

Careers Curriculum Builder

Module overviews

Introduction

This bank of modules has been developed to support the creation and delivery of a stable careers curriculum in the mainstream secondary school. The main intention behind the resources is to guide students on their careers journey through this pivotal period in their education. The 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 enabling students to develop a positive outlook about their futures.

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

Through their learning, students will become aware and informed of how their years at secondary school play an important role, providing a crucial 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 sessions to cover content and learning objectives. Timings for some of the activities in each module are suggested but this is just rough guidance. The sessions 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 sessions provide an opportunity to discover new knowledge and ideas, interact, reflect on themselves, as well as completing a range of workbook tasks to consolidate learning.

Each module folder contains a detailed PPT with extensive slide notes and scripted ideas for teachers, a teacher guidance document and an accompanying student workbook. Careers leads should use their professional judgement and awareness of their school's current provision and resources to adopt and adapt these modules as necessary.

The suite of current module overviews in this booklet 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 and Overview of Content

This module of work (2-3 hours) has been designed for students in KS3, ideally in Y7. The sessions focus on the idea of linking subjects and skills developed in school to jobs and careers whilst developing knowledge and understanding around employability skills and how these are being assembled in school in preparation for their future. This will help students understand how it is never too early to be thinking about the future and improving their career readiness. The activities ask students to ask 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. This module aims to introduce ideas about jobs and skills and identify how these link to the subjects students are studying in school. It explores the world of work around us and the concept of employability skills, qualities and values in preparation for further development in future modules.

Activities

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

- Rate yourself - Pre and post module 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
- Reflection tasks





2-3 hours guided delivery time



Recommended for year 7/8

Introduction and Overview of Content

This module of work (2-3 hours) has been designed for students in KS3, ideally in Y7/8. The sessions have been written to help young people begin to think about the teamwork, which happens around them, or that they might be involved in themselves but not really have a self-awareness of this. The first session is much more generic in terms of describing what teamwork is, asking them to identify and recall times when teamwork hasn't gone so well. Students will learn what teamwork skills are and have the opportunity to practice these with a partner. It slowly introduces careers and how many industries (some more than others) totally depend on teamwork. In session two, students dive deeper into establishing the link between teamwork and careers and begin to understand more about good working relationships. This session 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.

- Rate yourself - Pre and post module rating
- 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 and Overview of Content

This module of work (2-3 hours) has been designed for students in KS3, ideally in Y7. The sessions have been written to help young people begin to think about what makes them who they are - what factors in their life contribute to their makeup. This forms most of the first session where they focus in on themselves. The following session builds on the first where they start to apply their characteristics and strengths to employability skills. The activities ease students in by allowing them to unpick what really makes them who they are - what do they value and why - and then how can these apply to the future.

This session 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.

- Rate yourself - Pre and post module rating
- Pre-sessions rating
- 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 your passion



Beginning my Careers Journey



2 hour guided delivery time



Recommended for year 8/9

Introduction and Overview of Content

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.

This module aims to explore further the concept of an individual's career journey, assessing their current point on their journey and supporting you to think about their future. Students begin the early stages of exploring what lies ahead, thinking about work and jobs they would like to explore further. It provides some advance information about key milestones, options and how their strengths and preferences can support them in beginning to think about future possibilities.

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.

- Rate yourself - Pre and post module rating
- 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
- Careers journey
- Job sectors
- Skills for the future



Being a Researcher: The Labour Market



2-3 hours guided delivery time



Recommended for year 8/9

Introduction and Overview of Content

This module has been designed to address the need to develop an awareness at KS3 of LMI, both local and national, and how this can be accessed. Much of the discussion in the early part of the presentation centres around what this means and why it is important to them. A team research task forms part of the latter half of the module with students researching a range of sectors and what these mean to local labour market before presenting their findings back to their class. The module has been developed to complement the World of Work resources to be found on the LLEP website. It may be worth exploring these further to expand your school's work on LMI.

<https://llep.org.uk/careers-hub/wow/>

This session 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. Please note access to laptops or IT suite will be required for students to carry out their research and prepare their PPT presentations.

- Rate yourself - Pre and post module rating
- 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?
- Team task - Being a researcher
- Researching the labour market - questions you can ask





2 hours guided delivery time



Recommended for year 8/9

Introduction Overview of Content

This module has been designed to build on students' knowledge of mind-set and positivity. It is linked to the idea of supporting students to realise their potential and that their mind-set can be a limiting factor in their motivation. The session will ask students to begin thinking about themselves as a learner and how mind-set influences them as an individual. Staying positive is a skill which they carry with them into their future, further study and employment. Students are given a range of strategies to use to help develop positivity. This module may link with other work in the wider school on good mental health and wellbeing.

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 mind-set 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.

- Rate yourself - Pre and post module rating
- What is mindset?
- Exploring your mindset
- Reflecting on recent situations
- Reframing your thoughts
- Why positivity and growth mindset is important? Study and Work
- Positive relationships
- Role models
- Entrepreneurship
- Learning new skills
- Setting goals
- Embracing failure



Talk Smart: Becoming a Better Communicator



3 hours guided delivery time



Recommended for year 8/9

Introduction and Overview of Content

This module of work forms a block of three one hour sessions created to be delivered as classroom based sessions. The sessions focus 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 anecdote to a group of 5/6 other students.

This module aims to develop skills and confidence around spoken communication in a range of situation, breaking down some of the barriers students may encounter. Students will be encouraged to provide constructive feedback on their peers and be reminded of the importance of developing speaking and listening as 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.

- Rate yourself - Pre and post module rating
- Scale of confidence around speaking
- When is good spoken communication important in your life?
- Just a minute - warm up to speaking task
- Talk to your partner
- Reflection tasks
- What makes a good speaker? What makes a successful presentation?
- 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



Introduction to choosing my options



1-2 hours guided delivery time



Recommended for year 9

Introduction and Overview of Content

This introductory module has been designed to sit alongside and complement a school's current practice and processes around choosing options. Ideally, this would be used at the beginning of the options process in school. If students make their choices in Y8, you may need to modify the language as this has been created with Y9 in mind. It 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 selection process itself by reflecting on what they enjoy and where their strengths lie.

The suggestion is that this module can be delivered over 1-2 hours and school's Options Booklet and Subject PPTs can be introduced as part of this. Schools should be encouraged to develop this introduction in line with their own processes and use the time to look in more detail at options booklets as well as completing the activities within the PPT.

The aim of this module is to introduce the options process to students encouraging them to think about the decision making process, looking at their subjects and their strengths, and how option choices can help shape their future life and career aspirations.

Activities

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

- Rate yourself - Pre and post module rating
- Exploring the word 'option'
- How do we make choices?'
- What type of learner are you?
- Thinking about subjects
- Reflection task
- + School specific information





3 hours guided delivery time



Recommended for year 8/9

Introduction and Overview of Content

This second module in the options sequence has been designed to sit alongside and complement a school's current practice and processes around choosing options. Ideally, this would be used following the introductory module. It focuses on developing knowledge and understanding around options, post-16 pathways, developing research skills and looking in more depth at particular subjects and where these may lead in the future.

The suggestion is that this module can be delivered over 2-3 hours, using the school's Options Booklet and Subject PPTs. Slides have been created to cover a range of potential subjects on offer at your school, but you should add in relevant additional subject pages where necessary. All links to websites work at the time these materials have been created. Website links to individual subject pages should be uploaded to schools shared drive/network area in advance of the independent research section of the module by schools to be shared with students.

The aim of this module is to provide students with some key information about what happens post-16 and gives them an opportunity to research specific subject areas which they may be considering and how this could help in future studies and careers.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the sessions. The activities are largely based around small group or paired tasks. For the second part of this module – access to laptops/computer suite is necessary to allow independent research.

- Rate yourself - pre and post module ratings
- What do we mean by post-16?
- Are careers and subject areas gender neutral?
- Information about different levels of qualification and pathways
- Thinking about what you are good at/enjoy
- Independent research



Choosing your Options - *Decision Time*



1-2 hours guided delivery time



Recommended for year 9

Introduction and Overview of Content

This third module in the options sequence has been designed to sit alongside and complement a school's current practice and processes around choosing options. Ideally, this would be used following the introductory and research modules. This is the third and final module in this series which looks at the final decision making process, it asks students to consider the time they have spent researching and discussing subjects and future pathways. Once students have begun to make their mind up they are asked to articulate their thought process and how they ended at a particular decision. For some of this module – access to laptops/computer suite may be necessary to allow independent research to be completed if this is still something which is required.

The suggestion is that this module can be delivered over 1-2 hours, in conjunction with the school's processes and Options Booklet. It is recommended that these sessions are planned to allow time for individual students to be spoken to and supported in their final decisions. A section of the session has been designed with this in mind. Students are asked to measure their stage on the decision making journey to enable teachers to triage and prioritise individuals who may need more support.

The aim of this module is to begin the final leg of a student's journey to choosing their options and to support them in making decisions about their first choices and reserve choices and linking these to their transition into KS4.

Activities

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

- Rate yourself - Pre and post module ratings
- What do we mean by post-16?
- What did you discover?
- Exploration of whether research has confirmed or changed earlier ideas
- What do you still need to do?
- Making a decision and giving your reasons
- Reserve choices
- What happens next?
- Reflection task



Introduction to STEM Skills - KS3



1 hour guided delivery time



Recommended for year 8/9

Introduction and Overview of Content

This module has been designed as a short introduction to STEM and the skills associated with STEM careers. This could be used in conjunction with careers work carried out in STEM subjects in your school or used as a stand-alone module. It is intended to be taught over 1 hour but could be extended further if modified by careers leads to include a wider look at STEM subjects.

The aim of this short module is to introduce students to the idea of STEM careers and STEM Skills and how these can link with their future choice of pathway.

Activities

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

- Rate yourself - Pre and post module rating
- What is STEM and why is it important?
- Why STEM? And Local Leicestershire LMI
- What do STEM employers want?
- Problem Solving
- Argumentation - Is technology changing people for the better or for the worse?
- Meet STEM ambassadors
- Creative thinking and critical thinking
- Collaboration
- Interpersonal Skills
- Reflection task





3 hours guided delivery time



Recommended for year 9

Introduction and Overview of Content

This introductory module has been designed to support students at KS3 in developing healthy and effective study habits and prepare them for the demands of KS3 whilst acknowledging that these skills will be useful for them as they move to KS4 and in their future studies and careers.

The suggestion is that this module can be delivered over 2-3 hours and looks at different aspects of how to study effectively The Why? Who? Where? When? What? And How? of study. Schools can use this module to enhance their current practices around homework, revision and home study and can make additions to include information about websites and subscriptions that individual schools recommend (My maths, Maths watch, Seneca, GCSEPod etc.)

The sessions are a mixture of practical advice, self-reflection and activities to help students understand their own barriers and motivators when it comes to study and how to best manage their time effectively and build better habits.

Activities

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

- Rate yourself - Pre and post module rating
- Skills for now and in the future
- Thinking about transferable skills
- Motivators and Barriers
- Team Me
- Reflections task
- Where and When? Effective Learning Environment
- My study smart pledge
- Post session confidence rating
- Organising yourself: timetable



Introduction to Resilience - KS3



2-3 hours guided delivery time



Recommended for year 8/9

Introduction and Overview of Content

This module has been designed to introduce students in KS3 to the concept of resilience and how to cope with setbacks and build their self-esteem and confidence around coping with challenges. This is linked throughout to the idea of this becoming a skill which they carry with them into their future. Students are given a range of strategies to use to help build resilience. At KS3, this is a starting point and may link with other work in the wider school on good mental health and wellbeing. Topics in the KS4 module 'Building Resilience' revisits and consolidate some of this introductory module.

The aim of this module is to introduce students to the idea of resilience, how this relates to them as an individual and strategies they can learn to support themselves in building resilience, for now and the future.

Activities

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

- Rate yourself - Pre and post module rating
- 'RESILIENCE' What does it mean?
- When and why might we need to be resilient or tenacious at the moment?
- In schools and outside of school?
- Resilient qualities
- Resilience - an appealing skill for employers
- Looking at college and jobs
- Work-life balance
- Thinking about resilience: TEAM ME
- Are you your worst critic? Self- sabotage
- Dealing with stressful situations and worries
- Develop a positive mindset
- Self-care
- Ways to chill for cheap
- Reflection tasks



Building Resilience



2-3 hours guided delivery time



Recommended for year 10

Introduction and Overview of Content

This module has been designed to continue to develop students' skills around the concept of resilience and how to cope with setbacks and build their self-esteem and confidence around coping with challenges. This is linked throughout to the idea of this becoming a skill which they carry with them into their future. Students are given a range of strategies to use to help build resilience. At KS4, there are links made with what lies ahead for them as they head toward the end of Y11 and how building skills of resilience now will help with future roles. It may link with other work in the wider school on good mental health and wellbeing.

This work is intended to build on the module – Introducing Resilience from KS3 – and provides some reminders and reinforcements as well as developing new ideas.

The session provides students with an introduction to resilience, the teenage brain and building confidence. These topics have been covered in the first session 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 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 a workbook which students should be supplied with before the sessions. Activities include:

- Building Resilience - personal qualities
- Resilience - an appealing skill for employers
- Looking at college and jobs
- Work-life balance
- Taking a look at self-care
- Raising confidence
- Reflection tasks
- Fearless learning
- Goal setting
- Give to others





3 hours guided delivery time



Recommended for year 10/11

Introduction and Overview of Content

This KS4 module has been designed to support students in Y10 and 11 to improve and enhance effective study and revision habits and prepare them for the demands of exams whilst acknowledging that these skills will be useful for their future studies and careers.

The suggestion is that this module can be delivered over 3 hours and looks at different aspects of how to study effectively. Schools can use this module to enhance their current practices around homework, revision and home study and can make additions to include information about websites and subscriptions that individual schools recommend (My maths, Maths watch, Seneca, GCSEPod etc). This would be appropriate in the run up to mock exams or as a way of ensuring students were generally equipped for self-study in KS4.

Activities and information in this module is a reinforcement and, at times a repetition of some sections of the KS3 Study Smart module which students may have encountered during Y7, 8 or 9.

The aim of this module is to remind students of how to effectively study and revise to support them to study smarter, linking these skills to your future studies and career.

Activities

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

- Rate yourself - Pre and post module rating
- Pre module confidence rating
- Reflecting on current study habits
- Managing your health, wellbeing and feelings - Flourish
- Thinking about why: Skills for life...for now and forever
- Getting motivated and identifying (and avoiding) barriers
- Where and when? Effective Learning Environment
- Practicing Revision Strategies
- Future skills
- Reflection tasks



Marketing Me! (on paper)



2-3 hours guided delivery time



Recommended for year 10/11

Introduction and Overview of Content

This module of work (3 hours) has been created to be delivered in KS4, ideally to Y10 students. The sessions aim to give students an insight into the creation of a strong CV and how to approach a cover 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 cover email. The suggestion would then be in further sessions 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. In addition to the student workbook, supporting materials have been included as appendices at the back of the student workbook. These have been referred to throughout the PPT and in the student workbook to offer support to students where applicable.

This module aims to develop students' skills and confidence in understanding their strengths and how best to share these positively and successfully when applying for jobs and course. It explores the ideas behind what an employer needs to find out quickly, how to make good first impressions and the need for accurate and current information. Students are shown examples and different approaches to CVs and personal profile statements.

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. Schools may choose to use IT for certain aspects of the module.

- Rate yourself - Pre and post module rating
- Proud to be me!
- 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
- Reflection tasks
- 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

Introduction and Overview of Content

This module of work has been created to be delivered in KS4, ideally to Y10 students and aims to introduce students to the recruitment process by building knowledge and confidence around interviews. It is recommended to be best placed after students have done some work on their CV, using the 'Marketing me! On paper' module and before students may be taking part in mock interviews organised by local businesses or organisations like Leicestershire Cares. The discussion points, advice and basic interview preparation can be built on in future modules which prepare students in Y11 for attending college or apprenticeship interviews. Part of the module involves students role play practice of an interview with a partner.

The module explores the ideas around different types of interviews and advises 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.

Activities

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

- Rate yourself - Pre and post module 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
- Reflection activities



Exploring Post-16 Opportunities



2-3 hours guided delivery time



Recommended for year 10

Introduction and Overview of Content

This module has been designed to enable students to explore and discover the range of current opportunities available to them at the end of Year 11. It would ideally form part of your Y10 provision to give students a wide span of time to explore possibilities before the need for college applications and decisions early in Y11. Being aware of possibilities often provides encouragement to students as these begin to form part of their goals for achieving GCSEs. A team research task forms part of the latter half of the module with students researching possible pathways and qualifications in more detail before presenting their findings back to their class.

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. Please note access to laptops or IT suite will be required for students to carry out their research and prepare their PPT presentations.

- Rate yourself - Pre and post module rating
- Defining what is meant by 'post-16'
- Researching a post-16 route as a team
- Presenting group research
- Summary/reflections of the session



Introduction to Enterprise - KS3



2-3 hours guided delivery time



Recommended for year 8/9

Introduction and Overview of Content

This module has been designed to introduce students to the idea of enterprise and the qualities and skills often seen in an entrepreneurship. The activities begin with a look at business and enterprise and famous entrepreneurs before moving into a dragon's den style enterprise challenge where students work in groups to develop an idea and a pitch. Within this section, students will be encouraged to practise a range of employability/transferable skills.

The suggestion is that this module can be delivered over 2-3 hours depending on the time individual teachers would like to spend on the planning and preparation of the ideas, pitching and the size of the class. Please spend some time reading through the materials and activities and decide how you will organise students into groups and allocate timings for the group challenge planning, preparation and delivery.

The aim of this module is to make students aware of business enterprise, entrepreneurship and the skills and qualities needed to be successful. It also gives them the opportunity to develop communication skills, creativity, confidence, problem solving and teamwork.

Activities

Responses will be recorded in a workbook which students should be supplied with at the start of the sessions. The activities are largely based around small group or paired tasks. This module also contains presentations which may require some additional materials.

- Rate yourself - Pre and post module rating
- What is Enterprise?
- What is business Enterprise?
- What skills and qualities do you think entrepreneurs need?
- The Group Enterprise Challenge!
- Think about your presentation skills
- Creating Constructive Feedback
- Reflection tasks



Talk Smarter: Become a brilliant communicator



3-4 hours guided delivery time



Recommended for year 10/11

Introduction and Overview of Content

This module of work forms a block of three one hour sessions created to build on the developing communication skills and building confidence of Y10 students. It explores ideas about why good communication is a key employability skill and how improving skills of listening and speaking are important for the challenges ahead. There are reminders and parallels drawn with earlier modules which look at communication skills but this can be taught independently of these if schools wish to. 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 speech/presentation to the class.

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.

- Rate yourself - Pre and post module rating
- Scale of confidence around speaking
- When is good spoken communication important in your life
- Extended responses
- Talk about my partner
- Reflection tasks
- 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
- Stepping out of your comfort zone: Nerves
- Presentation tips
- Creating constructive feedback
- Scale of confidence – repeated task



Choosing your Post-16 Pathway



2 hours guided delivery time



Recommended for year 11

Introduction and Overview of Content

This module has been designed to encourage students to explore and discover the areas which interest them as possibilities at the end of Year 11. It would ideally form part of your Y11 provision, perhaps as the first module to set the scene for the decisions they will be making soon. It aims to remind them of a wide span of opportunities on offer to them. The information and discussion points aim to prepare students for what is ahead and give them confidence in understanding their role in deciding their next steps. The independent research task enables students to delve deeper and explore more possibilities for themselves.

The module provides an opportunity for reflection of the students' 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. Please note access to laptops or IT suite will be required for students to carry out their research.

- Rate yourself - Pre and post module rating
- Where are you now?

Video:

- Taking notes
- Which route was most appealing and why?
- Which industry interests them the most?
- How to decide what's next
- Independent research
- Advice about gathering information
- Useful places to research about post-16
- English and Maths

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 and Overview of Content

This module has been designed to give students confidence in their decisions so far and in the writing of a strong personal statement and how the application process for college or training will work. After ascertaining how far students are on their decision-making journey, it gradually builds through the development of knowledge in understanding what should be included in a personal statement. This would ideally form part of the autumn term's post-16 work and anticipates that students may have already been researching possibilities and taken part in other experiences like event, visits or assemblies. The suggestion is that in a further session or in an independent task, students use their learning and the drafted ideas from this module to formalise their application using a computer. These sessions focus on gathering ideas and drafting.

The aim of this module is to provide students with an insight into the creation of a strong personal statement and how to approach making an application for college or training. It aims to develop their knowledge of what should be included in personal statement with a focus on where they are currently on the decision-making journey.

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.

- Rate yourself - Pre and post module 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
- Peer review
- Reflection tasks



Are you Interview Ready?



2-3 hours guided delivery time



Recommended for year 11

Introduction and Overview of Content

This module of work has been created to be delivered in KS4, ideally to Y11 students to build on work in Y10 in the module Marketing me ! An introduction to interviews. It aims to further develop students and their understanding of the recruitment process by building knowledge and confidence around interviews. It is recommended to be best placed after students have done some work on their application for post-16 in preparation for potential interviews for college places or apprenticeships but also for future reference. Part of the module involves students role play practice of an interview with a partner.

Activities

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

- Rate yourself - Pre and post module 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
- Using different answer structure
- Interview Etiquette - what does this mean?
- Dealing with disappointment
- End of session reflections



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