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Aim

In this unit, pupils explore how a work placement can support their studies and career planning. This unit can also be used to structure a workplace visit made by the whole class.
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:
- the work placement should be organised with a clear purpose;
- the work placement learning experience will be better if clear objectives are set;
- there are key steps to successfully prepare for a work placement; and
- there are appropriate work placement behaviours.

Success Criteria
At the end of this unit, pupils will:
- be able to justify time away from the classroom to extend their learning in the workplace;
- be able to identify an appropriate organisation for their work placement;
- understand why they are encouraged to take part in a work placement;
- be able to talk about the workplace and the skills and qualities needed there; and
- be able to describe what impact the work placement had on their career planning.

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 of this unit is outlined in the table below:

Self-management
- 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:
- How do I make sure that my work placement is appropriate for me?
- In what way was the organisation prepared for me?
- Did they offer me valuable learning opportunities?
- What questions do I need to ask to become better informed about the world of work?
- How can I benefit from thinking back about my time in the workplace?
Learning and Teaching Activities within this Unit

**Theme 1**  
**Is There Any Point?**

Pupils consider the relevance of relating their school studies to the world of work. They reflect on the key objectives of interacting with employers.

**Theme 2**  
**Better Being Safe Than Sorry!**

Pupils find out about health and safety in the workplace. They begin to realise the importance of knowing how to avoid potential health and safety hazards.

**Theme 3**  
**Getting Familiar**

Pupils begin to realise the importance of selecting an appropriate work placement. They begin to prepare themselves for the work placement by researching their chosen workplace.

**Theme 4**  
**On My Best Behaviour**

Pupils discuss workplace etiquette through role-playing and class visits from local employers or employees. They draw up an agreed code of conduct for the work placement.

**Theme 5**  
**Off to Work I Go**

This section is dedicated to pupils in the workplace. In some cases a class visit to a workplace may be more appropriate.

**Theme 6**  
**Thinking Back**

Pupils refer to their work placement objectives and consider how they were able to meet these through their work placement. Pupils are given an opportunity to share their learning experiences with the whole class.
Pupils consider the relevance of relating their school studies to the world of work. They reflect on the key objectives of interacting with employers.

Support Materials for Activities
- Pupil Objective Cards (Resource 1)
- Setting Objectives Template (Resource 2)

Activity 1
Initiate a class discussion on work placements and how they relate to pupils’ studies.
Ask pupils to work in pairs. Distribute the Pupil Objective Cards and ask pupils to place them in order of importance. Encourage pupils to write their own objectives on the blank cards and include them in their rank order.

Activity 2
Ask pupils to work individually for this activity. Distribute a copy of the Setting Objectives Template to each pupil. Ask them to use this to list their own personal objectives.

Activity 3 – Extension opportunity
It is important that each pupil is given time to reflect on and discuss their suggested objectives with their parents and perhaps with their guidance teacher.
Invite a past pupil or an older pupil currently at the school to talk to the class about their work placement experience. Encourage them to tell pupils of the benefits of the work placement.
Pupils find out about health and safety in the workplace. They begin to realise the importance of knowing how to avoid potential health and safety hazards.

Support Materials for Activities
- Fishbone Strategy Template (Resource 3)
- Flip chart and paper

Activity 1
As a class, discuss:
- why pupils need to know about health and safety issues in the workplace; and
- how learning about health and safety can help pupils prepare for and participate safely in the work placement.

Invite a local employer to talk to the pupils about:
- the main areas of health and safety that apply to the workplace; and
- the responsibilities of the employer and of the employees.

Activity 2
Read aloud or display a real-life story from a newspaper or the Internet about a health and safety related accident in the workplace.

Initiate a class discussion to establish:
- what happened;
- why it happened; and
- how it could have been avoided.

Activity 3
Divide the class into groups of four or five individuals. Display the Fishbone Strategy Template on a flip chart at the front of the classroom. Distribute large sheets of paper to each group and ask them to draw the Fishbone Strategy Template onto the paper.

Ask groups to think of some health and safety issues they might be faced with in the workplace and to record them onto the template. Ask groups to also think about how they can avoid putting their health or safety at risk while in the workplace.

Ask groups to present their ideas to the rest of the class. List all the health and safety issues that were mentioned. If any important issues were missed inform pupils about these.

Activity 4 - Extension opportunity
Ask pupils to research workplace health and safety issues on the Internet.
Pupils begin to realise the importance of selecting an appropriate work placement. They begin to prepare themselves for the work placement by researching their chosen workplace.

Activity 1
Inform pupils that in this activity they must write and deliver a presentation to the rest of the class. The topic for the presentation is the organisation chosen for the work placement.

As a class, discuss and agree the structure of the presentation. Inform pupils that through their presentation they must:

- introduce the organisation they are attending for the work placement;
- describe the nature of the organisation;
- explain why they chose it; and
- explain how it relates to the development of their employability awareness and their career development plans.

Ask pupils to consider the following questions:
- In what ways have I managed the organisation of my work placement?
- Why is the organisation selected appropriate for me?

Explain to pupils that they will have to carry out research about their chosen organisation. Some pupils will be able to research their organisation on the Internet. Others will have to arrange a site visit to the organisation.

Give pupils time to prepare their presentations. Finally, invite pupils to make their presentation to the rest of the class.

Invite pupils to talk about their expectations for the work placement. Record pupils’ comments in the Work Placement logbook.
Pupils discuss workplace etiquette through role-playing and class visits from local employers or employees. They draw up an agreed code of conduct for the work placement.

Activity 1
Ask pupils to work in pairs. Provide each pair with a range of scenarios and ask them to prepare a role-play to depict it. An example might be:

**Pupil A**
You are about to start your work placement. You have been told to arrive at the workplace on Monday at 9.30 am. When you arrive at 9.25am the receptionist asks who you want to see. You suddenly realise that you haven’t been told who to ask for.

**Pupil B**
You are the receptionist. You know that Mrs Johnston is responsible for work placements but you need to know exactly who the student is before sending him or her to Mrs Johnston. You are in a bad mood because it is a Monday morning.

Invite pupils to role-play the scenarios. Afterwards invite the class to identify and discuss problems that can occur in the work placement and to suggest possible solutions.

Activity 2
Read aloud or display an article from a local newspaper or the Internet that outlines a case of obvious bad behaviour in the workplace. Invite pupils to identify and discuss the main issues from the article.

Activity 3 - Extension opportunity
Invite a number of employers or past pupils who are now working to talk about:
- their expectations of behaviour in the workplace;
- why they have certain expectations of behaviour in the workplace; and
- any ‘real life’ stories they might be willing to share.

Activity 4 - Extension opportunity
Arrange pupils into groups of four or five individuals. Ask groups to work together to draw up a code of conduct for the work placement. Allow groups to present their ideas to each other. As a class, agree the key rules that should be implemented.

Typeset the list of rules onto a document with the school logo and present a copy to each pupil before they go on their work placement.
Theme 5
Off to Work I Go

This section is dedicated to pupils in the workplace. In some cases a class visit to a workplace may be more appropriate.

Activity 1
This theme refers to the period of the work placement. Schools will have different methods of monitoring pupils when they are in the company or organisation. Each pupil will set personal objectives and must try to meet these through the work placement.
Pupils refer to their work placement objectives and consider how they were able to meet these through the their work placement. Pupils are given an opportunity to share their learning experiences with the whole class.

Activity 1
Ask pupils to work individually. Distribute sticky labels and ask pupils to record the most important thing they learned from the work placement experience.

Next, organise the class into groups of four to six individuals. Ask groups to assign group roles including a recorder, reporter, facilitator and timekeeper. Ask groups to share and discuss what they recorded on their sticky label. Encourage groups to also discuss the following questions:

- What was it that interested you in your work placement originally?
- What did you find most interesting about your work placement?
- Did anything about the work placement surprise or shock you?

Provide each group with a large sheet of paper and ask the recorder to summarise their discussion. Finally, invite the reporter from each group to give feedback to the rest of the class.

For the next task, ask pupils to work individually. Ask pupils to imagine they have been asked to make a presentation about the work placement to a junior class. Give pupils time to work on their presentation. Invite some pupils to make their presentation to the class. It’s likely that some pupils will have photographs from their work placement. These can be displayed and used to promote further class discussions.

Activity 2
Distribute a copy of the Pupil Reflection Record to each pupil. Encourage pupils to read this and to think about their learning to date. Ask pupils to complete the Pupil Reflection Record individually. Next, organise pupils into groups of four to five individuals. 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.
Pupil Objective Cards

Objective
Gain an awareness of the importance of health and safety at work.

Objective
Find out about different jobs, qualifications and skills required in the workplace.

Objective
Witness at first hand the value of teamwork in the workplace.

Objective
Have an opportunity to work alongside adults in the workplace.

Objective
Gain a better awareness of my strengths, aptitudes and interests.

Objective
Demonstrate the work behaviours demanded in the workplace.

Objective
Use the work placement to further my employability potential and career planning.

Objective
Explore how an enterprising approach to work is just as important for an employee as it is for the owner of an organisation.

Objective
Develop a better understanding of:
• the relationships that exist in the organisation; and
• how the organisation actually works.
Setting Objectives Template

**Pupil name**

**Personal objectives for my work placement**
Through my work placement I hope to address the following objectives:

<table>
<thead>
<tr>
<th>Objective 1</th>
</tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**The reasons for my choice of objectives:**
Fishbone Strategy Template

Health and Safety Issues

Factor

Factor

Factor

Factor
Pupil Reflection Record

Describe the career planning development you have undertaken throughout this unit. For example reading, watching videos, taking part in the work placement, observing, talking to employers/employees.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Did you meet your work placement objectives? If yes, please state how. If no, please explain why your objectives were not met.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

What skills did you observe and/or use in the work placement? Which of these were similar to skills you use in school? Which skills were new to you?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Are there any areas of work you could learn more about that would benefit your career planning? *(Please agree at least one or two areas and suggest how this could be accomplished.)*

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