

create *Your* future

Careers with Yorkshire Dales
National Park Authority
Teachers' notes, schemes of work



Edge Future
Learning



Overview and context for the scheme of work and project

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 pupil 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.

Yorkshire Dales National Park Authority – Pupil Careers Investigation

It is envisaged the pupil investigation could last ½ a term (6–7 weeks) and would be delivered ideally during PSHE lessons. Alternatively the resources can be used as part of a drop-down day and can be adapted according to the desired outcomes for pupils and the school. The scheme of work has been developed with both the PSHE KS3 and KS4 core themes 3 and the Gatsby Benchmarks in mind – these have been used to inform the learning outcomes and the resources outlined in the scheme of work.

During the project pupils will have the opportunity to investigate the Yorkshire Dales National Park Authority (YDNPA). The YDNPA provides the context for the lessons and activities suggested in the scheme of work.

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. **about the economic and business environment**

Key Stage 3

Pupils 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

Pupils 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 this project 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 career programme, governors, teachers, pupils, 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.

Indicative scheme of work – YDNPA investigation of careers

Lesson number	Learning outcome/s	Content summary and resources available to support learning
01	<p>Pupils will develop their understanding of the local and national economy and their position within it, they will be able to:</p> <ul style="list-style-type: none"> 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. 	<p>Starter activity Links to online resources which may be used to help pupils understand how the world of work is changing</p> <p>Future of work https://www.youtube.com/watch?v=5JNzAmWG2Fs</p> <p>Resource sheet 1 – What is my starting point? Pupils consider their starting point and explore possible career choices and aspirations. Pupils are also encouraged to use the internet to identify and consider the actions they need to take to achieve the careers they are interested in.</p> <p>If they are unsure of their career choices they could start off by doing the Pearson quiz https://www.pearson.com/uk/learners/secondary-pupils-and-parents/career-choices.html</p> <p>Resource sheet 2 – Pupil uses a commonly used business technique and undertakes a SWOT analysis to start to understand their strengths and weaknesses, and the opportunities and threats they face in relation to the career they are interested in. Pupils 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.</p>

02	<p>An investigation into YDNPA and the local labour market.</p> <p>Pupils will consider:</p> <ul style="list-style-type: none"> • Different types of work; that everyone has a 'career'; their pathway through education and work. • Different work roles and career pathways, including clarifying their own early aspirations. • The labour market (including the diversity of local and national employment opportunities) skills, occupations and progression routes. • What the YDNPA as a medium sized employer/ business does. • The range of roles in the organisation, some of which may not be obvious. 	<p>To find out what 'hidden' jobs are click on the link below and watch the video. List all the jobs and then compare your list with a partner.</p> <p>https://www.youtube.com/watch?v=pqijlz_BjC3A&t=4s</p> <p>Review the task with the pupils, include discussion about the timescale for the project Pupils should plan how to organise themselves and the roles they will take on. Are these roles based on their current skills and attributes? They should also consider:</p> <ul style="list-style-type: none"> • 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 might use for their presentation <p>Resource sheet 3 – Planning the YDNPA investigation</p> <p>Pupils are given a further overview of the project remit – the task, timescales and the final outcome.</p> <p>Pupils need to establish:</p> <ul style="list-style-type: none"> • What they already know about the YDNPA and national parks • What is needed to get the project completed and who will take on each element of the task? <p>Pupils complete an action plan to help them organise their work.</p>
03	<p>Pupils will develop their understanding of the employer they are investigating and their understanding of the world of work.</p> <p>To understand what YDNPA as medium sized employer does.</p>	<p>Pupils consider the key facts they have found out about the YDNPA and the directorate they are investigating:</p> <ul style="list-style-type: none"> • Where are the Yorkshire Dales National Park and YDNPA located? • What does the YDNPA do? What is their purpose? • Outline the careers available in the YDNPA – 'hidden' and obvious jobs. • Give a detailed overview of the careers and job roles in the directorate they are investigating. • Give a detailed example of at least one job role in the directorate they have been given to investigate. <p>What skills and attributes are needed to be successful in the job role?</p> <p>Present the groups top 5 facts learnt about the YDNPA and the job roles available.</p> <p>There are additional videos & stories for each video to support pupils' investigation of the directorate they are exploring.</p>

- To revisit the project remit
- To use the template as a starting point to investigate the employer / business
- To understand business objectives and culture
- To explore some examples of business mission statements and culture
- To investigate the business/ employer purpose, objectives and culture

Resource sheet 4 – Key facts about the YDNPA

Covers a resource sheet and key questions to help inform pupils thinking. This is designed as a support document to help pupils conduct their project investigation by giving some key questions which could be used to inform the pupil's project.

Key element is to ensure pupils use accurate facts and figures about the YDNP and YDNPA. Also pupils need to make sure they use up to date logos and branding.

Resource sheet 5 – Business aims and culture

This resource sheet can be used to explore business objectives and culture further. Pupils are given the opportunity to read the mission statements for global brands including Nike, Ben and Jerry's ice cream and Virgin Atlantic. They can then explore the YDNPA and decide whether the business is a good place to work and why?

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/>

Consider at this point if there are there any gaps in pupils' knowledge or understanding?
How can they find out this additional information?

Pupils should consider how they wish to present what they have learnt:

What will be the best medium for the presentation? Why?

Who is the audience for their presentation? Why does this matter?

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?

Pupils should be encouraged to be as creative and as innovative as possible.

05	<p>Pupils will be given the opportunity to develop their soft skills and use them to develop their presentation including for example:</p> <ul style="list-style-type: none"> • teamwork • problem solving • creativity • communication • innovation • presentation • to understand the range of career paths within the business • to understand that different roles require different skills and capabilities • to understand what makes a good and bad presentation. 	<p>Recap what the pupils are being asked to do, and 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:</p> <p>Delivering a presentation http://www.bbc.co.uk/education/clips/zccy34j</p> <p>Good presentations https://www.youtube.com/watch?v=i68a6M5FFBc</p> <p>Good vs bad presentations https://www.youtube.com/watch?v=S5c1susCPAE</p> <p>Examples of recruitment videos or working at some organisations</p> <p>Capital One https://www.youtube.com/watch?v=hGlv3o6030k</p> <p>Twitter https://www.youtube.com/watch?v=vccZkELgEsU</p> <p>Working at Dropbox https://www.youtube.com/watch?v=-ZuxQcp84o0</p> <p>Apple https://www.youtube.com/watch?v=X9SK052cF3c</p> <p>Resource sheet 6 - What are the key messages pupils want to get across? What are the five most important things they want to get across in their presentation? This resource sheet can be used to help pupils practice and to help them to focus on their presentation.</p>
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06	<p>Pupils will be given the opportunity to develop their enterprise and soft skills and use them for example:</p> <ul style="list-style-type: none"> • teamwork • problem solving • creativity • communication • innovation • presentation • to understand different career paths within the business • to understand that different roles require different skills and capabilities • to understand features of a good and bad presentation • to develop the presentation <p>Pupils to have finalised their ideas for their presentation by the end of the session.</p>	<p>Pupils need to finalise what their presentation will be. By the end of this session they need to have chosen the medium they will use and agree the key messages they would like to get across.</p> <p>Key things to consider are: What medium will they use? Poster? An outline Social Media Campaign? Written Report? PowerPoint? Prezi? VideoScribe? Role-play? Can they use music and images to get their key messages across and keep their audiences attention?</p> <p>Pupils finalise and practice their presentations, and are given time to complete their presentation and rehearse. Pupils peer assess each presentation and give feedback.</p>
07	<p>Pupils will be given the opportunity to reflect on the project, their own involvement and what they have learnt.</p> <ul style="list-style-type: none"> • To reflect on the project and revisit SWOT analysis • To consider the impact of the project on the pupil and their learning, to reflect on the project and if outcomes have been achieved. 	<p>Resource sheet 7 – Pupil undertakes a SWOT analysis of themselves. Pupil reflects on 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? Identify one thing they will do because of the project and give them an action to take forward.</p>