

WorldSkills London 2011

Teaching Resource Pack

Unit 4: Reflecting on Learning for Work



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Showcasing skills
that shape our world





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Unit 4: Reflecting on Learning for Work

Session Overview

Background

The WorldSkills London 2011 Competition will be held at ExCeL London from 5–8 October 2011.

In this resource pack learners will:

Identify the tasks, roles and responsibilities associated with organising a careers information event or activity.

Starter Activity:

Working in pairs learners evaluate their understanding of the Learning Cycle by applying it to everyday situations.

Learning Activity:

Working in small groups learners identify and record all the tasks, roles and responsibilities associated with putting on a careers information event.

Reflective Activity:

Learners are encouraged to reflect on their involvement in producing the careers event and the skills required. They are encouraged to think about setting and reviewing targets and any changes they would make to ensure the success of the careers activity or event.

Developmental Activity:

Learners review their role and their feelings and attitudes. They are encouraged to question and challenge themselves in providing an appraisal of the development of their knowledge and skills as a result of their involvement in the careers activity.



Learner Checklist

Learners can:

- Apply the Learning Cycle and the associated learning processes to a given situation.
- Reflect on their use of their skills and identify learning from their reflections of a given activity.





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Session Planner

The following suggested plan is based around a 60 minute practical activity session. The session focuses on identifying personal skills and identifying those needing further improvement or development.

Topic	Timing	Learning Outcomes	Teaching Activities	Learning Activities
Introduction to the Learning Cycle	10mins	Learners demonstrate an ability to apply the Learning Cycle to a given situation.	Facilitation of paired/ group discussion involving listening, recording and responding to information provided.	Working in small groups/pairs learners identify and record examples of where the Learning Cycle could be applied.
Careers event practical activity.	20mins	Learners demonstrate an understanding of the tasks and skills required to complete the given activity.	Facilitation of an activity which enables learners to identify and plan the key steps in organising a careers event.	Group activity identifying the tasks, roles and responsibilities needed for the specified event.
Reflecting on learning from group discussion/ planning	10mins	Learners demonstrate ability to reflect on their own experience.	Encourage learners to reflect on their experience of their involvement in the preparation of the careers event or activity and record the skills they used to complete tasks set.	Completion of an activity sheet identifying particular aspects of learner reflections on the activity or event.
Development of skills	20mins	Learners are able to identify the key aspects of the activity, their learning and areas for personal development.	Provision of a summary of the session and facilitation question and answer.	Completion of an activity sheet which evaluates learning arising from the completion of the given activity.



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Activity Brief:

This unit focuses on improving your ability to develop your problem solving skills using a reflective approach. You will build on the knowledge and skills you have previously developed to solve a variety of problems.

You will need to work with a partner or in a small group of peers.

Starter Activity:

The diagram below illustrates a possible way of learning (known as the 'Learning Cycle'). It describes how we process information and learn from our reflection on events, activities etc.

Study the diagram below and with a partner identify examples of where the learning cycle could be applied in everyday life. Use the space below to write down your thoughts.

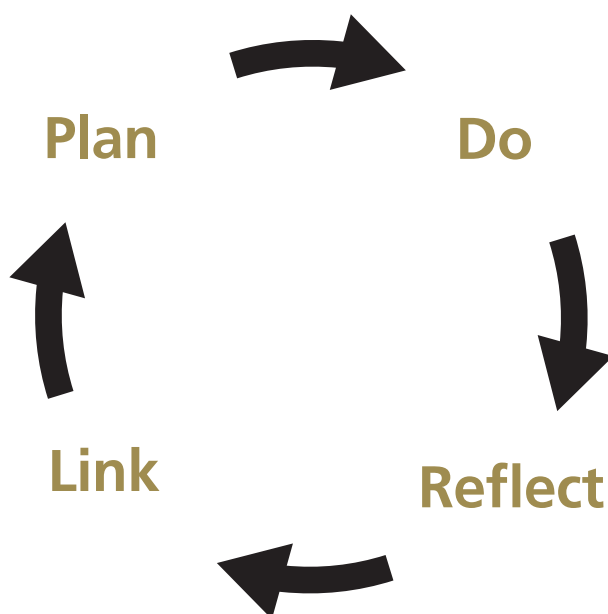


Thought Box

This diagram describes the process of learning using a process of reflection. Often referred to as the 'Learning Cycle'. It is based on the model initially developed by David Kolb in the USA in the 1980s and is used today in many businesses and places of work as a way of developing knowledge and skills.

The learning cycle can be applied to your school or college studies or work related activities as follows:

- **Doing:** This involves carrying out and being aware of all the activities you are involved in during a project or task.
- **Reflecting:** This involves looking back and summarising what you have done or what has taken place in the project or assignment.
- **Linking:** This stage involves making links and connections with previous knowledge and/or skills and identifying possible solutions.
- **Planning:** This will involve you identifying what you have learnt in order to make improvements, which involves reviewing and deciding the next steps, structuring what you do in a new way and setting targets.



Use this space to make notes:



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Learning Activity

In this task you are going to work as part of a team to host a careers event or activity in your school, college, place of learning and/or work (your teacher/tutor will guide you through the process). The tasks and activities are detailed below:

Background

The WorldSkills London 2011 Competition will be held at ExCeL London in October 2011. The venue will be host to over 1,000 competitors, 150,000 visitors and will occupy the equivalent of ten football pitches in space!

The promotion of careers information will be a key part of the event.

Although the competitions take place in London, a key essential requirement is to ensure that schools and colleges across the United Kingdom are involved as much as possible in all aspects of the event.

Task

Working as part of a small team you are going to plan, organise and host a careers event in your school or college. You and your team will take responsibility for the running of the event and you are free to take any approach you like.

To provide some structure to your event it is suggested that you focus on some of the following career pathways as listed below:



Thought Box:

As you will see, planning and organising will be the key to ensuring that your event will be a success.

It may be useful to explore and discuss with your team the kind of event you wish to host. Some possible suggestions are listed below:

- Hosting and maintaining a careers stand at a school or college open day.
- Presenting a series of careers information sessions to fellow students/pupils at lunchtime or after school.
- Interviewing people in existing jobs and careers and presenting your findings to fellow students in your school or college
- Producing an information poster explaining careers routes and pathways (see table for guidance).

Please note that the above list is designed to give you ideas to get your team started with the project. You and your team are free to consider other ideas and options.

Thought Box:

In undertaking this task there are several issues which you will need to address as a team and some of these are indicated:

- What are the stages involved in putting on a careers information event or activity?
- What are our targets?
- Who will be responsible for ensuring that targets are met?
- What are the tasks to be completed and who will complete them?
- How will the success of the task be measured?

Career Route	Possible Pathways
Engineering	Mechanical, Chemical, Electrical/Electronic, Civil, Environmental, Aircraft, Welding/ Sheet Metalwork, Refrigeration & Air-Conditioning.
Construction and Trade Skills	Painting & Decorating ,Wall & Floor Tiling, Plastering Plumbing & Heating, Bricklaying, Carpentry & Joinery, Cabinetmaking.
Automobile Technology	Car Painting and Body Repair, Automotive engineering (mechanic).
Computing and IT	IT software development, PC Building and Maintenance, IT Network Systems Administration, Web Design and Development.
Creative Design	Fashion,Textile,Graphic Design.
Hospitality and Catering	Cooking,Confectionery,Pastry, Restaurant Services.



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Session Planner

Reflective Activity

This activity will focus on your experience of working as a part of a team to put on a special event or activity. It will help you to analyse what went well with the project and areas that you feel could have been developed further. Use the space below to record your thoughts on the planning and running of the careers event.

Name:	
Class/Year:	
Course/Subject:	
What research did I carry out and what information did I consider to be important?	
What were three main things I learned from taking part in this activity?	
What did I previously think was true, but now know to be incorrect/wrong when planning the careers event?	
What did we not cover that I expected we should?	
What was new or surprising to me in preparing to host the event?	
What have I changed my mind about, as a result of working as part of a team?	
One thing I learned in organising an event that I may be able to use in the future is...	
I am still unsure about...	
Issues that interested me a lot, and that I would like to study in more detail	
What I most liked about this activity was...	
What I most disliked about this activity was...	
Other interesting facts I learned in completing my tasks as part of the team...	



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Session Planner

Developmental Activity

This activity will focus on getting you to review particular aspects of your role and your feelings and attitudes. You may find this section challenging!

DO ASK FOR HELP FROM YOUR TEACHER OR TUTOR!

What key ideas have I covered by completing the tasks for the careers event?	
What have I achieved in completing these tasks?	
What am I still unsure of after completing my tasks?	
What do I need to do to address the things I am unsure of?	
What do my partners in my team think of my role and contribution to the team?	
If I was going to be involved in a similar task, what would I do differently?	

For more information about our Education Experience Programme and how you can get involved please contact:

Chidi Okolo

Head of Education
WorldSkills London 2011
3rd Floor,
36 Queen Street
London. EC4R 1BN

Telephone: +44(0)20 7429 2866

Website: worldskillslondon2011.com/education

Email: cokolo@worldskillslondon2011.com