

Your Money & Your Life - Year 9



Theme Assembly

THEME: Your Money and Your Life

ASSEMBLY TITLE: 'Money makes the world go round'

INTENDED OUTCOMES:

To reflect on the value of money and the place it has in our lives (E2.4.d)

To understand that what money signifies to us depends on the choices we make (E3.g)

To develop a thoughtful and responsible approach to the use of money (SEAL 30)

RESOURCES:

A £10 note, preferably rather tatty.

If possible, the song 'Money makes the world go round' from the musical Cabaret, to play at the beginning or the end.

ASSEMBLY PRESENTATION: *To start with, produce with a flourish from your wallet or purse a £10 note, preferably an old and rather tatty one, and ask the students "Would anybody like this?"*

Dangle it tantalisingly and make as if to give it to someone, but then ask "So what would you be prepared to do for it?"

Offer some suggestions, e.g: Wash my car? Sell me your mobile phone? Dig a neighbour's garden? Run a marathon? Run once round the playground with no clothes on? Point out that what you would be prepared to do for it depends to a large extent on what you want to do with it - you probably don't just want it because it's a pretty piece of paper.

And that's the strange thing about money - however much we all want to get our hands on it, in itself it's completely useless. You certainly can't last long in our world without money, but imagine yourself as the sole survivor of a plane crash and washed up on a desert island... As you stagger up the beach you pull from your pocket, soggy but intact, this £10 note. What are you going to do with it? You can't eat it. You can't dress your injuries with it. It won't help you to fend off wild animals. The best you could hope for is to use it as kindling to start a fire and signal to a search and rescue plane to show where you are - oh no, the matches are waterlogged...!

The unit of work you're starting on in PSHE is about money: how we get it, how we manage it and how we spend it. An obvious but important point to start from is the realisation that money has absolutely no value other than what we choose to use it for. It's always worth remembering that all money really represents to any of us is opportunity, the opportunity to have or to do the things we need or want. The ancient Greeks used to tell a story that neatly summed it up:

King Midas and the Golden Touch

Tell the story with whatever embellishments you like. This is the basic storyline:

King Midas was the ruler of a small kingdom in ancient Greece. He loved music, dancing, wine and revelling - but most of all he liked gold. In his dreams he always saw himself surrounded by it, a palace overflowing with golden treasures, gold glittering on his clothing, gold everywhere. He gathered huge quantities but it was never enough.

One day he was able to do a good turn for an elderly traveller, who turned out to be a favourite of the god Dionysus. The god asked him what reward he would like. Without hesitation Midas said "Great god, grant me I pray you that whatever I touch may turn to gold." With a wry smile, Dionysus told him that as soon as he returned home this gift would come to him. As Midas passed through the doorway of his palace he was delighted to see his clothes turn to gleaming cloth of gold. He rushed excitedly from room to room, touching walls and pillars, tables and chairs, and everything, even the roses in his garden, turned instantly to dazzling gold at the merest touch.

Overjoyed, he summoned his servants to bring him a feast. He laughed as he turned the plates and goblets to pure gold, but then a terrible doubt took hold of him - sure enough, the moment the food touched his mouth his teeth clattered against a mouthful of gold; the wine turned to liquid gold and he spat it out in disgust. Panic seized him and suddenly the golden furnishings all around him seemed ugly, cold and threatening. Aching with hunger, he rose from the table, and as he did so his beloved daughter ran in to see what had happened. Miserable and despairing, he took her in his arms - and then recoiled in horror as he found himself embracing a golden statue...

It was a sadder and wiser King Midas who rattled and jolted in his golden chariot back to plead with the god Dionysus to take away the gift that had become a curse. Dionysus saw his misery and took pity on him: "Go and wash in the river Pactolus," he said. "Its waters will cleanse you from this golden plague." Midas did so, and as he plunged in the waters of the river he felt a freshness and a new life come over him; his clothes became soft cloth again, and he gulped down mouthfuls of cool, clear water. He carried great jugs of the river water back to the palace and everywhere he splashed it things returned to their normal state and he saw the everyday beauty of wood and stone and fabric that previously he had despised. Finally, as his daughter turned her living, smiling eyes towards him again, he knew that from now on he would always value and cherish the things that were really precious to him.

There's a truth in that story that many wealthy people would recognise. No amount of money by itself is ever going to make you happy or safe or fulfilled. It's the choices you make with money that have the capacity to bring good things, whether for you or for other people. And it's those choices that tell you something about who you are and what you're worth: cautious, reckless, thoughtful, impulsive, selfish, generous, greedy, caring, heartless, kind - no-one can ever measure your value by the amount of money you've got, but they might judge a lot about you by how you choose to use it.

REFLECTION: To finish with, consider this £10 note and the stories it could tell if it could speak to us. How many hands has it passed through? What has it meant to the people who have owned it?

Has it bought food to feed a family or drugs to feed a destructive habit?

Has it been part of a worker's hard earned wages or a gambler's winnings?

Has it paid for a birthday present to delight a child or for the drink that fuelled violence and abuse?

Has it bought flowers to celebrate an engagement or paid for a solicitor's letter to arrange a divorce?

Did it pay for books, CDs, DVDs to educate and entertain or weapons to maim or kill?

Has it been paid as a donation to a charity or a fine for a crime?

This £10 note hides a history and holds endless possibilities - each time it changes hands, somebody new makes its value by deciding afresh what it is worth to them.

Your Money & Your Life

Thought for the week

A young man and woman are looking at a laptop screen together. The man is pointing at the screen while the woman looks on. They appear to be in a casual setting, possibly a cafe or a study area, with a window in the background showing a view of a city or landscape. The image is overlaid with a semi-transparent purple filter.

It's good to have a road map for life, but remember that you can always make diversions.

Your Money & Your Life

Thought for the week

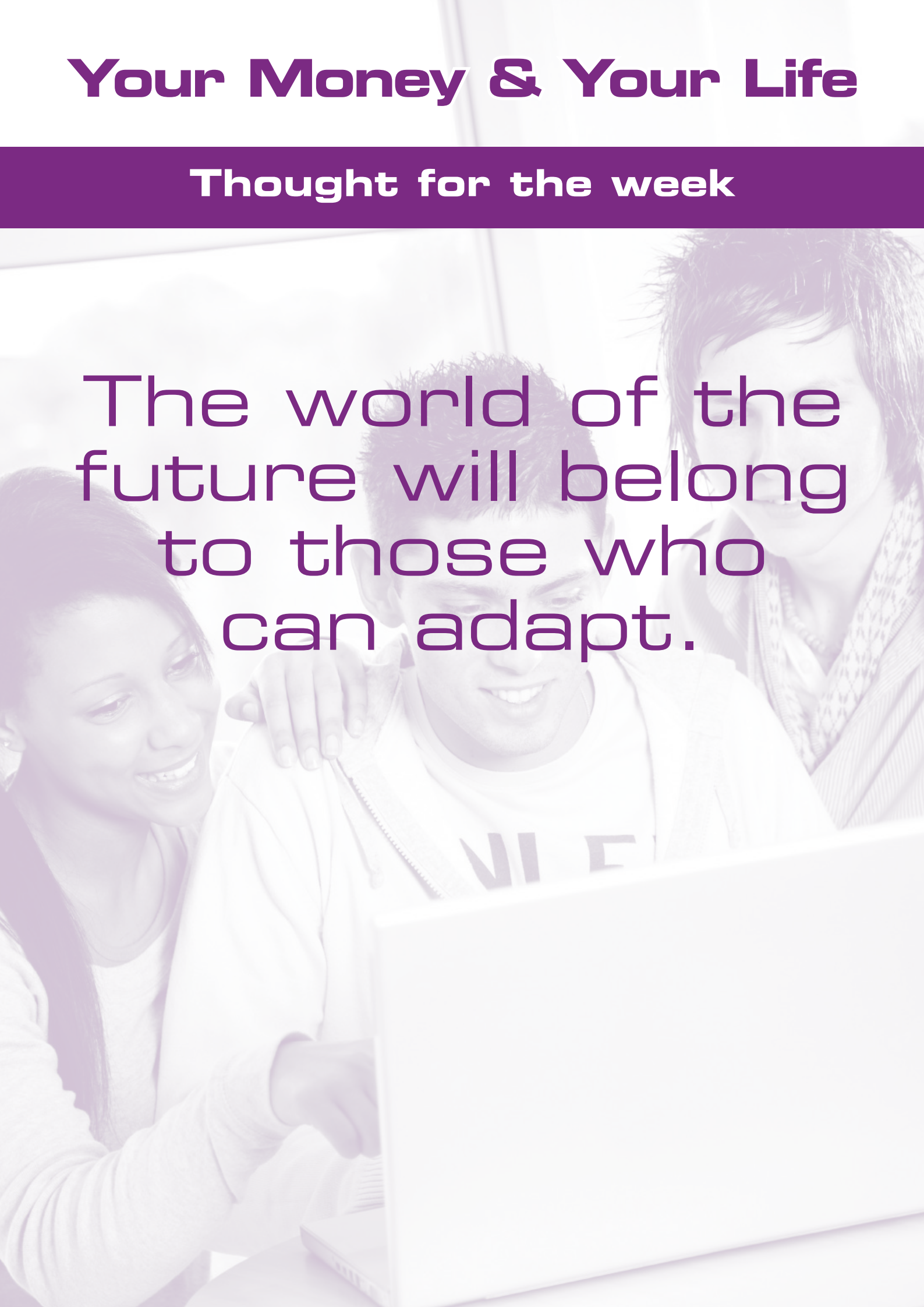
This week,
do something
unconventional -
just to prove
you can.

A young man and woman are looking at a laptop screen together. The man is pointing at the screen while the woman looks on. They are both smiling and appear to be in a collaborative work or study environment. The image is overlaid with a semi-transparent purple filter.

Your Money & Your Life

Thought for the week

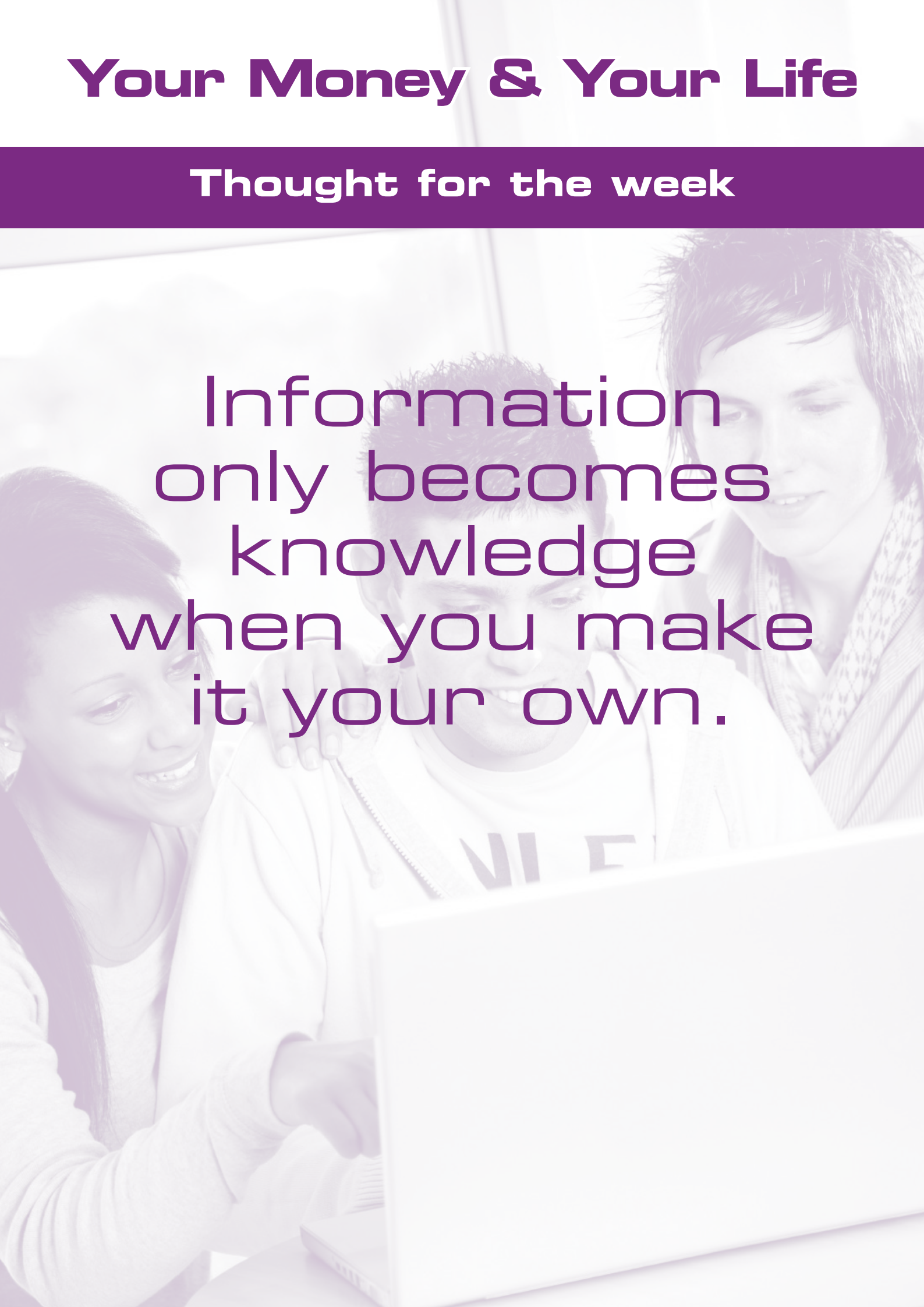
The world of the future will belong to those who can adapt.

A young man and woman are looking at a laptop screen together. The man is pointing at the screen, and the woman is smiling. Another person's hand is on the man's shoulder, suggesting support or guidance. The background is a bright, out-of-focus window.

Your Money & Your Life

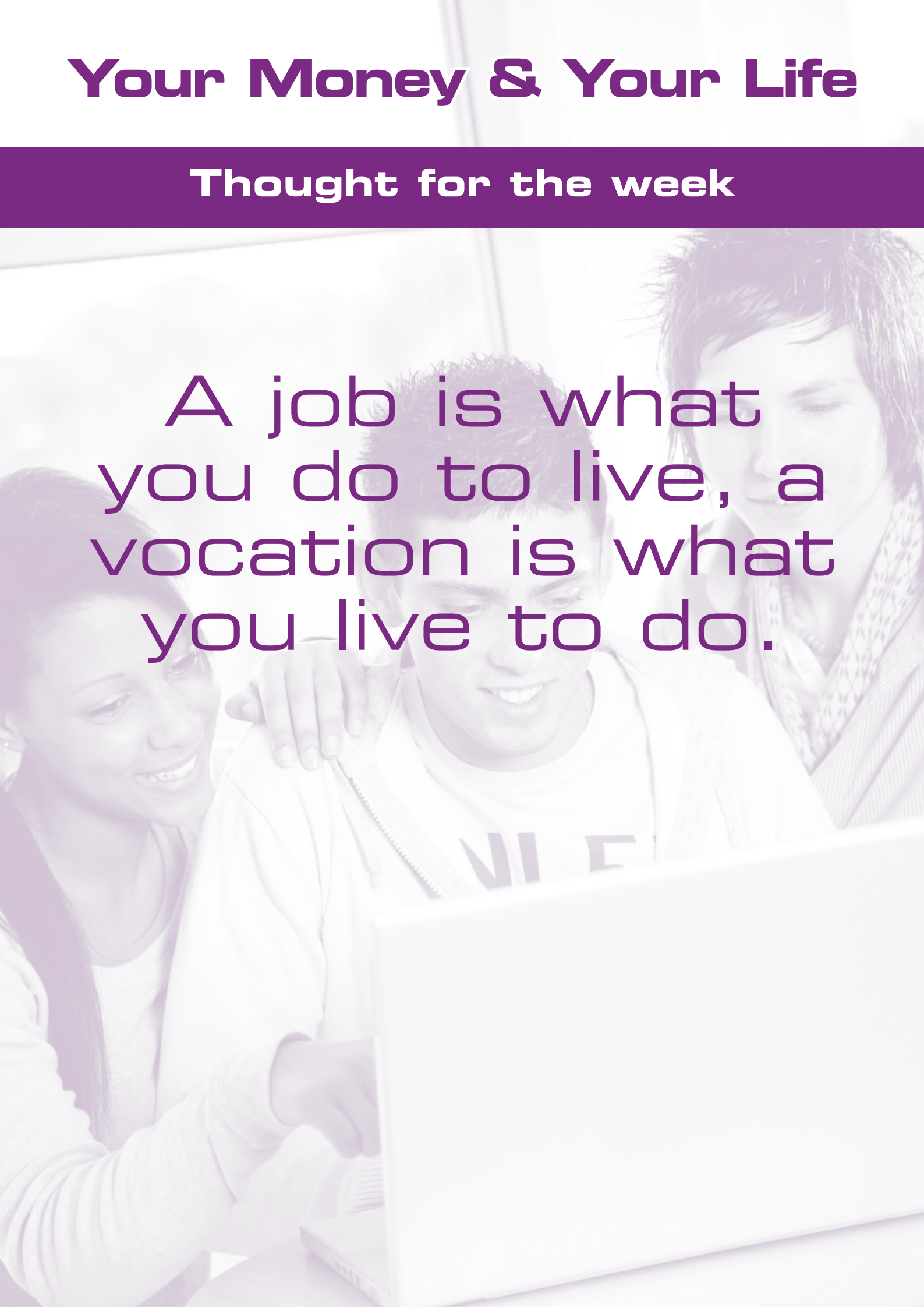
Thought for the week

Information
only becomes
knowledge
when you make
it your own.

A young man and woman are looking at a laptop screen together, smiling. The man is in the center, pointing at the screen. The woman is on the left, also smiling. Another woman is on the right, looking at the screen. The background is a bright, out-of-focus window.

Your Money & Your Life

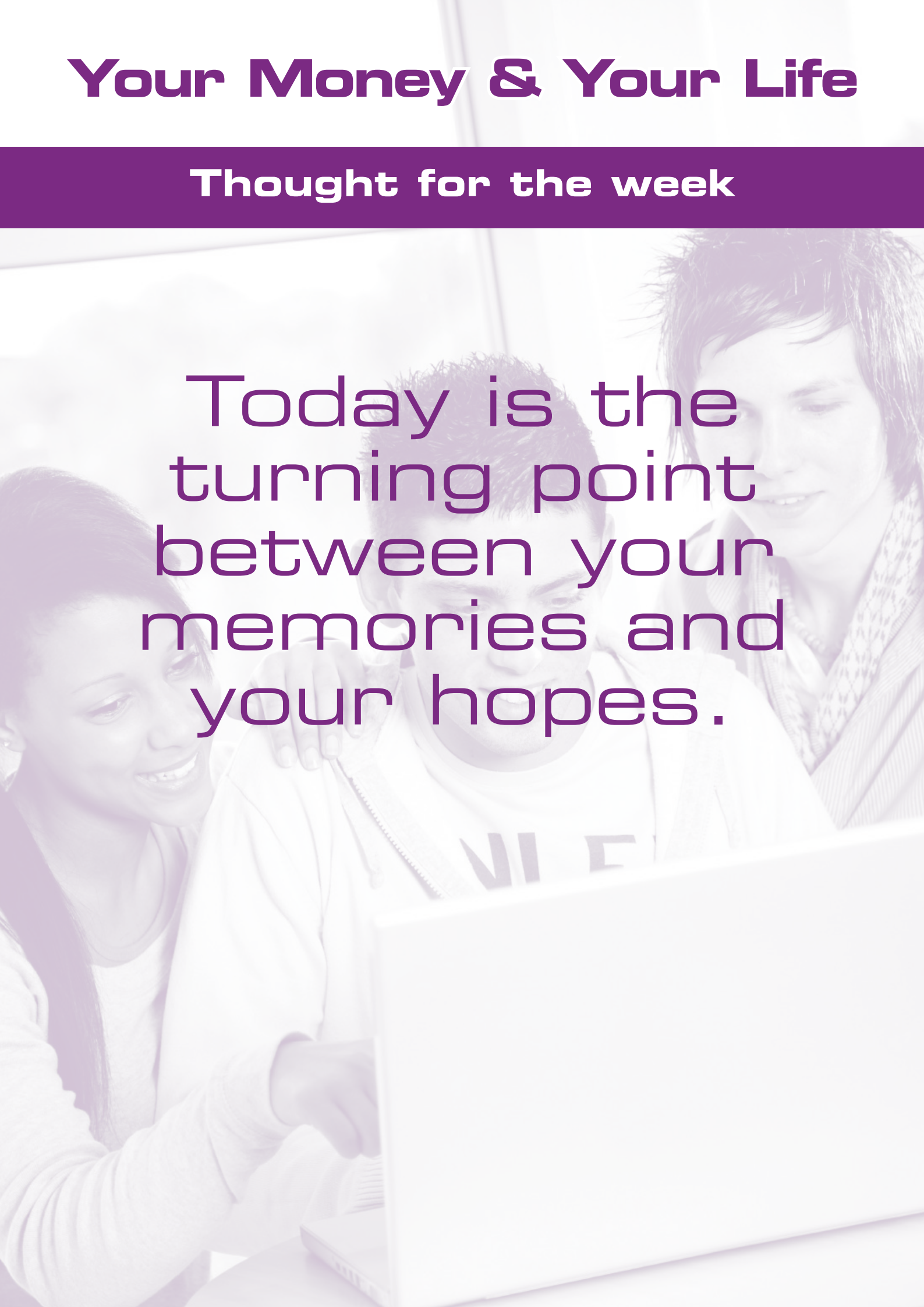
Thought for the week

A young man and woman are looking at a laptop screen together, with another woman standing behind them. The image is overlaid with a purple tint and the text 'A job is what you do to live, a vocation is what you live to do.'

A job is what
you do to live, a
vocation is what
you live to do.

Your Money & Your Life

Thought for the week

A young man and woman are looking at a laptop screen together. The man is pointing at the screen, and the woman is smiling. They are both wearing white hoodies. The background is a bright, out-of-focus window.

Today is the turning point between your memories and your hopes.

Your Money & Your Life Year 9

Resources to source prior to teaching theme

Lesson Number	Description (eg. book/dvd)	Title	Author/Publisher
1	Booklet/Magazine Interactive web-based simulation Website	Which Way Now? The Real Game Area Prospectus on-line (relevant area for your authority)	Connexions Prospects Education Resources www.realgame.co.uk www.futures4me.co.uk
2	Multi-media resources	If wished, additional downloadable material on challenging stereotyping from the Geri Project (Gender Equality & Race Inclusion)	www.geriproject.org
4	Examples of college prospectuses Downloadable document	Connexions Resource Centre Index	From school Careers Library www.cegnet.co.uk/resource/content/files/462.pdf
5	Video Clip	A new look at Britain in a changing world	www.14-19reforms.co.uk/Videos.aspx

Kaleidoscope - Related Aspects - Your Money & Your Life - Year 9 - Autumn Term

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
<p>P1.1.c Understanding that self-esteem can change with personal circumstances, such as those associated with family and friendships, achievements and employment.</p> <p>P1.5a Appreciating that, in our communities there are similarities and differences between people of different race, religion, culture, ability or disability, gender, age or sexual orientation</p>	<p>E 1.1.a Understanding that everyone has a 'career'.</p> <p>E 1.2.a Exploring what it means to be enterprising</p> <p>E 1.3.b Understanding the need to manage risk in the context of financial and career choices</p> <p>E1.4a Understanding the economic and business environment</p> <p>E 2.1.c assess their needs, interests, values, skills, abilities and attitudes in relation to options in learning, work and enterprise</p> <p>E2.1d review their experiences and achievements</p>		<p>4. EHWB</p> <p>2. provides clear leadership to create and manage a positive environment which enhances emotional health and well-being in school- including the management of the behaviour and rewards policies.</p>	<p>Social skills</p> <p>Self-awareness</p>	<p>2. I can identify my strengths and feel positive about them.</p> <p>3. I can identify my current limitations and try to overcome them.</p> <p>4. I recognise when I should feel pleased with, and proud of, myself and am able to accept praise from others</p> <p>5. I can identify what is important for me and what I expect from myself, taking into account the beliefs and expectations that others (e.g. friends, family, school staff) have of me.</p> <p>12. I can use my knowledge and experience of how I think, feel and respond to choose my own behaviour, plan my learning, and build positive relationships with others.</p> <p>20. I can break a long-term plan into small achievable steps.</p> <p>21. I can anticipate and plan to work around or overcome potential obstacles.</p> <p>23. I can look to long-term not short-term benefits and can delay gratification (e.g. working hard for a test or examination now to get a good job or into further/higher education later).</p>	<p>I understand my personality traits.</p> <p>I can challenge and question my beliefs and attitudes and decide whether they are valid or not.</p> <p>I can make reasoned adjustments to my expectations of myself in the light of the expectations of others.</p> <p>I can explain my strengths and limitations without undermining myself or alienating others.</p> <p>I can recognise when people's expectations of me are inaccurate and challenge them.</p> <p>I can evaluate the impact of my actions and identify how I would like to change things.</p> <p>I can track the important events in my life- changes, losses, things that have hurt me and things that have helped me- and have some awareness of how they might affect my emotions now.</p>	<p>Article 6- All children have the right to life. Governments should ensure that children survive and develop healthily.</p> <p>Article 32- The government should protect children from work that is dangerous, or might harm their health or their education</p>

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
	<p>E 2.2.a use a variety of information sources to explore options and choices in career and financial contexts</p> <p>E 2.2.b recognise bias and inaccuracies in information about learning pathways, work and enterprise</p> <p>E 2.2.c investigate the main trends in employment and relate these to their career plans.</p> <p>E 2.4.d identify how finance will play an important part in their lives and in achieving their aspirations.</p> <p>E 3.a different types of work, including employment, self-employment and voluntary work</p> <p>E 3.b work roles and identities</p>				<p>24. I know how to bring about change in myself and others.</p> <p>30. I can take responsibility for my life, believe that I can influence what happens to me and make wise choices.</p> <p>47 I can use a range of strategies to solve problems and know how to resolve conflicts with other people, such as mediation and conflict resolution</p> <p>48. I can monitor the effectiveness of different problem-solving strategies and use my experiences to help me choose my behaviour and make decisions.</p>	<p>I can use this understanding to help me learn and get on well with others.</p> <p>I can identify situations that lead to conflicting emotions.</p> <p>I can elicit the support of my school and class to meet my long-term goal.</p> <p>I can delay short-term gratification and I understand how this delay may be beneficial for me in the longer term.</p> <p>I can plan in advance how I will overcome obstacles and manage risks when I work towards my goals.</p> <p>I can make a balanced choice about what I really want and is beneficial to myself and others.</p> <p>I can use a range of strategies to help me stay positive and optimistic.</p> <p>I can identify those areas within a complex series of events that I have some control over.</p> <p>I can negotiate for myself and for others</p>	

PSHE Personal Wellbeing Criteria	PSHE Economic wellbeing and financial capability criteria	Every Child Matters	National Healthy Schools Criteria	SEAL Skills	SEAL Overall Outcomes	SEAL Intended Learning outcomes	Rights Respecting Schools
	<p>E 3.c the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)</p> <p>E 3.d the personal review and planning process</p> <p>E 3.f a range of economic and business terms, including the effect of competition on product and price</p> <p>E 3.g personal budgeting, money management and a range of financial products and services</p> <p>E 3.h risk and reward, and how money can make money through savings, investment and trade</p> <p>E 3.i how businesses use finance</p>						

Overview of Lessons

Theme: Relationships

Year: 9

Lesson Title	Intended Learning Outcomes
1. Choosing Options	<ul style="list-style-type: none"> I can list my different option choices and routes open to me (E1.1.a; E3.d) I can take responsibility for making the right choices for me (SEAL 30) I can name the people who I can go to for more help if I need it. (E1.3.b)
2. Stereotyping - Gender Inequality	<ul style="list-style-type: none"> I can recognise we all carry stereotypical views of different careers (E2.2.b) I can explore the influence of gender roles and stereotypes within a range of careers (E2.2.c; E3.b) I can acknowledge how stereotyping might narrow my career choices (SEAL 5)
3. Decisions, Decisions, Decisions - widening horizons of career choice	<ul style="list-style-type: none"> I can understand the importance of having accurate and relevant information when making a decision (E2.2a) I can understand and practise a five step technique for decision-making (E1.2c; E2.1c) I can be open minded about the options open to me in making career and life choices (SEAL 1)
4. Accessing and using good quality, impartial careers information	<ul style="list-style-type: none"> I can access the careers resources I need (E2.2.a) I can evaluate the quality of a careers resource (E2.2.b) I can work out where the best advice comes from, to help with decisions about my life (SEAL 48)
5. Work Matters - labour market intelligence	<ul style="list-style-type: none"> I can identify some jobs and sectors which are in decline and some which are growing (E2.2.c; E3.c) I can find out more about skills employers are looking for and how to improve my chances of getting a job eventually (E2.1.c; E3.d) I can anticipate the ways that my skills and interests will relate to the needs of a changing job market (SEAL 21)
6. Action Planning	<ul style="list-style-type: none"> I can record learning outcomes from the previous sessions (E2.1.d) I can take a positive view of my personal qualities, options and opportunities for the future (E2.1.a; SEAL 30) I can be clear about my short and longer term goals (E1.2.c; E3.d)
End of Theme Product/ Project Outcome: Careers personal action plan	

THEME: Your Money & Your Life: Choosing Options

LEARNING INTENTION/'I'

I can list my different option choices and routes open to me
 I can take responsibility for making the right choices for me
 I can name the people who I can go to for more help if I need it

VOCABULARY

National Qualification Framework, 14-19 Diplomas.

RESOURCES

- Copies of school options booklet - ESSENTIAL
 - Copy of 'Which Way Now' magazine for each student (published by Connexions) - ESSENTIAL
 - 1.2 'Reasons for choice' diamond 9
 - 1.3 'Matching subjects to skills' worksheet
 - 1.4 'The importance of qualifications' - agree/disagree statements
 - 1.5 'Who/what can help me' worksheet/cards
- In addition, lesson should be preceded by an introduction to Connexions, by the Connexions Adviser (to whole year group)

TEACHING/LEARNING ACTIVITIES

Engagement

Invite classroom discussion to the following:

Sophie's story

Sophie is in year 9 and is about to choose her options. Sophie knows exactly what she wants to be when she leaves school and knows what options she wants to take.

The trouble is that most of her friends have decided to do the same subjects so that they can all stay in the same classes together. Hardly any of these subjects are the ones that Sophie would choose to do.

She has told her friends how she feels and they seemed to be ok about it but Sophie is worried that because they will be spending less time together, she'll start to get left out.

Sophie's not sure if she should choose the options she wants to do or choose the same options as her friends?

What should Sophie do?

Emphasize the importance of choosing the right options for them and not to be influenced by others. Its good to talk to others, friends, parents and teachers but ultimately it should be your decision!

Self-managers

Respond positively to change, seeking advice and support when needed

Core Activity

Introduction

'This lesson will help you understand more about the choices open to you next year. They are important choices, not simply because they are about the next 2 years, but also because they lay the foundations for what you want to go onto at the end of year 11. No one is expecting you to make definite decisions about what you want to do at 16 and beyond, but now is the time to begin to think, making sure you are keeping the doors you want open for the future'.

'The series of 6 careers lessons coming up will introduce you to the questions you need to be thinking about - and the people and resources here to help you'.

Reasons for choice - diamond 9 activity. Ask students to reject 2 reasons straight away and put the others in order of 'sensible reason' - ie what they feel are most sensible/best reasons for choice at top. Explore reasons making the following points:

- Never make a guess about the suitability of a subject for a future career. Always check up to date info - on a website or with Connexions. There are a lot of myths out there eg you need to take Business Studies if you want any kind of career in finance - not true, it's a useful but not compulsory subject and you can always pick it up from scratch at a higher level.
- particularly focus on reason '**It would be a useful qualification**'. Suggest some school subjects and ask students to think about jobs where that subject would be useful and why. Make the point about subjects involving certain skills (not just subject knowledge) e.g. History - analysing written information, Science based skills - having an idea and testing it out, using graphs, handling dangerous substances, Performing Arts - communication skills.

Students then to complete worksheet 'Matching Subjects to Skills'.

Discuss the **importance of qualifications**. Employers very often set a minimum level of qualifications for a job. They help provide evidence of knowledge and skills that are valued by employers e.g. Maths is usually required for any kind of Engineering job - why?

The National Qualifications Framework is important to cover. Detail on this

is given in 'Which Way Now' - presented as 'understanding qualifications levels'. Important to emphasise that most employers use level 2 as a minimum entry requirement and universities will require almost all applicants to be educated to level 3. It may be useful to also make the point that some apprenticeships require training to level 3 - e.g. plumbing (which might be surprising to some students - plumbing is a 3 year apprenticeship covering quite technical theory).

Use following agree/disagree statements (either as a powerpoint or worksheet) as a prompt to discussion.

Notes re each statement:

A: The more qualifications I have the more money I will earn. This is generally very true; we are paid for the knowledge and skills we bring to, and develop in, a job. And latest surveys suggest that university graduates earn on average about a quarter more than young people who leave education after their A levels. But there are wide variations - what you study (and at which university) matters - arts graduates generally only gaining a 10th of the additional earnings received from a medicine degree.

B: Employers are more interested in qualifications than anything else

Many, many jobs have minimum qualification levels - you won't even be considered without them. For others competition is so intense that employers just don't have the time to interview everyone who applies - therefore they shortlist on the basis of 'best qualifications'. However, for many jobs personal qualities are just as important as qualifications eg you need English, Maths and Science at GCSEs A-C to be a Primary Teacher (why?) but you will need much more besides in the way of skills and qualities (explore)

C: People with no qualifications will never succeed. As we have seen qualifications are really important, but it is possible (especially if you have contacts) to get on. Additionally some people leave school with no or few qualifications but manage to do very well - because they take qualifications at work (eg John Major, British Prime Minister during the 1990's, famously left school with just 3 GCSEs - but made his way by studying for banking exams later on his career and got noticed).

KS4 options

Go through options - to include all the **compulsory subjects, Diplomas, Young Apprenticeships (if offered)**. 'Which Way Now' has useful summaries.

Make point that while options remain very flexible (because of the compulsory subjects) there are some issues you need to consider e.g. if you are interested in taking art/design subjects at a higher level - 6th form, college, university - then important to take it at GCSE. Similarly some 6th form or college courses ask for particular GCSEs.

Introduce students to Area Prospectus on-line (only if your local prospectus contains sufficient detail about KS4 options - school options booklet gives information on courses offered by school, area prospectus gives access to all options across your area)

www.bournemouth.lookingahead.info

www.poole.lookingahead.info

www.dorset.lookingahead.info

www.futures4me.co.uk/wiltshireswindon

If time also introduce www.focusoncareers.org.uk - website giving careers information related to the Diploma areas.

Who/what can help

Who can give you help if you are having difficulty choosing, or finding the information you need? Ask students to complete worksheet 'Who or what can help me?' - write down one suggestion for how each of the following could help:

- Connexions PA
- Family
- Tutor
- Subject Teachers
- Internet
- Options evening
- The media
- 'Which Way Now' magazine

Plenary

Students to list 5 key messages they have taken from this lesson.

KEY QUESTIONS

What do I need to be aware of in order to make a good decision about my options?

Who can I go to if I need further help or advice?

AFL

The 'Action Points' from Which Way Now consolidate the learning, and offer opportunities for reflection on personal strengths and aptitudes.

DIFFERENTIATION

Which Way Now is available through the Connexions website and can be viewed with larger text or sound.

CROSS CURRICULAR OPPORTUNITIES

Subject teachers should be kept informed in broad terms about the guidance being given to students on option choices.

NOTES

Useful websites for students to access include:

www.futures4me.co.uk

www.focusoncareers.org.

www.connexions-direct.com

www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml

If you are able to arrange a collapsed timetable day to run The Real Game (www.realgame.co.uk) you would find that a valuable enhancement of the work in this unit

**My sister did it
for GCSE and
got a grade A**

I like it

**I find the
subject
interesting**

**I have been
told that
it's easy**

**I might need it
for the job I
have in mind**

**There is
very little
written work**

**My parents are
keen on me
taking it**

**I don't like
anything else in the
group and have to
choose something**

**It would be
a useful qualification**

**My best friend
is doing it**

I am good at it

Matching Subjects to Skills

Subjects

Skills

English	Communicating your ideas
Design & Technology	Teamwork
History	Thinking
Business Studies	Using tools or equipment
Maths	Problems solving
Religious Studies	Observing
Foreign Language	Researching information
Art	Analysing & evaluating
Dance/Drama	Using IT
Music	Handling data
Science	Weighing up arguments
PE	Debating/arguing a case
Geography	Making decisions

Matching Subjects to Skills

Please ring how you feel about the following statements

A

The more qualifications I have the more money I will earn

Disagree	1	2	3	4	5	6	7	8	9	10	Agree
----------	---	---	---	---	---	---	---	---	---	----	-------

B

Employers are more interested in my qualifications than anything else

Disagree	1	2	3	4	5	6	7	8	9	10	Agree
----------	---	---	---	---	---	---	---	---	---	----	-------

C

People with no qualifications will never succeed

Disagree	1	2	3	4	5	6	7	8	9	10	Agree
----------	---	---	---	---	---	---	---	---	---	----	-------

Choosing Options

Who or what can help me?

Who or what?	What help could they give me?
Connexions Personal Adviser	
Family	
Tutor	
Subject Teachers	
Parents' options evening	
Connexions/Careers Library	
Careers Co-ordinator	
Internet	
The media	
'Which Way Now' magazine	

THEME: Your Money & Your Life: Stereotyping - Gender Inequality

LEARNING INTENTION/'I'

I can recognise we all carry stereotypical views of different careers

I can explore the influence of gender roles and stereotypes within a range of careers

I can acknowledge how stereotyping might narrow my career choices

VOCABULARY

Stereotype, gender, paternity leave.

RESOURCES

- Scriptwriter worksheet - one between each group (of 4-6)
- Room 101 cards - a set for each group (of 4-6)
- 'Vacancies at Harris' poster
- 'Go for it' PowerPoint
- Looking Ahead worksheet - one for each student

TEACHING/LEARNING ACTIVITIES

Engagement

Important to give no clue at start of session what the theme is - just start with following activity.

Divide students into 4 or 5 groups. Ask them to complete scriptwriter exercise.

Feed back via 3 headings of jobs on board, listing personal qualities under them, and then names.

Explore what is happening - likely that students will have identified certain jobs with certain personal characteristics (yes, possibly useful in this job) - but then gone on to stereotype via gender - ie all the nurses are women etc. (Students may not have done this for some of the jobs!)

Define stereotype - 'a belief which gives a group fixed characteristics or roles' eg the **fact** that you need some strength to be a mechanic, becomes the **stereotyped belief** that mechanic must therefore be a male job. And we stereotype not just on the grounds of gender, but also by age, disability and colour.

The interesting thing is not just that **we** have stereotyped - but that **everyone** does it, all the time! One reason we do it is it is so easy - it is much more difficult for us to take in the way we are all so different. Men in general are stronger than women, so possibly well suited to some jobs involving heavy lifting, **but we forget that, of course, not all men are stronger than all women.** But it is easier to just think men are stronger - full stop. Even if stereotyping is inaccurate it enables us to 'organise' our world.

But what is wrong with stereotyping? Explore, bringing out points like:

- restricting, limiting choice - of courses and jobs
- you can feel put down and lose your confidence
- you are not in full control of your decisions
- you could end up in a job you don't enjoy - or worse hate!

End this engagement activity with summary:

Make sure you understand the difference between facts and old fashioned stereotyped beliefs, eg:

- **It is a fact that there are more male than female mechanics - it's a belief that men make better mechanics than women.**
- **It's a fact that in general men have more physical strength than women - it's a belief that women can't do physical work.**



Creative thinkers
Question their own and others' assumptions

Core Activity

Where do you stand? Room101 activity:

1. Students work in groups of 4-6, or as a whole class, and discuss each card before deciding whether or not to put in the bin (those they strongly dislike or disagree with). Bin can be either at front of class or on each group's table.

2. Selectively ask groups to empty their bins and discuss with whole class why these cards were chosen.

There are no right or wrong answers to this activity, but explore why students have opinions. Here are some notes on the statements:

Men who become midwives

Men couldn't become midwives until 1983 - illegal before this. Today there are about 150 male midwives in the UK - about 0.3 %. So things are changing; if you have the right qualities, you can be good at the job whatever gender you are....."You have to be a people person. Of course you need to be aware of women's needs and pain, and it helps if you can talk the hind legs off a donkey" (male midwife).

But even today some women are not comfortable with idea (intimate form of caring, not been through experience themselves??). However, Sex Discrimination law applies to the employer not the customer - so you can choose to have a female midwife.

The word 'actress' (men and women can both use the term 'actor')

The term 'actor' is the term favoured by the acting profession for both men and women. Explore the role of language in perpetuating stereotypes. Interestingly 'midwife' means 'with wife' ie helping out a woman. Fireman has become firefighter - first woman firefighter 1976.

Women who become soldiers

Women do become soldiers and do the same jobs as men in the Army (and a review of the ban on women serving in direct combat units was announced in May 2009)

Men becoming nurses and taking women's jobs

We have a national shortage of nurses, and a huge national shortage of midwives!

People who still have fixed attitudes to what is a man's job, and what is a woman's job

When it comes to doing a good job it is attitudes, skills and abilities that count - not gender. Because of the Sex Discrimination Act 1975 - employers are not allowed to discriminate on the grounds of sex. There are just a very few exemptions where being a man or woman is a 'genuine occupational qualification' - for example being an actor, or being a female care assistant in a women's refuge. Women are not allowed into some jobs in the forces that involve direct combat roles.

Consider showing the 'Vacancies at Harris' poster - to demonstrate that things have come a long way since the 1960's. Ask students to consider what employers would not do now - offer lower pay to girls (Equal Pay Act 1970) and only offer apprenticeships ie the jobs with training and prospects - only to boys (Sex Discrimination Act 1975). NB pay rates are equivalent to £6.45 girls, £9.25 boys. Harris was a meat processing factory in Wiltshire - the apprenticeships were in butchery.

Employers who don't let men take paternity leave

The law has recently changed - paternity leave now a legal right for men.

Disabled people who don't work

Since 1995, it has been illegal to discriminate against a person, solely on the grounds of disability. Many disabled people can work and want to work.

Employers who don't promote women with children

An employer can be prosecuted for this. But the gender pay gap remains - men on average earn more than women - and part of this is thought due to the fact that some women with children remain in lower level jobs because it is easier to arrange childcare and part-time hours around these jobs.

People who don't retire by the time they are 65

The Age Discrimination Act of 2006 allowed employees to work beyond 65 if agreed. It also ended the practice of employers specifying a certain age in job adverts - or alluding to it. Employers can no longer use wording like 'young atmosphere in the office' or 'applicants must have graduated in the last 7 years'.

Women long distance lorry drivers

1.3% of Lorry Drivers are women - but this is on the increase

A wheelchair user who teaches dance lessons

Explore skills for the job

Women chefs - have they got the personality or stamina to cope in a commercial kitchen?

What do you need to be a great chef? There are lots of famous women chefs - but not as many as men.

Plenary

This session has been about stereotyping, but not about persuading you all to aim for an un-stereotyped job! But...it is in your best interests to think un-stereotypically - more choice, more job satisfaction, potentially more pay. Keep an open mind by thinking carefully about your interests and abilities - look at a wide range of jobs and courses.

And...if you want to do something different - then go for it, the world of work is changing.

You may be worried about fitting in and what people will think - so you will need commitment and determination. But plenty of young people are succeeding in 'different' jobs: 'Go for it' PowerPoint with quotes from role models.

Katie (Electrician) 'when I tell people I am an electrician, they go 'Wow that's a bit of a change, but good on you'. My mates have been with me from step one - no-one has put me down'

Robert (Nursery Nurse) 'It can be intimidating and you think 'How am I going to fit in?' If that's what you want to do, don't be put off - do it because it's fantastic. You'll never get the satisfaction out of anything else if that's what you want to do'

But how does all this relate to you, here and now. 'Changing the script' exercise - ask students to rewrite the Looking Ahead statements - some suggested changes in bold below:

- I don't really need to plan what job I want - something will turn up
I will think carefully about my qualities, interests and abilities and what jobs/courses could suit me
Or I will try and be true to myself
- I don't think my mates (or my parents) would very impressed if I chose that career
I will make my choices carefully and not let others put me off
- I know exactly what I want to do - I don't need to look around at alternatives
I will not rule out anything without fully considering it
Or I will look left and right, and at all sorts of options
- I'm not very confident, so I just need a job that feels safe
I will believe in myself and if needed persuade others to believe in me

KEY QUESTIONS

How are attitudes and expectations changing towards job roles - particularly with regard to gender?

How is my career planning influenced by traditional stereotypes and conventions?

AFL

Feedback on Scriptwriter and Room 101 activities demonstrates students' current understanding/ attitudes.

Individual responses to 'Looking Ahead' statements show use of key ideas from the lesson.

CROSS CURRICULAR OPPORTUNITIES

There may be links to work in English and Citizenship, as well as to correcting perceptions of traditionally male or female subjects such as Science/Technology and Food.

NOTES

www.geriproject.org offers a range of multimedia resources for use by teachers to challenge stereotyping. Lots of downloadable material with success stories.

Scriptwriter Instructions/Worksheet

1. You are a scriptwriter of a popular soap opera which follows the lives of the local people living in Victoria Street

2. You have been given the rough story outline for the next episodes to be filmed. Your instructions are to write the script, introducing 3 new characters:

A Motor Mechanic

A Bank Manager

A Nurse

3. To help you develop your characters choose 3 words from the list below to describe each of them:

Patient
Aggressive
Sympathetic
Assertive
Sensible
Creative
Efficient
Tough
Friendly
Gentle
Independent
Understanding
Lazy

Powerful
Presentable
Responsible
Selfish
Committed
Shy
Strong
Alert
Tidy
Enthusiastic
Trustworthy
Independent
Unemotional

4. Give your characters names

'Room 101' cards - do you disagree or agree?

**Men who become
midwives**

**The word "actress"
(men and women can
both use the term
"actor")**

**Women who become
soldiers**

**Men becoming
nurses and taking
women's jobs**

**People who still have
fixed attitudes to what is
a man's job, what is a
woman's job**

**Employers who don't let
men take paternity leave**

'Room 101' cards - do you disagree or agree?

**Disabled people who
don't work**

**Employers who don't
promote women with
children**

**People who don't retire
by the time they are 65**

**Women long distance
lorry drivers**

**A wheelchair user who
teaches dance lessons**

**Women chefs
(have they got the
personality or stamina
to cope in a kitchen?)**

VACANCIES AT HARRIS

Due to a heavy increase in the demand for **HARRIS** Foods, the following personnel are

URGENTLY REQUIRED

GIRLS AGED 18 or OVER. **Rate: 129/-**
per 43½ hour week

YOUTHS AGED 18, 19 or 20. **Rate: 132/6**
per 43½ hour week

also

APPRENTICESHIP SCHEME FOR BOYS

FIVE DAY WEEK

Assisted Travel facilities : Canteen : Recreational facilities : Sick Benefit and Pension Schemes.

Apply: FACTORY SUPERINTENDENT

Your Money & Your Life - Go For It

Want to do something different? Go for it!

Role models challenging job stereotypes

Selected from the GERIPROJECT
www.geriproject.org



"I went into a primary school to talk about my job and one little girl came out with 'You can't be a nurse because you don't have a dress on.' Stereotyping is still there with what is perceived as 'boys' jobs' and 'girls' jobs', but tackling this in schools from an early age is helping to overcome the problem."

Sam – children's nurse (North Devon)



"I like the fact that my job allows me to get out on site and be hands-on, solving problems. If you have a sense of humour, are practical and don't mind getting a bit dirty, then this job is great."

Anne-Clare (Devon) chose civil engineering

"At first my dad tried to put me off because he felt it's a hard job for a girl. Now he's really happy about it and sometimes he lets me look after his car. A certain amount of physical strength is important but it is OK to ask for help, and there is equipment to help with the heavy lifting."

Amy (Somerset) is a vehicle mechanic in a small garage



"A male adds a different element to the mix. Male staff are very rare in primary schools. A lot of children don't have a father around, so they look to you as a father figure for the kind of role model they don't get at home."

Charlie (Gloucestershire) is a learning mentor in a primary school

"I put off doing plumbing for so long because I didn't have the confidence and I was too scared to do it. After the first week of the course, I didn't know what I'd been worrying about. No one's going to laugh at you or think it's funny or anything like that. It's just the confidence you get and it just feels great. Most people actually encourage you – there are not that many people who don't."

Liz (Devon) - in her second year of an NVQ Level 2 course in Plumbing



Your Money & Your Life - Go For It



“ For the first 6 months the boys were a little bit wary of me. They didn’t want to communicate with me. As soon as they realised I was alright, they involved me a lot more and it was good. It helped once I proved I could use a chainsaw and drive a tractor, and then I was totally accepted.”

Julie (Wiltshire) did a Higher National Diploma in Countryside Management



“ I went into a primary school to talk about my job and one little girl came out with ‘You can’t be a nurse because you don’t have a dress on.’ Stereotyping is still there with what is perceived as ‘boys’ jobs’ and ‘girls’ jobs’, but tackling this in schools from an early age is helping to overcome the problem.”

Sam – children’s nurse (North Devon)

Looking Ahead

How would you 'change the script' for someone who made any of these comments?

- I don't really need to plan what job I want - something will turn up

- I don't think my mates (or my parents) would be very impressed if I chose that career

- I know exactly what I want to do - I don't need to look around at alternatives

- I'm not very confident, so I just need a job that feels safe

THEME: Your Money & Your Life: Decisions, Decisions, Decisions

LEARNING INTENTION/'I'

I can understand the importance of having accurate and relevant information when making a decision

I can understand and practise a five step technique for decision-making

I can be open-minded about the options open to me in making career and life choices



Effective participators
Discuss issues of concern seeking resolution when needed

VOCABULARY

Effective decision maker (someone who understands the process you go through to make a well informed, realistic decision), options, contingency.

RESOURCES

- Background notes
- 'Give me a job!' record sheet (one per group)
- 'Give me a job!' game cards (rounds 1-4)
- 'Five steps to a decision' sheet
- 'Decisions, decisions, decisions!' sheet (an example)
- 'Decisions, decisions, decisions!' scenario cards
- 'Decisions, decisions, decisions!' sheet
- 'Widening Horizons' powerpoint

TEACHING/LEARNING ACTIVITIES

Engagement

Explain we all make decisions all the time. What informs your decision making process?

You go into a shop for a can of drink:

- why do you choose the particular brand and flavour?
- do you go for packaging, flavour, taste?
- is it an instant decision?
- do you take time to look at labels and read ingredients ?
- do you go for what is familiar - is it informed by tradition or by your friends?

Relate these considerations to making option choices and other career-related decisions. Explain to students that career decisions are often based on what is familiar to them and the aim of this session is to encourage them to think 'outside the box'. (5 mins)

Core Activity

1. Play the 'Give me a job!' game in which students choose three people to work in a new website design company by considering information about each candidate. Students can work in groups of four to six players. Provide the information for round one on each of the candidates and ask groups to choose the three best people and record their decisions in the 'Give me a job!' record sheet. Then provide the information for round two and ask the students to reconsider their choice if necessary and record their decision again. Repeat the cycle for rounds three and four.
2. At the end of the game, carry out a whole-group discussion on who was chosen for the jobs and why (see Background Notes for suggested discussion points relating to each candidate).
3. Discuss the 'Five steps to a decision' sheet with the whole group and work out the correct order together. Ask students to brainstorm issues to include in the section 'But real life gets in the way!' and then feedback ideas to the whole group (see Background Notes for some suggested issues).
4. Show students the example of how a student decided between two options for work experience. Ask learners in pairs or groups to choose one of the decision scenarios. Make up additional scenarios that would suit your learners if necessary. Using the 'Decisions, decisions, decisions!' sheet, learners use the 'five steps to a decision' technique to choose between two options. Encourage feedback about each of the three scenarios and discuss how useful this technique is. Explain that the same technique can be used to choose between more than two options. (This activity could be a homework task if lesson time is short.) (45 mins)

Plenary

Powerpoint presentation on white board:

1. Decisions about their future are not one off events - they will continue throughout their working life - e.g. they may decide to change career direction in later life - some of the most successful business people are forever taking risks in relation to their careers
2. Similarly although we may hold certain values now these are likely to change as we go through life - jobs for life don't exist to the extent they did in the past.
3. Advice to help you become an effective long term decision maker:
 - Be curious: explore new possibilities
 - Be persistent: keep trying despite setbacks
 - Be flexible: due to changing values and circumstances
 - Be optimistic: view new opportunities as possible
 - Don't be afraid to take risks: taking action in the face of uncertain outcomes

Re-visit the purpose of the session reminding students that the 5 step approach helps them to make balanced and considered choices rather than acting on impulse. (10mins)

KEY QUESTIONS

How do I make choices - what do I take into account?

Can I weigh up my options systematically?

Am I widening my horizons and keeping my career options open as much as possible?

AFL

Volunteers explain how they made their decisions in the 'Give me a job' game and say what they would do differently next time.

Review with students 1:1 how they used the 5 step approach in the scenarios activity, and check their confidence in using this approach.

DIFFERENTIATION

Plan the composition of groups for the 'Give me a job' game so that students support each other. Adapt or add to the scenarios in as necessary to make them appropriate for your students.

NOTES

The bulk of this lesson is adapted from the 'Ways and Choices' classroom resources published by CEGNET. The full set of these materials can be found at www.cegnet.co.uk

Lesson 3: Decisions, Decisions, Decisions

Background Notes

Making a decision is easier if learners adopt a systematic process but of course that does not necessarily ensure that it will be the 'right' decision or a sustainable one. There are many 'real life' factors that can subsequently alter the suitability of choices such as:

- ∞ Learners change personally and so want to do something different (choices are often made at very stressful times for young people and at a time when they are changing personally, academically, emotionally and physically)
- ∞ New opportunities might arise
- ∞ The options themselves may change, e.g. a course is now only available at a certain centre, a holiday company changes the hotel on offer
- ∞ Financial reasons
- ∞ Changes in family or personal circumstances
- ∞ Gaining different grades to those expected.

Nevertheless certain key elements remain important in decision making:

- ∞ access to accurate, unbiased and up-to-date information is vital
- ∞ learners need to consider the advantages and disadvantages to them personally for each option and that these needs to be considered in some detail
- ∞ having a contingency or back-up plan!

'Give me a job!' game feedback and discussion

Discuss the importance of:

- ∞ having all the information you need to make a good decision before you start
- ∞ 'matching', i.e. being able to match yourself to opportunities
- ∞ distinguishing between relevant and irrelevant information.

Some suggested issues for discussion in the feedback session:

Grace

- ∞ What impression does she give?
- ∞ Is speaking four languages of any use despite not being French or Spanish

Ethan

- ∞ Is the fine for not paying his fare relevant? Would it worry you? What else would you want to know?
- ∞ Is his dyslexia relevant? What support might he need to do this job? What might be his strengths?

Indira

- ∞ Why might this job not be a good idea for Indira?

Luke

- ∞ Is a maths degree helpful?
- ∞ How could we find out if he is really well organised?
- ∞ Is the fact that he used a wheelchair important? What might you need to discuss with Luke?

Lesson 3: Decisions, decisions, decisions

Mia

- ∞ Are her subjects useful and why?
- ∞ Could she be useful to the company or is this not a suitable job for her?

Tyler

- ∞ Is the fact that he has young children relevant? Is it OK to ask him about child care arrangements? (It is not acceptable by the way in case you are wondering!)
- ∞ What are Tyler's good points?

Millie

- ∞ Would you consider her?
- ∞ What would you need to ask Millie?

Hassan

- ∞ Does it matter that he didn't get a good grade in his degree?
- ∞ What else would you want to know?

'Five steps to a decision' exercise

The correct order for the five steps is:

1. Write down the main options
2. Find out as much as possible about each option
3. Think about pros and cons of each option
4. Put the options in rank order
5. Decide and have a back-up option

Tips, Extension Ideas and Links

- ∞ Feel free to change the work experience example to something more suitable or interesting for your learners
- ∞ Consider inserting additional scenarios for the Decisions Scenario cards
- ∞ Ask learners to carry out a similar exercise for homework but for something they want to buy
- ∞ An interesting piece of research about decision-makers at 14+ and 16+ can be accessed at (<http://www.dfes.gov.uk/research/data/uploadfiles/ACF3695.pdf>)
- ∞ An article that suggests a similar decision making technique can be viewed at: http://www.mindtools.com/pages/article/newTED_02.htm

Decisions, decisions, decisions!

'Give me a job!' Record sheet

- ∞ You have decided to start your own business designing websites especially sites that need to be bilingual with French and Spanish versions
- ∞ You want to employ three people to work with you
- ∞ Everyone needs to be excellent at IT and have had some experience of designing websites but you can also give them training
- ∞ If anyone can speak French or Spanish that will be great but it is not essential!
- ∞ Who will you choose???

Who did you choose and why?

ROUND 1

Name...

Because...

Name...

Because...

Name...

Because...

Did you change your mind and if so why?

ROUND 2

Name:

Because...

Name...

Because...

Name...

Because...

ROUND 3

Name:

Because...

Name...

Because...

Name...

Because...

ROUND 4

Name:

Because...

Name...

Because...

Name...

Because...

What is the most important thing about making a decision

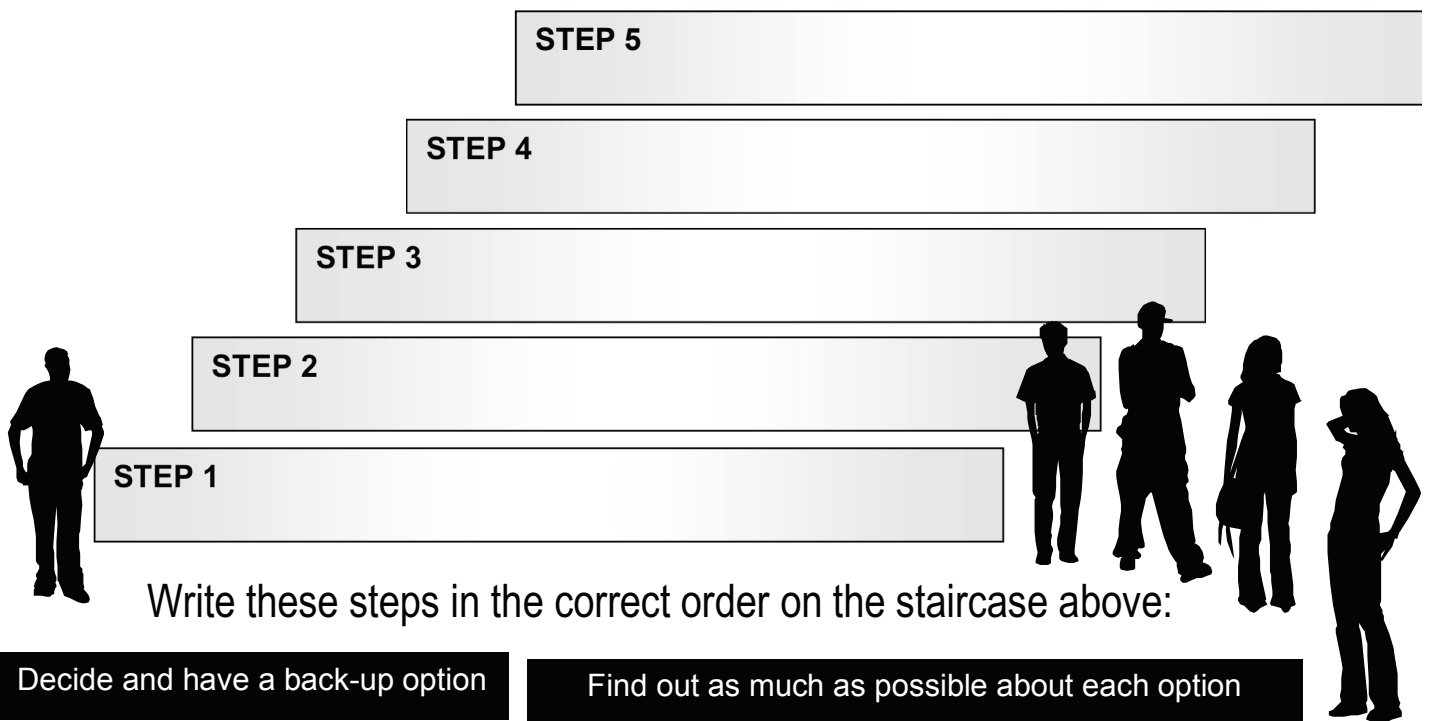
Decisions, decisions, decisions!

'Give me a job!' cards

Round 1 Card	Round 2 Card
<p><u>Grace</u> I can speak four languages</p>	<p><u>Grace</u> I am better than everyone else at IT</p>
<p><u>Ethan</u> I was once charged by the police</p>	<p><u>Ethan</u> I am dyslexic</p>
<p><u>Indira</u> I love websites</p>	<p><u>Indira</u> I know exactly what makes a good website</p>
<p><u>Luke</u> I have a degree in maths</p>	<p><u>Luke</u> I am very well organised</p>
<p><u>Mia</u> I have A Levels in ICT, English and drama</p>	<p><u>Mia</u> I got grade B in all my A Levels</p>
<p><u>Tyler</u> I have three young children under five</p>	<p><u>Tyler</u> I use Facebook every day</p>
<p><u>Millie</u> I have a part-time job with a computer software company</p>	<p><u>Millie</u> I am very reliable and well-organised</p>
<p><u>Hassan</u> I have a degree in web design</p>	<p><u>Hassan</u> I didn't get a very good grade because my father was ill during the exams</p>
Round 3 Card	Round 4 Card
<p><u>Grace</u> I can translate the words in the websites for you</p>	<p><u>Grace</u> I speak English, Russian, Belarusian and Ukrainian!</p>
<p><u>Ethan</u> I was fined for not paying my train fare five years ago</p>	<p><u>Ethan</u> I won a prize for the best website at college</p>
<p><u>Indira</u> I have a Diploma in IT</p>	<p><u>Indira</u> I am addicted to internet shopping</p>
<p><u>Luke</u> I am a wheelchair user</p>	<p><u>Luke</u> I failed my IT course at college for not completing the coursework</p>
<p><u>Mia</u> I am partially sighted but can use a computer with screen magnification software and a large monitor</p>	<p><u>Mia</u> I would like to help make websites easier for visually impaired people to read</p>
<p><u>Tyler</u> I have a degree from Cambridge University</p>	<p><u>Tyler</u> My degree is in zoology but I did use IT a lot and I speak fluent French!</p>
<p><u>Millie</u> I am a cleaner for the software company</p>	<p><u>Millie</u> I only want to work part time</p>
<p><u>Hassan</u> I had two weeks' work experience with a website designer who has written me a brilliant reference</p>	<p><u>Hassan</u> I have designed websites for friends</p>

Decisions, decisions, decisions!

'Five steps to a decision'



Decide and have a back-up option

Find out as much as possible about each option

Think about the pros and cons of each option for me

Put the options in rank order

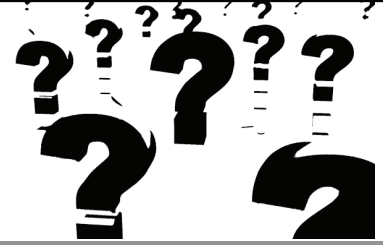
Write down the main options

But real life gets in the way!

In reality, things can happen that may mean you need to change your mind after making your decision, e.g. the course you wanted to do is cancelled, you achieved better grades than you expected! Imagine you have decided to take a part-time job in a supermarket. List three things that could happen to make you re-think your decision.

- 1.
- 2.
- 3.

Decisions, decisions, decisions!



'Decisions, decisions, decisions! (An example)

I need to make a decision about . . . **work experience**

Decision-making steps	Option 1	Option 2
1. Write down the main options	Council office in town	Hospital reception 5 miles away
2. Find out as much as possible about each option	<ul style="list-style-type: none"> ∞ I would be helping a town planner ∞ I would be using IT a lot ∞ My uncle works there ∞ I would go on a one-day PowerPoint course ∞ I would go on some site visits ∞ The hours are 9 'til 5 ∞ All the people who work there have been there a long time 	<ul style="list-style-type: none"> ∞ I would work at 3 different receptions ∞ I would be talking to the public ∞ I would use IT and the telephone ∞ The hours are 8 'til 4 ∞ There is a lot of filing and taking messages around the hospital ∞ All the people who work on reception are very good at what they do
3a. Advantages of this option	<ul style="list-style-type: none"> ∞ My uncle can help me ∞ I can walk there ∞ I would enjoy going out on visits ∞ I like using IT ∞ I would improve my PowerPoint skills 	<ul style="list-style-type: none"> ∞ I am interested in a career in healthcare so this might be useful ∞ I like talking to people ∞ I like using IT ∞ I could do with practice answering the phone correctly ∞ I like the idea of going to different receptions and seeing the whole hospital
3b. Disadvantages of this option	<ul style="list-style-type: none"> ∞ It may be better to go somewhere where nobody knows me ∞ I am not really interested in this as a future job 	<ul style="list-style-type: none"> ∞ It would take me 30 minutes on the bus to get there ∞ I would have to get up really early ∞ Bit nervous about working with people I don't know!
4. Put in rank order (first and second)	<u>Second choice</u> I would be happy doing but think I will learn more from the hospital	<u>First choice</u> Think I will take a chance and do this but I will need a few early nights!!!
5. What could you do if neither of these options worked out, i.e. What is your contingency plan?	Talk to Mrs Jones about the other options Try to find my own work experience, e.g. I could ring the local doctors' surgery Go to any office because I like computers and people so it would still be useful	

Decisions, decisions, decisions!

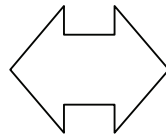
Decision scenario cards

Holiday or phone

Your savings will pay for one of these but not both.

Choose between:

The contribution your parents want you to pay to go on a school activity holiday

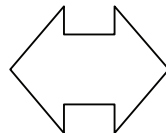


The new phone you've had your eye on, with all the latest features

After School Club

Choose between:

Sports practice - you have a chance of getting into the first team for a sport you enjoy



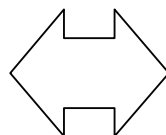
School play rehearsals - you have been offered a really good part in the next show

Part-time job

You have been offered two part-time jobs.

Choose between:

Working in a nearby cinema 4 nights per week 6pm until 11pm for £5.73 per hour



Working in a supermarket, 6 miles away all day Saturday 8.30am until 5.30pm stacking shelves for £6.50 per hour

Decisions, decisions, decisions!



I need to make a decision about:

Decision-making steps	Option 1	Option 2
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 1. Write down the main options </div>		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 2. Find out as much as possible about each option </div>		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 3a. Advantages of this option </div>		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 3b. Disadvantages of this option </div>		
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> 4. Put in rank order (first and second) </div>		
<div style="border: 1px solid black; padding: 5px;"> 5. What could you do if neither of these options worked out, i.e. What is your contingency plan? </div>		

Your Money & Your Life - Widening Horizons

Widening Horizons

Career decisions are often based on what is familiar to youthe aim of this session has been to encourage you to think 'outside the box'

Facts about choosing a career

There are many jobs that you could potentially choose

- Choosing careers based on what you already know about could be limiting your choices
- Unskilled jobs are disappearing fast so it is more important to continue and build on your qualifications and / or work experience as much as you can once you have left school.

Main Influences

The main influences on decisions are:

- parents
- friends
- media

It's good to speak to other people but ultimately you need to own the decision making process.

Making Decisions

Decisions about your future are not one off events – they will continue throughout your working life – e.g. do I change career direction / do I apply for a different job or stay 'safe' where I am? – some of the most successful business people are forever 'taking risks' in relation to their careers.

Advice to help you become an effective decision maker

- Be curious: explore new possibilities
- Be persistent: put in effort despite setbacks
- Be flexible: accept that your values and circumstances will change
- Be optimistic: view new opportunities as possible
- Don't be afraid to take risks: taking action in the face of uncertain outcomes

Your Money & Your Life - Widening Horizons

Our values

We don't necessarily have a job for life anymore – many people change jobs throughout their lives as their values and ideals change.

Eg: 'Job satisfaction is the most important thing to me'

'I want to travel with my job'

'You just work to earn money'

Remember!

- It's not always enough to choose a job based on hobbies alone. You may love animals but that doesn't necessarily mean you want to work with them all the time.
- Best way to find out about jobs is to experience the work first hand – if possible speak to people doing the job
- There are many different ways of getting more qualifications once you have left school – think life long learning!
- Get advice from parents and friends but remember – it's your decision!
- Get advice from Connexions if you are confused and need help.

THEME: Your Money & Your Life: Accessing and using good quality, impartial careers information

LEARNING INTENTION/'I'

I can access the careers resources I need (Connexions Resource Area and key websites)

I can evaluate the quality of a careers resource

I can work out where the best advice comes from, to help with decisions about my life

Independent enquirers

Analyse and evaluate information, judging its relevance and value

VOCABULARY

Prospectus, 'Job Family', 'eclips' (website), Connexions Resource Area.

RESOURCES

- Ideally access by all students to the internet, but if not Teacher to demonstrate
- Which Way Now magazine - copy for each student (as used in lesson 1)
- 'Sources of information' cards
- 'Finding careers information' worksheet
- Example of a college prospectus

TEACHING/LEARNING ACTIVITIES

Engagement

'Imagine receiving an email from yourself in 5 years time from now, with one really important piece of advice that will help you be successful in your career. Imagine looking at the screen now. What does the message say? Write it down!'

Students feed back messages - via standing up, post-its etc.

Messages might include 'go for it', 'work hard', 'follow your dreams', 'be the best you can be'.

Read out a selection and relate messages to theme of session. 'This session is about giving you key skills to help you make things happen. All the research suggests that the research skills you will practice today are the most important skills you will learn from your careers education programme, they are the most crucial to your success in your career' - explore why:

- more likely to find the course/job that best matches what you want - that helps you 'be the best you can be' etc, because you are looking at a wide range, AND you are finding out all about them.
- less likely to look back age 25 in a job you are unhappy in and think I wish I thought about things then!
- they are skills you may need to use again and again as an adult, keep you flexible and in employment

Core Activity

Where can we find careers information?

Make the point that by careers information we mean information either on jobs or on courses.

Ask students for suggestions: internet, prospectus (likely to need to explain this one, have one to hand), options booklet, friends, family, Connexions Adviser, Connexions Resource Area in school etc.

Evaluating information

Give out 'sources cards'. In pairs ask students to group into 'good' and 'bad' information.

Debrief: explain we need to discriminate between impartial and biased, promotional etc. Learning point - good and bad is too simplistic, rather important to ask question 'who is telling me this information, where are they coming from?' Suggested discussion points:

Info 1. **Uncle Jim.** Information is out of date and as such is likely to be inaccurate e.g. today there is nearly always more than one way in to every job. A good rule is good careers information should not be more than 2 years old.

Info 2. **Sophie.** Personal accounts can be really useful, seeing how a job really is, but that person may not be a carbon copy of you! So don't be wrongly put off, or switched on!

Info 3. **Connexions Adviser.** Good info - advice relates to YOU, is up to date.

Info 4. **University advert.** Some information is promotional i.e. has a positive spin. Look through this spin, what is it in the job/course that is right for you?

Info 5. **Career information leaflet.** Factual, up to date, objective

Info 6. **Student at options evening.** More usefully perhaps, what questions could you ask her/him?

Info 7. **College course leaflet.** Again - factual, up to date info.

What questions do I need answers to?

In pairs ask students to come up with 8 questions they may want to ask to help them decide whether a job or course is right for them, eg:

- What options does this course leave open?
- What are the entry requirements?
- What does the job/course involve?
- What skills are important for this job?
- What sort of personal qualities might I need?
- What is the salary/prospects?
- What are the hours? (Usual hours, or evenings/weekends included?)
- What sort of contact would I have with people?
- How is the course assessed?
- How competitive is this job to get into? (Do I need a back-up plan?)

Write up on the board for reference for the following activities.

Hands on research:

Next part of the session depends on resources available in your school. The introduction to IT based resources is essential, ideally done hands on, but if no access possible by students to IT then can be demonstrated via whiteboard, with handout to take away to use at home etc.

If your Connexions Resource Area is well maintained you may also like to spend some time introducing students to the categories and hands on use.

Suggested activities:

IT resources, demonstrate to students the main menu of 2 key websites:

www.connexions-direct.com/jobs4u

Highlight:

- 'Job Families' (great way to explore broad job areas, if you have one job idea - why not look at related jobs as well?)
- A-Z search for information on particular job - almost every job you can think of on the data base (suggest looking at a job profile suggested by a student, what information does it give you, and look at a case study - to the right of the job information page)
- Help page details how to contact an adviser - phone, web chat, text, etc.

www.eclips-online.co.uk (you will also need the school postcode to access)

Highlight:

- Covers wide range of jobs, excellent source of information on what jobs involve entry requirements. Clips also give useful websites for further research
- There are Clips for almost every key stage 4 subject option, giving suggested careers e.g. 'Careers in History', bring up on screen and discuss how it outlines the skills you will learn in the subject as well as the subject knowledge

Suggest they set up a 'careers favourites' with the above two sites, the area prospectus, and any other job specific websites they have found useful.

Connexions Resource Area

'Which Way Now' can be used to introduce students to the sections/colour coded icons. Or use the poster in the Resource Area.

Students to use the attached worksheet as they work through the resources, using the questions previously identified.

Plenary

Review usefulness of information, emphasising that the IT/ Connexions Resource Area resources they have used today are unbiased and up to date.

'Finding good careers information' aka asking good questions!

KEY QUESTIONS

Where do I find good quality careers information?
What is the difference between impartial, promotional and biased information?

AFL

Students are able to use and evaluate their own research skills through completing the 'Finding Careers Information' worksheet.

DIFFERENTIATION

Connexions Direct website can be viewed in larger texts or students can opt to listen to the information rather than read it.

CROSS CURRICULAR OPPORTUNITIES

Keep subject teachers informed about when this work is being done - invite them to take the opportunity to discuss careers possibilities related to their subject

NOTES

www.connexions-direct.com
www.eclips-online.co.uk

Sources of Information

1

There's only one way to get into engineering and that's the way I took - bottom up. Get yourself a job in Binns and Son at 16, work hard, and you're bound to get promoted just like me. You'll be there for life!

Uncle Jim, aged 58

Sources of Information

2

I quickly found out that beauty therapy wasn't for me. I just hadn't realised it would be, literally, so hands on. I soon discovered that I hated touching people - I loved being on the receiving end of treatments, but not giving them.'

Sophie, aged 18

Sources of Information

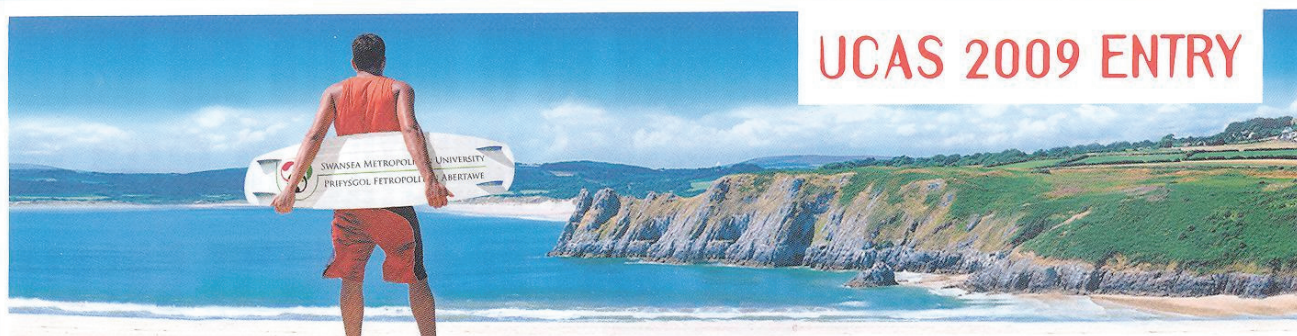
3

‘You’ve told me you are interested in becoming a Doctor and want to know which A levels are required to Study Medicine at university. Let’s look together at what all the universities offering Medicine are saying...as you can see A level Chemistry is almost always required....’

Connexions Adviser talking with a year 10 student

Sources of Information

4



UCAS 2009 ENTRY

WELCOME TO SWANSEA'S NEWEST DESTINATION

Non-means-tested
Bursaries of up to
£1,500 available

A brand new university. With a stunning location. And an unrivalled track record of turning degrees into jobs. Best of all, you already know us. Up until just recently, we were known as Swansea Institute. And, of course, we've a reputation for quality education that stretches back some 150 years. Now, with a new name, Swansea Metropolitan University, we're able to offer a whole lot more. And it's all focused on getting you to where you want to be. To find out more please call 01792 481010, visit www.smu.ac.uk or email enquiry@smu.ac.uk

ACCOUNTING AND FINANCE	GRAPHIC DESIGN/ILLUSTRATION
ANIMATION	HEALTH AND SOCIAL CARE
ART AND DESIGN	PRODUCT/INDUSTRIAL DESIGN
AUTOMOTIVE	LEISURE, TOURISM, SPORT AND WATERSPORTS
BUSINESS AND MANAGEMENT	MOTORSPORTS
CONSTRUCTION/ BUILT ENVIRONMENT	PERFORMING ARTS
COMPUTING AND IT	PHOTOGRAPHY
COUNSELLING	PSYCHOLOGY
DIGITAL MEDIA	PUBLIC SERVICES
ENGLISH	SURFACE PATTERN DESIGN
ENGINEERING	TEACHING/EDUCATIONAL STUDIES
ENVIRONMENTAL STUDIES	TRANSPORT
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careers Connexions choices life & social skills lifelong learning training

information

employment jobseeking qualifications further & higher education occupations

UG 04 August 2008

Police community support officers



Police community support officers undertake a range of duties. They assist police officers and provide a visible presence on the streets. There are no formal educational requirements for entry, but you have to pass an English test. It is important to have the right personal qualities.



Security and Armed Forces/
Police and related work

The work

In England and Wales, police community support officers – or PCSOs as they are also known – are civilian staff employed to provide a visible presence on the streets, offering support and reassurance to the general public and assisting front-line police officers (including the British Transport Police).

A PCSO's exact duties vary and no two days are the same. They usually patrol an area (on foot or on a pushbike) and interact with members of the public helping to reduce crime and anti-social behaviour. They may assist police officers at events (such as football matches) and public demonstrations, and at crime scenes. They may also help conduct routine enquiries, deal with minor offences (such as littering, graffiti and abandoned vehicles), intervene to prevent people from committing offences, direct traffic and give advice on preventing crime. PCSOs get involved with all sorts of people and organisations in the community.

Unlike police officers, PCSOs have no powers of arrest, cannot investigate serious crime, interview or deal with prisoners or carry out high-risk tasks. However, PCSOs do have the power to issue fixed-penalty notices (for littering, cycling on footpaths, dog fouling etc), detain someone for up to 30 minutes until a police officer arrives, direct traffic and remove vehicles. PCSOs don't carry handcuffs or a baton, but they do wear a uniform, carry a radio and may wear a protective vest.

What it takes

To work as a PCSO, you need a wide range of skills and aptitudes, including:

- confidence and common sense
- good spoken and written communication skills
- the ability to keep calm in difficult situations
- patience, resilience and sensitivity when dealing with members of the public
- teamworking skills
- honesty, fairness and tolerance
- stamina (they spend a lot of time on their feet).

PCSOs need to be prepared to work shifts, including work at weekends and bank holidays. They also need to be happy to work outdoors in all weathers. A driving licence may be required.

Entry requirements and application

Applicants from all backgrounds are welcomed and there are no age limits or height requirements. You don't need any formal educational qualifications for entry as a PCSO, but you need a good standard of English. You have to be fit and healthy enough to undertake the range of duties.

Sources of Information

James is a police community support officer, working in a city

'I saw an advert in a newspaper that said PCSOs were being employed in my area, so I found out what the job entailed and put in an application.

Are we police officers? Not at all. And we are not here to replace the police, but to free up their time for other duties, by patrolling the streets and offering reassurance to the public. This is a real community job. I'm out there on the streets daily – highly-visible in my uniform.

I have lots of different duties, but my main one is being out on patrol. You might see me working in shopping centres, helping to reduce crime levels, removing people who are drinking, begging illegally etc. I also go into hospitals to help provide a policing presence and protection for nursing and medical staff. One of my favourite duties is going into schools and youth clubs to talk to young people about law and order issues. I also visit community societies, Neighbourhood Watch groups etc, advising on crime prevention.

Although I'm not a police officer, I do have certain limited powers to deal with antisocial behaviour and disorder. If necessary, I could be asked to present evidence in court.

I am thoroughly enjoying my job and feel I am making a really worthwhile contribution to my community.'

The application process starts by completing a detailed application form based on how you demonstrate competencies in skills that are important for the job. You will also be asked to fill in medical and security questionnaires. If you get through this stage, you will attend an assessment centre for an interview and to take a written test and fitness tests. If successful, you will be recommended for appointment subject to a medical and eyesight checks, security and nationality checks and satisfactory references. Sometimes you are put on a 'bank' of successful applicants waiting for suitable vacancies before an offer is formally made.

Certain tattoos, whether visible or not, and facial piercings may be unacceptable. Previous convictions or cautions may not prevent you from becoming a PCSO, but all must be declared.

Paid or voluntary experience of working in the community would be helpful when applying for a PCSO vacancy. If you want to continue in education before applying to become a PCSO, a qualification in public services (e.g. a BTEC First or National, or ORC level 2 or 3 National) may be useful. From September 2010, a Diploma in public services will be available in some schools and colleges in England.

Training

Once employed, PCSOs undergo a training programme based on national occupational standards. There is an intensive induction programme followed by time spent shadowing other PCSOs and working under supervision. Training will include learning about the role, legislation, first aid, paperwork, radio procedures, self-defence etc.

In order to keep your skills and knowledge up to date, training and development continues to take place throughout your career.

Pay and prospects

Pay varies from force to force, but you are likely to start on at least £16,000 (more in London). Salaries rise with experience. Shift allowances and overtime pay may be available.

With experience in the role, progression to PCSO supervisor, manager or trainer might be a possibility. Some PCSOs apply to become police officers.



For further information

Vacancies are advertised in the local press and on local police force websites. The national police recruitment website has more information about becoming a PCSO and has links to all 43 English and Welsh police forces: www.policecouldyou.co.uk

Working in Police, Fire & Security – published by VT Lifeskills, £8.50.



Other leaflets in this series which may interest you

- | | |
|-------|--------------------------------------|
| RB 01 | Caretakers, attendants and porters |
| UG 01 | Police, fire or ambulance? |
| UG 02 | Police work |
| UG 03 | Civilian jobs with the police |
| UI 01 | Working in prisons |
| UK 01 | Security work |
| UK 02 | Private investigator |
| UK 03 | Parking attendant |
| V 15 | Probation work and community justice |

Seek advice if you meet discrimination due to age, disability, race, religion, sex or sexual orientation.

This leaflet will next be revised in August 2009.
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Sources of Information

6

‘Taking History was the best decision I made, it is the most brilliant subject ever. The periods of History you look at in GCSE are fascinating, and I love writing History essays’

Year 11 student at options evening

BTEC National Diploma in Engineering

Chippenham September 2009 entry

If you are interested in ...

Technology and science
How technology affects our environment
Mechanical engineering/electrical/electronic engineering
Materials science
Computer software
Manufacturing processes

Or you think you might be good at ...

Finding solutions to problems
Working logically
Design
Problem solving in a team
Applying mathematics to solve real problems
Communicating ideas ...

then the National Diploma in Engineering is the course for you

Who is this course for

This two-year, full-time course is aimed at students who wish to work as Engineering Technicians or to progress to university. This is an academic course which can lead to an engineering Degree in electronics, mechatronics or mechanical engineering, a modern technician apprenticeship or entry into HM forces at officer cadet level.

The course has the same value as three A Levels and is part of a nationally recognised structure.

What does this course aim to do

The BTEC National Diploma focuses on preparing you for working in an engineering industry or progressing onto a higher qualification. Learning by completing projects and assignments that are based on realistic workplace situations, activities and demands. As well as learning about the employment area you have chosen, you develop the skills you need to start or progress a career.

Employment opportunities

Entry to Technician Apprenticeships in areas such as:
Aerospace engineering
Electrical engineering
Electronic engineering
Mechanical engineering
Motor vehicle engineering

Educational Progression

Degrees and Higher National Diplomas/Certificates in:
Automotive technology
Aerospace technology
Electrical engineering
Electronic engineering
Mechanical engineering
Civil engineering
Production engineering
Computer control production systems

Student Profile

Wiltshire College **Chippenham:** Cocklebury Road, Chippenham, Wiltshire, SN15 3QD Tel: 01249 464644 Fax: 01249 465326
Wiltshire College **Lackham:** Lacock, Chippenham, Wiltshire, SN15 2NY Tel: 01249 466800 Fax: 01249 444474
Wiltshire College **Salisbury:** Southampton Road, Salisbury, Wiltshire, SPT 2LW Tel: 01722 344344 Fax: 01722 344345
Wiltshire College **Trowbridge:** College Road, Trowbridge, Wiltshire, BA14 0ES Tel: 01225 766241 Fax: 01225 777148

Sources of Information

After completing the National Diploma in Engineering, Tony Clark graduated from the University of Portsmouth with a degree in Engineering; his first job was with Goldman's Electronics as a design engineer in the audio department.

He says, "This was fantastic experience for me. I was mainly involved in OEM business and designed the sound system for cars such as the Hyundai Santa Fe, Honda CR-V, BMW Mini convertible, Skoda Octavia and a few General Motor cars.

I left Goldman's and took a slight change of direction. I managed to get a job with Kenwood Home Appliances (the kettle and toaster people) as an Assistant Project Manager; I was quickly promoted to Project Manager after launching some successful products. I became the Project Manager for the New Kenwood Chef - the first one launched in 30-years.

I am currently working in the Sony Computer Entertainment section of the company as the European Project Manager for the Playstation 3 (106 countries worldwide). This involved the launch of the product and continual development including new business opportunities. I do feel like I am in a very privileged position with huge responsibility for a man just shy of 26 years old. I know that I would not be in the position I am now if not for the foundation that you laid for me."

About this course

This course is designed to teach you the basic science and technology needed to become an engineering technician. The course consists of a number of core and specialist units covering a wide range of engineering disciplines for the technician including science, mathematics, communications, business systems, mechanical, electrical and electronic principles, engineering processes and materials, as well as a project. You will investigate business functions which involve engineering and look at the influence of engineering on society.

We supply you with the required textbooks for the course.

As part of this course you will be expected to take part in a number of educational/industrial visits, conferences and exhibitions to give you experience of a range of working environments and vocational areas.

You will need to provide protective clothing, such as overalls and safety boots to wear in the workshop.

How will I be assessed?

You will study a total of eighteen units over the two-years of the course. Sixteen of the units are assessed by coursework - this may include assignment work, presentations and design projects.

For each unit you complete you will be awarded a Pass (P), Merit (M), or Distinction (D) grade. You will be awarded an overall grade such as PPP, MMM or DDD. A DDD grade is the direct equivalent of 3 'A' levels at grade A and worth the same - 360 UCAS points for university entry.

Will I have to study at home?

Yes, most units will require some commitment of your own time to fulfil the assignment and investigation requirements.

Are there any additional costs

You will be required to provide protective clothing and shoes for any practical activity. A set of drawing instruments will be needed. You will be expected to contribute towards the costs of any organised trips/visits.

Entry requirements

4 GCSEs at grade C or above including a Maths (or Application of Number Level



Sources of Information

2) and Science, and preferably English; or BTEC First Diploma at Merit level in a relevant subject area plus application of number level 2 or a combination including GCSE Engineering.

Length of course

2 years full-time

Final Qualifications

BTEC National Diploma in Engineering.

Units

Unit 1 - Business systems for technicians

You will gain an understanding of how business companies are structured and how they combine commercial and engineering functions to meet their objectives. You will also deal with environmental issues and how they affect the engineering industry.

Unit 2 - Communications for technicians

You will develop a range of skills including drawing, sketching, writing and speaking. You will also use a variety of techniques for obtaining, evaluating, processing and presenting information.

Unit 3 - Engineering Project

You will develop the appropriate skills and knowledge to produce a piece of work that integrates the skills and knowledge you have gained throughout your studies, and reflects the performance of the technician at work.

Unit 4 - Mathematics for technicians

You will learn the important mathematical principles of algebra, trigonometry, graphical methods, statistics and calculus, needed by engineers and how to apply these principles to engineering problems.

Unit 5 - Electrical and Electronic principles

You will study the scientific principles of electrical and electronic devices and circuits. You will develop a sound understanding of the function and operation of devices and circuits. You will develop your skills and understanding through practical investigation and computer-based software.

Unit 6 - Mechanical principles

You will cover the scientific principles that govern the behaviour of physical systems. You will learn about the mechanical engineering principles of static's and dynamics through practical investigations with mechanical engineering systems and devices.

Unit 10 - Properties and applications of Materials

You will examine the structure, properties and behaviour of a range of materials used for engineering products. You will learn how to recognise the links between the properties of materials and the performance of products for which they are used.

Unit 11 - Further Mechanical Principles

This unit will allow you to extend and develop your skills and knowledge of the basic principles fundamental to mechanical engineering design and systems.

Unit 15 - Electro, Pneumatics and Hydraulic Systems and Devices (Year 2)

You will study and gain knowledge and understanding of electro, pneumatic and hydraulic technology employed in modern industry. You will study: safety, principles and applications of fluid power; electro, pneumatic and hydraulic components, devices and equipment; fluid power circuits; maintenance, test and fault-finding. You will carry out practical investigations of fluid power



www.wiltshire.ac.uk

Finding Careers Information

Name:	
Job or course researched:	
Question	Resource
Answer	
Question	Resource
Answer	
Question	Resource
Answer	
Question	Resource
Answer	

Finding Careers Information

Question	Resource
Answer	
Question	Resource
Answer	
Question	Resource
Answer	
Question	Resource
Answer	

Which, of all the resources you used, did you think was the most useful for information about this job/subject?

Were there any questions that you couldn't find answers to? If 'yes' how do you think you could find the answers?

THEME: Your Money & Your Life: Work Matters (Labour Market Intelligence)

The purpose of this session is for students to explore Employment Trends and improve their understanding of the changing world of work, and to consider how this impacts on their future plans.

Reflective learners

Assess self and others,
identifying opportunities
and achievements

LEARNING INTENTION/'I'

I can identify some jobs and sectors which are in decline and some which are growing

I can find out more about skills employers are looking for and how to improve my chances of getting a job eventually

I can anticipate the ways that my skills and interests will relate to the needs of a changing job market

VOCABULARY

Labour Market, Globalisation, Recession . . .

and a lot more - see LMI Bingo exercise - 40+ new terms and concepts.

RESOURCES

- LMI Bingo cards* - you will need to produce enough to cover the number of people in the group

- "A day in the life of Jordan" story for the teacher to read out

- Worksheet on which to record what has been learnt about growing and contracting jobs, and skills needed

- Worksheet with teachers' notes added

- 'A new look at Britain in a changing world': video clip on www.14-19reforms.co.uk/Videos.aspx

- Optional - a prize!

*Tip - One of the 4 cards will be the winning card depending on which end you choose to use. If you want a single winner you will need to only give out one copy of the card which has the word in the last sentence you choose to read out. Otherwise expect to have a group of winners.

TEACHING/LEARNING ACTIVITIES

Engagement/starter activity

5-10 mins

Which of this list of jobs on the board did not exist before 1990s?

Which ones no longer exist?

Tyre Fitter, Cleaner, Shoe Binder, Drugs Counsellor, Beauty Therapist, Nursing Sister, Personal trainer, Psychiatrist, Bicycle Courier, Stoker, Air Cabin Crew, Lamp Lighter, Call Centre Worker,

List to be on the board or an Overhead/slide ready before the lesson. List can be changed to suit recent changes or local opportunities.

Core Activity

Task 1 Local 10-15 mins

In order to put the local labour market into context pupils should write down the name of a local employer who has,

- A) Arrived, grown or started in the local area in the last 2 years
- B) Disappeared, closed or contracted in the local area last 2 years

Give a reason if you can.

Share and discuss. Reasons why and any trends drawn out.

- A) Serving ageing population, growth of professions, shift to Design and Media, new technologies, various social changes, new retail.
- B) Recession impacts on retail and banking, global competition and decline of manufacturing, various social changes, contracting retail.

This exercise could be extended to a homework, with discussion with parents identifying 5 or more employers which have come and gone locally, and why.

Task 2 National and Global Trends 30-40 mins

LMI Bingo, exploring factors which affect the Labour Market generically and introducing a lot of new vocabulary and concepts.

Method:

Begin the session by explaining that you want to get the participants thinking about the labour market but in a fun way.

Give everyone a bingo card. Explain that you are going to read them a story about a day in the life of Jordan (could be male or female!). They should listen out for the words on their card in bold type in your copy, and when they hear them they should cross them off. You can emphasise these particularly. The first person or persons to cross them all off will be the winner.

Choose only one of the 4 possible endings - the word in bold type in the last sentence will generate the winner.

Once the game is over, give out copies of the worksheet and ask them to work in pairs or small groups to come up with answers to fill in all of the boxes. Discussion may be needed. Teachers notes provide prompts to help with discussion of this.

Plenary

If available and time permits (4 mins) you could show the DCSF clip 'A new look at Britain in a changing world', from the 14-19 memory stick or 14-19 reforms website to illustrate changing labour markets.

Alternatively, what is your dream job or favourite job? Will it survive the next 10 years?
and/or

Write down 2 facts or points of interest you have found out about the labour market today and share one with the group.

KEY QUESTIONS

Which jobs are likely to disappear in the future?
Which job areas will be in demand?
What may be the local effects of labour market change?
Can we predict future social and technological trends?

AFL

The worksheet and homework exercise provide evidence of understanding and awareness.
Points shared in the final plenary demonstrate students' grasp of key learning points.

DIFFERENTIATION

Bingo provides an accessible activity for all - some technical language, but students will hear the words read out.

The worksheet can be taken at a number of levels and discussed in working groups for support.

CROSS CURRICULAR OPPORTUNITIES

Changing labour market has links with every subject - e.g. jobs from history, all scientific and technological change. Fundamental to Business Studies and Geography.

Every subject should aim to have a departmental display on careers using their subject - and how these are changing!

NOTES

www.connexions-direct.com

www.guidance-research.org/future-trends

LMI Bingo Cards

CONNEXIONS	NEET	COLLEGE	NOT IN EDUCATION, EMPLOYMENT OR TRAINING
RECESSION	TRAINING	FOREIGN COMPETITION	CARE WORK
RETAIL INDUSTRY	COMPETITION	PART-TIME	UNEMPLOYMENT
APPRENTICESHIP	FACTORY WORK	CALL CENTRE	PUBLIC SERVICES

PERSONAL ADVISER	INTERNET SHOPPING	GLOBALISATION	PEOPLE SKILLS
APPRENTICESHIP	EMAIL	CREDIT CRUNCH	CUTTING BACK
QUALIFICATIONS	NEET	CV	VOLUNTEERING
COMMUNICATION SKILLS	LABOUR MARKET	NOT IN EDUCATION, EMPLOYMENT OR TRAINING	COLLEGE

LMI Bingo Cards

SOLVING PROBLEMS	PERMANENT JOB	WORK EXPERIENCE	UNEMPLOYMENT
LAI D OFF	NOT IN EDUCATION, EMPLOYMENT OR TRAINING	HIGHER LEVEL JOB	INDIA
NVQ	PUBLIC SERVICES	NEET	FAST FOOD INDUSTRY
APPRENTICESHIP	REDUNDANT	MIGRANT WORKERS	COLLEGE

APPRENTICESHIP	ACTION PLAN	NEET	TELE-COMMUNICATIONS
FAST FOOD INDUSTRY	VOLUNTEERING	GLOBALISATION	TRAINING WAGE
CHEAPER WAGES	NURSING	TEMPORARY WORK	COLLEGE
NOT IN EDUCATION EMPLOYMENT OR TRAINING	LAI D OFF	POLICE	QUALIFICATIONS

A Day in the Life of Jordan

Hi year 9s! - I'm Jordan and I'm 18 now... I left school 2 summers ago and have had a tough time because of the **RECESSION** and changes in the **LABOUR MARKET**. I went straight from school into a job on a farm but got **LAI D OFF** as the rising price of oil pushed the farm out of business.

I picked up a job at Mc Foods restaurant in the **FAST FOOD INDUSTRY**, but everyone there worked **PART TIME** shifts so it was hard to get to know anyone and I have decided I don't like **CATERING** work anyway. I tried to get an **APPRENTICESHIP** as a bricklayer a year ago, and at first that looked promising, but then the **CREDIT CRUNCH** hit all the banks and new house building stopped, and I got made **REDUNDANT** again.

I managed to get some **TEMPORARY WORK** in a shop last Christmas, but the **RETAIL INDUSTRY** is suffering as well because **INTERNET SHOPPING** has increased, so now I'm still looking for a **PERMANENT JOB**.

My mate who completed his apprenticeship in **TELE-COMMUNICATIONS** keeps telling me "you gotta get some **TRAINING** behind you and some decent **QUALIFICATIONS** like an **NVQ** because then there are more jobs you can go after". When he started we thought, "what a loser" because his **TRAINING WAGE** was not very good and he had to go to **COLLEGE** as well as work, but he's laughing at me and my other mates now!

I had thought about becoming a postman but now I'm worried that more people are using **EMAIL** rather than snail mail. I wish I'd got better **WORK EXPERIENCE** when I was in Year 10 and even done some **VOLUNTEERING** as everyone I apply to asks about those things these days.

I've heard that **FACTORY WORK** pays well, but the nearest factory to here is 10 miles away, and they are **CUTTING BACK** as they have opened a factory in **INDIA** where they can pay much **CHEAPER WAGES**, and so be more competitive. Mind you there are some jobs going in our local **CALL CENTRE** although some of those have gone to India as well. They say you have got to have good **COMMUNICATION SKILLS** for this and most jobs these days.

At the moment I am **NEET** - that's not as nice as it sounds and means **NOT IN EDUCATION EMPLOYMENT OR TRAINING**, and sadly there are a lot of young people in the same position. In this country there has been a collapse in the **UNSKILLED** job market partly because of **GLOBALISATION**, **FOREIGN COMPETITION** and **MIGRANT WORKERS**.

A lot of the jobs advertised these days are in the **PUBLIC SERVICES**. With more old people around, **NURSING** and **CARE WORK** jobs will always be needed, but I am not sure if I have the right **PEOPLE SKILLS**.

My Dad says that high **UNEMPLOYMENT** means higher crime, and that I should think about trying to join the **POLICE**, but I know there will be a lot of **COMPETITION**. I need to get a lot more on my **CV** before I can think about applying.

I know I am going to have to get more skills if I am ever going to get a **HIGHER LEVEL JOB** so I need to think about what to do next.

Alternative endings - only read out one of these . . .

1. I need to get some help so I am going down to **CONNEXIONS** for some careers advice.
2. I need to get some help so I am going to see my **PERSONAL ADVISER** at Connexions
3. I hope I can sort this out soon - employers are always wanting people who are good at **SOLVING PROBLEMS**
4. It's so important to leave school with a good **ACTION PLAN**

From Jordan's story what did you learn about the following:

Which jobs are in decline or disappearing?	What skills are employers looking for?
Why are some job sectors in decline?	What do you need more of in order to improve your chances of getting work
Which job sectors are growing?	

From Jordan's story what did you learn about the following:

Which jobs are in decline or disappearing?	What skills are employers looking for?
<ul style="list-style-type: none"> • Farming • Mining • Factory work or manufacturing • Some retail sector jobs 	<ul style="list-style-type: none"> • Communication skills • Numeracy - not complex maths but basic sums • Also mention computing and IT skills- not always experts but good basic users • Personal motivation - interested in job • Teamwork and people skills. • Sales and customer service skills • Flexibility and adaptability
Why are some job sectors in decline?	What do you need more of in order to improve your chances of getting work
<ul style="list-style-type: none"> • Cheaper labour costs abroad so moving factories to third world countries • Point out that science and technology are also having an impact with machines now doing what people used to do - automatic ticket systems, shopping over the internet, automatic switchboard systems, telephone and internet banking etc. 	<ul style="list-style-type: none"> • Qualifications • Training • Skills • Work experience • Problem Solving
Which job sectors are growing?	
<ul style="list-style-type: none"> • Some retail sector • Health and education - especially childcare and health care • Computers and telecommunications • Higher level jobs and technical jobs • Also part time and temporary jobs are growing in all sectors as industries reflect the uncertainties about which jobs will be needed long term • Supermarkets • Environmental jobs 	
<p>Note: This section will need to take account of local factors and recent changes.</p>	

THEME: Your Money & Your Life: Action Planning

LEARNING INTENTION/'I'

I can record learning outcomes from the previous sessions

I can take a positive view of my personal qualities, options and opportunities for the future

I can be clear about my short and longer term goals

VOCABULARY

Ideal partner, appearance, attributes, characteristics, personality

Traits, negotiation, listening, collaboration.

RESOURCES

- 'What have we learnt' worksheet
- 'This is me' poster template
- Prompts for students completing their action points

TEACHING/LEARNING ACTIVITIES

Engagement

Pose this question for discussion: 'How is a sat-nav different from a map?'

Take some comments and suggestions, and bring out the idea that if you're trying to find your way a map shows you the full range of possible routes and alternative destinations, whereas the sat-nav will just guide you along a single pre-determined route.

Linking this to the students' career planning, make the point that at their stage it's a map that they need - taking an overview of all the possibilities and keeping their options open. This lesson will give them the chance to bring together their learning from the preceding lessons to give themselves that kind of overview.

(5 Minutes)

Core Activity

1. Reflect back on the previous lessons that students have covered in this unit.

Use the worksheet 'What have we learnt?' to review key learning messages, remind themselves of the lessons in which they occurred, and highlight the ones they think are the most significant. Briefly compare notes round the class on what are considered to be the most important points. Note that there is a completed version of the worksheet for your reference.

(15 minutes)

2. 'This is me' - a personal planning poster. This format is suggested as the end product for this unit, rather than a more formal action plan, as it allows students to personalise their approach and provide themselves with an aide-memoire of their thinking and ideas as they stand at this stage, as well as mapping out a few key actions for the short and medium term.

Give each student the 'This is me' poster template. They should use the different sections to give themselves a snapshot of their current thoughts in relation to their career planning, drawing on some of the themes covered in the earlier lessons. If they want to be more creative, they can take the same ideas and build them into a poster design of their own. The finished product should be something they can preserve for future reference, ideally post up on their bedroom wall or somewhere suitable, to keep its contents - and particularly the action points - in the forefront of their minds.

Most of the sections are self-explanatory. The central 'This is me' section is to record thoughts about their personal qualities, skills and interests. 'Always remember' is a space for motivational or values-type prompts such as 'Job satisfaction matters as much as money', 'If you want it, go for it', 'Women can achieve whatever men can', 'It's OK to change direction', etc. 'Five things I need to do...' is a key section, to set themselves specific and manageable targets: you may want to give students the handout to provide prompts for the kind of actions they might include.

Emphasise that, with the exception of the 'Five things', nothing they write down commits them to anything - the point is to approach it in a speculative, trying-ideas-out frame of mind.

(35 minutes)

Plenary

Invite some students who are willing and confident enough to share some of the ideas from their posters, eg. action points they have set themselves, or key messages from the 'Always remember' section.

Remind students to place the poster somewhere prominent where they will be reminded of its contents over the coming year.

(5 Minutes)

Self-managers

Work towards goals, showing initiative, commitment and perseverance

KEY QUESTIONS

What have I learnt about myself and my future career opportunities?
What are my short and longer term goals for the future?

AFL

The 'What have we learnt' activity allows teacher and students to review and consolidate the learning from previous lessons.

The poster is a summative exercise, but personal - students should not feel there are right or wrong answers. It can be assessed for its thoughtfulness, and creative use of learning points from earlier lessons, rather than for its specific content.

DIFFERENTIATION

Students can work in supportive pairs or groups on the 'What have we learnt' exercise.
The poster activity can be tackled by all students at their own level

CROSS CURRICULAR OPPORTUNITIES

Subject teachers should be kept informed in broad terms about the guidance being given to students on option choices and career planning.

NOTES

More formal and structured action plans and CV's may be produced by use of electronic web based ILP (Individual Learning Plan) systems such as s-cool Plan-It or Fast Tomato. These hold the additional advantage of the facility to involve parents/carers and overview by tutors and senior managers.

www.s-cool.co.uk/planithandbook

www.fasttomato.com

www.myprogressfile.com

So what have we learnt?

The lessons in this unit so far have covered the following themes:

- 1 Choosing Options
- 2 Stereotyping - Gender Inequality
- 3 Decisions, Decisions, Decisions
- 4 Accessing Good Careers Information
- 5 Work Matters

The table below reminds you of some of the key learning points you should have gained from these lessons. Place a number in the box on the right of each statement to link it to the lesson in which you learnt it - the first one is done for you.

We learnt that...	In lesson
Most of us have images of traditional gender stereotypes in our heads	2
There are many different options open to me, and choices I make now may affect my opportunities in the future	
When you're looking for careers information you need to know it's reliable and not biased	
The world of work is changing, with some jobs disappearing and new ones emerging	
If you limit your career decisions to what is familiar you could miss out on some great possibilities	
I need to look to reliable people to advise me and help with my choices	
The jobs available to me and the skills I need will change as the years go by	
'Connexions' provides an adviser, resources and a website to help me explore my career options	
Other factors like age and disability can also unnecessarily restrict people's career plans	
To make good decisions you have to be sure you've weighed up all the information	
There are many different kinds of qualifications, grouped together in a series of different levels	
To make good use of careers information, it helps if you know what questions you want to ask	
Career decisions are not fixed for life - these days people make many changes during their working lives	
Good employers are actively trying to encourage men and women into non-traditional roles	
To be employable I need to be adaptable	

Ideas for course next year

People I can talk to

Ideas for jobs in the future

In 10 years' time I might be

This is me

Influences on me

Five things I need to do in the next year

-
-
-
-
-

Always remember

Prompts for your action points

Ideas for actions you might include in your 'Five things I need to do in the next year':

Research jobs in the Connexions Resource Centre
Write off or search the internet for careers information
Talk to people who do different types of job
Plan to continue with my learning after year 11 and/or 13
Speak to my family about career ideas
Find a new hobby/interest/sport
Attend school regularly and on time
Talk to a personal adviser or careers teacher
Talk to a form tutor and/or subject teachers
Read the local papers for career ideas
Visit local employers and talk to them about careers
Complete work on time
Check out courses I could take at university
Get a part-time job

KALEIDOSCOPE

SS3

Certificate of Achievement

**Your Money & Your Life
Year 9**

**has successfully completed the
programme of study on
Your Money & Your Life**

signed

date

Photocopy/print, then cut here



Integrating PSHEE and SEAL A Scheme of Work for Key Stage 3 for all students



Your Money & Your Life Resources

Cyber bullying and E safety; branding; identity; On-line shopping; budgeting; peer pressure; banking; finances; healthy eating focus; careers options; life choices; aspirations

Organisation	Contact Details	Resource
Bank of England	www.bankofengland.co.uk/education	The Bank provides educational resources for primary and secondary schools. These are designed to help young people understand how the economy works and why inflation matters. Made of Money is intended for students aged 14–16 years.
BP Educational Service (BPES)	www.bp.com/sectiongenericarticle.do?categoryId=8041&contentId=7035835	Providing curriculum-linked teaching resources related to the oil and gas industry focused on inspiring young people through interactive learning and discovery.
BT Better World	www.antibullying.net	Resources include the Internet Green x Code, and communication resources.
Chat danger	www.chatdanger.com	Teenage website about potential dangers of interactive services online.
Childnet International	www.childnet-int.org	Portal to organisations sites around internet safety and cyber bullying such as Chat Danger.
Connexions	www.connexions-direct.com	Advice on work, careers, health, relationships, rights and money.
Direct.gov	www.direct.gov.uk	Direct.gov provides information from across UK government departments. Young people's sections covers Health and Relationships, Work and Careers, Politics and Government, Crime and Justice, Learning.
Eatwell website	www.eatwell.gov.uk	Healthy eating website for general public. Food Standards Agency.
Financial Services Authority	www.moneymadeclar.fsa.gov.uk	
Food Standards Agency	www.food.gov.uk Publications orderline: 0845 6060667	Nutrition and food safety information. Links to publications, teaching material.
Food4thought	www.bhf.org.uk/food4thought	Games, downloads and information about nutrition.
Go Get It	www.bbc.co.uk/northernireland/schools/11_16/gogetit	Ages 13 - 16 career information covering CV, interviews.
Pfeg (Personal Finance Education Group)	www.pfeg.org	Independent charity helping schools to plan and teach personal finance relevant to students' lives and needs.
Suzy Lamplugh Trust	www.suzylamplugh.org	Personal safety advice.

Organisation	Contact Details	Resource
Teen Weight Wise	www.teenweightwise.com	British Dietetic Association site, includes recipes
Think u know Child Exploitation and Online Protection (CEOP) Centre	www.thinkuknow.co.uk	The UK's national law enforcement agency that focuses on tackling the sexual abuse of children. It gives information on the IT sites mobiles and new technology-areas for young people and teachers.

Local Organisations

Organisation	Contact Details	Resource
Community Dietitian	NHS Bournemouth and Poole 01202 733323	Limited availability-may be able to advise about appropriate nutrition information.
Dorset Food and Health Trust	www.dorsetfoodandhealth.co.uk 01202 849111	Charity supporting food initiatives in Dorset.