

Saili Malo ✨

# Facilitators Guidebook



# “LEVEL UP! PREPARING YOUNG PEOPLE FOR THEIR FUTURE”



## Acknowledgments

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This resource is to help realise the career dreams of our young people and their parents and support them into prosperous journeys ahead.

Malo 'aupito

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## Contents

<b>Intermediate School Learners (Years 7-8)</b>	4
<b>Meet Lita. Meet Josh</b>	4
<b>Setting the scene</b>	5
<b>Lesson 1</b> Me, myself and I	6
<b>Lesson 2</b> My inspiration	7
<b>Lesson 3</b> Support from a friend	8
<b>Lesson 4</b> Pacific heroes	9
<b>Lesson 5</b> Getting a job in the future	10
<b>Lesson 6</b> Give it a go!	11
<b>Lesson 7</b> Know your squad	11
<b>Junior High School Learners (Years 9-10)</b>	12
<b>Meet Malia. Meet Tana</b>	12
<b>Setting the scene</b>	13
<b>Lesson 1</b> My strengths	14
<b>Lesson 2</b> Knowing myself	15
<b>Lesson 3</b> Explore career information like a boss!	17
<b>Lesson 4</b> Subject brainstorm	18
<b>Lesson 5</b> Know your squad	19
<b>Senior High School Learners (Years 11-13)</b>	20
<b>Meet Theresa. Meet Noa</b>	20
<b>Setting the scene</b>	21
<b>Lesson 1</b> My strengths	22
<b>Lesson 2</b> How are you feeling about your future plans?	23
<b>Lesson 3</b> Pacific heroes	24
<b>Lesson 4</b> Explore career information like a boss!	25
<b>Lesson 5</b> You career malaga (journey)	26
<b>Lesson 6</b> Explore the pros and cons	27
<b>Lesson 7</b> Navigate with confidence	28
<b>Lesson 8</b> Build your resilience	29
<b>Lesson 9</b> Know your squad	30
<b>TIPS:</b> How to chat with your parents about your future	31



# 1 Years 7-8 Intermediate School Learners

**Talofa Lava, Kia Orana, Malo e lelei, Ni sa bula vinaka, Fakaalofa lahi atu, Malo ni and Kia ora.**

The purpose of this section is to help young learners to **identify their strengths** and what makes them **awesome**.

It will also help them to start exploring the **amazing opportunities they can pursue in the FUTURE!**

## Meet Lita

Malo e lelei! My name is Lita and I am in year 7. My hobbies are playing netball, watching anime, listening to music and hanging out with my cousins. I live with my parents, 3 siblings and grandparents. My family is very important to me and we always have fun with each other. I'm excited about the future, so come and join me as we learn more about our talents.

## Meet Josh

Talofa lava! My name is Josh and I am in year 8. My friends say I'm creative and good at sketching. I go to Church with my family every week and I also sing in the school choir. My faith is a big part of my life and I'm grateful for my daily blessings. High school isn't too far away, so let's explore the amazing opportunities we can get involved with soon!

## Setting the scene

10 minutes



### 1 Welcome and Opening Prayer

Open up the workshop with a prayer or blessing, or ask for a volunteer to do this.

### 2 Distribute workbooks to each learner

Share with the learners that the purpose of the workshop is to:

- help them identify their strengths and what makes them awesome.
- help them explore the opportunities they can get involved with once they go to High School and beyond.

Encourage learners to write notes in the book as they go through each activity.

### 3 Ask learners to briefly introduce themselves

In turn, each learner to share their name, and what Pacific Island(s) their families are from.

### 4 Meet Lita and Josh

Ask the learners to turn to page 2. Get 1 or 2 learners to read out aloud to the group the welcome message from Lita and Josh.

Mention that throughout the workbook, the characters will help provide instructions for each activity.

## Facilitator Notes

Facilitators can be flexible with how they get the learners to introduce themselves (the main point is to connect the learners into the workshop).

Acknowledge and recognise those learners who show leadership. For example, volunteering to say the opening prayer.

# Me, myself and I

INTERMEDIATE (Y7-8)  
**LESSON 1**

20 minutes



## Key Message

It is important to identify what our strengths and talents are. This helps to build up our self-confidence so we can try new things as we progress into high school.

## Activity Instructions

**Ask learners to turn to page 3 and to write down answers to the questions below.**

- » What are my hobbies and interests? (try and write down at least 5!).
- » What things am I good at doing?
- » What things do you like learning about in school?
- » What do you like about your culture?
- » How do you celebrate your culture?

## Large Group Discussion

After the learners have written down their answers, go around the group and get a round of answers from each learner.

## Resources

- » Workbooks
- » Ensure each learner has a pen.

## Facilitator Notes

Facilitators can be flexible with how they get the learners to introduce themselves (the main point is to connect the learners into the workshop).

Acknowledge and recognise those learners who show leadership. For example, volunteering to say the opening prayer.

# My inspiration

INTERMEDIATE (Y7-8)  
**LESSON 2**

15 minutes



## Key Message

There are many people in their lives who will inspire and motivate them to do amazing things.

## Activity Instructions

**1 Ask the learners to turn to page 4 in the workbook.**

**Get them to identify a person who inspires them (emphasise this could be a family member, a teacher, a person they know, or someone famous), then ask them to complete the questions relating to that person.**

Name of person:

- » What do you like about this person?
- » How would you describe them?

**2 Once completed, get the learners to think of an additional person and to also write down their answers.**

## Large Group Discussion

After the learners have written down their answers, go around the group and get a round of answers from each learner.

## Resources

- » Workbooks
- » Ensure each learner has a pen.

## Facilitator Notes

Go through an example together to help embed the activity - write the answers on a whiteboard or large piece of paper.

## Support from a friend

INTERMEDIATE (Y7-8)  
**LESSON 3**

15 minutes



### Key Message

Friends and classmates can help you to learn more about your strengths and talents. Sometimes we can't always do this ourselves, so getting feedback from others is useful.

### Activity Instructions

- 1 Ask the young learners to find one other person in the room, and to work in pairs together.
- 2 In pairs, get the learners to ask their partner the following questions and to write down their answers in the workbook on page 4.

- » What things am I good at doing?
- » What words would you use to describe me?

### Large Group Discussion

After the learners have written down their answers, go around the group and get a round of answers from each learner

### Resources

- » Workbooks
- » Ensure each learner has a pen.

## Pacific heroes

INTERMEDIATE (Y7-8)  
**LESSON 4**

25 minutes



### Key Message

There are lots of Pacific people who are achieving amazing things in Aotearoa New Zealand and across the world. It is important to learn more about these people so we can be inspired by their bravery, hard-work and determination. We can follow in their footsteps!

### Activity Instructions

- 1 Tell the learners you are going to do a quiz to help them learn more about these Pacific Heroes. But firstly, they have to read through each of the 6 profiles.
- 2 After giving them time to read the profiles, you can either get the learners to play the quiz as individuals, or in teams.
- 3 Once decided, ask the learners to capture their answers in the workbook.
- 4 Read out each question in turn and give them a minute or two to write down the answer.
- 5 At the completion of the quiz, go through the answers and provide the additional information.
- 6 Provide an award for the most correct answers (a treat!).

### Large Group Discussion

Ask the learners to think about which Pacific Hero(es) they like and why. Go around the group and get a round of answers from each learner.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Quiz answers

- 1 Which hero worked on the film 'Happy Feet'? **Jacob**
- 2 Which hero built a Tokelau language app for the Atafu community? **Eteroa**
- 3 Which hero used to be a host on the radio station FLAVA? **Pene**
- 4 Which hero knew exactly what they wanted to do when they were 5 (and are also doing that job now)? **Lupe**
- 5 Which hero worked at the BBC in the United Kingdom? **Kris**
- 6 Which hero appeared on the Netflix show, 'The Final Table'? **Monique**
- 7 Which hero filmed a documentary about their parents returning to the Pacific Islands after 40 years? **Kris**
- 8 Which hero has a brother who is a NZ Crossfit Athlete who was named NZ's Fittest Man, 6 times? **Monique**
- 9 Who was named as one of The University of Auckland's top '40 people under 40'? **Lupe**
- 10 Which hero completed a Bachelor of Arts (Psychology, Sociology) at The University of Canterbury? **Jacob**
- 11 Which hero attended a prestigious International Academy in Wales? **Pene**
- 12 Which hero was surprised with an ASB Good as Gold Award? **Eteroa**

Advise learners that all of the Pacific Heroes featured in this activity can be researched online - simply search for their name on Google to discover more about what they have achieved.

## Getting a job in the future

INTERMEDIATE (Y7-8)  
**LESSON 5**

15 minutes



### Key Message

Did you know new jobs are created everyday? We can also create work that helps to make the world a better place too!

### Activity Instructions

- 1 Firstly, ask the young learners what are things they would like to change or make better in the world. Get them to write answers in their workbook.**

*For example: stop climate change, build more houses for the local community, ensure everyone has enough food to eat, create more fun activities for young people etc.*

- 2 Once completed, ask the young learners to share an answer and write them on a whiteboard or large sheet of paper.**
- 3 After all the answers are captured, reaffirm the young learners by validating their thoughts and ideas.**
- 4 Secondly, let the young learners know that they will now become superheroes for a day to help solve these issues and problems. But to do this, they need to develop their powers!**
- 5 Give the young learners time to write down (and draw) what their superpowers are. They can have more than one, as long as the power helps them to achieve their goal.**
- 6 After completing their superhero, ask them to talk to others in the group to find out what their superpowers are. Get them to write down the other person's superhero if it relates or will help to achieve their goal.**

### Large Group Discussion

After the learners have written down their answers, go around the group and get a round of answers from each learner.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

The next activity will allow them to use their imagination to create what this looks like.

Encourage learners to draw if they wish to. Creativity is fully encouraged.

## Give it a go!

INTERMEDIATE (Y7-8)  
**LESSON 6**

10 minutes



### Key Message

As you head into high school in the next year or two, it's important to be confident and open-minded to try new things so you can build your skills and experiences.

### Activity Instructions

**Ask the learners to turn to page 10 and to go through the list and circle or tick the things they would like to do once they go into high school.**

### Large Group Discussion

After the learners have written down their answers, go around the group and get a round of answers from each learner.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

Encourage learners to write down any other ideas too.

## Know your squad

INTERMEDIATE (Y7-8)  
**LESSON 7**

10 minutes



### Key Message

It is important and normal to have people in your life who will help you to achieve your goals. You can't do it alone!

### Activity Instructions

- 1 To help learners think about who these people are, ask them to imagine they have won a big award and they have to go on stage to accept their trophy and say a thank you speech.**

- 2 Ask them to complete the questions below.**

Imagine you win a big award and you have to go on the stage to accept your trophy.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

To help learners think about who these people are, ask them to imagine they have won a big award and they have to go on stage to accept their trophy and say a thank you speech. Ask them to choose the award - it could be the Grammys, Academy Award, Olympic Gold Medal...



# 2 Years 9–10 Junior High School Learners

**Talofa Lava, Kia Orana, Malo e lelei, Ni sa bula vinaka, Fakaalofa lahi atu, Malo ni and Kia ora.**

The purpose of this section is to help learners to **identify their interests** (the things that they like!).

It will also help them to start exploring what **jobs relate to their interests and how this will help them choose FUTURE SUBJECTS at school.**

### Meet Malia

Talofa lava! My name is Malia and I am in year 9. I live with my mum and dad and two older brothers. We all volunteer at our local church and I help to set-up the Sunday School rooms. I love watching Tik Toks and read lots too. Let's discover more about future subjects.

### Meet Tana

Kia orana! My name is Tana and I am in year 10. I love being active and enjoy rugby, kilikiti and waka ama. I live with my aunty and uncle and help to look after my cousins. I would love to work outdoors all day if I could. Join me as we learn about different jobs and pathways.

## Setting the scene

10 minutes



### 1 Welcome and Opening Prayer

Open up the workshop with a prayer or blessing, or ask for a volunteer to do this.

### 2 Distribute workbooks to each learner

Share with the learners that the purpose of the workshop is to:

- help them identify their strengths and what makes them awesome.
- help them explore the opportunities they can get involved with once they go to High School and beyond.

Encourage learners to write notes in the book as they go through each activity.

### 3 Ask learners to briefly introduce themselves

In turn, each learner to share their name, and what Pacific Island(s) their families are from.

### 4 Meet Malia and Tana

Ask the learners to turn to page 2. Get 1 or 2 learners to read out aloud to the group the welcome message from Malia and Tana.

Mention that throughout the workbook, the characters will help provide instructions for each activity.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

Facilitators can be flexible with how they get the learners to introduce themselves (the main point is to connect the learners into the workshop).

Acknowledge and recognise those learners who show leadership. For example, volunteering to say the opening prayer.

## My strengths

20 minutes



### Key Message

Friends, family and the school community can help you to learn more about your strengths and talents. Sometimes we can't always do this ourselves, so getting feedback from others is useful.

### Activity Instructions

- 1 Ask the learners to find one other person in the room, and to work in pairs together.**
- 2 In pairs, get the learners to ask their partner the following questions and to write down their answers in the workbook on page 3.**

- » What things am I good at doing?
- » What words would you use to describe me?

### Large Group Discussion

After the learners have written down their answers, go around the group and get a round of answers from each learner.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

Go through an example together if you wish to embed the activity. Simply find a learner in the group to use as an example and write the answers on a whiteboard or large piece of paper.

Once the activity is completed, encourage the learners to consider the feedback they might receive from Family and the School community.

The learners can either begin writing down answers, or you can prompt them to complete this as a homework task.

## Know yourself

30 minutes



### Key Message

Taking the time to understand our interests and qualities can help give us ideas on what jobs we may want to explore in the future.

### Activity Instructions

- 1 Ask the learners to turn to page 4 in the workbook.**

Explain to the learners that they are going to do an exercise where they are going to look at descriptions of 6 different types of people - all are unique and different from each other.

- 2 Encourage learners to take a look at each of the six different types and decide which ones they like (or sound like them). There may be some where they share the same interests and characteristics.**
- 3 After reading through each of the descriptions, ask the learners to tick their three best types.**
- 4 Once they choose their three best types, ask the students to rank them in order. Put a '1' next to their top choice, '2' next to the second best choice, and '3' next to their third best choice.**

### Resources

- » Workbooks
- » Put up 6 signs/posters around the room (ensure these are spaced out, as the learners will break out into groups).

Labels for the 6 posters:

- Do-er
- Creator
- Persuader
- Investigator
- Helper
- Organiser

### Facilitator Notes

The activity is based on John Holland's Theory of Career Choice (RIASEC). The theory maintains that in choosing a career, people prefer jobs where they can be around others who are like them. They seek environments where they can use their skills and talents, and can express their attitudes and values. You can read more about RIASEC on the Careers New Zealand website: <https://www.careers.govt.nz/resources/career-practice/career-theory-models/hollands-theory/>

The activity provides a simple way for learners to identify their interests and to start connecting them to related subjects and jobs.

Remind the learners that there are no right or wrong answers - choose what feels good to you!

If learners feel unsure on what to select, tell them that is perfectly okay and that they can spend more time considering the types after the workshop.

If you have sufficient time, you can ask learners to move their second and third choices and to repeat the activity.

Emphasise to learners that it's perfectly fine if they identify with more than one type. It simply gives us more great ideas to consider and explore!

*Continued next page...*



### Group Discussions

- 1 After the learners have written down their answers, instruct the group that they will now explore their top pick/preference.
- 2 Ask the learners to stand move to the area of the room that has the name of their top pick (eg. Organiser, Creator).
- 3 Once they've moved, get them to talk to the other learners in the group about why they chose that type, and what they have in common.
- 4 Go around each of the 6 groups and ask a volunteer to share what they have in common, and also what makes their group unique.

Other questions you can ask the groups:

- » Who are some Pacific role models who are associated with that type?
- » What subjects relate to that type?
- » What jobs are related to that type?

Advise learners that all of the Pacific role models featured in this activity can be researched online - simply search for their name on Google to discover more about what they have achieved.

## Explore career information like a Boss!

JUNIOR HIGH (Y9-10)  
**LESSON 3**

20 minutes



### Key Message

It is impossible to know everything about jobs and study pathways, however we can learn how to find the information easily and quickly! Using online websites such as the Careers New Zealand website can help us to build our confidence in finding great careers information.

### Activity Instructions

- 1 **Ask learners to get their device ready for the activity (mobile phone, tablet, or laptop).**
- 2 **Instruct learners to go to the Careers New Zealand website: [www.careers.govt.nz](http://www.careers.govt.nz)**
- 3 **Ask them to click on 'Job Profiles' or use the search box to type the word: SOCIAL WORKER**
- 4 **Based on the information on the website, ask them to complete the questions in the workbook.**
- 5 **Go through the answers with the learners.**
- 6 **Ask the learners to explore and research a further 2 jobs of interest and to write their answers in the workbook.**

### Large Group Discussion


Once the learners have obtained information about 2 additional jobs, you could check their learning by asking a few volunteers to share what jobs they researched, and what information they discovered with the wider group.


### Resources

- » Workbooks
- » Individual devices (or shared) - mobile phone, tablet, laptop or computer.

### Facilitator Notes

If there are insufficient devices for each learner, then get learners to work in pairs or small groups. Emphasise to learners that the Careers New Zealand website is one of the best websites for finding information about jobs and study options in New Zealand.

<b>Subject brainstorm</b>		JUNIOR HIGH (Y9-10) <b>LESSON 4</b>
		25 minutes 
<b>Key Message</b>	<p>Choosing the right subjects can help you to access the right training and learning opportunities.</p>	
<b>Activity Instructions</b>	<p><b>1 Ask learners to turn to page 11 of the workbook.</b></p> <p><b>2 Based on the ‘Know Yourself’ activity and using the Careers New Zealand website, ask the learners to select what subjects they think might be useful for them to take in the future.</b></p> <p><b>3 Learners can circle the subjects that are relevant, or they can also write them down if they aren’t on the list.</b></p>	
	<b>Resources</b>	<p>» Workbooks.</p>
	<b>Facilitator Notes</b>	<p>Remind learners that they can chat with their subject teachers if they wish to learn more about what’s involved and what the pathways might be.</p> <p>Also emphasise that some jobs and pathways require certain subjects to be taken (for example, to study engineering you must study mathematics and sciences until year 13).</p> <p>To supplement the workshop, you can also print out the ‘Where to? Ki hea rā?’ posters from the Careers New Zealand website. The posters show job and career opportunities related to the New Zealand curriculum: <a href="https://www.careers.govt.nz/resources/tools-and-activities/where-to-ki-hea-ra-posters/">https://www.careers.govt.nz/resources/tools-and-activities/where-to-ki-hea-ra-posters/</a></p>

<b>Know your squad</b>		JUNIOR HIGH (Y9-10) <b>LESSON 5</b>
		10 minutes 
<b>Key Message</b>	<p>It is important and normal to have people in your life who will help you to achieve your goals. You can’t do it alone!</p>	
<b>Activity Instructions</b>	<p><b>1 Ask the learners to turn to the bottom of page 11 of the workbook.</b></p> <p><b>2 To help learners think about who are the key supporters in their lives, ask them to imagine they have won a big award and they have to go on stage to accept their trophy and say a thank you speech.</b></p> <p><b>3 Instruct learners to complete the following questions in their workbook:</b></p> <ul style="list-style-type: none"> <li>» Who are the people you would thank in your speech?</li> <li>» What would you say to each of them?</li> </ul>	
	<b>Resources</b>	
	<p>» Workbooks</p> <p>» Ensure each learner has a pen.</p>	
	<b>Large Group Discussion</b>	
	<p>After the learners have written down their answers, go around the group and get a round of answers from each learner.</p>	

# 3 Years 11–13 Senior High School Learners

**Talofa Lava, Kia Orana, Malo e lelei, Ni sa bula vinaka, Fakaalofa lahi atu, Malo ni and Kia ora.**

The purpose of this section is to help learners prepare for their **amazing future**. It is okay for them to be unsure about their ideas, but the more preparation they do and the more information they have, the more confident they will be about their decisions.

The workbook activities will guide them to consider how to explore their options, as well as providing **tips on how to have chats with the people who can HELP THEM.**

## Meet Theresa

Bula vinaka! My name is Theresa and I am in year 12. I come from a close-knit family, living with my parents and two brothers. I love both art and science subjects and want to go to Uni, but I feel nervous about what it will be like. Join me as we begin to consider different pathways and options.

## Meet Noa

Talofa ni! My name is Noa and I am in year 13. I come from a family of six, helping my parents to support my siblings. I work part time and also play in the school band. I'm a bit unsure about my options, so journey with me as we learn how to make decisions for our future.



## Setting the scene

10 minutes



### 1 Welcome and Opening Prayer

Open up the workshop with a prayer or blessing, or ask for a volunteer to do this.

### 2 Distribute workbooks to each learner

Share with the learners that the purpose of this workshop is to help learners prepare for their transition from school and into future work, study and training opportunities.

The workbook activities will guide you to consider how to explore your options, as well as providing tips on how to have chats with the people who can help you.

Encourage learners to write notes in the book as they go through each activity.

### 3 Ask learners to briefly introduce themselves

In turn, each learner shares their name, and what Pacific Island(s) their families are from.

### 4 Meet Theresa and Noa

Ask the learners to turn to page 2. Get 1 or 2 learners to read out aloud to the group the welcome message from Theresa and Noa.

Mention that throughout the workbook, the characters will help provide instructions for each activity.

## Resources

- » Workbooks
- » Ensure each learner has a pen.


## Facilitator Notes


Facilitators can be flexible with how they get the learners to introduce themselves (the main point is to connect the learners into the workshop).

Acknowledge and recognise those learners who show leadership. For example, volunteering to say the opening prayer.

Reassure learners that it is okay for them to be unsure about their ideas, but the more preparation they do and the more information they have, the more confident they will be about their decisions.



<h2>My strengths</h2>	<p>SENIOR HIGH (Y11-13) <b>LESSON 1</b></p> <p>20 minutes </p>
<p><b>Key Message</b></p> <p>Friends, family and the school community can help us to learn more about our strengths and talents. Sometimes we can't always do this ourselves, so getting feedback from others is useful.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>» Workbooks</li> <li>» Ensure each learner has a pen.</li> </ul>
<p><b>Activity Instructions</b></p> <ol style="list-style-type: none"> <li><b>1 Ask the learners to find one other person in the room, and to work in pairs together.</b></li> <li><b>2 In pairs, get the learners to ask their partner the following questions and to write down their answers in the workbook on page 3.</b></li> </ol> <ul style="list-style-type: none"> <li>» What things am I good at doing?</li> <li>» What words would you use to describe me?</li> </ul> <p><b>Large Group Discussion</b></p> <p>After the learners have written down their answers, go around the group and get a round of answers from each learner</p>	<p><b>Facilitator Notes</b></p> <p>Go through an example together if you wish to embed the activity too. Simply find a learner in the group to use as an example and write the answers on a whiteboard or large piece of paper.</p> <p>Once the activity is completed, encourage the learners to consider the feedback they might receive from family and the school community.</p> <p>The learners can either begin writing down answers, or you can prompt them to complete this as a homework task.</p>

<h2>How are you feeling about your future plans?</h2>	<p>SENIOR HIGH (Y11-13) <b>LESSON 2</b></p> <p>20 minutes </p>
<p><b>Key Message</b></p> <p>Thinking about our future options can be overwhelming and a bit scary, so it's important to recognise how you feel first, and to know that there is support available.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>» Workbooks</li> <li>» Ensure each learner has a pen.</li> </ul>
<p><b>Activity Instructions</b></p> <ol style="list-style-type: none"> <li><b>1 Ask the learners to turn to page 4 in the workbook. Using the scale on the page, use a pen to rate and circle along the line how you feel about your future plans right now.</b></li> <li><b>2 Once a rating is given, ask the learners to write down answers to the following questions:</b></li> </ol> <ul style="list-style-type: none"> <li>» Why did you give yourself that rating?</li> <li>» What do you think would help you to move up the scale?</li> </ul> <p><b>Large Group Activity</b></p> <ol style="list-style-type: none"> <li><b>1 After the learners have written down their answers, you can ask them to imagine a line at the front (or in a clear space) of the room. When ready, get them to stand and move to a space on the line that represents their rating.</b></li> <li><b>2 With the person standing next to them, get them to talk about why they chose that rating. After a few minutes, ask a few volunteers to share their answers.</b></li> <li><b>3 Next, ask the learners to talk to the person next to them again to discuss what things they could do to move up the scale. After a few minutes, ask a few volunteers to share their answers.</b></li> </ol>	<p><b>Facilitator Notes</b></p> <p>Reiterate to learners that there are no wrong or right answers.</p> <p>Before the activity starts, ensure there is a large clear space where the learners can stand in a line, and where every learner can be seen by the facilitator.</p>

## Pacific heroes

SENIOR HIGH (Y11-13)  
**LESSON 3**

10 minutes



### Key Message

There are lots of Pacific people who are achieving amazing things in Aotearoa New Zealand and across the world. It is important to learn more about these people so we can be inspired by their bravery, hard-work and determination. We can follow in their footsteps!

### Activity Instructions

**1 Ask the learners to turn to page 5 of the workbook.**

**2 Get the learners to read through each of the 6 profiles featuring Pacific people who have achieved amazing things.**

**3 Next, ask the learners to answer the following questions in their workbook:**

- » Which of the Pacific Heroes stories appealed to you?
- » What do you like about their story?
- » What do you think helped them along the way?

### Large Group Discussion

After the learners have written down their answers, go around the group and get a round of answers from each learner.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

If you prefer to run the activity as a group activity, then split the learners into small groups (eg. 3-4 learners each) and assign a Pacific Hero to focus on.

Ask the learners to respond to the following questions:

- » What do you like about their story?
- » What do you think helped them along the way?

Get each group to report back about their chosen Pacific Hero.

Advise learners that all of the Pacific Heroes featured in this activity can be researched online - simply search for their name on Google to discover more about what they have achieved

## Explore career information like a boss!

SENIOR HIGH (Y11-13)  
**LESSON 4**

10 minutes



### Key Message

It is impossible to know everything about jobs and study pathways, however we can learn how to find the information easily and quickly! Using online websites such as the Careers New Zealand website can help us to build our confidence in finding great careers information.

### Activity Instructions

**1 Ask learners to get their device ready for the activity (mobile phone, tablet, or laptop).**

**2 Instruct learners to go to the Careers New Zealand website: [www.careers.govt.nz](http://www.careers.govt.nz)**

**3 Ask them to click on 'Job Profiles' or use the search box to type the word: SOCIAL WORKER**

**4 Based on the information on the website, ask them to complete the questions in the workbook.**

**5 Go through the answers with the learners.**

**6 Ask the learners to explore and research a further 2 jobs of interest and to write their answers in the workbook.**

### Large Group Discussion

Once the learners have obtained information about 2 additional jobs, you could check their learning by asking a few volunteers to share what jobs they researched, and what information they found with the wider group.

### Resources

- » Workbooks
- » Individual devices (or shared) - mobile phone, tablet, laptop or computer.

### Facilitator Notes

If there are insufficient devices for each learner, then get learners to work in pairs or small groups.

Emphasise to learners that the Careers New Zealand website is one of the best websites for finding information about jobs and study options in New Zealand.

## Your career malaga (journey)

SENIOR HIGH (Y11-13)  
**LESSON 5**

15 minutes



### Key Message

Over the next year or two, we will need to make decisions about our next steps from school. It is important to take an open mind to looking at all the available options.

### Activity Instructions

- 1 Ask the learners to turn to page 11 of the workbook.**
- 2 Using the image of the Vaka, ask the learners to circle or highlight the options they may consider when they leave school.**
- 3 Get the learners to pair up with someone else in the group, and to share what options they chose and why.**

### Large Group Discussion

Go around the group and get a round of answers from each learner.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

Share with the learners that the Vaka represents many of the options they may pursue in the future.

## Explore the pros and cons

SENIOR HIGH (Y11-13)  
**LESSON 6**

10 minutes



### Key Message

For any option or idea, it is important to consider the pros and cons so you evaluate the options and make the best decision for you.

### Activity Instructions

- 1 Ask the learners to turn to page 12 of the workbook.**
- 2 Based on the previous Your Malaga (Journey) exercise, ask the learners to write down one of their chosen options (for example, Studying at Uni) and consider the pros and cons for the choice.**
- 3 Once completed, ask the learners to consider the pros and cons for two more additional options.**

### Large Group Discussion

After the learners have written down their answers, go around the group and get a round of answers from each learner - ask them to share one option, and one pro and one con for that option.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

To begin this lesson you may wish to ask the group what they think 'pros' and 'cons' are? After a quick group brainstorm, you can summarise by sharing that pros and cons are the arguments for and against an option. The pros relate to the ADVANTAGES and cons relate to the DISADVANTAGES.

Reiterate to learners to simply write down the thoughts that come to mind. There's no right or wrong answer and they can write down as many as you wish.

Remind learners that there are study and training options that are FREE of charge and to explore these options. This includes being aware of Youth Guarantee courses and Fees Free for the first year of tertiary study.



## Navigate with confidence

SENIOR HIGH (Y11-13)  
**LESSON 7**

10 minutes



### Key Message

Sometimes it can be challenging to make decisions about our future study and work options. Our families also play a big part in this process too. Take time to understand the situation so you can come up with the best solution.

### Activity Instructions

#### Small Group Discussion

- 1 Ask the learners to turn to page 13 of the workbook.**
- 2 Break the learners into small groups (3-4 people) and assign them one of the student case studies.**
- 3 Give the learners 10 minutes to read through the case study and to respond to the questions. Write answers down in the workbook.**

#### Large Group Discussion

After the groups have written down their answers, go around each group and ask a volunteer from each group to share their answers.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

Share with the learners that the case studies represent 6 Pacific students with different circumstances. The case studies are not real, but represent many of the issues that young Pacific learners go through.

Read out each of the case studies to the whole group before each individual group shares their answers.

If time allows, allocate a new case study to each group and repeat the activity.

## Build your resilience

SENIOR HIGH (Y11-13)  
**LESSON 8**

10 minutes



### Key Message

Throughout our lives we will come across lots of different challenges and set-backs. Even though they can be difficult, we can learn how to get through them.

### Activity Instructions

- 1 Ask the learners to turn to page 16 of the workbook.**
- 2 Start by asking the learners what they think resilience is? After the group shares a few answers, read out the definition from the workbook.**
- 3 Ask the learners to think of a time when you experienced a difficult challenge or issue you were able to get through. This could relate to school, home, family, friends, a group you belong to, etc.**
- 4 Get the learners to respond to the questions in the workbook.**

#### Large Group Discussion

After the learners have written down their answers, ask if any volunteers would like to share their answers.

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

Resilience is the ability to overcome challenges and to bounce back from difficult events.

Resilience is important because it gives us the strength needed to process and overcome hardship. Resilient people tap into their strengths and support people to overcome changes and work through problems.

You will require resilience as you work through your options, and also when you eventually transition from school and into study, training and work.

After the learners have completed the activity and reflected on their resilience, share that it's important to know that there is support for them whenever they feel stuck or overwhelmed about their situation.

- » Ask them to refer to the Resources List on page 17 to understand what people and resources are available to support them.

## Know your squad

10 minutes



### Key Message

It is important and normal to have people in your life who will help you to achieve your goals. You can't do it alone!

### Activity Instructions

- 1 Ask the learners to turn to page 18 of the workbook.**
- 2 Set the scene by asking the learners to imagine they won a big award and have to go on the stage to accept their trophy.**
- 3 Ask them to respond to the following questions:**
  - » Who are the people you would thank in your speech?
  - » What would you say to each of them?

### Large Group Discussion

After the learners have written down their answers, go around the group and get a round of answers from each learner

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

To help learners think about who these people are, ask them to imagine they have won a big award and they have to go on stage to accept their trophy and say a thank you speech. Ask them to choose the award - could be the Grammys, Academy Award, Olympic Gold Medal...

## TIPS: How to chat with your parents about your future

10 minutes



### Key Message

It's not always easy to talk about what we want to do and achieve in the future, especially with our parents and loved ones! However, we can grow our confidence by taking small steps.

### Activity Instructions

- 1 Ask the learners to turn to page 18 of the workbook.**
- 2 Instruct the learners to read through the tips on how they can chat about your future options with their parents.**

### Resources

- » Workbooks
- » Ensure each learner has a pen.

### Facilitator Notes

As this activity is informational, you may simply introduce the Tips as a resource for learners to refer to.

# “LEVEL UP! PREPARING YOUNG PEOPLE FOR THEIR FUTURE”



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