



the WOW factor

Unit One Employability Skills



the WOW factor



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Resources

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Aim

In this unit, pupils explore employability skills, qualities and values. In particular, they find out how employability skills, qualities and values translate into the workplace. They also practice and develop employability skills.



Unit Overview

Mapped to the Statutory Statements

Pupils should have opportunities to:

- practise presentational and self-marketing skills; and
- assess their personal skills and achievements to date.

Learning Intentions

Pupils learn that:

- employability skills, qualities and values are important in the workplace; and
- it is important to be able to describe different employability skills, qualities and attitudes.

Success Criteria

At the end of this unit, pupils will:

- be able to identify some employability skills, qualities and values;
- know how to describe some employability skills, qualities and values;
- recognise the importance of employability skills, qualities and values in the workplace; and
- know how they can practice and develop employability skills, qualities and values.

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:

Working with Others

- Show that they can work in different roles in a group and take responsibility for appropriate tasks.

Key Questions

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

- What are employability skills, qualities and values?
- Why are they important in the workplace?
- What are the benefits of practising employability skills?

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

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Learning and Teaching Activities within this Unit

Theme 1

What Are Employability Skills, Qualities and Values?

Pupils explore the most common employability skills, qualities and values. They examine what these skills, qualities and values mean and why they are important.

Theme 2

Communicate It

Pupils investigate communication skills and their importance in the workplace. They have opportunities to practise communication skills.

Theme 3

Team Effort

Pupils explore teamwork and the importance of teamwork in the workplace. They have opportunities to practise teamwork skills.

Theme 4

Solve It

Pupils explore problem-solving and decision-making skills and their importance in the workplace. They have opportunities to practise problem-solving and decision-making skills.

Theme 5

Employability and Me

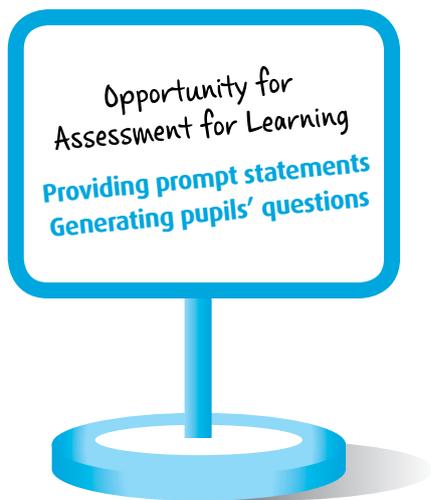
Pupils reflect on their own employability skills, qualities and values.



Theme 1

What Are Employability Skills, Qualities and Values?

Pupils explore the most common employability skills, qualities and values. They examine what these skills, qualities and values mean and why they are important.



Support Materials for the Activities

- *Employability Skills, Qualities and Values Cards* (Resource 1)
- *Employability Skills, Qualities and Values Cards – Teacher Briefing Sheet* (Resource 2)
- Sticky Labels
- Flip chart paper

Activity 1

Give a sticky label to each pupil in the class. Ask them to write down a word that would describe someone who is good at their job. It might be necessary to focus the pupils' thinking. If so, ask them to think about a familiar role, for example a teacher, nurse, fire fighter or builder. When the pupils' have finished, collect all of the sticky labels and display them in the classroom. As a class, read and discuss the words that are written on them. Explain to the pupils that these words are examples of employability skills, qualities and values.

Organise the class into groups of four or five pupils. Provide each group with a set of the *Employability Skills, Qualities and Values Cards*. Invite them to classify the cards into three categories; employability skills, employability qualities and employability values. It may be necessary to provide some prompts to help them classify the cards, for example:

- I can... (skills);
- I am... (qualities); and
- I believe in... (values).

When the groups have finished, invite them to choose at least four of the *Employability Skills, Qualities and Values Cards*. Ask them to write a short definition of the words that appear on the cards. Next, invite a reporter from each group to read their definitions to the rest of the class. Invite other groups to guess the skill, quality or value being described.

Finally, use *Employability Skills, Qualities and Values Cards – Teacher Briefing Sheet* to describe each of the employability skills, qualities and values to the pupils.

Activity 2

Ask the pupils to get back into the same groups as in Activity 1. Provide each group with a sheet of flip chart paper with a familiar job role written on the centre, for example:

- plumber;
- shop assistant;
- fire fighter;
- nurse;
- chef;
- hairdresser; and/or
- vet.

Invite groups to agree on three skills, two values and three qualities that are important for their allocated job. Ask them to record the skills, values and qualities on their flip chart page. When they have finished, invite a reporter from each group to present and justify their choices to the rest of the class.

Activity 3

Invite the pupils to work in pairs or groups of three. Ask them to choose a job that they are familiar with. Next, ask them to generate up to five statements to illustrate why a person performing that role would require some of the employability skills, qualities and values in their everyday work. Invite the pupils to read their statements aloud and encourage the rest of the class to guess the job.

Invite the pupils to think of three questions that could be used to interview someone who was applying for the role. Provide time for the pupils to carry out role-play scenarios of the interview.

Extension Opportunity – Activity 4

Organise the pupils into pairs. Give each pair one of the *Employability Skills, Qualities and Values Cards*. Invite them to draw an image to illustrate their allocated card. When they have drawn their image, ask each pair to team up with another pair of pupils. Invite them to take turns to look at the images and try to guess the skill, quality or value.

As a de-brief to this activity, use the following questions to prompt a class discussion:

- Were there any similarities or differences in how the same employability skills, qualities and values were illustrated by different pairs of pupils?
- In what ways was it hard to draw an image of an employability skill, quality or value?
- How can a visual image of a skill make it easier to understand?



Theme 2

Communicate It

Pupils investigate communication skills and their importance in the workplace. They have opportunities to practise communication skills.



Support Materials for the Activities

- *Employability Skills – Odd One Out* (Resource 3)
- *Communication Skills Task* (Resource 4)
- *Communication Chain* (Resource 5)

Activity 1

Display the *Employability Skills – Odd One Out* resource in the classroom. Ask the pupils to work individually and consider which action is the 'odd one out'. Next, invite them to share their thoughts with the person next to them. Finally, invite the pupils to share their opinions with the rest of the class. Ask them to justify their answers.

Hint:

There is no right or wrong answer. The employability skills listed on the resource are all examples of communication. However the pupils might interpret these differently, for example they might consider 'dealing with a customer complaint' as problem-solving or 'designing a logo' as using ICT.

As a class, re-cap on ways in which people communicate. Make a list of the pupils' responses on the board or on a flip chart. Responses might include:

- talking face to face;
- writing a letter;
- sending an email;
- talking on the telephone; and/or
- writing a note.

Discuss with the class ways they are developing their communication skills at school. Organise the pupils into small groups of four individuals. Challenge them to create a collage that illustrates the ways they develop their communication skills at school. Agree the success criteria in advance, for example:

- uses words and images;
- illustrates at least five examples; and/or
- includes written and verbal examples.

When groups have completed this task, ask them to consider how well they worked as a team and what they would do differently next time.

Provide time for a reporter from each group to present their collage to the rest of the class. Discuss how these examples might help when applying for a job in the future.

Activity 2

Invite the pupils to suggest why communication skills are important in the workplace. Responses might include:

- to ensure that staff know their roles and responsibilities;
- so that customers are able to find out about products/services;
- to ensure that a task/work is carried out properly; and/or
- so that good working relationships are built and maintained.

Display a copy of the *Communications Skills Task* in the classroom. This task illustrates the importance of clear communication. Ask for volunteers for the following roles:

- director;
- informer; and
- builder.

Explain to the rest of the class that their role is that of observers. Explain the aim of the task and the rules to the pupils. Provide time for the pupils to carry out the task. Afterwards encourage them to reflect on how successful their communication skills were when carrying out the task. Invite them to agree on:

- one thing they did well;
- one thing that didn't work so well; and
- one thing they would do better next time.

Activity 3

Organise the class into groups of five pupils. Ask each group to line up in a straight line but stand about an arms length from each other. Give the pupils at the start of each line a copy of the *Communication Chain*

resource. Ask them to make sure that the rest of their group cannot see what is drawn on it. Give a blank piece of paper and a pencil to each of the pupils at the end of the lines.

Explain the following rules to the pupils:

- The pupil at the start of the line must try to describe the image on the *Communication Chain* to the second person in the line.
- The second person in the line must pass on this information to the third person in the line.
- The pupils must continue to communicate this information down their line.
- The pupil at the end of the line must use the information provided by the pupil next to them to draw the image featured on the *Communication Chain*.
- Pupils must only communicate with the person next in line to them.
- They can communicate up and down the line as many times as required in the given timeframe (for example 5 minutes).
- Make sure that groups don't start until you tell them to.

When groups have completed this task, invite them to compare the images on the *Communication Chain* and the images drawn by the last person in the line. Encourage them to consider how they could have improved their communication to ensure the images were more accurate.

Provide time for the class to discuss the importance of good communication skills and the effects of bad communication skills. Invite the pupils to think about the importance of communication skills in a range of familiar roles, for example:

- sales assistant;
- fire fighter;
- nurse; and/or
- hotel receptionist.

Activity 4 – Extension Opportunity

Invite the pupils to choose a job and create a job advert that illustrates the employability skills, qualities and values that would be required in the job.

Theme 3

Team Effort

Pupils explore teamwork and the importance of teamwork in the workplace. They have opportunities to practise teamwork skills.



Support Materials for the Activities

- *Team Role Cards* (Resource 6)
- *Number Cards* (Resource 7)
- *Team Quotation Cards* (Resource 8)
- Glossy magazines and newspapers
- Scissors
- Glue
- Flip chart paper
- Markers
- Coloured pencils/pens
- Sticky labels

Activity 1

Invite the pupils to describe the characteristics of successful teamwork, for example:

- no fighting;

- everyone listens to speaker;
- all contributions are valued;
- everyone gets a chance to contribute; and
- eye contact is maintained with each other.

Record their answers on the board or flip chart.

Next, divide the class into groups of six pupils. Give each group a set of the *Team Role Cards*. Invite them to allocate group roles. Distribute some glossy magazines and newspapers to each group. Invite them to use these to create a poster that illustrates teamwork. Provide product success criteria for this task, for example:

- uses words and phrases taken from the magazines and newspapers;
- is colourful;
- has a title; and
- is eye-catching.

During the activity, walk around the room and observe the groups. Take note of instances where teamwork (based on the agreed characteristics) is evident. When groups have finished the task, invite the reporters to present their poster to the rest of the class. Encourage them to suggest how they achieved the product success criteria.

As a de-brief to this activity, share your observations of the teamwork within the groups.

Activity 2

Organise pupils into groups of ten individuals. Distribute a set of the *Number Cards* to each group. Ask them to place the nine numbered cards on the floor, in a 3 x 3 grid. Distribute nine sticky labels to each group. Ask them to write a different number on each label, in the range of 1 to 9.

Ask the groups to nominate two group members to act as observers. Next, invite the remaining eight members of the group to choose one of the sticky labels and to fix this to their jumper. Ask these pupils to stand on one of the numbers in the grid, however inform them that they must not stand on the same number as on their sticky label.

If the pupils follow the instructions correctly, there should be one unoccupied square on the grid and two pupils not standing on the grid.

Challenge the groups to work together to move each pupil to the number on the grid that corresponds to the number on their sticky label, in the shortest amount of time.

Rules:

Pupils can only move vertically or horizontally, and cannot step off the grid.

The role of the observers is to watch how the team co-operates and communicates with each other.

Give the pupils a set time to complete this task. When they have finished, invite the observers to describe how well their group co-operated and communicated with each other. Encourage other group members to discuss the features of teamwork that helped or hindered their progress.

As a class, discuss how working as a team requires:

- good communication, both verbal and non verbal;
- people to adopt a range of roles, for example leader, organiser, observer and/or direction taker;
- listening actively and sharing opinions;
- taking turns, sharing and co-operating;
- understanding how actions and words affect others;
- giving and responding to feedback;
- being fair;
- respecting the views and opinions of others and reaching agreements; and
- using negotiation and compromise.

Extension Opportunity - Activity 3

Organise the class into groups of six to ten individuals. Ask the members of each group to stand shoulder-to-shoulder in a circle and to face inwards. Next, ask the pupils to reach across the circle with one hand and to grab the hand of another group member (this can be any other member except the person they are standing beside).

Explain to the pupils that the aim of this activity is to try to untangle the human knot within a given timeframe. Inform the groups that it is acceptable for some team members to end up facing outwards instead of inwards.

During de-brief, discuss some of the strategies used by the groups for example,

- going under each other's arms;
- kneeling down to allow another group member to step over your arm;
- moving slowly; and/or
- moving one person at a time.

Remind the pupils of the requirements of successful teamwork.

Invite the pupils to repeat this activity to see if they can untangle the human knot faster and improve their teamwork skills.

Extension Opportunity - Activity 4

Organise the class into five groups. Cut each of the *Team Quotation Cards* into individual words and shuffle them. Distribute one set of jumbled words to each group. Invite the groups to rearrange the words to make a sentence or statement that describes a team or teamwork. When the groups have finished, invite them to read their sentence or statement aloud. Encourage all group members to read part of the sentence or statement. This will help the group check for accuracy and give each pupil a chance to speak in front of their group.

Invite the pupils to talk about the dynamics of their group, in particular which pupils demonstrated leadership skills and how well the group communicated with each other.

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

- In what ways did you need to work as a team?
- What is difficult about teamwork?
- What is good about teamwork?

Theme 4

Solve It

Pupils explore problem-solving and decision-making skills and their importance in the workplace. They have opportunities to practise problem-solving and decision-making skills.



Support Materials for the Activities

- *Consider All Factors Template* (Resource 9)
- *Work-Related Problem Cards* (Resource 10)

Activity 1

Choose a school-related problem, for example litter or bullying. Display the *Consider All Factors Template* on the board or on a flip chart. Use this to illustrate to the pupils how effective decision-making can be useful in finding a solution to problems.

Divide the class into groups of four or five pupils. Give each group one of the *Work-Related Problem Cards*. Ask each group to use the *Consider All Factors Template* to help them work through their problem. Ask a reporter from each group to provide feedback on their problem-solving activity.

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

- How did the *Consider All Factors Template* help you solve the problem?
- Which was the most difficult step in the problem-solving process?

Extension Opportunity - Activity 2

Invite employers or employees from the local community to come into the school and talk about the following:

- What kind of work-related problems they have had in the past?
- What factors did they have to consider?
- What steps did they take to resolve problems?
- Who decides how a problem is resolved?

Theme 5

Employability and Me

Pupils reflect on their own employability skills, qualities and values.



Support Materials for the Activities

- *Pupil Reflection Record* (Resource 11)
- Digital camera
- Card
- Laminator
- Scissors or guillotine

Activity 1

Allow the pupils to take digital photographs of each other. Then, ask them to think about which employability skills, qualities and values could be used to describe themselves. Ask the pupils to record these skills, values and qualities. Next, invite the pupils to use their photograph and the list of skills, qualities and values to make a personal employability skills card.

If possible, allow the pupils to use ICT software such as Microsoft Publisher. If your school has a laminator, allow the pupils to laminate their skills card for durability. Ask the pupils to keep their employability skills card, as they can build upon them in the next unit when they learn about enterprising skills.

Extension Opportunity – 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 the pupils to complete the *Pupil Reflection Record*. Finally, invite them 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.

Employability Skills, Qualities and Values Cards (1 of 2)

Communicate	Work in a team	Solve problems and make decisions
Be enterprising	Plan and organise	Use ICT
Use mathematics	Take the lead	Dependable
Reliable	Hardworking	Independent

Employability Skills, Qualities and Values Cards (2 of 2)

Proactive

Co-operative

Enthusiastic

Punctual

Integrity

Quality

Positive relationships

Responsibility

Honesty

Fairness

Trust

Lifelong learning

Employability Skills, Qualities and Values Cards – Teacher Briefing Sheet (1 of 2)

Skills Defined

Communication

This is the ability to clearly get your message across to a variety of people so that everyone can understand it.

Communication can take place in a variety of ways, for example:

- face to face (through meetings or presentations);
- written (using letters, e-mails or posters); and/or
- by talking on the telephone.

Communication is also the ability to decide which of the above methods is the best way to get the message across to people.

Teamwork

Teamwork is when a group of individuals work together with a common goal. Each person within the team has a role to carry out to ensure the task is completed successfully.

Problem-solving and decision-making

This is the ability to:

- spot problems on time; and
- use the information available to make the right decision to solve the problem.

Being enterprising

This is the ability to use your imagination to come up with new ideas to improve the workplace. Enterprising people show a willingness and readiness to undertake new challenges even when the outcome is unknown.

Planning and organising

This is the ability to accurately decide the who, what, how and when of achieving a goal or completing a task.

Using ICT

This is the ability to use technology as a tool to help manage information, for example:

- researching on the internet;
- storing information on a database; and/or
- processing letters or communicating with the use of e-mail, PowerPoint or another computer package.

Using Mathematics

This is the ability to use mathematics to carry out a variety of tasks effectively, for example:

- calculating percentages;
- measuring and drawing plans; and/or
- analysing graphs and trends to make predictions.

Leadership skills

This is the ability to:

- inspire a team of people around you to get them to want to work to their best ability; and
- create a vision that is shared by all so that everyone knows the future goals and how they are going to achieve them.

Employability Skills, Qualities and Values Cards – Teacher Briefing Sheet (2 of 2)

Qualities Defined

Dependable

Being able to make sure people know you will do the job and do it well.

Reliable

Being able to show that people can trust in you and in your work.

Hardworking

Taking great care and perseverance to get a task done.

Independent

Not needing to rely on other people to get a job done.

Proactive

Making things happen instead of waiting to be told what to do (sometimes referred to as showing initiative).

Co-operative

Working well with others to get jobs done.

Enthusiastic

Showing real and genuine interest in a job.

Punctual

Always being on time or having things ready on time.

Values Defined

Integrity

Acting in a way that is open and honest. Not being influenced by others to act inappropriately.

Quality

High level of excellence.

Positive relationships

Making good connections with others.

Responsibility

Being able to say what, how and why you have worked in a certain way.

Honesty

Acting truthfully at all times.

Fairness

Sticking to the rules without having a negative effect on others.

Trust

Having confidence in someone or something.

Lifelong learning

Continually developing skills and knowledge to improve self and ways of working.

Employability Skills – Odd One Out

Sending an email

Holding a meeting

Using the telephone

Dealing with a
customer's complaint

Typing a letter

Designing a new logo

Communication Skills Task

Aim: to demonstrate the importance of clear communication.

Materials: two sets of 10 building blocks.

Time: 15 minutes.

Roles

- Builder
- Director
- Informer
- Observers

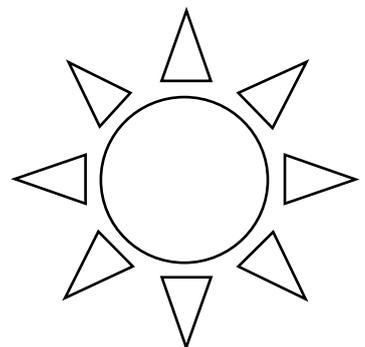
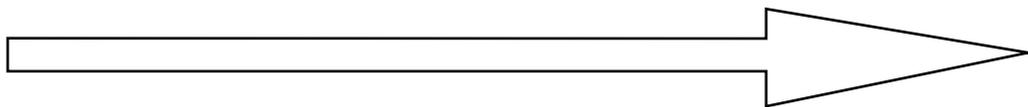
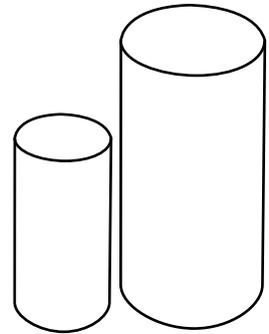
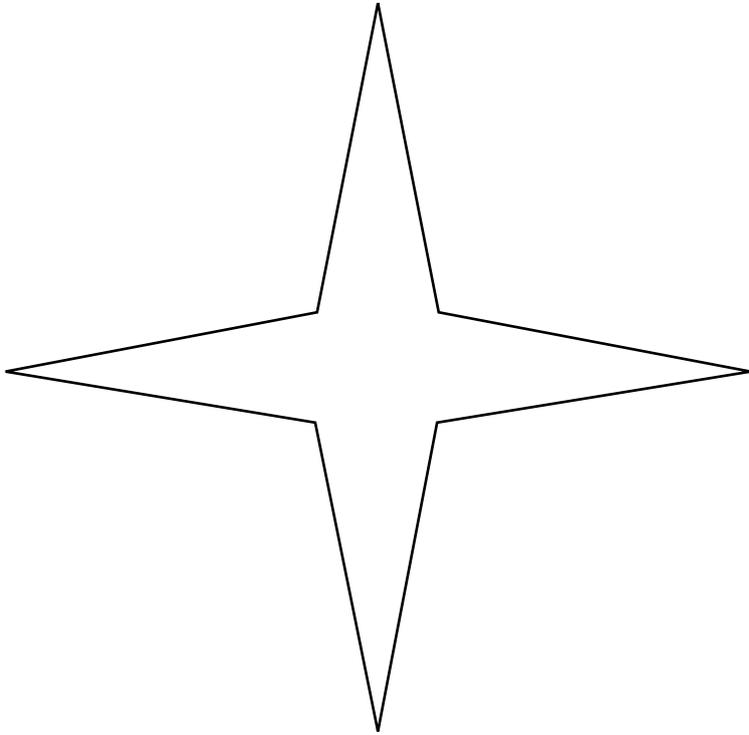
Instructions

The teacher should build a random object using one set of blocks.
Ensure that the object is hidden from the rest of the class.

The Rules

- The director is the only person who can see the object.
- It is the director's job to give clear instructions to the informer, so that the builder can build an exact replica of the model.
- The informer listens to the director's instructions and goes to a different part of the room to where the builder is located.
- The informer then passes on the building instructions, without seeing the building blocks.
- The builder attempts to re-create the object from the verbal instructions given.
- The informer can make as many trips as required within the time allowed for the activity.
- The observer(s) observe the communication game, and make notes about what works, what doesn't work, and how people behaved under pressure.

Communication Chain



Team Role Cards

Timekeeper

In charge of checking the time

Facilitator

In charge of supporting, cheering and guiding the team to participate in the activity

Quality Checker

In charge of making sure the group are meeting the success criteria

Recorder

In charge of recording the information agreed by the group

Reporter

In charge of reporting feedback to the teacher/class

Resource Manager

In charge of the materials needed for the group

Number Cards (1 of 9)

1

Number Cards (2 of 9)

2

Number Cards (3 of 9)

3

Number Cards (4 of 9)

4

Number Cards (5 of 9)

5

Number Cards (6 of 9)

6

Number Cards (7 of 9)

7

Number Cards (8 of 9)

8

Number Cards (9 of 9)

9

Team Quotation Cards

It is amazing how much you

can accomplish when it doesn't matter

who gets the credit.

There is no 'I' in TEAMWORK.

Teamwork: Simply stated it is

less 'me' and more 'we'.

TEAM = Together everyone achieves more.

Alone we can do so little;

together we can do so much.

Consider All Factors Template

Problem	
Factor 1	Pros
	Cons
	Interesting
Factor 2	Pros
	Cons
	Interesting
Factor 3	Pros
	Cons
	Interesting
After all the factors are taken into account the decision is....	

Work-Related Problem Cards

Work-Related Problem

You work for a small ice cream shop in Portrush.

You believe your ice cream is one of the nicest ice creams in the world.

You want to sell ice cream to more people.

Work-Related Problem

You work in a bakery. Your busiest time is breakfast time when people stop for coffee and a scone on the way to work.

A new coffee shop is opening up nearby.

How will you avoid losing customers to the new competition?

Pupil Reflection Record

What skills, qualities and values do you have?

How have you developed these?

What would you like to develop further?

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 onto **www.ccea.org.uk/employability**

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