

Education for Employability

Year 9

Draft

Education for Employability - Year 9

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GENERAL INFORMATION

General Information

This pack consists of scheme of work/lesson plans and resources for a Year 9 for Employability programme. It is proposed to offer this programme from September 2005 as a 'follow-on' to schools who have participated in the year 8 Education for Employability programme trialled in a number of schools from September 2004.

Background to Education for Employability

CCEA proposals for the revised Northern Ireland Curriculum at Key Stage 3 which have been accepted by the Minister recommend the curriculum should more effectively prepare young people for the changing global economy through Learning for Life and Work. The following elements are recommended:

- *Learning for Life and Work* (comprising **Education for Employability**, Citizenship, Home Economics and Personal Development)
- *General Learning Areas* (The Arts, English and Irish, Environment and Society, Mathematics, Modern Languages, Physical Education, Science and Technology, Religious Education)
- *Skills and Capabilities Framework* (Personal and Interpersonal Skills, Communication, Application of Number, ICT, Critical and Creative Thinking Skills)

CCEA suggests that Education for Employability incorporates four key dimensions:

- Work in the Local and Global Economy
- Career Management
- **Enterprise and Entrepreneurship**
- Skills and Qualities for Work

Training and Resources

This document consists of a Scheme of Work and associated lesson plans and learning materials for a Year 9 Education for Employability programme. It is being offered in selected schools who have delivered the Year 8 Programme, on a pilot basis, commencing in September 2005. The pilot programme is being undertaken on a collaborative basis between CCEA and the Education and Library Boards (ELBs). The implementation of the course in the pilot schools will be monitored and evaluated by both the ELBs and the Research and Statistics Department at CCEA. In-service training and a resource pack will be provided for teachers participating in the pilot. Teachers are encouraged to further develop and add to these resources.

Section 1

Careers Management (1)

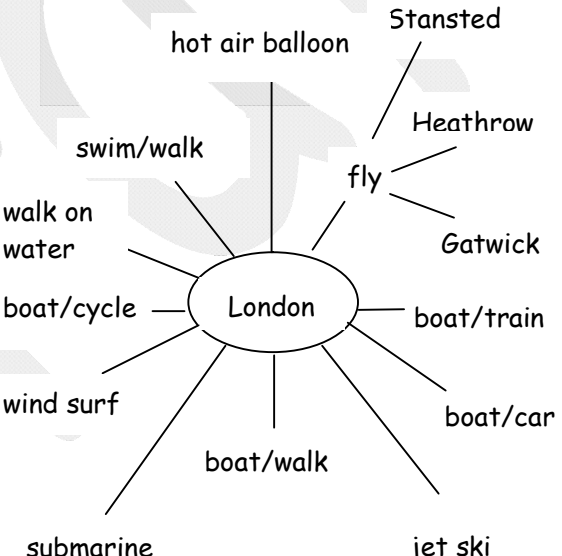
Lessons 1 - 4

The first 4 lessons are intended to allow the pupils to review the development of the skills and qualities they identified in Year 8. The lessons also allow the pupils to develop an understanding of the main learning styles and identify the type of learner they are and recognize the links between the types of learning and job requirements.

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>1 Careers Management</p>	<p>1 'The New Me'</p>	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> • Re-evaluate their personal qualities and skills. • Recognize up to three areas of change within the past year. • Present the information in an appropriate visual form. <p>(Review stage of PCP process)</p>	<ul style="list-style-type: none"> • Review materials developed by pupils on Personal Skills & Qualities in Year 8 (Lesson 3) • Individually pupils identify: <ul style="list-style-type: none"> - What remains the same? - What has changed? - What can be added? • Whole class discussion on examining what new hobbies/activities that pupils might have taken on during the year • Pupils make a poster reflecting 'The New Me' either using the template or other resources eg photograph or drawing • 'The New Me' - template (Pupils lie on the floor and an outline of their body is drawn around them) <p>(Retain for future reference as part of PCP)</p>		<ul style="list-style-type: none"> • Pupils own Personal Skills & Qualities sheets - lesson 3 Yr 8 • I Can... I Am... statements (Materials produced during Year 8 - use for review purposes) • Review sheet (for pupils to record responses) • Lining paper for template or paper for drawing

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>1 Careers Management</p>	<p>2 'More than one way'</p>	<p>By the end of the lesson pupils will:</p> <ul style="list-style-type: none"> know the names of the three main learning styles; have a basic understanding of how the brain works in learning; appreciate that there is more than one way to learn. 	<ul style="list-style-type: none"> Brief explanation of the learning brain and highlight 3 main styles Brain energiser Group work task How many ways can the group think of getting to eg London/Glasgow encourage the sensible and silly responses eg 		<ul style="list-style-type: none"> Mind your Head Book pages 6/7/9/12/15 Explanation of the Learning brain Page 6 Brain Energiser activities sheet

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
1 Careers Management	2 contd.		<ul style="list-style-type: none"> • Feedback (reinforce the 'more than one way' message) • Explain that this can also apply to learning and that next lesson will look at different ways of learning (ie Visual - eyes, auditory- ears, kinaesthetic - hands) • 'Think about activity' between now and next lesson think about how many times you use your eyes(visual), ears (auditory), and hands (kinaesthetic) • Explain homework (the word search) (5 mins) 		<ul style="list-style-type: none"> • Wordsearch • Answersheet

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>1 Careers Management</p>	<p>3 'Your Own Style'</p>	<p>By the end of this lesson pupils will:</p> <ul style="list-style-type: none"> identify the type of learner they are. 	<ul style="list-style-type: none"> Short Brain Energiser (From Lesson 2) Pupils to redo Review Homework (wordsearch) explain key/new words Introduce the idea of your own style. If you did not have to wear school uniform today, what would you wear? Seek pupil responses - noting on the board. Each new response should be different from the previous. Define STYLE - something you are happy/comfortable with something that is you Switch this to styles of learning and that the short questionnaire will help them define their own style. Complete the questionnaire Scoring the questionnaires What your score means 		<ul style="list-style-type: none"> Brain Energiser Activity Sheet from Lesson 2 Wordsearch Answer Sheet Learning Style Questionnaires What your score means Information Sheet

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p style="text-align: center;">1 Careers Management</p>	<p style="text-align: center;">3 contd.</p>		<p>Teacher reinforces that although a pupil may have a preference for a particular learning style they do need to develop all three styles to a certain extent in order to deal with life and work learning situations (eg telephone).</p> <ul style="list-style-type: none"> • <u>Homework</u>. Learning styles/subject links. 		<ul style="list-style-type: none"> • Learning styles/subject links sheet

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>1 Careers Management</p>	<p>4 'Getting the best out of your style'</p>	<p>By the end of this lesson pupils will:</p> <ul style="list-style-type: none"> • recognise the links between the types of learning style and subjects studied; • practice one of the suggested learning techniques; • recognize the links between the types of learning and job requirements. 	<ul style="list-style-type: none"> • Review Homework and learning style scores from previous lesson VISUAL/ AUDITORY/ KINESTHETIC. • Organise class into learning style groups (4 - 6) e.g. all visual in a group etc. or may require a multi-faceted group. • Groups to read and understand the appropriate 'Good ways for <u>VAK</u> scorers to learn', information sheet. Try out the spelling activity and see if it works for your group (first activity on sheet) and discuss others. • General class discussion sharing how different groups learn. • Encourage pupils to try these approaches in other subjects. • Each group choose two contrasting jobs (e.g. butcher and bank clerk). Using barchart proforma complete indicating the percentage of each of the jobs which they associate with each of the three learning styles and justify their decision. 		<ul style="list-style-type: none"> • Homework Responses • 'Good ways for VAK scorers to learn' Information Sheets (three) • Learning style/job links Proforma

Section 2

Work in the Local and Global Economy

Lessons 5 - 11

It is important that pupils develop an understanding of how global issues affect the local working and living environment not just in terms of employment but also environmental and community issues.

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>2</p> <p>Work in the local and global economy</p>	<p>5/6</p> <p>'Europe - Getting to know you'</p>	<p>By the end of this lesson, pupils will be able to:</p> <ul style="list-style-type: none"> Identify the countries within the E.U. Identify EU member states which are experiencing economic growth/decline. Identify changes in employment trends. Identify reasons for movement of people from one country to another. <p>Homework Activity</p> <p>Identify location of EU countries Or Write up findings from Interview (Report)</p>	<p>Teacher led discussion about E.U. enlargement. Pupils identify/name all countries in the newly enlarged E.U.</p> <p>Teacher led discussion using case studies on movement of people within EU; table/figures of economic growth and fact sheet containing information on occupational sectors</p> <p>*Why do people want to move? *Why do some people not move so much? * Which countries are experiencing economic growth? (Use annual growth rate figures and represent graphically) *What are the major industries in the EU? *What benefits do incoming workers bring to our economy?</p> <p>Discuss/interview/find out about somebody that pupils know who has moved to NI, or moved to elsewhere in EU - write up findings.</p> <p>Complete EU Map building exercise (jigsaw or sticky flags).</p>		<p>Map of enlarged EU - European Office - British Council, Belfast 028 9024 8220 (Jonathan Stewart European Coordinator).</p> <p>Movement of people within EU - Two case studies: Estonia - NI NI - Slovenia</p> <p>Information Sheet - Economic Profiles for each member state www.fco.gov.uk Map activity - (jigsaw or sticky flags)</p> <p>'Know your Flags' Activity Sheet (sticky flags - available from European Office www.belfasttelegraph.co.uk</p>

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>2 Work in the local and global economy</p>	<p>7/8 'More jobs, less waste'</p>	<p>By the end of this lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • Identify an environmental issue. • Recognize a variety of recycling environments. • Research one of the recycling environments. • Produce a representation of a working environment where recycling creates job opportunities. • Present findings to group. 	<p>Using the white board identify current local and global environmental issues Eg: Recycling, Global warming, landfill, Timber frame/natural build.</p> <p>While listening to the recording of sounds, pupils identify working environments where recycling plays a major role.</p> <p>Working together in groups pupils create a web page template, a collage or poster to illustrate how one of the environments identified above creates employment opportunities.</p> <p>In groups present findings to peers. This may be in form of short talk, presentation or display.</p>		<p>Web site for research purposes www.recyclezone.org.uk/tz_resources.aspx www.wakeuptowaste.org www.belfastcity.gov.uk/newenvhealth/wastemanagement/recycl.shtml</p> <p>CCEA Sounds CD- Bottle bank Waste water Clothes Paper Tin cans</p> <p>Access to resources such as newspapers, magazines, internet etc</p> <p>Glue, scissors etc</p>

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>2 Work in the local and global economy</p>	<p>9/10 'Local benefits'</p>	<p>By the end of this lesson, pupils will be able to:</p> <ul style="list-style-type: none"> • Identify a number of ways in which business organizations contribute to the local community. • Identify businesses that organize goodwill events. • List a number of companies which provide sponsorship. • Identify sponsorship that your school benefits from. • Investigate and present findings. 	<p>Teacher led discussion, identifying local organisations and how they benefit the community eg:</p> <ul style="list-style-type: none"> • provide employment/wages; • provide training; • sponsorship (local community and school); • goodwill events eg xmas party for senior citizens. <p>In groups, using local newspapers - Identify businesses that organise goodwill events (eg Christmas parties, Children in Need events). Discuss why.</p> <p>In groups, compile a list of companies that provide sponsorship - how many are local companies? - does your school benefit from sponsorship of any kind?</p> <p>Investigate one sponsorship event, either in local area or in school - write up a short press release on event. (or take photographs)</p>		<p>Local newspapers</p> <p>Newspapers, local knowledge, Company literature/web site.</p>

Section 3

Enterprise and Entrepreneurship

Lessons 12 - 24

This section of lessons develops communication, planning and team building skills and allows pupils to demonstrate their creativity in an enjoyable and positive way.

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Enterprise and Entrepreneurship

Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
3 Enterprise and Entrepreneurship	12 'Who wants to be an Entrepreneur?'	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> • demonstrate and further develop communication skills; • identification of personal examples of enterprise. 	<ul style="list-style-type: none"> • Get in Line <ul style="list-style-type: none"> - Alphabetical on first name (speaking allowed). - By Birthday (non-verbal). • Debrief on the importance on communication and creativity in the world of enterprise. • Review (teachers make reference to activity done in Yr 8). <ul style="list-style-type: none"> - In pairs share personal examples of being enterprising especially those which are new since Year 8 (use resources from lessons 24 & 25 and record on the 'old' sheets) - may be done by mime. - Each person reports back on one enterprising activity carried out by their partner. 		<ul style="list-style-type: none"> • Pupils own Individual resource sheets from Yr8 lessons 24 & 25 'When were you enterprising?' • Sheets of paper • Pens

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
3 Enterprise and Entrepreneurship	13 'Spot the Entrepreneur'	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> • specify skills and qualities required to be enterprising/an entrepreneur. • identify a number of local and global entrepreneurs; 	<ul style="list-style-type: none"> • Circular brainstorm in small groups to come up with 10 skills/qualities of an entrepreneur. <p>Suggested lesson</p> <ul style="list-style-type: none"> • In small groups pupils undertake Photo Activity. Pupils are given set of 6 photographs which they need to match with 6 biographies. <ul style="list-style-type: none"> - Who are they? - What makes them famous? - What do they have in common? - What type of skills and qualities do they have? • Develop a biography of a local entrepreneur. 		<ul style="list-style-type: none"> • Circular Brainstorm Activity • Large sheets of paper • Coloured pens <p>Suggested Lesson</p> <ul style="list-style-type: none"> • Sets of 6 photos of famous people all of which are entrepreneurs (include local historical entrepreneurs)

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
3 Enterprise and Entrepreneurship	14 'Opportunity Knocks'	<ul style="list-style-type: none"> • Identify personal benefits of being enterprising. • Demonstrate creativity. 	<ul style="list-style-type: none"> • Individual pupils will create a montage of pictures etc which represent the potential benefits to them of being enterprising eg wealth, self esteem, life style, independence, job satisfaction, also discuss difficulties of being your own boss. • Montages displayed on wall. Pupils asked to answer questions from teacher and their peers. 		<ul style="list-style-type: none"> • Scissors • A3 paper • Glue • Magazines • Felt tips

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p style="text-align: center;">3 Enterprise and Entrepreneurship</p>	<p style="text-align: center;">15 'Faulty Towers'</p>	<ul style="list-style-type: none"> • Work creatively together to resolve a problem. • Demonstrate initiative in organising a task. 	<ul style="list-style-type: none"> • In groups of 5-7, pupils to plan and build a tower following instructions on sheet. • Homework - review group work 		<ul style="list-style-type: none"> • Faulty Towers Instruction Sheet • String • Sellotape • Newspapers • Straws • Tin of beans • Review sheet

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>3 Enterprise and Entrepreneurship</p>	<p>16/17 'I had a dream'</p>	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> • recognize entrepreneurial characteristics (skills and qualities) as demonstrated by specific young entrepreneurs; • identify key actions taken by these entrepreneurs in achieving their goals; • identify key factors which have encouraged entrepreneurs to establish their own businesses. 	<ul style="list-style-type: none"> • Follow up on homework. <p>Activity below is for teachers who are unable to bring in a 'live' entrepreneur into the classroom.</p> <ul style="list-style-type: none"> • Teacher to divide the class into groups of 5 - 6. • Explain the purpose of the activity and give out checklists and investigative questions. • Each group watch CD. • Each group asked to provide feedback. <ul style="list-style-type: none"> • If a 'live' entrepreneur is being brought in use the Entrepreneur briefing sheet. 		<ul style="list-style-type: none"> • 'I had a Dream' activity sheet • Entrepreneurial Qualities Checklist (YR8 lesson 24) • Investigative questions list • Make it Your Business (video) • 'Go for It' (CD Invest NI) • A4 paper • Pens <ul style="list-style-type: none"> • Entrepreneur briefing sheet

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
3 Enterprise and Entrepreneurship	18 'Think Big Act Smart'	By the end of this lesson pupils will be able to: <ul style="list-style-type: none"> • generate enterprising ideas within constraints; • follow instructions; • work together as a team. 	<ul style="list-style-type: none"> • Pupils in groups of 5-6 people carry out activity as instructed by teacher (approx 30 mins). • Debrief after activity. 		<ul style="list-style-type: none"> • Think Big Act Smart Instructions for Teacher • Pupils Activity Sheets A & B • Scoring Sheet • Dice • Paper • Pens

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
3 Enterprise and Entrepreneurship	19 'Fantasy Enterprise Plan'	By the end of this lesson pupils will be able to: <ul style="list-style-type: none"> • understand the key elements of a business plan; • develop creativity. 	<ul style="list-style-type: none"> • Teacher explains format of a business plan. • Pupils in small groups brainstorm ideas for their fantasy enterprise which is based around a Theme Park Concept. • One pupil from each group to feed back to class. 		<ul style="list-style-type: none"> • Fantasy Enterprise Plan pro-forma • Elements of a Business Plan (for teachers)

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>3 Enterprise and Entrepreneurship</p>	<p>20/21/22 'Our Enterprise Plan'</p>	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> • prepare an 'Enterprise Plan' of action for school/community venture; • demonstrate planning skills; • demonstrate the ability to carry out a specific role within a team. 	<ul style="list-style-type: none"> • Using A3 paper, pupils, in groups, create a mind map to help them come up with ideas for enterprise activity based on a school/ community venture (eg school murals, restoring greenhouse, litter campaign). • Individuals will be allocated particular roles within the team. • Pupils will work in teams to brainstorm, problem solve and define tasks and complete enterprise plan pro-forma. <p><i>NB</i> Lessons 20/21/22 are about planning and carrying out roles within a team but not completing the activity. However it should be possible to facilitate the plan as this would provide significant learning opportunities.</p>		<ul style="list-style-type: none"> • A3 Paper • A3 Enterprise Plan pro-forma • Mind Map • Eco Schools pack

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>3 Enterprise and Entrepreneurship</p>	<p>23 'Planning our presentation'</p>	<p>By the end of this lesson pupils will be able to demonstrate the ability to:</p> <ul style="list-style-type: none"> • use a range of presentation skills; • use a range of resources to enhance their presentation; • prepare a five minute presentation; • manage their time effectively. 	<ul style="list-style-type: none"> • Review presentation techniques and guidelines (guidance from Yr 8). • Pupils prepare presentation to include: <ul style="list-style-type: none"> - Proposed ideas - Content of Enterprise Plan - How they worked as a team - Five key words to describe the enterprising/ entrepreneurial skills they used/developed 		<ul style="list-style-type: none"> • Card • Paper • Pens • Glue • Scissors • Access to IT equipment • Display boards

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
3 Enterprise and Entrepreneurship	24 'Presentation afternoon'	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> • make clear and relevant contributions to a presentation; • speak clearly in a way that suits audience; • use resources effectively to support a presentation; • work effectively as a team. 	<ul style="list-style-type: none"> • Pupils present their Enterprise Plan to an audience (eg SMT, peers, local entrepreneur etc). • Judges will assess and give feedback. <p>Presentation of awards (could add in an evaluation of group work/performance).</p>		<ul style="list-style-type: none"> • Suitable venue (eg assembly hall) <p>Marking Scheme with Criteria</p>

Section 4

Careers Management (2)

Lesson 25 - 33

Careers management is a **PROCESS** to which the pupils were first introduced in Year 8. These lessons highlight the importance of the variety of sources of information available to the pupils and focuses on jobs within the school environment allowing pupils to compare their perceptions about a job with what is actually involved. The fact that there are more than one career path to arrive at a particular job is highlighted and an opportunity will be given for pupils to gain a first hand experience of a range of academic/vocational career options.....

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p style="text-align: center;">4 Careers Management</p>	<p style="text-align: center;">25/26 'Sources'</p>	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> • Appreciate the importance of searching to find answers. 	<ul style="list-style-type: none"> • Teachers to refer back to lesson 9 YR 8 and lessons 17, 18, 19 (Sources of Information) • Pupils will each have a card with either a question or answer. (Given to them as they come into the room) They will move around the room until all questions are matched with answers. (Can be completed in silence) • Teacher de-brief how did individuals find their partners. Teachers should note that there is more than one correct answer e.g. DEC/DEC. Teacher should stress that in managing a career plan, pupils will need to gather information and will therefore need to get out and about to seek answers to their questions. 		<ul style="list-style-type: none"> • Ice-breaker Cards with questions and answers Topical - sport, music, general interest

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
		<ul style="list-style-type: none"> • 'Who has the answer?' instruction sheet and pupils resource packs • Homework: Which sources of information would best help you in your career planning? • Homework rating sheet 	<ul style="list-style-type: none"> • Using the newly formatted pairs complete the activity 'Who has the answer?' • Homework: Pupils identify the three most appropriate sources in relation to their own career issue e.g. I would like to know about being a 		<ul style="list-style-type: none"> • 'Who has the answer?' instruction sheet and pupils resource packs • Homework: Which sources of information would best help you in your career planning? • Homework rating sheet

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>4 Careers Management</p>	<p>27 'Who's Who'</p>	<p>By the end of the lesson pupils will:</p> <ul style="list-style-type: none"> • know the various jobs being carried out within our school community; • compare their own perceptions about a job with data from CID. 	<p>Group work</p> <p>Task 1</p> <ul style="list-style-type: none"> • In groups produce lists of the jobs people do in the school community (brainstorm). <p>Task 2</p> <ul style="list-style-type: none"> • Teacher assigns each group with ONE of the 6 following jobs (Secondary School Teacher, Librarian, Grounds Person, School Secretary, Caretaker, Cook). <p>In groups</p> <ul style="list-style-type: none"> • Pupils discuss the initial perceptions of the job and complete the first part of the Pro forma. Give out CID printouts. • Read CID printout and compare their initial perceptions with CID printout and complete part B. • Group feedback. • One job will be selected so that the person in this job may be interviewed by the whole class. 		<ul style="list-style-type: none"> • List of jobs within the local school community • 'Initial Perceptions v Other Sources' Information Proforma • 6 CID printouts

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>4 Careers Management</p>	<p>28 'Who does What?'</p>	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> • Plan and prepare for a visitor coming to their class i.e. interview preparation, allocation of other duties • Plan and prepare appropriate questions for interviews 	<p>Group Work Brainstorm on planning for a visitor. What duties/jobs need to be assigned prior to the event? i.e.</p> <ul style="list-style-type: none"> • Formal letter of invitation. • Hospitality - meet and escort visitor to room. • Interview - who will ask the questions? What questions? • Thanking the visitor on behalf of the class. • Escort out. • Recording of the interview - written, taped, photos, video. <p>All pupils assigned some role if possible by the teacher.</p> <p>Group Work Decide on what questions to ask - some pupils involved in writing questions, some writing the letter, others organizing hospitality (do as homework if cannot get completed in class).</p> <p><i>NB - Lesson 29</i> will not necessarily follow on from lesson 28. Timing will depend on availability of visitor.</p>		<ul style="list-style-type: none"> • Sample questions

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>4 Careers Management</p>	<p>29 'The Interview'</p>	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> • Interview a person working in the school community • Assimilate and assess the quality of information gathered from different sources • Appreciate the multi-faceted nature of job information 	<ul style="list-style-type: none"> • It may be that this lesson does not run immediately follow on after lesson 28. • Pupils will carry out a short interview and record findings (take notes/photographs). • Pupils compare their initial perceptions (from lesson 6) with their findings as a result of this interview, add to Pro Forma. How has the information added to their understanding of this job. • Teacher discussion with group The key point is multi-faceted and to gain a full understanding gather information from various sources. 		<ul style="list-style-type: none"> • Proforma from lesson 27. 'Initial Perceptions v Other Sources' (use sheets from relevant group)

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>4 Careers Management</p>	<p>30 'Pathways'</p>	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> Understand the different career paths that may be taken e.g. occupational, competence based and academic. 	<ul style="list-style-type: none"> Teacher discussion with class regarding case study showing two possible routes on how to become an Engineer. 		<ul style="list-style-type: none"> Case study 'Two routes to be an Engineer' Teacher's Information Sheet

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Section	Lesson	Learning Objectives	Teaching and Learning Activities	Skills Development Opportunities	Resources
<p>4 Careers Management</p>	<p>31/32 'Taste & See'</p>	<p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> Gain first hand experience of a range of academic/vocational options/paths and career options. 	<ul style="list-style-type: none"> Lessons 31 and 32 may not follow in sequence but may be addressed to the event taking place. Prepare for - attend and evaluate a careers event. Whole class/ teacher outlining which organisations are attending. Draw up a GETS & GIVES contract. Group pupils so that an organised rotation can take place around the presenters e.g. Divide year group by the number of presenters. Try and organise it that each group is accompanied and as many pupils as possible have the opportunity to actually have a go at an activity. 		<ul style="list-style-type: none"> CITB, EITB, FORCES, FE Institutes, DEL BEPs, etc This event would best be organised in a local venue and schools arrange a time to visit. Organised by CCEA. GETS what pupils hope to get out of the event, and what they have to GIVE in order to achieve these goals. (Guidance sheet for teachers)

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4 Careers Management	33 'What I got out of the event'	Review and evaluation.	<ul style="list-style-type: none"> Individual work on Review. Group work on developing a display for Parents Evening. 		<ul style="list-style-type: none"> What I got out of the event! Digital camera. Computer Access

Section 5

Final Activity

Lesson 34

Education for Employability - Year 9

Section	Lesson	Learning Objectives	Activities	Skills Assessment	Resources
<p style="text-align: center;">5</p> <p style="text-align: center;">Final</p> <p style="text-align: center;">Activity</p>	<p style="text-align: center;">34</p> <p style="text-align: center;">'What employability means to me'</p>	<p>By the end of this lesson pupils will have had an opportunity to:</p> <ul style="list-style-type: none"> • Review, produce and present their personal reflection of what Employability means to them 	<p>Through Teacher led discussion pupils review their understanding of employability.</p> <p>Pupils use enlarged copy of final activity sheet to record their reflections. (Structured mind map).</p> <p>Completed sheets displayed in classroom for discussion.</p>		<p>Final activity sheet enlarged (A3 size)</p>

