

Year 9 Careers Education Scheme of work

Prior Learning:

Year 7 Enterprise Unit – learning about business and enterprise; group activity on developing a business idea; reflection on personal skills and qualities.

Year 8 The Real Game – a life choice simulation teaching link between income/earnings and career/job choices. Some reflection on personal career aspirations.

Aims and Objectives for Year 9:

To help students to identify where to get information and facts about the world of work

To encourage them to recognise and work towards building their own employability skills

To support option choices by exploring decision making skills and potential career pathways

To recognise and try to avoid the influence of stereotyping in subject and career choice.

Sessions are fully supported by powerpoint presentations with notes and links to electronic resources. All materials are on Moodle.

Session 1: How do we find out about the world of work?

Lesson aim – to identify where we get our ideas about the world of work

To analyse advice from local workers

To evaluate reliability of sources of information about jobs and careers.

Resources – flip chart sheets and pens for group work/1 blank grid per student/1 blank A4 sheet of paper per student/large sheets with career information sources for final activity.

Starter:

In groups of 4 write down on big sheet of paper some ideas of what they already know about careers/world of work and what they need to know or to find out.

Display these around the room to refer to through the lesson

(the aim of this is to ensure that the lesson addresses what the students themselves what to know about, and that they are able to share concerns and prior knowledge)

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Activity 1

Talking Jobs – this is a locally produced resource which uses interviews with people in East Sussex area.

Click on the link to get to the relevant section (original module)

User name uckfieCA

Password F809CA

Set the clips to just play the answers to question 30, ‘What would you say to people at school, just starting to explore the world of work?’

Students should fill in a grid after each clip ticking which person gave what advice (there should be interesting cross over despite different job roles)

The order I suggest (just because it is a good mix of levels and genders) is

Architect, chef, civil servant, graphic designer, IT support manager, midwife, media producer, welder.

Reflect after the exercise and refer to the posters they did as starter activity

Activity 2

This exercise is intended to elicit a sense of what the students already know about jobs, and how they find out about them. Try to use it to stimulate discussion about where they find out about jobs.

Give each student an A4 sheet that they divide into 8 pieces. Write down on each piece one job they already know about (it doesn't matter whether or not they would be interested in doing the job). When they have done this, ask them to write on the back of each piece **how** they know about the job. Then get them to rank the sources of information in order of reliability and discuss.

Plenary

6 main sources of information about jobs – ask 6 students to come out to the front and arrange themselves in order of reliability (using big sheets with information sources written on). Use the exercise to discuss merits/limitations of each source of information.

(students can self-limit if they just confine themselves to thinking about career ideas they already know about/ TV and internet sources need evaluating for reliability/we need to keep plugging the school website as the reliable source for research)

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Sources of information - TV drama; someone you know does the job; specialist careers website; just google it; TV documentary; newspaper advert or job-search website.

Session 2: Career Qualities and Skills

Lesson aim – To work out the difference between qualities and skills.

To identify what are ‘employability skills’.

To identify my own qualities and employability skills and to work out how I can develop them.

Resources – card sort qualities/skills, 1 between 2 (please keep and return to Careers dept after the lesson)

I sheet each with 2 copies of qualities/skills list

Access to Talking Jobs website, original module (User name uckfieCA/password F809CA)

A3 sheets/list of job roles – 1 per group

Starter:

Working with a partner, students should decide which of the employability attributes on the cards are skills and which are qualities.

(a skill can be acquired/taught, and a quality is to some extent innate, but we could argue that they can also be learned or developed. The point of the exercise is to understand that employability skills/qualities are not fixed or job specific)

Questions to consider –

Was it easy to do?

Can you define the difference between qualities and skills?

Why is thinking about qualities and skills important when planning your future career?

Activity 1

Students are going to listen to answers to 3 questions from 2 workers – before viewing the clip, tick off on qualities/skills sheet which ones the worker will need in his/her job role

The job roles -Recycling plant operative/Graphic Designer

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The questions (Original module, questions 1,4,6)

1 Please tell me your name, and what you do for a living

4 What do you most enjoy about your job and why?

7 What do you least like about your job and why?

After watching each clip, students should review the skills and qualities they had ticked before listening.

Ask these questions –

Did they work out the skills and qualities needed correctly?

Did anything surprise you about what the workers told you?

Activity 2

Divide into groups. Give each group

1 A3 sheet and one of the job qualities/skills that they should write at the top of the page –

- Good with money
- Good with people
- Good at problem solving
- Good at selling
- Not bothered about getting dirty
- Willing to learn

Give them a list of jobs per group

Group should then list as many jobs they can think of that need their quality/skill.

Swap sheets and see if they can add some more for other people's groups.

Share the final lists with the whole class – discuss what they learned. (learning point that should emerge is that there is a lot of cross-over in key employability skills. It is more useful to think about developing skills and qualities than fixating on specific careers)

Activity 3

Ask question – What do you think are the key 'employability skills' according to employers?

(compiled by the confederation of British Industry)

- A 'can-do' approach

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- A readiness to take part and contribute
- Openness to new

Plenary

What are my career qualities and skills? Ask students to go back to the cards and identify skills/qualities they already possess and action plan for how they can develop them further.

Lesson 3: Researching Career Skills, Qualities and Interests.

Teacher notes: IT rooms have been booked for this lesson (see shared googledoc and paper copy in teacher pack), and students need to have one computer each – sharing is very difficult. If there are not enough computers it is better for sensible students to go elsewhere to work rather than try to work in pairs.

Fast Tomato is an interactive data-based career choice programme. It offers suggestions for job roles to investigate according to students' answer to a series of interest and aptitude questions. It is important to explain that it is only reflecting and processing what they have said about themselves, and it is not 'telling' them what to do. It is a tool that should be used with honesty to get a useful set of suggestions.

We have a school licence for the programme that can be accessed via Careers site at any time once they have set up a personal login – so they should record these in planners and on google doc

Each student should access and work from an instruction sheet (in your pack and on Moodle) which tells the how to log on and gives them a template to use on their Careers googledoc.

If students have their own headphones, they will be able to access video information for activity 2 - for weak readers it may be worth borrowing some from IT dept.

Lesson aims: to learn about the online career tool, Fast Tomato and how to access it.

To do some evidence based research into your own career skills, interests and qualities.

To find out if there are particular KS4 subject choices you should take to follow your career aptitude/choice

Activity 1 – access Researching Career Skills, Qualities and Interests worksheet on year 9 pshce Moodle, then set up personal google doc. Follow instructions to log on to Fast Tomato and do the questionnaires.

Activity 2 – Students should write down 2 or 3 of the Fast Tomato career/job role suggestions that most interest them. Encourage them to explore some suggestions they

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don't already know about. They should copy the comparison grid from Moodle doc to their own google doc, and fill in, comparing the job roles.

Information can be found via Fast Tomato links, or on the videos in icould or Career Box – links via year 9 page on Career website. They will need headphones to listen to these.

The Questions –

1. What are the key tasks in this job role?
2. What qualities and skills are needed?
3. What training/qualifications are needed?
4. What KS4 options choices would support this job?
5. Pay (starting level and what you might earn)
6. Good things about the job?
7. Bad things about the job?

Students should share googledoc with you and their tutor.

Plenary

Class feedback – how useful is Fast Tomato as a career research tool? What else did they career research?

Lesson 4: Exploring Skill Sectors

Aims: to understand and explore the range of jobs in a skill sector

To evaluate a job role.

Teacher notes- this lesson introduces students to another career research website – Uexplore -that they will be using more in their pdt. The aim of the session is to understand the range of roles in different skill sectors (particular industry or area of business) rather than to focus on what they personally are interested in. Ideally researching in the lesson will model how they can continue to research and develop career awareness as they move up the school.

The skills/qualities card set could be used to support the job evaluation task

Starter – after explaining skill sectors, ask students – in pairs - to think of as many different jobs as they can in the Travel, Leisure and Tourism sector (chosen as it is a locally strong sector) Then show the dvd

Uexplore – under Future Focus tab

Teacher login: [removed]

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(To access the DVD : go onto student learning interface, then explore careers, click on Travel, Leisure and Tourism, then video introduction)

Discuss how well they did in thinking up job roles – how much do they already know about?

Activity 2 – repeat the activity with the Construction and Maintenance skill sector.

Activity 3 – students should now login individually (register button, UCKFIELD, then input their usual school login details. Record in planner and on career googledoc)

They should choose a job role that interests them from the skill sectors already discussed, and create a google presentation for their tutor group evaluating it. This should be shared with you and their tutor to be shown to the whole class.

Instructions on presentation – also as a word doc on year 9 Moodle for students to access and work with.

This is a differentiated activity -more able students should be encouraged to find real job adverts and to start to think about and evaluate labour market opportunities.

Evaluation task:

1. Explain the job role – what tasks would you be doing?
2. What skills and qualities are needed for this job? (you could give them the card sets to help here)
3. What are pay, hours and conditions like?
4. How do you get into the job (qualifications/experience?)
5. From your point of view – what are good/bad points about the job role?

Plenary

Come up with list of jobs they had never heard of or which were surprising.

If time, look at one or 2 presentations – tutors will be asked to look at the others with students.

Revisit lesson aims – what have they found out about skills sectors and job roles?

Lesson 5: Stereotyping

Lesson aim: to understand stereotyping in the world of work and how to avoid making decisions made on these.

Teacher notes – this should be a very pacy lesson. It is important to get onto the last slides. The first slides are from Uexplore and are good, but I think a bit obvious. Students generally

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recognise stereotyping, and might even subvert the activities by not falling into ‘trap’ of reinforcing stereotypes. The facts at the end of the presentation are a challenge to us all – despite heightened awareness, gender stereotypes still prevail in job role choices and pay inequality. The film, ‘Pipe up’ exaggerates the negative role of schooling, but if you use it to stimulate debate about why stereotypes still determine career paths, its rather simplistic approach can be used to stimulate discussion.

Starter- Task 1 riddle – solution reveals latent assumptions about job roles (or students may be sharp enough to avoid that)

Activity 1 Task 2 – quick first impressions – to introduce task 3 and invite gender stereotypes. Lists of typical skills/qualities/job roles according to gender.

Activity 2 – match people/job roles and discuss reasons.

Activity 3 – introduce facts about gender stereotyping in UK workforce – introduce question of why it still happens, watch film Pipe Up (10mins) – ask whether it is schools that reinforce stereotyping.

Plenary – reflect on last slide of facts about young people’s career choices and come up with ideas about how they can avoid making decisions based on gendered stereotyping. (good to justify why schools won’t allow students to drop core subjects at KS4)

Lesson 6: Career Trees – following an area of interest.

Aims – to learn how people turn an area of interest into a study pathway and work preparation.

To identify different learning pathways to work.

Teacher notes – *this session is devised to stimulate the idea of exploring the range of jobs/careers open to students with specific interests, and to encourage an awareness that there are opportunities at different levels. You could also discuss the idea of transferrable skills – eg the Biology graduate going on to a career in Law.*

23 minutes of the lesson involves watching film clips, so the discussion/activities need to be timed accordingly

Starter – draw a large tree – trunk labelled interesting animals/natural sciences. Fill tree with as many jobs/careers they can think of associated with these interests – those roles requiring highest skill/qualifications at the top of the tree, and those requiring least in lower branches.

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Activity 1 watch ‘Pig Apprentice’ (18.44 mins)– about a group of young people in a competition for funding to start farming related business. They come from different backgrounds, some practical and some from university courses. Ask them to think of/record the skills and qualities needed for the various job roles the apprentices are doing. After film, record on tree jobs they have learnt about and discuss the skills/qualities needed for farm related work with animals.

Activity 2 What to do with Biology? – watch film (5 mins) – focuses on variety or roles possible with a specific subject. Add ideas to career tree and discuss advantages/disadvantages of university and concept of transferrable skills.

Plenary students should draw their own career tree and consider how they could develop/research it as a tool for planning future career ideas.