



EDUCATION FOR EMPLOYABILITY

UNIT 6

Lifelong Learning

Encourages pupils to develop a positive attitude towards the concept of lifelong learning and emphasises the importance of planning for the future in order to achieve and build upon personal goals and aspirations.



Unit 6: Lifelong Learning (c6, c7, c8, c9)

LEARNING INTENTIONS

By the end of this unit the pupils will have had the opportunity to:

- become familiar with the concept of life long learning;
- recognise the need to begin planning for the future now;
- consider how to make future plans a reality by setting goals and targets;
- use ICT skills to gather information;
- develop communication and presentation skills.

SUGGESTED TEACHING & LEARNING ACTIVITIES	SKILLS DEVELOPMENT OPPORTUNITIES	RESOURCES
1. Teacher introduces the concept of Lifelong Learning by leading the discussion of significant moments in the pupils own lives (eg the day they started school, first time they rode a bicycle, first time able to swim). Pupils complete an individual timeline using <i>Activity Sheet 6(a) Timeline</i>	Self Management	<i>Teacher Briefing Sheet Lifelong Learner Hot-Seat</i> <i>Activity Sheet 6(a) Timeline</i>
2. As a class pupils consider possible future achievements/ambitions e.g. buying a car, having a job. Pupils could use magazines and photos to stimulate thoughts	Working with Others	<i>Activity Sheet 6(b) My Ambitions</i> <i>Activity Sheet 6(c) Reaching a Goal</i>
3. Using <i>Activity Sheet 6(b) My Ambitions</i> pupils outline their ambitions using pictures or words		<i>Activity Sheet 6(d) Lifelong Learning</i>
4. Teacher selects one specific 'shared' ambition (e.g. driving a car/getting a specific job) and as a class pupils list the series of steps that need to be taken. Using <i>Activity Sheet 6(c) Reaching a Goal</i>	Managing Information	<i>Activity Sheet 6(e) Lifelong Learner Timeline</i>
5. Teacher discusses concept of lifelong learning with class using case study resource <i>Activity Sheet 6(d) Lifelong Learning</i>		<i>Activity Sheet 6(f) Outside Influences</i>
6. Pupils carry out Hot Seat Activity with a lifelong learning visitor using <i>Teacher Briefing Sheet Lifelong Learner Hot-Seat</i> and <i>Activity Sheet 6(e) Lifelong Learner Timeline</i>	Managing Information	
7. As a class discuss the outside influences that affect career and subject choice, e.g. (family, friends, careers advisers and the local and global employment opportunities) using <i>Activity Sheet 6(f) Outside Influences</i>		
8. Using careers based websites pupils investigate possible job opportunities		
9. Pupils have an opportunity to meet an external careers advisor to gain further advice and guidance regarding future opportunities		



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TEACHER BRIEFING SHEET LIFELONG LEARNER HOT-SEAT

Teacher Guidelines:

Explain to the class that as part of this lesson, they will be participating in a hot-seating activity with a visitor to find out how he/she has planned his/her career. This could be a member of your school's staff or a visitor from outside the school. Then as a class, discuss and agree what they wish to find out.

Discuss the types of questions that could be asked, for example, open and closed questions. Place the students in small groups and have them prepare a number of questions.

Decide on the order of each group's questions.

Have each group decide on who will ask the questions and who will keep notes.

Carry out the hot-seating activity, allowing each group to pose its questions to the visitor. Then have each group complete *Activity Sheet 6 (e) Lifelong Learner Timeline*.



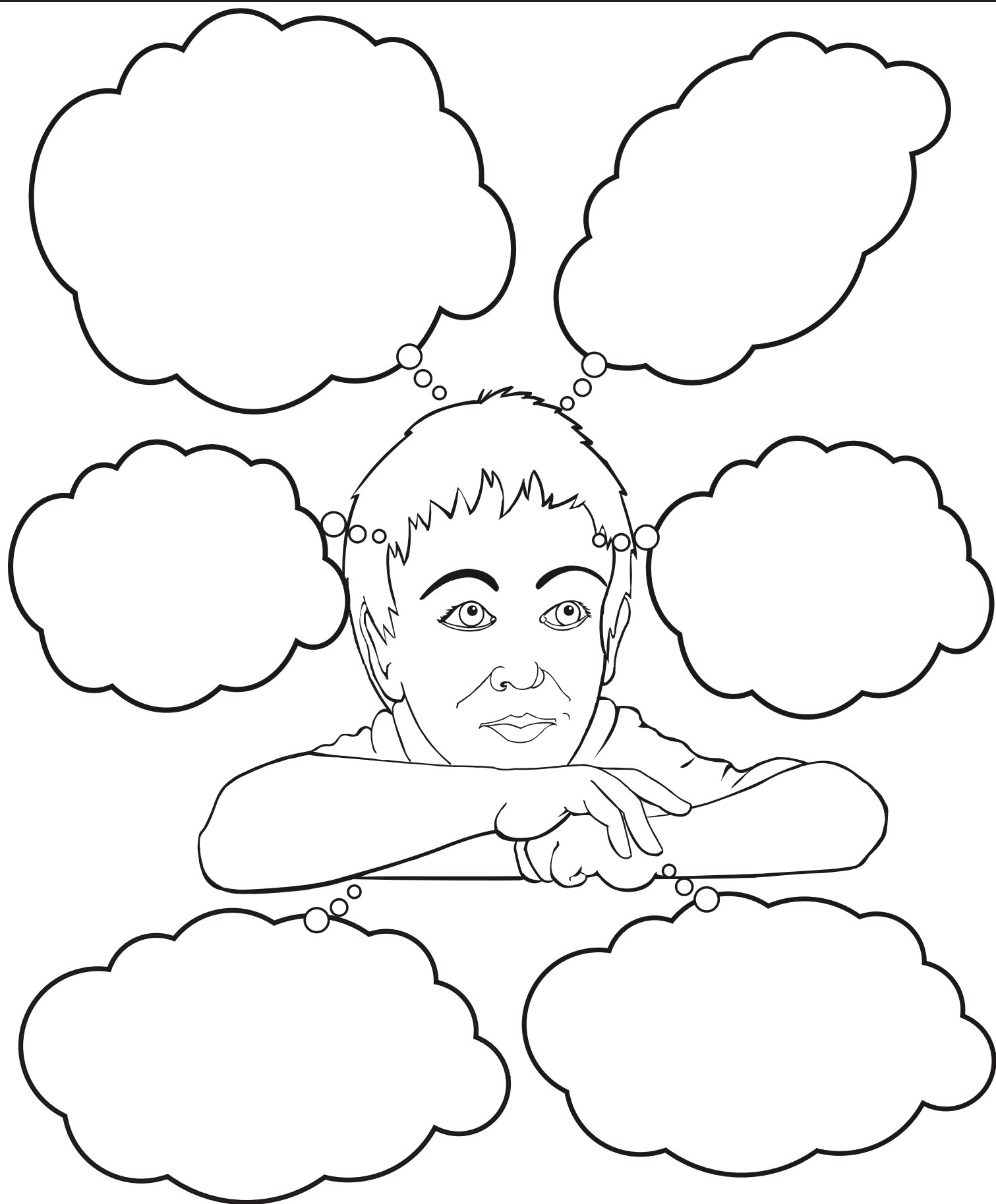
Activity Sheet 6(a): Timeline

Complete this timeline by listing in order the most important experiences and actions so far.

A vertical timeline template consisting of a central vertical line with a horizontal bar at the top and bottom. The vertical line has ten dots spaced evenly along it. From each dot, a dashed horizontal line extends to the left and another extends to the right, providing space for writing experiences and actions in chronological order.



Activity Sheet 6(b): My Ambitions



Activity Sheet 6(c): Reaching a Goal

My Goal:



My Starting Point:



Activity Sheet 6(d): Lifelong Learning

Learning does not have to finish when you leave school. People can learn at any age – at college, through work or indeed at home. Learning can take place on a full-time or part-time basis. People like to learn for many reasons – to gain new skills, to get more qualifications, to get a different job or simply for fun!

ACTIVITY

Look at the classes below offered by a local college:

CLASS	DURATION	DAY	TIME	FEES
Level 1 in Beauty Therapy	2 years	Fri	9.30 - 4 pm	£198
Level 1 in Children's Care, Learning and Development	1-2 years	Thurs	6.30 - 9.30 pm	£560
DIY/Home Maintenance	15 weeks	Wed	7.00 - 8.30 pm	£55
Gardening for Pleasure	15 weeks	Tues	10 - 12.00 noon	£75
Guitar for Beginners	10 weeks	Thurs	7 - 9 pm	£50
Certificate in I.T.	1 year	Mon	7.00 - 8.30 pm	£134
Certificate in Basic Plumbing Studies	1 year	Mon	9.00 - 5 pm	£198
Level 2 Award in Food Safety	4 weeks	Tuesday	9.00 - 5 pm	£53
Web Page Design	15 weeks	Wed	9.15 am - 12.15 pm	£55

Select a class for each of the following learners. Give a reason for each of your answers.

SANDRA

Sandra is a full time mum. Her children are quite young but she feels that she would like to get a job when they are a bit older. Sandra has no qualifications at the minute. She would like to try and gain some skills that would help her find an office job in the future.

KEN

Ken is a retired teacher. He has just started a new career in property development. He doesn't have much time to study but would like to gain some skills which would help him do up older properties.

AARON

Aaron is 16 and just started working full time. He has dreams of setting up his own rock band. His mum however has dreams of him getting a 'good job in computers'. He has plenty of free time in the evenings.

LILA

Lila is a waitress. She enjoys her job but would love to learn something new just for fun. Often she works in the evenings so would prefer a class during the day.



Activity Sheet 6(e): Lifelong Learner Timeline

Complete this timeline by listing in order the most important experiences and actions so far.

A vertical timeline for a 'Lifelong Learner' activity. It features a central vertical line with horizontal dashed lines branching out to the left and right at various points. The timeline is bounded by horizontal lines at the top and bottom, each with a dot at its end. There are 10 horizontal dashed lines in total, 5 on each side of the central line, providing space for users to list experiences and actions.



Activity Sheet 6(f): Outside Influences (1 of 2)

People are influenced by many things when they apply for a job. Find out what things might influence you by reading and rating the following sentences.

Colour the box which best describes how you feel about:

1) What your parents think about the job?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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2) Whether or not the job is near where you live?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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3) Whether or not the job has a uniform?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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4) What your friends say?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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5) The level of pay the job has?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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6) The hours of work in the job?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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7) Whether or not the job has a pension scheme?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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8) Whether the job is mostly indoors or outdoors?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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9) What the internet says about the job?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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10) The size of the firm the job is in?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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Activity Sheet 6(f): Outside Influences (2 of 2)

Colour the box which best describes how you feel about:

11) What your teacher thinks about the job?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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12) Whether the job will give you a chance to gain new qualifications?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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13) Whether you know someone already doing the job?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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14) Whether you have to stand up or sit down to do the job?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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15) What your brothers and/or sisters think about the job?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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16) The advice your careers officer gives you about the job?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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17) The qualifications you need to do the job?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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18) Whether or not the job might give you the chance to travel?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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19) Whether the job is in a new or established business?

Very Important	Important	Don't Know	Unimportant	Very Unimportant
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