

# Facilitator's handbook

Raising the aspirations and employment prospects of young people with learning disabilities



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Contents

<b>Foreword</b>	<b>5</b>
<b>A guide on how to run the workshops</b>	<b>7</b>
1. Workshop programme for schools	
2. Workshop programme for families	

## Part A – The school workshops

---

<b>Session 1: Starting to think about work</b>	<b>9</b>
<b>Session Plan</b>	<b>10</b>
<b>Resources</b>	
What is my dream job? activity sheet	13
Employment quiz score card	15
Employment quiz stories	17
<b>Session 2: Why do I want to work?</b>	<b>37</b>
<b>Session Plan</b>	<b>38</b>
<b>Resources</b>	
‘Why do I want to work?’ game instructions	41
‘Why do I want to work?’ cards	43
‘Why do I want to work?’ activity sheet	49
<b>Session 3: What makes a good life?</b>	<b>51</b>
<b>Session Plan</b>	<b>52</b>
<b>Resources</b>	
‘What I need for a good life’ information sheet	55
<b>Session 4: Employer expectations</b>	<b>57</b>
<b>Session Plan</b>	<b>58</b>
<b>Resources</b>	
Hire or Fire game instructions	61
Hire or Fire badges	63
Hire or Fire behaviour cards	65
Hire or Fire activity sheet	69
‘What do employers want?’ game instructions	71
‘What do employers want?’ activity sheet (blank)	73
‘What do employers want?’ activity sheet (completed)	75

<b>Session 5: Will I be a good employee?</b>	<b>77</b>
<b>Session Plan</b>	<b>78</b>
<b>Resources</b>	
Good Employee game instructions	81
Good Employee cards	83
'Will I be a good employee?' activity sheet	89
Interview checklist	93
<b>Session 6: Developing work preferences</b>	<b>97</b>
<b>Session Plan</b>	<b>98</b>
<b>Resources</b>	
'Guess my job' game instructions	101
'Guess my job' activity sheet A (Chef)	103
'Guess my job' activity sheet B (Teacher)	107
'Guess my job' activity sheet C (Receptionist)	111
'Guess my job' activity D (Gardener)	115
'Guess my job' activity sheet E (DJ)	119
'What makes my ideal job' instructions	123
'What makes my ideal job' slides	124
'What makes my ideal job' activity sheet	151
'About me at work' slides	153
<b>Session 7: Local business mapping</b>	<b>159</b>
<b>Session Plan</b>	<b>160</b>
<b>Resources</b>	
Local business mapping activity sheet	165
<b>Session 8: My skills and qualities</b>	<b>167</b>
<b>Session Plan</b>	<b>168</b>
<b>Resources</b>	
'My top qualities' activity sheet	171
'My top skills' activity sheet	173
'Employment Skills game' instructions	175
'Employment Skills' game cards	177
<b>Session 9: My working future</b>	<b>187</b>
<b>Session Plan</b>	<b>188</b>
<b>Resources</b>	
Work profile guidance	191
'My work profile'	205

## **Session 10: Presentations** **249**

### **The Spider Chart** **253**

The Spider Game was developed in partnership with Boss Employment CiC as a useful monitoring tool. It aims to capture changes in the young person's thinking about work and its place in their future. It is useful in sessions 2, 5 and 9.

## **Part B – The family workshops**

---

<b>Overview</b>		<b>264</b>
<b>Workshop 1</b>	A conversation about work	266
<b>Workshop 2</b>	What makes a good life?	268
<b>Workshop 3</b>	Local transition protocols and requirements – what can we expect?	270
<b>Workshop 4</b>	Supported employment in our area – what does that mean for us?	270
<b>Workshop 5</b>	Welfare benefits	271

# Foreword

Employment is important – it can provide a sense of reward and satisfaction and for many people defines who they are. We are commonly asked ‘what do you want to be when you grow up?’ as a child and ‘what do you do?’ as an adult.

Across the UK, fewer than 5.8% of people with a learning disability have a job, and many of those who are employed only work part-time. Yet most people tell us they want to work. Many miss out on the basic right to aspire to a career, the wider social networks, the better emotional and physical health and the independence that come from having a job.

At the Foundation for People with Learning Disabilities (the Foundation), we believe that young people with learning disabilities have the right to a working life and this must be embedded early on. Expectations that people with learning disabilities will find paid work are low due to years of under-representation in the labour market. The Foundation wanted to highlight the fact that people with learning disabilities make hardworking and enthusiastic employees, bringing new skills, talents and perspectives to their employers.

In July 2011, we met with families, young people, employers and teachers at schools in Kent, Redbridge and West Berkshire. They told us that:

- they need help making plans to include long-term goals such as employment;
- work experience opportunities are rare and those that exist are often segregated and do not lead to paid work;
- schools need help to engage with employers to provide real jobs for young people leaving school;
- there is no provision for much-needed job coaches to support people with learning disabilities into work.

The ‘When I Grow Up’ programme was developed from these consultations. It has worked in a number of ways to raise the aspirations and employment prospects of young people with learning disabilities, through collaboration with young people, families, schools and employers. These include:

- a series of workshops designed to prepare young people and their families for the world of work;
- education business partnerships in each school to bring on board local employers;
- collaboration with schools to build their understanding of, and capacity for, supporting young people into employment;
- support for local employers to review their recruitment practice and processes;
- support for young people to get work experience and paid work for the first time.



All elements of this programme have been designed to reflect changes introduced by the Children and Families Act 2014 and will therefore contribute to Preparing for Adulthood Reviews and Education and Health Care Plans. This handbook provides the training for the curriculum and workshops element of the programme. To read more about the other outcomes of the programme, please refer to the 'When I Grow Up' Need2Know project summary (<https://www.mentalhealth.org.uk/learning-disabilities/wigu>).

The programme provoked a radical shift in expectations, attitudes and confidence among all stakeholders.

We are eternally grateful to the students, staff and families from Castle School, Newbury, Berkshire; Milestone Academy, Kent; Little Heath School and Redbridge College, London Borough of Redbridge who worked with us during the past four years on this project.

We are also very grateful to the Big Lottery Fund for funding this work. The Foundation would like to acknowledge the work of Boss Employment CiC, in developing many of the materials: [www.bossemployment.co.uk](http://www.bossemployment.co.uk)

Written by Keith Bates, Jill Davies, Christine Burke and Molly Mattingly.

The images used in this resource are from Photosymbols.

Resource designed by White Halo Design Limited.

# A guide on how to run the workshops

## 1. Workshop programme for schools

This training pack is as an essential toolkit for schools, enabling them to support young people with learning disabilities to start their journey to a first job. It consists of three main elements:

- The session plans
- The resources (includes exercises, instructions and activity sheets)
- The work profile.

The programme is delivered as a series of 10 workshops which are designed to supplement the existing employment-focused activity at school, while also developing a conversation with families and engagement with employers. The work profile is to be completed during session 9, using information gathered during the activities and conversations that took place over the course of the programme. Session 10 offers an opportunity for the student to prepare and present their skills, qualities, preferences and support needs.

The training pack was developed through work at four schools and colleges, mostly with students who were able to communicate verbally and understand simple instructions. Most of the workshops were run with groups; however, they could be tailored for use with individuals if necessary. The training pack may need to be adapted for students with more complex learning needs by using more visual or live props and role plays.



The 10 workshop sessions are designed to develop the individual's thinking about work and explore different aspects of working life.

- **Session 1 (Starting to think about work ) and Session 2 (Why do I want to work?)** aim to get the student thinking about the possibility of work, and provide examples of people successfully holding down a job, earning money and enjoying the benefits that employment can bring.
- **Session 3 (What makes a good life?)** looks at what makes a good life and how work fits into it.
- **Session 4 (Employer expectations) and Session 5 (Will I be a good employee?)** then focus on employers and the skills and qualities they are looking for in their workforce. Students map local businesses to get a sense of what employers might be looking for in their area.
- **Session 6 (Developing work preferences), Session 7 (Local business mapping), Session 8 (My skills and qualities) and Session 9 (My working future)** prompt students to move on to think about their own skills, aspirations and preferences, and why it might be important for them to work.
- **Session 10 (Presentations)** closes the workshops. In this final session, each student gives a presentation about themselves in a format that works for them (verbal, on paper, filmed), ideally to a panel of employers interested in supporting them to develop their career.

The sessions are designed to be run in the specified order, but can be delivered in any way that will support more young people to explore employment options as part of their future.

Each session is designed to last approximately two hours but this will vary, depending on the circumstances and the group. It's useful to have a recap at the beginning of each session and ask the students what they can remember about the previous one, and to finish each session with a discussion as this helps build on what they have learned.

It's also a good idea to delegate students to be timekeepers for the sessions. Many young people recognise timekeeping as a skill they need to develop for work, so giving them the responsibility of reminding the group about the time for breaks or end of sessions is good preparation for the future.

## 2. Workshop programme for families

A key element of the work with schools for the 'When I Grow Up' programme was a series of workshops, training and learning activities with families. It is important to engage with families from the beginning, not only to keep them informed, but also to help them to create a vision for the future for their son/daughter: a vision that includes paid work.

The core workshops we propose schools hold are:

- A conversation about work
- What makes a good life?

There is a brief description and information on the target audience and duration of these workshops on pages 264/271 of this handbook. The workshops are flexible and can be run for families with or without their sons/daughters. Some families may not be able to attend without their sons/daughters.

If you are able to run only one session with families, we recommend 'A conversation about work'.



# Session 1

## Starting to think about work



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 1

## Starting to think about work

### Objectives

- To create a discussion about employment and to give students an opportunity to voice any thoughts and opinions they may have about their future.
- To demonstrate that people with a learning disability can and do find a job with the right support, by showing examples of people in employment who have become:
  - better off financially
  - more independent
  - able to choose what to do with their money.

### Preparation

As this is the first session it may be beneficial to create a file for each student to collate all the activity sheets completed during the programme. This can be part of their work profile.

#### Equipment

- Laptop and projector
- Whiteboard or flipchart
- Pens

#### You will also need to download and print out the following:

'What is my dream job?' activity sheet  
Employment quiz score card

#### And project these slides:

Employment quiz stories (PowerPoint)

## Session outline and resources

### 1. Introductions

#### 2. Exercise: My dream job



### 1. Introductions

Explain to the students that this session is the first in a series of 10 about preparing for work that will be held over a set period of time (some may take place over a two-year period, others all within a school term). If the group attending the session are from different classes or forms it is important for everyone to introduce themselves.



### 2. Exercise: My dream job

**Resource needed: 'What is my dream job?' activity sheet**

This activity is designed as an icebreaker. It gives the young people a chance to consider their work aspirations and introduces the concept of earning money – 'What will I spend my wages on?'

After they have completed the activity sheet, ask them to feed back their responses and capture what they say on a whiteboard or flipchart. Clearly there are no right or wrong answers and many young people may express gender choices. Generate a discussion about different jobs and explain that some of these will be explored in the coming sessions.

### 3. Film

#### 4. Exercise: Employment quiz



### 3. Film

This film clip: <http://www.nhsemployers.org/case-studies-and-resources/2011/10/employment-and-learning-disabilities> showcases an employment scheme and offers the chance to see people in work, to hear their stories and to watch a variety of successfully employed people with a learning disability. You may prefer to use another clip.



### 4. Exercise: Employment quiz

**Resource needed: Employment quiz stories (PowerPoint)**

This exercise involves a slide show describing the jobs of five different people. Each describes what they do, how they got started and what a difference working has made to their life.

Describe the activity to the students and tell them there will be a quiz at the end so they need to concentrate and listen carefully. Slowly work through the slides, discussing any additional work-related information such as the use of uniforms, the different working environments and rules of employment.

**Resource needed: Employment quiz score card**

The quiz can be done on an individual, table or group basis as appropriate. Ask the students to use the score card to count up how much money they won, based on the number of questions they correctly guessed.



# 'What is my dream job?' activity sheet

What is my dream job?



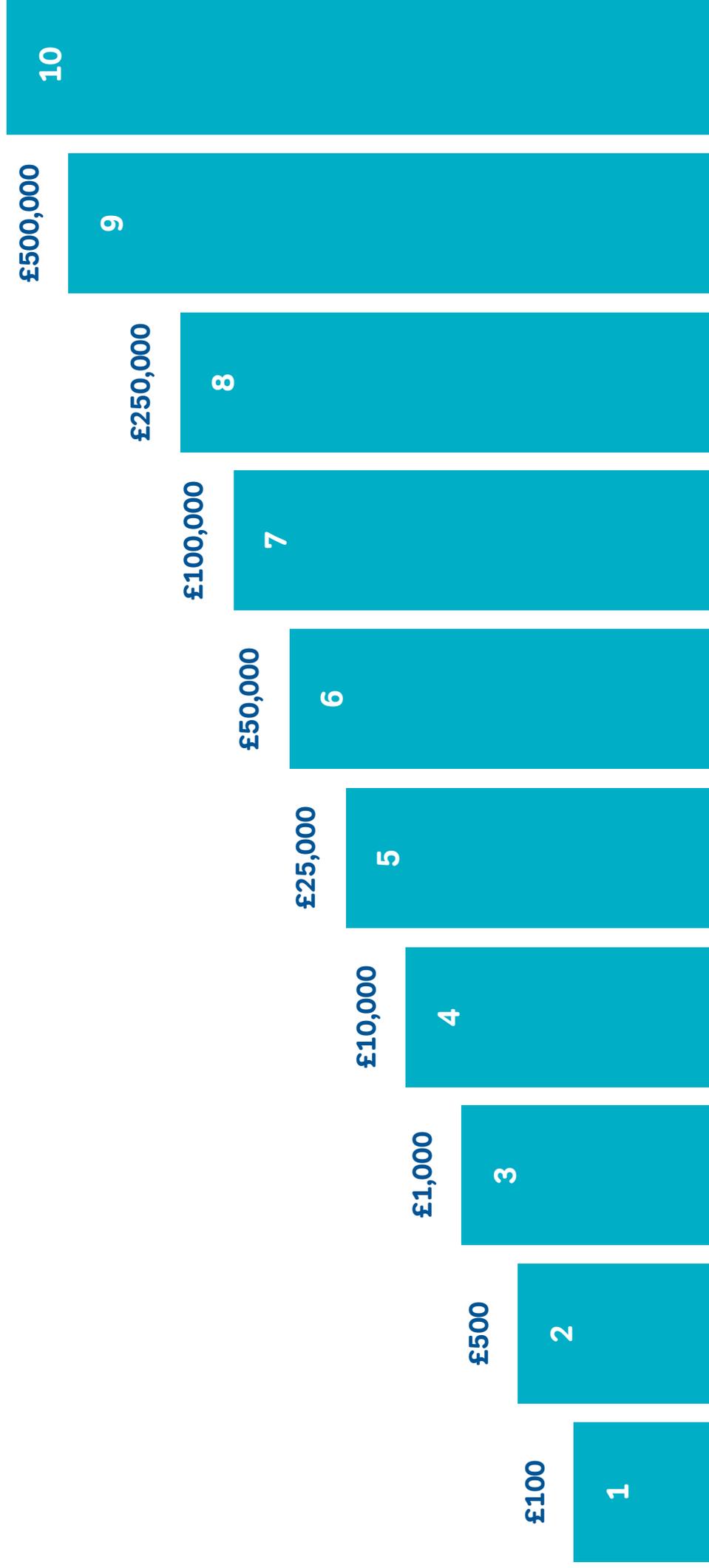
What will I spend my wages on?





# Employment quiz score card

Name: \_\_\_\_\_



foundation for  
people with  
learning disabilities



When I grow up

Workshop materials courtesy of [www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



# Employment quiz stories



foundation for  
people with  
learning disabilities

# Employment quiz

1. Listen to stories about people in work.
2. See the different types of employment they have.
3. Listen carefully as they talk about (or describe) their jobs.
4. All the stories are true although some people have changed jobs.
5. We have changed their names.
6. See if you can answer the questions.



foundation for  
people with  
learning disabilities

Lewis is self-employed.

Lewis

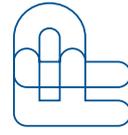
Lewis



He runs his own plastic bottle recycling business.

His support workers saw he liked crushing plastic bottles at home.

His business was nominated for a recycling award in London - he was runner-up.



foundation for people with learning disabilities



When I grow up



Mary

Mary works for the



as a health trainer.

She travels around town helping other people with learning disabilities improve their health.

She works 19 hours per week.

Mary wanted to earn money and be more independent.

She now has more money to spend on the cinema and meals out with friends.



foundation for  
people with  
learning disabilities

David works at



Before David got his job, people told him he'd never get a full-time job.

David had benefits advice before starting work. He found out how much extra money he would have.

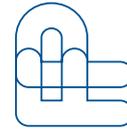
David works 31 hours per week.

David keeps the shop tidy and helps customers find items.

David now pays his own rent and council tax.



David

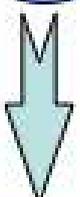


foundation for  
people with  
learning disabilities



**Jane**

Jane works in a hospital as a domestic assistant.



She works 32 hours per week.

Before getting her job, Jane spent a lot of time watching telly.

Jane had support from a job coach to learn how to do her job.

Jane now has a lot more money.

Jane has made lots of new friends at work.



# Greg



Greg works for a cleaning company which is run by people with learning disabilities.

He used to go to his local day centre all week and really wanted a paid job.

After trying out a few different types of jobs, Greg had a work trial with the company.

He says he's now more independent and is much better at cleaning too!

Greg had support to learn the new bus route and learn his tasks when he started work.



foundation for  
people with  
learning disabilities





Mike is a catering assistant.

He got benefits advice before he started work.

He is now £120 better off and is saving up to buy a laptop.

Hi I'm Mike!

Mike did catering training for 2 years.

Mike works 20 hours per week.



foundation for people with learning disabilities

# The Quiz

## What did you learn?





1. Where did the idea for Lewis's business come from?

A. His college tutor gave him the idea

B. Support workers noticed he liked to crush plastic bottles

C. From a programme on the telly

D. It was his mum's idea



foundation for  
people with  
learning disabilities



2. What does Mary spend her wages on?

A. *Now* magazine

B. Food and bills

C. Cinema and meals out with friends

D. She saves all her wages



foundation for  
people with  
learning disabilities





3. What does David do  
at ASDA?

A. Gives fashion advice

B. Drives a fork lift

C. Helps customers find items  
and keeps the shop tidy

D. He works on reception



foundation for  
people with  
learning disabilities

© Foundation for People with Learning Disabilities 2017

Workshop materials courtesy of [www.bossememployment.co.uk](http://www.bossememployment.co.uk) © 2017

When I grow up 



4. What did Mike get benefits advice before starting work?

A. To find out how much more money he'd have

B. To talk about his pension

C. To find out about buying a house

D. His mum told him to!



foundation for  
people with  
learning disabilities



When I grow up



5. What help did Jane have when she started work?

A. She had help with the shopping

B. She had help with maths and English

C. She had help with the washing up

D. She had help to learn her new job



foundation for  
people with  
learning disabilities



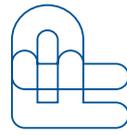
6. How much more money  
does Mike have every week?

A. £5.20

B. £20

C. £120

D. 60p



foundation for  
people with  
learning disabilities





7. What is Mary's job title?

A. Traffic warden

B. Air hostess

C. Health trainer

D. Office assistant



foundation for  
people with  
learning disabilities



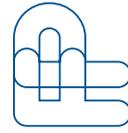
8. What happened to Lewis as a result of his business?

A. He got an Oscar

B. He became Lord Mayor of London

C. He got an investment from Duncan on Dragon's Den

D. He got a recycling award



foundation for  
people with  
learning disabilities



When I grow up



9. Greg works for a cleaning  
company.  
Who runs the business?

A. His mum and dad

B. A group of people  
with learning disabilities

C. David Cameron

D. Sir Alan Sugar



foundation for  
people with  
learning disabilities



10. What did people tell David before he got his job?

A. He'd never work full-time

B. He could be a millionaire

C. He'd always be poor

D. He should go on The X Factor



foundation for  
people with  
learning disabilities



When I grow up





# Session 2

## Why do I want to work?



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 2

## Why do I want to work?

### Objectives

- To continue the discussion about employment from the previous session.
- To consider why we go to work.
- To hear about other people's experiences of work.

### Preparation

#### Equipment

- Laptop and projector
- Whiteboard or flipchart
- Pens
- Coloured pencils
- Flipchart papers from previous session

#### You will also need to download and print out the following:

'Why do I want to work?' instructions, cards and activity sheet

Spider Chart activity sheet (optional)

#### And show a film clip about employment such as:

<https://www.youtube.com/watch?v=MGsZA15hMeg> (or invite a speaker with a learning disability who has a paid job)

## Session outline and resources

1. Review and reflection
2. Film or speaker
3. Exercise: Why do I want to work?



### 1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the last session and capture what they say on a flipchart. This may generate some further discussion about employment and the stories that they have heard.

Ask for volunteers to be timekeepers for the session. If the students are divided into groups, one person can volunteer from each. As stated earlier on, it is useful to incorporate timekeeping as a regular element of the sessions because it is a key skill required in the workplace and this gives students a chance to practise in a safe environment.



### 2. Film or speaker

**Resource needed:** film clip such as <https://www.youtube.com/watch?v=MGsZA15hMeg>

This activity explores the benefits of working. Why did they want a job? What do they get out of being in work? If you have managed to arrange a speaker, ask them to speak briefly about their job but to focus on the reasons why they enjoy work. Offer a chance for questions.

4. Review and reflection
5. Exercise: Spider Chart (optional)



### 3. Exercise: Why do I want to work? game

**Resources needed:** 'Why do I want to work?' Instructions, cards and activity sheet

This exercise requires both individual and group responses to the question but most importantly generates conversation about the different reasons why people want to work and the benefits they gain from having a paid job. Please refer to the separate instructions for this exercise.



### 4. Discussion

Explore any issues raised in the exercise with the whole class.



### 5. Optional exercise: Spider Chart

**Resource needed:** Spider Chart

This exercise can be used to evaluate students' progress and is ideally repeated a number of times during the programme. It enables the students to capture their views and expectations about employment in a questionnaire that looks like a spider's web. It introduces themes such as workplace culture, managing money and work experience.



# 'Why do I want to work?'

## game instructions (1)

### Purpose of the game

The aim of the exercise is to encourage students to think about why they might want a paid job. It presents a variety of reasons why people in general would want to work and challenges students to explore and consider their own motivations.

The exercise consists of three parts:

- a short film
- a game to be played in small groups
- an activity sheet to be completed by each student.

### Resources

#### Short film

There are a number of films available to view online. It is useful to show films of local people if possible. The following clip was developed under Valuing Employment Now <http://www.youtube.com/watch?v=MGsZA15hMeg>

#### Game cards

There are 10 game cards, each featuring a different reason for wanting to get a job, e.g. to pay bills, to tell people I have a job, to use my skills and talents etc. These should be printed and laminated.



#### Activity sheet

**Why do I want to work?**

Name: \_\_\_\_\_

To learn new things	To prove myself	To earn my own money	To feel confident and proud of myself	To be more independent
To use my skills and talents	To feel grown up	To meet new people	To pay towards the rent and bills	To do something good during the day

Foundation for People with Learning Disabilities

You'll also need flipchart paper, Blu-tack and coloured pens or highlighters (if available).

Allow 20-30 minutes to complete the game.

# 'Why do I want to work?'

## game instructions (2)

### Instructions

1. Begin by telling the group the exercise is to get them thinking about the reasons they want to work.
2. Show the film or YouTube clip (this will take around 3 minutes).
3. Give each group a sheet of flipchart paper divided into three columns, with the headings written in colour (green, yellow, red) to create a traffic light-style resource:

Yes!	Maybe	No

4. Give each group a pack of cards and tell them to take one card at a time, discuss what it says and decide as a group whether it's a really good reason to want a job (yes!), an OK reason (maybe) or not that important (no). Then ask them to place the card in the appropriate column of the flipchart (they could stick the cards on with Blu-tack).
5. Students should be encouraged to discuss and debate why one reason is more or less important than another. They can place cards in order of importance in a column, or side by side if they think the reasons are equally important.
6. The game is complete when the groups have discussed and placed all the cards on the chart.
7. Ask the groups to feed back their top and bottom reasons and discuss why they were chosen.
8. Give each student an activity sheet and ask them to work by themselves to think about their own personal reasons for wanting a job. Ask them to circle their top three reasons.
9. When they have done this, ask them to pick their number one reason from their top three and get them to feed back to everyone else.

# Why do I want to work? cards

To learn new things



To use my skills and talents



To prove myself



To feel grown up



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017





# Why do I want to work? cards

To earn my own money



To meet new people



To feel confident and proud of myself



To pay towards the rent and bills



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up



# Why do I want to work? cards

To be more independent



To do something good during the day



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up



# Why do I want to work? activity sheet

Name: \_\_\_\_\_

**To learn new things**



**To prove myself**



**To earn my own money**



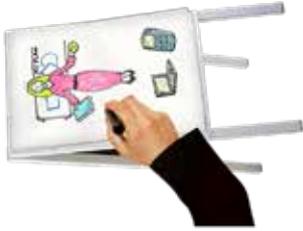
**To feel confident and proud of myself**



**To be more independent**



**To use my skills and talents**



**To feel grown up**



**To meet new people**



**To pay towards the rent and bills**



**To do something good during the day**



foundation for  
people with  
learning disabilities





# Session 3

## What makes a good life?



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 3

## What makes a good life?

### Objectives

- To create a discussion about what life will be like after leaving school and to list personal preferences about the future.
- This session is designed to elicit responses about the things that are important to all young adults, e.g. fashionable clothes, make-up, a car, going to the cinema, meals out and holidays.
- The discussion develops into what you need to do to pay for what you want in your life – which should lead on to money and a job.
- The session also explores what else we need for a good quality of life, such as good health, rights, education and transport.

### Preparation

#### Equipment

- Whiteboard or flipchart
- Pens
- Prepared A3 poster of the facilitator's version of 'What makes a good life', preferably in bright colours
- A3 paper/card
- Range of magazines and journals that feature jobs, clothes, make-up, hobbies, homes, transport
- Glue and scissors
- Flipchart papers from previous session

#### You will also need to download and print out the following:

'What I need for a good life' information sheet

## Session outline and resources

### 1. Review and reflection

#### 2. Exercise: make a poster to represent 'What makes a good life' after leaving school/college



### 1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions.

Ask for volunteers to be timekeepers for the class.



### 2. Exercise: make a poster to represent 'What makes a good life' after leaving school/college

This activity helps students to think about the kind of life they want after leaving college, and should lead into discussions about finding a job as a way to pay for all the things they want. Divide the students into small groups and provide each table with a wide range of magazines, glue, A3 card/paper and pens.

Show them the prepared poster about what makes a good life for you and explain what you have included in it, e.g. a home, car, family, pets, hobbies, holidays, clothes. Ask the students to make their own collage about what is important for them. Once they have done this, get them to share their posters with each other.

### 3. Discussion and feedback on posters

#### 4. Exercise: What do I need for a good life?



### 3. Discussion and feedback on posters

Ask the students if there are any things their posters have in common.



### 4. Exercise: What do I need for a good life?

#### Resource needed: 'What I need for a good life' information sheet

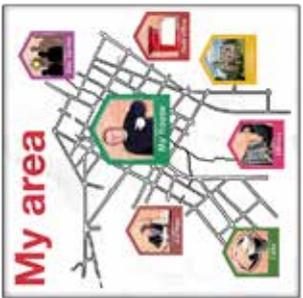
On a flipchart, draw a circle and divide it into 10 sections (you may want to call it a pizza) and ask the groups to think about what each section should include to make up a good life. Give each group their own flipchart sheet and ask them to complete it. Typical themes begin to emerge, such as friends and relationships, a home, transport, money, work, going out and hobbies.

Bring everyone together and complete the blank flipchart with the feedback from the groups. Give out the information sheet 'What I need for a good life' and compare their feedback with this version.



# What I need for a good life information sheet

Name: \_\_\_\_\_

<b>Friends and relationships</b>		<b>Health care</b>		<b>Leisure and recreation</b>		<b>Home life</b>		<b>Money</b>		<b>Education and training</b>		<b>Community</b>		<b>Technology</b>		<b>Transport</b>		<b>Employment</b>	
----------------------------------	---	--------------------	---	-------------------------------	--	------------------	---	--------------	---	-------------------------------	---	------------------	---	-------------------	--	------------------	---	-------------------	---





# Session 4

## Employer expectations



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 4

## Employer expectations

### Objectives

- To develop an understanding that employers will have expectations and assumptions about appropriate behaviour, appearance and attitude in the workplace.

### Preparation

#### Equipment

- Laptop and projector
- Whiteboard or flipchart
- Pens
- Flipchart papers from previous session

#### You will also need to download and print out the following:

Hire or Fire game instructions, badges, behaviour cards and activity sheet

'What do employers want?' instructions and activity sheets (blank and completed versions)

## Session outline and resources

### 1. Review and reflection

### 2. Overview of what employers might be looking for



#### 1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions.

Ask for volunteers to be timekeepers for the group.



#### 2. Overview of what employers might be looking for

Have a discussion about what employers might want from their employees. Capture what people say on a flipchart. Examples may include being punctual, hardworking and polite.

### 3. Exercise: Hire or Fire game

### 4. Exercise: What do employers want?



#### 3. Exercise: Hire or Fire game

**Resources needed: Hire or Fire game instructions, badges, behaviour cards and activity sheet**

This game is loosely based on the BBC TV show 'The Apprentice' and will involve both group and individual work. Students are asked to judge a range of behaviours as appropriate or inappropriate in a variety of circumstances.

This is a fun and absorbing exercise that should generate conversation and develop an understanding of different behaviours. Please refer to the separate instructions for this exercise.



#### 4. Exercise: What do employers want?

**Resources needed: 'What do employers want?' instructions and activity sheets (blank and completed versions)**

This game further explores the theme of employers' expectations. In small groups, students discuss one of the four categories of behaviour on the blank activity sheet.

Alternatively, the groups can be supported to explore all four categories. They should discuss each in turn and then feed back to the class so that their responses to all four categories can be captured on one flipchart sheet. Please refer to the separate instructions for this exercise. At the end of the exercise, give out the completed activity sheet.



# Hire or Fire game instructions (1)

## Purpose of the game

This game is aimed at people who have little or no experience of the workplace and workplace culture.

The intention is to get them thinking and discussing whether different behaviours are appropriate or inappropriate in the workplace and in their relationships outside work.

The game should be played in a light-hearted and fun way.

You may want to borrow characters from a popular TV show, for example.

You can run this session either as a role-playing game or as a group discussion, depending on the people you are working with.

There are four characters in the full game:

- **The Boss** – quite domineering, somewhat brusque
- **Workmate** – a colleague in the workplace or acquaintance
- **Friends** – no link with the workplace, confidants
- **Employee** – the person to be hired or fired

However, if you are short of time, you could omit either the Workmate or Friends.

The remainder of the group decide whether to hire or fire the employee based on the particular behaviour being acted out.

## Resources

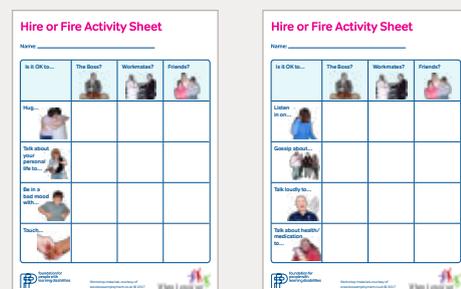
The resource pack consists of PDF materials which you can use or adapt to suit your own group. Print the sheets featuring the 8 different behaviours, cut them into individual cards and laminate them.



Print and laminate the three badges for the Boss, Workmate and Friends, then attach a pin or clasp so that people playing these characters can wear them.



Print the two pages of the behaviour activity sheet ('The Hire or Fire quiz') double-sided, one for each student.



Each student will also need a pen.

# Hire or Fire game instructions (2)

## Instructions

1. Ask people to volunteer to role-play the different characters. Or you may wish to choose people (including staff) who you feel will best portray the different roles. Brief each character about what is expected of them and how they should react and behave during the exercise.
2. Hand out the character badges and ask the Boss, the Workmate and the Friend to sit at the top of the room facing the group. The Employee will stand for the exercise.
3. Look through the cards and choose the behaviours you want the group to explore and give these to the Employee.
4. Give each student an activity sheet and a pen.
5. Before you begin the game, explain how it works by introducing the four students in character and giving a brief description of where they all work – in an office in London.
6. Explain how the Employee will act out the different behaviours on the three different characters.
7. The Employee will act out spontaneously hugging the Boss, who will appear surprised and horrified at the inappropriate gesture from one of his employees. His response should provoke a reaction from the group. Discuss why they think the Boss has responded in such a way. Give examples of other work environments where this type of behaviour might not be seen in such a serious light. This approach will encourage the students to think about other environments or even examples from their own experience where similar behaviours were deemed appropriate or inappropriate.
8. Ask everyone to decide whether to hire or fire the Employee for hugging the Boss – those in favour of firing should put up their hands.
9. Then ask the group to write 'H' or 'F' in the relevant box in their activity sheets.
10. Now move on to the next character – get the Employee to hug the Workmate. Again, the Workmate's reaction should provoke a response and discussion. Finally, ask the Employee to act out the behaviour on the Friend. If role play is not an option, you can still play this game by selecting the individual cards and facilitating a discussion with the group.

# Hire or Fire badges

## The Boss



## Your friends



## A workmate





# Hire or Fire behaviour cards

Is it OK to hug...



Is it OK to talk about your personal life to...



Is it OK to be in a bad mood with...



Is it OK to touch...



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up



# Hire or Fire behaviour cards

Is it OK to listen in on...



Is it OK to talk loudly to...



Is it OK to gossip about...



Is it OK to talk about health and medication to...



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017





# Hire or Fire activity sheet

Name: \_\_\_\_\_

Is it OK to...	The Boss?	Workmates?	Friends?
<p><b>Hug...</b></p> 			
<p><b>Talk about your personal life to...</b></p> 			
<p><b>Be in a bad mood with...</b></p> 			
<p><b>Touch...</b></p> 			

# Hire or Fire activity sheet

Name: \_\_\_\_\_

Is it OK to...	The Boss?	Workmates?	Friends?
<p><b>Listen in on...</b></p> 			
<p><b>Gossip about...</b></p> 			
<p><b>Talk loudly to...</b></p> 			
<p><b>Talk about health/ medication to...</b></p> 			

# 'What do employers want?' game instructions

## Purpose of the game

This game further explores the theme of employers' expectations, following on from the Hire or Fire quiz.

## Resources

This exercise consists of an activity sheet divided into four categories: behaviour, attitude at work, health and safety and how I present myself.

Each student will require a copy. A completed sample activity sheet is included for guidance.

**'What do employers want?'  
activity sheet (blank)**

Name: \_\_\_\_\_

<b>Behaviour at work</b> 	<b>Attitude at work</b> 
<b>Health and safety at work</b> 	<b>How I present myself</b> 

Foundation for People with Learning Disabilities  
Workshop materials courtesy of  
www.foundationforpeoplewithlearningdisabilities.co.uk © 2017  
When I grow up

**'What do employers want?'  
activity sheet (complete)**

Name: \_\_\_\_\_

<b>Behaviour at work</b> <ul style="list-style-type: none"><li>• Be a good listener</li><li>• No swearing or fighting</li><li>• Keep swear words in your head</li><li>• Be helpful</li><li>• No whispering or gossiping</li><li>• Follow company rules</li><li>• Be polite</li><li>• Be on time</li><li>• Be honest</li><li>• Be trustworthy</li><li>• Be kind to your colleagues</li></ul>	<b>Attitude at work</b> <ul style="list-style-type: none"><li>• Have a positive attitude by being happy, friendly and polite</li><li>• Stay calm, act in a grown-up and professional way</li><li>• Be considerate to others</li><li>• Be hardworking – do your best</li><li>• Stay focused on the job</li><li>• Be prepared to do a different task if asked</li><li>• Ask questions</li><li>• Be confident</li></ul>
<b>Health and safety at work</b> <ul style="list-style-type: none"><li>• If needed, wear protective clothing and shoes</li><li>• Follow and listen to the workplace rules</li><li>• Report anything dangerous</li><li>• Follow the rules for lifting and handling</li><li>• Have regular breaks (for food and drink)</li><li>• No alcohol or smoking at work</li><li>• Know the emergency procedures</li><li>• Pick up litter and objects, watch for spills</li></ul>	<b>How I present myself</b> <ul style="list-style-type: none"><li>• Dress smartly and be tidy</li><li>• Personal hygiene – make sure you are clean, wear deodorant and brush your teeth twice a day</li><li>• Wear clean and appropriate clothes</li><li>• Speak slowly and clearly</li><li>• Match your body language – sit straight, make eye contact</li><li>• If you wear a uniform, make sure you keep it clean and smart</li></ul>

Foundation for People with Learning Disabilities  
Workshop materials courtesy of  
www.foundationforpeoplewithlearningdisabilities.co.uk © 2017  
When I grow up

You will also require a flipchart and pens.

## Instructions

1. Split the students into 1-4 groups, depending on the number.
2. Give out the blank activity sheet and allocate one section to each group (e.g. 'how I present myself').
3. Ask each group to discuss what types of things employers would want to see under each category.
4. Ask each group to feed back on their category, and capture what they say on a flipchart.
5. Ask each person to complete their own activity sheet, based on the group feedback, or hand out the completed sample sheet.



# 'What do employers want?' activity sheet (blank)

Name: \_\_\_\_\_

## Behaviour at work



## Attitude at work



## Health and safety at work



## How I present myself





# 'What do employers want?' activity sheet (complete)

Name: \_\_\_\_\_



## Behaviour at work

- Be a good listener
- No swearing or fighting
- Keep swear words in your head
- Be helpful
- No whispering or gossiping
- Follow company rules
- Be polite
- Be on time
- Be honest
- Be trustworthy
- Be kind to your colleagues

## Attitude at work



- Have a positive attitude by being happy, friendly and polite
- Stay calm, act in a grown-up and professional way
- Be considerate to others
- Be hardworking – do your best
- Stay focused on the job
- Be prepared to do a different task if asked
- Ask questions
- Be confident



## Health and safety at work

- If needed, wear protective clothing and shoes
- Follow and listen to the workplace rules
- Report anything dangerous
- Follow the rules for lifting and handling
- Have regular breaks (for food and drinks)
- No alcohol or smoking at work
- Know the emergency procedures
- Pick up litter and objects, watch for spills

## How I present myself



- Dress smartly and be tidy
- Personal hygiene – make sure you are clean, wear deodorant and brush your teeth twice a day
- Wear clean and appropriate clothes
- Speak slowly and clearly
- Mind your body language – sit straight, make eye contact
- If you wear a uniform, make sure you keep it clean and smart



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up





# Session 5

## Will I be a good employee?



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 5

## Will I be a good employee?

### Objectives

- To get the students to think about what they can offer, their specific qualities and the assets they already have that would be of interest to employers.

### Preparation

#### Equipment

- Flipchart papers from previous session
- Coloured pencils
- Pens

#### You will also need to download and print out the following:

Good Employee game instructions and cards

'Will I be a good employee?' activity sheet  
Interview checklist

'My skills and qualities' section of work profile.  
Interview checklist

Spider Chart activity sheet (optional)

## Session outline and resources

### 1. Review and reflection

### 2. Exercise: Good Employee game

### 3. Role play



#### 1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions. Ask for volunteers to be timekeepers for the group.



#### 2. Exercise: Good Employee game

**Resources needed:** Good Employee game instructions and cards

#### 'Will I be a good employee?' activity sheet

This exercise explores the qualities that employers will generally find appealing in their employees. It involves both group and individual work and includes an activity sheet to complete at the end of the game. Please refer to the separate instructions for this exercise.



#### 3. Role play

**Resource needed:** Interview checklist

This requires two people (usually school staff) to act out a comical exchange – it could be a meeting ahead of a work experience placement or a job interview. One person plays the student seeking a job and the other the manager of a local employer.

### 4. Discussion

### 5. Optional exercise: Spider Chart

The interview should be acted out with exaggerated behaviours to elicit discussion about what would be regarded as acceptable or unacceptable in that situation. Ideally, the actor playing the student should dress inappropriately (e.g. shirt hanging out of trousers, trainers not shoes, flashy jewellery and a baseball hat).

They should appear uninterested in the manager, avoid shaking hands, chew gum, yawn and look more interested in their mobile phone. The class will tick their copies of the checklist to record which desirable behaviours were displayed during the role play.



#### 4. Discussion

Ask the group what they thought of the student's behaviour – why was it bad?

If there is time, ask them if they would like to try role-playing a good interview to reinforce the learning from the interview checklist.

Complete the skills section of the work profile either in the session if there is enough time or at another suitable time.



#### 5. Optional exercise: Spider Chart

**Resource needed:** Spider Chart

If you introduced this exercise in the second session you may want to repeat it now that you are halfway through the programme.



# 'Good Employee' game instructions

## Purpose of the game

The aim of this game is to encourage students to think about the different qualities and competencies that employers look for in their employees.

Students play in groups to encourage teamwork, and then work by themselves to fill in a self-assessment activity sheet to identify any individual support needs.

## Resources

The resource pack consists of PDF materials which you can use or adapt to suit your own group.

Print the sheets featuring the 12 different qualities twice on different coloured paper, for example red and green.

Cut them out into individual cards and laminate them. You will need one complete pack of 24 cards for each group.

Print one copy of the 'Will I be a good employee?' activity sheet for each student.

Allow 20-30 minutes to complete the game and an activity sheet.



## Instructions

1. Split the students into small groups (or play with one group if there aren't many people).
2. Ask each group to spread the cards out on the table face downwards. (Each group should have 24 cards on the table – 12 of each colour.)
3. Start by explaining how the game works. It is a variation on the game 'pairs' and the object is to match all the cards. The first team to match all their cards wins.
4. One by one, each member of the group picks up a green and then a red card. They must read and discuss what each card says – this is a crucial part of the game! Sometimes you will need to prompt them to do this.
5. You should also encourage them to explore the consequences of not having the particular qualities for work.
6. Once students find matching cards they can keep them face up for everyone to see.
7. In some cases it may be useful to ask students to pick up two green, then two red cards instead of just one. This can help speed the game up, especially if one group has finished far ahead of the others.
8. When all the cards have been paired, give each student an activity sheet to complete. They may need reminding that this part of the exercise does not require them to work with the group, and that it focuses on identifying their individual qualities and competencies.



# 'Good Employee' cards

**Team player**



**Caring**



**Organised**



**Honest**





# 'Good Employee' cards

**Confident**



**Showing interest at work**



**Hardworking**



**Always on time**



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up



# 'Good Employee' cards

Can adapt to change



Gets on well with others



Does what they are told



Reliable



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up



# Will I be a good employee? activity sheet (1)

Name: \_\_\_\_\_

	Yes 	Not sure 	No 
<b>Am I a team player?</b> 			
<b>Am I caring?</b> 			
<b>Can I be well organised?</b> 			
<b>Am I honest?</b> 			

# Will I be a good employee? activity sheet (2)

Name: \_\_\_\_\_

	Yes 	Not sure 	No 
Am I confident? 			
Do I show interest at work? 			
Am I hardworking? 			
Am I always on time? 			

# Will I be a good employee? activity sheet (3)

Name: \_\_\_\_\_

	Yes 	Not sure 	No 
<p>Do I adapt to change?</p> 			
<p>Do I get on well with others?</p> 			
<p>Do I do what I am told?</p> 			
<p>Am I reliable?</p> 			



# Interview checklist (1)

Name: \_\_\_\_\_

How did the person do?	Yes 	No 
<b>Made eye contact</b> 		
<b>Smiled</b> 		
<b>Dressed smartly</b> 		
<b>Arrived on time</b> 		
<b>Listened to manager</b> 		

# Interview checklist (2)

Name: \_\_\_\_\_

How did the person do?	Yes 	No 
<b>Stayed focused</b> 		
<b>Used good body language</b> 		
<b>Asked manager questions about the building, toilets etc.</b> 		
<b>Asked about the rules of the organisation</b> 		
<b>Sat up straight</b> 		

# Interview checklist (3)

Name: \_\_\_\_\_

How did the person do?	Yes 	No 
<p>Was clean</p> 		
<p>Had a positive attitude</p> 		
<p>Anything else?</p> 		
<p>Anything else?</p> 		
<p>Anything else?</p> 		





# Session 6

## Developing work preferences



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 6

## Developing work preferences

### Objectives

- To get students thinking about their own employment preferences through exploring a range of jobs and workplaces.

### Preparation

#### Equipment

- Laptop and projector
- Whiteboard or flipchart
- Flipchart papers from previous session

#### You will also need to download and print out the following:

'Guess my job' game instructions and 5 activity sheets A-E

'What makes my ideal job' game instructions, activity sheet and slides (to be projected or printed on A4 sheets)

'About me at work' activity sheet (printed or accessed by students on their computers, or projected)

## Session outline and resources

1. Review and reflection
2. Exercise: 'Guess my job' game
3. Exercise: 'What makes my ideal job' game



### 1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions.

Ask for volunteers to be timekeepers for the class.



### 2. Exercise: 'Guess my job' game

**Resources needed:** 'Guess my job' game instructions and activity sheets A-E

In this exercise students try to guess the occupation of individuals shown on a PowerPoint presentation (or on a set of cards). The slides/cards reveal one detail of the job at a time, until students either guess what it is or the facilitator reveals the answer.

The aim of the game is to explore a number of different skills, environments and conditions and come up with as many jobs as possible that match the descriptions. The clues eventually lead to one job title.

Please refer to the separate instructions for this exercise.

4. Exercise: About me at work
5. Discussion



### 3. Exercise: 'What makes my ideal job' game

**Resources needed:** 'What makes my ideal job' game instructions, activity sheet and slides (projected or printed on A4 sheets)

The aim of this exercise is to help students make choices about which working environments and conditions would suit them best. Please refer to the separate instructions for this exercise.



### 4. Exercise: About me at work

**Resource needed:** 'About me at work' slides (printed or used directly on a computer, or projected)

This activity aims to provide a one-page employment profile stating:

- what people say the person is good at;
- how best to include them at work;
- how they can be best supported; and
- any health needs they may have.



### 5. Discussion

End with a discussion about what everyone has learned from the session and how it might help them find the ideal employer. Capture their responses on a flipchart in preparation for the next time you meet.



# 'Guess my job' game instructions (1)

## Purpose of the game

This game has been developed as a fun and accessible tool to get students thinking about the different skills required for different jobs.

The aim of the game is to come up with as many jobs as possible that match the descriptions of the skills, conditions and environments. The clues eventually lead to one job title.

## Resources

The resource pack consists of PDF materials which you can use or adapt to suit your own group. Depending on the number of students in your class, you may need to make more than one pack of everything.

There are five sets of sheets relating to five different jobs: Chef (set A), Teacher (set B), Receptionist (set C), Gardener (set D) and DJ (set E).

- Page 1 features six images and statements relating to the job.
- Page 2 is a sheet of six coloured stars with the corresponding pack and image number in the corner.
- Page 3 is the instruction to the facilitator, giving the order in which the six clues should be revealed.
- Page 4 features a photo of the answer.

To prepare each pack, print pages 1 and 2, cut out the individual photos and stars, then laminate each photo back to back with a star, making sure that A1 is on the back of the first image, A2 on the back of the second image, etc. You will need to print out enough sets for each group in your class.

Also print out pages 3 and 4 and laminate them back to back (the facilitator will only need one copy of these).

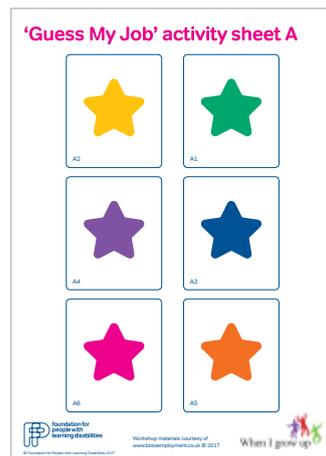
You will need a flipchart, pens and Blu-tack to record and display the group responses.

The full game takes about 45 minutes. However, you could play it for just 20-30 minutes, using the packs which you feel will provoke the best response and spark most interest from the group.

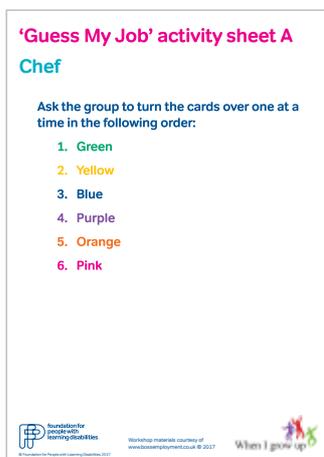
Example page 1



Example page 2



Example page 3



Example page 4



# 'Guess my job' game instructions (2)

## Instructions

1. Divide the class into groups, or play with just one if you have a small number of students.
2. Give them a quick synopsis of how the game will work.
3. Give each group the pack A cards and ask them to spread them out on the table with the stars facing upwards. Some may be tempted to peek underneath; try to discourage this!
4. Then, using page 3 to call out the colours in sequence, ask them to turn over the coloured stars one by one.
5. Ask them to call out as many different jobs as possible linked to the clue on the card and record what they say on the flipchart.
6. If the same job title is called out more than once, put a tick beside it on the flipchart.
7. Make sure all students are engaged in the exercise. Some may be shy or unable to make suggestions. They should be encouraged and prompted with leading questions.
8. Once all the cards have been turned over, it should be clear which profession they are pointing to. In the case of pack A, a chef or kitchen assistant will be the most frequently suggested.
9. To create a sense of anticipation, you can ask the group for a drum roll before you reveal the answer (page 4).
10. Award a point to the group(s) who guessed correctly.
11. Collect pack A cards and give out pack B to start the next round of the game. Repeat until all packs have been played.

# 'Guess My Job' activity sheet A

I like making things



A1

I'm part of a team and work indoors



A2

I can work in hot places



A3

I wear a uniform



A4

My hands have to be clean



A5

I like working with food



A6



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet A



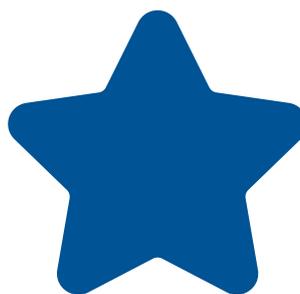
A2



A1



A4



A3



A6



A5



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet A

## Chef

Ask the group to turn the cards over one at a time in the following order:

1. Green
2. Yellow
3. Blue
4. Purple
5. Orange
6. Pink

# I am a chef



# 'Guess My Job' activity sheet B

I support people



B2

I like working with a team



B1

I need to be organised



B5

I explain things well



B4

I speak in front of people



B3

I work with young people



B6



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet B



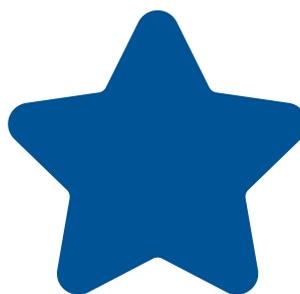
B1



B2



B4



B5



B6



B3



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet B

## Teacher

Ask the group to turn the cards over one at a time in the following order:

1. Yellow
2. Green
3. Orange
4. Purple
5. Blue
6. Pink

# I am a teacher



# 'Guess My Job' activity sheet C

I work inside



C3

I need to be organised



C2

I like talking to people



C4

I have to dress smartly



C1

I like answering the phone



C6

I sit down a lot



C5



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet C



C2



C3



C1



C4



C5



C6



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet C

## Receptionist

Ask the group to turn the cards over one at a time in the following order:

1. Purple
2. Yellow
3. Green
4. Blue
5. Pink
6. Orange

# I am a receptionist



foundation for  
people with  
learning disabilities

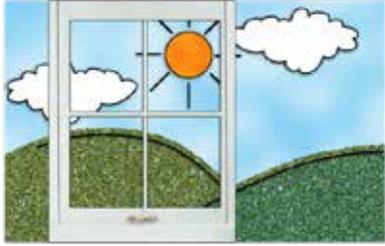
Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet D

I like to work outdoors



D1

I use machinery and equipment



D3

I like physical work



D5

I wear work boots



D4

I like to grow plants



D2

I need to wash after work



D6



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017

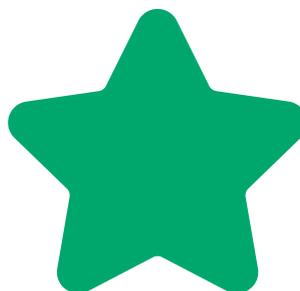


When I grow up

# 'Guess My Job' activity sheet D



D3



D1



D4



D5



D6



D2



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet D

## Gardener

Ask the group to turn the cards over one at a time in the following order:

1. Green
2. Orange
3. Yellow
4. Purple
5. Blue
6. Pink

# I am a gardener



# 'Guess My Job' activity sheet E

I often work at night



E2

I like noisy places



E5

I like talking



E1

I like music



E3

I like crowded places



E4

I like using a mic



E6



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet E



E5



E2



E3



E1



E6



E4



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# 'Guess My Job' activity sheet E

## DJ

Ask the group to turn the cards over one at a time in the following order:

1. Blue
2. Green
3. Purple
4. Orange
5. Yellow
6. Pink

# I am a DJ



# 'What makes my ideal job' game instructions

## Purpose of the game

The aim of the game is to help students make choices about which working environments and conditions would suit them best.

## Resources

The resource pack consists of PDF materials which you can use or adapt to suit your own group. There are 12 pairs of preferences: you can either show them as a PowerPoint slide show or print them on A4 sheets to be held up by members of staff.



There is also an activity sheet, 'What makes my ideal job', that needs to be printed double-sided, one copy for each student.



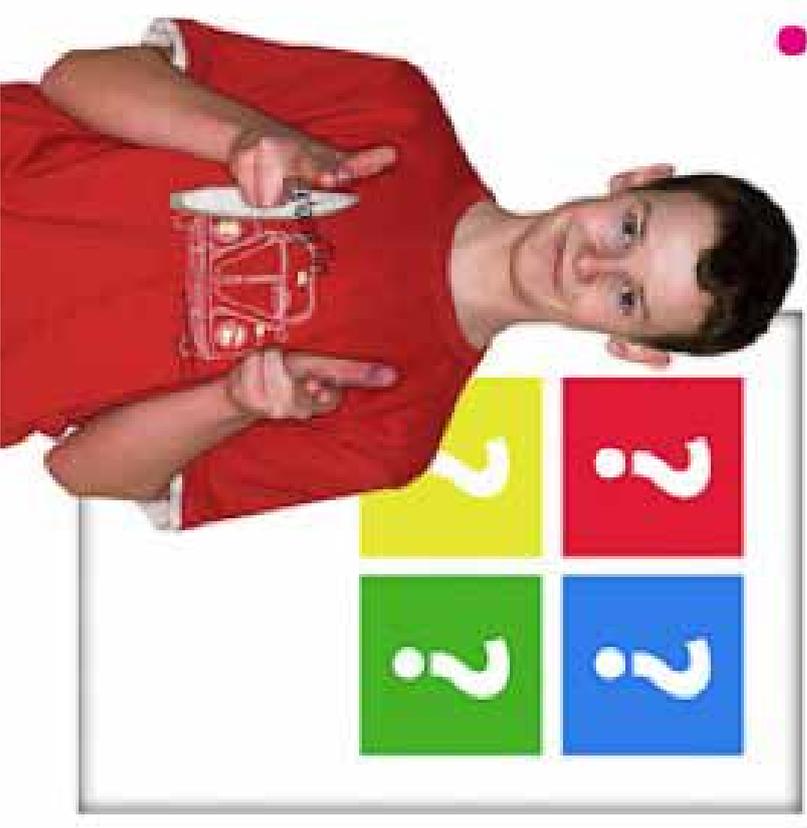
You will need plenty of space for the students to move around. You'll also need another member of staff to hold up one of the sets of cards, and to enable any individuals with mobility difficulties to participate fully.

The game will take about 20 minutes – it should be played quite quickly. It works best as an icebreaker exercise, e.g. after lunch or a break.

## Instructions

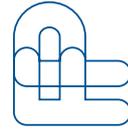
1. Stand at the front of the room with another member of staff so that you can hold up the pairs of cards (or set up the PowerPoint).
2. Start by telling the group that the game is about making choices about lots of different things to do with work.
3. Give each student an activity sheet and ask them to stand in the middle of the room.
4. Demonstrate the game with the first preference: being on my feet/sitting down. Give examples of jobs which involve moving around, e.g. a postman. Ask the group to suggest other examples.
5. Then give examples of jobs that involve sitting, e.g. working in an office. Ask the group to suggest other examples.
7. Students now need to make a choice – ask them to stand next to you if they like the idea of work that involves moving around or by your colleague if they would rather sit. If people like both, or can't decide, ask them to stay in the middle of the room.
8. Once the students have made a choice, they need to mark their activity sheet.
9. Ask them to go back to the centre of the room to consider the next pair of cards: being with lots of people/a few people, and continue until you have gone through all the cards.
10. It is important to engage students as much as possible during this game, as individuals and as a group. Ask individuals why they've made their choice, and ask the group to suggest jobs that match the different choices.

# What makes my ideal job? slides



# How to play

- Look at the slides about different things to do with work
- Think about what you like
- Listen to the choices
- Pick which is best for you and record it on your 'what makes my ideal job' activity sheet



# 1. On your feet and moving around



foundation for  
people with  
learning disabilities

© Foundation for People with Learning Disabilities 2017

Workshop materials courtesy of [www.bossememployment.co.uk](http://www.bossememployment.co.uk) © 2017

When I grow up 

# 1. Sitting down



foundation for  
people with  
learning disabilities

## 2. Being with lots of people



foundation for  
people with  
learning disabilities

## 2. Being with a few people



foundation for  
people with  
learning disabilities

# 3. Quiet places



### 3. Lively or loud places



## 4. Wearing your own clothes



foundation for  
people with  
learning disabilities

© Foundation for People with Learning Disabilities 2017

Workshop materials courtesy of [www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017

When I grow up 

## 4. Wearing a uniform



foundation for  
people with  
learning disabilities

# 5. Getting grubby



foundation for  
people with  
learning disabilities

© Foundation for People with Learning Disabilities 2017

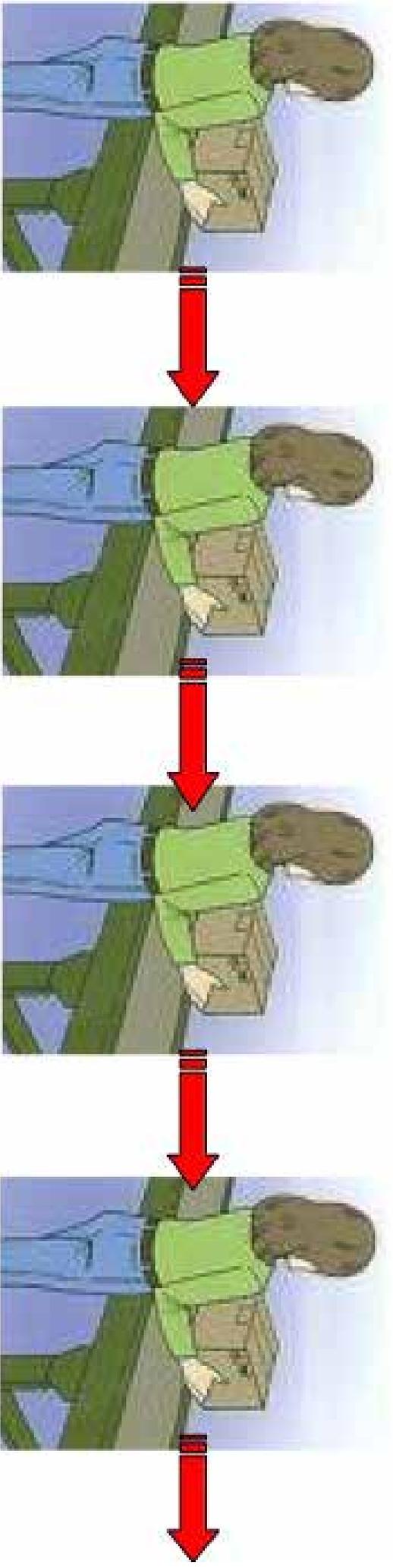
Workshop materials courtesy of [www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017

When I grow up 

# 5. Staying clean



# 6. Having a routine / always doing the same thing



# 6. Doing different things



foundation for  
people with  
learning disabilities



When I grow up

# 7. Manual work



# 7. Using your mind



foundation for  
people with  
learning disabilities

# 8. Working indoors



# 8. Working outdoors



# 9. Reading



Workshop materials courtesy of [www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017

# 9. No reading



# 10. Doing things during the day



# 10. Doing things at night



# 11. Using numbers



$$3 \times 7 = ?$$



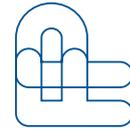
foundation for  
people with  
learning disabilities

© Foundation for People with Learning Disabilities 2017

Workshop materials courtesy of [www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017

When I grow up 

# 11. Not using numbers



# 12. Writing



## 12. No writing





# What makes my ideal job? activity sheet (1)

Name: \_\_\_\_\_

<p><b>1</b></p>	<p><b>On my feet/ moving around</b></p> 	<p><b>Sitting down</b></p> 	<p><b>Don't mind</b></p> 
<p><b>2</b></p>	<p><b>Lots of people</b></p> 	<p><b>Few people</b></p> 	<p><b>Don't mind</b></p> 
<p><b>3</b></p>	<p><b>Quiet places</b></p> 	<p><b>Loud places</b></p> 	<p><b>Don't mind</b></p> 
<p><b>4</b></p>	<p><b>Wearing my own clothes</b></p> 	<p><b>Wearing a uniform</b></p> 	<p><b>Don't mind</b></p> 
<p><b>5</b></p>	<p><b>Getting grubby</b></p> 	<p><b>Staying clean</b></p> 	<p><b>Don't mind</b></p> 
<p><b>6</b></p>	<p><b>Having a routine</b></p> 	<p><b>Doing different things</b></p> 	<p><b>Don't mind</b></p> 



foundation for  
people with  
learning disabilities

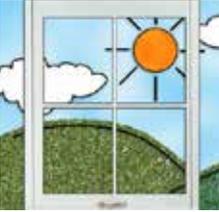
Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# What makes my ideal job? activity sheet (2)

Name: \_\_\_\_\_

1	<b>Manual work</b> 	<b>Using my mind</b> 	<b>Don't mind</b> 
2	<b>Working indoors</b> 	<b>Working outdoors</b> 	<b>Don't mind</b> 
3	<b>Reading</b> 	<b>No reading</b> 	<b>Don't mind</b> 
4	<b>Daytime work</b> 	<b>Night time work</b> 	<b>Don't mind</b> 
5	<b>Using numbers</b> 	<b>Not using numbers</b> 	<b>Don't mind</b> 
6	<b>Writing</b> 	<b>No writing</b> 	<b>Don't mind</b> 



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up

# About me at work



foundation for  
people with  
learning disabilities



When I grow up

# Support I need at work (1)

Support	Is this needed?
<p data-bbox="124 483 472 539">Travel training</p> 	
<p data-bbox="124 775 491 904">Access to a taxi for work</p> 	
<p data-bbox="124 1046 432 1102">Job coaching</p> 	
<p data-bbox="124 1317 320 1447">Support worker</p> 	
<p data-bbox="124 1588 352 1718">A mentor or buddy</p> 	

# Support I need at work (2)

Support	Is this needed?
<p>Easy to read policies and procedures</p> 	
<p>Extra time in supervision</p> 	
<p>Extra time to complete tasks</p> 	
<p>Help when I'm worried</p> 	
<p>Health needs</p> 	

# Other people's ideas

Name:

.....

.....

.....

.....

.....

.....

.....

.....

Name:

.....

.....

.....

.....

.....

.....

.....

.....

# About me at work



Name .....

How best to include me at work

A circular icon showing three diverse people (two men and one woman) standing together. Two curved arrows form a circle around them, indicating a cycle or inclusion.

What people say I'm good at

A close-up image of a hand with the thumb pointing up, representing a thumbs-up gesture.

How you can support me at work

An illustration of two people, a man and a woman, standing and talking. The man is wearing a white shirt and the woman is wearing a dark shirt.

My health needs at work

A graphic of a red heart with a white pulse line (EKG) passing through it.





# Session 7

## Local business mapping



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 7

## Local business mapping

### Objectives

- To help students gain a better understanding of potential job opportunities in their local area, the qualities that most employers seek and the skills required for the specific jobs available.

Please note that you may need extra time to complete all the exercises in this section.

### Preparation

#### Equipment

- Laptop and projector (if you have a map of your local businesses on a PowerPoint slide)
- Flipchart
- String
- Scissors
- Post-it notes
- Markers and pens
- Flipchart papers from previous session
- Cameras

You should bring some visual examples of the range of businesses in your area, either on a flipchart or as a PowerPoint presentation.

#### **You will also need to download and print out the following:**

Local business mapping activity sheet

## Session outline and resources

### 1. Review and reflection

### 2. Exercise: Who works at our school? (optional)



### 1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions.

Ask for volunteers to be timekeepers for the class.



### 2. Exercise: Who works at our school?

Ask students to think about who works at the school and write their responses on a flipchart.

Divide the students into groups and give each group a camera. Ask them to go around the school to find people who work there. Ask them to take a picture of everyone they find, checking first that the person is happy to have their photo taken.

When the students come back, download the pictures and show them to the whole group, asking them to say what job the people in the pictures do (e.g. receptionist, teacher, caretaker).

### 3. Exercise: String game

### 4. Exercise: Local business mapping

### 5. Discussion



### 3. Exercise: String game

Show the group a series of visual images of businesses in the local area. They may include pubs and restaurants, hotels, leisure or sports facilities, factories, shops and garages.

Ask the class to choose one of the businesses, e.g. a cake-baking company. Then ask one of the students to stand in the middle of the room with a ball of string to represent 'the business' (they could hold an image of the business to aid understanding). Get the rest of the group to stand around the person and think about how this business works and what kind of jobs it needs to run.



The conversation may lead to the following suggestions:

- Customer orders cake – someone suggests that we need a receptionist. 'The business' passes the string to the receptionist who cuts a piece off and passes the ball back. 'The business' and the receptionist are now holding one length of string between them and 'the business' has the ball of string in the other hand.

continued >

- We now need some ingredients – ‘the business’ passes the ball of string to the store person, who repeats the same process as the receptionist.
- Now we need to bake – the string goes to the baker.
- We need people to keep the kitchen clean and tidy – the string goes to the catering assistants.
- We need to pack the cakes – the string goes to the dispatch staff.
- The cakes need to be delivered – the string goes to the delivery team.
- The customer needs to pay for the cake – the string goes to the finance staff.
- The staff need to be paid – the string goes to human resources staff.
- We need a manager to look after the business – the string goes to the chief executive.
- We need to promote the cakes – the string goes to designers and marketing staff who make flyers and adverts for the cakes.



## 4. Exercise: Local business mapping

Resource needed: Local business mapping activity sheet (or use a flipchart instead)  
Ask the students to think of the biggest and most common businesses in their local area.

When you have a list, divide the class into smaller groups (four or five people) and get them to select one or two of the businesses from the list. Each group should have a different business. Give each group a sheet of flipchart paper.

### Local Business Mapping

Name: \_\_\_\_\_

	Business name	Jobs available
1		
2		
3		
4		

Foundation for people with learning disabilities  
© Foundation for People with Learning Disabilities 2017

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017

When I grow up

Next, ask the groups to think of the kinds of jobs needed in each business and write them down. After around 20-30 minutes, ask each group to stick their lists for each business on the wall.

Each group will talk about the jobs on their list. Ask the other groups if they have missed any jobs out.

Then ask the groups to think about the skills and qualities needed for each job and write them in two columns on a separate flipchart sheet. It may be helpful to explain in an easy to understand way the difference between skills (something you need to practise to learn, e.g. to tell the time, or use a bus) and qualities (something within a person, e.g. being calm, or being friendly).

You will end up with a list of qualities, which are likely to be common to most employers, and a list of skills, which will be more specific to each job.

If there is time, ask the students to write their name on post-its and stick them next to any of the jobs on the lists that they are interested in.

If none of their preferred jobs are on the lists, ask them to write the jobs they are interested in on post-it notes and stick them on a blank flipchart on the wall (labelled 'Jobs I am interested in').

Then ask them to look at the lists of skills and qualities and put their name beside any they think they possess.



## 5. Discussion

In a whole class setting, ask the students to think about the key qualities that every business looks for in an employee.

This will help them identify their own qualities and work on improving them to increase their chance of getting and keeping a job.

Typical descriptions include being:

- polite
- neat and tidy
- hygienic/clean
- honest and trustworthy
- helpful
- able to use your own initiative and think for yourself
- reliable and punctual
- responsible
- confident
- patient
- conscientious
- sensitive
- determined
- calm
- adaptable
- friendly



# Local Business Mapping

Name: \_\_\_\_\_

	Business name	Jobs available
1		
2		
3		
4		





# Session 8

## My skills and qualities



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 8

## My skills and qualities

### Objectives

- To support young people to identify their own skills and qualities, which may contribute to their CV or work profile at a later date
- To consider how these skills and qualities might match those sought by employers.
- This session builds on the themes explored in session 7, in which students were supported to draw up a list of local employers and discuss which skills and qualities they might require for particular jobs.

### Preparation

#### Equipment

- Laptop and projector
- Whiteboard or flipchart
- Flipchart papers from previous session

#### You will also need to download and print out the following:

Good Employee game instructions, cards and activity sheet (repeated from session 5)

'My top qualities' activity sheet

Employment Skills game instructions and cards

'My top skills' activity sheet

## Session outline and resources

### 1. Review and reflection

### 2. Exercise: Good Employee game



#### 1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions.

Ask for volunteers to be timekeepers for the class.



#### 2. Exercise: Good Employee game

**Resources needed: Good employee game instructions, cards and activity sheet**  
**'My top qualities' activity sheet**

This game aims to explore the qualities that employers generally find appealing in employees. Please refer to the separate instructions from session 5.

When you have finished playing the game, ask each person to list their top three qualities on the 'My top qualities' activity sheet and give an example of when they demonstrated each of them.

### 3. Exercise: Employment Skills game

### 4. Discussion



#### 3. Exercise: Employment Skills game

**Resources: Employment Skills game instructions and cards**  
**'My top skills' activity sheet**

This game has a similar format to the previous game, but focuses on skills rather than qualities. Please refer to the separate instructions.

When you have finished playing the game, ask each person to list their top three skills on the 'My top skills' activity sheet and give an example of when they demonstrated each of them.



#### 4. Discussion

End the session with a group discussion about what they have learned – this should include the fact that not only do they already have a range of qualities that employers desire, but that some have emerging skills that can be further improved with the right support.



# My top qualities activity sheet



Name: \_\_\_\_\_

These are some of the qualities I have that will be useful when I have a job

**1st**

My quality:

An example of this is when...

**2nd**

My quality:

An example of this is when...

**3rd**

My quality:

An example of this is when...



# My top skills activity sheet

Name: \_\_\_\_\_



These are some of the skills I have that will be useful when I have a job:

## 1st

My skill:

An example of this is when...

## 2nd

My skill:

An example of this is when...

## 3rd

My skill:

An example of this is when...



# 'Employment Skills' game instructions

## Purpose of the game

This game has been developed as a fun and accessible tool to encourage students to explore what employers are looking for in an employee.

The aim of the game is to get them thinking about the skills and competencies that they have developed at home and at school as they have grown up, which an employer might find useful.

## Resources

The resource pack consists of PDF materials which you can use or adapt to suit your own group.

There are three sheets featuring 24 different skills. Print each sheet twice and cut it into cards. Laminate each card, backed once with a green question mark and once with an orange question mark.



You will require one set of cards for each group. You also need to print a copy of the 'My top skills' activity sheet for each student.

It will take 20-30 minutes to complete the game and activity sheet.

## Instructions

1. Divide the students into groups (or you can play with just one if you have a small class) and give each a set of cards (i.e. 24 orange and 24 green).
2. Ask them to spread the cards out on the table with the orange and green question marks facing upwards.
3. Explain how the game is played: the object is to match all the green and orange cards. The first team to match all their cards wins.
4. One by one each member of the group picks up first a green and then an orange card. They must read and discuss what each card says – this is a crucial part of the game. Sometimes you will need to prompt them to do this.
5. When the students find matching cards they can keep them face up for everyone to see.
6. It may be useful to ask them to pick up two green, then two orange cards, instead of just one. This can help speed the game up, especially if one group has finished far ahead of the others.
7. When all the cards have been paired, give each student an activity sheet to complete. They may need reminding that this part of the exercise does not require them to work with the group, and that it focuses on identifying their own individual skills and competencies.
8. When they have done this, ask them to pick their number one skill from their top three and get them to feed back to everyone else.



# 'Employment Skills' game cards

Typing



Computers



Money



Maths



Sports



Painting



Cooking



Hair and beauty



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up



# 'Employment Skills' game cards

**Writing**

My name



**Good memory**



**Carpentry**



**Entertaining**



**Animal care**



**Gardening**



**Design**



**Public speaking**



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017





# 'Employment Skills' game cards

## People skills



## Good ideas



## Reading



## Fashion



## Arts and crafts



## Caring for others



## Photography/film



## Organised



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up



# 'Employment Skills' game cards





# 'Employment Skills' game cards







# Session 9

## My working future



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 9

## My working future

### Objectives

This session captures the learning acquired so far and offers a chance to go over anything discussed in previous workshops.

Students will be able to complete the remaining pages of the 'My working future' section of their work profile and create their own CV based on the template. It may take them more than one session to do this.

Some students may require additional support in this session as the exercises are more individual in nature.

### Preparation

#### Equipment

- Coloured pencils to be used with Spider Chart activity sheet (optional)
- Flipchart papers from previous session
- Completed activity sheets from previous sessions

#### You will also need to download and print out the following:

'My work profile' slides (or provide access to it on a computer).

Spider Chart activity sheet (optional)

## Session outline and resources

1. Review and reflection
2. My work profile
3. Exercise: Spider Chart



### 1. Review and reflection

Start with a recap of the previous session. Ask the group for three things they can remember from the previous session and capture what they say on a flipchart. This may generate some further discussion about employment and conversations from previous sessions.

Ask for volunteers to be timekeepers for the class.



### 2. My work profile

**Resources:** 'My work profile', as well as the completed activity sheets from all previous sessions.

Students will either need access to their work profile on the computer or a print-out of the pages.

They will need to complete their work profile using all the activity sheets from the previous sessions.



### 3. Exercise: Spider Chart

Complete the Spider Chart for the final time. It may be helpful to compare the answers this time with those given in sessions 2 and 5.

Remind the group that they are nearing the end of the programme and that the final session will be about them presenting their skills, interests, support needs and ideal job.



# Work Profile Guidance



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# The work profile

The work profile is an accessible tool that enables individuals to compile personal and work-related information as well as capture the discussions and workshop activities in the ‘When I Grow Up’ programme. It will assist them to take their first steps towards paid employment and in the early stages of working with a job coach.

The profile focuses on positive achievements; what the individual can do rather than perceived or actual deficiencies. While it recognises the need to cite specific support requirements and issues relating to health, it encourages students to give examples where creative support and adjustments enable them to overcome barriers to participation. Once completed the work profile belongs to the student.

This handbook provides guidance on how best to support young people to complete their work profile, without being prescriptive – it will be up to the individual to decide whether to include certain information or not.

They should be encouraged to include as much photographic and anecdotal evidence as possible to personalise and develop their profile.

Students have the option to complete their work profile on paper or on a computer using the editable version.

It is a good idea to inform parents, carers and support networks that the student is completing a work profile as their help will be needed to access accurate information for it. Regular liaison with families and support networks will provide the opportunity to engage them in discussions about employment; in some families the topic may not yet have been raised, so this could be the ideal time to get talking about it.



# Section 1

## About me

'About me' consists of five sheets – 'Personal details', 'Who helps and supports me', 'School and college', 'Hobbies and interests' and 'Work history'. It is likely that schools will have much of this information on file already.

### Personal details

All sections must be completed, including email addresses, as job coaches/employers may want to make contact this way. The National Insurance number is also essential for college courses and employment, and for any contact with the Department for Work and Pensions.

The pictures used in the work profile are Photosymbols. Students may wish to delete these images and replace them with ones that make their profile more personal; e.g. put a photo of themselves on the front page, and a photo of their school on the 'School and college' page.

### Who helps and supports me

This should contain all the important people in the student's life. It is useful to include as many different contacts as possible as they may be able to support the student to complete the work profile sections or even provide a reference for future work. In any case, it will give you greater insight into the individual's life and the people who support them.

You may wish to use a Circle of Support tool to help the student identify the different people in their life (see diagram). This information can then be transferred to 'About me'. The circle includes:

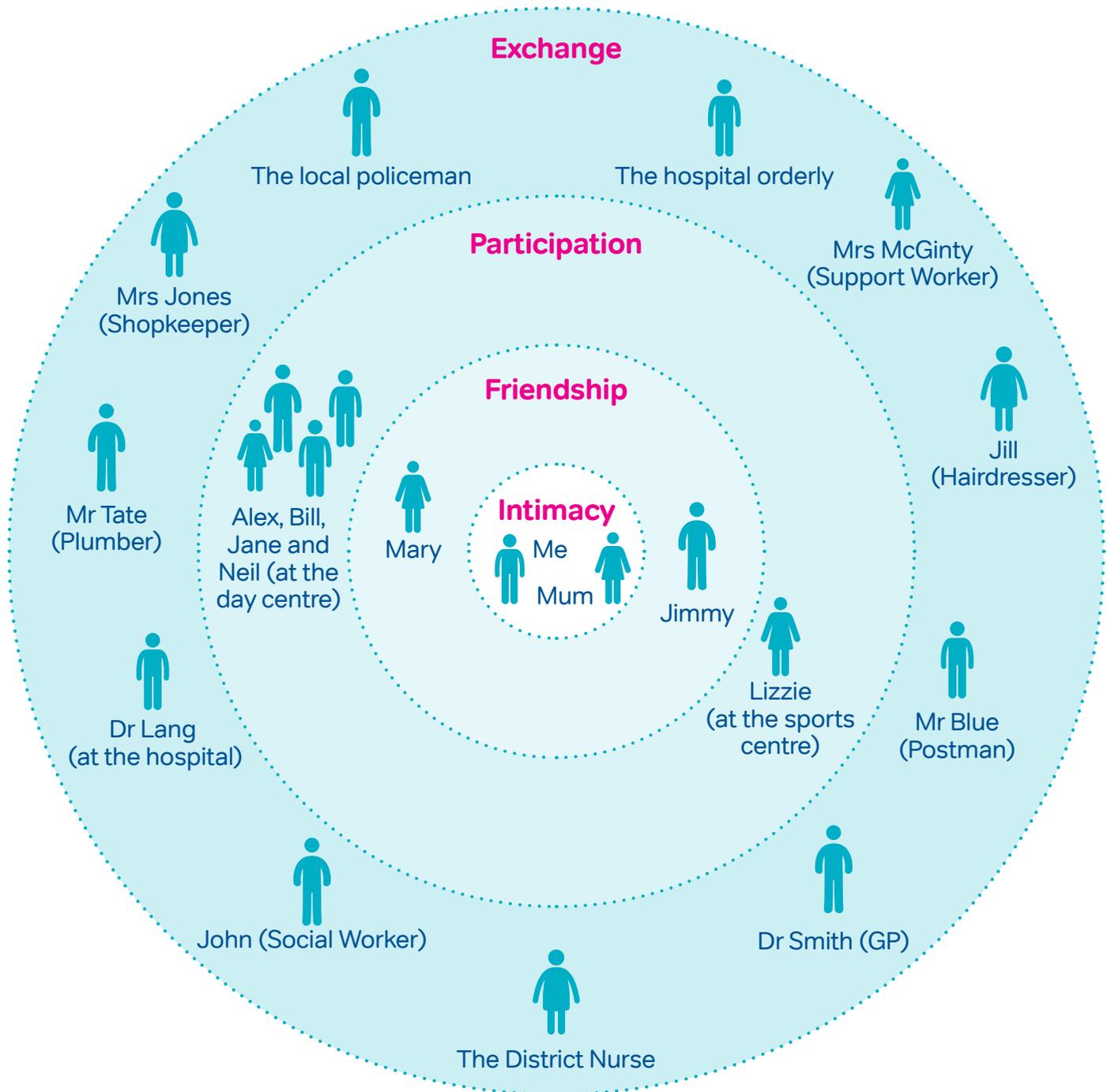
#### Circle of intimacy

This is the innermost circle and includes the people closest to you. This may include family members and/or some of your oldest and dearest friends – the people you can't imagine not being around even if you don't see them all that often.

#### Circle of friendship

The second circle includes the people you think of as friends in the real sense of the word. People you confide in, rely on, borrow money from, laugh and cry with, people who almost made the first circle.

# Circle of Support



### Circle of participation (or association)

The third circle includes all the people you meet on a daily basis, people who work in your office, school friends, people you meet when following your hobbies or interests, people who always say ‘hello’ even though you don’t know their first name.

### Who helps and supports me

	Name(s)	Phone number(s)	Email(s)
<b>My family</b> 			
<b>My teacher(s)/ tutor(s)</b> 			
<b>My job coach</b> 			
<b>My friends</b> 			
<b>Anyone else?</b> 			

3

### Circle of exchange

This outer circle includes all the people who are paid to be in your life, either directly by you or because they provide you with a service. This might include your doctor, dentist, teacher, childminder, hairdresser and plumber. Most paid support workers will fit in this circle too.

The work profile suggests a number of possible contacts such as family/carers, teacher, job coach and tutor. It will be up to the individual to decide who to include in this part and amend the work profile template accordingly. They may wish to include photos of the people in their support network; as suggested above the Photosymbols can be deleted and real photos inserted into the spaces.

You could also ask the student about anyone who visits them at home (e.g. a social worker) or if they visit someone regularly (e.g. a psychologist) and suggest they add these contacts to the pages.

Qualifications and achievements can be included on the ‘School and college’ page. You may also find examples to add from the individual’s school records.

### School and college

Name of school and/or college	Date started	Date finished	Qualification or certificates
			

Please put any certificates you have after this page.

4

## Hobbies and interests

This section is perhaps the one that students enjoy completing the most. It can also provide some very useful information about them for job coaches and employment support workers, e.g. if someone is involved with a number of social groups or clubs they might enjoy a job involving contact with people, such as reception or retail work.

In some cases hobbies and interests can be turned into paid work opportunities. For instance, in a previous project one person set up a plastic bottle recycling business because his support workers noticed he enjoyed sorting and crushing plastic bottles at home and going for long walks.

If the student has any other information about their hobbies and interests, such as music/sports certificates, reports or documents about their involvement with groups or activities, or any comments by family and friends, they can add it to their work profile.

## Hobbies and interests


5

## Work history

It is important to capture all employment experience the person may have had to date. This could also include voluntary work, or unpaid work for family, friends and neighbours. By Year 10, most students should have completed a structured work placement overseen by their education provider.

However, some young people with learning disabilities may not have had this opportunity. It is therefore important to recognise and log any unstructured unpaid work, including jobs done for family, friends or neighbours, as this can demonstrate transferable skills for employment and could even be used as references for future job applications.

The student will need to complete a sheet for each work placement. Not all the questions on these pages will be relevant to their experience but it is useful to record anything that will help identify employment options later on.

## Work history

	<b>Name of employer</b>
	<b>What did you do in this job?</b>
	<b>How long were you there for?</b>
	<b>What did you learn?</b>

7

# Section 2

## My skills and qualities

The purpose of this section is to highlight what the person can do rather than what they can't. 'My skills and qualities' contains examples of everyday tasks that are transferable skills for the workplace.

It is very important that the student states how well they can do each task and what support they need to complete it. They can list any tasks not included in the section on the 'Other skills' page at the end of the section.

### Numbers

This part contains examples of numeracy skills needed for day-to-day living and in the workplace. Students should complete this section honestly in order to highlight areas where support may or may not be needed. It may be appropriate to give examples to illustrate how well they do the different tasks. These pages should also help identify types of jobs that require confident number skills, e.g. weighing things or using a calculator could allow the student to consider retail work.

**My skills – numbers**

Skill	How well I can do this
Recognise numbers 	
Recognise coins and notes 	
Count 	
Do basic adding and subtracting 	
Do basic multiplying and dividing 	
Tell the time 	

10

**My skills – numbers**

Skill	How well I can do this
Be on time 	
Use a diary 	
Use a bus timetable 	
Use correct money to pay for things 	
Weigh 	
Measure 	

11

## Reading and writing

As with numbers, the student should say how well they can do each task listed, providing any examples of good reading or writing from recent paid or unpaid work placements if possible.

### My skills – reading and writing

Skill	How well I can do this
Read familiar words 	
Read easy English 	
Read books or magazines 	
Understand signs 	
Read with pictures 	
Copy words 	

12

### My skills – reading and writing

Skill	How well I can do this
Write familiar words 	
Write sentences 	
Fill out forms 	
Spell 	
Handwriting 	
Do puzzles or crosswords 	

13

## Computers and phones

Depending on their experience, the student may wish to expand this section to include examples of proficient use of other technologies and equipment.

### My skills – computers and phones

Skill	How well I can do this
Turn on computer 	
Use a mouse 	
Find a programme or file 	
Print 	
Type up notes 	
Use a phone 	

14

### My skills – computers and phones

Skill	How well I can do this
Use a mobile phone 	
Take a message 	
Make a call to a familiar person 	
Make a call to an unknown person 	
Leave an answer phone message 	
Other: 	

15

## Communicating

Again, students should complete this page as comprehensively as possible.

### My skills – communicating

Skill	How well I can do this
Speak 	
Use Makaton or BSL 	
Use pictures or symbols 	
Talk to familiar people 	
Talk to unfamiliar people 	
Communicate confidently 	

16

## Physical abilities

The student should complete each example honestly, giving information about any support and adjustments required to enable them to complete the task. Some individuals will not be able to complete the tasks and this should be taken into consideration when reviewing suitable work environments.

There are spaces to include any other examples of physical tasks.

Physical abilities	
Skill	How well I can do this
Stand for up to 2 hours 	
Walk for half an hour 	
Lift 	
Push 	
Pull 	
Bend 	

Physical abilities	
Skill	How well I can do this
Kneel 	
Do fiddly things with my hands 	
Co-ordination 	
Carry 	
Other: 	
Other: 	

## Being smart for work

These pages focus on getting ready for the day, either for school or work. Information about support required for tasks should be inserted in the boxes. Some students may not have the option of carrying out some of these tasks independently as someone else at home may have responsibility for, say, washing and ironing everyone's clothes.

In such cases they should give examples of what they do to help towards the task; e.g. they might make sure all their dirty washing is in the laundry basket ready to be washed.

Being smart for work	
Skill	How well I can do this
Wash and keep myself fresh every day 	
Brush my teeth every day 	
Wear clean clothes 	
Wear ironed clothes 	
Wear the right clothes for what I am doing 	
Notice if I need to wash or change my clothes 	

## Travelling

This page assesses the level of independent travel skills. Depending on where the student lives, they may or may not have had an opportunity to travel on public transport.

Travelling	
Skill	How well I can do this
Travel on my own 	
Travel with someone else 	
Use a bus buddy 	
Go to new places 	
Ask for help 	
Keep safe when I'm out 	

## Personal qualities

It is useful to consider these separately from skills as an individual may already possess qualities that would interest an employer, while they may require training for some skills.

The last two sheets in this section provide a space for the person to list their top three skills and qualities, and give examples of where they have displayed them.

These sheets are a key part of the profile and will be used in some of the later sessions and the student's presentation.

## Personal qualities

Personal qualities are the things about your personality that other people like. The personal qualities an employer might like include:

Being confident



Being hardworking



Showing interest at work



Doing things in order



Being good at working in a team



Being caring



22

## My top skills

Name: \_\_\_\_\_

These are some of the skills I have that will be useful when I have a job:



**1st**

My skill:

An example of this is when...

**2nd**

My skill:

An example of this is when...

**3rd**

My skill:

An example of this is when...

23

## My top qualities

Name: \_\_\_\_\_

These are some of the qualities I have that will be useful when I have a job



**1st**

My quality:

An example of this is when...

**2nd**

My quality:

An example of this is when...

**3rd**

My quality:

An example of this is when...

24

# Section 3

## My working future

This section focuses on the student's employment aspirations and goals for the future. It is really the culmination of all the work completed in the workshops and the profile. It starts to explore likes, dislikes and ambitions.

### Preferences – the things that would make my ideal job

These pages feature a wide range of work situations and invite students to list their preferred work settings and environments.

**Preferences – the things that would make my ideal job**

I prefer...	Yes 	No 
A busy place 		
A relaxed place 		
A noisy place 		
A quiet place 		
Indoors 		
Outdoors 		

26

**Preferences – the things that would make my ideal job**

I prefer...	Yes 	No 
A small building 		
A big building 		
Dressing smartly 		
Wearing a uniform 		
Wearing casual clothes 		
Sitting down 		

27

**Preferences – the things that would make my ideal job**

I prefer...	Yes 	No 
Standing up 		
Getting dirty 		
Staying clean 		
Talking to people 		
Being quiet 		
Working alone 		

28

There is also space to start thinking about actual job opportunities. Try to link this with the workshop on employer mapping so that they are as realistic as possible. All ideas from young people should be positively received. Try to find an employer as close to their suggestion that you can.

**Preferences – the things that would make my ideal job**

	Shop work? What sort of work in a shop?
	Catering?
	Gardening?
	Cleaning?

31

**Preferences – the things that would make my ideal job**

	Building work?
	Working with animals?
	Office work?
	Care work?

32

**Preferences – the things that would make my ideal job**

	Working for myself?
	Reception work?
	Something else?
	Something else?

33

## Support I need at work

These pages give typical examples of areas where support may be required by people with learning disabilities. While these pages are aimed at students who have completed some form of work, those with no experience should also fill them in, relating the different tasks to their school environment instead.

Students should think about specific support they had which enabled them to carry out a task at work, or any other adjustments to how they did their job; e.g. they had a job coach or support worker with them at the start of their placement who phased out their support after a period of time; they needed more regular breaks due to a physical disability or health need, and agreed to take a 5-minute break every hour; they needed verbal instructions in plain English or task lists with pictures of themselves doing the job.

You may wish to check the records kept by the school or the organisation supporting the student on their placement, and include any useful information about support and adjustments which enabled them to carry out their tasks. There is also space to capture the thoughts and ideas of the student's family, carers and support network about their abilities to complete these different tasks. Try where possible to include as much positive 'can do' type information. Where someone has real difficulty with certain tasks, try to give examples of good support to help them achieve and develop the skill.

**Support I need at work**

Support	Is this needed?
Travel training 	
Access to a taxi for work 	
Job coaching 	
Support worker 	
A mentor or buddy 	
Easy to read policies and procedures 	

34

**Support I need at work**

Support	Is this needed?
Extra time in supervision 	
Extra time to complete tasks 	
Help when I'm worried 	
Other: 	
Other: 	
Other: 	

35

## About me at work, My ideal job, CV

The last part of the profile can be used in a variety of ways. During the course of the programme, you may have been able to identify an ideal employer locally (or within easy travelling distance) who could provide an opportunity. If so, this information should be captured here, along with a brief summary of support requirements or possible health needs.

**About me at work**

Name: \_\_\_\_\_

<p><b>How best to include me at work</b></p> 	<p><b>What people say I'm good at</b></p> 
<p><b>How you can support me at work</b></p> 	<p><b>My health needs at work</b></p> 

36

**My ideal job**

Name: \_\_\_\_\_

<p><b>The type of company will be...</b></p> 	<p><b>The job will be...</b></p> 
<p><b>I will get support from...</b></p> 	<p><b>I will get there by...</b></p> 

37

**Curriculum Vitae (CV)**

Name: \_\_\_\_\_

**Address:** \_\_\_\_\_

**Telephone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Personal Profile:**  
Summary of your relevant experience, the skills you have to offer (target these towards the advert/job description) and what you are looking to do. 3 lines maximum.

**Work Experience:** (most recent first)

**Date:** Company name, job title  
Main responsibilities  
Skills gained (communication, teamwork, problem solving, etc.)

**Education and Training:** (most recent first & relevant to job applying for. If nothing relevant then consider omitting this section and adding more to the skills/personal profile section)

**Date:** School/college name  
Qualification/course and grades

**Skills:** (list any particular skills relevant to an employer, e.g. IT, timekeeping, teamwork, languages, any other expertise or knowledge)

**Interests:** (a few lines about hobbies and interests where they might be relevant to what the employer is looking for)

**References available on request**

38

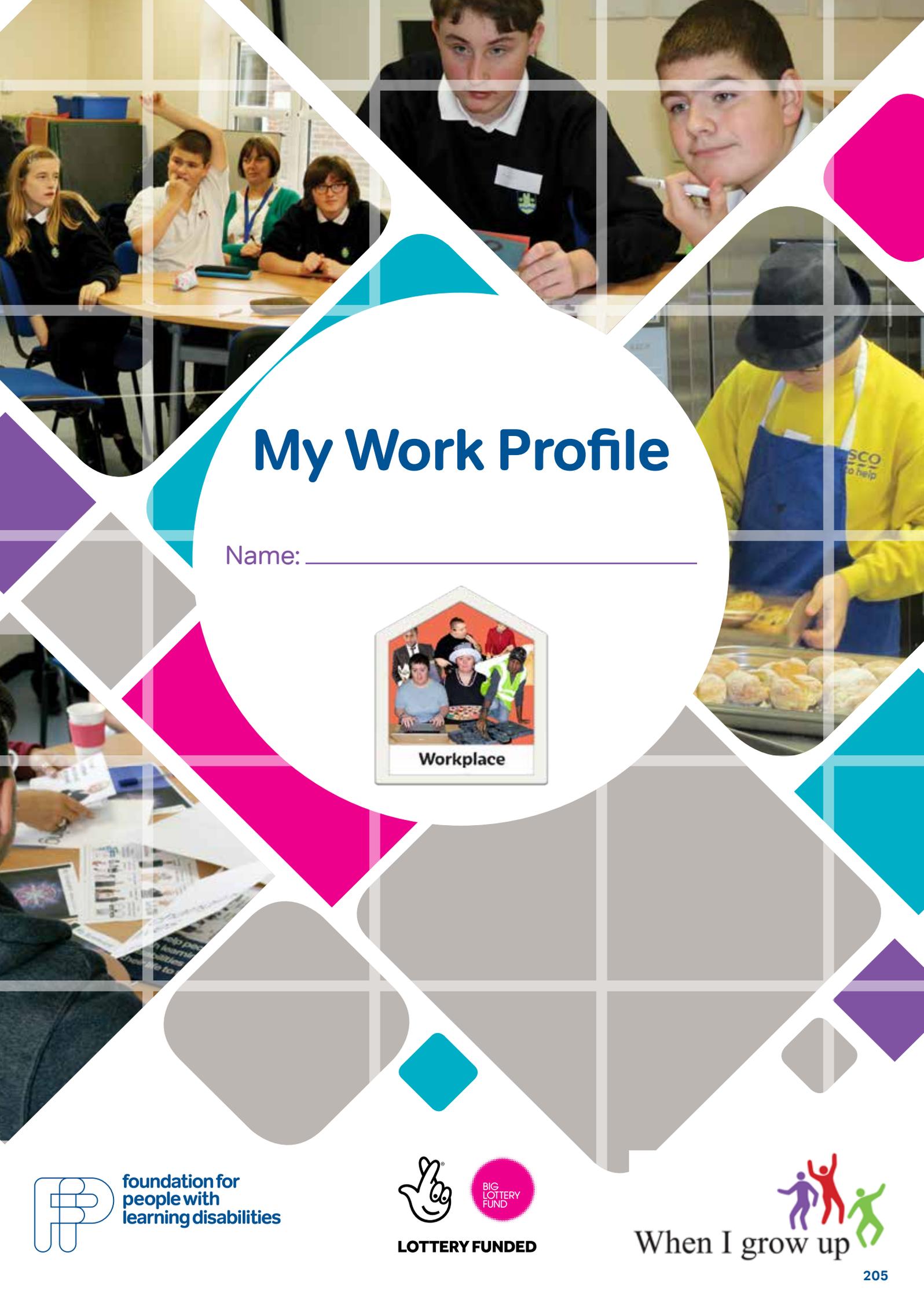
For others, 'My ideal job' will be used as the start of a plan, perhaps as a conversation with a relevant member of staff at school or college, or a job coach if available locally. If this is the case, it is important to be realistic while still aspirational. The type of workplace, employer and job may have been loosely decided, so the student could list here the possible employers to approach, and the next steps in terms of support. (Obviously it will be less important to complete the travel information at this stage.)

The final workshop session offers the student an opportunity to make a presentation based on these pages and their top skills and top qualities pages. Together these present a clear picture of the person, which will be very useful for job coaches and potential employers.

# Section 4

## My activity sheets

Activity sheets, handouts from the sessions and group exercises can be stored in this section.



# My Work Profile

Name: \_\_\_\_\_



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Contents

## Section 1 – About me

---

Personal details	2
Who helps and supports me	3
School and college	4
Hobbies and interests	5
Work history	6

## Section 2 – My skills and qualities

---

Numbers	10
Reading and writing	12
Computers and phones	14
Communicating	16
Physical abilities	17
Being smart for work	19
Travelling	20
Other skills	21
Personal qualities	22
My top skills	23
My top qualities	24

## Section 3 – My working future

---

Preferences – the things that would make my ideal job	26
Support I need at work	34
About me at work	36
My ideal job	37
Examples of Curriculum Vitae (CV)	38

## Section 4 – My activity sheets

<b>Started on:</b>	<b>Finished:</b>
<b>People who helped to complete this profile:</b>	<b>Their relationship to me:</b>

# Section 1

## About me



# Personal details



**First name:**

**Last name:**



**Address:**



**Home phone number:**



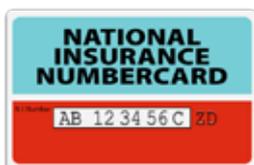
**Mobile phone number:**



**Email address:**



**Date of birth:**



**National Insurance number:**

# Who helps and supports me

	Name(s)	Phone number(s)	Email(s)
<b>My family</b> 			
<b>My teacher(s)/ tutor(s)</b> 			
<b>My job coach</b> 			
<b>My friends</b> 			
<b>Anyone else?</b> 			

# School and college

<p>Name of school and/or college</p> 	<p>Date started</p> 	<p>Date finished</p> 	<p>Qualification or certificates</p> 

Please put any certificates you have after this page.

# Hobbies and interests

# Work history



Name of employer



What did you do in this job?



How long were you there for?



What did you learn?

# Work history



Name of employer



What did you do in this job?



How long were you there for?



What did you learn?

# Work history



Name of employer

---

---



What did you do in this job?

---

---

---

---



How long were you there for?

---

---

---



What did you learn?

---

---

---

---

---

# Section 2

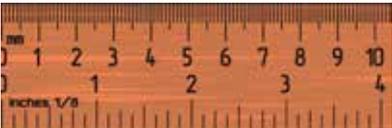
## My skills and qualities



# My skills – numbers

Skill	How well I can do this
<p>Recognise numbers</p> <p><b>10 6 29 8</b></p>	
<p>Recognise coins and notes</p> 	
<p>Count</p> <p><b>1 2 3 4 5 ...</b></p>	
<p>Do basic adding and subtracting</p> 	
<p>Do basic multiplying and dividing</p> 	
<p>Tell the time</p> 	

# My skills – numbers

Skill	How well I can do this
<p><b>Be on time</b></p> 	
<p><b>Use a diary</b></p> 	
<p><b>Use a bus timetable</b></p> 	
<p><b>Use correct money to pay for things</b></p> 	
<p><b>Weigh</b></p> 	
<p><b>Measure</b></p> 	

# My skills – reading and writing

Skill	How well I can do this
<p>Read familiar words</p> 	
<p>Read easy English</p> 	
<p>Read books or magazines</p> 	
<p>Understand signs</p> 	
<p>Read with pictures</p> 	
<p>Copy words</p> 	

# My skills – reading and writing

Skill	How well I can do this
<p><b>Write familiar words</b></p> <p>My name </p>	
<p><b>Write sentences</b></p> <p>My name is Sally and I like dogs </p>	
<p><b>Fill out forms</b></p> 	
<p><b>Spell</b></p> <p></p>	
<p><b>Handwriting</b></p> 	
<p><b>Do puzzles or crosswords</b></p> 	

# My skills – computers and phones

Skill	How well I can do this
<p>Turn on computer</p> 	
<p>Use a mouse</p> 	
<p>Find a programme or file</p> 	
<p>Print</p> 	
<p>Type up notes</p> 	
<p>Use a phone</p> 	

# My skills – computers and phones

Skill	How well I can do this
<p>Use a mobile phone</p> 	
<p>Take a message</p> 	
<p>Make a call to a familiar person</p> 	
<p>Make a call to an unknown person</p> 	
<p>Leave an answer phone message</p>  <p>Voice Mail</p>	
<p>Other:</p> 	

# My skills – communicating

Skill	How well I can do this
<p><b>Speak</b></p> 	
<p><b>Use Makaton or BSL</b></p> 	
<p><b>Use pictures or symbols</b></p> 	
<p><b>Talk to familiar people</b></p> 	
<p><b>Talk to unfamiliar people</b></p> 	
<p><b>Communicate confidently</b></p> 	

# Physical abilities

Skill	How well I can do this
<b>Stand for up to 2 hours</b> 	
<b>Walk for half an hour</b> 	
<b>Lift</b> 	
<b>Push</b> 	
<b>Pull</b> 	
<b>Bend</b> 	

# Physical abilities

Skill	How well I can do this
<b>Kneel</b> 	
<b>Do fiddly things with my hands</b> 	
<b>Co-ordination</b> 	
<b>Carry</b> 	
<b>Other:</b> 	
<b>Other:</b> 	

# Being smart for work

Skill	How well I can do this
<p>Wash and keep myself fresh every day</p> 	
<p>Brush my teeth every day</p> 	
<p>Wear clean clothes</p> 	
<p>Wear ironed clothes</p> 	
<p>Wear the right clothes for what I am doing</p> 	
<p>Notice if I need to wash or change my clothes</p> 	

# Travelling

Skill	How well I can do this
<p data-bbox="113 450 292 539">Travel on my own</p> 	
<p data-bbox="113 739 323 880">Travel with someone else</p> 	
<p data-bbox="113 1028 438 1072">Use a bus buddy</p> 	
<p data-bbox="113 1317 448 1361">Go to new places</p> 	
<p data-bbox="113 1606 343 1650">Ask for help</p> 	
<p data-bbox="113 1895 308 2036">Keep safe when I'm out</p> 	

# Other skills



Skill	How well I can do this

# Personal qualities

Personal qualities are the things about your personality that other people like. The personal qualities an employer might like include:

**Being confident**



**Being hardworking**



**Showing interest at work**



**Doing things in order**



**Being good at working in a team**



**Being caring**



# My top skills

Name: \_\_\_\_\_

These are some of the skills I have that will be useful when I have a job:



## 1st

My skill:

An example of  
this is when...

## 2nd

My skill:

An example of  
this is when...

## 3rd

My skill:

An example of  
this is when...

# My top qualities



Name: \_\_\_\_\_

These are some of the qualities I have that will be useful when I have a job

**1st**

My quality:

An example of this is when...

**2nd**

My quality:

An example of this is when...

**3rd**

My quality:

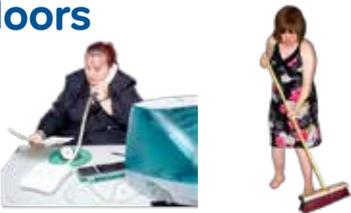
An example of this is when...

# Section 3

## My working future



# Preferences – the things that would make my ideal job (1)

I prefer...	Yes 	No 
<b>A busy place</b> 		
<b>A relaxed place</b> 		
<b>A noisy place</b> 		
<b>A quiet place</b> 		
<b>Indoors</b> 		
<b>Outdoors</b> 		

# Preferences – the things that would make my ideal job (2)

I prefer...	Yes 	No 
<p>A small building</p> 		
<p>A big building</p> 		
<p>Dressing smartly</p> 		
<p>Wearing a uniform</p> 		
<p>Wearing casual clothes</p> 		
<p>Sitting down</p> 		

# Preferences – the things that would make my ideal job (3)

I prefer...	Yes 	No 
<b>Standing up</b> 		
<b>Getting dirty</b> 		
<b>Staying clean</b> 		
<b>Talking to people</b> 		
<b>Being quiet</b> 		
<b>Working alone</b> 		

# Preferences – the things that would make my ideal job (4)

I prefer working...	Yes 	No 
<p>Working with a few people</p> 		
<p>Working with lots of people</p> 		
<p>Having my boss nearby</p> 		
<p>Not having my boss nearby</p> 		
<p>Doing the same thing every day</p> 		
<p>Doing different things every day</p> 		

# Preferences – the things that would make my ideal job (5)

I prefer working...	Yes 	No 
<p>With people my own age</p> 		
<p>With people older than me</p> 		
<p>In one place</p> 		
<p>In different places</p> 		
<p>In a hot place</p> 		
<p>In a cold place</p> 		

# Preferences – the things that would make my ideal job (6)

	<b>Shop work? What sort of work in a shop?</b>

	<b>Catering?</b>

	<b>Gardening?</b>

	<b>Cleaning?</b>

# Preferences – the things that would make my ideal job (7)

	<p><b>Building work?</b></p>
---	------------------------------

	<p><b>Working with animals?</b></p>
--	-------------------------------------

	<p><b>Office work?</b></p>
---	----------------------------

	<p><b>Care work?</b></p>
---	--------------------------

# Preferences – the things that would make my ideal job (8)

	<p><b>Working for myself?</b></p>
---	-----------------------------------

	<p><b>Reception work?</b></p>
--	-------------------------------

	<p><b>Something else?</b></p>
---	-------------------------------

	<p><b>Something else?</b></p>
---	-------------------------------

# Support I need at work (1)

Support	Is this needed?
<p data-bbox="113 450 389 495"><b>Travel training</b></p> 	
<p data-bbox="113 741 304 875"><b>Access to a taxi for work</b></p> 	
<p data-bbox="113 1032 296 1122"><b>Job coaching</b></p> 	
<p data-bbox="113 1323 277 1413"><b>Support worker</b></p> 	
<p data-bbox="113 1615 296 1704"><b>A mentor or buddy</b></p> 	
<p data-bbox="113 1906 352 2085"><b>Easy to read policies and procedures</b></p> 	

# Support I need at work (2)

Support	Is this needed?
<p data-bbox="113 450 357 544">Extra time in supervision</p> 	
<p data-bbox="113 739 357 880">Extra time to complete tasks</p> 	
<p data-bbox="113 1025 292 1167">Help when I'm worried</p> 	
<p data-bbox="113 1312 240 1355">Other:</p> 	
<p data-bbox="113 1599 240 1641">Other:</p> 	
<p data-bbox="113 1886 240 1928">Other:</p> 	

# About me at work

Name: \_\_\_\_\_

How best to include me at work



What people say I'm good at



How you can support me at work



My health needs at work



# My ideal job

Name: \_\_\_\_\_

The type of company will be...



The job will be...



I will get support from...



I will get there by...



# Curriculum Vitae (CV)

**Name:**

**Address:**

**Telephone:**

**Email:**

## **Personal Profile:**

Summary of your relevant experience, the skills you have to offer (target these towards the advert/job description) and what you are looking to do. 3 lines maximum.

**Work Experience:** (most recent first)

**Date:** Company name, job title  
Main responsibilities  
Skills gained (communication, teamwork, problem solving, etc.)

**Education and Training:** (most recent first & relevant to job applying for. If nothing relevant then consider omitting this section and adding more to the skills/personal profile section)

**Date:** School/college name  
Qualification/course and grades

**Skills:** (list any particular skills relevant to an employer, e.g. IT, timekeeping, teamwork, languages, any other expertise or knowledge)

**Interests:** (a few lines about hobbies and interests where they might be relevant to what the employer is looking for)

**References available on request**

# Example of a CV

## Curriculum Vitae

### John Smith

**Date of birth**

15/10/98

**Address**

1 High Street  
Newbury  
Berkshire  
RG14 2FT

**Phone**

01635 555555

**Email**

Smith@gmail.co.uk

### Personal profile

I am a hard working person who enjoys working with people. I have over two years' work experience in customer facing roles. My aim in life is to help others and make people happy. I'm looking for part-time employment whilst I'm still at college, but my goal is to work full time after college.

### Education

**School Post – 16 (sixth form), Newbury. September 2015 – present.**

I am working towards my Duke of Edinburgh Award.

**School, Newbury. 2003 – July 2015.**

ASDAN Personal and Social Development Entry 2.

LAMDA Introduction Award. Drama at Preparatory level.

QFC Sports leaders award Level 1 in Sports Leadership.

### Work experience

**Hotel and Spa, Newbury**

**Waiter**, September 2015 to present

- Waiting on customers in the restaurant.
- Being polite and friendly to the customers
- Handling large amounts of food on one tray.

**Hotel and Spa, Donnington, Newbury**

**Spa attendant**, October 2014 to July 2015

- I assisted the staff in the Spa with taking responsibility for storing and restocking the towels.
- I took food and drink orders for customers in the spa.

During my time at Hotel and Spa I learned how to be helpful and polite to the customers and how to look after my personal hygiene as I was handling and serving food.

**Shop Assistant**, March to September 2014 – Convenience Store, Newbury.

- Greeting customers as they entered the shop
- Took responsibility for the basket collection and safety
- Learned about handling fresh food through packing and labelling bakery produce and putting them on the shelves in the correct date order.

### Interests

I love football and taking part in tournaments with the school. Last year our team came second in the FC Community Trust Tournament. In my spare time I enjoy building models using my imagination, and spend time on my computer using Facebook and writing emails.

### References

Mr Jones, Teacher, School, Newbury, Berkshire. Tel: 01635 444444

# Section 4

## My activity sheets



**You can keep your  
completed activity sheets  
from the workshops here**

# Session 10

## Presentations



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Session 10

## Presentations

### Objectives

- To develop an employment-focused presentation (verbal, paper-based or electronic).
- To help the student develop a clearer understanding of their own workplace support needs.

Students could give their presentation in a variety of settings – to local employers, families and/or employment support workers. It could be part of a larger event including other elements, such as a session about working with a job coach, presentation of certificates or a celebration of other educational attainments.

The event could be used to create an employer panel with the aim of generating opportunities for employment, but it would need to be locality specific. For example, one school arranges a 'World of work' event to thank the organisations who have offered work experience placements.

The school also invites other local businesses who could offer placements in the future and the local MP, who can raise awareness of the benefits of work for young people with learning disabilities.

Another option is to host a 'week about work', which is a whole-school approach around employment. This would involve a commitment from each class teacher to present some activities about work in at least one of their lessons (for example what people who work in science do).

At Little Heath School they also use this week to introduce the 'When I Grow Up' workshops to their Key Stage 5 and 6 students. Students spend half a day or a whole day doing different activities and visiting a place of work.

The information is used to give a presentation to invited guests and employers at a celebratory assembly at the end of the week. Students are supported to present their posters, CVs, ideal jobs or activities.

## Preparation

### Equipment

The exact requirements will depend on the students' preferences and how they would like to present their profiles, but they will need the following completed activity sheets:

- My top skills
- My top qualities
- Work history (from their work profile)
- About me at work
- My ideal job

## Session outline and resources

### 1. Reflection

### 2. Exercise: presentation



### 1. Reflection

As this is the last session, ask the students to name the one thing they enjoyed or the most important thing they learned from attending the sessions.



### Exercise: presentation

The students will be supported to make a presentation of their profiles with specific focus on the four activity sheets that summarise their ideal job, their support needs, their top skills and their top qualities.

This can be done verbally (pre-recorded if necessary), as a slide show or as a pictorial workbook with images of the student at work or in a variety of circumstances that provide evidence of the preferences, support needs and skill/quality being presented. It may take more than one session to prepare the presentation.

Once the presentation is completed, the students can use the rest of the session as a rehearsal for a larger event as described above.

## End of session 10



# The spider chart



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Spider Chart activity sheet instructions

## Instructions

Use the Spider Chart to track your students' progress as they think more and more about work.

It is important to add the date each time they fill in the chart so that you can see if their answers change as they complete the sessions.

There are five different topics to do with work. Each topic has three statements. Read the statements out and ask the students which is closest to what they think.

When they have decided, ask them to put a mark by the number in the relevant section of the chart.

Then get them to colour in the chart accordingly:

**3 = red**

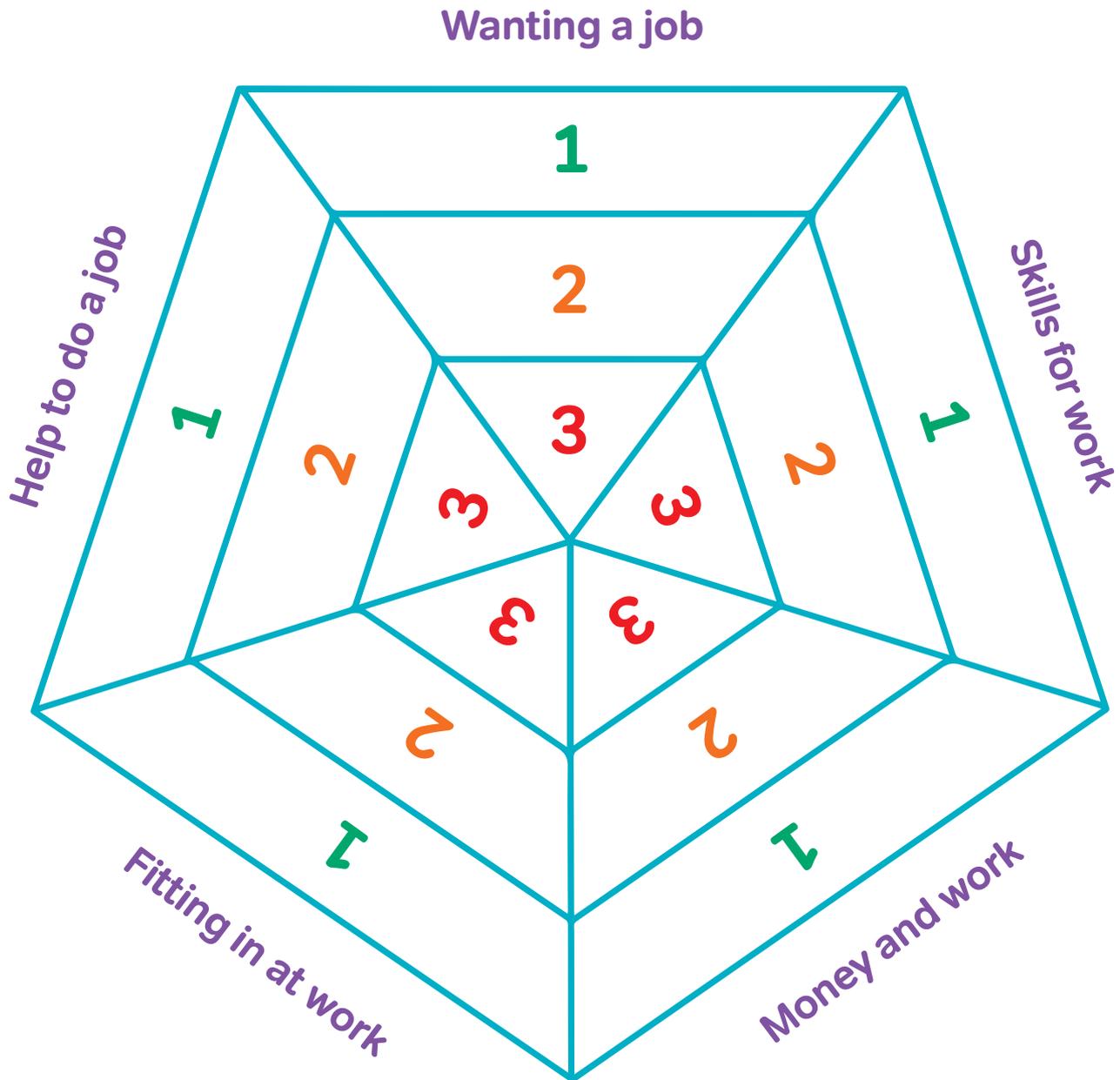
**2 = orange**

**1 = green**

# My Spider Chart

Name: \_\_\_\_\_

Date: \_\_\_\_\_



foundation for  
people with  
learning disabilities

Workshop materials courtesy of  
[www.bossemployment.co.uk](http://www.bossemployment.co.uk) © 2017



When I grow up



# My Spider Chart

## Wanting a job

	<p><b>1</b></p> <p><b>Yes! I really want a paid job</b></p>
	<p><b>2</b></p> <p><b>I might want a paid job but I'm not sure how to get one</b></p>
	<p><b>3</b></p> <p><b>No thanks, I don't want a job</b></p>

# My Spider Chart

## Skills for work

	<p><b>1</b></p> <p><b>I have good skills for work. They will help me get a good job</b></p>
	<p><b>2</b></p> <p><b>I have some basic skills. I will need to learn more to get a job</b></p>
	<p><b>3</b></p> <p><b>I can't get a paid job because I don't have any skills and I have not done any work experience</b></p>

# My Spider Chart

## Money and work

	<p><b>1</b></p> <p>I am good at looking after my money and I understand I will get paid when if start work</p>
	<p><b>2</b></p> <p>I am learning about money but I would like to manage my own money so I can be more independent</p>
	<p><b>3</b></p> <p>I don't know anything about money. Other people look after it for me</p>



# My Spider Chart

## Fitting in at work

	<p><b>1</b></p> <p>I am confident and can fit in well at work. I don't need support to meet new people</p>
	<p><b>2</b></p> <p>I want to learn how to fit in at work. I will need support</p>
	<p><b>3</b></p> <p>I don't know how to fit in and need someone with me all the time</p>

# My Spider Chart

## Help to do a job

	<p><b>1</b></p> <p>I will need some help to settle into a new job at the beginning</p>
	<p><b>2</b></p> <p>I will need some help to do a job. I will learn some bits of the jobs on my own after a while</p>
	<p><b>3</b></p> <p>I will need lots of help to do a job all of the time</p>





# The family workshops



foundation for  
people with  
learning disabilities



LOTTERY FUNDED



When I grow up

# Overview

A key element of the 'When I Grow Up' programme is the collaboration between students, families and schools. It is important to engage with families from the beginning. The Foundation has developed a number of workshops to create a vision around employment for their son/daughter.

## The workshops:

- Workshop 1: A conversation about work
- Workshop 2: What makes a good life?

## Optional additional workshops:

- Workshop 3: Local transition protocols and requirements – what can we expect?
- Workshop 4: Supported employment in our area – what does that mean for us?
- Workshop 5: Welfare benefits

## Resources

If you plan to run these workshops with families, you may find the following information useful:

- Family Guide to employment – 'Getting a job: let's just do it' – Dave Barker  
<https://www.mentalhealth.org.uk/learning-disabilities/job>
- Local information on transition
- Local information on supported employment pathways and providers
- Local information on personal budgets and personal health budgets
- Accessible version of CARE ACT 2014  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/317822/Care\\_Act\\_easyread.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/317822/Care_Act_easyread.pdf)
- Accessible version of SEND  
<http://preparingforadulthood.org.uk/resources/all-resources/the-care-act-2014-easy-read-guide>



# Workshop 1

## A conversation about work

### Aim

This workshop focuses on the importance of work in everybody's life.

### Audience

Families and young people

### Length

1-2 hours

### Preparation

- Post-it notes
- Activity sheet and instructions
- Flipchart paper
- Blu-tak
- Felt pens

## Instructions

- 1.** Write the following questions, one per separate flipchart sheet:
  - What works here already?
  - What does not work?
  - What is important now?
  - What will be important in the future?
  - What action do we need to take?
- 2.** It helps to start the session with an icebreaker. Ask families to remember their first job/ Saturday job etc, maybe telling them about yours first (e.g. I worked on Saturday as a shampoo girl). Ask a few parents to say what they did, what it was like and how it made them feel.
- 3.** Tell them about the work you are doing in your school about employment (e.g. running the 'When I Grow Up' workshops, work experience, internships).
- 4.** Talk about the importance of employment in the life of people with learning disabilities/ their son/daughter. Ask for their thoughts. Tell them that all young people say they want to work, to be independent and have their own money. However, only 5.8% of people with learning disabilities have jobs, despite the resources put in place to help them.
- 5.** Ask families to look at the questions on the flipcharts, in any order, and discuss them among themselves and record some answers on the paper. (Make sure there are enough colleagues around the room who are prepared to support families to think about the questions and help with recording on the flipchart. Remember some families may find it difficult at first to discuss these issues and some may not be able to write.)

Allocate around 45 minutes to one hour for this part of the exercise, depending on how much time you have and the size of the group. If the group is small, they can all discuss the same question together. If you have a big group, let families choose where they go first.
- 6.** As the facilitator you need to go round and listen and read what people say so that you can call time and give a summary.
- 7.** Ask families if they would be happy to take part in other workshops. Take their email addresses so that you can type the notes from their conversations and send them a copy.

# Workshop 2

## What makes a good life?

### Aim

This workshop focuses on how to make positive change happen in young people's lives. It should be informal and supportive and based on the belief that families are the experts in the support of their son/daughter.

In the workshop we will explore:

- the importance of work in the life of young people with learning disabilities;
- what makes a good life;
- what gets in the way of supporting young people to get work;
- planning for future life and particularly for employment;
- the role of family and friends in supporting the process of finding employment.

### Audience

This session can be run with parents and young people together or in parallel groups, depending on the individuals.

### Preparation

- Coloured pens
- Flipchart paper
- Post-it notes

### Length

1-2 hours

## Instructions

- 1.** Ask families to talk about their hopes and dreams for the future.
- 2.** Ask them to draw a group picture of what makes a good life for them and their family on flipchart paper. If the young people and any siblings attend this workshop, you may want to encourage them to do the drawings.
- 3.** Ask them to discuss briefly what they have in their picture.
- 4.** Ask families to discuss in their groups whether these hopes and dreams would be the same for their son/daughter. If they say yes, ask them to discuss the barriers that prevent their son/daughter from having a good life. Ask them to draw a brick for each barrier.
- 5.** If families say that it is the disability that is the barrier, encourage them to discuss it. Usually families realise that it is not their son's/daughter's impairments that are the barrier but the systems in society, the so-called social model of disability. For example being a wheelchair user is not what gets in the way of a person going out and about; it is the fact that pavements are not designed well, that buses do not have ramps.
- 6.** Ask families to consider each brick/barrier and discuss the solutions to them. Get them to write the solutions next to the bricks on the flipchart papers, using different coloured pens, or post-it notes to be stuck on the bricks.
- 7.** Finally ask the group to discuss how many of the barriers to getting a good life are linked to their son's/daughter's impairments. Usually the response is none of them are. If there is time, ask the families to develop an action plan.

**On the next page are some suggestions for additional workshops to explore these themes further.**

## Workshop 3

# Local transition protocols and requirements – what can we expect?

### Aim

Invite the local transition team to come and present to families. Invite colleges to be part of a market place so that families can ask questions after the transition team's presentation.

### Length

1-2 hours

### Audience

Families, young people, practitioners

## Workshop 4

# Supported employment in our area – what does that mean for us?

### Aim

If you have a supported employment project in your area ask the team to come and present about what they do.

### Length

1 hour

### Audience

Families, young people, practitioners

# Workshop 5

## Welfare benefits

### Aim

Invite a local benefits expert to offer advice to families about the benefits they should be receiving for their son/daughter and for themselves as carers now, and what their entitlement will be when they leave school.

You may want to ask them to present on the main issues and allow time for questions.

### Length

1-2 hours

### Audience

Families





**foundation for  
people with  
learning disabilities**

**Colechurch House  
1 London Bridge Walk  
London SE1 2SX  
United Kingdom**

**Telephone**

**020 7803 1100**

**Email**

**[info@learningdisabilities.org.uk](mailto:info@learningdisabilities.org.uk)**

**Website**

**[www.learningdisabilities.org.uk](http://www.learningdisabilities.org.uk)**

Part of the



Mental Health  
Foundation

**Registered Charity No.**

**England 801130**

**Scotland SC039714**

**Company Registration No. 2350846**

© Foundation for People with Learning Disabilities 2017

**changing  
lives**