

# Topic 4 Overview

## What comes next?

### Purpose

This topic is designed to activate students on their career journey by setting achievable goals to accomplish by the end of this year, for which their hauora teacher/class can track and keep them accountable.

### Learning Outcomes

Students will:

- Identify what they need to achieve by the end of this year.
- Prioritise actions and set SMART goals for each item to complete.
- Gain confidence in speaking to whānau about their career plans and needs.
- Use Career Central to record their progress.

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### Activities

1. Prioritising actions
2. What do I need to achieve by the end of this year?
3. Talking to whānau about career plans

# Activity 1

## Prioritising Actions

### Learning Outcomes

Students will:

- prioritise which work readiness items they need to work on this year in preparation for goal setting activities

### Suggested Time Allocation

20-30 minutes

### Advance Preparation

- Download the Student Workbook: 'Stay on track' <https://smartnz.nz/wp-content/uploads/2022/06/Stay-on-track-student-workbook.pdf>

### Resources

- [Student Workbook: 'Stay on track'](#)
- Video: The Eisenhower Matrix: How to prioritize your tasks <https://youtu.be/tT89OZ7TNwc>
- Resource 13: Prioritising 'Stay on Track' tasks

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- 1 (Recommended) Introduce the activity by referring back to the ['Stay on track' student workbook](#) from Topic 3. Reiterate that the Year level guideline is just an indication – students can work on anything at any time. It's ok that students will be at different stages – everyone needs to work on their own priorities. (2 minutes)
  - 2 (Required) Watch [The Eisenhower Matrix: How to prioritize your tasks](#) (2.5 minutes)
  - 3 (Recommended) Take some examples from the ['Stay on track' student workbook](#) to use for discussion of which quadrant they would best fit and why. See [Resource 13](#) for ideas (5 minutes)
  - 4 (Required) Individual work - [Resource 13: Prioritising 'Stay on Track' tasks](#)
  - 5 (Optional) Work in pairs to share priorities and discuss quadrant allocations

# Activity 2

## What do I need to achieve by the end of this year?

### Learning Outcomes

Students will:

- Set SMART goals for their quadrant one, two and three items
- Record goals in Career Central that can be used as a basis for hauora conversations

### Suggested Time Allocation

20-30 minutes

### Advance Preparation

- Students will need their completed Eisenhower Matrix from Activity 1 and their Student Workbook: 'Stay on track' for reference

### Resources

- 'Stay on track' Student Workbook <https://smartnz.nz/wp-content/uploads/2022/06/Stay-on-track-student-workbook.pdf>
- Resource 13: Eisenhower Matrix 'Stay on track priorities' student worksheet
- SMART Goals video <https://youtu.be/i0QfCZjASX8>
- Goal setting video <https://www.youtube.com/watch?v=Jfa8gAnyxko>
- Career Central
- Resource 16: Teacher Resource: Hauora Conversations

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- 1 (Recommended) Introduce the Activity by referring back to Activity 1: Prioritising Actions and the students' Eisenhower Matrix. Discussion about SMART goals (Specific, Measurable, Attainable, Relevant, Time-bound) (10 minutes)
  - 2 (Optional) [Smart Goals video](#) (4 minutes)
  - 3 (Required) Career Hauora goals [Goal setting video](#) (3 minutes)
  - 4 (Required) Individual work. Direct students to Career Central>Next Steps>My Maunga to record their goals for the year based on their 'Stay on track' priorities. These may be useful to refer to during Hauora Conversations ([see Resource 16](#)).

# Activity 3

## Talking to whānau about career plans

### Learning Outcomes

Students will:

- Create a plan of what they need to speak to whānau about and how to go about it.

### Suggested Time Allocation

20-30 minutes

### Advance Preparation

- Print Student Workbook: 'Stay on track' <https://smartnz.nz/wp-content/uploads/2022/06/Stay-on-track-student-workbook.pdf> (if using a hard copy)

### Resources

- Video: Talking to parents about careers <https://youtu.be/GN7aKQCd6A0>
- Tips on how to discuss career plans with your family <https://alis.alberta.ca/plan-your-career/how-to-discuss-career-plans-with-your-family/>
- Tips on how to discuss money with your family <https://alis.alberta.ca/explore-education-and-training/pay-for-your-education/talk-to-your-parents-about-helping-fund-your-education/>
- Resource 14: Talking to whānau role play
- Resource 15: Student worksheet: Talking to whānau about careers

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- 1 (Recommended) Refer back to the '[Stay on track](#)' student workbook. How many students have shared this with their whānau and what was their response? Is anyone having, or expecting to have, difficulty speaking to their caregivers about their career plans or asking for help with anything on the list? (5 minutes)
  - 2 (Optional) Play video [Talking to parents about careers](#) (2.5 minutes)
  - 3 (Optional) [Resource 14: Roleplay - Talking to whānau about careers](#) (20 minutes)
  - 4 (Optional) [Resource 15: Student worksheet – Talking to whānau about careers](#) (10 minutes)