



Video	Audience	Session Title	Objectives	Suggested Activities	Resources
				N.B – the first session is in case students don't have a clear idea/direction. It is good fun for all students regardless, you will need a computer room for this session.	
<u>Simon's Story</u> (only up to 00:30 'golden thread', the rest of the video could be confusing).	KS3/KS4	<i>Where do I start?</i> (20-30 mins)	To explore your interests.	<p>Suggested Activity: Watch the first 30 seconds of Simon's story and then once again with pauses for discussion.</p> <p>Simon's Story:</p> <ul style="list-style-type: none"> • 'make decisions early' – reassure that career decisions don't necessarily have to be made this early, however we can start making decisions about our subjects and the kinds of career we might want based on the things we like. • 'what are you really interested in now?' – speak to a partner and discuss. Can feedback to the class for the teacher to scribe ideas. • 'some of those things stick, and some of them don't' – explore what is meant by this and you can give your own examples. Reassure that this is OK – you could talk about opportunities to try new things out at school. • 'golden thread' – what does Simon mean by this? Introduce that in the next two sessions we are going to start exploring what our golden thread might be. <p>Activity Two: 'My Map' activity – students to create a collage about them using the newspapers/magazines they have brought in or you have supplied. Pre-empt the kinds of pictures they will pick e.g. celebrities/football players and walk around the class helping students to draw out themes/diversify their thinking e.g. working outside, working as part of a team, earning lots of money, fashion, helping others, entertaining, favourite subjects etc.</p>	Influences & decision making power-point. Newspapers, catalogues, magazines.



				<p>Plenary: Students present collages to each other or the class.</p>	
	KS3/KS4	Where do I start? (20-30 mins)	To link interests to career choices.	<p>Students will need access to a computer room or tablets for this session. Students to access the website http://icould.com/?gclid=COMwtufHvtACFVRAGwodOR0B-A and complete the buzz quiz. This will match their personality type to an animal and show the types of career that are suited to their animal type. There are also lots of case study videos and careers information on this website for students to explore in this slot.</p> <p>Plenary: How do the careers you have looked at today, and what you have learnt about your personality, match up to your 'my map' collage?</p>	<p>Influences & decision making power-point.</p> <p>Computers or tablets.</p>
				<p>These sessions may be introduced at KS3, preceding subject choices or KS4 in the build up to students' advice and guidance appointments. All sessions are short, designed to fit into form activities, although they may also be delivered as two extended sessions e.g. PSHCE. All resources may be transferred to KS5 for targeted groups.</p>	
<u>Hope & Sam's Story</u>	KS3/KS4	Circle of Influence - Key influences in your education and career choices.	To understand key influences in your career and education choices.	<p>Suggested Activity: Introduce that we will be looking at influences in our career and education decisions. Question – what are the main influences on your education/career decisions? Teacher scribe ideas (power-point slide one – influences defined). We will be</p>	<p>Influences & decision making power-point.</p> <p>Resource 1.</p>



		(20 mins)	<p>To reflect on who our influences are and who we might ask for advice.</p>	<p>talking about educational, social and economic factors (could group students' ideas on board).</p> <p>Explain we are going to watch case-studies of two engineers working in Leeds. As part of their story they will introduce us to who/what influenced them to pick the education and career route they chose.</p> <p>Watch the video Hope and Sam's Story once in entirety and then once again with pauses for paired discussion.</p> <p>Whilst watching, students should plot notes onto resource 1 (on slide so teacher can model). X axis, students should plot down the different influences case studies mention in the videos, on the y axis students should plot a number evaluating the scale of influence they had on the case study (e.g. parents (x) may be at 7 for Sam). Students may want to use a key or colour code for the different case-studies.</p> <p><u>Video case-studies</u></p> <p>Hope:</p> <ul style="list-style-type: none"> • 'like all little girls.' Who else wanted to be a ballerina? What other things did you want to be when you were younger? (Depending on feedback of class teachers may be able to draw upon gender stereotypes and media influences e.g. Fireman Sam, Postman Pat, Disney princesses.) What is interesting about Hope's statement? When did you first hear about the job of engineer? Does/how far does gender/media/society have an influence on our career choice? Is that right or wrong? • 'Teacher's suggestion' what subjects are you best at in school? What merit does asking teachers for ideas about careers/education routes 	2 x different coloured pens/pencils.
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				<p>linked to their subjects have? What are the advantages of this and what are the disadvantages?</p> <p>Sam:</p> <ul style="list-style-type: none"> • 'mates' how did Sam's mates help influence his career choices? How many people think friends are an important influence in your life? Have friends influenced any of your choices in school so far? Has this been a good thing or a bad thing? • 'family' why do you think it might have been important for Sam to ask his family about his education routes? Will you pick a career that you feel makes your family proud/represents your family? Did the route your parents/family took influence what you want to do? Is this a good thing or a bad thing? Do your parents always know what's best for you? <p>Students swap graphs and compare/add. Teacher to get student feedback on the different influences students have noted so far.</p>	
<p><u>Darren & Abigail's Story</u></p>	<p>KS3/KS4</p>	<p>Circle of Influence - Key influences in your education and career choices. (20 mins)</p>	<p>To understand key influences in your career and education choices. To reflect on who our influences are and who we might ask for advice.</p>	<p>Suggested Activity: Watch the video of Darren & Abigail's story once in entirety and then once again with pauses for paired discussion.</p> <p>Question continued – what are the main influences on your education/career decisions?</p> <p>Whilst watching, students should use two different colours to plot notes/points onto resource 1 –noting influences and strength of influence.</p> <p>Explain we are going to watch case-studies of two engineers working for Yorkshire Water (emphasise local employer) Leeds. Darren is a manager at Yorkshire Water, Abigail is a Higher Level Apprentice at Yorkshire Water. As</p>	<p>Influences & decision making power-point.</p> <p>Resource 1.</p> <p>2 x different coloured pens/pencils.</p>



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Video case-studies

Darren:

- **'home computer market'** what does Darren mean by this? Who plays on computers at home now? How might your interests influence your education and career choices? **Could draw out the realities of this here e.g professional footballers/game developers how realistic is it?**
- **'me and my friends' 'mum and dad'** – draw parallels between Sam and Darren here, family coming through as a strong influence.
- **'the best for me'** do your parents always know what the best for you is? Is there a tension between what others consider to be the best for you and what you consider to be the best for you? Can students think of/share examples?

Abigail:

- **'stereotypes'** - again, you can draw in discussion about society and stereotypes here. How far does society and society's ideas influence what you do? Teacher may model this by talking about children's toys and gender bias etc. What's considered a 'girl's' job and what's considered a 'boy's' job?
- **'it just suited me better'** - who do you find out what suits you better? How far can you influence your own education/career routes?
- **'like doing' 'good at'** – how might this relate to their GCSE/A-Level/college course options. Refer back to Sam – he knew the job he liked doing because of work experience, are we hindered if we don't know what job we 'like doing' yet?



				Students review their graphs, what are the main trends in our case studies' education/ career influences? Have they added any of their own e.g. where they live, role models from hobbies e.g. sports coaches, mentors or faith/culture.	
N/A	KS3/KS4	Circle of Influence - Key influences in your education and career choices. (20 mins)		<p>Suggested Activity: Introduce 'Circle of Influence' slide and resource 2. Teacher can either model their own circle of influence on the board OR use one of the case studies to show students who was a strong/medium or weak influence on their education and career route.</p> <p>Students create their own circle of influence using resource 2 (they may also add their own influences), reflecting on who are the strong, medium, weak or no influences in their life.</p> <p>Q. Paired discussion - which people in their circle of influence will they ask for advice? Why?</p>	Influences & decision making power-point. Resource 2.
N/A	KS3/KS4	Values, interests, skills – how can you influence your own career and education decisions? (15-20 mins)	To reflect on our values, interests and skills and understand how they might help us make education and	<p>Suggested Activities: Ask students to refer back to their 'Circle of Influence' drawing, did they consider themselves as an influence? Introduce the next activity as an activity that allows them to explore their values, skills and interests to allow themselves to be a strong influence on their education and career choices.</p>	Power-point Resource 3



			career decisions.	<p>Teacher models their own V/I/S diagram on the board OR can base this around one of the case studies (Darren fits well with this activity.)</p> <p>Students create their own V/I/S graph using prompts.</p> <p>How does this link back to what they learnt about themselves after taking The Buzz Quiz?</p> <p>Students can be signposted to relevant websites to see how these would fit in with career and education routes/all information can be taken to their advice and guidance interviews to explore further.</p>	
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