



KEY STAGE 4

SUGGESTED FULL DAY CAREERS EDUCATION
PROGRAMME

prospects

Time	Be Real Game element	Learning Outcomes Students will be able to:	Teaching and Learning Activities	Resources	Differentiation
1 Hour	BR Introduction BR Topic 1 My Role	Consider options for the future Understand concepts related to the world of work Build relationships and work in groups Understand the High Five and see how the principles are realised in their own lives	Completion of My Life/Work questionnaire Introduction to programme and group structure Explanation of character roles Completion of Who are you questionnaire Description of High Five followed by Q & A	My Life/Work survey questionnaire Character roles Who Are You activity sheet. Skills and personal qualities Transparencies High Five poster	
0.5 Hours	BR Topic 2 Preparing for Work BR Topic 3 World at work	Prepare for work Identify qualities, interests and relevance to career building Understand a CV and choose employment to match qualifications Link qualifications and key skills to careers	Discussion of personal skills Completion of information worksheet followed by Q & A Selection and choice of suitable job profile Experiencing an interview for each application Discussion of job roles in the class	Transparencies Job information/ advertisements Job List Job Profiles	

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1 Hour	BR Topic 4 My Lifestyle	Understand the link between lifestyle choices and income Determine what is important to them in lifestyle choices Prioritise values in relation income Apply maths and decision making skills	Completion of monthly budget	Budget sheet and guidelines	
0.5 Hours	BR Topic 5 Out Of The Blue BR Topic 7 Spin Game	Identify a variety of responses to different situation Explore moral dilemmas Apply decision making skills Reviewing terminology of world of work and career building skills Apply team working skills	Review of budget and effects on lifestyle Determination of group answers to situation cards Playing the game	Situation Cards Spin Game transparency Q & A cards	

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1 Hour	BR Topic 9 Change is Constant	<p>Explore ways of social and economic forces impact on the availability and nature of work</p> <p>Understand the impact of supply and demand for workers on lifestyle</p> <p>Identify job change factors e.g. downsizing, restructuring, technological change</p> <p>Produce a change strategy which promotes a positive image</p>	<p>Discussion on the frequency of job changes throughout life</p> <p>Description of change factors</p> <p>Exploration of financial implications of job loss</p> <p>Production of strategies</p>	<p>Job change notices</p> <p>Transparency</p> <p>Transition plan and transition strategy worksheets</p>	
1 Hour	<p>BR Topic 13 The Real Me</p> <p>Career Exploration tool such as Fast Tomato, JED, Careerscape or the National Careers Service website</p>	<p>Identify their personal interests, skills and learning styles</p> <p>Demonstrate understanding of different work styles and, environments</p> <p>Produce 20 career suggestions and explore entry routes, qualifications to inform choices</p>	<p>Completion of a variety of self- evaluation questionnaires</p> <p>Completion of About Me, My Interests online questionnaires</p>	<p>Who Am I? Interests, Key Skills checklist and Learning Styles worksheets</p> <p>Individual student access to a careers exploration tool</p>	

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1 Hour	<p>Career Exploration tool such as Fast Tomato, JED, Careerscape or the National Careers Service website</p> <p>BR Topic 15 Spin Game (if time)</p> <p>BR Topic 16 A New Beginning</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>As Topic 2</p> <p>Measure their learning</p> <p>Add to their learning portfolios</p>	<p>Saving ideas to their personal list</p> <p>Completion of My Plans and Targets</p> <p>Using power search to access specific careers</p> <p>Completion of the My Style, My Situation, My Priorities to refine careers suggestions</p> <p>Access course suggestions</p> <p>Using Summary report to inform discussion with Connexions Personal Adviser, Form Tutor, Careers Teacher and Parents/Carers</p> <p>As Topic 2</p> <p>Completion of My Life/Work survey questionnaire</p>	<p>Individual student access to a careers exploration tool</p> <p>Handout or interactive: Realising Your Dream Profile What Do I Know worksheets</p> <p>Transparency and Q & A</p> <p>My Life/Work questionnaire</p> <p>Access to their learning portfolios</p>	