

careers allsorts



Acknowledgements

This product has been developed from original materials produced by the Group Work Activities Working Group in Birmingham, comprising Maninder Hayre, Mary Jones and Sian Powell supported by Brenda Diskin.

Edited by Jackie Hartley.
Illustrations by Steve Bayley & Natasha Ogom.

Published by ~
Highflyers Publishing Ltd
First Edition March 2002

Original materials copyright
© Group Work Activities Working Group, Birmingham
Copyright © Highflyers Publishing Ltd

ISBN: 1-903449-04-9

A *HighFlyers Publishing Ltd,
9 Riverway,
Stafford,
Staffordshire,
ST16 3TH.*

T 01785 257744
F 01785 228765

E info@highflyerspublishing.co.uk
W www.highflyerspublishing.co.uk

HIGHFLYERS

© Highflyers Publishing Ltd
("Highflyers")

All rights reserved

The purchaser of this material is allowed to make photocopies of the material contained in this publication for use solely within the purchasing site, (school, college or individual workplace) for education or vocational purposes only. Provided that all copies contain an acknowledgement of Highflyer's copyright and are not altered and are not reproduced for sale or hire. For purchasing organisations with multiple sites and individuals wishing to use the materials on more than one site alternative copyright arrangements can be made. Please contact Highflyers Publishing Ltd for details.

This restricted waiver of copyright is not transferable and Highflyers reserves the right to withdraw it in case of breach. Except for the restricted waiver of copyright referred to above, no part of this material may be reproduced or transmitted in any form by any means, electronic or mechanical without the prior permission of Highflyers.

Introduction

This tutor pack contains a range of stimulating and fun exercises and activities designed to liven up an 11 - 16 careers education programme. Alternatively they can be used as quick, fun fillers for use on careers and other activity days or where time is limited and you need to fill a short slot with something which is a bit different. Because of the gaming and quiz style format of many of the activities, these materials can also be used with those students who are normally reluctant to engage with careers work. However, it must be noted that this pack does not represent a complete scheme of work for any age group, but rather a pick and mix pack of enrichment activities.

The materials within the pack to reflect the main areas of careers work so that users can more easily see where they might link into their existing careers programmes, however, there is no need to stick rigidly to the sections identified.

SA Self Awareness: This section includes exercises that are designed to get participants to look at themselves and others and consider issues such as their strengths, interests and skills. It also gets participants to consider their own attitudes in relation to equal opportunities and being assertive.

OA Opportunity Awareness: This section takes a general look at jobs, with materials to stimulate thinking about the types and range of jobs available and the effects of gender stereotyping.

DM Decision Making: This section encourages participants to think about how they make decisions, the consequences that can follow and strategies of regaining ground lost through poor decision making.

TS Transition: This section has materials which look at coping with finance. This section is the smallest as we produce another product called Finders Keepers, which looks at transition skills in much more detail. For further details please visit our website at www.highflyerspublishing.co.uk or contact us at the address opposite.

Learning outcomes

We have also included possible learning outcomes for each lesson. These have been translated from the Qualifications and Curriculum Authority (QCA) document *Learning outcomes from careers education and guidance 1999* which identifies suggested learning outcomes at key stage 3 and 4.

At Key Stage 3 pupils are able to:

Self development

- review their transition from key stage 2 to key stage 3
- analyse their reactions to this transition
- explain the conclusions from their review to an adult
- plan for the next transition
- review their own interests, aptitudes and preferred approaches to learning
- identify targets for developing skills and aptitudes

Career exploration

- locate different types of information
- assess the reliability of different sources of information
- investigate courses available at key stage 4
- organise information in ways which help with decision-making
- assess the implications of changes in the world of work for career planning

Career management

- plan how to reach decisions about key stage 4 options
- consult relevant adults for information, advice and guidance
- relate personal strengths and interests to information on careers
- set targets to develop abilities to gain experience in the world of work and to plan next steps
- plan to review progress during key stage 4

At Key Stage 4 pupils are able to:

Self development

- review their transition from key stage 3 to key stage 4
- analyse their reactions to this transition
- plan for the next transition
- review learning from work experience
- assess their own development
- identify their preferred approaches to learning post-16

Career exploration

- use information sources efficiently and critically
- clarify opportunities and routes available post-16 for themselves
- organise information in ways which help with decision-making
- assess the implications of changes in the world of work for their own career strategy
- plan ways of gaining additional experience of the world of work

Career management

- plan how to reach decisions about post -16 options
- interrogate relevant sources for information, advice and guidance
- seek expert guidance to illuminate their own findings
- make post-16 choices and prepare for transition

Copies of this document have been sent to all schools and colleges and further copies can be ordered from the QCA Orderline on 01787 884444, order reference QCA/99/359

Tips on Group Work

Using Transition Teams

Successfully engaging the interest of young people in careers activities will often depend on showing them their relevance. One very good way of ensuring relevance is to give participants a chance to decide what they want their programme to include.

One way of doing this is to use the "Transition Teams" approach, developed by the Counselling and Career Development Unit in Leeds and supported by DfES. This approach aims to involve participants in planning activities to investigate future options for education, training and employment. Students organise projects that investigate possible options and explore issues of relevance to their future career.

The information and experience young people gain through their investigations are brought back to their peers, usually through oral and written reports, although video and drama can also be used. The legacy of each "team's" work can be a report or file of information for the careers library - written from a student perspective.

A key role in this approach is that of "facilitator". The facilitator's task is to help participants explore what they would like to find out about and create "pathways" for them to access information

and resources; including people who can offer expertise, equipment and facilities. A facilitator will also need to build in opportunities to review progress and reflect upon what learning has been achieved.

For a more detailed account of this approach, please see:

"Transition Teams - helping young people make career choices", compiled by Judy Hooton and Dave Turner, CCDU Training and Consultancy Ltd. ISBN 1 898810 50 8.

Making Group Work Effective

Try this as a checklist for improving the effectiveness of group work.

Do you ... ?

- Build in opportunities for the exchange of information about groups and individuals before the session.
- Prepare participants by telling them about the topic in advance and what they could do to get the most out of the session.
- Feedback evaluation of the activities to the institution.
- Obtain feedback from the participants.
- Give participants advice on how they could take follow-up action to build on what they have learned.
- Feedback to the institution the progress of individual students as a result of their participation in the group.

Recommendations from:

"Careers Service Group Work in Education", Performance Assessment, DfEE, 2000, Ref. YSSPA 0001.

Also see:

"Group Work in Careers Education and Guidance", Action Note 7, DfEE, 1998, Ref. P17.

Both publications are free and obtainable from DfES Publications, 0845 6022260.

Contents

C - card W - worksheet H - handout

T - tutor notes

| Session plans | | Support materials | | Code |
|---------------|--|-------------------|--|------|
| Page | | Page | | |
| 6 | Ice breakers to open sessions: Spin the bottle, Throw the bean bag/ sponge ball, Line up!, Say Hello!, Grab your partner!, The Switch Seat Shuffle, Fruit Salad, Let's tell a story, Draw your name | 57 | Me on a good day cards | C |
| | | 58 | All about me | W |
| | | 59 | Words to describe me | W |
| | | 60 | Lenny Henry's timeline | H |
| | | 61 | My plans for the future | W |
| | | 62 | Celebration time | W |
| 8 | Ice breakers to end sessions: What's that noise?, My favourite thing, Best bit, worst bit, Say Goodbye!, Postcards | 63 | www.me.com | W |
| | | 64 | Feelings | H |
| | | 65 | How do you feel when ..? | W |
| | | 66 | Most embarrassing moments | W |
| 9 | And they call me .. | 67 | Most embarrassing moments score sheet | W |
| 10 | Animal crackers | 68 | Human bingo | W |
| 11 | Me on a good day | 69 | No more soaps! | W |
| 12 | All about me & you | 70 | Selling me! | W |
| 13 | Words to describe me | 71 | Star signs | H |
| 14 | Body pictures | 73 | Skills and Qualities | W |
| 15 | Hands | 74 | My skills and qualities | W |
| 16 | Lifeline | 75 | Skills blockbuster grid | W |
| 17 | The Good Life? | 76 | Skills blockbuster questions | T |
| 18 | Celebration time | 77 | Why do employers want those skills? | W |
| 19 | www.me.com | 78 | What's the difference? | H |
| 20 | How do you feel when ..? | 79 | Ifrac case study | W |
| 21 | Most embarrassing moments | 80 | Jean case study | W |
| 22 | Human Bingo | 81 | How to be assertive | H |
| 23 | First impressions | 82 | Practice being assertive - Role play 1 | W |
| 24 | What do you see? | 83 | Observer's sheet - Role play 1 | W |
| 25 | Soap stars 1 | 84 | Practice being assertive - Role play 2 | W |
| 26 | Soap stars 2 | 85 | Observers sheet - Role play 2 | W |
| 27 | Signs of the Zodiac | 86 | Father and son | H |
| 28 | Skills blockbuster | 87 | A day with Jamie and Joanne | W |
| 29 | Being assertive | 88 | One for the lads? | W |
| 30 | Practice being assertive | 89 | Who said that? | W |
| 31 | Father and son | 90 | Women and Men - What do you think? | W |
| 32 | Which twin? | 92 | Imagine you are | W |
| 33 | One for the lads? | 93 | Labels | T |
| 34 | Who said that? | 94 | Me & Teamwork | H |
| 35 | Men and Women - What do you think? | 95 | Teamwork | W |
| 36 | Can they do this? | 96 | Leadership skills | W |
| 37 | Sticky labels | 97 | Leadership skills score sheet | W |
| 38 | It's all about teamwork 1 | 98 | Dream or Scream | W |
| 39 | It's all about teamwork 2 | 102 | Jargon wordsearch | W |
| 40 | Leadership skills | 103 | Jargon wordsearch answer grid | T |
| 41 | Dream or Scream? | 104 | Jobs Quiz | W |
| 42 | How many jobs? | 105 | Jobs Quiz answers | T |
| 43 | Jargon word search | 106 | What's in a job title? | W |
| 44 | Job quiz | 107 | Using the internet | W |
| 45 | What's in a job title? | 108 | Job ideas generators | W |
| 46 | Using the internet 1 | 109 | Finding out more about jobs | W |
| 47 | Using the internet 2 | 110 | Styles of decision making | W |
| 48 | Decisions & consequences | 111 | Have another go case studies | W |
| 49 | Styles of decision making | 115 | Holiday maps | H |
| 50 | Have another go! | 116 | Holiday details | T |
| 51 | The holiday game | 117 | Desert Island | W |
| 52 | Desert Island Disc | 118 | What would you do? | W |
| 53 | What would you do? | 119 | What would you do? score sheet | W |
| 54 | What should he/she do? | 120 | What should he/she do? | C |
| 55 | Managing your money | 122 | Managing your money | W |
| 56 | Living on a budget | 123 | Example of a pay slip | H |
| | | 124 | Living on a budget | W |

Ice breakers to open sessions

A short activity at the beginning of a group session can be a good way to make participants relax and feel more at ease with each other and hence, more receptive to learning.

Spin the bottle

Materials: A plastic bottle and a circle of chairs

Ask the group to sit in a circle. Spin the bottle. When it stops spinning, whoever it is pointing at should state their name and then spin the bottle again. Go around until everyone has had a turn. A variation: Once everyone has had a turn get one person to spin the bottle and then say the name of the person it is pointing at, when it stops spinning. This person then spins the bottle.

Say Hello!

Materials: A flipchart and pen

Write up on the flipchart a list of ways to say hello in as many languages as you can. For example: Hello, Allo (French), Hola (Spanish), Hi (American), Nee-how (Mandarin), Con-ich-ee-wa (Japanese), Nay-ho (Cantonese) You could ask around the group to see if they know of any other ways to say Hello in other languages. Then ask the group to mingle and say hello to each other in all the different languages.

Throw the bean bag/ sponge ball

Materials: A soft bean bag or sponge ball

Ask the group to stand in a circle and then throw the bag to someone. When they catch it they should state their name and then throw it on to someone else. Continue until everyone has caught it and said their name. A variation: Once everyone has had a turn get one person to say someones name and then throw them the beanbag and so on.

Grab your partner!

Materials: Sticky address labels with the names of famous partners on them. Examples: Posh and Becks, Tom and Jerry, Romeo and Juliet, Pinky and Perky, Tweedledum and Tweedledee, Batman and Robin, Ant and Dec, etc

Get the group to stand in a circle and go around and stick one label on each persons back. Tell them to mingle and try to find out who they are and who their partner is, but, they can only ask each person 3 questions which get a YES or NO answer. They must only answer YES or NO to the questions they are asked.

Line up!

Materials: None, unless you want to get them to do this activity by standing along a bench or on a narrow mat or plank

Divide the group into teams of about 6 to 8. Ask them to line up in either:

- height order
- month of birth order
- alphabetical order on first names
- shoe size order

(If they are doing this on a plank, etc, they must do it without getting off it - in other words, climbing around each other)

A variation: Find your team. Do the same thing but put the names of people from teams onto the labels and ask them to find their team mates. For example, players from the England football team, all the members of a popular Boy Band or Pop Group, other sports teams, all the members of the Friends series, members from one particular soap programme, etc. This will only work if you have quite a sizeable group of participants.

The Switch Seat Shuffle

Materials: A circle of chairs.

Get everyone to sit in a circle and then say "Swap seats all those people who .." and then use a range of statements like -

Fun, amusing ..

- watch Eastenders
- like chocolate
- have blue eyes
- get sweaty feet in the summer
- have a pet etc, etc

More revealing ..

- have ever got drunk
- know someone who smokes
- have tried cannabis
- eat fruit regularly
- take regular exercise
- have bunked off school
- know what job they want to do in the future
- think they will get married one day and so on.

These statements can help to raise issues or give an insight into certain young people. However, you will need to think carefully about how you introduce them, possibly mixing them in with the less informative statements.

Fruit Salad

Materials: A big circle of chairs

Get everyone to sit round in a circle of chairs. You stand in the middle (without a chair) and go around the group naming people Apple, Orange or Lemon in turn. Include yourself and any other staff. Then call out Apples and all the apples have to change seats. Call out each fruit in turn. When your fruit comes up get into a chair. This should leave someone standing in the middle. This person then calls out another fruit and the seat swap is repeated. If someone calls Fruit Salad everyone has to swap places.

Let's tell a story

Materials: A circle of chairs.

Get the group to sit in a circle. Tell them they are going to write a group story. The first person starts by saying ..

"A funny thing happened to me on the way here tonight. I was just walking along when .."

Then the next person has to add a sentence and again must leave it at an interesting point. If anyone gets stuck invite someone else to carry on.

Draw your name

Materials: Blank A4 paper and pens

Give everyone a piece of paper and a pen and ask them to draw their name, using drawings. To help everyone understand what they have to do, draw your name first. For example, Mandy could be drawn by a picture of a man being followed by a D, Jackie could be a picture of a car jack and a key. Then get the group to guess the names from the drawings.