



Northern Ireland
Curriculum

the WOW factor

Unit Two My Choices



the WOW factor



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Resources

Useful Websites

the WOW factor



Aim

In this unit, pupils explore post-14 choices. They research and organise information about post-14 choices to help them with decision-making and planning.



Unit Overview

Mapped to the Statutory Statements

Pupils should have opportunities to:

- engage in the personal career planning process and investigate and reach decisions about post-14 options, recognising that attitudes to work will change over time and are influenced by family and community values; and
- make appropriate use of information, advice and guidance to inform career management.

Learning Intentions

Pupils learn that:

- it is important to make the right choices in Year 10;
- there are a range of optional enrichment activities that they can take part in;
- there are a number of factors that can influence post-14 choices;
- subjects studied at school are relevant in the workplace; and
- there are consequences of making the wrong post-14 choices.

Success Criteria

At the end of this unit, pupils will:

- be able to describe their Year 10 choices and justify them;
- know the benefits of taking part in optional enrichment activities;
- describe factors that can influence post-14 choices; and
- understand that subjects studied at school are relevant in the workplace.

Employability Skills Focus

This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 3. The focus within this unit is outlined in the table below:

Decision-making

Be able to examine the pros and cons of a decision, predict likely consequences and evaluate the outcomes from a range of perspectives.

Key Questions

Throughout this unit, encourage pupils to consider the following questions:

- What are my choices in Year 10?
- What subjects will I be good at?
- What factors will influence my choices?
- How are the subjects I study relevant in the workplace?
- What is the impact of making the wrong post-14 choices?

Opportunity
for Assessment
for Learning!
Sharing learning
intentions and
success criteria

Opportunity
for Assessment
for Learning!
Effective key
questions



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WARNING
• DO NOT OPERATE THE MACHINE
• ALL OPERATIONS MUST BE
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Learning and Teaching Activities within this Unit

Theme 1

What I Would Like to Study

Pupils explore which subjects they like and dislike and which subjects they are good at.

Theme 2

Is My Study Relevant?

Pupils explore the relevance and value of studying subjects at school within the context of career planning and the workplace.

Theme 3

Influencing Factors

Pupils explore factors that can influence post-14 choices.

Theme 4

My Choices

Pupils identify their Year 10 choices and explore reasons for their decisions.

Theme 5

My Choices – Optional Activities

Pupils investigate optional enrichment activities at school and outside of school and how they can be beneficial.

Theme 6

Decision Time

Pupils clarify and justify their post-14 choices.



Theme 1

What I Would Like to Study

Pupils explore which subjects they like and dislike and which subjects they are good at.

Opportunity for
Assessment for Learning!
Providing think time
Effective questions

Support Materials for the Activities

- *Subjects – What I Like* (Resource 1)
- *Subjects – What I Am Good At* (Resource 2)
- Flip chart paper

Activity 1

Display the following on the board or on a flip chart: *One of the most common factors to influence which subjects a pupil chooses to study in Year 10 is whether they actually like a subject.* Give each pupil a copy of the *Subjects – What I Like* resource. Ask them to write down all the subjects they currently study across the horizontal axis of the graph.

Next, ask them to:

- complete the graphs indicating how much they like or dislike each subject;
- analyse their graphs to identify which subjects they like most; and
- use the worksheet to list the subjects in terms of which they prefer.

Invite some volunteers to present their graphs to the rest of the class.

Organise the classroom so there are four or five tables or areas for discussion. Ask the pupils to form groups according to the subjects they like. For example ask the pupils who like mathematics to go to one of the tables and the pupils who like English to go to another table and so on. Give each group a sheet of flip chart paper and ask them to write down reasons to explain why they like the subject. Pupils' reasons might include:

- I like the teacher;
- the subject is easy;
- it is a very creative subject; and/or
- all my friends are in the class.

Invite a spokesperson from each group to give feedback to the rest of the class. Discuss any similarities with the class.

As a de-brief to this activity, ask the pupils to consider the following questions:

- Should you always choose subjects you like?
- Why would someone choose to study a subject they did not particularly like?



Activity 2

Display the following on the board or on a flip chart: *Another of the most common factors that influences what pupils choose to study in Year 10 is whether they are actually good at a subject.* Give each pupil a copy of the *Subjects – What I am Good At* resource.

Ask the pupils to:

- write down all the subjects they currently study across the horizontal axis of the graph;
- complete the graphs indicating whether they think they are good or not good at each subject;
- analyse their graphs to identify which subjects they believe they are good at and those they feel they are not good at; and
- use the worksheet to list the subjects in terms of which they believe they are best at.

Invite volunteers to present their graphs to the rest of the class.

Present the following scenario to the class: *Paul really likes to work with animals and he wants to be a vet. He knows he needs to study biology if he wants to become a vet but he does not think he will be any good at the subject.*

As a class, discuss the following key issues with the class.

- Should Paul study biology if he thinks he will not be good at it?
- What are the consequences if Paul does not study biology?
- What can Paul do to make learning about biology easier?

As a de-brief to this activity, discuss the following questions with the class:

- Should you always choose subjects you find easy?
- How can you get extra help with study?

Theme 2

Is My Study Relevant?

Pupils explore the relevance and value of studying subjects at school within the context of career planning and the workplace.

Opportunity for
Assessment for Learning!
Providing think time
Generating pupils' questions

Support Materials for the Activities

- *Job Descriptions and Response Cards* (Resource 3)
- *My Relevant Subjects and Choices* (Resource 4)
- Jobs section of a newspaper or magazine

Activity 1

Explain to the pupils that literacy, numeracy and ICT skills are very important in many careers. Divide the class into pairs and give each pair a copy of the *Job Descriptions and Response Cards*. Ask pairs to carefully read through the job descriptions paying close attention to the main duties of each job. Next, ask pairs to complete the response card by identifying how literacy, numeracy and ICT skills are used in each of the jobs. Invite them to generate three questions that should be asked at a job interview to find out if a candidate has the required skills.

Ask the pupils to source job advertisements from a local paper and repeat Activity 1 with regard to one or more of the advertised jobs. Encourage them to identify other subjects that are relevant to the chosen jobs.

Activity 2

Explain that some jobs require pupils to have studied particular subjects. (It might be useful to refer back to some of the activities carried out in Unit 1: Reap the Awards.)

Display the following question on the board or on a flip chart: *Which subjects might be relevant to a chef?* Invite the pupils to answer the question. Make a list of their responses on the board or flip chart and encourage them to justify their answers.

Responses might include:

- maths because they need to work out weights and measures;
- languages if they want to work in another country; and/or
- home economics so they can gain practical skills in the hygienic and creative use of food.

Give each pupil a copy of the *My Relevant Subjects and Choices* resource. Ask them to identify at least two jobs they might be interested in doing in the future. Encourage them to consider which subjects would be relevant to those jobs.

As a de-brief to this activity, ask the pupils to consider if they now believe the subjects they will study at Key Stage 4 are relevant in the workplace.

Extension Opportunity

Invite a local employer/employee to come and speak to the class about how literacy, numeracy and ICT skills are used in their workplace.

Theme 3

Influencing Factors

Pupils explore factors that can influence post-14 choices.



Support Materials for the Activities

- *Influencing Factors Cards* (Resource 5)
- *Influencing Factors Worksheet* (Resource 6)
- *My Influencing Factors* (Resource 7)
- Flip chart paper
- Coloured markers

Activity 1

Inform the class that there are many factors that can influence their post-14 choices. As a class, thought shower what some of these factors might be. Pupils' answers might include:

- parents;
- friends;
- likes;
- dislikes; or
- time.

Make a list of these factors on the board or on a flip chart. Choose some of the factors and discuss how they can influence pupils' post-14 choices. Encourage the pupils to think about negative and positive influences.

Divide the class into groups of four or five pupils. Ask each group to design a poster that represents the factors that influence post-14 choices. Invite each group to present their poster to the rest of the class.

As a de-brief to this activity, ask the pupils to consider which factors will influence their GCSE choices and how they will deal with these.

Activity 2

Divide the class into small groups. Give each group a set of the *Influencing Factors Cards* and the *Influencing Factors Worksheet*. Ask each group to read the cards and then complete the worksheet.

Invite the groups to present their ideas and opinions to the rest of the class. As a de-brief to this activity, discuss as a class, the consequences of making the wrong choices at Year 10.

Extension Opportunity – Activity 3

Give each pupil a copy of the *My Influencing Factors* resource. Ask them to complete this by identifying factors that might influence their post-14 choices and stating how these might affect their choices.

Theme 4

My Choices

Pupils identify their Year 10 choices and explore reasons for their decisions.

Opportunity for
Assessment for
Learning!
Providing think time

Support Materials for the Activities

- *Options Checklist* (Resource 8)
- *My Choices and Reasons* (Resource 9)

Activity 1

Give each pupil a copy of the *Options Checklist* resource. Provide the class with information about the subjects available at your school. (It will be useful to refer to Unit 1: Reap the Awards.) Ask the pupils to list the available subjects.

Next, ask them to complete the worksheet indicating which subjects they are interested in studying and those they do not want to study.

Organise the class into pairs and invite them to share and discuss their work. Remind the pupils to refer back to the activities completed in Theme 1 and Theme 2 to help them with their decisions. Invite some pupils to provide feedback to the rest of the class.

Activity 2

As a class, thought shower reasons for choosing to study a course. Reasons might include:

- being good at the subject;
- liking the subject;
- being relevant for career choice or chosen job;
- keeps options open; and/or
- the subject is interesting.

Give each pupil a copy of the *My Choices and Reasons* resource. Invite them to make a list of their potential choices for Key Stage 4 in order of preference. Encourage them to give at least one reason to explain their choices. Invite volunteers to share their choices and reasons with the rest of the class.

Provide time for the pupils to discuss their choices with their parents, form teacher or careers teacher.

Theme 5

My Choices – Optional Activities

Pupils investigate optional enrichment activities at school and outside of school and how they can be beneficial.



Support Materials for the Activities

- *My Choices – Optional Activities* (Resource 10)

Activity 1

It is important to make the pupils aware of the optional enrichment activities they can take part in. As a class, thought shower activities that are available at the school or in the community.

These may include:

- membership of the school choir or orchestra;
- writing articles for the school magazine/newspaper;
- being a member of a club or society;

- being part of a sports team;
- being Form Representative;
- volunteering for a charity;
- organising events such as school discos;
- additional ICT courses; and/or
- the Duke of Edinburgh Award.

Divide the class into five groups. Allocate one optional enrichment activity to each group. Ask each group to prepare a presentation that outlines the benefits of becoming involved in the given activity.

For example the benefits of being a member of a school sports team might include:

- developing team building skills;
- developing leadership qualities; and/or
- building social skills.

As a class, generate the success criteria for the presentation. This might include:

- should include at least four benefits;
- all group members must have a role and contribute;
- should be persuasive; and
- is presented within three minutes.

Provide time for each group to make their presentation. Encourage self and peer assessment using the agreed success criteria.

Activity 2

Give each pupil a copy of the *My Choices – Optional Activities* resource. Invite them to make a list of activities they could become involved in, either at school or outside of school. Ask the pupils to work in pairs or small groups to discuss the benefits of getting involved in their chosen activities. Ask them to record the benefits.

Encourage the pupils to share their ideas with the rest of the class.

Theme 6

Decision Time

Pupils clarify and justify their post-14 choices.

Opportunity for
Assessment
for Learning!
Evaluating own learning

Support Materials for the Activity
- *Pupil Reflection Record* (Resource 11)

Activity 1

The *Pupil Reflection Record* in this unit is designed to take account of the learning that has taken place in both this unit and Unit 1: Reap the Awards.

Distribute a copy of the *Pupil Reflection Record* to each pupil. Encourage them to read this and think about their learning to date. Ask them to complete the *Pupil Reflection Record*. Finally, invite the pupils to

take part in a group discussion to share their learning with each other.

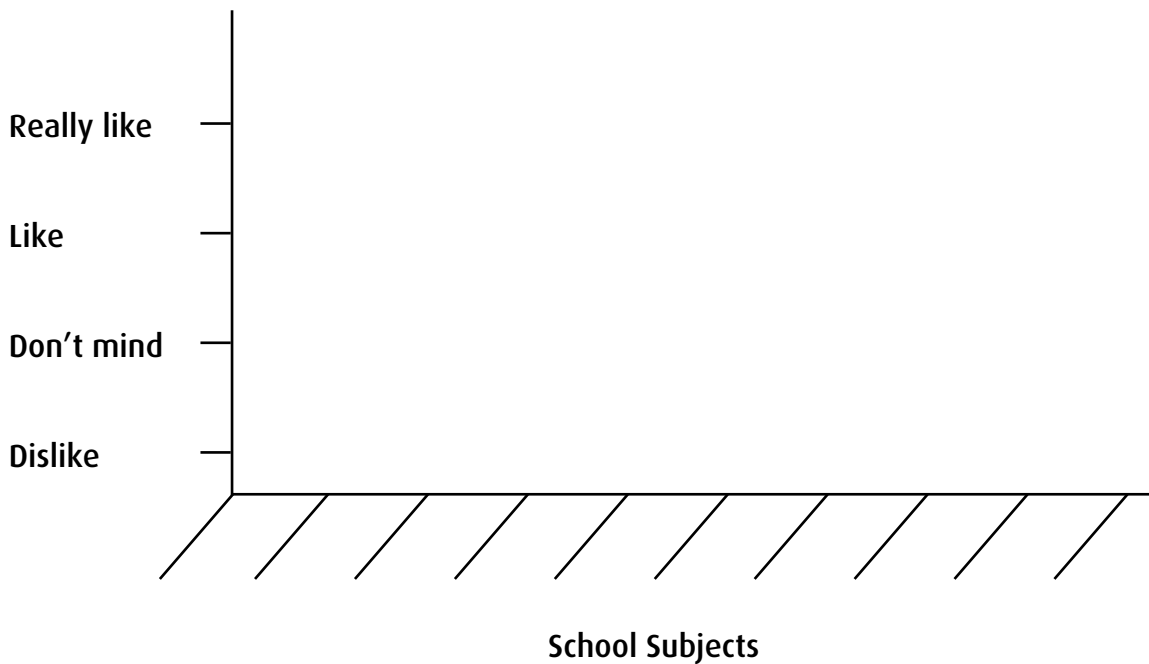
It might be useful to record feedback from individual pupils in their Progress File.





Subjects – What I Like

Use the graph below to indicate how much you like or dislike the subjects you are studying at school.

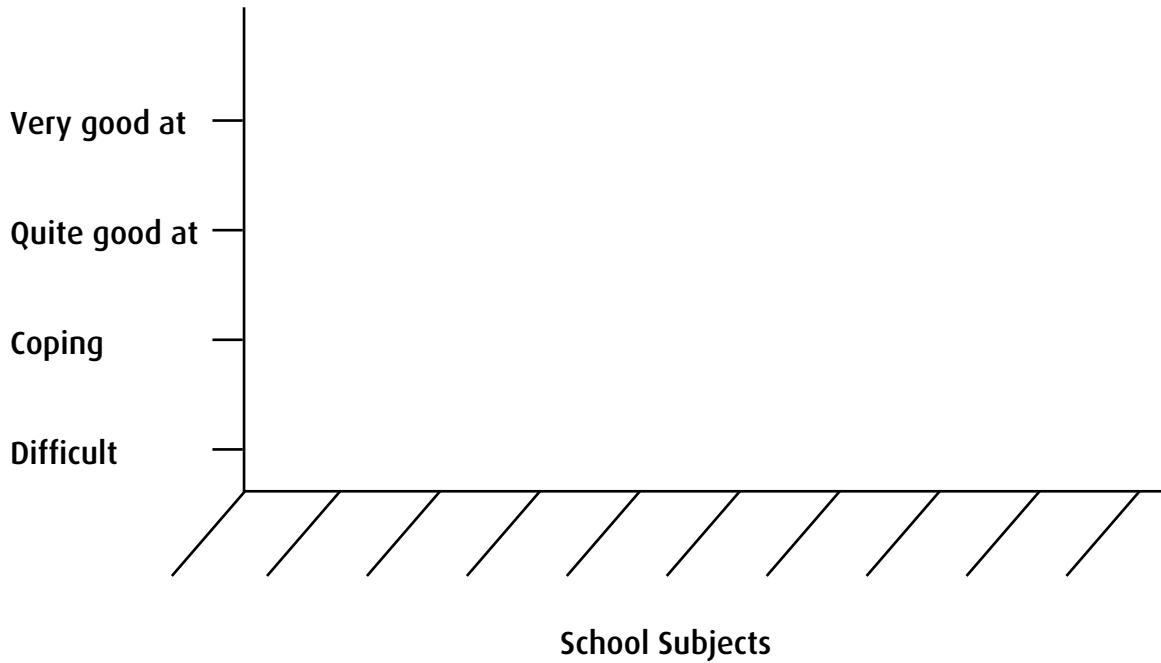


Use the space below to order the subjects you like most, with 1 being the subject you like most.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Subjects – What I Am Good At

Use the graph below to show which subjects you feel you are good at and those you feel you are not so good at.



Use the space below to order the subjects you are good at, with 1 being the subject you are best at.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Job Descriptions and Response Cards (1 of 2)

Job Descriptions

Mechanic

Key Duties:

- Carries out repairs and servicing on a wide range of vehicles.
- Liaises directly with customers both in person and on the phone, answering any enquiries that they may have.
- Costs repairs and servicing and prepares quotations for customers.
- Completes reports for each service or job.
- Identifies vehicle faults using a range of diagnostic software.

Office Administrator

Key Duties:

- Corresponds with customers and suppliers via phone, letter and email.
- Manages the company's computerised database.
- Prepares weekly wages for all employees.
- Updates the company website on a weekly basis.
- Files records.

Job Descriptions and Response Cards (2 of 2)

Response Cards

Mechanic	Literacy	Numeracy	ICT	Other Relevant Subjects

Office Administrator	Literacy	Numeracy	ICT	Other Relevant Subjects

My Relevant Subjects and Choices

My Potential Sectors/Jobs/Careers	Relevant Year 10 Choices

Influencing Factors Cards

Influencing Factor 1

'I want to study art because all my friends are doing it and I don't want to feel left out.'

Influencing Factor 2

'I will definitely keep physical education on because I like sport and it will help me to develop my football skills and fitness levels.'

Influencing Factor 3

'I will not be keeping history on because I don't really get on well with the teacher.'

Influencing Factor 4

'I would like to study biology because my goal is to become a physiotherapist and the subject will be extremely useful.'

Influencing Factor 5

'Technology and design has always been my strongest subject so I will definitely continue with it.'

Influencing Factor 6

'My dad wants me to do business studies because it will be helpful for me if I go to work in the family business.'

Influencing Factor 7

'My brother did occupational studies last year and he advised me to choose it because the teacher is really easy going and it is always good fun in the class.'

Influencing Factor 8

'I feel I must study ICT because the skills are essential now in almost every career.'

My Influencing Factors

Influencing Factor	How they will influence my choices

Options Checklist

Name				
Available Subjects	Yes	Possibly	Not sure	No
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

My Choices and Reasons

Choices	Reason(s) for my choice
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

My Choices – Optional Activities

Activities	Reason(s) for my choice
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Pupil Reflection Record (1 of 2)

Name _____ Class _____

1. Choices

Following this unit what choices have you made?

What are the reasons for these choices?

2. Enrichment Activities

Are there any enrichment activities that will benefit your career plan?

Pupil Reflection Record (2 of 2)

In what ways will they be of benefit?

3. Influencing factors

What factors did you take into consideration when making post-14 options?

Signed: _____

Teacher: _____

Parent: _____

Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to **www.ccea.org.uk/employability**

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