



Make It Happen For You:  
Thematic Unit

Employability:

**Preparation Occupation**

Learning for Life and Work (MLD)

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# Unit Title: Make It Happen For You

## *Sub Theme: Employability – Preparation Occupation*

**Thinking Skills and Personal Capabilities:** Managing Information

**Curriculum Objective:** To develop the young person as a contributor to society and as a contributor to the economy

**Key Elements:** Employability, economic awareness, personal and mutual understanding, cultural understanding

**Attitudes and Dispositions:** Personal responsibility, concern for others, commitment, determination, resourcefulness, openness to new ideas, self-belief, optimism, pragmatism, flexibility, integrity, respect

**Learning Experiences:** Investigating and problem-solving, linked to other curriculum areas, active and hands-on, challenging and engaging, ongoing reflection, enquiry based

The Thematic Units connect the *Learning for Life and Work* subject strands of Personal Development, Local and Global Citizenship, Home Economics and Employability and demonstrate how they contribute to the understanding of a central theme. They provide a number of learning, teaching and assessment activities (and are accompanied by supporting resources) to help you address, interpret and develop the Northern Ireland Curriculum's key elements and Statements of Minimum Requirement.

Each Thematic Unit contributes to the statutory requirement for *Learning for Life and Work* and also links to other Areas of Learning. In addition, there are opportunities to develop learners' *Thinking Skills and Personal Capabilities*, incorporate *Assessment for Learning* principles and make connections to the *Cross-Curricular Skills*.

The units are not intended to be prescriptive and are not the only way to approach the Northern Ireland Curriculum. You do not have to follow them rigidly. Instead, we encourage you to choose from the wide range of learning, teaching and assessment activities in the units and adapt and extend them as appropriate for your classes.

## Statements of Minimum Requirement

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These are the Statements of Minimum Requirement that are addressed in this unit:

### Employability

#### Work in the Local and Global Economy

Investigate how an employer might deal with issues affecting work

### Employability

#### Enterprise and Entrepreneurship

Understand the importance of innovation and develop strategies to promote an entrepreneurial spirit, considering possible implications for career planning

### Employability



#### Enterprise and Entrepreneurship

Find out what makes an entrepreneur and develop an awareness of the challenges and benefits of building your own business

### Employability

#### Enterprise and Entrepreneurship

Explore the range of small businesses in the life of the community and consider possible implications for career planning



Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<b>What is work?</b>	... understand reasons why people work.	<p>For support, extension activities and additional resources, refer to Education for Employability (MLE) for Key Stage 3, available at <a href="http://www.nicurriculum.org.uk">www.nicurriculum.org.uk</a></p> <p>Together discuss the nature of work and what it means to your learners. Use Resource 1 to stimulate a discussion about what work is. Highlight that work means different things to different people.</p> <p> <b>Resource 1: What Is Work?</b></p> <p>Ask your learners to form pairs to explore different ways of working, for example temporary, short-term and shift work. Explain these terms to your learners. Discuss how different ways of working affect:</p> <ul style="list-style-type: none"> <li>- free time;</li> <li>- spending money;</li> <li>- lifestyle; and</li> <li>- family life.</li> </ul> <p>Using Resource 2 ask your learners to list the advantages and disadvantages of different working patterns.</p> <p> <b>Resource 2: Different Ways Of Working</b></p>	<p><b>Communication –</b> Communicate information and opinions</p> <p><b>Communication –</b> Speak clearly and structure talk so that ideas can be understood by others</p> <p><b>Communication –</b> Listen to and take part in discussions</p> <p>Focus, sustain attention and persist with tasks</p>




Resource Sheet in this booklet

Skills tabs printed in **yellow** are Cross-Curricular Skills


Skills tabs printed in **orange** are Thinking Skills and Personal Capabilities

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What are the responsibilities of an employer?	... understand the basic role of an employer.	<p>Together with your learners discuss what the terms 'employer' and 'employee' mean. Cut up the cards in Resource 3. Ask your learners to separate them into 'employer' and 'employee' roles to identify ideas they may have about the two terms.</p> <p> <b>Resource 3: Employer/Employee Name Cards</b></p>	<p><b>Communication –</b> Communicate information and opinions</p>
		<p>Explain that employers have responsibilities towards their employees, depending on the type of employment they are offering. Divide the class into small groups. Encourage each group to choose a different area of employment that they are familiar with, for example:</p> <ul style="list-style-type: none"> <li>– catering;</li> <li>– retail;</li> <li>– hairdressing/beauty;</li> <li>– horticulture;</li> <li>– car maintenance; or</li> <li>– construction.</li> </ul> <p>Ask each group to use the internet to investigate some of the main areas of employers' responsibilities. Use Resource 4 as a prompt sheet for each group to report their findings to the rest of the class. Together create a list of the common responsibilities that your learners have identified. These might include areas such as:</p> <ul style="list-style-type: none"> <li>– health and safety;</li> <li>– tax contributions;</li> <li>– sick pay;</li> <li>– working hours; and</li> <li>– bullying in the workplace.</li> </ul> <p> <b>Resource 4: Employers' Responsibilities</b></p>	<p><b>Communication –</b> Speak clearly and structure talk so that ideas can be understood by others</p> <p><b>Communication –</b> Listen to and take part in discussions</p> <p><b>Using ICT –</b> Solve problems through interaction with electronic tools</p> <p><b>Ask focused questions</b></p> <p><b>Select, classify, compare and evaluate information</b></p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What are the responsibilities of an employer?</b></p>	<p>... understand the basic role of an employer.</p>	<p>Ask your learners to invite some local employers (two or three from different work areas) to attend a short interview about employers' responsibilities. Some suggestions are:</p> <ul style="list-style-type: none"> <li>– principal of the school; or</li> <li>– local business person.</li> </ul> <p>Ask your learners to decide whether to transcribe, record or video the interview. Ask them to decide on and allocate roles for the different jobs required, for example:</p> <ul style="list-style-type: none"> <li>– cameraman;</li> <li>– sound recorder;</li> <li>– interviewer; and</li> <li>– editor.</li> </ul> <p>Use Resource 5 to provide prompts for the learners' questions. After the interviews, review your learners' findings together. Identify the main or common difficulties that employers identified, for example:</p> <ul style="list-style-type: none"> <li>– health and safety;</li> <li>– equality;</li> <li>– customer service;</li> <li>– staff recruitment; and</li> <li>– training.</li> </ul> <p> <b>Resource 5: Interview Questions</b></p>	


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What are the rights of an employee?	... understand that an employee has rights.	<p>Explain to your learners that when they become employed their employer must give them a contract. This covers employees' basic rights at work. As an employee you should be given a written statement of employment. This should give details of:</p> <ul style="list-style-type: none"> <li>– your rate of pay;</li> <li>– your holiday entitlement;</li> <li>– your hours of work;</li> <li>– the amount of notice time you have to give if you want to leave; and</li> <li>– the amount of notice time your employer must give you if they want to end your employment.</li> </ul> <p>Give your learners an opportunity to explore the following websites for further information:</p> <ul style="list-style-type: none"> <li>– <a href="http://www.adviceguide.org.uk">www.adviceguide.org.uk</a> – Click on 'Northern Ireland', 'Your Money' then 'Employment', to find out about basic rights at work.</li> <li>– <a href="http://www.direct.gov.uk">www.direct.gov.uk</a> – Click on 'Young People', 'Work and Careers' to learn about rights and responsibilities at work.</li> </ul>	<b>Communication –</b> Listen to and take part in discussions, explanations, role plays and presentations
			<b>Communication –</b> Ask questions, structure their talk and speak clearly so that ideas can be understood by others
			<b>Communication –</b> Contribute comments, ask questions and respond to others' points of view
			<b>Using ICT –</b> Access and manage data and information
			<b>Using ICT –</b> Manage and present their stored work
			Select, classify, compare and evaluate information





Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What are the responsibilities of a good employee?	... identify the skills and qualities needed for a good employee.	<p>Together discuss some of the basic qualities of a good employee. For example:</p> <ul style="list-style-type: none"> <li>– punctuality;</li> <li>– dress code;</li> <li>– politeness; and</li> <li>– obedience.</li> </ul> <p>Divide your learners into two groups. Ask one group to act out one of the following scenarios. Then have the other group suggest what needs to be changed to make a good employee. Ask the first group to act out the scenario making the necessary changes. Some suggestions for scenarios:</p> <ul style="list-style-type: none"> <li>– A kitchen assistant arrives at work with a dirty white coat, dirty fingernails, untidy hair and no hat.</li> <li>– A shopper asks a shelf stacker for directions to the biscuit section. The shelf stacker shrugs, says they don't know and turns away.</li> </ul> <p>You can access further ideas from Education for Employability Key Stage 3 MLD Unit 4. Together with your learners explore difficult situations that employees could find themselves in and how they should deal with them. Some suggestions:</p> <ul style="list-style-type: none"> <li>– being bullied;</li> <li>– a health and safety issue; or</li> <li>– a customer complaint.</li> </ul> <p>Use Resource 6 as a discussion point or role play scenario.</p> <p> <b>Resource 6: Difficult Situations</b></p>	<p><b>Communication –</b> Listen to and take part in discussions, explanations, role plays and presentations</p> <p><b>Communication –</b> Ask questions, structure their talk and speak clearly so that ideas can be understood by others</p> <p><b>Communication –</b> Contribute comments, ask questions and respond to others' points of view</p> <p><b>Communication –</b> Adapt ways of speaking to audience and situation</p> <p><b>Communication –</b> Speak clearly so that ideas can be understood by others</p> <p>Set most appropriate method for a task</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<b>How do I get a job?</b>	... understand a range of pathways to employment.	<p>Investigate with your learners what they know about how to get a job. Give your learners access to local papers or websites that advertise jobs. Individually or in pairs, ask them to highlight the jobs that they think they would be interested in and eligible for. Ask them to access the Careers Service Information, Advice and Guidance website, which they may be familiar with. The <a href="http://www.careersserviceni.com">www.careersserviceni.com</a> website gives advice on:</p> <ul style="list-style-type: none"> <li>– creating a CV;</li> <li>– applying in writing for a job;</li> <li>– job hunting;</li> <li>– completing an application form; and</li> <li>– preparing for an interview.</li> </ul> <p>Ask your learners to complete some of the activities outlined, for example creating a CV, applying for a job or filling in an application form. Refer to the CCEA DVD Good Employee for interview ideas and techniques.</p>	<p><b>Using ICT –</b> Access and manage data and information</p> <p><b>Using ICT –</b> Research, select and process information</p> <p><b>Communication –</b> Read a range of texts for information and ideas</p> <p><b>Communication –</b> Find, select and use information from a range of texts</p> <p>Use own and others' ideas to locate sources of information</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What influences my decisions?	... consider the factors that influence choices and decisions.	<p>As a class, ask your learners to discuss and list the typical decisions and choices we make every day. Some suggestions are:</p> <ul style="list-style-type: none"> <li>– what we eat;</li> <li>– what we wear;</li> <li>– what TV programmes we watch; and</li> <li>– what we do in the evenings.</li> </ul> <p>Identify some of the factors that influence these decisions. Some prompts are:</p> <ul style="list-style-type: none"> <li>– concern about diet;</li> <li>– what friends wear;</li> <li>– availability of TV (depending on other family members' choices); and</li> <li>– local activities available.</li> </ul> <p>Use Resource 7 to discover what influences your learners. Ask them to evaluate their findings by creating a bar chart of the most highly rated influences.</p> <p> <b>Resource 7: What Influences Us?</b></p>	<p><b>Using Mathematics –</b> Present information in mathematical formats</p> <p><b>Using ICT –</b> Use ICT to present their work</p> <p><b>Communication –</b> Listen to and take part in discussions, explanations, role plays and presentations</p> <p><b>Communication –</b> Present ideas in a variety of formats using traditional and digital resources</p> <p>Select, classify, compare and evaluate information</p> <p>Use a range of methods for collating, recording and representing information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>How do businesses/ companies work?</b></p>	<p>... investigate the structure of common businesses.</p>	<p>Ask your learners to suggest the names of local businesses. If possible go on a trip around the locality to see businesses. What do they look like? What do they do? Investigate what your learners know about how these businesses work. Develop any links the learners may have with local businesses, for example through a parent/ relative working there or a work experience placement. Invite the owner or a worker from some of these businesses in to school to explain more about how they operate. Alternatively, arrange for your learners to visit a business to see how it operates.</p> <p>Ensure that your learners understand the difference between manufacturing/ producing and providing a service. Draw on learners' own experiences as customers to clarify what is meant by a service. Ask your learners to sort the cards in Resource 8 into two groups:</p> <ul style="list-style-type: none"> <li>– a business that produces something; or</li> <li>– a business that provides a service.</li> </ul> <p>Ask your learners which product cards can be linked to the service cards and why. Discuss with them whether a company can both make a product and provide a service.</p> <p> <b>Resource 8: Product Or Service?</b></p>	<p><b>Communication –</b> Listen to and take part in discussion</p> <p><b>Communication –</b> Contribute comments and ask questions</p> <p><b>Communication –</b> Communicate information, ideas and opinions</p> <p><b>Using ICT –</b> Access data and information</p> <p><b>Using ICT –</b> Research, select and interpret information</p> <p>Ask focused questions</p>


Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>How do businesses/ companies work?</b></p>	<p>... investigate the structure of common businesses.</p>	<p>Having investigated some local businesses, discuss their similarities and differences. Highlight to your learners:</p> <ul style="list-style-type: none"> <li>– that products and services may be different <u>but</u> businesses have a common purpose, which is to return a profit; and</li> <li>– that jobs may be specialised according to context <u>but</u> company structures are very similar.</li> </ul> <p>Ask your learners to use the internet or <i>Yellow Pages</i> to find local companies to deal with the problems in Resource 9.</p> <div data-bbox="884 671 940 743">  </div> <p><b>Resource 9: Who Would I Get?</b></p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>How can I help to run a business?</b></p>	<p>... participate in the setting up and running of a business project.</p>	<p>Your learners can gain an understanding of the world of business by setting up and running a business as a class/group project.</p> <p>Explain to your learners that as a group they are going to set up their own company. Ask each of them to try to think of a good business idea. They can choose the best idea to use to form their company.</p> <p>Use Resource 10 to record your learners' ideas about what sort of business they would like to run. You could record their ideas on the interactive whiteboard. Print all their ideas and read through them carefully. At this stage the more ideas the better, however unrealistic they may be. Give your learners more time to think over this project (in school or at home) and record further ideas.</p> <p>Prepare for the follow-up session by ensuring that you know which ideas are feasible and which are not. (In the event that no ideas are practical you will need to have an attainable, preconceived alternative.)</p> <p>In the next session together with your learners discuss each of their business ideas. Encourage them to consider why some ideas are impractical before discarding them. If more than one attainable proposal remains, the group can vote for their preferred project.</p> <p> <b>Resource 10: Whose Business Is It Anyway?</b></p>	<p><b>Communication –</b> Listen to and take part in discussion</p> <p><b>Communication –</b> Contribute comments and ask questions</p> <p><b>Communication –</b> Communicate information, ideas and opinions</p> <p><b>Using ICT –</b> Research, select, process and interpret information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
How can I help to run a business?	... participate in the setting up and running of a business project.	<p>Once your learners have agreed on a business idea use Resource 11 to structure a business plan together on the interactive board.</p> <p> <b>Resource 11: Down To Business</b></p> <p>Your learners can make a more detailed business plan by visiting <a href="http://www.nibusinessinfo.co.uk">www.nibusinessinfo.co.uk</a> This website provides sample business plans and instructions on how to create your own.</p> <p>Go to <a href="http://www.howstuffworks.com/biz-idea">www.howstuffworks.com/biz-idea</a> for informative and interesting business ideas and stories. Click on: Next Up Top 5 Business Models to discover other factors to consider when preparing to set up a new business, for example commitment, compatibility to current lifestyle. Click on any word printed in blue, for example McDonalds, for more facts on how companies are set up and why/how they work.</p> <p>Search online for images of 'company structure' for visually effective company structure samples. Discuss with your learners the sort of jobs that have to be done to make their business a success. Promote the idea that this project is a team effort and every job (big or small) is crucial to the running of the company. Encourage your learners to reflect on one another's strengths. Use this information as the basis for allocating specific roles in the business. If some of your learners want to be in charge, give them the opportunity to canvass the support of their fellow learners. Have a class vote to decide who will be in charge.</p>	<p><b>Using Mathematics –</b> Identify and collect information</p> <p><b>Using Mathematics –</b> Use mathematics to solve problems and make decisions</p> <p>Plan and set goals, break tasks into sub-tasks</p> <p>Select, classify, compare and evaluate information</p>



Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>How can I help to run a business?</b></p>	<p>... participate in the setting up and running of a business project.</p>	<p>Use Resource 12 to record your learners' roles in the business. When all the positions are filled divide your learners into teams to discuss exactly what their jobs will entail. The chief executive can call executive meetings (or whole group if preferred) to decide on issues such as:</p> <ul style="list-style-type: none"> <li>– a company name;</li> <li>– a company logo;</li> <li>– getting started; and</li> <li>– reviewing progress.</li> </ul> <p> <b>Resource 12: Minding Our Own Business</b></p> <p>You may decide how far to develop this project. It has the potential to become all-encompassing and a means to deliver Cross-Curricular Themes, for example:</p> <ul style="list-style-type: none"> <li>– Using Mathematics;</li> <li>– Financial Capability; and</li> <li>– Thinking Skills and Personal Capabilities, such as working with others and problem-solving.</li> </ul> <p>Depending on the specifics of the business the project may address a range of the Learning Areas, such as Home Economics and Creativity. Young EnterpriseNI run an excellent guide called Team Programme for young people with special educational needs. A Business Adviser will guide and support your learners throughout the programme. All participants will have access to online tools and guidance and the school will receive comprehensive support materials. For further information go to <a href="http://www.young-enterprise.org.uk">www.young-enterprise.org.uk</a></p>	



Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>How can I help to run a business?</b></p>	<p>... participate in the setting up and running of a business project.</p>	<p>Suggest that your more able learners investigate a range of enterprises that they could develop. For example:</p> <ul style="list-style-type: none"> <li>– create a school sandwich bar/tuck shop;</li> <li>– grow plants and vegetables; and</li> <li>– create your own school radio station.</li> </ul> <p>Resource 13 outlines what your learners need to do to set up a radio station. It gives suggestions about how they can achieve their goals. This resource can be adapted to your learners' chosen business.</p> <div data-bbox="884 671 940 743">  </div> <p><b>Resource 13: Our Radio Station</b></p>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
What makes a successful entrepreneur?	... make connections between factors which may impact on successful outcomes.	<p>Introduce a class discussion to establish your learners' existing knowledge of the term 'entrepreneur'.</p> <p>Create a PowerPoint slideshow of photographs or names of famous entrepreneurs downloaded from the internet that your learners may have heard of or recognise. Some suggestions are:</p> <ul style="list-style-type: none"> <li>– the originator of software most often used on computers;</li> <li>– the founders of a famous food chain;</li> <li>– a famous inventor of an important household appliance;</li> <li>– the host of one of television's public singing competitions; or</li> <li>– the owner of a famous airline.</li> </ul> <p>Ask your learners to:</p> <ul style="list-style-type: none"> <li>– watch the images appear on the screen;</li> <li>– try to work out who they are;</li> <li>– try to connect them with something; and</li> <li>– find a common link with all of them.</li> </ul> <p>Prepare two sets of cards – one a set of photographs of the entrepreneurs and the other a set of pictures of their associated logos. Cut out each of the pictures and laminate them individually. Ask your learners to match the entrepreneurs with their logos.</p>	<p><b>Communication –</b> Listen to and take part in discussions, explanations, role plays and presentations</p> <p><b>Communication –</b> Speak clearly so that ideas can be understood by others</p> <p><b>Using ICT –</b> Access and manage data and information</p> <p>Ask focused questions</p> <p>Select, classify, compare and evaluate information</p>

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>What makes a successful entrepreneur?</b></p>	<p>... make connections between factors which may impact on successful outcomes.</p>	<p>Divide the class into groups and allocate each group one of the identified entrepreneurs. Ask each group to investigate what influences have made their character so successful. Then ask them to report their findings to the rest of the class. Together explore any similarities that the entrepreneurs may have.</p> <p>The website <a href="http://www.careersservice.ni.com/Cultures/en-GB/FindAJob/EmpRules/">www.careersservice.ni.com/Cultures/en-GB/FindAJob/EmpRules/</a> has information on entrepreneurship and self-employment. You can find appropriate extension resources in Education for Employability MLD Key Stage 3 Unit 9 available at <a href="http://www.nicurriculum.org.uk">www.nicurriculum.org.uk</a></p> <ul style="list-style-type: none"> <li>– When Were You Enterprising?</li> <li>– Charlie the Cook;</li> <li>– The Man-Made Object; and</li> <li>– The Doughnut Factory.</li> </ul>	

Key Question	Learning Intention Learners will have opportunities to ...	Possible Learning, Teaching and Assessment Activities	Skills and Capabilities
<p><b>Where am I going?</b></p>	<p>... recognise the need to begin planning for the future.</p>	<p>Together consider your learners' ambitions and career choices. Ask them to fill in their ambitions using Resource 14. Then ask them to consider their employment options and respond to the statements in Resource 15.</p> <div>  <b>Resource 14: My Ambitions</b> </div> <div>  <b>Resource 15: Thinking About Employment</b> </div>	<div> <b>Communication –</b>            Listen to and take part in discussions, explanations, role plays and presentations         </div> <div> <b>Communication –</b>            Speak clearly so that ideas can be understood by others         </div> <div> <b>Communication –</b>            Develop, express and present ideas in a variety of forms         </div> <div>           Plan and set goals, break tasks into sub-tasks         </div>

# Resources

## What Is Work?

### Resource 1

Why do we have to work?	Can we earn a living if we haven't got a job?	What is a job?	What is a career?	Is being a pupil at school work?	Is playing sport work?
Can we be happy if we don't have a job?	If you don't have to work – would you still want to?	Does enjoying your job matter?	Is being a volunteer work?	Do we work at our hobbies and interests?	Do we have to get paid to work?
Is being a star work?	Can work be fun?	Is being a criminal work?	What is a vocation?	Can we be happy if we don't work?	Is being a parent work?

## Different Ways Of Working

### Resource 2

Work with a partner. Make a list of some of the good things and some of the not so good things about each of the different work patterns.

Think about the effects on:  
your free time, your spending money, lifestyle or family life.







Way of Working (Contract)	Good Things	Not So Good Things
Short-Term		
Shift Work		
Permanent		
Temporary		
Zero Hours		
Seasonal		
Contracted		

## Employer/Employee Name Cards

Resource 3

junior	chief	assistant
labourer	helper	boss
director	owner	manager
trainee	apprentice	proprietor
executive	foreman	novice



<p><b>Construction</b></p> 		<p><b>Catering</b></p> 	
<p><b>Retail</b></p> 		<p><b>Car Maintenance</b></p> 	
<p><b>Horticulture</b></p> 		<p><b>Office</b></p> 	

## Interview Questions

## Resource 5

1. What are your biggest responsibilities as a boss?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

2. What sort of issues do you have to deal with as a boss?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

3. How do you deal with the problems you have mentioned?

(a) \_\_\_\_\_

(b) \_\_\_\_\_

(c) \_\_\_\_\_

You are working as a waiter/waitress in a restaurant.

You have accidentally spilled a plate of vegetables over a customer.

The customer is very angry. They start to shout at you and demand to speak to the manager.

**How will you deal with this?**



You are working for a construction company.

Your company is building new houses in your area.

One of the new homeowners has complained that since the family moved in, the shower has been leaking and the toilet won't flush properly.

**How will you deal with this?**



You are an assistant in a children's nursery.

One of the parents has complained that when she picked up her baby daughter the day before, her clothes were damp and her nappy was dirty.

**How will you deal with this?**



You are working in a clothing store.

A customer returns to your shop to complain about a pair of jeans that have shrunk in the wash.

To further complicate things, the customer has lost the receipt.

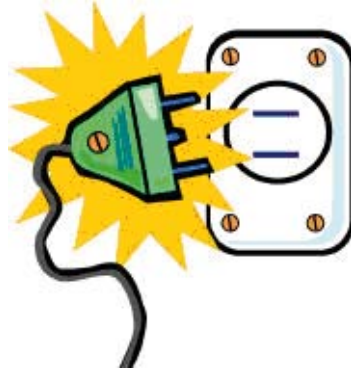
**How will you deal with this?**



## Difficult Situations (2 of 2)

## Resource 6

You notice the wires in a plug to one of the computers are loose.



**How will you deal with this?**

One of the people in your work is making nasty comments about how you dress and talking behind your back.



**How will you deal with this?**

You have come into work feeling very unwell. As the morning goes on you start to feel sick and have a very bad headache. You think you might have flu.



**How will you deal with this?**

You are supposed to get thirty minutes for your lunch. You can't go for lunch until your colleague returns from theirs as your lunch times are staggered. They always get back from lunch late which means you only get twenty minutes for your lunch break.



**How will you deal with this?**

## What Influences Us? (1 of 2)

### Resource 7

People are influenced by many things when they apply for a job. Find out what things might influence you by reading and rating the following sentences.

Colour the box which best describes how you feel about:

1 What your parents think about the job?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

2 Whether or not the job is near where you live?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

3 Whether or not the job has a uniform?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

4 What your friends say?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

5 The level of pay the job has?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

6 The hours of work in the job?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

7 Whether or not the job has a pension scheme?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

8 Whether the job is mostly indoors or outdoors?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

9 What the internet says about the job?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

10 The size of the firm the job is in?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

## What Influences Us (2 of 2)

### Resource 7

Colour the box which best describes how you feel about:

11 What your teacher thinks about the job?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

12 Whether the job will give you a chance to gain new qualifications?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

13 Whether you know someone already doing the job?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

14 Whether you have to stand up or sit down to do the job?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

15 What your brothers and/or sisters think about the job?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

16 The advice your careers officer gives you about the job?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

17 The qualifications you need to do the job?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

18 Whether or not the job might give you the chance to travel?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

19 Whether the job is in a new or established business?

Very Important	Important	Don't know	Unimportant	Very Unimportant
----------------	-----------	------------	-------------	------------------

## Product Or Service?

## Resource 8

Sort the cards into two groups: 1. Companies that produce something 2. Companies that provide a service

manufactures cars

washes windows

grows crops

services cars

bakery

dress maker

dentist

makes medicines

hairdresser

house builder

CD producer

sweet factory

chemist shop

solicitor

clothing factory

CD shop

## Who Would I Get?

## Resource 9

Laminate and cut into separate cards. The cards may be altered to suit the advertisements your learners found.

You have a leak in the kitchen and need someone to come and fix it before the house is flooded!



You would like to redecorate your living room and need someone to paint and wallpaper it.



You have just got a new job and you need someone to look after your children while you are at work.



Your computer and television are playing up and you don't know how to fix them.





My idea for a business:

We will make ... *(product)*

We will need ... *(raw materials)*

We will get the raw materials from ... *(source)*

We will make our product by ...  
*(Who will make it? What is the process? How will we operate it?)*

We will advertise it by ... *(promotion)*



## Whose Business Is It Anyway? (2 of 2)

### Resource 10

We will sell it to ... *(customer base)*

We will make a profit by ... *(cost, expenses, wages, profit margin)*

There may be some difficulties ...  
*(Look over whole idea. What might be difficult?)*

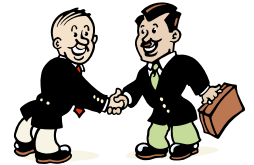
This idea might work because ... *(market research)*

This idea might not work because ...

Group decision:

This idea is a possibility

This idea is NOT a possibility



Our business will make ... *(description of product)*

We will make this by ... *(operations strategy)*

We will sell to ... *(customer base)*

Our customers will buy because ... *(market research)*

We will sell it by ... *(sales strategy)*

We will make money by ... *(profit margins, financial forecasts)*



## Minding Our Own Business

### Resource 12

#### Our Team

Chief Executive:

Sales Executive:

Operations Executive:

Marketing Executive:

Financial Executive:

Sales Team:

Operations Team:

Marketing Team:

Financial Team:

### Preparation List

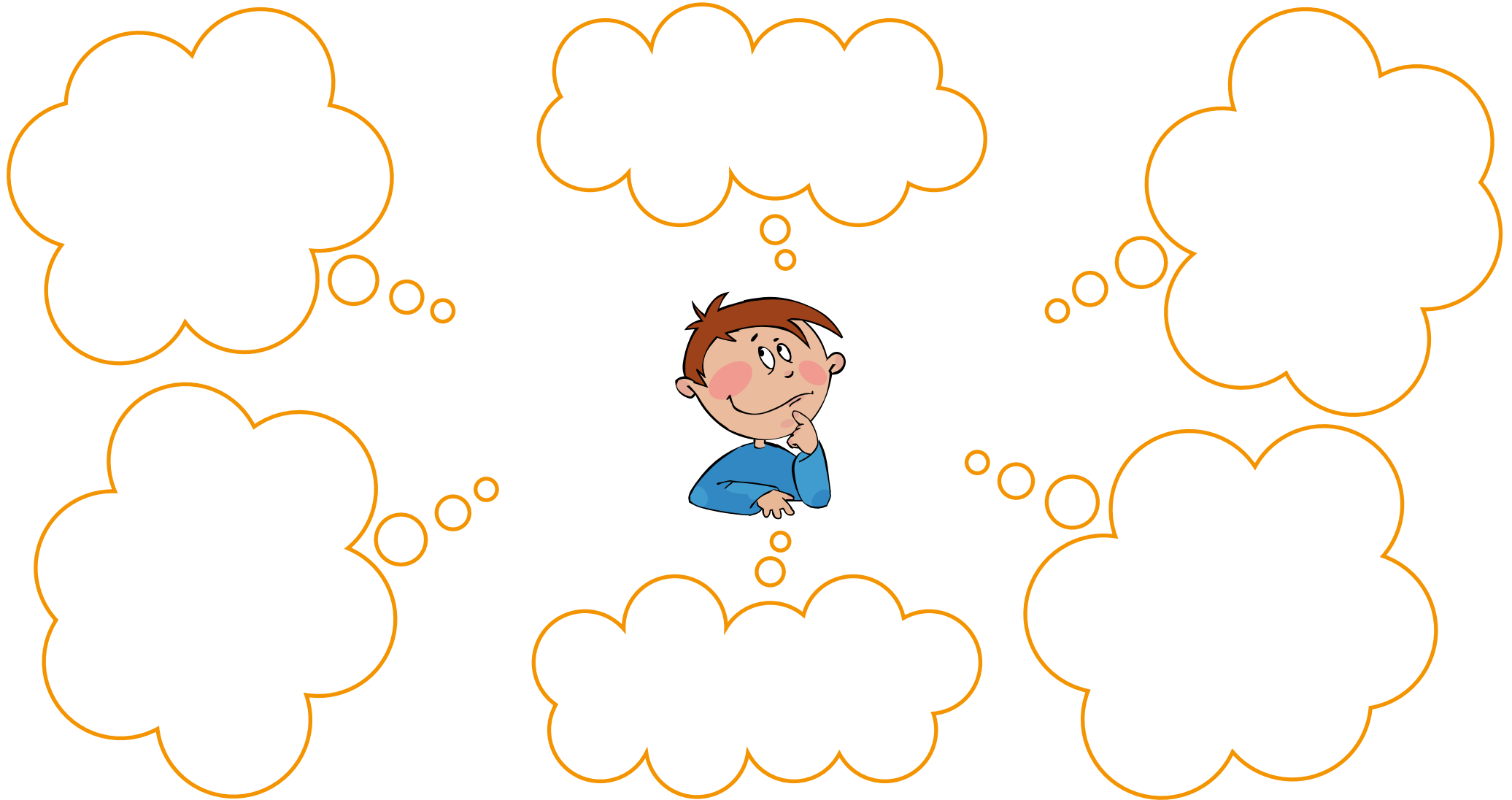
What has to be done?	How do I do it?
Advertising	<p>Local shops, school Youth Clubs, Facebook, Twitter, flyers, posters.</p> <p>(You could show learners samples of flyers, newspaper advertisements, websites, etc. then discuss which they find most attractive and why.)</p>
What will we call our radio station?	<p>Look at popular brand names and examine what makes them catchy/familiar/easily recognisable. Compare them with less successful brand names, and identify reasons why this is so.</p> <p>Encourage your learners to select key words which could be used in the name.</p>
Designing a logo for our station	<p>Design a logo. Look at logos your learners are familiar with. Discuss what makes them attractive and recognisable. Ask your learners to choose colours and shapes appropriate to their radio station. Ask them to work with the art department to create a logo for their radio station.</p>

## Our Radio Station (2 of 2)

## Resource 13

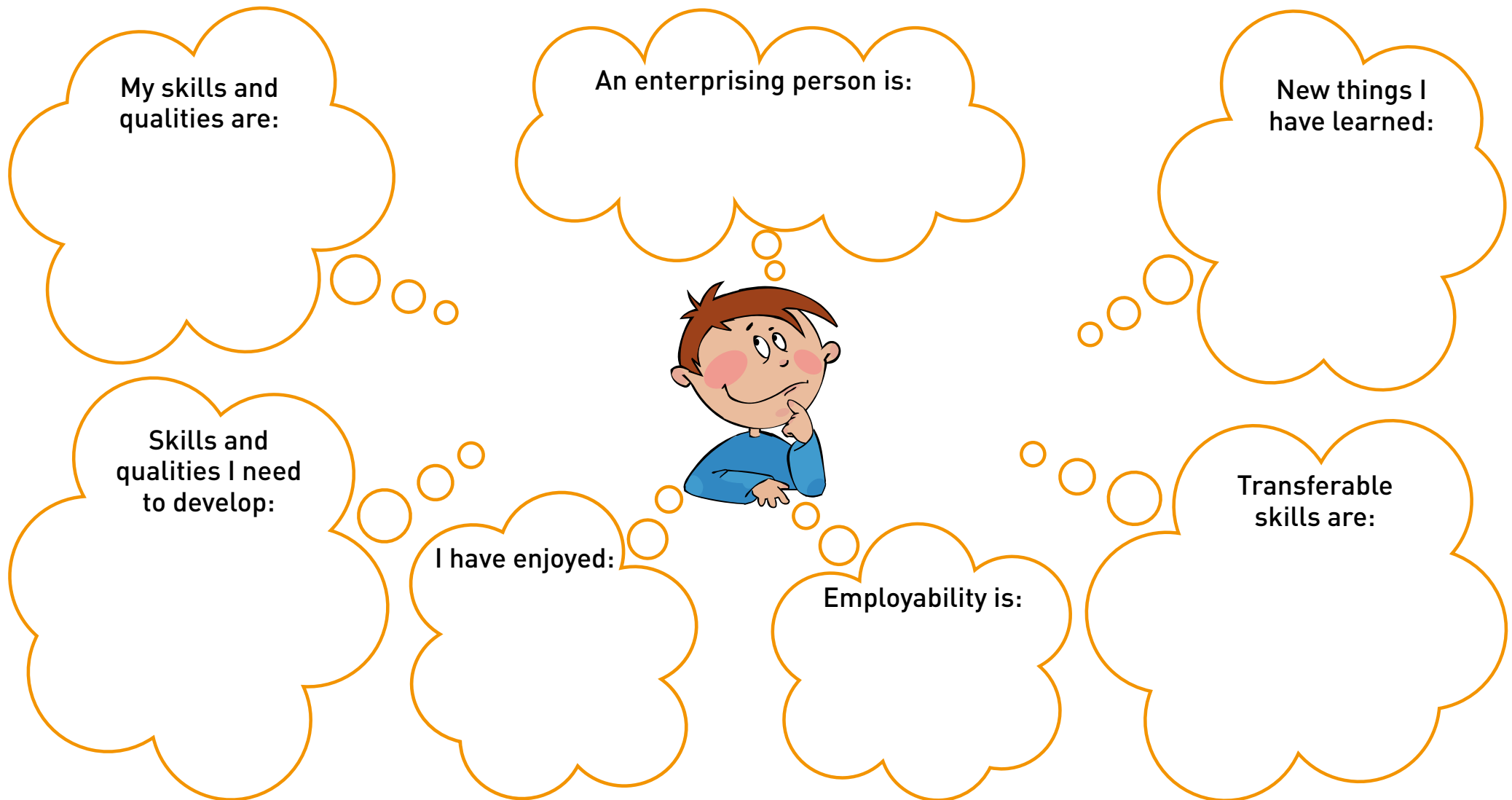
### Preparation List

<p><b>What will we include in our radio station/how will we select relevant material to suit our audience?</b></p>	<p>Ask your learners to make a list of all the programmes on their radio station, for example chart show, celebrity interviews, sports reports, relevant news items, phone ins, Twitter, competitions, traffic reports, etc.</p> <p>(Further time could be spent selecting music.)</p>
<p><b>How can we create a jingle?</b></p>	<p>Your learners could work in collaboration with the music department to create a jingle using their selected station name, etc.</p>
<p><b>How will we launch our station?</b></p>	<p>Ask your learners to discuss the launch of their station and how to attract a relevant audience to it. Encourage them to be creative with suggestions on how to make the biggest impact with the station launch using minimum costs, for example set up an advertising stand at their local shopping centre, give out balloons, stickers, badges, or have an online promotion.</p>



## Thinking About Employment

### Resource 15







*Rewarding Learning*

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