Developing Young Workforce Activities / Introduction

In order to allow flexibility regarding availability of iPads, Computers or Other resources, “Supplemental Activities” can be carried out at any opportunity during programme to enhance the creation of the Resource.

The Resource should be individually created to allow them to focus on job/career which interest them.

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| **PowerPoint Section** | **Suggested Plan** | **Resources** |
| Supplemental Activity One:  Work Across the Years | Group students into groups, provide with cards and sheet to decide which Jobs appeared at which times.  As a class review and compare.  From Slide 4, click job at top to populate table.  Discuss changes in job market / location of jobs over years.  *Focus Point: This is to allow them to recognise that various jobs are new, but “old” ones are still around although they might be in other countries.* | Slides 1 to 8  Non-consumables per group:   * Blue job cards * A3 laminated sheet |
| Supplemental Activity Two:  Work and Skills | Group students into groups, provide them with set of blue cards and set of yellow cards.  Allow them to choose three jobs and organise skills relating to jobs.  Class discussion opportunity – Slide 10  *Focus Point: This is to hopefully allow them to identify that most employability skills are needed by most jobs* | Slides 9 to 10  Non-consumables per group:   * Blue job cards * Yellow Employability Skills Cards |

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| **PowerPoint Section** | **Suggested Plan** | **Resources** |
| Supplemental Activity Three:  Work Across My Community | Group students into small groups and allow them to discuss the different jobs across people they know.  *Focus Point: This is to allow them to recognise they have specialised people to ask about various jobs.* | Slides 11-13  Consumables per group:   * Table to be completed by group |
| Task Activity One:  Curriculum to Work | As a group, identify what would be useful to find out about a job. Enough Research Sheets for everyone, however would be good for groups to identify ideas (further information) first.  Then students to focus on school subjects and research jobs/careers that interest them.  *Focus Point: This is to allow to focus in on 1,2 or 3 jobs/careers that interest them and will be the basis for their information resource.* | Slides 14-15  Consumables each:   * Career Research Sheet   DYW Career/Subject Lists (Printed or in Pickup/Science/S2 Self & Work-Pupil Resources)  MyWorldofwork website (students **do** **not** need login for this research) |
| Task Activity Two:  Planning | In small groups / pairs, discuss suitable method to individually share research about their chosen job(s) / career(s). | Slides 16-17  Consumables each:   * Career Research Sheet   DYW Career/Subject Lists /PowerPoint  MyWorldofwork website |

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| **PowerPoint Section** | **Suggested Plan** | **Resources** |
| Task Activity Three:  Research & Creation | Individually, research / create resource to share finding about their chosen job(s) / career(s)  As part of their plan, students should ask for materials they wish for next lesson!  Regular monitoring of progress and record on p4 of Booklet.  Several lessons. | Slides 18-21  Consumables each:   * Career Research Sheet   MyWorldofwork website  Various – A3 paper, coloured pens, iPads, PCs etc.  Perhaps phone calls/letters to people in those jobs/careers |
| Supplemental Activity Four:  My Wider Skills | **Students require to log in to myworldofwork website**  **(username and password to be checked prior to lesson)**  Students to individually log in to myworldofwork website and carry out the personalisation Strengths and Skills tools.  Students to compare their current skills with those of the job(s) / career(s) which interest them.  *Focus Point: This is to allow them to see that they may have further skills to develop in order to be ready for their jobs/careers which interest them.* | Slides 22-23  MyWorldofwork website (students will need login for the strength and skill tools) |
| Task Activity Four:  Review | Individually (or with peers) reflect on their strengths and areas of improvement for their resource. | Slides 24-25 |