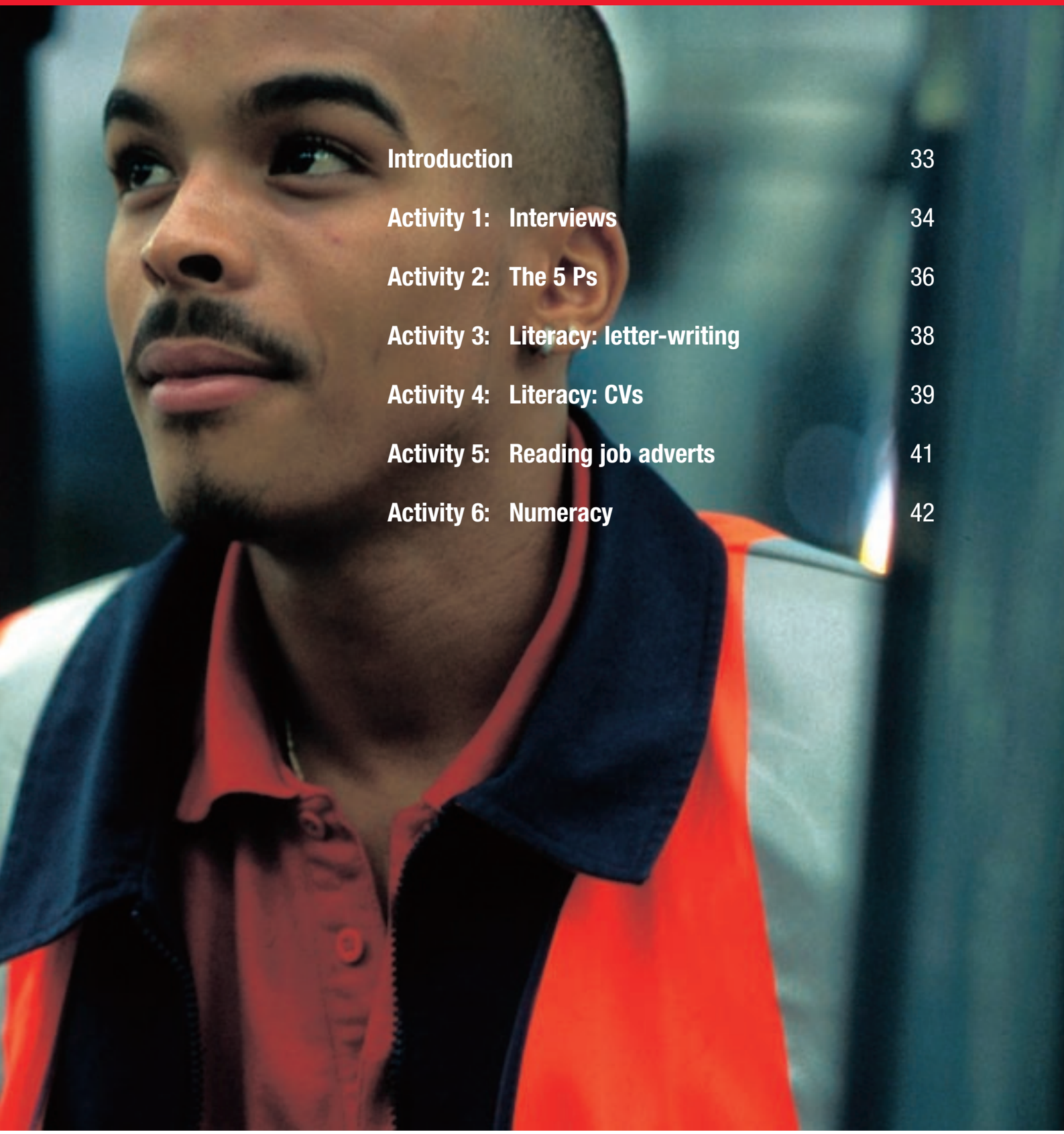
Follow-up Activities



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Introduction

The Main Enterprise Day and the preceding lead lessons are meant to raise students' awareness of their innate entrepreneurial potential and help them develop the range of thinking strategies and organisational skills required to develop a mini-enterprise. During the planning stage many mini-enterprise questions may be posed that will reward further investigation as they have relevance to key aspects of careers education.

- Who will be the workforce in your school?
- How will they know the jobs are available?
- How will they apply?
- How will they be appointed?
- What will their duties be?
- What will be their rewards/motivation for doing the task?

Context

To help students explore these important questions more fully and to enable them to consider the implications of analysing job information, applying and being interviewed for posts, a series of follow-up lessons are offered below. These are stand-alone exercises that can be used as single lessons or sequenced into a programme supporting the Main Enterprise Day. The context of several of the lessons is career opportunities with Royal Mail but the learning intentions are generic and therefore universally applicable.

Follow-up Activity 1

Interviews

Introduction

Tell your students that interviews are seen by some as a worry but by others as an opportunity. An interview may seem like little more than a snapshot of the 'real' you. However, anyone being interviewed needs to ask themselves the following questions when preparing for the snapshot.

- Do I know what they need to see in the snapshot?
- Can I control what is on view?
- Are there aspects of myself that I wish to promote more than others?

In each case the answer should be 'yes' and we can prepare ourselves to make sure that we put across an image of ourselves that reflects what we are capable of – at the same time satisfying the interviewers that we are not a risk for them but reliable and full of potential.

Resources

Sheets with interview icons (see *Resources* at the end of this section), or the items themselves.

Starter task:
True, false and why?

1. Ask students in small groups to consider the following statement. They must think of at least one reason why they believe it to be true or false.

   'Employers know from the letters, CVs and application forms who the best candidate is. There is no need to call people for interview.'

2. Record responses on a flipchart and clarify their thinking by asking them to consider: 'What specific things can an interview reveal that the written aspects of an application cannot?'

Task 1:

Put the items listed below, or laminated pictures of them from the *Resources* section, in a bag. If several bags can be set up groups can work independently at first, which will give a better range of responses.

1. Ask students to explain why they think these items might be in a bag that holds things to do with an interview and then record their responses on a flipchart.

   These are the kind of answers they might give, or that you could explain to them.

   A. old watch (representing being on time, timing your answers, etc.)

   B. comb (representing personal appearance, cleanliness, first impressions, etc.)

C. tie (representing formal clothes, dressing for them not for you, etc.)

D. earring (representing jewellery, piercings, etc. Are these appropriate in their workplace?)

E. coins (representing money for transport, lunch, etc.)

F. compass (representing finding out where they are before the big day, etc.)

G. toy car/bus/train (representing knowing how you will get there, etc.)

H. a big question mark (representing the unexpected, or practising questions they could ask you and vice versa, etc.)

I. elastic band (representing flexibility in response to new information, situations, etc.)

J. textbook/certificate (representing willingness to learn, etc.)

K. computer mouse (representing ICT skills/awareness)

L. key fob ring (representing honesty, responsibility)

M. team pic (representing being aware of need to be a team player, etc.)

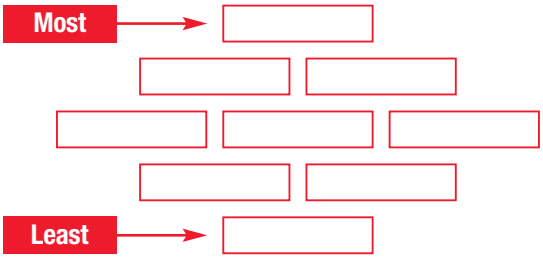
N. handshake pic (representing formal greetings, body language, etc.)

O. Smiley face pic (representing a positive attitude, etc.).

Task 2:
Diamond 9 Ranking

Explain that all the items are important but ask which they think are the most important.

- First, as a group, the students need to select the nine most important items from amongst those in the bag.
- Using the item letter, a simple drawing or a keyword to describe the items/interview needs they should use nine post-it notes per group to diamond-rank the options.



1. Students should be asked to discuss how to sequence the items so that the items they feel are not as important are at the bottom and the items they feel are vitally important are at the top. They should explain their reasons.
2. Ask students to relate what they have learned in this session to the old adage 'If you fail to prepare, you are preparing to fail'.

Follow-up Activity 2

The 5 Ps

Preparation, presentation, purpose, positivity and personality

Introduction

Explain to students that interviews are only intimidating when we don't prepare for them. Many of the questions are fairly predictable and the more we practise answering them
the less we are likely to be put off our stride.

Resources

- Cut up the 21 questions and answers on Resource Sheet 1 into individual lines (see *Resources* at the end of this section).
- Prepare enough copies of the Interview Timeline resource sheet blown up to A3 size for groups of four (see *Resources* at the end of this section).
- Provide enough sets of red and green pens or pencils for your groups of four.

Task:

1. Explain how these statements have been transcribed from an interview experience. They were taken from things said by a female interviewer working for a firm and by a young male applicant she was interviewing. Ask students to work in groups of four to sort them out into things they think that she said and things he said.

2. Using the Interview Timeline resource sheet the students should try to put the questions and answers into a probable order. You can give them the following hints to help.

   - **Hint 1:** They will find it easier to do the 'she said' side first. Remind them that questions in an interview are not random but sequenced.
   - **Hint 2:** Not all the questions or answers need to have a direct response.
   - **Hint 3:** Either the cut-out statements can be placed on Sheet 2 (the best option for visual learners) or the numbers can be written down on Sheet 2.

Follow-up Activity 2 *continued*

3. Once they have created their interview timelines ask the students to mark with the pencils at least three places where there was a positive statement or favourable response from the interview (GREEN) and three places where they think there was a negative action or unfavourable response (RED).

4. In pairs or groups students should then suggest more positive responses to replace the actions/ responses they have identified as being lacking in some way.

5. Ask students to annotate their timelines to show where they feel they can identify examples of good or bad:

   - preparation – being ready for any possibility
   - presentation – the way you dress, sit, speak and your attitude
   - purpose – being aware what the interview is about, being clued up as to what the employer does and requires from you.
   - positivity – you are looking for good outcomes in any problem they present to you. You are obviously willing to learn and try out new things
   - personality – appearing friendly, reliable, interested and courteous.

Plenary

Ask selected students to role-play a more successful version of the interview to demonstrate the development in their learning.

Follow-up Activity 3

Literacy: letter-writing

Introduction

The purpose of these activities is to raise students' awareness of the need to use the appropriate conventions when writing a formal letter of application. The sequencing activity allows for a visual and kinaesthetic investigation of the letter format. This experiential approach of deriving meaning as the activity evolves provides students with a platform for discussion and encourages them to develop their own 'golden rules' for writing a letter of application. They can then apply their ideas to the three suggested jobs and compare and contrast their responses. If pairs within the class do derive their golden rules for a successful letter they can peer-assess each other's work or present their findings in a student-led plenary.

Resources

Copies of the 'Letter-writing' resource sheet and 'Application letter'. (See *Resources* at the end of this section.)

Task 1:

Students should look at the extracts given from a letter of application accompanying a CV. Their task is to rearrange the paragraphs in the order they should have been written.

Task 2:

Once they have created their re-ordered letter, they then have to explain to a partner:

a. Why they feel the components should be arranged in the order they have put them.

b. Why each component is different but important.

Task 3:

Students are asked to rewrite the letter for one of the following vacancies using any relevant experience they have.

- Royal Mail Sorter
- Royal Mail Postman/Postwoman
- Royal Mail Apprenticeship.

Task 4:

Application Letter

Students are given a basic checklist for a good letter of application followed by a sample letter illustrating both good and bad practice. They are asked to look at the sample letter to see how many positive or negative points they can spot.

Follow-up Activity 4

Literacy: CVs

Introduction

CVs can appear to be problematic to many students. They seem to be geared up for people who have succeeded at everything and who have vast experience to relate! Many students feels they haven't done anything worthy of mention or lack the vocabulary to express in a more formal manner what they have achieved or had experience of.

These activities attempt to:

- demystify the process of compiling a CV
- offer straightforward advice and self-testing on what to include and what not to include
- introduce students to more formal terms to describe many of the attributes they have already.

By the end students should be aware that many of their everyday experiences that may seem mundane to them are often evidence of such desirable attributes as reliability, punctuality and the ability to work with others.

Resources

Copies of 'Curriculum Vitae – The story of your life' and 'Should I or Shouldn't I? – What's in a CV?' (See *Resources* at the end of this section.)

Task 1:

Curriculum Vitae – The story of your life

Students are given some tips for the perfect CV followed by a list of personal attributes and qualities commonly looked for by employers.

Ask students to read through the list to identify how many of the words they could use to describe themselves. Then ask them to try to think of an example of how they have demonstrated these qualities in their life so far, e.g. 'I feel I am a good communicator. I have given talks to new students and taken part in the student council'.

Task 2:

Should I or shouldn't I? – What's in a CV

A quick true/false activity to check students know what to include in their CV.

Students are advised to talk to their tutor, careers teacher or a Connexions Personal Adviser before they make a decision about what they would like to include in their CV.

Answers

	True	False
Your name	✔	✗
Qualifications, credits and awards you already have	✔	✗
Your date of birth	✔	✗
Details of your education	✔	✗
The place you were born	✗	✔
Your phone number (if you have one)	✔	✗
Your e-mail address (if you have one)	✔	✗
Experience of work	✔	✗
Ethnic background	✗	✔
Subjects you're studying at the moment	✔	✗
Skills, including Key Skills	✔	✗
Names of referees	✔	✗
Places you've visited on holiday	✗	✔
Estimated grades	✔	✗
Hobbies and interests	✔	✗
Your personal qualities	✔	✗
Any experiences relevant to the application	✔	✗

Follow-up Activity 5

Reading job adverts

Introduction

Job advertisements are familiar to most adults but to many young people often appear to be written in an alien language. And yet in order to reach their ultimate goal of finding a first position or developing a career path it is vital that students understand how and why such adverts are written the way they are. Students rarely appreciate that there are different elements in job adverts. They need to establish what the jobs entails as well as determining the required skills/attributes before they write an application: a task made more difficult by job-specific language rarely used in other careers let alone in schools! The activities below allow students to investigate the differences between job descriptions and personal attributes before applying their understanding to a series of Royal Mail related job opportunities.

Resources

Copies of 'Reading job adverts', 'Job advertisements', and 'Requirements of the job'. (See *Resources* at the end of this section.)

Task:

You should hand out both the two sets of descriptions to students:

- 'Job advertisements' describes what the jobs entail.
- 'Requirements of the job' show the skills/ attributes that are needed in order to do these tasks successfully. (1 = Postman/Postwoman, 2 = Data Entry Clerk, 3 = Indoor Sorter.)

Students often don't appreciate that these are different elements in job adverts. The task here is to try to predict the skills required based on the tasks described and then check their predictions.

Follow-up Activity 6

Numeracy

Introduction

Numeracy is a key element across the Curriculum and throughout the secondary and post-16 age range. These activities provide a meaningful context and, importantly, real data for an application of functional mathematics relevant to the lives of the students involved in the mini-enterprise planning. The hypothetical example presented in the activity anticipates many of the issues that could be raised by the mini-enterprise and, arguably, could be employed prior to the instigation of a school-based postal scheme to predict likely costs and revenue. The predicted outcomes – or range of possible outcomes for different scenarios – could be tested against the actual results from the mini-enterprise, and a comparison made between theory and practice. This could be presented as a report for peers undertaking the mini-enterprise in subsequent years or under other situations.

Resources

Copies of worksheet, 'School Mail System'.
(See *Resources* at the end of this section and sample job adverts on the CD.)

Task:

Hand out the worksheet 'School Mail System', which presents students with the outline of a mail system set up by a group of Year 10 Enterprise students. They will have to calculate costs, prices and profits as well as predict the likely effects of changing circumstances on their profitability.

Answers to task for teachers

1. How much did it cost to produce the Christmas and Valentine's cards with envelopes? **£46.78**
2. What was the total income from sales of all cards? **£10.40 + £5.50 = £15.90**
3. What was the total income from delivery of all cards? **£23.00 + £27.50 = £50.50**
4. What was the total profit (income minus costs) **£19.62**
5. Was it worth running the card production side of the enterprise? **No, both ran at a loss.**
6. Which changes in costs/pricing would you make to make card production more profitable? **Cheaper materials; fewer made.**
7. Why might a delivery only system not have created as much trade? **People forgetting to bring own card wouldn't use post. Selling cards as well increases number of prospective customers – sense of occasion.**
8. What would be the likely effect of the following options be.
   - Enlarging the market to Year 8 and Year 9. **These are speculative questions with no set answers. It is up to teachers to decide whether students' answers are justified.**
   - Delivering all year round
   - Halving the cost of postage for those buying one of the school-made cards.
9. Create a cost–price table like the one below for an imaginary scheme in your school.