



**MALAGA:  
PASIFIKA PLANNING  
FOR SUCCESS.**

Journey to success – know yourself

Teacher Support



# **MALAGA**

## **The concept of journey**

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### **The migration**

Malaga means "journey" in Samoan – it symbolises the past, present and future journeys of Pasifika peoples. It starts with the migration of Pasifika people to Aotearoa New Zealand, acknowledging and celebrating the determination and resilience each generation has made to pursue a better life in Aotearoa New Zealand.

Malaga celebrates the journey of Pasifika people today. Young people are given a safe space to develop career management competencies through connecting with their Pasifika identity.



# CONTENTS

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Introduction .....	2
Project Lumana'i – links to insights and guidelines .....	5
Lesson plans	
Lesson 1 .....	7
Setting the scene	
Lesson 2 .....	9
PAST: the migration	
Lesson 3 .....	10
PRESENT: celebrating Pasifika identity	
Lesson 4.1 .....	11
Know yourself: mapping the journey	
Lesson 4.2 .....	13
Know yourself: your paddle	
Lesson 4.3 .....	14
Know yourself: your shield	
Lesson 5.1 .....	16
Discover: researching opportunities	
Lesson 5.2 .....	18
Discover: exploring pathways	
Lesson 6.1 .....	19
FUTURE: building a picture of success	
Lesson 6.2 .....	22
Who is your support crew?	
Lesson 6.3 .....	24
My next steps	

“ You have been  
entrusted with talents... ”

# INTRODUCTION

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Fakaalofa lahi atu, halo, mālō e lelei, gude, tālofa lava, ni sa bula vinaka, tālofa, halo olaketa, mālō nī, olá, bonjour, halo.

Welcome to the Malaga: Pasifika planning for success.

Malaga: Pasifika planning for success is a culturally responsive careers education programme that reflects the identity and culture of Pasifika learners.

Malaga: Journey to success – know yourself is the first part of the Malaga: Pasifika planning for success programme.

Programmes need to support the learner’s understanding of themselves, develop confidence and expand their knowledge of the world of work and the wide range of options available, and enable them to develop career management competencies.

## Student career management competencies

These are a range of understandings, skills and attitudes that equip learners to better understand themselves, investigate opportunities and make informed decisions about learning and work options, manage change and transition, and take appropriate action. They are grouped into three parts:

1. Developing self-awareness
2. Exploring opportunities
3. Deciding and acting

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## Malaga: Journey to success – know yourself

Malaga: Journey to success – know yourself contains key messages that encourage Pasifika learners to reflect on the journeys of their families who migrated to Aotearoa New Zealand and to value and celebrate Pasifika identity. This identity is then connected to their career journey by exploring possible pathways and connecting them to useful courses and building a picture of success for the future.

Malaga: Journey to success – know yourself is a three-hour programme and contains six consecutive 20–30 minute activities. Delivery method can be flexible to suit. However, it is important to allow the time needed to deliver each activity for the learners benefit and that there are opportunities to extend the time for each activity if needed.

The activities include small group and class discussions, videos, music and short exercises that culminate in the completion of a visual poster that is the first steps to a career plan. Specific videos and a PowerPoint presentation have been developed to support the programme. Teachers are also encouraged to source their own video clips through YouTube, Oompher and other websites and to play music during group activities.

## GUIDED BY THE KEY INSIGHTS OF PROJECT LUMANA'I

Project Lumana'i is a research initiative that investigated the needs of Pasifika young people, parents and teachers with the aim of supporting better resource design and improving career support for Pasifika peoples. The research has been synthesised into a list of insights paired up with a set of guidelines. Malaga: Pasifika planning for success has been designed to align with these insights and guidelines.



**Insight 1.** Young people prefer interactive and visual learning. Include images, video clips, music and interactive tools. Utilise smart phones.

**Insight 2.** Access to Pasifika role models inspires Pasifika young people.

**Insight 3.** Pasifika young people want environments to think and talk. Provide resources, tools and programmes that support Pasifika young people to explore career aspirations and connect subject choices with potential pathways.

**Insight 4.** Strong cultural identity matters. Incorporate Pasifika cultural learning into resources and link cultural values to career choices.

**Insight 5.** Family and friends influence Pasifika young people. Discuss study and career choices, as well as individual aspirations.

**Insight 6.** Many Pasifika young people need help to build a pathway. Include step-by-step advice for entering different careers.

# PROJECT LUMANA'I – LINKS TO INSIGHTS AND GUIDELINES

Lesson	Key messages
<p><b>Lesson 1</b> Setting the scene Insights 4 and 5</p>	<ul style="list-style-type: none"> <li>Relationships are very important to Pasifika people. We spend time getting to know each other and where we are from.</li> <li>Our Pasifika identity and culture is important to us. It strengthens our self-esteem and confidence and helps us plan for a successful future.</li> </ul>
<p><b>Lesson 2</b> PAST: the migration Insights 1, 4 and 5</p>	<ul style="list-style-type: none"> <li>Pasifika learners value their cultural identity. Allowing learners more time at school to learn about their Pasifika culture will strengthen their self-esteem and confidence.</li> <li>Learners understand the journey their family made migrating to Aotearoa New Zealand.</li> <li>Learners acknowledge the gifts, strengths and challenges facing Pasifika families who made this journey as well as their dreams and aspirations.</li> <li>This knowledge inspires learners to recognise their own potential as a descendant of talented, gifted and resilient people.</li> </ul>
<p><b>Lesson 3</b> PRESENT: celebrating Pasifika identity Insight 4</p>	<ul style="list-style-type: none"> <li>Our unique Pasifika identity is important and helps us plan for a successful future.</li> </ul>
<p><b>Lesson 4</b> Know yourself  <ul style="list-style-type: none"> <li>Mapping the journey</li> <li>Know yourself</li> </ul> Insights 1 and 2</p>	<ul style="list-style-type: none"> <li>Many Pasifika learners need help in identifying a career and then working out a pathway to achieve it.</li> <li>Learners understand they have a lot of options for their future so it is useful to have a “map” to navigate their career journey.</li> <li>This “map” is made up of three parts: know yourself, discover and make choices.</li> <li>Learners understand some important parts of “knowing myself” and can identify some key interests, skills, values and qualities.</li> <li>Role models can support learners understanding of the important parts of “knowing myself” by providing examples within their own lives.</li> <li>Learners can link some of these skills and qualities to those that employers want from young people.</li> </ul>

<p><b>Lesson 5</b></p> <p>Discover</p> <ul style="list-style-type: none"> <li>• Researching opportunities</li> <li>• Exploring pathways</li> </ul> <p>Insights 1, 2 and 3</p>	<ul style="list-style-type: none"> <li>• Pasifika learners want environments to think and talk. Provide opportunities to explore options.</li> <li>• Learners in lesson five will have varying levels of exposure to the world of work. Most are unlikely to have much idea about the education and experience they would need to enter jobs of interest.</li> <li>• Learners discover there are a wide range of jobs linked to their interests.</li> <li>• Learners understand that it is important to consider pathways that match their interests, skills and values.</li> <li>• Learners find out where to find job information and what school subjects are useful to take on their pathway to success.</li> </ul>
<p><b>Lesson 6</b></p> <p>FUTURE: building a picture of success</p> <ul style="list-style-type: none"> <li>• My dreams and inspirations</li> <li>• My support crew</li> <li>• My next steps</li> </ul> <p>Insights 1, 2, 3, 5 and 6</p>	<ul style="list-style-type: none"> <li>• Pasifika learners need time to think about their future and have the opportunity to create high educational and career aspirations.</li> <li>• Family and friends are key influencers of Pasifika learners.</li> <li>• Learners identify people who can support their aspirations and help them plan for success.</li> <li>• Specific, achievable practical ideas are helpful next steps for Pasifika learners to start planning for the future while they are at school, including subject choices.</li> <li>• Learners have specific achievable and measurable steps that will help them prepare for their future.</li> </ul>

# LESSON PLANS

## Lesson 1

### Setting the scene

#### Key messages

Insights 4 and 5. Relationships are very important to Pasifika people. We spend time getting to know each other and where we are from. Our Pasifika identity and culture is important to us. It strengthens our self-esteem and confidence and helps us plan for a successful future.

#### Activity instructions

1. **Welcome and opening prayer (slide 2)**  
Pasifika people open with a prayer and can connect the workshop ahead with a psalm (See slide 2). Teacher opens with a prayer or can ask for a volunteer. Read out the proverb and then connect it with the coconut seedling on the shore. As a metaphor, the learners represent the seedling and have talents that with nurturing will grow into mighty coconut trees.
2. **Who am I? (slide 3)**  
Teachers introduce themselves and briefly share their story. Include:
  - Sharing information about you and your family
  - What you wanted to be when you were 14 or 15 years old and what you did about that
  - Mistakes you made, opportunities you took
  - Who helped and supported you (10 minutes maximum).
3. **Your voyage activity (slide 4)**  
Exercise to get to know the learners.  
Create an imaginary map of Aotearoa New Zealand and the Pacific and ask learners to follow these instructions:
  - a. Move to the island your family is from
  - b. When they have done that, invite each learner to say their name, the island they are from and where their family gets their name from
  - c. Ask learners to now move to where their family first moved to when they migrated to Aotearoa New Zealand
  - d. Ask learners where do they want to be in 10 years' time and what will they be doing? Is it the same or a different place from where they were born?
  - e. Acknowledge and thank learners for sharing their stories.

## Time

30 minutes



#### Resources

Slides 1-5  
Set of 3  
PAST\_PRESENT\_FUTURE  
laminated posters.



#### Teacher notes

Proverb based on  
Matthew 25: 14-17.

Malaga means "journey" in Samoan – it symbolises the past, present and future journeys of Pasifika peoples.

Teachers could create a "vision board" of photos, images and thoughts.

Teachers move quickly through Who am I? Important to put time into finding out more about learners.

Place the three posters on the wall, to be kept up throughout the workshop for learners to fill up as they go.

Acknowledge and reward those learners who show leadership. For example, volunteering to open the session with a prayer.



## Lesson 1 continued

### 4. Our voyage: a brief overview of the workshop. (slide 5)

Explain what we will be doing today and that the three photos represent your PAST, PRESENT and FUTURE.

- PAST: Acknowledging the journey that your families made.
  - PRESENT: Mapping the journey so far.
  - FUTURE: Planning for the next leg of your journey to success.
- Explain: There are posters on the wall that we will fill up today with your thoughts and ideas.

### Our Voyage



careers.govt.nz

Teaching Education  
Innovation & Improvement



## Lesson 2

### PAST: the migration

#### Key messages

Insights 1, 4 and 5. Pasifika young people value their cultural identity. Allowing learners more time at school to learn about their Pasifika culture will strengthen their self-esteem and confidence.

- Learners understand the journey their family made migrating to Aotearoa New Zealand.
- Learners acknowledge the gifts, strengths and challenges facing Pasifika families who made this journey, as well as their dreams and aspirations.
- This knowledge inspires learners to recognise their own potential as a descendant of talented, gifted and resilient people.

#### Activity instructions

Slide 7 is the Pacific migration video (3'13"). Show the video and get learners to do the activity below. Acknowledgement to Ministry of Social Development and "PASEFIKA PROUD: Our Families, Our People, Our Responsibility" for giving permission to use this video. Hand out post-its and pens.

Ask learners to think about the video and – using their own knowledge and experiences – discuss in small groups and write their answers to the questions below on the post-its provided (slide 8).

1. What were the strengths and gifts that Pasifika people brought with them when they journeyed to Aotearoa New Zealand?
2. What challenges did they face? How did they overcome them?
3. What were their dreams and aspirations?

One person from each group to volunteer some answers and teachers write up some of their main points on the PAST poster.

Ask one person from each group to place the group's post-its on the PAST poster.

This activity can be extended by getting each group to report back on each of the three areas.

## Time

10 minutes or 25 minutes if extended



#### Resources

Slides 6–8  
PAST poster  
Pens and post-its



#### Teacher notes

Slide 6 is a photo of the Matua.

The Matua was a ship that brought many Pacific people to Aotearoa New Zealand during the 1950s and 1960s.

Pasifika people were faced with a significant issue during the 1970s, known as the Dawn Raids.

At the end of the activity, you could add a challenge to the learners. "What are each of you doing to fulfil the dreams and aspirations of your families?"

## Lesson 3

### PRESENT: celebrating Pasifika identity

## Time

15 minutes

### Key messages

Insight 4. Pasifika young people value their cultural identity. Allowing learners more time at school to learn about their Pasifika culture will strengthen their self-esteem and confidence.

- Our unique Pasifika identity is important and helps us plan for a successful future.

### Activity instructions

Ask learners to discuss these questions in small groups and write their answers on the post-its provided (slide 10).

1. What is unique about being Pasifika in Aotearoa New Zealand today?
2. What are the strengths and gifts of Pacific people?
3. What challenges do they face?
4. What are their dreams and aspirations?

Ask one person from each group to volunteer some answers from the four areas and teachers write some of the main points on the poster.

At end of this activity, ask one person from each table to bring up the group's post-its and put them on the PRESENT poster

### Wrap up

This poster represents you as Pasifika people today.

We have looked at the journey that your families have made to get you this far and what makes you unique as Pasifika living in Aotearoa New Zealand today. We are now going to connect being Pasifika to planning your journey to success.



### Resources

Slides 9–10  
PRESENT poster  
Pens and post-its



## Lesson 4.1

### Know yourself: mapping the journey

## Time

10 minutes

### Key messages

Insights 1 and 2. Many Pasifika learners need help in identifying a career and then working out a pathway to achieve it.

- Learners understand they have a lot of options for their future so it is useful to have a “map” to navigate their career journey.
- This “map” is made up of three parts: know yourself, discover and make choices.

### Resources

Slides 11–13

Video: **Malaga: Pasifika planning for success**  
**Keven Mealamu’s journey**

PRESENT poster

### Activity instructions

Show slide 11. “The vaka represents you embarking on your career journey.” Ask the following questions:

- a. What is a vaka for? (Travelling, getting food, racing).
- b. What is missing? (The paddle). What is the paddle for? (It helps you to move forward, keeps you on course, direction).
- c. What happens if you don’t have a paddle? (You get off course, drift, get lost).

Explain: The vaka represents you (learners) starting your own journey. The paddle represents your strengths and gifts to help you stay on course.

Ask: If we are going on a journey, what else is helpful to navigate and keep you on course? (A map).

This map (slide 12) is made up of three parts: know yourself, discover and make choices. To help you remember we have three easy actions.



### Teacher notes

A career brings together **all the experiences and skills** a person attains over their lifetime including their family life, friendships, community activities, church, leisure choices, work and learning.

Explain: Generations ago Pacific people used the stars to navigate the oceans to get from island to island and to find new lands. Likewise when we are planning our career journey, it is helpful to have a map to navigate.

## Lesson 4.1 continued

### Activity

This activity gets learners to learn three actions to provide a kinaesthetic way to remember the three parts to career decision making to support their development of career management competencies.

Ask learners to stand up.

1. Know yourself (developing self-awareness). Explain: This will involve exploring more about yourself.
2. First action: point to yourself with both arms, and say "know yourself".
3. Discover (exploring opportunities). Explain: We will be investigating job ideas and what subjects will be useful.
4. Second action: raise your arms in the air like a V and say "discover".
5. Make choices (deciding and acting). We'll take a look at some of things that you will need to consider and do if you are to achieve your dreams of success. There may be challenges in your way (shark, storm, cyclone, waves and octopus images). We will also look at who can help you get there and "provisions" to support you take your next steps.
6. Third action: following the discover action, keep your hands in the air, clap your hands together and say "make choices".

### Activity

Show a short aspirational video (slide 13, 2'25").

#### Malaga: Pasifika panning for success Keven Mealamu's journey

- In a big group, ask learners what were some of the key messages they heard from the video they just watched. Capture answers from learners in the PRESENT poster. Relate it back to learners thinking about their own dreams and aspirations.
- Keven Mealamu will be used in a later activity.



Use this activity as an energiser during the rest of the session if learners need a change.

Run through the three actions a couple of times. Could split learners up into three sections and do it separately like a wave.

Videos feature Pasifika role models from a diverse range of careers.

Teachers are also encouraged to source current videos from YouTube that will resonate with their learners.

Check out Oompher, a website that provides inspirational videos about New Zealanders. Brought to you by careers.govt.nz.

[oompher.com](http://oompher.com)



Keven Mealamu

<h2>Lesson 4.2</h2> <h3>Know yourself: your paddle</h3>	<h2>Time</h2> <p>15 minutes</p>	
<h3>Key messages</h3> <ul style="list-style-type: none"> <li>Learners understand some important parts of "knowing yourself" and can identify some key interests, skills, values and qualities.</li> </ul>	<h3>Resources</h3> <p>Slides 14–15</p> <p>Large pieces of paper and pens</p> <p>Music</p>	
<h3>Activity instructions</h3> <p>Click on slide 14, it has animations to click through.</p> <ol style="list-style-type: none"> <li>Introduce the shield. Start with the shield by itself: Who does it represent? (Represents the many different Pasifika peoples).</li> <li>Ask again, if we are on a vaka, what do we need to navigate our journey? (Paddles). [Click slide and two paddles appear on the diagram.]</li> <li>Our paddles represent important parts of ourselves that will help on our journey. We are going to look at some of them. [Continue to click on slide and the words 'qualities, values, skills and interests' will pop up within the shield.]</li> </ol> <h3>Activity</h3> <p>Show slide 15.</p> <ol style="list-style-type: none"> <li>Divide learners into four groups.</li> <li>Hand out big pieces of paper and give each group one of the four chosen parts of self-awareness: Interests, values, skills and qualities.</li> <li>Instruct them to write their part on the paper provided.</li> <li>Then to write or draw what their part means, why it is important and give some examples. Assist where necessary.</li> <li>Each group will report back and teach the class what their part means and the examples they came up with. When finished put these pieces of paper up on the wall for learners to use to get ideas.</li> </ol> <p>Note: If this activity needs to be shortened, just get each group to volunteer a few examples only.</p>	<h3>Teacher notes</h3> <p>This activity continues using the paddles to represent everything learners need for making a long journey. The paddles are within a shield that represents many of the Pacific peoples of the countries your learners come from.</p> <ul style="list-style-type: none"> <li>A skill is something you're learning to do or can do well.</li> <li>A quality is something that is part of your character or personality.</li> <li>A strength is one of your most developed skills or one of your best qualities.</li> <li>A value is something important to you.</li> <li>An interest is what you like to do.</li> </ul> <p>Play music in the background during the activity.</p>	

#### Know yourself



#### Know yourself group activity

Each group will be given one part to knowing yourself: interests, qualities, skills and values. Brainstorm as a group and write or draw on the paper provided:

1. What does your part mean?
2. What are some examples?
3. Present back.

## Lesson 4.3

### Know yourself: your shield

## Time

15 minutes

### Key messages

- Learners can identify some interests, skills, qualities and values.
- Learners can link these skills and qualities to those that employers want from young people.



### Resources

- Slide 16
- Pasifika learner poster
- PRESENT poster
- Paper, pens, felt pens and pencils
- Know yourself – some ideas to help you handout

### Activity instructions

Tell learners they are going to be doing an individual activity to identify their own interests, skills, qualities and values, using an example of a Pasifika role model to help. This example is Keven Mealamu. Ask the following questions in a large group:

Click 1: Photo of Keven Mealamu. Ask:

- Who is this person? (Keven Mealamu)

Click 2: Name appears. Say:

- We watched a video earlier about Keven, let's find out more about him.

Click 3: Ask:

- What is his identity? (Samoan)
- What is he known for? (former All Black, Blues player, rugby hooker)
- What does he currently do? (business owner of the Fit60 gym and personal trainer – which was his "life after rugby plan"– and illustrator of children's books.)

Ask learners, what do you remember are Keven's interests, values, skills and qualities? Get some answers and write them on paper or a whiteboard.

Clicking in the shield will reveal some key interests, values, skills and qualities that Keven possesses.

- Interests: fitness, sport, health, education, drawing and illustrating.
- Qualities: humble; sense of humour, hard-working, grounded, resilient.
- Values: respect others, being thankful, family, religion, work/life balance, service.
- Skills: work ethic, teaching, presenting, willingness to learn new things, self-managing, motivating, leadership, teamwork, gifted artist.



Keven Mealamu

### Teacher notes

You are also encouraged to source your own examples of role models that will resonate with learners.

Learners like competition so make answering questions competitive and consider prizes.

Keep the slide about Keven Mealamu up on the screen to help learners.

While this is an individual activity, learners can discuss in their groups to get more ideas. Learners can also get ideas from the PAST and PRESENT posters as well as the four pieces of paper from the earlier activity.

## Lesson 4.3 continued

### Activity

Hand out the A3 Pasifika learner poster and the Know yourself – some ideas to help you handout.

1. Ask learners to write their name on the back of the poster. Then get them to turn over the poster and complete the shield section of the poster.
2. When shields are completed ask learners to volunteer examples from their shield. Write these examples on the PRESENT poster.

### Additional optional activity

- Ask learners what skills and qualities on the PRESENT poster do they think employers would consider important when hiring a young person. Circle the words they select.
- This is a simple introduction to employability skills, the skills that employers have identified that broadly represent what they are looking for in young people. Employability skills include: positive attitude, communication, teamwork, self-management, willingness to learn, thinking skills and resilience.

### Wrap up

- You are now equipped with your paddle. Let's explore further how the information on your shield and paddle helps you discover possible career pathways.



Provide scrap paper for learners to do a rough copy if they wish, prior to writing or drawing on the shield.

Play music in the background during this activity.

## Lesson 5.1

Discover: researching opportunities

## Time

15 minutes

### Key messages

Insight 1, 2 and 3. Pasifika learners want environments in which they can think and talk. Provide opportunities to explore options.

- Learners will have varying levels of exposure to the world of work. Most are unlikely to have much idea about the education and experience they would need to enter jobs that interest them.
- Learners discover there is a wide range of jobs that are linked to their interests.
- Learners understand that it is important to consider pathways that match their interests, skills and values.

### Activity instructions

Play the video clip (slide 17, 3'07").

#### Malaga: Pasifika planning for success Discover what's right for you

Three young Pasifika people speak about how they followed their interests and have created opportunities to assist them into their emerging careers.

Tommy Nee is a 21-year-old Niuean musician. Tommy has created his own opportunities by releasing his music independently, including film music.

Déjealous [pronounced Day-ja-lay] Palota-Kopa is a 22-year-old Samoan student in her fourth year studying law at University of Auckland. She wants to prove that Pasifika people can be smart off the sports field and achieve in the academic world.

Siuea Cocker is a 24-year-old Samoan powerlifter who is coming up through the ranks in a male-dominated sport and has already represented Aotearoa New Zealand.



### Resources

- Slides 17-19
- Large pieces of paper and pens
- Jobs by Interest booklets



Tommy Nee

### Teacher notes

Another suitable video clip is from Oompher.Sela Alo and Pua Magasiva of the SnP show (2'09").  
[www.youtube.com/watch?v=SUIL6c9E2EE](https://www.youtube.com/watch?v=SUIL6c9E2EE)



Déjealous Palota-Kopa



Siuea Cocker

## Lesson 5.1 continued

### Big group discussion

What are the key messages from this video?

Set a goal and stick to it. Don't let external factors get in the way of what you want to do in life. Try new things, gain those experiences and find out other things you could be capable of doing. Once you leave school, opportunities are rarely just handed to you, it's up to you to seek them out. Find out what you really want to do and surround yourself with people who will help you achieve your goal.

Write answers on flip chart paper or a whiteboard so these messages remain for the rest of the workshop. (For example: stay in school, finish school, think about what you want to do when you leave, etc.)

Explain that we will be exploring opportunities available for you.

### Jobs families activity (slide 18)

- Divide the class into four groups and assign each an area of interest from the "know yourself" activity. Ensure the areas are kept broad. For example: sports, food, arts, music, science, computers, maths, construction, driving.
- Give each group a large piece of paper, pens and Jobs by Interest booklets.
- Go through the instructions on slide 18. Show learners the animation on slide 19 and explain they are going to do the same with their assigned interest areas.
- Return back to slide 18 so they can follow the activity instructions.
- Ask them to head their paper with their assigned interest areas.
- Each group has five minutes to come up with as many jobs as they can that relate to that interest.
- Put the job families sheets on the wall.

Acknowledge the wide range of jobs identified by learners.

### Wrap up

- Encourage learners to think about the range of jobs available for their interest areas and options for their future.
- For example, if they really want to be a sports professional, consider exploring other jobs related to the same "sports job family" such as personal trainer or physiotherapist.

### Teacher notes

Encourage learners to think "outside the square" and not just normal everyday jobs. The group that comes up with the most "valid" jobs wins a prize.

Play music during activity.

#### Job families

In your groups:

- Choose one of your interest areas and write the interest area in the middle of your paper.
- Brainstorm ALL the possible jobs related to your interest area.
- Write them down on the paper provided.
- Use the *Jobs by Interest, He Aronga mahi* book to help.
- First group to come up with 50 jobs gets a prize!



<h2>Lesson 5.2</h2> <p>Discover: exploring pathways</p>	<h2>Time</h2> <p>15 minutes</p>
<h3>Key messages</h3> <ul style="list-style-type: none"> <li>Learners find out where to find job information and what school subjects are useful to take on their pathway to success</li> </ul>	<h3>Resources</h3> <p>Slide 20 Devices with internet or Jobs Galore books Pasifika learner poster Pens</p>
<h3>Activity instructions</h3> <p>Demonstrate where to find job information by clicking on the slide 20 image which takes you to careers.govt.nz (requires the Internet).</p> <ul style="list-style-type: none"> <li>Show learners the jobs database tab.</li> <li>Click on this tab to investigate one of the jobs they have chosen in the earlier activity.</li> <li>Ask learners to volunteer a job from the job family sheets on the wall.</li> <li>Demonstrate where learners can find information about jobs that includes pay, job outlook and useful subjects required.</li> </ul> <h3>Pathways to my future activity instructions</h3> <p>Learners can work in pairs to give themselves more ideas.</p> <p>Encourage each learner to choose at least two jobs they are interested in and write the jobs down in the Pathways To My Future section of their poster.</p> <p>Ask them to find out:</p> <ol style="list-style-type: none"> <li>What subjects are useful or needed for that job and write them in your poster next to the job.</li> <li>How much does the job pay?</li> <li>What are the chances of getting that job?</li> <li>Optional if time. Ask learners to volunteer a job they have selected and what answers they came up with.</li> </ol>	<h3>Teacher notes</h3> <p>The jobs database can be found at: <a href="https://careers.govt.nz/jobs-database/">careers.govt.nz/jobs-database/</a></p> <p>Encourage learners to include maths and science in their subject choices to ensure they don't limit their options.</p> 

## Lesson 6.1

### FUTURE: building a picture of success

## Time

20 minutes

### Key messages

Insight 1, 2, 3, 5 and 6. Pasifika learners want environments to think and talk and need help to build a pathway.

- Pasifika learners need time to think about their future and have the opportunity to create high educational and career aspirations.



### Resources

Slides 22–24  
FUTURE poster  
Pasifika learner poster

### Activity instructions

In a large group discussion, ask: What does success mean to you? What are some of the dreams you have for your future as young Pasifika people? Capture answers on the FUTURE poster.

Explain: Having dreams and aspirations is important. We are going to do an activity to get you dreaming in more detail about your picture of success.

#### 1. Imagination exercise about future work

- Begin by relaxing into the situation and closing your eyes. Imagine yourself in a lovely environment – whatever makes you feel comfortable and relaxed.
- Follow your breath for a little while – as you breathe in and out, in and out. We are now going to let our minds move freely and surprise us.
- Imagine that it's ten years from now. How old will you be?
- Imagine it's the morning and you are just getting out of bed. As you walk through the house to get breakfast – have a look around your house? What sort of a home are you living in? Who's in the house with you?
- Picture yourself getting dressed to go to work. What are you wearing?
- How will you travel to work – by bus, train or your own car?
- Imagine yourself at work. Where will it be, inside or outside? What kinds of things will you be doing at your work? Who is around you?
- Think about the jobs which you would love to do – it may be a job which has always been an option – it may be something that you have never thought of before – it may be a job that you have done in the past or something that you have heard about – think about one of these options for now – you can return to think about other options later if you want to.

### Teacher notes

This is a visualisation exercise to encourage Pasifika learners to imagine and to capture their thoughts on paper either in a written or illustrated form.

It's done in two parts:

- The first part is where the teachers are talking and getting the learners to imagine
- The second part is where the learners capture their thoughts on paper.

## Lesson 6.1 *continued*

- How do you feel in this job? Are you enjoying it, feeling bored or excited?
- How do people around you feel about this job? Your family, your friends?
- How confident are you that you can live your dream?
- What could stop you from being even more confident?
- Think of a person you admire. Think about the qualities that this person has that you admire. What are some words of wisdom that this person would say?
- Ask learners to slowly open their eyes and stretch, and move back into their groups.

### 2. My dreams and aspirations activity (slide 23)

Ask learners to write or draw anything in their dream they want to remember in the My dreams and aspirations section of their poster. Include:

- What words of wisdom did your person say to you during the exercise? Write down the words of wisdom above the shield on your poster.
- Describe the work you will be doing.
- How did you get this work? For example, did you study?
- Describe your dream home.

### Large group discussion

Ask learners to volunteer information from their poster. Could be either their dreams and aspirations or words of wisdom. Teachers capture their feedback and write it on the FUTURE poster.

### Wrap up and link

It's important to have dreams and aspirations. They give us hope, direction, motivation and are something to work towards. However, dreams just remain dreams unless we act on them to make them come true.

Play the video clip (slide 24, 2'58").

### Malaga: Pasifika planning for success Dreams + hard work = success

Pasifika role models talk about their dreams and aspirations – the challenges they faced, people who supported them, and the practical steps they along the way.

## Resources

Slides 22–24

FUTURE poster

Pasifika learner poster



## Lesson 6.1 continued

John Pulu is a 28-year-old Tongan/Fijian broadcaster on TVNZ's Tagata Pasifika programme, joining the organisation in 2010. He graduated with a Bachelor of Communications in Television from Auckland University of Technology (AUT) in 2009. While still at secondary school, John was inspired to become a journalist through attending a Gateway programme at Tagata Pasifika. He describes how arriving in Aotearoa New Zealand as a nine-year old and not speaking English hasn't stopped him from pursuing his chosen career pathway.

Dave Letele, is 37-year-old of Samoan/Māori descent. He was a promising professional rugby league player before suffering a serious injury. Now this business owner of Buttabeen Motivation and former professional boxer helps others into health and wellbeing. Thanks to a strong work ethic, he has overcome many obstacles and hardships to succeed.

Jordan Maeataanoa is a 26-year-old Samoan doctor working at Starship Children's Health. She talks about why she wanted to become a doctor and the practical steps that helped her enter medicine.



John Pulu



Dave Letele



Jordan Maeataanoa

## Lesson 6.2

### Who is your support crew?

## Time

10 minutes

### Key messages

Insight 5. Family and friends are key influencers of Pasifika learners.

Learners identify people who can support their aspirations and help them plan for success.

Who is your support crew?



### Resources

Slide 25

One set of eight conversation cards for each table

PRESENT poster

Pasifika learner poster

### Activity instructions

#### Large group discussion

- Let's have a look at our journey so far today.
- We've acknowledged the migration and the strengths of our parents and grandparents. We have identified our own personal strengths and now have a paddle to help us on our journey. We have a map to guide us.
- What else do we need on our vaka to make this journey successful? (people, provisions, food, water)
- So we need a support crew to help us paddle our vaka. It is important to pick the right people. Sometimes we put people in our vaka who slow us down, don't help to paddle, eat all our provisions, hold us back and act like anchors or can steer us in the wrong direction.
- When we are travelling on our vaka, there can be challenges with the weather and the ocean. What sort of challenges could you face that could stop you? (people such as family, friends, teachers; things such as music, alcohol, drugs; or circumstances such as where they live or who they live with, etc.)
- Reiterate that it is important to identify the right crew with the strengths, skills and knowledge to help them paddle their vaka and overcome any challenges.
- Now we will do an activity to identify your support crew.

### Teacher notes

To extend this activity, ask learners further questions to discuss the positive and negative influencers in their lives and get them to identify and group who and what supports and limits them.

## Lesson 6.2 *continued*

### **Who is my support crew activity**

Put out a set of eight conversation cards with career adviser, teacher, faith leader, youth leader, family, coach, friends and a question mark to represent anyone else they can think of. Let the learners know that these examples are based on research undertaken with young Pasifika people.

Give learners two minutes to discuss questions in their groups, using the conversation cards as well as the examples they have already identified.

1. Who's on my vaka?
2. In what ways can they support me?

Learners then write down the answers on their Pasifika learner poster.

Ask learners to write the name of one person who will help and support them on a post-it note. Invite them to place it on the PRESENT poster.

Keep the cards on the table to complement the final activity.

## Lesson 6.3

### My next steps

## Time

10 minutes

### Key messages

Insight 6. Pasifika learners need help to build a pathway.

- Specific, achievable practical ideas are helpful next steps for Pasifika learners to start planning for the future while they are at school, including subject choices.
- Learners identify steps they can take to help prepare for their future.

### Resources

Slides 26–34  
Pasifika learner poster  
Music

### Activity instructions

We are packed and ready to go but your journey does not end here. The final thing I want you to do is to identify your next steps. We give you some practical steps to do next, however you may have some of your own.

### My next steps activity

1. Take learners through the transition slide instructions (slides 26–30)
2. Learners tick a few of the options on the My Next Steps section of the poster and write a date when they are going to do it (soon). This is their job to go and do and then tick when done.

### Large group discussion

- Remember the vaka on the beach without a paddle. What will be one of your next steps to get off the beach and into the water and when are you going to do it?
- Get a quick round of answers from each learner.

### Wrap up

Slides 31–34.

Acknowledge and celebrate the work learners have done today displayed on the walls and on their posters. Highlight the feedback on the three posters PAST, PRESENT and FUTURE and other work they have done.

- Ask learners to volunteer one useful thing they learned from this workshop. (quick fire answers)
- The final slides transition (slides 31, 32 and 33) and grow from a single coconut seedling that is gathered with other seedlings to be nurtured together and to grow in the safety of the group into strong coconut trees.
- Finish by reading the proverb and having a volunteer say a closing prayer.

### Teacher notes

You might want to do some more work around goal setting.

The My next steps activity provides examples for learners of:

Specific tasks which are  
**Achievable** and  
**Measurable** with a set date.

You can play music while showing these transition slides.

#### My next steps

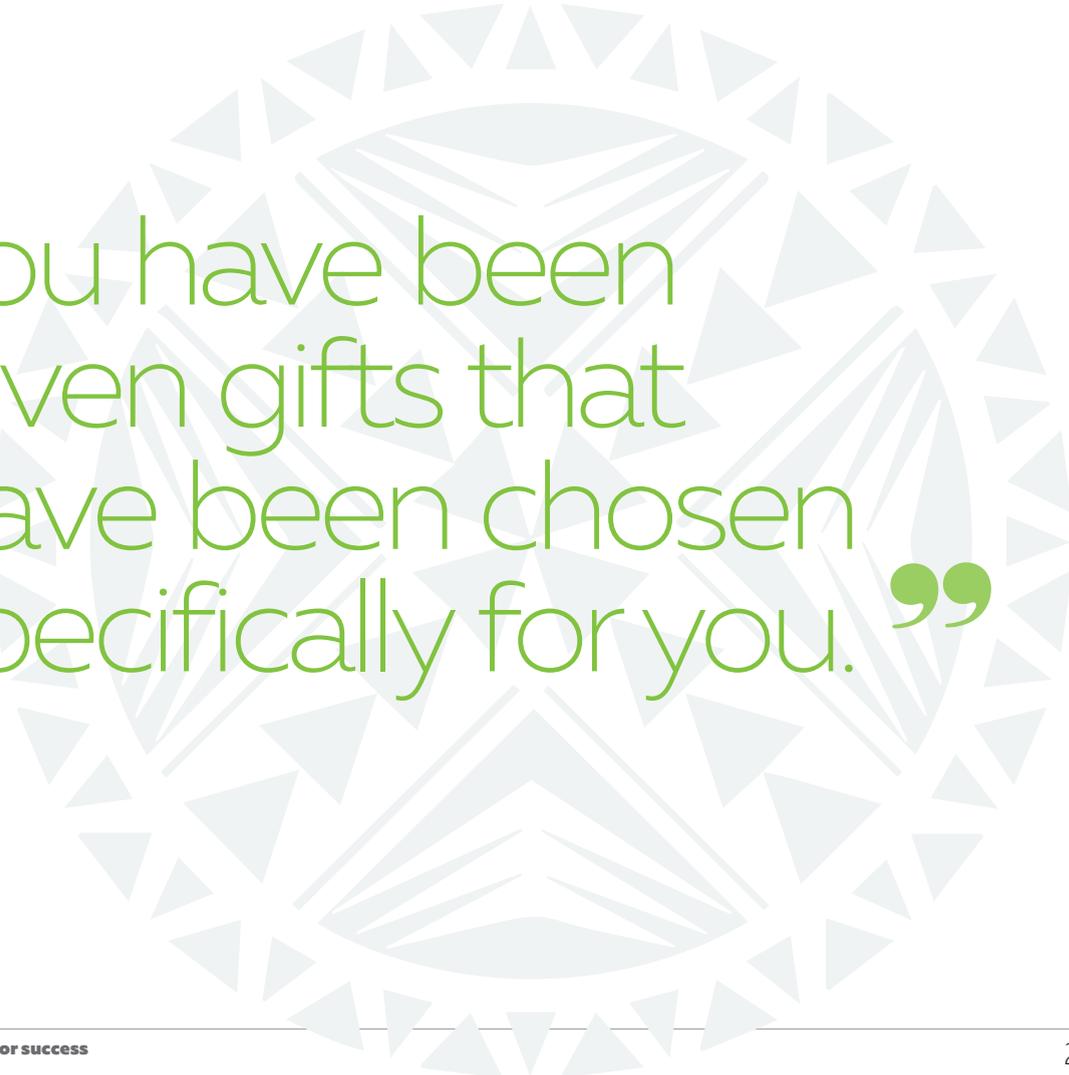
In the my next steps box, write the date you will do each action by and tick done when you complete the action.

- Talk to someone in my support crew about my dreams and aspirations.
- Talk to someone in my support crew about subject selection ideas and choices.
- Talk to someone in my support crew about job ideas.
- Go to [careers.govt.nz](http://careers.govt.nz) for more information.



“You have been given gifts that have been chosen specifically for you.”

Proverb based on  
1 Peter 4:10



“ You have been given gifts that have been chosen specifically for you. ”

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