

finders keepers

activities to support young job hunters who are unwilling or
unable to find and keep jobs

Acknowledgements

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Introduction

Many of the original materials for this resource pack were produced by a consortium of West Midlands Careers Services, funded through the DfEE Labour Market Information Customisation project. They were the result of a consultation exercise which explored the current availability of labour market information resources for those who work with excluded and disaffected pupils at Key Stage 4 and those at risk of failure in the transition from school to work or training. Organisations consulted included special schools, Pupil Referral Units, Young Offender Institutions and other special support units. It became clear that few such resources were available and that they were needed by teachers and other facilitators to help them raise awareness of labour market issues with this client group. The original materials, therefore, were designed to help potentially disengaged young people develop the skills in career exploration and career management which are so essential in order for them to make effective transitions at the end of their compulsory education.

Many young people from this client group have problems moving on successfully from compulsory education whether that's provided by a school, home tuition or at an exclusion unit. They are either not successful in gaining a job or run into problems at an early stage and fall out of employment.

One theme, explored within this pack, is that these young people have the potential to find jobs and succeed in the modern labour market, even if they do not initially achieve good GCSE qualifications, provided they acquire the key 'employability' skills.

There are obviously a range of reasons for the traditionally poor progression of this group of young people who leave education at 16, including poor self esteem (often coupled with no/few qualifications), and a mismatch between expectations of work and the reality of the modern labour market. Another theme, explored within the pack, revolves around helping these young people to identify their strengths and find strategies for dealing with things which they see as 'problems'. In this way they may be more able to keep the jobs they do find.

How to use this pack

The materials contained in the pack can be used to support a school's careers education and guidance programme or work on the pupil's Progress File. The pack can also support a school or institution's Raising Standards or Achievements Strategy and work where the disapplication of the National Curriculum applies.

The materials can also be used in a variety of situations from one-to-one consultations and classroom lessons to small groups inside or outside school/college/training. The ideas presented can be adapted for young people still in school, trainees embarking on work based training and unemployed young people. Advisers who will find the materials useful might include specialist careers teachers, pastoral care or subject teachers with no specialist careers knowledge, careers and personal advisers both inside and outside school, workers in associated agencies such as probation or youth service, training providers and staff in further education.

The materials are offered on a mix and match basis and will no doubt promote ideas for extending or adapting them for use in other ways. This pack will benefit from the addition of local labour market information particularly in the form of press news and real life anecdotes rather than statistical tables.

WARNING

Please note that the information in this pack was correct at the time of going to press. Labour Market Information in particular is continually changing due to economic, social and political pressures and Highflyers Publishing Ltd cannot be held responsible where information is no longer correct. Please check the information before using it. More detailed information about LMI can be found in our publication Go Wild with LMI, see our website for further information.

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Fancy a film?

Aim

To help young people to consider the importance of making informed decisions

Method

1. Begin by asking the group to pretend they are going to the cinema. Put up the OHT Which film? and ask them to decide which film they would like to see. They only have the film title so they need to guess what they think the film is about.
2. Then ask for a show of hands for each film to see how many chose each one. Discuss with the group why they chose to go to see this film in particular. What did they think it was about? What genre of film did they think it was? Comedy? Sci Fi? Do this for each film.

Time

10 - 15 minutes.

Based on knowing just the film titles students often (but not always) assume the genre of the films to be as follows:

- | | |
|----------------------------|-----------|
| a) She Died Laughing | Horror |
| b) Superbrain strikes back | Sci Fi |
| c) Juliet | Romance |
| d) Ships in the Night | Adventure |
| e) Mother of the Bride | Comedy |

Resources

- A copy of the OHT Which film? on page 43
- A copy of the OHT This film? on page 44

3. Then put up the OHT This film? and explain what type of film each one actually is? You may want to make up a more detailed description of the film, it's storyline, main characters, special effects, etc. Ask the group if any of them have now changed their minds about which film they would like to see now that they have more information about what the films are really about. Discuss with the group why they have changed their minds.
4. Explain that sometimes we make decisions based on very little information and when we find out more about the option we can often change our minds. Highlight the following points:
 - When we are making decisions about what we want to see at the cinema we need some information about the films that are showing before we make our decision. The title does not necessarily tell us about the film.
 - This decision affects only a couple of hours of our lives (though remind them

Tips

This exercise can work well as an ice breaker, before moving on to the more serious aspects of career decision making.



how boring it is when we go to see a film which is not what we expected and it doesn't appeal to us at all - it feels like a waste of time and money).

- When we are making bigger or more important decisions, for example, choosing a job or training place or college place we need to find out what that job or place is about before we decide. The more we know about things the better our decision is likely to be.
- Otherwise we may end up in a job or training place or college place that is not right for us, just as we could have ended up watching a film we did not want to see.