

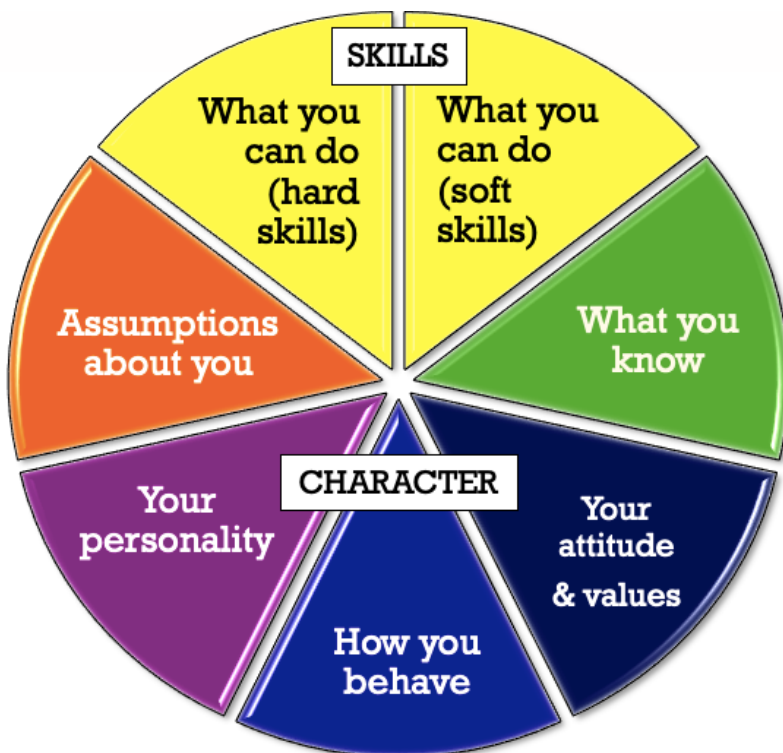


## Push Lesson Plan...

# EMPLOYABILITY

We are living in the age of the fourth industrial revolution (Artificial Intelligence and Automation). There are approximately 650,000 types of job in the world. So, job roles - the useful things human beings can do, to then get rewarded - are evolving faster than ever. Meaning the best thing you can do is build yourself into an adaptable and resilient human being, who can pick up things quickly. At Push, we call this being **rounded**.

If you are a happier individual, who makes wellbeing and balance a core part of their career journey, you are more likely to develop roundedness. And, rounded individuals are more useful to employers. Everyone wins.



Exercise (15 mins):

### A rounded person

#### TEACHER:

1. Place 7 x A3 sheets on the walls around the classroom, with the following titles on each: soft skills, hard skills, knowledge, behaviour, attitude, personality, and assumptions about you (this is discrimination: it may be 'positive' and give you an advantage but often it may not).

2. Split the students into small groups (3-4)

3. Run through the six elements of roundedness

**TEACHER:** discuss the orange slice and explain how oftentimes these assumptions can be negatively charged stereotypes and, ideally, no one should be disadvantaged or advantaged because of qualities they cannot change (or shouldn't have to change e.g. accent).

Highlight that students can adapt the other six slices to ensure they are desirable to employers for the career paths they wish to pursue.

4. **STUDENTS:** write down an example (a couple of lines) of a time, in or out of school, when you feel you have developed any of the other 6 elements of the rounded person pizza (a hard skill, a soft skill, what you know about something, improving your behaviour, improving your attitude, expressing your personality). Make these examples things you are proud of - and willing to share with others. It can be the simplest of things. Employers prefer simple honest proof rather than exaggerated or made up things that sound (perhaps too) impressive or fanciful. When ready, write some of these 1-2 line examples onto the matching pizza slice worksheet on the walls of the classroom. **TEACHER:** help them to write these into concise sentences, if needs be.

Exercise (25 mins):

### Providing roundedness

**TEACHER:** show students the STAR technique diagram and check they understand each of the 4 parts.

1. **TEACHER:** give an example of a challenging experience you have had to deal with as a teacher, and explain to students how the story - if you were telling it in an interview - fits into the S-T-A-R technique.
2. **STUDENTS:** look at the sheets on the walls, and decide which slices of roundedness are highlighted in the teacher's story.
3. **Students:** write down 4 boxes on a piece of paper, naming them 'S', 'T', 'A', and 'R'. Pick one of the examples you write on the wall sheets.

4. **STUDENTS:** write your story down in each of the 4 boxes that you drew. Each story should finish with "the element of my roundedness I developed through this experience was..." and highlight which rounded slice the story refers to.
5. **TEACHER:** get students to stand up one by one, and read their stories out loud to their peers, followed by a round of applause.



Exercise (20 mins):

**Selling roundedness**

1. **TEACHER:** ask students if they have any jobs they are interested in doing and have students write them down.
2. **TEACHER:** explain the three types of job sectors that exist: public sector (16.7% of the workforce), private sector (80.3% of the workforce), and third/charitable sector (3% of the workforce). Discuss with the class how they are different to one another.
3. **TEACHER:** take 3-5 volunteers who know a job they would like to do, and get the room to research an organisation/company which exists in that industry (use the internet on the projector if possible).
4. **TEACHER:** explain the three parts of the FAB pitch to students.

**PROBLEM**



**SOLUTION**

**Features**

- How does it meet the need?

**Advantages**

- How is it better? USPs?

**Benefits**

- What will be the result?

**Features:** **TEACHER** get 3-5 volunteers to list a soft skill and an attitude trait that makes them suitable for what this organisation/company needs from an employee. Ideally get them to have input (research/ideas) from other students.

**Advantages:** **TEACHER** get 3-5 volunteers to highlight why their experiences in life makes them a better fit than others for that role and organisation/company.

**Benefits:** **TEACHER** get 3-5 volunteers to say what the result would be, if they were employed by the company. The teacher can give examples to help fuel the discussions e.g. the team will be more productive or creative, or an extra person means they can help more people, gain more clients etc.