using labour-market information
getting down to detail

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worked examples of...

key factors for...

blanks for your use in ...

code and headline title	(1/2) 'Realising a Dream'	page: 1/1

resources	processes	learning outcomes	outcomes of learning
what we have to work with	what we do	what we learn	how you can use this learning
iCould story - 'realising your dream' on-line laptop, etc. Real Game 'wish-list' 'Working-life Words' – list of definitions learner folder 80' of continuous class-time students to compare points-of-view teacher to manage 'story', worksheets and discussion	whole group... watch story & ask what is challenging and why in groups.... > say 'what might her friends ask this person?' > compare views on 'are some questions harder to answer?' > why? whole group... 1. compare ideas on the 'the hardest questions ' 2. suggest 'working-life words and other words to answer the hardest questions' individually... write out: > 'my big Q' > how I answer'; > what I most need to be sure of...'; > 'how I find out?'; add to folder	> say what might be an 'ideal' life style > apply decision-making skills > recognise and talk about what an adult needs in her or his life > define useful terms like 'accommodation', 'estimate', 'leisure', 'life-style', ' mortgage', etc. > say - right now - what you might want, and why, and how you would reach it	using this in life as a <u>friend</u> or <u>family member</u>: this is <u>where</u> you might be: ...at home, in the pub or on the street... this is with <u>who</u> you will be with: ...family or friends you care about and who will ask you about your plans... this is <u>what</u> you will be taking on: taking control of your own life and also keeping respect of others

adapted from *The Real Game* Years 7,8 & 9 - unit two: 'The Dream'

code and headline title		'Realising a Dream'
working with **students and clients...**	**...as partners:**	handout version saying why it is useful and how they will get help - and give it
	...as contacts:	poster version for all students to find on careers-work information board
working with **their families...**	**...as partners:**	poster version saying what students may be talking about at home
	...as contacts:	poster version - seeking useful stories
working with **colleagues...**	**...as partners:**	detailed version for teaching-team's handout in support session
	...as contacts:	poster version for staff room - general interest
working with **community...**	**...as partners:**	detailed version for briefing and consulting with careers adviser
	...as contacts:	poster version for information of integrated youth-work manager - asking about former students
working with **management...**	**...as partners:**	detailed version for hod
	...as contacts:	complete set of papers with selected handouts to bring to governors meeting
working with **media...**	**...as partners:**	
	...as contacts:	200 words for local paper on whole programme - why, how and the future
working **on-line...**	**...as partners:**	
	...as contacts:	screen shot of iCould story, and posters - with blog - for school site
others... head of drama	**...as partners:**	detailed version - get help on improving method
	...as contacts:	review - and talk about integrated team teaching

engaging your people

resources	**processes**	**learning outcomes**	**outcomes of learning**
what we have to work with	what we do	what we learn	how you can use this learning

people - e.g. each other, teachers, advisers, admin, family, community	**absorbing** - e.g. reading, listening		**in life's roles** - e.g. friend, family-member job applicant, worker, citizen
'brought in' media - e.g. stories, 'soaps', *iCould*, published material	**active learning** - e.g. role-play simulation, trying-out	**information** - e.g. what's going on	
'home-grown' media - e.g. website, poster, dvd, podcast	**enquiry** - e.g. searches, interviews, visits	**understanding** - e.g. why it is like this	> **where** - e.g. at home, on the street, in an interview
equipment - e.g. furniture, recorders, ict	**action** - e.g. real-time-real-task action, project, voluntary	**skills** - e.g. how to do something about it	> **who** - e.g. fiends, family, recruitment officer
time - e.g. enough time, at the right time, in the right block-length	**personal** - e.g. 'homework', desk time	**setting down what has been learned** - e.g. portfolio, action plan	> **what** - e.g. holding on, letting go, looking good
space - e.g. classroom, big room, information centre, community location	**narrative** - e.g. other people's stories, your own		these are **markers f**or transfer of learning - embedding learning for use
funding - e.g. expenses, purchases			

embedding and positioning the programme

code and headline title

working with
students and clients...
...as partners:
...as contacts:

working with
their families...
...as partners:
...as contacts:

working with
colleagues...
...as partners:
...as contacts:

working with
community...
...as partners:
...as contacts:

working with
management...
...as partners:
...as contacts:

working with
media...
...as partners:
...as contacts:

working
on-line...
...as partners:
...as contacts:

others...
...as partners:

head of drama
...as contacts:

as coordinators you need to get the programme...

1. **designed** - credible, accessible, useful
2. **embedded** - do-able, valued,
3. **positioned** for future development - a sense of direction

page three is about 1 - this page is about 2 and 3

It means working with...

> **partners** - without whose active help you cannot get this delivered
> **contacts** - without whose informed understanding you cannot count for support

code and headline title		**page**

resources	**processes**	**learning outcomes**	**outcomes of learning**
what we have to work with?	what we do?	what we learn?	how this learning is useful?

code and headline title		
working with **students and clients...**	**...as partners:**	
	...as contacts:	
working with **their families...**	**...as partners:**	
	...as contacts:	
working with **colleagues...**	**...as partners:**	
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