**Please note these lesson ideas can be adapted and changed according to your context and the time available for delivery.**

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| **Yorkshire Dales National Park – Pupil Careers Investigation** |
| **Overview**The scheme of work has been developed mindful of the PSHE KS3 and KS4 core theme 3 and Gatsby Benchmarks– these have been used to inform the learning outcomes and the resources available outlined in the scheme of work. It is envisaged the pupil investigation will last ½ a term (6-7 weeks) and can be delivered ideally during PSHE lessons. Alternatively the resources can be used as part of a drop-down day. They should be adapted according to the desired outcomes for students and the school. During the project students will have the opportunity to investigate the Yorkshire Dales National Park Authority (YDNPA) and Yorkshire Dales National Park (YDNP). The YDNP provides the context for the lessons and activities suggested in the scheme of work. The themes and investigation covered directly link with PSHE Core theme 3: Living in the wider world.**PSHE core theme 3: Living in the wider world (economic wellbeing, careers and the world of work) *This core theme focuses on:***1. how to make informed choices and be enterprising and ambitious
2. how to develop employability, team working and leadership skills and develop flexibility and resilience
3. the economic and business environment

**Key Stage 3** **Students should have the opportunity to learn:** L1.  to recognise, clarify and if necessary challenge their own core values and how their values influence their choices L2.  the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3) L7.  to recognise that they have the same rights to opportunities in learning and work as all other people; to recognise and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations L8.  about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills L9.  to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them L10.  different types of work, including employment, self-employment and voluntary work; that everyone has a ‘career’ which is their pathway through life, education and work L12.  about different work roles and career pathways, including clarifying their own early aspirations L13.  about the labour market (including the diversity of local and national employment opportunities and about self-employment); about learning options, skills, occupations and progression routes L14.  about the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process L15.  the benefits of being ambitious and enterprising in all aspects of life **Key Stage 4** **Students should have the opportunity to learn:** **L1.**to evaluate their own personal strengths and areas for development and to use this to inform goal setting **L10.**how their strengths, interests, skills and qualities are changing and how these relate to future employability **L11.**about the information, advice and guidance available to them and how to access the most appropriate support **L12.**to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence) **L13.**about the range of opportunities available to them for career progression, including in education, training and employment **L14.**about changing patterns of employment (local, national, European and global); about different types of business, how they are organised and financed **L19.**to develop their career identity, including how to maximise their chances when applying for education or employment opportunities  |
| **Gatsby Benchmarks** |
| Schools are also required to meet the Gatsby Benchmarks. Those which are directly relevant to the pupils investigation include:**1 – A stable careers programme** key measures for success relevant to the project:All elements of the school community should have a grasp of and understanding of the school’s career programme, governors, teachers, students, wider school community.**4 – Linking curriculum learning to careers**This was specifically written with STEM subjects in mind – in response to the Gatsby Foundations own emphasis on STEM priorities. However the report in its guidance also states that the principle is relevant and applicable across all subjects. Key question for teachers is: What are the career opportunities arising from your subject?**5 – Encounters with employers and employees**This benchmark as the others do, also contributes to benchmark 1. All pupils from the age of 11 should have at least 1 ‘meaningful’ encounter with employers each year. |
| **Background and context for the scheme of work and pupil investigation** |
| Teachers are the most approached people when 11-19 year olds are looking for careers information. Many teachers traditionally may have a conversation based around their own experience or advise the pupils to speak to another adult whether it be a career adviser or another person. Careers advice is not just about an isolated conversation it is important that pupils get a wider experience of the world of work. Alongside this PSHE scheme of work think about your own department and curriculum area, and how you can incorporate work-based examples or activities to use in your teaching.  |
| **Indicative scheme of work – YDNPA investigation of careers** |
| **Lesson Number** | **Learning outcome/s** | **Content summary and resources available to support learning** |
| **1** | Students will develop their understanding of the local and national economy and their position within it, they will be able to:* Consider how the world of work is changing from a global and national perspective.
* Start to explore different work roles and career pathways, including clarifying their own early aspirations.
* Identify their own strengths, interests and qualities, including their value to future employability.
* To understand the changing world of work and consider jobs and career paths of the future.
 | **Starter activity**Links to online resources which may be used to help students understand how the world of work is changingFuture of work <https://www.youtube.com/watch?v=5JNzAmWG2Fs> **Resource sheet 1 – What is my starting point?**Students consider their starting point and explore possible career choices and aspirations. Students are also encouraged to explore possible career choices and consider the actions they need to take to find out more using the internet. If they are unsure of their career choices they could start off by doing the Pearson quiz: <https://www.pearson.com/uk/learners/secondary-students-and-parents/career-choices.html> |
| **2** | * Students carry out a SWOT analysis to identify their strengths, weaknesses, opportunities and threats
* From the SWOT analysis students reflect on their findings and any impact it might have on their career choices and goals.
 | **Resource sheet 2 – Students use a business technique SWOT analysis** to consider what their skills, opportunities and threats (challenges) are in relation to themselves. Students reflect on their skills, attributes and qualifications as a starting point for their anticipated future career path. Students can discuss their findings in a small group or pairs to help them think about how they need to develop following analysis of their SWOT, and complete an action plan to find out more about their chosen career path should they need to do so. |
|  **3** | An investigation into YDNPA and YDNP.Students will learn:* About different types of work and ‘hidden’ jobs; that everyone has a ‘career’; their pathway through education and work.
* To understand what the YDNP is and the YDNPA.
* To understand the types of different jobs which are available both obvious and hidden in the YDNPA.
 | **Starter activity** students are shown a couple of pictures from the YDNP and they are asked to comment on them from this they are asked the following key questions:- What is a national park?- Why do you think they were set up? By whom?- Do you know how many there are in the UK?- Can you name any?- Have you ever visited any? If so which? What did you do there?* What sorts of careers might there be in a national park? List them.

This Microsoft clip demonstrates what hidden jobs are. To find out more about what ‘hidden’ jobs are click on the link below and watch the video. Students can be asked to list all the jobs and then compare their list with a partner.<https://www.youtube.com/watch?v=pqjJz_BjC3A&t=4s>Students are introduced to the idea that they are going to undertake an investigation into the YDNPA and YDNP. The YDNPA has 3 directorates and students could be grouped according to their future career interests as highlighted in lessons 1-2. Students can be grouped according to the directorate they would like to investigate based on their future career aspirations i.e. * Conservation and Community directorate
* Corporate Services directorate
* Park Services directorate

Students should then think about how they are going to organise themselves and who will do what in their group based on their skills and attributes. They should also consider:* What do they need to find out? Where will they find this information?
* What are the tasks that need to be completed? When? Who will be responsible?
* Be mindful of what medium they think they might use for their presentation

**Resource sheet 3a – Key words and themes at the YDNP Sort Exercise**Once the students have been grouped they undertake a sort exercise matching the key words and keythemes about the YDNP – they may need to use the internet to support this and the Yorkshire Dales National Park Authority website.They also list in a group all the careers both obvious and hidden that they can think of that might exist at the YDNPA. **Resource sheet 3b – Planning the YDNPA investigation**Students are given a further overview of the investigation remit as outlined below:**The investigation remit**You are going to undertake an investigation in to the Yorkshire Dales National Park (YDNP) and the Yorkshire Dales National Park Authority (YDNPA) and you will investigate in detail one of the YDNPA’s three directorates. * **Conservation and Community directorate**
* **Corporate Services directorate**
* **Park Services directorate**

**You will create a \*presentation from your investigation and findings which you will present to your peers.**You need to answer the following key questions through your investigation and cover them in your presentation* Where are the Yorkshire Dales National Park and YDNPA located?
* What does the YDNPA do? What is their purpose?
* Outline the careers available at the YDNPA - the ‘hidden’ and obvious jobs. Give a detailed overview

Of the careers and job roles in the directorate you are investigating.* Give a detailed example of at least one job role in the directorate you have been given to investigate.

What skills and attributes do you need to be successful in the job role?* Present your groups top 5 interesting facts you have found out about the YDNPA and the directorate

 you are investigating and the job roles available. Students need to understand what they are being asked to do, timescales and also the outcome of the investigation which is a final presentation they will give with their group to their peers or wider audienceOnce allocated students need to think about and establish * What they already know about the YDNPA and national park as a starting point.
* Who is going to do what within the group based on strengths and skills in the group?
* Students complete an action plan to help them organise and focus on who will do what. When?
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| 4 | Students will develop their understanding of the YDNPA and the directorate they are investigating and the career paths available and increase their understanding of the world of work* To revisit the investigation remit
* To use the template as a starting point to investigate the YDNPA
 | **Resource sheet 4 – Key facts about the YDNPA**Covers a resource sheet and key questions to help inform students thinking. This is designed as a support document to help students conduct their project investigation by giving some key questions which could be used to inform students investigation and also help them decide who will do what in their group.Key element is to ensure students use accurate facts and figures about the YDNP and YDNPA. Also students need to make sure they use up to date logos and branding. |
| 5 | Students will develop their understanding on what business aims and culture are and how these directly relate to the YDNPA* To understand what business objectives and culture are
* To explore some examples of business mission statements and culture
* To investigate the business/ employer purpose, objectives and culture
 | **Students have a number of resource sheets available to them to help inform their directorate investigation. These can be done as class activities or students can lead their own learning depending on their level of independence and motivation.****There is also available a number of ‘talking heads’ video snippets and a bank of job descriptions and career pathways descriptions for students to use as a resource bank and help inform their investigation into their directorate.****Resource sheet 5a – Business aims, objectives and culture** This resource sheet can be used explore business objectives and culture further. Students are given the opportunity to find out the mission statement for brands Ben and Jerry’s ice cream, Virgin Atlantic and the YDNP. From this they can explore the YDNP further.Supporting on-line resources are available here - What do we mean by culture? - Culture at Capital One<https://www.youtube.com/watch?v=yJ3PIN5wox4>Culture at INTU<https://www.intugroup.co.uk/en/about-us/at-a-glance/our-culture/>The other thing to consider at this point is if there are there any gaps in students’ knowledge? Understanding? How can they find out this additional information? (You may have the opportunity to link with the YDNPA further) |
| 6 | Students will develop their understanding and knowledge of * the different functions within a business or organisation
* To explore how the Yorkshire Dales National Park is organised
 | **Resource sheet 5b – Funding, functional areas and organisation charts**Students can use the resource sheet and information on the YDNPA website to find out and discover how the YDNPA is funded. They also explore what functional areas are in the YDNPA and also the role of managers. This is linked directly to their understanding of the school as an organisation to build up their understanding of the different elements. They are then asked to relate this directly to the YDNPA and answer the following:1. How is the YDNPA funded?
2. The YDNPA could be described as a quango – find out what a quango is.
3. Look at the organisation diagram of the directorate you have been allocated and also the website <http://www.yorkshiredales.org.uk/ydnpa/our-people/staff> discuss the following with a partner and make notes which you will able to use in your investigation into the directorate.
* What is the directorate you are investigating responsible for?
* List the functional areas of the directorate you are investigating?
* Who is in charge of the directorate?
* How many employees are in the directorate? (look at the organisation chart)
* Which directorates do you think they will need to work closely with? Why? What could happen if communication is not good?
* Who is the Chief Executive of the YDNPA – what are they responsible for?
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| 7 | Students further investigate:* To understand what different career paths and job roles are at the YDNPA
* To understand what a job description is and how it help informs an employees work
* To understand what a person specification is
 | **Resource sheet 5c – Career roles, job descriptions and person specifications at the YDNPA**Students use the example of an Access Ranger job description and person specification to understand what a job description is. Students are given the opportunity to design a job advert and then imagine they are on the selection panel and list the top 5 attributes they think the best applicant would need in order to secure the job.From this students can then use the additional resources available for their directorate investigation. Resources available include:* Talking heads videos
* Career pathways
* Job descriptions
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| **8** | Students will be given the opportunity to develop their enterprise and soft skills and use them to develop their presentation including for example:* teamwork
* problem solving
* creativity
* communication
* innovation
* presentation

They will also demonstrate their understanding and knowledge of* different career paths within the YDNPA
* that different roles require different skills and capabilities
* what makes a good and bad presentation
 | Recap what the students are being asked to do through their investigation**The investigation remit**You are going to undertake an investigation in to the Yorkshire Dales National Park (YDNP) and the Yorkshire Dales National Park Authority (YDNPA) and you will investigate in detail one of the YDNPA’s three directorates. * **Conservation and Community directorate**
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of the careers and job roles in the directorate you are investigating.* Give a detailed example of at least one job role in the directorate you have been given to investigate.

What skills and attributes do you need to be successful in the job role?* Present your groups top 5 interesting facts you have found out about the YDNPA and the directorate

 you are investigating and the job roles available.**Resource sheet 6** - What are the key messages students wish to get across? What are the five top things they wish to get across?This resource sheet can be used to help students practice and focus them on their presentation.Students should also consider how they wish to present the information they have discovered. What will be the best medium for the presentation? Why?What are the key messages they wish to get across? Does this influence their choice of presentation? If they are working in a group who will be responsible for what?Students should be encouraged to be as creative and as innovative as possible and start to get them to think about what makes a good presentation, and how best to present their findings. Some clips to support this which might be useful:Delivering a presentation<http://www.bbc.co.uk/education/clips/zccy34j>Good presentations<https://www.youtube.com/watch?v=i68a6M5FFBc>Good vs bad presentations<https://www.youtube.com/watch?v=S5c1susCPAE>Examples of recruitment videos or working at some organisationsCapital One <https://www.youtube.com/watch?v=hGIv3o6030k>Twitter <https://www.youtube.com/watch?v=vccZkELgEsU>Working at Dropbox <https://www.youtube.com/watch?v=-ZuxQcp84o0>Apple <https://www.youtube.com/watch?v=X9SK052cF3c> |
| **9** | Students will be given the opportunity to develop their enterprise and soft skills and use them for example:* teamwork
* problem solving
* creativity
* communication
* innovation
* presentation
 | Students need to finalise what their presentation will be. By the end of this session they need to firm up the medium they will use and highlight the key messages they would like to get across.What will be the most effective medium to get their message across? Make them aware that if they get through to the final they will be asked to present to an invited group of employers who hosted the teacher externship days. Key things to consider are:What medium will they use? Poster? Outline Social Media Campaign? Report? PowerPoint? Prezi? VideoScribe?Role-play? How can they use music and images to get their key messages across and keep their audiences attention?Students finalise and practice their presentations, and are given time to complete their presentation and rehearse. Students peer assess each presentation and give feedback. |
| **10** | Students will be given the opportunity to reflect on the investigation and their involvement in it, and what they have learnt from it.* To reflect on the project and revisit SWOT analysis
* To consider if the project has any impact on the student and their learning, and to reflect on the project and if outcomes have been achieved.
 | **Resource sheet 7 – Student undertakes a SWOT analysis of themselves.** Student reflects on the investigation the skills, and attributes they have used. What they found challenging and what they found easy. Has it informed their thinking re future career paths? Next steps and timescales one thing they will do because of the project and give them an action to take forward. |