# CAREER MATCHING

Match the Career with the Correct Description:

<table>
<thead>
<tr>
<th>Career Choices</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Veterinarian</td>
<td>1. Trains Pets to Get Along With Human</td>
</tr>
<tr>
<td>B. Barber Or Beautician</td>
<td>2. Drives the Big Trucks and Machines Used to Construct Roads, Etc.</td>
</tr>
<tr>
<td>C. Architect</td>
<td>3. Creates Clothes, Accessories, and Footwear that People Wear</td>
</tr>
<tr>
<td>D. Physician Assistant</td>
<td>4. Takes Care of Animals</td>
</tr>
<tr>
<td>E. Ultrasound Technician</td>
<td>5. Cuts Hair</td>
</tr>
<tr>
<td>F. Fashion Designer</td>
<td>6. Repairs, Inspects, and Maintains Vehicles</td>
</tr>
<tr>
<td>G. Sound Engineer</td>
<td>7. Designs Homes, Offices, Sports Arenas, and More</td>
</tr>
<tr>
<td>H. Heavy Equipment Operator</td>
<td>8. Takes an Idea for a Product or Service and Builds a Business Around It</td>
</tr>
<tr>
<td>I. Electrician</td>
<td>9. Keeps Track of Where Money Comes from and Where It Goes</td>
</tr>
<tr>
<td>J. Entrepreneur</td>
<td>10. Professional Cook</td>
</tr>
<tr>
<td>K. Human Resources Manager</td>
<td>11. Enforces Laws to Keep Communities Safe</td>
</tr>
<tr>
<td>L. Animal Trainer</td>
<td>12. Takes Care of Patients</td>
</tr>
<tr>
<td>M. Pilot</td>
<td>13. Gathers Evidence at a Crime Scene</td>
</tr>
<tr>
<td>N. Hotel Manager</td>
<td>14. Uses Tools that Put Out Intense Heat to Fuse Metal Pieces Together</td>
</tr>
<tr>
<td>O. Event Planner</td>
<td>15. Grows a Variety of Fruits and Vegetables</td>
</tr>
<tr>
<td>P. Janitor</td>
<td>16. Makes the World a Cleaner Place</td>
</tr>
<tr>
<td>Q. Chef</td>
<td>17. Takes Pictures of Patient’s Internal Organs</td>
</tr>
<tr>
<td>R. Farmer</td>
<td>18. Sets Up/Operates Equipment Used to Record, Mix, or Broadcast Sound</td>
</tr>
<tr>
<td>S. Accountant</td>
<td>19. Wires and Installs Electricity in Homes, Businesses, and Factories</td>
</tr>
<tr>
<td>T. Police Officer</td>
<td>20. Designs Robots to Think and Act Like Human-Like Ways</td>
</tr>
<tr>
<td>V. Paralegal</td>
<td>22. Hired When Events are so Big or Important they Need Professional Help</td>
</tr>
<tr>
<td>W. Robotics Engineer</td>
<td>23. Recruits, Interviews, and Hires Staff, Manages Training and Benefits</td>
</tr>
<tr>
<td>X. Welder</td>
<td>24. Flies jets, Files Flight Plans, Checks the Weather, Conducts Safety Checks</td>
</tr>
<tr>
<td>Y. Auto Technician</td>
<td>25. Makes Sure Travelers have Comfortable Places to Stay Overnight</td>
</tr>
</tbody>
</table>
ANSWERS TO CAREER MATCHING

<table>
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<tr>
<th>Answers</th>
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</tr>
<tr>
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</tr>
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</tr>
</tbody>
</table>
## OFFICE SCAVENGER HUNT LIST

Try to find and collect as many items on the list as you can.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>FOUND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-it Notes still in plastic wrapper</td>
<td></td>
</tr>
<tr>
<td>Piece of Office Letterhead</td>
<td></td>
</tr>
<tr>
<td>Bottle of Whiteout</td>
<td></td>
</tr>
<tr>
<td>Fake Plant</td>
<td></td>
</tr>
<tr>
<td>Staple Remover</td>
<td></td>
</tr>
<tr>
<td>Calculator</td>
<td></td>
</tr>
<tr>
<td>Yellow Highlighter Pen</td>
<td></td>
</tr>
<tr>
<td>Mouse Pad with 3 colors</td>
<td></td>
</tr>
<tr>
<td>Black Wipe off board marker</td>
<td></td>
</tr>
<tr>
<td>Green Rubber Band</td>
<td></td>
</tr>
<tr>
<td>Stapler</td>
<td></td>
</tr>
<tr>
<td>5 Paper Clips</td>
<td></td>
</tr>
<tr>
<td>Scissors</td>
<td></td>
</tr>
<tr>
<td>Empty File Folder</td>
<td></td>
</tr>
<tr>
<td>Pack of Copy Paper</td>
<td></td>
</tr>
<tr>
<td>Coffee Mug</td>
<td></td>
</tr>
<tr>
<td>Tape Dispenser with Tape</td>
<td></td>
</tr>
<tr>
<td>Exactly 50 Chads from a Hole Puncher</td>
<td></td>
</tr>
<tr>
<td>Phone Book</td>
<td></td>
</tr>
<tr>
<td>Empty Notebook</td>
<td></td>
</tr>
<tr>
<td>5 Thumb Tacks</td>
<td></td>
</tr>
<tr>
<td>Regular-sized Window Envelope</td>
<td></td>
</tr>
<tr>
<td>Family Photo</td>
<td></td>
</tr>
<tr>
<td>Desk Calendar with doodles on it</td>
<td></td>
</tr>
<tr>
<td>Color Pencil of any color</td>
<td></td>
</tr>
<tr>
<td>Push Pin</td>
<td></td>
</tr>
</tbody>
</table>
WHAT’S YOUR SUPER HERO NAME?

Take the First Letter of your Name:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Captain</td>
<td>J. Archer</td>
<td>S. Invisible</td>
</tr>
<tr>
<td>B. Wonder</td>
<td>K. Steel</td>
<td>T. Night</td>
</tr>
<tr>
<td>C. Super</td>
<td>L. Bolt</td>
<td>U. Silver</td>
</tr>
<tr>
<td>D. Phantom</td>
<td>M. Atomic</td>
<td>V. Aqua</td>
</tr>
<tr>
<td>E. Dark</td>
<td>N. Torch</td>
<td>W. Amazing</td>
</tr>
<tr>
<td>F. Incredible</td>
<td>0. Space</td>
<td>X. Giant</td>
</tr>
<tr>
<td>G. Professor</td>
<td>P. Mega</td>
<td>Y. Rock</td>
</tr>
<tr>
<td>H. Iron</td>
<td>Q. Turbo</td>
<td>Z. Power</td>
</tr>
<tr>
<td>I. Hawk</td>
<td>R. Fantastic</td>
<td></td>
</tr>
</tbody>
</table>

And The Month You Were Born:

<table>
<thead>
<tr>
<th>Month</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Shield</td>
</tr>
<tr>
<td>February</td>
<td>Arrow</td>
</tr>
<tr>
<td>March</td>
<td>Justice</td>
</tr>
<tr>
<td>April</td>
<td>Thunder</td>
</tr>
<tr>
<td>May</td>
<td>Rider</td>
</tr>
<tr>
<td>June</td>
<td>Falcon</td>
</tr>
<tr>
<td>July</td>
<td>Ninja</td>
</tr>
<tr>
<td>August</td>
<td>Spider</td>
</tr>
<tr>
<td>September</td>
<td>Beast</td>
</tr>
<tr>
<td>October</td>
<td>Blade</td>
</tr>
<tr>
<td>November</td>
<td>Hulk</td>
</tr>
<tr>
<td>December</td>
<td>Doom</td>
</tr>
</tbody>
</table>

YOUR SUPER HERO’S NAME IS: ____________________________________________
THE BEACH BALL ICEBREAKER!

Before Playing this Game Be Sure To:

- Get your official Take Our Daughters And Sons To Work Beach Ball on our website DaughtersAndSonsToWork.org! Or purchase a 16 inch beach ball from your local sports or party store.

- Use a permanent marker to write questions from the Activity on the beach ball. Be sure to write legibly and to fit as many questions as possible on the ball! You will need to plan to do this 48 hours prior to your event.

- You have now created your “IceBreaker Ball”

Game play!

1. The objective of this game is for the group to get to know each other by answering random questions about themselves.

2. The game leader should start the game by throwing the IceBreaker Ball to one person. The person who catches the Ball must say their name, age and where they are from. Then they must answer the question touching their left thumb. After they have answered the question, throw the IceBreaker Ball to someone else and repeat until each person in the group has had a chance to answer!

See Beach Ball Icebreaker questions on next page.
THE BEACH BALL ICEBREAKER QUESTIONS

• What was your favorite childhood toy?
• Where do you like to go to be alone?
• What do you think is the biggest problem in the U.S.?
• Who do you most respect?
• If you could travel anywhere, where would you go?
• Are people really good at heart?
• What is the best book you have ever read?
• How would your best friend describe you?
• What is your favorite time of day?
• Have you ever met someone famous? Who?!
• What is one thing that you have always wanted to do but have not done yet?
• Tell us something good that has happened to you in the last two weeks.
• What is something you can do that many others cannot?
• Describe your life today in one word.
• What is your favorite breakfast food?
• Who was/is your favorite teacher?
• What issue will/do you always speak your mind about?
• What is your favorite word?
• Describe your dream house.
• What is your favorite time of year?
• What is something that always brings a smile to your face?
• What is your favorite sport to play? Watch?
• Are you as environmental as you could be?
• If you could have one season all year long what would it be?
• What was the name of your first pet?
• Have you ever broken a bone?
• What’s the weirdest thing you like to eat?
• Where do you see yourself in 10 years?
• If you could have a superpower, what would it be?
• Do you wake up to the buzzer or the radio?
• What was the first CD you ever bought?
• What is your theme song?
• On what basis do you select your friends?
• If you could be an animal, what would you be and why?
• What subject is the most frequent topic of discussion among your friends?
• Describe yourself with one word.
• What TV program bothers you the most?
• What is your favorite word and why?
• What do think people like about you the most and least?
• What is or would be your pet?
• Describe the best job you have ever had.
• If you could travel anywhere, where would you go?
• Describe your ideal travel mate.
• If you had all of your possessions but one, what would it be?
• How do you feel right now?
• Who is your best friend? Describe her/his greatest trait.
• What do you want to be doing ten years from now?
• What does education mean to you?
• What is the best movie you have ever seen?
• What do you like to do most with a free afternoon?
• If you could smash one thing…what could you smash?
• What is the greatest value that guides your life?
• What quality do you look for in a really good teacher?
• Other than a relative, what one person has greatly influenced your life?
• What is the biggest waste you know of?
• What is your greatest fear?
• Select a word that you feel describe people of your age.
• Name the most unreasonable thing that you know.
• What one thing would you change in your life?
• What future discovery are you looking forward to the most?
• Is this your first Take Our Daughters And Sons To Work Day? Share Details!

www.DaughtersAndSonsToWork.org
CAREER STARTER ACTIVITIES

These quick and easy ideas can be used in any classroom to introduce career-related topics. They can be used as stimulus activities at various times in a lesson.

JOBS BY ALPHABET

The purpose of this activity is to share and extend students’ knowledge of jobs by brainstorming job names that begin with a certain letter.

Structure: Pairs or small groups

Duration: 10 minutes, or longer if you have more rounds

Resources: Lists of job names to research from (optional)

Instructions

1. Divide the class into groups. Ask them to choose a writer.

2. Choose a letter of the alphabet and specify a length of time for the round.

3. Ask the groups to write down all the jobs they can think of which begin with that letter.

4. When time is up, the group with the most jobs reads out their list. Any entry can be challenged by other groups.

Variations

• Instead of jobs, play the game to elicit skills or personal qualities.

• Get students to compile lists of job names as a short homework task and allow them to use these in the game.

Extensions

• Reward spelling, creativity and originality.

• Have ‘secret square jobs’ that attract a reward if they come up on a group’s list.

Key competencies

• Participating and contributing

Career management competencies

• Locate information and use it effectively

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JOB WEBS

The purpose of this activity is to show how jobs can connect up. Students should start to see that people may be able to move between these jobs.

**Structure:** Small groups

**Duration:** 20 minutes for each round

**Resources:** Large sheets of paper and pens

A prepared example showing students what you want them to do (optional)

**Instructions**

1. Write a job on the board. This should be a job that has links to several other jobs.

2. Tell students they are going to think of all jobs they can that would have some kind of dealings with this job.

3. [Optional] Show a prepared example and talk through it making these points:
   a. Jobs connect to each other
   b. Jobs may use similar sets of knowledge and skills
   c. People may move from one job to another in their careers.

4. Groups do the activity and then share their results.

**Variations**

- Do the same thing using a keyword such as 'animals' or 'cars'. Students write down all the jobs that are linked in some way with the keyword and draw a diagram showing how they connect.

**Key competencies**

- Thinking

**Career management competencies**

- Participate in lifelong learning to support life and work goals
TWENTY QUESTIONS

The purpose of this activity is to help students learn more about jobs. In this activity students ask each other questions to find out what they need to know.

Structure: Whole-class activity
Duration: Each round may last 5–10 minutes
Resources: None for the standard game. For the variations: sticky labels, Access to the Career Services website or a copy of Jobs Galore

Instructions
This is played the same way as any game of Twenty Questions.
1. Start with one person thinking of a job.
2. Students ask questions that require a 'yes/no' answer, to help them guess the job.
3. The person who first guesses the job is the winner and thinks of a job for the next round.

Variations
Research
- Have the class research a number of jobs beforehand, using the Careers New Zealand website, printouts of job information from the website or a recent copy of Jobs Galore. Let them refer to the printout while answering questions.
- You may want to prepare a list of jobs and allocate one to each student, or to some students.

Who am I?
- Put a sticky label with a job written on it on each student’s back. Don’t let them see it.
- Students mingle with each other. They can ask anyone questions to help them work out what their job is. The questions can only have ‘yes/no’ answers.
- This continues until everyone has worked out what their job is.
- You could ask students to sit down as soon as they have worked out their own job.

Key competencies
- Using language, symbols and texts

Career management competencies
- Locate information and use it effectively
CAREER WORM

The purpose of this activity is to share students’ knowledge of jobs they know about. In this activity students try to match the last and first letters of consecutive job names.

Structure: Small groups

Duration: As long as you want, or for as long as the class enjoys it

Resources: Large pieces of paper and pens, especially if you want to display the results

Alphabet flashcards (optional)

List of job names (optional). Note: a lot of job names end in ‘r’ so include plenty of jobs that start with ‘r’ in your list.

Instructions

1. Divide students into groups.

2. Pick a letter of the alphabet. You could give all groups the same letter or each group a different letter.

3. Explain that the groups need to think of a job that starts with the letter they have and write that down. When they have done that, they need to think of a job that starts with the last letter of their first job, and so on. Give them a time limit.

4. You can give some or all groups the list of job names if they are finding it hard to come up with names themselves.

5. Declare the longest worm the winner, or the best looking, or reward all results. Positively reward all students for effort, no matter how long their worms.

Variations

• Make a class worm by joining all the worms together. Students may need to think of an extra job or jobs to join their worm to the start of the next group’s.

• Use another long animal (eg, snake, eel).

Key competencies

• Participating and contributing

Career management competencies

• Interact positively and effectively with others
SELF IMAGE

The purpose of this activity is to help students learn to describe the characteristics of others and identify their own.

Structure: Divide the class into groups of 5 or 6

Resources: Paper big enough to write a word or two on – at least 10 pieces per student
A list of descriptive words students can select from if you feel some will not be able to think of their own.

Instructions

1. Ask each student to write two words or short phrases that best describe each of the other people in their group. Use a separate piece of paper for each description.

2. Descriptions must be positive only. Absolutely no put-downs.

3. Put all the pieces of paper in the middle of the group. Ask each person to look through them and find three descriptions that they think fit them best.

4. Each person reads out the descriptions they chose and explains why they chose them.

5. Allow time for students to record these descriptions as part of their personal profile.

Variations

• Each student reads out the descriptions they wrote about the other students and explains why they wrote them.

Key competencies

• Managing self

• Relating to others

Career management competencies

• Build and maintain a positive self-concept

• Interact positively and effectively with others
HANG ON TO YOUR DREAMS

The purpose of this activity is to help students make connections between what they enjoy doing or studying and the world of work.

Year group: Year 7 and up

Duration: 50–60 minutes. This may be spread over different days

Resources:
• Copies of the worksheet overleaf for each student (optional)
• A4 colored paper or card, scissors, glue, string and a hole punch
• Wire coat hangers, one for each student
• Lists of skill terms
• Access to Jobs by Interest brochures or the Jobs by Interest online tool on the Careers New Zealand website, www.careers.govt.nz

Instructions
1. Tell students that they will be making mobiles to display the links between what they enjoy doing (or studying) and the world of work.

2. Explain the links between interests and subjects, skills and job areas. Note this activity asks students to identify job interest areas, not actual jobs. It just gets them thinking about job areas and the relationship between the world of work and what they enjoy doing and learning.

3. Get students to make their choices for the first line of boxes on the worksheet. Students are likely to need help before they go onto the next step, which is to identify the skills they are learning in the activities or subjects they have chosen.

4. Work with the class on identifying the skills in two of the students’ choices before asking students to complete the second line of boxes on their worksheets. A list of skill terms is useful. Check students’ understanding of the skill terms as you go.

5. To complete the third line on the worksheet, students will need access to the Careers New Zealand website or Jobs by Interest brochures. Draw students’ attention to the interest areas – there are 14 interest areas in Jobs by Interest. They can look at the jobs in those areas but should choose interest areas rather than jobs to create their mobiles.

6. Once students have completed their worksheets they create their mobiles, hang these and move around to look at each other’s mobiles.

Key competencies
• Thinking

Career management competencies
• Participate in lifelong learning to support life and work goals
HANG ON TO YOUR DREAMS

1. Pick three activities or subjects you enjoy and write them in the first row of the table below.

2. Think about the skills you are learning in each activity or subject, eg, researching. Write these skills in the cell underneath the activity or subject.

3. Use Jobs by Interest to choose up to three interest areas that you are interested in. Write each interest area in the cell underneath the activity/subject and skills that you think fit best with it.

4. Paste your table on colored paper or card and cut into separate cells.

5. Use a hole punch and string to display your creation on a coat hanger.

<table>
<thead>
<tr>
<th>Activity or subject I enjoy</th>
<th>Activity or subject I enjoy</th>
<th>Activity or subject I enjoy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills I am learning</td>
<td>Skills I am learning</td>
<td>Skills I am learning</td>
</tr>
<tr>
<td>Possible job interest area(s)</td>
<td>Possible job interest area(s)</td>
<td>Possible job interest area(s)</td>
</tr>
</tbody>
</table>
SCAVENGER HUNT

The purpose of this activity is to introduce students to the idea of networking. In this activity they ask around to find someone who matches the descriptions they are given.

Year group: Year 7 and up
Duration: Variable, depending on how much time you have
Resources: Scavenger hunt sheet for each student, or written on board

Instructions
1. Write the list of things to look for on the board or hand out scavenger hunt sheets to students.
2. Tell students to work through the list and record their answers.
3. You might want to get different students to start with different items on the list.
4. You might also want to work out the answers to any hard questions as a group.

Variations
• Create a different set of things to look for based on your knowledge of the class.
• Have the students create lists.
• Do the whole thing as a seated cooperative activity rather than students actually walking around talking to each other.

Key competencies
• Participating and contributing

Career management competencies
• Interact positively and effectively with others
## SCAVENGER HUNT

Find someone for each item below and record their name in the box.

<table>
<thead>
<tr>
<th>Has the same zodiac sign as you</th>
<th>Was born in the South Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same favorite subject</td>
<td>Likes the same band or TV show as you</td>
</tr>
<tr>
<td>Same hobby as you</td>
<td>Comes to school the same way you do</td>
</tr>
<tr>
<td>Has as many siblings as you do</td>
<td>Wants to work with animals when leaves school</td>
</tr>
<tr>
<td>Has a family member in a job to do with health</td>
<td>Knows someone who works in the IT industry</td>
</tr>
</tbody>
</table>
**CHOOSE A TEAMMATE**

The purpose of this activity is to help students to realize that skills and personal qualities are important when working in teams. Students may need to first explore the difference between a personal quality and a skill.

**Structure:** Small groups of 5–7

**Duration:** 60 minutes

**Resources:** Copy of worksheet for each group

**Instructions**

1. You may need to first discuss the differences between a personal quality and a skill.

2. Get students to form groups.

3. Distribute the worksheets, explain the task and set a time limit for it.

4. Emphasize that the students will need to cooperate to agree on the skills and personal qualities required.

5. This activity can generate discussion on what’s important for a job. It can also lead to discussion on how groups work together (or not!) to make shared decisions.

**Variations**

- After the groups have listed their personal qualities and skills, distribute some prepared descriptions of people that they must choose between.

- Vary the task the team has to do, such as survive on a desert island or organize a birthday party.

**Key competencies**

- Participating and contributing

**Career management competencies**

- Interact positively and effectively with others

- Make life- and career-enhancing decisions
CHOOSE A TEAMMATE

You are part of a 6 or 7 person team which has the job of planning, organizing, fundraising and supervising a week-long class skiing trip to Mt Ruapehu. Your group has to arrange everything – accommodation, cooking, activities, ski lessons, first aid, etc. You need to add one more member to your team. In the space below, write a profile that describes the person you would want. Write this as if they were a real person, that is, give them a name, age, etc.

Name: ____________________________________________ Gender: male / female

Age: under 10  11–20  21–30  31–40  41–50  51+

Personal qualities (eg, loyal, determined, funny):

________________________________________________________________________

________________________________________________________________________

Skills (eg, good with money, able to cook):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Once you have got as clear a picture as possible of this person, write down the most important things that make you want to work with him/her.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
WHAT’S MY LINE

The purpose of this activity is to extend students’ knowledge of working conditions for different jobs. Students research specific jobs and use their information in a class quiz.

Structure: Pairs, small groups or individuals

Duration: 15–20 minutes for students to complete the worksheets. 2-3 minutes for each quiz round

Resources: List of job names for students to research
Access to the Careers New Zealand website or job descriptions printed from the website

Instructions

1. Before the lesson, make a list of job names to use. If you are going to use printed job descriptions from the Careers New Zealand website, prepare these.

2. Assign each student/group one or more job names and hand out the student worksheet. Explain to students that they are going to find the information to complete the worksheet for the job they have been given.

3. Show students how to access job descriptions on the Careers New Zealand website or hand out the printed job copies. Students could complete the research as a homework task.

4. If you are going to run the quiz in another session, you could collect students’ worksheets once they have completed them and return them in the next session.

5. Run as many quiz rounds as you have time for. Explain to students they are going to read out the information they have on their worksheet to the class but keep the job name a secret. The rest of the class is going to try to guess the job.

Variations

• Students try to guess the job after each section of the worksheet is read out.

• Use different questions.

• Run it as a competition between small groups. You can award points, or not.

• Change the research source, eg, students fill out a worksheet for a job that is or was in their family, or one that is in a TV program.

• Ask students “What do you like and not like about the job you researched?”

Key competencies

• Using language, symbols and text

Career management competencies

• Locate information and use it effectively
WHAT’S MY LINE?

Find an answer for each of these questions for the job you have been given. Don’t show anyone else what you are writing.

1. For this job I wear:

2. At work, the strongest smell is:

3. At work, the most common noise is:

4. The hours I work are:

5. I get paid approximately:

6. The school subjects I need to be good at are:
PATHWAYS-A-PLENTY

The purpose of this activity is to help students see that people make many job changes in their lives and how they do this.

**Structure:** Individual exercise

**Duration:** 15 minutes (presentation time optional)

**Resources:** Worksheet for each student

**Instructions**

1. Hand out the worksheet. Tell students they are going to create a sequence of four jobs. The sequence needs to tell a story of how a fictitious person moves from the first of the jobs to the last through the other two. Students need to say what helped the person make each move, eg, training, promotion, buying a business.

2. Students hand in or present their stories to the class. Ask questions to get more detail if required.

3. Discuss the idea that there can be many changes in a person’s career – lifelong learning.

**Variations**

- Students are randomly given four jobs.
- Include other life roles as part of the worksheet, eg, parenting, care-giving, running a home, voluntary work.

**Key competencies**

- Thinking

**Career management competencies**

- Participate in lifelong learning to support life and work goals
- Make life and career-enhancing decisions
<table>
<thead>
<tr>
<th>PATHWAYS-A-PLENTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rest Home Manager</td>
</tr>
<tr>
<td>Hotel Manager</td>
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<tr>
<td>Nurse Practitioner</td>
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<tr>
<td>Event Manager</td>
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<td>Nursery Manager</td>
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<tr>
<td>Retail Manager</td>
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<td>Medical Laboratory Technician</td>
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<tr>
<td>Sales Representative</td>
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<td>Receptionist</td>
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<td>Teacher Aide</td>
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</tbody>
</table>
GETTING TO KNOW OTHERS

Getting to know others often is called networking. Getting better acquainted with people and their interests, expertise, and responsibilities is helpful to extend your knowledge and circle of contacts. In this exercise, you are to find people who fit each of the descriptions below and to get them to write their initials in the blank space in front of the sentence which fits them. The same person cannot sign your sheet more than two times.

_______ Sign your own name.
_______ Someone you don’t know.
_______ Someone who has blue eyes.
_______ Someone whose last name begins with the same letter as yours.
_______ Someone who is taller than you.
_______ Someone who has never before been in this building.
_______ Someone who wears glasses.
_______ Someone who wants to become an owner of a business.
_______ Someone who likes elephants.
_______ Someone who smiles a lot.
_______ Someone who is in the same grade as you.
_______ Someone who has been to a museum.
_______ Someone who has long hair.
_______ Someone who likes math.
_______ Someone who has seen the movie George of the Jungle.
_______ Someone who has flown in an airplane.
_______ Someone whose foot is smaller than yours.
_______ Someone who is younger than you.
_______ Someone who plays the piano.
_______ Someone how initials spell a word.
SUPER HERO PARTY GAMES

While playing music the little super heroes must try to keep all the balloons, or mission blast, up in the air. When the music stops they all grab one. A players name is drawn from a bag and that player must then pop their balloon and complete the challenge inside (XXX) to win a small prize. The music starts again and the game continues until every guest has won a prize. To make mission blast simply write out simple challenges on slips of paper and insert them into balloons before blowing them up.

Challenges should be simple and fun, some examples are:

• Rub your stomach while patting your head.
• Crabwalk across the floor.
• Sing your favorite song in a funny voice
• Try and lick your elbow
• Say the alphabet backwards

Start the game with one balloon for each guest and add one after each round. This is to ensure that the person whose name is called always has a balloon. This is a great non competitive game where everyone gets to participate.

SUPPLIES NEEDED
- Balloons -Twice as many as quests.
- Pen or Pencil
- Paper
- bag
- music
- small prizes (stickers, small plastic animals, temporary tattoos. (go to the dollar store)

SUPER HERO ICEBREAKERS

Some simple ideas are:

• Superhero coloring pages

• Let guests think up and design their own superhero.
  Then they can show and tell the others about him or her. They can include a back-story, powers, enemies, etc..

• Buy or make masks and let them decorate their own superhero mask with markers and decals. If you want to go all out you can give them capes too! Capes can be made of cloth or if your not into sewing, use pillow cases.

www.DaughtersAndSonsToWork.org
If you have colored markers, glitter, and white paper plates, you can make a paper plate Wonder Woman crown and cuffs. This Wonder Woman crown craft is easy, it is to transform a paper plate into the accessories of a modern superhero. Add glitter and color optional.

**WONDER WOMAN CROWN**
**Crown and Risk Cuffs**

**SUPPLIES NEEDED**
- 2 white paper plates (3 if your child is older)
- Colored Markers/Yellow, pencil
- Glue & Glitter (Optional)
- Scissors
- String, or Elastic string
- Punch hole

**Directions**

1. Draw the Wonder Woman crown shape onto the center of the paper plate. Above sample not to size. Measure your child’s face to get the right size.

2. On the second paper plate (and third, if need be), eyeball the width of about half of your child’s forearm and draw an outline of the cuffs onto the paper plate.

3. Color the risk cuffs and crown color (yellow), then cut out. Option: Draw a star onto the cuffs and crown with glue. Cover the glue in red glitter, then let dry. Once the stars are dry, cut a hole into each corner of the cuffs, and on either side of the crown. (You can either use the scissors or a single hole puncher.) Thread string through each of the holes, leaving enough to tie around the child’s wrist (for the cuffs) and head (for the crown).

4. Tie the accessories onto your child.

Optional: Wonder Woman Costume, dress a blue and red bathing suit or leotard and tights.


www.DaughtersAndSonsToWork.org
SUPER HERO’S MASK

Create an easy super hero mask out of cover stock paper or a white plate or use felt or fabric cloth. Wear your mask for when you want to dress up as a super hero!

1. **Print out the mask template on a card stock.** Make to fit child’s face.

2. **Color the mask with crayons, colored pencils, markers or water-base acrylic paint.**

3. **Cut-out the mask.** Cut out the mask, including the eye holes.

4. **Punch holes.** Punch holes on the pair of tiny circles at the sides of the mask.

5. **Attach a string.** Cut a length of elastic string (about 12 inches long) and tie the ends around the pair of holes on the mask.

**SUPPLIES NEEDED**

- Letter size card stock/white paper plate
- Crayons, colored pencils or any water-based acrylic paint
- Elastic string
- Scissors
- Hole punch
- Pencil
- Felt or fabric (optional)

For more information/instruction or for more masks go to https://www.firstpalette.com/printable/superhero-mask.html