

# Skills for Independent Living: Organising your Future Teacher Guidance for AP/PRUs



## Who is this lesson for?

This activity is designed primarily for KS4 and KS5 students. It can be used in 1:1 contexts or as group work. With some adaptation, it is also suitable for younger students where required. Please note that Activity / Session 4 refers to making independent financial decisions and may, therefore, not be suitable for all students.

## Objectives

1. To identify potential career pathways.
2. To understand how values influence our choice of career.
3. To understand sources of information for researching careers.
4. To understand sources of income and expenditure.

**Outcome:** Students have created an action plan for their chosen career pathway

## Lesson Structure

This can be delivered in the following ways:-

- as a one hour session, covering all content
- as four 'stand-alone' sessions with activities that can be used when and where appropriate during the school day.

Teachers are welcome to make any reasonable changes to the content in order for it to meet their students' needs and some suggested resources, etc are signposted below and in the Appendix within the main pack.

**Additional/Extension Activities:** Ongoing completion of the career research table and the experience tracker.

**Links to useful organisations:** [National Careers Service](#)  
[Prospects.ac.uk](#)  
[Income Tax Calculator](#)  
[MyBnk](#)

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Slide	Timings	Content Guidance
1	Title Slide	Thinking about a Career
2	Contents	Including necessary resources
3	<b>Activity/Session 1</b>	<b>What do you want to be when you grow up?</b>
4		Introduction to thinking about possible careers. Students are tasked with answering a range of questions to establish what they might be interested in. <b>NB:</b> teachers should adapt the list of questions to fit their students' needs.
5		In pairs/groups/whole class, students are tasked to think about how they might choose a course in order to reach a particular career goal (i.e. working backwards from a desired end-point). An alternative task might be for students to produce drawings that express what success looks like.
6		In pairs/groups/whole class, students are tasked to think about possible careers that may follow from a chosen course (i.e. working forwards from an established starting-point) <b>NB:</b> teachers should feel free to adapt / use their own examples.
7	<b>Activity/Session 2</b>	<b>How do you decide?</b>
8		Students are tasked with establishing their values, and what will influence their choice of future career
9		Students are tasked with reflecting on how their values may have changed over the course of their life.
10	<b>Activity/Session 3</b>	<b>Doing the research</b>
11		Link provided to the National Careers Service website <ul style="list-style-type: none"> <li>• Where students/parents/carers have internet access they can research the various course options and complete the task.</li> <li>• Where students do not have internet access, teachers can pre-select a relevant course page for student discussion.</li> </ul>
12		Example of a career research table which can be used to collate potential pathway details. This template can be used by teachers as a stand-alone lesson.
13		Introduction to details needed for CVs and Covering Letters - students are tasked with coming up with examples for each component of these.
14		Example of an experience tracker which can be used to keep a record of relevant experiences over the year. This template can be used by teachers as a stand-alone lesson.
15	<b>Activity/Session 4</b>	<b>Spending your Salary</b>
16		Introduction to the concept of income vs expenditure and raising awareness that as young people become young adults they will become aware of many more sources of both.
17		Introduction to sources of income and some possibilities.

18		Students are tasked with estimating the average UK salary for various careers (answers are provided)
19		Introduction to types of expenditure and some possibilities.
20		In pairs/groups/whole class, students are tasked to estimate the costs of various aspects of life.
21		Possible answers - note that some of these are left vague due to individual choices having an impact, some may be changed due to local prices, and some may generate discussion (e.g. is £50 for toiletries only true for some males? What about other people?)
22		Introduction to key definitions regarding income/expenditure.
23	Link to <a href="http://wearencs.com">wearencs.com</a>	