



KEY STAGE 3

SUGGESTED 10 HOUR CAREERS EDUCATION  
PROGRAMME

prospects

Time	Real Game element	Learning Outcomes <b>Students will be able to:</b>	Teaching and Learning Activities	Resources	Differentiation
1 Hour	RG Lesson 1 Introduction and benchmarking	Understand the High Five and see how the principles are realised in their own lives  Demonstrate their knowledge of the world of work  Understand the meanings and differences between the words job, occupation and career	Introduction to programme and team structure  Description of High Five followed by Q & A  Completion of What Do I Know questionnaire  Playing the Definitions game	In class presentation (CD or via internet) of the Interactive High Five  Handout or interactive: My Ideas about Work  In class presentation of the Definitions game	
1 Hour	RG Lesson 2 Spin Game  RG Lesson 3 The Dream	Co-operate to discuss and respond to questions presented in the Spin Game  Identify their ideal accommodation, form of transport and miscellaneous other items as an independent adult worker would need in their life  Examine relationships between education and training, income, leisure time, jobs and occupation	Explanation of rules of Spin Game. Rules of game to be explained by teacher  Making of Dream Cloud	In class presentation of the Spin Game interactive  In class presentation of the Dream Cloud  Handout or interactive: Wish lists	
1 Hour	RG Lesson 4 What's My Line  RG Lesson 5 Who Am I Who Are You?	Identify a variety of jobs and work styles  Completion of top half of activity poster if playing offline	Discussion of job profiles  Completion of A Day in the Life activity  Completion of Who Am I Who Are You activity sheets	In class demonstration of Job profiles Inform students of useful websites  Handout: Who Am I, Who Are You? and Poster - not required online	

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<b>1 Hour</b>	RG Lesson 6 Reality Check	<p>Check on the development of their role and recap on learning covered in session 1</p> <p>Understand the meaning of the word budget</p> <p>Find out if they can afford their dream lifestyles by calculating their accommodation, transport and other items choices and comparing it to their monthly income</p> <p>Experience the impact of unexpected expenses or income through chance cards (optional)</p>	<p>Discussion of key words on monthly budget sheet</p> <p>Completion of monthly expenses sheet</p> <p>Calculation of monthly budget</p> <p>Adjustment of Dream Cloud to balance budget</p> <p>Completion and analysis of final information recorded on poster handout or tab 3 of interactive budget sheet</p>	<p>In class presentation of the student's Dream Clouds</p> <p>Handout or interactive: budget sheet, expenses sheet</p> <p>Chance Cards if required (downloadable)</p>	
<b>1 Hour</b>	RG Lesson 7 After Work	<p>To understand the meaning of life/work balance using their roles and Dream Clouds</p>	<p>Completion and discussion of Where Does All The Time Go In A Week</p> <p>Investigation of amount and use of leisure time</p> <p>Discussion on time for activity. Leisure activities, that cost, are free and are potential sources of income. The importance/ usefulness of voluntary work</p>	<p>In class presentation</p> <p>Handout or interactive: Where Does The Time Go and Time For Me</p>	

<b>1 Hour</b>	RG Lesson 8 Getting Away  RG Lesson 9 Spin Game	Demonstrate through planning a group holiday their teamwork, decision making, budgeting, time management, problem solving and time management skills  Understand the importance of saving for future activities  As Lesson 2	Team working to plan a group holiday  Internet research  Email of an online designed postcard  As Lesson 2	Handouts Holiday ideas Other holiday ideas (optional) Holiday portfolio  Interactive postcard  As Lesson 2	
<b>1 Hour</b>	RG Lesson 10 Fair Play	Identify the changing role of women in the work-place  Identify discrimination in gaining employment in respect of gender, sexual orientation, age, disability and ethnicity	Playing the fair play game to explore;- Stereotyping and the traditional roles of men and women at work and home; equality of opportunity; the meaning of discrimination; and equal pay	In class presentation of the Fair Play game	
<b>1 Hour</b>	RG Lesson 11 Thumbs Up Thumbs Down  RG Lesson 12 Transitions	Explore the relationship between their own personality and satisfaction in a work role  Link job satisfaction and their own interests and aptitudes  Identify a range of employment skills in addition to qualifications  Understand the concept of transferable skills Identify their own transferable skills	Identification through completion of worksheet what they liked/disliked about their job role  Identify own preferences  Playing the Skills Match game to generate discussion about transferable skills, job knowledge, experience and qualifications required by employers  Completion of the Skills Match worksheet to identify their own transferable skills	Handout or interactive: Thumbs Up! Thumbs Down! activity sheet  In class presentation of the Skills Match game  Handout or interactive: Skills Match	

<b>1 Hour</b>	<p>Use a Careers Exploration Tool:</p> <p>Such as Fast Tomato, JED, Careerscape or the National Careers Service website</p>	<p>Produce 20 career suggestions and explore entry routes, qualifications to inform choices</p> <p>Consider KS4 options</p>	<p>Completion of the questionnaires About Me and My Interests</p> <p>Accessing top 20 career suggestions</p> <p>Exploring qualification levels, entry routes</p> <p>Completion of the My Style questionnaire and accessing Year 9 options page</p>	<p>Individual student access to a careers exploration tool</p>	
<b>1 Hour</b>	<p>Careers Exploration Tool</p> <p>RG Lesson 13 Realising your Dream Profile</p> <p>RG Lesson 15 Close and Measurement of Learning</p>	<p>Reflect on the career suggestions and explore others directly</p> <p>Add interesting suggestions to their personal list</p> <p>Develop their own action plan</p> <p>Measure their learning from Lesson 1</p>	<p>Saving ideas to their personal list</p> <p>Using power search to access specific careers</p> <p>Completion of the Realising your Dream Profile</p> <p>Completion of What Do I Know questionnaire</p>	<p>Individual student access to a careers exploration tool</p> <p>Handout or interactive: Realising Your Dream Profile</p> <p>What Do I Know worksheets</p>	