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

|  |  |  |
| --- | --- | --- |
| **National Theatre – Pupil Careers Investigation** | | |
| It is envisaged that the PowerPoint will be used as a follow up to your day at the National Theatre. The pupil investigation can be delivered ideally during PSHE, core curriculum or tutor time. 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 National Theatre, the careers and job roles available there.  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:**  **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:**  **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 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 schools 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 - **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. | | |
| **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 student 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 students 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 – National Theatre** | | |
| **Lesson Number** | **Learning outcome/s** | **Content summary and resources available to support learning** |
| **1** | An investigation into the National Theatre  Pupils will consider:   * Different types of work; that everyone has a ‘career’; their pathway through education and work. * The labour market (including the diversity of local and national employment opportunities) skills, occupations and progression routes. * What the National Theatre as an organisation does. * The range of roles in the organisation, some of which may not be obvious. | Watch the YouTube video ‘Welcome to the National Theatre’ <https://youtu.be/z06k9xgogEY>    **Activity**  As you watch the video:   * List all of the different job roles you view * Compare your list with a partner * How many have you come up with in total? * What have you found out about the National Theatre from watching the video that you did not know before? |
| 2 | Students will develop their understanding of the National Theatre and the world of work. | **Activity**  **You will undertake an investigation into the job roles and careers at the National Theatre. You will create a max. 5 minute presentation based on your investigation.**  Your presentation needs to cover:   1. What does the National Theatre do? 2. Outline some of the careers and job roles employees have at the National Theatre – cover both the ‘hidden’ and obvious jobs. 3. Give a detailed overview of the careers and job roles in at **least one area** of the theatre you are particularly interested in. Choose from: wardrobe, wigs, hair and make-up, marketing, press, publishing, digital, NT Live, stage management, lighting, sound & video, touring productions, new work, development, designers, directors and actors. 4. Describe the skills and attributes you need to be successful in the job roles and careers you have identified. 5. Give a detailed summary of **at least one** of the 21 job roles at the National Theatre listed on their YouTube channel <https://www.youtube.com/playlist?list=PLJgBmjHpqgs5SvR8xSnvuHcFTbDl_hta6> 6. Include in your presentation the **5 most interesting** things you have found out about the National Theatre. |
|  |  | You are going to investigate both the obvious and the ’hidden’ jobs at the National Theatre.  To find out more about what ‘hidden’ jobs are click on the link below and watch the video.  **Activity**  With a partner list all the jobs in the video.  Compare your list with a partner and split the jobs listed into 2 columns ‘obvious’ and ‘hidden  https://youtube/pqjJz\_BjC3A |
|  |  | **Sources of Information**  **Key facts and figures**  [**https://www.nationaltheatre.org.uk/about-the-national-theatre/key-facts-and-figures**](https://www.nationaltheatre.org.uk/about-the-national-theatre/key-facts-and-figures)  **Careers at the National Theatre**  <https://www.nationaltheatre.org.uk/about-the-national-theatre/careers>  There are **21 talking heads videos** on the National Theatre YouTube channel:  <https://www.youtube.com/playlist?list=PLJgBmjHpqgs5SvR8xSnvuHcFTbDl_hta6> |
|  |  | **Behind the scenes – managing the scenes and changes**  Have you ever wondered how a production is managed behind the scenes during a performance? The video features interviews with designer Bunny Christie and members of the crew, it looks at the incredible work that goes on behind the scenes of the cinematic production Red Barn.  **Activity**   * As you watch the video think about how the scene changes need to be managed * What skills do people need to be able to use? Think about and give some examples of   + Teamwork   + Communication   + What other skills and attributes can you identify?   + What do you think the challenges might be during a performance?   <https://www.youtube.com/watch?v=tFj4sOHAfVU> |
|  |  | **Behind the scenes music production**  How do you tell an epic story with just three actors and a piano?  Composer Nick Powell and Music Director/Pianist Candida Caldicot discuss the music behind The Lehman Trilogy, directed by Sam Mendes  **Activity**  As you watch the video think about:   * How does music add to the production? * How does the music make you feel? * List the job roles and careers which might be available at the National Theatre in relation to music.   <https://www.youtube.com/watch?v=vV8UkAmeO18> |
|  |  | **Behind the scenes – costume making and hire**  Explore the National Theatre Costume and Props Hire department, which houses between 80,000 - 85,000 costumes worn on the National Theatre stage.  **Activity**  As you watch the video write down   * A list of all the skills and attributes you need to work in this area * How do the National Theatre keep track of all of their costumes and props? * What problems or challenges can you identify could arise working in this area?   <https://www.youtube.com/watch?v=pcm-BGmCWV4> |
|  |  | **Behind the scenes – aerial direction and puppetry**  Aerial Director Gwen Hales and Puppetry Director Finn Caldwell discuss their approach to flying actors and puppeteers in Angels in America, and we follow the human counterweights on the production.  Activity  As you watch the video think about:   * How does the National Theatre ensure safety is maintained? * What skills and attributes do the actors and production team need to have to make sure it is a seamless production * What are the challenges before and during the performance?   <https://www.youtube.com/watch?v=loa2bOq9_so> |
|  |  | **Top tips for presentation**   * Stick to the time limit you are given * Get your ideas across clearly and concisely. Speak clearly and don’t rush * Be creative, what will make you stand out, is your presentation interesting? Would using technology improve your presentation? Is your presentation slick? * If you use notes, try not to read from a page, use them as prompts to help you. Try and remember what you want to say * Practice and plan what, and who is going to say what and when * Put yourself in the position of an employer watching your presentation. Have you done your research? Is what you are presenting accurate and true? |
|  | Students will be given the opportunity to develop their soft skills and use them to develop their presentation including for example:   * 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 | Recap what the students 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:  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 organisations  Capital 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> |
|  | 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 * 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   Students to have finalised their ideas for their presentation by the end of the session. | Students 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.  Key things to consider are:  Students finalise and practice their presentations, and are given time to complete their presentation and rehearse. Students peer assess each presentation and give feedback. |
|  | Students will be given the opportunity to reflect on the project, their own involvement and what they have learnt.   * To reflect on the project * To consider the impact of the project on the student and their learning, to reflect on the project and if outcomes have been achieved. | **Pupil investigation evaluation and reflection**   * What you have learnt from taking part in the investigation? * Has it made you think about: your future career, future choices?   + Yes / No   + Why? * What did you like about the project? * Is there anything you didn’t like about the project? * How could the project be improved for next time? * Please note any further comments you would like to make. |