The resources in this section are aimed at teachers delivering careers education. They provide materials to help integrate volunteering learning outcomes within your school’s careers programme. Work-related learning and careers are incorporated into the programme of study for Economic Wellbeing and Financial Capability within PSHEe1. Alongside this schools have the flexibility to develop careers education that is most appropriate for their own students.

The resources comprise of:

1. **Careers education through vInspired Schools** – information about how volunteering opportunities can support the non-statutory programmes of study for Economic wellbeing and financial capability, particularly those aspects relevant to career education.

2. **Volunteering opportunities** – examples of volunteering that develop careers education knowledge, skills and attitudes.

3. **Careers education volunteering lesson plans and activities** – ideas for a kick-off lesson and a follow-up lesson plan to articulate and celebrate students’ employability skills derived from their volunteering.

Remember you can also use the Cross-Curricular Activities across any subject or age group.

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1. Personal, Social, Health and Economic education (PSHEe) brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability. There are two non-
Volunteering and careers education

The activities in this package focus on the way in which volunteering opportunities can develop students’ employability skills. The Association for Careers Education and Guidance (ACEG) has produced a useful framework of learning outcomes which have been used in this package. Careers education involves three main elements:

1. **Self-development through careers and work-related education** which includes: self-awareness, self-determination and self-improvement as a learner.

2. **Finding out about careers and the world of work** which includes: exploring careers and career development, investigating work and working life, understanding business and industry, investigating jobs and labour market information (LMI). As well as valuing equality, diversity and inclusion and learning about safe working practices and environments.

3. **Developing skills for career management and employability** which includes: making the most of careers information, advice and guidance; preparing for employability, showing initiative and enterprise and developing personal financial capability, identifying choices and opportunities, planning and deciding, handling applications and selection and managing changes and transitions.

Volunteering opportunities provide an excellent way of developing self-awareness and self-determination. This is especially the case when students have a structured opportunity to reflect on their strengths and weaknesses, and to articulate how volunteering has aided their development in the context of careers education and developing employability skills.

Experience of out-of-school volunteering in particular gives students direct experiences of work environments and an opportunity to see people working in a wide range of jobs.

Students can develop career management skills through researching volunteering opportunities and making the right volunteering choice for them. Volunteering can also enable students to develop and demonstrate the essential employability skills that are valued by employers.

**Employability skills through volunteering**

The Department for Education defines employability as the ‘skills, knowledge and adaptability which enables people to enter employment and stay in highly productive work, not necessarily with the same employer’. In other words ‘employability’ is something that students will need for their first job, and will need to work on throughout their working lives. So it is important that students are introduced to understand these skills while at school.

There are numerous lists of employability skills but probably the most relevant is that of the Confederation of British Industry. In their annual Skills Survey they ask employers about skills shortages nationally and the employability skills of the school leavers they encounter (www.cbi.org.uk/media/1514978/cbi_education_and_skills_survey_2012.pdf).

Employability skills include: basic skills such as literacy and numeracy; other key skills such as team working and problem solving. As well as personal qualities such as a ‘positive attitude’, and knowledge such as basic business understanding.

Volunteering opportunities enable students to develop and, above all, demonstrate these skills often in work-related settings (e.g. a charity shop, running an event, sitting on an advisory board). Students need to be able to provide employers with examples of where they have used their employability skills in action, something which employers say they are often unable to do. Hence it is important that careers education allows students to articulate how they are developing skills for employability through volunteering and other work-related experiences.

2. The ACEG Framework: a framework for careers and work-related education (April 2012)
There are numerous possible opportunities for volunteering within a careers education context which will promote self-development, enable students to find out about careers and develop career management skills including their employability.

Here are some in and out of school examples:

**In-school volunteering opportunities**
- Volunteering to serve on committees such as the student council, clubs or societies.
- Working in a team to organise a careers fair for younger students to make them more aware of the range of education and employment opportunities available to them.
- Hosting a series of discussions with visitors from the local economy for students from all years across the school, in order to broaden students’ awareness of the variety of work available.
- Becoming a mentor for younger students; especially those new to the school, helping them find their feet and join in with school activities.
- Helping to organise fundraising activities for events such as Comic Relief and Children in Need.
- Volunteering to be a school ambassador, available to meet and greet visitors, show new parents around the school and act as a steward on parents’ evenings.

**Out-of-school volunteering opportunities**
- Volunteering with a local primary school to help out with mock interviews, as a preparation for Year 6 students moving to a secondary school.
- With a member of staff, visiting and vetting possible work experience placements and giving comments from the student perspective.
- Taking part in off-site careers conventions in various roles: working on the registration desk, meeting and greeting visitors and liaising with venue staff about equipment and facilities.
- Taking up roles in cross-borough youth forums, representing the views of students from the school.
- Working with local youth clubs to disseminate careers information to members of the club in a fun and engaging way.
- Carrying out research, using skills of exploration, for a local immigrants’ rights charity on availability of services such as language teaching.
Kick-off lesson

We know that each school has its own way of presenting lesson plans so here is a skeleton plan for a first lesson on the vInspired Schools volunteering programme (which you can adapt as you see fit).

We assume that the students will have been to an assembly in which the concept of volunteering has been explained, and the schools programme has been launched. They come back to the Careers lesson and want to hear more about how they can get involved. The Activities section has a number of further classroom activities about volunteering which can be used in follow-up Careers lessons. We have included suggested timings for each stage, however, these are flexible depending on your group.

Learning outcomes

Students will:

• know about a range of Employment Opportunities;
• know the key Employability Skills that employers regard as important;
• consider the types of Employability Skills required for different jobs;
• reflect on the extent to which they think they have these skills already;
• consider how they might be able to practise and demonstrate these skills through volunteering experiences.

Preparation

To start the activity, collect examples of a wide range of jobs (say 10) from local and national newspapers or job websites. You can cut and stick these on to a side of A3 paper/card to create a collage of Employment Opportunities (and then make enough copies for one per small group). There needs to be enough description to give students some ideas about what is required to do each job.

You will also need to make copies of the Employability Skills cards and cut them up, so there is enough per small group. These are based on research conducted by the national employers’ body, the CBI. In advance of the session you will ideally have looked at the latest CBI Skills Survey for 2012 which includes a section of what employers think about the employability skills of school leavers (www.cbi.org.uk/media/1514978/cbi_education_and_skills_survey_2012.pdf).

Lesson

Stage 1 (10 minutes)

• Ask students to work in threes. Explain that the activity involves identifying the knowledge, skills and personal qualities or attributes that employers are looking for in young people and that these are referred to as ‘employability skills’.

• Inform students that each year the CBI conducts a skills survey where all its members are asked their views about the important skills for work that are needed, and where there are shortages of such skills. Distribute one set of the Employability Skills cards and a copy of the Employment Opportunities collage to each group.

• Their first task is to select one of the employment opportunities on the Employment Opportunities sheet and discuss the employability skills they would need in this specific line of work, using the CBI Skills Card. They could divide the skills into three piles: Essential for job, Desirable for the job and Not essential.
Stage 2 (10 minutes)

• Debrief by asking one group to say what they chose for their Employment Opportunity and the Employability Skills they thought essential and desirable for this job. Ask if others agree or disagree and confirm or challenge what the students said was needed for this employment opportunity. Then ask another group what skills they included under their employment opportunity and repeat the process and so on for the opportunities. Finish by saying that many jobs today require all or many of these Employability Skills. However, there are differences between employment sectors which hopefully will have been brought out by the examples chosen.

Stage 3 (30 minutes)

• Now move on to the next activity. Explain that the annual employers’ skills survey includes a question about how satisfied employers are with the Employability Skills of young people leaving school. Ask them to go through the Employability Skills cards again. They should pull out the three skill cards which they believe employers are most happy about (i.e. that school leavers have these skills) and the three cards which reflect things that employers are least happy about (i.e. that school leavers do not have these skills). They should think about the reasons for their choices.

• Share the results of the survey with the students. The top three skill cards, i.e. things employers most happy about are:
  - Use of ICT (87% satisfied).
  - Basic numeracy (70% satisfied).
  - Team working (67% satisfied).

The three things they are least happy about are:
  - Business and customer awareness (69% not satisfied).
  - Foreign language skills (68% not satisfied).
  - Self-management (61% not satisfied).

Ask groups to work out how many they got right out of six.

• Now ask them to look at the Employability Skills cards again and to identify what they believe to be their own strengths and areas where they need to improve. If they count something as a strength they must be able to give an example of how they have demonstrated this ‘skill’ either in or out of school. Ask a selection of students to identify one strength, and one area for improvement in their employability skills.

Stage 4 (10 minutes)

• Finally, ask them to consider the volunteering activity they have signed up for. Which Employability Skills do they think they will be able to develop and demonstrate through the volunteering experience? Ask them to identify one skill they already possess which will be reinforced by the volunteering and two skills where they would like to make improvements. Invite each student to give examples of one of the Employability Skills they want to improve during their volunteering opportunity, and a reason why.

Options for differentiation

You can vary the employment opportunities selected in the first task. For pre-16 students you may wish to include more entry level jobs for young people at level 2. For post-16 students you may wish to include more graduate or level 3 jobs.

In stage 3 you can link the activity to Employability Skills that older students have demonstrated in part-time jobs and/or work experience.

For younger students omit the first part of stage 3 about the skills employers say they are happiest/least happy with.
Employment skills cards

1. **Positive attitude**
   Are you?
   - ready to take part
   - open to trying new ideas and activities
   - enthusiastic
   - keen to do your best and succeed

2. **Manage yourself**
   Are you?
   - ready to take responsibility
   - flexible
   - always on time
   - always ready to improve your work

3. **Teamworking**
   Do you?
   - respect other people
   - co-operate with other people
   - negotiate & persuade
   - join in discussions

4. **Business & customer awareness**
   Do you?
   - know why businesses succeed and fail
   - know why it is important to keep customers happy

5. **Problem solving**
   Can you?
   - look at a problem in different ways
   - come up with good solutions to problems

6. **Communication & literacy**
   Can you?
   - speak clearly
   - write clearly
   - read well

7. **Use of numbers**
   Are you?
   - able to do the four basic operations well
     - add, subtract, divide and multiply
   - able to use numbers to solve problems

8. **Use of it**
   Do you?
   - Regularly use a computer?
   - use packages such word and excel to help with your work?

9. **Foreign languages**
   Are you?
   - able to speak a foreign language
   - able to read and write in a foreign language

10. **International cultural awareness**
    Are you?
    - tolerant of people who are different to you
    - sensitive to people from different ethnic groups
Follow-up lesson

Your students have now undertaken their volunteering experience but how can you follow that up in your Careers Education? The main focus should be on the extent to which their volunteering experience has helped improve their employability enabling them to give examples of the use of their skills in action. This is important when making job applications and in answering interview questions so it is necessary to get students to articulate these examples in reflection after their volunteering.

Learning outcomes

Students will:

• Reflect on their own and others’ experiences of volunteering and social-action projects.
• Identify the skills they have developed or demonstrated through volunteering or social action projects.
• Give examples that demonstrate how they have used employability skills during their volunteering or social-action projects.

Preparation

Set up the room so students can work in pairs. Photocopy enough Volunteering Employability Skills sheets so that there is one per student.

Lesson

Stage 1 (10 minutes)

• Ask students to work in pairs and give each student a copy of the Volunteering Employability Skills sheet. Ask students to rate themselves on the three-point scale to indicate the extent to which they think they demonstrated each skill during their volunteering experience. Tell them not to write in the boxes on the right as their partner will do that next.

Stage 2 (20 minutes)

• Ask pairs to swap their Skills sheets around. Students now become A and B. A goes first and asks B to explain how they demonstrated the skill they have claimed during their volunteering. B must explain clearly how, when and where they demonstrated the skill. B writes down the example in the appropriate box. When B has finished providing examples, then it is A’s turn to ask B and the process is repeated.

Stage 3 (30 minutes)

• Debrief by asking a selection of students to describe what they got out of their volunteering opportunity, why they enjoyed it, and whether they would recommend it to others.
• Finally, ask them to all to give an example of one Employability Skill they demonstrated during the opportunity.
• Finish by, emphasising that in a period when work experience is hard to come by volunteering provides an excellent way for young people to develop and demonstrate the skills that employers want.

Options for differentiation

For younger students, instead of asking them to complete the Volunteering Employability Skills template, ask them to work in pairs to produce a poster which illustrates the Employability Skill they showed during their volunteering. You may want to give each pair a copy of the Employability Skills cards from the kick-off lesson plan. When they have finished their posters, stick them up on the wall and ask them to ask questions of each other, the aim being to draw out the key Employability Skill practised in different volunteering opportunities.
Volunteering employability skills

Name

Class

what extent did your volunteering enable you to use the following employability skills?
(Place a ✓ in the appropriate box for each of the ten employability skills)

Volunteering opportunity

<table>
<thead>
<tr>
<th>Employability skills – what employers say they want from young people leaving school</th>
<th>To a great extent</th>
<th>To some extent</th>
<th>Not at all</th>
<th>Description – how did you demonstrate these skills?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A positive attitude – readiness to take part, openness to new ideas &amp; activities, desire to achieve</td>
<td></td>
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<td>2. Self-management – readiness to accept responsibility, flexibility, time management &amp; readiness to improve own performance</td>
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<tr>
<td>3. Team work – respecting others, co-operating, negotiating/persuading others &amp; contribution to discussions</td>
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<td>4. Business &amp; customer awareness – basic understanding of the key factors in business success and the need to provide customer satisfaction</td>
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<td>5. Problem solving – analysing facts and circumstances and applying creative thinking to develop appropriate solutions</td>
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<td>6. Communication &amp; literacy – use of literacy, ability to produce clear, structured written work, and spoken literacy including listening and questioning</td>
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<td>7. Use of number – manipulation of numbers, general mathematical awareness and its use at work</td>
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<tr>
<td>8. Use of IT – basic IT skills, word processing, spreadsheets, file management &amp; use of internet search engines</td>
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<tr>
<td>9. Foreign language skills – communicating with customers and suppliers &amp; understanding written language</td>
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<tr>
<td>10. International cultural awareness – respecting diversity and sensitivity to other cultures</td>
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</table>