

Employment and The Salvation Army

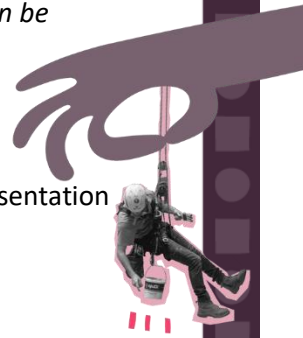
A collection of 'Pick and mix' activities to explore The Salvation Army and employment, including a focus on the time of the pandemic. Slides 13 & 14 are core slides, all other activities can be adapted to suit your group.

Lesson objectives:

- To highlight the impact the pandemic had on employment
- To understand how The Salvation Army helps people with employment

Resources needed:

- Employment lesson plan
- Employment PowerPoint presentation
- Employment worksheets



Slides 1-10 Guess the job

Zoomed-in sections of pictures will be on the screen and pupils need to guess which job is shown. These are visible when you start the presentation as a slideshow – a single mouse click reveals the full picture. There are a selection to choose from, so show as many/few as you decide or time permits. The clues get slightly harder the more you do. Discuss what the impact of Covid was on each job role; suggested prompts include:

- Which job/sector does this picture represent?
- Was the sector in demand or not? What effect did this have on society?
- How did people have to adapt their roles during the pandemic?

Answers

- | | |
|---------------------------------|--|
| 1. <i>Travel, cabin crew</i> | 6. <i>Education, teacher</i> |
| 2. <i>Hospitality, waiter</i> | 7. <i>Entertainment/media, content creator, video editor etc</i> |
| 3. <i>Construction, builder</i> | 8. <i>Marketing / social media, influencer</i> |
| 4. <i>Beauty, hairdresser</i> | 9. <i>Healthcare, scientist</i> |
| 5. <i>Transport, taxi</i> | 10. <i>Charity, Salvation Army officer</i> |



Slide 11 Title slide

Share the title of the lesson and learning objectives.




Slide 12 Data analysis (pandemic focus)

Option 1: Show the images on the slide one by one and get some suggestions on what the charts could represent. Remind the group the lesson is about employment and the pandemic. You can prompt the group with the following questions.

Option 2: Split the class into five groups, give each one a copy of one of the 'graphs worksheet' and allow them to interpret what is shown:

- What is the overall trend in this image?
- What stands out from the chart? Is anything surprising?
- Is there anything you don't understand about the chart?
- Is there any context missing? (eg largest decrease in hours worked = furlough)
- How does seeing this data make you feel?





The aim of this is for pupils to think critically about what the images are showing before attaching the data to a title. Once the group has had a chance to analyse the data shown, reveal the chart titles and discuss any differences / insights.



Slide 13 The Salvation Army

Complete the quick 'true or false' quiz to give a brief overview of The Salvation Army and tell the group today you'll be looking at how The Salvation Army team helps people with employment. More information is provided about false statements in the notes section on the presentation.

Local Salvation Army churches and community centres seek to serve the community in which they are based. When people come through our doors asking for help with issues such as unemployment, we feel we need to do something about it. Employment Plus Local is testament to our desire to give people in need time, support and compassion.

'Work for All' was a cornerstone of our Founder William Booth's social programme. Even today, independent evidence demonstrates that good, worthwhile work is important to physical, mental and spiritual health. Employment can improve self-confidence and contribute to personal, family and community welfare. – The Salvation Army



Slide 14 Employment

Share some information about how The Salvation Army helps people with employment. This can be completed as a card sort between pairs.

- *More than 650 locations: Specialised employment help operating in churches, community centres and Lifehouses (hostels) within The Salvation Army*
- *Training opportunities: delivering training to people based on their needs*
- *One-to-one support: and group workshops are used to help practitioners understand jobseekers' whole characters better so they can be guided to suitable resources*
- *Tailored support: to help people become job-ready, get a job, and stay in work. This includes training courses and addressing problems such as self-esteem, confidence building and motivation*
- *Learning progressions and qualifications: supporting jobseekers in upskilling*
- *Assisted job search: support with search and applications*
- *Digital inclusion: digital inclusion means not only having physical access to the internet, but also having the necessary skills, confidence and capabilities to use the internet*
- *Benefits advice and support: help in understanding the (sometimes) confusing benefits system and help in applying for benefits*
- *Listening ear: sometimes people just want to know someone cares and that they are not alone in their search*



- *Work placements: we offer short-term work experience placements with timescale options of 8, 12 or 16 weeks. Participants gain work experience, a recent reference and improved self-confidence, all while helping their local community. No placements are in place of paid work*
- *Develop and run social enterprises: from electrical safety testing to bike repairs, we offer opportunities for development and training in a supportive but authentic working environment. All profit is reinvested into helping others undergo training, thereby equipping more people with necessary skills that will enhance their ability to return to the work place.*

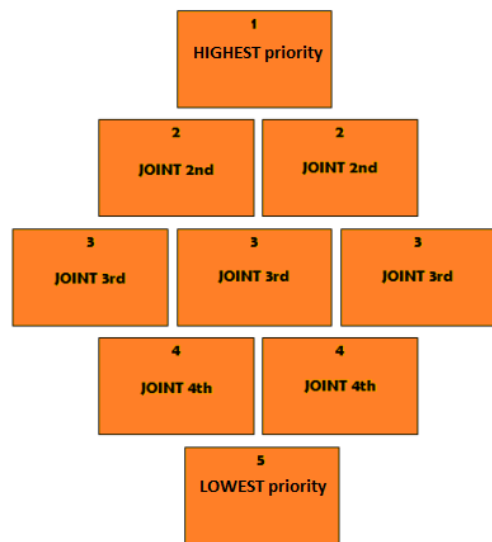


Slide 15 The most important work?

Based on the information the pupils found out in slide four, they will decide what is the most important work The Salvation Army does helping people with employment.

Option 1: Rank the cards in a Diamond Nine form (more challenging); or an easier option is to have the pupils rank them from most important on the left to least important on the right.

Option 2: Have a friendly debate. As a class agree the top three or four most important aspects of The Salvation Army's work with employment. Split the group into three or four groups, give them time to prepare their arguments and organise a debate (more challenging). An easier option is to organise a silent debate, where pupils wander around the room and add their arguments for why their chosen aspect is most important. Nominate groups to be responsible for defending particular stances, but all arguments are done in writing.



Slide 16: Personal stories

Stories of people who have used The Salvation Army's employment services. You may choose to focus on one story as a class or have each pair read through a different story. Invite pairs to summarise / feed back to the class what they've learnt from Ian, Cat and Peter.

Joe's story is a **video**; click his picture on the presentation to access it.

Having read real experiences, does anyone's opinion of the 'most important bit' change? Why?





Slide 17 Creativity and employment

Over the pandemic, there were reports of people that were left unemployed who decided to use their creativity to start a new venture – selling candles, making jewellery, becoming an influencer etc.

Option 1: Can your group come up with a social enterprise that will allow locally unemployed people to use their skills and give back to their community? The Salvation Army has a **case study** online if pupils need any support.

- What will the business be called?
- What will the business do?
- How will it help the community?
- What skills are needed to run and/or work there?

Option 2: Using key terms from the lesson, have pupils play a game of charades!



Slide 18 Employability skills

Give each pupil an employability skills worksheet and have them visually show their thoughts on which skills are essential for work. The closer they mark to the skill, the more important they believe it is. An example is visible once clicked. Once everyone is done, have them hold up their sheets and you should see a range of patterns emerge. Discuss some of theirs.

Slide 19 Feedback

Have the pupils do a quick 3, 2, 1.

- 3 things I found out today
- 2 things that shocked me
- 1 thing I wish I knew more about

