Contents

Unit Overview 3
Learning and Teaching Activities within this Unit 5

Theme 1 Does Technology Affect Employment? 6
Theme 2 Globalisation – The Phenomenon 8
Theme 3 The New Employment Sector 10
Theme 4 Keeping Up With the Trends 11
Theme 5 Working Patterns and Times 13
Theme 6 The Employment Challenge 14

Resources
Useful Websites
Aim

In this unit, pupils explore how employment and occupational sectors are changing and how this will impact their career planning.
Unit Overview

Mapped to the Statutory Statements
Pupils should have opportunities to investigate:
- how technology affects life and work;
- the impact of the global market;
- different types of work and the range of employment in the local area; and
- changes in employment trends and how this impacts their career planning.

Learning Intentions
Pupils learn that:
- technology has an impact on most employment sectors;
- globalisation affects employment and career planning;
- there are a range of employment opportunities both locally and globally; and
- changes have occurred in a range of employment sectors.

Success Criteria
At the end of this unit, pupils will:
- be aware that technology has an impact on employment sectors;
- understand the meaning of globalisation;
- be able to describe different types of work and employment in the local area;
- be able to identify some local employers;
- know that changes have occurred in occupational sectors;
- know some employment trends; and
- know that employment sectors change constantly.

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 in the table below:

Managing information
- Develop methods for collating and recording information.
- Have a sense of audience and purpose.

Using mathematics
- Read, interpret, organise and present information in mathematical formats.

Key Questions
Throughout this unit, encourage pupils to consider the following questions:
- How does technology affect life and work?
- What is globalisation and how does this affect me?
- What types of jobs are available in my local area?
- What are the employment trends?
Learning and Teaching Activities within this Unit

**Theme 1**  
**Does Technology Affect Employment?**  
Pupils explore how technology impacts employment.

**Theme 2**  
**Globalisation – The Phenomenon**  
Pupils explore what globalisation means and how it can affect employment.

**Theme 3**  
**The New Employment Sector**  
Pupils consider if employment sectors have changed over time. They also investigate the employers in their local area.

**Theme 4**  
**Keeping Up With the Trends**  
Pupils explore employment trends.

**Theme 5**  
**Working Patterns and Times**  
Pupils explore different types of work patterns and the average working hours in other countries.

**Theme 6**  
**The Employment Challenge**  
Pupils take part in an employment challenge. They investigate the range of jobs and employers in the local area. They also look at sources of employment support.
Theme 1

Does Technology Affect Employment?

Pupils explore how technology impacts employment.

Support Materials for the Activities
- Technology Match-Up Cards (Resource 1)

Activity 1

Before you start this activity, you will need to prepare two sets of cards. These are outlined below:

A. Developing Technology Cards
On separate cards, write a number of key technological developments that have occurred over recent years. Examples include:
- the internet;
- satellite navigation;
- I-pods;
- DVD players;
- Computer Aided Design (CAD); and/or
- mobile phones.

B. Employers and Employment Sector Cards
On another set of cards, write a number of types of employers or employment sectors. Examples include:
- a farmer;
- a manufacturing company;
- a construction company;
- a retail company;
- a hospital;
- the local council; and/or
- a school.
Place both sets of cards in two separate containers at the front of the classroom. Choose one card from the Developing Technology Cards. Invite the pupils to discuss how the new technology has affected the lives of the pupils and their families. Continue with this process until most or all of the cards have been discussed. Place all the Developing Technology Cards back in the container.

Inform the pupils that technology has and will continue to have an impact on local and worldwide employment.

Next, invite one pupil to choose one of the Developing Technology Cards and one of the Employers and Employment Sector cards. Ask them to read the cards to the rest of the class. Display them at the front of the classroom so all the pupils can see them. Invite the class to thought shower how the technological development might have affected or could affect the employer or sector.

It might be useful to note the pupils’ responses on the board or flip chart. Repeat this activity with another card. Continue with this process until all the cards have been discussed.

**Activity 2**

Give each pupil one of the *Technology Match-Up Cards*. Inform them that the aim of this activity is to find the person with a card that matches theirs. Ask them to walk around the room and talk to other pupils to find their match. Encourage them to use effective questioning techniques.

When the pupils have found their match, ask them to think of one way in which the technological development benefits their sector. Ask pairs to inform the rest of the class about their sector, their technological development and the benefits of the technological development.

**Extension Opportunity – Activity 3**

Organise the class into small groups of three or four individuals. Explain to groups that the aim of this task is to prepare a short newspaper article about the benefits of a technological development on employment. Alternatively, groups can invent a new invention for a particular job/sector. Give groups time to research various technological developments and how they have benefited jobs or employment sectors. Display the pupils’ work in the classroom.

Invite employers to the classroom to discuss the impact technology has had on their job/organisation/business. Similarly, it might be useful to invite employees or past pupils to the classroom to discuss the impact technology has had on their career or job.
Theme 2
Globalisation —
The Phenomenon

Pupils explore what globalisation means and how it can affect employment.

Support Materials for the Activities
- EU Case Studies (Resource 2)
- Sticky labels

Activity 1
Display the following definition of globalisation on the board or on a flip chart:
Globalisation describes how countries are closely connected to each other because:
- information can be passed quickly; and
- goods and services are increasingly available all over the world.

Divide the class into small groups of three or four pupils. Ask each group to design a poster that explains globalisation. Discuss and agree success criteria for this task. When the pupils have completed their posters, invite a reporter from each group to present their poster to the rest of the class. Ask them to describe and justify the design. Encourage groups to use sticky labels to assess their poster based on the agreed success criteria. Display the posters (with the sticky labels attached) in the classroom.

Activity 2
Explain to the class that in this activity, they are going to use their imagination to visualise what Northern Ireland will be like 50 years in the future. To help the pupils be more comfortable with the visualisation task, ask them to choose a positive memory from their past. Ask them to think about the details including people, sounds, sights and smells. Give the pupils a few minutes to visualise their memory. Next, organise the class into pairs. Ask pairs to take it in turns to describe their memory with each other. Invite pairs to visualise their partner’s memory.
Ask the pupils to imagine that it is 50 years in the future. Ask them to visualise what Northern Ireland is like. It might be useful to focus the visualisation on specific aspects. The following prompts may be useful:

- What is the transport system?
- What jobs are people doing?
- What people are living in Northern Ireland?
- What technology is being used?
- What are the schools like?
- What do the buildings look like?
- What are the houses like?
- Where do people shop?

When the pupils have finished the visualisation activity, invite them to write down or draw what they imagined. Organise the class into groups of four pupils. Invite them to discuss their drawings and notes with each other. Next, ask the groups to create a group image that depicts what they imagine Northern Ireland to be like in 50 years. Encourage them to be as creative as they can be. Invite a reporter from each group to present their group’s vision to the rest of the class. Once all the groups have presented their work, discuss:

- Reasons for what they visualised
  For example, if they imagined more people of different cultures living in Northern Ireland, discuss why.
- Whether the visions depict globalisation and if so how?
- What employment will be like in Northern Ireland in 50 years
  For example, if the groups imagined that there would be an a high-tech underground railway would be working in the railways. Also, people would get to and from work faster.

**Extension Opportunity – Activity 3**

Display a list of European Union (EU) countries on the board or on a flip chart. Allocate one of the countries to groups of 3 or 4 pupils. Explain to the pupils that in this activity, their task is to persuade people to go and work in the allocated country. Allow time for the pupils to carry out internet research on the EU countries. Encourage them to access the following information:

- capital city;
- population;
- language/s spoken;
- climate;
- lifestyle; and
- major industries.

Invite the pupils to present their findings to the rest of the class.

Distribute a copy of the *EU Case Studies* to each pupil. Ask them to respond to the following questions:

- Why might people want to move to another country?
- What are the benefits of people from other countries coming to work in Northern Ireland?

Invite employers into the classroom to discuss the impact globalisation has had on their organisation or business. Alternatively, invite employees into the classroom to discuss how globalisation has impacted on their jobs or careers.
Theme 3
The New Employment Sector

Pupils consider if employment sectors have changed over time. They also investigate the employers in their local area.

Opportunity for Assessment for Learning!
Generating pupils’ questions

Support Materials for the Activities
• Employment in Northern Ireland – Then and Now (Resource 3)
• Local Employers (Resource 4)

Activity 1
Explain to the pupils that the number of people employed in some sectors has changed dramatically over the last few decades. Ask the pupils to think about which sectors might have changed. Make a note of their responses on the board or flip chart. Organise the pupils into pairs and give them a copy of the Employment in Northern Ireland – Then and Now. Ask them to read the handout and complete the tasks. When pairs have completed the tasks, ask them to join with another pair and discuss their findings. In particular, ask them to pinpoint any similarities and differences in their answers. Invite some groups to give feedback to the rest of the class and talk about how they completed the task.

As a de-brief to this activity, discuss how changes in occupational sectors can impact:
• education; and
• career planning.

Activity 2
It is important that the pupils are aware of the range of employment available in their local area and who the local employers are. Divide the class into small groups of three or four individuals. Distribute a copy of the Local Employers resource to each group. Ask them to list as many local employers as possible, in each of the given sectors. When the groups have finished, invite a reporter from each group to present their findings to the rest of the class.

Alternatively, ask each group to create a mind map entitled Employers in our Local Area. Invite each group to present their mind map to the rest of the class.

Inform the pupils that they can get information about local employers from a variety of sources including:
• local newspapers;
• telephone directories;
• the internet;
• people in their school for example teachers, the caretaker and older pupils;
• by asking family members and relatives; and/or
• through observations made on the way to and from school.

Extension Opportunity – Activity 3
Invite the pupils to read the job section in the local newspaper to find out what jobs are available in the local area. If possible, organise for a range of local employers to come and speak to the class about:
• their organisation;
• the range of jobs they offer; and
• the type of people who work there.

Alternatively, arrange a class visit to a local employer’s workplace to find out about the jobs available.
Theme 4
Keeping Up With The Trends

Pupils explore employment trends.

Support Materials for the Activities
- Employment Trends Newsflash Cards (Resource 5)
- Employment Trends – The Facts (Resource 6)
- Employment Trends – The Facts Teacher Briefing Sheet (Resource 7)
- Sticky labels

Activity 1

Explain to the pupils that employment trends have changed over the past few years. Display the following trend on the board or flip chart: More people are working from home. Ask the pupils to suggest some reasons to explain why this trend has occurred. Responses might include:
- developments in ICT for example broadband and email;
- people want a better work/life balance;
- more cost effective for employers; and/or
- it’s taking longer to travel to work.

Note the pupils’ responses on the board or flip chart.

Arrange the classroom so that there are five tables in the centre of the room and enough room for pupils
to walk around them. On each table, place one of the Employment Trends Newsflash Cards, some markers and sticky labels. Organise the class into five groups. Ask the groups to go to one of the tables. Next, ask them to read the Employment Trends Newsflash Card and think of one reason to explain why the trend has occurred. Invite them to write the reason on a sticky label and place it beside the flash card. When they have finished, ask each group to rotate to the next table and repeat the activity. Have them continue until they have visited every table.

As a de-brief for this activity, discuss any common reasons for the employment trends. Ask the groups to identify any other trends they are aware of. Encourage them to consider how these trends might affect their future careers.

Activity 2

Explain to the pupils that employment in Northern Ireland has changed dramatically over the last two or three decades. Give the pupils examples to highlight this fact, for example:
- there has been a decrease in the number of jobs in the agricultural sector;
- there has been an increase in the number employed in the ICT sector; and
- there are more jobs in the tourism industry.

Divide the class into groups of four pupils. Give each group a copy of Employment Trends – The Facts. Ask them to decide which facts were correct before 1995 and which were correct after 1995. Display the Employment Trends – The Facts Teacher Briefing Sheet on the board or on a flip chart. As a class discuss the correct answers.

Next, ask the groups to use the facts to create a poster or collage of changes in employment in Northern Ireland, before and after 1995. Encourage them to include any other facts they are aware of. Agree success criteria for the poster or collage.

This might include:
- ways of working as a group;
- A3 in size;
- one moving part; and/or
- the use of colour, images, words and drawings.

When the groups have finished, invite them to present their poster or collage to the rest of the class. Ask them to describe how their work meets the success criteria.

Extension Opportunity – Activity 3

As a class, create a collage of current local employment trends. Allow the pupils time to carry out research. They can access information through using the internet or library or by asking members of the local community, including employers. Encourage the pupils to use colours, images, photographs, clippings, headlines and articles from local newspapers.
Pupils explore different types of work patterns and the average working hours in other countries.

Support Materials for the Activities
- Work Patterns (Resource 8)
- Working Times (Resource 9)

Activity 1
Explain to the pupils there are different types of working patterns, for example part-time, full-time and night shifts. Ask them to think about someone they know who has a job. Ask them to think about how many hours that person works and what time they start and finish work. Explain that this is the working pattern of that person.

Organise the class into groups of four or five pupils. Give each group a copy of the Work Patterns resource. Ask them to identify as many jobs as possible that would be suited to the working patterns stated. Next, invite the groups to share their worksheet with their neighbouring group and discuss any differences or similarities.

Activity 2
Explain to the class that ‘working times’ refers to the amount of time a person spends in work. The average number of working hours and the structure of the working week vary considerably for different professions and cultures.

Organise the class into pairs. Give pairs a copy of the Working Times resource. Ask pairs to calculate the average number of working hours in each of the countries. They can do this by dividing the number of annual working hours shown in the bar chart by the number of weeks in the year.

Next, ask the pupils to consider which country they would most like to work in and why. Then ask them to consider which country they would least like to work in and why. Encourage the pupils to choose one country and generate a question they would like to ask about the working hours of that country.

Explain to the class that working longer hours can have both a negative and a positive impact on an individual. On the board or flip chart draw two columns entitled ‘Negative Impact’ and ‘Positive Impact’. As a class, identify some of the positive and negative impacts of working long hours. Negative impacts might include stress, ill health and spending less time with your family. Positive impacts might include more pay, increased productivity and an increased chance of a job promotion.
Theme 6
The Employment Challenge

Pupils take part in an employment challenge. They investigate the range of jobs and employers in the local area. The also look at sources of employment support.

Support Materials for the Activities
- Local Council Competition (Resource 10)
- Pupil Reflection Record (Resource 11)

Activity 1
The aim of the employment challenge is give the pupils an opportunity to investigate:
- the range of jobs in the local area;
- the range of employers in the local area; and
- sources of employment support.

Organise the class into groups of four or five individuals. Distribute a copy of the Local Councils Competition resource to each group. Ask them to read the resource and create a brochure for the competition. When the groups have finished, invite a reporter from each group to present their brochure to the rest of the class. Invite the class to comment on the different brochures. Alternatively, invite a member of the local council or members of the chamber of commerce to judge the brochures. Ensure that these individuals base their judging on the challenge criteria.

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 the pupils to complete the Pupil Reflection Record. Finally, invite them 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.
## Technology Match-Up Cards (1 of 2)

### Sector/Industry

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Renewable energy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing/engineering</td>
<td>Music</td>
</tr>
<tr>
<td>Information Communication Technology (ICT)</td>
<td>Sports</td>
</tr>
<tr>
<td>Construction</td>
<td>Accountancy and financial services</td>
</tr>
<tr>
<td>Retail</td>
<td>Printing</td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
</tbody>
</table>
### Technology Match-Up Cards (2 of 2)

**Technological Development**

<table>
<thead>
<tr>
<th>An electronic tagging system allows farmers to keep track of their animals.</th>
<th>New hi-tech equipment means that engineering parts can be produced quickly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadband has allowed web designers to include more information in websites.</td>
<td>Plans for new housing developments can be drawn and modelled using advanced ICT systems.</td>
</tr>
<tr>
<td>Shops sell their goods online as well as on the high street.</td>
<td>New medical devices allow doctors to treat patients more effectively.</td>
</tr>
<tr>
<td>Windmills and wind turbines are now used to generate electricity.</td>
<td>Music can now be downloaded from the internet.</td>
</tr>
<tr>
<td>New high-tech trainers can record an athlete’s performance.</td>
<td>Businesses can now make their tax returns online.</td>
</tr>
<tr>
<td>A new digital printer means high quality posters and other print products can be printed at home.</td>
<td></td>
</tr>
</tbody>
</table>
EU Case Studies (1 of 2)

Estonia to Northern Ireland
From the diary of an emigrant - By Jaan Vaheer

My training at the Tallinn Technical University in Estonia appeared to have been a waste. After graduating with a good honours degree in Mechanical Engineering, I found myself working long and tiring hours on our local fruit farm.

Don’t get me wrong, I enjoyed the work, the time spent with friends and the fact I could live at home with my family.

One day ‘surfing the net’ I came across information on a place called Northern Ireland. It looked beautiful.

I decided to find out if there might be job opportunities there for engineers. There were quite a few jobs that I could do. I completed the application forms.

Within one month I had been interviewed, offered a job and given a re-location package.

Today I work as an engineer in a large modern technology company, recently established near the city of Belfast.

I live in a modern apartment, have my own car and have seen lots of Ireland in my free time. This is much better than the bike I had at home in Tallinn and sharing a room with my three brothers. The wages are much better too.

I don’t know if I will stay here forever. I have met many people, learned new skills and broadened my horizons. If I returned to Tallinn tomorrow, I would easily find a job now I have experience.
Northern Ireland to Slovenia
From the diary of an emigrant - By Peter Craig

I never imagined I would ever leave Northern Ireland to work abroad. After all, I had a good job with prospects in a large expanding company. The economy was healthy and the tourism sector was growing at a very fast rate.

I had just completed the Higher National Diploma (HND) in Hotel and Tourism Management at the local College of Further Education. My job as a Trainee Manager in a hotel was interesting and challenging.

However my plans changed after an exchange visit to Ljubljana the capital of Slovenia, a small country with a population of 2 million people. Slovenia became independent of Yugoslavia in 1991.

Organised by the local newspaper, I agreed to swap places with a person the same age as me. We were to live each other’s lives for one week.

It was incredible. I loved the country, its beauty, the climate and the people. Very soon I found myself researching job opportunities in the tourism sector. Luckily the economy in Slovenia is booming. There are so many job opportunities especially if you have a qualification.

I have just accepted a job as Assistant Manager at the Blue Part Hotel. The wages are less than at home, but the cost of living is much less, and I can enjoy long hot summers every year.
Employment in Northern Ireland - Then and Now

Employment has changed dramatically in Northern Ireland over the last 30 years. Below you will see two pie charts that show how the employment sectors in Northern Ireland have changed from 1976 to 2006.

After studying each of the pie charts complete the following tasks:

1. Describe the changes in the employment sectors in Northern Ireland from 1976 to 2006 using percentages.

2. Suggest some reasons that might explain these changes.

3. Draw a pie chart to forecast how the employment sectors in Northern Ireland might change in the next 30 years. Suggest reasons for your decisions.

Percentage of people employed in each sector in............

![Pie chart 1976](image1)

![Pie chart 2006](image2)
## Local Employers

<table>
<thead>
<tr>
<th>Employment Sectors</th>
<th>Local Employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural</td>
<td></td>
</tr>
<tr>
<td>Manufacturing/Engineering</td>
<td></td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>Retail</td>
<td></td>
</tr>
<tr>
<td>Government and education</td>
<td></td>
</tr>
<tr>
<td>Financial Services</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>Leisure and Tourism</td>
<td></td>
</tr>
<tr>
<td>Information Communication Technology (ICT)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
Employment Trends Newsflash Cards

In the last 10 years in Northern Ireland there has been an increase in the number of women in employment.

In the last 10 years in Northern Ireland there is a more culturally diverse workforce.

In the last 10 years in Northern Ireland it is increasingly common for people to change their jobs more often.

In the last 10 years in Northern Ireland there has been an increase in the number of jobs in the tourism sector.

In the last 10 years in Northern Ireland there has been an increase in the number of people employed who have a disability.
## Employment Trends – The Facts (1 of 2)

Decide if these events occurred **before** or **after** 1995.

<table>
<thead>
<tr>
<th>Before 1995</th>
<th>After 1995</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many foreign companies and call centres relocated to Northern Ireland.</td>
<td>The ICT and telecommunications sectors grew significantly.</td>
</tr>
<tr>
<td>Many mothers stayed at home to look after the children.</td>
<td>The clothing and textiles sectors declined greatly.</td>
</tr>
<tr>
<td>Large multinational convenience stores located in Northern Ireland.</td>
<td>The peace process started in Northern Ireland.</td>
</tr>
<tr>
<td>Corner shops were important in every town and village.</td>
<td>Many immigrants found jobs in Northern Ireland.</td>
</tr>
<tr>
<td>Many people left Northern Ireland to go and work in other countries.</td>
<td>The ‘troubles’ had a major impact on life in Northern Ireland.</td>
</tr>
<tr>
<td>Many people were employed in farming and agriculture.</td>
<td>Traditional industries such as manufacturing (employers such as Shorts and Harland and Wolff) employed many people.</td>
</tr>
</tbody>
</table>
Employment Trends – The Facts (2 of 2) (Teacher Briefing Sheet)

The Facts – Before 1995
Traditional industries such as manufacturing (employers such as Shorts and Harland and Wolff) employed many people.

Many mothers stayed at home to look after the children.

Many people left Northern Ireland to go and work in other countries.

Many people were employed in farming and agriculture.

Corner shops were important in every town and village.

The ‘troubles’ had a major impact on life in Northern Ireland.

The Facts – After 1995
Many immigrants found jobs in Northern Ireland.

The clothing and textiles sectors declined greatly.

The peace process started in Northern Ireland.

Many foreign companies and call centres relocated to Northern Ireland.

The ICT and telecommunications sectors grew significantly.

Large multinational convenience stores located in Northern Ireland.
## Work Patterns

<table>
<thead>
<tr>
<th>Work patterns</th>
<th>Example jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time day hours</td>
<td></td>
</tr>
<tr>
<td>Full-time night hours</td>
<td></td>
</tr>
<tr>
<td>Part-time day work</td>
<td></td>
</tr>
<tr>
<td>Part-time night work</td>
<td></td>
</tr>
<tr>
<td>Weekend work</td>
<td></td>
</tr>
<tr>
<td>Shift work</td>
<td></td>
</tr>
<tr>
<td>Flexible working hours</td>
<td></td>
</tr>
<tr>
<td>Working from home</td>
<td></td>
</tr>
</tbody>
</table>
**Working Times (1 of 2)**

Using the data from the graph, calculate the average weekly working hours of the following countries:

<table>
<thead>
<tr>
<th>Country</th>
<th>Average Weekly working hours</th>
<th>Annual working hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great Britain</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ireland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denmark</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Netherlands</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Working Times (2 of 2)

<table>
<thead>
<tr>
<th>Country</th>
<th>Annual Work Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>2390</td>
</tr>
<tr>
<td>Poland</td>
<td>1984</td>
</tr>
<tr>
<td>Mexico</td>
<td>1980</td>
</tr>
<tr>
<td>Czech Rep.</td>
<td>1982</td>
</tr>
<tr>
<td>Japan</td>
<td>1828</td>
</tr>
<tr>
<td>Greece</td>
<td>1811</td>
</tr>
<tr>
<td>USA</td>
<td>1777</td>
</tr>
<tr>
<td>Hungary</td>
<td>1777</td>
</tr>
<tr>
<td>Slovakia</td>
<td>1770</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1767</td>
</tr>
<tr>
<td>Spain</td>
<td>1745</td>
</tr>
<tr>
<td>Canada</td>
<td>1717</td>
</tr>
<tr>
<td>Portugal</td>
<td>1675</td>
</tr>
<tr>
<td>Great Britain</td>
<td>1652</td>
</tr>
<tr>
<td>Ireland</td>
<td>1541</td>
</tr>
<tr>
<td>Italy</td>
<td>1523</td>
</tr>
<tr>
<td>Austria</td>
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Our Town ... A Good Place to Work

The local Council is campaigning for people to work in your town. There are many jobs available but the population is low and many people work in the neighbouring town.

As part of its campaign, the Council has launched a competition to design a brochure to market the town as ‘A Good Place to Work’. The brochure will be distributed to:
- schools;
- local businesses;
- public organisations;
- doctor’s and dentist’s surgeries;
- local shops; and
- the local bus station.

The brochure must include the following information:
- examples of employers;
- types or the range of jobs available;
- why the town is a good place to work; and
- details of who can help, for example recruitment agencies or local newspapers.

Brochures will be judged on the basis of content and design.

Good luck!
Pupil Reflection Record

What three things have you learned through taking part in this unit?

1. 

2. 

3. 

How will this learning help you in the future?

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