

## Aims

- Be aware of different jobs and careers
- Understand the skills developed through school subjects and extra-curricular activities.
- Be able to identify skills and how these relate to future career pathways
- Understand the place of school in planning one's career pathway.

## Learning intention

- I will be able to identify the different skills I develop through different school subjects and activities I take part in and how these relate to my career pathway.
- I understand the role of school in my learner journey.

## Success criteria

- I can identify the different skills I develop through school and the activities that I am involved in.
- I can identify the skills that I possess and how these can help me in my learner journey.

## Before you start

- Go to [myworldofwork.co.uk](https://myworldofwork.co.uk) and register as a teacher
- Make sure your class is registered on [myworldofwork.co.uk](https://myworldofwork.co.uk)

## Resources

- ICT facilities
- PowerPoint presentation
- Session handout
- Teaching notes

## Duration

These are suggested timescales only and will vary dependent on your group and how you choose to facilitate this activity: 60-75 minutes

## Suitable for

This lesson is suitable for BGE S2/S3.

## Suggested activities

- Load up the PowerPoint and make sure that all pupils have a copy of the handout. Introduce the session and tell the pupils that today we will be looking at identifying skills and thinking about their learner journey. Introduce the icebreaker activity. This is meant to be a light-hearted activity which encourages pupils to think about the different functions that something may serve when thought of in a different context. Once completed ask the pupils to go onto the mindmap activity and think about the skills they develop through their favourite subject and the jobs in which these skills may be useful. This can be a quick activity completed on the handout or completed as a poster which can then be displayed.
- Move onto the case study activity. This can be done individually or in groups with each group being assigned one case study to complete. Go over the activity. Highlight to the pupils that they can repeat this process with themselves. Go over the answers using the PowerPoint, highlighting that these are just suggestions and not an exclusive list.
- The next activity is a matching activity where pupils need to match the required subjects to each profession. The main learning objective from this activity is for the pupils to realise that for some career pathways there are required subjects which the pupils will have to have done at school. If suitable pupils can complete this activity by researching the jobs on My World of Work.
- The final slides of the PowerPoint emphasise that everyone's learner journey is unique. Pupils should finish the session by planning out their learner journey from where they are right now to them having the job that they want.

## Next steps and related activities

- Follow up with Skills profile on My World of Work.

## Curriculum links

This activity is designed to support:

### Career Management Skills

Career Management Skills	Self	<ul style="list-style-type: none"> <li>I make positive career decisions. <ul style="list-style-type: none"> <li>Understanding how choices are made.</li> <li>I make positive career decisions.</li> <li>Understanding how choices are made.</li> <li>Understanding how my personal beliefs and attitudes affect my decisions.</li> <li>Applying problem-solving strategies to career-related issues.</li> </ul> </li> <li>I develop and maintain a positive self-image. <ul style="list-style-type: none"> <li>Knowing who I am (in terms of my strengths, skills, experiences etc.).</li> </ul> </li> </ul>
	Strengths	<ul style="list-style-type: none"> <li>I am aware of my skills, strengths and achievements <ul style="list-style-type: none"> <li>Reflecting on my skills, strengths and experiences, and considering how they interact.</li> </ul> </li> <li>I draw on my experiences and on formal and informal learning opportunities to inform and support my career choices. <ul style="list-style-type: none"> <li>Knowing about study options and the implications of my choices.</li> <li>Knowing about the various routes through learning and how they differ.</li> <li>Understanding how skills can be transferable.</li> <li>Understanding the relationship between educational levels and the learning or work options that are open to me.</li> <li>Understanding how to use my strengths, skills and knowledge.</li> </ul> </li> </ul>
	Horizons	<ul style="list-style-type: none"> <li>I understand that there is a wide variety of learning and work opportunities that I can explore and are open to me. <ul style="list-style-type: none"> <li>Understanding that my career path reflects a series of choices.</li> <li>Being able to develop a range of creative scenarios for my preferred future.</li> </ul> </li> </ul>
	Networks	<ul style="list-style-type: none"> <li>I use information and relationships to secure, create and maintain work. <ul style="list-style-type: none"> <li>Communicating my skills to others.</li> <li>Understanding that skills and experiences are transferable to various work settings.</li> </ul> </li> </ul>

## Experience and outcomes

Health and wellbeing across learning	<p>Planning for choices and changes</p> <p><b>HWB 3-20a</b></p> <p>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.</p>
Literacy across learning	<p>Listening and talking</p> <p><b>LIT 3-09a</b></p> <p>When listening and talking with others for different purposes, I can: communicate information, ideas or opinions; explain processes, concepts or ideas; identify issues raised, summarise findings or draw conclusions.</p> <p><b>LIT 3-06a</b></p> <p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience</p>

## Career Education Standard 'I can' statements

Third level	<ul style="list-style-type: none"><li>• I can access advice and support to help me make informed choices about further learning and opportunities.</li><li>• I can demonstrate diverse thinking when exploring learning opportunities and pathways.</li><li>• I can choose a blend of subjects, courses and experiences to enable my career pathways</li></ul>
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