

Key Stage 3 Careers Programme – Year 7

Understanding me- Self Awareness – Year 7	Activity – PSHE Lesson	Student Booklets	Links to Gatsby and CDi Framework
October	<ul style="list-style-type: none"> Students complete “My Career journey booklet in which they recognise their strengths and weaknesses and what they enjoy. They draw a picture of the job they see themselves doing in the future. Students complete the A to Z of Careers task 		Developing yourself through careers, employability and enterprise education 1, 2,
Enterprise - Year 7 Feburary	Activity	Enterprise day ran by E4E	
	Team building and Enterprise Activity Set by E4E		Learning about Careers and the World of Work 4, 5, 6, 12 Gatsby 3,4 &6
Investigating work and working life – Year 7	Activity – PSHE Lesson	Classroom lesson	
<p>Resources can be found:</p> <p>There is some photocopying required for the lesson. See lesson plan.</p> <p>March</p>	<p>Exploring personal strengths for employment lesson. This lesson is designed to help students recognise key characteristics of their personality and understand how these can guide good career choices. Students will reflect on their interests and strengths in relation to the kinds of careers that might suit them.</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> Identify their personal interests, preferences, strengths and personality characteristics Understand that making sensible career choices means finding a job that combines such personal attributes Pick out industries that are a good fit to their own personal strengths 		<p>Learning about Careers and the World of Work 4, 5, 6, 12</p> <p>Developing yourself through careers, employability and enterprise education 1, 2,</p> <p>Gatsby 1, 3 & 4</p>



Understanding behaviours for work lesson – Year 7	Activity – PSHE Lesson	Classroom lesson	
<p>Resources can be found:</p> <p>There is some photocopying required for the lesson. See lesson plan.</p> <p>Please note there may be more work here for just one lesson – this is a first run through</p>	<p>This lesson is designed to help young people identify behaviours required for the workplace, and how everyday behaviour could help develop positive workplace behaviour.</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none">• Understand the importance of behaving in the right way at work and illustrate rules which can help make the right impression• Identify the impact of body language and how this can help make a good impression• Describe assertiveness and demonstrate ways to respond assertively to different situations		Gatsby 1, 3,4 & 5

Year 8 Careers		
<p>Self Confidence Lesson – Year 8</p> <p>Resources can be found:</p> <p>There is some photocopying required for the lesson. See lesson plan.</p> <p>Please not there may be more work here for just one lesson – this is a first run through</p> <p>Spring Term</p>	<p>Activity – PSHE Lesson</p> <p>This lesson is designed to help students understand how successfully solving a problem or meeting a challenge can have a positive impact on their personal development.</p> <p>By the end of this activity students will be able to:</p> <ul style="list-style-type: none"> • Identify challenges and describe the feelings when overcoming them • Plan how to overcome a fear or challenge • Understand some helpful ways to think about past events 	<p>Developing yourself through careers, employability and enterprise education 1, 2, Gatsby 1,3 & 4</p>
<p>The journey to your Career – Year 8</p> <p>Resources can be found :</p> <p>There is some photocopying required for the lesson. See lesson plan.</p> <p>Please not there may be more work here for just one lesson – this is a first run through</p>	<p>Activity – PSHE Lesson</p> <p>This lesson is designed to help young people make a successful transition into employment. Students will start planning their journey to a career and discuss where they can access information about careers.</p> <p>By the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • Recognise the main stages of transition into employment 	<p>Gatsby 1, 3 & 4</p>

Spring Term	<ul style="list-style-type: none"> • Understand the key decisions to make at each stage, and list the people, places and things that can help • Apply these to their own countdown to entering employment 		
<p>Money skills lesson one: Recognising your money personality – Year 8</p> <p>Resources can be found :</p> <p>There is some photocopying required for the lesson. See lesson plan.</p> <p>Please note there may be more work here for just one lesson – this is a first run through</p>	Activity – PSHE Lesson		Gatsby 1, 3
<p>This is one of four lessons focusing on Money Skills for young people aged 11-14.</p> <p>This lesson is designed to help students understand money habits, money personalities, the difference between needs and wants, and plan for future purchases.</p> <p>By the end of the activity students will be able to:</p> <ul style="list-style-type: none"> • Reflect on their attitude to money and spending • Prioritise needs versus wants in different scenarios • Calculate the potential cost implications of borrowing to purchase a big item • To ensure that the lesson plan and student-facing interactive PDF work together smoothly, please make sure you download and save both documents into the same folder on your computer. 			

Year 9		
	Year 9	
<p>Year 9 Unifrog Lesson Getting Started with Unifrog</p> <p>Resources: Follow Link KS3 and KS4 Student Launch 15 minutes Gatsby 1, 3 September</p>	<p>Form Time Task</p> <p>Students will have been sent a log in to their school email.</p> <p>Find email - it may have gone into their junk folder</p> <p>Follow instructions and this will get them set up on Unifrog</p>	<p>Gatsby 1, 3</p>
<p>Exploring Unifrog</p> <p>Resources: Follow Link Subjects library treasure hunt Subjects library treasure hunt - Student handout</p> <p>25 Minutes</p> <p>Gatsby 4,7 and 8</p>	<p>Form Time Task</p> <p>Students get used to exploring the Subjects library with a treasure hunt. This session contains the questions and answers in a PowerPoint, or as a handout.</p>	<p>Gatsby 4,7 and 8</p>
<p>Unifrog: What Makes a Great Leader?</p> <p>Resources: Leadership: What makes a great leader?</p>	<p>Form Time Task</p> <p>In this session, students will identify what they think makes a great leader, watch a short TED talk (Everyday leadership by Drew Dudley), and record examples of when they have been leaders in the Competencies tool.</p>	<p>Gatsby 3 & 8</p>

40 minutes January		
Next Step - Personality Quiz Resources: https://www.unifrog.org/student/personality-profile/quiz	Form Time Task - Next Step - Personality Quiz Students need to look at the personality Quiz and complete the questions to see what kind of frog they are. This will lead to them being able to see careers linked to their personality type	Gatsby 3 & 8
Next Step - Careers Library Resources: https://www.unifrog.org/student/careers https://www.unifrog.org/teacher/resources/keywords/whats-your-dream-job	Form Time Task - Next Step - Careers Library students spend time looking through the careers library to see if they can find careers that they think they may want to do post 16.	Gatsby 3 & 8
Your skills, your team, your future! Resources: Your skills, your team, your future! Your skills, your team, your future - Scenarios Your skills, your team, your future - Student worksheet 45 Mins March Gatsby 2,6	Form Time Task - Your skills, your team, your future! Students identify their strongest skill, and practise putting this into a real-life career scenario. They work with their classmates to create a super strong team, and present to the rest of the class.	Gatsby 2,6
Stereotypes Resources: Stereotypes Presentation WorkSheet - Job Titles Stereotypes Activity Some preparation and photocopying of resources is required 1 hour Gatsby 3 & 5	PSHE Lesson Stereotypes activity The purpose of this activity is to challenge ideas about the types of people that work in certain jobs.	Gatsby 3 & 5
Recognising and building personal skills lesson	PSHE Lesson – Recognising and Building on Personal Skills	

<p>Resources: Key Skills for Employment Video 1 hours Gatsby 8</p>	<p>This lesson is designed to help students understand which skills are most sought after by employers and how they may need to adapt these in different situations. In turn, this will enable them to go on and develop other areas of their skillset, such as teamwork and communication. By the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> • Recall the top personal skills employers look for which are essential for success • Explain how they already demonstrate these skills in their everyday lives • Evaluate how they can build on these skills and adapt them to a workplace setting 	<p>Gatsby 8</p>
<p>Staying positive (resilience) Resources: 1 hour Gatsby</p>	<p>PSHE Lesson - Staying positive (resilience) This lesson helps students to develop the skills needed to overcome setbacks by exploring how they could respond in different situations. By the end of the activity students will be able to:</p> <ul style="list-style-type: none"> • Explain the importance of staying positive (resilience), including in relation to the workplace • Understand the importance of learning from experiences, even if they are negative • Explain different strategies they can use to build resilience and manage personal challenges and setbacks 	

Employer Engagement

Year 7 - Enterprise Activity for the whole year group

Links to Gatsby

Year 8 – Whole Year group Activity

Links to Gatsby

'Tomorrow's Engineers Around the World' Workshops

To be delivered to years 8. Three practical workshops highlighting the skills and opportunities available for the modern engineer, these include:

I Engineer – students are challenged to complete a hands-on, interactive engineering challenge with VEX Robots and then test their solutions in a competitive challenge.

Engineering X Factor – shattering the myths that surround engineering this session aims to highlight the key skills and qualifications required to follow a career in engineering, using a variety of problems and brain teasers!

The Design Room – students are encouraged to create an innovative product or solution to help the engineering industry. Working in groups towards a common

goal they then pitch their solution to the group.