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Aim

In this unit, pupils investigate the importance of health and safety at work, including the employer’s responsibilities. They also explore the importance of creativity, teamwork, innovation and a ‘can do’ attitude in today’s working environment.
Unit Overview

Mapped to the Statutory Statements

Pupils should have opportunities to:
- investigate how an employer might deal with issues affecting work;
- identify and practise the skills and qualities that make one enterprising; and
- understand the importance of innovation and develop strategies to promote an entrepreneurial spirit.

Learning Intentions

Pupils learn that:
- there are a number of ways an employer can deal with health and safety in the workplace;
- there are a range of important employability skills used in the workplace;
- innovation is important in today’s workplace; and
- having a ‘can do’ attitude can be rewarding in today’s working environment.

Success Criteria

At the end of this unit, pupils will:
- be able to recognise ways that health and safety regulations can be met in the workplace;
- know that people who think creatively and can work in a team are valuable employees;
- be able to practise teamwork and creativity;
- understand what innovation means and can describe why it is important; and
- know that it can be rewarding to be determined and have a ‘can do’ attitude in today’s workplace.

Employability Skills Focus

This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 3. The focus within this unit is outlined below:

Being creative
- Experiment and build on different modes of thinking (for example through role-play).
- Follow intuition and take risks for success and originality.
- Make value judgements about both the process and outcome of their work.
- Make connections between creativity in the classroom and in other contexts.

Key Questions

Throughout this unit, encourage pupils to consider the following questions:
- How can an employer deal with health and safety in the workplace?
- How important are creativity, innovation and teamwork in today’s working environment?
- What does innovation mean and how can employees be innovative?
- In what ways is having a ‘can do’ attitude rewarding in today’s working environment?
Learning and Teaching Activities within this Unit

**Theme 1**
**Be Safe**
Pupils explore the importance of health and safety in the workplace and how employers might deal with health and safety issues.

**Theme 2**
**Being Creative**
Pupils explore the importance of creativity and why it is highly valued in the workplace.

**Theme 3**
**The Team Player**
Pupils explore the importance of teamwork and why it is a highly valued in the workplace.

**Theme 4**
**Innovation at Work**
Pupils explore what innovation means and why it is important.

**Theme 5**
**‘Can do’ Attitude**
Pupils learn that being determined and having a ‘can do’ attitude can be rewarding in the workplace.

**Theme 6**
**Innovation Challenge**
Pupils practise enterprising skills and qualities by taking part in an innovation task.
Pupils explore the importance of health and safety in the workplace and how employers might deal with health and safety issues.

**Activity 1**

Display the following question on the white board or on a flip chart: *Why is health and safety important in our school?* Ask the class to think about some answers. Write their responses on the board or flip chart. Answers might include:
- to prevent accidents;
- to protect pupils and staff; and/or
- to ensure no-one gets hurt or injured.

Explain to the pupils that health and safety is a key concern for all organisations, including their school.

Pose the following question to the class to initiate a class discussion: *How is the health and safety of staff and pupils protected in our school?* Record the pupils’ responses on the board or onto a flip chart. Encourage them to think about particular aspects of the school and school life, for example:
- the canteen;
- the corridors;
- the classrooms;
- the sports grounds/hall; and
- the playground.

Explain to the pupils that one of the best ways to communicate health and safety messages is through using signs. Organise the class into pairs. Distribute a copy of *Health and Safety Signs* to each pair. Ask pairs to look at the signs and to suggest what each sign means. Next, ask them to suggest where the sign could be displayed in the school and in the workplace. When pairs have completed this task, ask them to join with another pair of pupils and to compare their answers.

As a de-brief to this activity, ask the pupils to consider the following questions:
- Are there any similarities between health and safety issues in the school and the workplace?
- How are pupils responsible for health and safety at school?
- Are employees responsible for health and safety at work?
Activity 2

As a class, thought shower why health and safety is important in the workplace. Record the pupils’ responses on the board or onto a flip chart. Answers might include:
- to prevent accidents;
- to protect staff;
- to protect employers; and/or
- to ensure no-one gets hurt or injured.

Explain to the class that both employers and employees are responsible for health and safety in the workplace.

Organise the class into pairs. Ask pairs to take a few minutes to write down how they think an employer could enforce health and safety regulations in the workplace. Invite pairs to share their answers with the rest of the class. Responses might include:
- make staff wear protective clothing;
- display health and safety signs; and/or
- tell staff to be careful when using dangerous equipment.

Organise the class into groups of three pupils. Give each group a copy of the Health and Safety Role-Play Brief. Allocate each group one type of business or organisation to use for their role-play, for example:
- a construction company;
- a factory;
- a landscaping business; and/or
- a restaurant.

Agree success criteria for group work. Give the groups time to prepare their role-play. Observe the groups and question them to prompt thinking about the issues. When they are ready, invite some of the groups to perform their role-play for the rest of the class.

As a de-brief for this activity, ask the groups to consider the following questions:
- What did you find difficult during the role-play?
- What teamwork skills did you use in this activity?
- How could you improve your teamwork?

Extension Opportunity – Activity 3

Invite the pupils to send a letter to their local council or Health and Safety Executive (HSE) to ask for information about health and safety in the workplace. Use this information to create a health and safety display for the classroom or school. Invite individual pupils to design signs to improve health and safety in a range of working environments, for example:
- a hairdressers;
- a building site; and/or
- a doctor’s surgery.
Pupils explore the importance of creativity and why it is a highly valued in the workplace.

Support Materials for the Activities
- Employee’s Brief: Back Pack Company (Resource 3)
- Flip chart paper
- Bricks

Activity 1

Display the following question on the white board or on a flip chart: What does creativity mean to you? Ask the class to thought shower some answers. Write their responses on the board or onto a flip chart. Next, ask the pupils to compare their answer with the following definition: Creativity is the generation of new ideas. As a class, consider how this definition is similar or different to the ideas generated by the pupils.

Organise the class into groups of four or five individuals. Give each group a large sheet of paper and a brick. Ask them to write down as many uses for the brick as they can. Examples might include a bookend, a door-stop or a paper weight. When the groups have finished, invite them to present their ideas to the rest of the class.

At the end of the activity ask the pupils to consider the following questions:

- Was it difficult to come up with ideas? Why?
- Did any of the ideas you suggested generate another idea? How?
- Were you surprised by how many ideas you were able to come up with?
- How did it feel to come up with new ideas? Why?

Share the key message of this activity with the pupils: If you can think creatively with a simple object like a brick then the possibilities are endless. Repeat this activity with a range of everyday objects such as a coat hanger, bottle cork and/or pen lid.

Activity 2

Organise the class into groups of four or five pupils. Give each group a copy of the Employee’s Brief: Back Pack Company. Agree success criteria for the product and the process. Success criteria might include:

**Product**
- Is original
- Meets the brief
- Is practical

**Process**
- All ideas were valued
- Creativity used
- No arguing
- Everyone had a chance to talk/be listened to.

Before inviting the groups to present their ideas, ask them to assess their work. Pose the following questions:

- Did you meet the product success criteria? How?
- Was it easy to come up with ideas for the high-tec back pack?
- Did everyone contribute well to the group activity?
- How could the group have worked better as a team?

Next, ask a reporter from each group to provide feedback on their ideas and how they performed in the task. Finally, as a class, discuss why employers want creative employees.

Extension Opportunity – Activity 3

Organise the class into groups of four or five individuals. Invite them to think of ideas for:

- a new reality TV show;
- a new gadget for their age group;
- a new fashion idea; and/or
- a new sport.
Theme 3
The Team Player

Pupils explore the importance of teamwork and why it is highly valued in the workplace.

Support Materials for the Activities
- String
- Drinking straws
- Sticky tape
- Newspapers
- Bean cans
- Flip chart paper
- Coloured markers

Activity 1
Recap on what the word team means. Share the following acronym of team:
- Together
- Everyone
- Achieves
- More.

Ask the class to come up with other acronyms for the word team.

As a class, discuss the criteria of a successful team. This might include:
- good communication;
- everyone plays a part;
- everyone’s role is valued; and/or
- good planning.

These criteria could be displayed and used as process success criteria for the next challenge.

Challenge
Organise the pupils into groups of five to seven individuals. Distribute string, drinking straws, sticky tape, newspaper and a can of beans to each group. Ensure that each group is given the same quantity of materials.

Ask each group to allocate group roles for example team leader, reporter and recorder. Explain to the groups that their task is to use the materials to build a tower. The tower must meet the following success criteria:
- be as high as possible;
- be free standing; and
- be able to support the weight of a can of beans.

Set a time limit for the task.

When the groups have finished, invite them to use the success criteria to assess both their product (tower) and their process (teamwork). Finally, invite them to present their towers to the rest of the class and discuss how they performed as a team.

As a de-brief for this activity, ask the pupils to consider the following questions:
- In what ways did you work as a team?
- What difficulties did you face?
- What was good about working as a team?
- How did you feel throughout the activity?
- What would you do differently next time?

Activity 2
Place four flip charts or large sheets of paper in the four corners of the classroom. Each flip chart must display a different question about teamwork, for example:
- Why is teamwork important?
- What makes a good team?
- Why is good communication important in a team?
- In what ways can teamwork be difficult?

Divide the class into four groups. Invite each group to stand next to one of the flip charts. Give each group a different coloured marker. Give them three or four minutes to answer the question. Ask them to write down as many answers as they can on the flip chart paper. When the time is up, invite the groups to rotate to the next flip chart and try to add different answers. Again set a time limit. Repeat this activity until all the groups have had an opportunity to answer all the questions. Finally, as a class, read all the questions and answers.
Pupils explore what innovation means and why it is important.

Support Materials for the Activities
- What Would You Change? (Resource 4)
- What if? Statements (Resource 5)
- INNOVATION Acronym Competition (Resource 6)
- Sticky labels
- Flip chart paper
- Coloured markers

Activity 1
Display the following question on the white board or on a flip chart: What does innovation mean to you? Ask the class to thought shower some answers. Write their responses on the board or flip chart. Compare the pupils’ responses with the following definition: A new way of doing something or a new device. As a class, consider how this definition is similar or different to the ideas generated by the pupils.

Explain to the pupils that innovation and change are important in today’s world. Businesses and organisations need to constantly adapt to cope with the changing needs of customers and society. Explain that innovation can take place in many ways in an organisation or company. It can involve getting people to work in different ways, introducing new technology, or creating new products and services.

Allocate the following roles to the pupils:
- four Principals;
- four Vice Principals;
- four caretakers;
- two groups of teaching staff (any number of pupils); and
- two groups of catering staff (any number of pupils).

Ask the pupils with the same role to form groups. Distribute a copy of the What Would You Change? resource to each group. Give them time to read through the resource and ask questions. Ensure they understand the task. Distribute sticky labels to each group. Ask them to write their suggestions for change on the sticky labels. Remind groups that they must focus on what is most important to their role. Catering staff might focus on the canteen, caretakers might focus on the environment and teaching staff might focus on the pupil and/or classroom. The Principal needs to think about the entire school life. When the groups have finished, collect all the sticky labels. Collate and display the sticky labels in a central area in the classroom.

Next, organise the class into groups of five pupils. Ask them to imagine that they are the Board of Governors. Distribute five sticky labels to each group. Ask them to agree on one change they most agree with and the
one they least agree with. Invite a reporter from each group to provide feedback on their choices and to explain their decisions.

Display three large sheets of paper with the following headings:
- Doing things a different way;
- New or developed products and services; and
- New technology.

As a class, classify the suggestions on the sticky labels under each of the headings. Stick them onto the appropriate sheet of paper.

As a de-brief to this activity, discuss:
- the value of taking all employees’ ideas on board; and
- why innovation is important.

Include life, school and work in the discussion.

Activity 2

Organise the class into groups of four pupils. Give each group a copy of the What if? Statements. Ask them to discuss what would happen if the innovation did not occur. Next, ask them to use the What if...? questions to discuss new inventions and possibilities.

Extension opportunity - Activity 3

Organise the class into five groups. Distribute a large sheet of paper and some markers to each group. Invite them to thought shower as many innovations as possible that have occurred over the last 50 years. Examples might include:
- iPods;
- broadband;
- mobile phones;
- Blackberries; and/or
- gene cloning.

Explain that the team with the most innovations wins this activity.

Organise the class into four groups. Choose a company that the pupils are familiar with such as Sony, Tesco, or Microsoft. Ask the groups to imagine that the company is holding a competition to develop an acronym for the word INNOVATION. This will be displayed in the company staff room.

An example of an acronym for the word INNOVATION is shown below:
- Ideas
- New
- Novel
- Original
- Variety
- Achieve
- Try
- Implement
- Opportunity
- Next.

Give each group time to create their acronym. When they have finished, invite them to present their idea to the company’s judging panel (the rest of the class). Display all the acronyms in the classroom.

As a de-brief for the activity, ask the pupils to consider the following questions:
- What does innovation mean to you?
- Why is innovation important?
Pupils learn that being determined and having a ‘can do’ attitude can be rewarding in the workplace.

Activity 1

Explain to the class that many employers look for employees who have a ‘can do’ attitude. As a class, discuss what a ‘can do’ attitude means and why it is important. Next, thought shower some careers where a ‘can do’ attitude is important. Record the pupils’ answers on the board or onto a flip chart. Discuss why it is important to have a ‘can do’ attitude in these careers. Examples might include:
- sports (winning);
- teaching (encouraging learning); and
- nurse/doctor (saving lives).

Organise the class into groups of four or five pupils. Ask them to imagine that they work for a public relations (PR) company. Invite each group to choose someone they think demonstrates a ‘can do’ attitude. Individuals might include:
- an athlete;
- a local hero;
- a friend;
- a teacher; and/or
- someone from history such as Christopher Columbus, Thomas Edison or Florence Nightingale.

Ask the groups to imagine that this person has been nominated for The Spirit of ‘Can do’ Award. Each group must prepare a presentation to show why their chosen individual should win the award. Inform the groups that they must address the following elements in the presentation:
- In what ways does the person demonstrate a ‘can do’ attitude?
- What could have made them feel like giving up?
- How did they feel about what they achieved?

Give each group time to research their chosen individual.
Activity 2

Explain to the class that it is important to have a ‘can do’ attitude at school and work. Pose the following question to encourage a class discussion: Why is it important to have a ‘can do’ attitude at school/work?

Record the pupils’ responses on the board or onto a flip chart. Invite the pupils to consider if any of the responses are similar.

Create a suggestion box and place it at the front of the room. Organise the class into pairs. Ask pairs to suggest one way that pupils can be encouraged to have a ‘can do’ attitude in school. Ask them to write their suggestion on a piece of paper and then place it in the suggestion box. When all the suggestions have been made, share them with the class. This approach allows the pupils to present their suggestions anonymously.

Explain to the class that employers sometimes find it difficult to encourage employees to have a ‘can do attitude’ at work. Choose a place of work that the pupils might be familiar with for example:

- the local leisure centre;
- the local hospital;
- the library; or
- a local shop.

Give each pupil a piece of paper. Ask them to write down one way to make the chosen workplace a positive place to work in. When the pupils have completed the task collect all their suggestions. Read the suggestions to the class. Record them on the board or onto a flip chart. As a class, agree on the best suggestion.

As a de-brief to this activity, invite the pupils to consider the following questions:

- When would it be difficult to have a ‘can do’ attitude?
- What are the benefits of having a ‘can do’ attitude at school, in sports or in the workplace?
- How can I develop a ‘can do’ attitude?

Extension opportunity - Activity 3

As a class, create a set of ‘can do’ statements. Display them in the classroom or in the school.
Pupils practise enterprising skills and qualities by taking part in an innovation task.

Activity 1

Divide the class into groups of five or six pupils. Give each group a copy of the Innovation Fair Resource. Identify an appropriate timeframe to complete the challenge. Give the pupils an opportunity to ask questions.

Ask groups to prepare a presentation to showcase their product idea to Active’s boss. Throughout this task encourage the pupils to refer to the success criteria and to regularly evaluate their work.

If possible, invite a number of local employers to come into the school to hear the presentations and comment on the innovation demonstrated by each group. Ask the local employers to use the success criteria to give feedback.

Activity 2

Distribute a copy of the Pupil Reflection Record to each pupil. Encourage them to read this and think about their learning to date. Ask them to complete the Pupil Reflection Record. Finally, invite the pupils to take part in a group discussion to share their learning with each other.

It might be useful to record feedback from individual pupils in their Progress File.

Support Materials for the Activities

- Innovation Fair (Resource 7)
- Pupil Reflection Record (Resource 8)
## Health and Safety Signs

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<th>Health and Safety Sign</th>
<th>What does it mean?</th>
<th>Could it be used in school? Where?</th>
<th>Where would it be used in the workplace?</th>
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<tbody>
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<td><img src="image2" alt="Ear Protection Sign" /></td>
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<td><img src="image3" alt="Face Protection Sign" /></td>
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You are the manager in a ________________________________

The Health and Safety Officer has informed you that they will be visiting your premises this afternoon to question you on how you meet health and safety requirements. They have reminded you that as an employer, you have a number of responsibilities under health and safety legislation.

These include:
- ensuring employees wear protective clothing;
- making sure that tools and equipment are safe to work with; and
- ensuring that employees have a safe place to work.

Task
As a group, write down three questions that the Health and Safety Officer might ask the manager. Then, consider how the manager would answer the questions.

Next, choose someone from your group to act as the manager/employer to answer the questions in a role-play situation. Give your questions to someone from another group who will act as the Health and Safety Officer. Choose someone from your group to act as the Health and Safety Officer for another group.
You work for the Back Pack Company, a company that designs and manufactures back packs. The company has just been informed that there is a special grant available for companies that manufacture new products.

To qualify for the grant, the new product must be creative and if possible involve new technology. The Managing Director has decided to apply for the grant so that she can develop a high-tec back pack.

Your task is to come up with some ‘high-tec’ ideas that could be built in to the standard back pack which the company currently manufactures and sells.

Good luck!
What Would You Change?

Your School

What would you change?
Imagine you are a member of staff at your school. A staff meeting has been called.

Your task is to generate ideas for changes you would make in the school. These ideas will then be presented to the Board of Governors for approval.
What If? Statements

What if penicillin was not invented?

What if there were no computer games?

What if aeroplanes were not invented?

What if there was no internet?

What if computers were never invented?

Now try these....

What if ________________________________ was invented?

What if there was ________________________________?

What if there were ________________________________?
**INNOVATION Acronym Competition**

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**Note:** An acronym is a word formed by the initial letters of a phrase or title.

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Innovation Fair

Employee’s Brief

You are employed by Active, a company that designs and manufactures clothing and equipment for outdoor pursuits. Active creates items such as waterproof clothing, tents, sleeping bags and hiking gear. The company has decided to design a range of sleeping bags suitable for different customers.

Your task is to design a new sleeping bag for a specific type of person and present this design at an innovation fair.

You will need to show that you have thought about the following issues:

- **Target audience**
  Who is the product designed for?
  Is it aimed at babies, children, teenagers or back packers?

- **Innovation**
  How is this product new?
  What specific elements make it innovative?

- **Environmental considerations**
  More and more customers want environmentally friendly products. Environmentally friendly products often win awards and could potentially generate good publicity for the company.

- **Flexibility/adaptability of product**
  Could the product be used for purposes other than its original intention? Think creatively.

Good luck!
Pupil Reflection Record

What did you learn in this unit that surprised you?

__________________________________________________________________________

__________________________________________________________________________

What is the most important thing you have learned in this unit?

__________________________________________________________________________

__________________________________________________________________________

What learning really made you think in this unit?

__________________________________________________________________________

__________________________________________________________________________

Which of the following career planning activities have you carried out as part of this unit?

Reading ☐
Watching videos ☐
Research ☐
Giving presentations ☐
Learning from others ☐

Signed: ________________________________________________________________

Teacher: ______________________________________________________________

Parent: _______________________________________________________________
Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to www.ccea.org.uk/employability