

## Tutor Guide

This activity is about helping your students put themselves in other people's shoes in order to present back to their peers summaries of how their chosen subject's careers have progressed and what has motivated them and can be run with any of the Talking Jobs Modules. Students can record their comments by hand or onscreen using the '+' key and Favourites Tab to create their own document.

### ACEG Framework: Elements of careers and work-related education

#### Self-development through careers and work-related education

- Self-improvement as a learner

#### Finding out about careers and the world of work

- Exploring careers and career development
- Investigating work and working life

### Functional Skills

#### Functional ICT Level 1 Skill

- Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context

#### Functional English (Speaking and Listening) Level 1 Skill

- Take full part in formal and informal discussions and exchanges that include unfamiliar subjects

#### Functional English (Writing) Level 1 Skill

- Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

### Instructions

1. Choose which module you want your students to explore and ask them to spend a short time doing some open ended exploration across all three sections; LIFE, LEARNING and WORK.
2. Narrow things down by asking them to explore just the questions about LEARNING, researching 1 person's experience in school and any further training they might have had. Write down the key points/ key phrases that stand out for you (on paper or onscreen)
3. Move on by asking them to exploring the questions about WORK, researching and 1 person's working life. Think about what they like, what's hard and what they dislike about their work. Write down the key points/ key phrases that stand out for you (on paper or onscreen)
4. Based on exploring 2 or more people's experiences, explain to the group what satisfaction these people they get from their work and why. Explain how their experiences are different to each other and why. Write down the key points that stand out for you.
5. Each student is asked to feedback/present one of the questions (2, 3, 4 above). After presentations tutor offers feedback on content and presentation style; other students asked for feedback
6. Session to close with completion of Self-Evaluation Forms answering the questions:
  - o What new things have I learnt?
  - o How does it relate to me?
  - o What could I do better?

### AFL

- Peer Assessment
- Self-Evaluation Form

### AOL

- Discussion
- Marked Worksheets

### Resources

Internet access to [www.talkingjobs.net](http://www.talkingjobs.net) (headphones or speakers required), pens/ pencils and blank paper for notes, printouts for each student including student instructions, self-evaluation form and list of list of jobs and questions covered in the module to be explored.

## Student Instructions

For this activity you can record your comments on paper, or onscreen using the '+' key and the Favourites TAB to make create your own PDF file.

1. Login to [www.talkingjobs.net](http://www.talkingjobs.net) and launch the module you are going to explore
2. Spend time exploring the interviews looking at 3-4 or different careers and a range of questions across all three sections LIFE, LEARNING and WORK.
3. Based on exploring the questions about LEARNING, research 1 person's experience in school and any further training they might have had. Write down the key points or phrases that stand out for you.
4. Based on exploring the questions about WORK, research and 1 person's working life. Think about what they like, what's hard and what they dislike about their work. Write down the key points or phrases that stand out for you.
5. Based on exploring 2 or more people's experiences, explain to the group what satisfaction these people get from their work and why. Explain how their experiences are different to each other and why. Write down the key points or phrases that stand out for you.
6. Your tutor will may now ask you to present your findings back to the group. Make sure you listen to what other people have to say about their findings, as it may change the way you close the session.
7. Once presentation and group discussion have finished, close the session by completing the questions on the evaluation sheet.

## Worksheet & Self Evaluation Form

<b>Name:</b>
<b>Form:</b>
<b>Tutor:</b>
<b>Date:</b>

## Worksheet for Key Phrases

Record your key points or phrases here. Write on the back if you need more space.

## Self-Evaluation Form

<b>What new things have I learnt?</b>
<b>How does it relate to me?</b>
<b>What could I do better or differently next time?</b>