



# the WOW factor

Unit Three My Town





# the WOW factor



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# the WOW factor



## Aim

In this unit, pupils focus on different types of work and the range of employment opportunities in their local area. They also explore some of the issues that employers and employees might have to deal with in the workplace.



# Unit Overview

## Mapped to the Statutory Statements

### Pupils should have opportunities to:

- describe different types of work and investigate the range of employment opportunities in the local area, including any changes in employment trends;
- consider how different types of work and the range of employment opportunities in the local area might impact their career planning;
- investigate how an employer might deal with issues that affect work;
- investigate how environmental considerations affect work and work practices; and
- investigate how organisations that provide employment opportunities contribute to the community.

## Learning Intentions

### Pupils learn that:

- a town is made up of a range of services and businesses;
- people perform various jobs within the services and businesses of a town;
- public services are usually paid for by government;
- career choices can influence lifestyle choices; and
- employers and employees have responsibility for a number of workplace related issues.

## Success Criteria

### At the end of this unit, pupils will:

- be familiar with the range of services and businesses within the local town;
- be able to identify some of the jobs that are available within the local town;
- understand how career choices can impact on lifestyle choices; and
- know some of the workplace related issues that employers and employees have responsibility for.

## 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 below:

### Thinking, problem-solving and decision-making

- Understand more than one point of view.
- Examine the options available and weigh up the pros and cons.

## Key Questions

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

- *What jobs are available in my local area?*
- *What are the businesses and services in the local area?*
- *Are there pros and cons of a growing town?*
- *How can career choices affect lifestyle choices?*
- *How will this impact me?*

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

Opportunity  
for Assessment  
for Learning!  
Effective key  
questions



Welcome to  
Butlercrane

Opening Hours

- Monday 9:00am-5:00pm
- Tuesday 9:00am-5:00pm
- Wednesday 9:00am-5:00pm
- Thursday 9:00am-5:00pm
- Friday 9:00am-5:00pm
- Saturday 9:00am-5:00pm
- Sunday 9:00am-5:00pm

Butlercrane  
Customer Care

# Learning and Teaching Activities within this Unit

## Theme 1

### Our Town

Pupils explore the types of services and businesses within their local town.

## Theme 2

### Jobs in Detail

Pupils explore specific jobs in more detail. They consider how different jobs can influence lifestyle choices.

## Theme 3

### New Opportunities

Pupils explore job creation opportunities in a local context. They also consider what skills, qualities and values might be useful to them in the future.

## Theme 4

### Issues in the Workplace

Pupils explore some of the issues that employers and employees might have to deal with in the workplace.

## Theme 5

### Pupil Reflection Record

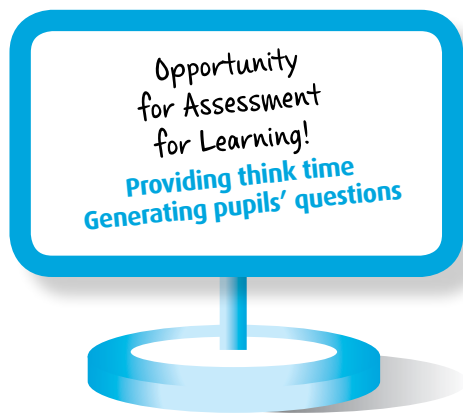
Pupils reflect on their learning within this unit.



# Theme 1

## Our Town

**Pupils explore the types of services and businesses within their local town.**



**Support Materials for the Activities**  
- Sticky labels

### Activity 1

Invite the pupils to think about the various services and businesses in the local town. Next, organise the class into groups of four pupils. Give each group some sticky labels. Ask them to thought shower as many different services and businesses in the local town as they can. Invite them to record their answers onto individual sticky labels.

When the groups have finished, collect all the sticky labels and display them in the classroom. Allow the pupils time to view them. Alternatively, as a class collate the responses and create a display. Ask the pupils to identify which of the services or businesses they think are paid for by the government. Examples might include:

- schools;
- colleges and universities;
- health centres; and/or
- Council offices.

Explain to the pupils that services and businesses that are paid by the government are known as 'public services'.

Invite them to suggest other public services in the local town, for example:

- the ambulance service;
- the court service;
- the police; and/or
- the prison service.

Ask the pupils to get back into their groups. Allocate one of the local public services to each group. Ask them to generate a list of at least five jobs that would be carried out in their allocated service. Record the pupils' answers onto a flip chart page. Keep this, as you will need it in Theme 2. Have the pupils repeat this activity but this time ask them to use one of the local businesses or organisations identified by the class.

As a de-brief to this activity, invite the pupils to answer the following questions:

- Were you surprised to learn how many different services and businesses are in our town?
- What questions do you have about the services and businesses in our town?
- How might you find out more about the services and businesses in our town? (Prompt: through local newspapers, telephone directories or the internet.)

### Activity 2

As a class, create a large map of the local town. Place the sticky labels from Activity 1 onto the map to plot the local services and businesses. Invite the pupils to discuss the location of each of the services and businesses within the town. Encourage them to consider why certain services and businesses are located where they are.

If possible, invite an employee from a local public service to come and talk to the class about the location of their service within the town, including the pros and cons.

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

- In what ways might the services and businesses in our town have changed over time?
- Where could you find information about what services and businesses were available in our town in the past?



## Theme 2

# Jobs in Detail

**Pupils explore specific jobs in more detail. They consider how different jobs can influence lifestyle choices.**

**Opportunity for Assessment for Learning!**  
*Assessing own and others' work using agreed success criteria*  
*Generating pupils' questions*

### Activity 1

As a class discuss the term 'job profile'. Ask the pupils to identify the success criteria for a good job profile.

Responses should include:

- job title;
- tasks/responsibilities;
- salary; and
- qualifications needed.

Organise the pupils into pairs. Refer back to the list of local public service jobs, created in Theme 1. Ask pairs to choose one of the jobs from the list and to develop a basic job profile, using the agreed success criteria. Allow the pupils access to resources such as JED to develop their job profiles.

When they have finished, invite each pair to present their job profiles to the rest of the class. Invite the class to use peer assessment to evaluate each pair's work, based on the agreed success criteria.

### Activity 2

As a class discuss the term 'lifestyle'. Encourage the pupils to think about the factors that relate to a person's lifestyle, for example:

- the type of house they live in;
- the type of transport they use to travel to work; and
- their hobbies and interests.

As a class, thought shower the different types of houses, transport, hobbies and interests that people have. Invite the pupils to create a collage that depicts the type of lifestyle they would like to lead in the future. Ask them to include images and information about:

- the type of home they want;
- the type of transport they want to use; and
- what hobbies they want.

Encourage the pupils to include information about how much these items and activities cost. Allow the pupils to access the internet to carry out their research. Provide time for each pupil to present their collage to the rest of the class.

Next, invite the pupils to consider how they could reduce the cost of their chosen lifestyle, for example:

- by using public transport instead of buying a car; and/or
- choosing hobbies and interests that are free, such as walking.

As a class, discuss how a job affects lifestyle and vice versa, how their lifestyle expectations/wants may impact upon their career choices.

### Extension Opportunity – Activity 3

Invite people who work in the local area to come and talk to the pupils about their job profile. In preparation for this event, encourage the pupils to generate a list of questions to ask the employees, for example:

- Where do you work?
- What is your job title?
- What do you do in your job?
- What qualifications did you need?
- Would you like to change your career?
- Would you like to stay and work in the local area or would you consider relocating?
- Did your lifestyle expectations/wants affect your career decision and vice versa, did your career choice impact on your current lifestyle?

## Theme 3

# New Opportunities

**Pupils explore job creation opportunities in a local context. They also consider what skills, qualities and values might be useful to them in the future.**

Opportunity  
for Assessment  
for Learning!

Providing think time  
Generating success criteria

### Support Materials for the Activities

- *Consider All Factors Template* (Resource 1)

#### Activity 1

Explain to the class that local authorities, such as the Council or government agencies, often make funding available to build new facilities in towns and surrounding areas. Divide the class into groups of four pupils. Ask the groups to imagine that the local Council is faced with a dilemma over which facility they should make funding available for. Give the pupils three possible options, for example:

- a hospital;
- a leisure centre;
- a prison;
- a shopping centre;
- a hotel;
- an airport; and/or
- a casino.

Try to make the options as realistic as possible to the local area.

Ask each group to decide which facility the Council should provide funding for and to prepare an argument to influence the Council to listen to their opinions. Agree on success criteria for a good argument, for example:

- supported by examples of pros and cons;
- uses influencing language;
- addresses the audience; and
- poses effective questions for the audience to consider.

Distribute a copy of the *Consider All Factors Template* to each group. This will help to frame the pupils' thinking.

Invite each group to present their argument to the rest of the class. If possible, invite some members of the local community to listen to each of the arguments and decide which is the most influential, based on the agreed success criteria.

#### Activity 2

Ask the pupils to get back into their groups. Invite them to thought shower all the possible jobs that could be created from their chosen facility being built. Encourage them to come up with a list of skills, qualities and values that a person would need to do each particular job. Finally, invite each group to present their findings to the rest of the class.

## Theme 4

# Issues in the Workplace

Pupils explore some of the issues that employers and employees might have to deal with in the workplace.

Opportunity for  
Assessment for Learning!  
Providing think time  
Useful prompt statements

### Support Materials for the Activities

- *Issues In The Workplace Scenarios*  
(Resource 2)

#### Activity 1

Explain to the pupils that employers have to deal with many issues in the workplace. As a class, discuss what these issues might be. Make a list of the pupils' responses on the board or flip chart. Responses might include:

- protecting the environment;
- discrimination;
- staff sickness;
- absenteeism;
- motivating staff;
- disagreements;
- bullying in the workplace; and/or
- stereotyping.

Divide pupils into five groups. Give each group one of the *Issues In The Workplace Scenarios* from Resource 2. Ask a group facilitator to read the scenario to the rest of their group. Give the groups time to discuss their scenario, identify options and make suggestions. Ask them to agree on the best solution to their problem. Finally, invite a spokesperson from each group to present their workplace scenario and solution to the rest of the class.

#### Activity 2

Explain to the pupils that they are going to carry out a role-play. Display the following on the board or on a flip chart: *You work in a restaurant called Posh Nosh. The restaurant has just opened but already the employees are unhappy. The owner is holding a staff meeting to try and find out why there is unhappiness in the workplace.*

Ask the pupils to imagine that they work in the restaurant. Invite them to choose what their role is, for example chef, waiter, receptionist and/or manager. Encourage them to think about why they are unhappy with their job in the restaurant. Remind the pupils to use the list generated in Activity 1 to prompt their thinking.

Organise the pupils into two lines. Ask them to face each other but leave enough space between them to form an alley in the middle. As teacher, take on the role of the business owner. Walk through the alley and ask questions to prompt discussion from individual pupils, for example:

- describe your job in my restaurant;
- explain the things in work that are causing you to be unhappy; and/or
- suggest how this could be avoided in the future.

As a de-brief to this activity, discuss with the class the importance of being happy in the workplace. Consider the responsibilities that employers and employees have in contributing to a happy workplace.

#### Extension Opportunity – Activity 3

Invite a number of representatives from various organisations to come to the class to discuss some of the issues raised within this theme, for example:

- discrimination;
- bullying;
- stereotyping; and/or
- health and safety.

## Theme 5

# Pupil Reflection Record

Pupils reflect on their learning within this unit.

Opportunity for  
Assessment for Learning!  
**Pupil reflection**

**Support Materials for the Activity**  
- *Pupil Reflection Record* (Resource 3)

### Activity 1

Distribute a copy of the *Pupil Reflection Record* to each pupil. Encourage the pupils 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.





## Consider All Factors Template

Which of the facilities should our Council give planning permission to?

Proposal 1

Pros

Cons

Interesting factors

Proposal 2

Pros

Cons

Interesting factors

Proposal 3

Pros

Cons

Interesting factors

After discussing all of the proposals, we think that...

# Issues in The Workplace Scenarios (1 of 2)

## Scenario 1: Equality

You work at 'Classy Cuts', one of the most popular hairdressing salons in the town. Currently, the salon employs five female staff. However, the customers are both male and female.

The salon owner, Lorraine, has wanted to recruit a male stylist for quite a while. She wants to create more of a gender balance in the workplace and to reflect the male and female customer base. To date, she has been unable to recruit a male member of staff and is not sure what to do next.

Your task is to come up with five suggestions as to how Lorraine might attract a male hairdresser to come and work for her.

## Scenario 2: Social Contribution

You have been working as a nurse in the local hospital for three years. This year you and your colleagues would like to raise money for a local children's charity.

Your task is to decide which charity to support. You must come up with five fundraising suggestions as to how you and your colleagues could raise some money for the children's charity.

## Scenario 3: Environmental Issues

One of the major issues facing the town's Council is the growing level of traffic congestion. The Council has received several letters of complaint from local residents and business owners. It needs to do something to improve the situation.

You work in the Council's Environmental Unit. You and your colleagues have been given the task of tackling this problem. You must suggest five ways to improve the traffic problem. You also need to think about how to respond to the complaints.

## Issues in The Workplace Scenarios (2 of 2)

### Scenario 4: Discrimination in the Workplace

You work in 'Fitech', a large manufacturing company based just outside the town. The company employs 150 staff in its factory. It produces engineering parts and components.

One of the employees, Lisa, applied for a promotion. She believed she was capable of doing the job, however, she was not selected. When she asked her manager why she had not been promoted, she was told, 'You are too young for a position of authority or responsibility'. Lisa feels she is being discriminated against because of her age.

Your task is to explain to the management team why Lisa feels she is being discriminated against. You must also try to convince the management team to treat all employees equally and fairly.

### Scenario 5: Health and Safety

You work at 'Top of the Town', one of the most popular restaurants in town. The restaurant is busy all week. At weekends, there can be as many as 200 people dining in the restaurant at one time.

The manager, Thomas, is currently carrying out a review of the restaurant's health and safety policies. He has been asked to pay particular attention to the restaurant's fire safety policy.

Can you make five suggestions as to what measures employees in the restaurant could take to protect against a fire.



# Pupil Reflection Record

List three skills that you demonstrated during this unit and describe how you demonstrated them.

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What did you learn about the relationship between careers and lifestyle choices and what does this mean for you?

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Which of the local employment opportunities did you find most interesting and why?

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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](http://www.ccea.org.uk/employability)**



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