

Inside Parliament Buildings: Careers

Areas of Learning:
Careers Education
Language and Literacy

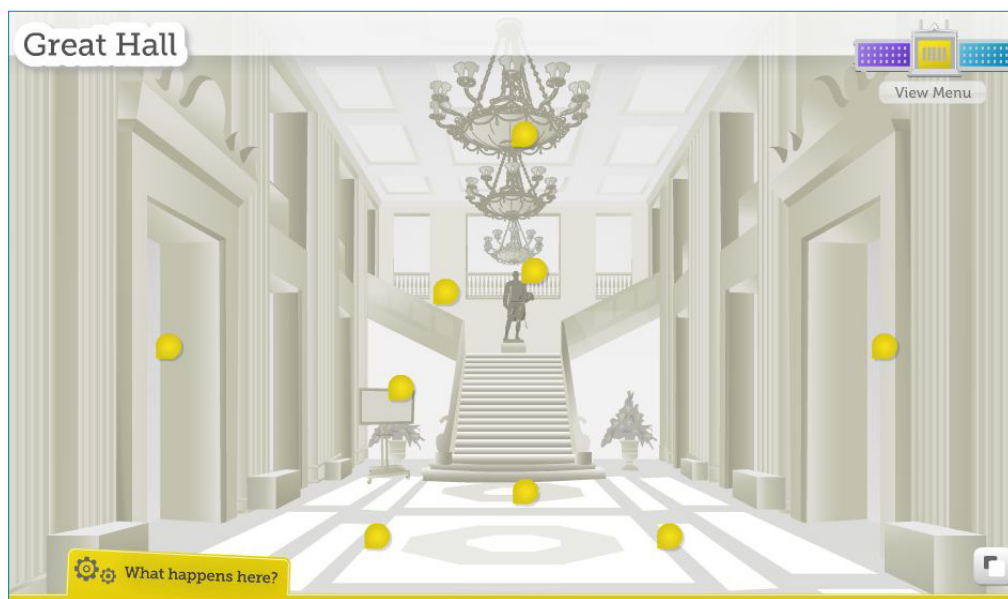
By completing the activities, pupils will have the opportunity to:

- explore the career opportunities available at Parliament Buildings;
- identify the personal qualities and employability skills required to carry out each role;
- develop self-awareness by evaluating personal qualities and skills to rank the suitability of each role; and
- develop written communication skills by composing a formal letter to request a work-related learning opportunity at Parliament Buildings.

Aims of the Careers Education, Information, Advice & Guidance (CEIAG) Provision

The online and class activities suggested will contribute to the following aims of the CEIAG provision:

Self-Awareness and Development	Identifying, assessing and developing the skills and qualities necessary to choose and implement an appropriate career plan.
Career Exploration	Acquiring and evaluating information, and reviewing experiences to identify and investigate appropriate career pathways and learning opportunities in education, training and employment, locally, nationally and internationally.



Cross-Curricular Skills & Thinking Skills & Personal Capabilities

The online and class activities suggested will provide the opportunity to develop the following skills and capabilities:

Managing Information	By recording the careers information from the <i>Inside Parliament Buildings</i> activity using the resource templates provided, pupils may develop their skills in: <ul style="list-style-type: none"> • sorting and evaluating information; and • recording and adapting information.
Thinking, Problem-Solving and Decision-Making	Using the activities and resource templates to evaluate the personal qualities and employability skills needed for each job; undertaking self-assessment to rank each post according to their own skills and qualities, pupils will have the opportunity to: <ul style="list-style-type: none"> • consider the personal qualities and employability skills needed to perform certain duties; and • review their own experience and make links between the skills and qualities they have and those they need to develop.
Communication	Pupils will have the opportunity to develop written communication skills by composing a formal letter to Parliament Buildings to request work experience in the career that ranks highest against their own skills and personal qualities.

Overview

The Inside Parliament Buildings activity in the **Years 11–12** section of the [Northern Ireland Assembly Education Service](http://education.niassembly.gov.uk/) website is an opportunity for your pupils to explore the building and meet some of the people who work there. They must use the clues to guess who the figures are and unlock information about each job.

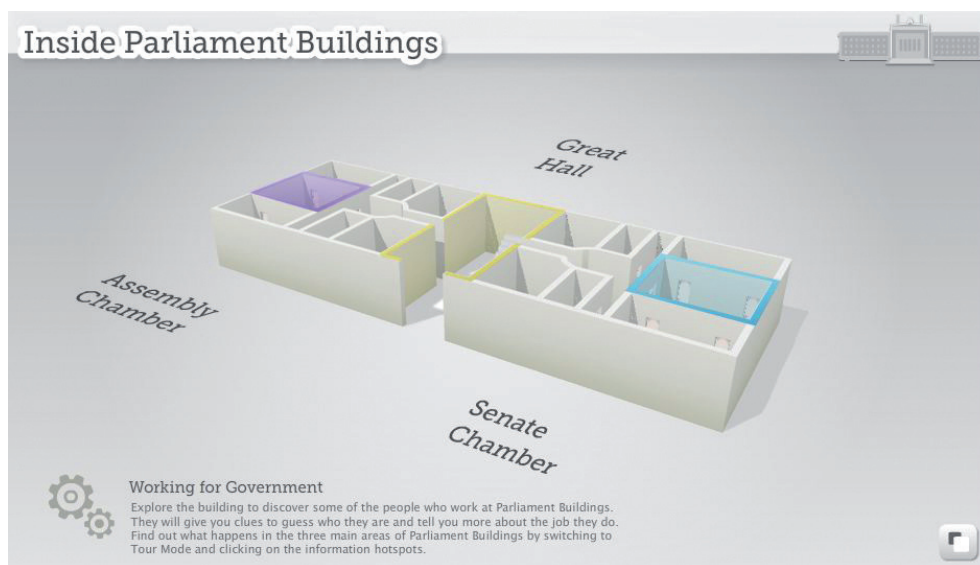
In the Starter Activity the pupils brainstorm careers important to the workings of government. After focusing on certain roles, ideas on how to gather information on these jobs are discussed.

In the Follow-Up Activities, the pupils assess their own skills and qualities to rank the suitability of each career, before writing a formal letter to request an opportunity for work experience at Parliament Buildings.



Starter Activity

Display the Inside Parliament Buildings activity from the **Years 11–12** section of the [Northern Ireland Assembly Education Service](http://education.niassembly.gov.uk/) website using the whiteboard. Click the start button to navigate to the screen showing the structure of the building:



Refer to the image of the cogs at the bottom of the screen. We often see MLAs on television, but what other jobs are essential to keep the machinery of government working effectively?

Distribute Resource 1A to help explore this question. In groups, ask your pupils to discuss what jobs they think are essential to making Parliament Buildings work successfully and fill in the blank boxes with their ideas.

After sharing ideas as a class, compare the suggestions each group has with the roles featured in Resource 1B. Did the pupils suggest similar roles? Are there any jobs they had not heard of before?

Discuss where they could find more information about these careers. For example, they could use the Internet, Careers Library, or arrange a visit to Parliament Buildings.

Return to the Inside Parliament Buildings online activity as one source of researching information on these particular careers. Invite your pupils to access the activity on their computers.

If appropriate, link to Progress File: Moving On by setting up a 'Think Differently Careers Challenge' to research career opportunities available at Parliament Buildings and any wider issues or perceptions that may be associated with this, for example gender, equality and so on.



Online Activity

Use the Inside Parliament Buildings activity from the **Years 11–12** section of the [Northern Ireland Assembly Education Service](http://education.niassembly.gov.uk) website to explore different parts of the building and discover some of the people who work in each area. Guess who they are by using the clues they provide to unlock more information about their job.

To explore inside Parliament Buildings, click on:

- the Start button to review the three main areas of business;
- the colour-coded icon of Parliament Buildings to navigate and view each room;
- the coloured figures in each area – use the clues to guess who that figure is, each correct guess reveals more about that job;

The counter at the bottom left of screen will:

- track the figures found; and
- review the names of the roles already uncovered.

The pupils can use Resource 2A to make a note of:

- the duties or responsibilities associated with each job; and
- the qualities and skills required to carry out that role.

When your pupils have finished exploring career opportunities, the Switch button option will allow them to change to Tour Mode and investigate the functions of each room in more detail.

Related Activities:

The Inside Parliament Buildings activity from the **Years 11–12** section of the [Northern Ireland Assembly Education Service](http://education.niassembly.gov.uk) website contains other multimedia resources which can be related to this activity:

MLA for a Week

Give your pupils the big picture of what an MLA does in the week by having them take on that role. As well as juggling a busy diary, their challenges will include writing a speech, asking questions in the Assembly Chamber and giving a press conference in the Great Hall.

Making Laws

Pupils explore the law-making process by creating their own Bill and attempting to pass it through the Northern Ireland Assembly. They will see the Speaker calling for their Bill to be introduced and the Clerk to the Assembly reading the title of their Bill.



Follow-Up Activities

Activity 1

Recap on the online activity and the careers information gathered in Resource 2A. Ask your pupils to compare their findings for each job to their own personal qualities and skills.

The pupils can use Resource 2B to:

- jot down personal qualities and skills;
- compare their self-assessment to the personal qualities and skills noted down for jobs at the Northern Ireland Assembly in Resource 2A;
- note which qualities/skills they have for each job and which qualities/skills they need to develop; and
- rank each job according to how well it matches their personal qualities and skills.

Ask the pupils to feedback on:

- the post that ranked highest as the best match to their qualities and skills;
- their reasons for making that decision; and
- if their conclusion was what they expected or if it surprised them in any way.

Activity 2

A limited number of work experience places are available at Parliament Buildings. Discuss how work-related learning is another approach to gaining job information and experience. The pupils could write a letter to the appropriate department at Parliament Buildings to request work experience in the post they rated highest in their self-assessment.

Brainstorm the information they need to provide in the letter, including:

- why they have chosen to apply to this post after careful research;
- what they can offer as an excellent candidate for the post; and
- benefits the work placement offers them, for example increasing their knowledge of that job and the world of work, employability skills it would help them to develop, or relevance to their learning programme.

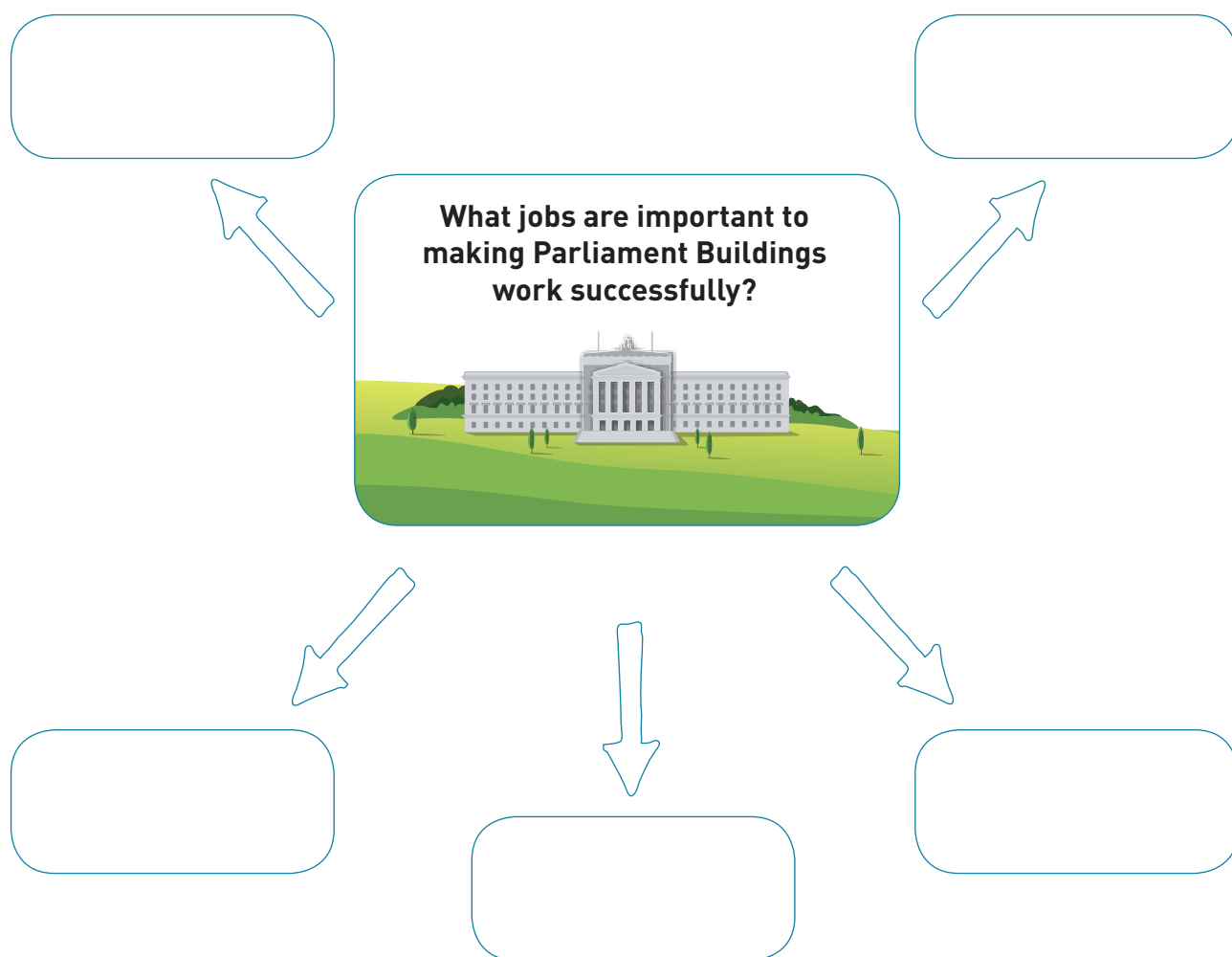
Recap on the format for formal letter writing, using the Northern Ireland Curriculum resource Developing Communication Skills in Learning for Life and Work, page 11. The resource can be found in the **Key Stage 3, Learning for Life and Work** section of the Northern Ireland Curriculum website at: www.nicurriculum.org.uk



Resource 1A: Careers at Parliament Buildings

It's not just MLAs who work at Parliament Buildings. Many other jobs form essential cogs in the machinery of government. A Committee Clerk is one example.

Fill in the blank boxes with any other examples you can think of...

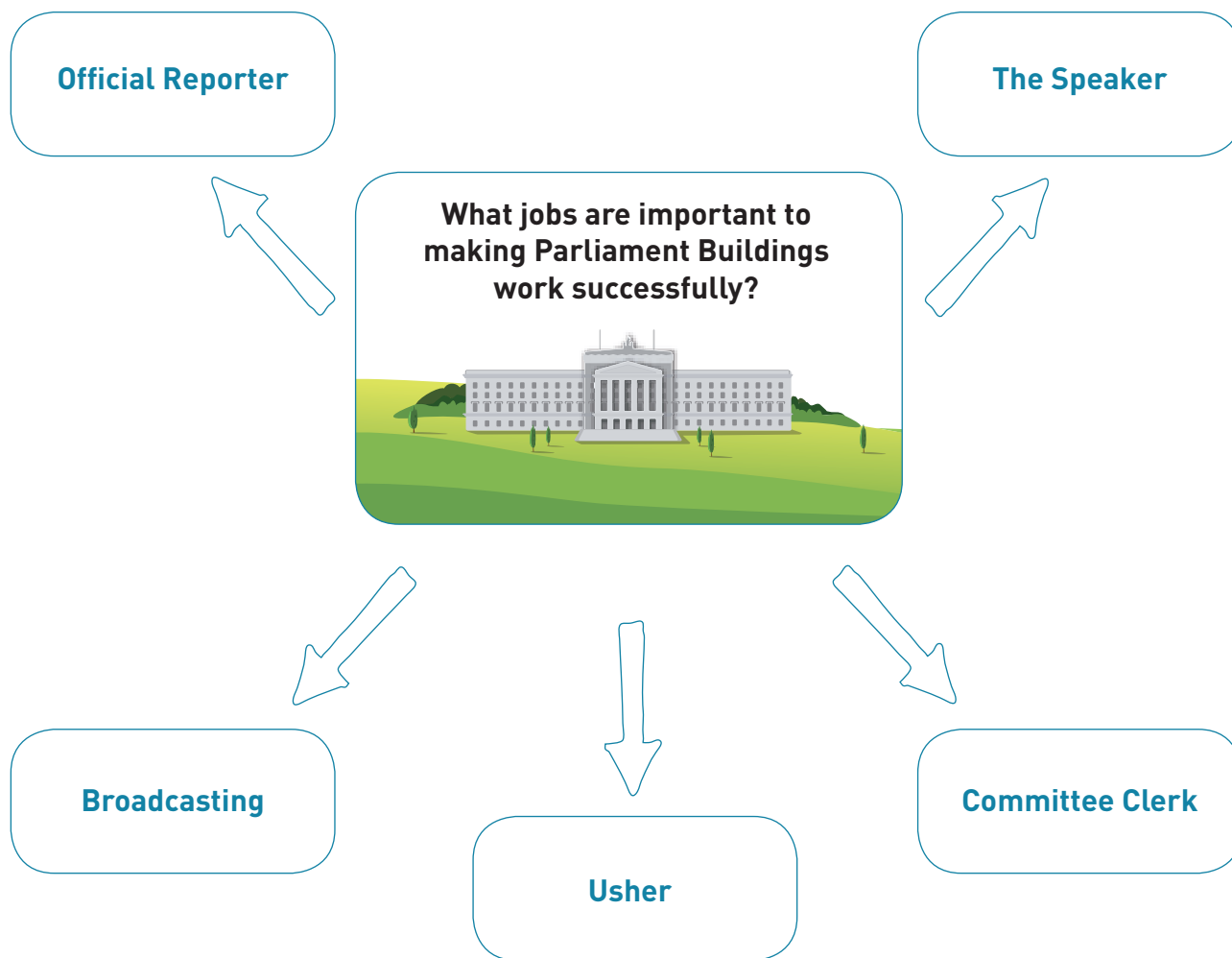


The diagram features a central box with the text "What jobs are important to making Parliament Buildings work successfully?" and an illustration of the Parliament Buildings. Five arrows point from this central box to five empty rounded rectangular boxes arranged around it (two above and three below), intended for students to write job examples.

What jobs are important to making Parliament Buildings work successfully?

Resource 1B: Careers at Parliament Buildings

Some of the career opportunities available at Parliament Buildings include:



Note any other career opportunities at Parliament Buildings you are interested in researching:



Resource 2A: Guess Who?

Guess who each figure is in the Inside Parliament Buildings online activity in the **Years 11–12** section of the [Northern Ireland Assembly Education Service](http://education.niassembly.gov.uk/) website. Guessing correctly will unlock the job profile for each role. For each duty the person in the profile performs, think about what personal qualities or skills they need to do their job. For example, if someone reports on what happens at the Assembly, they need to be a good listener, have good concentration and pay attention to detail. Record your ideas using the template below:

Job Title: *Official Reporter*

Duties:

*Report what happens in
the Assembly*

Personal Qualities/Employability Skills Needed:

*good listener
attention to detail good concentration*

Job Title: _____

Duties or Responsibilities

Personal Qualities/Employability Skills Needed

Job Title: _____

Duties or Responsibilities

Personal Qualities/Employability Skills Needed



Job Title: _____

Duties or Responsibilities

Personal Qualities/Employability Skills Needed

Job Title: _____

Duties or Responsibilities

Personal Qualities/Employability Skills Needed

Job Title: _____

Duties or Responsibilities

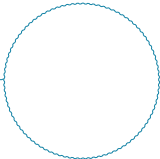
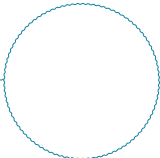
Personal Qualities/Employability Skills Needed



Resource 2B: Self-Evaluation

List your personal qualities and skills in the box below. Compare your qualities and skills with those you noted for the different jobs at the Assembly in Resource 2A. Write each job title in the chart below and record the qualities and skills you have that match that role. Fill in the qualities and skills you needed to develop to do that job well. Rank the jobs in order of suitability for you.

My Personal Qualities/Skills:

Job Title	Qualities/Skills I have:	Qualities/Skills I need to develop:	Rank 
Job Title	Qualities/Skills I have:	Qualities/Skills I need to develop:	Rank 
Job Title	Qualities/Skills I have:	Qualities/Skills I need to develop:	Rank 
Job Title	Qualities/Skills I have:	Qualities/Skills I need to develop:	Rank 

