

Teacher Delivery Notes

What is the CareerSense Exploration Workshop?

The Exploration Workshop encourages 13–18-year-old students to unlock their potential and discover more about the critical skills and capabilities needed for the future. Our enthusiastic Ambassadors will virtually support the workshop, to connect with and inspire students by bringing their experience and in-depth knowledge into the classroom.

In this teacher-led workshop, students will:

- Explore the key skills and capabilities employers need both now and in the future.
- Watch pre-recorded videos from our colleagues who'll set out each task.
- Work through tasks to 'spot' different capabilities (and think about their own).
- Create their own 'pledge' to develop their capabilities further (students will be signposted to more resources so they can do this).
- Ask our Ambassador questions about their career and find out what their job is all about.

Roles and responsibilities during the Exploration Workshop

We've designed the programme so teachers can deliver it, with our Ambassador providing real-life experience and support. The class teacher is responsible for leading the workshop, organising students into groups, and overall behaviour management of the class.

Our passionate Ambassadors will support the workshop by:

- Bringing their own jobs to life and the skills they've developed in their own careers.
- Answering students' questions on whatever they want to know about their job.
- Supporting students to complete the tasks and challenging their perceptions.
- Helping students see how capabilities are used in the world of work.

Structure of the Exploration Workshop

Activity	Detail	Timings
Starter and introductions		
	<ul style="list-style-type: none"> Introduce the workshop and our Ambassador who'll join virtually. Watch video about the sector and the five capabilities being explored during the workshop. 	8 minutes
Introduction to challenge		
	<ul style="list-style-type: none"> Our Ambassador will set students the challenge to help their colleagues complete some tasks. They'll explain what's going to happen: <ul style="list-style-type: none"> Each group/pair/individual will complete three tasks, spending 5 minutes on each one. They'll also look out for capabilities they 'spot' along the way. Ambassadors will listen to student answers and give feedback on each task. 	2 minutes
The challenge itself		
	<ul style="list-style-type: none"> Students complete all three tasks on their Exploration Activity Sheet after watching the videos: <ul style="list-style-type: none"> Task One: Help a Sustainability Officer advise a client on the actions they can take to become more sustainable. Task Two: Help a Technology Apprentice prepare a report to help colleagues and customers avoid cybercrime. Task Three: Help a Relationship Manager support a client with a cashflow problem. Students will share their answers with our Ambassador who'll give feedback on the answers to each task, either after each task, or for all three tasks at the end. 	30 minutes
Ambassador Q & A		
	<ul style="list-style-type: none"> Our Ambassador will share their two top capabilities and students will ask them questions about their job, career and how they got to where they are. 	10 minutes
My Potential pledge		
	<ul style="list-style-type: none"> Students complete the My Potential Pledge Activity sheet identifying their preferred Capability and an example of where they've used it. Students will explore where capabilities are used in different roles and pledge what they'll do to find out more. Thank our Ambassador and students and close the workshop. For more information please visit our CareerSense Website. Students can also complete our Find Your Potential tool. 	5-10 minutes

Preparation and resources required

Resources	Preparation required
<ul style="list-style-type: none"> Teacher Presentation Exploration Activity Sheet Exploration Activity Sheet – Support Version My Potential Pledge Activity Sheet 	<ul style="list-style-type: none"> Print an 'Exploration Activity Sheet' per group or ensure students have a copy on their device. Print a 'My Potential Pledge Activity Sheet' each or ensure students have a copy on their device. Print 'Exploration Activity Sheet – Support Version' for students who require extra support during the session. Have students complete the tasks individually, in groups of four or in pairs. Open presentation with video links, and practice switching between this and the video call with our Ambassador.

Flexible delivery options

This workshop provides flexibility as there are different ways you can change the delivery of the workshop to meet your needs:

- Where you only have 45 minutes for the workshop, consider showing the Sector Overview video in the previous lesson, or save the My Potential Pledge Activity for a follow up lesson.
- Allow students to complete tasks individually, in pairs or in groups depending on your setting.
- Deliver the main challenge tasks using a linear format, showing the videos from the front and allowing the Ambassador to feedback to the class at the end of each task.
- Where student devices are available, deliver the main challenge tasks in a carousel format, allowing students to move to different stations as they complete each task, watching the video at the station and asking the Ambassador to feed back at the end of all three tasks to the whole class.
- The workshop can be delivered without an Ambassador using the pre recorded material; with the live, online support of an Ambassador; or with face to face Ambassador presence in the classroom.

• Differentiation

Answers for each task are provided below, and we've highlighted opportunities for differentiation through the 'Support' and 'Challenge' sections showing where you can shorten or extend tasks.

A differentiated 'Exploration Activity Sheet – Support Version' allows all students to access the tasks. Videos are all subtitled, and you can ask for video scripts if your students need them.

Workshop delivery notes

Starter

Resources	Activity detail	Timings
Starter:		
<p>Teacher Presentation</p> <p>Sector Overview Video</p> <p>Teacher Presentation Slide 2</p> <p>Teacher Presentation Slide 3</p>	<ul style="list-style-type: none"> Welcome students to the workshop, encouraging them to think of a question for the Ambassador as they settle. <p>SUPPORT: Provide students with prompt questions for the Ambassador such as:</p> <ul style="list-style-type: none"> What subjects did you study at school? What inspired you to follow this career path? What's the best thing you've ever done in your job? <ul style="list-style-type: none"> Today's session is all about discovering more about the skills and capabilities people have and how they use them in their jobs, whether that's in financial services or beyond. Check understanding of the term 'capability' using Slide 2. Introduce the Ambassador, asking them to give a quick overview of their role and something exciting about their role that may surprise students. Play the Sector Overview Video which showcases the way the sector is changing and introduces the five capabilities they'll explore during the workshop. Ask students if there was anything that surprised them about the video. 	8 minutes
Introduction to challenge:		
<p>Teacher Presentation Slide 4 (if required)</p>	<ul style="list-style-type: none"> EITHER ask the Ambassador to set the challenge, explaining what students need to do. OR play the pre-recorded video on Slide 4 if no Ambassador is present. <p>SUPPORT: Allow any students who need additional support to use the Exploration Activity Sheet - Support Version as required.</p>	2 minutes
Challenge tasks:		
<p>Exploration Activity Sheet</p> <p>Exploration Activity Sheet – Support Version (as required)</p> <p>Teacher Presentation Slides 5 - 7</p>	<ul style="list-style-type: none"> Play Task 1 Video on Slide 5. Give students 5 minutes to complete the task. Ask students to share their answers with the Ambassador and listen to the Ambassador's feedback (3 minutes). <p>CHALLENGE: Encourage students to consider additional actions Callum could recommend e.g. 'green' mortgages, switching suppliers. Why might these be good options for increasing sustainability?</p> <ul style="list-style-type: none"> Play Task 2 Video on Slide 6. Give students 5 minutes to complete the task. Ask students to share their answers with the Ambassador and listen to the Ambassador's feedback (3 minutes). <p>CHALLENGE: Ask students to think of other types of cybercrime they've heard about (e.g. smishing, ticket scams). What advice could they give to help clients avoid these threats?</p> <ul style="list-style-type: none"> Play Task 3 Video on Slide 7. Give students 5 minutes to complete the task. Ask students to share their answers with the Ambassador and listen to the Ambassador's feedback (3 minutes). <p>CHALLENGE: Challenge students to think about the kind of things Amy might look at when carrying out a financial health check, e.g. income, expenditure, rent, loan payments, salaries.</p>	10 minutes
		10 minutes
		10 minutes

Resources	Activity detail	Timings
Ambassador Q & A:		
Ambassador participation Teacher Presentation Slide 8 (if required)	<ul style="list-style-type: none"> Ask the Ambassador to share their two top capabilities and an example of how they've shown these in their daily work. A video version is provided to show to students when an Ambassador isn't available. Encourage students to ask the Ambassador questions about their career pathway. Example questions: <ul style="list-style-type: none"> Can you share an example of how you overcame a challenge, either professionally or personally? What made you want to follow your career path? What advice do you wish you could give your younger self? 	10 minutes
My potential pledge		
My Potential Pledge Activity Sheet Teacher Presentation Slide 9	<ul style="list-style-type: none"> Ask students to choose one preferred capability. They should then share an example of where they've used this capability with a partner and record it on the My Potential Pledge Activity Sheet. Using the Activity Sheet, encourage students to explore examples of different roles using these capabilities (wider than just financial services) and consider if these roles might be of interest. <p>CHALLENGE: Encourage students to think of other roles in different industries that also might require people with these capabilities.</p> <ul style="list-style-type: none"> Using Slide 9, ask students to pledge what they'll do to find out more after the workshop. Encourage students to take the sheet home to aid their research. Thank the Ambassador for their time and congratulate students on completing the tasks. For more information please visit our CareerSense Website. Students can also complete our Find your Potential tool. 	5-10 minutes

Answers to the tasks

Ambassadors will support students to complete the tasks, but we've listed the answers below so you can support students to complete all the tasks successfully.

Task One Sustainability Officer

There aren't any right or wrong answers to this task, so encourage your students to consider why they've made their choices. The following feedback might be useful:

- The new **CoGo app** is a great way of helping the entrepreneur monitor their carbon footprint, as they'll get lots of notifications about things they could do to become more sustainable, in addition to the recommendations we've made today.
- Installing an electric charging point outside their shop is a great idea and encourages use of electric vehicles. It means new customers might come to their shop having searched for an electric charging point. And by using the bank's discount, it'll cost them less too!
- Spending a loan on the bike or solar panels are both great ways to make the business more sustainable. The solar panels might even make money in the long-term as the entrepreneur can sell any surplus electricity produced back to the electricity company.
- Ask students if they had any other ideas – perhaps using an app instead of paper to record the business accounts. Or recommending that they install a smart meter, or switch supplier.

Capability Spotter

These are all examples of capabilities, but only two were shown during this task:



Learning and adapting

They didn't give up when things didn't go to plan.

X



Creative thinking and innovation

They came up with new ideas and ways of doing things.

Correct



Working together

They shared information with others to get the best outcomes.

Correct

Task Two Technology Apprentice

Answers and feedback

Threat 1 = Advice B	<ul style="list-style-type: none"> • Never download apps from websites (or any source other than the official app stores such as Google Play / App Store). • Never give mobile apps more permissions than they need, e.g. access to location, storage, camera or notifications, unless needed. • Always read reviews of an app. If an app is asking for strange permissions it's a good sign that something might be wrong.
Threat 2 = Advice A	<ul style="list-style-type: none"> • Keep passwords different and store them safely. • Advise them to use 'haveibeenpwned.com' to check if they have a leak!
Threat 3 = Advice D	<ul style="list-style-type: none"> • This crime is called 'phishing', where criminals pretended to be FedEx. • When people clicked on the link in the email, malware was spread to their device which meant that criminal could steal their personal details which they then used to commit fraud. • Make sure you check the sender's identity before sharing any personal details.
Threat 4 = Advice C	<ul style="list-style-type: none"> • Always be wary on Facebook and Instagram of new people adding you, any links sent from people you don't know, or even links from people you do know when it seems out of character. • Keep your account locked and not completely public. • Don't do those quizzes that ask you to "answer these questions to find your personality". People behind these learn your personal information, for example, your pet's name, first school. And it's exactly this sort of information that can be used to reset your passwords or steal your identity.

Capability Spotter

These are all examples of capabilities, but only two were shown during this task:



Learning and adapting

They take the time to find out as much as possible about a topic.

Correct



Relationship building

They take responsibility for their actions and follow up on what they said they'd do.

X



Problem solving

They see the links and patterns between different pieces of information.

Correct

Task Three Relationship Manager

- Correct answer is Option B. As long as it is used correctly, this is the most cost-efficient option as it would mean the overdraft is repaid as soon as money comes back into the account. This could also be used in the future as it sounds like this might be a regular issue.
- Option A would help the client as a last-minute option, but it would raise issues about how well the client is able to plan and forecast their finances.
- Option D isn't a good idea, as although it won't put the bank at risk, it wouldn't be very good for Amy's relationship with her client. This would be an absolute last resort after finding out a lot more information about the client.
- Option C would be a great option, but it wouldn't fix the immediate problem. Amy should definitely offer to carry out a financial health check with the client soon to help them try to avoid this happening in the future.

Capability Spotter

These are all examples of capabilities, but only two were shown during this task:



Creative thinking and Innovation

They experiment with different ideas to see what works and what doesn't.

X



Relationship building

They take the time to build relationships with others to understand what matters to them.

Correct



Learning and adapting

They work to achieve a high standard.

Correct

Curriculum Links:

England

Gatsby Benchmarks:

- GB1: A Stable Career programme.
- GB2: Learning from labour market information.
- GB4: Linking curriculum learning to careers.
- GB5: Encounters with employers and employees.

PSHE KS3: Learning opportunities in Living in the Wider World

Students learn...

- L2. to review their strengths, interests, skills, qualities and values and how to develop them.
- L3. to set realistic yet ambitious targets and goals.
- L4. the skills and attributes that employers value.
- L5. the skills and qualities required to engage in enterprise.
- L7. about the options 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.
- L8. about routes into work, training and other vocational and academic opportunities, and progression routes.
- L12. about different work roles and career pathways, including clarifying their own early aspirations.

PSHE KS4: Learning opportunities in Living in the Wider World

Students learn...

- L1. to evaluate and further develop their study and employability skills.
- L2. to evaluate their own personal strengths and areas for development and use this to inform goal setting.
- L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability.
- L4. about the range of opportunities available to them for career progression, including in education, training and employment.
- L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities.
- L6. about the information, advice and guidance available to them on next steps and careers; how to access appropriate support and opportunities.
- L7. about the labour market, local, national and international employment opportunities.

Scotland

Health and Wellbeing:

HWB 3-19a –

- I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.

HWB 4-19a –

- Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.

HWB 3-20a / HWB 4-20a –

- 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.

Career Education Standard:

By the end of Broad General Education (BGE): (S3)

- I can demonstrate and apply the skills I have learnt across the curriculum in relation to the world of work.
- 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.

Senior phase: (S4-S6)

- I can confidently access and interpret the information I need to make well informed choices about my learning options, pathways and how these relate to possible future careers.
- I can identify the skills I have learnt across the curriculum, how these relate to the world of work and can apply these appropriately during work placements and other work-related learning.

Curriculum Links:

Wales – 2022 Curriculum

Four Purposes

Contributes to the Four Purposes which support learners to become:

- ambitious, capable learners, ready to learn throughout their lives.
- enterprising, creative contributors, ready to play a full part in life and work.
- ethical, informed citizens of Wales and the world.
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

Careers and work-related experiences

These should include:

- knowledge about different career pathways and workplaces.
- learning about and development of the skills to work towards careers and work pathways.
- knowledge and appreciation of local, national and international labour market trends.
- experiences to stimulate interest in different careers and work and to apply their learning in practical ways.
- opportunities to benefit from links with business and/or employers.
- experiences that are inclusive, emphasising opportunities for all, challenging stereotypes and addressing underrepresentation in different careers.

Northern Ireland

Contributes to the **Key Elements:**

- Developing individuals - personal understanding; mutual understanding; moral character; spiritual awareness.
- Developing contributors to society - citizenship, cultural understanding, ethical awareness.
- Developing contributors to the economy and environment - employability, economic awareness and education for sustainable development.

Develops the **Thinking Skills and Capabilities:**

- Managing Information, Thinking, Problem-Solving and Decision Making, Being Creative, Working with Others, and Self-Management.

Learning for life and work:

Employability (KS3)

- Describe different types of work and investigate the range of employment in the local area, including any changes in employment trends, taking account of the implications for career planning.
- Investigate how technology is affecting life and work.
- Investigate how environmental considerations are affecting work and work practices.
- Assess personal skills and achievements to date. Identify areas of interest and set targets for self-improvement.
- Explore the changing concept of career.
- Investigate a variety of both familiar and unfamiliar jobs.
- Make use of appropriate information, advice and guidance to inform career management.
- Identify and practise the skills and attributes which make one enterprising.