LEARNING INTENTIONS

By the end of this unit the pupils will have had the opportunity to:
- identify opportunities for employment in the local area and within Northern Ireland;
- understand globalisation in terms of export and imports for Northern Ireland; and
- identify advantages /disadvantages of going to work abroad.

TEACHING AND LEARNING ACTIVITIES

1. Research information on job opportunities, employment trends and gaps in the local market - using newspapers/news reports, advice and information from DEL Careers Advisor/local council Economic Development Officer and local businesses and industries.


3. Arrange visiting speakers from local businesses or carry out research into local businesses to identify globalisation opportunities – see Teacher Briefing Sheet for Global Opportunities.

4. In groups pupils complete Activity Sheet 2(c) The Door to Job Opportunities see Teacher Briefing Sheet for The Door to Job Opportunities.

5. Hot-seat an employee who has experience of working abroad e.g. migrant worker/school language assistant – see Teacher Briefing Sheet for Hot Seat.

THINKING SKILLS AND PERSONAL CAPABILITIES

- Managing Information
- Working with Others
- Managing Information

RESOURCES

- Teacher Briefing Sheet for Global Opportunities
- Teacher Briefing Sheet for The Door to Job Opportunities
- Teacher Briefing Sheet for Hot Seat
- Activity Sheet 2(a) Present and Future Jobs
- Activity Sheet 2(b) Future Employment Trends
- Activity Sheet 2(c) The Door to Job Opportunities
Unit 2: Opportunities (w1, w2, w3)

**TEACHER BRIEFING SHEET GLOBAL OPPORTUNITIES**

Arrange visiting speakers from local businesses. At least two speakers would be recommended. With the speakers permission the talks could be recorded and then used to further support the completion of Activity Sheet 2[c] The Door to Job Opportunities.

Information provided should answer the following questions:
- What do they do?
- What do they provide?
- Where are they located?

They should also inform about jobs inside the business and the skills and qualities sought.

Examples:

**LOCAL**
A local greengrocers/hardware store could comment on where their produce comes from (NI or further afield). E.g. The greengrocer could bring some of his/her produce into school. Pupils could be given the opportunity to taste some fruit and guess the country of origin.

**NATIONAL**
A bank/building society could be invited to talk about the locations of its branches and discuss job and lifelong learning opportunities.

**GLOBAL**
A large multi-national fast food company could be invited to discuss how they act as a global company and how they meet the needs of all customers e.g. in France – sell wine with fast food. They could also discuss lifelong learning opportunities.
UNIT OF WORK FOR PUPILS WITH MODERATE LEARNING DIFFICULTIES (KS 4)

Unit 2: Opportunities (W1, W2, W3)

TEACHER BRIEFING SHEET THE DOOR TO JOB OPPORTUNITIES

Instructions:

Following talks from visiting speakers complete the Activity Sheet 2(c)

The Door to Job Opportunities

- Divide students into pairs/groups
- Give each group activity sheets – cut out and enlarge
- Activity sheet template should be folded to make doors
  (See the illustration below)

[Diagram of a template for making doors]

- Pupils complete:
  ✓ The Door to Job Opportunities Activity Sheet 2(c) 1 of 2 – OUTER SPREAD
  ✓ The Door to Job Opportunities Activity Sheet 2(c) 2 of 2 – INNER SPREAD

Display the ‘Doors’ around the room to make a mini town of job opportunities.
HOT SEAT SAMPLE QUESTIONS

SAMPLE QUESTIONS for someone who has worked away from home

- Where are you from?
- What is your job?
- What skills/qualities did you need to get this job?
- Do you have any qualifications?
- What made you choose this job?
- What other jobs have you had before this one?
- What were your reasons for coming here?
- What have been the benefits of working here?
- How long have you been here?
- What do you miss most about home?
- Do you feel that you are treated well in your workplace?
- How long will you stay here?
- Do you think you made the right decision in coming here to work?
- Where did you receive training for your job?
- Has the language barrier been a problem for you?
In the first column make a list of jobs that exist now. Will these jobs exist in Northern Ireland in 2030? – tick the box.

In the second column make a list of jobs that you think will exist in Northern Ireland in the future.

<table>
<thead>
<tr>
<th>JOBS TODAY</th>
<th>WILL THEY EXIST IN 2030?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milkman/woman</td>
<td></td>
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<tr>
<td>Estate Agent</td>
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FUTURE JOBS IN 2030?

| Personal Shopper |                          |

|                          |                          |
|                          |                          |
|                          |                          |
|                          |                          |
|                          |                          |
|                          |                          |
|                          |                          |
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Predicted Areas of Growth
Below each heading list new jobs, or existing jobs that may increase in number in the future. Consider how this will impact on your career choice.

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<thead>
<tr>
<th>ICT</th>
<th>CONSTRUCTION</th>
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<tr>
<td></td>
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<tr>
<td>ENVIRONMENT</td>
<td>SPORT &amp; LEISURE</td>
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<td>HOSPITALITY</td>
<td>HEALTH CARE</td>
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<tr>
<td>EDUCATION</td>
<td>TOURISM</td>
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<tr>
<td>ENGINEERING</td>
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<td>Jobs</td>
<td>Where can I find them?</td>
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Skills and Qualities