

KS4-5 Students careers conversations activity

An activity to give students the confidence to initiate careers conversations at home

Activity objectives

- To help students [Key Stage 4-5] prepare for careers conversations at home and gain confidence in articulating their preferences.
- To enable students to share information about careers and options and learn from each other.
- To encourage students to visit the Talking Futures site with their parents and repeat this activity at home.

How to use it

- In a PSHE, form time or careers session.
- May work best with smaller groups of students who feel comfortable working together.
- With students at school or college.

Delivery time

-  Up to 30 minutes

Need to know

- This activity requires students to go to the [Talking Futures](#) site to view the conversation starters, or to have them printed out on cards.

Preparing the session

- Consider contacting parents in advance of the session to explain what their children will be doing and to encourage them to try the activity at home.
- Before delivering the session consider the students in your group as some students may be sensitive about discussing careers conversations they have had with their parents. You could make it more inclusive by using the example prompts and talking about other people in their support network they could do the follow up activity with at home.
- This activity can be done in person or virtually. If you're working virtually, this activity will be most effective with smaller group, using the 'hot seat' delivery option.

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Delivery steps

Step	Activity	Time
1.	Start with a brief introduction. Encourage young people to reflect on their experience of careers conversations with their parents. Do they often talk about careers at home? If so, do they find it easy or hard? If not, have they had any conversations about jobs or work, perhaps with other students or siblings?	5 minutes
2.	Share the prompts below. They are all examples of careers conversations students might have with their parents. <ul style="list-style-type: none">▪ <i>We have all been to university in the family, you should go as well.</i>▪ <i>You should study maths or science instead of arts.</i>▪ <i>You should do an apprenticeship and start earning money now, like your cousin did.</i>▪ <i>I don't have time to talk about careers today, ask your teacher about that.</i>	1 minute
3.	Students take a few minutes individually to brainstorm how they would respond to these prompts. <ul style="list-style-type: none">• In pairs they can then discuss or role play how the conversation might play out• Alternatively they could work in groups and do this as a 'hot seat' activity, where one student picks up a prompt and reads it out loud. The group takes turns to each provide a solution and work together to come up with ideas to address the challenge. Students could also suggest other prompts for pairs or groups to discuss. They could share verbally or through writing down anonymously further examples for the group to consider based on their own experiences, but remind students this relates specifically to careers and be aware that they might share wider concerns about communicating with their family in this activity.	10 minutes
4.	Introduce the Conversation starter online activity and explain they can use it at home to learn more about their parents' experiences. The conversation starters include simple topics such as their strengths and the things they enjoy – as well as more in-depth topics like their aspirations and their knowledge of different careers routes. Encourage students to work in pairs and think about how they would answer some of the questions themselves.	10 minutes
5.	Wrap up by asking if students now feel more confident about having careers conversations and (where applicable) set them a homework task to use the Conversation starter activity at home with their parents.	5 minutes

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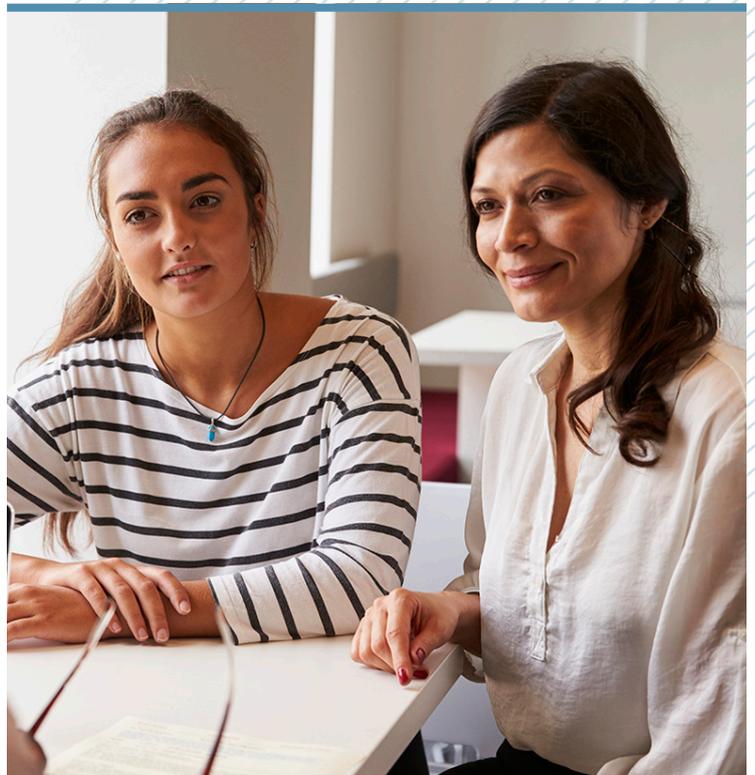
Learning from the event

- To evaluate the impact of this activity, tutors could take 5 minutes at the start of the following session to ask if students had the chance to use the conversation starter activity, and if they had careers conversations with their family at home. Ask them if they identified any problems or blockers that had not been discussed during the previous tutor session and encourage students to brainstorm ideas to respond to these.
- To gain a deeper understanding, evaluate the event within the context of your wider careers provision, both from the perspective of students and parents – guidance on doing this is included [here](#).



Feedback

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