

Careers and Skills Curriculum

Module Overviews



Introduction

These modules have been developed to support the creation and delivery of a stable careers curriculum in mainstream secondary school. The intention behind the resources is to guide students on their careers journey through this pivotal period in their education. Modules aim to cover objectives within the CDI Career Development Framework, adheres to Gadsby Benchmarks, whilst developing skills and knowledge linked to employability and careers to enable students to develop a positive outlook about their futures.

The approach is one of spiral learning, which aims to ensure progression, coverage of key concepts, and ideas are repeated and consolidated throughout KS3 and 4 with deepening layers of complexity, reinforcing careers knowledge, developing ambition and growth mindset.

Through the learning students will become informed and aware of how their years at secondary schools play an important part of providing a stepping-stone as they move onto the next stage in their careers journey.

All schools have a different approach to the delivery of careers and the time devoted to this as part of the timetabling and yearly planning. These modules have been created as clusters of one-hour lessons to cover content and learning objectives. Timings for some of the activities in each module are suggested but this is just rough guidance. The lessons should take around 1 hour but depending on the level of discussion may take longer and this should form part of school's planning and preparation. The lessons provide opportunities to interact and enable students to feedback, as well as completing workbook activities.

Each module contains a PPT with detailed slide notes and student workbook. This will enable schools to focus on personalisation of the curriculum to suit the school's processes rather than the creation of resources from scratch.

The suite of current module overviews outline key content and concepts, indicating which year group the sessions may best suit. The final section outlines modules that are currently under construction.

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Linking Careers and the Curriculum



2-3 hours guided delivery time



Recommended for year 7/8

Introduction

This block of two-three hours has been designed to be delivered as classroom based lessons. The sessions focus on the idea of linking subjects and skills developed in school to jobs and careers and developing knowledge and understanding around employability skills and how these are being assembled in school in preparation for the future. This will help students understand how it isn't too early to be thinking about the future and improving their career readiness. The activities ask students to think about the real world around them and the jobs in everyday life and how these might link directly or indirectly to subjects, skills and what they are learning in school.

Overview of Content

This lesson aims to explore the ideas around work and what we mean by this term, the world of work around us and transferable employability skills, qualities and values.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session. The activities are largely based around small group or paired tasks. Some responses will be made through discussion.

- Pre-session confidence rating
- Defining what we mean by 'work'
- Alphabet jobs list
- Who works here?
- Employability toolkit – qualities and skills
- What's already in your toolkit
- Quick recall quiz – do now
- Careers and their direct link with subjects
- Skills, qualities and values – which subject do you practice these in
- Setting yourself a mini goal
- Post session confidence rating

Teamwork



2-3 hours guided delivery time



Recommended for year 7/8

Introduction

This block of two- three hours has been designed to be delivered as classroom based lessons. The sessions help young people to understand what makes teamwork and what it means to be part of a team/community, how they can develop effective teamwork skills and why this is important for their future. The session will delve into the various skills associated with teamwork and their links to a range of jobs and occupations, and provide many opportunities to practice, think and reflect on these as they work through the lessons.

Overview of Content

This lesson aims to explore teamwork on a deeper level to provide young people with the knowledge they need to fully understand teamwork in its wider context. Activities and discussion also look at how to apply them to the world of work – why teamwork is important in the workplace.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session. The activities are largely based around small group or paired tasks. Some responses will be made through class discussion.

- What is teamwork? – definition and visual representation
- What team work looks like
- Paired activity around listening and giving instructions
- Reflection activities
- YouTube clips
- Problem solving and critical thinking puzzle exercise
- Gap task – between now and next lesson
- Retrieval task/do now
- What careers can they identify requires teamwork skills
- Unpicking 5 well known careers – what teamwork is involved?
- Good working relationship - notes for the future
- Linking teamwork with their curriculum subjects
- Their career aspirations and teamwork
- Reflections on their team-working skills



The Best of Me



2-3 hours guided delivery time



Recommended for year 7/8

Introduction

This block of two- three hours has been designed to be delivered as classroom based lessons. The sessions help young people to understand the context of 'being their best selves', exploring their strengths and identity and takes them through a range of different exercises to help them understand the different levels to this and raise their self-awareness.

Overview of Content

This lesson is very much an introduction to what we mean by 'being their best selves', beginning with an introduction to words which they'll hear a lot throughout the lessons. Students are prompted to consider themselves as individuals here – what makes them who they are, provides them with the space to consider their strengths, what they look and feel like when they are at their best and introduces them to the idea that mindset plays a big part in the vision they have of themselves, ultimately impacting on their potential, achievements and how this can influence their future careers decisions.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session. The activities are largely based around small group or paired tasks. Some responses will be made through class discussion.

- Getting to know themselves, their community and their school
- What makes them who they are
- Their characteristics and attitudes
- Understanding mind-set and which mind-set they are currently
- Reflections on the week – identifying when they have been their best self
- Retrieval/Do now
- What they would look like as an 'advertisement' – the idea that they need to be able to 'sell' themselves to an employer
- Being able to 'market' themselves
- Restricted mindset
- Mindset and performance
- Finding their passion
- Post sessions rating

Beginning my Career Journey



1 hour guided delivery time



Recommended for year 8/9

Introduction

This single hour long lesson has been created to be delivered as classroom based lesson. The session focuses on the idea of what is meant by a career journey and where, at the beginning of Year 8, students are currently situated. This will help students understand how it isn't too early to be thinking about the future and improving their career readiness. The activities ask students to think about the real world around them and the jobs in everyday life and links to previous work done in Year 7. It explores any ideas, past or present, they have had about future careers. Further discussions are aimed at linking subjects and skills developed in school to jobs and careers and sowing the seeds about the options process and what that will mean for them in preparation for the future.

Overview of Content

This lesson aims to begin the early stages of exploring what lies ahead with regard to their career journey. This includes ideas around work and possible thoughts about jobs they are interested in exploring further. It gives some advanced information about key milestones, options and asks them to think about subjects they like or have strengths in as a way of sowing the seeds for future discussions around options.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session. The activities are largely based around class or paired tasks. Some responses will be made through discussion.

- Getting to know themselves, their community and their school
- Pre-session confidence/knowledge rating
- What do you want to be when you grow up?
- Thinking ahead – reflections on your discussion
- Getting you thinking about your subjects
- Post-session confidence/knowledge rating



Being a Researcher, Exploring LMI



1 hour guided delivery time



Recommended for year 8/9

Introduction

This is a single hour-long lesson, however, depending on the level of discussion it may roll over into a second lesson. It provides an introduction into researching the labour market; what it means and how young people can use it to plan and prepare for their future.

Overview of Content

This lesson is very much an introduction to what is meant by the term 'labour market information', beginning with an introduction to how labour market information is defined and why it is useful. The lesson will provide an opportunity for students to really delve deeper into its understanding, exploring the types of labour market information available and how this can inform their future careers decisions.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the lesson. The activities are largely independent tasks but will also include some class discussion and sharing of their ideas.

- Before and after the lesson ratings against lesson statements
- Defining what is meant by 'labour market information'
- The types of labour market information and what is meant by the local labour market
- Video – how does this learning apply to you?
- Researching the labour market – questions you can ask
- Knowledge quiz



1-2 hours guided delivery time



Recommended for year 8/9

Introduction

This one to two hour lesson focuses on developing a growth mindset by taking students through a set of activities and sharing research based information about growth and fixed mindset.

Overview of Content

This lesson aims to introduce the idea of growth mindset and making positive choices. It is linked to the idea of supporting students to realise their full potential and that their mindset is there only limit to achieving their future goals and ambitions. The session will ask students to begin thinking about themselves as a learner and how mindset influences learning ability.

In doing this, students are encouraged to think about their future career aspirations and how their mindset now makes a big difference to getting the grades they need to go on and do what they aspire to do and their preferences and strengths in each subject.

Activities

These activities have been designed to allow the students the space and time to consider their current mindset and their future goals. It aims to help students gain an understanding of, and develop their mindset to enable them to fulfil and recognise their potential, now and in the future.

- Assessing their current mindset
- Reflecting on recent situations where mind-set had an impact on making choices
- Their future aspirations
- Goal setting
- Film clip discussions





3 hours guided delivery time



Recommended for year 8/9

Introduction

This block of three hour long lessons focuses on the development of good communication skills and building confidence, and explore ideas about what makes a good speaker. There are a range of activities which aim to push students out of the comfort zone, especially if they are not naturally confident at speaking. The activities build up over the sessions, culminating in the delivery of a speech to a group of 5/6 other students.

Overview of Content

The lessons aim to explore the ideas confidence levels, comfort zones, why good spoken communication is good for you now and in the future and then asks students to do some paired speaking, as an opening to the idea of speaking in a structured way. Students will be encouraged to give constructive feedback on their peers and be reminded the development of clear and confident speaking is a key employability skill.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session. The activities are largely based around small group or paired tasks. Some responses will be made through discussion.

- Pre-sessions knowledge and confidence rating
- Scale of confidence around speaking
- Why is good spoken communication important in your life?
- Just a minute
- ABCDE talk about my partner
- Reflection
- What good communication can do for you now and in the future - recap
- What makes a good speaker – visual, vocal, verbal
- What makes a good listener – visual, vocal
- Planning your anecdote
- Tips on calming nerves
- Presentation tips
- Creating constructive feedback
- Scale of confidence – repeated task
- Post sessions knowledge and confidence rating

Choosing your Options *(sequence of 5 lessons)*



5-7 hours guided delivery time



Recommended for year 8/9

Introduction

This block of five lessons focuses on developing knowledge and understanding around options and how these choices link with what happens after GCSEs; it aims to help students prepare for the next stage in their future and beyond.

Teachers should refer to the school's Options Booklet and Subject information on the school website as reading for the students, but the session does not base specific tasks around these. The presentations encourages students to look at these in their own time initially but suggest this is part of the final pulling together of ideas in Lesson 4 and 5.

We recommend schools personalise these materials to their own school setting in terms of their options process and materials.

Overview of Content - Lesson 1

Required for the session: Lesson 1 PPT and Lesson 1 booklet

This lesson aims to introduce the idea of making choices and the options process. It links to the school's wider options discussions and information for parents. The session will ask students to begin thinking about themselves as a learner and their preferences and strengths in each subject.

Activities

These will be recorded in the student workbook which students should be supplied with before the session.

- Pre and post session confidence rating
- Brainstorming around the key word 'Options'
- Exploring how we usually make choices
- What **not** to do when choosing your options!
- How do you like to learn? My skills and learning styles
- Thinking about subjects
- End of session quiz

Further points to consider

Timings for some of the activities are suggested but this is just rough guidance. The lesson should take around 1 hour and gives opportunities to interact and enable students to feedback. The session refers to the options booklets and subject presentations on the website. It may be worth reminding students and directing them to where these can be found.

The next session focuses on Post 16 and why students should be thinking about this now and how to research subjects and their links to professions and jobs.



Choosing your Options *(sequence of 5 lessons)*

Overview of Content - Lesson 2 and 3

Required for the sessions: Lesson 2 and 3 PPT (these are separate) Lesson 2 and 3 booklet (this is a joint booklet)

These lessons aim to explore types of qualifications, Post-16 and why students should be thinking about this now. It then directs students to carry out some in-depth research into a range of jobs and subject areas.

Activities

These will be recorded in the student workbook which students should be supplied with before the session.

- Pre and post session confidence rating
- What does post-16 mean?
- Are careers genderless?
- Recapping their top 3 subjects and why
- Thinking about what is important to them in a career
- Researching Maths and English – putting their learning into practice (lesson 2)
- Researching their possible option choices (lesson 3)

Further points to consider

Reflecting on lesson 1 at the beginning of the session is an important starting point as this lesson very much builds on from the knowledge students will now have about the options process.

Timings for some of the activities are suggested but this is just rough guidance. The block of two lessons should take around 1.5-2 hour. Links and useful documents have been included in each subject research slide to ensure students do not waste too much time 'googling' random words.

These open ended research tasks may be more challenging for weaker students. The booklet has tried to structure responses by suggesting specific information they should look out for.

Choosing your Options *(sequence of 5 lessons)*

Overview of Content - Lesson 4

Required for the session: Lesson 4 PPT, Lesson 4 booklet and access to previous lessons' booklets to look through past notes and activities.

This lesson aims to check-in, gather together and complete what students have learnt about the process so far. It will give the teacher an opportunity to speak directly to individuals who may be struggling with the process in the lightning check in section.

Activities

These will be recorded in the student workbook which students should be supplied with before the session.

- Pre and post session confidence rating
- What did you discover?
- Confirmed or Changed? (chat box activity)
- Where are you on the journey? (chat box task)
- Checklist
- What do you still need to do?

Further points to consider

Students who have completed all tasks from previous lessons should do some further research into the subjects they are thinking about for reserve choices.

Those who rate themselves very early in the journey – stage 1 or 2 - should be identified and staff alerted to individuals and how these may need specific help and support from form tutors, SEN or EAL support staff or Year Head.



Choosing your Options *(sequence of 5 lessons)*

Overview of Content - Lesson 5

Required for the session: Lesson 5 PPT, Lesson 5 booklet and access to previous lessons' booklets to look through past notes and activities.

This lesson aims to bring the process to a close and finally make a decision but to prove that it is an informed choice through recording rationale behind choices.

Activities

These will be recorded in the student workbook which students should be supplied with before the session.

- Pre and post session confidence rating
- Making a decision
- Giving your reasons
- RAG rat your confidence
- Don't forget about your reserves

Further points to consider

Students should submit their booklets and the RAG rating should be used to identify students who have lots of red ratings and staff intervene to coach students with their choices.

NB: Depending on how close the delivery of Lesson 4 and 5 are to the deadline the activities within these may need to be adapted to ensure students submit their forms on time.



2-3 hours guided delivery time



Recommended for year 9/10

Introduction

This block of two- three hour lessons focuses on the importance of homework, study and revision developing knowledge and understanding around the key ingredients of studying smarter. This will help students study well and build good habits for the next stage in their education. These may well revisit previous discussions with students around study habits and aims to reinforce these as they enter a crucial part of their school life. The lessons focus on the Why? Who? Where? When? What? And How? of studying.

Overview of Content

These lesson aim to explore the ideas around Why? Who? of studying. Why we should study and revise? Barriers and motivators and who are our support network? Where: creating the best learning environment; When: a look at time management in more detail; what students should actually study or revise; and the how: methods of revision and doing them effectively.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session.

- Pre-session knowledge and confidence rating
- Short term impact of revision
- Thinking about transferable skills
- Motivators and Barriers
- Team Me
- Plenary take away
- Making notes about which tips stand out from the where and when section
- An optional look at a study schedule
- My study smart pledge
- Post session confidence rating



Building Resilience



2-3 hours guided delivery time



Recommended for year 9/10

Introduction

This block of two- three hours has been designed to develop knowledge and understanding around resilience: what it is and how we build it and its link to the students future self.

Overview of Content

This lesson provides students with an introduction to resilience, the teenage brain and building confidence. These topics have been covered in the first lesson to ease students into thinking about themselves as resilient individuals – what resilience means and why a resilient skillset is important. Students will be asked to explore their comfort zones. They will learn what is meant by ‘comfort zone’ and be asked to apply this to themselves. This helps students practice self-reflection and gives them the opportunity to learn more about themselves and their comfort zone boundaries. Students will also learn what is meant by ‘self-sabotage’ and how we can silence our inner critic.

Activities

These will be recorded in workbook which students should be supplied with before the lesson.

- Before the lesson rating – understanding what knowledge students already have
- Defining the word resilience
- Self-care – what it is and how it supports resilience
- Video quiz – testing students understanding of what they've heard
- What confidence looks and feels like – the difference between the two
- Reflections – developing the important skill of reflecting on students learning
- Exploring their comfort zones – what subjects are IN their comfort zone and OUTSIDE their comfort zone
- Famous quotes/well-known people – what they say about success and failure in terms of resilience
- Pathways to Resilience – how they can foresee and overcome obstacles
- Self-sabotage - What does it mean?
- Reflections – developing the important skill of reflecting on students learning
- End of the lesson rating – this covers both lessons and can be compared to the ‘before lesson’ rating completed at the beginning of last lesson

Developing Networking and Social Etiquette Skills



x hours guided delivery time



Recommended for year 9/10

Introduction

This sequence of two sessions aims to explore the nature of networking and etiquette in work/ social situations. Students will be encouraged to link these skills to the world of work and further study and take part in activities that model and help students practice basic skills of social interaction.

Students will also be made aware of the importance of an online profile, which promotes a positive impression of themselves, and will be introduced to tools like LinkedIn and similar and how these can be used to help engage with sectors and employers.

UNDER CONSTRUCTION





2-3 hours guided delivery time



Recommended for year 10/11

Introduction

This block of two/three lessons focuses on the importance of study and revision on the run up to exams and developing knowledge and understanding around the key ingredients of studying smarter. This will help students prepare for their exams and for the next stage in their education. These may well revisit previous discussions with students around study habits and aims to reinforce these as they enter a crucial part of their school life. The lessons focus on the Why? Who? Where? When? What? And How? of revision.

Overview of Content

This lesson aims to explore the ideas around Why? Who? Where? When? of revision. Why we should study and revise? Who are our support network? Where: creating the best learning environment. When: a look at time management. What students should actually revise and the how: methods of revision and doing them effectively. Finally a section at the end gets students to focus on a balanced and healthy approach to wellbeing.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session.

- Pre session confidence rating
- Short term impact of revision
- Thinking about transferable skills
- Motivators and Barriers
- Team Me
- Revision timetable/schedule (optional)
- Plenary take away
- Note taking advice
- Evaluating current revision methods
- Practicing a revision technique (optional)
- Flourish Pledge
- Plenary take away
- Post session confidence rating

Marketing Me - On Paper



2-3 hours guided delivery time



Recommended for year 10/11

Introduction

This block of two/three lessons aim to give students an insight into the creation of a strong CV and how to approach a covering letter/email when making an application. It gradually builds through a development of knowledge around what should be included in a CV with a focus on initially thinking about what would be included about themselves leading onto the drafting of a CV and covering email. The suggestion would then be in further lessons or as an independent task for students to use their learning and the drafted ideas to formalise this on computer. An imagined job vacancy for a suitable part-time position is included to provide focus for the sessions.

Overview of Content

This lessons aim to explore the ideas behind CVs and what an employer needs to find out quickly in reading a CV. The notion of first impressions and the importance of having accurate and up-to-date information is emphasised. Students look at examples of two different formats followed by activities in which they draft their own short personal profile/statement and identify skills they would include before moving on to beginning the draft of their CV. A checklist has been provided to ensure students have included all relevant details and accurate information followed by a wider understanding of a cover letter/email and how it should complement their CV.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session. The activities are largely based around small group or paired tasks. Some responses will be made through discussion.

- Pre sessions knowledge and confidence rating
- What is a CV?
- What should be included in a CV?
- Identifying skills, interests and personal qualities
- Drafting a personal profile statement
- Drafting a CV
- Recap and review
- Continue to draft CV and use checklist
- Understanding covering letters and emails
- Guidance on what to include
- Draft a covering email for the imagined job vacancy



Marketing Me – An Introduction to Interviews



2-3 hours guided delivery time



Recommended for year 10/11

Introduction

This block of two-three hours has been designed to develop knowledge and understanding around interviews to help students prepare for their mock interview with Leicestershire Cares but will be generally useful as students have further interviews.

Overview of Content

This lessons aim to explore the ideas around different types of interviews and advise students about how to navigate themselves through these, making a good impression. Exploration of typical questions and responses that students could expect for a range of interviews. Emphasis is very much put upon students thinking through their ideas and drafting response. The role play activity sees students take turns in being interviewed, followed by feedback and general class discussions.

Activities

These will be recorded in workbook which students should be supplied with before the session.

- Pre-lesson knowledge and confidence rating
- Making a good impression activities
- Planning responses to example interview questions using a three part model
- Continuing to prepare answers to typical questions
- Role play interview
- Creating constructive feedback
- Post session knowledge and confidence rating

Exploring - Post-16 Opportunities



1-2 hours guided delivery time



Recommended for year 10/11

Introduction

This one-two hour long session has been designed to be delivered as a classroom-based lesson and is packed full of practical learning for students, so there is less required of the teacher in terms of delivery. The role of the teacher for this lesson is to facilitate the room to keep students on track to achieving the outcomes of the lesson.

Introduction

This lesson gives students the opportunity to develop their skills as well as develop their knowledge and understanding around post-16 routes. Some of the skills they will need are:

- research skills – to effectively research information around their group topic (post-16 route)
- presentation skills – to be able to feedback to the rest of the class the information they found out
- teamwork and communication skills – to work with members of their group to research and present their findings
- organisation and time management skills – to organise one another, divide up the sections they need to research for their post-16 route and manage their time in order to achieve the outcomes and prepare their presentation within the time allocated

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the lesson. The activities are largely group based.

- Before and after the lesson ratings against lesson statements
- Defining what is meant by 'post-16'
- Researching a post-16 route as a team
- Presenting group research
- Summary/reflections of the session



Enterprise - UNDER CONSTRUCTION



3-4 hours guided delivery time



Recommended for year 10/11

Introduction

This three/four hour long module explores the meaning of enterprise and enterprise education and challenges students to develop skills as a team to create and pitch a product or service.

Students are first encouraged to develop knowledge around entrepreneurs and the skills of building a business. They explore real entrepreneurs and examine what has made them successful.

The final section of the sessions asks student to work in teams imaginatively, developing skills of communication and collaboration, each taking a defined role. The final pitch is prepared and practiced before presentation to their peers.

DRAFT



3-4 hours guided delivery time



Recommended for year 10/11

Introduction

This block of three–four hours lessons aims to follow on and consolidate some similar sessions from the Year 8 Careers curriculum. They focus on the importance of good communication skills and building confidence, and explore ideas about what makes a good speaker and the types of speaking which students will encounter over the coming years. There are a range of activities which aim to push students out of the comfort zone, especially if they are not naturally confident at speaking. The activities build up over the sessions, culminating in the delivery of a short ambitions talk to the rest of the class. Aspects from Y8 are revisited with new activities aimed to challenge students and further build confidence. It is worth reinforcing to students throughout the delivery of these sessions how spoken communication is a key employability skills and one which they will need to use effectively as they move into further education and employment.

Overview of Content

These lessons aims to explore the ideas confidence levels, comfort zones, why good spoken communication is good for you now and in the future and then gets students to carry out activities about closed and extended responses and paired talk with a partner that is presented back to a group of four. Students prepare a talk about their greatest ambition using a speaking frame to help structure their ideas. Time is set aside to prepare and rehearse before delivering their ambitions speech to the class. Students will be encouraged to give constructive feedback on their peers and reminded that the development of clear and confident speaking is a key employability skill.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session. The activities are largely based around small group or paired tasks. Some responses will be made through discussion.

- Pre sessions knowledge and confidence rating
- Scale of confidence around speaking
- When is good spoken communication important in your life
- Extended responses
- ABCDE talk about my partner
- Reflection
- What good communication can do for you now and in the future - recap
- What makes a good speaker – visual, vocal, verbal
- What makes a good listener – visual, vocal
- Planning your ambitions talk
- Tips on calming nerves
- Presentation tips
- Creating constructive feedback
- Scale of confidence – repeated task
- Post sessions knowledge and confidence rating

Choosing your Post-16 Options



1 hour guided delivery time



Recommended for year 11

Introduction

This is a single lesson, however, depending on the level of discussion it may roll over into a second lesson. This lesson has been designed to be delivered as a classroom based lesson.

This lesson is designed to be delivered at the beginning of year 11 as this is a great time to get students thinking about what's next for them. They are about to embark on one of their biggest and most important years of secondary school where they'll need to start planning and preparing for life after year 11. It's important to plant the seed early on about their future prospects to get them thinking about what their aims and ambitions are in the short to long term: post-16 and even post-18.

Overview of Content

This lesson provides a reflection of the student's journey through the careers programme from years 7 to 11. It gives students the opportunity to consider their own ambitions and desires for the future through independent activities which will prompt students thinking and get them actively researching possible routes and industries of interest.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the lesson. The activities are largely group based. Before and after the lesson ratings against lesson statements

- Assessing where students are currently – target and predicted grades
- Video:
 - Taking notes whilst watching the YouTube clip
 - Which route was most appealing and why?
 - Which industry interests them the most?
 - How to decide what's next
- Independent research based on the above

Further points to consider

Timings for some of the activities are suggested but this is just rough guidance. The lesson should take around 1 hour but depending on the level of discussion may take longer.

Preparing your Applications



2-3 hours guided delivery time



Recommended for year 11

Introduction

This block of two/three hours sessions aim to give students an insight into the creation of a strong personal statement and how to approach making an application for college or training. It gradually builds through a development of knowledge around what should be included in personal statement with a focus on where they are currently on the decision making journey. The suggestion would then be that in further lessons or as an independent task for students to use their learning and the drafted ideas to formalise this on computer. It is worth emphasising that some students may need to think really carefully about what they can include with regard to skills, experiences and interests which will be attractive to a college or training provider.

Overview of Content

The lessons aim to explore the ideas behind personal statements and applications and what and college or training provider needs to find out in reading a personal statement. This lesson also gives an opportunity to see where students currently are with research and planning about their future. There are some blank slides to make additions about college open days and application processes.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the session. The activities are largely based around small group or paired tasks. Some responses will be made through discussion.

- Pre-sessions knowledge and confidence rating
- Where are you on your decision making journey?
- What have you done so far? Checklist activity
- Identifying next steps
- Gathering your thoughts
- Recap and review
- Getting started- Good v not so good example
- Drafting using template and guidance
- Post sessions knowledge and confidence rating



Interview Ready



2-3 hours guided delivery time



Recommended for year 11

Introduction

This block of two lessons focus on developing knowledge and understanding around interviews to help students prepare for the next stage in their future and beyond.

Overview of Content

This lesson aims to explore the ideas around different types of interviews and advise students about how to navigate themselves through these, making a good impression. Exploration of the types of questions and responses that students could expect for a range of interviews. Emphasis is very much put upon students thinking through their ideas and drafting response.

Activities

These will be recorded in the students workbook which students should be supplied with before the session.

- Pre and post session confidence rating
- Brainstorming activities around interviews
- Making a good impression activities
- The importance of body language
- Interview preparation checklist
- Thoughts about online interviews
- Preparing answers to typical questions
- End of session reflections

UNDER CONSTRUCTION

- Budgeting and Financial Capability
- Work-life balance: positive physical and mental wellbeing
- Understanding LMI industries: and sectors
- Modules linked to featured sectors
- Thinking about STEM
- Thinking about the arts
- Gender roles, diversity and stereotyping
- Equal opportunities
- Volunteering
- Climate, environment and links to careers and economy
- Stand-alone modules linked to each main subject area and related careers and skills



