WHAT IS ON THE DISK?

Student Viewer
• Install on your Mac or PC and network
• Easy to use and update
• Secure and tamper-proof
• Fun and informative.

Teachers’ Edition
• Install on your Mac or PC and network
• Your own ‘teacher viewer’ with extra functions
• Can be used with a projector
• Fun audio-visual aids to liven up the lesson.

Resources to Support Careers Education

STUDENT VIEWER

TEACHERS’ EDITION
The guide includes a brief description of the lesson plans for each of the classroom materials. There are 20 topics.

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INTRODUCTION

The context

Careers education is a statutory requirement at key stages 3 and 4. Since 2008, schools have been required to provide careers information and advice in a programme of careers education in an impartial manner. New Statutory Guidance on Impartial Careers Education¹ is accompanied by a Resources Pack to help schools implement the guidance. These lesson plans and guide are part of the Resources Pack.

The increased focus on the importance of careers education is related to the need to ensure the effective implementation of a wide range of initiatives including:

- the introduction of the Diploma
- changes to general qualifications (i.e. GCSEs, A Levels)
- the planned expansion of Apprenticeships
- the development of Foundation Learning
- the Raising of the Participation Age
- the Every Child Matters agenda, and especially the targets for raising aspirations, increasing the take-up of STEM subjects and promoting inclusion, fairness and diversity
- the new secondary curriculum, and especially the programme of study for economic wellbeing and financial capability.

What is careers education?

Careers education is the intentional promotion of the career learning and development of young people through a comprehensive, planned and progressive programme of teaching and learning activities. The benefits for young people include:

- being able to make career enhancing decisions about their immediate options in learning, work and leisure; and knowing how to make plans, applications and personal transitions
- clarifying their own needs and responsibilities in relation to issues such as globalisation, sustainable development, enterprise, employability, social justice, equality and diversity, family and community
- acquiring personal understanding and skills for their long-term career happiness and wellbeing including self-reliance and autonomy, self-awareness and self-acceptance, narrative powers (the ability to tell their own story), resilience and a positive attitude to change.

Using Ways & Choices

These resources are designed to:

- address the statutory requirements
- support the wider educational changes
- complement the Which way now? and It’s your choice publications and websites.

They provide additional lesson ideas and activities to choose from that can be adapted as necessary to contribute to the careers programme in the school. They can be downloaded from www.cegnet.co.uk.
THE MAIN FEATURES OF WAYS & CHOICES

The disk contains Ways & Choices, a NEW software program to install on your PC and network. The on-screen interactive versions of these lessons create exciting new ways for students to learn. The software also provides additional teacher notes, materials for the lesson and tips and suggestions to support delivery.

- Lesson resources available in a choice of print and interactive formats
- The print versions can be downloaded from the Cegnet website at www.cegnet.co.uk or from the Teachers’ Edition
- The interactive version is in two parts: a Teachers’ Edition and a Student Viewer
- The Teachers’ Edition enables you to manage the lessons and download published updates from within the software via the internet
- The Student Viewer enables learners to complete tasks on screen working individually and in pairs or small groups.
LESSON SET 1 © Crown copyright 2010

LESSON

KS4 Decisions and Pathways

Age Range: KS3

Time: 1-2 x 60 minutes

Overview:
Learners take part in a quiz about KS4 options and link subject content and skills to jobs.

Overview:
To ensure that learners are aware of the career relevance and usefulness of their KS4 core and optional subjects. Learners:

• clarify their understanding of the core and optional subjects available to them next year
• explore the links between investing in their own learning at school and the jobs they will be able to get in the future.

Prepare

Learners will benefit from having information about the school’s offer of subjects for KS4 and/or having used Which way now?

Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:

1.1 – ‘Options for next year – true or false’ quiz
1.2 – ‘Can you guess what my job is?’
1.3 – It’s the year 2020!

Photocopy ‘It’s the year 2020!’ job cards/labels (optional extension activity).
Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Preparation

Steps

1. Ask learners to recall any previous work they have done on next year’s option choices. In pairs ask them to think of three ‘golden rules’ for choosing subjects. Discuss their suggestions.

2. Do the ‘Options for next year – true or false’ quiz (1.1) either individually, in pairs or as a class using the printed or interactive versions. Lead class discussion on their answers. Emphasise that few jobs require particular subjects (apart from jobs that need mathematics, science and English) but that all subjects are useful in some way to future working lives, e.g. a GCSE in drama is not compulsory for any job but it would be very useful for jobs involving public speaking.

3. Do the ‘Can you guess what my job is?’ activity (1.2) in pairs using the printed or interactive versions. Learners discuss how the job described uses learning from school and then guess what the job is.

4. Introduce the ‘It’s the year 2020!’ scenario (1.3). Learners work in pairs to decide who in the class is most likely to be doing each job on the list. More than one person can do the same job. Each pair chooses the job title(s) from the list that they have given themselves and decides which school subjects would be most useful for the job(s) and why. Ask for feedback.

5. Review the lesson with the class and reinforce key messages about option choices.
Overview:
Learners understand the difference between impartial and partial sources of information. They use the internet to collect information for a job study and complete an exercise using their local online 14-19 prospectus.

Learning outcomes
To ensure that learners make effective use of careers information.
Learners:
• understand the difference between impartial and partial careers information
• can identify reliable sources of careers information
• use books and/or the internet to find reliable occupational and course information
• realise that all jobs have benefits and drawbacks.

Preparation
Learners will need access to the internet or to a range of careers information booklets.
Photocopy these resources from the Teachers' Edition or use the interactive versions on the Student Viewer:
2.1 – ‘Holiday in Barzinia’ information
2.2 – ‘I love my job but I don’t like…’ cards
2.3 – ‘Job study’ booklet
2.4 – ‘What next?’ cards
You need the web address of the local online 14-19 prospectus.
Photocopy the ‘I love my job but I don’t like…’ recording sheet (2.2) (optional extension activity)
Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps
1. Learners work in groups of four on the ‘Holiday in Barzinia’ (2.1) task. Allow ten minutes for the groups to decide what to do and to rank the four advice-givers in order of reliability. Discuss with the class how reliable the advice was and why.
2. Explain the concept of impartial information and ask learners to think about careers, job and course information and which sources of information might be biased or unbiased. (See examples in the Background Notes.)
3. In pairs, learners use the ‘I love my job but I don’t like…’ cards (2.2) to guess the job(s) being described on each card. Emphasise that all jobs have bad or less good(!) points but that careers information that is trying to ‘sell’ a job might not mention the less enjoyable aspects. Learners can keep a record of the card exercise on the ‘I love my job but I don’t like…’ recording sheet (2.2) (optional extension activity).

For KS3 learners
4. Show learners the ‘Job study’ booklet (2.3) and let them choose one of the jobs from the ‘I love my job but I don’t like…’ (2.2) exercise to research further using reliable sources. They should either use www.connexions-direct.com/jobs4u or reliably impartial books. On completion learners work in small groups to share their findings.

For KS4 learners
5. Do the ‘What next?’ activity (2.4). Provide access to the local online 14-19 prospectus, if possible. Learners work in randomly or pre-arranged pairs, i.e. ‘Sporty’ with ‘Sporty’s adviser’. Ask for brief feedback on suggested courses for each fictitious learner. Recap on the main points about impartiality.
Overview:
Learners look at ‘What’s in a job title?’ They examine the factors that cause jobs to change and carry out research into the local labour market.

Learning outcomes
To enhance learners’ understanding of the causes of change in the labour market and the availability of jobs locally.
Learners:
• appreciate that job titles are changing and can be confusing
• reflect on some of the causes of change in the labour market
• use research skills to investigate the local labour market
• understand the structure of their local labour market.

Steps
1. Brainstorm sources of employment locally. Ask the class to say what jobs people they know do.
2. Brainstorm the top ten fastest growing jobs nationally and then discuss the answers (see Background Notes).
3. Ask learners to complete the ‘What on earth? – weird job titles!’ (3.1) activity in pairs or small groups. Discuss their answers. Emphasise that the job market is always changing and give some examples. Brainstorm what causes the types of jobs available to change (see Background Notes).
4. Do the ‘Change, change, change’ exercise (3.2) in groups. Learners have to guess what jobs would increase in availability, decrease or be created (totally new jobs) by the changes on the cards. Discuss their suggestions.
5. Using local sources (e.g. newspapers), the internet and their own knowledge, learners produce a poster to illustrate the local labour market. They can do this in their own style or use the ‘World of work in _____’ template (3.3). Posters can be displayed using the market stall technique (see Background Notes). Review and summarise the main learning points.
Who Gets To Do What?
Challenging Stereotypes

Learning outcomes

To enable learners to challenge the stereotyping of career choices.
Learners:
• examine their views on attitudes to ‘who can do what’ in our society
• realise that typically male-oriented jobs tend to be better paid than typically female-oriented jobs
• challenge their own and others’ stereotypes regarding jobs and roles.

Overview:
Learners discuss their views on gender roles and stereotyping and look at the effects of occupational segregation on the gender pay gap.

Preparation

Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:

4.1 – ‘Bin it’ cards
4.2 – ‘Film, camera, action’ cards
4.3 – ‘Money mountain’ sheet and cards

If you are using laminated cards, you need felt tip pens for learners to write on them.
If you are using printed cards for the ‘Bin it’ activity, groups need a container for the cards they want to bin.
Learners need access to the internet for the optional extension activity.
Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps

Choose from the following activities depending on the time available:

For ‘Bin it’ activity (4.1)

1. Learners work in groups of four to six or as a whole class and discuss each card before deciding whether or not to put it into the bin (those they strongly disagree with) at the front of the class. Give a clear time limit for this activity, e.g. 15 minutes.
2. Selectively ask groups to empty their bins and discuss with the whole class why these cards were chosen. (See Background Notes for ideas to help with this discussion).

For ‘Film, camera, action’ activity (4.2)

3. Ask learners in their groups to imagine the scene on each ‘Film, camera, action’ card and cast well-known people (not necessarily actors) to play the roles. Set a time limit for the activity, e.g. 15 minutes. It is important not to give the game away that this is an exercise about gender roles and stereotyping.
4. Selectively, ask groups for their suggestions. Offer some suggestions of your own that deliberately cast well-known people in non-traditional roles (see Background Notes). Discuss the effects of typecasting.

For ‘Money mountain’ exercise (4.3)

5. Ask learners in pairs or small groups to look at the ‘Money mountain’ cards. Ask them to sort out ten jobs that are still typically done by men and ten that are still traditionally done by women.
6. Discuss with the class why this is and why it matters (see Background Notes). Emphasise that this is changing and more and more people are doing non-traditional jobs.
7. Ask learners to look at the ‘Money mountain’ picture and to place the job cards where they think they go on the mountain to show how well paid they are and which gender has typically done this job. Learners could use the jobs4u website (www.connexions-direct.com/jobs4u) to look up salaries.
8. Review the lesson with the class. (See the Background Notes for some useful facts and figures that you can use.)

Learning outcomes

Preparation

Steps
Overview:
Learners look at the most important factors for them in choosing post-16 pathways and consolidate their understanding of the main options open to them.

Learning outcomes
To enhance learners’ understanding of post-16 options and the influences on their thinking.
Learners:
• reflect on the influences on their progression decisions and the individual nature of career choice
• consolidate their understanding of post-16 choices and issues
• use their local online 14-19 prospectus.

Preparation
Learners need to have already had an overview of the main post-16 options (see Background Notes).
Arrange to show learners the local online 14-19 prospectus, if possible.
Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:
5.1 – ‘Choosing what to do next – most important factors’ (diamond-nine ranking activity)
5.2 – ‘If I were you I would…’
5.3 – The ‘Post-16 game’ and a dice in groups of four (A3 size and laminated)
5.4 – ‘Post-16 game – what I need to find out’
Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps
1. Ask learners to recap on what they already know about the main choices post 16, e.g. by brainstorming or mapping the main routes (sixth form, college, work-based learning, Apprenticeships and jobs).
2. Do the ‘Choosing what to do next – most important factors’ (diamond-nine ranking activity) (5.1). Learners work in pairs to discuss this but fill in their own diamond and do not have to agree. They can also add any other factors they think of. Ask them to come up with any ideas for next year that fit the factors that are most important to them. Discuss in the class with feedback from a few pairs of learners.
3. Do the ‘If I were you I would…’ activity (5.2). Ask learners to work in pairs – one to be the person on the card and the other to be the personal adviser giving advice. Learners can swap roles as they work through the six examples. Each pair should join another pair and pool ideas. Ask for feedback and discuss as a class.
4. Learners work in groups of four to play the ‘Post-16 game’ (5.3). If using a dice, learners take turns to throw the dice once to see which column, then a second time to see which row and where the row and column meet that is the statement or question they have to answer, e.g. four and five leads to ‘What is an NVQ? – give an example’. Learners have one minute to give an answer and then it is the next person’s turn. Others in the group can add to that answer or debate it! If a question is repeated learners can miss it and throw the dice again. Give learners a time limit for the game, e.g. 15 minutes.
5. Do the ‘Post-16 game – what I need to find out’ activity (5.4) and ask learners to use the internet, particularly the local online 14-19 prospectus, to find any information they didn’t know when playing the game. This could be given as homework.
6. Review in pairs with learners listing five things they have learnt from these activities and one thing they are considering doing next year, and share with the whole class. Remind learners of the full range of help available in choosing their post-16 options.
LESSON 6
Apprenticeships

Age Range: KS4, post 16
Time: 1 x 60 minutes

Overview:
Learners find out about different types of Apprenticeships and familiarise themselves with the www.apprenticeships.org.uk website.

Learning outcomes
To enable learners to consider Apprenticeships alongside all post-16 options.
Learners:
- understand what following an Apprenticeship entails
- consider the pros and cons for them of doing an Apprenticeship
- are aware of the main occupational areas covered by Apprenticeships
- become familiar with the Apprenticeships website and the online Apprenticeships Vacancy Matching Service.

Preparation
Show learners the video podcasts of apprentices.
Show learners the www.apprenticeships.org.uk website or provide access to it for learners in pairs, if possible.
Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:
6.1 – ‘The apprentice’
6.2 – ‘Becoming an apprentice’
6.3 – ‘Apprenticeship’ quiz
Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps
1. Show two or three of the video podcasts of apprentices (see Background Notes). These are only two minutes long and show positive role models who are currently apprentices. Emphasise that Apprenticeships are a way of training for a wide range of occupations that really suit people who enjoy learning by doing practical work directly related to the workplace. As they are watching the video podcasts, learners make notes on the ‘The apprentice’ proforma (6.1) and then get into groups of two or three to share ideas.
2. Learners in pairs use ‘Becoming an apprentice’ (6.2) to record the advantages and disadvantages of being an apprentice. Emphasise that you can do an Apprenticeship in a very wide number of areas of work.
3. Show the Apprenticeship website to learners pointing out the main features especially any case studies and videos. These change regularly.
4. Complete the ‘Apprenticeship’ quiz (6.3) with learners.
5. Show learners the titles of some Apprenticeships and ask them to choose the top three that would suit them and the top three that would suit a partner. Each learner should record five things they have learnt about Apprenticeships and then hold a general feedback session.
Learning outcomes

To enable learners to consider the Diploma alongside all post-16 options.
Learners:
• find out about the structure and content of the Diploma and why it is different from other qualifications
• dispel common misconceptions about the Diploma
• understand how to find out more about the Diploma.

Preparation

You will need to show learners the [http://yp.direct.gov.uk/diplomas](http://yp.direct.gov.uk/diplomas) website and the ‘Diploma fact file’ presentation.

Learners will benefit from having access to the Diploma leaflets (see Background Notes) and the local online 14-19 prospectus.

Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:

7.1 – ‘Diploma – true or false?’ quiz

7.2 – ‘Diploma fact file’ activity

Provide a box and paper slips for question time.

Read the Background Notes to the activities.

Adapt the activities and resources to suit your learners as necessary.

Steps

1. Show the Diploma website ([http://yp.direct.gov.uk/diplomas](http://yp.direct.gov.uk/diplomas)) to the group pointing out the main features including the subject quizzes and case studies. Show the featured Diploma Guide video which gives all the background information about Diplomas very quickly (four minutes). KS3 learners could also watch the video Diploma Overview (11 minutes) about a group of KS4 learners.

2. Use the ‘Diploma fact file’ presentation to reinforce key messages.

3. Hand out any Diploma leaflets and work through briefly reminding learners of the main facts and the availability of Diplomas locally.

4. Put learners into groups of four or five to do the ‘Diploma – true or false?’ quiz (7.1). Go through the answers as a whole group (see Background Notes).

5. Do the ‘Diploma fact file’ activity (7.2) which learners can complete in pairs, either using the website or a Diploma leaflet. Ask them to do this in preparation for a parents’ evening about options to be displayed on the night. Completed posters can be displayed around the room.

6. Ask learners to write any remaining unanswered questions on slips of paper to post in a box for a question and answer session.

7. Review the lesson by encouraging learners to find which Diplomas are listed in the local online 14-19 prospectus and to look at the Diploma website again in their own time. Summarise the main learning points from the lesson.
LESSON 8
Careers in the Modern World

Overview:
Learners explore their understanding of the meaning of the word ‘career’ and what is involved in managing a career path through life.

Learning outcomes
To show learners what modern career paths look like and how they can best prepare for an uncertain future. Learners:
• understand the meaning of the word ‘career’
• understand how the world of work and careers is changing
• reflect on what they can do to thrive in a modern career
• explore the influences on people’s careers.

Preparation
You will need ICT facilities to show the ‘Careers in the modern world’ presentation.
Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:
8.1 – ‘Looking to the future – careers in the modern world’
8.2 – Paper versions of the three career paths featured in the presentation (optional)
Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps
1. In groups ask learners to brainstorm and draw a picture of what comes to mind when they think of the word ‘career’. Hold a whole-class discussion to draw out the main learning points (see Background Notes).
2. Show the ‘Looking to the future – careers in the modern world’ presentation (8.1) and do the quiz as a whole class. For answers see Background Notes.
3. Show one or both of the career paths (8.2) and ask learners to work in groups of three or four to plot what they think is the correct career path order. If time permits they can do another career path. If they might find this very difficult, provide some of the steps for them beforehand. The groups can feedback their ideas about the career paths. Show them the actual paths. Draw out the main influences in each case (see Background Notes).
4. Ask each learner to record five influences on people’s career paths.
5. Set the learners the challenge of interviewing someone in their mid- to late-twenties about their career path so far and produce a career path diagram. With the class as a whole, draw out the key messages about careers in the modern world.
Overview:
Learners take part in a decision-making exercise to find out what’s involved in making a decision and then use a decision-making technique to practise choosing between two options.

Learning outcomes
To develop learners career decision-making skills.
Learners:
- realise the importance of having accurate and relevant information when making a decision
- understand and practise a decision-making technique
- appreciate the need for contingency or back-up plans.

Preparation
Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:
- 9.1 – ‘Give me a job!’ game cards (rounds 1-4)
- 9.2 – ‘Give me a job!’ record sheet (one per group)
- 9.3 – ‘Five steps to a decision’ sheet
- 9.4 – ‘Decisions, decisions, decisions!’ sheet (an example)
- 9.5 – ‘Decisions, decisions, decisions!’ scenario cards
- 9.6 – ‘Decisions, decisions, decisions!’ sheet

Read the Background Notes to the activities.

Adapt the activities and resources to suit your learners as necessary.

Steps

1. Introduce the topic of career decision-making and point out any key decision points in the school system (see Background Notes).

2. Play the ‘Give me a job!’ game in which learners choose three people to work in a new website design company by considering information about each candidate. Learners can work in groups of four to six players. Provide the information for round one on each of the candidates (9.1) and ask groups to choose the three best people and record their decisions in the ‘Give me a job!’ record sheet (9.2). Then provide the information for round two and ask the learners to reconsider their choice if necessary and record their decision again. Repeat the cycle for rounds three and four.

3. At the end of the game, carry out a whole-group discussion on who was chosen for the jobs and why (see Background Notes for suggested discussion points relating to each candidate).

4. Discuss the ‘Five steps to a decision’ sheet with the whole group (9.3) and work out the correct order together. Ask learners to brainstorm issues to include in the section ‘But real life gets in the way!’ and then feedback ideas to the whole group (see Background Notes for some suggested issues).

5. Show learners the example of how a student decided between two options for work experience (9.4). Ask learners in pairs or groups to choose one of the decision scenarios (9.5). Make up additional scenarios that would suit your learners if necessary. Using the ‘Decisions, decisions, decisions!’ sheet (9.6), learners use the ‘five steps to a decision’ technique to choose between two options. Encourage feedback about each of the three scenarios and discuss how useful this technique is. Explain that the same technique can be used to choose between more than two options.

6. Re-cap on the main activities in the lesson and make the link with any decisions that learners need to make in the near future, e.g. subject choice, HE courses, training options, work experience choices.
Overview:
Learners take part in a speed debating game to discuss the realities of university life and to consider the pros and cons for them of going to university.

Learning outcomes
To encourage learners, for whom this is a realistic aspiration, to consider higher education (HE) as a possible option.
Learners:
• discuss the realities of university life
• weigh up the personal advantages and disadvantages of choosing HE.

Preparation
For the speed debate game, arrange the room with chairs in two concentric circles facing each other – in order to put learners together in speed dating fashion. Each pair of chairs has two copies of one of the ‘HE speed debate’ cards. There are 18 in total so there can be up to 18 pairs. The teacher could choose the most appropriate issues for the group. You also need a bell or buzzer and/or stop watch.

Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:
10.1 – ‘HE speed debate’ cards
10.2 – ‘HE and me’

Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps
1. As a whole class brainstorm and record potential benefits and drawbacks of doing an HE qualification and going to university.

2. Learners sit in pairs on chairs facing each other and each pair has two copies of the same ‘HE speed debate’ card (10.1) (which stays in that position, i.e. on one of those chairs throughout the game). One of the pair argues strongly in favour of the statement on the card whilst the other argues equally strongly against it. A pre-agreed time limit is given as in speed dating (e.g. two minutes). After the time is completed each person moves to the chair on their left or right (pairs split up) to join a new person and new card/issue. Carry this on for as long as it is fun and useful for the group. Alternatively, use the cards as a straightforward ‘true or false?’ exercise. Hold a whole-class discussion of the issues on the cards using the Background Notes to help.

3. Learners complete the sheet ‘HE and me’ (10.2).

4. As an optional and fun exercise ask learners to brainstorm the top ten most popular HE courses, i.e. those that get the most applicants (see answers in the Background Notes). Show the group the answers and explain that these are the most competitive courses and will demand the highest grades/points.

5. Explain what they will be doing next to explore HE (see Background Notes) and ask them to look at the www.ucas.com website before the next session.
Learning outcomes

To ensure that learners associate Foundation Learning with worthwhile participation, personal progression and real achievement.
Learners:
- find out key facts about Foundation Learning
- identify the people who can give them information and advice
- express their views about the options in Foundation Learning that appeal to them.

Preparation

Photocopy these resources from the Teachers' Edition or use the interactive versions on the Student Viewer:
11.1 – ‘Foundation Learning’ presentation
11.2 – ‘People who can help me’ activity
11.3 – ‘Stepping stones action plan’

Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps

1. Brainstorm all the different associations they have with the word ‘foundation’ or ‘foundations’. From their examples, reach agreement on what the term ‘Foundation’ means in ‘Foundation Learning’ (11.1 – slide 1).
2. Show the full ‘Foundation Learning’ presentation (11.1) to the group explaining the features of Foundation Learning as you go along and answering any of their questions.
3. Ask learners to produce a chart with the names of people who can help them with choosing their Foundation Learning options and other issues (11.2)
4. Help learners to produce a ‘Stepping stones action plan’ (11.3) with their initial ideas about what they would like to choose for their Foundation Learning.
GCSEs and A Levels

Age Range: KS3, KS4
Time: 2 x 60 minutes
Overview: Learners find out about GCSE and A Level courses and qualifications.

Learning outcomes
To enable learners to consider GCSEs and A Levels alongside other options.
Learners:
• understand what GCSEs and A Levels are
• understand what taking GCSE and A Level courses involves
• appreciate how taking GCSE and A Level courses could help them in the future.

Preparation
Organise and brief guest speakers (students taking GCSE and A/AS Level courses) for step 4.
Arranging for learners to have access to:
• a range of information resources on GCSEs and A/AS Levels internet access is desirable
• ICT facilities to create presentations.
Photocopy these resources from the Teachers' Edition or use the interactive versions in the Student Viewer:
12.1 – ‘Find out…’ cards – GCSEs and A/AS Levels
12.2 – ‘Present your findings’ task sheet
12.3 – ‘Tips’ activity
Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps
1. Introduce the topic and ensure that learners understand what they can gain from it.
2. Do the ‘Find out’ activity (12.1) using the printed or interactive versions. Working in pairs, learners use available resources to find the answers to specific questions about GCSEs and A/AS Levels (see Background Notes).
3. Do the ‘Present your findings’ activity (12.2). Learners who are researching the same qualifications work in groups, share their findings and create a presentation (including a software presentation or poster, as appropriate) summarising the key points. They view, discuss and assess each other’s presentations (see Background Notes).
4. Introduce the guest speakers. Learners hear why GCSE/A Level students chose their courses, how they hope the courses will help them in the future, what the courses are like and whether they have met students’ expectations. At the end of the presentations, facilitate a question and answer session.
5. Ask learners to do the ‘Tips’ activity (12.3) using the printed or electronic versions. Suggest they list up to eight things that individuals should consider when thinking about doing GCSEs and/or A/AS Levels.
Take feedback and identify any common themes. Use the outcomes to review the lesson and highlight the main learning points.
Employment with Part-time Learning or Training

Age Range: KS4
Time: 1 x 60 minutes

Overview:
Learners investigate the pros and cons of employment with part-time learning or training.

Learning outcomes
To enable learners to consider the advantages and disadvantages of opting for employment with part-time learning or training.
Learners:
- understand what employment with part-time learning or training is
- weigh up the advantages and disadvantages of selecting this option.

Preparation
Photocopy this resource from the Teachers’ Edition or use the interactive version on the Student Viewer:
13.1 – ‘Pros and cons’ chart
Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps
1. Ask learners individually or in pairs to create a picture of what the phrase ‘employment with part-time learning or training’ means to them. Invite volunteers to talk about their pictures. Collect issues that learners might want to think about when they are investigating employment with part-time learning or training later (see Background Notes).
2. Ask learners working in pairs or small groups to map the steps they should take if they want to get a job with part-time learning or training, starting with job search activities and moving through to preparation for the first day at work. Take feedback and collate the action points for each stage. Answer any questions, challenge any misconceptions and discuss any issues arising (see Background Notes).
3. Using a show of hands, take a vote on whether learners would opt for employment with part-time learning or training post 16. Invite one or two learners with different points of view to explain their thinking.
4. Do the ‘Pros and cons’ activity (13.1) with learners working in pairs or small groups. Take feedback. Ask each pair or group to contribute one advantage and one disadvantage and collate the outcomes. Take another vote. Discuss any issues arising.
5. Review the lesson with the class, stressing the importance of seeking help (e.g. from Connexions) if opting for this route.
Learning outcomes

To ensure that learners are aware of the main sources of financial support available in the 16-19 phase.

Learners:
- investigate sources of financial support
- understand the meaning of some financial terms and benefits
- practise using information concerning post-16 finances
- make plans to manage their own money post 16.

Preparation

Ideally this lesson should be carried out with access to the internet for learners in pairs.

Have posters and information about EMA and other sources of post-16 funding available.


Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:

- **14.1** – ‘Post-16 finances’ cards
- **14.2** – ‘The money quiz’
- **14.3** – ‘Planning my money for next year’

Read the Background Notes to the activities.

Adapt the activities and resources to suit your learners as necessary.

Steps

1. Explain the learning outcomes for the lesson.
2. Learners work individually or in pairs to brainstorm all the things they might need to pay for during the 16-19 phase. Share the ideas collected as a whole group and ask them to spot categories (see Background Notes).
3. Learners investigate sources of post-16 finance. Allocate each pair one of the ‘Post-16 finances’ cards to investigate further. Using the internet and other resources provided, learners need to find out the information asked for on the cards (14.1). Each pair should report back to the whole group.
4. Do ‘The money quiz’ (14.2) using either the printed or interactive version. Lead class discussion on their answers, using the information in the Background Notes to help you.
5. Each learner can start to consider how they will manage financially in the next phase of their learning, by completing ‘Planning my money for next year’ (14.3). Remind learners of the things they brainstormed at step 2, i.e. things they might need to spend money on such as travel costs, books, equipment and mobile phone charges.
6. To review the lesson, ask each pair of learners to write down two things they have learnt and to share these with the whole group. Remind learners that there is plenty of support available in order to find out more about post-16 finance.
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Subjects and Careers

**Age Range:** KS3

**Time:** 1 x 60 minutes

**Overview:**
Learners explore the relevance of the subjects they are studying to their careers and future lives. They identify the range of skills they are developing in a variety of subjects.

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**Learning outcomes**

To ensure that learners understand the skills they are developing through the subjects they are studying.
Learners:

- investigate the skills they are developing through subjects
- identify ways of developing their skills.

**Preparation**

Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:

- 15.1 – ‘Subjects and skills quiz’
- 15.2 – ‘Scoring, explanation and further activities’ information

Read the Background Notes to the activities.

Adapt the activities and resources to suit your learners as necessary.

**Steps**

1. Introduce the topic. Ask learners in pairs to list as many uses as they can for a leather belt on a desert island (see Background Notes for some suggestions). Take feedback from each group to highlight the range of uses and encourage them to recognise that whilst you think something has one use it could have lots of other uses too.

2. Draw a parallel with a school subject – you may think it is useful for one job but it could be helpful in lots of jobs. The skills developed in a subject will be useful in other situations. Science, for example, could be useful for:

   - thinking out conclusions from graphs
   - handling dangerous substances
   - communicating observations accurately
   - having an idea and testing it out
   - deciding what results mean, etc.

   Explain that developing a wide range of skills is a key part of their career development. In this lesson they will be looking at functional skills and personal, learning and thinking skills (PLTS).

3. Ask learners to complete the ‘Subjects and skills quiz’ (15.1) and to use the ‘Scoring, explanation and further activities’ information (15.2) to interpret their results. The results will give them a simple profile of their skills and tell them which subjects will help them develop particular skills further. Suggest they read the explanation and discuss their results profile with a partner before completing the further activities.

4. Invite volunteers to discuss their skills profiles and action plans; and review what the class has learned about the skills developed through subjects.
Lesson 16
Individual Learning Planning

Overview:
Learners consider the importance of planning for the future in the context of individual learning planning.

Learning outcomes:
To enable learners to consider the importance of planning for the future.
Learners:
• understand the benefits of planning for the future
• consider what planning for the future involves
• prepare to engage with individual learning planning.

Preparation:
You will need to be familiar with your school’s arrangements for individual learning planning.

16.1 – ‘How will you cross the bridge?’ activity
Photocopy this resource from the Teachers’ Edition or use the interactive version in the Student Viewer.

16.2 – ‘What do we call…?’ presentation
You will need ICT facilities to show this presentation.

Read the Background Notes to the activities.

Adapt the activities and resources to suit your learners as necessary.

Steps:
1. Ask learners in small groups to discuss why it is important for them to think about planning their futures. Take feedback from each group and identify common suggestions. Link these with the use of individual learning planning in your school (see Background Notes).

2. Do the ‘How will you cross the bridge?’ activity (16.1) using the printed or interactive versions. Working individually, learners say what is at each end of the bridge. They identify what they need to know and do to get from one side of the bridge to the other and who can help (see Background Notes).

3. Repeat the ‘How will you cross the bridge?’ activity (16.1) with the whole class. Use learner contributions to complete the picture. Link the outcomes with the individual learning planning process in your school.

4. Show the ‘What do we call…?’ presentation (16.2). Do the vocabulary exercise as a whole class and discuss the answers, making explicit links with your school’s individual learning planning process (see Background Notes).

5. Introduce your school’s individual learning planning process.

6. Review the outcomes of the lesson(s). Ask learners to record three reasons for and three benefits of engaging in individual learning planning (see Background Notes) and then hold a general feedback session.
LESSON 17
Making Effective Transitions

Age Range: KS4

Overview:
Learners reflect on previous transitions and consider how they can use their experiences to help them prepare for future transitions. They define and share experiences of transition.

Learning outcomes
To ensure that learners understand what is involved in making successful transitions.
Learners:
- review their experiences of transition
- identify issues and coping strategies for their future transitions
- reflect on their readiness for the next transition.

Preparation
Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:
17.1 – ‘Transitions quiz’
17.2 – ‘Making a successful transition’

You will need paper and pens for step 4.

Read the Background Notes to the activities.
Adapt the activities and resources to suit your learners as necessary.

Steps
1. Brainstorm words that have ‘trans’ at the beginning to get the students thinking about what transition actually means. Use their suggestions to elicit a meaning for ‘trans’ and encourage them to recognise the implication of movement – ‘through’, ‘across’, ‘beyond’, ‘to or on the further side,’ etc. See the Background Notes for ideas to help this discussion and possible definitions. Ask them how they would define ‘transition’.

2. Hand out the ‘Transitions quiz’ (17.1). Use this as a light-hearted starter to a discussion on the importance of preparation and planning in the transition process. The students need to be active participants in their transitions.

3. Get them to think about transitions that they have experienced in the past (see Background Notes on this) and ask them to consider what they learnt from these about themselves and about the issues involved in transitions, e.g. expectations, worries, concerns, etc.

4. Working in small groups with large sheets of paper give each group a different transition to think about (see Background Notes for ideas). What would help them make a successful transition? Suggest that they remember some of the issues considered in step 3 and use these to devise strategies for coping with and managing the transition.

5. Take feedback from the groups and ask learners to identify suggestions common to all. Explore these with them, e.g. are they skills, qualities, etc? Encourage them to acknowledge the importance of planning and preparation, research and back-up plans.

6. Ask learners to identify and record five key strategies for making a successful transition (17.2).
LESSON 18
Building Support Networks

Age Range: KS3-4, Post 16
Time: 1-2 x 60 minutes

Overview:
Learners discuss the term ‘networking’ and consider how they will need to maintain and use various contacts.

Learning outcomes
To ensure that learners understand the meaning and value of networking,
Learners:
• discuss what networking means to them
• clarify the benefits and purposes of networking
• identify their own networks and make plans to extend these.

Preparation
• Consider your own networks and contacts before the lesson so you can illustrate this concept for learners, possibly completing your own version of resource 18.1
• Display the word ‘Networking’ in large print somewhere at the front of the classroom
• Prepare a definition of ‘Networking’ to display
• Prepare some small slips of scrap paper (optional)
• Bring a small box or bin to the lesson in which to collect the slips of paper (optional)

Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:
18.1 – ‘My network of support’
18.2 – ‘My network of support – an example’
18.3 – ‘Why network?’
18.4 – ‘Using and extending my network’

Read the Background Notes to the activities. Adapt the activities and resources to suit your learners as necessary.

Steps
1. Hand out small slips of paper (optional) and ask learners to brainstorm what they think the word ‘networking’ means. Working individually or in pairs, they can write their suggestions on the slips of paper and then post them into the box or bin. They should make as many suggestions as they can within a three-minute time limit. Alternatively brainstorm as a whole group without the slips of paper. Read the Background Notes for ideas to help this discussion and a possible definition.
2. Discuss suggestions by pulling some of them out of the bin/box randomly. When enough have been shared, show learners your prepared definition.
3. Working individually, learners complete ‘My network of support’ (18.1) to show all of the people and organisations that they currently network with. For some learners, it may help to show the resource ‘An example of a network’ (18.2). Invite volunteers to share the example of their network to the whole group. If appropriate you could also share your network with the group.
4. Explain that everyone needs to network throughout their lives and that if we don’t have access to many useful people or organisations then it is vital to develop these. Learners complete ‘Why network?’ (18.3) in pairs.
5. Take whole class feedback from this exercise to discuss the benefits of networking and how getting involved in community, sporting, school or hobby-related activities helps to build networks. Learners might also mention online networking but stress that this shouldn’t be the only form of networking. (See information on social networking in Background Notes.)
6. In pairs or trios, learners discuss and record as many contacts as possible that could help with the situations listed in ‘Using and extending my network’ (18.4).
7. Remind learners that networking is a two-way process and ask them to consider who they could support now or in the future and how.
8. Remind learners of the definition of networking and that it is a skill they need to use throughout life.
LESSON 19
Setbacks, Steps Forward

Age Range: KS4, Post 16
Time: 1 x 60 minutes

Overview:
Learners recognise that when setbacks occur there are strategies that will help them to move on.

Learning outcomes
To enable learners to understand that setbacks can be dealt with.
Learners:
• put possible setbacks into perspective
• assess and devise strategies for dealing with setbacks
• use negotiating skills in selecting strategies which enable people to move on from setbacks.

Preparation
Read the Background Notes to the activities.
Photocopy these resources from the Teachers’ Edition or use the interactive version in the Student Viewer:
19.1 – ‘Setbacks – steps forward’ activity, rules and guidelines.
19.2 – ‘Setback’ mastercards. Choose five or six setbacks that you consider appropriate for your learners and photocopy them so that each small group has the same selection of setback cards.
19.3 – ‘Steps forward’ strategy cards. Photocopy one pack of cards for each small group.
These resources would be best photocopied onto card.
You will also need:
• paper, or access to computers to enable learners to produce presentations using computer software
• a timer.
Adapt the activities and resources to suit your learners as necessary.

Steps

1. Ask learners to consider what they think might be the worst thing that could ever happen to them. Explain that on a scale of 1 to 10 this would rate as ‘10’. They don’t need to disclose this but use it as their guide when rating possible setbacks. Brainstorm setbacks with learners for them to record on paper, or provide a selection based on suggestions in the Background Notes.

2. Ask learners to rate these setbacks using the 1 to 10 scale. Ask for some examples of their different ratings of setbacks. What might they rate as a ‘1’? What might be a ‘5’? etc. Discuss why some people may have given different ratings to the same setback – for example, breaking a leg would be higher for a footballer or dancer. Ask how many of the setbacks were given a ‘10’. (Not the personal ones they identified at the beginning of the session.) Discuss the value of putting setbacks into perspective in order to help deal with them.

3. Introduce the ‘Setbacks – steps forward’ activity. Learners work in groups of four to six. Explain the rules and guidelines (19.1) and hand out the ‘Setback’ mastercards (19.2) and ‘Steps forward’ strategy cards (19.3). Tell groups to play four rounds. At the end of round four, players spend time negotiating with each other to ensure that their mastercards have the most helpful four strategies for the setbacks given. (It may be worth using a timer to indicate when negotiations should be completed.) When all groups have finalised their negotiations:
   • either hold a class discussion taking feedback from those with the same setback to compare the strategies they selected as being most useful
   • or re-organise players into new groups according to their setbacks and encourage them to compare the strategies they have selected.

Please note – the interactive version is played in pairs and in a slightly different way. The instructions are given on the Student Viewer. Ask learners to consider whether there are some strategies that are likely to be helpful generally when setbacks occur.

4. Take feedback from each group and encourage them to conclude that putting setbacks into perspective helps to deal with them and that there are numerous ways of coping and moving on.

5. Give each group a sheet of paper and ask learners to produce a list of Top Ten Tips for dealing with setbacks. Alternatively, ask them to use IT to design a presentation highlighting their Top Ten Tips.
Promoting Equality of Opportunity and Challenging Stereotypes

**Age Range:** KS4, Post 16

**Time:** 1 x 60 minutes

**Overview:**
Learners identify potential barriers to choosing what are perceived as non-traditional roles. They discuss and explore strategies for dealing with unfair questions and assumptions.

**Learning outcomes**

To enable learners to challenge stereotypical assumptions with their potential limiting effects on career choice. Learners:

- examine their own views on stereotypes that are based on first impressions
- identify potential barriers to career choice
- consider strategies for challenging stereotyping and discrimination in job interviews.

**Preparation**

Photocopy these resources from the Teachers’ Edition or use the interactive versions on the Student Viewer:

- 20.1 – ‘What do I do?’ activity
- 20.2 – ‘Interview questions’ activity
- 20.3 – ‘Yes’/’No’ cards (optional)

Read the Background Notes to the activities.

Adapt the activities and resources to suit your learners as necessary.

**Steps**

1. Raise learners’ awareness of stereotyping by doing the ‘What do I do?’ activity (20.1). If using the interactive version in the Student Viewer, learners can complete the activity following the instructions on screen at their own pace. Otherwise, give out printed copies of the ‘What do I do?’ sheet and using the presentation (20.1) reveal the first set of information about each person on the sheet. Ask learners to write down which of the six jobs that they think might be suitable for each one. Continue to reveal further information about each person and give learners the opportunity to change their job ideas at each stage if they wish (see Background Notes for answers). When you have revealed the final set of information (qualifications), ask learners if they changed any of the jobs that they had allocated at the beginning. Have a discussion on the range of jobs selected and ask learners to identify where any stereotyping occurred and at what stage. Ask what was the most important information needed about anyone before considering what job they might do.

2. Have learners working in small groups and give each group a sheet of paper with a job title. (See Background Notes for suggestions.) Ask them to list any barriers or issues that they can think of that might prevent someone from considering the job or following a pathway to the job. Who might be unlikely to think about doing this job and why?

3. When the lists have been completed, ask each group in turn to share their views. As each group reports, ask the others to suggest ideas to encourage anyone identified as being unlikely to think about doing the job.

4. Explain that barriers are sometimes met at the interview stage of job applications, and use either the presentation or the paper version on ‘Interview questions’ (20.2). When learners have given their responses as to the ‘legality’ of the questions ask them to work together in pairs to devise some strategies for dealing with questions that are illegal/unacceptable.

5. Learners share the strategies they have devised with others.
This resources pack has been produced by VT Group, the Association for Careers Education and Guidance and Youth Access on behalf of the DCSF.

We welcome your feedback.
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