

# THE WORLD OF WORK

activities to support work  
related learning and  
enterprise education



# Acknowledgements

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This pack has been developed, in part, from original materials produced by Michele Squire. Some of the activities have been around for quite some time, but still work well, so we have updated and included them without, unfortunately, being able to credit the originators.

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# About this resource

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This pack contains a range of stimulating and fun exercises and activities designed to support the work related learning and enterprise education agenda within schools and colleges. The materials can either be used to liven up a careers education programme, or to support work related learning and enterprise activities. Some of the activities can be used as quick, fun fillers on careers or other activity days or where time is limited and you need to fill a short slot with something which is a bit different. 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 assorted activities.

## The Learning Outcomes

The sessions are designed to address a range of learning outcomes drawn from the Work Related Learning Statutory Requirement, the Enterprise Education Initiative and the National Framework for Careers Education and Guidance in England. In order to keep things simple I have categorised the outcomes according to broad areas of learning.

In terms of **Work Related Learning** we have linked each session plan to the 2 most appropriate of the 3 broad areas of learning as follows:

- **Learn through work**, by providing opportunities for students to learn from direct experiences of work. *This is the area of work related learning NOT addressed in this pack.*
- **Learn about work**, by providing opportunities for students to develop knowledge and understanding of work and enterprise (for example, through vocational courses and careers education).
- **Learn for work**, by developing skills for enterprise and employability (for example, through problem solving activities, work simulations and mock interviews).

In terms of **Enterprise Education** we have linked each session to the most appropriate of the 3 broad areas of learning as follows:

- **Developing enterprise capability** - the ability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, to make reasonable risk/reward assessments and act upon them in one's personal and working life

- **Financial literacy** — the ability to manage one's own finances and to become questioning and informed consumers of financial services
- **Economic and business understanding** — the ability to understand the business context and make informed choices between alternative uses of scarce resources

In terms of **Careers Education and Guidance** we have linked each session to the 2 most appropriate of the 3 broad areas of learning as follows:

- **Self Development** - understand themselves and the influences on them
- **Career exploration** - investigate opportunities in learning and work
- **Career management** - make and adjust plans to manage change and transition. *This is the area of career learning NOT addressed in this pack.*

The grid on page 4 shows which sections of the learning outcomes for the 3 subjects are tackled in each lesson. Full details of the frameworks and the more detailed learning outcomes are available from <http://www.qca.org.uk/14-19>

## The lesson plans

Each lesson plan, under the Method heading, outlines the activities to take place. The Resources required are listed and the classroom materials such as worksheets, handouts, OHTs and tutor notes can be found at the back of the pack. The Aims of each lesson are stated and the Notes section includes comments designed to help users avoid common pitfalls or cope with tricky bits in the Methodology.

If you like this pack you might also like our Go Wild with LMI pack and our Work the Experience pack, details of which can be found on our website at [www.highflyerspublishing.co.uk](http://www.highflyerspublishing.co.uk). As always, we welcome any comments and feedback.

Jackie Hartley

A Learning Framework		Work Related Learning		Enterprise Education			Careers Education and Guidance	
		Learn about work	Learn for work	Developing enterprise capability	Financial literacy	Economic and business understanding	Self development	Career exploration
1	Employability skills - What are they?	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Employability skills - Why are they important?	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
3	Employability skills - Which skill is this?	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
4	My employability skills	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	What's the job worth?	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
6	Men's work and women's work?	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
7	How things look	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
8	Jobs for the boys?	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
9	Who works here?	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
10	Gender benefits	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
11	Words about work	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
12	Work term definitions	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
13	Jobs, careers, professions...	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
14	Which is it?	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
15	Are they the same thing?	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
16	Paid versus unpaid work	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
17	Why do people work?	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>
18	How work has changed	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
19	Looking back at work	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
20	A picture of work over time	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>
21	Old jobs, new jobs	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Employment trends	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
23	Employment predictions	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>
24	What's technology ever done for us?	<input type="checkbox"/>				<input type="checkbox"/>		<input type="checkbox"/>

A Learning Framework		Work Related Learning		Enterprise Education			Careers Education and Guidance	
Lesson	Learn about work	Learn for work	Developing enterprise capability	Financial literacy	Economic and business understanding	Self development	Career exploration	
25	Understanding Industry Sectors	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
26	What jobs are there in Great Britain?	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>	
27	Who should get the job?	<input type="checkbox"/>					<input type="checkbox"/>	
28	Skills and Interests and Types of Work	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	
29	More learning means better earning	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	
30	Making it through the work route	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
31	Murder Hunt		<input type="checkbox"/>				<input type="checkbox"/>	
32	Moon Landing		<input type="checkbox"/>				<input type="checkbox"/>	
33	Wilderness Survival		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
34	Jigsaw Challenge		<input type="checkbox"/>				<input type="checkbox"/>	
35	Build a boat...		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
36	Folding paper		<input type="checkbox"/>				<input type="checkbox"/>	
37	Tall Towers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
38	Home Sweet Home		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
39	Bus Bike Car		<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
40	Blue and Red Trading	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
41	The Snack Bar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
42	Lady Wafflebart's College Campaign	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
43	Community Challenge x 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>	
44	Robocrop Ltd	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
45	Young Entrepreneurs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
46	A business on paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	
47	A delicious case study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	

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129	W	Moonlanding			
130	TN	Moonlanding Answer Sheet			
131	W	Wilderness Survival			
132	TN	Wilderness Survival Answer Sheet			

## Code:

OHT	Overhead transparency/Whiteboard
H	handout
W	worksheet
C	cards
F	flipchart
TN	Tutor notes or Answer sheet

# Employability Skills – What are they?

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## Aim

- To raise students' awareness of what employers are looking for when employing staff.
- To introduce students to the idea of employability skills.

## Method

1. Ask the class what they think employers look for when they take people on, into jobs, (what sort of people employers like to employ). Write the words 'Employers Want' on the board and ask the class to make suggestions to the front. Write their answers up on the board.

2. Then put up the OHT *What do employers want?* and ask the class what each of the phrases means:

- want to know - are interested in the job and willing to learn
- are prepared to show - will be reliable and turn up, on time, everyday
- will give it a go - will work at it, put some energy into it, will try their best

Explain that in survey after survey employers always say they want the same sort of thing and in fact they attach greater importance to a person's attitude and motivation and their basic skills than they do their qualifications. BUT, and this is a big but, many employers see qualifications as an indicator of good attitude, because students have to work hard, follow instructions and be self disciplined to get good qualifications so employers often use qualifications as an indicator of the real skills they want.

3. Point out that the skills employers want are often called 'Employability skills' and ask the class if they can guess what they might be. Take answers to the front. Then put up the OHT *Employability Skills* and go through it, explaining that nearly all employers now want the same range of skills from their employees. They want a combination of knowledge based skills such as literacy, numeracy and IT skills (sometimes called key or core skills) and personal qualities such as team working, reliability and keenness to learn (sometimes called soft skills). Together these are known as 'employability skills.'

4. Finish by pointing out that getting good qualifications will help them find jobs but just as important is getting good school reports or references that show they have the right attitude and the basic skills needed to cope in the work place.

## Related learning outcomes in:

### Work Related Learning

- Learn about work

### Enterprise Education

- Economic & business understanding

### Careers Education and Guidance

- Self development
- Career exploration

## Resources

- A copy of the *What do employers want?* OHT on page 55
- A copy of the *Employability Skills* OHT on page 56
- Blackboard/whiteboard

# Employability Skills – Why are they important?

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## Aim

- To improve students' understanding of employability skills and why they are so important to employers.

## Related learning outcomes in:

### Work Related Learning

- Learn about work

### Enterprise Education

- Economic & business understanding

### Careers Education and Guidance

- Career exploration

## Resources

- A copy of the *Employability Skills* OHT on page 56
- Copies of the *Employers DON'T want people who...* worksheet on page 57
- Copies of the *Employability skills are important because...* cards on pages 58 and 59
- Blackboard/whiteboard

## Notes

Point 4: Strongest reasons are on card numbers 1,3,7,10 and 11. However, a case can be made for all the cards except card 12, so don't be too strict on which ones you will accept.

## Method

1. Ask the students to work in pairs. Give each pair a copy of the *Employers DON'T want people who* worksheet and ask them to tick all the ones that apply.
2. Take feedback, making sure that all the things employers don't want have been ticked. Then point out that this leaves a list of things employers do want. The things listed are often referred to as employability skills. You may want to put up the *Employability skills* OHT to reinforce this point.
3. Then give out the *Employability skills are important because...* cards and ask the students, working in pairs or small groups, to read the cards and then pick out 5 which give the strongest reasons for why employers think employability skills are important.
4. Take feedback by asking the students which cards they chose and why. Discuss. See Notes. Try to get across the fact that these skills have become much more important due to the changes in the modern job market, the growth of jobs in services rather than manufacturing, the increased importance of good customer service due to increasing competition, frequent re-structuring of businesses as they try to develop new products or offer new services or work more cheaply or efficiently, take overs and mergers, new bosses, new styles of working and particularly more use of new technology and technical equipment.
5. Finish by pointing out that these skills are not just important to employers. If they had to do a group project in school would they prefer to work with people who:
  - turn up for group meetings
  - work well in a team, doing their share and helping others if they get stuck
  - are good with computers and can write things up
  - can work out how to find something out or get around a problem
  - join in discussions and share ideas or people who don't work like that?