

Level 2



Preparing for work

Student Worksheets



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ASSESSMENT BRIEF 1

Level: L2LP
Course: Preparing for Work
Title: **Finding out about Work**



Guidelines:

You will be expected to:

1. Identify different jobs that people do in your school or centre
2. List three local employment opportunities
3. Describe one way in which people get a job or course of their choice.
4. List possible jobs that they are interested in and find information on the requirements for the jobs
5. Visit a local employer and review the visit
6. Use a variety of ways to check for the advertisement of jobs

Assessment criteria:

- Exercises and tasks must be complete and correct.
- Discussions may be recorded.
- Photographic and/or video evidence may be required.
- Show awareness of different occupations in various workplaces.
- Do questionnaires or surveys to investigate your career path, skills and values.



Sample – Preparing for Work 2

- ❑ Look at job advertisements in a variety of places, e.g. newspaper, websites, agency, local employment office, local noticeboard, etc.
- ❑ Carry out your own research about jobs and courses that are available.
- ❑ Name some places where you can get advice about your career or courses you can do.
- ❑ Recognise the parts of a job advertisement, including location, job title, hours, part-time/full-time, salary, requirements, duties, closing date, etc.
- ❑ Look at educational courses online, in newspapers and a prospectus.
- ❑ Attend an educational facility if possible.
- ❑ Review your visit to an employer by stating things you learned and include details about the workplace, e.g. opening hours, facilities, job roles, signs, equipment, technology, etc.

Submission date:

I confirm that this is my own original work.

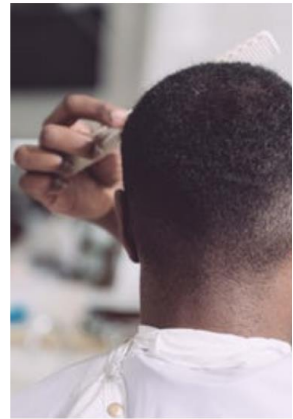
Signed:

Date:



Sample – Preparing for Work 2

3. What are the occupations? Discuss in your group.



Sample – Preparing for Work 2

4. Match the jobs with their definitions!

**plumber, personal assistant, civil servant, travel agent,
scientist, screenwriter, tailor, jeweller, carpenter,
translator, counsellor, lawyer**

- a) a person who works in government offices

- b) someone who books other people's holidays

- c) someone who works as a secretary for a single person

- d) someone whose job it is to make clothes that fit perfectly for a customer _____
- e) someone whose job it is to advise people and help them with problems _____
- f) person who works in a laboratory and does experiments

- g) person who repairs broken pipes, heating and the water system in your house _____
- h) person whose job it is to advise people about legal problems and defend them in court _____
- i) person who makes things out of wood and repairs them

- j) someone who buys, sells and repairs rings, bracelets, necklaces etc. _____
- k) someone who translates one language into another language

- l) someone who writes scripts for films and plays



CAREER SURVEY

3. In order to learn more about what kind of job you want, complete this survey. Underline the answers and give examples of jobs.

a) Would you rather work with ideas, things or people? Example of job: _____

b) Would you rather work alone or with people? Example of job: _____



c) Would you like to wear a uniform or your own clothes? Example of job: _____

d) Do you want to be making decisions or would you prefer someone else to make the decisions? Example of job: _____

e) Would you want to do the same thing every day or would you like to do different tasks? Example of job: _____

f) Do you want a fast-paced job with pressure or a relaxed job with little pressure? Example of job: _____

g) Do you prefer to work sitting or standing? Example of job: _____



Sample – Preparing for Work 2

SKILLS SURVEY CONTINUED

7. List other skills you have that fit into the different categories.

Categories	Other skills you have
Crafts	
Scientific	
The Arts	
Social	
Business	
Office Operations	

8. From what you circled and listed, what do you think are your top 3 skills?



Sample – Preparing for Work 2

VALUES SURVEY

Values Survey...What's most important to you?

9. Circle the word that suits your opinion.

-**Creativity:** To have a job where you can use your imagination

Very Important	Quite Important	Not Important
----------------	-----------------	---------------

-**Good salary**

Very Important	Quite Important	Not Important
----------------	-----------------	---------------

-**Leadership:** To direct the work of others and make decisions affecting others

Very Important	Quite Important	Not Important
----------------	-----------------	---------------

-**Prestige:** To be successful and important

Very Important	Quite Important	Not Important
----------------	-----------------	---------------

-**Risk:** To work in a job where you must take physical risks

Very Important	Quite Important	Not Important
----------------	-----------------	---------------



Sample – Preparing for Work 2



13. Career Research: Based on the surveys you have completed, do some research on a job you would like to have.

You can use: newspapers, job adverts, the Internet, books, etc.

YOUR RESEARCH



Job title:

Work environment:

Skills you need:

Your values that match the job:

Duties you may have to carry out:

Sample – Preparing for Work 2

14. Your research should reveal some direction and goals to aspire to.



Name 3 places where you can get professional advice. Be specific, e.g. give names of

people or organisations.

(Hint: guidance counsellors, teachers, tutors, friends, family members, ETB, colleges, etc.)

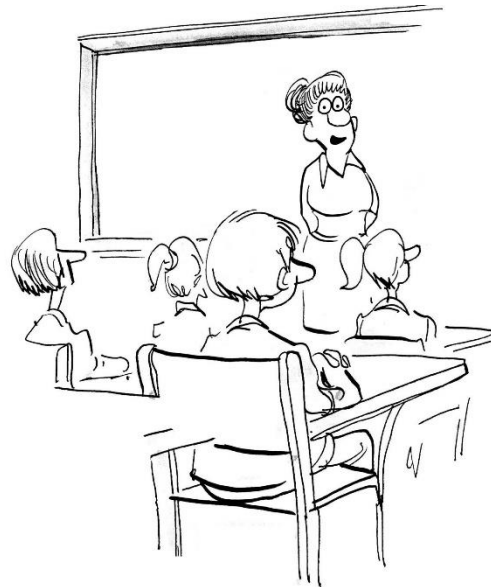
Organisation (if applicable)	Name of person	Contact details, e.g. phone, email, website

D. LOOKING FOR A COURSE

To work in your career of choice, you may have to do a course or do some specialist training. There are many courses available.

1. Where can you find out about courses or training? Look in these places and tick them once you have looked.

- Newspaper
- Guidance counsellor
- Teacher or tutor
- College open days
- Prospectus
- Websites
- Other:



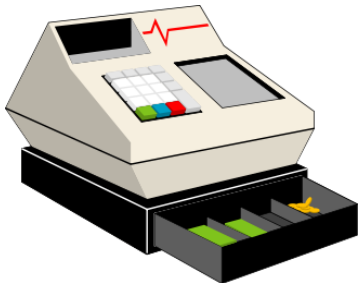
“Now don’t forget to go on social media and rate today’s lesson plan.”

2. Where did you find the most useful information? Explain.

Sample – Preparing for Work 2

If you need support, then there are options available to you.

6. Choose the correct answers.



a) Molly works as a sales assistant at a clothing shop. The shop has an electronic cash register, but it's not working, and Molly must work out the customer's change herself. She's not

good at maths but is too embarrassed to tell her supervisor. What should Molly do?

- Ask her supervisor if she can use a calculator to help her
- Guess the change for each customer and hope she gets it right
- Go home and pretend to be sick until the cash register is fixed

b) Wayne works in an office. His boss asks him to type up a very important letter to a client. He knows that the word processing software will catch any spelling mistakes, but he also struggles with grammar. What should Wayne do?



- Tell his boss to ask someone else to do it
- Type the document and send it directly to the client so the boss won't see any mistakes
- Ask a co-worker to read over the letter once you have typed it

Sample – Preparing for Work 2

Read the job advertisement in the newspaper.

WANTED

Car Drivers & Valet (B License)

Sligo
9.80 per hour, Permanent | Full Time
We require staff members at our Sligo location whose duties will include valeting and preparation of cars for hire.
You need: a full B Licence, an excellent customer service manner, computer skills, to be a fluent English speaker
5 days a week, 8 hours per day
Email your CV: info@hireacar.com

Write yes (Y) or no (N).

- a) You apply for this job by email. ____
- b) The hourly rate is more than €8.50. ____
- c) This is a part-time job. ____
- d) There is more than one position available. ____
- e) You need to be able to speak Irish. ____
- f) You need a driver's license. ____
- g) Part of your job will be cleaning cars. ____
- h) You will work 30 hours per week. ____
- i) You need a CV to apply for the job. ____
- j) The job is based in Mayo. ____



Sample – Preparing for Work 2



8. Look at an online job website. Find a job that suits your skills and experience.

Write details about the job below:

Job title:	
Company:	
Location:	
Hours:	
What you need:	
Name 3 duties:	
Salary:	
Website used:	
When was the job posted?	
Closing date:	
How to apply:	

Sample – Preparing for Work 2

12. Look at your local noticeboard. Example:



13. Write your own noticeboard advert to find work, advertising your skills.

F. VISITING AN EMPLOYER

1. Write a list of local employers/workplaces that you would like to visit.



Employer or workplace	Type of workplace	Contact details

2. Which employer will you approach?

B. YOUR CV



What is a CV?

A CV (Curriculum Vitae) is a way of introducing yourself to a future employer, but on paper rather than in person. Most employers ask for a CV when you apply for a job.

From a CV, an employer can find out about your experience and skills, qualifications and training.

I. Write true (T) or false (F).

- a) A CV is a document with information about you. _____
- b) You use a CV to apply for a job. _____
- c) You should put your photo on your CV. _____
- d) Your CV should be 3 or 4 pages long. _____
- e) It's OK to have spelling and grammar mistakes on your CV. _____
- f) All information on your CV must be in full sentences. _____
- g) Employers usually look at a CV for about 2 minutes. _____

Sample – Preparing for Work 2

4. Look at Carol's CV and answer the questions over the page.

Carol Keenan CV

I am a shop assistant with experience. I am looking for a job in a shop in Longford.

Personal details

Address: 43 Marsh Street, Longford

Email: carolkeenane@email.com

Phone: 024354522

Date of birth: 27 April 1992

Education and qualifications

2010-2011

Level 2 Maths, Level 2 Communications

Work experience

2011 - 2016 shop assistant at Sam's Supermarket

2016 - 2018 shop assistant at the Farm Shop

Skills

Languages: English (fluent); Polish (basic)

Interests

Yoga, volunteer yoga instructor

References

Mr Sam White, shop owner, The Farm Shop,
sam@thefarmshop.com

Sample – Preparing for Work 2

a) Why did Carol write this CV?

b) What words are in **bold** on Carol's CV?

c) What information did Carol put in brackets?

d) How many full sentences (with a verb and a full stop) are there in Carol's CV?

e) What type of contact details did Carol give?

f) Who is Mr Sam White?

g) When did Carol do her Level 2 courses?



h) How many years of work experience does Carol have?

Sample – Preparing for Work 2

6. Complete the sentences.

clean, email, CV, skills, job, read, sure, done

- a) Your CV should be easy to _____, with contact details, work experience and skills.
- b) If you are giving a hard copy of your CV, the paper should be _____ and presentable.
- c) If you don't have any work experience, include your personal _____ and abilities.
- d) Also include any volunteering you have _____ or achievements you have.
- e) Write a cover letter with your _____.
- f) Make _____ you can be contacted.
- g) When you have applied for a _____, make sure your phone is close-by and check your messages.



- h) Have a plain and simple _____ address.

A CV is similar to a resume.

“I would prefer to just look at your resume.”

Sample – Preparing for Work 2

7. Some employers will check your social media accounts!

Do you have a Facebook, Twitter, Google+ or another social media account? Explain.



Think about what you put on the Internet! At the very least, check your settings to secure the content you don't want everybody to see. Having inappropriate content might cause an employer to get the wrong impression about you.

8. Name some things that are appropriate to put on social media sites:

Sample – Preparing for Work 2

5. Complete the job interview conversation.

Interviewer: Good afternoon, it's nice to meet you.

Interviewee: Hello. Nice to meet you, too.

Interviewer:

Interviewee: That's fine. I'll do my best to answer them.

Interviewer:

Interviewee: My last job was at a building site where I worked as a builder for 18 months. Before that, I worked as a builder where we were building a school.

Interviewer:

Interviewee: I am reliable and always on time. I am hardworking and I have done a few safety courses.

Interviewer:

Interviewee: I would like the job because this is what I do best. I enjoy being on a building site and I'm a good builder.

Interviewer:



A. A GOOD ATTITUDE

1. What is a good attitude in the workplace? Draw a tick or a cross.

- Be positive about what you are doing.
- Find enjoyment in your work.
- Do your jobs as quickly as possible.
- Smile and laugh often.
- Do your work with enthusiasm.
- Tell rude jokes to your boss.
- Help others at work.
- Gossip about other workers.
- Always be polite.
- Be mindful of your body language.
- Blame someone else if you make a mistake.
- Ask for help if you need it.



Studies have shown that people with a positive attitude at work have better mental health and are more successful at work!



Maybe if she didn't look at the paperwork, it would just go away.

Sample – Preparing for Work 2

5. Communication is important in the workplace and in your personal life. Complete the sentences about communication skills.

**way, Eye, speak, person, others,
Ask, view, friendly, active**

- a) Active listening is listening carefully to the _____ who is talking.
- b) Through _____ listening, you can better understand what the other person is saying.
- c) _____ questions to make sure you understand what is being said.
- d) If you know what the person is saying, then you can respond in the right _____.
- e) Your body language can give a strong message, so try to be _____.
- f) _____ contact is important because it shows you are paying attention to the other person.
- g) Be confident when talking or listening to _____.
- h) Be open to listening and understanding the other person's point of _____.
- i) People will be more willing to _____ with you if you show them respect.



Sample – Preparing for Work 2

6. Are these actions helpful for communication?
Write yes (Y) or no (N).



- a) Give a warm smile.
- b) Fold your arms across your chest.
- c) Be rude so that people respect you.
- d) Be willing to discuss different ideas.
- e) Stare at the person who is speaking.
- f) Agree with everything other people are saying.
- g) Show interest in what the speaker is saying.
- h) Look away when listening to someone.
- i) Be polite when speaking or listening.
- j) Play with your pen when you are listening to someone.
- k) Keep your body language open and relaxed.
- l) Use the person's name from time to time.
- m) If you don't understand something the speaker is saying, just pretend you do.
- n) Give the other person your full attention.
- o) Focus on the conversation, otherwise the other person may feel you are uninterested.

C. PRESENTATION

1. The way you dress and present yourself can affect how people respond to you.

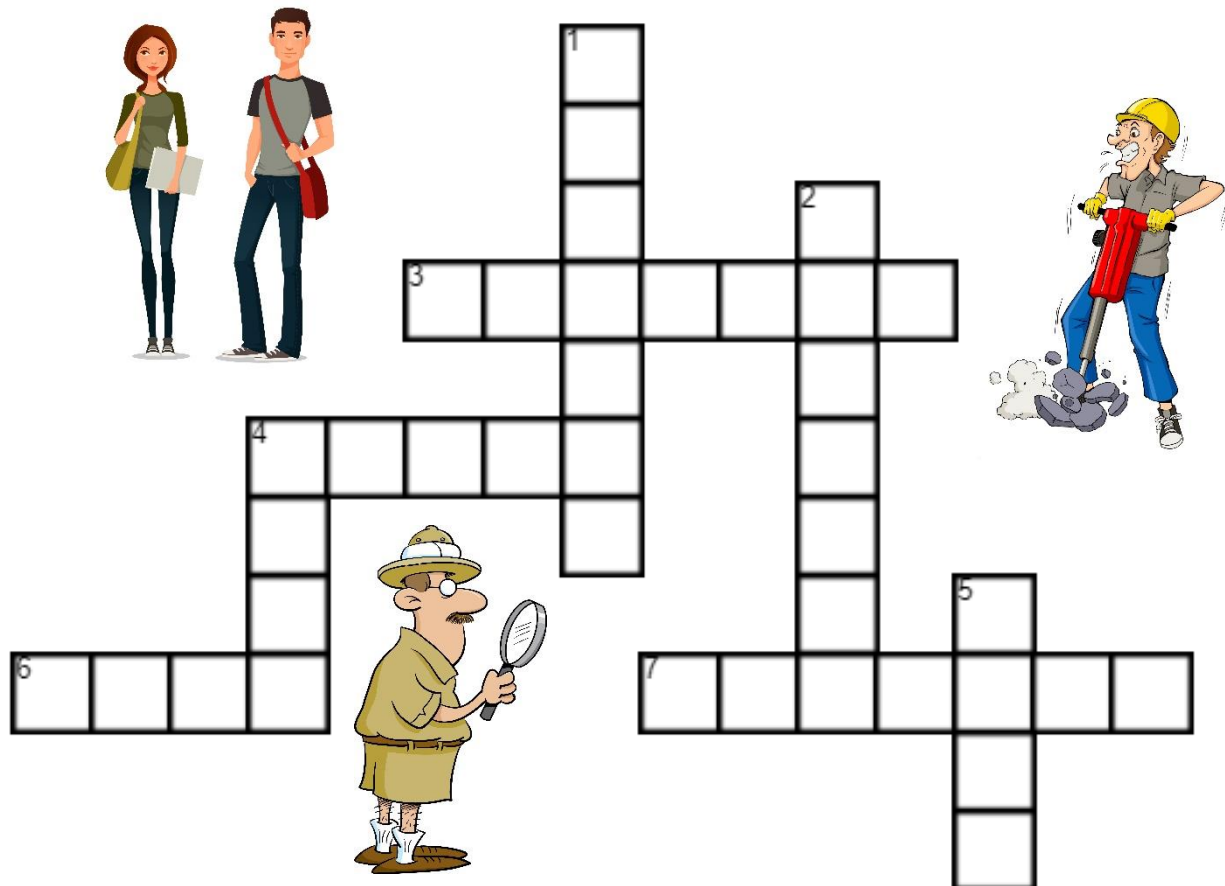
Complete the crossword.

ACROSS

- 3 In some jobs, you will need to wear a _____.
- 4 Make sure that your clothes are _____.
- 6 If you present yourself well, it will show your employer that you _____ about your job.
- 7 Some companies do not allow visible _____ or piercings.

DOWN

- 1 Personal _____ is important.
- 2 Some clothes are worn to _____ you, such as safety boots, goggles and hard hats.
- 4 Always check the dress _____ before starting a job.
- 5 Make sure you are comfortable at _____, e.g. if you will be spending a lot of time on your feet, make sure you wear comfortable shoes!



Sample – Preparing for Work 2

4. Here are some ways to be honest. Give examples of how people break each of these.

a) Stick to the facts and don't exaggerate.

b) If you make a mistake, take responsibility for it and don't blame others.

c) Understand there are serious consequences for dishonesty.

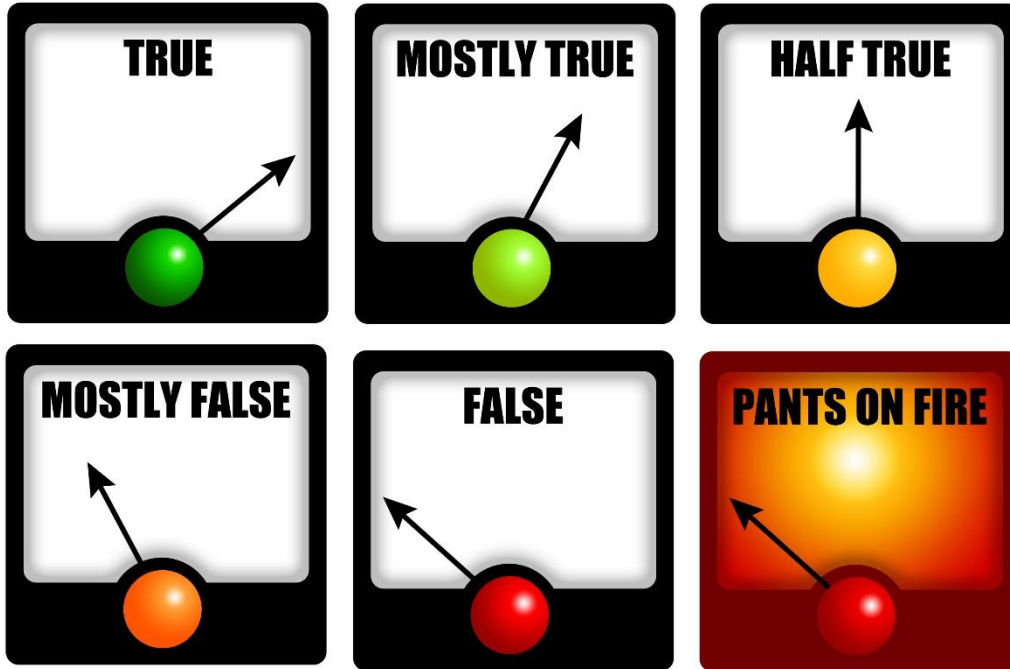
d) Avoid omitting (leaving out) information



"Perhaps you would like to rephrase your last answer."

Sample – Preparing for Work 2

5. Write a sentence that is true and then change it so that it matches these labels. You will have to twist the truth!



a) True

b) Mostly true

c) Half true

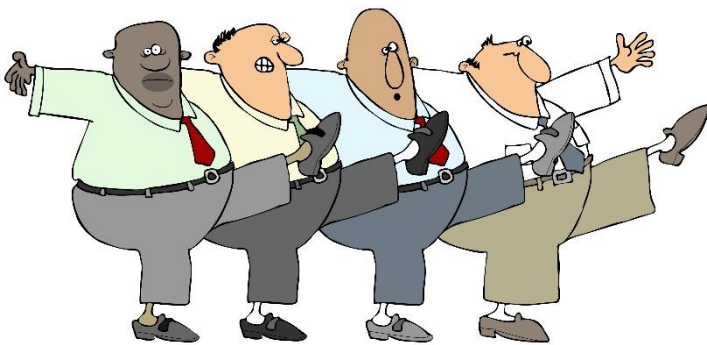
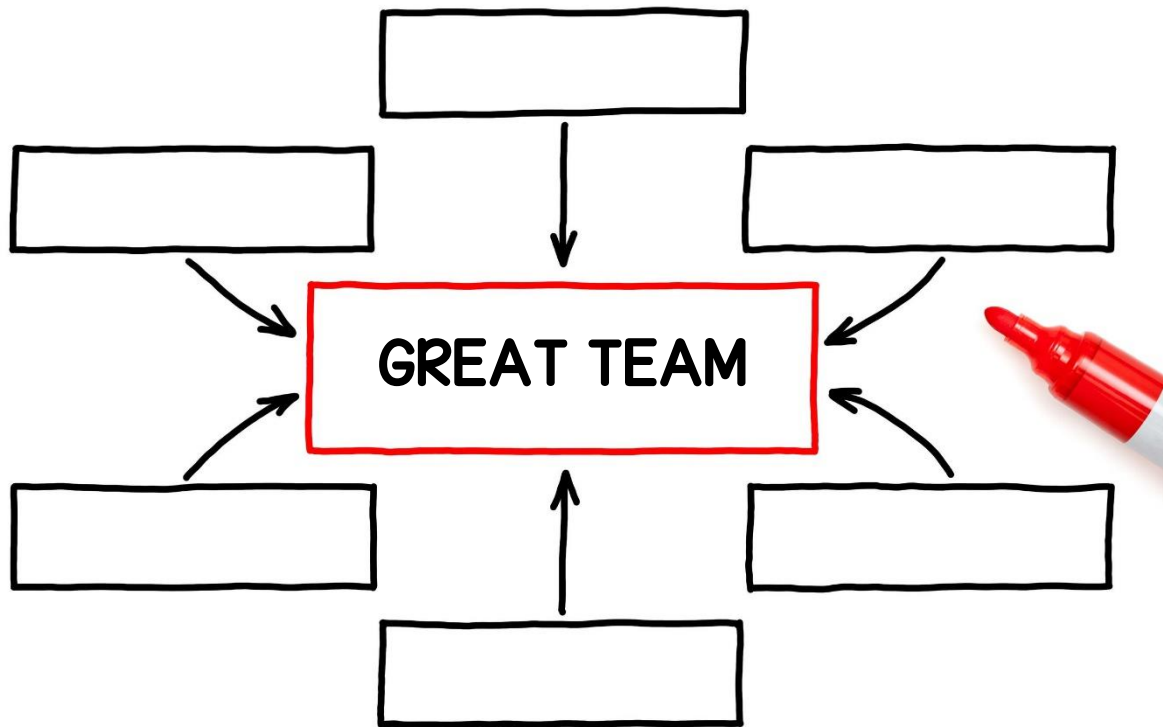
d) Mostly false

e) False

f) Pants on fire, i.e. very false!

Sample – Preparing for Work 2

4. Write a few words on what makes a good team.



5. Write further keywords below about characteristics of a great team:

Sample – Preparing for Work 2

I.Read:

Apollo 13: Houston, We've Got a Problem

An example of great teamwork is the Apollo 13 Mission. Apollo 13 was to be the third mission to land on the Moon.



The craft was launched on April 11, 1970, from Kennedy Space Centre. There were two teams: one team on Apollo 13 itself and the team on the ground supporting them. They were in fact working as one team, only team members were quite far apart!

Apollo 13 was supposed to circle the moon, sending a lander down to explore the surface before returning to earth. An oxygen tank in the service module (SM) exploded two days into the mission, so the crew had to abandon their mission.

The three astronauts, Jim Lovell, Jack Swigert and Fred Haise, had to retreat into the two-man lunar lander, a vehicle that was not designed to take them home. The photo shows the three astronauts with President Nixon.



Sample – Preparing for Work 2

2. Try these teambuilding activities.



a) **TWO TRUTHS AND A LIE**

- Every team member secretly writes down two truths about themselves and one lie. (Make your truths quite interesting so that your lie doesn't 'stick out' too much)
-
-
-

Example:

-I went to China and only ate McDonald's chips. **TRUTH**

-I have four pet goats that sleep in the kitchen at night. **LIE**

-I fainted while driving and crashed my car. **TRUTH**

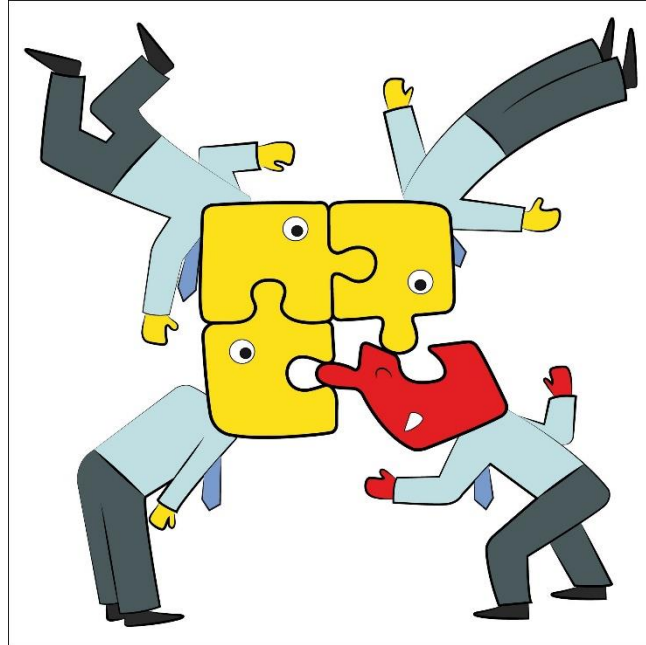
- Do not tell anyone what you wrote down!
- One by one, repeat each one of your three statements to the group. (Try and use the same tone and body language for all three statements – you'll find it difficult!)
- The group votes on which one they think is the lie.
- You can award points for each lie you guess or for stumping other players on your own lie.

*Watch clips from the TV Programme 'Would I Lie to You?' *Use the team evaluation form in App. 4.

Sample – Preparing for Work 2

d) THE BARTER PUZZLE

Tools Needed: Different jigsaw puzzles for each group



- ❑ Get into pairs or teams.
- ❑ Each pair or team gets a different jigsaw puzzle with the same difficulty level.
- ❑ The goal is to see which pair/team can complete their jigsaw puzzle the fastest.
- ❑ But! Some pieces will be mixed around in other pair's/team's jigsaw puzzles.
- ❑ It's up to the pair/team to find a way to get those pieces back — either through negotiating, trading, etc.
- ❑ Whatever you decide to do, you must decide as a pair or team.

WORK RELATED ACTIVITY

Now that you have practised some important job skills, you are ready to take part in a work-related activity.

I. CHOOSING A WORK-RELATED ACTIVITY

Here are some work-related activities. Tick the ones that interest you and add your own.

Plan a school or centre function.

Organise a day trip.

Take part in a mini enterprise.

Do a horticulture course.



Other: _____

Other: _____

Other: _____

Other: _____

Other: _____

*You can also download templates online, e.g. event planning templates.

Sample – Preparing for Work 2

2. YOUR WORK-RELATED ACTIVITY

a) Which work activity will you be taking part in?

b) Briefly describe the activity, including the goal/s.



c) What are your expectations? How do you imagine the activity will turn out?



MAPPING OF LEARNING OUTCOMES

Also see separate resources: Level 2 Setting Learning Goals and Level 2 Personal Safety

Finding out about work

1. Identify different jobs that people do in their school, e.g. the role of the teacher, caretaker and the school secretary **Pages 8 to 10 (workers in your learning environment)**
2. List three local employment opportunities **Page 48 (local employment opportunities), Page 49 (noticeboard), Page 50 (checking job adverts in different places in local area)**
3. Describe one way in which people get a job or course of their choice, e.g. from a newspaper, information from a college **Pages 32 to (looking for a course, learning, technology), Pages 40 to 47 (job searching, job advertisements, jobs online)**
4. List possible jobs that they are interested in and find information on the requirements for the jobs **Pages 11 to 16 (looking at different jobs), Pages 17 to 18 (choosing a career, career**

Sample – Preparing for Work 2

- vocabulary), Pages 19 to 22 (career survey), Pages 23 to 24 (skills survey), Pages 25 to 28 (values survey), Page 29 (self-assessment – goal, values, abilities, etc.), Pages 30 to 31 (career research)
5. Visit a local employer and review the visit, e.g. name two new things learned Pages 51 to 55 (visiting a local employer)
 6. Use a variety of ways to check for the advertisement of jobs, e.g. local newspapers, websites, TV ad Pages 40 to 47 (job searching, job advertisements, jobs online), Page 48 (local employment opportunities), Page 49 (noticeboard), Page 50 (checking job adverts in different places in local area)

Preparing for a work-related activity

1. Identify and list their own talents Pages 59 to 63 (talents)
2. Create a curriculum vitae including personal profile, education and work experience details Pages 64 to 71 (what is a CV, parts of a CV, example of a CV, rough draft of a CV, social media)

Sample – Preparing for Work 2

3. Participate in a short interview, e.g. mock job interview with a teacher **Pages 72 to 80 (tips for an interview, interview dialogue, role-play interview, interview checklist), Appendix 2 (interview practice questions), Appendix 3 (self-evaluation of interview)**
4. Keep a punctuality and attendance record for a month, e.g. using a scale 1–10, students can record if they are on time for school, class and if they attend school regularly **Pages 83 (time-killers, punctuality and attendance record), Appendix 1 (punctuality and attendance record template)**
5. Carry out specific tasks in a range of roles in school, e.g. bringing attendance registers to the office, arrange classroom materials appropriately **Pages 81 to 82 (doing tasks, journal template)**
6. Keep a record of tasks completed in a journal, e.g. start and finish times for a task, describe what the steps are in the task **Page 82 (activity journal)**

Taking part in a work-related activity

1. Gather background information to help plan and participate in the activity **Pages 141 and 142 (choosing work-related activity), Page 143 (research)**
2. Sequence a number of steps to be taken to successfully complete the activity **Pages 144 to 145 (steps to be taken)**
3. Assume a role in the activity and identify tasks linked with the role **Pages 146 (roles)**
4. Use key words associated with the activity correctly **Pages 87 and 88 (qualities and traits to be used for activity), Pages 89 to 91 (having a good attitude for the activity), Pages 92 to 100 (communication), Pages 101 to 103 (presentation), Pages 104 to 106 (reliability), Pages 107 to 109 (punctuality), Pages 110 to 112 (taking initiative) , Pages 113 to 119 (honesty), Pages 120 to 122 (organisation), Pages 123 to 140 (teamwork), Page 149 (key words relating to activity), throughout the work-related activity (key words relating to the activity), Appendix 4 (teamwork evaluation form)**

Sample – Preparing for Work 2

5. Identify safety procedures and/or permissions required for the activity **Page 148 (safety), also use activities from Personal Safety Level 2**
6. Learn how to use tools or equipment associated with the activity safely and correctly **Page 147 (tools and equipment)**
7. Participate in the activity **Page 150 (taking part in the activity), include rough drafts, photographs, video, etc.**
8. Review the activity to evaluate its success **Pages 151 to 152 (activity review), Appendix 4 (teamwork evaluation form)**
9. Assess effectiveness of own role in the activity **Pages 151 to 152 (activity review)**