

# the **WOW** factor

**Unit Five Taste and See**





# the WOW factor



## Contents

<b>Unit Overview</b>		3
<b>Learning and Teaching Activities within this Unit</b>		5
<b>Theme 1</b>	Field of Gold	6
<b>Theme 2</b>	Options	7
<b>Theme 3</b>	Who Has The Answer?	8
<b>Theme 4</b>	What's It All About?	9
<b>Theme 5</b>	Learning Log	10

### Resources

### Useful Websites

# the WOW factor



## Aim

In this unit, pupils become aware of the importance of career planning and realise that there are several progression routes. They attend a careers event and gain first hand experience of the range of options available to them.



# Unit Overview

## Mapped to the Statutory Statements

**Pupils should have opportunities to:**

- make use of appropriate information, advice and guidance to inform their career management.

## Learning Intentions

**Pupils learn that:**

- it is important to access quality advice and guidance;
- there are several sources of advice and guidance available;
- important choices have to be made in Year 10; and
- there is a range of progression routes to a career.

## Success Criteria

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

- know about the available sources of careers advice and guidance;
- be aware that there are various progression routes available to them; and
- know how their learning can inform their post-14 choices.

## 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:**

### Managing information

- Evaluate the appropriateness of information and resources.
- Select, combine and synthesise information to meet the needs of career planning.

## Key Questions

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

- *Who can help me with my career plan?*
- *What choices do I have in Year 10?*
- *Why is it important to attend a careers event in Year 9?*
- *What if I already know what career I want to pursue?*
- *Is it important to reflect and evaluate on what I have learned?*

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** **Field of Gold**

Through active learning, pupils explore the importance of accessing quality guidance to make life decisions.

## **Theme 2** **Options**

Pupils are introduced to the idea of post-14 options and the choices that are available to them.

## **Theme 3** **Who Has The Answer?**

Pupils consider the range of support and advice they can access to help them make important career choices.

## **Theme 4** **What's It All About?**

Pupils consider the relevance of attending a careers event during Year 9. They prepare for a successful learning opportunity. This unit culminates with pupils attending a careers event held by a local employer, university or College of Further Education.

## **Theme 5** **Learning Log**

Pupils reflect on their learning and consider the implications for post-14 choices.



# Theme 1

## Field of Gold

Through active learning, pupils explore the importance of accessing quality guidance to make life decisions.

Opportunity for  
Assessment for Learning!  
Effective questions  
Providing prompt statements

### Support Materials for the Activities

- *Getting the Best from the Guidance* (Resource 1)
- Bean bags
- Safety cones
- Length of rope
- Blindfolds

### Activity 1

This activity is best carried out in a large open space. Use either the hall or outdoors. Organise the class into five teams. Explain that the aim of this activity is to work as a team to guide one blindfolded team member from a starting point into the 'field of gold'. Use the rope to mark out a circular boundary. Ask the pupils to imagine the area inside the rope is the 'field of gold'. Place five bean bags at equal distances from the field of gold. These indicate the starting points for each team. Place some cones in the ground between the starting points and the 'field of gold'. These represent obstacles that the teams must avoid.

Inform the pupils of the rules of this activity. These are listed below:

- You must turn the blindfolded member three times at the starting position.
- You must guide your blindfolded team member into the 'field of gold'.
- You must ensure they do not walk into any of the obstacles.
- You can only give instructions through clapping.
- You must not give verbal instructions.

- You can only talk to your blindfolded team member to offer feedback. If you give verbal instructions, the blindfolded team member must return to the starting point.
  - The first team to guide their blindfolded team member into the 'field of gold' is the winner.
- Discuss safety issues before starting this activity. Provide a short time for teams to discuss their code for communicating to the blindfolded team member. Invite the pupils to take part in the activity. Play music in the background as an additional distraction.

### Activity 2

This activity is an extension of Activity 1 but it is carried out in the classroom. Ask teams to record responses to the following questions:

- Write down as many words as you can to describe how the blindfolded member felt at the starting point?
- Did their feelings change? Why?
- What did your team do to make the blindfolded member feel safe?
- How did the your team feel when guiding the blindfolded person?
- Why was it difficult to guide the blindfolded team member?
- Were there any distractions that made the task difficult? If so, what were they and how were they distracting?

Provide time for each team to present their answers to the class. Discuss:

- the difference between being left to do something on your own and being guided;
- the importance of trust in the activity; and
- how guidance and being able to trust in that guidance are important when making life choices and in particular, career choices.

Compare the journey in the 'field of gold' activity to the journey pupils experience when career planning.

### Extension Opportunity – Activity 3

Invite the groups to list some advice for people who need to make choices about their future career. Encourage them to think about what made good guidance in the 'field of gold' activity. Distribute a copy of the *Getting the Best from Guidance* resource to each group. This includes useful prompts.



# Theme 2

# Options

**Pupils are introduced to the idea of post-14 options and the choices that are available to them.**



## Support Materials for the Activities

- *Options Cards (Resource 2)*
- *Possible Progression Routes A, B and C (Resource 3)*
- *Possible Progression Routes – Teacher Briefing Sheet (Resource 4)*

## Activity 1

As a class, discuss the importance of gaining qualifications. Invite the pupils to consider what difficulties they might encounter if they do not have qualifications.

Organise the pupils into groups of three individuals. Give each group a set of the *Options Cards* and give them time to discuss the information. Ask them to summarise the information. Encourage them to consider the following:

- one thing they already knew;
- two things that they learned; and
- one thing that surprised them.

As a de-brief to this activity, have a class discussion. Use the following statements as prompts for discussion:

- It is good to have choices and be able to decide what courses to study.

- It can be difficult to choose which courses to study.
- There are certain things to consider when deciding what courses to study.
- It is important to get advice and guidance when choosing what courses to study.

## Activity 2

Divide the pupils into four groups labelled A, B and C. Ask them to allocate group roles. Place one copy of each of the *Possible Progression Route* sheets at different locations at the front of the class. Label each location A, B and C as appropriate. Distribute paper and pencils to each group. Explain that one by one a pupil from each group will have the opportunity to come up to the front of the room and view their group's sheet for 30 seconds. When the pupil returns to their group, they must describe the sheet. A scribe must then try to recreate it using only a blank sheet of paper and a pencil. The groups must try to recreate their sheet as accurately as possible.

Before commencing, agree the success criteria for teamwork. Give the groups a few minutes to consider their strategy, for example who will go up first, second and so on. Inform them that they will have ten minutes to complete the task.

Provide a few minutes at the end of the class for the pupils to finish. Invite each group to consider the following questions:

- What is the visual on the page illustrating?
- In what ways did your group work well as a team?
- How did teamwork help you achieve your goal?
- What have you learned about teamwork that will help you in future activities?

Display each group's drawing at the front of the class. Invite a reporter from each group to provide feedback.

Use the *Possible Progression Routes – Teacher Briefing Sheet* to summarise the learning from this theme. It's important that the pupils realise that there are various progression routes to gain the same level of qualifications. Discuss how qualifications will contribute to pupils' employability prospects. Finally, invite the pupils to consider the importance of getting quality advice and guidance when choosing which route they will take.

## Theme 3

# Who Has The Answer?

**Pupils consider the range of support and advice they can access to help them make important career choices.**

### Support Materials for the Activities

- *Rating Sheet* (Resource 5)
- *Career Issues* (Resource 6)
- *Personal Career Guidance* (Resource 7)

### Activity 1

Remind the pupils that they have many opportunities available to them to help them prepare for the future. The most difficult part is making choices and deciding which opportunities to take. There are different types of qualifications that can lead to the same career, depending on individual needs and wants.

As a class, thought shower the sources of support and advice available to pupils to help them make career decisions. Use the *Rating Sheet* to guide the pupils' thinking. Display the thought shower in the classroom as a visual reminder of the discussion.

Organise the class into six groups. Ask the groups to assign group roles such as scribe, facilitator, timekeeper, recorder and reporter. Provide each group with one of the *Career Issues* outlined in Resource 6. Invite them to spend some time discussing the career issue.

Next, distribute a copy of the *Rating Sheet* to each group. Invite them to decide how useful each of the information sources would be in helping to find answers to careers issues. Encourage them to rank the information sources in order of usefulness. Inform the groups that they will be asked to justify their ranking. Provide time for the reporter from each group to provide feedback to the rest of the class.

As a de-brief, ensure that the pupils understand:

- that there are several sources of information for making career choices; and
- that they should make use of as much guidance as possible when making choices and decisions.

### Activity 2

Distribute a copy of the *Personal Career Guidance* resource to each pupil. Ask them to read this and then think about a career issue they have at this time in their life. Invite the pupils to record their personal issue. Encourage them to action their *Personal Career Issue*. Revisit this activity after an agreed time to see how the pupils have managed to gain information about their issue.

## Theme 4

# What's It All About?

Pupils consider the relevance of attending a careers event during Year 9. They prepare for a successful learning opportunity. This unit culminates with pupils attending a careers event held by a local employer, university or College of Further Education.



### Support Materials for the Activity

- *What's It All About? (Resource 8)*

### Activity 1

Introduce the idea of visiting a careers event. Organise the class into groups of three or four pupils. Give each group a copy of *What's It All About?* Ask them to read this and think about why these statements are unhelpful. Next, invite them to make suggestions that refute the comments. Provide time for whole class feedback and discussion.

Explain the purpose of any careers event that the class will be attending. Provide some information about the experience they will gain. Organise the class into small groups. Invite them to agree on one learning objective that can be met through visiting the careers event. Examples might include:

- to gain information on...
- to find out what it's like to be a....

Collect and display each group's learning objective. Provide time for the pupils to suggest how they can successfully meet their learning objectives, for example by asking questions and/or listening or participating in activities. Inform the pupils that after attending the careers event they will be asked to analyse how well it met their learning objective.

# Theme 5

## Learning Log

**Pupils reflect on their learning and consider the implications for post-14 choices.**

Opportunity for  
Assessment for Learning!  
Assessing own learning

### Support Materials for the Activities

- *Learning Log* (Resource 9)
- *Pupil Reflection Record* (Resource 10)

### Activity 1

Remind the pupils of the learning objectives they agreed in Theme 4.

Ask the pupils to get back into the same groups as in Theme 4. Provide each group with a copy of the *Learning Log*. Ask them to think about the learning objective they set for the careers event. Next, ask them to read the *Learning Log* and answer the questions. Remind the groups to think about whether their learning objective was met by attending the careers event.

Invite groups to join with another group and share their responses. Encourage the newly formed groups to discuss any similarities and/or differences in their experiences. Invite representatives from a number of the groups to share their discussions with the class. Alternatively, use circle time as an opportunity for all the pupils to share their experiences.

### 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. 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.



# Getting the Best from the Guidance

**Find out....**

**Think about....**

**If....**

**Keep.....**

## Options Cards

During Years 11 and 12 you will do a range of courses that lead to qualifications.

There is a range of courses to choose from. You will choose these courses next year.

The courses you choose to do will help you to think about the possibilities for your future career.

You can choose to study a mixture of general and applied courses at the same time.

A general course is one where you gain knowledge and skills in a subject.

An applied course is work based and more practical than a general course.

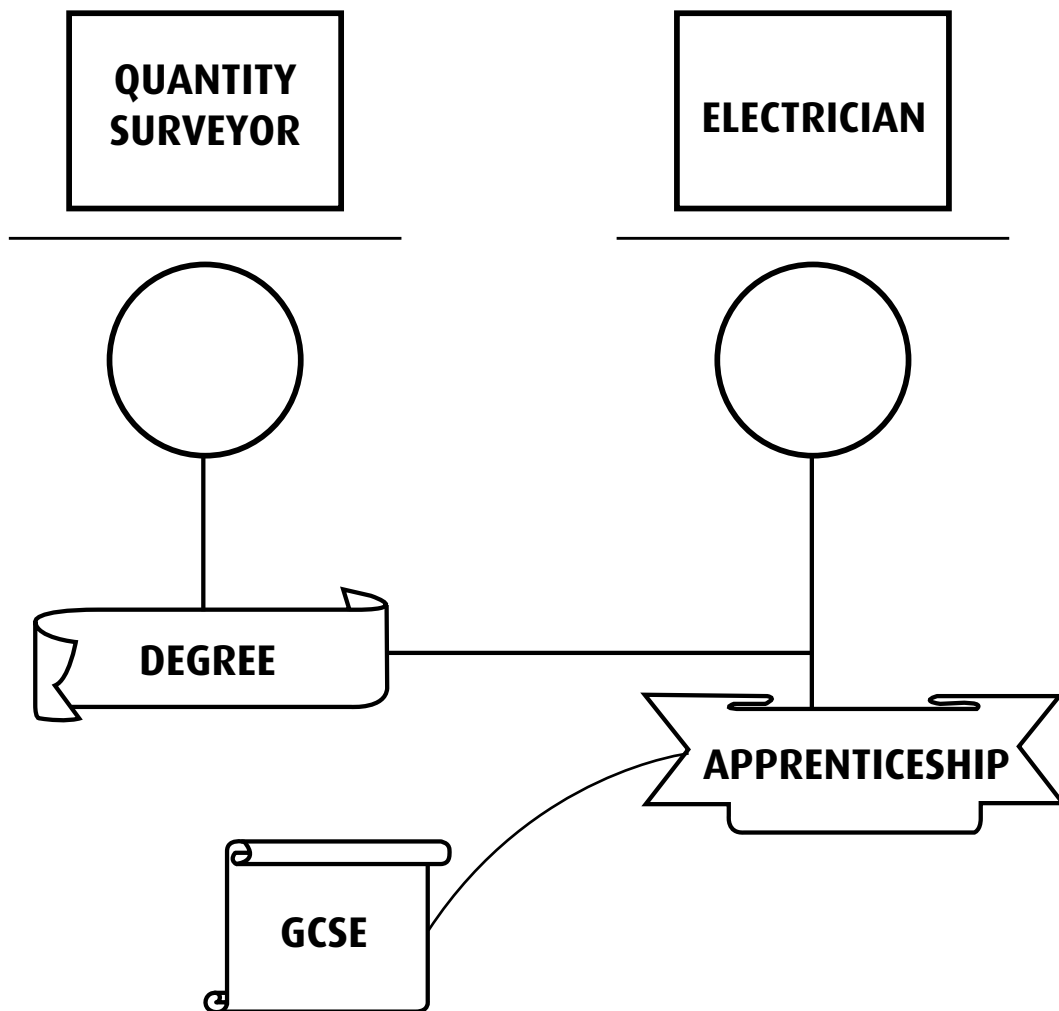
An example of a general course is GCSE Mathematics.

An example of an applied course is GCSE Construction.

There are often different ways to achieve qualifications that will lead to the same career.

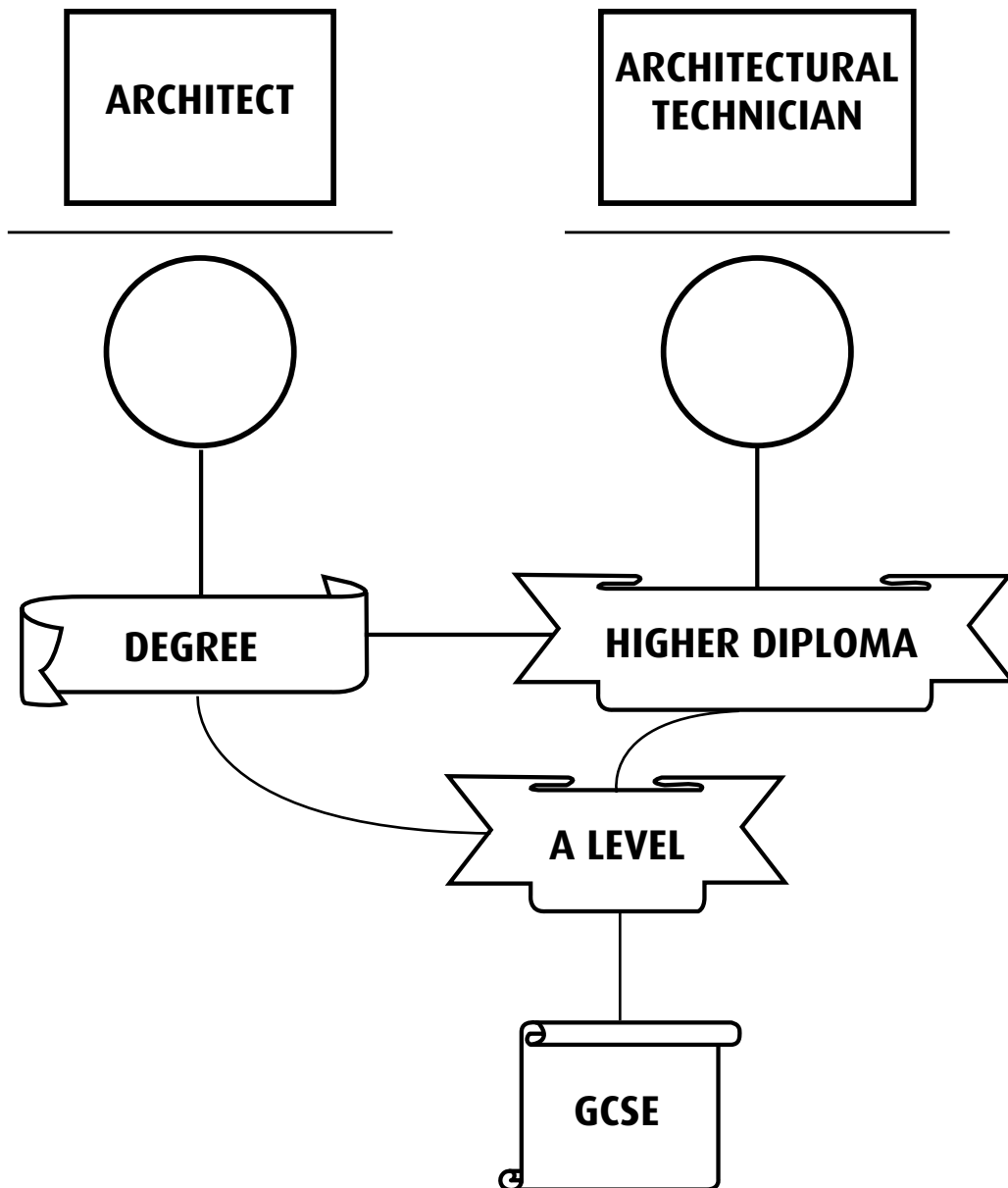
It is important to keep your options open at this stage of your career plan. You need to think carefully about what courses you want to study.

## Possible Progression Route A (1 of 3)

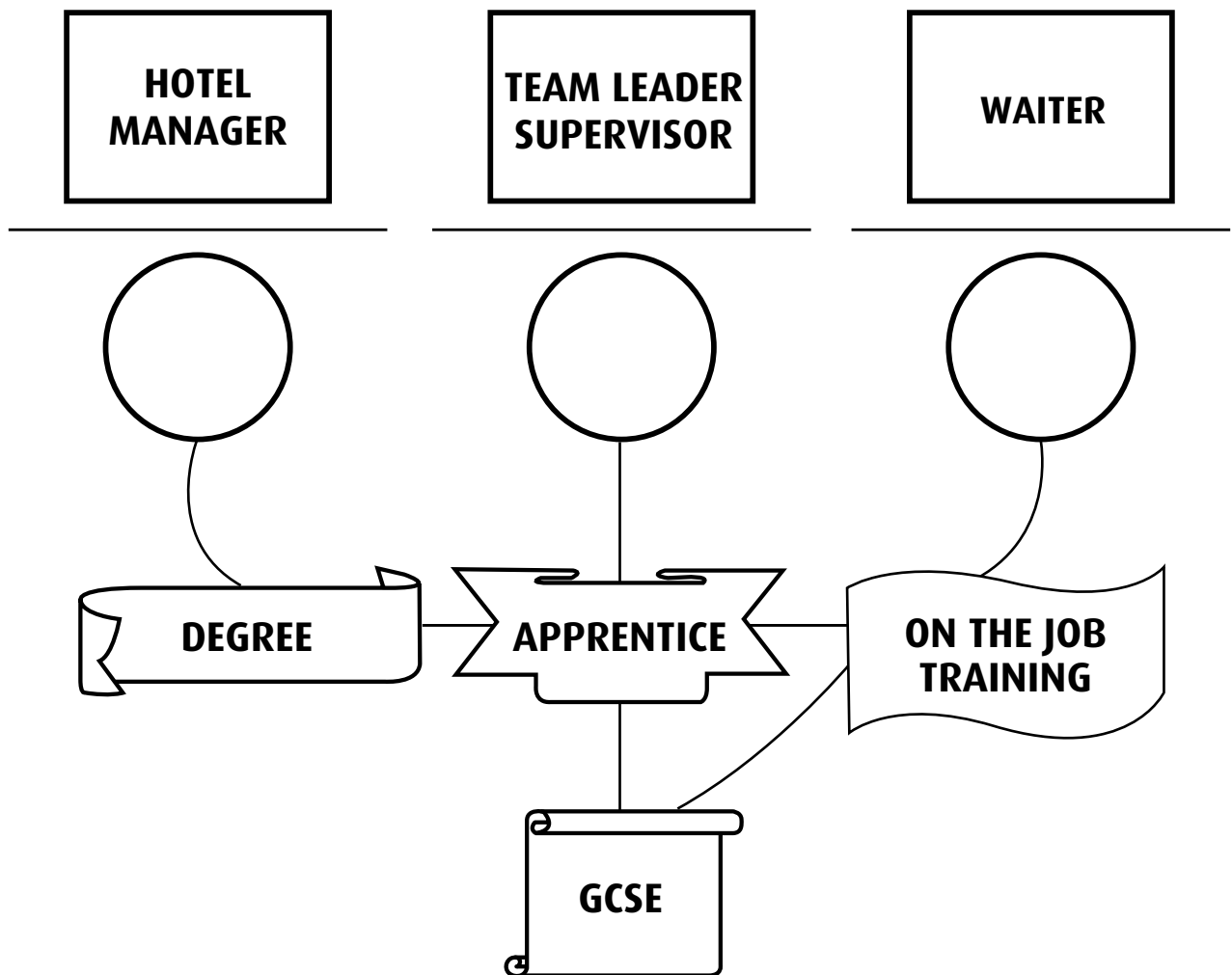




## Possible Progression Route B (2 of 3)



## Possible Progression Route C (3 of 3)



# Possible Progression Routes – Teacher Briefing Sheet

The diagrams illustrated in Resource 3 should be used at the discretion of teachers taking account of the interests and likely career plan being developed by their pupils.

These diagrams are purely illustrative. There is no attempt being made to cover every pathway to every career option. It is accepted that only a minority of young people go directly to employment at the age of 16. The vast majority remain in education and or training.

In summary the diagrams are intended to be used to:

- help raise pupils' aspirations;
- attempt to challenge the idea, at as early an age as possible, that one route, for example, the Applied (formerly called 'vocational') is less valuable than the General (formerly called the 'academic')
- show that the same career option may be achieved by different routes or types of programme.

For those teachers who do not have a 'careers' background and who are now part of the employability team some training in the use of these diagrams may be required.

## Illustration A

This example shows that a young person might, after GCSE, take a training programme, say NVQ through an apprenticeship, to become an electrician. However, it may be that at some time this same person might decide to take up further study and study for a Degree on a full or part-time basis to switch to, say, Quantity Surveying as a profession.

## Illustration B

This is a slightly more complex diagram but, nevertheless, is a useful case study. This young person might take up A Level study and go straight to University to take up Engineering.

On the other hand this pupil might leave school and go to one of our Regional Colleges to study a National Diploma offered by one of the Awarding Bodies. After taking the National Diploma he or she could move on to be for example, an Engineering Technician.

Equally this same student might decide, after completing the National Diploma, to go on to University to study for a Degree and arrive at the same destination as the pupil who took the General route via A Levels.

## Illustration C

In this example a young person might wish to leave school after GCSE and become a trainee in a hotel as, for example a waiter/waitress. They may decide to sample different departments and take relevant qualifications while still working to improve promotion prospects to management level.

This same pupil could also have chosen to take an apprenticeship in business administration and focus on human resources in a hotel while still considering adding to his or her qualifications with a management position in mind.

Another option would be, after the apprenticeship, study for a degree in hospitality on a full or part-time basis with management very much in mind in the longer term.

# Rating Sheet

## Career Issue:

Rate the value of each of the sources of information in relation to how helpful each may be in providing you with useful/relevant information.

**5 = EXCELLENT    4 = VERY GOOD    3 = GOOD    2 = FAIR    1 = POOR**

	5	4	3	2	1
<b>FRIEND</b>					
<b>TEACHER</b>					
<b>J.E.D, PATHFINDER, ODYSSEY</b>					
<b>OLDER PUPIL</b>					
<b>CAREER VISIT</b>					
<b>PARENT</b>					
<b>CAREERS ADVISOR</b>					
<b>CAREERS LEAFLET</b>					
<b>INTERNET</b>					

Best sources and why:

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## Career Issues

**How many types  
of engineers are there?**

**How do I find out  
about careers in  
event management?**

**I have no idea of  
my career plan.**

**What choices do  
I have to consider  
next year?**

**I enjoy a particular subject.  
Are there careers in that  
area that would suit me?**

**What are the  
different industry sectors  
in Northern Ireland?**

# Personal Career Guidance

**Name:**

**My Personal Career Issue:**

Rate the value of each sources of information in relation to how helpful each may be in providing you with useful/relevant information.

**5 = EXCELLENT    4 = VERY GOOD    3 = GOOD    2 = FAIR    1 = POOR**

	5	4	3	2	1
<b>FRIEND</b>					
<b>TEACHER</b>					
<b>J.E.D, PATHFINDER, ODYSSEY</b>					
<b>OLDER PUPIL</b>					
<b>CAREER VISIT</b>					
<b>PARENT</b>					
<b>CAREERS ADVISOR</b>					
<b>CAREERS LEAFLET</b>					
<b>INTERNET</b>					

	<b>My choice of the three most useful sources are</b>	<b>Because</b>	<b>Describe how useful the sources were in helping you</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			

## What's It All About?

**Year 9 is too early to make a visit to a careers event.**

**There is nothing to learn at a careers event.**

**I need to keep my options open so I should not be thinking about what career I want.**

**I know what career I want and a careers event is not relevant to me.**

## Learning Log

Think about the learning objective you set before you attended the careers event. In your group, discuss the following:

Name one thing you remember seeing at the event:

What did you learn from this experience?

Name one thing you 'did' at the event:

What did you learn from this experience?

Describe one thing that you will remember about the event that was helpful to you:



# Pupil Reflection Record

In what ways has taking part in this unit helped you to consider the importance of careers information and guidance?

What careers issues have you been able to get information about?

How confident do you feel about getting useful information about other careers issues?

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

List one or two areas of work you want to learn more about.

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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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