

**Formal learners’ journey**

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| Talentino teaching resources[file:///O:/Downloads/Career%20Coaching%20Lesson%20Plans%20Modules%201-5.pdf](file:///O%3A/Downloads/Career%20Coaching%20Lesson%20Plans%20Modules%201-5.pdf) password: Coaching!2021Hard copy: can be found in purple tabDigital 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.
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| 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?

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| 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?
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| 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
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| 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?
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| 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?
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| 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?
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| 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.
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| 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.
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| 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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