

Understand the importance of completing a job search

Unit 8 – Understand how to complete a job search

Instructions and answers for teachers

These instructions should accompany the OCR Lesson Element ‘Understand the importance of completing a job search’, which supports OCR Awards and Certificates in Employability Skills Unit 8 – Understand how to complete a job search



The screenshot shows a worksheet with the following content:

Employability Lesson Element

Understand the importance of completing a job search

Unit 8 – Understand how to complete a job search

Task 1 – A good choice

Working in small groups talk about how you choose what to watch on television. Write a list of sources you would use to decide what you are going to watch on TV.

Record your findings in the box below:

TV viewing sources

OCR
Oxford Cambridge and RSA

Associated files

Lesson Element Activity – ‘Understand the importance of completing a job search’

Expected duration

Task 1 – 45 minutes

Task 2 – 1 hour

Task 3 – 45 minutes

Task 1 – A good choice

Learners need to understand the importance of completing a job search.

Introduce the concept of informed decision making and explore the potential benefits that arise as a result.

Ask learners to work together in small groups to talk about how they choose what to watch on television. Ask learners to share their findings with the whole group. Ask learners to write a list of sources they might access in order to find out what the best viewing might be. Again share findings with the whole group.

Examples might include:

- TV programme guide accessed through the remote control
- Websites
- National or local newspapers
- TV guide magazines
- Sky or BT recommendations – perhaps via email
- Own experiences of earlier episodes or similar
- Recommendations from friends or family.

Lead a whole group discussion highlighting that choices are likely to be better if research has taken place.

Remember: If you don't choose the right TV programme, you can probably watch a repeat or watch on demand. If you don't research jobs you miss the opportunity – there are no repeats or on demand chances when job seeking.

Task 2 – Job categories

List four job categories on a white board

- Survival
- Career entry
- Transitional
- Dream job.

Give learners a list of jobs and ask them to decide which category to put the jobs into.

Encourage learners to add jobs not included on the list, but of interest to them.

Ask learners to explain why they have categorised some jobs as dream jobs. What particularly attracts them to these jobs? What would be the reasons why they might consider some of the other jobs?

Ask learners to share their findings in pairs – discussing similarities and differences.

Ask the whole group to suggest reasons for searching for jobs in each of these categories. Example responses might include:

- Survival – need the money to pay the bills
- Career entry – it's a stepping stone to where I want to get
- Transitional – a chance to gain experience and earn money before my next course starts
- Dream job – it's what I've always wanted to do.

Task 3 – Job seeker profiles

Read out the profile of a job seeker. Lead a discussion, asking learners to suggest what reasons that job seeker might have for completing a job search.

Hand out more 'profiles' and ask learners, in pairs, to agree the reasons why these individuals might job search.

Ask pairs to share their reasons with the whole group for each profile – to enable learners to understand the different reasons why people job search.

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