Session Plan:
Employability with reference to Literacy, Language and Numeracy

Aims

For participants to:

- develop an approach to teaching employability that reflects requirements within the new and evolving 'back to work' context

Outcomes

By the end of the session participants should have:

- considered issues around employability
- shared strategies for supporting integration into the workforce for a range of learners that overcome barriers to self development
- explored additional resources for delivering sustainable employment prospects and looked at the online Core Curriculum Employability section

Time (in mins)	Content Activity	Resources		
		No	Style	Title
10m	**Welcome and introduction, objectives** Trainers introduce themselves. Go over housekeeping and plan for the session. Participants introduce themselves. **Ice breaker** *Purpose: To model a starter activity and to match delivery to expectations and find out the range of experiences in the group.* **Activity** • Participants write on post-it notes 3 things they'd like to find out by the end of the session. • Trainers put them on the wall and refer to them at the end of the session to see if questions have been answered.	1.1 1.2	PowerPoint Activity	Slides 1- 4 Post it-notes for 3 questions

	• Elicit the following points that distinguish the new approach from the previous funding framework:
	   1. Payment for learners is not LLN target based as it has been in the past.
	   2. Financial rewards will be for keeping learners in work.
		1.3	Resource	Handout: Learners' issues

		1.4	Trainer notes	Introduction

20 mins	**Supporting 'customers' and employability issues**
	*Purpose***:** *To gain an overview of tutors' experiences, raise awareness of different ways of learning and discuss any issues*
	
	Activity
	Discussion and flip chart presentation: Overview of current employability support and issues.
	  • Participants discuss the questions and create a flip chart presentation:
	   1. What are the different ways that you currently support learners in sessions?
	   2. Any issues involved with this type of provision?
	  • Small groups or pairs get a **'learning styles'** choice for the creation of their flip chart e.g*. a drawing, a list or mindmap.*
	  • When completed put charts on the wall.
	  • Trainers sum up and also explain different layouts relating to ways of retaining information.
	  • Trainers elicit or highlight key issues for employability:
	   1. Language, Literacy and Numeracy Skills (LLN)
	   2. motivation
	   3. personal issues
		2.1	PowerPoint	Slides 5 - 6

		2.2	Activity	Discussion; Supporting learners and employability issues: flip chart paper and coloured pens
		2.3	Resource	Handout: Different ways of presenting information
		2.4	Trainer notes	Different ways of presenting information

	4. ICT skills			
10m	**Further considerations on issues that impact on employability** *Purpose***:** *To unpick issues highlighted above in order to consider the impact on learners and to share current strategies*	3.1	PowerPoint	Slides 7-8
	Activity Presentation and review of impact of issues raised for learners'confidence and motivation for employment.	3.2	Activity	Presentation and questioning
	• Trainers explain that issues highlighted can impact considerably on learners' confidence when applying for jobs / maintaining employment. • Trainers check participants are aware of the points 1-4 below. • Trainers give out handout.	3.3	Resource	Handout: Further considerations on issues that impact on employability
	1. Language and Literacy Skills • ESOL/language related • ESOL/ literacy related • dyslexia • differences between spoken and written skills in English	3.4	Trainer notes	
	2. Language related motivation ***Integrative motivation*** – learner wants to identify with the culture of the new language being learnt. ***Instrumental motivation*** learner wants to pass an exam or further career prospects.			Further considerations on issues that impact on employability
	3. Personal issues and motivation • cultural differences • depression/ medication, • lack of confidence • family commitments • educational			
	4. ICT skills • developing motor skills for ICT			

	• lack of ICT or technology knowledge and age group differences • handwriting skills versus ability to write using ICT			
20m	**Teaching employability** *Purpose: To make links between issues discussed and teaching strategies to develop and use to promote employability* **Activity** Discussion activity in pairs or groups to share ideas on current teaching: • Give out activity sheet 4.2. • Ask participants to share and write down some of their current teaching areas for employability, for example: o working with learners' strengths and areas for support o supporting learners' LLN development o presenting steps to employment positively o presenting employment as an attainable goal o helping learners see their current skills as transferable to the work place etc. • Trainers circulate and support. • Trainers take feedback for a range of supporting strategies. • Give out resource 4.3.	4.1 4.2 4.3 4.4	PowerPoint Activity Resource Trainer notes	Slides 9 - 10 Handout: Question on current strategies for supporting customers Handout: Impact on teaching employability Impact on teaching employability
25m	**Visual resources for the classroom and the individual** *Purpose: For participants to create*	5.1 5.2	PowerPoint Activity	Slide 11 Visual

				resources for the classroom and the individual
	visual resources enabling learners to see the goals they are setting themselves **Activity** Creating visual resources for the classroom and the individual • Trainer encourages pairs or groups to create visuals to depict stages in the process of planning for work but do not initially suggest ideas - examples might include: • a planning wheel • stepping stones • a river • a brick wall (that can be removed or climbed over) • an achievement ladder. • Put visuals up for discussion. • Visuals might contain some of the following: o initial interview and assessment o CV with current skills and new goals o new skills (driving, homework club etc.) o course - Certificate of achievement o ICT support / job search o work experience o job interview			Flip chart paper and pens, rulers *Have at least one good visuals pre - prepared*
		5.3	Resource	Handouts 5.3a and 5.3b
		5.4	Trainer notes	Visual resources for the classroom and the individual
25m	**Overview of employability from an employer's perspective** *Purpose: To explore skills required to match employer requirements* **Activity** 4 separate tasks - either groups, pairs, or individuals list **one** of the following 4 topics of the 10 workplace skills in order to compare them all: 1. 10 top reading skills	6.1	PowerPoint	Slides: 12-13
		6.2	Activity	Flip chart paper and pens : Overview of

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	2. 10 top writing skills 3. 10 top speaking and listening skills 4. 10 top number skills Take feedback and suggest these skills need to be broken down further when preparing for work. Elicit a **breakdown** of additional skills required to intervene in the cycle of long term unemployment such as arriving at work on time requires: • ability to tell the time accurately • get into a routine • read travel information etc. Discuss how tasks need to be **broken down** e.g. being able to get somewhere specific for a job interview involves: • reading and understanding instructions related to the job interview • remembering or writing down where to go • noting time to arrive • remembering who to meet • knowledge of timetables for arriving in time at the right place.			employability from an employer's perspective
		6.3	Handout	Top 10 skills at work
		6.4	Trainer notes	Skills for employment
15m	**Break**			
25m	**Self awareness of transferable skills to build confidence** *Purpose: To raise learners' awareness of the skills they have and how these translate into skills for the workplace* **Activity** • Explain that this task is designed to look at individual skills from a personal starting point rather than work skills and to see how they translate into work skills.	7.1	PowerPoint	Slides 14-16
		7.2	Activity	Pre-prepared handouts or flip chart paper and pens I can…7.3

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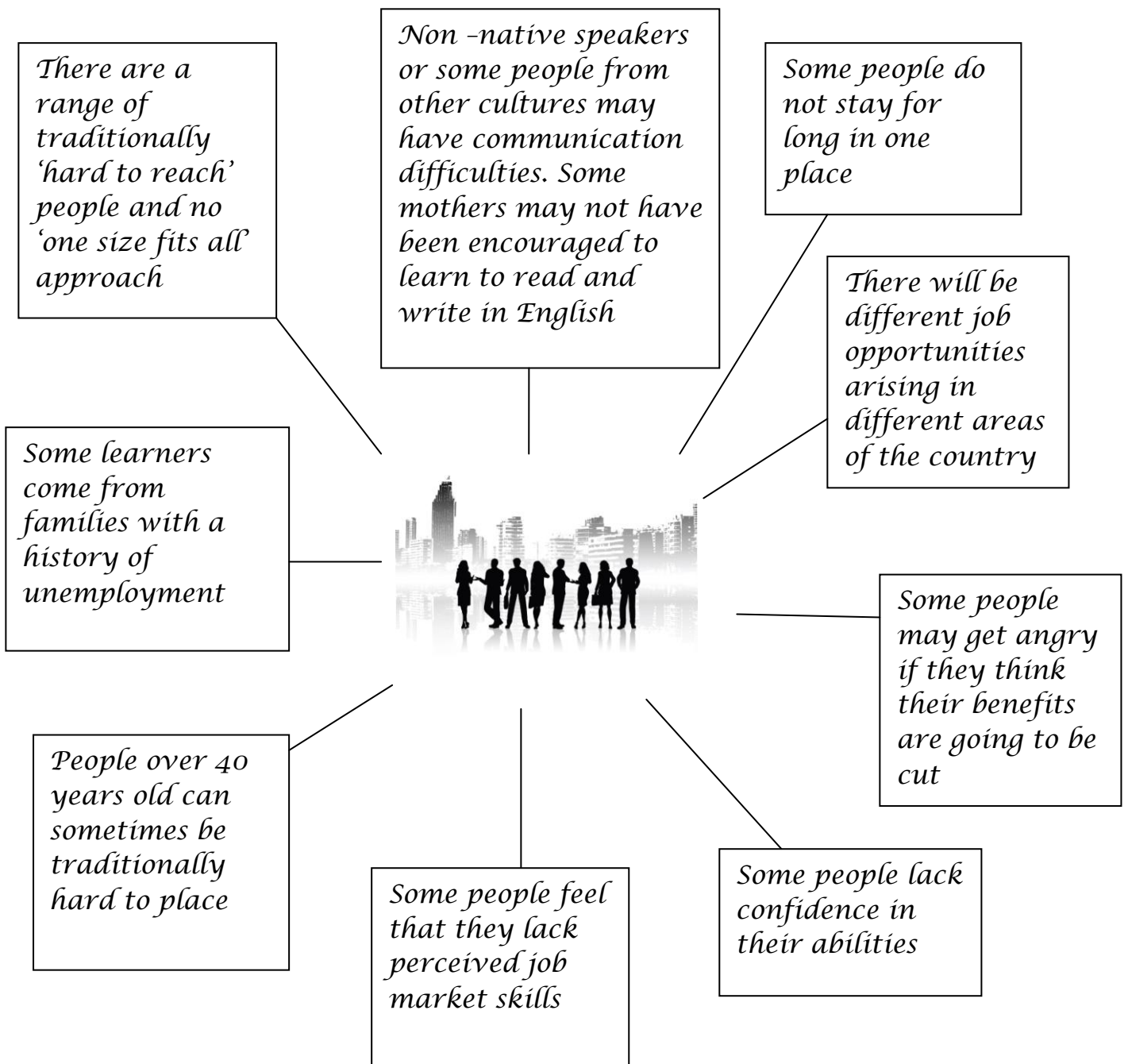|					
	• Participants complete the boxes in the handouts or on pre prepared flip chart paper. **7.3 and 7.4** highlight learners' current skills, **7.5** indicates that learners' current skills are transferable: • Give participants time to share their ideas with their table group. • Give completed handouts for discussion. • Take feedback and questions.	7.3 7.4 7.5 7.6 7.7	Resource Resource Resource Resource Trainer notes	I can…7.4 I am…7.5 I am…7.6 Transferable skills and workbased opportunities
20m	**What resources are available?** *Purpose: To view some online resources that support employability* **Activity** • Show the range of online Core Curriculum resources in the Employability section of the site and ensure everyone can access it. • Participants explore the resources online. • Print some handouts of the different resources for participants to view if you do not have access to a laptop or computer for the session. You may wish to have some available in addition to the online Core Curriculum.	8.1 8.2	PowerPoint Trainer notes	Slides What resources are available? Lap top or computers
10m (3.00)	**Summary of session** Purpose*: To return to the original questions the group had and to see if they have been addressed in the training* Direct attention back to the post-its from the warmer activity. Recap the aims for the session and what you have covered referring to the questions where possible. For any not covered or that	9.1	PowerPoint	Slides Re Cap activity

	you cannot answer note them as a possible follow up session for management. Complete evaluations.			

1.3 Resource Customer Issues

Financial payments will in future be for getting people into work and keeping them in employment. Traditionally some people have been harder to support into work than others. The following issues have been raised by employability tutors.

There are a range of traditionally 'hard to reach' people and no 'one size fits all' approach

Non –native speakers or some people from other cultures may have communication difficulties. Some mothers may not have been encouraged to learn to read and write in English

Some people do not stay for long in one place

There will be different job opportunities arising in different areas of the country

Some learners come from families with a history of unemployment

Some people may get angry if they think their benefits are going to be cut

People over 40 years old can sometimes be traditionally hard to place

Some people feel that they lack perceived job market skills

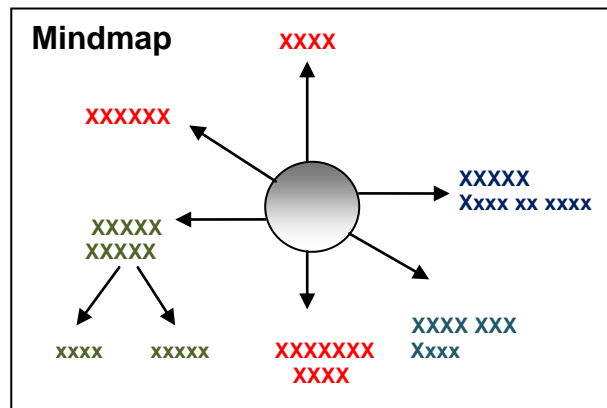*Some people lack confidence in their abilities*
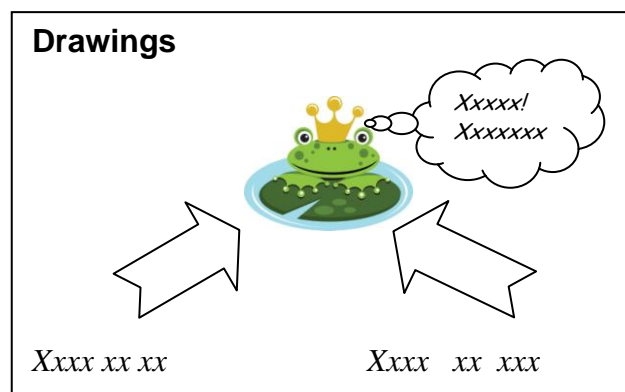
1.4   Trainer notes   Introduction

In this training, we have used the word learners, rather than customers, for those who are attending employability courses or workshops.

- Trainers introduce themselves.

- Go over housekeeping and the plan for the session.

- Ensure everyone understands the aims and outcomes of the training event.

- Participants introduce themselves.

- Note the teaching contexts of the participants to group people from similar contexts together during activities.

- Participants write 3 questions which they would like answered on post-it notes which are then put up on the wall. It is unlikely that trainers will be able to answer all questions but you can highlight any answered during the training or make links through the ideas and materials used. If there are some queries that cannot be answered, keep them to email the answer after the training or suggest that there might be options for another session.

- Elicit what the group sees as some of the recent changes to employability and funding and make sure that the following points are made regarding targets:

  o Payment for customers is not LLN target based as before.
  o Financial rewards will be for keeping customers in work for a length of time.
  o More emphasis on 'hard to reach' long term unemployed, families with a poor work history and lack of skills in the job market, people over 40 who may be harder to place, non-native speakers of English including mothers who may not have been encouraged to learn English.

- Give out handout 1.3

2.3 Resource   Different ways of presenting information

Mindmap

xxxx

XXXXXX

XXXXX
Xxxx xx xxxx

XXXXX
XXXXX

XXXX XXX
Xxxx

xxxx   xxxxx   XXXXXXX
XXXX

List

1. VGHB NM MM
2. AAA II MM LLL LLL
3. A RTTTT MML
4. CFF FFFF UUUIO
5. VVMM KF FSS WWW
6. BBC CSS

Drawings

Xxxxx!
Xxxxxxx

Xxxx xx xx   Xxxx xx xxx

2.4 Trainer notes   Different ways of presenting information

- Explain why it can be useful for people to use different layouts to convey information and how we have different ways of remembering information. Some people may prefer to have a more visual approach whereas others like to make lists using words.
- When looking at the range of flip chart information produced by the participants, highlight how the use of different layouts (linear/ visual/chart/words/ pictures) can produce interesting and varied results.
- Discuss briefly the following:

Drawings
Imagery is a good way of retaining complex information without having to remember lists or texts and for many people, including those who may not have been successful in an academic schooling situation, drawings and diagrams can be very accessible and easy to retain in the long term memory.

Mind maps
While looking at the mind maps discuss how this can be a good way to organise information and prioritise points. Point out this is a particularly useful strategy to use with learners or customers who are dyslexic, as you easily gain a holistic view of the information.

Lists
When discussing the list approach, highlight how either bullet points or numbers can be used (or both) and that the process can also be used to show points numerically in order of importance.

- Bring into the discussion on supporting learners the following key ideas to help to deal with some of the issues involved for those who might be finding getting back into work problematic:

  o Ensure learners can highlight their own strengths.
  o Ensure learners can see how their current strengths and skills are transferable to the workplace situation.
  o Present learners' steps towards employment positively.
  o Present the idea of employment as an attainable personal goal.

3. 3 Resource   Further considerations on issues that impact on employability

1. Language and Literacy Skills:

- ESOL/language related
- ESOL/native speakers literacy related
- dyslexia
- differences between spoken and written skills in English
- code switching from informal to formal English speaking

2. Language learning motivation:

- *Integrative motivation* – learner wants to identify with the culture of the new language being learnt.
- *Instrumental motivation* learner wants to pass an exam or further career Prospects.

3. Personal Issues and motivation:

- cultural issues
- depression/ medication,
- lack of confidence
- family commitments
- education and qualifications
- family commitments

4. ICT skills:

- developing motor skills for ICT
- lack of ICT or technology knowledge and confidence in using new and developing technology
- handwriting skills versus ability to write using ICT

3.4 Trainer Notes Further considerations on issues that impact on employability

Presentation, questioning and review of participants' knowledge of the impact of the issues raised on learners' confidence and motivation for employment

- Trainer explains that the issues highlighted can impact considerably on learners' confidence when applying for jobs and maintaining employment.

- Ask participants if they have had experience of learners with poor motivation or lack of confidence and ask the group to suggest how they can help people overcome a lack of motivation.

- Raise the point that in some communities work will come through word of mouth and the idea of CVs may be a new concept.

- Ask what other resources are available for learner referrals to other agencies.

- Check participants' current expectations for success and how many people they have been able to support into employment on average.

- Ask which groups are the hardest to place and whether there are regional differences in the group.

- Trainer then sums up and checks participants are aware of the following key points 1-4 below

    1. Language and Literacy Skills

    2. Motivation

    3. Personal Issues

    4. ICT skills:

- Trainer gives out handout 3.3

4.2 Question sheet   Issues that impact on teaching employability

Question: *What are some of the ways that you currently address these issues?*

How do you deal with a range of Language and Literacy Skills in the classroom?

How do you support learner motivation?

How do you deal with any personal issues?

What do you do to support learners' ICT skills?

4.3   Handout   Issues that impact on teaching employability

Question: How do these issues impact on teaching?

Some ideas - tutors may be:

- Supporting a varied range of learners with different strengths and areas for support

- Supporting learners with a range of Literacy, Language and Numeracy levels (LLN stages of development **-** linked to the Core Curricula/um?)

- Supporting non-native speakers with their spoken and written English

- Supporting native speakers with literacy skills in formal writing

- Teaching CV writing and ICT skills

- Encouraging job search activities and ICT skills

- Training candidates in interview techniques

- Advising on body language for interviews

- **Presenting steps towards employment positively**

- **Presenting the idea of employment as an attainable goal**

- **Building learners' confidence**

- **Ensuring learners can see how their current strengths and skills are transferable to the workplace**

This is not a full list of issues, participants will bring a range of ideas with them to share
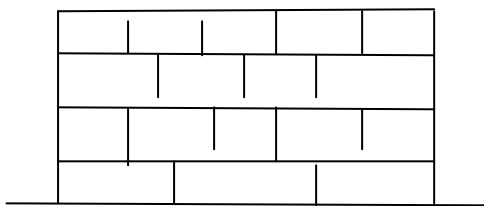
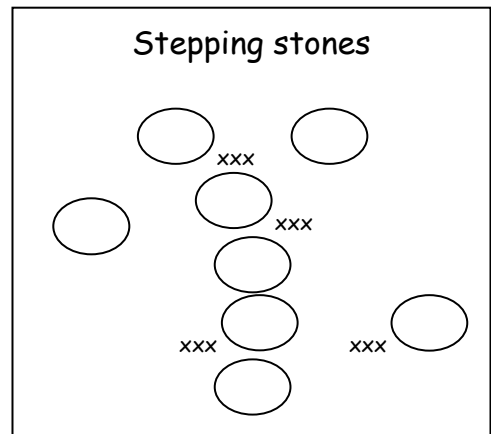## 4.4 Trainer notes   Issues that impact on teaching employability

- Trainers give out activity sheet 4.2 to each participant to complete individually.

- Trainers circulate and support.

- When task is completed ask participants to share their ideas with their table group on topics such as:

  - using learners' strengths and developing areas needing support
  - supporting learners' LLN development
  - presenting steps to employment positively
  - presenting employment as an attainable goal
  - helping learners see their current skills as transferable to the work place

- Trainers take feedback of key points on a range of supporting strategies

- Trainers give out resource 4.3 for participants to read

- Highlight the last 4 points in bold on the handout (4.3) as areas for further discussion in order to break them down further

Steps to getting a job - different visual aids for the classroom that can be produced

Brick wall

Stepping stones

xxx
xxx
xxx
xxx

Achievement Ladder*

River

Finish

xxx
xxx
xxx xx
xxxxxxxx
xxxx
xxx

Start

Planning wheel

xxx
xxxx xx
xxx xxxx
xxx xx
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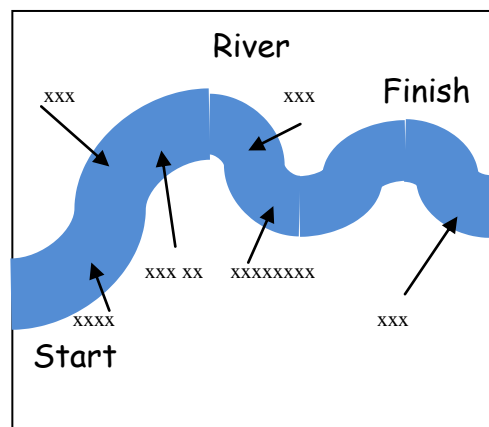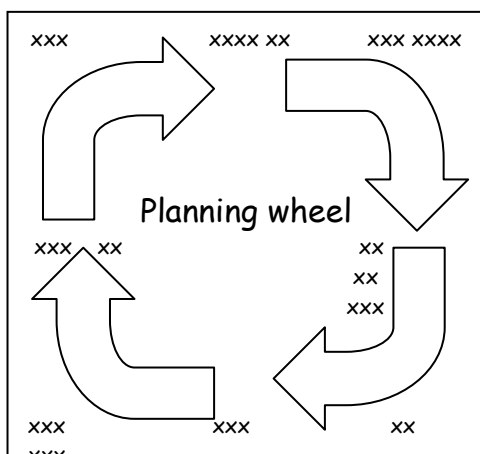
Pathway Plan
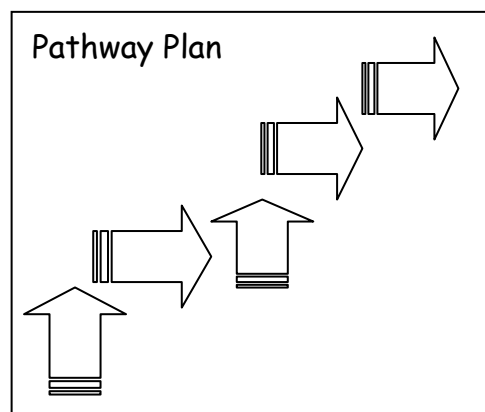
5.3b Resource Visual resources for the classroom and the individual

The visual aids steps to getting a job and the planning process might contain all or some of the following steps, for example:

Achievement Ladder*

Job interview

Revised CV

Voluntary work

Certificate of achievement

Course attendance / job search

Revised CV

New skill (driving, cycling, homework club)

ICT support or course

Work experience

Initial CV

Current skills

Initial interview and assessment
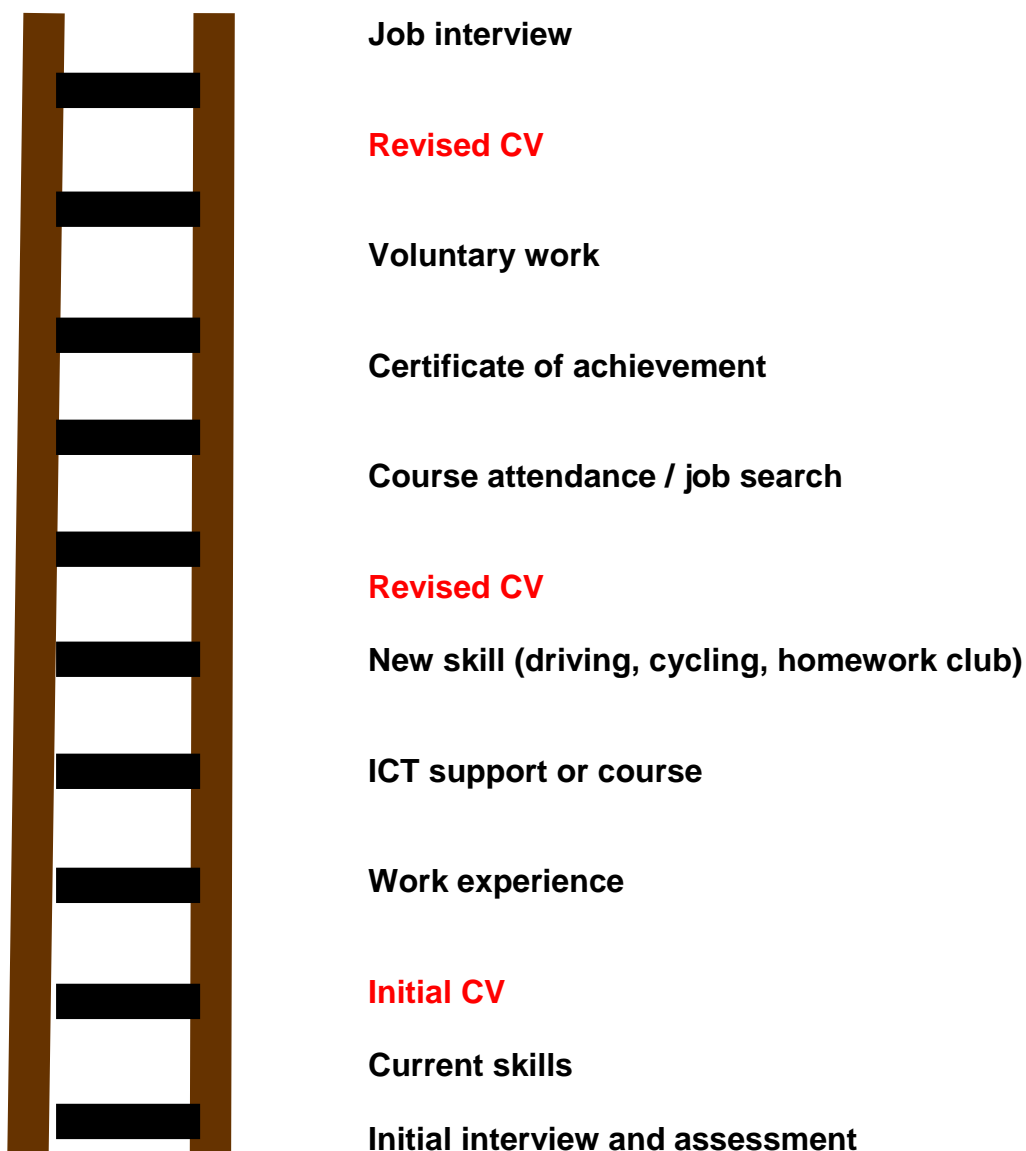
5.4 Trainer notes Visual resources

- Ask participants what visuals they use in the classroom, are they text based, diagrams, pictures? Suggest good visuals may be created on a large scale as a teaching aid in the classrooms or for small, individual's tasks.
- Point out that visuals are not childish as the brain can remember images more effectively than texts and for non-native speakers, visuals support language.
- Ask participants in pairs or groups to create a visual on flip chart paper to promote the concept of employability as **a process.**
- As participants create their charts circulate and promote ideas if they are struggling. Confirm that no-one needs to be able to draw to make charts and that there is no right or wrong solution. Encourage different ideas and the use of colour.
- Reinforce the requirement for a customer to review, develop and adapt their CVs continually as they add new things that they have done or achieved. Point out that placements, voluntary work or work experiences are useful (not a waste of time) Include all activities such as after school clubs etc. as positive parts of the process of getting into a routine for work or working with others.
- When visuals are completed put the results up around the room for discussion.
- The usual approaches are
    - a planning wheel
    - stepping stones
    - a river
    - a brick wall (that can be removed or climbed over)
    - an achievement ladder

Each visual may contain some or all of the following:
- o initial interview and assessment
- o current skills and new goals
- o initial CV
- o voluntary work or new skill (driving, cycling, after school homework club))
- o course attendance / job search
- o certificate of achievement
- o ICT support or course
- o work experience
- o revised CV
- o job interview
- o job

- Give out 5.3a and 5.3b
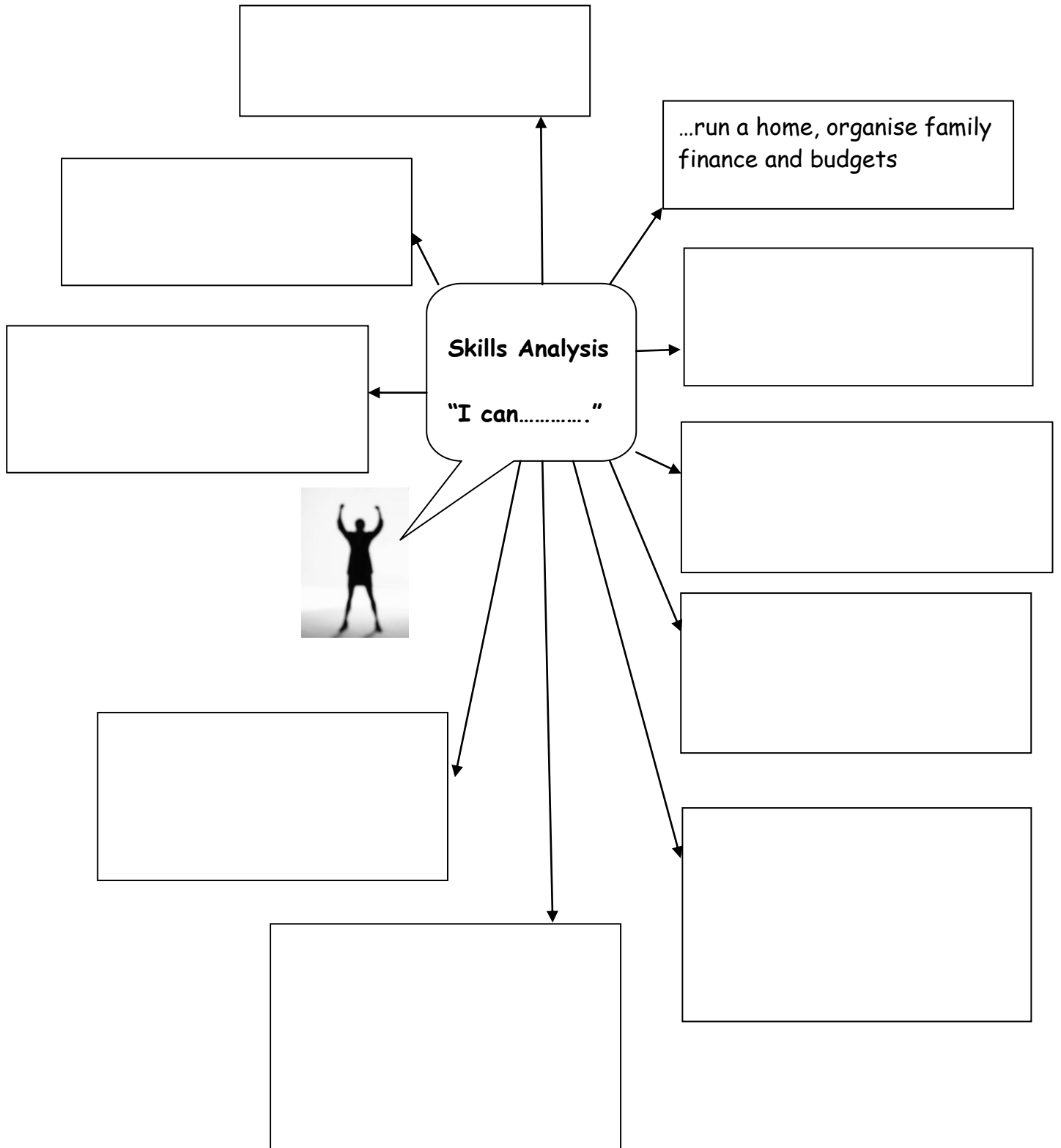
6.3   Resource   Top 10 LLN Skills at Work

Number	Speaking and Listening	Reading	Writing
Arrive at work on time and plan time effectively	Respond to questions from colleagues and customers	Understand Health and Safety information	Complete personal details (name address etc) on forms
Write down sequences of numbers accurately	Follow verbal instructions	Read instructions	Complete accident report forms
Understand the importance of accuracy in number calculations	Ask questions	Read forms	Complete personal information (work and education details) on forms
Make calculations using addition, subtraction, multiplication and division	Greet colleagues and customers appropriately	Read directions	Complete time sheets and work related documents
Make calculations of fractions, decimals and percentages as required	Talk to colleagues and customers, using appropriate and polite language	Find and read information from operating manuals	Write telephone messages
Weigh and measure to required tolerances	Give verbal instructions	Read reports	Write other messages, notes and memos
Use calculators accurately	Contribute to meetings	Read timetable, maps, charts and other graphical information	Write orders, receipts and invoices
Make money calculations, check pay slips accurately	Take verbal messages and pass them on to colleagues	Read technical information	Write emails
Calculate area and volume accurately	Use technical language	Use reference skills to find and sort information	Write reports on progress or production difficulties

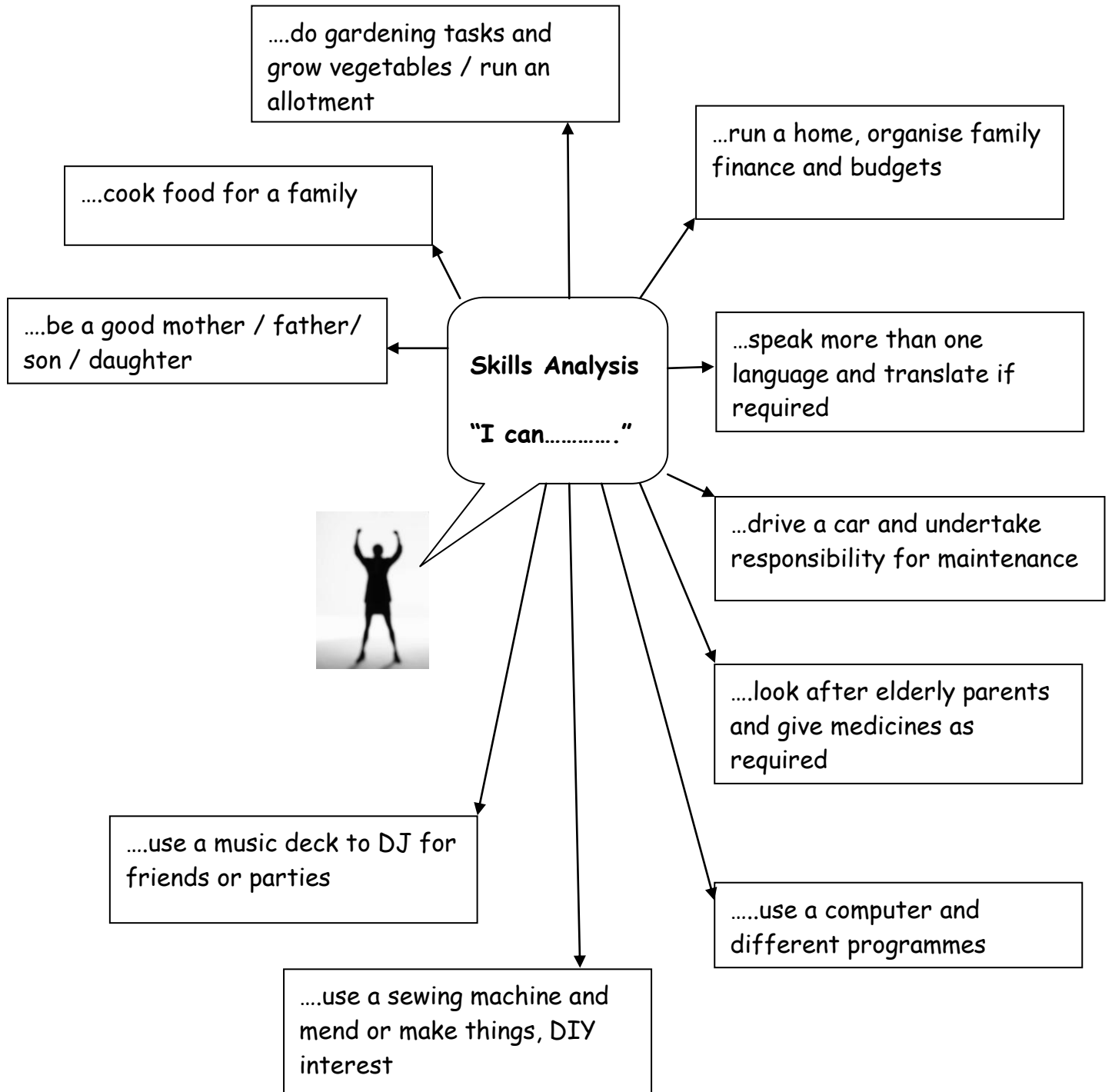## 6.4   Trainer notes   Skills for Employment

- Ensure there are enough people to create the 4 lists for the top 10 LLN skills required by employers.

- Groups or individuals guess and list on flip chart paper what they think might be the top 10 LLN skills required for work.

- As people finish give them a copy of the skills handout from the 'Business Toolkit'.

- When completed put flip charts up to compare.

- Pick out one or two to elicit what some of the difficulties someone might have for staying in employment, so the focus becomes as much staying in a job as getting a job interview

- Pick out an example from the list to break down further and set goals.

- Highlight **'Arriving at work on time and plan time effectively'.** This requires getting into a routine. We all know what to do, but how do you teach such a familiar skill? You break it down into smaller steps. An example can be given of teaching someone to stand up from a lying down position. You have to break down each movement into single activities expressed in words.

- Ask the group to consider problems that might occur when getting into a routine. Suggest telling the time correctly which we may take for granted. Ask the questions:
    - Do all the customers own alarm clocks?
    - What if you cannot read the time from roman numerals on a clock?
    - Can everyone use 12 hour and 24 hour methods for telling the time?
    - Is everyone aware of the differences in reading the date in British or American format? (10. 9. 2011 or 9.10.2011 – numerical reversal of month and day).
    - Might some customers come from a culture where turning up at a particular time is not the norm or considered important?
        1. Why might this be?
        2. How might this be tackled?

See if you can find other tasks that we take for granted that can be broken down further.

7.3   Resource *" I can……"*

...run a home, organise family
finance and budgets

Skills Analysis

"I can…………."

7.4   Resource   "*I can……*"

….do gardening tasks and grow vegetables / run an allotment

….cook food for a family

….be a good mother / father/ son / daughter

Skills Analysis

"I can…………."

…run a home, organise family finance and budgets

…speak more than one language and translate if required

…drive a car and undertake responsibility for maintenance

….look after elderly parents and give medicines as required

….use a music deck to DJ for friends or parties

….use a sewing machine and mend or make things, DIY interest

…..use a computer and different programmes

7. 5   Resource   *"I am…."*

Do gardening tasks and grow vegetables / run an allotment

Cook food for a family

Run a home, organise family finance and budgets

Skills Analysis

"I am…………."

Speak more than one language
- …able to translate verbally
- …able to read for others
- ….able to write for

Be a good mother / father/ son / daughter

Drive a car and keep it maintained

Use a music deck to DJ for friends

Look after elderly parents or relatives and give medicines as required

Use a sewing machine or DIY

Use a computer

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7.6 Resource *"I am…."*

Do gardening tasks and grow vegetables / run an allotment
- …capable of commitment
- …able to take responsibility

Run a home, organise family finance and budgets
- …able to manage money
- …capable of organising own and others' time
- …able to prioritise
- …a good cleaner
- …aware of home health and safety issues

Cook food for a family
- …aware of health and safety issues
- ….able to read temperatures
- ….able to judge quantities
- …capable of reading recipes

Skills Analysis

"I am………."

Speak more than one language
- …able to translate verbally
- ….able to read for others
- ….able to write for

Be a good mother / father/ son / daughter
- …..responsible
- …..caring
- ……kind
- …..honest

Drive a car and keep it maintained
- …able to drive a van too
- …able to read the road and road signage
- …aware of road rules and road safety

Use a music deck to DJ for friends
- ….musically creative
- ….capable of arranging leisure activities
- …able to manage technology

Use a sewing machine or DIY
- …creative and able to deal with machines
- …able to manipulate technology
- … practical

Look after elderly parents or relatives and give medicines as required
- …able to take responsibility and care for others
- ….responsible in a caring role
- …capable of monitoring health
- ….able to arrange medical visits, appointments etc.

Use a computer
- …capable of learning new things
- …able to understand different programmes
- Typing abilities

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7.7   Resource   Transferable skills and workbased opportunities

Current Practical Skills	Transferable personal skills and attributes for the workplace	Workbased opportunities
Cook	- safety conscious - use weights and measures in different ways - follow recipes	
Driver	- confident in traffic - aware of health and safety - able to read maps - able to decode signage	
Cyclist	- confident in traffic - aware of health and safety - able to read maps - able to decode signage	
Care for parents or others	- reliable, polite, patient, listening skills, empathy - practical domestic skills - organisational skills	
Bi-lingual and fully literate in more than one language	- language abilities - capable of further educational commitment - fluent reader/ good writer	
Sewing machinery skills or DIY abilities	- use machinery - problem solving - safety conscious	
Caring for children	- reliable, sympathetic, patient, listening skills, empathy, caring - organisational skills - problem solving	
Play an instrument or DJ	- musical - creative - manual dexterity	
Computer literate	- confident with technology - able to read manuals or diagrams - typing abilities	

7.8 Resource Literacy and Language development for the above tasks

Current Practical Skills	Transferable personal skills and attributes for the workplace	Workbased opportunities
Cook	- safety conscious - usse weights and measures in different ways - follow recipes	able to cook in a school or restaurant or undertake a qualification in this context
Driver	- confident in traffic - aware of health and safety - able to read maps - able to decode signage	able to work in a delivery context, to use directions and find places; able to negotiate routes.
Cyclist	- confident in traffic - aware of health and safety - able to read maps - able to decode signage	able to use directions and negotiate traffic, undertake a delivery role (post office)
Care for parents or others	- reliable, polite, patient, listening skills, empathy - practical domestic skills - organisational skills	caring in a professional context or undertaking a qualification
Bi-lingual and literate in more than one language	- language abilities - capable of further educational commitment - fluent reader/ good writer	develop language skills with additional qualifications or work in ethnically mixed communities
Sewing machinery skills or DIY abilities	- Use machinery - Problem solving - Safety conscious	use machinery in a manufacturing context, build new skills development
Caring for children	- reliable, sympathetic, patient, listening skills, empathy, caring - organisational skills - problem solving	classroom assistant role; consider foster care (undertake training); nursery assistant
Play an instrument or DJ	- musical - creative - manual dexterity	self-employment; leisure industry roles
Computer literate	- confident with technology - able to read manuals or diagrams	able to manage picking and packing roles that involve computers or working in an office environment; retail outlets

7. 9 Trainer notes

- Highlight that this activity requires literacy and language input and may be new for some learners with little confidence or language skills to promote themselves. Explain the idea is to encourage learners to verbalise positive words about themselves which can then be translated into the words for a CV.

- Give out the handout 7.3 for participants to complete explaining this is about *"Things I can do…."* They can then complete the task but ensure the skills are personal skills at this stage rather than career based skills.

- Trainers facilitate and encourage, point out that the idea is to encourage thinking and reflection to support confidence building and that some of the participants' learners might find this quite difficult to begin with.

- Give participants the completed example 7.4 to compare with their own.

- Explain that the next task is to convert the types of skills listed into personal qualities, *"Things I am…"* to build up a vocabulary list of qualities as well as skills.

- Give out handout 7.5 in order to list personal qualities.

- When complete give out handout 7. 6 for comparison.

- Finally give out handout 7.7 for the skills to be seen as transferable into the workplace. Ask participants to complete the third column. Emphasise how the tasks are designed to show how skills and attributes are transferable and can become part of a CV.

- Take feedback on the task.

Further suggestions:

- Successful learners who have been helped into work could be invited to return to give a short talk and answer questions (these can be pre-prepared as part of job interview techniques).

- Photos can be placed around the wall showing local work placements and a short blurb on the type of work available and the skills required.

- Participants (especially mothers and fathers) can be encouraged to undertake a classroom support course or after school homework activities related to children.

- Actively recognise individuals' interests and skills such as in cookery, hair styling, music, ICT (use of facebook / web design) or sports activities etc. Encourage participants to build an online profile that can be included as a link with online application forms to build a stronger picture of the customer.

8.2 Trainer notes   Resources

- Have a laptop or computer available

- Show the range of online Core Curriculum resources in the Employability section of the site and ensure everyone knows about it and can use a password to access the site.

- Participants explore the resources online if there are enough computers or show them the resources for them to explore later.

- Print some handouts of the different resources for participants to view if you do not have access to a laptop or computer. You may wish to have some available in addition to the online Core Curriculum.

- Create a carousel for participants to view with a range of resources such as:
  - Onine Core Curriculum on laptop or other computer
  - LSIS website resources printed out
  - Books:
    - ✓ Employability Starter Kit
    - ✓ Business Toolkit
    - ✓ Teaching Basic Literacy Skills to ESOL Learners