

Unit 9

Getting started

- What training or work have you done?
- Where did you do it?
- Are you doing any training or work now?
- What training or work are you interested in?

Skills

- What skills did you bring to the UK?
- What skills have you learned since you came to the UK?
- What skills do you think are important in the UK?
- What makes a good CV, job application or covering letter?

The local area

- What are your ideas and suggestions for getting work, volunteering and work experience locally?
- Is it easy to find work locally? Why / why not?

Around the UK

- Is the UK good for work?
- What are the barriers to doing the job you want to do in the UK?

Around the world

- How does the value of jobs and skills vary across places that you know?
- What are the most common jobs in the area you grew up?
- How does training and work here compare to other places you know?

Staying safe

- Which jobs are dangerous?
- What can you wear or do to help with personal safety at work?
- What health and safety rules do you follow when you are working? Talk about safety when working at home, too.

Training and work



Useful apps and websites

- www.gov.uk/browse/working/finding-job
- www.jobsite.co.uk
- www.indeed.co.uk
- Websites for local organisations that train and support volunteers, or provide volunteering opportunities

Taking the topic further

- Find out more about training and work in the local area and report back.

Social / Community

- What advice would you give to someone new to the area about getting work, volunteering and work experience locally?
- Do you have a skill or service you'd like to offer in your local community? How would you advertise?

Our rights and responsibilities

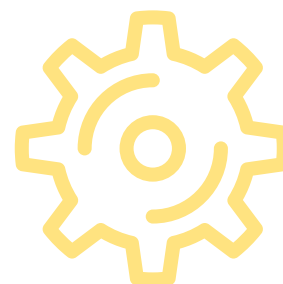
- What rights do you have at work? Compare jobs and places.
- What's a Trade Union? Are you / would you be a member? Why / why not?

Personal view

- What are the jobs in your family? What did your parents/grandparents do etc.?
- What's your dream job?
- Do you have a 5-year plan in terms of training and work? If so, what is it?

Training and working

Unit 9



Introduction to the topic

This topic provides opportunities for participants to discuss jobs, workplaces and work backgrounds. Participants who are working, who are preparing to work, may be interested to discuss key Health and Safety issues in workplaces and to share solutions for common workplace issues.

Session ideas at a glance

Welcome	If required, participants sign in or you record attendance on a register.
Opening chat/ circle time	Introductions for anyone new. General chatting. Anything to follow up or report back on from the previous session? Any news from anyone?
Getting started	Remind/tell new participants what the topic of the session is: Training and Work . Choose one or more warm up activities linked to the topic. See next page for ideas on: Workplaces and work roles and Job roles and tasks. Ask some questions to get the conversation started and find out which aspects of the topic participants are most interested in talking about. (See mind map and next page for ideas).
Conversations	Plan to have 2 or 3 main conversations linked to this topic, possibly with supporting activities. See next page for ideas for: <ul style="list-style-type: none">• Personal view: My timeline• Around the UK: The UK - good and bad• Staying safe: Personal safety If you have a large group, and participants divide into small groups or pairs for each activity/conversation, finish each of these with the whole group reporting back and maybe discussing their ideas further together.
Closing chat/ circle time	Feedback about today's topic and conversations. Discuss any ideas for any follow up action or research for taking the topic further, e.g. research job websites; create a Health and Safety poster; Food Hygiene training; invite a speaker in from the Job Centre or a volunteer organisation. Share ideas and agree the main topic for the next session. Any reminders or important dates/events coming up?

Level of English: The activities included in this unit are suitable for all levels other than complete beginners. You can suggest participants use their own languages in pairs/small group conversations before discussing in English.

Things to consider: Participants may wish to record new words in a notebook or take photos if they have a smart phone. To support those with lower level literacy skills, list new vocabulary on a whiteboard and offer to make copies for them or record words on cards which can be used again. If the group includes people who are not working, or who are unable to work, you can relate the Health and Safety content to other contexts: e.g. home, driving, sports.

Getting started: Workplaces and work roles

Resources and preparation: Print, project or display the picture pack. Add additional images to reflect participants' backgrounds and local area job opportunities.

- Participants choose a picture of a workplace or job, say what it is and brainstorm the different roles and tasks related to it. Invite anyone who has experience of that job to tell the others more about it, e.g. what training they did (if any), what the job involved, any good or bad things about it etc.
- You can also turn the images face down and ask participants to pick up a card and without showing it to the group or saying what the job is, describe the role, e.g. *This person works outside*, etc. the others have to try and guess what job is.
- Finish with a general discussion about what training and work participants are doing or are interested in doing.

Personal view: My timeline

Resources and preparation: A4 sheets and sticky notes for creating timelines; coloured pens

- Start off with a general discussion about people's first jobs. (Be aware that some participants may not have done paid work. In this case, focus on other types of work, e.g. work in the home, caring for children, a family member or a relative, unpaid work such as volunteering.)
- Participants create a timeline of their own working life, starting from their first job.
- Encourage participants to use images as well as words, and to write in their own language if they wish.
- Each participant talks about their own timeline then answers questions from others.

Around the UK: The UK - good and bad

- Read out or display some questions from mind map, e.g. *Is the UK good for work? Is it easy to find a good job in the UK? Why/why not? What are the barriers to doing the job you want to do in the UK?*
- Discuss the questions and generate two lists: good and bad.
- Discuss items on the "bad" list and identify possible solutions, e.g. *What support is available locally and nationally? Who can help?*

Staying safe: Personal safety

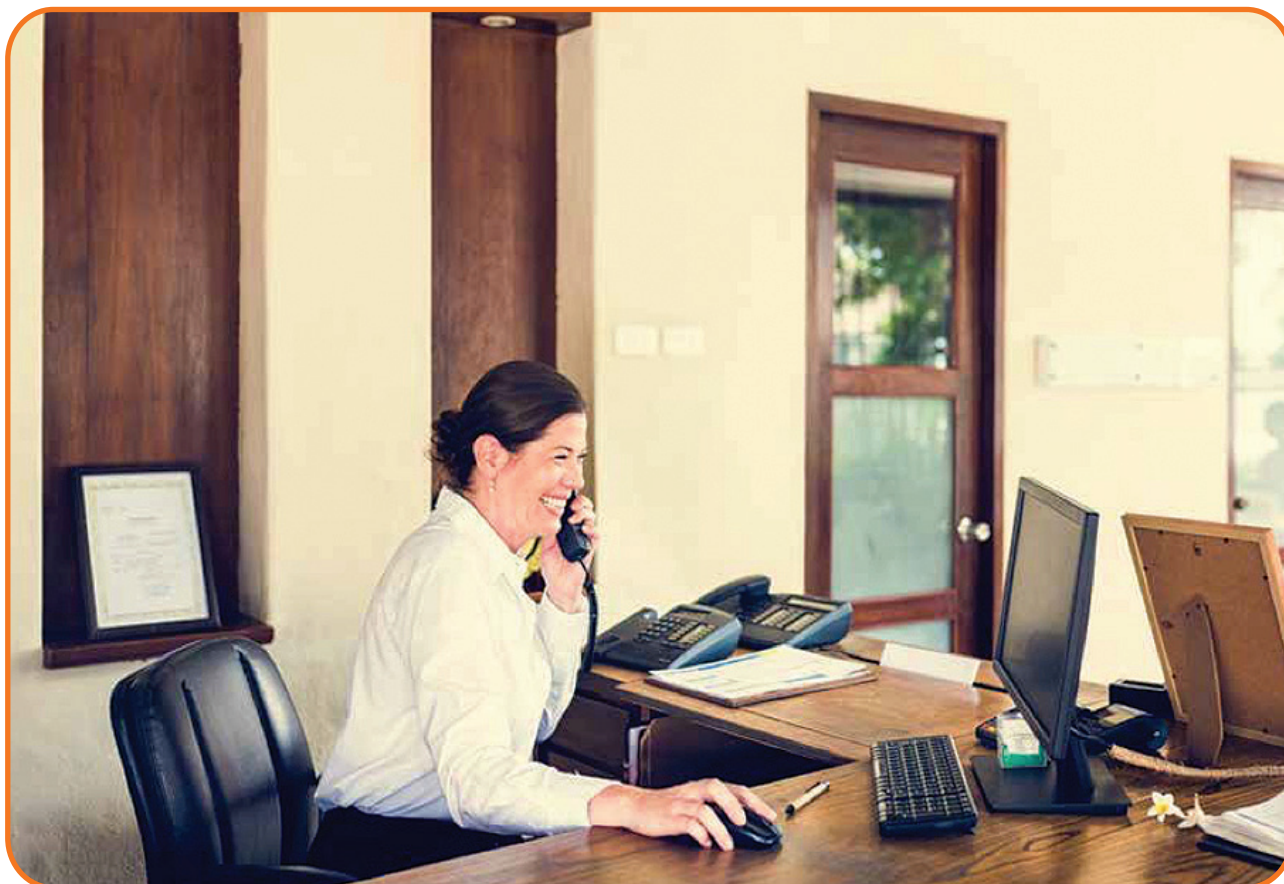
Resources and preparation: Print, project or display both the picture pack (Workplaces and work roles) and the personal safety symbols. (The symbols can be displayed as a poster or cut into cards for participants to discuss).

- Display picture of the nurse and talk about protective clothing: *What is she wearing to keep herself safe?*
- Show the **Staying safe: Personal safety symbols**. Ask some questions and share ideas about what each one is and what it may mean, e.g. *What's this called? What is it for? What does it protect? If helpful, share **Staying safe: Personal safety symbols and meanings**.*
- Discuss workplace images from the picture pack: *What personal safety is important in this workplace/for this job?*
- Find out if participants have any questions and discuss how to follow these up, e.g. some participants could volunteer to research and report back next time. Questions could include: *Who provides it (the worker or the company)? How do workplace safety rules and regulations compare to other countries? How can we find out more? Who can we invite to talk to us? etc.*

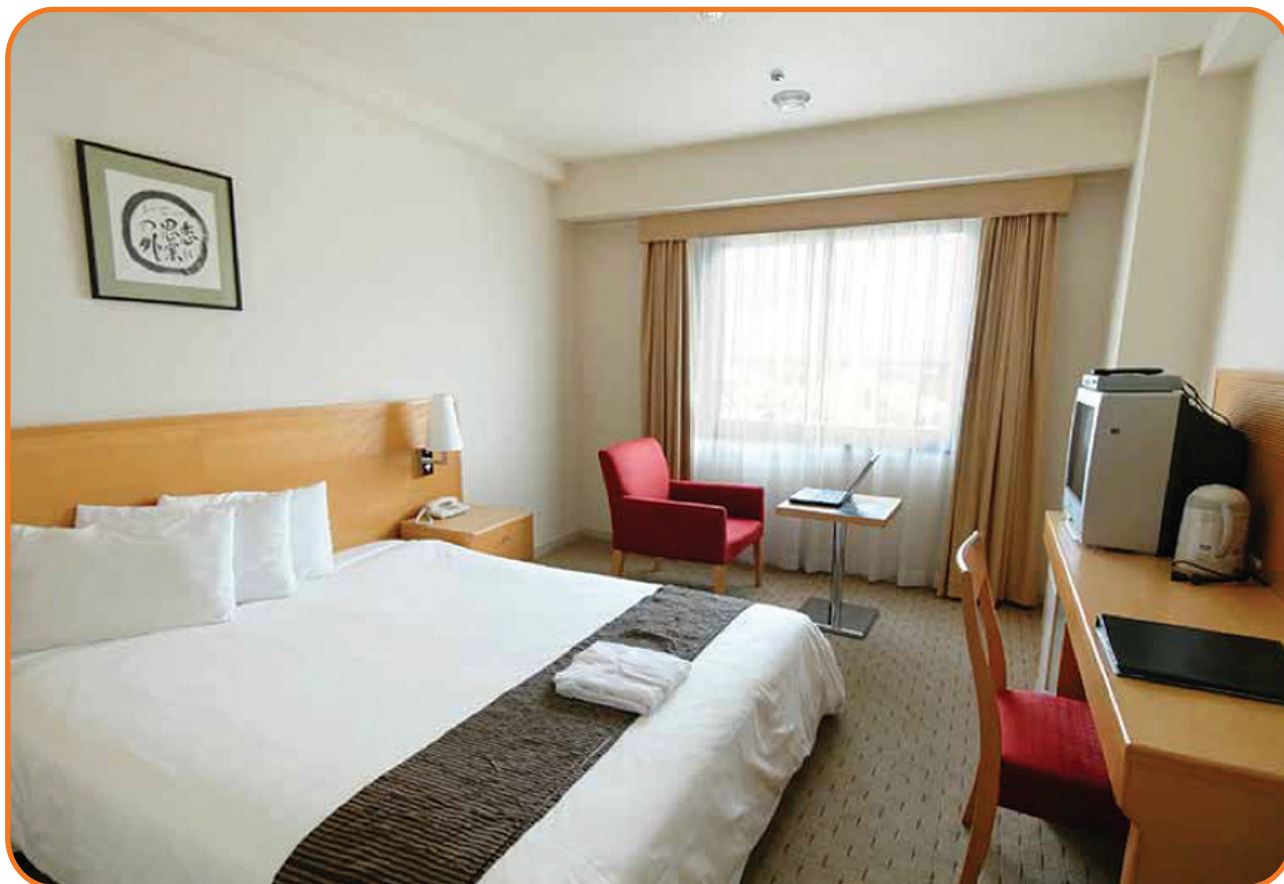
Picture pack: Workplaces and work roles



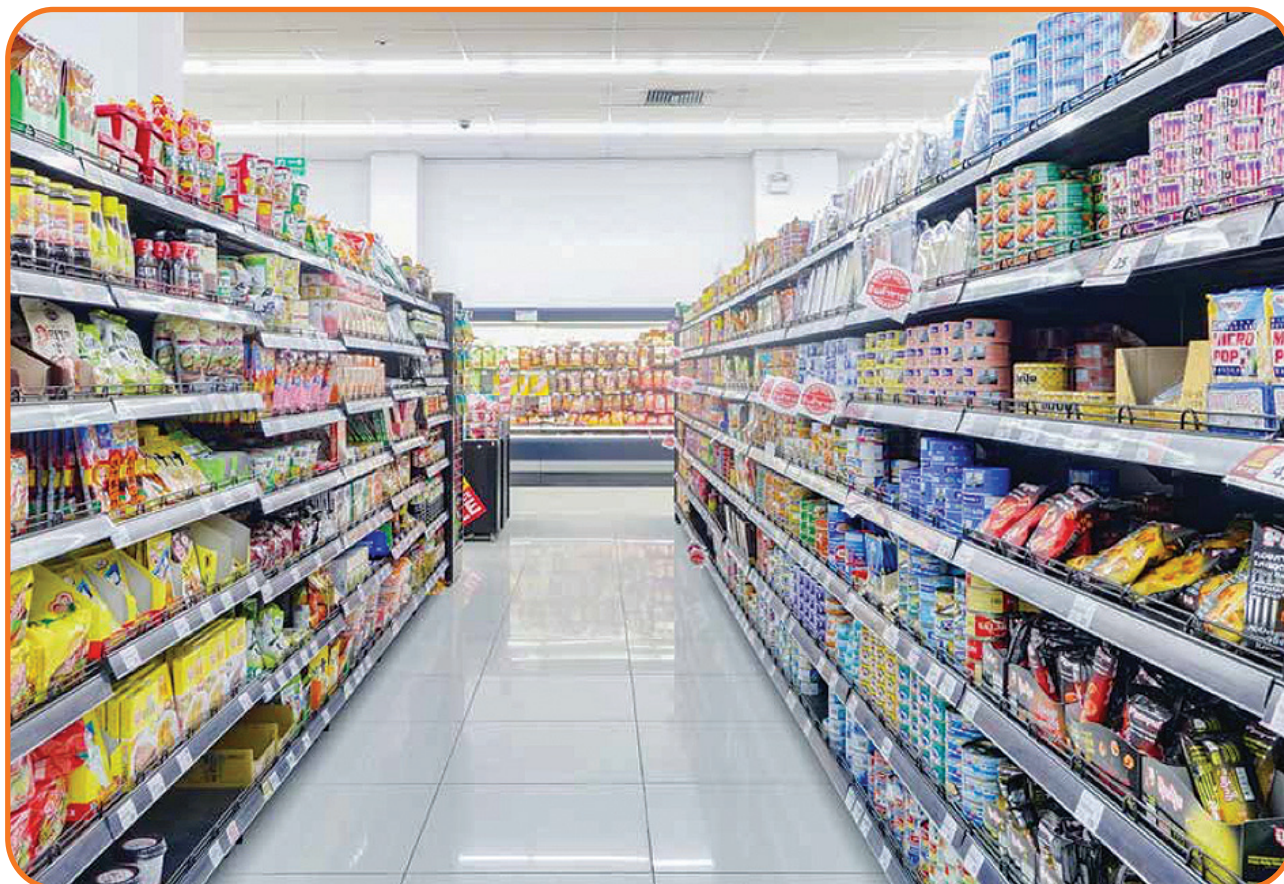
Picture pack: Workplaces and work roles



Picture pack: Workplaces and work roles



Picture pack: Workplaces and work roles



Picture pack: Workplaces and work roles



Picture pack: Workplaces and work roles







Picture pack: Workplaces and work roles



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Staying safe:

Personal safety symbols and meanings



1. Wear face mask



2. Wear hairnets



3. Wear hand protection



4. Wash your hands



5. Wear eye protection



6. Stack correctly



7. Wear protective clothing



8. Lift correctly

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