

**Formal learners’ journey**

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| Talentino teaching resources  <file:///O:/Downloads/Career%20Coaching%20Lesson%20Plans%20Modules%201-5.pdf>  password: Coaching!2021  Hard copy: can be found in purple tab  Digital copy: link and password above | | * These lesson objectives and plans refer to the Talentino teaching resources and are accompanied by recommendations for best use, you may find that you wish to use the resource differently * The resource contains additional lessons which may also be appropriate for your learners, while some of these lessons may not be appropriate. * Additionally, you may want to focus deeper in specific areas and extend these out further than recommended. | |
| Module and medium-term objectives | Units and where to find them | | Possible individual learning objectives |
| 1 What is Work?  Pages 2 – 12   * To understand a range of extrinsic and intrinsic benefits that result from having a job. * To understand the distinction between work, jobs and careers. * To explore and understand how they might feel un pursuing and maintaining employment. * To understand some of the challenges faced in pursuing and maintaining employment. * To learn some strategies for overcoming initial challenges in pursuing and maintaining employment. | A What is a Job and what is good about having one?  Pages 3 - 6 | | Four sessions: suggestion is to teach over one or two sessions as introduction to careers module.   * What are a career/work/a job? * The good things about getting a job. * Pay and benefits that can come with a job. * How would I feel when I worked? |
| B What might affect finding and having a job?  Pages 7-12 | | Six sessions: suggestion is to teach over two sessions. Incorporate elements that would most benefit your group   * Challenges that can be controlled. * Challenges that influence finding a job. * Role models to help overcome the challenges. * Things that affect which job you choose. * Understanding the language of work. * What is career development? |
| 2 There is a job for me!  Pages 13 – 24   * To understand some means of support in the workplace and to learn how to access them. * To learn about a range of careers that are or could be available. * To understand and practice some ways to find out more about the different jobs available. * To learn about some of the support and challenges of working for yourself. * To display an awareness of how your knowledge can help you and others in finding employment. | A what sort of help do I need to ask for?  Pages 14 – 17 | | Three sessions: suggestion is to teach as one session   * What sort of help will I need at work? * How to ask for help at work. * How can I help myself at work |
| B What sort of jobs are there for me?  Pages 18 – 20 | | Two sessions: suggestion is to teach as one session   * What skills will be needed in future? * What types of jobs are there? |
| C How can I find out more about jobs?  Pages 21 – 24 | | Four sessions: Suggestion is to teach as two sessions, with talking to specialists as a stand-alone session   * Using the internet to find out more. * Using career cards to find out more * What do I already know about careers?   Talking to specialists to find out more – possible in-school event or external visit to meet with specialists |
| 3 What should I choose?  Pages 25 – 35   * To understand the importance of looking at careers in relation to their interests and abilities. * To learn how to choose a career that is best suited to their skills and motivations. * To understand the importance of planning and setting targets for careers. * To learn how to set targets and plan for their own career. * To learn how to develop a portfolio that shows off their work-related skills and abilities | B What do I want to do?  Pages 31 – 32 | | Five sessions (two in B, three in C): Suggestion is to incorporate into one session or potentially two if follow up required   * Do I have a favourite type of career? * Which job is for me? – My Career Goal. * What is a plan? * Why is planning important? * How do you plan for a career? |
| C How do I Plan for what I choose?  Pages 33 – 35 | |
| 4 I am ready for work!  Pages 36 – 51   * To understand that career development continues even after you get a job. * To understand what people can see about you on the internet and that employers look at it. * To learn what to put on a CV that makes you stand out from other candidates. * To learn an important range of work-related-skills employers find very important. * To understand the importance of networks and to learn how to use your own network and a wider range of people. | A What do I tell employers about myself?  Pages 37 – 40 | | Three sessions: Suggestion is to teach as one session, focusing on CV building, incorporating stand out activities as part of that. Internet caution can then be used as a plenary   * What to say on a great CV. * Activities that help me stand out when I interview. * What does the internet tell my boss about me? |
| Different skills to help me achieve.  Pages 41 – 47 | | Seven sessions: These can be used if and when they are needed depending on the needs of students within the class   * Making sure I am clean. * Feeling good about myself at work. * Working together to achieve a goal. * The importance of speaking and listening at work. * Being able to speak in front of lots of people. * Making sure I am organised. * Knowing how to use a phone at work. |
| 5 How do I get a job?  Pages 52 – 60   * To understand each step along the job application process. * To learn and practice the skills required for an effective job application process. * To understand the interview process. * To learn and practice the skills required for an effective interview procedure. | A What do I do when I apply for a job?  Pages 52 – 56 | | Four sessions: Suggestion is to run as two sessions, however practice applying can be incorporated as an additional session or sessions   * Where do I find a job? * What are employers looking for? * How do I write a great CV? * Practice applying for a job. |
| What do I do when I interview for a job?  Pages 57 – 60 | | Four sessions: Suggestion is to run as two sessions – first session discussing and planning for, second session practice. Additional practices (incorporating discussion of interview process) can then follow if and when needed   * What is an interview? * What happens at an interview? * What do I need to know for an interview? * Practice interviewing for a job. |
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