



the WOW factor

Unit Three First Steps



the WOW factor



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the WOW factor



Aim

In this unit, pupils assess their personal skills and achievements. They explore areas they are interested in and related job opportunities. Pupils also investigate the changing concept of a career.



Unit Overview

Mapped to the Statutory Statements

Pupils should be enabled to:

- assess their personal skills and achievements to date, identify areas of interest, and set targets for self-improvement;
- explore the changing concept of a career; and
- practice their presentational and self-marketing skills.

Learning Intentions

Pupils learn that:

- it is important to assess and review their skills and achievements;
- interests and hobbies can influence career choices;
- it is important to recognise their own distinct profile;
- there has been a shift from the notion that a career is for life; and
- life-long learning is important.

Success Criteria

At the end of this unit, pupils will:

- be able to identify some of their strengths and weaknesses;
- know that hobbies or interests can influence career choices;
- know that individuals can experience several career changes;
- recognise there are pros and cons to changing a career; and
- be aware of self-marketing.

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 of this unit is outlined in the table below:

Self-management

- Identify types of learning engaged in.
- Show greater independence in setting personal goals and targets and working towards them.
- Be aware of where learning fits into the 'big picture'.

Key Questions

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

- *Is a job for life?*
- *What are my personal skills and achievements?*

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 **Changing Careers**

Pupils investigate the changing concept of a career and how it is moving away from the notion of a job for life.

Theme 2 **Hobbies, Interests and Careers**

Pupils explore how hobbies and areas of personal interest could influence their future career options.

Theme 3 **Me, Me, Me**

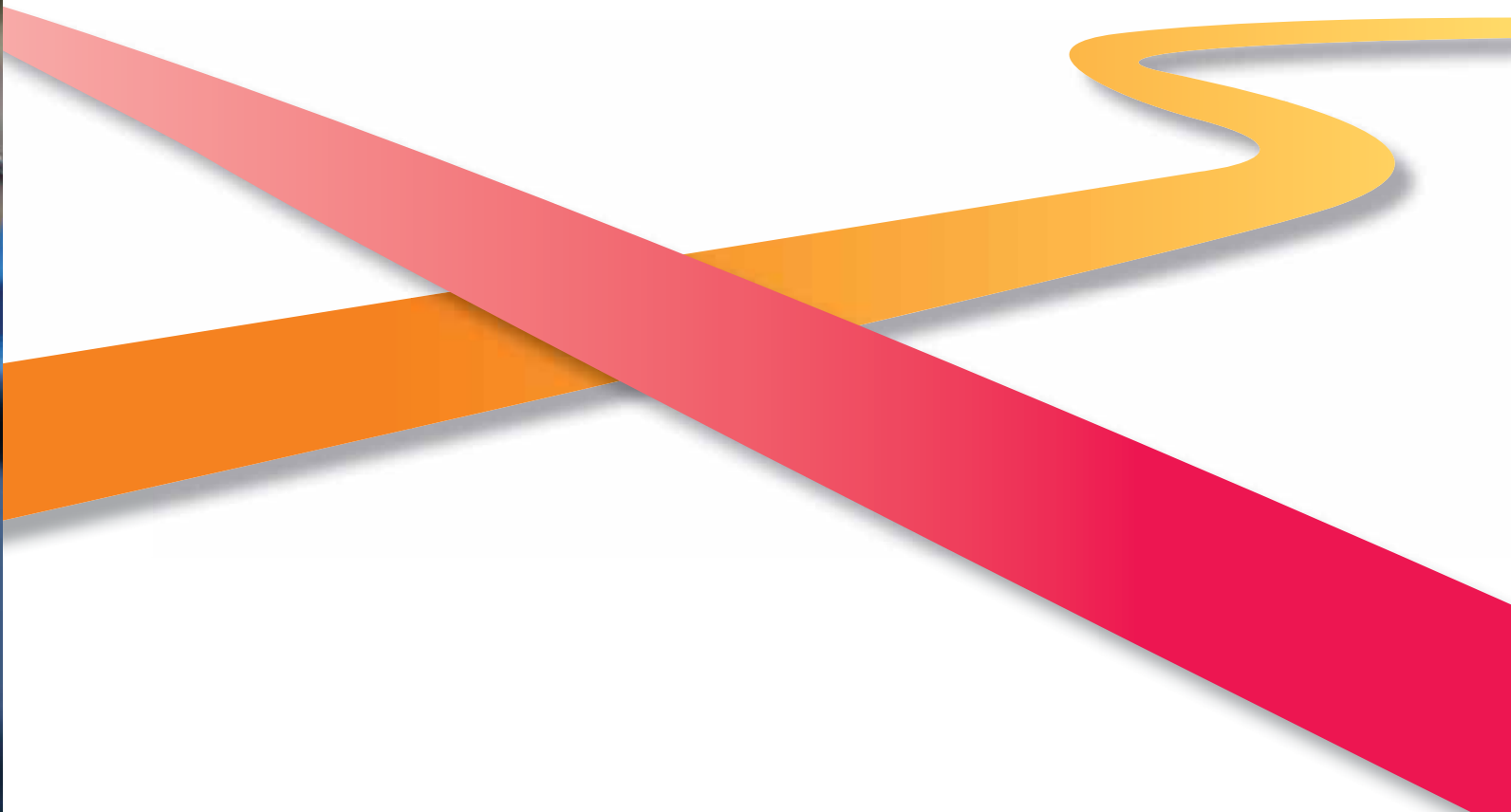
Pupils assess their personal skills and identify areas for self-improvement.

Theme 4 **Learning – A Life-long Process**

Pupils explore the importance of life-long learning and why it is necessary within career planning.

Theme 5 **First Steps Personal Profile**

Pupils develop their personal profile as an introduction to self-marketing.



Theme 1

Changing Careers

Pupils investigate the changing concept of a career and how it is moving away from the notion of a job for life.

Opportunity for Assessment
for Learning!

Providing think time
Effective questions
Using prompt statements

Support Materials for the Activities

- *Is a Career for Life? Case Studies* (Resource 1)
- Sticky labels

Activity 1

Write the following question on the board or on a flip chart: *What does the term career mean to you?* Invite the class to thought shower some answers. Write pupils' responses on the board or flip chart. Next, ask the pupils to compare their answers with the following definition of a career: *A chosen profession or occupation.* Explain to the class that they are going to use a Think-Pair-Share approach to develop the success criteria of a good career.

Ask the pupils to think of two factors that contribute to a successful career. Next, organise the class into pairs. Invite them to share their ideas with each other. Ask them to agree two more success criteria for a good career. Ask pairs to form a group with another pair. Invite the newly formed groups to share their success criteria with each other. Then, invite them to agree the top three success criteria. Invite a reporter from each group to present their top three and justify their choices. Record the success criteria for a good career

and display it in the classroom. Finally, invite the class to answer the following questions:

- How could the list of success criteria help you when you start to think about a career?

Activity 2

Display the following statement on the board or on a flip chart: *A career is for life.* Give the class some time to think about this statement. Ask them to vote on whether or not they agree with it. Explain to the class that those who voted 'agree' would have been right if they lived before the 1960s or 1970s. However, nowadays many people change their careers. As a class, thought shower some reasons for this. Write the pupils' responses on the board or flip chart.

Reasons might include:

- made the wrong career choice;
- was made redundant;
- wanted a change;
- current job was not challenging;
- people are more willing to change jobs; and/or
- can gain/have transferable skills.

Organise the pupils into groups of five or six pupils.

Give each group a copy of the *Is a Career for Life?*

Case Studies and some sticky labels. Ask them to write one pro or con of changing a career on each label.

On the board or flip chart create two columns entitled:

- Pros of changing a career; and
- Cons of changing a career.

Ask a reporter from each group to place their sticky labels on the board or flip chart under the appropriate heading. Invite the pupils to view them and consider all the pros and cons of changing a career.

Extension Opportunity - Activity 3

Invite a guest speaker to come and talk to the class about their career path. Ask the pupils to use the success criteria of a good career to develop questions to ask the guest speaker.

Ask the pupils to research a job they are interested in to find out if the success criteria is relevant. Give them access to the internet, software such as JED, Pathfinder and/or Odyssey, magazines, leaflets and newspapers to carry out their research.

Theme 2

Hobbies, Interests and Careers

Pupils explore how hobbies and areas of personal interest could influence their future career options.



Support Materials for the Activities

- Flip chart paper
- Coloured markers

Activity 1

Invite the pupils to think about one of their hobbies. Encourage them to think about the skills that can be developed through hobbies, for example communication, teamwork, time-management or problem-solving. Ask them to consider the possibility of developing a hobby into a career. As a class, thought shower and record as many hobbies as possible.

Organise the class into five or six groups. Distribute a sheet of flip chart paper and a coloured marker to each group. Allocate one of the hobbies listed on the board to each group. Alternatively, allow them to choose a hobby. Invite each group to list as many job possibilities that could be derived from their hobby. Encourage the pupils to be creative. Invite a reporter from each group to share their ideas with the rest of the class.

At the end of the activity, ask the pupils think about the following questions:

- Do you know someone who turned a hobby into a career or a business?
- Were you surprised at how many jobs you were able to generate from the hobbies?

Activity 2

Get five flip chart pages. Write one subject in the centre of each page. Subjects might include:

- Physical Education;
- Music;
- Art;
- Geography;
- ICT;
- Science; and/or
- English/Drama.

Organise the pupils into five groups. Distribute one of the flip chart pages and some markers to each group. Ask them to thought shower jobs that relate to that subject.

For example, jobs that relate to Physical Education could include:

- a professional footballer;
- a coach,
- a physiotherapist,
- a sports journalist, and/or
- a football boot designer.

Ask the groups to think of as many jobs as possible and to list them on the flip chart page. After a few minutes, rotate the flip chart pages and ask each group to add to the list already generated.

Repeat this activity until all the groups have thought showered jobs for all the subjects.

Extension Opportunity – Activity 3

Ask the pupils to think about a hobby or interest and come up with as many jobs as possible relating to it. Encourage them to think of three questions relating to jobs in their area of interest.

Invite the pupils to list up to ten jobs that they have heard of. Encourage them to think about what subjects and/or areas of learning are important in these jobs. If possible, provide time for the pupils to carry out some research on the different jobs.

Theme 3

Me, Me, Me

Pupils assess their personal skills and identify areas for self-improvement.

Opportunity for
Assessment for Learning!
Assessing own learning

Support Materials for the Activities

- *Individual Skills and Qualities Cards* (Resource 2)
- *Individual Skills and Qualities Assessment* (Resource 3)
- *Uniquely You* (Resource 4)
- Flip chart paper
- Coloured markers

Activity 1

Remind the pupils that there are many skills and qualities that are important in the workplace. Organise the class into groups of three pupils. Give each group a set of *Individual Skills and Qualities Cards*. Ask them to choose the three cards they believe are most important in the workplace. Next, ask the groups to list ten jobs and consider how their three chosen cards would be relevant to each of the jobs. Invite a reporter from each group to present their group's ideas to the class. List the top three skills and qualities chosen by each group. Agree the top five skills and qualities as a class. Display these in the classroom.

Activity 2

Give each pupil a copy of the *Individual Skills and Qualities Assessment* resource. Ask them to insert

the top five employability skills and qualities chosen by the class in the first column. Invite the pupils to shade across the skill area to indicate how well they believe they have developed each skill. At the end of the activity, ask pupils to consider the following questions:

- Are these skills and qualities important in all types of jobs?
- Why is it good to have developed the skills I have?
- What skills or qualities do I need to develop further?

Extension Opportunity – Activity 3

Explain to the pupils that they are more than the eye can see. Display the following statements on the board or on a flip chart:

- You are far more than the eye can see.
- You are your hobbies and interests.
- You are your skills and qualities.
- You are your values.
- You are your achievements.
- You are your goals.
- You are your strengths.

Place five sheets of flip chart paper around the room, each with one of the following headings:

- Hobbies and interests;
- Skills and qualities;
- Values
- Achievements/accomplishments; and
- Goals.

Divide the class into five groups. Invite each group to stand next to one of the sheets of paper. Next, give each group a different coloured marker and three or four minutes to thought shower as many ideas under their title as possible. When the time is up, have the groups rotate to another sheet and add any additional information. It might be necessary to discuss the headings beforehand to ensure the pupils understand what they mean.

Give each pupil a copy of the *Uniquely You* resource. Ask them to complete it, using the information on the flip chart pages to help them. The *Individual Assessment resource* that was completed in the previous activity will also help them. Display the completed *Uniquely You* sheets in the classroom.

Theme 4

Learning - A Life-long Process

Pupils explore the importance of life-long learning and why it is necessary within career planning.

Opportunity for Assessment
for Learning!

Providing think time
Generating pupils' questions

Support Materials for the Activities

- Flip chart paper
- Coloured markers

Activity 1

Prepare five sheets of flip chart paper for the activity by drawing a spiral on each page. Organise the pupils into five groups. Distribute coloured markers and one of the flip chart pages to each group. Invite each pupil to choose a space on the spiral and to record their thoughts about:

- when they learn

Answers might include:

- as a baby;
- as a child;
- as a young person; and/or
- as an adult.

- where they learn

Answers might include:

- at home;
- at school; and/or
- in the community.

- how they learn in different ways

Answers might include:

- by doing;
- by reading;
- by seeing; and/or
- by hearing.

Allow time for groups to discuss their thoughts and to modify or further develop their collective work. Invite

a reporter from each group to present their spiral to the rest of the class. As a class, discuss how learning takes place in different environments, at different times and in different ways.

Ask the pupils if they have ever heard anyone use the following or similar phrases:

- I wish I had stayed on at school; and/or
- I regret not studying/training to be a...

If the answer is yes, ask them to consider why people might feel that way. Record their responses on the board or on a flip chart.

Activity 2

Next, divide the class into groups of three or four pupils. Inform the class that they are going to use a Think-Pair-Share approach to design a questionnaire. The questionnaire will be used to find out about a person's learning. As a class, discuss what makes a good question. Generate success criteria for effective questioning, for example:

- open ended/promotes extended dialogue;
- does not lead the respondent;
- has a clear purpose;
- will provide the required information; and/or
- allows the interviewer to make a fair judgement about the issue.

Identify the key information that the pupils want to find out. Sample questions are listed below:

- How important is learning to you?
- Have you ever learned something in one job that you could use in another job?
- What courses/training have you undertaken since leaving school?
- Is there anything you still want to learn?

Ask the pupils to think of three questions they would ask a person to get an insight into a person's learning. Ask them to form pairs. Invite pairs to share their three questions with each other. Next, ask them to agree on the three most important questions. Ask pairs to join with another pair to form a group of four. Invite each group to design a questionnaire using the six chosen questions. Invite the pupils to complete the survey with someone who has a job for example a parent, relative, teacher, past pupil or business owner. The questionnaire can also be used with a guest speaker or in a role-play scenario.

Theme 5

First Steps Personal Profile

Pupils develop their personal profile as an introduction to self-monitoring.

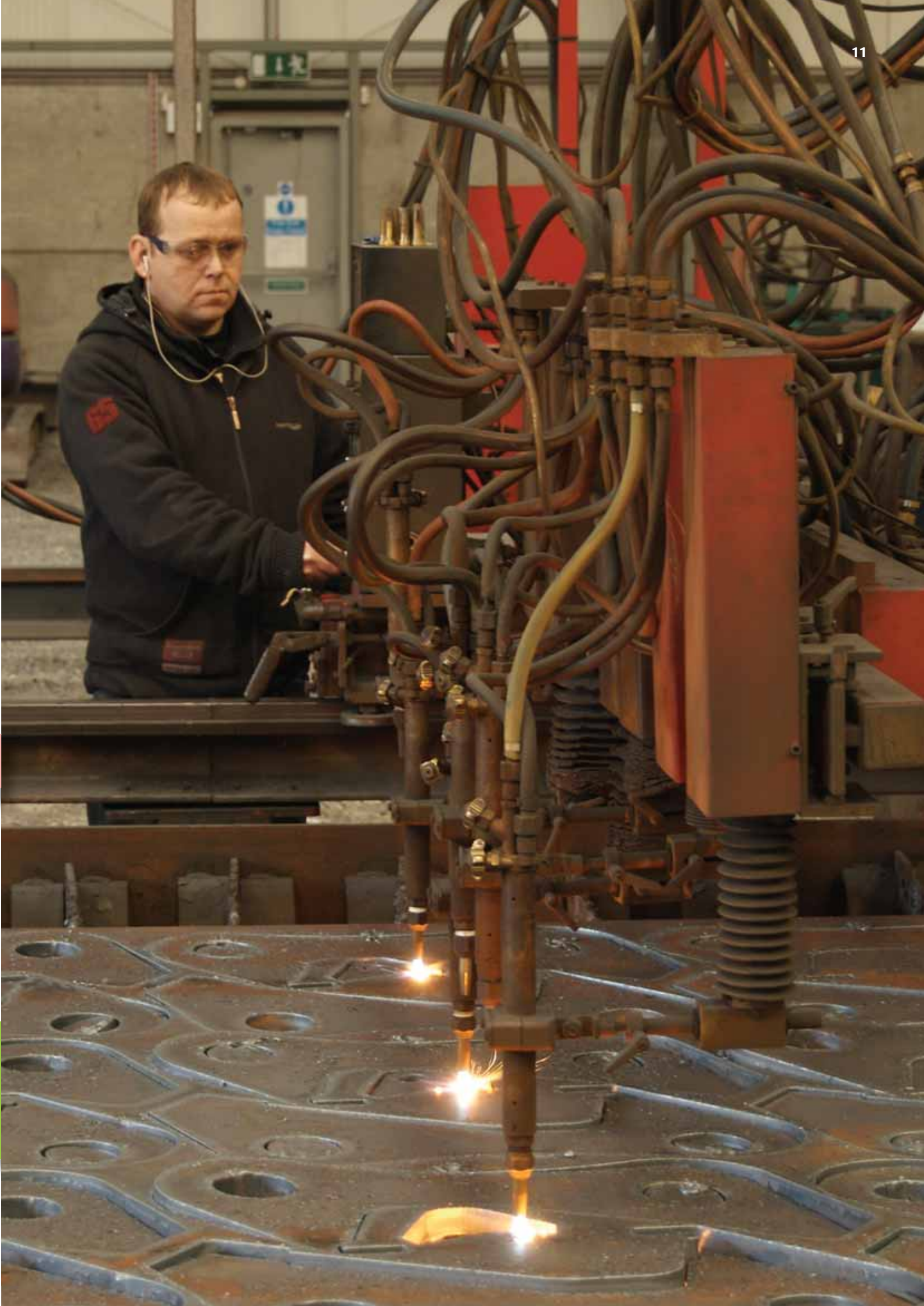
Opportunity for
Assessment for Learning!
Assessing own learning

Support Materials for the Activity
- *My Personal Profile* (Resource 5)

Activity 1

Give a copy of the *My Personal Profile* resource to each pupil. Ask them to consider their learning throughout this unit in order to complete it. This resource also acts as the Pupil Reflection Record within this unit.

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



Is a Career for Life? Case Studies

Mr Benson – The teacher

Mr Benson teaches music in a secondary school. He has been working as a teacher for ten years and likes his job. He also sings in a band in his spare time.

Mr Benson often thinks about leaving teaching to try and make it in the music industry. What are the pros and cons of changing his career?

Jean Harrison – The actress

Jean is an amateur actress. She currently works in her local theatre as an actress and production assistant. She has been told she has talent but has auditioned unsuccessfully for lead roles.

She has been offered a job as a manager in a larger theatre but this would mean she would have to give up pursuing her acting career. What are the pros and cons of changing her career?

Paul Kelly – The builder

Paul has worked as a builder for 15 years. He has been self-employed for ten years. He enjoys working outside and takes pride in his work. He also has a keen interest in lorries and has his lorry driving licence.

Paul has been offered a job with a long distance haulage company on a full time basis. What are the pros and cons of changing his career?

Margaret Riley – The childminder

Margaret has worked as a childminder in her home for eight years. Her own children are now at post primary school.

Margaret has always thought she would be a good nurse. She is considering giving up childminding and training to be a nurse. What are the pros and cons of changing her career?

Individual Skills and Qualities Cards (1 of 2)

Communicate

Flexible

Use ICT

Solve problems and
make decisions

Plan and organise

Enterprising

Punctual

Efficient

Individual Skills and Qualities Cards (2 of 2)

Use Maths	Positive
Aware of equal opportunities	Responsible

Individual Skills and Qualities Assessment

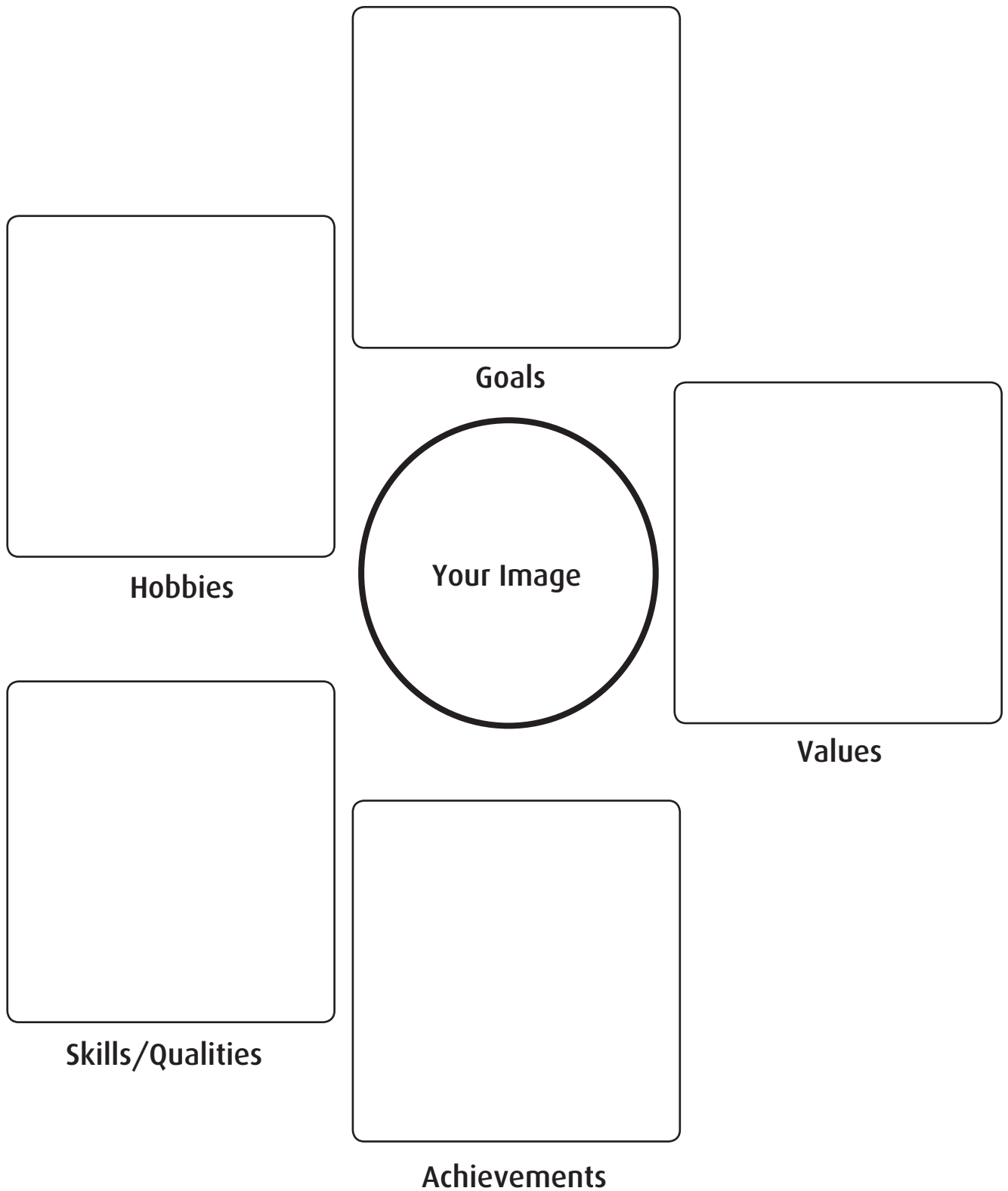
Insert the top five employability skills and qualities in the first column as agreed by the class. Shade across the skill area to evaluate how you have developed that skill or quality. You should be able to justify your evaluation.

Name _____ Date _____

Top five skills/ qualities	Needs Developed	Average	Developed
1			
2			
3			
4			
5			

What I need to improve	How I can improve
-------------------------------	--------------------------

Uniquely You



My Personal Profile

Three skills/qualities I have developed:

1. _____
2. _____
3. _____

One thing I want to develop further:

1. _____

Personal information:

Areas of interest:

Skills/qualities:

Areas for improvement:

Action plan:

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**

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