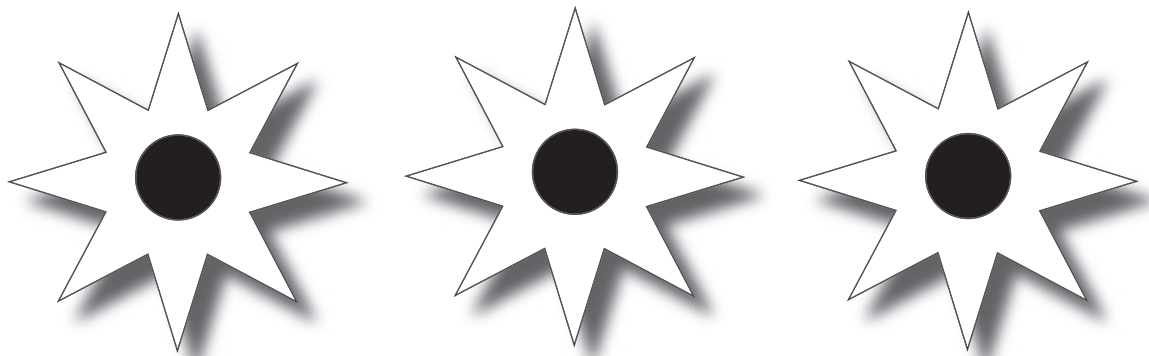


Careers Challenges



supporting evidence based approaches to careers

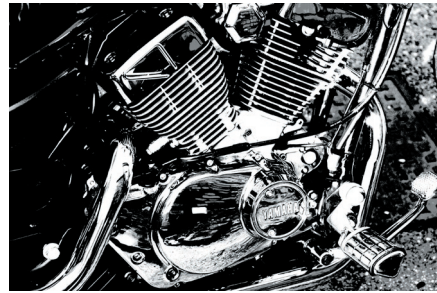
Acknowledgements:

Thanks to Di Needham of the Staffordshire Summer Activities Project, for getting us interested in the idea of short, intensive careers projects and for letting me join her team of youth workers and careers advisers in Youth Achievement Award training. Thanks also to Sue McGlone from UK Youth for her excellent training on YAA, its philosophy and practice, and her subsequent advice and guidance on supporting materials. Also thanks to Andrew Cummings from UK Youth for his help and support - it is always nice to work with people who are very enthusiastic and very committed to supporting young people.

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Jackie's challenge

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Layout by Mike Shaw, the man
with the movie camera



Introduction

This pack contains 18 Careers Challenges, which are designed to allow students the freedom to decide how they want to tackle their own career learning. Many careers lessons are teacher led, which is especially important when there is a lot of information to get across. However, many aspects of careers learning need to be tackled on a more individual level. Instructions like 'Get into groups and discuss where you personally see yourself going in the future' can be a bit contradictory. Discussion might help but at some point each young person has to focus on their individual career path. These Challenges are designed to allow that kind of individual focus but managed within learning groups.

Also, many careers lessons can feel like death by a 1,000 worksheets! For poor writers and young people turned on by things like art, technology or computers this can seem like a very boring approach. So these Challenges are also designed to enable students to present evidence of their career learning in ways that best reflect their preferred learning styles and abilities.

The Challenges are also varied in an attempt to address all the major aspects of career learning, in line with the new National Framework for Careers Education and Guidance. On page 6 we have included a grid which shows the links between every Challenge and the learning outcomes in the new National Framework.

Finally, because the Challenges are evidence based they do offer some potential for accreditation through schemes such as the Youth Achievement Awards scheme, run jointly by UK Youth and ASDAN. This scheme accredits young people who spend a minimum of 15 hours on a Challenge and complete 4 or more Challenges. To explore this avenue further you will need to contact UK Youth at www.ukyouth.org.uk or ASDAN at www.asdan.co.uk.

How to use this pack

All of the Challenges in the pack can be used in a number of ways:

- to support an existing careers education and guidance programme
- to create a careers programme on the basis of 2 Challenges per term in years 9, 10 and 11
- as careers projects during careers focused weeks
- as careers projects during careers residentials
- as projects tackled in other areas of the curriculum
 - many of the Challenges lend themselves to evidence created in Art, IT, Media and English.

Special Needs - The pack also contains a wealth of easy to use classroom materials aimed at middle to lower ability students who might have difficulty getting started on a Challenge. These materials are designed to provide a framework for each Challenge, encourage understanding and stimulate student's own ideas for action. Many of these worksheets have been adapted from materials in Careers Special - a comprehensive careers programme for students in years 9, 10 and 11, which is our taught careers education programme for the same client group.

Every Challenge has a set of tutor notes which give ideas and practical tips on how to tackle each Challenge but please don't feel bound by these as they are only meant as guides. The more confident you are about taking an open minded approach the more confident your students will be about being creative!

We believe this pack is ideal for use in schools, colleges and other learning environments where students are being encouraged to take responsibility for their own learning or need to be able to present their evidence of learning in a range of formats. We think these Challenges will be hard work but fun for all concerned.

Jackie Hartley & Mike Shaw



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The links between the Challenges and learning outcomes in the National Framework for CEG

| Year 9 | Year 10 | Year 11 |
|--|---|---|
| Understand themselves and the influences on them - self development | | |
| <p>Challenges:</p> <ol style="list-style-type: none"> 1. Me and My Box 2. This is me <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. undertake a realistic self-assessment of their achievements, qualities, aptitudes and abilities and present this in an appropriate format 2. use the outcomes of self-assessment to identify areas for development, build self-confidence and develop a positive self image | <p>Challenges:</p> <ol style="list-style-type: none"> 7. How others see me 8. Equal Opportunities? <p>Learning outcomes:</p> <ol style="list-style-type: none"> 4. recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making 5. recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity | <p>Challenges:</p> <ol style="list-style-type: none"> 13. What employers want? 14. My CV <p>Learning outcomes:</p> <ol style="list-style-type: none"> 2. review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans 3. use review, reflection and action planning to make progress and support career development |
| Investigate opportunities in learning and work - career exploration | | |
| <p>Challenges:</p> <ol style="list-style-type: none"> 3. Carry out a survey 4. Looking at Education & Training <p>Learning outcomes:</p> <ol style="list-style-type: none"> 5. use information handling and research skills to locate, select, analyse, integrate, present and evaluate careers information relevant to their needs 6. demonstrate knowledge and understanding of the options open to them including opportunities provided through vocational options | <p>Challenges:</p> <ol style="list-style-type: none"> 9. Jobs that interest me 10. Research a job <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. recognise that work is more than paid employment and that there is considerable variation in the value individuals and society attach to different kinds of work 3. identify and use a variety of sources of careers information, including ICT | <p>Challenges:</p> <ol style="list-style-type: none"> 15. My Work Experience 16. My Career Plan <p>Learning outcomes:</p> <ol style="list-style-type: none"> 5. use work related learning and direct experience of work to improve their chances 3. understand the progression routes open to them and compare critically these options and explain and justify the range of opportunities they are considering |
| Make and adjust plans to manage change and transition - career management | | |
| <p>Challenges:</p> <ol style="list-style-type: none"> 5. Attend a residential 6. Plan an event <p>Learning outcomes:</p> <ol style="list-style-type: none"> 1. use a straightforward decision making technique 6. consider alternatives and make changes in response to their successes and failures | <p>Challenges:</p> <ol style="list-style-type: none"> 11. Me in the Future 12. My Action Plan <p>Learning outcomes:</p> <ol style="list-style-type: none"> 2. identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions PAs and other learning providers 3. manage change and transition giving consideration to the longer term implications and the potential progression opportunities | <p>Challenges:</p> <ol style="list-style-type: none"> 17. Application Forms 18. Getting help in the future <p>Learning outcomes:</p> <ol style="list-style-type: none"> 2. identify, access and use the help and advice they need from a variety of sources including: parents or carers, teachers, Connexions PAs and other learning providers 5. understand the purpose of interviews and select and present personal information to make targeted applications |



THIS IS ME

Challenge
1

CREATE



MEDIA

Your piece of work might include:

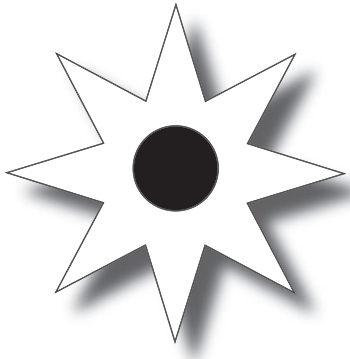
- photographs
- completed worksheets
- notes
- a collage, drawings or paintings
- a video or tape recording
- witness statements
- anything else you want to include

Create a piece of work that shows other people who you are. This piece might show things like:

- important people in your life
- what sort of person you are; your personality
- your strengths and weaknesses
- things you can and cannot do
- things you like and dislike
- things you have achieved

If you need help just ask





Worksheets to support Challenge 1

This is me

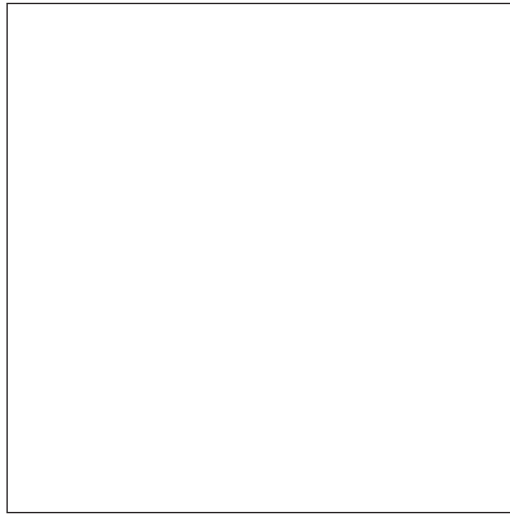
You might also want to use some of the following worksheets to help with this Challenge:

- 81 X marks the spot
- 84 Me and teamwork
- 87 My skills
- 50 Me and school
- 184 My education
- 185 Things that interest me
- 186 My hobbies and interests
- 193 Me and work
- 194 My work experience





About me



My name is _____

My address is _____

My telephone number is _____

I was born on _____

I live with _____

My eyes are _____

My hair is _____

I am _____ tall

My favourite TV programme is _____

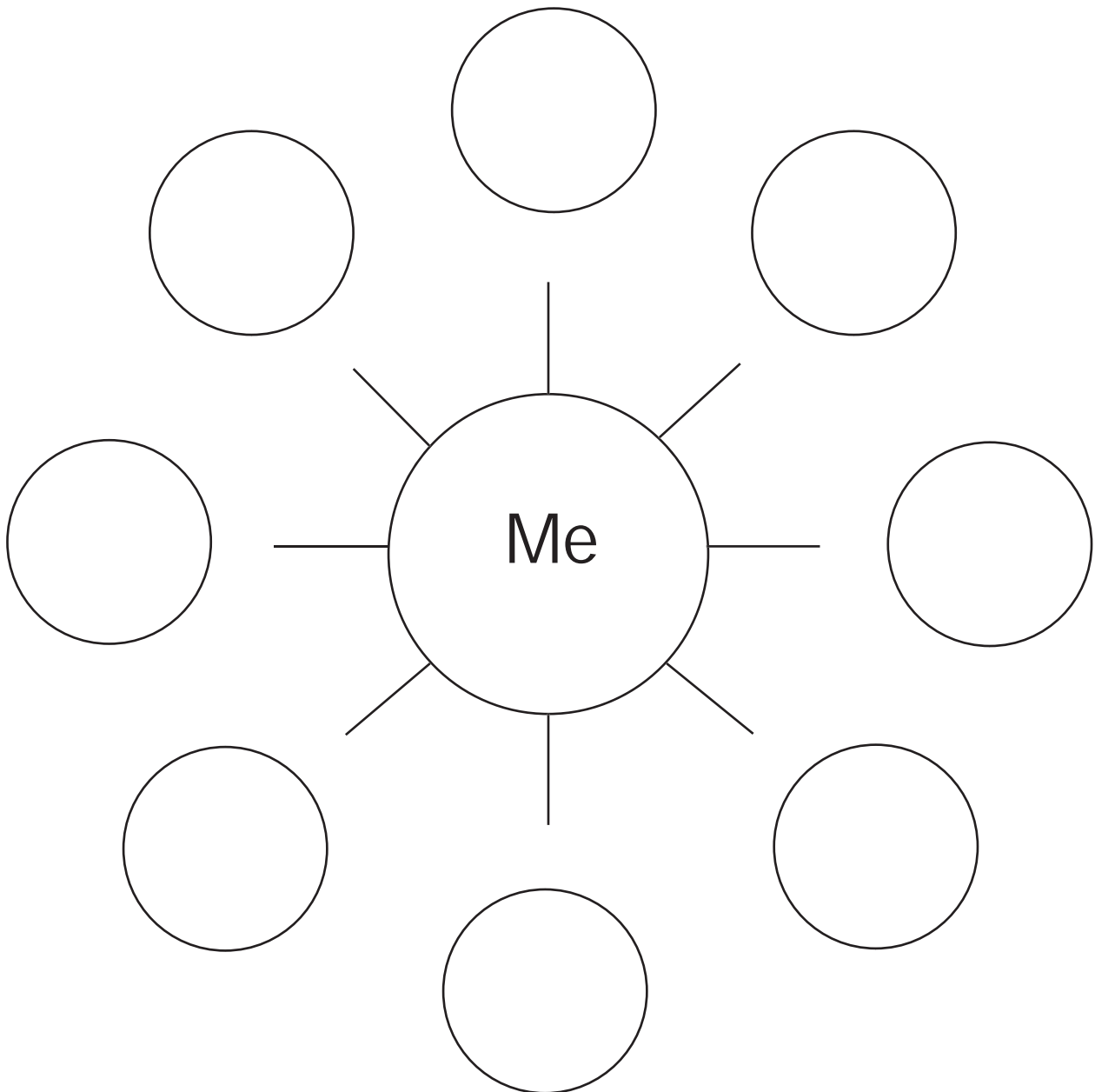
I like to wear _____

My favourite colour is _____



Important people in my life

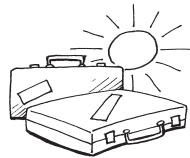
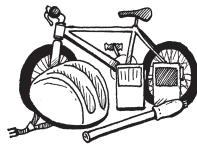
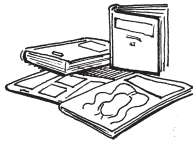
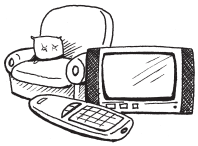
Write in their names or stick in a picture of them



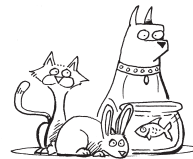
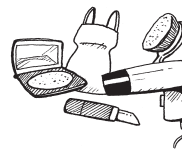
You might want to make a bigger copy of this on a large sheet of paper



My interests*



I am not interested in:



*Things you like doing, watching or finding out about.

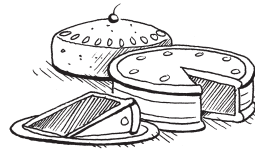


Things I like and don't like

You can put lots of things in the boxes



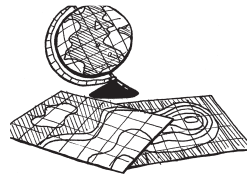
The music I like is...



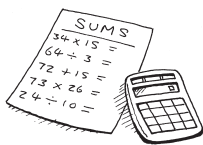
The foods I like are...



The people I like are...



The places I like are...



The subjects I like are...



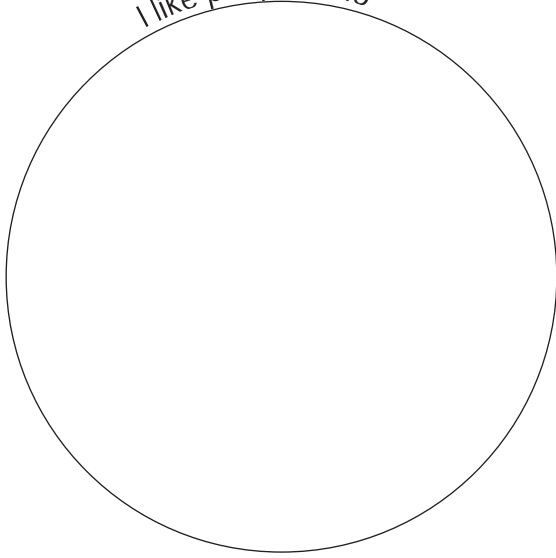
The sports I like are...

The things I don't like are...

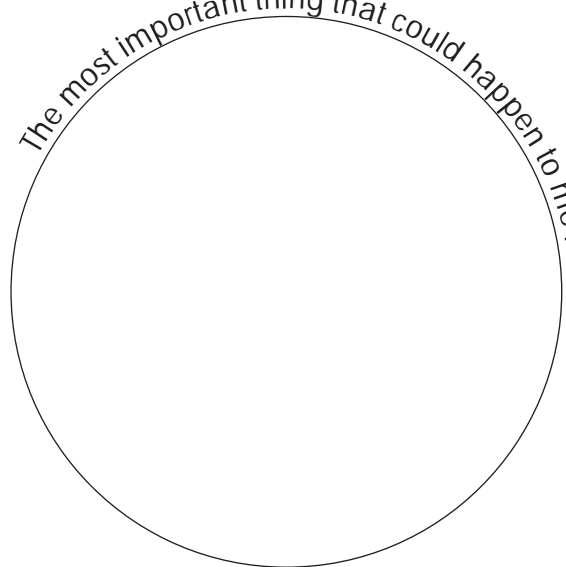


I think ...

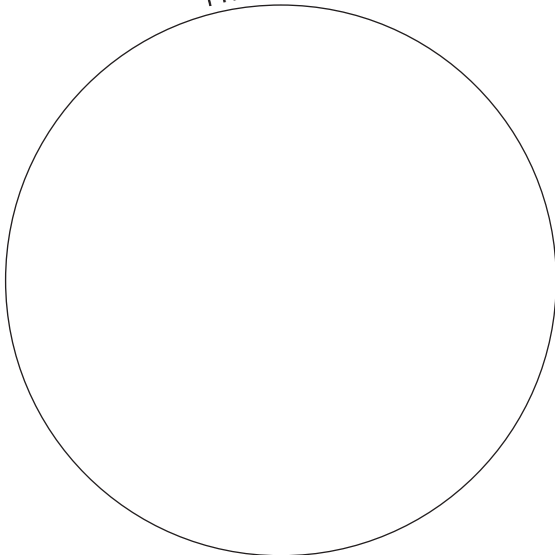
I like people who



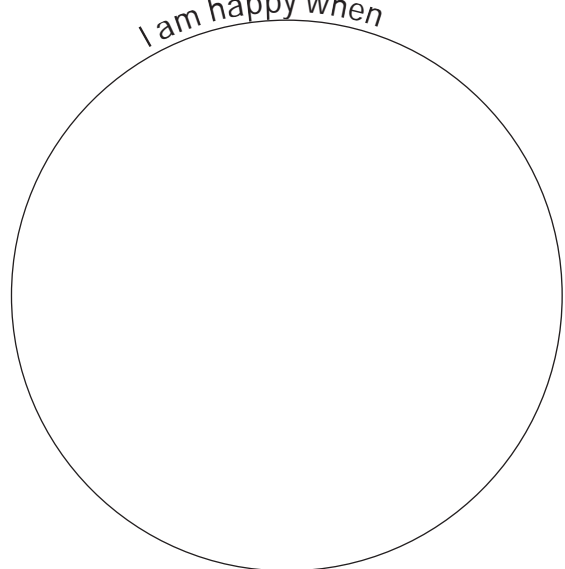
The most important thing that could happen to me is



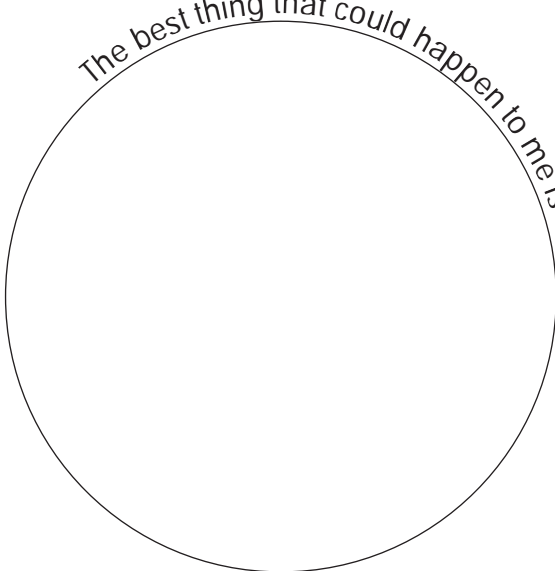
I hate



I am happy when



The best thing that could happen to me is



I get bored when

