



# PREPARATION FOR WORK

## THE VALUE OF WORK >

Session plan



Prince's Trust

**START  
SOMETHING**

# AT A GLANCE >

This session takes a look at why being employed has value. Learners will explore the different advantages of being in work and how they may vary depending on the type of job somebody has. They will also learn about work/life balance and why it is important people have it.



## LLN OPPORTUNITIES

- ✓ Reading and discussing case studies
- ✓ Sharing advice and ideas with a group
- ✓ Writing/recording advice in response to a case study



## MATERIALS

- ✓ Character cards
- ✓ The value of work PowerPoint presentation
- ✓ My balance worksheet
- ✓ Case study worksheet
- ✓ Work/life balance advice worksheet (optional)
- ✓ Computer with internet access (optional)



## QUALIFICATION OPPORTUNITIES

- ✓ Preparing for the World of Work - LO: Understand the value of work

# LEARNING OUTCOMES >

- ✓ Identify and understand the advantages of being in work
- ✓ Understand the meaning of having a work/life balance

# ACTIVITIES >

ACTIVITY	TIME	PAGE
<u>Introduction</u>	5-10 minutes	<u>03</u>
<u>The advantages of working</u>	15 minutes	<u>04</u>
<u>Work/life balance</u>	15-20 minutes	<u>06</u>
<u>Advising on the value of work</u>	30-45 minutes	<u>08</u>
<u>Wrap up</u>	5 minutes	<u>10</u>



# INTRODUCTION



## TIME REQUIRED

5-10 minutes



## MATERIALS

✓ Whiteboard/flipchart

# ACTIVITY STEPS

1. Introduce the topic of the session to learners by explaining that you will be exploring the value and advantages of having a job.
2. Encourage learners to share their thoughts on the questions below. You could create a group mind map on a whiteboard/flipchart with their ideas.
  - Why do people go to work/have a job?
  - What are the benefits of having a job?
  - Why might people enjoy their job?

Learners may initially answer that money/a salary is why people go to work or like having a job. Try and encourage them to develop their thoughts around this by prompting them to consider other reasons, e.g., the development of skills, enjoyment, etc.

Some of your learners may find it hard to see the value of being employed. This may be because:

- Nobody in their household works
- They lack role models or routine
- They are aware of bad experiences their family members have had with employers
- There are cultural differences
- There are negative attitudes to work in their family/ household

In such cases, allow learners to voice any opinions they have about being in work. Ensure you do not tell them their view is wrong, instead, explain that for many people being employed brings many benefits that you are going to explore further.



# THE ADVANTAGES OF WORKING >



## TIME REQUIRED

15 minutes



## MATERIALS

- ✓ Computers with internet access (optional)
- ✓ Character cards
- ✓ Pens

## ACTIVITY STEPS >

1. Explain to the learners that you have discussed the general reasons why having a job is beneficial, i.e. pay, enjoyment, skill development, etc., but also, people in different jobs will experience different benefits.

### OPTIONAL EXTENSION

If you have access to a computer with the internet, play this video to the group: <https://www.youtube.com/watch?v=-dX82--NJA4>.

The video features Erin and Elle who secured jobs as Support Workers through The Prince's Trust. Throughout the video, they discuss the reasons why they like their jobs and highlight the value of their work. After the video, have a group discussion and encourage learners to explain what reasons Erin and Elle gave for enjoying their job.

Suggested answers: They like helping others who need support, it's interesting (no one day is the same), they build friendships with the people they care for, it's fun and enjoyable, it's rewarding.

2. Divide the learners into small groups of 2-3 and hand out one of the character cards to each group (ensuring different groups have a different character). The groups should read through their card and then discuss and note down the advantages of that person's job underneath the description.
3. Encourage learners from each group to share a bit of background about their character and what advantages they identified. As a group, try and explore whether there are some common advantages even though the characters have different jobs. If more than one group looked at the same character, facilitate discussions about whether they agree with the points raised and if they have anything further to add.

There are some suggested answers about each character on the next page.



Suggested answers:

**Ahmed, T-shirt Designer:** Gets to be artistic and design his own graphics; Has the freedom to design whatever he wants as it's his business; Likes building relationships with shops; Flexible working days and hours; Makes all the decisions as he's his own boss

**Luella, Customer Service Representative:** Enjoys talking to customers as she is a sociable person; Finds it rewarding helping customers; Enjoys her flexible working hours

**Petra, Website Designer:** Gets to use her skills and knowledge; Gets to be creative; Enjoys working in a team and learning from others

**Callum, Landscape Gardener:** Gets to work in nature; Each day is different – he has different duties; Can see the difference his work makes so feels accomplished; Likes seeing visitors enjoying the park he looks after



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# WORK/LIFE BALANCE >



## TIME REQUIRED

15-20 minutes



## MATERIALS

- ✓ My balance worksheet
- ✓ The value of work presentation

# ACTIVITY STEPS >

1. Display and read out the case study on slide 2 of 'The value of work presentation'. The case study is someone who is stressed at work and has no work/life balance.
2. Encourage the learners to discuss and share what pieces of advice they would give to this person to help improve their wellbeing and make them feel less stressed.

Suggested answers:

- Talk to their boss/line manager about how they are feeling
  - Talk to their boss/line manager about getting extra help
  - Stop working out of her normal working hours – she needs to highlight to her boss that it is too much work if she can't get it done during work hours
  - Take some time off
  - Do things they enjoy out of working hours, i.e. hobbies or seeing family and friends
3. After learners have shared their thoughts, explain that many of their suggestions are for the person to have a better work/life balance. Ask the group if anyone has heard the term 'work/life balance' before and encourage them to share what they think it means.
  4. Share the below definition with the group (it is also on slide 3 of the presentation):

Having a good work/life balance means that someone makes time to enjoy things outside of their job or work. Hobbies, time with friends and family, exercise, relaxation and self-care are seen as important and given equal amounts of time in someone's life as their job. If someone has a good work/life balance, their work doesn't stop them from enjoying other parts of their life.

It is worth flagging to learners that work can mean a job, but it can also be applied to school or college.



5. Encourage the learners to suggest what might happen if someone doesn't have a good work/life balance (e.g. stress, burn out, feeling low or unhappy). Then, ask: why is it important to have a work/life balance?

Suggested answers:

- To prevent stress
- To be happy
- To have good wellbeing
- To have interests and hobbies

6. Hand out the 'My balance worksheet'. Ask learners to discuss what they do in 'life' (outside of school, college, work, etc.) to ensure they have balance. Then encourage them to record their answers on the side of the scales labelled 'Life'.

You could reiterate to learners that even though they may not currently be in employment, it is still important they have work/life balance with their school or college work and other parts of their life.

### OPTIONAL EXTENSION - HOME/REMOTE WORKING

Explain to learners that home or remote working has become more common (largely as a result of the COVID-19 pandemic) and as a result work/life balance has been impacted.

Split the group into two. One half of the group should discuss why home working could make work/life balance more difficult, and the other half should discuss how it could make work/life balance easier.

Suggested answers – Work/life balance is more difficult:

- People never leave the 'office' as their office is their home, so they don't see their home as somewhere for their 'life' anymore
- People may work longer hours as they no longer have to commute to work
- People always have their computer/laptop or other work equipment, so they may end up doing work when they wouldn't usually have access to what they need

Suggested answers – Work/life balance is easier:

- People no longer have to commute so they can use the extra time for leisure activities
- People can be more flexible with their time and do things they wouldn't usually, e.g. take a walk at lunch
- People may be closer to their friends and family as they can more easily live where they want to

If your learners are interested in finding more about the impact and future of remote working, they could take a look at some of the articles listed below:

- An article about the impact of homeworking for working mums: <https://www.nationwidemediacentre.co.uk/news/future-of-flexible-working-research-reveals-pandemic-pressure-on-mums-but-desire-for-remote-working-going-forward>
- A report about the attitudes of businesses and individuals towards the future of homeworking: <https://www.ons.gov.uk/employmentandlabourmarket/peopleinwork/employmentandemployeetypes/articles/>



# ADVISING ON THE VALUE OF WORK >

If your learners are working towards the qualification, this activity could be used to help evidence their understanding of the 'Understand the value of work' learning outcome in the 'Preparing for the World of Work' unit. If your learners are Level 2/Level 5 SCQF, then ensure they also address the assessment criteria concerned with work/life balance.



## TIME REQUIRED

30-45 minutes



## MATERIALS

- ✓ Case study worksheet
- ✓ Work/life balance advice worksheet (optional)
- ✓ The value of work presentation
- ✓ Recording devices, art supplies (optional)



## QUALIFICATION OPPORTUNITIES

- ✓ The advantages of being in work
- ✓ The meaning of having a work/life balance

# ACTIVITY STEPS >

1. Explain to the learners that they are going to take everything they have discussed and learned in this session to offer advice to a young person who doesn't see the point of working.
2. Hand out the 'Case study worksheet' and display slide 4 of 'The value of work' presentation. Read through the case study of the young person and tell your learners to keep in mind what advice they could offer them to see the value of work.

You may want to discuss their initial ideas and pieces of advice before moving on to the next step, depending on the level of your group. Their feedback should draw on everything discussed in this session, e.g. pay, skill development, enjoyment, sense of purpose etc.

3. Encourage learners to complete the worksheet with their pieces of advice, they can use the prompts to help them. Get the learners to consider the possible advantages of working in the healthcare sector in their response (the sector Ryan has received training for), e.g. it is rewarding helping others.

Alternatively, if your learners would enjoy a more creative approach, they could:

- Offer their advice in a voice or video recording
- Design a webpage for an advice website that includes creative designs, as well as their written advice
- Video or voice record a role play in which someone plays the young person who isn't interested in working and the learner responds to them and offers encouragement and advice



### NOTE TO ADVISER:

If your learners are working towards the qualification, ensure that their advice addresses the assessment criteria at the level they are aiming for.

For example, Entry Level 3/Level 3 SCQF learners need to identify the advantages of being in work in their advice, whereas Level 1 and 2/Level 4 and 5 SCQF learners need to outline the advantages of being in work.

### OPTIONAL EXTENSION

If your learners are working towards Level 2/Level 5 SCQF, then ask them to respond to the case study of the person who is struggling with work/life balance that you looked at earlier (Samia, slide 2 of the presentation).

They need to outline what having a work/life balance is and what Samia can do to have one. They can fill out the 'Work/life balance worksheet' that has the case study on there, or they can respond in a more creative way, similar to the suggestions above.



# WRAP UP >



## TIME REQUIRED

5 minutes

# ACTIVITY STEPS >

1. Ask the group what they have learned about the value of work in today's session. Remind them that there is often more to working than a salary and that many people develop important skills and/or enjoy the work that they do.
2. Tell the learners that they should remember to have a work/life balance when they go through busy periods at school, college, work, etc. If you think this is a topic your learners would benefit from exploring further, take a look at our sessions in the 'Wellbeing' unit.

## OPTIONAL EXTENSION

Explain that work/life balance is often easier for people that work for organisations that value their workers and their wellbeing. So, it can be important when considering a role or industry for their future career that they research what the work culture is.

This could lead nicely into our 'Career Planning' and 'Experiencing the World of Work' units in which learners start to consider and research career paths.

