Five ways to use the

World of Work Leicestershire Guide

For teachers and others supporting young people into work or training

Activity 1) Understanding Labour Market Information and Identifying Job Roles

AIM: To encourage students and young people to explore different careers, not just the obvious ones, but to highlight lesser-known industries. To learn about opportunities in the local area, by sector and by employer.

Activity: Work in pairs to select one sector from pages 9-21 of the WoW guide. Read the information on your chosen sector. Pick an employer from that sector, for example page 12, *Engineering and Advanced Manufacturing Employer: Babcock International*. Then in pairs try and identify as many job roles as you can which are associated with that company. Use the WoW guide and WoW videos for hints and tips, you may need to go online and look at the company website for clues. Record your research and share with the class.

Extension Work: Use websites such as www.ICould.com www.nationalcareers.service.gov.uk or Careerometer www.lmiforall.org.uk/careerometer/ to find out more about the job roles that you have identified, Including entry requirements (qualifications and skills) salary, routes into the role.

- Is it a job role which is in demand locally?
- Can you identify any unusual careers?
- Is it a career that is in demand?

Students/young people could also debate a career profile – is it what they expected in terms of skills/routes in/responsibilities etc?

Activity 2) Exploring Work and Apprenticeships

AIM: To understand the difference between a job and an apprenticeship. To understand what it takes to find a job or apprenticeship in your local area. To build an awareness of the local job market and find local work-based opportunities.

Activity: Turn to page 27 and read the information on *Looking for Work and Apprenticeships*. Working in pairs write down on a piece of paper a job role or apprenticeship that most interests you. You could look at the www.nationalcareersservice and https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch for inspiration. Using the resources recommended on page 27, search for a vacancy in your local area.

Try to use a variety of different methods to search for vacancies. Write down which resources you have used and which you have found to be the most effective and why? For example: newspaper, magazines, online search engines such as www.gov.uk/apply-apprenticeship or www.gov.uk/find-a-a-job or www.agencycentral.co.uk

Extension Work: Print out the vacancy or photocopy it, then write down as much information as you can about the vacancy. Ask yourself:

- Who is the employer?
- What qualifications are they looking for?

- What skills are important in this role?
- Where is the job or apprenticeship located?
- What is the salary?
- What are the key responsibilities for this role?
- Did you find more than one vacancy or was it hard to find?
- Can you see yourself doing this job role or apprenticeship in the future?
- How would you apply?

Students/young people could write their answers as a list and answer in a box or create a mind map around the vacancy. Students can then share their findings with the class.

Activity 3) Understanding the Importance of Transferable Skills for Education, Training and Work

AIM: To understand the concept of transferable skills for work, education and training and, for students to understand what skills they possess and the types of activities that can help them to develop.

Activity: Turn to page 29 of the WoW Guide, *Show your Skills*! This could be a skills card activity which is cut up and given to each group.

Has good communication skills	Takes care in what they do (good attention to detail)	Is keen and enthusiastic	Is adaptable
Can work well in a team	Is reliable	Can work under pressure	Can problem solve
Shows?? resilience (never gives up)	Can manage own time effectively	Is motivated and hardworking	Has demonstrated leadership qualities

Working in pairs or small groups, students can look at each skill and give an example of when they have used each one. Inspiration could come from school-based activities, extra-curricular activities, hobbies/interests or through fundraising, work experience/volunteering for example.

Students are then encouraged to think of job roles where these types of skills are important (should be able to identify and overlap). Option to feedback to the rest of the group or class. A sample worksheet is overleaf. Students are then asked to write down how they would rate their own personal skills development but also identify what they can do to improve their transferable skills.

Build your Transferable Skills Toolkit sample worksheet

Skill	Give an example of how you are developing this skill?	How confident do you feel about this skill?(can use symbol)	Explain how you are going to develop this skill further
Can manage own time effectively	By completing all my work in school on time whilst helping at home	😃	Volunteer for a local charity

With thanks to **Lisa Wilford**, of the Leicester College Careers Team, who kindly created this resource with Anna Cyhan at the LLEP, to help schools to utilise the LLEP World of Work Leicestershire Guide.

Activity 4) WoW Treasure Hunt

AIM: To encourage students and young people to explore the WoW guide.-
To become aware of the local labour market and opportunities in their local area. This activity could take the form of a Kahoot Quiz or a more traditional quiz (downloadable quiz sheet)

Activity: Teachers who have a Kahoot account (Kahoot.com) should search for 'The WoW Treasure Hunt' in the search box, or go to: https://create.kahoot.it/details/97eed353-6392-412e-8153-b040f02c407a. Students/young people will need to enter https://kahoot.it/ on their device/computer and enter the game pin given to them by the teacher. The rules of the game are to read the question (there are 10 in total) then select the correct answer in the shortest possible time. There is only one correct answer per question. The person who answers the most correct questions in the shortest possible time is the winner. The WoW guide can be used for clues. Teachers/leaders should stop after each question and encourage a conversation based around each of the topics/themes. This will enable teachers to check understanding but to broaden knowledge and understanding of the topic.
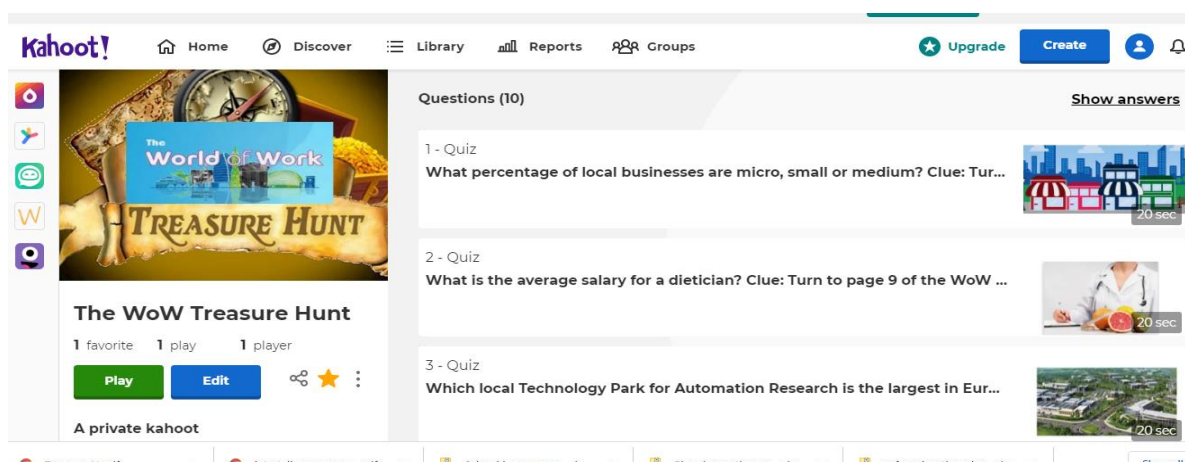
Activity 5: Know your Options

AIM: To understand what options are available to students Post 16. To understand which option might suit them best and why.

Activity: To play the game, students are each given a copy of the star template, they will also need a dice. Link to Google dice:
https://www.google.com/search?q=google+dice&rlz=1C1GCEB_enGB921GB921&oq=google+dice&aqs=chrome..69i57j0i67l3j0i10j0l5.2001j0j4&sourceid=chrome&ie=UTF-8

In pairs take turns to roll the dice, then according to the number on the dice, follow the numbered instructions on the sheet. Fill in your answers, repeat until all 6 sections are complete. What did you discover? See suggestion below, can be tweaked for older ages:

1: Read pages 24 &25 of the World of Work Guide (Qualifications and Pathways)

5: Write down which Post 16 Options interest you the most and why?......................................
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2: Write down all the main Post 16 options...
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6: Write down what actions you are going to take to explore your Post 16 Options further.............................
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4: Write down a list of your skills, strengths, likes and dislikes, hobbies and interests, including favourite subjects...
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3: Write down a list of the subjects you are studying at GCSE or would like to study at GCSE.........................
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