



# Level-Up

## Moving to the Next Level of Building Your Career and Being Ready for Work

A career and work competencies programme for Transition Year  
participants

### Teacher Manual



University College Dublin  
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## Acknowledgements

Level-Up is a programme designed to support Transition Year participants in developing their career and work competencies, and preparing for their work placements. The programme draws on the Career SKILLS framework<sup>1</sup>, the work readiness competencies framework<sup>2</sup> and the notion of occupational calling<sup>3</sup>, and includes materials adapted from the Career LEAP (Local Employment Action Partnership) programme originally designed for 18 – 24-year olds<sup>4</sup> and from the Professional Student Programme for Educational Resilience (PROSPER).<sup>5</sup>

## Publication details

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Please reference this publication as:

Symonds, J.; Torsney, B.; Akkermans, J. & O'Sullivan, C. (2018). *Level-Up: Moving to the Next Level of Building Your Career and Being Ready for Work. A career and work competencies programme for Transition Year participants*. UCD School of Education, University College Dublin.

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<sup>1</sup> Akkermans, J., Brenninkmeijer, V., Schaufeli, W. B., & Blonk, R. W. B. (2015). It's All About CareerSKILLS: Effectiveness of a Career Development Intervention for Young Employees. *Human Resource Management*, 54(4), 533-551. doi:10.1002/hrm.21633

<sup>2</sup> Symonds, J. E., & O'Sullivan, C. (2017). Educating young adults to be work-ready in Ireland and the United Kingdom: A review of programmes and outcomes. *Educational Review, Early view*. doi:10.1002/rev3.3099

<sup>3</sup> Dik, B. J., & Duffy, R. D. (2009). Calling and vocation at work: definitions and prospects for research and practice. *The Counseling Psychologist*, 37(3), 424-450. doi:10.1177/0011000008316430

<sup>4</sup> O'Sullivan, C.\*; Symonds, J.\* & Akkermans, J.\* (2015). Career LEAP. Trainer Manual (200 pages) and Trainee Manual (80 pages). Licensed to Trinity College Dublin. \*Joint first authors.

<sup>5</sup> Symonds, J., Torsney, B. & Duffy, E. (2017). PROSPER: the professional student programme for educational resilience. School of Education, University College Dublin.



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## Introduction

Identifying the skills and values that can help you build a satisfying career, communicating these effectively to others to find suitable work, and being able to work professionally and with enthusiasm, are important assets that you can develop through learning and practice. This programme introduces a set of career and work competencies that have been identified by educational and occupational psychologists, and by employers, as critical to this process of career development and employment. These competencies might not be new to you, as you will likely use many of them in your everyday life. However, by participating in Level-Up we expect that you will enhance these competencies within yourself, ideally leading to a deeper understanding of their careers, greater ability to find work, and managing themselves better while working in classrooms and workplaces.

## What are career and work competencies?

### Career competencies

Work and careers have been rapidly changing during the past two decades. Traditionally, career trajectories were rather predictable and straight-forward: finish your education, find a job, and then hopefully remain with that company for the remainder of your career. The classic metaphor that is used for this career type is the ladder:



Each step on the ladder represents a step upwards in the organization, each of which is based on excellent performance. However, not everyone can reach the top, resulting in a lucky few to go all the way up the ladder, whereas many others would remain somewhere at the bottom. For those who did succeed in this organizational rat race, putting the key in the ultimate lock at the top was the definition of career success (e.g., becoming a CEO at a large company).

Although this traditional career is certainly alive and well, and still part of the organizational cultures in many firms, we see a clear trend in which careers are becoming less predictable, more flexible, and most of all: more in the hands of the individual<sup>6</sup>. The labour market is rapidly changing, resulting in more flexible work, shorter tenures at organizations, and more competition for good jobs<sup>7</sup>. Because of these developments, it is especially important that people actively self-manage their careers, and that they are proactive in doing so<sup>8</sup>. Accordingly, we could change the metaphor of a career to something like this:

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<sup>6</sup> Vuori, J., S. Toppinen-Tanner, and P. Mutanen, *Effects of resource-building group intervention on career management and mental health in work organizations: randomized controlled field trial*. Journal of Applied Psychology, 2012. **97**(2): p. 273.

<sup>7</sup> De Vos, A. and B.I. Van der Heijden, *Handbook of research on sustainable careers*. 2015: Edward Elgar Publishing.

<sup>8</sup> de Vos, A., I. Clippelaar, and T. Dewilde, *Proactive career behaviours and career success during the early career*. Journal of Occupational and Organizational Psychology, 2009. **82**(4): p. 761-777.





In this picture, the individual is the central person responsible for their career success by choosing their own path rather than going up the ladder that is predefined by the organization. In other words: *subjective career success* is becoming more important<sup>9</sup>. In order to be successful in today's career landscape, it is crucial that people, as individual employees, take ownership of their career success by making deliberate choices and being proactive in searching for opportunities and using those opportunities to advance their careers<sup>10</sup>.

Preparing for success in today's dynamic career landscape can be achieved through developing *career competencies*<sup>11</sup>. These competencies are the knowledge, skills, and abilities that allow people to actively construct their own career, thereby giving their careers the direction they strive for. They can typically be divided into three categories [28]: reflective career competencies, communicative career competencies, and behavioural career competencies. Essentially, it comes down to people knowing they want and what they are good at, knowing how to effectively communicate with others, and knowing how to search for opportunities and set goals for their long-term personal development. Research has clearly shown that developing career competencies can help people to become more successful in their career in terms of both objective gains and self-management<sup>12</sup>.

## Work competencies

Career competencies are also at the basis of another important outcome in today's world of work: becoming employable<sup>13</sup>. Because of the increasing need for proactivity and self-management in the flexible and dynamic labour market, people need to maintain their own employability at all times. Employability can be characterized as the ability to gain equal or better employment now and in the future<sup>14</sup>. This requires people to manage their own careers as described above, and also to develop and effectively utilise their competencies for working.

These *work competencies* are the attitudes, skills and knowledge that enable people to be effective and successful in their work, whether this be as an employee, a self-employed person, or as a student working in a classroom. On the one hand, the type of work required means that different sets of attributes are often needed. On the other hand, employers (and teachers) are often likeminded about which attributes, or skills, are most essential for productive working. Drawing on over 50 studies of employers' and educators' perceptions, and from several meta-reviews of those studies, we identified 5 key attributes of work-

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<sup>9</sup> Arthur, M.B., S.N. Khapova, and C.P. Wilderom, *Career success in a boundaryless career world*. Journal of organizational behavior, 2005. 26(2): p. 177-202.

<sup>10</sup> Akkermans, J., M. Nykänen, and J. Vuori, *Practice Makes Perfect? Antecedents and Consequences of an Adaptive School-to-Work Transition*, in *Sustainable Working Lives*. 2015, Springer. p. 65-86.

<sup>11</sup> Kuijpers, M.A., B. Schyns, and J. Scheerens, *Career competencies for career success*. The Career Development Quarterly, 2006. 55(2): p. 168-178.

<sup>12</sup> Eby, L.T., M. Butts, and A. Lockwood, *Predictors of success in the era of the boundaryless career*. Journal of Organizational Behavior, 2003. 24(6): p. 689-708.

<sup>13</sup> Van der Heijde, C.M. and B.I. Van der Heijden, *A competence-based and multidimensional operationalization and measurement of employability*. Human resource management, 2006. 45(3): p. 449-476.

<sup>14</sup> Vanhercke, D., et al., *Defining perceived employability: a psychological approach*. Personnel Review, 2014. 43(4): p. 592-605.

competence<sup>15</sup>. These are basic skills such as literacy and numeracy, job-specific skills for example typing and welding, higher order thinking skills including critical and creative thinking, social skills such as civility and valuing diversity, and self-management skills focused on self-regulation and engagement.

Employers and educators regularly voice concerns that young people's work competencies are underdeveloped, especially when they have recently transferred from school to a post-school activity such as college, polytechnic, employment or training. Universities worldwide are now training their new entrants in thinking skills, to help them develop the mental sophistication needed for tertiary level education. There are also numerous career academies and work-readiness programmes that aim to help boost the work-readiness skills of high school students, graduates and dropouts, and unemployed youth. Level-Up aims to support the development of these work competencies at an earlier stage: during secondary school.



## Levelling Up

While young people are at the mercy of opportunities made available to them by society, including the job market, education systems and the resources provided to them by families and communities, they are also agents of their own development. For this reason, Level-Up focuses on helping young people gain greater control over their career and work competencies, through educating them about what these are and helping them refine and practice them in the classroom, and in the workplace if they are doing a work placement in tandem with this programme.

The first part of the programme will focus mostly on the career element: preparing students to reflect, to communicate, and to set goals for their futures, and helping them to do this in realistic and effective ways. The second part of the programme will focus primarily on work competencies that will allow students to thrive in their future work environments and when working in classrooms. Taken together, the Level Up programme materials will help students to understand what is necessary to achieve success in today's labour market.

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<sup>15</sup> Symonds, J. E., & O'Sullivan, C. (2017). Educating young adults to be work-ready in Ireland and the United Kingdom: A review of programmes and outcomes. *Educational Review, Early view* doi:10.1002/rev3.3099

## Level-Up methods

Level-Up uses methods of teaching and learning that have been identified through rigorous research as being successful in promoting change in young people's psychology and behaviour. These methods have been drawn from established career development, employability and resilience programmes including JOBS<sup>16</sup>, the School-to-Work Programme<sup>17</sup>, CareerSKILLS<sup>18</sup>, Career LEAP<sup>19</sup> and PROSPER.<sup>20</sup> The methods used in Level-Up include:

<b>Evidence based content</b>	All competencies in Level-Up have been studied extensively by research psychologists using scientific methods. In those studies, the Level-Up competencies were found to be important for people's career and work readiness.
<b>Transferrable competencies</b>	The career and work competencies in Level-Up are applicable to both classrooms and workplaces. We see career as a life-skill that takes place at school and afterwards, with participants making subject choices now that add to their longer-term pathways. We also see work occurring in both (a) classrooms to prepare participants for the Leaving Certification, and (b) employment settings.
<b>Social-cognitive learning</b>	A major way that we learn is by observing what is happening around us. For example, we look at what other people do, consider what they say about us, and reflect on our own actions. We then use these observations as feedback. The activities in Level-Up are designed to give many different types of feedback that can be used to build competencies.
<b>Active learning</b>	In Level-Up, participants learn actively rather than passively, for example, through discussion, group work, role play and debate. This promotes higher-order thinking and positive emotion while learning.
<b>Inoculation against setbacks</b>	In everyday life, we encounter barriers to achieving our goals, for example having a job application rejected. In Level-Up, participants practice how to cope with failure and barriers, to build their resilience for the future.

<sup>16</sup> Caplan, R. D., Vinokur, A. D., Price, R. H., & Van Ryn, M. (1989). Job seeking, reemployment, and mental health: A randomized field experiment in coping with job loss. *Journal of Applied Psychology*, 74(5), 759-769. doi:10.1037/0021-9010.74.5.759

<sup>17</sup> Vuori, J., Koivisto, P., Mutanen, P., Jokisaari, M., & Salmela-Aro, K. (2008). Towards Working Life: Effects of an intervention on mental health and transition to post-basic education. *Journal of Vocational Behavior*, 72(1), 67-80. doi:http://dx.doi.org/10.1016/j.jvb.2007.10.003

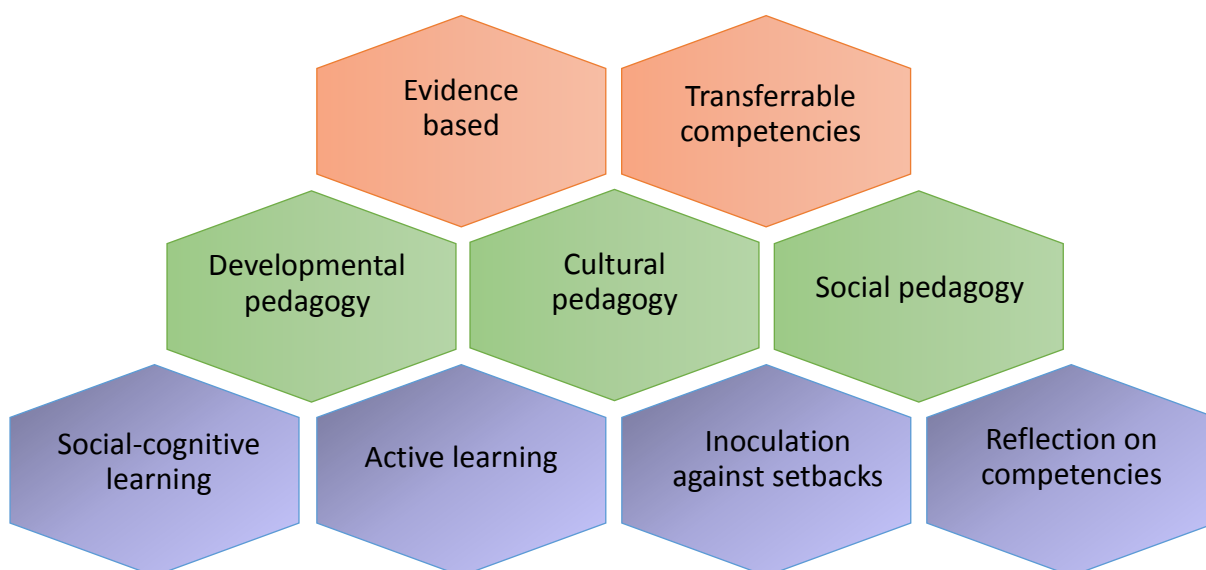
<sup>18</sup> Akkermans, J., Brenninkmeijer, V., Schaufeli, W. B., & Blonk, R. W. B. (2015). It's All About CareerSKILLS: Effectiveness of a Career Development Intervention for Young Employees. *Human Resource Management*, 54(4), 533-551. doi:10.1002/hrm.21633

<sup>19</sup> O'Sullivan, C.\*; Symonds, J.\* & Akkermans, J.\* (2015). Career LEAP. Trainer Manual (200 pages) and Trainee Manual (80 pages). Licensed to Trinity College Dublin. \*Joint first authors.

<sup>20</sup> Symonds, J., Torsney, B., & Duffy, E. (2017). *PROSPER: the professional student programme for educational resilience*. Dublin: UCD School of Education, University College Dublin.



<b>Reflection on competencies</b>	Being able to think about your own competencies, and plan for how to build them, is a metacognitive skill that is encouraged throughout the Level-Up programme by structured reflective activities such as journaling, self-assessment and peer-interview.
<b>Developmental pedagogy</b>	People's interests often tie to their age-group, for example teenagers can feel drawn to learning about their identities, desire freedom in learning, and look at older role models for ideas about career and work. Level-Up activities acknowledge the specific interests and passions of teenagers.
<b>Cultural pedagogy</b>	The social groups we live in, for example, our neighbourhoods, communities of friends, and families, connect us through shared language, expectations and activities. Level-Up is designed for the Irish cultural context of teenagers in Transition Year, whilst maintaining broad international applicability.
<b>Social pedagogy</b>	Teachers of Level-Up are encouraged to view the participants as whole people who are continually developing, to work with participants in and outside of standard educational frames to help them develop their career and work competencies, and to develop meaningful professional relationships with participants.





## What competencies does Level-Up cover?

Level-Up covers three major sets of competencies that can help students through the adventure of building their careers and finding satisfying work. These are:

<b>Level 1 CORE</b>	<b>Identifying and building your career identity</b>
Reflecting on your values, strengths, and interests, and consolidating your career goals.	
<b>Level 2 QUEST</b>	<b>Developing and practicing your skills for finding work</b>
Demonstrating your career identity through written materials (e.g. CV, personal statements, cover letters), networking to progress your career, exploring career opportunities and finding a work placement.	
<b>Level 3 ADVANCE</b>	<b>Being a professional worker and student</b>
Having a professional approach including self-control, working well with others and engaging in work.	

## Programme structure

The programme is structured as a 45-hour transition unit. Up to 15 of those hours are spent covering the activities in class, with each session expected to last a minimum of 40-minutes and a maximum of 60-minutes depending on the school timetable. Of those sessions, 12 are designed to occur before the work-placement to support you in your career development, help you find a work placement, and prepare you for the workplace. Then, 3 are meant to follow the work placement to enable you to reflect on what occurred there and apply that learning to your future career identity and vision. The work placement makes up the remaining 30 hours of the transition unit.

<b>Level 1 PLAYER CORE</b>	
1	Identifying my values, interests, and strengths
2	Building my calling in the new career
3	Setting career goals and pursuing them
<b>Level 2 QUEST</b>	
4	Self-profiling
5	Career networking
6	Finding a work placement
<b>Level 3 ADVANCE</b>	
7	Being professional and controlling my actions
8	Thinking critically and creatively
9	Being civil to others
10	Valuing diversity
11	Listening and leading
12	Engaging in work
<b>Work Placement</b>	
<b>NEW LIFE</b>	
13	Remembering the work placement
14	Re-evaluating my values, interests, and strengths
15	Refining my career goals and vision



## Level 1 PLAYER CORE

### 1.1 Identifying my values, interests, and strengths

#### Activity 1.1a – the adventure game begins

##### Aims

- ▲ To explain the programme
- ▲ To have participants understand the programme structure

##### Materials

Worksheet 1.1a

##### Method

##### Instructions

Teacher to read aloud or summarise:

- ▲ Welcome to the Level Up programme. This programme is designed like an adventure game that you would play on a computer, iPad, tablet or other type of mobile device, where there are different levels that you will progress through to get to the end of the game.
- ▲ In Level-Up, you are the main player, and your classmates are also players in the game. However, everyone is playing their own game and it is not a competition.
- ▲ The purpose of taking part in Level Up is to have you focusing on your career and on the things you can do to work well in school and in an employment setting.
- ▲ Level-Up is very interactive, there will be many times that you will do activities in pairs and in small groups, and we will have lots of group discussion. There will also be fun activities like role plays, team quizzes, team competitions, and games.
- ▲ A central feature of Level-Up will be your career plan and work placement reflection, which you can fill out bit by bit as the weeks go by.
- ▲ To start, let's examine the different levels of the programme, and see if you can match the competencies that we will cover in the programme to the different levels.

##### Matching activity

Participants should match the competencies listed on the worksheet, to the different levels of the game. The order should match the programme outline given earlier in this manual. You may have to discuss some of the words with the participants to help them learn (e.g. 'civil', 'purpose').



## Activity 1.1b – identifying my values

### Aims

- ▲ For participants to identify and prioritise their personal values

### Materials

Worksheet 1.1b

*This could be photocopied and cut into separate strips to order by hand, or left as is*

### Method

#### Instructions

- ▲ Read through the values worksheet with the participants. If there is time, ask the participants to explain to you what each of the values mean.
- ▲ Ask the participants to rank the values depending on what matters the most to them, listing their top 5 values in order of highest (1) to lowest (5). They can have more than one value at the same number.
- ▲ In pairs, participants could share their top 3 values, and discuss why they chose these.
- ▲ Ask each pair to give some feedback to the class on their values.

## Activity 1.1c – identifying my career strengths

### Aims

- ▲ For participants to identify and prioritise their career strengths

### Materials

Worksheet 1.1c

### Method

#### Instructions

- ▲ Ask participants to tick the boxes that are their personal strengths, which they might also find useful in their careers.
- ▲ Participants are also welcome to tick boxes for strengths they would like to develop.



## Activity 1.1d – values and strengths role play

### Aims

- ▲ For participants to identify how values connect to career choices and job satisfaction through observation.

### Materials

Worksheet 1.1d

Two chairs at the front of the room for the role players to sit in

### Method

#### Instructions

Teacher to read aloud or summarise:

- ▲ Next we will do a short role play about two people who work at a start-up company.
- ▲ During the role play, listen closely for any career values that the people talk about.
- ▲ The aim of this activity is for you to think about how career values connect to different types of jobs.

#### Role play

Ask for volunteers to read the role play. You can also read the role play if there are not enough volunteers. The roles are for Kieran (pronounced key-ran) and Sadie (pronounced Say-dee). You can change the names to two males, or two females, or swap the names around, according to what suits the participants best.

#### Group discussion

The aim of the discussion is to have the participants link Sadie and Kieran's job satisfaction to their career values. You could ask questions such as:

- ▲ What things did Sadie like about her job? (working with Amanda and Amali, designing the app)
- ▲ What values could they be based on? (teamwork, developing individual skill)
- ▲ What thing was Sadie not so happy with? (traditional working hours)
- ▲ What value might that be based on? (prioritising lifestyle over work)
- ▲ Was Sadie happy with her job?
- ▲ What did Kieran miss about his old job? (working with the product)
- ▲ What value could that connect to? (developing individual skill)
- ▲ What did Kieran like about his new job? (links with the community, spending 9-5 at work)
- ▲ Which values might these reflect? (working to help others, working for a cause, maintaining tradition etc.)



## 1.2 Building my calling in the new career

### Activity 1.2a – building my calling in the new career

#### Aims

- ▲ To introduce participants to the idea of ‘the new career’ that contrasts with the idea of ‘a job for life’
- ▲ For participants to map their values and career strengths onto a diagram of the new career.

#### Materials

Worksheet 1.2a

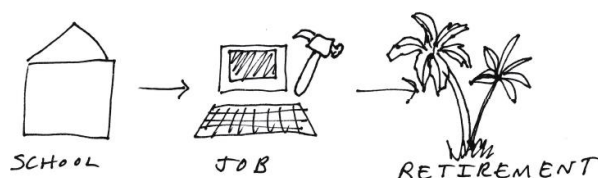
#### Method

##### Instructions

Please read aloud or summarise:

- ▲ I assume you are all familiar with making little pictures or drawings on the side of your page – we can call this a doodle (*or use another word that participants may understand better*).
- ▲ In this activity I am going to make a doodle of a career pathway, then together we will think critically about whether this drawing is a good fit for what is happening for most people in today’s society.

Draw a diagram of a ‘job for life’ career. It could look a bit like this:



Ask the participants

- ▲ Do careers look like this today?
- ▲ If not, why not?
- ▲ Do many people have a ‘job for life’ in modern society?
- ▲ What kinds of jobs for life have disappeared over the past 100 years?
- ▲ What are some new jobs that have become available since the last century?
- ▲ How long do most jobs last for?
- ▲ How many jobs do you expect to have in your career?
- ▲ Name one skill that might be useful for many different jobs.



## Activity 1.2b – interview with an expert on calling

### Aims

- ▲ To introduce participants to the idea of building a calling, as a way to navigate the new career

### Materials

Worksheet 1.2b

### Method

#### Instructions

- ▲ Ask for one volunteer to act in the role of the expert Professor Bryan Dik from Colorado State University. Ask for another 2 volunteers to help them in their role.
- ▲ Brief them that you will interview them, by asking some questions which they need to find the answers to from their sheet. The other volunteers can help them find the answer, if they cannot find it straight away.
- ▲ Setup the role play as an interview, where you will interview the volunteer acting as Bryan Dik. Use the questions below for the interview.
- ▲ As the rest of the participants in the class to read along with the volunteer and to try to identify the answers on their sheet, as you ask the questions.
- ▲ Remind the volunteer that all they have to do is read the information on the sheet out loud. They do not have to make up any different answers.

#### Role play

Hello Bryan, it is great to have you joining us today on the *Real Me* show to discuss how people can build their calling in their careers. I'd like to get started by asking you a few questions. Are you ready to begin?

1. Can you please describe to me what a calling is?
2. Do many people experience a calling?
3. Why should we care about building a calling for ourselves?
4. What is your personal experience of calling?
5. How can people start to identify a calling for themselves?



## Activity 1.2c – tracing the threads of calling

### Aims

- ▲ For participants to identify how other people have built their calling in their work

### Materials

Worksheet 1.2b

### Method

#### Instructions

For the participants to discuss one of the two vignettes (Samir or Annette) in pairs or small groups. Their goal is to identify:

1. The person's career values
2. The person's personal values
3. The person's vision for the future
4. Any signs of reconciliation or struggle
5. The person's sense of being called, or pulled towards meaning and purpose

After the discussion, have a whole class discussion about each vignette, with the aim of pulling together the *threads of calling* i.e. the values that run through the story.

- ▲ Samir's values include: wanting to help children and their parents feel happy and less stressed, wanting to help the hospital fulfil its goals of providing healthcare to children, being an intermediary between the families and the medical practitioners, to bridge the gap between patients and clinicians.
- ▲ Annette's values include: wanting to make her community more peaceful, wanting to help people live peaceful and happy lives, wanting to have ongoing relationships with the people she works with.

## Activity 1.2d – finding a calling to pull me through the new career

### Aims

- ▲ For participants to reflect on their top 5 values and career strengths in relation to calling.

### Materials

Worksheet 1.2d

### Method

Ask participants to write their top 5 values and career strengths into the personal profile box, then consider how these might become a calling for them, which could help them find their way through the maze of the new career.



## 1.3 Setting career goals and pursuing them

### Activity 1.3a – goals hierarchy

#### Aims

- ▲ For participants to comprehend the meaning of the word *goal*.
- ▲ For participants to identify how longer term 'top level' goals can be progressed towards by making shorter term goals.

#### Materials

Worksheet 1.3a

#### Method

##### Instructions

The first part of this activity can occur as a whole class discussion or in small groups of 2 – 4 participants.

Work with participants to help them discuss the following questions from their worksheet:

- A. What is the most important goal of a soccer player during a game?
- B. How do they make progress towards their 'top level' goal?
- C. Name 3 smaller steps they could take, in order to achieve their top level goal.
  - 1.
  - 2.
  - 3.

The discussion should centre around the concept of a **goal hierarchy**, that is where longer term (top level) goals can be reached using shorter term (lower level) goals. For example, a soccer player might aspire to help their team win the game (top level goal) and may do this through a series of shorter term goals, such as keeping fit, turning up to the match on time, playing well in the match, etc.





## Activity 1.3b – career interests interview

### Aims

- ▲ For participants to reflect on which occupational areas they are most interested in
- ▲ For participants to practice interviewing other people

### Materials

Worksheet 1.3b

### Method

In pairs, participants should carry out a career interests interview.

- ▲ The interviewer should read through each occupational area with the interviewee, then ask the interviewee to rate their interest in that area in their own workbook (so that each person has a record of their own interests).
- ▲ Any discussion around each area should last for no longer than 30 seconds. The entire interview should take around 10 minutes.
- ▲ After this time, please ask participants to swap roles as interviewer and interviewee, so that each participant has a record of their career interests in their workbook.

1. Health (e.g. Doctor, Nurse, Medical Secretary)
2. Psychology (e.g. psychologist, counsellor, psychiatrist, therapist)
3. Long term caring (e.g. childcare, eldercare)
4. Education (e.g. Teacher, Nursery Nurse)
5. Public Services (e.g. Social Worker)
6. Law or Government (e.g. Lawyer, Politician)
7. Administrative (e.g. Administrator, Secretary, Receptionist)
8. Police and Armed Forces (e.g. Army, Navy)
9. Transport (e.g. Bus Driver, Taxi Driver)
10. Land Based and Environmental (e.g. Farmer, Gardener)
11. Engineering (e.g. Mechanical Engineer, Cable Layer)
12. Manufacturing (e.g. Food Manufacturer, Factory Worker)
13. Construction and the Built Environment (e.g. Architect, Builder, Stonemason)
14. Information Communication Technology (e.g. Computer Scientist, IT Technician)
15. Retail (e.g. Shop Owner, Retail Assistant)
16. Hospitality and Catering (e.g. Hotel Owner, Chef, Kitchen Hand)
17. Hair and Beauty (e.g. Makeup Artist, Hairdresser)
18. Sport and Leisure (e.g. Rugby Player, Fitness Instructor)
19. Travel and Tourism (e.g. Travel Agent, Tour Guide)
20. Creative and Performing Arts (e.g. Musician, Artist, Dancer)
21. Media (e.g. Journalist, Graphic or Web Designer)
22. Business Administration and Finance (e.g. Bank Manager, Accountant)
23. Science (e.g. Laboratory Scientist, technician, chemist)
24. Research and analysis (e.g. policy analyst, researcher, investigator)



## Activity 1.3c – matching my skills and interests to career goals

### Aims

- For participants to reflect on their top 3 values and strengths from session 1.1
- For participants to use these strengths and values to help them identify one longer term career goal and 4 shorter term goals that they can use to progress towards it.

### Materials

Worksheet 1.3c

### Method

#### Individual reflection

Ask the participants to look back in their workbooks at activities 1.1b and 1.1c where they have ranked their career values and identified their career strengths. The first part of the activity is for them to rate their top 3 values and strengths in their worksheet 1.3b.

#### Whole class discussion

Ask participants to give you 3 career values, strengths and interests, that they identified for themselves (giving a total of 9 participants a chance to speak).

On the board, list these values, strengths and interests for an imaginary person:

My top 3 values	My top 3 strengths	My top 3 interests
1	1	1
2	2	2
3	3	3

Using that imaginary person as an example, discuss with the participants one top-level career goal that the person might have, and some shorter-term goals that would feed into it.

For example: Ciara values caring for others, feeling safe and being respected. Her top strengths are caring for people, being patient and managing other people. She is most interested in the organisational area of health. Ciara's top level career goal might be to identify which types of jobs will allow her to care for others, where she can lead a team of people. Her short-term goals could be to identify different work places in the health industry (e.g. hospital, doctor's surgery, dental surgery, wellbeing clinic, counselling services) where caring for other people is the primary aim, to ask her careers guidance teacher or parents about these types of jobs, and to develop leadership skills through extracurricular activities.

#### Independent reflection

After the discussion, participants should independently write one top level career goal on their worksheet (this might be immediate or more distal, for example, finding a work placement in transition year versus becoming a nurse in young adulthood). Finally, they should identify 4 shorter term goals that can help them build towards obtaining their top level goal.



## Level 2 QUEST

### 2.1 Self-profiling

#### Activity 2.1a – the many ways to Level-Up

##### Aims

- ▲ For participants to identify different ways of communicating their career values, strengths and interests to other people who can help them in their career

##### Materials

Worksheet 2.1a

##### Method

##### Introduction for participants

- ▲ In this session we are going to work on your skills for successfully presenting yourself to achieve your career goals.
- ▲ These skills may help you in finding a work placement, applying for part time work during your school years, and for moving into further education, training or employment after the Senior Cycle has ended.
- ▲ Many of these self-presentation skills are also useful in everyday life, when you are communicating with friends, writing information about yourself to share with others, and on any occasion where you want to make a good impression on other people.

##### Communication methods

Ask the participants to identify some of the key methods by which people communicate with employers. Give them the example of a CV to start with. Help the participants think of ways of communicating that are outside of the box (but are not unappealing).

Some of their responses could be:

- ▲ CV
- ▲ Cover letter
- ▲ Interview
- ▲ Networking
- ▲ Casual meeting
- ▲ Email communication
- ▲ Job application
- ▲ Reference letter

Feel free to tell a funny story about communicating with employers. For example, the first author of this programme once chased a magazine editor into a lift to put herself forwards as a freelance travel writer. Amazingly this worked – she was commissioned to write her first article, on backpacking in South East Asia.



## Activity 2.1b – how to communicate with employers

### Aims

- ▲ For participants to recognise the social norms around the type of information to communicate to potential employers

### Materials

Worksheet 2.1b

### Method

#### Introduction

- ▲ Ask the participants for one volunteer who can play the role of the Animal Shelter Manager. You will play the role of Kyle/Kylie (whichever gender works best for you).
- ▲ To begin, introduce yourself as Kyle/Kylie, who is a transition year student who wants to get a work placement in his/her local Animal Rescue Shelter.
- ▲ Kyle/Kylies' career values are caring for others, being committed to equality, and being successful in life.
- ▲ Kyle/Kylie's career strengths include organising things, being quick and strong.
- ▲ The occupational areas he/she is interested in, include construction and the built environment, and caring for animals.

#### Instructions to participants

- ▲ Ask the rest of the participants to shout 'stop' whenever Kyle/Kylie says something to the manager that they shouldn't say. After they say 'stop', ask them to give you suggestions for how Kyle/Kylie could say things differently, then re-play that section of the role play, using the participants' advice (but only if this is sensible).
- ▲ If the participants find it useful, they could also take notes next to the blank space where Kyle/Kylie talks in their workbook, about what not to say / to say to employers. However, taking notes might distract some participants from processing what is happening in the role play, so only advise this if it would suit the participants.

#### Role play

It is Tuesday afternoon. Kyle/Kylie has walked to the Animal Rescue Shelter to ask about a job. The manager of the Shelter has come to speak with Kyle/Kylie.

Manager      Hello Kyle/Kylie, what can I do for you?

Kyle/Kylie    I'm doing my transition year at Derryfield Community College and I'm looking for a work-placement. I wondered if you might have any work going at the Animal Shelter?

Manager      Well we are very busy with many animals coming in every day, and we are running out of space to house them all. But I don't see what you could possibly do for us.





Kyle/Kylie I really love spending time with animals, but I also enjoy making things. Perhaps I could help out with fixing anything in the shelter that needs fixing, as well as helping with the animals?

Manager I'm still not sure, could you perhaps tell me a little bit more about yourself?

Kyle/Kylie Well, I love caring for animals, we have a cat called Tilly who I've been looking after since I was seven. My sister and I loved to dress her up and feed her food off our plates when my Dad wasn't looking.

[participants should shout 'stop!']

[replay the role play from the manager's last line]

Manager Thanks for telling me that about yourself Kyle/Kylie. If I were to give you some work here, how much time each week would you be able to come in for?

Kyle/Kylie They are giving us time off school to work, so I could come in for however long you needed me for.

Manager I'll have to have a think about what would work best for us. How early could you start in the morning?

Kyle/Kylie Well in the morning it usually takes me a little while to be ready, because sometimes I like to stop at the shops and meet my friends before school. I'm also pretty disorganised in the mornings.

[participants should shout 'stop!']

[replay the role play from the manager's last line]

Manager Alright, so if you could start at 8 am that means we can have you help us feed the animals before we open the doors to the public. Are there any questions you might like to ask me about what we do here?

Kyle/Kylie Do the people who come in here have to pay for the animals they adopt?

Manager We take donations, and we ask the customers to pay €20 towards the cost of any medicine we have given the animals.

Kyle/Kylie Do they ever give you any more money than that? €20 doesn't sound like a lot, and I'm a bit worried you won't be able to pay me.

[participants should shout 'stop!']

[replay the role play from the manager's last line]



Manager      Alright then, thanks very much for coming in Kyle/Kylie. It would be good if you could meet our other manager Julie – would you mind coming back on Friday around 3 o'clock?

Kyle/Kylie      That sounds really good and thanks so much for the opportunity. Although I might have something else happening on Friday afternoon, so if I don't show up, I'll catch you on Monday instead.

[participants should shout 'stop!']

[replay the role play from the manager's last line]

## Activity 2.1c – creating my public career identity

### Aims

- ▲ For participants to begin to segregate their public career identity from the more personal aspects of their identity that might not help them obtain work

### Materials

Worksheet 2.1c

### Method

- ▲ Ask participants to record the aspects of themselves that they would share with an employer, for example, some of their career values, strengths and interests, in the outer ring of the diagram (career identity).
- ▲ Ask them to record things about themselves that they would share with their family or friends, that wouldn't be suitable for sharing with an employer, in the inner ring (personal identity)



## 2.2 Career networking

### Activity 2.2a – Career network map

#### Aims

- ⬆ For participants to draw a map of their personal career network.
- ⬆ For participants to make connections across their network.

#### Materials

Worksheet 2.2a

#### Method

##### Instructions

Please read aloud or summarise, for the participants:

- ⬆ Think back to the idea of playing a computer game, where you are on a quest to develop your career and work competencies. Unlike most computer games, you are not making this quest by yourself.
- ⬆ Finding work and being introduced to new opportunities often happens through other people who you know.
- ⬆ These are people who might help you find a work-placement, or who can open doors to other opportunities that might help you in your education and career.
- ⬆ They might be people you've not really given much thought to, or they could be people you see all the time.
- ⬆ They could be people you know well, or people you know through someone else.
- ⬆ In today's first activity we are doing to draw a map of our personal networks, just to explore who is in them and who they are connected to.

##### Modelling on the board

Before the participants begin their own network maps, please model a network map on the flipchart/whiteboard.

- ⬆ Draw a circle for yourself.
- ⬆ Then connect this circle to other circles that represent different social groups in your life (or you can imagine who these might be), for example, neighbourhood friends, sports team mates, family, people you know at the shops, participants in this room, colleagues, etc.
- ⬆ For each circle, write a name or two.
- ⬆ Then draw lines from those names to other names or social groups, for example, friends or colleagues.
- ⬆ Make this model simple and brief, just enough to give the participants an idea of what they need to do.

Give the participants around 10 minutes to draw their network maps. If they finish early, ask them to make connections across their network, linking up which people know each other.



### Whole class discussion

Ask participants to give some feedback on their experiences of drawing their network map. You could ask them questions such as:

- ⬆ Was your personal network larger than you thought?
- ⬆ How many social groups were in your personal network?
- ⬆ Who did you find out was in your network, who you hadn't thought of before?
- ⬆ How could this network help you in finding a work placement or a part time job?

### Activity 2.2b – growing your career network

#### Aims

- ⬆ For participants to plan, with support from another person, how to expand their career network.

#### Materials

Worksheet 2.2a (the same as for the last activity)

Worksheet 2.2b

#### Method

##### Instructions

Please read aloud or to summarise:

- ⬆ Next, we will work in pairs to try to help each other think of ways to expand our personal networks.
- ⬆ Using the questions on your worksheet, or asking your own questions if you prefer, help your partner to expand their career network.
- ⬆ Make some notes on your worksheet, for ways to expand your network.
- ⬆ You will each have 5 minutes to help the other person, then they will help you.

##### Paired network expansion activity

Help organise the participants into pairs. Ask them to work with someone who they've not yet worked with. Give them 10 minutes to take turns to help each other think of ways to expand their networks.





## Activity 2.2c – career champions

### Aims

- ▲ To learn about career champions, their potential motives, abilities and needs.
- ▲ To identify potential and actual career champions in the participants' career networks.
- ▲ To set goals for strengthening ties with career champions.

### Materials

Worksheet 2.2c

### Method

#### Introduction

Please read aloud or summarise:

- ▲ In this last activity, we will practise identifying people who can help you in your career. We will call them 'career champions'.
- ▲ These can be people you know well, who you don't know so well, or who you only have a distant connection with.
- ▲ Also in this activity we will learn about what types of information they need from you, and how to get that information to them.

#### Career champion vignettes

- ▲ Organise the participants into small groups (3 or 4 people).
- ▲ Ask each group to answer the questions for a different career champion on the worksheet.
- ▲ Each group should also nominate a spokesperson who will share their answers with everyone in a group discussion after the activity.
- ▲ Give the groups 10 or so minutes to answer the questions.

#### Whole class discussion

Ask the group spokespersons to feedback their answers to everyone in the session.

Discuss alternative answers to the questions.

Focus deeply on what Scott could do to help the career champion find him a work placement.

For example, Scott could:

- ▲ Send the career champion his CV.
- ▲ Invite the career champion for lunch or a coffee.
- ▲ Ask a friend to mention him to the career champion.
- ▲ Ask the career champion in passing about advice on finding a work placement.

#### Wrap up - my career champions

- ▲ Ask the participants to circle or underline the people on their network maps who might act as career champions for them.
- ▲ Remind participants that even people they don't know well might act as career champions, if they have the right information about the participant.



## 2.3 Finding a work placement

### Activity 2.3a – where do I want to work and who should I contact?

#### Aims

For participants to consider and potentially plan 3 work placements, that ideally connect with their career identity and career network, and are realistic.

#### Materials

Worksheet 2.3a

#### Method

##### Instructions

- ⬆ Please read aloud or summarise for participants:
- ⬆ In today's session we are going to do some work on identifying and moving towards finding a work placement. If you have already found one, today's session will still be useful to you, as it will help you build your competencies for the next time you are looking for an employment or education opportunity.
- ⬆ First, I would like you all to think of one work placement that you would ideally like to get, that is not unrealistic (e.g. working alongside the manager of a famous football team).
- ⬆ To help you brainstorm about this, you can use Worksheet 2.3a. There, you will find places to record notes about people in your career network who might link in with a work placement, and about your career identity. Making these notes might help you brainstorm a place that you might like to approach for work.

##### Model on the board

- ⬆ Please draw a 2 column x 4 row table.
- ⬆ Ask the participants to help you fill in the grey shaded cells. In italics, we have given you some suggestions for what a completed table would look like.
- ⬆ Emphasise that they can start anywhere on the left column (e.g. with who they know, location, or career identity). This is to help them with the process of matching what they have and know at present, to an idea they could develop further.

	Work placement idea
I want to gain experience in...	<i>Manufacturing</i>
People who I know	<i>Friend's parent designs sportswear</i>
Career identity	<i>Helping others, fixing things</i>
Location	<i>Large sportswear shop on bus route</i>

When you have finished, please give participants 10 – 15 minutes to create their own Work Placement Ideas table. If they need help, they can do this in pairs.

## Activity 2.3b – work search quiz

### Aims

- ▲ For participants to recall the communication strategies learned in session 2.1.
- ▲ For participants to discuss with each other, and with you, how best to search for a work placement.

### Materials


Worksheet 2.3b

### Method

#### Instructions

- ▲ Ask participants to form quiz teams of 3 – 4 people each.
- ▲ You will read aloud 10 questions to the teams. The teams need to record their answers on the worksheet.
- ▲ It may be more suitable to ask participants to recall the answers without looking at their workbooks, or it may be more suitable to allow them to look back for the answers.
- ▲ Please read the answers and discuss them with the teams, at the end of the quiz. The winning team becomes the 'Workplace Winners' (or a different accolade of your choosing)

Questions	Possible answers
1. Name two written documents that you might have ready for an employer, when you are trying to find a work placement with them	CV Cover letter Reference letter
2. If you were to say that you want a job in advertising, is that: a. A career interest, or b. A career strength?	B - Interest
3. An employer has asked you to phone them at lunchtime. You agreed with them on this, but later remembered that your school does not allow you to make calls during the school day. Do you: a. Phone them on your mobile anyway? b. Not phone them? c. Ask your teacher to make an exception and explain why? d. Visit them instead the next day? e. Phone them the next day?	C - Ask your teacher to make an exception and explain why
4. Name 4 ways you could begin your search for a work placement <i>NB rather than call out the answer, ask the groups to show you the answers and you will give them a score.</i>	▲ Internet search for TY work placements ▲ Contact someone in career network



	<ul style="list-style-type: none"> <li>▲ Direct approach to employer</li> <li>▲ Send out letters to employers</li> <li>▲ Email employers</li> <li>▲ etc.</li> </ul>
5. Is it better to think through your work placement options and come prepared, or to just go out there and start searching?	Be prepared and think through options first.
6. Select one of the following options. Is a career champion someone who: <ul style="list-style-type: none"> <li>a. Has a champion career?</li> <li>b. Volunteers at a local youth centre to help people with their careers?</li> <li>c. Is a person who you from your career network, who will support you in your career?</li> <li>d. Is an expert at searching for work?</li> </ul>	C - Is a person who you from your career network, who will support you in your career?
7. Look at the photos of people dressed for a work placement interview. List 4 people who are dressed in a way that could give an employer a poor first impression.	Four or more of the following: B, C, D, G, H
8. Is a career calling: <ul style="list-style-type: none"> <li>a. A careers magazine?</li> <li>b. Something you have from birth?</li> <li>c. Something that you feel forced to do?</li> <li>d. Something that you build across time?</li> <li>e. When someone calls you into a guidance centre to talk about careers</li> </ul>	D - Something that you build across time

### Activity 2.3c – what I expect from a work placement

#### Aims

For participants to identify what is important to them in a work placement, using a self-assessment tool.

#### Materials

Worksheet 2.3c

#### Method

Ask participants to assess their feelings about the work placement, before they experience it. In the fourth section 'New Life', they will use this tool again to re-evaluate what is important to them in gaining work experience.



## Level 3 ADVANCED

### 3.1. Being professional and controlling my actions

#### Activity 3.1a – introduction to self-control

##### Aims

- ⬆ For participants to define, internalise, and discuss what it means to act professionally in a work/school setting.
- ⬆ For participants to learn what self-control is and how it is applied to a work/school setting.
- ⬆ For participants to learn how controlling their actions will help them achieve both long-term and short-term goals.

##### Materials

Whiteboard/Chalkboard

##### Method

##### Instructions

- ⬆ Please write the word professionalism on the board.
- ⬆ Next, ask the participants what comes to their mind when they hear the word “professional.”
- ⬆ Then discuss what professional means.
- ⬆ After this discussion, please write the word “self-control” on the board.
- ⬆ Next, ask participants what this phrase means and how it connects with professionalism.
- ⬆ Then, define the word “self-control”.
- ⬆ After discussing how these two things connect, please prompt participants to turn to activity 3.1b in their workbooks.





## Activity 3.1b - professional behaviours

### Aims

- ▲ To learn how people in different careers demonstrate professional behaviour.
- ▲ To learn how behaviour in one profession may differ from behaviour in another profession.

### Materials

Worksheet 3.1b

### Method

#### Instructions

- ▲ Ask participants to work in pairs, and to choose two pictures from the collage to analyse.
- ▲ Ask them to take a minute or two to think about each profession and what might constitute professional behaviour in that particular setting.
- ▲ After thinking about the two professions, participants will complete the *professional behaviours* activity. In this activity, participants will think hypothetically and write about how each of the two professionals they chose can behave professionally or unprofessionally in their career. After completing those boxes, participants will write about the common professional behaviours both careers share.
- ▲ Following this activity, participants will talk to the pair sitting beside them about what they wrote and why they wrote it.

## Activity 3.1c - professional identity at school and work

### Aims

- ▲ For participants to think about what type of professional behaviours they might want to develop more, for school and work (e.g. better time keeping, working well with other people).
- ▲ For participants to conceptualise these as part of their professional identity.

### Materials

Worksheet 3.1c

### Method

#### Walking debate on professional behaviours and social norms

First, have a walking debate, where participants stand on either the right side of the room (if they agree with the statement) or on the left side of the room (for if they disagree with the statement). Read aloud the following statements.

- ▲ It is okay to turn up late at work most days
- ▲ It is okay to wear your home clothes to school
- ▲ It is okay to have tattoos showing at work
- ▲ It is okay to distract other people from working at school



After each statement, ask participants why they stood where they did. Use the debate to explain to participants that in society there are 'social norms', where people do what other people expect. Mention that these norms are changing with different generations of people (e.g. in some places you can show your tattoos at work, e.g. in a café, whereas 50 years ago this would not have happened). But stress that it is important to be aware of social norms at work, in order to understand how to be a professional at that job

### **Professional identity worksheet**

- ▲ Discuss some examples of professional behaviour with participants. These may have already been identified in the previous exercise, and include for example:
  - Arriving on time
  - Being courteous to other people
  - Respecting other people's opinions
  - Dressing well, and according to dress code
- ▲ In this activity, participants will think about who they want to become as future professionals. By doing this activity, participants will be asked to think about what makes someone a professional and how they can imagine themselves as a professional. This activity will allow participants to deeply consider six characteristics that may be required to be a professional in a career path of their choosing.

## **Activity 3.1d - Stacy's self-regulation plan**

### **Aims**

- ▲ To learn about self-control and self-regulation and its role in a school and professional setting.
- ▲ To learn how self-control and self-regulation can be used in both school and at work
- ▲ To connect how school and work have skills that transfer from one to the other.

### **Materials**

Worksheet 3.1c

### **Method**

#### **Instructions**

- ▲ Participants will read the vignette about Stacy. After reading the vignette, participants will complete the self-regulation plan for Stacy that will help her to finish her essay and connect her work placement with her schooling.
- ▲ After completing the worksheet, please ask participants to share their worksheets with other participants in small groups.



## 3.2 Thinking critically and creatively

### Activity 3.2a – introduction to critical and creative thinking (CCT)

#### Aims

- To introduce participants to critical and creative thinking (CCT).
- To define and explain the importance of CCT, for solving problems.
- To encourage participants to understand why CCT is necessary in both school and in the workforce.

#### Materials

Whiteboard/Chalkboard

#### Method

##### Instructions

- Please write the word critical thinking on the board.
- Ask participants to tell you what these concepts mean.
- Help them deconstruct the term: e.g. ‘what does it mean to be critical?’, ‘what does it mean to be creative?’, ‘how would these things work together?’
- Next, ask the participants to think about a time when they solved a tricky problem. What was the problem? How did they solve it? Did they have to think critically about anything to solve the problem? Did they think creatively in order to solve the problem?

### Activity 3.2b – CCT in the workplace

#### Aims

- For participants to understand how critical and creative thinking happens in the workforce to solve problems
- For participants to comprehend how learning and working occur simultaneously
- For participants to learn that it often takes a team of people to think critically through a large-scale problem.


#### Materials

Computer with internet access and projector

#### Method

##### Instructions

- Participants will watch the following video about critical and creative thinking:  
<https://www.youtube.com/watch?v=M66ZU2PClCM&t=2s>
- Following the video, participants should take out a piece of paper and write for one minute about what they liked, didn’t like, thought was interesting, etc.

- 
- Following the writing portion, a whole class discussion should take place that focuses on what the participants wrote.

### Activity 3.2c - Mumford's Creative Process Model (CPM)

#### Aims

- Participants will learn and begin to apply Michael Mumford's Creative Process Model (CPM)
- Participants will apply this model to the YouTube video in the activity before.
- Participant will learn how this process can be used both at school and at work.

#### Materials

Worksheet 3.2b Mumford's Creative Process Model (CPM)

#### Method

##### Instructions

- After watching the video, participants will be asked to go through the eight areas of the CPM and the questions associated with each question.
- After going through the questions, participants will begin to breakdown the video by answering the questions that are associated with each component of the CPM.

### Activity 3.2d - Critical and creative thinking dispositions

#### Aims

- Participants will learn that there can be different dispositions (or approaches/attitudes) for critical thinking.
- Participants will learn and define specific dispositions
- Participants will learn how someone's dispositions can be used for critical thinking at school and at work.

#### Materials

Worksheet 3.2d

#### Method

##### Instructions

- Please read through the list of dispositions with participants, and define any of the terms they may be unfamiliar with.
- After reading through words, ask participants to work in groups of two or three to answer the six questions associated with the scenario.
- After the questions have been answered, ask groups to report back to the whole class.



## 3.3 Being civil to others

### Activity 3.3a – introduction to workplace civility

#### Aims

- ▲ For participants to be introduced to the concept of being civil to others in the workplace.
- ▲ For participants to understand the meaning of civility and why it is important in the workplace and at school.
- ▲ For participants to understand how and why workplace diversity is important.

#### Materials

Computer with internet access and projector

#### Method

#### Instructions

- ▲ The participants will watch the *Bullying and Respect in the Workplace* video:  
<https://www.youtube.com/watch?v=XjQxRrlbP2w>
- ▲ After watching the video, ask participants to answer the following questions in small groups:
  - What is the difference between ‘making a show’ of a co-worker or classmate and ‘messaging’ with them?
  - How should you interact with people who are different from you in the workplace or the classroom?
- ▲ After their small group discussion, ask participants to discuss their answers with the whole class.

### Activity 3.3b - discrimination vignettes

#### Aims

- ▲ Participants will be introduced to scenarios of workplace discrimination
- ▲ Participants will understand how subtle discrimination can have a negative effect on the workplace
- ▲ Participants will learn about the proper behaviour to display in the work and discuss how they plan to use it in the future.


#### Materials

Worksheet 3.3b

#### Method

- ▲ Split participants into pairs. Give each pair of participants a different discrimination vignette to focus on.



- 
- ✦ Ask the pairs of participants to think of how person A, B, C or D should have behaved, and to record their answers in the worksheet.
  - ✦ Ask participants to move to the next vignette on the list, if they have finished earlier than other participants.
  - ✦ Next, have a whole class discussion about what participants wrote, and focus the discussion on what constitutes discrimination in the workplace.

### Activity 3.3c - Who Are They? By Chaya

#### Aims

- ✦ Participants will continue to think and reflect about civil interactions

#### Materials

Worksheet 3.3c

#### Method

- ✦ Participants will read *Who are they?* by Chaya.
- ✦ After reading the poem, participants should take two minutes to write their thoughts about the poem.
- ✦ Participants should think about the following questions: What is the meaning of the poem? How can the attitudes in this poem be used in a work or school setting?
- ✦ After writing their thoughts about the poem, engage participants in a whole class discussion about the poem.

### Activity 3.3d – teaching others about stereotypes

#### Aims

- ✦ Participants will learn about the negative impact of stereotypes at school and in the workplace
- ✦ For the teacher to define and give examples about stereotypes. For example, they might discuss how women aren't "supposed" to be taxi drivers.
- ✦ For the teacher to explain why it is important not to succumb to stereotypes.

#### Materials

Worksheet 3.3d

#### Method

- ✦ Participants will take the knowledge they gained from the discussion of stereotypes to complete the activity.
- ✦ The goal of the activity is for participants to think and reflect on what stereotypes are, and to think about how they would explain to their friends how negative stereotypes are harmful.
- ✦ After completing the activity, participants will then discuss what they wrote with a neighbour.



## 3.4. Valuing diversity

### Activity 3.4a – brainstorming diversity

#### Aims

- To build on the civility lesson and introduce the concept of diversity
- To explain the value of diversity in school and in the workplace
- To explain how diversity leads to viewing problems through new perspectives

#### Materials

Worksheet 3.4a

#### Method

##### Instructions

- For this activity, participants will write in the boxes words that they think of when they think of the word *diversity*.
- After they have finished writing in the box, they will turn to their neighbours (e.g., groups of 3 or 4) and discuss what they wrote.
- A large group discussion will follow the smaller group discussion.

### Activity 3.4b – diversity in the workplace and school

#### Aims

- To explore the implications of diversity in the workplace and at school.

#### Materials

Computer with internet access and projector

#### Method

##### Instructions

Participants will watch the following videos:

- [https://www.youtube.com/watch?v=7InEVnJ3o\\_Q](https://www.youtube.com/watch?v=7InEVnJ3o_Q) (diversity at work)
- <https://www.youtube.com/watch?v=K7TEslQCwTY> (diversity at school)

After watching the videos, ask participants the following questions (or similar)

- Why is diversity important in the workplace?
- Why is diversity important at school?
- In what ways is Google making its workforce more diverse?
- In what ways could schools benefit from having a more diverse range of students and teachers?



### Activity 3.4c – how can diversity make a better worker?

#### Aims

- ▲ For participants to explore how diversity can benefit them as students and as workers.

#### Materials

Worksheet 3.4c

#### Method

##### Instructions

- ▲ Ask participants to organise themselves into pairs.
- ▲ Ask participants to think of 4 ways that diversity can make them better students and workers, and for them to write these in their worksheets.
- ▲ After they have written their notes in pairs, then ask them to individually construct a paragraph on how diversity can make them better students and workers.

### Activity 3.4d walk for diversity

#### Aims

- ▲ To demonstrate the difference between participants even though they share the same space as participants

#### Materials

*Walk Together, Walk Apart activity*<sup>21</sup>

#### Method

##### Instructions

- ▲ Ask for two or more participant volunteers
- ▲ Ask them to stand with their backs to each other. Call out things about the two people that are different, such as their eye colour. Please be sensitive to issues of race, ethnicity, gender and sexual orientation. After each difference is called, the participants should take one step away from each other. Repeat this until participants are as far away from each other as they can be in the room.
- ▲ Then, ask the participants to turn around, and call out similarities between them. With each similarity called, they should take one step closer together, until they are standing close to each other.
- ▲ At the end, ask all participants what this demonstrates about diversity. Discuss with them, how even when differences cause people to separate, similarities can bring them back together just as equally, if not more.

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<sup>21</sup> Adapted from: <http://smallbusiness.chron.com/diversity-ideas-activities-workplace-21307.html>



## 3.5 Leading and listening

### Activity 3.5a – Paddy defines leadership

#### Aims

- ▲ For participants to think about what defines leadership
- ▲ For participants to understand that good leaders are also good listeners, and are responsible for listening to the people they are surrounded by.

#### Materials

Worksheet 3.5a

#### Method

##### Instructions

- ▲ Read aloud the interview excerpt from Paddy Holohan (perhaps ask one of the participants to do this).
- ▲ After reading the excerpt, ask participants to write two or more things they noticed about leadership that Paddy said.
- ▲ Then, ask them to share what they noticed, in a whole class discussion.

### Activity 3.5b – 1-minute listening

#### Aims

- ▲ To practice active listening
- ▲ For participants to talk for an extended period around their classmates

#### Materials

Worksheet 3.5b

#### Method

##### Instructions

- ▲ In groups of four, ask participants to take turns talking for a minute non-stop about what leadership means to them.
- ▲ Some talking prompts are on their worksheets:
  - *I think leadership is important because...*
  - *Three qualities that make a good leader are...*
  - *<insert name> is an example of a good leader because...*
  - *It might be hard to be a leader because...*
- ▲ The point of this activity is to listen to the person talking without interrupting.
- ▲ After each person has talked, participants will write three things about leadership that they learned from each person talking.



### Activity 3.5c - behaviours of a leader

#### Aims

- ▲ To learn and assess a few of the qualities associated with being a leader.
- ▲ To gauge how participants view the qualities of leader

#### Materials

Worksheet 3.5c

#### Method

##### Instructions

- ▲ For this activity, participants will rank from 1-9 (1 being first place and 9 being last place) which behaviour they think are the most important for a leader to have.
- ▲ After participants have finished ranking, please create a whole class discussion around the two questions, which are also on their worksheets:
  - Which behaviours are most important do you think?
  - Which behaviours are less important for specific jobs in the photo below?

### Activity 3.5d – leading in different contexts

#### Aims

- ▲ To learn how leadership can be seen in different contexts.
- ▲ To learn how participants' peers define leadership in different context.

#### Materials

Worksheet 3.5d

#### Method

##### Instructions

- ▲ For this activity, participants should be pairs.
- ▲ First, participants should individually think about and answer the prompts in the table.
- ▲ Next, participants switch workbooks with their partner.
- ▲ Participants will then write their thoughts about their partners answers.





## 3.6. Engaging in work

### Activity 3.6a - defining engagement

#### Aims

- ▲ To define the term *engagement*.
- ▲ To discover which activities participants find most and least engaging and why

#### Materials

Whiteboard/Chalkboard

#### Method

##### Instructions

- ▲ For this activity, the teacher will write the word *engagement* on the board.
- ▲ The teacher will ask students if they know what this word means or if they have ever heard of the word and in which context.
- ▲ The teacher will define the word and explain how it is applied to being invested and involved both at school and at work.

*Engagement is the act of investing in, and being actively involved in, a specific activity such as doing school work or working. Investment means having thoughts and feelings that support participation in the activity, and involvement means being physically and cognitively active in what you are doing, rather than being passively involved.*

### Activity 3.6b

#### Aims

- ▲ For participants to understand how determination, perseverance and interest, play a large role in staying engaged in school and at work.

#### Materials

Worksheet 3.6b

#### Method

##### Instructions

- ▲ For this activity, please read the participants the excerpt by Senator David Norris.
- ▲ Next, begin a whole class discussion about the messages in the reading.
- ▲ You might ask questions such as:
  - What did you notice from the interview with Senator Norris?
  - What does it mean *get it done through gritted teeth*?
  - How can grit and resilience be applied both in school, outside of school and in work?



### Activity 3.6c

#### Aims

- To explain and visualise what steps participants would take to stay engaged when completing a project.
- To think about the possible distractions that might occur while working on a project.

#### Materials

Worksheet 3.6c

#### Method

##### Instructions

- For this activity, ask participants to work in pairs, to write down how they will stay engaged when completing a project given by their boss or teacher.
- Participants should write how they would begin the project, what they would do as they're working on the project to remain engaged, and what they would do when they have finished

### Activity 3.6d

#### Aims

- To learn how distractions can derail us from our engagement in a project at work or school.

#### Materials

Worksheet 3.6d

#### Method

##### Instructions

- For this activity, participants will read the following excerpt from an interview with playwright and actor Emmet Kirwan.
- In this interview, Emmet explains how he deals with distraction in order to be productive in his career.
- After participants have finished reading the excerpt, they should discuss with a partner about what take home messages they received from what Emmet was saying about handling distractions. Participants should also think about how they could apply what Emmet said to keeping on task at school and in work.



## WORK PLACEMENT

### 4.1 During the work placement

#### Activity 4.1a – what I am learning through working

##### Aims

- ▲ For participants to reflect on what they are learning during the work placement

##### Materials

Worksheet 4.1. Reflecting on my work placement

##### Method

##### Instructions

- ▲ For this activity, participants will need to make some notes during their work placement, to record their experiences and reflections.
- ▲ The *Work placement record* table will offer participants a guide to reflect.
- ▲ Participants will need to write 3-4 sentences to answer the questions on the left side of the page.



## NEW LIFE

### 4.1 Remembering the work placement

#### Activity 4.1a – how I feel after the work placement

##### Aims

- ▲ For participants to identify what is important to them in work, now they have completed a work placement, using a self-assessment tool.

##### Materials

Worksheet 4.1a

##### Method

Ask participants to assess their feelings about the work placement, now they have experienced it. In the next activity, they will compare their results to those they obtained before the work placement, using the same assessment tool for activity 2.3c

#### Activity 4.1b – work placement reflective interview

##### Aims

- ▲ For participants to discuss their experiences of the work placement with each other, supported by any changes observed using the assessment tool.

##### Materials

Worksheets 2.3c, 4.1a and 4.1b

##### Method

- ▲ Ask participants to find a partner they feel comfortable talking to (or assign partners, as appropriate).
- ▲ In pairs, using the questions on worksheet 4.1b, they should interview each other for 10-minutes each.

#### Activity 4.1c – work placement reflective discussion

##### Aims

- ▲ For participants to identify key lessons they have learned from their work placement.
- ▲ For participants to discuss these with the whole class, in relation to the career and work competencies covered in Level-Up.

##### Materials

Worksheet 4.1c



## Method

- ▲ Ask participants to write 3 key things that they learned about their career or their ability to work, from the work placement, on worksheet 4.1c. These things may have emerged during the interviews from the previous activity.
- ▲ If timing permits, ask every participant in the room to tell you one key thing that they learned during their work placement. List these items on the board. This method ensures that (a) all participants have something to contribute, and (b) that every participant is heard.
- ▲ Discuss the things that participants learned, in relation to the core competencies covered in Level-Up. You might ask the participants to make these connections for you, or suggest the connections yourself.

The competencies to possibly connect to are:

- Identifying values, interests, and strengths
- Building calling in the new career
- Setting career goals and pursuing them
- Self-profiling
- Career networking
- Finding a work placement
- Being professional and controlling my actions
- Thinking critically and creatively
- Being civil to others
- Valuing diversity
- Listening and leading
- Engaging in work

## Activity 4.1d – reflections wrap-up

### Aims

- ▲ To conclude on the reflective discussions about the work placement

### Materials

None required

### Method

Before the participants leave, ask them to each identify one thing that someone else learned during their work placement, which they feel could also be valuable to them. Ask them to consider this thing throughout the day.





## 4.2 Re-evaluating my values, interests and strengths

### Activity 4.2a - values card sort

#### Aims

- ▲ For participants to reconsider the values they have for work following their work experience.

#### Materials

Worksheet 4.2a Values card sort

#### Method

##### Instructions

- ▲ Now that participants have finished their work placement, participants should revisit the values card sort activity.
- ▲ Participants can sort the cards by placing numbers (1-18; 1 being first place and 18 being last place) in the card box.
- ▲ After participants have finished, they should think about why (if at all) they noticed changes in their values after completing your work experience. If participants didn't notice any changes in their values, they should also think about why that is.

### Activity 4.2b – an interesting discussion

#### Aims

- ▲ For participants to reflect on the aspects of their work experience they found interesting and why they thought those aspects were interesting.
- ▲ For participants to discuss their interests in a particular career area, in relation to the work placement.

#### Materials

Worksheet 4.2b

#### Method

##### Instructions

- ▲ Please give participants 5 minutes to record three aspects of their work experience they found particularly interesting.
- ▲ Then ask participants to select the occupational areas they are most interested in.
- ▲ Finally, have a 10-minute whole class discussion (or small group discussion) by asking participants to volunteer their answers to the following questions:
  - What occupational area are you most interested in right now?
  - Has this changed since you did your work placement?
  - Did anything happen during the work placement that helped you think about which occupational area you are most interested in?



## Activity 4.2c - Strengths, weaknesses, opportunities, and threats (SWOT) at work carousel

### Aims

- ▲ For participants to think about what constitutes strengths, weaknesses, opportunities and threats in relation to work.
- ▲ For participants to identify strengths, weaknesses, opportunities and threats that are particularly significant in their opinion.

### Materials

Worksheet 4.2c

4 pieces of plain paper per group

### Method

#### Instructions

- ▲ Help organise participants into groups of 3 – 5 (ideally 4 per group).
- ▲ Their goal as a group is to create a SWOT list, on 4 pieces of paper, about what it is like to work.
- ▲ Ask participants to please label 4 pieces of plain paper with the following headings:
  - Strengths
  - Weaknesses
  - Opportunities
  - Threats
- ▲ Ask them to think back to their work placements, then record two items on each page.
- ▲ Ensure they are passing the pages around the group so that everyone has a turn recording two things each.
- ▲ Some examples of what they might put on the lists are:
  - Strengths – Working hard, being good with people.
  - Weaknesses – Being poor at writing, getting frustrated with people at work.
  - Opportunities – Having friends who help you, having good role models at work.
  - Threats – Having family who don't believe work is important, having friends who don't like to work.
- ▲ Finally, ask each participant to record their favourite items from the SWOT list on the SWOT table in worksheet 4.2c.
- ▲ If time permits, discuss the items that the groups identified, within the groups, or with the whole class. Ask them why they recorded those items.



## 4.3 Refining my career goals and vision

### Activity 4.3a – time machine

#### Aims

- ▲ For participants to visualise where they will be in a future time, with a focus on work and home life.
- ▲ For participants to practice linking their hopes and dreams to their current strengths and skills.

#### Materials

None needed

#### Method

##### Please read aloud or summarise:

- ▲ Today we are going to focus on developing our career plan, by thinking about the things we want to do in the future, the things that we value and that we are good at, and how we can connect those things together in a career.
- ▲ In this first activity, you will step into an imaginary time machine, and think about where you would like to be in the future. During this activity, you will have the chance to sit and think deeply. We will also practice interviewing each other about what we saw in the time machine.

##### Guided visualisation introduction

- ▲ Trainer to read aloud or summarise: For the next few minutes, I am going to guide you in imagining your future lives. Use this as an opportunity to relax if you like. Try to follow along with what I am saying, which may help you imagine what life might be like for you in the future. There is no set time period for this, it could be 1-year, 5-years or even 10-years from now. Are you ready? Great, let's begin.

##### Guided visualisation text

Please read this aloud, slower than you normally would.

- ▲ You are standing in a field. You hear a humming noise overhead. You look up and see a time machine floating down through space. The time machine grows closer, and lands on the field in front of you. The door to the time machine opens and you step inside.
- ▲ Inside the time machine are many different screens all over the walls. On each screen is an image of your friends, your family, your job, your home, your neighbourhood, your city, your town, yourself laughing, yourself staring into the future, yourself thinking deeply about where you will be in the future from now.
- ▲ As you travel in the time machine you imagine what it will be like in the future when you step out of the time machine. Things around you may be different. Your family may be different, your friends, your home, your hobbies, you may even look different.



- ⤴ You feel secure and comfortable knowing that everything is going to be alright. Things will be okay. The things you have worked so hard for are finally coming true.
- ⤴ The time machine lands on the ground. The door opens and steps drop down to the pavement below. You walk down the steps and see that you have arrived at the place you are living, in the future from now.
- ⤴ The first thing that you notice is where you live. Look at the colours, the building, the shape of it, the space around you. If there is green area, notice the plants and the trees growing nearby. You walk up to the front door and go inside.
- ⤴ Inside you meet people you know. They greet you and ask how you are. They ask you how your day at work was. You experience a new memory of a day at work, years in the future from when you stepped into the time machine. You are in the future now!
- ⤴ You finish talking with them and go to bed. The next morning you wake up, still in the future, and get ready to go to work.
- ⤴ You arrive at work refreshed and looking forward to the day. As you arrive at work, you see someone important who you work with or work for. You have a productive conversation about what you will do today. You look forward to the work, as you know it is something you will enjoy.
- ⤴ At work, you notice the sounds, the shapes, and the smells around you. Things feel easy because you know what you are doing. Things are interesting because there is challenge. You know you will do well and will go home happy.
- ⤴ You remember how you got this job. You remember the effort that went into finding it. There was a lot you had to do to get this far. It took a lot of work, more than expected. But you are happy that you took the time to make it happen.
- ⤴ The day at work ends. You return to your home and eat an enjoyable meal. You hear a noise outside. It is the time machine. It has landed outside of your door. It is time to go home to your real time.
- ⤴ You leave your home and get into the time machine. It takes you back to the time we're in now. The door opens and you step back into this room. You open your eyes, thinking about where you've just been and how you might get there from here.

Ask the participants to open their eyes, and take a moment to think about what they imagined when they were in the future. Ask them to make a few notes for themselves.



## Activity 4.3b – time machine interview

### Aims

- ▲ For participants to verbalise and elaborate their ideas for the future

### Materials

Worksheet 4.3b

### Method

#### Please read aloud or summarise:

- ▲ Now we are going to split into pairs and interview each other about our time machine experiences. You are welcome to share as much as you like, and you don't have to share anything you are uncomfortable with. The aim of this activity is to help clarify some of the good things that you experienced through the time machine.

#### Paired interview

- ▲ Read aloud the questions on the participants' worksheets and also write them on the flipchart/whiteboard.
- ▲ Then, ask the participants to interview each other using these questions. Warn them when they are half way through their time, so that they can switch over. The interviews should last for 5-minutes each.

1. Which things did you see most clearly in the time machine activity?
2. How clearly could you see your future job?
3. What kind of job was it?
4. Does this match your current situation and expectations?
5. Which skills were you using in your future job?
6. How well did the future job match your skills?
7. Did it feel like a job you could stay in for a while?
8. Why is that?
9. What would you have to do between now and the future, to have a job like that?



## Activity 4.3c – questions for the future carousel

### Aims

- ▲ For participants to ask and answer questions, about their future career and work.

### Materials

Worksheet 4.1a

5 x A3 or largish sheets of paper for students to record questions and answers on

### Method

#### Instructions

- ▲ For this activity, participants should get into groups of 4 or 5.
- ▲ Once in their groups, participants should write one question they have about planning for the future in their workbooks.
- ▲ This should take approximately two minutes.
- ▲ Next, ask participants to write their individual questions on the larger sheet of paper held by the group.
- ▲ Then, ask the groups to move to different stations, to spend 5 minutes at each station, writing down their answers to the questions of the other groups.
- ▲ If you have a timer, please use it to ensure that each station is covered and that the groups move around in good time.
- ▲ The activity should look a little like what is found in the video (<https://www.youtube.com/watch?v=zKTx7r5L3A>).
- ▲ After the groups return to their original station, individual participants should record the best answers to their questions in their workbooks.





## Activity 4.2d – letter to my future self

### Aims

- ▲ For participants to think about who they want to be in the workforce.

### Materials

Worksheet 4.2d

### Method

**\*Please note that there may not be time for this activity. Participants may wish to complete it in their own time, after finishing Level-Up.**

### Instructions

- ▲ For this activity, participants should write a letter to their future self at age 25.
- ▲ This letter should include how the work experience was beneficial and specific long-term goals they might want to accomplish at that age. For example, participants may write that they want to obtain a high paying job. They should explain how they plan to do so.
- ▲ They should also discuss how they plan to succeed in that job.
- ▲ Their last sentence should be an inspirational sentence where they talk about how they will feel when they reach these goals and that it is possible to reach these goals through hard work.



**END OF MANUAL**