

Kiwi Cards

Activity guide



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Using Kiwi Cards

Kiwi Cards are designed to increase students' awareness of the world of work and to help students reflect on their own interests and strengths and how these might be useful in the future.

Kiwi Cards are a visual resource to support career education across the curriculum.

The activities in this guide are written to support use of the cards with students in years 7 to 10, but you may find some of them will suit other groups as well.

Career education in years 7 and 8

In years 7 and 8 career education focuses on students gaining the skills, understandings and experiences that form the foundations of future successful career management. It is not directed towards making decisions or choices about future careers. Children of this age are learning to make connections between their own strengths and interests and the jobs that they see and learn about.

Career education in years 9 and 10

In years 9 and 10 career education extends the self-awareness foundation of earlier years and builds students' understanding of the world of work. Students at this age are starting to think about broad career directions that might suit them. They want information about and exposure to future study, training or work options.

Using Kiwi Cards

Kiwi Card activities can help students develop a range of competencies. For example:

- understanding of career concepts and language
- awareness of their own interests, skills, qualities, influences and values
- awareness of the skills they are learning at school
- awareness of the relevance of the subjects they are studying to future study, training and work
- awareness of work in the context of their own life and community
- skills to understand and assess information about study, training and work
- ability to create a sense of their future.

Kiwi Cards can be used for a range of teaching and learning purposes. For example:

- to stimulate discussions or prompt ideas
- to reinforce learning
- to relate what students have learnt to the world of work
- to relate what students have learnt to their own skills and knowledge
- to build a sense of future through planning activities related to career and life
- to explore and prepare for transitions
- to assess student understanding at the end of a unit.

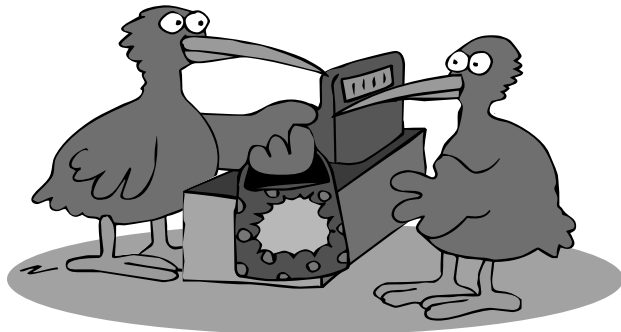
Kiwi Cards activities can be used in a range of classroom contexts. For example:

- as part of a unit of work specifically on careers or the world of work
- as part of a unit of work that includes things like project roles that simulate the world of work, exploration of real-life situations, developing understanding of self and community
- as a starter activity to introduce a lesson or topic and brainstorm ideas
- as an extension activity for students who have completed other work.

Kiwi Cards can be used with individual students.

For example:

- to explore and acknowledge the development of skills and knowledge
- to prompt career ideas
- to help with subject choice and further study and training choices
- to spur independent exploration of possible career directions.



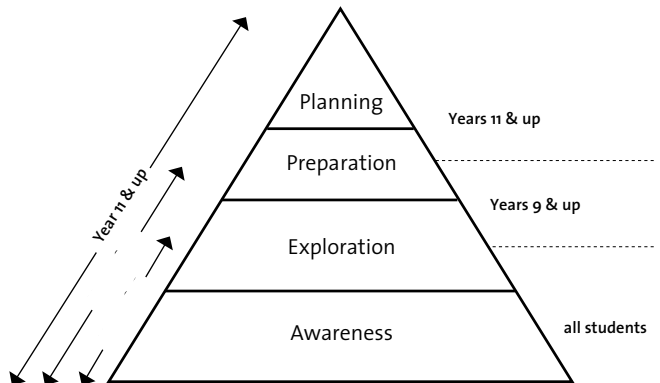
Using Kiwi Cards

For more information on career development and career education, see

- Understanding career education in years 7 and 8, Careers New Zealand, 2008, download from www.careers.govt.nz (use search to locate)
- Career education in practice, Careers New Zealand, 2007, download from www.careers.govt.nz (use search to locate)

Stages of career development

Awareness	developing understanding of own interests, skills, qualities, strengths and values
Exploration	developing understanding of the world of work; making connections between own strengths and work
Preparation	investigating potential career directions and assessing fit with self; making decisions about study, training or work
Planning	planning for change and taking action to reach goals; developing skills in job search, CV writing, interviews, etc



Young people need to move up these stages at the appropriate times in their personal and career development. Entering a later stage does not mean the earlier stages are complete. Students need to revisit and revise the understandings they gained in earlier stages as they grow and mature.

Interpreting Kiwi Cards

The Kiwi Card images have been designed to represent broad job fields and to be gender neutral. There is no right or wrong interpretation of the images.

Example of interpreting an image using Kiwi Card 36

In this card the Kiwi is holding paper and pen and sitting with another Kiwi. The skills shown include listening, questioning and recording. This could represent:

- a counsellor talking to a client
- a doctor talking to a patient
- a recruitment consultant interviewing an applicant for a job
- a manager appraising one of his/her staff.

Prompt questions

Prompts you could use to help students associate a job with a Kiwi Card include:

- What are the Kiwis doing?
- What skills are they using?
- What knowledge or education might they need?
- What industry or family of jobs could they belong to?

Prompts you could use to help students relate their interests and strengths to a Kiwi Card include:

- What are the Kiwis doing that you are good at doing?
- What are the Kiwis doing that you would like to learn to do?
- What subjects would you need to study to learn to do this?
- What interests might the Kiwis doing this job have that you have?

Interpreting Kiwi Cards

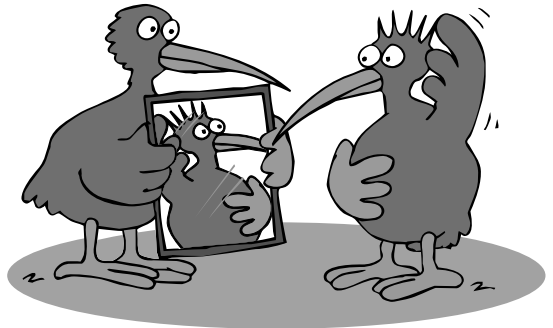
There are no right or wrong answers to interpreting Kiwi Card images. The only limit is the imagination!

Possible Kiwi Card interpretations

- 1 Beauty Therapist, Hairdresser, Barber, Make-up Artist, Dietician
- 2 Farmer, Farm Consultant, Livestock Agent, Shearer
- 3 Sharebroker, Statistician, Managing Director, Financial Planner
- 4 Print Journalist, Author, Librarian, Personal Assistant
- 5 Checkout Operator, Retail Salesperson, Retail Manager
- 6 Waiter, Maitre D' Hotel, Restaurant Manager
- 7 Warehouse Worker, Customs Officer, Furniture Mover
- 8 Engineering Draughtsperson, Planner, Architect
- 9 Sewing Machinist, Tailor, Clothing Designer, Wardrobe Person
- 10 Teacher, Tertiary Lecturer, Trainer, Staff Training Officer
- 11 Medical Laboratory Scientist, Chemical Engineer, Brewer
- 12 Chef, Caterer, Demonstrator, Food Technologist
- 13 Plumber and Gasfitter, Roofer, Building Inspector
- 14 Winemaker, Gardener, Horticulture Consultant, Fruit Picker
- 15 Heavy Truck Driver, Courier, Driving Instructor, Chauffeur
- 16 Dentist, Dental Technician, Dental Hygienist, Optometrist
- 17 Police Officer, Security Officer, Fishery Officer
- 18 Entertainer, Singer, Musician, Sound Operator
- 19 Fitness Instructor, Physical Education Teacher, Fire-fighter
- 20 Camera Operator, Director, Producer
- 21 JOKER! Dancer, Actor, Model, Comedian

- 22 Electrician, Electrical Engineer, Security Systems Technician
- 23 Army Crewman, Air Force Pilot, Navy Seaman
- 24 Vet, Veterinary Nurse, Animal Attendant, Physiotherapist
- 25 Dairy Process Operator, Production Manager, Food Engineer
- 26 Helicopter Pilot, Flying Instructor, Aircraft Engineer
- 27 Call Centre Operator, Receptionist, Helpdesk Operator
- 28 Civil Engineer, Quantity Surveyor, Environmental Engineer
- 29 Fishing Skipper, Deckhand, Diver, Marine Biologist
- 30 Sales Manager, Computer Programmer, Software Architect
- 31 Tour Guide, Interpreter, Historian, Event Manager
- 32 Hospital Nurse, First Aid Instructor, Ambulance Officer
- 33 Landscape Gardener, Orchardist, Nursery Worker
- 34 Artist, Carver, Stonemason, Graphic Designer
- 35 Butcher, Meat Processor, Meat Grader, Meat Inspector
- 36 Counsellor, Social Worker, Psychologist, Market Researcher
- 37 Builder, Carpenter, Joiner, Floor Covering Installer
- 38 Judge, Barrister, Solicitor, Actor, Technical Writer
- 39 Water and Soil Engineer, Ecologist, Environmental Scientist
- 40 Forestry Worker, Forest Manager, Tim

*These are only possible interpretations
– there will be many others you will think*



Ideas and activities

The ideas and activities have been ordered by 'level of difficulty'. The levels reflect the breadth of knowledge of jobs and the world of work required for an activity.

- ALL indicates activities that can generally be used in Year 7 and up.
- YR9+ indicates activities that may work better with students in Years 9 and up.

The quick and easy ideas to get you started that follow on the next page provide a few simple and effective ways of introducing career-related topics. The ideas can be used as stimulus activities at various times in a lesson or sequence of lessons.

These ideas are followed by descriptions of longer activities which explore particular aspects of the world of work. Each of these activities can take up to 30-40 minutes. You may use the activities alone or in combination with other career resources in processes such as learning and career planning.

Each activity identifies the career education learning outcomes (see Career Education and Guidance in New Zealand Schools, Ministry of Education, 2003, www.minedu.govt.nz) and the key competencies in the New Zealand Curriculum (see www.tki.org.nz) that the activity helps students develop. The guide also highlights specific prior learning that is recommended for an activity.

Each activity includes suggested questions for helping students to develop self-awareness. Self-awareness is the foundation for developing career decision-making skills and a significant aspect in developing the key competency of managing self.

The references made to other resources in these activities are to Careers New Zealand career resources. You can find these resources or information on them on the Careers New Zealand website (www.careers.govt.nz). Use the search box to locate the resource you are looking for.

Quick and easy ideas to get you started

- A** brainstorming Students list as many jobs as they can think of that a Kiwi Card could represent in a set time. This can be done by students moving from station to station, with one or two Kiwi Cards and a recording sheet at each station. ALL
- B** brainstorming Students name one job that a Kiwi Card could represent then brainstorm other jobs that could begin with the same first letter, eg. M for machinist, mechanic, marine engineer, merchandiser. ALL
- C** Hangman A student selects a Kiwi Card and decides on a job title which the class has to guess. (Ask students to tell you their job title first if necessary.) Usual Hangman rules apply. The aim is to expand students' knowledge of job titles. Can be followed up with discussion of what would be involved in that job. ALL
- D** Bingo Deal out the first pack of cards so that five groups of students all get eight Kiwi Cards. Groups place these cards face up in front of them. Using the second pack, pick one Kiwi Card at a time from the top of the pack and call out a job title that you feel the card could represent. (You could use the suggested jobs on page 6-7 for this.) Students look for a Kiwi Card they think could represent that job and call out the number of their card. If they have chosen the same card as you, they place their Kiwi Card face down. Repeat until one group has all their Kiwi Cards face down and called Bingo! ALL
- E** role play Give each student a Kiwi Card and ask them to give it a job title. Divide the class into pairs. Tell them they are two people who have just met at a bus stop. Give them a couple of minutes to talk to each other about their day, taking on the role of the person in their card. YR9+
- F** trading Students choose a Kiwi Card they want, decide on a job title to fit the image, and then move around to find someone who has a card/job that is similar in some ways to their card/job. They then swap cards and repeat the steps again with their new card. The aim is to understand how to discover related jobs from one job idea. YR9+
- G** analysing Name a subject and hold up Kiwi Cards one by one. Students suggest skills the Kiwi could be using that they are learning in the subject. This activity is best used as a refresher after students have done some more in-depth work on skills. YR9+

ALL

ACTIVITY

Who Can Help?

Objectives

Students identify the contribution that different jobs make to society.

Students identify the contribution that they and other members make to team activities.

Learning outcomes

Career education: demonstrate an understanding of how work contributes to society

Key competencies: thinking, participating and contributing

Preparation

- For Step 4, make a sheet for students to record card number, job title and reasons.
- For the first extension activity, you will need copies of the Jobs by Interest brochure or access to the electronic version of this tool on the Careers New Zealand website.

Instructions

1. Form small groups and select recorders, reporters and two card selectors in each group.
2. Spread out the cards from two sets of Kiwi Cards on a table.
3. Give each group a situation. Where possible choose situations that fit with learning the students are doing, have done or will be doing in the future. Example situations could include:
 - your school is putting on an art show
 - your class is developing a new business idea or product
 - your class is planning an environmental project
 - your team is fundraising for a trip
 - your family need to get from home to Sydney in one day
 - your neighbour slipped on the stairs and broke her ankle.
4. Hand out recording sheets and tell the groups to discuss what kind of people might have the skills and knowledge to be able to help in their situation. Once they have done this, their card selectors go and choose five relevant Kiwi Cards from the table. Their recorder lists the card numbers, what job each Kiwi Card represents and why they chose it on their recording sheet.
5. Ask the reporters to feed back and discuss their suggestions.

Questions for self-awareness

Think of a time when you have worked as part of a team (examples may include sports teams, school projects, fundraising, science challenge):

- What roles did people take on to get the task completed? What skills did the team need to have?
- What role did you play? (Examples include organiser, ideas person, recorder of information, researcher, presenter, etc.)

Concluding statement

All jobs contribute something valuable to the economy. Problems are often solved by teams or by people with specific skills.

Extensions

- Students decide which Jobs By Interest groups their selected cards fit into and then find other jobs in those groups that could have helped in their situation.
- For years 9-10. Students recall people who helped them with the move to secondary school, how they helped and the skills they had to do this. Students may suggest a wide range of school staff, family members, friends already at the school, etc.



Jobs on TV

Objectives

Students understand that there are more jobs than those they see on television.

Students realise the importance of doing wider research on jobs.

Learning outcomes

Career education: demonstrate skills in locating, understanding and using career information

Key competencies: thinking

Preparation

- For Step 2, make a sheet for students to record jobs seen on the news and jobs seen on a chosen TV programme.
- For Step 3, make a sheet for students to record jobs seen on TV and not seen on TV.

Instructions

1. Form small groups and select a reporter in each. You could consider allocating groups based on students' favourite TV programmes.
2. Ask groups to watch one TV news programme and one other TV programme for homework and record the jobs they see on the programmes. Try for at least five jobs per programme. Each group should agree in class which programmes they will watch.
3. The next day give each group 12-15 Kiwi Cards. Tell students to sort the cards into 'Jobs we saw on TV' and 'Jobs we didn't see on TV'.
4. Ask the reporter in each group to report back to the class. Compile a list of the jobs that students saw and didn't see in two columns on a chart or board.



Questions for self-awareness

Discuss the students' findings, especially:

- Why didn't you see all the jobs on TV?
- What effect does watching TV have on our ideas about jobs?
- Where else could you go to find information about jobs?
- Do any of the jobs you saw interest you more than the others? Why?

Concluding statement

What we see on TV does not always show us the full range of jobs people do. To find out about other jobs, we need to use other sources of information.

Extensions

Discuss stereotypes and media misrepresentations, eg. 'Is the medical centre on Shortland St like a real medical centre?'

Note

This activity is designed to include a homework component because under New Zealand copyright law you cannot make a copy of any television programme for use in school without a copyright licence from Screenrights. If your school has this licence you can complete all of this activity at school.

Job Families

Objectives

Students increase their awareness of the range of jobs in a job family or industry.

Students identify job areas that they could be interested in.

Learning outcomes

Career education:
demonstrate an awareness of different occupations

Key competencies:
thinking

Preparation

- For Step 2, decide on the job families to use, one per group. You could use your own ideas and/or some of the headings from Jobs by Interest.
- For the second extension activity, divide a piece of card or paper into quarters. Use one of the following headings for each quarter: People, Information, Creative, Practical.

Instructions

1. Form small groups and select a reporter in each.
2. Give each group a random selection of 12-15 Kiwi Cards and a job family or area, eg. tourism, farming or sport and leisure.
3. Ask students to pick out the Kiwi Card images that could represent jobs in that area and give each card a job title.
4. Ask the groups to feed back on the choices they made and ask questions to elicit:
 - the reasons behind the students' choices
 - how the students' current education can be useful.



Questions for self-awareness

- We have just looked at example of jobs that are needed in ... (eg. the tourism area). Think about whether this is an area you could be interested in. Why or why not?
- What kind of job area might you be interested in working in?

Concluding statement

In a job family there is a range of jobs. We might know of one or two jobs in a family, but not of others. It's good to find out about other jobs in the job families that interest you.

Extensions

For years 9-10:

- Groups find a Job interest area on the Careers New Zealand website, www.careers.govt.nz, that is related to their job family and look at the jobs in that industry.
- Groups use the themes of People, Information, Creative and Practical as another way to group jobs. Using the same random selection of 12 to 15 Kiwi Cards and a worksheet (see preparation), groups place each card in the quarter of the worksheet which best describes the top skill needed in the job. After this, each student could decide which quarter they have the most skills in and explain their reasons for this choice to a partner.

ALL

ACTIVITY

Personal Qualities

Objectives

Students increase their understanding of what personal qualities are and how they are important to different kinds of work.

Students identify and name their own personal qualities.

Learning outcomes

Career education:
demonstrate an awareness of own personal qualities

Key competencies:
managing self; using language, symbols and text

Preparation

- For Step 2, choose a job on the Careers New Zealand website and print the section on personal requirements.
- For Step 6, collect job vacancy advertisements from newspapers and internet sites.

Prior learning

Students have an understanding of what a personal quality is. Suggested preparation exercises are:

- For years 7-8, activities in Career Planit Years 7-9: What makes me 'me'; Star Qualities
- For years 9-10, activities in Career Kete: My Personal Qualities; What Your Achievements Can Say about You.

Instructions

1. Explain what a personal quality is.
2. Use an example job to illustrate why it is important to think about what personal qualities are needed for a job.
3. Distribute Kiwi Cards to students in small groups. Ask them to decide on a job title for each Kiwi Card and think of up to three personal qualities that would be important for each.
4. Compile a list of the job titles and the qualities required on the board or a chart.
5. Discuss the list: Which qualities appear more than once? Are there some unusual qualities?
6. Give groups copies of job advertisements which mention personal qualities. Ask students to find the personal qualities mentioned in these ads.
7. Compile a list of the personal qualities mentioned in the ads and compare this list with the one the class produced earlier. Discuss any similarities or differences.

Questions for self-awareness

From the lists we have made, select the personal qualities that you have. Talk about your choices with a partner.

Concluding statement

It is important to think about your own personal qualities when looking at jobs you might want to do in the future.

Extensions

Give each student a Kiwi Card at random and ask them to prepare a short job vacancy ad, focusing on the personal qualities required.



ALL

ACTIVITY

Subjects to Jobs

Objectives

Students can identify links between school subjects and jobs.

Students identify subjects that they enjoy and their own subject strengths.

Learning outcomes

Career education: demonstrate an understanding of the relationship between learning and work

Key competencies: managing self

Preparation

Prepare a checklist with the curriculum subjects in the left column and three blank columns. Make copies for each student.

Instructions

1. Display the checklist of subjects and demonstrate with one Kiwi Card how to fill in the checklist by ticking useful subjects.
2. Give each pair of students two Kiwi Cards and a checklist.
3. Ask students to give job titles to each of their Kiwi Cards. Tell them to write the jobs on their checklist and tick the school subjects that they think would be useful for each job.
4. Ask students to choose one of their two Kiwi Cards and write a statement for each useful subject about how the Kiwi would use the knowledge and skills developed in that subject in their work.
5. Do a show of hands to find out how many students identified each of the curriculum subjects as useful in the jobs they chose.
6. Discuss the ways each subject would be useful.

Questions for self-awareness

- What subjects do you enjoy? What subjects are you good at? (They may not necessarily be the same.)
- What subjects might you be interested in taking at ... (eg. year 9)?
- How would you like to use the subjects you enjoy in the future?

Concluding statement

There are reasons why we teach subjects in schools – they are relevant in the workplace and to the content and skills of different jobs.

Extensions

For years 7-8:

- Follow up activities from Career Planit Years 7-9: Making Subject Choices; Choosing Options
- Students enter the subjects they think are useful for their chosen Kiwi Card in the Subject Matcher on the Careers New Zealand website to find five other jobs where those subjects are useful. (This could be done as a homework exercise if most of your students have access to a computer at home.)

For years 9-10:

- Carry out a statistics exercise on the percentage of jobs using each subject.
- Students choose three subjects they are interested in and enter them together into the Subject Matcher to find the industries (job areas) where their subject interests are most useful.

ALL

ACTIVITY

Safety at Work

Objectives

Students discuss important safety rules for workers.

Students recognise the safety rules at school and how these relate to safety rules at work.

Learning outcomes

Career education: demonstrate an awareness of the importance of personal responsibility

Key competencies: participating and contributing

Preparation

Nil

Instructions

1. Give each student a Kiwi Card at random.
2. Ask students to work in pairs to decide on a job title for each of their two Kiwi Cards and to identify the safety issues for the two jobs. Prompts could include:
 - What could be dangerous in these workplaces?
 - What equipment or tools do they use?
 - How do they maintain and use the tools or equipment?
 - What are the physical health hazards?
 - What do they need to wear to protect themselves from hazards?
3. Take some examples from the class and record the jobs and issues on the board or a chart.
4. Identify any common safety issues and compare them with job-specific ones.



Questions for self-awareness

- In school, when is it particularly important to follow safety rules? (Ideas might include biking to school, in technology workshops, movement around the school, science experiments, camps, physical education.)
- What safety rules have you followed in these situations?
- Which safety rules are important to you? Why?

Concluding statement

Every job and workplace has health and safety issues; employees and employers share responsibility for safety.

Extensions

- Make a list of safety rules for home or school.
- Make a health and safety poster including rules for a job or workplace.
- Compose a slogan or advertising jingle for radio on the importance of safety in a particular job or workplace.
- Investigate an aspect of health and safety in the workplace by inviting someone in to talk to the students, eg. fire service, building inspector, lifeguard, ...

YR9+

ACTIVITY

Three of a Kind

Objectives

Students identify, compare and contrast the characteristics of a range of jobs.

Students identify characteristics they might look for in jobs.

Learning outcomes

Career education: demonstrate an awareness of different occupations

Key competencies: thinking

Preparation

Nil

Instructions

1. Form small groups and select a recorder and reporter for each group.
2. Give each group a random selection of 12-15 Kiwi Cards.
3. Tell the students to find three Kiwi Cards that they think share a common characteristic. It is up to them to decide what that common characteristic is. To help, give some examples, such as:
 - jobs that could involve working with children (interests)
 - jobs that involve writing reports (tasks)
 - jobs that need good numeracy skills (skills)
 - jobs that involve working outdoors (work conditions)
 - jobs that we have in our city or town (location)
 - jobs that need people who can lead teams (qualities).
4. Ask the recorders to write down the common characteristic, and the card numbers and agreed job titles of the group's three selected cards.
5. Ask the reporters to feedback to the whole class, allowing time for discussion. Record the characteristics and jobs in a table on the board or a chart.

Questions for self-awareness

- We have just looked at jobs that involve ... (eg. working with children). Think about whether this is an area you could be interested in. Why or why not?
- What characteristic might you want to look for in a job?

Concluding statement

There are many different characteristics to jobs. It is important to find out about these to help you find jobs that might interest you in the future.



YR9+

ACTIVITY

Who Am I?

Objectives

Students identify jobs from information about the key skills and activities associated with them.

Students identify some of their own skills and some of the activities associated with them.

Learning outcomes

Career education:
demonstrate an awareness of different occupations

Key competencies:
relating to others

Preparation

Watch for timekeeping.

Prior learning

Students have an understanding of what skills are; they can name some skills and suggest ways they these skills can be demonstrated. Suggested preparation exercises are:

- for years 7-8, activities in Career Planit Years 7-9: My Skills; My Skills Checklist
- for years 9-10, activities in Career Kete: My ... (eg. People) Skills.

Instructions

1. Give each student (or pair) a Kiwi Card and tell them not to show it to anyone.
2. Tell the students to spend a few minutes thinking about what job their card represents to them and to choose three to five skills and activities they could act out to describe this job. Ideas could include putting on appropriate clothes, using necessary tools or equipment or interacting with other people.
3. Select a student timekeeper.
4. Each student (or pair) has one minute to act out their job. The class has to guess what the job is in that time.
5. If the class doesn't guess the job correctly, the student tells them what skills and activities they were acting. The teacher can then ask 'What other activities could they have acted?'
6. At the end, ask the class which jobs were the hardest to act and to guess, and why.

Questions for self-awareness

- What are three skills that you have?
- What skills would your friends and family say you have?
- What are some examples of how you have demonstrated those skills?
- Which of the jobs we acted out today demonstrated some of your skills?

Students could refer back to the preparation exercises if they have completed these.

Concluding statement

There are lots of different skills and activities in jobs; some are common to many jobs and some are specialised and particular to certain jobs.

Extensions

- Replace Step 5 above by: students ask 20 closed (yes/no) questions to try and work out what the job is. (Teacher counts the questions.)
- Students use the Skill Matcher on the Careers New Zealand website to see what industries (job areas) and jobs use their selected skills. This could be done as a homework exercise if most of your students have access to computers at home.

YR9+

ACTIVITY

A Day in the Life

Objectives

Students use a structure to describe their current understanding about a particular job.

Students understand how life as a student relates to the workforce.

Learning outcomes

Career education:
demonstrate an awareness of different occupations

Key competencies:
using language, symbols and text

Preparation

- For Step 2, prepare prompts as a framework for students.
- (Optional) Access for students to the Careers New Zealand website.

Instructions

1. Give pairs of students one Kiwi Card, or allow each pair to choose one, and a few minutes to:
 - discuss what job the Kiwi is doing
 - give it a job title, and
 - discuss what someone in that job might do in a day.
2. Ask them to write a story or blog entry called 'A day in my life as a ...'. Prompts could include:
 - Where do you work? Who do you work with? What hours do you work?
 - What tasks and activities do you do?
 - What skills do you use? What tools and equipment do you use?
 - What clothing and safety gear do you need?
 - What are the routine parts of your job and what are the more unusual ones?
 - What type of training or knowledge are you using in your job?
3. Ask students to share some of their stories.
4. Discuss what students could do to find out more about a job of interest.

Questions for self-awareness

We have looked at what a typical day might be like for people working in different jobs. As a school student you are using some of the skills, knowledge and routines that are used in the workforce.

- What are some of the similarities?
- How might you use some of these skills in the workforce in the future?

Concluding statement

You will all have ideas of what jobs involve, but it is important to check your knowledge and the reality from reliable sources. You will need to do this regularly because jobs can change over time.

Extensions

- Put stories in a class book.
- Students interview each other about their job – one is the interviewer and one is the person working in the job. Role plays could be performed in front of the class with a reflective exercise on what it was like for students to ‘try on’ different jobs.
- For years 7-8. Follow up activities in Career Planit Years 7-9: Interview Sheet; Jobs Checklist; If I decide to be a ...
- For years 9-10. Follow up activities in Career Kete: If I was a...; If I want to be a...

YR9+

ACTIVITY

Location, Location

Objectives

Students increase their awareness of the range of jobs needed for a town to function.

Students become aware of jobs in the community that they may be interested in finding out about.

Learning outcomes

Career education: demonstrate an understanding of how work contributes to society

Key competencies: participating and contributing

Preparation

- Draw a plan of the actual town or an imaginary town to include the main infrastructure, such as railway, town centre, main roads, harbour and airport. Make a copy for each small group.*
- For the extension research activity, access to the Careers New Zealand website.

Instructions

1. Form small groups and select a recorder, reporter and two card selectors for each group.
2. Spread two sets of Kiwi Cards out on a table.
3. Display and explain the town plan. Give a copy to each group.
4. Tell groups to make a list of around 15 jobs needed in the town and how each helps the town run.
5. Ask the card selectors to choose Kiwi Cards that represent their 15 jobs.
6. Ask the group to choose the best location for each Kiwi Card and place this on their plan.
7. Ask the reporters to explain to the class which jobs their group chose, where they positioned the cards on their plan, and why.
8. Discuss the different findings of the groups and compare this with the reality of your town if appropriate.

Questions for self-awareness

- Looking at the town plan and the Kiwi cards, where would you place yourself? Why?
- Which jobs would you be interested in finding out more about?

Concluding statement

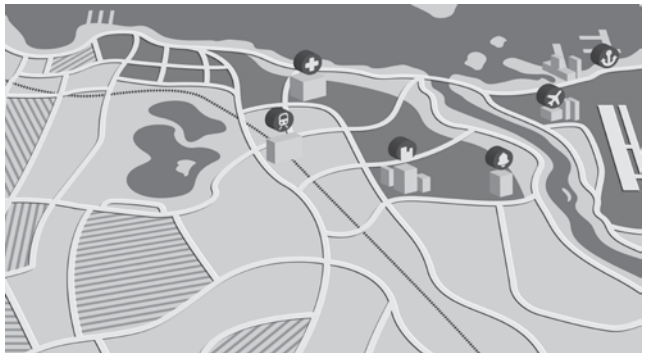
There is a wide range of jobs that make a town work and there are many reasons for where jobs are located.

Extensions

- Discuss the qualifications that people in the main business, industry and service groups in the town, eg. farming, telecommunications, would need and how they would get them.
- Invite a town planner as guest speaker.
- Students carry out further research on jobs that interest them.

* An example plan is included in the Kiwi Cards supplementary materials which you can download from the [Kiwi Cards page of the Careers New Zealand website](#).

If you draw your own plan, we suggest using a 2m x 1m piece of newsprint.



YR9+

ACTIVITY

The Changing World of Work

Objectives

Students increase their awareness of how the world of work changes.

Students understand the importance of ongoing learning to people in this changing world of work.

Learning outcomes

Career education: demonstrate an awareness of changes in the nature of work

Key competencies: participating and contributing

Preparation

Chart or board prepared with three columns: Past, Present, Future.

Instructions

1. Give each student (or pair) a randomly selected Kiwi Card and ask them to divide an A4 piece of paper into three columns, with headings: Past, Present, and Future
2. Tell the students to think about what job their card represents to them and what kinds of technology would be used in this job. Get them to record their answers in the Present column.
3. Ask the students to consider how this job may have been done differently in the past. (Give a time frame, eg. when their grandparents were working or their parents were their age.) They record their ideas in the Past column.
4. Ask students to predict whether this job might change in the next 10 or 20 years. If they think it would, then what would those changes be? Students write the changes and the reasons for them in the Future column.
5. Ask students to feed back with their job title and the changes they have noted and predicted. Record these on a class chart.
6. Discuss what has caused the main changes in jobs. (Responses might include internet, computers, changes in the environment and/or the economy, eg. the need for more economical and more environmentally friendly vehicles.)
7. Ask students how we keep up with change. Introduce and discuss the concept of being a life-long learner.

Questions for self-awareness

- What technology do you use? (eg. cell phones, computers, i-pods, digital cameras)
- What have your technology skills helped you with in your daily life? (eg. communicate with friends, research for school work)
- How does technology help your family in your home?

Concluding statement

The world of work is constantly changing due to changes in technology, the environment, and the economy. We can keep up with these changes by being prepared to learn new things and complete further education or training.

Extensions

- Students interview their parents or grandparents about what changes in technology they have seen, how this changed the way they worked or lived, and how they felt about the changes.
- Students choose a Kiwi Card, give it a job title and design a form of technology (ie. a tool, equipment, communication method) that could be useful to that job in the future.

Using Kiwi Cards to integrate career education

Introduction

Kiwi Cards can support teachers integrating career education into units of work. The cards can be used to:

- introduce units and brainstorm ideas
- reinforce learning
- relate unit activities to the world of work
- relate what students have learnt to their own skills and knowledge
- assess student understanding at the end of a unit.

As the number of cards used in activities may vary depending on the cards' relevance to the unit, one option could be to provide small group activities as part of a group rotation of activities or with groups of children as they finish other tasks, choose extension activities, etc.

Example of integration ideas

This example is based on the case study on Healthy Eating (Clinton School) outlined on page 37.

Who Can Help (Kiwi Cards guide page 10)

- Students select Kiwi Cards that could represent people who could help them to include healthier food options in their Friday menu.

Location, Location (Kiwi Cards guide page 28)

- Students draw a map of their community and write down all the jobs they know of in the appropriate places on the map.
- Using the cards they selected in the previous exercise, students match as many cards as they can to the jobs written on the map.
- Students look at the cards they have not been able to match with the jobs on the map. Ask, 'Can we do this task without the people we haven't put on the map? Will we need to find some other resources, eg. the library or internet, to get the information we will need?'

A Day in the Life (Kiwi Cards guide page 26)

- From the pack select the Kiwi Cards that are relevant to the unit and give them out to individuals or pairs.
- Ask the students to give the Kiwi Card a job title related to the unit and then complete the activity as outlined in this guide. Students could use information gathered from speakers (dietitian, rugby players, chef) or discussions with people in the community (organic farmer, cafe owner, local publican) to help them with this.

Investigating career pathways

When students interview people in the community as part of their learning, eg. talking to the cafe owner about healthy food options, they could also talk to them about how they got into the work they are currently doing. To help them with this they could take along a pack of Kiwi Cards (or a copy of the downloadable card sheets or a copy of the list on page 6-7) and ask the person to select any cards that represent other jobs they have done in the past. They could then ask the person to talk about how they got into each job. This gives the children an understanding that career pathways may show a progression within an industry or occupation but also that people can work in a range of jobs and industries in their working life.

Assessment activities

Ask students to choose a card that matches your request and explain why they choose it. Examples:

- Choose a card that represents the area that most interested you in our theme on Healthy Eating.
Why did you make that choice?
- In our theme on Healthy Eating some people had to be good with numbers so that we could stay within a budget and add up prices correctly. Choose a Kiwi Card that would demonstrate a job where you had to be good with numbers.
- To test depth of understanding, you could ask the child to choose related cards to the one they have first chosen (job families).

Using Kiwi Cards with ESOL students or students with special learning needs

Kiwi Cards can be used with these students as visual aids to:

- expand vocabulary
- expand work awareness
- stimulate ideas for literacy exercises
- help students make connections with their prior knowledge and understanding of work and study.

Many of the activities in this guide may be too complex for these students without some preparation. It may also be necessary to look at how you can simplify the language and the complexity of any instructions in any activity you select to use.

The activities suggested below can be used for preparation for the activities in this guide or alone. Consider compiling a Before and After grid to help students record their progress: add new words as the student's vocabulary or word knowledge increases.

Suggested activities:

1. Students come up with job titles in their own language and then find a matching English title.
 - Give students a random selection of cards and ask them to write down the number of each card and a suitable job title in their own language.
 - Provide students with resources, such as the list of possible job titles on page 6-7 and dictionaries, and ask them to find an equivalent English title for each of the cards they have.
 - Write the pairs of equivalent job titles (English and first language) on separate flash cards and use for matching or other activity.
 - Use the list of possible job titles on page 6-7 to validate or expand awareness of different titles.
2. Students match job titles with the images on the Kiwi Cards.

You can use the list of possible job titles on page 6-7, without the card numbers, or prepare your own list or flashcards for this activity.

3. Students match career vocabulary with the images on the Kiwi Cards.

Prepare a set of flashcards with words describing skills or tasks, etc. Students pick a card from a number of Kiwi Cards that somehow matches the words on the flashcard. Increase the number of Kiwi Cards you give students from 5 to 10 to 20 cards as knowledge and confidence builds.

4. Students use words in a sentence.

Write a list of career words. Students select a Kiwi Card, pick a word from the list and use it in a sentence about the card.

5. Students brainstorm and group words that relate to a Kiwi Card.

Put a Kiwi Card in the centre of a large sheet of paper. Students use stickies to add related words around it. Work with them to sort the words into categories, eg. skills, tasks.

6. Students compare Kiwi Cards.

Students look for similarities and differences between selected Kiwi Cards.

7. Students complete grammar exercises, such as sentence building, eg. This Kiwi is (doing action) with (equipment). You could develop some simple job descriptions to help with this activity. There are short job descriptions on the Careers New Zealand website, www.careers.govt.nz, in English and te reo Maori.

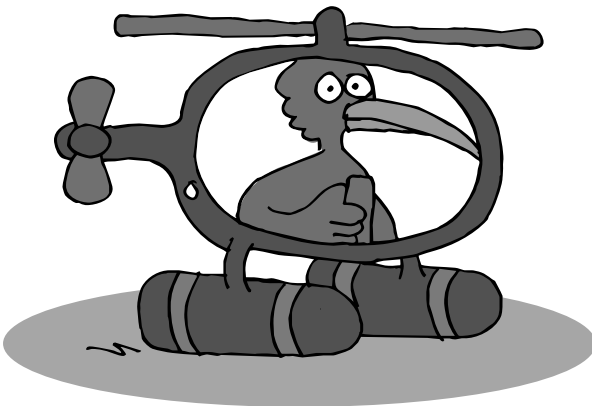
Using Kiwi Cards with individual students

Kiwi Cards can be a good prompt in a guidance situation, especially with young people who are struggling with decision making. They are tactile and visual and can reduce pressure on the student by giving an alternative to words alone.

Many of the activities in this guide can be used with one student, eg. Job Families and Three of a Kind.

Other activities:

1. Ask the student to sort the cards into two piles, cards that show something that interests or appeals to them, and cards that don't. Then ask the student to explain what s/he likes in each card and why. This can help the student clarify career ideas.
2. Use the cards to build career knowledge and vocabulary, for example, by discussing the similarities and differences between jobs suggested by the cards.
3. Ask the student to select three to five cards which interest them and make up a story (either oral or written) relating the cards to their life in future.



CASE STUDY

Healthy eating (Clinton School)

The staff of Clinton School planned an integrated unit with a theme of healthy eating and established linkages in their planning templates with the careers that the students could be exposed to in that study.

The unit required the students to research food types, nutritional values and food preparation styles, and their relationship to growth and health. Part of the unit involved a task to change the Friday menu provided to the school so that it included more healthy food options.

The unit provided the students with knowledge of the work, skills and abilities of people in a range of careers. Students reported on the speakers and the visits; they also reflected on their own roles in the process and on what they did best: whether they were better at making the food, working behind the scenes, acting as negotiators or handling the money and managing the project budget.

Planned enhancements for future units to provide broader career understandings include asking invited speakers to provide more in-depth information about their careers and to answer specific questions, such as Why did you choose that? How did you get into that work?; and asking students to reflect more on their personal attitudes to the careers they saw, the skills involved and their interest in them.

* This is an extract from the full case study which is published in Understanding Career Education in Years 7 and 8, on page 32. You can download this handbook from the Careers New Zealand website.

