

Work the Change Training Day

Welcome to the Training Day for VI form facilitators



The Goal

To encourage Year 10 students to take responsibility for building up their employability skills while still at school. This will include recognizing their strengths, understanding what employers are looking for, working as a team and CV writing.

What We Are Going to Do Today

- Everything we do with you you will do with the Year 10s tomorrow
- First we are going to run the whole programme and you will get to take part
- Then you will be divided into groups of 2s or 3s and have time to practice running the sessions
- Then we will come together at the end of the day

Tomorrow



What we do?



Environmental
action forums

First inform
yourself
then take
action

Peace
Child
Musical

Peer to
peer
trainings



Awarded UN
Consultative
Status



Peace Child
International

empowering young people

What is Work the Change?



work
the
change

Understand how
your own life
experiences
have value and
worth

Helped over
3000 students in
the UK improve
their work
readiness skills



Peace Child
International

empowering young people

What is today all about?

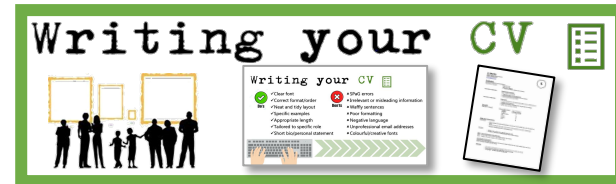
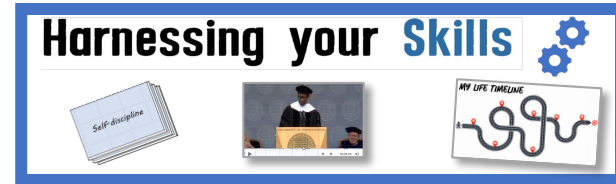
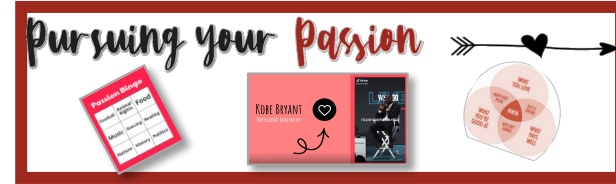
Employability Skills

Assembly

- What employers want

Three workshops

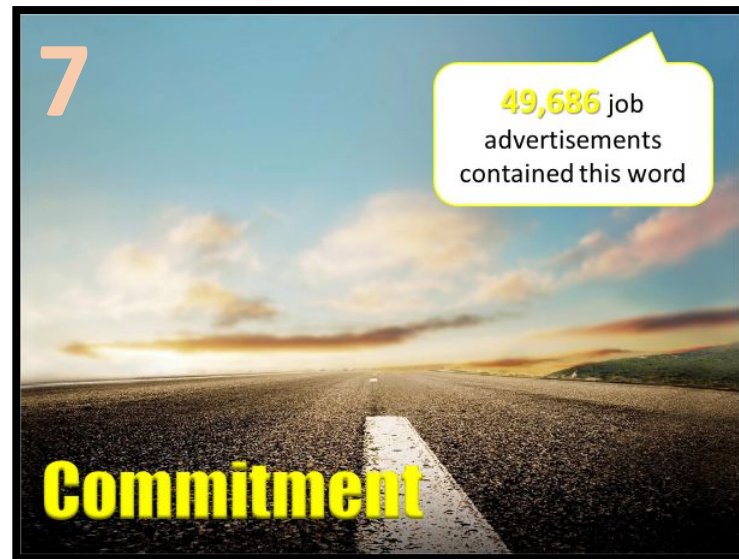
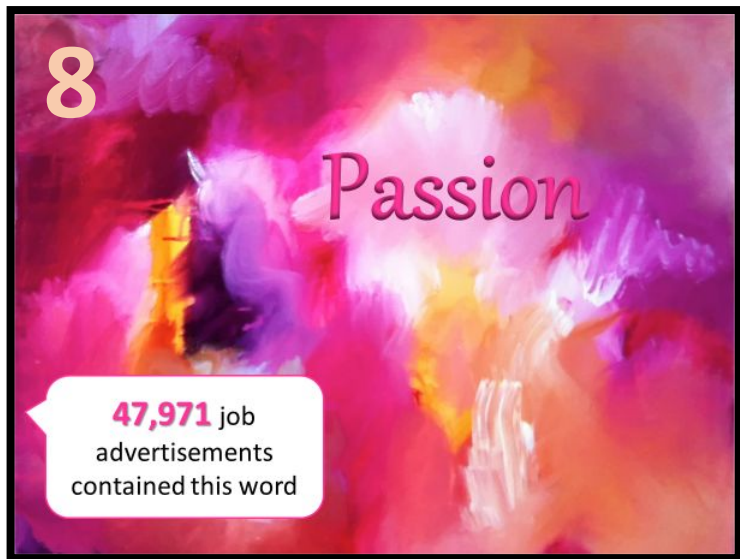
- Pursuing your Passion
- Harnessing your Skills
- Writing your CV



What Employers Want: Top 10



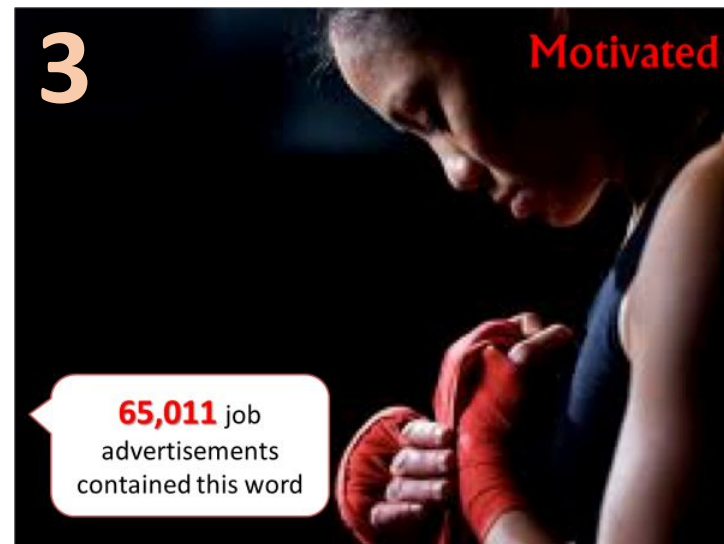
What Employers Want: Top 10



What Employers Want: Top 10



What Employers Want: Top 10



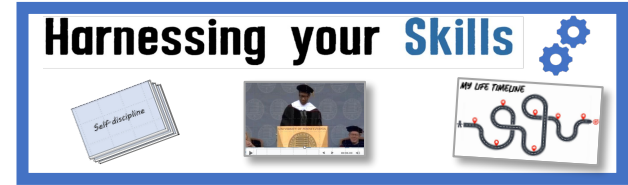
What Employers Want: Top 10



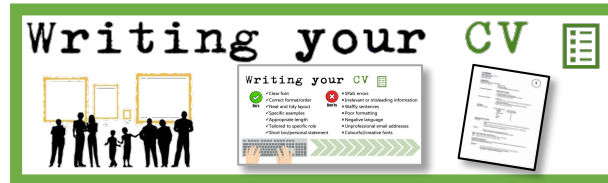
Now for the workshops...



*Identify your passions
and potential career
pathways*



*Relate your skills and
experience to
potential careers*



*Communicate your
passions and skills
effectively to
employers*

Pursuing your *Passion*

Welcome to Session One

Let's get to know each other better!

- Take a bingo card and find a member of the group for each passion
- Write the name of the person next to their passion
- The first to get a line/full house wins





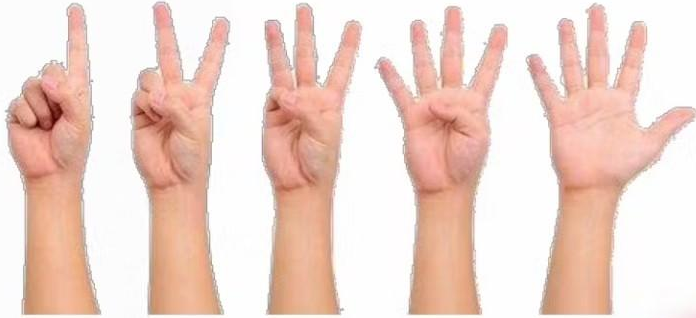
Pursuing your *Passion*

Session objectives:

To identify your passions

To consider potential career pathways

Pursuing your *Passion*



Before we begin, a
quick confidence
check...

**Show me out of 5:
How confident do
you feel about
knowing your
passions and the
career paths they
might open?**



ZENDAYA
ACTRESS



Pursuing your *Passion*



Think, Pair, Share!

Discuss what you have seen in the videos with your desk partner:



- What do these celebrities have in common?
- What do they feel is important to a career? Why?
- What do they mention other than passion?
- What impact have their comments had on you?

2 minutes!



Pursuing your *Passion*



15 minutes!



**What do you think makes for a
good facilitator?**

Communication & Body Language

- **Voice:** Make sure you can be heard all the way at the back of the classroom.
Tell your partners if you can't hear them
- **Body Language:** The correct body language can help you keep control of the class such as maintaining good eye contact
- **Rapport:** Have a friendly approach whilst making sure the students are engaged and digesting the information



Timing



- You need to constantly watch the clock and see that you are within your time. If one person is leading, the other is watching the clock.
- If an exercise is running over slightly, see if you can make up time with the next activity before the end of the class. If not it is better to cut something, rather than stop half way through
- Equally, don't rush! Time management is all about finding a balance

Using Repetition

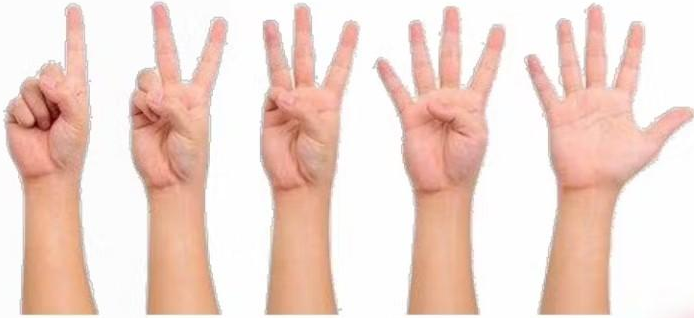
- Classrooms can be noisy and busy places
- Ask the students if they have understood the instructions and if not repeat them
- You need to repeat key messages at the end of the class

Your turn!

Pursuing your **Passion** 

What is your
Dream Job?

Pursuing your *Passion*

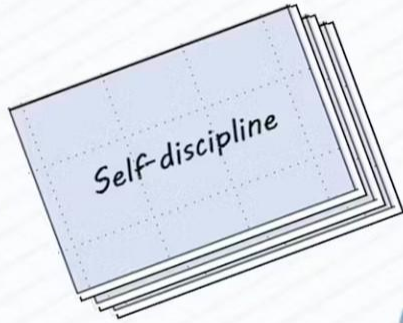


Before we end, a final confidence check...

What **three things** could we take from this session?

**Show me out of 5:
How confident do
you feel about
knowing your
passions and the
career paths they
might open?**

Harnessing your Skills

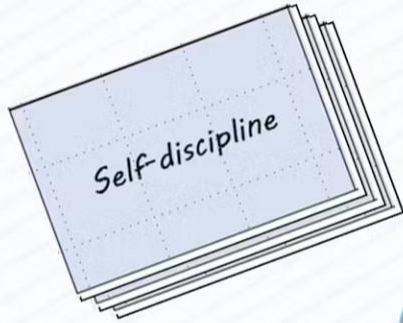


Welcome to Session Two

Let's think about skills

- In your groups, open up your pack of cards
- Match up the experiences with the skills they might develop

Harnessing your Skills



Which Skill?	Training for a 10K run	Which Skill?	Taking part in Duke of Edinburgh expedition
Which Skill?	Planning a surprise party for mum	Which Skill?	Captaining local hockey team
Which Skill?	Giving a reading at cousin's wedding	Which Skill?	Designing poster for Scouts' charity event
Which Skill?	Completing coursework on time	Which Skill?	Moving to a different area and making friends at new school
Which Skill?	Excellent school attendance and punctuality record	Which Skill?	Learning sign language to help a deaf friend



Harnessing your Skills

Session objectives:

1. Reflect on personal and professional experience
2. Identify personal qualities, skills and values

Harnessing your Skills



Before we begin, a
quick confidence
check...

**Show me out of 5:
How confident do
you feel about
identifying your
skills and qualities?**



UNIVERSITY OF PENNSYLVANIA



Harnessing your Skills

What does “fall forward” mean?

What is the “gift of long suffering”?

MY LIFE TIMELINE

Aged 11, was youngest ever to be selected for Man Utd Schoolboy Scholars scheme

Parents split



Joined Man Utd Academy aged 7

Mum working several jobs, struggling to feed family



Scores first Premier League goal for Man Utd in 2016

Missed penalty for England in Euro 2020 final and received racist abuse



Received MBE from Prince William in 2021 for his campaign to support vulnerable children in lockdown

Scored 100th Goal for Man Utd in Nov 2022 and scored for England against Iran in World Cup 2022

Campaigned for government u-turn on free school meals for children in 2020 lockdown



MARCUS RASHFORD

Harnessing your Skills



Think about Rashford's successes and struggles:
What qualities, skills and values has he developed
through his experiences?



Growing up poor, seeing mum struggle

- **Qualities:** He **is** compassionate
- **Skills:** He **can** put himself in another's shoes (empathy)
- **Values:** He **believes** that society should look after vulnerable children
- **Example:** He campaigned for Free School Meals during lockdown and got MBE

Missing penalty and receiving racist abuse

- **Qualities:** He **is** resilient
- **Skills:** He **can** persevere in spite of setbacks
- **Values:** He **believes** that you should rise above criticism and be your best
- **Example:** He continued to play football and was (and remains) successful for Man Utd and England

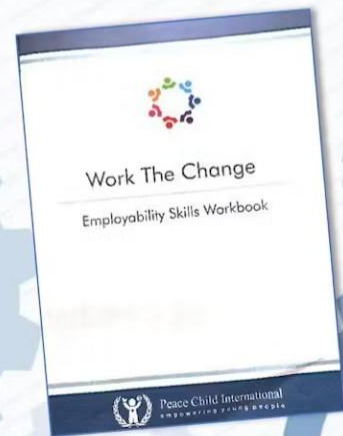
Harnessing your Skills

MY LIFE TIMELINE



Harnessing your Skills

I am... <i>Qualities</i>	I can... <i>Skills</i>	I believe... <i>Values</i>
<i>...organised</i>	<i>...plan ahead and meet deadlines</i>	<i>...that reliability is important to build trust</i>
<i>...collaborative</i>	<i>...share ideas effectively and work well in a team</i>	<i>...that good communication means better relationships</i>
<i>...resilient</i>	<i>...persevere even when things get hard</i>	<i>...that you can learn a lot from difficult experiences</i>



Harnessing your Skills



Before we end, a final confidence check...

What **three things** could we take from this session?

**Show me out of 5:
How confident do
you feel about
identifying your
skills and qualities?**

Asking Questions

Asking questions and getting students talking is key.



What questions could you ask them following Session 2?

Giving Personal Examples

- Year 10s really like it when you share your ideas and experiences, it will help encourage them to share their own stories
- What would you have liked to have known when you were in Year 10?



Welcome to Session Three



Writing your CV

Session objectives:

To communicate my achievements effectively to employers





What Does **CV** Mean?





What is a **Personal Statement?**



Writing your CV



Have a look around our “gallery”!

- Take notes and mark the CVs and personal statements using your score card
- Don't worry if you don't manage to read all of them!



Writing your CV



1 **Peter Smith**

I am very interested in computers, especially computer programming and have learned a lot about various programmes such as Java and HTML and am quick to learn about the latest

I am also quite a nature freak and really have the opportunity to combine my interests by exploring the great outdoors.

I am currently studying for my GCSEs. I do very well in my exams. At the moment I am studying most subjects, except for maybe French which is really my strength - but I still hope to



2 **Susan Thomps**

I am not that fond of studying but am very happy to have worked in a florist's shop and all the other things I really enjoy. I prefer hair and beauty therapy to do. I am planning to do a beauty course next year. I don't like early mornings but don't mind working to people, working as a team. I've done a lot of things that shows that I am responsible as well as my employers trust me with their kids.



3 **Alice Noble**

I am aiming to become a P.E. teacher. I am passionate about sports but I would also like to work in a technical area. Right now I am eager to acquire as many skills as I can. I have done part time work in retail and wherever I have been hard working and reliable.

I live in Brentwood and most of my friends are from there. I have any work experience as of yet, I think that that will come out with that and get me something. I am planning to

4 **Steve**

I live in Brentwood and most of my friends are from there. I have any work experience as of yet, I think that that will come out with that and get me something. I am planning to

5 **Jo Butler**

1 Willow Street, London SE8 3TZ
Mobile: 0740000116
jo.butler@gmail.com

Qualifications
Employment History and Experience
Feb 2014 to Present

Paper Round
ASA News Agency
Collect and deliver papers to 20 houses

Jan 2014 to Feb 2014

Warehouse Assistant

Skills (Self-Evaluated)

Organizing stock in the warehouse

Ensuring that the correct stock

Clearing all warehouse area

Jan 2011 to Feb 2014

Child Care

Provide childcare for several

during school vacations

Engaging children in activities

Safe, stress and food hygiene

Education

Aug 2011 to Present

Raven High School

Year 11

English

Mathematics

Art

Drama

History

P.E.

Skills and Achievements

Teamwork

Demonstrated through participating in school

Further developed through involvement in the

Through volunteering and a fully paid job

Ability to be on time on a regular basis for work

Trusted by parents to independently care for

Duke of Edinburgh Award (Bronze)

Brown High School Year 8 & 9 Student of the Year Award

Captain of London Bears U18 Football Team

Community Involvement

As in the local street up close not by the sound, plays both

member of Palace Leaf Art Group

Interests

Art - enjoys participating in classes both at school

Food - enjoys cooking and attending cooking classes

Languages - studied French and German

6 **Dominic Cossley**

Green, Buntingford
Mobile: 07902 442229
Dcossley@hotmail.com

Qualifications
Employment History and Experience
Feb 2014 to Present

Paper Round
ASA News Agency
Collect and deliver papers to 50 homes

June 2017

Bronze Duke of Edinburgh (Failed to complete)

Jan 2013 to Feb 2014

Child Care

Provide childcare for several (ages) after (ages), weekends and during school vacations

Engaging (ages) in activities such as games and outings

Education

Present

Raven High School

Year 10 Student

Subjects

English

Mathematics

Art

Drama

History

P.E.

Skills and Achievements

Planning and organizing

Communication

Teamwork

Problem solving

Initiative and enterprise

2013/14 I won the painting prize at Billy's 13th birthday party

2014 Member of Buntingford Bears U18 Football Team

Community Involvement

None

Interests

Cats - they are so cute!

Smoking - I have already built my house and have 2 children

Writing your CV

Jo Butler

5 Miller Street, London SE5 8TZ
Mobile: 07409203748
jo.butler@gmail.com

5

Qualifications

Employment History and Experience

Feb 2014 to Present

Paper Round

ABA News Agency
• Collect and deliver papers to 50 homes

Jan 2014 to Feb 2014

Warehouse Assistant

Boots (Work Experience)
• Organizing stock in the warehouse
• Ensuring that the correct labels are on all stock
• Cleaning all warehouse areas

Jan 2013 to Feb 2014

Child Care

• Provide childcare for several families after school, weekends and during school vacations
• Engaging children in activities such as games and outings
• Bathe, dress and feed children

Education

Sep 2011 - Present

Raven High School

Year 10 Student

GCSEs	Predicted Grades
English	C
Mathematics	C
Art	A
Drama	B
History	C
P.E.	B

Skills and Achievements

Teamwork

- Demonstrated through participating in school and club football teams for the past four years
- Further developed through involvement in the Expedition for Duke of Edinburgh through volunteering and a 4 day group hike

Reliable

- Ability to be on time on a regular basis for work
- Trusted by parents to independently care for their children

2014 Duke of Edinburgh Award (Bronze)
2013 Raven High School Year 9 Art Student of the Year Award
2013 Captain of London Bears U15 Football Team



3

Alice Noble

I am aiming to become a P.E. teacher. I am passionate about sports but I would also like to work in a teaching environment. Right now I am eager to acquire as many skills as I can. I have done part time work in retail and wherever I work I have always been hard working and reliable.



A good CV won't guarantee a good job but it could help you get...

- A discussion
- An interview
- A trial period
- A good reputation



A good CV won't guarantee a good job but it could help you get...

- A discussion
- **An interview**
- A trial period
- A good reputation



A good CV should include as much information as possible.
True or False?

- False: you should only include certain information
- False: you should include as little information as possible
- True: that's exactly what a CV is for



A good CV should include as much information as possible.
True or False?

- **False: you should only include certain information**
- False: you should include as little information as possible
- True: that's exactly what a CV is for



How long on average does it take for a recruiter to make a decision on a CV?

- 10-15 seconds
- 1-2.5 mins
- 4-6 mins
- 10 mins



How long on average does it take for a recruiter to make a decision on a CV?

- **10-15 seconds**
- 1-2.5 mins
- 4-6 mins
- 10 mins



How many people don't know how to write a CV correctly?

- 4/10
- 6/10
- 8/10



How many people don't know how to write a CV correctly?

- 4/10
- **6/10**
- 8/10





Brainstorm!

So what do you need to consider
when writing a **CV**?



Writing your CV



Do's

- ✓ Clear font
- ✓ Correct format/order
- ✓ Neat and tidy layout
- ✓ Specific examples
- ✓ Appropriate length
- ✓ Tailored to specific role
- ✓ Short bio/personal statement



Don'ts

- ✗ SPaG errors
- ✗ Irrelevant or misleading information
- ✗ Waffly sentences
- ✗ Poor formatting
- ✗ Negative language
- ✗ Unprofessional email addresses
- ✗ Colourful/creative fonts



Writing your CV



5

Jo Butler
Little Tree, London SE3 0TE
Mobile: 0746022174
jo@joanderson.com

Qualifications
Employment History and Experience
Feb 2014 to Present

Jan 2014 to Feb 2014

Jan 2013 to Feb 2014

Education
Sep 2011 to Present

Skills and Achievements
Teamwork

Reliable

2014 Duke of Edinburgh Award (Silver)
2013 Captain of London Bears U15 Football Team
2012 Captain of London Bears U15 Football Team

Community Involvement
Active member of the local football team and in a...

Interests

Over to you!

Write your own CV or Personal Statement. Remember to include:

- Education
- Work experience (with details)
- Extra-curricular activities
- Volunteering

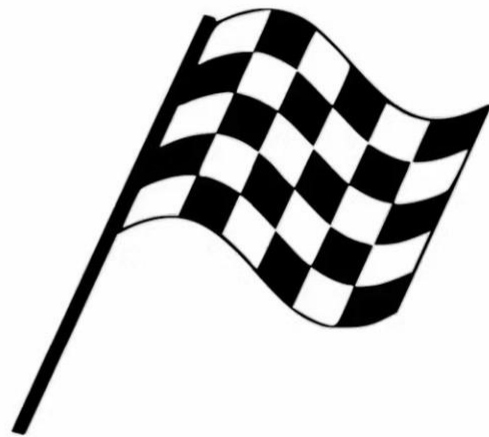


Writing your CV



Time to finish!

Well, almost...



How confident do you feel now about writing
a **Personal Statement/CV**?



Class Management

- Make sure everyone is listening before giving instructions
- Ask students to put their hands up instead of calling out to keep noise levels low
- When a student speaks maintain eye contact and acknowledge their response
- If a group or table is being loud have one ambassador go over and ask them to be quiet



Organisation



- Before each workshop make sure you have copies of the sheets and the materials you need
- Work as a team- one person can begin talking as the other is handing out sheets or collecting them. Make sure you know who is in charge of what.
- Check that you have everything handed in before you move on to the next session