the WOW factor

Unit Two The Right Move
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**Resources**  
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Aim

In this unit, pupils take part in activities that help them to identify their talents and interests. They use career planning tools to investigate career opportunities that apply to them. Pupils learn about the importance of career planning and begin to understand that it is a lifelong process.
Unit Overview

Mapped to the Statutory Statements
Pupils should be enabled to:
- develop a career plan based on relevant information and guidance.

Learning Intentions
Pupils learn that:
- there are a range of careers to choose from;
- it is important to choose a career that is right for them;
- career choices can be influenced by external factors;
- there are a range of tools and techniques to help them make career choices; and
- job profiles are made up of a number of key factors.

Success Criteria
At the end of this unit, pupils will:
- be able to name the factors that influence their career decisions;
- use their interests to create their own career profile;
- use tools to support their own career planning; and
- be able to describe the contents of a job profile.

Employability Skills Focus
This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 4. The focus within this unit is outlined below:

Self-manangement
- Identify and prioritise own learning needs
- Set personal goals and targets in a self-directed way

Key Questions
Throughout this unit, encourage pupils to consider the following questions:
- Why is it important to spend time career planning?
- How do different people choose their career?
- What choices do I have?
- When do you know you have chosen a job you love?
Learning and Teaching Activities within this Unit

**Theme 1**
**It’s Only a Job**

Pupils consider the amount of time people spend at work. They begin to realise the importance of making the right career choices.

**Theme 2**
**Perception Versus Reality**

Pupils use case studies to find out about some external influences that can impact on their career planning. They begin to relate what they have learnt to their personal situations.

**Theme 3**
**Profile the Job**

Pupils look at the nature of different jobs. They identify job characteristics and the main factors that affect various jobs. Pupils create profiles for a range of careers and begin to build a picture of their ideal job.

**Theme 4**
**A Job for Life?**

Pupils consider the range of jobs available within different career fields. They begin to recognise the importance of adopting a flexible approach when searching the job market.

**Theme 5**
**Questions, Questions**

Pupils listen to a range of guest speakers talk about their career journeys and take part in question and answer sessions.

**Theme 6**
**Mapping My Future**

Pupils consider their future career opportunities. They create career mind maps to help them identify the choices they have and the decisions they need to make.
Pupils consider the amount of time people spend at work. They begin to realise the importance of making the right career choices.

Activity 1
Divide the class into groups of three or four pupils. Ask each group to discuss why it is important to think about their future career goals. Ask groups to list their answers and rank them in order of importance. (Keep this Why it is Important to Think about Future Career Goals list as it will be used again in Theme 3: Profile the Job).

As a class, read Anything’s Possible from Chicken Soup for the Teenage Soul II. Ask pupils to return to their groups and discuss the story. Encourage pupils to think about some of the following questions:

- What words could describe the author as a child?
- What factors motivated the author throughout his early life?
- When deciding on his future career, what was the one thing the author considered?
- What were the author’s career ambitions?
- In what ways were these limited?
- Why was the author forced to re-think his career choices?
- What might have happened if the author had not followed his goals?
- What is the key message of this story?
- Why is it important to consider your future career goals?

Ask groups to look at the list they created at the start of the activity and consider if the ranking of their answers has now changed.

Ask groups to discuss the following statement:
Developing a career plan is a lifelong process. Ask pupils to think about how they will have to continue career planning even after they begin work. (Hint: promotion, changing jobs/careers and retirement). Explain to pupils that their life priorities will change through time and will influence their career plans. Ask groups to identify up to three scenarios that might make them change their career plans.

Support Materials for Activities
- Sticky labels
- Paper
- Pens
**Graffiti Board**

Dedicate a space in the room for a graffiti board. Ask pupils to work alone and consider any questions they have about career planning. Ask pupils to write their questions onto sticky labels and attach these to the graffiti board.

Maintain the graffiti board throughout the unit so that pupils can add questions as they arise. The graffiti board will be re-visited in Theme 5: Questions, Questions, Questions.

**Activity 2**

As a class calculate:
- the total number of days, weeks and hours pupils have already spent in education; and
- the total number of days, weeks and hours they will possibly spend in education in the future.

Add these figures together to calculate the total lifetime pupils will spend in education.

Discuss the amount of time different people dedicate to thinking about their future career and why this is important. As a class, calculate the number of years pupils are likely to be in employment. Highlight the importance of being in a job that makes them happy.

Ask pupils to get back into their groups and discuss the following statement:

‘If you feel that work is just a job you are wasting forty or more hours a week of your life.’

F. John Reh.

**Activity 3**

In this activity, pupils think about themselves and what they want in the future. Ask pupils to individually make a personal record using the following headings:
- Achievements;
- Hobbies and interests;
- Values;
- Skills and qualities;
- Preferred working environment;
- Preferred future lifestyle; and
- Post-16 choices and further interests in subject choices.
Theme 2
Perception Versus Reality

Pupils use case studies to find out about some external influences that can impact on their career planning. They begin to relate what they have learnt to their personal situations.

Activity 1
Ask pupils to work in pairs or groups of three. Give each pair or small group a copy of one of the Influences Case Studies. Provide time for pupils to read and discuss the case study received.

Ask each pair or small group to record:
• the factors that influenced the individual’s career choices; and
• why these influences might be helpful or unhelpful.

When pairs or groups have recorded their answers ask them to present the case study and their feedback to the entire class. As a class, discuss the feedback from pairs or groups of pupils.

Activity 2
Ask pupils to individually write down their ambitions. Encourage pupils to think about what external factors might be influencing their ambitions and to identify if these are helpful or unhelpful.

Ask pupils to also record what they can do now to ensure they make good career decisions based on informed choices.

Activity 3
Share and discuss Simon’s Story with the class. Ask pupils to get back into pairs or small groups to:
• complete the Helping Simon Worksheet; and
• create a mind map that illustrates a variety of career options open to Simon (use his interest in gardening as the starting point).

Support Materials for Activities
• Influences: Case Studies (Resource 1)
• Simon’s Story (Resource 2)
• Helping Simon Worksheet (Resource 3)

ALWAYS BE AMBITIOUS!
Theme 3
Profile the Job

Pupils look at the nature of different jobs. They identify job characteristics and the main factors that affect various jobs. Pupils create profiles for a range of careers and begin to build a picture of their ideal job.

Support Materials for Activities
- Job Builder Template (Resource 4)
- Job Profile – The Butcher (Resource 5)
- Work Patterns Briefing Sheet (Resource 6)

Activity 1
Remind pupils of the lessons learnt through studying the Influences Case Studies. Explain to pupils that it is very beneficial to examine the profile of a job. This can give them important information, for example information about working patterns, and help them to make informed career choices.

Distribute a copy of the Job Builder Template to each pupil. Ask pupils to work individually and to use the Job Builder Template to create a profile of their ideal job. Invite pupils to share their ideal jobs with the class and justify their choices.

Divide the class into small groups of three or four individuals. Ask groups to thought shower the skills they think a butcher needs. Invite each group to share and explain their ideas with the class. Collate the ideas and allow pupils to discuss this as a class.

Ask pupils to return to their groups. Distribute a copy of the Job Profile: The Butcher to each group. Ask groups to use this to generate five questions they would ask if interviewing someone for the role of butcher. Provide time for each group to share their questions with the class. As a class, agree the five most effective interview questions. Ask pupils to give good reasons to support their choices.

Activity 2 – Extension opportunity
Ask pupils to use the internet to research a job profile of their choice. Ask them to consider the following questions:

• What was it that interested you in this job profile?
• What do you find most interesting about this profile?
• Is there anything that surprised you about this profile?

Activity 3
Distribute a copy of the Work Patterns Briefing Sheet to each pupil. As a class, read this and discuss the range of work patterns that exists. Encourage pupils to talk about why people choose different work patterns.

Refer pupils back to the Why it is Important to Think about Future Career Goals list generated in Theme 1: It’s Only a Job. Ask pupils to think about what working patterns suits their needs and wants.

Invite small groups to look at each working pattern and record potential advantages and disadvantages of each.

Finally, ask individual pupils to reflect on their needs and wants and consider how they may change over time.
Pupils consider the range of jobs available within different career fields. They begin to recognise the importance of adopting a flexible approach when searching the job market.

Support Materials for Activity
- Recruitment Section from local newspapers

Activity 1
As a class, look at recruitment sections from a range of local newspapers. Ask pupils to make a note of any jobs they did not realise existed.

Discuss how jobs and work patterns have changed over time. Explain that new types of jobs will be created in the future and many of the jobs that exist today may not be available in the future.

Invite pupils to respond to the following question:

What does this mean for me?

Activity 2 – Extension opportunity
Invite pupils to create a job advert for a job that may exist in the future.

There are many ways pupils can represent the advert. Some suggestions are:
- create a radio advertisement;
- make a newspaper advertisement; and/or
- create a website advertisement.

Activity 3
In this activity, pupils have an opportunity to explore labour market trends. Invite pupils to select a field or sector that interests them and to research:
- advancement opportunities in this career field;
- flexibility in this career field;
- threats in this career field;
- competition in this career field; and
- perceived obstacles, such as qualification requirements.
Pupils listen to a range of guest speakers talk about their career journeys and take part in question and answer sessions.

Support Materials for Activity
- Job Builder Template (Resource 4)
- Flipchart paper
- Markers

Activity 1
Refer pupils to the graffiti board that was created in Theme 1: It’s Only a Job. As a class, discuss and analyse the type of questions posted on the graffiti board. Consider ways of classifying the questions, for example, pathway options to careers, labour market trends and/or overcoming obstacles and influences on decisions.

Decide how the questions on the graffiti board could be answered, for example through a careers advisor, educational establishment websites and/or people who are now in work.

Arrange pupils into small groups. Allocate a number of questions from the graffiti board to each group and task them with finding answers to the questions.

Activity 2 – Extension opportunity
Inform the class that guest speakers will be visiting to talk about their careers. Ask pupils to prepare for the guest speakers by generating a list of questions that will help them answer the graffiti board queries.

As a class, consider whether the questions are open and probing enough and if they address the main issues raised on the graffiti board.

Provide the list of questions to the guest speaker prior to their visit to allow them to prepare answers.

Have guest speakers talk about their career to date and participate in a question and answer session. Use the Job Builder Template to record the guest speakers’ answers.

Activity 3
Display each of the following statements on sheets of flip chart paper:
- The right job is out there waiting for you. In your opinion, to what extent is this true?
- Career Management requires a range of dimensions. Explain the key dimensions that should be considered?
- People should realise that a career is about working to live, nothing more, nothing less. How can you convince others that there may be an alternative way to view a career than this?

Divide the class into groups of four or five pupils. Give one of the statements to each group. Explain to the groups that in this task they must respond to the statement by preparing and delivering a presentation to the rest of the class.

Explain the success criteria for delivering a presentation. Remind pupils to:
- present their views clearly and logically;
- develop their ideas using supporting information;
- present a logical argument from their own point of view;
- keep a clear focus on the statement and the question being asked; and
- use language to engage and persuade.

Give each group enough time to prepare their presentation. Invite groups to make their presentation to the class. Evaluate each group’s presentation based on the agreed success criteria.
Pupils consider their future career opportunities. They create career mind maps to help them identify the choices they have and the decisions they need to make.

**Activity 1**
Ask pupils to pause and reflect on what they have learned throughout this unit. Remind pupils of the learning intentions of the unit to help them focus their thoughts. Initiate a class discussion in which pupils talk about how their views on career planning were formed and how they have developed or changed.

**Activity 2**
Ask pupils to think about the career pathways that they are interested in following. Next, ask pupils to create a mind map. The main concept in the mind map must state: What career pathway will I take? The purpose of this mind map exercise is to allow pupils to make connections between the main processes involved in career planning.

Encourage pupils to consider connecting ideas such as:
- further study;
- choices available;
- opportunities that exist; and/or
- support available.

**Activity 3**
Distribute a copy of the *Pupil Reflection Record* to each pupil. Encourage pupils to read and complete the *Pupil Reflection Record* and think about their learning to date.

Invite 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.
When Katie was 14 years old she watched her first episode of CSI (Crime Scene Investigation). In each episode of CSI, a team of forensic investigators obtains scientific evidence and solves a crime.

Since then, Katie has wanted to become a forensic scientist. She is fascinated by how crime scene investigators use forensic evidence to solve crime and provide scientific evidence for use in courts of law. Katie believes she would be a good forensic scientist as she is good at analysing things and solving problems.

Recently Katie sat her GCSEs. She studied hard to get good grades, particularly in all the sciences. She has already made her choices for AS levels – Chemistry, Biology and Physics. She thinks these subjects will help her when she studies to become a forensic scientist.
Mr Shaw has recently retired as a Careers and English teacher at Any Town School. Last month he was presented with an award in recognition of his role at the school for the past 30 years. In that time he provided careers advice to at least 3,000 pupils. One of Mr Shaw’s past pupils, Arlene Brown, presented the award to him. She commented, ‘When I was 16 years old I went to Mr Shaw for careers advice. He helped me explore my career options and develop a career plan. He helped me apply for an apprenticeship in engineering when it was unusual for women to opt for such a career.’

The career paths of Mr Shaw’s past students have been wide and varied. Some opted for further education whilst others chose to work or obtain an apprenticeship. Reflecting on the numerous career choices that were made in Room 302, Mr Shaw hopes that he has been a positive influence on the career paths of his students.
Anne is about to complete her UCAS application and is trying to decide what course she should study at university. The course that she is most interested in is only offered in either Scotland or England. All of her closest school friends have chosen to apply to universities in Belfast and have made plans to rent a house together should they be successful in their exams. They have asked Anne to move in with them.

Anne’s next-door neighbour Lauren has just completed the first year of her degree in Scotland. She emails Anne on a regular basis saying how much she enjoys the course, the social life and that she has made a lot of new friends since moving to Scotland. Anne is thinking about staying in Northern Ireland to be with her friends and studying a course that would make it more difficult for her to find work in her chosen career.
Influences: Case Study 4

Peter is 16 and has just received his GCSE results. He achieved enough good grades to return to his school in September to study for A levels or National (Level 3) Qualifications.

Peter is not sure if this is the path that he wants to take. He spent the summer helping his uncle, who has his own joinery business, and really enjoyed it. His uncle was impressed with his work and told him that if he signed up for a joinery course at his local Further Education College he would offer him an apprenticeship and possibly a full-time job in the future.

Peter has spoken to his parents about his career options. They told him to choose the career that he will be happiest in and that will offer him the best prospects for the future.
Simon’s Story

Simon is fourteen and enjoys gardening. At weekends he goes to garden centres and buys all sorts of plants and shrubs for his garden. He grows a range of vegetables and earns his pocket money by doing gardening jobs for family members. Simon is already looking forward to learning to drive when he is seventeen.

Simon is not achieving well in school. He finds the work hard and believes that he is falling behind with his learning. When asked what he would like to do when he leaves school in two years time, he says he is too young to seriously think about it.

When Simon discusses his interests with his aunt she suggests he visits a local horticultural college. Simon agrees. He is amazed to learn of the range of courses available in this field. He thinks he would like to consider going to the college in two years time. Simon’s older brother tells him that he may find it hard to get a job in gardening and that the earning potential is not good. Simon begins to think that it is maybe only people on television who have excellent prospects in this field. He then remembers that he is behind in his learning and believes he probably will not be able to catch up at this stage.
Helping Simon Worksheet

What facts does Simon need to come to terms with?

List the range of feelings that Simon experiences throughout his story.

In what ways is Simon’s own thinking about his situation unhelpful?

Identify the unhelpful influences Simon is faced with.

What does Simon need to do when faced with the unhelpful influences?

How can Simon make the most of the helpful influences?

What else can Simon do to make the most of the situation he faces?
Help Simon turn his unhelpful thinking into helpful thinking. Change the following negative statements into positive statements:

- School-work is too hard and I have fallen behind with my learning.
- I am too young to seriously think about my future career.
- I will find it hard to get a good job in gardening and the earning potential is not good.
- Only people on the television have excellent prospects in this type of work.
- I am behind in my learning and probably will not be able to catch up at this stage.
# Job Builder Template

<table>
<thead>
<tr>
<th>Job Factor</th>
<th>Description</th>
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<tbody>
<tr>
<td>Location</td>
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<tr>
<td>Benefits</td>
<td></td>
</tr>
<tr>
<td>Type of boss</td>
<td></td>
</tr>
<tr>
<td>Work/life balance</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td></td>
</tr>
<tr>
<td>Stress levels</td>
<td></td>
</tr>
<tr>
<td>Who I work with</td>
<td></td>
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<tr>
<td>Skills I use</td>
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<tr>
<td>Work patterns</td>
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<tr>
<td>Salary</td>
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A butcher is someone who sells meat, poultry and meat-based goods. Most butchers sell their products in shops, local markets, delicatessens or supermarkets. Some butchers specialise in organic, halal or kosher foods.

What do butchers do?
Butchers carry out the following tasks:
• control stock;
  • buy and order meat products
  • receive meat deliveries
  • check the content and hygiene of meat deliveries
• move meat to cold storage areas;
• cut, bone and trim meat into saleable cuts for customers;
• prepare meat displays for the shop-front;
• ensure that the working environment is hygienic and meets health and safety regulations;
• serve customers at the counter;
• help the customer to choose meat products; and
• advise the customer on how to prepare and cook various meat products.

Where do butchers work?
Butchers work in variety of locations including:
• independent butcher’s shops; (offers opportunities for self-employment)
• local markets;
• delicatessens;
• supermarket butchery department; (offers opportunities to progress into a supervisory or management role)
• the meat catering industry;
• the meat manufacturing industry;
• meat whole-sales; and/or
• The Meat Hygiene Service (MHS).

How many hours do butchers work?
Butchers normally work 40 hours per week. This may include weekend work and early mornings. They are sometimes required to work longer hours.

How much do butchers earn?
• Trainee butchers earn around £10,000 per year.
• Skilled butchers earn around £11,000 to £15,000 per year.
• Managers earn around £12,000 to £18,000 per year.

What qualifications do I need to become a butcher?
Most people enter the profession as a trainee, apprentice or assistant butcher.
You don’t need any specific qualifications to become a butcher. However, you must show that you have the ability to gain a vocational qualification to at least NVQ Level 2. GCSEs (grades A-D) in English, Maths and a science-related subject can provide good evidence of this.
Some employers also ask applicants to have a Foundation Food Hygiene Certificate. The Foundation Food Hygiene Course lasts one day and there are no entry requirements. Assessment is through multiple choice questions.

**What skills do I need to be a butcher?**

You will need the following skills to work as a butcher:
- ability to use sharp tools and machinery;
- knowledge about the meat products on sale; (how to prepare, cook and store products)
- be physically fit; (the job involves a lot of lifting and carrying)
- ability to create attractive counter and window displays;
- a high standard of personal cleanliness and workplace hygiene;
- ability to work in cool environments;
- ability to work well in a team;
- good communication skills;
- good customer service skills; and
- good numeracy skills.

A driver’s licence is also useful as the job may involve collecting or making deliveries. This career may not be suitable for people with allergies and/or skin conditions.

**What training can I expect?**

Most of the training is practical and takes place on the job. Assessors from local colleges or training providers visit the workplace to assess the trainee’s knowledge, skills, and competencies.

Trainee butchers may also have the opportunity to complete courses in:
- food hygiene; and
- food safety; and
- hazard analysis and critical control point.

**Can I study for any qualifications in butchery?**

Yes. You can complete an NVQ in Meat and Poultry Processing (Level 2 and 3). Butchers who work in a supervisory or management positions often progress to an NVQ in Meat Processing Management (Level 4) or an Advanced Certificate in Meat and Poultry.

The Meat Training Council also provides a range of qualifications, including NVQs and Vocational Related Qualifications (VRQs), for butchers and trainee butchers. For more information on The Meat Training Council and the courses available logon to www.meattraining.org.uk

Some butchers go on to study for a qualification in meat hygiene and inspection. This is provided by the Royal Society for the Promotion of Health (RSPH). Many butchers with this qualification go on to work for the Meat Hygiene Service (MHS), checking the quality and standards in abattoirs and meat plants. For more information on this qualification logon to www.rsph.org
# Work Patterns Briefing Sheet

<table>
<thead>
<tr>
<th>Type of work pattern</th>
<th>Details</th>
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<tbody>
<tr>
<td>Full-Time</td>
<td>Most full-time work is approximately 37 hours.</td>
</tr>
<tr>
<td>Part-time</td>
<td>Most part-time work is approximately 16 hours.</td>
</tr>
<tr>
<td>Temporary and short contracts</td>
<td>Temporary contracts are now more common because jobs are changing all the time.</td>
</tr>
<tr>
<td>Self-employment</td>
<td>People who are self-employed have to make sure they pay income tax. New rules state that self-employed people cannot work for the same employer all the time.</td>
</tr>
<tr>
<td>Flexi-time</td>
<td>Flexi-time allows employees to choose when they start and finish work but they must complete core working hours. Flexible Working Regulations (NI) 2003 were introduced to implement the rights of flexi-workers.</td>
</tr>
<tr>
<td>Working from home</td>
<td>• Tele-working: using ICT to do work from home. • Home-working: carrying out work in the home for example, direct mail, knitting or producing products.</td>
</tr>
<tr>
<td>Job-sharing</td>
<td>Two people share one job.</td>
</tr>
<tr>
<td>Annualised work patterns</td>
<td>Employees work a certain number of hours per year rather than per week.</td>
</tr>
<tr>
<td>School-time hours</td>
<td>This new system allows parents to take time off work when their children are not at school.</td>
</tr>
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Pupil Reflection Record

How have your views of work changed as a result of taking part in this unit?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What aspects of your future has this unit challenged you to think about?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Are there a number of career fields that are of interest to you? What are they?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How has creating mind maps helped you with your career planning?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Describe the career planning development you have undertaken throughout this unit. *(This might include reading, watching videos, carrying out research, giving presentations and/or attending workshops to hear from others.)*

________________________________________

________________________________________

________________________________________

________________________________________

Are there any areas of work that you would like to learn more about and that would help with your career planning? *(Please list at least one or two areas of work that you would like to learn more about. What do you want to know about these areas of work? How do you want to learn about them?)*

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________

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