



Northern Ireland
Curriculum

the WOW factor

Unit Three It's All About You



the WOW factor



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the WOW factor



Aim

The aim of this unit is to give pupils an opportunity to think about career planning and their future options. In particular, pupils are encouraged to:

- reflect on their unique strengths;
- think about their ambitions; and
- set targets for self-development.

Pupils also gain an insight into the importance of presentation and self-marketing skills within the context of employability.



Unit Overview

Mapped to the Statutory Statements

Pupils should have opportunities to:

- assess their personal skills;
- assess their achievements to date;
- identify areas of interest and set targets for self-improvement; and
- practise presentation and self-marketing skills.

Learning Intentions

Pupils learn that:

- it is important to continually assess their employability skills and qualities;
- there are ways to develop employability skills and qualities;
- knowing about different personality types helps people to understand themselves and others; and
- individuals are unique and all have different skills, abilities, preferences and interests.

Success Criteria

At the end of this unit, pupils will:

- be able to describe some of their skills and qualities and identify those that they need to develop further;
- identify goals and targets that reflect their own needs and priorities;
- recognise some of the behaviours displayed by different personalities; and
- use their knowledge of personality types to understand individual differences and recognise their own strengths.

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:

Self-management

- Identify and prioritise own learning needs.
- Show greater independence in setting personal goals and targets and working towards them.

Key Questions

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

- *What are my skills and qualities and how can I develop them?*
- *How do my preferences indicate the type of person I am?*
- *Can I present myself effectively to an employer?*

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

Opportunity
for Assessment
for Learning!
Effective key
questions



Learning and Teaching Activities within this Unit

Theme 1 **Skills Build**

Pupils assess their skills and identify how they can further develop them.

Theme 2 **My Personal Qualities**

Pupils assess their personal qualities and identify how they can develop them further.

Theme 3 **Personality**

Pupils learn that people have different preferences and behaviours and that they are all equally valuable.

They also learn that personality types and preferences do not determine ability and should not be used to determine future career choices.

Theme 4 **Branding You**

Pupils consider their 'bigger picture' by exploring how they are unique individuals. They also market themselves by developing their own unique branding.

Theme 5 **The Challenge – The Elevator Pitch**

Pupils practice their presentation and self-marketing skills by preparing and delivering an 'elevator pitch'.



Theme 1

Skills Build

Pupils assess their skills and identify how they can further develop them.



Support Materials for the Activities

- *My Employability Skills Assessment (Resource 1)*
- *My Employability Skills Action Plan (Resource 2)*
- Flip chart paper

Activity 1

In Years 8 and 9 pupils had the opportunity to explore the range of skills that employers are looking for. In this theme, they re-evaluate their skills and consider how they can further develop them.

Give each pupil a copy of the *My Employability Skills Assessment*. As a class, read and discuss this. Invite the pupils to complete the test and add up their score. Next, organise the class into pairs. Ask pairs to repeat the assessment but this time they must rate their partner's employability skills. Invite the pupils to compare the two scores.

Provide some feedback to the pupils. Explain that sometimes people are perceived by others to be 'strong' in certain areas even when they don't believe

that of themselves. It is also important to highlight that the assessment itself is not as important as how the individual feels about their skills. Ensure the pupils understand that employability skills can be learned.

Next, ask the pupils to use ICT to create a graph from their scores.

As a de-brief to this activity, ask the pupils to consider the following question: *Are some employability skills more important than others? Why?/Why not?*

Activity 2

Organise the pupils into five groups. Provide each group with a large sheet of paper with one of the following headings written on each sheet:

- How can communication skills be developed?
- How can team-working skills be developed?
- How can planning and organising skills be developed?
- How can problem-solving and decision-making skills be developed?
- How can ICT skills be developed?

Invite the groups to thought shower some answers to their question. Ask a recorder to write their answers on the sheet of paper. When they have completed the activity, ask the groups to rotate their sheets to the next group. Ask groups to read the question and answers on their new sheet and identify at least one more way in which the new skill could be developed. Continue this activity until each group has contributed answers to each of the questions. If possible, display the completed sheets in the classroom as they can be used in the next part of the activity.

Next, give each pupil a copy of the *My Employability Skills Action Plan* resource. Ask them to develop an action plan for developing their employability skills. The pupils can use the assessments and graphs used in Activity 1 to help them identify what employability skills they need to develop. They can also use the suggested methods of skills development from Activity 2 to help them identify how they could develop their skills.

Theme 2

My Personal Qualities

Pupils assess their personal qualities and identify how they can develop them further.



Support Materials for the Activities

- *Movie World Job Advertisement* (Resource 3)
- Flip charts x 4

Activity 1

Divide the class into four groups. Allocate one of the following qualities to each group:

- motivated;
- organised;
- confident; and
- committed.

Place four flip charts around the classroom. Draw three columns on each flip chart page and give them the following titles:

- home;
- school; and
- community (hobbies/interests).

Ask each group to move beside one of the flip charts. Next, ask them to write down ways they can demonstrate their allocated quality in each of the three areas. For example, the 'motivated' group must record ways in which they are or should be motivated at home, in school and in the community (hobbies/interests).

When groups have finished, invite them to rotate to the next flip chart and record more answers. Ask the groups to continue until they contributed their ideas to each flip chart page. Invite the class to read all the answers on the flip chart pages.

Next, invite the pupils to suggest reasons why an employer would need people who can demonstrate these qualities in the workplace. It might be necessary to provide prompts such as:

- in a shop;
- in a hospital;
- in a factory; and/or;
- in a car showroom.

Activity 2

Explain to the class that employers often indicate the skills and qualities they require from employees in a job advertisement. Give the pupils a copy of the *Movie World Job Advertisement*. Ask them to read it carefully and pay particular attention to the skills and qualities the employer is looking for.

Organise the class into pairs. Ask them to imagine they are applying for a part-time job at Movie World, on a job share basis. Invite them to prepare a presentation to demonstrate how they meet the criteria shown in the advertisement.

As a class, discuss and agree in advance the success criteria for the presentations, for example:

- explains how they meet the criteria;
- is convincing; and/or;
- uses a clear voice.

Invite pairs to make their presentation to the rest of the class. Use peer assessment to consider how well they met the agreed success criteria.

Theme 3

Personality

Pupils learn that people have different preferences and behaviours and that they are all equally valuable.

They also learn that personality types and preferences do not determine ability and should not be used to determine future career choices.



Support Materials for the Activities

- *Personality Preferences Assessment* (Resource 4)

Activity 1

Invite the pupils to write their name on a piece of paper with the hand they do not normally use for writing. Ask them to look at it and describe what it looks like. Responses might include:

- untidy;
- messy; and/or
- difficult to read.

Next, invite the pupils to describe how it felt using their other hand to write. Responses might include:

- uncomfortable;
- strange; and/or
- difficult.

Explain to the pupils just as we have a 'preferred' hand to write with, we also have a preferred way of behaving. These behaviours are the building blocks of our personality. All personalities are equally valuable, just as someone who prefers to write with their left hand is no better or worse than someone who prefers writing with their right hand.

Activity 2

Provide each pupil with a copy of the *Personality Preferences Assessment* and discuss the brief.

Encourage pupils to assess how they believe they prefer to behave when given a free choice.

As a de-brief to this activity, invite the pupils to discuss how being aware of their preferred behaviours might help:

- when making career decisions; and
- when working with different people.

It is important to note that careers should not be determined by these preferences, as they are not an indication of ability. Instead it might be more useful for pupils to personally reflect on how comfortable they might feel about various career options, based on their preferences.

Remind the pupils that individuals have different preferred ways of behaving and all these preferences are equally valuable. By being aware of these differences it might be easier to work with people who have different personalities. Individuals are then able to adapt their behaviour or ways of working to ensure that everyone in a team is comfortable and able to carry out their role in their preferred style.

Theme 4

Branding You

Pupils consider their 'bigger picture' by exploring how they are unique individuals. They also market themselves by developing their own unique branding.

Opportunity for
Assessment for Learning!
Effective questioning
Providing think time
Using prompt statements

Support Materials for the Activities

- *The Big Picture* (Resource 5)
- Sample business cards

Activity 1

Explain to the pupils that, in the world of business, branding is about:

- finding out what customers want;
- making a product or service that matches what customers want; and
- using advertising and marketing to create a perception of the product or service that shows how it matches what the customer wants.

Illustrate the relationship between branding and job hunting. Explain that when job hunting, individuals identify what the employer wants and then try to match their skills and qualities to meet the needs of the employer.

Explain that as individuals we can create our own brand. As a class, discuss the following questions:

- How do you want to be perceived or 'branded' by teachers, your family or your friends?

- Is there any difference in how you want to be perceived by your teachers and friends?

Encourage the pupils to think of themselves as unique with their own interests, preferences, skills and abilities.

Ask the pupils to work individually and to create a business card that represents their personal brand. The business card must include the following:

- a logo;
- a strap line that summarises who they are; and
- unique facts about themselves such as interests, skills and abilities.

Provide pupils with sample business cards and the appropriate materials to make their business cards. If possible, allow pupils time to use ICT to create their business card. They might be able to include a photograph to personalise their branding. Allow time for each pupil to present their business card to the rest of the class and explain why they chose the design and images.

Activity 2

Explain to the pupils that it is important to consider the 'big picture' when imagining their future. Give each pupil a copy of *The Big Picture* resource. Explain that they should use this resource to frame their aspirations. They can do this by recording their responses to the questions in the framed areas. Give the pupils time to complete their 'big picture'. Display the finished pieces of work and provide time for the pupils to view each others work. Discuss how everyone has different hopes and dreams and these should all be equally valued. Point out that the pupils' aspirations might change over time but this is still a useful reference tool to support them in achieving their goals.

Activity 3

Invite the pupils to use the following prompt statements to visualise their future career. Encourage them to come up with three points for each statement.

Prompts

- Wouldn't it be great if....
- Wouldn't it be awful if....

Theme 5

The Challenge - The Elevator Pitch

Pupils practice their presentation and self-marketing skills by preparing and delivering an 'elevator pitch'.

Opportunity for
Assessment for Learning!
Assessing own and others' work
using agreed success criteria

Support Materials for the Activities

- *Your Elevator Pitch* (Resource 6)
- *Pupil Reflection Record* (Resource 7)
- A stop watch

Activity 1

Organise the class into pairs. Give each pair a copy of the *Your Elevator Pitch* resource. Explain that an elevator pitch refers to a presentation that can be delivered in the time it takes for an elevator ride (60 seconds or in 100-150 words). Inform the pupils that they are going to use the elevator pitch tactic to sell themselves. Ask them to imagine they have just stepped into an elevator with an employer of their dreams. They only have from the time it takes the elevator to reach the top of the building (approximately 1 minute) to sell themselves. Invite pairs to prepare their elevator pitch and present it to their partner.

Encourage pairs to use self and peer assessment. Use the success criteria outlined on the resource sheet to encourage the pupils to consider the following questions:

- How successful was my elevator pitch?
- How could I improve my elevator pitch?

Invite pairs to volunteer to present their elevator pitches to the rest of the class. As a class, assess their presentations using the agreed success criteria.

Activity 2

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.



My Employability Skills Assessment

Use the test below to assess your employability skills. As you work through the test, try to think of times when you displayed these skills. Next, ask a partner to complete the questionnaire but this time they must answer questions about your skills. Compare the results. Don't worry if you don't display all the employability skills. Remember employability skills can be developed.

	Very weak in this area	Weak in this area	Need to develop	Strong in this area	Very strong in this area
	1	2	3	4	5
Communication (Oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication (Written)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team-working	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem-solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning and organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ICT skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Movie World Job Advertisement

Movie World

We currently have a part-time employment opportunity for two sales assistants in our town centre store. The hours will be at evenings and weekends and would potentially suit school pupils who are willing to job share.

The successful candidate will demonstrate the following skills and qualities:

- excellent communication skills;
- good ICT skills;
- ability to work as part of a team;
- motivated; and
- reliable.

Email us at info@movieworld.com to request an application form.

Personality Preferences Assessment

1. Decide which side of the scale you feel more comfortable with.
2. Read the text in each box and place an X on the line below to show which option you prefer.
For example, if you strongly prefer option A place an X underneath A. However, if you strongly prefer option B place an X under it.
3. Try not to place your X in the middle. Most of us have a preference for one or the other.

A

I am vocal and **prefer** being active and being with other people. I am the 'life and soul' in a group.

B

I am quiet and **prefer** doing one thing at a time. I **prefer** being on my own. I stand back and watch others in a group.

C

I **prefer** to use tested ways to solve problems and do things step by step.

D

I **prefer** finding new ways to solve problems and prefer the 'bigger picture' overview.

E

I **prefer** to concentrate on a job or task rather than on people's feelings.

F

I **prefer** to think about people's feelings and am at my best when working in harmony with others.

G

I **prefer** to plan and be organised. I like finishing things.

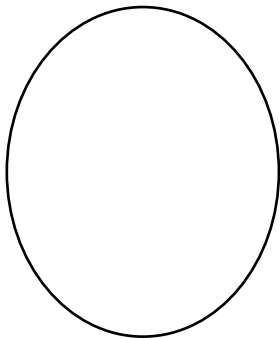
H

I **prefer** to leave things open to change, even at the last minute.

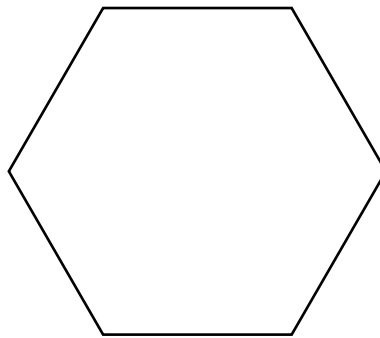
The Big Picture

Read the following questions and then record your answers in the spaces provided.
You can record your answers by using words, phrases and/or images.

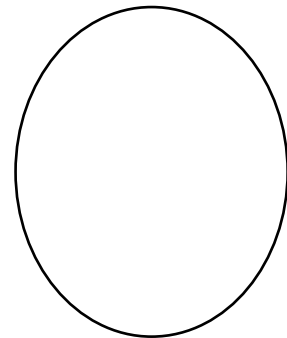
In what ways would you like to make a difference to the world?



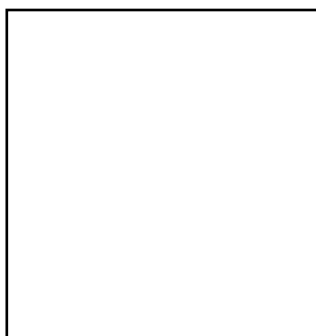
What do you want to be known by others for?



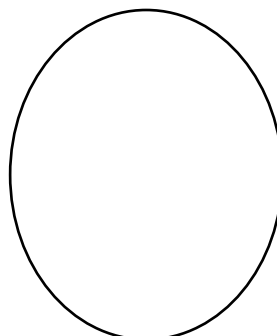
What will be your strongest skills and qualities?



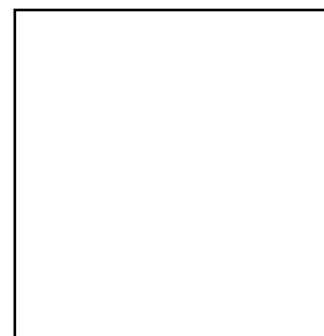
What will your job involve?



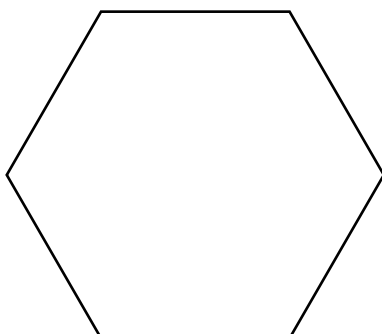
What word describes that which will be most important to you in your life?



What will you be doing in 5 years?



Now write your own questions and thoughts about your future in the spaces below:



Your Elevator Pitch

Imagine you have just stepped into an elevator with an employer of your dreams. You only have from the time it takes the elevator to reach the top of the building to sell yourself (approximately 1 minute).

Your task

To be successful, you need to have a clear idea of what your dream job is and who you are in the elevator with.

Success Criteria

Your elevator pitch should include the following information:

- who you are;
- what you are good at;
- how you would be good at this job; and
- why this employer would want you working for him/her.

Role-Play

Role-play your elevator pitch in pairs. Before you start your elevator pitch, tell your partner what your dream job is and who you are in the elevator with.

Pupil Reflection Record

What three things have you learned within this unit?

How will this learning help you in the future?

Which of the following career planning activities have you carried out as part of this unit?

- Reading
- Watching videos
- Research
- Giving presentations
- Learning from others

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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