

Thinking about a Career Teacher Guidance



Who is this lesson for?

This activity is designed primarily for KS4 and KS5 students, however with minor adaptations it could be used with younger students as well.

Objectives

1. To identify potential career pathways.
2. To understand how values influence our choice of career.
3. To understand sources of information regarding applying for careers.
4. To identify opportunities for building a great application right now.

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

Lesson Structure

This lesson has been designed to be delivered either as a one-hour session, or as four 15-minute activities (for use in form time, etc.)

Teachers are welcome to make any reasonable changes to the content in order for it to meet their students' needs.

Please note that there are significant overlaps between activities in this session and those in 'Thinking about University' - we recommend that schools choose one of these sessions depending on the needs and ambitions of their students.

Possible Next Steps

Extension Activities: Ongoing completion of the career research table (slide 17) and the experience tracker (slide 19).

Links to useful organisations: [National Careers Service](https://www.nationalcareersservice.co.uk/)
[Prospects.ac.uk](https://www.prospects.ac.uk/)

For more information about NCS and the opportunities we offer young people please visit us at [wearencs.com](https://www.wearencs.com)

Slide	Timings	Content Guidance
1	Title Slide	Thinking about a Career
2	Contents	Including necessary resources
3	Activity 1	What do you want to be when you grow up?
4	15 minutes	Introduction to thinking about possible careers. Students are tasked with answering a range of questions to establish what they might be interested in.
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)
6		In pairs/groups/whole class, students are tasked to think about possible careers may follow from a chosen course (i.e. working forwards from an established starting-point)
7	Activity 2	How do you decide?
8	15 minutes	Introduction to the concept of a career pathway, where decisions made at one point in life will affect the possibilities at the next stage.
9		Students are tasked with establishing their values, and what will influence their choice of future career
10		Students are tasked with reflecting on how their values may have changed over the course of their life.
11	Activity 3	Getting the job
12	15 minutes	Link provided to the National Careers Service website <ul style="list-style-type: none"> Where students have internet access they can research the various course options and complete the task. Where students do not have internet access, teachers can pre-select a relevant course page for student discussion.
13		Introduction to a standard job application process. This page does not go into much detail given the introductory nature, however teachers can adapt this depending on the nature of their group.
14		Introduction to key stages of applying for a job. This page does not go into much detail given the introductory nature, however teachers can adapt this depending on the nature of their group.
15		Link provided to Prospects.ac.uk interview guidance page <ul style="list-style-type: none"> Where students have internet access they can check the questions and complete the task. Where students do not have internet access, teachers can present the questions for student discussion.

16	Activity 4	What can you do now?
17	15 minutes	Example of a career research table which can be used to collate potential pathway details.
18		Introduction to details needed for CVs and Covering Letters - students are tasked with coming up with examples for each component of these.
19		Example of an experience tracker which can be used to keep a record of relevant experiences over the year.
20	Link to wearencs.com	