



Vocational Preparation & Guidance



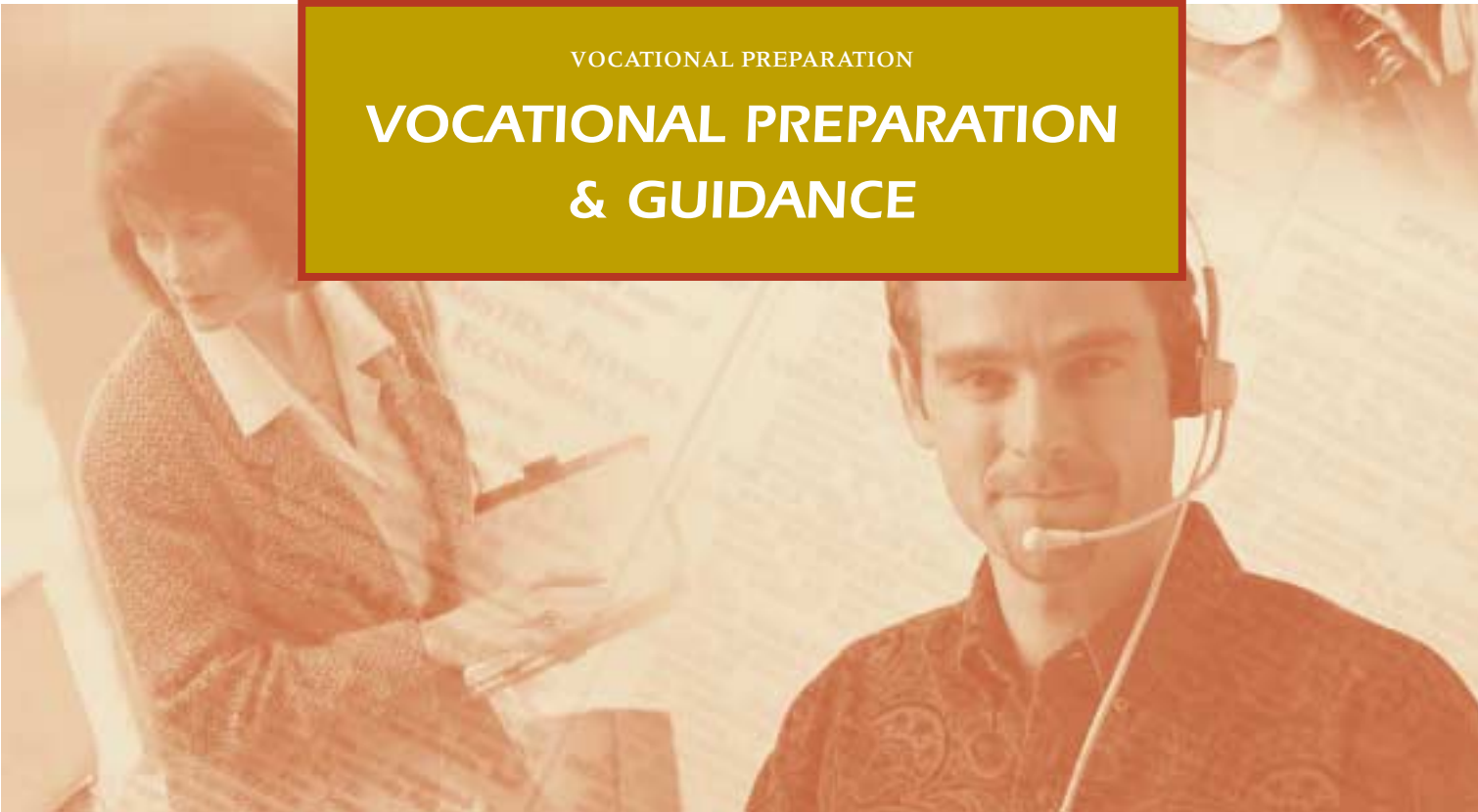
TOPICS IN COMMON

VOCATIONAL PREPARATION & GUIDANCE

	Agencies	Budgets	Consumer Education	Curriculum vitae	Enterprise	Environment	Equality	Gender	Health	Interpersonal Skills	Job Interview	Letter Writing	Lifestyles	PRSI & Welfare	Safety	Wages & Salaries	Worker Rights & Responsibilities
COURSE																	
English & Communications				■	■					■	■	■					
Mathematical Applications		■	■		■									■		■	
Social Education	■	■	■			■	■	■	■	■			■	■			
Agriculture/Horticulture						■			■	■					■		
Active Leisure Studies						■	■		■	■			■		■		■
Childcare/Community Care	■		■				■	■	■	■			■		■		
Graphics & Construction Studies			■		■	■									■		
Craft & Design			■												■		
Engineering			■		■										■		
Hair & Beauty			■						■	■			■		■		
Hotel Catering & Tourism	■		■		■				■	■					■		■
Information & Communication Technology		■		■								■			■	■	
Office Administration & Customer Care		■	■	■	■		■			■		■		■	■	■	■
Technology						■			■						■		
Gaeilge	■									■		■					
Arts - Visual-Drama-Music & Dance																	
Introduction to Information & Communications Technology				■													
Leisure & Recreation						■			■	■			■		■		
Modern Language										■							
Religious Education							■	■					■				■
Science			■		■		■	■	■				■		■		
Sign Language	■						■			■	■						■

VOCATIONAL PREPARATION

**VOCATIONAL PREPARATION
& GUIDANCE**



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INTRODUCTION

RATIONALE

This course offers students a range of learning experiences that will enhance both their vocational development and their understanding of the world of work. It aims to develop important workplace skills such as planning, communication and teamwork. The course also seeks to ensure that learning opportunities derived from practical experiences such as enterprise activity, community work and work experience are maximised. The guidance component of this course will help the students to develop an awareness of their personal strengths and interests in relation to the world of work. The students are also encouraged to develop their own career action plan.

Note:

The Guidance module is the only module that requires delivery by a qualified guidance councillor. The remaining modules may be delivered by other teachers in the school/centre.

NUMBER AND SEQUENCE OF MODULES

Eight modules must be completed.

The following modules are mandatory.

Guidance

Jobsearch

Work Experience 1 and 2

Enterprise 1 or 2

The eight modules are:

Module 1: Guidance

Module 2: Jobsearch

Module 3: Work Experience 1

Module 4: Work Experience 2, 3 and 4

Module 5: Enterprise 1, 2 and 3

Module 6: Community Work

Module 7: Work and Living

DESCRIPTION OF MODULES

The Guidance module is delivered and completed over the two years of the programme, one unit per session, and should be delivered by a qualified guidance counsellor.

Enterprise module 1 or 2 should be covered in Session 2.

Each work experience module requires class contact time specifically dedicated to planning and debriefing the student's work placement. A minimum of ten working days is suggested for each placement.

If a student is considering either a community or voluntary work placement then the Community Work module should be scheduled to co-inside with the placement/s to ensure maximum learning.

GUIDANCE

This module, to be delivered by a qualified guidance counsellor, is designed to facilitate the student's vocational development. The students are helped to develop an awareness of their interests, aptitudes and skills with regard to work; to investigate a range of career, education and training opportunities and to devise a personal career action plan.

JOBSEARCH

In this module the students investigate both the places where jobs are advertised and how they are advertised. They also examine job application procedures with a view to developing the skills required to complete job application forms correctly and to prepare properly for an interview.

WORK EXPERIENCE

During the course of this module students prepare and plan for a work experience placement; experience work in a specific workplace for a number of days; reflect on their learning from that experience.

WORK EXPERIENCE 2,3, 4

In each of these modules the knowledge, understanding and skills developed in the previous Work Experience modules are extended. The objective is to allow the students to sample a variety of career options so that they will make more informed career decisions.

ENTERPRISE 1

This module enables the students to establish and run their own enterprise project or business. This experience should give them a more realistic understanding of how an enterprise operates. The primary focus of the module is on co-operation and teamwork, decision-making, planning and development.

ENTERPRISE 2

In this module the students apply entrepreneurial skills to a totally different type of enterprise activity than that in Enterprise 1. The focus is on organisation and planning rather than the generation of profit.

ENTERPRISE 3

Having completed either Enterprise 1 or 2 the students are offered an opportunity to investigate a local enterprise. The primary focus of this module is on self-employment, investigating the possibility of an enterprise idea and the preparation of a business plan.

COMMUNITY WORK

In this module students are introduced to the work of community and voluntary organisations. Their knowledge and understanding of community work is developed through both class work and either participation in or investigation of one of these organisations. Emphasis is placed on the opportunities that exist within these organisations for them to make a contribution to their community.

WORK AND LIVING

This module examines the place of work in everyday life. It also examines important work related issues such as equality, industrial relations and lifelong learning. The changing nature of employment and other work related issues are compared to more traditional work related practices and attitudes.

MODULE 1

GUIDANCE

MODULE 1:

GUIDANCE

PURPOSE

This mandatory module is designed to help the student become more aware of his/her interests, aptitudes and skills with regard to the world of work. It also seeks to facilitate the process of matching and applying these interests, aptitudes and skills to particular career areas and the world of work in general. It is intended that a guidance counsellor should deliver this module. The module is designed to complement but **not** to replace individual career planning interviews between the guidance counsellor and individual students.

PREREQUISITES

None.

AIMS

This module aims:

- to enable the student to become more aware of her/his interests, skills and personality attributes and relate these to different fields of work
- to help the student determine her/his own strengths or weaknesses and relate these to working life
- to provide opportunities for the student to identify general areas of employment that suit her/his own skills, qualities and interests

- to enable the student to access and use relevant careers information
- to help the student develop an action plan in relation to her/his chosen career
- to encourage the student to review and evaluate the effect of maturation, work placement experience, and increased workplace and personal awareness on her/his career interests.

UNITS

Unit 1: The student and the world of work

Unit 2: The student and one particular field of work

Unit 3: Information building

Unit 4: Career Action Plan

GENERAL RECOMMENDATIONS

Because of the developmental nature of the process involved, this module is designed to take one class period per week over each of the two years of the Leaving Certificate Applied programme, i.e. approximately thirty hours of class time in all. This may be taken as one class per week or as sessions of contact time totalling seven-and-a-half hours per session.

Unit 1: The Student and the World of Work

LEARNING OUTCOMES

The student will be able to:

1. identify her/his aims and expectations in relation to the Leaving Certificate Applied course
2. recognise career interests through completion and interpretation of an occupational interest questionnaire
3. distinguish different types of work and employment

TEACHER GUIDELINES

- ▶ Plan discussion with whole class or in pairs/small groups. The teacher should present clarification about progression routes from Leaving Certificate Applied where appropriate. All the information presented by the students should be recorded and retained to see how these aims and expectations change over the two years and also to facilitate the process of personal reflection.
- ▶ Present an explanation of the rationale for the questionnaire. Individual discussion is ideal, but if time does not allow this, facilitate discussion in pairs in class. Retain all the information obtained. This questionnaire may serve as an introduction to the different types of work.
- ▶ Brainstorm/discuss the different ways of working. Identify the features of five different ways of working, e.g. paid employment, self-employment, voluntary work, work in the home, work on a scheme. Indicate what type of work might be available, locally and elsewhere, in each of these different areas. The teacher and/or guest speaker could present an input on voluntary work, work schemes etc.

Unit 1: The Student and the World of Work (Continued)

LEARNING OUTCOMES

4. demonstrate an understanding of what people gain from working

5. identify qualities which employers value in workers.

TEACHER GUIDELINES

- ▶ Brainstorm the reasons for working. The teacher could provide input on the hierarchy of needs, for example, followed by a discussion. Discuss the different stages of life and changing expectations. Bring in visitors to the class to discuss what they gain from work.

At this stage students should carry out a very simple survey about different types of working and aspects of working life. Students could plan and carry this out in pairs or threes. Link this with the Social Education 'My Community' module where the students learn basic primary research skills. Ask the students what they have covered in that module and review/apply the skills required to design questionnaires. Carry out a pilot study in class. Integrate research and social interaction skills e.g. how to approach people for information. It may be worth while role-playing this. Follow this up with presentation of results and further discussion.

- ▶ Brainstorm/discussion. Bring in an employer as a guest speaker.

Unit 2: The Student and one particular field of work

LEARNING OUTCOMES

The student will be able to:

1. list some of their own personal qualities and their relevance to working life
2. complete a checklist re his/her own skills
3. outline their ideal job, the type of work it entails, and how suitable they think they are to fill it

TEACHER GUIDELINES

- ▶ Input on the theory of multiple intelligences etc. may prove helpful. This can also be applied to results from the interest questionnaire (Unit 1) and/or any aptitude tests carried out at any stage in the student's school life.
- ▶ Prepare a skills checklist or questionnaire either on paper or on computer and ask the students to complete it. Discuss the checklists individually with the students or allow them to discuss them in pairs. Ask them how different they think their list would have been if they had filled it in at the age of ten, for example.
- ▶ Make links to other Leaving Certificate Applied course areas and to work experience in particular.
- ▶ Draw together the student's learning from the interest questionnaire, checklists, from their discussion of different types of work and from work experience, etc. Some students will not be able to identify one particular choice so the teacher may have to help them list a few possibilities.

Unit 2: The Student and one particular field of work (Continued)

LEARNING OUTCOMES

4. research one particular chosen career and present their findings.

TEACHER GUIDELINES

- ▶ Most students will be at a stage where they can easily identify the career area they want to research, although some will still need help in making a choice. Discuss what headings or aspects of information will be important to include and give guidelines to the students.
- ▶ Encourage the students to use out-of-school resources when collecting information, e.g. interviewing a person working in the area. Also integrate information on training, further education, qualifications necessary for certain work etc.
- ▶ Their presentation of their investigation could take a variety of forms e.g. a display, written presentation, oral presentation, etc, either to the class or to another audience such as parents, third-years, etc. The presentations may be individual or organised as a group, e.g. in the form of an exhibition.

Unit 3: Information Building

LEARNING OUTCOMES

The student will be able to:

1. report on information obtained on a number of visits to career exhibitions, colleges of further education, training centres, etc.
2. list the career and training opportunities that are available as a progression from the Leaving Certificate Applied
3. complete and score an interest questionnaire (other than that completed in Unit 1) and discuss the outcome
4. complete a checklist or questionnaire on learning styles and/or psychometric tests and discuss the outcome with the guidance counsellor.

TEACHER GUIDELINES

- ▶ It is important that students are well-prepared to make use of their visit to any career exhibition. Help students to develop questions they want to ask and encourage them to write them down on a worksheet. It is important that the student should evaluate his/her learning from the experience afterwards.
- ▶ Provide information on further educational opportunities and entry requirements. Invite guest speakers from Post Leaving Certificate and third-level colleges, other training bodies, etc. A talk by a former Leaving Certificate Applied student or students about what they are now doing could also be useful. The students should be encouraged to consider options and/or alternatives to their first choice career.
- ▶ Allow the students to discuss this in pairs or small groups. They should also compare this with earlier questionnaire results.
- ▶ Psychometric or aptitude testing is not mandatory, but if it is included, individual interpretation and discussion of the results on an individual students basis with the guidance counsellor is an essential follow-up.

Unit 4: Career Action Plan

LEARNING OUTCOMES

The student will be able to:

1. identify possible careers that would suit his/her own skills, qualities and interests and to suggest at least three areas of employment that link to these characteristics
2. devise a personal career action plan
3. prepare for interviews

TEACHER GUIDELINES

- ▶ Help the students to link the results of interest and ability inventories to their action plan. The use of guidance software (see resources) could work very well here.
- ▶ This should build on work already done in individual career counselling with the guidance counsellor. See Career Action Plan in Guidance Counsellor's Handbook, Section 6, 1. 12 for one possible planning model.
- ▶ Review with the students work they have already done in other courses – particularly English & Communication and in the Jobsearch module – on application forms, letters, curriculum vitae etc. Techniques such as role play, showing of videos on interview techniques, or use of video camera with feedback can be used, as well as participation in mock interviews.

RESOURCES

The Guidance Counsellor's Handbook – National Centre for Guidance in Education

Student Yearbook and Career Directory, Parts 1 and 2

Career Choice – the Guide to Careers and Courses in Ireland
by Anne Byrne, Collins Press

The Complete Guide to Careers and Courses in Ireland –
Level Three Publishing

Skills Work and Youth (SWAY) - a Congress Resource Pack on the World of Work by Kay O'Brien and Liam Berney,
Irish Congress of Trade Unions

Guide to the Higher Education Links Scheme - National Council for Vocational Awards

Applying to College by Raymond Dunne, Undergraduate Publications Ltd.

CAO/College Guide by Eamon O'Boyle, Careers & Educational Publishers Ltd.

(These two publications mostly relate to third level, but also give information on apprenticeships and PLC courses)

There is a useful range of software available, including:

Career Directions – matches interests, ability and skills to career suggestions. Links to **GAIRM**, a database with information on over 300 careers. Both from FÁS, free to all schools

Careers World, a multi media resource by Woodgrange Consultants. Free to all schools

Qualifax – NITEC A very comprehensive database, free to all schools.



KEY ASSIGNMENTS

MODULE 1: GUIDANCE

CHECKLIST

As part of a group, I designed, carried out and reported on a survey on some aspects of working life.

I presented a report on an investigation which I carried out on a particular career or field of work.

I reported on my learning from a visit to a careers exhibition, college, training centre or place of employment.

I have compiled a personal action plan in relation to work/education/training covering at least the next year.

MODULE 2

JOBSEARCH

MODULE 2:

JOBSEARCH

PURPOSE

This module is designed to enable Leaving Certificate Applied Students to identify and practice various jobsearch skills. The module will also give students an overview of work related pay and conditions and inform them of the different types of employment available, including self-employment.

PREREQUISITES

None.

AIMS

This module aims:

- to familiarise students with the different ways that jobs are advertised
- to enable students access information on employment opportunities
- to provide opportunities for students to practice job application skills
- to help students recognise the importance of relating their choice of job to their own skills and qualities
- to help students anticipate the longer term advantages/disadvantages of the particular job being investigated
- to provide students with a basic knowledge and understanding of the differences between gross pay and take-home pay and to introduce students to basic employment regulations
- to inform students of the different types of employment available in the workplace including self employment.

UNITS

- Unit 1: Sourcing Information
- Unit 2: Investigation of a sample of jobs
- Unit 3: Jobsearch Practice
- Unit 4: Interview Skills
- Unit 5: Pay and Conditions
- Unit 6: Self-Employment

GENERAL RECOMMENDATIONS

The general approach to this module should be a practical one. The students should make use of their own experiences and participate as fully as possible in the module. The units are organised in a chronological manner i.e. Unit 1 – Sources, Unit 2 – Selecting particular jobs etc. By the end of the module the students will have been through the full experience of looking for, and applying for, a job. The module will also help them to identify other important aspects of employment e.g. non-monetary aspects. Expert visitors and outside agencies should be used wherever possible.

Unit 1: Sourcing Information

LEARNING OUTCOMES

The student will be able to:

1. list the main sources of employment in the local area

2. list the places where job vacancies are advertised e.g. newspapers, local radio, shop windows, supermarket display boards etc

3. describe the importance of FÁS in the jobsearch process

4. evaluate job advertisements

TEACHER GUIDELINES

- ▶ This can be done using brainstorm/ discussion techniques and/or an information input from the teacher. The students could conduct an employment survey in their local area. Use the local telephone directory to find possible employers etc.

- ▶ Brainstorm possible places. Discuss with the students how they first found out about part-time jobs they may already have. Point out to the students that these sources/advertisements can also be used to advertise their availability for employment as well. Suggest to the students that active involvement in the local community is another way of getting information about jobs.

- ▶ Organise a visit from a FÁS representative to explain the role of the agency in helping people find employment. The students should prepare questions in advance of the visit. The students should also visit the local FÁS centre.

- ▶ The students should bring in job advertisements from newspapers. Use could also be made of local radio, noticeboards and other sources. The teacher should explain some of the different terms used e.g. classified, box number etc.

Unit 1: Sourcing Information (Continued)

LEARNING OUTCOMES

5. outline the advantages and disadvantages of certain jobs

6. investigate the time, money etc. that has to be invested when searching for a job.

TEACHER GUIDELINES

- ▶ Use the knowledge that some students may have already acquired from part-time employment or work placement. Alternatively they could get this information from a member of the their family who is employed. The students should work in groups and report back to the class.
- ▶ Brainstorm/discuss the cost of seeking a job e.g. travel, photocopying, clothes, stationery, stamps, time. Bring in a past student to help with this.

Unit 2: Investigation of a Sample of Jobs

LEARNING OUTCOMES

The student will be able to:

1. select a sample of four suitable job vacancies
2. list the personal characteristics needed for these jobs
3. describe the qualifications/skills needed for these jobs
4. outline the possible promotional prospects for these jobs

TEACHER GUIDELINES

- ▶ Using some or all the sources of employment used in Unit One the student should select a sample of four job vacancies. These should be jobs that appeal to their own interests. It is expected that students will collect some of this information as part of an out-of-school activity.
- ▶ Information on characteristics may be contained in the advertisement itself. The teacher may want to give an input here or draw on the student's own experience or invite someone from a Human Resources Department.
- ▶ The students should research the qualifications/skills required. They may need to talk to the Guidance Counsellor or get this information from FÁS. When they find this information they should compare the required skills /qualifications with their own and access their suitability or possibility of getting such a job. Finally the students should prepare a display e.g. collage/posters of their findings.
- ▶ Research the promotional prospects using outside agencies, FÁS, CERT etc.

Unit 2: Investigation of a Sample of Jobs (Continued)

LEARNING OUTCOMES

5. describe the possible effects of working in an unsatisfying and unrewarding job.

TEACHER GUIDELINES

- ▶ The class as a group, with some input from the teacher, should suggest the possible effects of being employed in an unsatisfying/unrewarding job. The teacher should help the students to anticipate in particular long-term effects e.g. inadequate income, lack of motivation etc. It might be possible for the students to question a visitor who has experienced dissatisfaction with his/her job. The questions could be prepared in advance by the students working in groups of two or three.

Unit 3: Jobsearch Practice

LEARNING OUTCOMES

The student will be able to:

1. list the type of selection procedures used by employers
2. write a letter of application for a particular job
3. prepare a Curriculum Vitae (CV) and complete a job application form

TEACHER GUIDELINES

- ▶ The teacher or someone from a Human Resources Department could inform the students of the various types of selection procedures used. Use could also be made of the student's own work placement or part-time work experiences. Allow the students to pool their findings and prepare a display.
- ▶ Each student writes a letter for a particular job. They should draw on skills gained in English and Communications and IT. Allow some of the students to present their letters orally to the class. Allow analysis and constructive criticism of these letters by the students, and teacher.
- ▶ The teacher informs the students of the general points to be considered when filling out job application forms. Allow the students to fill in sample forms and check these for accuracy. Ask the students to make the necessary changes. The students' should draw on skills they have gained from English and Communications and ICT when preparing their CV.

Unit 3: Jobsearch Practice (Continued)**LEARNING OUTCOMES**

4. identify appropriate techniques for contacting potential employers by telephone.

TEACHER GUIDELINES

- ▶ The students should prepare for a possible conversation with a potential employer by telephone. Simulate this by having the students work in pairs (one as employer, other as jobsearcher). Tape recorders could be used. Both class and self-evaluation of each performance should be undertaken. This exercise need not involve all of the class – perhaps three or four pairs may be sufficient. Use could also be made of a video on telephone conversation techniques.

Unit 4: Interview Skills (Continued)

LEARNING OUTCOMES

3. assess his/her performance at the mock interview

4. outline strategies to deal with the initial disappointment of not being called for an interview or being successful at interview.

TEACHER GUIDELINES

- ▶ A self-evaluation by each student of his/her performance as well as individual discussion with the teacher should follow. It is important to emphasise the positive aspects of the interview. The student should be given a written report on his/her performance. Only positive and constructive feedback should be presented. This is an ideal opportunity to link with the Guidance Counsellor.

- ▶ The teacher should help the students to anticipate problems associated with the initial disappointment at not being called for interview. Perhaps a guest speaker could help.

Unit 5: Pay and Conditions

LEARNING OUTCOMES

The student will be able to:

1. list the different forms of unemployment assistance available while seeking employment and how to apply for same

2. identify some regulations governing employment

3. outline different types of employment

TEACHER GUIDELINES

- ▶ It is important to check the students' existing knowledge and understanding of unemployment assistance. Another approach can be to invite a local volunteer from the local Citizens' Advice Bureau to present basic information and answer questions on unemployment assistance and other schemes available. Alternatively, the student could visit the local Citizens' Advice Bureau for information.

- ▶ The teacher should present basic information regarding employment regulations to the students e.g. minimum age for working in certain areas of the hotel and catering industry etc. This information is available from the Department of Enterprise, Trade and Employment. Point out to the students the rights and responsibilities of employees.

- ▶ The student should research different types of employment e.g. contract-work, full-time employment, part-time, etc. They should write a short report on the different options.

Unit 5: Pay and Conditions (Conditions)

LEARNING OUTCOMES

4. describe the different types of deductions taken from gross pay

5. list some of the non-monetary advantages/disadvantages of certain jobs.

TEACHER GUIDELINES

- ▶ The actual calculations are covered in Mathematical Applications. Review the main types of deductions, tax, PRSI, health insurance, pension fund, union etc. In small groups they should discuss these various deductions. Each group presents the class with a report of their discussion and the teacher can provide additional information.
- ▶ Brainstorm/input from teacher of advantages/disadvantages other than pay e.g. long holidays, shift work, work away from home, perks etc. Invite a visitor (perhaps a past student) to help.

Unit 6: Self Employment

LEARNING OUTCOMES

The student will be able to:

1. list the advantages/disadvantages of self employment.
2. prepare questions to ask a visitor who is self-employed
3. name the different agencies that help individuals set up their own business
4. identify skills/qualities necessary for self employment and compare these with his/her own skills and personal characteristics.

TEACHER GUIDELINES

- ▶ Brainstorm/discuss the perceived advantages/disadvantages and challenges of being self-employed compared to being an employee. Keep a record of these comments.
- ▶ The students, working in groups, could prepare questions to ask a self employed visitor to the class. Each student will be required to contribute questions. Hold a follow-up discussion afterwards on the information they have gained. The students should compare the advantages/disadvantages they perceived before the visit with those they hold after the visit.
- ▶ The teacher should inform the students of the main agencies and the work they do. The students could also check the Internet/write for information.
- ▶ Conduct a brainstorm/discussion on the skills and qualities required to become self-employed. The students should draw on any information they gained from the visitor. Each student should list these skills/qualities and compare these to their own skills and qualities. Use could be made of work done in the Guidance Module, Unit Two.

RESOURCES

The Real World – A Guide to Interview Techniques,

An Post – video which presents interview techniques in a concise fashion. Worksheet accompanies video

Letter Writing – CDVEC Curriculum Development Unit

Work Exploration – CDVEC Curriculum Development Unit

The Department of Enterprise, Trade and Employment

Internet Sites such as www.irlgov.ie

Youth Information Guide published by Irish Essential Information Guide Ltd.

LOCAL SOURCES

Many local sources can be used, eg telephone directories, local FÁS Office, local radio, Citizens' Advice Bureau etc.

CV Processor 3 – for producing letters CVs etc. www.careersoft.uk



KEY ASSIGNMENTS

MODULE 2: **JOBSEARCH**

CHECKLIST

I prepared a display (e.g. posters/collage etc) as part of a group, which showed our individual skills and how these related to particular job vacancies.

I prepared a personal jobsearch folder that included items such as my C.V., letters to and from potential employers, photographs, sample advertisements.

I participated in a mock interview and reported on my performance at same.

I reported on an interview carried out with either a self employed person or a person who has had experience of being in a job that he/she was dissatisfied with.

MODULE 3

WORK EXPERIENCE 1

MODULE 3:

WORK EXPERIENCE 1

PURPOSE

This module is designed to enable Leaving Certificate Applied students to prepare and plan for a specific work placement and to reflect on their learning from this experience. The module will also assist the student when exploring possible career paths and when formulating future plans for further work experience, training, and employment.

PREREQUISITES

This Work Experience Module should be completed at a time appropriate to the actual placement. The module should be completed as either a block placement of two weeks duration or as a one-day-per-week placement requiring a minimum of ten working days in the specific workplace.

AIMS

This module aims to enable the student to:

- plan, experience and evaluate a specific work placement
- develop her/his self-confidence, communication and interpersonal skills through interaction with adults in a working environment
- develop the personal skills required to adapt successfully to a workplace environment
- develop his/her vocational interests and enable him/her to consider possible career paths
- acquire and apply skills and knowledge by direct experience in a specific workplace.

UNITS

Unit 1: Pre Placement Planning Unit

Unit 2: Placement Unit

Unit 3: Operational Unit

Unit 4: Review of Experience

Unit 1: Pre Placement planning unit

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to:</p> <ol style="list-style-type: none"> 1. discuss his/her experience of work to date 2. develop self awareness by completing a self assessment checklist 3. identify personal goals and competencies that can be developed through his/her work experience 4. investigate the appropriate personal qualities that they should display while on work experience 5. examine a sample employer's report and set specific goals 6. prepare strategies for dealing with different workplace issues, including difficult situations which might arise 	<ul style="list-style-type: none"> ▶ Discuss with the students their experience of holiday-work, part-time etc. Ask them to focus particularly on the demands and skills these jobs required. ▶ Each student should complete a self-assessment checklist. This could be prepared in advance by the teacher or could be designed by the students. The checklist should include a list of skills, qualities, talents etc. ▶ The students should discuss the specific goals of their work placement. They should record their own specific goals. ▶ With the students the teacher brainstorms the appropriate qualities that should be displayed while on work experience. It may be useful to ask either a past or present student or employee to identify these qualities. ▶ The students should examine and discuss an employer's report. They need to understand that this is used to monitor their progress, learning etc. while on placement. ▶ Discuss appropriate coping strategies using case studies with the students.

Unit 1: Pre Placement planning unit (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>7. identify some of the basic skills required by an employee in their selected area of work and practise these skills</p> <p>8. gather and write down specific information in relation to their first job placement. This should include:</p> <ul style="list-style-type: none"> • the name and address of the workplace • the name, position and telephone number of the contact person (workplace & school) • the nature of the work to be undertaken • the hours of work • the departure time from home • the appropriate dress/personal presentation • lunch and travel arrangements • anticipated learning outcomes • health and safety issues <p>9. examine Unit 2 and list the details required for the Workplace Report</p>	<ul style="list-style-type: none"> ▶ The students should research the type of work they will be doing and practise the relevant basic skills required. Use role-play and relevant documentation e.g. telephone message formats, receptionist/telephone techniques, computer skills etc. to help the students practise these skills. ▶ The students should list the details in relation to their own specific placement. ▶ Role play introducing themselves in the workplace. <ul style="list-style-type: none"> ▶ The teacher should explain what is required in their workplace report. The students' should plan the questions they need to ask during their placement to meet these requirements.

Unit 1: Pre Placement planning unit (Continued)

LEARNING OUTCOMES

10. record their personal reflections, including expectations, hopes and anxieties prior to their placement.

TEACHER GUIDELINES

- ▶ The students should practise reflective activities prior to their placement. Use word banks to develop their language of reflection.
- ▶ Encourage them to use a range of formats for recording their reflections e.g. audio, graphical, etc.
- ▶ Outline the need for reflection time each day.

Unit 2: Placement Unit

LEARNING OUTCOMES

The student will be able to:

1. describe the type of service or product produced in their specific workplace
2. outline the number of people employed
3. describe the different sections in the company and give a general description of the jobs performed in each section
4. describe working hours and shift arrangements (if applicable)
5. describe how attendance and time-keeping is monitored
6. describe the tools, equipment and materials used while on placement
7. list the tasks he/she was given to do
8. in relation to one particular job identify:
 - the qualifications required
 - the training needed
 - the skills required for this job
 - any other requirements
9. describe the health and safety notices posted in the workplace
10. describe the different facilities provided in the workplace for breaks, lunch etc.

TEACHER GUIDELINES

- ▶ In the course of their placements students will be gathering the information they require to prepare a report on the placement.
- ▶ They need to be made aware of the points of information required for the report prior to going on placement. This can be approached by students compiling checklists of the information points and planning the strategies and questions they need to ask while on placement.

Unit 2: Placement Unit (Continued)**LEARNING OUTCOMES**

11. describe the job opportunities for a Leaving Certificate Applied graduate in this area of work including the application and selection procedures used
12. record his/her reflections on the placement on a daily basis.

TEACHER GUIDELINES

- ▶ The students should reflect on each day's experience and record this information. They should include their thoughts and feelings, and plans for the next day.

Unit 3: Operational Unit

LEARNING OUTCOMES

The student will be able to:

1. attend regularly and punctually at their specific workplace
2. dress appropriately for the type of work to be performed
3. demonstrate an ability to follow instructions and to learn new skills and procedures
4. complete tasks willingly and carefully
5. adapt to the workplace environment and communicate effectively with colleagues, supervisors and the public where appropriate
6. display a positive and appropriate attitude to the job
7. observe health and safety regulations in the workplace
8. Reflect upon and record daily learning experiences.

TEACHER GUIDELINES

- ▶ The importance of the Employer's Report should be stressed. As mentioned in Unit 1, students need to be made aware of the Employer's Report PRIOR to going on placement. The specific details need to be discussed and teased out both in relation to how students can show positive applications and attitudes and how they should resist practices which convey a negative attitude to their employer.
- ▶ The Employer's Report entails the monitoring of the student's progress and learning from the placement. A visit to the workplace during the placement is recommended. This provides an opportunity to address any difficulties experienced by either the employer or the student. Personal contact with the employer or her/his representative will give the clearest picture of a student's performance.

Unit 4: Review of experience

LEARNING OUTCOMES

The student will be able to:

1. describe what he/she learned about working life
2. describe the skills and qualities he/she developed while on their work placement
3. describe what he/she learned about his/her performance in the workplace
4. report on whether the reality of their work placement corresponded with their original expectations
5. evaluate their expectations in light of their experience
6. reflect on and share their experience with their peers
7. evaluate their experience in terms of vocational interests and career plans
8. identify skills and qualities that need to be developed in preparation for working life

TEACHER GUIDELINES

- ▶ Debriefing and reflection is important to help the students learn from their work experience.
- ▶ A suitably structured debriefing session is essential for students to gain the full benefit from their work experience.
- ▶ Ask the students to role play/simulate tasks they performed.
- ▶ On an individual basis discuss the student's performance and consider future goals.
- ▶ The students should review their initial self-assessment checklist and discuss their initial expectations in light of their actual work placement experience.
- ▶ The students should identify any unexpected outcomes they encountered.
- ▶ The students should review their career aspirations, the possibility of future studies and any plans they may have for next placement in light of their recent experience.
- ▶ Ask the students to give a report on the different skills they practised while on placement and to list the skills and qualities that need further development.

Unit 4: Review of experience (Continued)**LEARNING OUTCOMES**

9. complete all relevant assignments including their work placement diary, work placement report and a thank you letter to their employer/supervisor.

TEACHER GUIDELINES

- It is important to round off the administration aspects of this unit i.e. a report and a thank you letter to the employer or supervisor.

RESOURCES

Work Experience Reflective Journal, Shannon Curriculum Development Centre.

Re-thinking Work Experience, Andrew Miller, A.G. Watts, Ian Jamieson. Falmer Press.

The Complete Work Experience Pack, Hodder and Stoughton.

Work Experience at Senior Cycle – guidelines for schools offering transition year, Leaving Certificate Applied and Leaving Certificate Vocational Programme.



KEY ASSIGNMENTS

MODULE 3: **WORK EXPERIENCE 1**

CHECKLIST

I listed what I personally wanted to learn from my work experience placement.

I made specific arrangements for my first day on work experience.

I completed a report on my work placement and recorded my reflections on a daily basis.

As part of a group I explained what I learned from my work placement and I developed ideas and strategies for future placements.

MODULE 4

WORK EXPERIENCE 2, 3, 4

MODULE 4:

WORK EXPERIENCE 2, 3, 4

PURPOSE

This module is designed to encourage Leaving Certificate Applied students to develop the knowledge, understanding and skills already gained from any previous work placement they have completed. By sampling a variety of career options in the course of this module the students will be better informed and prepared for career decisions that they will have to make in the future.

PREREQUISITES

Module 1: Work Experience.

AIMS

This module aims to enable the student to:

- set personal goals in relation to a work placement
- to plan for and actively participate in a work placement and review their learning in relation to each placement.
- experience different work environments by working in a variety of work placements e.g. manufacturing, commercial, social services etc.
- broaden her/his understanding of work values, attitudes to work and knowledge of the working world and develop interpersonal skills to deal confidently with a range of situations involving adults
- apply and develop specific work related skills

- increase her/his level of competence and level of responsibility in relation to her/his own work.
- develop her/his career plans by investigating a variety of career areas
- make appropriate career decisions taking into account their personal attributes, aspirations and careers available.
- establish contact with possible future employers.

UNITS

Unit 1: Pre-placement planning unit

Unit 2: Placement unit

Unit 3: Operational unit

Unit 4: Review of experience

GENERAL GUIDELINES

Students should be encouraged to experience a range of different placements during the course of the 2 years. In some cases students may wish to return to a workplace already experienced. This should only happen where specific **additional** learning outcomes can be achieved and where these are negotiated with the workplace supervisor, student and teacher. It may be appropriate for the students to re-visit a workplace as a final work placement especially when the student has quite definite career plans related to the area.

Unit 1: Pre-placement Planning Unit

LEARNING OUTCOMES

The student will be able to :

1. describe his/her knowledge of the working world
2. list the personal, social and vocational skills they have already acquired from previous work placements and any other experience of the world of work
3. compile a learning centre based on their previous experience
4. analyse the skills and qualities he/she now has to offer a potential employer
5. set targets in relation to the type of placement he/she now wants to experience
6. compile a C.V. and prepare for an initial interview/contact with a work placement supervisor
7. practise job search skills by locating and making initial arrangements for his/her work experience placement (where appropriate)

TEACHER GUIDELINES

- ▶ Brainstorm the students' experiences of work – part-time/holiday work and learning from previous placements.
- ▶ Review previous experience and draw up lists of personal, social and vocational skills acquired in relation to each.
- ▶ The students should put together posters and collages of previous experiences. These could include details on work places, different aspects of work, case studies of different situations that arose, employer/employee expectations, health and safety in the work place etc.
- ▶ Each student should compile a list of the skills and qualities he/she now has to offer.
- ▶ The students should undertake an individual review of their work experience to date and identify the type of placement now being sought.
- ▶ The students should prepare or update their C.V. They should also role play initial contact/interview with a supervisor.
- ▶ It is important that the students visit the workplace prior to the placement to meet the supervisor and discuss arrangements for the placement.

Unit 1: Pre-placement Planning Unit (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>8. identify the personal qualities and the social and vocational skills which she/he can develop through this work experience placement and formulate specific plans as to how these will be developed</p> <p>9. investigate the type of work he/she will be doing and prepare for the placement by practising appropriate skills</p> <p>10. gather specific information relating to their placement. This should include:</p> <ul style="list-style-type: none"> • the name and address of the workplace • the name and telephone number of the workplace, supervisor and school • the hours of work • the departure time from home • the appropriate dress • lunch and travel arrangements • procedures for unforeseen events e.g. illness, unavoidable absence etc. 	<ul style="list-style-type: none"> ▶ The students should set specific individual goals for the placement and plan how these can be achieved. ▶ Discuss the type of work he/she will be doing. The students should practise appropriate skills prior to their placement. ▶ The students should gather the information required for their placement and make their individual plans.

Unit 1: Pre-placement Planning Unit (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>11. record personal reflections prior to placement including expectations, hopes and anxieties</p> <p>12. demonstrate an understanding of the employers' expectations</p> <p>13. understand the type of information to be gathered, the questions that need to be asked and the daily implications of the Employer's Report.</p>	<ul style="list-style-type: none"> ▶ Encourage the students to review and analyse their reflections on previous placements and describe their thoughts and feelings in relation to this particular placement. ▶ Discuss the employer's expectations with the students placing particular emphasis on confidentiality. ▶ The teacher should discuss with the students the type of information they will be required to gather on their placement. If possible conduct one-to-one negotiation with the student on what they expected the learning outcomes to be. This learning should extend what students already know and have experienced and therefore deepen their existing knowledge and offer new challenges. ▶ Each individual student should review and identify their existing knowledge and set new learning targets. ▶ The students should list and role-play the questions they need to ask. ▶ The teacher should prepare in advance strategies to ensure positive feedback in the Employer's Report.

Unit 2: Placement Unit

LEARNING OUTCOMES

The student will be able to:

1. describe the type of service or product produced in the workplace
2. provide general background information on the company including:
 - when it was founded
 - why it is based in this location
 - the number of local, national, multinational branches and the site of the head office etc.
 - outline the number of people employed and the gender breakdown of the employees

TEACHER GUIDELINES

- Each student will be required to prepare a report on each specific work placement. While some points of the report will be similar (type of service/product, market, health and safety etc.) each placement report should have its own distinctive focus. Students should be made aware of the points of information required in the report. Individual student assignments should be based on previous work experiences to date. It is essential to take each student from where they are at and to identify new learning targets appropriate to their specific workplace. This learning should challenge the student.

Unit 2: Placement Unit (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<ol style="list-style-type: none"> 3. construct a chart of the structure of the organisation showing the various sections involved 4. describe the different types of working arrangements e.g. contract work, part-time, job sharing etc. 5. describe working hours, shift arrangements and time-keeping procedures 6. outline where and how the product/service is marketed 7. investigate one particular job and identify: <ul style="list-style-type: none"> • the tasks performed in the course of the daily routine • qualifications needed • training required • skills and qualities needed • any other requirements 8. describe the health and safety regulations in the workplace 9. list some important rights and responsibilities of workers 10. practice and apply specific skills in the workplace 11. investigate how their learning in school can be applied in the workplace setting 	<ul style="list-style-type: none"> ▶ The workplace report for work experience 2, 3 & 4 should show a deeper investigation of the workplace environment than that completed in Work Experience 1. A different focus should therefore be taken for each placement e.g. <ul style="list-style-type: none"> • impact on the local community • industrial relations • in-house training • career paths within the organisation • survey of employees on e.g. travel/commuting etc. • communication within the organisation • analysis of skills and their transferability to other work place environments • use and care of equipment in the workplace • other relevant topics etc.

Unit 2: Placement Unit (Continued)**LEARNING OUTCOMES**

12. interview at least one person from the workplace and investigate what they consider to be the demands, values and important relationships in the world of work
13. describe the job opportunities available in this area, including where they are advertised and the application and selection procedures involved
14. prepare a career plan for a Leaving Certificate Applied graduate joining this organisation
15. complete a personal reflection diary while on work placement.

TEACHER GUIDELINES

- ▶ Students should reflect on each day's experience and include an analysis of their thoughts and feelings and their plans for the next day including what could be done differently to improve their work experience.

Unit 3: Operational Unit

LEARNING OUTCOMES

The student will be able to:

1. attend regularly and punctually at the specific workplace
2. dress appropriately for the type of work to be performed
3. understand and follow instructions
4. complete tasks willingly and carefully
5. display an appropriate level of competence in relation to tasks given
6. accept responsibility for his/her own work
7. accept instruction, criticism or correction
8. maintain interest in all aspects of their work
9. adapt to the workplace environment and deal appropriately with different situations as they arise
10. communicate effectively with workplace colleagues
11. observe the health and safety regulations of the workplace.

TEACHER GUIDELINES

- ▶ The importance of the Employers' Report needs to be stressed prior to the placement. Strategies to ensure positive outcomes should be discussed with the students prior to the placement.
- ▶ This unit entails the monitoring of the students' progress and learning from the placement. A visit to the workplace is recommended. This will:
 - serve to clarify issues for the employer and student
 - allow an opportunity to negotiate further learning for the student
 - ensure that the individual student receives the maximum benefit from each placement.
- ▶ The visit should be used to establish the level of learning to date and if appropriate should set new challenges for the student in relation to the particular placement.

Unit 4: Review of Experience

LEARNING OUTCOMES

The student will be able to:

1. describe what he/she learned from this work experience placement
2. list the skills/qualities he/she now has to offer as a result of this placement
3. describe the 'new' knowledge, understanding, skills and attitudes she/he acquired
4. compare and contrast this experience with that gained from previous placements
5. describe what he/she learned about working life e.g. work values, attitudes to work, relationships in the workplace etc.
6. re-evaluate his/her performance in the workplace environment
7. reflect on and share experience with her/his peers

TEACHER GUIDELINES

- ▶ Debriefing and reflection helps the students make sense of their experiences. The students should review their initial self-assessment and complete a post experience self assessment. Each individual should also analyse any new learning they have experienced.
- ▶ Each student should prepare a presentation (poster, collage etc) on their experience. These can be used as learning centres.
- ▶ Organise the students to carry out activities in relation to the learning centres (e.g. move around and examine the presentations of other students and complete worksheets etc.)
- ▶ Discuss the Employers' Report and plan areas that can be improved upon. Arrange small group discussion to help the students talk through their experiences (feelings, thoughts, actions etc.)
- ▶ Review experiences and record personal reflections including how he/she coped with positive and negative experiences in the workplace.
- ▶ Discuss their understanding of the world of work based on their experiences.

Unit 4: Review of Experience (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<ol style="list-style-type: none"> 8. draw conclusions using examples drawn from a range of work contexts 9. evaluate the experience in terms of career plans and make career decisions based on personal attributes, aspirations, and available choices 10. identify skills and qualities that need to be developed in preparation for working life 11. in light of the student's experiences list the skills required to adapt successfully to work places 12. complete relevant assignments including post work placement reflections, work placement report and a thank you letter to employer/supervisor. 	<ul style="list-style-type: none"> ▶ Identify unexpected outcomes and draw these together from the experiences of the full group. ▶ The students should review their career aspirations after each placement. ▶ Develop a chart of employers' expectations in terms of skills, qualities, attitudes, demands etc. ▶ Students should complete the relevant assignments and update their C.V's after each placement. Students should be encouraged to use a range of formats for their personal reflections (audio, video, graphical etc.)

RESOURCES

BOOKS

Work Experience Reflective Journal – Shannon Curriculum Development Centre

The Complete Work Experience Pack – Hodder & Stoughton

Work Experience and Key Skills: A Quality Improvement Pack – SCIP

Work Experience Information Pack – Tallaght
(Schools Business Partnership)

*Protection of Young Persons Employment Act 1996 –
Guide for Employers and Employees* – Department of Enterprise
and Employment

COMPUTER PACKAGE

Career Directions incorporating Gairm –
FÁS Employment Services Unit



KEY ASSIGNMENTS

MODULE 4: **WORK EXPERIENCE 2, 3, 4**

CHECKLIST

I reviewed my previous experiences of work and prepared an action plan identifying the personal, social and vocational skills and knowledge I want to develop through this specific work placement.

I completed a report on this particular work placement. In this report I included new knowledge and understanding gained. I also recorded, on a daily basis, reflections of my experiences while on work placement.

I discussed my workplace performance with my teacher and prepared a personal career path chart.

As part of a group I prepared a visual presentation of what I have learned about the world of work.

MODULE 5

ENTERPRISE 1

MODULE 5:

ENTERPRISE 1

PURPOSE

This module is designed to enable Leaving Certificate Applied students set-up, organise and run their own enterprises. Through direct involvement and practical experience the students will gain a realistic understanding of how an enterprise operates. The focus of this module is on co-operation and teamwork.

PREREQUISITES

None.

AIMS

This module aims to enable the student to:

- foster initiative, creativity, innovation and entrepreneurial skills
- learn about the world of work through the experience of establishing a real business, using real money and providing real products or services
- experience the organisation, operation and management of a business
- experience team work
- develop a more realistic understanding of how enterprises operate
- investigate possible career choices in business by experiencing a variety of work related roles

- understand and/or experience non-traditional gender roles
- apply communication, decision-making, social and numeracy skills to real business situations
- interact with the local community in a variety of business related situations.

UNITS

Unit 1: Planning for Enterprise

Unit 2: Operational unit

Unit 3: Culminating unit

Unit 4: Review of experience

GENERAL RECOMMENDATIONS

This module requires 3 class periods per week over one session. These periods should be blocked to give a realistic chance of experiencing the full range of opportunities offered by involvement in enterprise. An alternative approach is to timetable one period per week over one session and then devote a 1-2 week block of time (as in work experience) during which time production and selling can take place. In this model the one class per week is used initially to plan and prepare for the production phase and afterwards to wind up and review the enterprise.

Unit I: Planning for Enterprise

LEARNING OUTCOMES

The student will be able to:

1. identify what enterprise is and the characteristics/skills associated with enterprise
2. participate in discussion on ideas for an enterprise and generate good business ideas leading to possible products/services
3. determine the key stages involved in setting up and running an enterprise activity
4. identify the various roles and functions required for particular enterprises
5. identify the qualities/skills and experiences he/she has to offer the enterprise
6. explore the potential skills/competencies of his/her class group
7. actively participate in meetings with the Enterprise Advisor
8. prepare and present a Business Plan for the enterprise activity
9. understand the importance of Market Research to enterprise success
10. conduct a Market Research survey
11. analyse the survey findings and choose the most appropriate product/service
12. understand the need for and the process involved in registering the enterprise

TEACHER GUIDELINES

- ▶ In the early stages of the enterprise the teacher plays a leadership role informing and motivating the participants and demonstrating new skills e.g. chairing the initial meeting. Gradually, the participants take ownership of their enterprise and the teacher assumes an advisory role allowing the student to make decisions.
- ▶ The teachers involved in the organisation and delivery of this Enterprise Module needs to:
 - emphasise the value of enterprise in today's society. Major role models could be introduced e.g. Anita Ruddock
 - adopt a workshop approach to generating business ideas – brainstorming, mind mapping
 - motivate the students so that they are positively involved in the work of the enterprise
 - provide advice and support when required
 - exploit the educational potential of the participants' experience
 - give sufficient scope to the students to operate the enterprise while ensuring that acceptable standards are attained in all aspects of the enterprise

Unit 1: Planning for Enterprise (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<ol style="list-style-type: none"> 13. become actively involved in deciding on the company name 14. register the enterprise and negotiate a lease of premises and equipment with the relevant authority 15. complete an application form for a specific position in the enterprise 16. participate in interviews for the management team 17. work out a trial budget incorporating costings for equipment, materials, staff and advertising 18. prepare a carefully costed prototype including the cost of raw materials, overheads, labour and expected profit margin 19. raise the finance through shares, sponsors, loans 20. discuss the organisation of finances i.e. Bank Account, Credit Union, An Post Account 21. advertise the product/service using suitable packaging and logo 22. develop quality assurance procedures 23. discuss consumer guidelines in relation to the product/service. 	<ul style="list-style-type: none"> • encourage the students to develop their personal initiative • ensure that the enterprise goes through all the essential stages from beginning to end • involve out-of-school personnel e.g. Enterprise Adviser, visiting speakers etc. The enterprise adviser can be a person who will compliment the skills of the teacher and can be recruited from industry or may be a retired person. <ol style="list-style-type: none"> ▶ Throughout the experience teaching/learning should occur on a need-to-know basis. Issues are debated and decisions made as the need arises. ▶ Activity based methodologies should be used to prepare participants for specific situations e.g. role play, meeting the Enterprise Adviser, selling shares, market research etc. ▶ The teacher should brainstorm with the group what it means to run a business of one's own. ▶ Make sure that the enterprise is registered. ▶ Students should keep a diary of their experiences during the lifecycle of the enterprise.

Unit 2: Operational unit

LEARNING OUTCOMES

The student will be able to:

1. participate fully in any decisions made in relation to the organisation of the product and the assembly/production line
2. discuss the various jobs involved in the production and perform his/her role effectively
3. work as part of a team on the actual product/service, solving problems, making decisions, consulting the Adviser and playing an active role in running the group enterprise
4. present necessary reports and reviews
5. understand the importance of good quality standards and decide on a system of quality control
6. participate in the planning and organisation of an advertising and sales campaign
7. sell the product/service
8. discuss health and safety considerations for workers and set a list of appropriate guidelines
9. participate in group decisions in relation to wages and commissions after consultation with the Adviser and executives

TEACHER GUIDELINES

- ▶ At this stage of the enterprise the students should have adopted various roles i.e. members of the management team, employees, members of the Board of Directors, shareholders or members of a co-operative depending on the management structure chosen.
- ▶ The teacher should play an advisory role, alerting participants to various needs when appropriate.
- ▶ The teacher should outline the benefits of attending a Trade Fair.
- ▶ The teacher should help the students prepare their enterprise product/service for exhibition, for meeting and exchanging ideas with other enterprises and for interacting with the public.

Unit 2: Operational unit (Continued)

LEARNING OUTCOMES

10. decide on the procedures regarding punctuality, timekeeping and work ethic
11. communicate constantly with the team and the Adviser and review productivity, quality control, safety, sales and marketing
12. formulate specific plans for attending a Trade Fair.

TEACHER GUIDELINES

Unit 3: Culminating unit

LEARNING OUTCOMES

The student will be able to:

1. participate in the liquidation of the company by:
 - completing products,
 - clearing stocks,
 - closing down any existing accounts,
 - pay outstanding debts i.e. creditors, loans,
 - discussing the distribution of profit,
 - producing trading profit and loss accounts and balance sheets,
 - paying back share money plus dividends to shareholders
2. participate in a Trade Fair
3. plan and participate in a final meeting of the enterprise.

TEACHER GUIDELINES

- ▶ The teacher should ensure that the participants understand the various stages involved in the liquidation of the enterprise.
- ▶ The participants should assume appropriate roles in relation to the liquidation of assets, preparation of the final accounts and planning and participation in the final wind-up meeting.
- ▶ The students should be encouraged to prepare for and attend any Regional Trade Fair that they are invited to attend.
- ▶ It is important to ensure that the students return the enrolment form and that they prepare a stand for the Regional Trade Fair.

Unit 4: Review of experience

LEARNING OUTCOMES

The student will be able to:

1. list the steps involved in establishing an enterprise
2. review her/his individual performance during the enterprise activity
3. review his/her personal skills and qualities in light of his/her enterprise experience and describe what he/she learned from that experience
4. participate in a review of the group performance
5. analyse the successes achieved during the enterprise
6. analyse the problems encountered and how these were overcome
7. identify appropriate qualities required for co-operation and team-work
8. prepare a list of do's and don'ts as a guide for future enterprise activities
9. identify possible future career choices on the basis of their enterprise experience
10. thank any outside helpers or advisers.

TEACHER GUIDELINES

► The review draws out and reinforces the students' learning. It helps the students to discover, share and reflect on what they have learnt. The teacher will need to facilitate and organise opportunities for the students to review their experience. The teacher may want to use the following headings and suggestions:

- **Remembering:** a general discussion where the students talk about their experiences.
- **Reflecting:** the students think about and discuss with the group their feelings, the actions they took during the enterprise activity and the consequences of these actions. The diary can be used to facilitate this reflection.
- **Recording:** the students record what they have learned from the activity for future reference.
- **Reviewing:** the students look at the experience gained through the activity and decide on future action.

RESOURCES

The Minicompany Kit – Shannon Curriculum Development Centre
A handbook for Minicompany Organisers

Our Minicompany – Shannon Curriculum Development Centre

Enterprise in Action by Tara Shine, Scoil Mhuire,
Carrick-on-Suir, Co. Tipperary, Waterford City Enterprise Board.

Enterprise Encounter – Blackrock Education Centre.

Golden Vale YES - Youth Enterprise Scheme

SOME USEFUL WEB ADDRESSES

IDA	www.ida.ie
Shannon Development	www.shannon-dev.ie
Enterprise Board of Ireland	www.irish-trade.ie



KEY ASSIGNMENTS

MODULE 5: ENTERPRISE 1

CHECKLIST

Satisfactory completion of this module will require the following key assignments:

I have listed the main steps involved in establishing an enterprise and identified my personal involvement in the decision making process.

I conducted a market research survey and undertook an analysis of my findings using ICT.

I kept a diary of my personal involvement.

I produced a report of my experience under the following headings:

- working as part of a team
- decision-making
- solving problems
- selling our product/service outside of the school or organisation
- personal learning from the enterprise experience.

MODULE 5

ENTERPRISE 2

MODULE 5:

ENTERPRISE 2

PURPOSE

This module is designed to enable Leaving Certificate Applied students apply their skills to a different type of enterprise activity than that undertaken in Enterprise 1. Enterprise 2 could be a school-based event/activity where the Leaving Certificate Applied students provide an organisational structure for managing and running the event. This differs from Enterprise I in that the focus is not on profit and the students do not go through the full process of setting up their own company e.g. selling shares etc. Some possible activities could include a drama production, music/dance performances, exhibitions of various types, school bank, school shop or local community based project. In all cases the students must adopt an organisational/management role for the activity and/or be actively involved in the specific event itself.

PREREQUISITES

None.

AIMS

This module aims to enable the student to:

- become actively involved in his/her own learning and to apply entrepreneurial skills in a real context
- develop their personal and interpersonal skills by planning, organising and managing the enterprise event
- develop their decision making and problem solving skills
- experience team work
- learn from the experience and take responsibility for his/her own learning
- make autonomous decisions
- build on and extend the abilities, skills and understanding acquired in previous enterprise activities
- interact with the local community in a variety of situations
- investigate possible career choices by experiencing different roles related to work.

UNITS

Unit 1: Preparatory Planning Unit

Unit 2: Operational Unit

Unit 3: Review of Experience

Unit 1: Preparatory Planning

LEARNING OUTCOMES

The student will be able to:

1. discuss the event/activity and understand the detail of what is involved
2. understand the overall purpose of the event/activity and set his/her own specific learning goals for this activity
3. participate in decisions relating to the timing, the duration, and the starting and finishing time of the activity
4. discuss the most appropriate organisational structure
5. discuss the various roles involved in the activity/event and the responsibilities attached to each
6. identify the skills and qualities needed for the various roles identified
7. identify any additional training requirements and how best to achieve these
8. list the personal qualities that he/she can bring to the activity
9. provide a personal job description for a role he/she would like to have in the enterprise/activity
10. make a formal application for a specific role incorporating details of his/her suitability for this role
11. list the roles allocated to different people

TEACHER GUIDELINES

- ▶ Throughout the enterprise the teacher acts as guide/adviser to the students in terms of the planning required.
- ▶ In terms of the final activity careful planning and preparation play a key role.
- ▶ The teacher should facilitate detailed discussion between the students.
- ▶ Simulated team building activities can be used to raise issues around working together.
- ▶ Help and encouragement is needed to understand all of the details required and the planning involved.
- ▶ Confidence building and understanding personal as well as team strengths and weaknesses is also important.
- ▶ Some details may require direct intervention by the teacher e.g. equal distribution of roles to ensure gender equity or raising student awareness of health and safety issues.
- ▶ The teacher should ensure that all the details of the work plan have been put in place.

Unit 1: Preparatory Planning (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<ol style="list-style-type: none"> 12. investigate sex-stereotyping in the chosen area and understand the need for gender equity 13. carry out an individual and group skills audit 14. investigate the possibility of involving a community representative and make the necessary contact and/or decide whose responsibility this is 15. discuss the proposed environment for the activity and identify any changes that may be required 16. draw up a list of resources needed for the activity 17. examine the financial requirement including overheads, labour costs, transport etc. 18. carry out appropriate negotiations with the school authority/credit union/bank/ sponsor etc. on the finances required 19. identify tasks to be performed and draw up a work plan and timetable 20. identify health and safety considerations and how these will be observed 21. discuss and draw up a clear set of rules for the duration of the activity so that each member of the group is clear about what is expected of him/her 22. maintain a diary throughout the activity. 	

Unit 2: Operational unit

LEARNING OUTCOMES

The student will be able to:

1. carry out his/her role in the activity in an effective manner
2. perform the tasks required in accordance with specific deadlines
3. co-operate and work effectively with fellow workers and any other agencies involved
4. participate in meetings and the decision making process
5. demonstrate good attendance and punctuality
6. observe health and safety procedures
7. adhere to the rules agreed by the participants
8. adapt to the on-going and changing requirements of the activity
9. thank any organisations or individuals who helped in the activity
10. organise and take part in a concluding meeting to review the success of activity
11. wind up any financial elements related to the activity
12. formulate plans for attending the enterprise Trade Fair.

TEACHER GUIDELINES

- ▶ At this stage the students should be aware of the specific roles required of them in their work plan.
- ▶ In so far as is possible the students should be allowed work together to make their own decisions and learn from their mistakes.
- ▶ The teacher should ensure that they understand what it means to "deliver" to someone else and to be accountable and responsible for quality.
- ▶ Students may require help and guidance in relation to meeting targets and deadlines and providing a quality service.
- ▶ Board meetings, with the teacher as independent observer, need to be facilitated regularly when the activity/event is actually happening.
- ▶ The meetings should occur on a daily basis, providing an opportunity for continuous review of the performance, adherence to deadlines and any additional tasks.

Unit 3: Review of experience

LEARNING OUTCOMES

The student will be able to:

1. prepare a report on the activity which should include information on the following:
 - description of event/activity
 - organisational structure used
 - principal tasks involved
 - involvement of others including out-of-school personnel
 - meetings, decision making procedure, co-operation and team-work
 - adherence to deadlines
 - sales and marketing strategy where applicable
 - health and safety considerations
 - time keeping, attendance/punctuality
 - use of equipment where applicable
 - record keeping and accounts
 - successes achieved
 - quality of performance/ service provided,
 - difficulties – how these were overcome

TEACHER GUIDELINES

► Teachers involved in the organisation and delivery of this Enterprise Module need to:

- motivate the students so that they will be positively involved in the work of the enterprise
- provide advice and support when required
- exploit the educational potential of the students' experience
- give sufficient scope for the students to develop personal initiative while ensuring that acceptable levels are attained in all aspects of the enterprise
- ensure that each stage of the enterprise is fully completed
- recruit, brief and involve out-of-school personnel e.g. Enterprise Adviser, visiting speakers etc.
- adopt an observational and facilitative role, allowing the students to interact and make their own decisions
- encourage the students to take ownership of their enterprise, to make their own decisions and take responsibility for their activity
- help students develop their time management skills.

Unit 3: Review of experience (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<ol style="list-style-type: none"> 2. analyse the experience gained 3. review the original goals and identify what he/she has learned 4. share his/her personal reaction to the activity with her/his peers 5. analyse the decision making process used and its effectiveness 6. describe the relationship between the various participants identifying aspects that worked well/did not work 7. list the qualities necessary for effective co-operation and team-work 8. prepare a set of guidelines for organising future events/activities and suggest possible events/activities 9. identify what was learned from the experience and how this can be applied to other areas of the course 10. describe his/her personal role, responsibilities and assess his/her own performance 11. describe his/her thoughts/feelings during the experience 12. identify the best and worst experience. 	<p>▶ A proper review of the experiences is an essential part of the students' learning. The teacher should ensure that adequate time is given to this part of the learning process. The students should be given opportunities to discover, share and reflect on what they have learnt. The teacher may want to use the following headings and suggestions:</p> <ul style="list-style-type: none"> • Remembering: a general discussion where the students talk about their experiences. • Reflecting: the students think about and discuss with the group their feelings and their actions during the enterprise and the consequences of those actions. • Recording: the students record what they have learned from the activity for future reference. • Reviewing: the students look at the experience gained through the activity and decide on future action.

RESOURCES

Mirrors of Work by Jamieson & Miller, Watts

Minicompany Kit – Shannon Curriculum Development Centre

Enterprise Encounter – Blackrock Education Centre.

SOME USEFUL WEB ADDRESSES

IDA www.ida.ie

Shannon Development www.shannon-dev.ie

Enterprise Board of Ireland www.irish-trade.ie



KEY ASSIGNMENTS

MODULE 5: ENTERPRISE 2

CHECKLIST

Satisfactory completion of this module will require the following key assignments:

I undertook an assessment of my own skills and qualities and the group's skills and qualities.

I set specific goals and presented a detailed work plan.

I kept a personal diary of the experience.

I helped to prepare a display of the event/activity e.g. video, photographs, charts etc. (This can be the stand prepared for the Trade Fair where each student describes his/her contribution to same.)

MODULE 5

ENTERPRISE 3

MODULE 5:

ENTERPRISE 3

PURPOSE

This module is designed to build on the abilities, skills and understanding that Leaving Certificate Applied students have acquired from previous enterprise activities. The module investigates self-employment as a feasible career option by interviewing a self-employed person. The preparation of a business plan is an integral part of this module. This plan should incorporate the students' business idea and the documentation required to make a presentation to a funding agency. The students will also investigate a local enterprise and its interaction with the market place and compare their own enterprise experiences with this reality.

PREREQUISITES

Module 5: Enterprise I or II.

AIMS

This module aims to enable the student to:

- increase his/her social and personal skills through the use of a continuous and coherent set of enterprise related learning experiences
- build on and extend her/his enterprise abilities and skills
- develop qualities of self-confidence, creativity, flexibility and adaptability
- become aware of enterprise opportunities
- identify important enterprise skills and qualities by interviewing a self employed person.
- make informed decisions
- investigate a local enterprise to develop a full understanding of the realities involved in running such an organisation
- develop a business organisational framework and a business plan
- investigate self-employment as a possible career option.

UNITS

Unit 1: General knowledge of self employment

Unit 2: Investigation of local enterprises

Unit 3: Preparation of business plan based on a possible business idea

Unit 4: Review of experience

Unit 1: General knowledge of self employment

LEARNING OUTCOMES

The student will be able to:

1. list the different types of business in the local area
2. list local business owners and the range of businesses where people are self-employed
3. investigate a specific owner operated business by interviewing someone running his or her own business and finding out:
 - when, how and why they set it up
 - the advantages/disadvantages of being self employed
 - the number of people employed
 - the structure of the business
 - the marketing strategies
 - skills/qualities necessary for self employment
 - help available from support agencies if any
 - any advice that might be given to anybody considering self-employment.

TEACHER GUIDELINES

- Teachers involved in the organisation and delivery of this Enterprise Module need to:
- motivate the students so that they will be positively involved
 - provide advice and support when required
 - exploit the educational potential of the students experience
 - give sufficient scope for the student to develop their personal initiative while ensuring that acceptable levels are attained in all aspects of the enterprise
 - recruit, brief and involve out-of-school personnel e.g. Enterprise Adviser, visiting speakers etc.
 - adopt an observational and facilitative role, allowing the students to interact and make their own decisions
 - encourage the students to make their own decisions and take responsibility for their activity
 - help students develop time management skills.

Unit 1: General knowledge of self employment (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
	<ul style="list-style-type: none">▶ The teacher should facilitate a review by the students of what they already know in relation to local enterprises (My Community module, Work Experience Module and personal contacts).▶ The students should make contact with support agencies and identify the type of help available for setting up a business.▶ Individual students or small groups should interview a local business owner. This requires preparation and planning including role-play, preparation of questions, approach technique etc.▶ Feedback on their findings should be facilitated through small and full class group-work.

Unit 2: Investigation of local enterprises

LEARNING OUTCOMES

The student will be able to:

1. investigate a local enterprise by:
 - identifying the agencies which help people to set up their own business and the type of help they offer, e.g. Leader, IBEC, ForfÁS, Shannon Development, Paul partnership etc.
 - making contact with the local enterprise (letter, phone, fax, e-mail)
 - actively participating in a Visitor Exercise with a representative from the local enterprise to acquire general information and background on the specific company
 - reviewing his/her own experience of having taken part in Enterprise 1 or Enterprise 2
 - preparing a job description of the role he/she carried out or shared, including tasks and responsibilities in a previous enterprise experience
2. identify a specific topic to be investigated with a local enterprise and list possible questions. Possible topics might include:
 - marketing activities
 - accounting systems
 - manufacturing systems
 - health and safety
 - personnel and training systems

TEACHER GUIDELINES

- ▶ The teacher should make the initial contact with the local enterprise clarifying the purpose of the exercise and the type of information the student will require.
- ▶ Discussion should also take place on when and how this information might be gathered.
- ▶ It is important to get the name of the enterprise representative that the students can contact.
- ▶ A representative of the local enterprise who is willing to come to the school and give students a general idea of the company and its background should also be identified.
- ▶ While the teacher should make the initial contact and brief the representative. The students should make formal contact. They should agree the day, date, and time of the visit etc.
- ▶ Proper preparation for the visitor exercise is important. The students should role-play the visit in advance.
- ▶ Important learning points for the student should be identified in follow-up activities.
- ▶ Students should analyse and review the roles they performed and responsibilities they held during previous enterprise experiences.

Unit 2: Investigation of local enterprises (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
<ul style="list-style-type: none"> • research and development activities • information technology • purchasing and materials management • production systems • management systems/organisational structures • impact of company on local area e.g. environment, commercial • quality assurance systems • plant maintenance • payment and reward systems • trade unions • equality • relationship between business and the local community • values and responsibilities of local industry <ol style="list-style-type: none"> 3. organise an appropriate way to ask questions of the enterprise (interview, letter, fax, phone etc.) 4. prepare a report on the investigation 5. compare and contrast the application of the topic to his/her own experience of working in this area in a previous enterprise. 	<ul style="list-style-type: none"> ▶ In terms of the investigation the various topics selected should be divided up between the students. ▶ The investigation may be carried out on an individual or small group basis. ▶ Where students visit an enterprise they will need to be fully briefed on the: <ul style="list-style-type: none"> • safety, security and behavioural standards expected, • the people whom they may question during the course of the visit. ▶ The students will also need a pre-prepared list of questions. ▶ A date should be set and a format agreed for the students to exchange information and to present a full report of the investigations. ▶ The students should also go through a process of reflection on the visit.

Unit 3: Business plan

LEARNING OUTCOMES

The student will be able to:

1. research a possible individual or group business idea
2. describe the proposed product/service, using drawings where appropriate
3. research the legal structure of the business
4. choose an appropriate business name
5. investigate the registration of business names
6. cost the production of the product or service
7. conduct market research on their proposed idea
8. draw up a set of job descriptions for the personnel required by the business
9. design a sales and marketing strategy
10. select a suitable distribution system, if applicable
11. investigate a suitable capital and funding structure for the business
12. investigate and decide on suitable business premises
13. choose appropriate insurance cover for the enterprise

TEACHER GUIDELINES

- ▶ The students need to prepare a business plan that is acceptable to funding agencies. Help can be obtained for this from local enterprise boards, banks or other funding agencies.
- ▶ A variety of business plans may be drawn up within the one class of students. This may mean that individuals or small groups from this class could be liaising with several different agencies.
- ▶ It may be helpful to link with a business teacher to prepare the Trading, Profit and Loss accounts, Balance Sheet and Cash Flow statement.
- ▶ Computer software packages may also be used in preparation of the business plan.

Unit 3: Business plan (Continued)

LEARNING OUTCOMES

14. liaise with local or national funding agencies as appropriate
15. devise a cash-flow statement for the first six months of the operation
16. prepare projected trading, profit and loss accounts and balance sheet for the first year of operation.

TEACHER GUIDELINES

Unit 4: Review of experience

LEARNING OUTCOMES

The student will be able to:

1. analyse the experience gained from participation in the enterprise investigation
2. list the important learning points arising from an investigation of a local self employed person
3. identify unexpected learning
4. describe his/her own role/ responsibilities and assess his/her own performance
5. outline the decision making process and his/her role and involvement in it
6. assess the value of the visit from the representative of the local enterprise agency
7. analyse the extent of co-operation and team work, where applicable
8. review his/her overall performance, the successes achieved and the problems encountered
9. review his/her business plan and the problems they encountered

TEACHER GUIDELINES

- ▶ A proper review of the experience is an essential part of the students' learning. The teacher should ensure that adequate time is given to this essential part of the learning process. The students should be given opportunities to discover, share and reflect on what they have learned. The teacher may want to use the following headings and suggestions:
 - **Remembering:** a general discussion where the students talk about their experiences.
 - **Reflecting:** the students think about and discuss with the group their feelings and their actions during the enterprise and the consequences of those actions.
 - **Recording:** the students record what they have learned from the activity for future reference.
 - **Reviewing:** the students look at the experience gained through the activity and decide on future action.

Unit 4: Review of experience (Continued)

LEARNING OUTCOMES

10. prepare a set of guidelines for groups involved in similar activities in the future
11. on the basis of their personal experience consider the most appropriate career option for themselves
12. undertake a basic comparison of the services offered by the various support agencies
13. prepare a Curriculum Vitae (C.V.) to present to a local funding agency.

TEACHER GUIDELINES

RESOURCES

Starting Your Own Business - Department of Enterprise Trade and Employment and County Enterprise Boards.

It's Your Own Business by Hazel Davies, CRAC/Hobsons publishing

English Alive! An Introduction to Communication and Everyday English by Eilis Leddy and Angela Collins, Gill & Macmillan, Dublin

Starting a Business in Ireland by Brian O'Kane, Oak Press, Dublin

Getting Down to Work Creating Jobs in Your Community by Fintan Tallon, Brandon Book Publishers, Dingle

SOME USEFUL WEB ADDRESSES

IDA	www.ida.ie
Shannon Development	www.shannon-dev.ie
Enterprise Board of Ireland	www.irish-trade.ie



KEY ASSIGNMENTS

MODULE 5: **ENTERPRISE 3**

CHECKLIST

Satisfactory completion of this module will require the following key assignments:

I have prepared a report (written or taped) of an interview with a self-employed person.

I have prepared a report on a visit to one enterprise support agency to include information on sources of finances available to people starting their own business

I have prepared a business plan on a proposed business idea (using ICT e.g. word processing, spreadsheets, or questionnaires)

I have prepared a set of guidelines for people considering self employment as a career option.

MODULE 6

COMMUNITY WORK

MODULE 6:

COMMUNITY WORK

PURPOSE

This module introduces students to the work of community and voluntary organisations. Through their participation in, contact with, or investigation of a community agency or project they will increase their awareness and understanding of the importance of community work. This module also helps the students identify opportunities that will allow them to make a positive contribution to their community.

PREREQUISITES

None.

AIMS

This module aims:

- to increase students' awareness of their community
- to develop students' awareness of the range of community and voluntary organisations
- to develop students' understanding of the function and importance of the work done by community and voluntary agencies
- to facilitate students' participation in community work
- to develop students' appreciation of the personal satisfaction that can be achieved through community involvement and/or voluntary work
- to develop students' awareness of their ability to contribute to the community at local, national and international level.

UNITS

Unit 1: Community Involvement

Unit 2: Voluntary Agencies

Unit 3: Community Development

Unit 4: Community Project

Unit 5: Voluntary Work Overseas

Unit 1: Community Involvement

LEARNING OUTCOMES

The student will be able to:

1. understand that he/she is a member of several communities
2. identify the personalities and services that contribute to the successful functioning of a community
3. understand the benefits (for the community and for the individual) of voluntary work
4. list some of the main national voluntary agencies
5. describe any contact he/she have had with a voluntary or community agency where he/she either availed of or helped to provide the service offered by the agency.

TEACHER GUIDELINES

- ▶ Conduct a brainstorm exercise to get a list of the different communities they belong to (including family, school, local, national, European, global and others).
- ▶ Discuss what would happen to sporting activities, environmental issues, youth clubs, etc. if people in the community did not volunteer to become involved in them. Invite parents, students, teachers and/or others involved in community to visit the class.
- ▶ Look particularly at the personal satisfaction to be gained from voluntary work as well as the contribution to the community. Students' experiences of voluntary work placements can be used to generate discussion.
- ▶ Compile a list of voluntary agencies using brainstorm techniques and/or input.
- ▶ Review the students' current or previous experiences or involvement, with voluntary or community agencies e.g. work placement.

Unit 2: Voluntary Agencies

LEARNING OUTCOMES

The student will be able to:

1. list some of the main voluntary agencies that operate in his/her local area
2. identify and investigate a particular voluntary agency. The student should:
 - list reasons for investigating this agency
 - outline the history of the organisation
 - outline questions to be answered by this investigation
 - make contact with the organisation
 - describe the type of service provided
 - outline sources of funding
 - state the number of people working in the organisation and their roles
 - outline the benefits delivered to the community by the work of the organisation
 - describe their Code of Ethics (if relevant).

TEACHER GUIDELINES

- ▶ Brainstorm and use the students' work to form a display. The emphasis here is on the voluntary agencies that operate locally e.g. St. Vincent de Paul, sports clubs, youth clubs, etc.
- ▶ Invite speaker(s) from some of the agencies to speak to the class.
- ▶ Divide the class into small groups. Each group investigates a particular agency. They should find out in advance as much as possible about the work of the agency, and should have identified a list of questions to be answered during the visit.
- ▶ Alternatively students could be placed on work experience or work shadowing with the agency.

Unit 3: Community Development

LEARNING OUTCOMES

The student will be able to:

1. identify which community development agencies exist in their local area
2. outline the role of these agencies in the community e.g. housing, enterprise, social and education
3. demonstrate some understanding of the various sources of funding for these agencies
4. understand the procedure for applying for funding
5. understand the differences between the developmental needs in rural and urban settings
6. understand the difference between voluntary work done by voluntary agencies and community development projects.

TEACHER GUIDELINES

- ▶ Brainstorm and compile a list of community development and/or enterprise agencies that operate in the local community e.g. Chamber of Commerce, Enterprise Boards, Community Work Schemes, Rural Development, Urban Renewal, Local Area Partnerships.
- ▶ Organise a visit by representatives from various community agencies and/or the Local Authority. Discuss with the visitor issues such as Community Housing Programmes, grant aid for enterprise, community run playgroups, services for the elderly and for the handicapped, etc.
- ▶ An alternative approach could involve the students visiting the agencies.
- ▶ The teacher may want to give input regarding e.g. the presence/absence of major industries in the area and the corresponding consequences. Students should exchange data with other schools e.g. via internet.
- ▶ The teacher should describe the main difference between the two types of work.

Unit 4: Community Project

LEARNING OUTCOMES

The student will be able to:

1. identify a suitable project which would be of benefit to the community and which a group of students could undertake
2. identify the goals of the project
3. design an action plan
4. carry out the plan, sharing responsibilities among group members
5. evaluate the project.

TEACHER GUIDELINES

- ▶ Brainstorm or discuss possible suitable projects.
- ▶ A useful source of ideas and guidelines is the Community Education Development Centre's publication "Community Education – School Projects and the National Curriculum".
- ▶ The project should involve the identification, planning, undertaking and evaluation of a project of benefit to the community or to the school e.g. anti-litter campaign, community event, senior citizens party, work with learning disabled, fundraising, Meals on Wheels, landscaping/tree planting, Tidy Towns, sports clubs.

Unit 5: Voluntary Work Overseas

LEARNING OUTCOMES

The student will be able to:

1. understand the purpose of Voluntary Work Overseas
2. identify the main agencies involved in this type of work
3. describe the type(s) of work undertaken by volunteers
4. indicate geographical region(s) where there is a need for overseas volunteers at present
5. outline how s/he can contribute to the work of overseas volunteers
6. outline what is involved in becoming an overseas volunteer.

TEACHER GUIDELINES

- ▶ Brainstorm/discuss the needs created through poverty/wars/natural disasters in The Developing World. Some of the agencies such as Trócaire offer workshops for students regarding needs in Third World countries
- ▶ Contact Concern, Goal, Trócaire, APSO
- ▶ Invite a speaker who has worked as a volunteer overseas and/or speakers from agencies such as Concern, Goal and/or Trócaire to speak to the class.
- ▶ Students should use the media to heighten their awareness of areas in need of volunteers because of war, natural disasters, etc.
- ▶ Fundraising e.g. Concern Christmas Fast, Trócaire's Lenten Campaign, activities organised by themselves. Heighten public awareness regarding the work done by the agencies.
- ▶ Find out from the agencies how they recruit volunteers and what criteria they use.

RESOURCES

Balance: Who cares? Department of Education

Community Education – Schools Projects in the National Curriculum – published by Community Education Development Centre, Lyng Hall, Blackberry Lane, Coventry C1Q 3JS.

Citizenship through Community – Community Development Centre.

Community Enterprise Education – Teachers handbook – Community Education Development Centre.

Taking Active Interest (Economic and Industrial Understanding and Citizenship) – Fisher & Minored, Available from SCIP/ MHP Centre for Education & Industry, University of Warwick, Coventry CV4 7AL.

Ideas Annual – Community Links, Canning Public Hall, 105 Barking Road, London, E16 4HQ.

Directory of National Voluntary Organisations, Social Service Agencies and other useful public bodies – National Social Services Board, 71 Lower Leeson St., Dublin 2.

Networking in Europe – Guide to European Voluntary Organisations – Brian Harvey NCVO Publications, Regents Wharf, 8 All Saints St., London N19RL.

Getting into Training – guidelines for people organising training for voluntary groups. NCVO Publications.

TRÓCAIRE

<http://www.trócaire.org/inde.html>

GOAL

<http://www.goal.ie/html/about.html>

APSO – Agency for Personal Services Overseas

<http://www.apso.ie/indexhome.html>



KEY ASSIGNMENTS

MODULE 5: COMMUNITY WORK

CHECKLIST

I have listed four reasons why community involvement is important.

I have prepared for and either hosted a visit by a speaker from a voluntary/community agency to the class or visited a voluntary/community agency, and evaluated my learning.

I have investigated a local community development project.

I have taken part in planning, carrying out and evaluating a community project as part of a group.

MODULE 7

WORK AND LIVING

MODULE 7:

WORK AND LIVING

PURPOSE

This module is designed to help Leaving Certificate Applied Students to make a successful transition from school/centre to working life. It examines the relationship between the world of work and the life of the individual and the changing nature of this relationship.

PREREQUISITES

None.

AIMS

This module aims:

- to give students an insight into the changing nature of the world of work
- to develop students' understanding of Industrial Relations
- to raise students' awareness of health and safety issues in the workplace
- to develop students' awareness of issues related to equality
- to raise students' awareness of the impact of industry on society.

UNITS

Unit 1: Lifestyles

Unit 2: Transitions

Unit 3: Industrial Relations

Unit 4: Health & Safety

Unit 5: Equality

Unit 6: Industry and Society

Unit 1. Lifestyles

LEARNING OUTCOMES

The student will be able to:

1. list some of the effects of work on individual lifestyles
2. recognise some of the changing patterns of work and employment caused by social change eg. travel, decentralisation etc.
3. recognise some of the changing patterns of work and employment caused by technological change.

TEACHER GUIDELINES

- ▶ Examples may include: parenting and child minding; working away from home; travel; bringing work home; changing jobs; early retirement; health issues.
- ▶ The students could interview an older person in the community about changes in work patterns.
- ▶ Issues may include retraining; tele-working; 'refresher' courses to keep up to date. The students should interview somebody they know whose work may have changed because of technology or invite them to talk to the class.

Unit 2: Transitions

LEARNING OUTCOMES

The student will:

1. understand that a particular career is not necessarily a career for life
2. recognise possible positive and negative effects of unemployment on the individual.
3. identify training opportunities, courses available
4. recognise the opportunities for working abroad.

TEACHER GUIDELINES

- ▶ Students should recognise the fact that a particular career may no longer necessarily be for life. Careers may be affected by redundancy/rationalisation/retraining. The students could interview somebody they know who has changed jobs.
- ▶ Brainstorm the possible effects of unemployment on the individual and also on the family and community. Examine the link between education/unemployment/poverty. The students could prepare a collage/display/chart of these effects as a group exercise.
- ▶ Arrange a visit to FÁS or encourage the students to research Post-Leaving Certificate courses or adult education programmes available locally.
- ▶ Discuss working abroad as a possibility. Inform the students re sources of information.

Unit 3: Industrial Relations

LEARNING OUTCOMES

The student will be able to

1. investigate different forms of worker representation
2. recognise the role of trade unions/worker councils in the workplace
3. list the main employers' organisations
4. identify some of the reasons for joining Trade Unions
5. examine sample conflict situations at work
6. demonstrate some negotiation or conflict resolution skills in simulated conflict situation
7. recognise procedures used for resolving an industrial dispute.

TEACHER GUIDELINES

- ▶ Conduct a survey of local industry. Prepare a questionnaire to investigate the exploitation of part-time workers.
- ▶ Draw on the knowledge the students may already have or use the local directory.
- ▶ Brainstorm or invite a guest trade union speaker to the class.
- ▶ Ask the students to list conflict situations they have seen or experienced at work.
- ▶ Role-play particular situations and have situation cards prepared. Invite management representative/Union representative/ counsellor/mediator to talk about conflict resolution.
- ▶ Examine a recent dispute. In groups, the students should prepare a step-by-step guide to procedures followed to resolve this dispute.

Unit 4: Health and Safety

LEARNING OUTCOMES

The student will:

1. become familiar with work related health and safety legislation e.g. fire safety, pregnancy, chemicals, noise, use of VDU screens
2. list what they can do personally to maintain Health and Safety at work
3. recognise some of the symbols associated with Health and Safety
4. outline regulations they must adhere to in part-time jobs.

TEACHER GUIDELINES

- ▶ Working in groups allow the students to list reasons for Health and Safety legislation. The teacher should present the students with a simple outline of existing legislation.
- ▶ Working in pairs the students should prepare a short presentation on health and safety regulations and issues encountered in their part-time jobs or work placement.
- ▶ They could prepare a collage on health and safety issues or arrange a visit to a local hotel/Hospital/Restaurant/Creche to study their health and safety procedures.
- ▶ Present the students with a sheet of health and safety symbols e.g. no smoking, toxic, hard hat area, eyes must be protected etc. and ask them to identify each one.
- ▶ Survey health and safety symbols in School
- ▶ This could take the form of a presentation – oral or written - to the class. What advice would they give new employees re health and safety

Unit 5: Equality

LEARNING OUTCOMES

The student will be able to

1. understand the concept of Equality of Opportunity
2. examine traditional attitudes and expectations about women and men at work
3. be aware of issues of discrimination in employment policy.

TEACHER GUIDELINES

- ▶ Issues include: promotion, training, recruitment, crèche facilities, sexual harassment. The teacher should explain each concept and discuss each of these with the students.
- ▶ Issues include:
Why are there so few male nurses or female mechanics?
How early do we put stereotypical ideas in the minds of children?
Do a Vox Pop on changing roles in Society and work.
- ▶ Discuss discrimination issues .eg. age, gender, disability, travellers, refugees. Students could survey local businesses to see how many are 'equal opportunity employers.' How many local businesses are wheelchair friendly? Invite a traveller to speak to the class. Gather information from newspapers re attitudes to refugees.

Unit 6: Industry in Society

LEARNING OUTCOMES	TEACHER GUIDELINES
<p>The student will be able to</p> <ol style="list-style-type: none"> 1. list some ways in which industry can be socially responsible 2. identify the environmental protection responsibilities of a company 3. identify the role of local authorities with regard to protection of environment 4. give examples of the benefits of recycling. 	<ul style="list-style-type: none"> ▶ Brainstorm on what is meant by Industry...manufacturing, services...Farming/fishing/mining. Brainstorm/Group work/Teacher input on maintaining employment: positive contribution eg. sponsorship – sports, culture, education, social events. ▶ Brainstorm on what is meant by the 'environment'. Teacher input/discussion/Display – pollution, litter, raw materials, Energy consumption. Third World exploitation. Visit from Third World agency e.g. Trócaire, Goal, Christian Aid. ▶ Invite somebody from local authority to speak to class on policy e.g. planning, waste disposal, roads. ▶ Less waste-better use of resources: is there any local recycling group? Students participate in recycling project: Is your school a green school?

RESOURCES

Work and Leisure – CDVEC Curriculum Development Unit
Reading and worksheets for students on work-related issues relevant to this module. Still useful though dated.

Balance – Who Cares?

Useful for ideas for activities, contains interesting facts and figures on social trends. Free to schools from the Department of Education and Science.

Skills Work and Youth (SWAY) - a Congress Resource Pack

on the World of Work by Kay O'Brien and Liam Berney,
Irish Congress of Trade Unions

The Future of work and Empty Raincoat by Charles Handy,
Arrow Press Background reading and information for the teacher.

The Equality Authority, Clonmel St. Dublin 2. Tel.: 01-4173333
for information on equal opportunities legislation.



KEY ASSIGNMENTS

MODULE 7: WORK AND LIVING

CHECKLIST

I prepared a report on an interview with a Trade Union/Workers Council representative.

I prepared a report/presentation/display on Health and Safety issues.

I have listed ways in which greater equality in the workplace is being achieved.

I participated in a group activity to improve the environment.



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