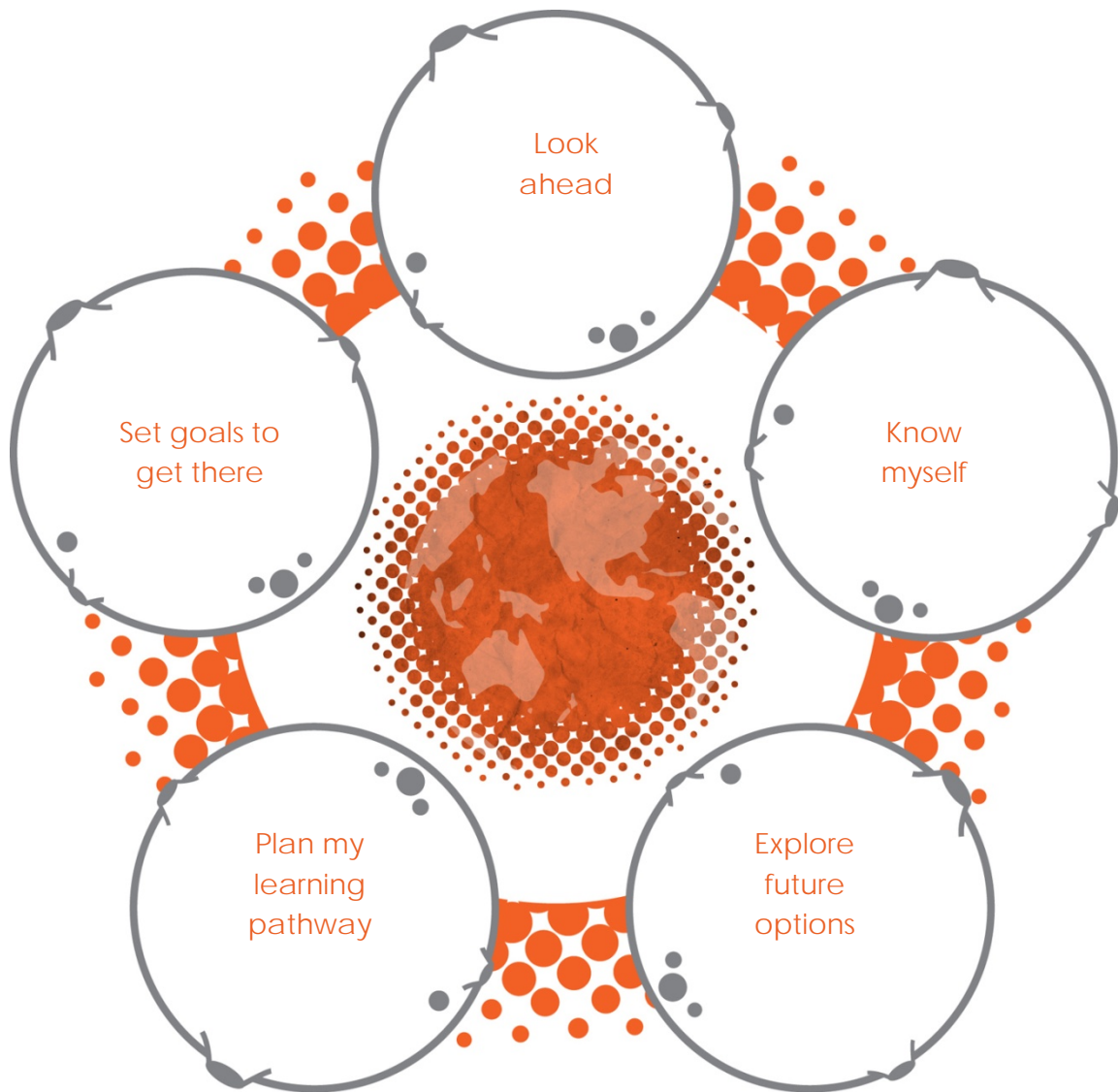


Career Kete, for years 9-10

# Explore and Compare



Explore and compare 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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#### Acknowledgements

My interests: this activity is based on the RIASEC groupings developed by John L Holland.

# What will I be learning?

Explore and Compare will help you:

Look ahead	There are career skills and processes that help us plan for the future. You will check your ideas of what a career is and think about what you want in life.
Know myself	Being able to identify our personal characteristics is an important skill for making learning, work and life choices. You will identify your qualities, skills, interests and values.
Explore future options	Developing ideas about possible career directions requires good thought and preparation. You will explore a range of jobs of interest to investigate the connections between education and work.
Plan my learning pathway	Making decisions involves uncertainty. It means making the best decision you can at the time. You will decide how to best connect your subject choices to possible future options.
Set goals to get there	Goals are a roadmap. They keep you on track. You will learn more about goal-setting and set a short and a long-term goal.

## 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



# Career management

To plan your learning and career follow the steps of successful career management shown below.



**Career management is** what you do when you make considered decisions and take appropriate actions to manage your career throughout your life.

**A learning and career plan is** a record of who you are now and where you think you want to head. You will need to review and remake it regularly.



# My life now



How old are you?



Who's in your family?



What does your house look like?



What do you like doing?



Somebody would describe you as?



Something you own that you love is?



What are your responsibilities?



What do you do well?



What's something you're proud of?



I have a certificate for:



# How I would like my life to be ...

in  years



Age



Family



House



Interests



Qualities



Important possessions



Responsibilities



Skills



Achievements



Qualifications



# My interests

Our interests are often the first thing we consider when we make choices.

- › Here is one way of looking at interests. We are all a mix of these groups.
- › Rank the groups according to how much you are instinctively drawn to the words in each.



<p><b>creative</b> <i>expressive</i>  <i>music, art</i>  <i>using</i>  <i>imagination</i>  <i>ideas</i></p> <p><b>original</b>  <i>drama</i>  <b>performance</b></p>	<p><b>curious</b> <i>finding out</i>  <b>inventing</b>  <i>science</i>  <i>researching</i>  <i>maths</i>  <i>solving</i>  <i>problems</i>  <i>analysing</i>  <b>information</b></p>
<p><b>social</b> <i>people</i>  <b>helping</b>  <i>training</i>  <i>healing</i>  <i>communication</i>  <i>understanding</i>  <b>guiding</b></p>	<p><b>practical</b> <i>physical</i>  <b>tools</b>  <i>hands-on</i>  <i>machines</i>  <i>mechanical</i>  <i>outdoors</i>  <b>doing and making</b></p>
<p><b>business</b> <i>enterprising</i>  <b>leading</b>  <i>deciding</i>  <i>persuading</i>  <i>risk taking</i>  <i>ambition</i>  <b>politics</b></p>	<p><b>office</b> <i>organising</i>  <b>systems</b>  <i>information</i>  <i>clerical</i>  <i>order</i>  <i>indoors</i>  <b>working with detail</b></p>



# My personal qualities

Personal qualities describe what you are like as a person. Another word for qualities is characteristics. Here are some personal qualities.

- › Choose the qualities that best describe you and write them in the table below.
- › Then add some examples of when you have demonstrated them.



accurate	loyal	generous	strong	cooperative
practical	creative	chatty	brave	sensitive
easily bored	caring	punctual	passionate	ambitious
cautious	shy	sociable	outgoing	energetic
dependable	decisive	enthusiastic	flexible	determined
patient	serious	coordinated	sincere	calm

I am ...	How I have shown this

Why think about personal qualities?

To help work out what you are like as a person.

To show other people what you are like when you need to.





# My values

Values are your personal beliefs and things that are important to you in life.  
Work values describe what you want in a job.

- › Read these statements about work values and rate your interest in each.  
1=important, 2=don't mind, 3=not important



Be creative	1	2	3
Help people	1	2	3
Help the environment	1	2	3
Have lots of money	1	2	3
Be around lots of people	1	2	3
Be important	1	2	3
Spend time outdoors	1	2	3
Have lots of time with friends and family	1	2	3
Have lots of holidays	1	2	3
Be my own boss	1	2	3

Add some others of your own

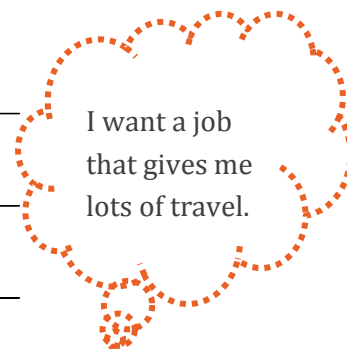
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## Why think about work values?

People often look for a job or an employer that fits with their values.

Your own values could influence your decisions in the future.

# My achievements

Achievements are things you have done. They show what you are capable of. Some achievements may have been recognised in some way eg, by a certificate or award. Others might be something you feel proud of.



- › Use the examples below to help you to think about what you have achieved in school and outside of school.

I did this...		It shows I can...	It shows I am...
Got my project in on time	>>	Organise my work and meet deadlines	Organised and punctual
Collected money for charity	>>	Communicate with the public	Confident and caring
	>>		
	>>		
	>>		



## Why think about achievements?

To help you think positively and feel good about yourself.	To help you look back at the skills and qualities you have shown.	To show other people evidence of what you can do and what you are like.
--	---	---

# What are skills?



Skills are things you can do.

- › Another word for them is abilities.
- › Everyone has skills.
- › We have skills in different areas of life and demonstrate them in all sorts of ways.
- › You can always improve on a skill in some way.

You can develop skills through:

- › Subjects at school
- › Interests and hobbies
- › Part-time jobs
- › Voluntary work for the community
- › Helping out at home.

Jobs require different types and levels of skills

- › Skills that can be used in many different ways are called transferable skills. One example of a transferable skill is writing.
- › Other skills can be quite specific to a task or type of work. Computer programming is an example of a work-specific skill.



Not sure what you want to do in the future?

It's a good idea to get lots of skills anyway to give yourself a chance when you do come to decide.

Why think about skills?

---

To show what you can do now.  
Skills are an important way of showing employers what you can do.

---

To help with future career ideas.  
Looking at the skills you have now helps you work out what to develop for the future.

---



# Skills I enjoy using

Here are some skills you learn at school.

- › Think about whether you enjoy using each of these skills.
- › You can check the Examples of learning skills sheets to get a better understanding of these skills and where you can develop them.
- › Use your own knowledge of what you learn in the subjects and activities that you do to complete the table below.



Skill	Enjoy using? Yes/No/Unsure	Subjects and activities that will help me develop this skill
Investigating		
Analysing		
Problem-solving		
Communicating		
Collaborating		
Calculating		
Creating		
Using technology		
Physical skills		



# Examples of learning skills



## Mathematics and Statistics

*Develops your skills using numerical information and methods*

*For example:*

analysing	<ul style="list-style-type: none"><li>› identify relationships between groups of data</li><li>› draw conclusions from data</li></ul>
problem-solving	<ul style="list-style-type: none"><li>› define what the problem is</li><li>› select strategies to solve problems</li><li>› form equations</li></ul>
calculating	<ul style="list-style-type: none"><li>› apply formulae</li><li>› make estimates</li><li>› generate statistics</li></ul>
communicating	<ul style="list-style-type: none"><li>› explain methods</li><li>› use diagrams, graphs and charts</li><li>› justify conclusions</li></ul>

## English

*Develops your skills using written, spoken and visual texts*

*For example:*

analysing	<ul style="list-style-type: none"><li>› identify language features</li><li>› derive meaning</li><li>› interpret author's intention</li></ul>
communicating	<ul style="list-style-type: none"><li>› select language to suit topic, purpose and audience</li><li>› apply language conventions</li><li>› convey meaning</li></ul>
creating	<ul style="list-style-type: none"><li>› organise ideas logically</li><li>› write expressively</li><li>› draft, edit and publish written or visual texts</li></ul>
collaborating	<ul style="list-style-type: none"><li>› participate in discussion or debate</li><li>› engage with others' views</li></ul>



# Examples of learning skills



## The Arts

*Develops your skills using sounds, objects, images, dance or drama*

*For example:*

investigating	<ul style="list-style-type: none"><li>› explore influences on development of music (or art, etc)</li><li>› examine use of different techniques</li></ul>
analysing	<ul style="list-style-type: none"><li>› compare and contrast styles and genres</li><li>› interpret meaning and intention</li><li>› critique processes and performances</li></ul>
creating	<ul style="list-style-type: none"><li>› develop and refine ideas</li><li>› experiment with forms and materials</li><li>› express ideas and feelings</li></ul>
collaborating	<ul style="list-style-type: none"><li>› plan shows and events</li><li>› rehearse and perform</li></ul>

## Health and Physical Education

*Develops your skills using approaches to mental and physical well-being*

*For example:*

physical skills	<ul style="list-style-type: none"><li>› develop agility and strength</li><li>› develop hand-eye coordination</li></ul>
analysing	<ul style="list-style-type: none"><li>› assess own and others' needs</li><li>› evaluate programmes, services or products</li><li>› analyse impacts on environment and community</li></ul>
problem-solving	<ul style="list-style-type: none"><li>› make choices to ensure personal well-being</li><li>› plan strategies to respond to challenging situations</li><li>› resolve ethical issues</li></ul>
collaboration	<ul style="list-style-type: none"><li>› balance people's rights and responsibilities</li><li>› advocate for others</li><li>› work as a team to reach goals</li></ul>



# Examples of learning skills



## Social Sciences

*Develops your skills using social, cultural and economic contexts*

*For example:*

investigating	<ul style="list-style-type: none"><li>› examine situations and causes</li><li>› distinguish fact and opinion</li></ul>
analysing	<ul style="list-style-type: none"><li>› evaluate different theories</li><li>› assess impacts of changes on people</li></ul>
problem-solving	<ul style="list-style-type: none"><li>› apply theories or methods</li><li>› design research questions and methods</li><li>› develop possible solutions to issues or problems</li></ul>
communicating	<ul style="list-style-type: none"><li>› develop a logical, sequenced argument</li><li>› select effective ways to convey information</li></ul>

## Learning languages

*Develops your skills using language and culture*

*For example:*

investigating	<ul style="list-style-type: none"><li>› explore relationships between language and culture</li><li>› examine cultural traditions and values</li></ul>
analysing	<ul style="list-style-type: none"><li>› identify language features</li><li>› derive meaning</li></ul>
communicating	<ul style="list-style-type: none"><li>› select effective communication strategies</li><li>› observe cultural norms</li><li>› convey meaning</li></ul>



# Examples of learning skills



## Science

*Develops your skills using scientific information and processes*

*For example:*

investigating	<ul style="list-style-type: none"><li>› examine natural phenomenon and processes</li><li>› observe effects of making a change in a system</li></ul>
analysing	<ul style="list-style-type: none"><li>› identify chemical components</li><li>› interpret observations</li></ul>
problem-solving	<ul style="list-style-type: none"><li>› ask questions</li><li>› apply laws and theories</li><li>› devise problem-solving strategies</li></ul>
using technology	<ul style="list-style-type: none"><li>› set up and calibrate equipment</li><li>› test accuracy of equipment</li></ul>

## Technology

*Develops your skills using technological principles and practice*

*For example:*

investigating	<ul style="list-style-type: none"><li>› examine use and operation of different technologies</li><li>› identify needs and opportunities</li></ul>
analysing	<ul style="list-style-type: none"><li>› assess the effects of technology on people's lives</li><li>› evaluate effectiveness of solutions or strategies</li></ul>
problem-solving	<ul style="list-style-type: none"><li>› apply technological principles</li><li>› generate a range of options</li><li>› plan action steps</li></ul>
using technology	<ul style="list-style-type: none"><li>› select appropriate methods and tools</li><li>› design, make or construct</li></ul>





# Job families re-united

A simple way to create some job ideas is to take something of interest and think about what jobs are related to it. It is called a job family.



## Match the job titles with their job family

- › Link the jobs on the left and right to the job families in the middle of this table.

Mechanic	CARS	Farmer
Doctor	CHILDREN	Marine Biologist
Nurse	ANIMALS	Pool Lifeguard
Outdoor Guide	SPORT	Automotive Electrician
Vet		Tyre Fitter
Car Parts Salesperson		Animal Control Officer
Ski Instructor		Fitness Instructor
Teacher		Nanny

## Make a job family of your own

- › Take an idea of interest and place it in the middle.
- › Add in some jobs to surround it.

.....		.....
.....		.....
.....		.....
.....		.....



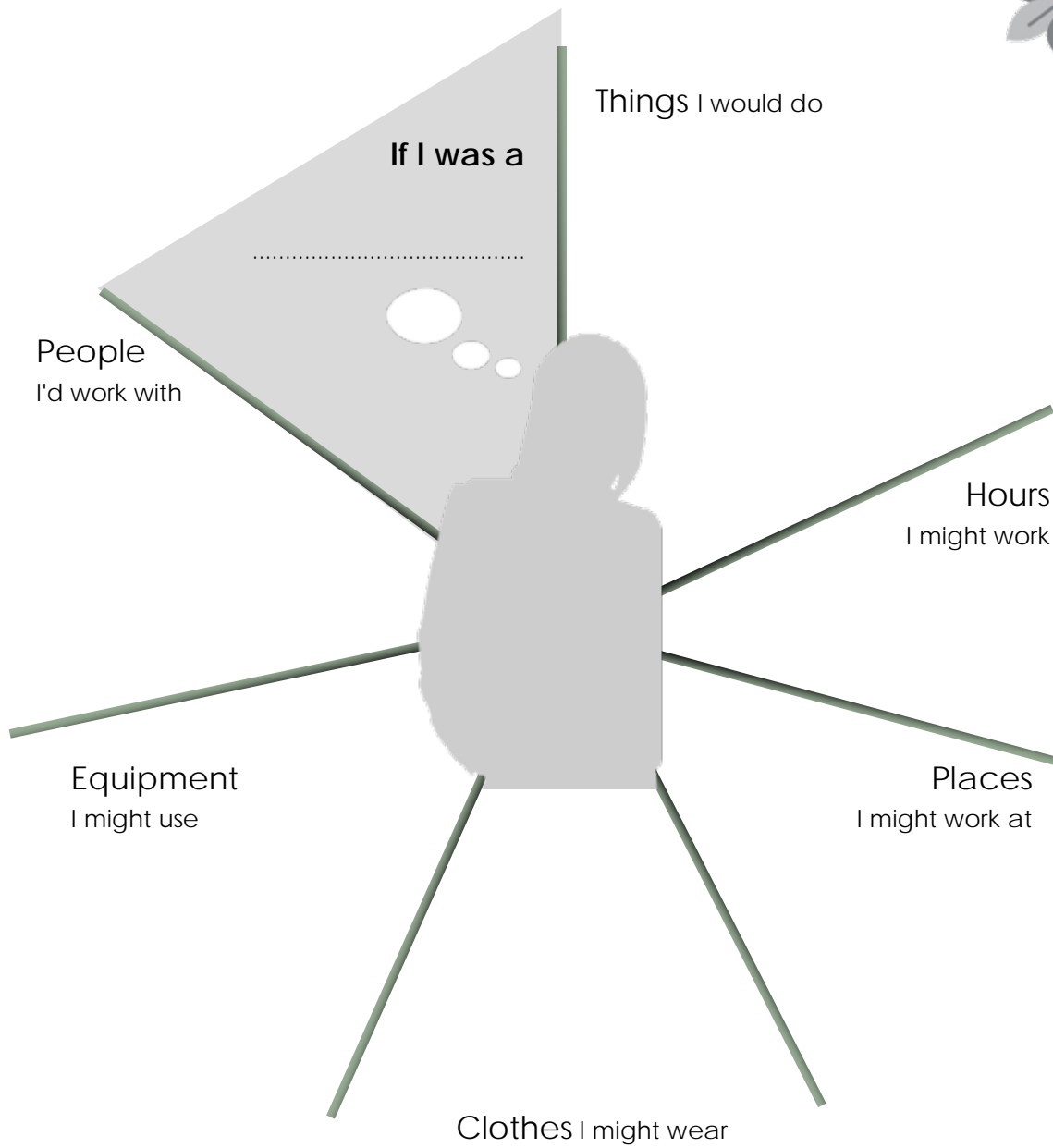
# Create a job family

Here are some job titles. Try creating job families by highlighting jobs that have something in common. For example, artistic or food-related.

Community nurse	Florist	Early childhood teacher
Film producer	Travel agent	Model
Accountant	Personal assistant	Chef
Driving instructor	Ski instructor	Builder
Forestry scientist	Veterinarian	Roading engineer
Lawyer	Army rifleman	Chemist
Farmer	Judge	Teacher
Zoo worker	Architect	Sharebroker
Carpenter	Winemaker	Retail assistant
Firefighter	Bartender	Clothing designer
Sportsperson	Interior designer	Stuntperson
Ambulance officer	Journalist	Shepherd
Drama teacher	Police officer	Forestry worker
Physiotherapist	Music shop worker	Beautician
Photographer	Automotive mechanic	Sound engineer
Event organiser	Astronomer	Sports coordinator
Spray painter	Marine biologist	Food technologist
Singer	Personal trainer	Pilot
Programmer	Wool buyer	DJ
Doctor	Restaurant manager	Electrician
Shearer	Website developer	Panelbeater
Courier	Geologist	Truck driver
Baker	Waiter	Biomedical technician
Hairdresser	PE teacher	Graphic artist
Landscape architect	Jeweller	Database administrator



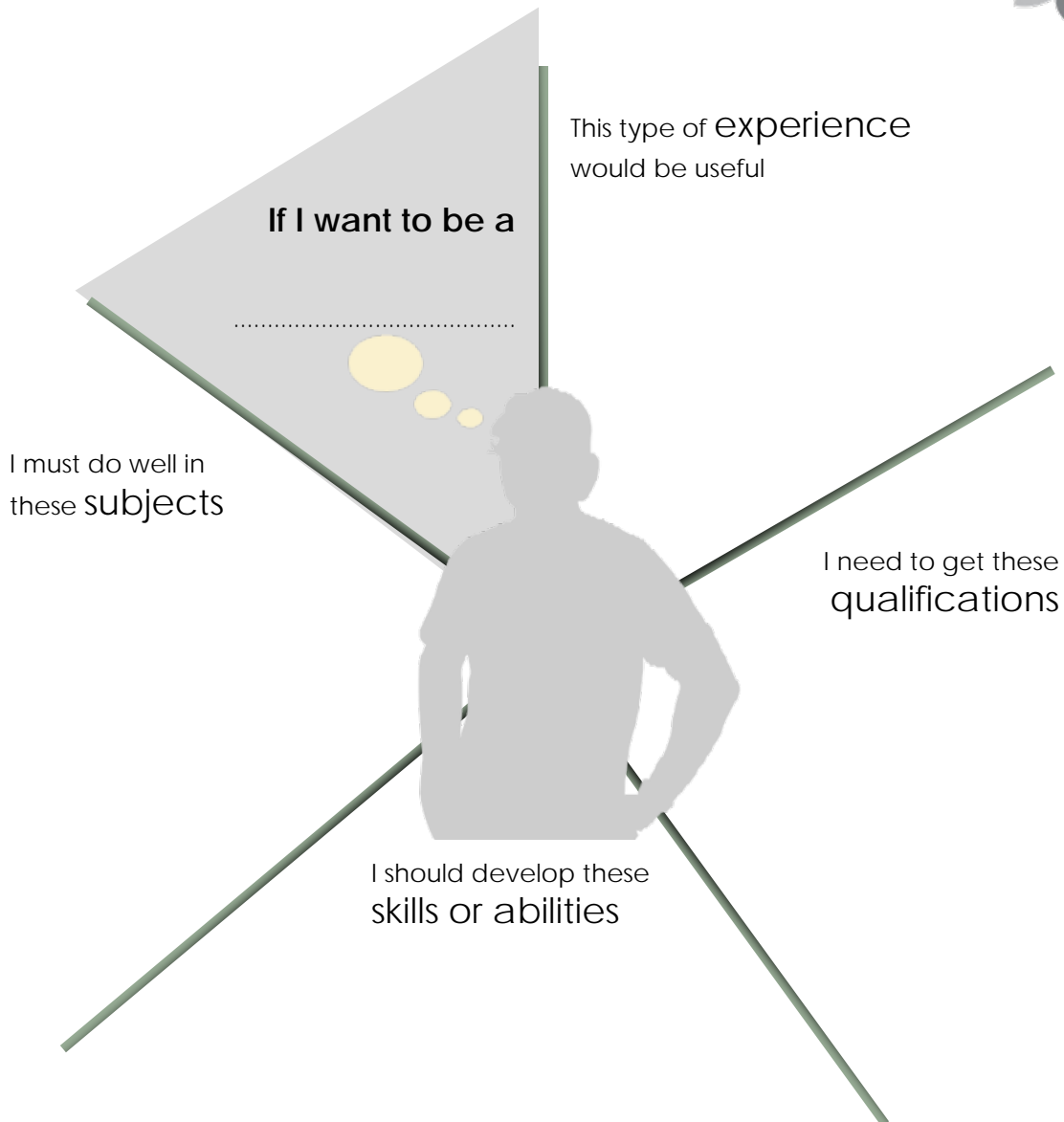
# If I was a...



## Reality check!

Would you like to do these things?

# If I want to be a...



## Reality check!

How can you make this happen?

# Job research guide

Research projects pretty much all work in the same way:

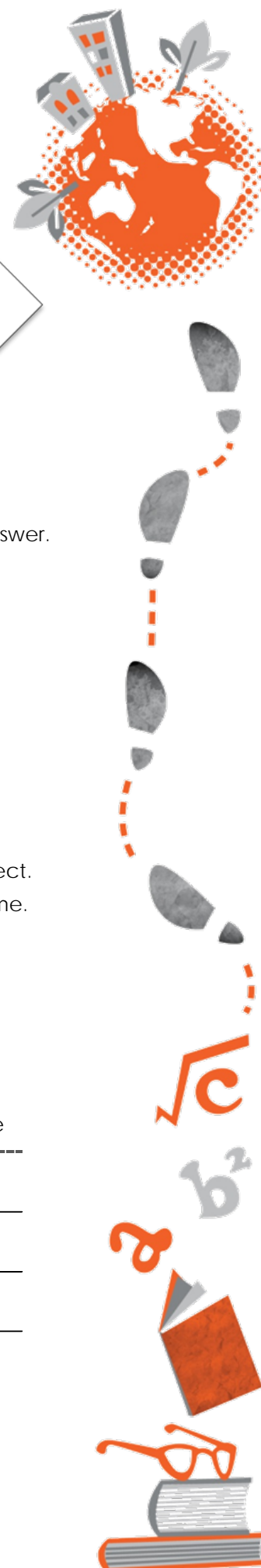


This job research project involves tasks such as:

- Formulate questions
  - › Choose the jobs you will investigate.
  - › For each job brainstorm what you already know.
  - › For each job write three questions you want to answer.
  
- Gather information
  - › Find at least three sources of information that will help you find answers to your questions.
  - › Take notes from these resources.
  
- Present findings
  - › Compile a report with three sections:
    - what you did
    - what you found out about each job
    - what your conclusions are.
  
- Reflect on the process
  - › Think about what you have learned from this project.
  - › Think about what you would do differently next time.

To keep your project on track, draw up a timetable and use it to check your progress. Your timetable could look something like this:

Things to do	By when	How long it will take
<i>write questions</i>	<i>Wed 14/9</i>	<i>1 hour</i>
<i>search for good sources of information on web</i>	<i>Fri 16/9</i>	<i>1 hour</i>



## 1 Write your research questions

Name of job

Three questions I want to answer in my research about this job

1

2

3

## 2 Find good sources of information

Sources I used to find information *in order of usefulness*

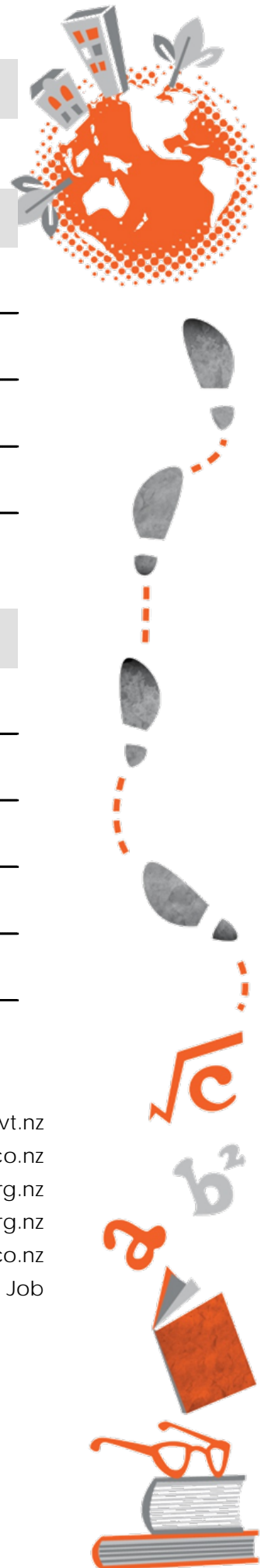
1

2

3

Possible sources of information for job research:

- › Careers New Zealand website www.careers.govt.nz
- › industry training organisation websites eg, www.woodcareers.co.nz
- › services websites eg, www.fire.org.nz
- › other websites eg, www.futureintech.org.nz
- › newspaper and magazine articles eg, www.tearaway.co.nz
- › TV or radio programmes eg, Just the Job
- › people with experience of the job
- › people who offer training in the area
- › your own work experience



### 3 Take notes (part 1)

Job name:

IS THIS ME?  
√ / X / Maybe

tasks and duties


working conditions


pay and progression


places people do this job


chances of getting a job


related jobs




### 3 Take notes (part 2)

Job name:

IS THIS ME?  
 ✓ / X /  
 Maybe

skills and knowledge


personal and physical qualities


secondary education – no. of years, qualifications, useful subjects


tertiary education – qualifications, useful courses


useful experience






#### 4 Write your conclusions about this job

Think about these questions when writing your conclusions about each job:

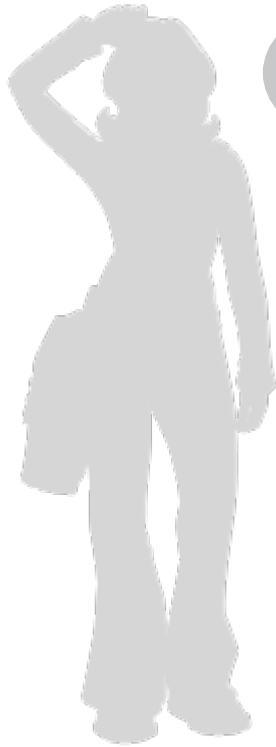
- › What would I enjoy about this job? What would I not enjoy?
- › How well would this job match my qualities, skills, values and interests?
- › How do I rate my interest in this job now? (Very high, high, low, very low.)
- › What could I do to develop the knowledge, skills and qualities needed?
- › How is this job likely to change over time? What would that mean for me?



CONCLUSIONS



# Fact file



Mere, year 10

**Likes:** All types of sports and is a regional rep at netball.

**Subjects:** Mere's a bit of an all-rounder. She likes and does well at all of her subjects.

**Career ideas:** Mere thinks it would be cool to try for a career in sport.

**Parents' views:** Want Mere to go to university and study for law or medicine.

**Friends:** All Mere's friends are thinking of leaving school next year.

What advice would you give to Mere about subject choice?

- › List at least 3 steps you think she could take to help with her subject choices.



# Fact file



Hemi, year 10

**Likes:** The outdoors, especially hunting and fishing.

**Subjects:** Good at Art and PE. Hates English.

**Career ideas:** Not too bothered about school and hasn't thought much about the future. Does a bit of part-time work in a warehouse. Has been told there's a job there for him if he can get NCEA Level 2 English.

**Parents' views:** Would like Hemi to study as much as possible to get a good job in the future.

**Friends:** Hemi's mates are mostly thinking about staying on at school. Hemi's best mate wants to be a journalist.

What advice would you give to Hemi about subject choice?

- › List at least 3 steps you think he could take to help with his subject choices.



# Fact file



Sam, year 10

**Likes:** Cars, working with his hands and doing practical things.

**Subjects:** Likes Technology, but doesn't get on with the teacher.

**Career ideas:** Hasn't really thought about it.

**Parents' views:** Sam hasn't discussed option choices with them and doesn't know what they think.

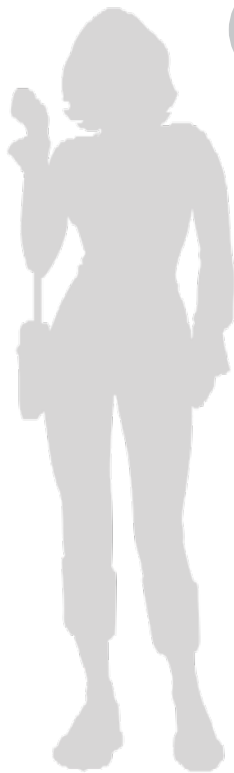
**Friends:** All seem to be sorted. Are either going to go into the army or train to become chefs.

What advice would you give to Sam about subject choice?

- › List at least 3 steps you think he could take to help with his subject choices.



# Fact file



Sela, year 10

**Likes:** Watching TV, looking after pets at home.

**Subjects:** Pretty average at most subjects but works hard in school. Favourite subjects are Social Studies and Business Studies.

**Career ideas:** Not sure really, but might like a job helping people in some way.

**Parents' views:** Say they just want her to do well.

**Friends:** Most of Sela's friends are also stuck on what to do next.



What advice would you give to Sela about subject choice?

- › List at least 3 steps you think she could take to help with her subject choices.

# Fact file



Kim, year 10

**Likes:** Reading, computers and playing chess.

**Subjects:** Does really well in all subjects, but likes music, languages and maths the most.

**Career ideas:** Doesn't really know – there seems to be so many options out there.

**Parents' views:** Expecting Kim to work some day in the family engineering workshop.

**Friends:** Kim's mates all seem to be keen to do well at school and go to university.

What advice would you give to Kim about subject choice?

- › List at least 3 steps you think he could take to help with his subject choices.



# Find their influences



Allie, year 11

Scenario 1

- › Allie is good at science, maths and computing. She enjoys these subjects and wants to get Level 3 qualifications.
- › Her friends have chosen subjects that include English, travel and tourism, food technology and soft materials technology. They are talking about leaving school at the end of year 12 and going to polytech.
- › Her parents are interested in art and the arts generally as they are both artists. They are keen for her to do art, but feel they can't help her make her choices because they don't know much about other possible careers.

Pete, year 10

Scenario 2

- › Pete wants to get a technical qualification and eventually own his own business.
- › He has lots of ability and could go far. He had been doing well until term 3 when his results dropped off.
- › He is in a class of kids who aren't really interested in learning.
- › He helps in the family takeaway business after school.
- › He doesn't always complete the homework needed for the next day and sometimes he falls asleep in class.

Ross, year 10

Scenario 3

- › He has some career ideas in mind that mean he needs to complete year 13.
- › Ross is very involved in lots of activities in and out of school. He was recently selected as a school age group rep for hockey.
- › He has just met his first girlfriend.
- › His results are not as good as they were in year 9.



### Ashraf, year 10

### Scenario 4

- › Ashraf hasn't thought much about the future yet and doesn't have any career plans.
- › Ashraf is a keen worker. He has a part time job that he really enjoys and a boss who likes and helps him.
- › His friends are mostly out and about in the evenings. He'd like to stay home and get his homework done but would also like to be out with the social group. He doesn't want to be the odd one out.
- › There is no one at home in the evenings to check on him and give him advice and support.

### Pania, year 10

### Scenario 5

- › Pania is really interested in becoming a lawyer.
- › An uncle who she really admires has encouraged this idea and her teachers support it because they think she can do it.
- › No one in Pania's immediate family has ever done anything like this so she would be the first in her family.
- › Pania's older brothers and sisters left school to work and contribute to the whānau's income.
- › Her whānau are worried about the idea of student debt.

### Naja, year 12

### Scenario 6

- › Naja is good at all her school subjects and especially enjoys learning languages.
- › Her friends are all planning to go away to university together when they finish year 13 and she is talking about going with them.
- › Her parents encourage her to do what she loves best but don't know how to help her decide what that might be.
- › Earning good money is important to her in the longer term.

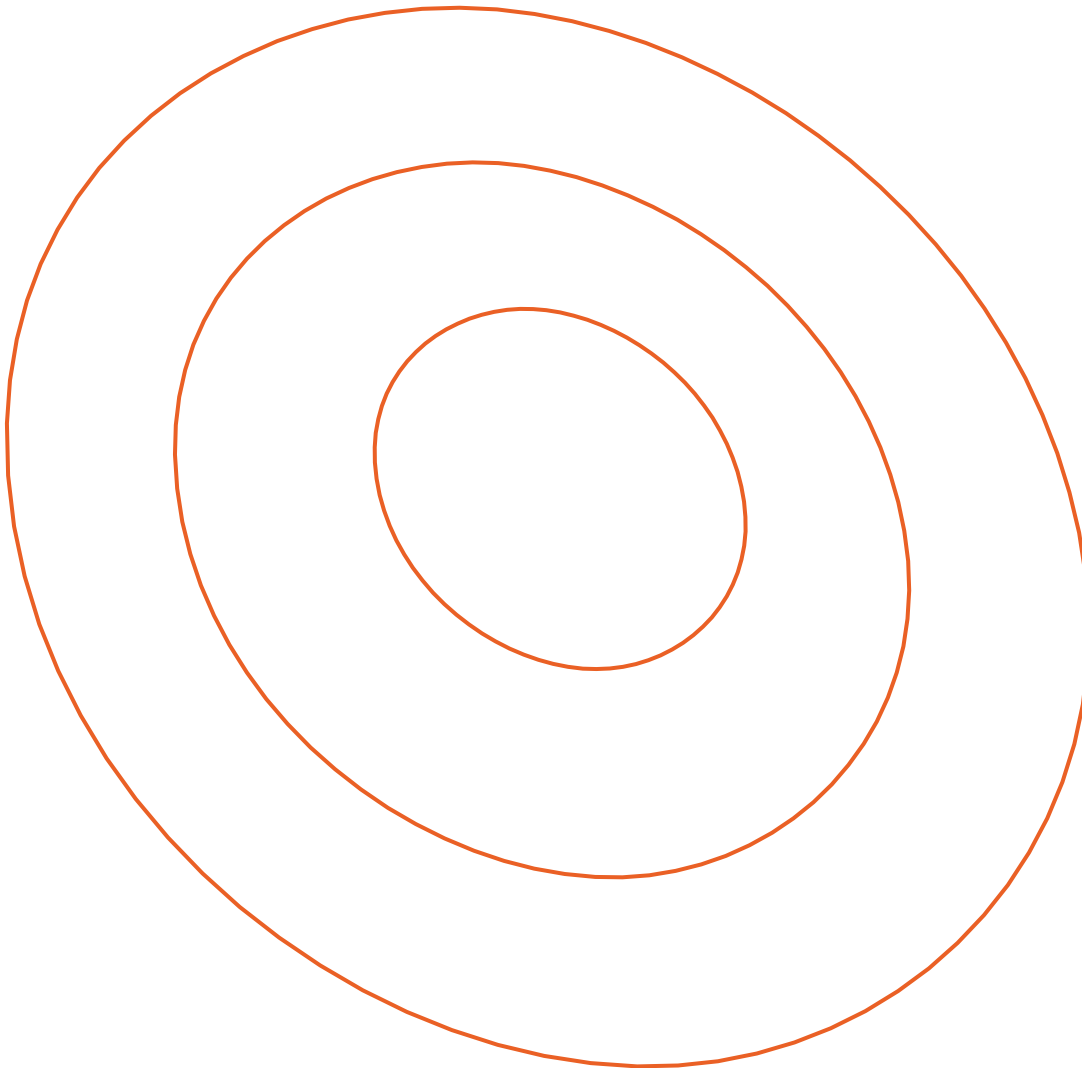




# Influences on my future

On the target below, write in the things you think will influence your future.

- › Put the strongest influences closest to the middle. You can write in people's names if you like.
- › Check out the ideas at the bottom of the page, if you need some help.



What or who could influence your future?

**YOU**

Your health, skills, interests, knowledge, beliefs and values.

**LOCATION**

Would you be prepared to move regions for a job or course?

**OTHER PEOPLE and THINGS**

Your family, friends, teachers, the media.

**COMPETITION FOR JOBS**

Would you aim for a job that is hard to get?



# Subject selector

Got a few different job ideas? Use this table to work out how to keep all your career options open.



If I want to be a ...	I must do these subjects	I could find these subjects useful

Now, to keep all your options open:

- › Choose all the subjects you must do first. Then see what's left in your list of useful subjects.
- › Have you got more subjects you must do than you are allowed to choose from? Then you'll need to speak to a careers adviser.



# Subject choice tips



## Steps to make an informed decision



- 1 Check out your career implications – How can you keep your options open?
  - › Work out all your current career ideas.
  - › Check the subject requirements for each.
  - › Weigh up the subjects you must do, then the subjects that are useful.
- 2 Think about your abilities – can you do well in these subjects?  
 Think about your interest levels – will you have the motivation?
- 3 Weigh up any differences between your interests, abilities and career ideas.
- 4 Talk it over with people who know you well.
- 5 When you have made your choices, follow the simple checklist below:

		YES, NO, MAYBE?
<b>A</b> bility and attitude	Are you able and will you be interested?	
<b>B</b> alance	Will you have a range of options open for future career ideas?	
<b>C</b> hoice	Are they your own choices or have you been swayed by others?	



### Remember, your choices are your future

Do not take a subject just because your friends are taking it or you like the teacher.

# My subject choices

NAME:

YEAR:

	subject 1	subject 2	subject 3	subject 4	subject 5	subject 6
<b>year 11</b>						
my reasons for this choice						
	↓ could lead to	↓ could lead to	↓ could lead to	↓ could lead to	↓ could lead to	↓ could lead to
<b>year 12</b>						
	↓ could lead to	↓ could lead to	↓ could lead to	↓ could lead to	↓ could lead to	↓ could lead to
<b>year 13</b>						
	required/useful for	required/useful for	required/useful for	required/useful for	required/useful for	required/useful for
my career ideas						

# Ko te take o te whakatauranga mahere a-umanga, ko:

Planning a career is about:



## Ngā ara ka hīkoia e koe

The paths you walk

- ▶ Ngā aronga ka whāia e koe  
The directions you take



## Ngā awa ka whakawhitia e koe

The rivers you cross

- ▶ Ngā hīkoinga hei whakatutuki whāinga ora  
The steps you take to reach your goals in life



## Ngā maunga ka pikingia e koe

The mountains you climb

- ▶ Ngā taupere ka wherea e koe  
The things you overcome that get in your way



# Reaching your goals

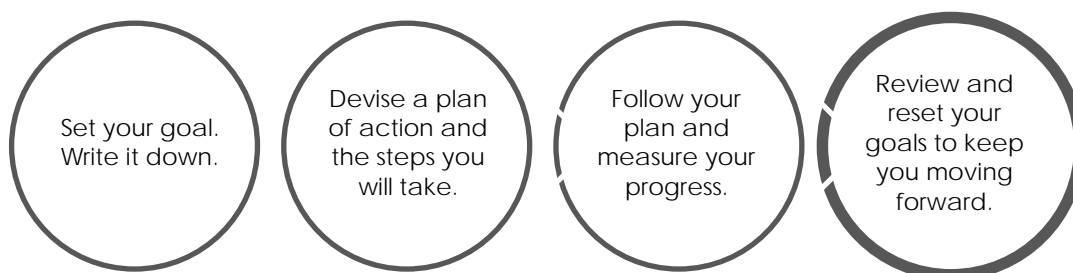


**Q:** How will you make your future happen?

**A:** By setting **GOALS** to aim for! You can set goals for learning, out-of-school activities or career.

**Q:** But how will you reach them?

**A:** Do something about it! Don't sit around and wait, hoping someone will do it for you or things will just happen.



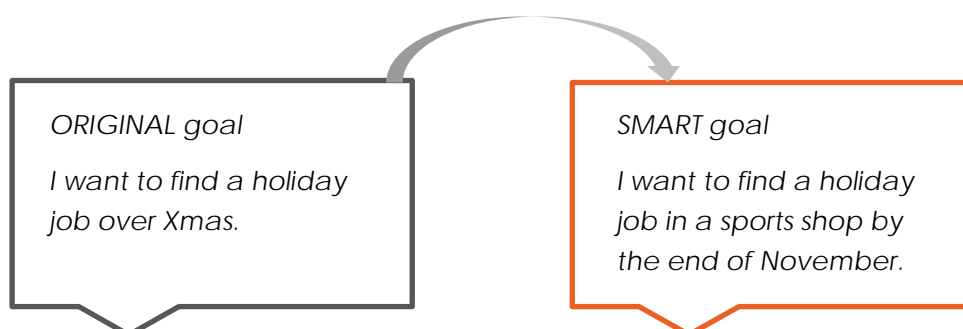
## And be SMART in your goal-setting

When you set your goals you need to follow the SMART rules:

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Specific	Be clear about what you want to happen
Measurable	Make sure you will be able to track your progress
Achievable	Make sure it is doable
Realistic	Make sure it is a sensible thing to do
Time-bound	Set a timeframe or deadline

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# Short and long-term goals

### SHORT-TERM GOALS

Goals that can be reached in a short amount of time are called short-term goals. To cycle to basketball training all next month is an example of a short-term goal because the amount of time to reach it is fairly close to the present time.

### LONG-TERM GOALS

Goals that take longer to reach are called long-term goals. To be a Tall Black is an example of a long-term goal because the amount of time to reach it can be a number of years.



### Short or long-term goals?

- › Decide whether each of the goals below is a short or long-term goal.

- Learn to drive.....
- Write a CV .....
- Get work experience .....
- Become a TV presenter .....
- Pass NCEA .....
- Buy a car .....
- Improve my maths grades .....
- Do research to discover some job ideas .....

### Why set goals?

To give you things to aim for in life and keep you motivated.

To help you plan where you'd like to be in the future and make your dreams and ideas a reality!

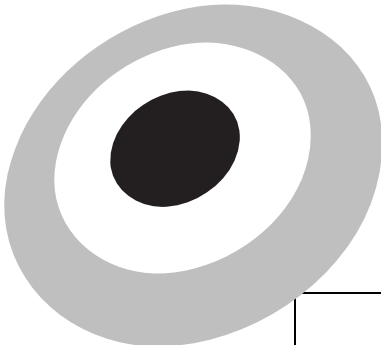


# Staircase to my future

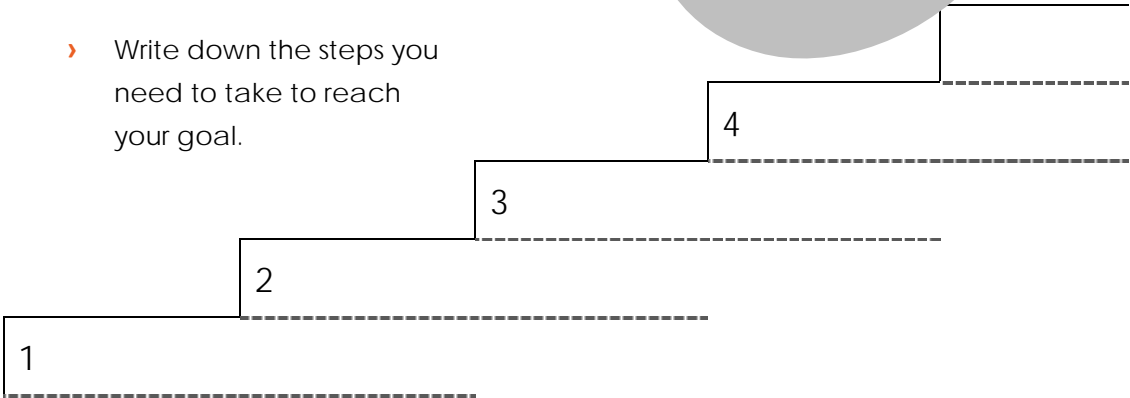


My short-term goal is

\_\_\_\_\_



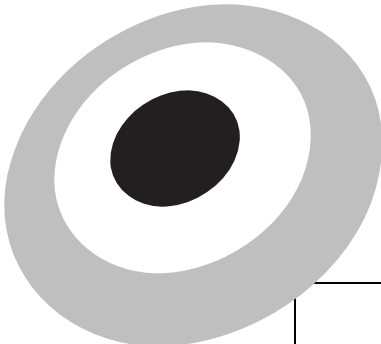
- Write down the steps you need to take to reach your goal.



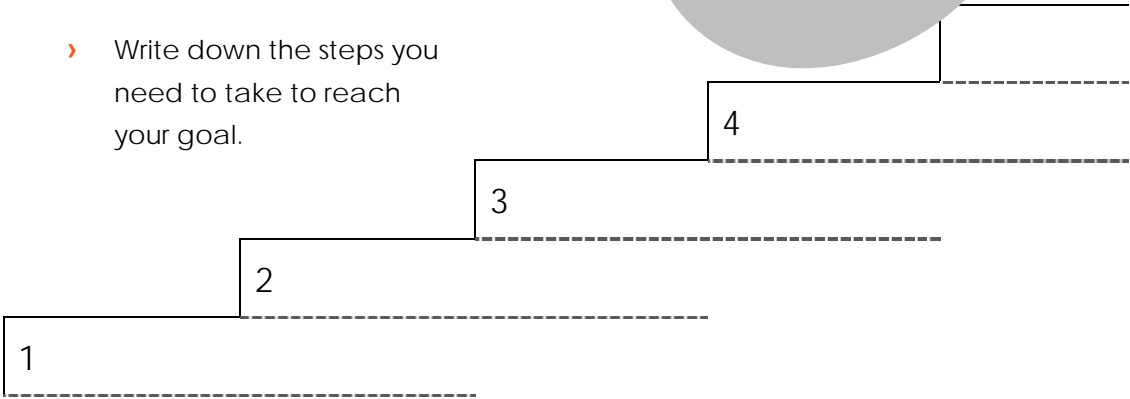
Now

My long-term goal is

\_\_\_\_\_



- Write down the steps you need to take to reach your goal.



Now

