

Acknowledgements

We would like to thank Chris Woolley for producing the cryptic crosswords and Geoff Shaw for producing the illustrations.

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Illustrations by Geoff Shaw and Steve Bayley

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Introduction

This careers pack contains a range of stimulating and fun activities designed to stretch more able students in the 11 - 16 age range. 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.

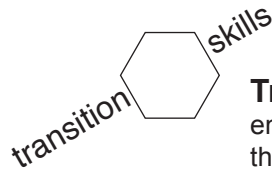
When we began work on this pack we were very aware that most careers education programmes nowadays are designed to help students achieve the learning outcomes which will equip them with the necessary skills to become good career planners. (See *Learning Outcomes from careers education and guidance 1999*, available from the Qualifications and Curriculum Authority Orderline on 01787 884444, order reference QCA/99/359.) These learning outcomes are equally applicable to talented and more able students.

So we were not looking to produce something different in the sense of **what** should be covered with such students. Instead, our focus was on the classroom and what happens in careers lessons and, in particular, what sometimes happens to bright and able students in careers lessons. In our experience, many careers lessons are with mixed ability groups which can result in more able children quickly completing the tasks they have been set and then becoming bored and possibly disruptive. So we decided to produce a pack of materials which might keep these students occupied. This pack is therefore concerned with **how** different aspects of careers education are tackled and offers some slightly different, slightly more demanding activities.

Criteria for engaging bright and able students in careers work

Research shows us that talented and more able children are more easily engaged with work when it is:

- **not overtaught**
they are given tasks and have to work out what is required and are not helped too much so you will need to feel comfortable with leaving them to get on with it and refusing to respond to too many pleas for help!



Transition: This section encourages participants to think about the skills needed and the challenges faced when trying to implement career

- **open ended**
the outcome is not pre-determined by the teacher but can go where the learner wants it to go so you will need to feel comfortable not knowing what the final outcome might be!
- **intellectually challenging**
they are stretched or intrigued by it so you will need to be prepared to take back work that they insist is too easy!
- **fun**
they enjoy doing it and it often has scope for the use of humour or playfulness so you will need to be comfortable letting them enjoy themselves and being playful in what they produce!

It was with this set of criteria in mind that we designed the materials in this pack. In the case of some of the activities we are not sure that they can be completed, for example Your job's on the line (we would love to see finished examples). Others may prove to be just too easy, for example the What Job Am I? riddles. If that is the case then we apologise but we found that in trying to produce demanding activities that met the criteria above we too were being pushed to the edge of our capabilities!

The materials within the pack 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. Each set of Tutor Notes is coded as follows:



Self Awareness: This section includes activities that are designed to get participants to look at themselves and others and consider issues such as their strengths, interests and skills.



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 skills needed to do them.



Decision Making: This section encourages participants to think about how people make careers decisions and the consequences that can follow.

However, it must be noted that this pack does not represent a complete scheme of work for any age or ability group, but is rather a pick and mix pack of more demanding enrichment activities.

Because ability does not develop incrementally according to age we have not indicated a specific age for many of the activities, other than saying that we believe that they will appeal to students in the 11 - 16 age range, depending upon how able they are.

How to use this pack

When we wrote these materials we envisaged them being used in the following way. Within a careers lesson an area might be looked at by the whole class, such as researching jobs, and when the more able children had completed the initial work they would then be given something from this pack to extend that theme. Therefore, we have not produced individual lesson plans to go with each worksheet. Instead we have given some guidance as to how to introduce the worksheet on the page facing the worksheet, under the heading of Tutor Notes. We have also left space for you to include any notes of your own, which arise from your experiences of using the sheets. We felt that this would be the most flexible way to present the pack.

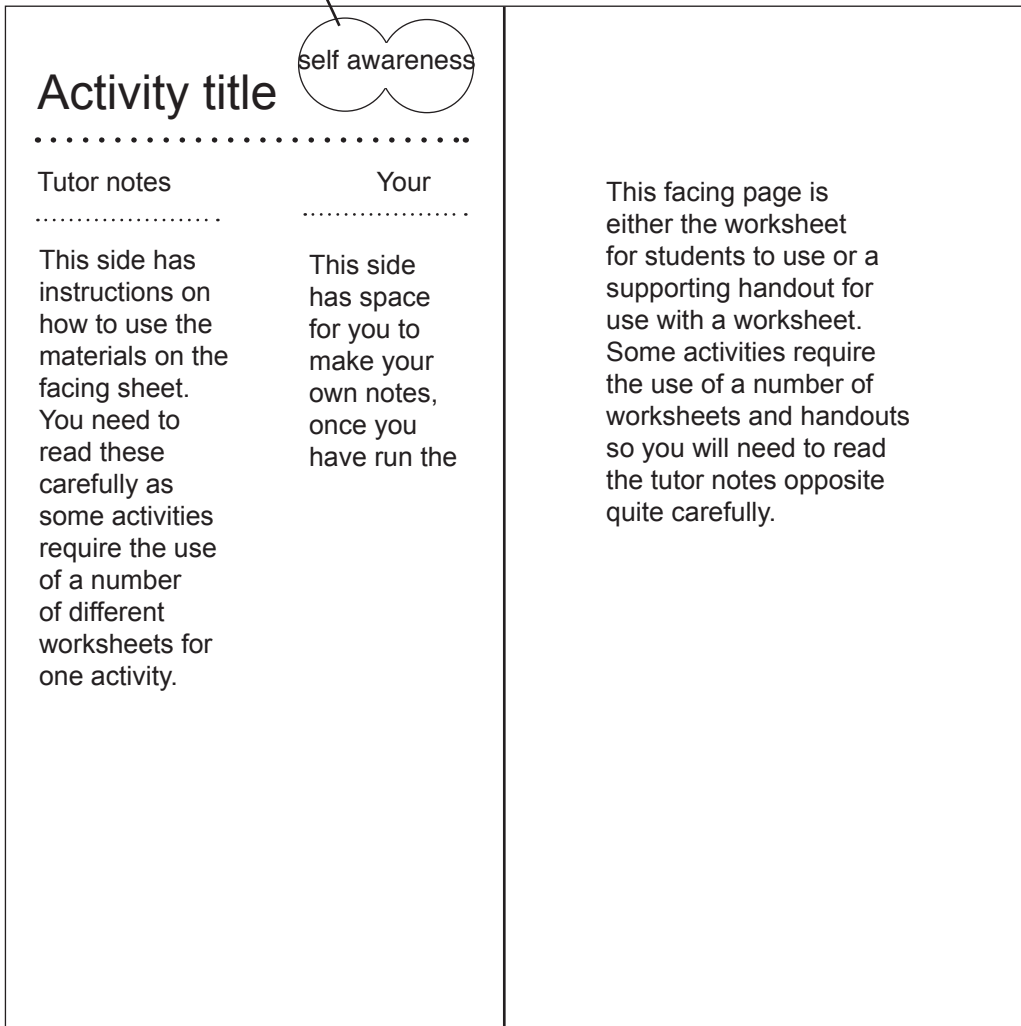
This pack has been a voyage into the unknown for us and we are very aware that we may have not got it quite right. If you agree then please get in touch as we would love to hear your views. We can be contacted at the address opposite. Thank you.

Jackie Hartley and Mike Shaw

Explaining the layout of the pack



The symbol which indicates which aspect of careers work is being covered



Left hand page

Right hand page

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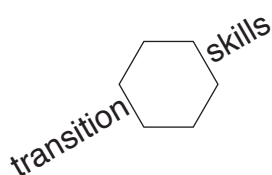
6	That's a lie.. isn't it?
8	A style of approach 1
10	A style of approach 2
12	A style of approach 3
14	A style of approach 4
16	www.me.com
18	Interactive personality tests
20	If you were a ...



22	Batty about Labour Market Information
32	What if ...
34	Which jobs would be affected?
36	A Band of Musicians
38	When writing a limerick about jobs
40	Fairytale jobs
42	Up Titling
44	Big Friendly Job Titles
46	Down by the Sea
48	What can you see down by the sea?
50	Down on the farm
52	What can you see down on the farm?
54	Down Town
56	What can you see down town?
58	Beware - Puzzles at Work!
62	What job am I?
64	Is it a BOJ, is it an OBJ, no it's a JOB!
66	Digger makers find hole in middle where sea used to be ..
68	This is a CROSSJOBWORD - a crossword about jobs
70	We smashed up bottles, Jay and I, to get a name in work
72	It's a puzzler!
74	First a degree and then...?
76	Your job's on the line 1
78	Your job's on the line 2
80	Your job's on the line 3
82	Your job's on the line - Map
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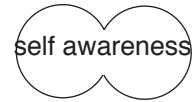


86	Name that business!
88	Choosing careers
90	Family Job Tree
92	A Tale of Two Teapots
94	Sophie's Choice



96	A day in the life of a Job Hunter
98	Topic tables
100	Design a board game
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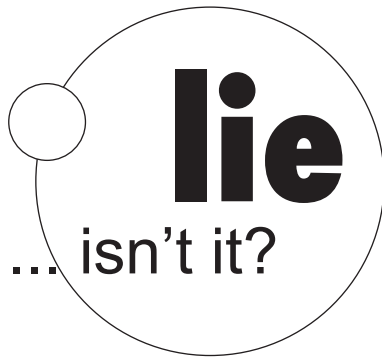
That's a lie ... isn't it?



Tutor notes:

Your notes:

- The aim of this session is to encourage students to think about their more unusual or unlikely interests or skills (or things in their backgrounds) and to be proud of those differences and see that they are valuable aspects of themselves.
- Talk through the worksheet and stress the word 'unlikely' in the instructions at the top of the worksheet. Once each participant has worked out their three statements, ask them to get into groups of 4 or 5. Each participant should then tell the rest of the group the 3 things about themselves. They should jumble up the order so that the lie is not always the last statement. The group then has to decide which one is the lie.
- When everyone has had a turn, finish by pointing out that we are all more interesting than we often appear to be and that is a good thing. The world would be a very boring place if everyone was the same and there was nobody out there being different and doing unusual and different things.
- Point out that employers often say they want people who will fit in (be the same as the other people in the team) but also offer something different or new (be different in some way) so it is important to develop both these aspects in ourselves.
- You may also want to discuss what the consequences of lying about our skills and abilities (either making them up or hiding them) might be in the long term.



That's a

Sometimes when people apply for jobs they consider lying about themselves and their backgrounds in order to get that job. But is that as easy as it sounds? Work out 3 unlikely things about yourself or your background. Two of those things must be true and one must be a lie.

Fact 1 about me (unusual but true)

Fact 2 about me (unusual but true)

Fact 3 about me (interesting but untrue)

Bet you never realised you were that interesting!