

Aims

- Understand the impact of subject choices on future career pathways.
- Have an awareness of required subjects.
- Understand how to make informed subject choices which correspond to my aspirations.

Learning intention

- I will be aware of the impact of subject choices and how to make informed subject choices in line with my aspirations.

Success criteria

- I know how to make informed subject choices that correspond to my aspirations.

Before you start

- Go to myworldofwork.co.uk and register as a teacher
- Make sure your class is registered on 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

- Introduce the session by relating it to the option choice process which the pupils will shortly be undergoing. The handout for the session is their map for navigating through this process. Pupils will be introduced to a 3-step process to ensure that they can make the right option choice for them. Step 1 focuses on what pupils want to do in the future. The first activity is a mind map based on the job that the pupil may want to do when they leave school. The PowerPoint has an example of what a mind map for someone who wants to pursue a career as an accountant would like, as well as providing prompting questions. The mind map should encourage the pupils to think about the school options that will allow them to develop the skills they will need in their future career.
- Step 2 looks at the options that pupils will have to take by focusing on the concept of required options. This is done by asking pupils to put their options into a 'Option Category' grid. This section of the PowerPoint can be adapted to reflect the options available at the school. The PowerPoint takes the pupils through the significance of this grid by relating it to entry requirements for different post-school destinations.
- Step 3 looks at the options that pupils enjoy. Ask the pupils to circle their three favourite options in the grid. If all their favourite options are in the same column that can suggest that this is a field that the pupil might be interested in. If their favourite options cross several categories that might suggest that their interests are more multifaceted.
- The last part of the session focuses on working through several case studies which aim to give pupils the opportunity to practice making option choices and reflect on what they have learnt in the session. This section of the PowerPoint should be adapted to reflect the school's option choice grid.
- The final activity is a poster activity where pupils are asked to design a Top Tips poster for making option choices

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"> I make positive career decisions. <ul style="list-style-type: none"> Understanding how choices are made. Being aware of what might interfere with attaining my goals, and developing strategies to overcome these barriers. Applying problem-solving strategies to career-related issues.
	Strengths	<ul style="list-style-type: none"> I am aware of my skills, strengths and achievements <ul style="list-style-type: none"> Reflecting on my skills, strengths and experiences, and considering how they interact. I build on my strengths and achievements. <ul style="list-style-type: none"> Knowing how to use and increase my strengths and achievements. Being able to prioritise and make decisions about where to focus my learning, activities and personal development. Being able to consider if a learning environment is right for me. 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"> Knowing about study options and the implications of my choices Knowing about the various routes through learning and how they differ. Understanding the relationship between educational levels and the learning or work options that are open to me.
	Horizons	<ul style="list-style-type: none"> 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"> Understanding that my career path reflects a series of choices. Being able to use technology to support career exploration. Being able to explore alternatives in decision-making situations. Being able to consider and challenge my aspirations / goals. Being able to develop a range of creative scenarios for my preferred future.
	Networks	<ul style="list-style-type: none"> I use information and relationships to secure, create and maintain work. <ul style="list-style-type: none"> Understanding that skills and experiences are transferable to various work settings.

Experience and outcomes

Health and wellbeing across learning	<p>Planning for choices and changes</p> <p>HWB 3-20a</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>LIT 3-09a</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>LIT 3-06a</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">• I can access advice and support to help me make informed choices about further learning and opportunities.• I can demonstrate diverse thinking when exploring learning opportunities and pathways.• I can identify my interests, strengths and skills and use them to make informed choices.• I can choose a blend of subjects, courses and experiences to enable my career pathways.
-------------	--