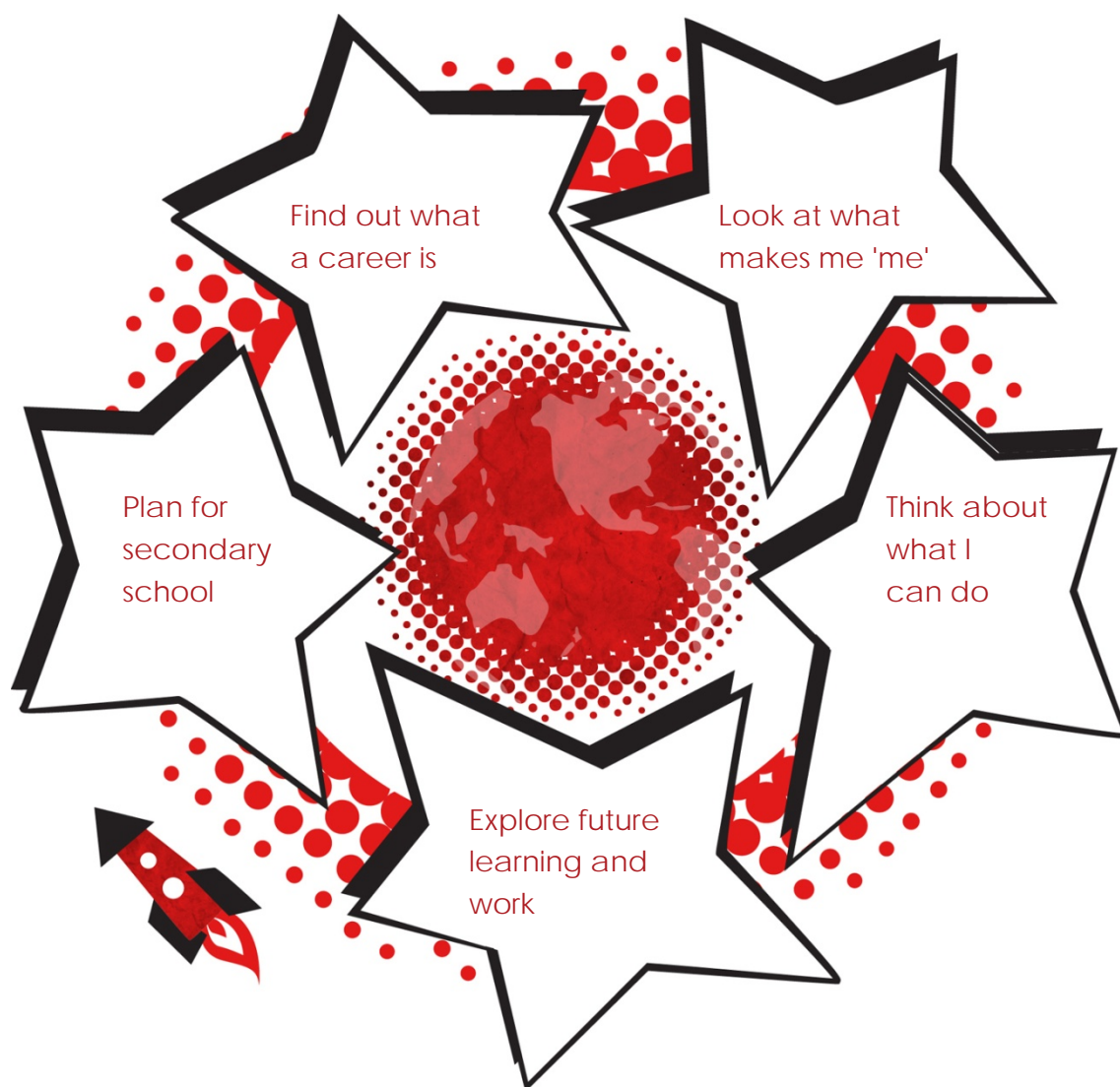


Career Kete, for years 7-8

Dream and Discover



Dream and Discover helps you think about your future.

Building a career is a lifelong process
that starts with the choices you make at school.

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A career is ...: the idea for this activity came from Ten little ideas for career lessons, on the Connexions Staffordshire website, www.cxstaffs.co.uk

What changes can you see, Can you guess what I do?, Twenty years from now: the ideas for these activities came from Ways and Choices, Department of Children Schools and Families, UK, 2009, downloaded Oct 2009

A personal statement: is adapted from the Personal Statement pages in Getting Started, Progress File, Department of Education and Skills, UK, 2002

What will I be learning?

Using Discover and Dream will help you:

Find out what a career is Everyone has a career. A career is not a job and it is not only about work. You will look at ways to understand and define 'career'.

Look at what makes me 'me' We all have a distinctive set of qualities and interests. You will consider what your qualities and interests are and how you could develop them.

Think about what I can do We are all learning new things. Some of these things will make us better at hobbies, some at learning, etc. You will see how skills are linked to the jobs people do.

Explore future learning and work There are many different ways of learning the skills needed for work. You will take a quick look at education pathways and explore some jobs in your community.

Plan for secondary school Your next step is secondary school. You will share your expectations of that move and make some notes to help you tell people in your new school a little about yourself.

Glossary

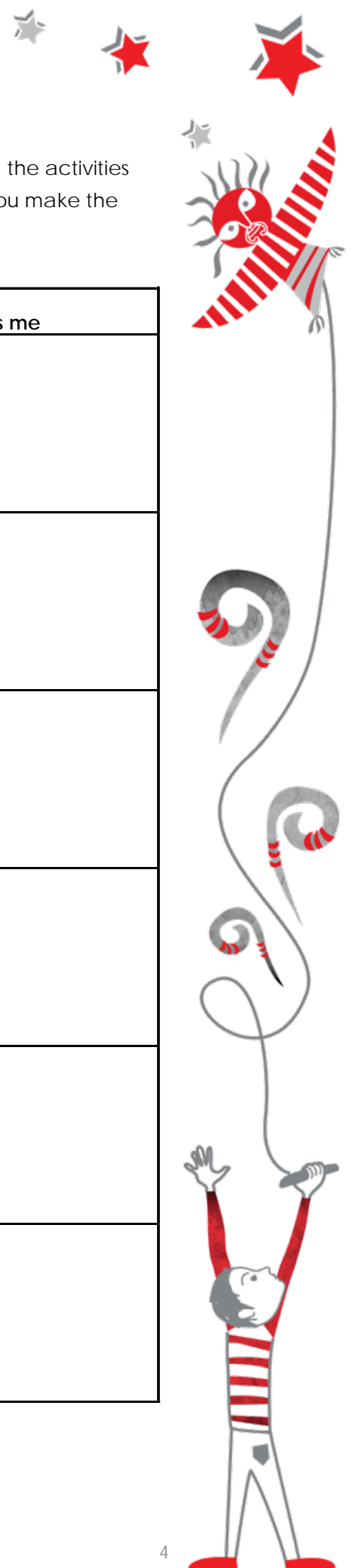
quality	something that is part of your character or personality
skill	something you're learning to do or can do well
strength	one of your best qualities or most developed skills
value	something you think is important
job	regular work that earns you money
training	process of learning the skills you need for a job or activity
study	process of learning about a subject or field of knowledge



My career learning journal

You'll make many discoveries about yourself and the world of work in the activities that follow. Keep a note of what you did and learned. This will help you make the most of this journey.

date	what I did	what I found out	how this helps me
	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		
	Final conclusions		



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 eat 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 <i>Interests</i>	What he's good at <i>Qualities and skills</i>	What he's done <i>Education and experience</i>

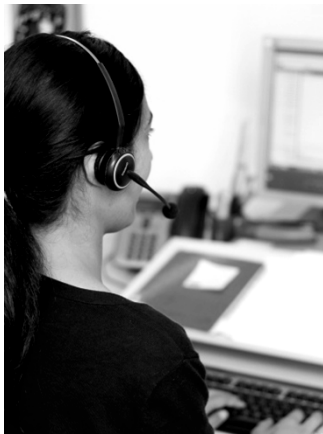


A career story

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 pen 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 I 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 jobs as well."

Now take a closer look

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

What she enjoy <i>Interests</i>	What she's good at <i>Qualities and skills</i>	What she's done <i>Education and experience</i>

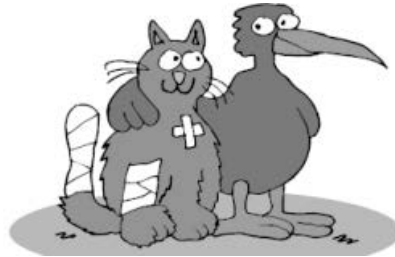


My changing dreams

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

- › 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 classmates?

Did you ever want to be a ...?



Do you have the same dreams now?

- › Why? Why not? Write your answer below.



A career is ...

Time to make sure we understand 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 this work is part of their career or not and why.

a 19-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.



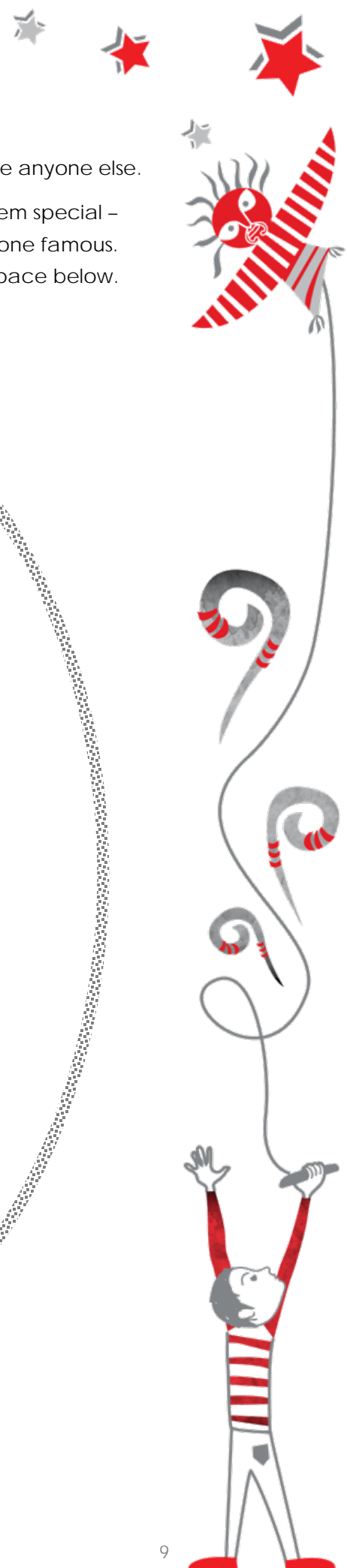
Career idol

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

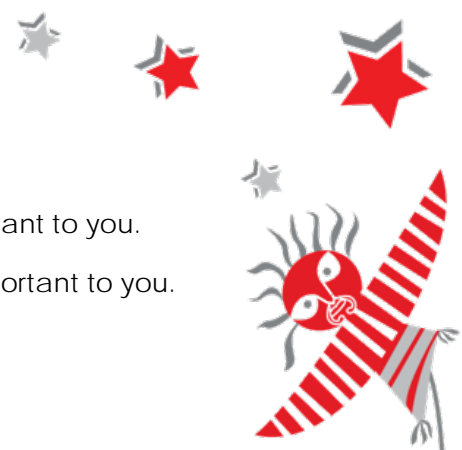
- › Choose a person you admire and think about what makes them special – perhaps someone in your family, someone you know or someone famous.
- › Write their name and some words that describe them in the space below.

I admire

.....



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 on time	
Trying new things		Thinking up new ideas	
Finishing things properly		Doing things well	
Working on projects with others		Winning	
Knowing what comes 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"/>



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.
- › Silently 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.



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

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

Long term goal is to set up own graphics company

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



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 |
| Practise 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 buy |

Participating and contributing

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



Where I learn my skills

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

- › Look at the examples below. Are 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



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 items 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	



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?

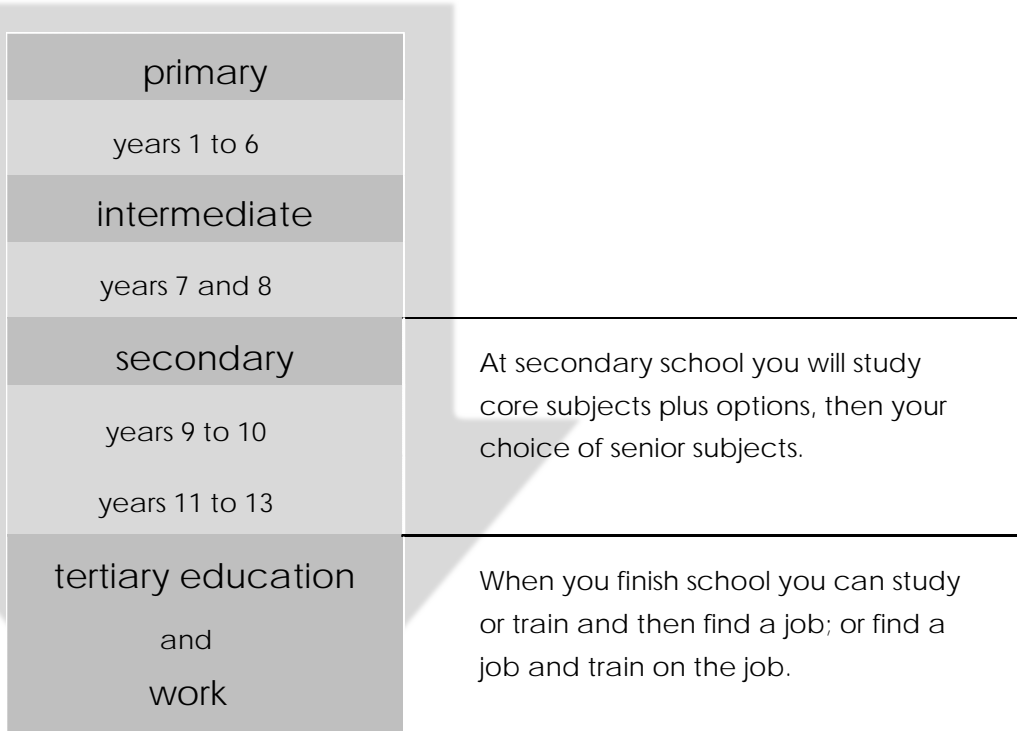
Job	Who	Why
Personal shopper		
Detective		
Nurse		
Electrician		
Banker		
DJ		
Town planner		
Surfboard maker		
Company owner		
Organic farmer		
Builder		
Ambulance paramedic		
Early childhood teacher		
Computer technician		
Fundraiser		
Advertising writer		
Web developer		
Shearing contractor		
Environmental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



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 answers
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 time off to complete the diploma part-time over two years. You've just finished. How old are you now?	



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 lift mechanic
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.



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 600 jobs described on the Careers New Zealand website, www.careers.govt.nz. A lot more than most of us could list!



What changes can you see?

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

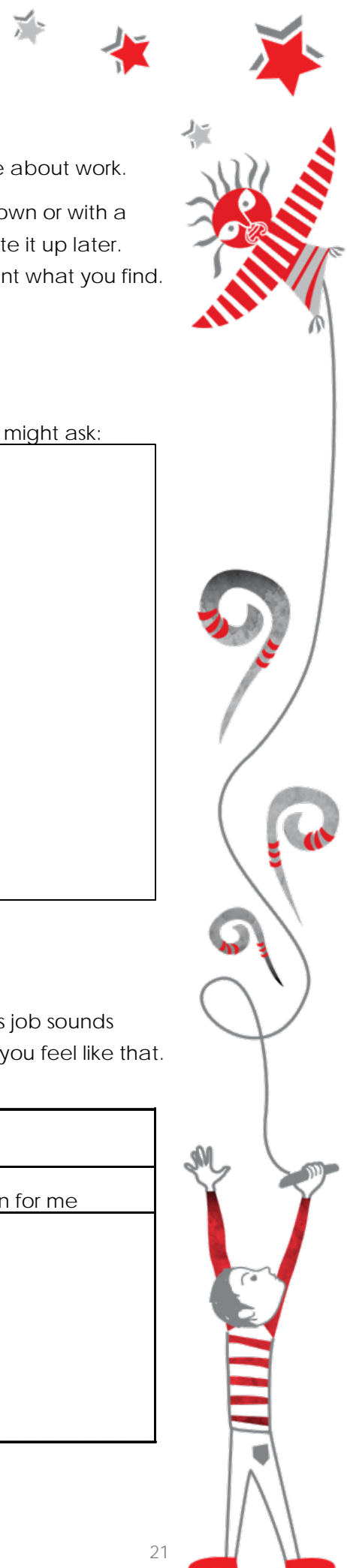
- › Read through these ideas about the way things might be in the future.
- › Select and circle one of these changes or come up with one of your own.
- › Then record your ideas about what this change will mean to our lives and what kinds of work will grow or decline as a result of these changes.

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		80% of all people work from home

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



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 those 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

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 \$40,000 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.



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?



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 erosion 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 patterns 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



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 (✓) what information you have gathered about a school.

Keep track of your research

✓	Things to find out about	Possible sources of info
	zoning	
	subject options in years 9 and 10	
	subjects in years 11 to 13	
	timetable	
	facilities	
	layout of the school or map	
	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 enrolment pack

ERO reports

Enrolment interview



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 at the things you think will be hard for you to do.

Get prepared

I'm excited about going 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 actions 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.

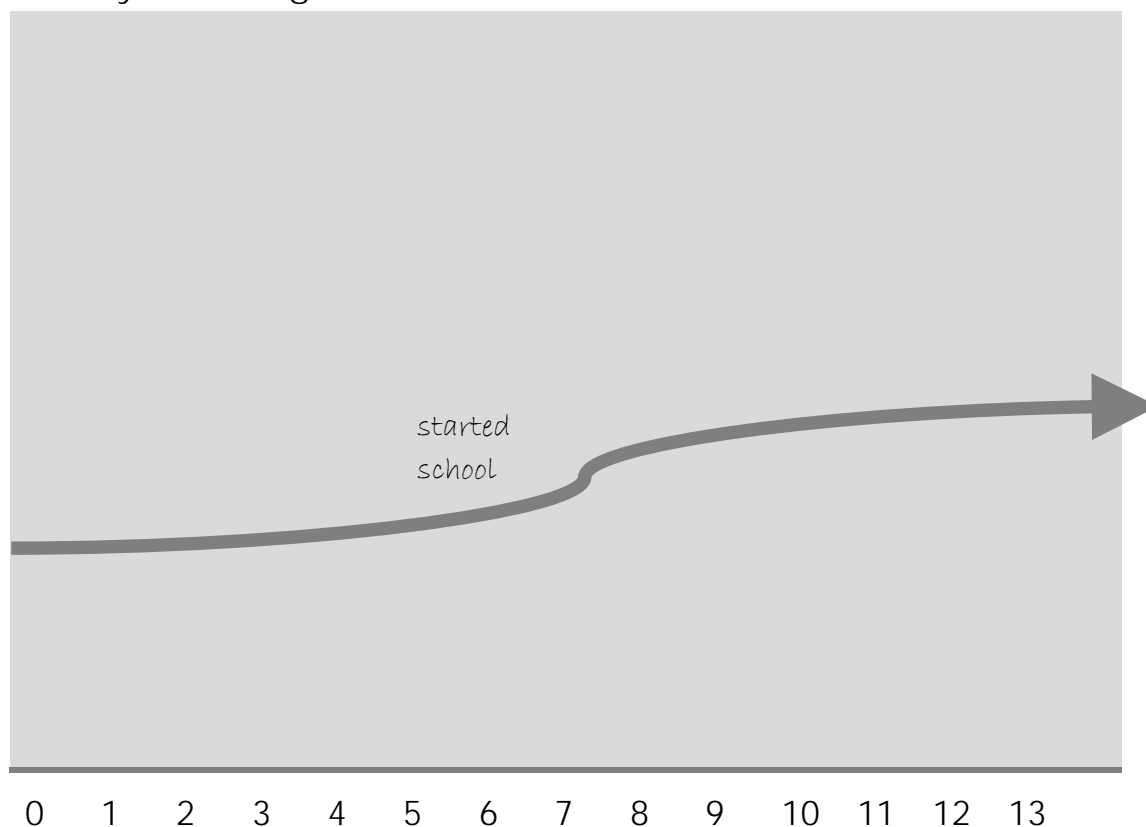


Changes in my life

Moving to secondary school is not the first change in your life, is it?

- › Think about all the changes you've experienced in your life up to today.
- › Note them on the timeline below.

Mark your changes



Here are some changes you might have experienced:

moved houses

learned to walk

new brother or sister

lived with relatives for a time

had a serious accident or illness

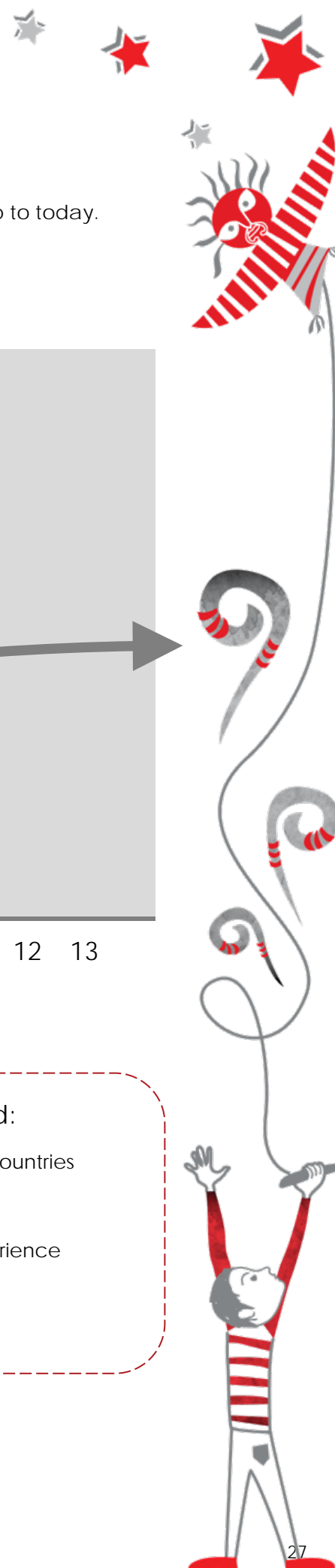
moved cities, islands or countries

learned to ride a bicycle

a once in a lifetime experience

changed schools

made new best friends



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 totally confident all 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'm not doing 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 at secondary school.



What could you do?

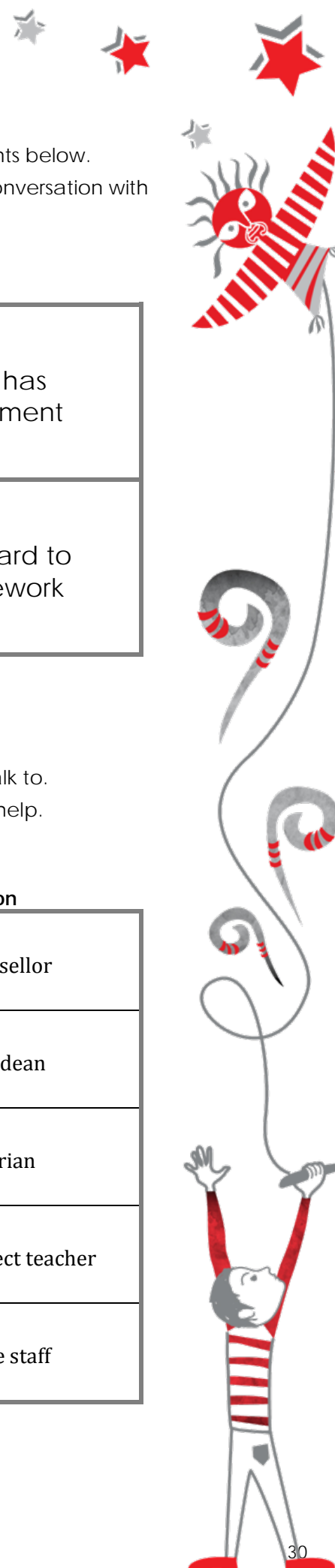
Time to problem solve. Here are some things you or your friends might experience at secondary school.

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





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
Lea 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 science
You can't find the information you need for a project
You forgot to bring money for the year 9 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

A personal statement

Your next 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'm playing 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 and check my spelling when I write
- 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 practise regularly
- Looking after my dog
- Getting my cousins 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 holiday job on a ski field



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 opportunities could there be for you at your next school and out of school?

My longer term goals

What do you want to be doing later in life?

