

# the **WOW** factor

**Unit Six** Your Future –  
It's in Your Hands!





# the WOW factor



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# the WOW factor



## Aim

In this unit, pupils identify their strengths and weaknesses within the context of career planning. Pupils learn how to effectively research career opportunities and consider the importance of lifelong learning.



# 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 tools that support the career planning process;
- it is important to research a career or job; and
- lifelong learning is an important part of career planning.

## Success Criteria

### At the end of this unit, pupils will:

- be able to use a range of tools to support their career planning;
- recognise that there are risks involved in the career planning process;
- be able to research a career or job;
- be able to explain the importance of lifelong learning; and
- be able to effectively use a career plan.

## 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 in the table below:

### Self-management

- Be aware of how the learning in this unit is relevant to future employment.

## Key Questions

Throughout this unit, encourage pupils to consider the following questions:

- *How can I identify my strengths and weaknesses in relation to my career plan?*
- *How can I identify the opportunities and threats in relation to my career plan?*
- *How will I know if my career choice will be a good one?*
- *What obstacles and risks are associated with choosing a career and finding a job?*
- *How can I research a career I am interested in?*
- *Why should lifelong learning be important to me?*
- *Why should I develop a career plan?*

Opportunity  
for Assessment  
for Learning!  
Sharing learning  
intentions and  
success criteria

Opportunity  
for Assessment  
for Learning!  
Effective key  
questions



# Learning and Teaching Activities within this Unit

## Theme 1

### Career SWOT Analysis

Pupils explore how a SWOT analysis can be used as a career planning tool. Pupils develop their own career planning SWOT analysis.

## Theme 2

### Opportunity Analysis

Pupils explore the criteria of a good career choice. Pupils also investigate factors that support and oppose career opportunities.

## Theme 3

### Obstacles and Risks

Pupils explore what obstacles they might face when pursuing a career or looking for a job. Pupils also explore the risks associated with career planning.

## Theme 4

### Check It Out

Pupils explore the importance of researching careers they might be interested in. Pupils investigate ways to research different careers.

## Theme 5

### Lifelong Learning

Pupils investigate the importance of lifelong learning. They identify both formal and informal examples of lifelong learning.

## Theme 6

### Your Personal Career Plan

Pupils pinpoint some of their career and/or employability objectives and identify what skills and knowledge they need to develop. Pupils also explore how to develop a personal career/employability plan.



## Theme 1

# Career SWOT Analysis

Pupils explore how a SWOT analysis can be used as a career planning tool. Pupils develop their own career planning SWOT analysis.

Opportunity for Assessment for Learning!  
Assessing own and others' learning

### Support Materials for Activities

- *Sample Career SWOT Analysis (Resource 1)*
- *SWOT Analysis Template (Resource 2)*
- *Case Study: Jack's Story (Resource 3)*

### Activity 1

Inform the class that businesses and organisations use a tool called a SWOT analysis to discover their:

- **S**trengths;
- **W**eaknesses;
- **O**pportunities; and
- **T**hreats.

Distribute a copy of the *Sample Career SWOT Analysis* to each pupil. As a class, read the overview of each of the quadrants. Explain to the class that a SWOT analysis can be used in the career planning process. A SWOT analysis can help pupils:

- recognise their strengths so they can focus on what they are good at;
- understand their weaknesses so they know what they need to improve;
- recognise opportunities to help them make decisions about potential career options; and
- identify threats to help them avoid potential dangers, know what to avoid and reduce anxiety.

Divide the class into groups of three or four individuals. Give each group a copy of the *SWOT Analysis Template* and a copy of *Jack's Case Study*. Ask each group to prepare a career SWOT analysis for Jack. When the groups have completed this task,

invite them to present Jack's career SWOT analysis to the rest of the class. As each group presents their feedback, record all their answers on a SWOT analysis template on the board or flip chart.

### Activity 2

Display Jack's career SWOT analysis at the front of the classroom. Divide the class into four groups. Position the four groups in the four corners of the classroom. Allocate one of the following titles to each group:

- **S**trengths;
- **W**eaknesses;
- **O**pportunities; and
- **T**hreats.

Ask the **S**trengths group to consider how Jack could develop his career strengths. Ask the **W**eaknesses group to consider how Jack could overcome his career weaknesses. Ask the **O**pportunities group to consider how Jack could take advantage of his career opportunities. Finally, ask the **T**hreats group to consider how Jack could minimise his career threats.

Explain to pupils that you want them to create a physical representation of Jack's career SWOT analysis. Divide the classroom into four quadrants. Allocate one quadrant to each group. Ask groups to stand in their allocated quadrant. Invite groups to present their conclusions to the rest of the class. Each pupil must represent one of the factors identified in Jack's career SWOT analysis and explain how this is going to be addressed. For example, a pupil in the Strengths group might say: 'I am Jack's work experience on the building site. Jack is going to develop this by getting more work on the building site next summer'.

### Activity 3

Distribute a copy of the *SWOT Analysis Template* to each pupil. Ask the pupils to create their own career SWOT analysis. Remind them that the *Sample Career Swot Analysis* can help them. If appropriate, invite them to share their career SWOT analysis with another pupil.

### Activity 4 - Extension opportunity

Encourage pupils to plan how they are going to develop or address the strengths, weaknesses, opportunities and threats identified in their career SWOT analysis.

## Theme 2

# Opportunity Analysis

**Pupils explore the criteria of a good career choice. Pupils also investigate factors that support and oppose career opportunities.**

### Support Materials for Activities

- *The Right Move Scenario* (Resource 4)
- *Opportunity Analysis* (Resource 5)
- Sticky labels

### Activity 1

Divide the class into groups of four or five individuals. Distribute copies of *The Right Move Scenario* to each group or display it at the front of the class. Ask the groups to write a script for a three minute interview on *The Right Move*. Explain that the purpose of the interview is to find out why the interviewee thinks he/she has made the right career choice.

When all the scripts have been written, ask each group to act out their interview. As each group is performing their role-play, ask the rest of the class to try to identify the criteria for a good career choice.

During the debriefing session, invite the pupils to identify the criteria for a good career choice. List the criteria on the board or a flip chart. Ask the class to rank the criteria. Display the top 10 criteria of good career choices in the classroom. Encourage the pupils to consider these factors when analysing the opportunities identified in their personal career SWOT analysis.

### Activity 2

Divide the class into pairs. Give each pair some sticky labels. Ask each pair to identify factors that might encourage someone to choose a career. Invite pupils to record their answers onto the sticky labels. Examples might include:

- personal interest;
- would be good at the job;
- have the right personal qualities;
- courses are available locally;
- number of jobs are increasing in the sector;
- contacts in the industry; and/or
- support from family and friends.

Invite pairs to share their ideas with the rest of the class.

Next, ask the pairs to think of factors that might discourage someone from choosing a career and to record these onto sticky labels. Examples might include:

- not enough jobs in the sector;
- low wages in the sector;
- decline of the sector;
- high level of qualifications required; and/or
- cost of training/qualifications.

Invite pairs to share their ideas with the rest of the class.

As a class, create a *Factors that Encourage/Discourage Career Choices* poster with all the sticky labels and display this in the classroom.

### Activity 3

Distribute a copy of the *Opportunity Analysis* to each pupil. Ask the pupils to choose at least one opportunity from their personal career SWOT analysis and to use this to complete the *Opportunity Analysis*.

Remind pupils that the *Factors that Encourage/Discourage Career Choices* poster can help them.

## Theme 3

# Obstacles and Risks

**Pupils explore what obstacles they might face when pursuing a career or looking for a job. Pupils also explore the risks associated with career planning.**

### Support Materials for Activities

- *Career/Finding a Job Obstacle Cards* (Resource 6)
- *Overcoming Obstacles and Risks Activity Sheet* (Resource 7)

### Activity 1

Divide the class into groups of five or six pupils. Give each group at least three of the *Career/Finding a Job Obstacle Cards*. Invite the groups to discuss the obstacle cards and decide how they would overcome the obstacles.

Invite each group to make a short presentation on how they would overcome the obstacles outlined on the cards

### Activity 2

As a class, discuss the risks associated with career planning, for example:

- decline in the number of jobs available;
- could hate your job;
- not motivated;
- stress;
- low salary;
- no chance of promotion;
- don't like the people you work with; and/or
- not valued in your work.

Make a list of the identified risks on the board or a flip chart.

Divide the class into groups of three or four pupils. Ask each group to choose one of the risks associated with career planning and to discuss how that risk would impact a person who has made the wrong career choice. Ask the groups to consider how they would address the issue.

Invite each group to present their findings to the rest of the class.

### Activity 3

Divide the class into pairs. Ask each pair to imagine they know someone who has made the wrong career choice. Ask each pair to write a short case study on that person that includes the following information:

- who the person is (age, educational background);
- what job they are in;
- why they chose that job;
- what they think about their career choice; and
- how they feel when they are at work.

Ask each pair to give a brief synopsis of their case study to the rest of the class. During the debriefing session, highlight any similarities between the case studies.

### Activity 4 – Extension opportunity

Distribute a copy of the *Overcoming Risks And Obstacles Activity Sheet* to each pupil. Ask the pupils to identify any obstacles or risks they may face when looking for a job or planning a career and to record these in the left column of the activity sheet. Next, ask each pupil to identify how they might overcome the obstacles or address the risks and to record their answers in the right column. Encourage them to ask teachers or family members to advise them on how to overcome the obstacles or address the risks.

## Theme 4

# Check It Out

Pupils explore the importance of researching careers they might be interested in. Pupils investigate ways to research different careers.



### Support Materials for Activities

- *Careers Advice Scenario* (Resource 8)
- Sticky labels

#### Activity 1

As a class, discuss why it is important to research a career before pursuing it.

Make a list of the pupils' reasons on the board or a flip chart.

Divide the class into groups of four or five pupils. Ask each group to thought shower different ways of researching a career. If groups have problems generating ideas, give them the following examples:

- use the internet;
- read industry reports;
- look at the newspapers;
- talk to someone in the industry;
- speak to the careers teacher; and/or
- read books.

Ask each group to create a list of the methods for researching careers.

Distribute a copy of the *Careers Advice Scenario* to each group. Ask them to read the *Careers Advice Scenario* and imagine that they are a team of career consultants or life coaches. Their task is to write a brief report on how Claire could find out more about a career in landscape gardening.

#### Activity 2

Divide the class into groups of three or four pupils. Give each group a set of sticky labels. Ask the groups to generate 10 questions they would like to ask about a career and to write each question onto a sticky label. Questions might include some of the following:

- How much is the average wage per year?
- What are the chances of promotion?
- What training/qualifications are required?
- What personal qualities are suited to that career?

Ask the groups to rank their questions in order of importance. Next, ask each pupil to write the questions (in the agreed order) on a sheet of paper to form a questionnaire.

#### Activity 3

Ask each pupil to choose a career to research. Encourage them to use the questionnaire developed in Activity 2 to focus their research.

Ask them to consider how their questions could be answered. Remind them of the methods for researching a career that were identified in Activity 1.

#### Activity 4 – Extension opportunity

Divide the class into pairs or groups. Ask them to research a career using only the research questionnaire developed in Activity 2 and the internet.

# Theme 5

## Lifelong Learning

**Pupils investigate the importance of lifelong learning. They identify both formal and informal examples of lifelong learning.**

### Support Materials for Activities

- *Lifelong Learning Questionnaire* (Resource 9)
- Sticky labels

### Activity 1

Ask the class to define the term *lifelong learning*. Compare pupils' definition with the following: '*the range of informal and formal learning that takes place throughout life*'. Ask them to explain why lifelong learning is important. Make a list of the reasons on the board or a flip chart.

Divide the class into pairs. Give each pair some sticky labels. Ask the pairs to identify as many examples of lifelong learning as they can. Invite them to write

each answer onto an individual sticky label. When they have completed this task, ask them to form a group with at least one other pair and to compare their answers. Ask each group to categorise their combined ideas.

As a class, divide the examples of lifelong learning into two categories: formal and informal examples. Display this list in the classroom.

### Activity 2

Divide the class into pairs. Give each pair a copy of the *Lifelong Learning Questionnaire*. Ask the pupils to take it in turns to interview each other to complete the questionnaire. Ask the pupils to review their completed questionnaire and to add any additional information to it. Advise them to keep their questionnaire, as the information could be used in their personal development plans or progress files.

During a debriefing session, explore whether the pupils have similar learning aims and/or barriers to learning.

### Activity 3 – Extension opportunity

Encourage pupils to develop an action plan for their lifelong learning. Provide time for pupils to research different courses and careers.

## Theme 6

# Your Personal Career Plan

Pupils pinpoint some of their career and/or employability objectives and identify what skills and knowledge they need to develop. Pupils also explore how to develop a personal career/employability plan.

Opportunity  
for Assessment  
for Learning!

Assessing own and  
others' learning

Assessing own and others'  
work using agreed  
success criteria

### Support Materials for Activities

- *Career Planning Gantt Chart* (Resource 10)
- *Personal Career/Employability Planner* (Resource 11)
- *Personal Career/Employability Action Plan* (Resource 12)
- Flip chart paper

### Activity 1

Give each pupil a copy of the *Career Planning Gantt Chart*. Explain how a Gantt Chart is developed and how it can be used in career planning.

Divide the class into groups of four or five individuals. Give each group a sheet of flip chart paper. Display the following list on the board or on a flip chart:

- Joe: is in Year 12 and wants to do his A-levels and then go to University and study Sports Management.
- Anthony: is in Year 12 and wants to have a trade in the construction industry, but he is not sure which one.
- Kathy: has started on an engineering course.

Ask the groups to choose one person from the list and develop a career planning Gantt Chart for him/her for 14 months (September - October).

Invite the groups to present their Gantt Charts to each other. Encourage them to give each other feedback.

### Activity 2

Ask each pupil to develop a personal career planning Gantt chart. Next, ask the pupils to work in pairs and to present and explain their Gantt Charts to each other. Encourage them to give feedback.

## Theme 6

# Your Personal Career Plan (continued)

### Activity 3

Give each pupil a copy of the *Personal Career/Employability Planner*. Read this document to the class and discuss each section. Explain that this planner will help them to define their career/employability objectives and identify the skills or knowledge that they need to develop.

Invite the pupils to identify their career/employability objectives and set a target date for achieving these. Encourage the pupils to adopt SMART (Specific, Measurable, Achievable, Realistic and Time bound) objectives.

Invite them to list the skills or knowledge that they require on the planner.

Ask them to measure their current level of skills or knowledge against the following scale:

- **A** – accomplished and no need to improve;
- **B** – I have this skill/knowledge but need to improve a little;
- **C** – I have this skill/knowledge but need to improve a lot; and
- **D** – I need to acquire this skill/knowledge.

Encourage pupils to refer to their personal career SWOT Analysis (prepared in Theme 1) to help them identify their strengths and weaknesses in relation to their skills and knowledge. When the pupils have

completed their *Personal Career/Employability Planner*, ask them to sign and date it. This will encourage them to be committed to achieving their goals and developing the required skills or knowledge.

### Activity 4

Give each pupil a copy of the *Personal Career Action Plan*. Read this document to the class and discuss each section. Explain that this document will help them plan how to acquire the skills and knowledge they require.

Explain how the *Personal Career Action Plan* will allow them to put their career plans into a format that is measurable and actionable.

Ask the pupils to complete the *Personal Career Action Plan*. Ask them to sign and date it as a symbol of their commitment to carrying out the planned actions. Finally, invite the pupils to share their completed *Personal Career Action Plan* with the rest of the class, family members and/or teachers.

### Activity 5 – Extension opportunity

Encourage the pupils to review both their *Personal Career/Employability Planner* and *Personal Career Action Plan* on a regular basis.





# Sample Career SWOT Analysis

A career SWOT analysis is a useful tool when career planning. It helps the user identify their strengths and opportunities as well as any weaknesses or threats they need to work on.

<b>Strengths</b> <ul style="list-style-type: none"><li>- Skills, knowledge and/or abilities</li><li>- Work experience</li><li>- Positive characteristics</li><li>- Network of contacts</li></ul>	<b>Weaknesses</b> <ul style="list-style-type: none"><li>- Lack of appropriate skills</li><li>- Lack of relevant experience</li><li>- Negative characteristics</li><li>- Unsuitable education</li></ul>
<b>Opportunities in Career Field</b> <ul style="list-style-type: none"><li>- Likelihood of job development</li><li>- Opportunities to increase skills</li><li>- Opportunities for promotion</li><li>- Opportunity to start own business</li></ul>	<b>Threats to Career Field</b> <ul style="list-style-type: none"><li>- Likelihood of redundancy</li><li>- Impact of technology</li><li>- Competition for jobs</li><li>- Family implications</li><li>- Ill health</li><li>- Decrease in demand</li></ul>

# Sample Career SWOT Analysis

Rosemary Allen: wants to work in the hair and beauty industry.

<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>- I worked part-time in a beauty salon for one year.</li> <li>- I have an interest in hair and beauty.</li> <li>- My friends say I am good at hair and beauty.</li> <li>- I can work on my own initiative.</li> <li>- I have a good work attitude.</li> <li>- I have prepared a good CV.</li> </ul>	<p><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>- I have limited ICT skills.</li> <li>- I lack confidence.</li> <li>- I have very few contacts in other hair and beauty salons.</li> <li>- I am not very organised.</li> <li>- I get nervous at exam times.</li> </ul>
<p><b>Opportunities in Career Field</b></p> <ul style="list-style-type: none"> <li>- I can enrol on a beauty course at my local College of Further and Higher Education.</li> <li>- I can enrol on a hairdressing course in the future.</li> <li>- I can set up my own beauty salon in the future.</li> <li>- I could specialise in a specific area of beauty therapy.</li> <li>- I could become a sales representative for a beauty product company.</li> </ul>	<p><b>Threats</b></p> <ul style="list-style-type: none"> <li>- More and more people are becoming qualified beauty therapists every year.</li> <li>- Beauty therapists are not well paid in my local area.</li> <li>- I will need to keep up-to-date with new techniques, products and developments.</li> <li>- Ill health.</li> </ul>



## Case Study: Jack's Story

Jack is 16 years old and has just completed his GCSEs. He hopes to pass English, Geography, Technology and Design and Business Studies. He doesn't think he will pass Maths or Information and Communication Technology, as these are his weakest subjects.

Jack thinks he would make a good electrician because he likes fixing things. If he passes his exams, Jack would like to go to the local College of Further and Higher Education to complete an apprenticeship to become an electrician.

Last summer, Jack worked on a building site with his uncle John who is a builder. He met electricians who told him that there is a lot of work for electricians in the building trade. Jack's uncle John thinks the building trade will decline over the next few years.

Jack's Mum is very supportive. She has told Jack that if he wants to go to college or university she will help him as much as she can.

In his spare time, Jack plays football for his local team. He has played for the team for three years and only missed one game because he had an asthma attack. Thankfully, Jack does not suffer from asthma very often. His team mates say that even though Jack is sometimes late for practice, he is 100 percent committed to the team.

In the future, Jack would like to be self-employed. He likes the idea of being his own boss and deciding on his own work schedule.

## The Right Move Scenario

**A new TV programme,  
*The Right Move*, is  
recruiting scriptwriters.  
The concept of the show  
is to interview people  
who are happy in their  
work and believe they  
have made the right  
career choice.**

# Opportunity Analysis

Opportunity	Supporting Factors	Opposing Factors

## Career/Finding a Job Obstacle Cards

I'm no good at filling in  
job application forms.

I am shy and find it hard  
to meet new people.

I'm no good at  
job interviews.

I can't find a job close  
to my home.

I don't want to work  
for someone else.

I don't have the right  
work experience.

I don't have the right skills.

I don't have the  
right qualifications.

I don't know which jobs  
to apply for.

There are not many jobs in the  
sector I want to work in.

My parents want me to  
be an accountant, but I want  
to be a builder.

I don't have a good suit  
to wear to an interview.

None of my friends have part-time jobs, and I don't want to be the odd one out.

I am not very good at Maths.

I am not very good at using a computer.

I don't know how to write a CV.

I would like to go to university, but my parents can't afford to pay the fees.

The average wage in the career I want is not very high.

I would like to travel before I decide on what career to choose.

I am scared of being rejected if I ask for a job or go for a job interview.

My confidence is low.

# Overcoming Obstacles and Risks Activity Sheet

Obstacle/Risk	How I will Overcome the Obstacle/Risk

## Careers Advice Scenario

Claire Burke has come to your office looking for some advice. Her son, Paul is 16 years old and he has just passed his GCSEs. Paul wants to become a landscape gardener. Claire knows nothing about the trade, and she has asked you for advice on how to find out more about the career of a landscape gardener.

# Lifelong Learning Questionnaire

<b>Name:</b>	<b>Date:</b>			
<b>Class:</b>	<b>Interviewer:</b>			
<b>Why do you want to learn? Tick all relevant reasons.</b>				
To pass my exams <input type="checkbox"/>	To succeed in my work-life <input type="checkbox"/>			
To develop my career <input type="checkbox"/>	To get qualifications <input type="checkbox"/>			
To develop my skills <input type="checkbox"/>	Because I enjoy it <input type="checkbox"/>			
Personal development/growth <input type="checkbox"/>	To develop my brain <input type="checkbox"/>			
Personal satisfaction/achievement <input type="checkbox"/>	To increase my self-confidence <input type="checkbox"/>			
To earn more money <input type="checkbox"/>				
<b>Please list any other reasons.</b>				
<b>How important is learning to you? Tick one answer.</b>				
Very important <input type="checkbox"/> Important <input type="checkbox"/> Not Important <input type="checkbox"/> Don't know <input type="checkbox"/>				
<b>What formal learning do you aim to undertake in the next 1-5 years?</b>				
<b>School/college</b>	<b>Yes</b>	<b>No</b>	<b>Maybe</b>	<b>Not</b>
GCSEs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A Levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3rd level education for example a degree or HNC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade for example joinery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please describe)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Courses</b>				
ICT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
First Aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health and hygiene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Presentation skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job search skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other formal learning (please describe)				

**What other learning do you want to persue? Tick all relevant reasons.**

<b>Informal learning</b>	<b>Yes</b>	<b>No</b>	<b>Maybe</b>	<b>Not</b>
Learn to drive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hobby-related skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keep fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martial art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Swim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Play an instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learn a language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other informal learning  
(please describe)

**Is there anything you would like to learn later in life? (please describe)**

**Which of the following methods would you use if you wanted to learn something new? (please tick all relevant learning methods)**

Books/written material	<input type="checkbox"/>	Internet	<input type="checkbox"/>
Video	<input type="checkbox"/>	Computer package	<input type="checkbox"/>
Small group	<input type="checkbox"/>	Self-study	<input type="checkbox"/>
Audio tape	<input type="checkbox"/>		<input type="checkbox"/>
Classroom with support	<input type="checkbox"/>		<input type="checkbox"/>

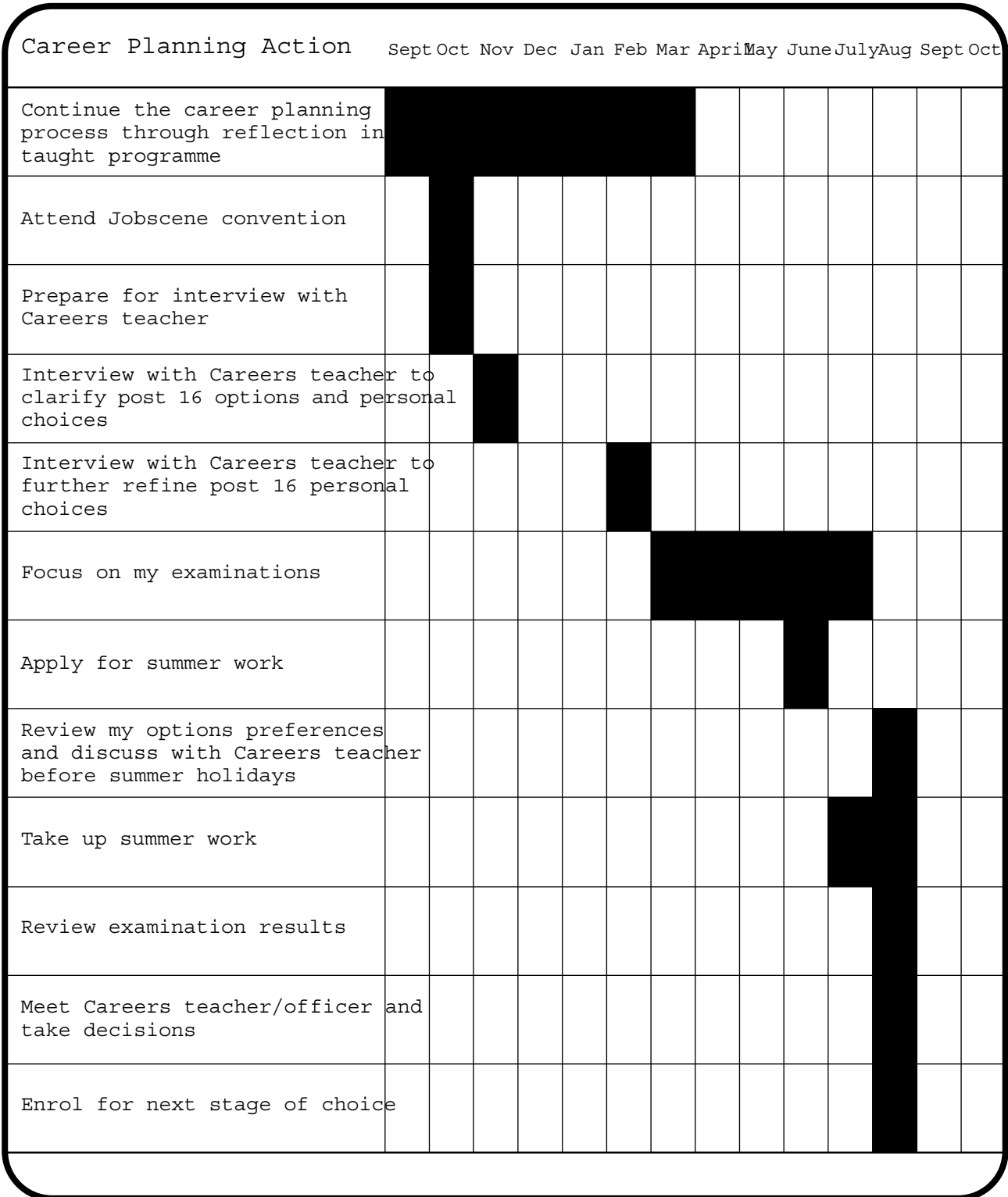
Other informal learning  
(please describe)

**Which of the following methods might prevent you from learning? (please tick all relevant learning methods)**

Fear of exams	<input type="checkbox"/>	Family commitments	<input type="checkbox"/>
Worry	<input type="checkbox"/>	No suitable courses	<input type="checkbox"/>
Not having enough time	<input type="checkbox"/>	Transport difficulties	<input type="checkbox"/>
Working hours	<input type="checkbox"/>	Laziness	<input type="checkbox"/>
Not knowing what is available	<input type="checkbox"/>	Lack of confidence	<input type="checkbox"/>

Other comment / information

# Career Planning Gantt Chart



This is an illustration Gantt Chart for Anthony, a GCSE pupil at a post-primary school.

# Personal Career/Employability Planner

<b>Name:</b>		<b>Date:</b>		
<b>Career Goals</b>				
<b>Goal</b>	<b>Goal</b>			
<b>Target Date</b>	<b>Target Date</b>			
<b>Goal</b>	<b>Goal</b>			
<b>Target Date</b>	<b>Target Date</b>			
<b>Skill/knowledge development</b> A: Accomplished and no need to improve B: I have this skill/knowledge but need to improve a little C: I have this skill/knowledge but need to improve a lot D: I need to acquire this skill/knowledge				
<b>skill/knowledge</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

# Personal Career/Employability Action Plan

Career Action	How	When	Resources

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

# Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to **[www.ccea.org.uk/employability](http://www.ccea.org.uk/employability)**

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**COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT** 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG  
☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📞 +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

