



Find Your Potential



CareerSense

CareerSense is an Employability Education Programme for 13-24-year-olds that aims to inspire future generations to develop their skills, experience, and career opportunities. It's completely free and expands employability prospects for the future workforce.

Find Your Potential

1. What is it?

The Find Your Potential tool provides a personalised report generated from the responses of the individual to questions that help to identify their key skills, strengths and motivations. The Find Your Potential resources help students to understand and use the tool, supporting their self development and improving their self awareness.



The **15-minute 'Plug and Play' video** enables you to confidently introduce young people to the online tool which they can complete independently to receive their personalised skills report. **You can access the video here.**



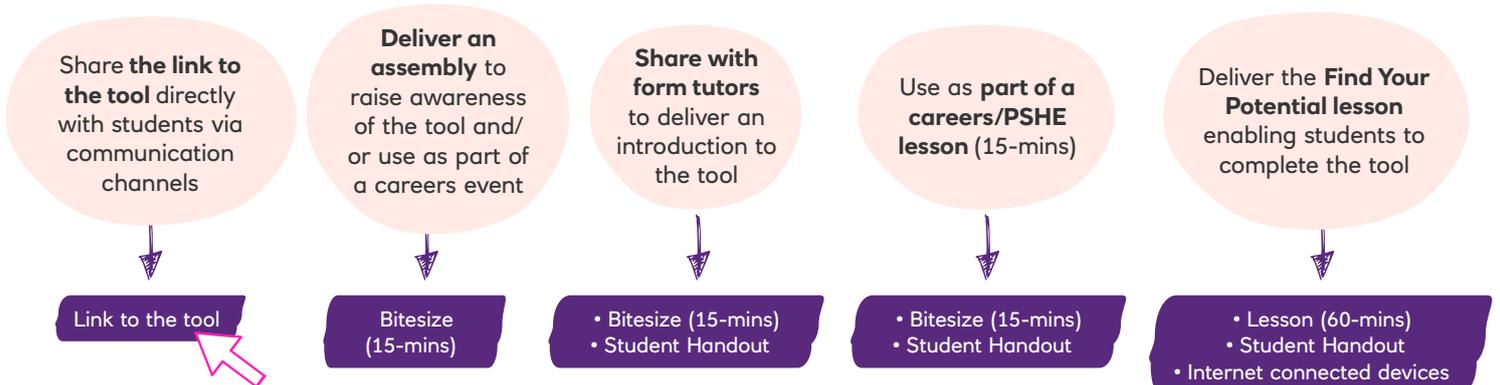
The **60-minute session** directs students through the online tool enabling them to receive their personalised skills report. The lesson helps students digest and reflect on their report and understand how they can build their skills and strengths in the future.



The **online editable PDF** provides links to the tool, supporting navigation and reflection of the report both in and outside of the classroom (printable versions can also be downloaded). It can be used to extend learning after Find Your Potential Bitesize or within the Find Your Potential Lesson.

2. How does it work?

We've designed all the resources so they can be used flexibly to suit the needs of your learners. You could:



3. Who will benefit?

Age group:



Regions:

**England,
Scotland,
Wales,
Northern
Ireland**

Application:

You can use the fun and engaging resources throughout the whole academic year to help support students during important transition periods in school:

- KS3 (S1-3) – To prepare for next stage qualifications and subject choices.
- KS4/KS5 (S4-6) – To build CVs, explore work experience opportunities and prepare for interviews.

4. What will students learn?

Learning Objectives:

Students gain knowledge of how to navigate the online tool and the benefits of its use. They receive personalised reports to understand more about skills development as well as build greater self-awareness and confidence in their own skills. Students leave better prepared for their career journeys and know how to find further information in the future.

Learning Outcomes:

- Students understand the uses of the online tool.
- Students explore personal strengths and what they enjoy.
- Students link skills to jobs they might like.
- Students find out where to seek further information.

5. What will I need to deliver this lesson?

Resources required:



Find Your Potential Bitesize

- Bitesize Video
- Student Handout
- Device that can stream/play videos
- Speakers
- Pens and paper



Find Your Potential Lesson

- Presentation
- Student Handout: online PDF or printed out
- Device that can stream/play videos
- Speakers
- Pens and paper
- Internet connected devices for pupils

*** If your school does not have access to a classroom set of devices, we recommend that you complete the **Bitesize** resource and ask students to complete the Find Your Potential tool online, as homework.**

Resource Plans

N.B. The suggested timings for each resource can be adapted by the teacher to suit the individual needs and engagement levels of the class.

Bitesize

 15-minutes

Before the session:

 Whitelist the link: *.evolveassess.com and email domain: @evolveassess.com to ensure all tool links are accessible within the school's system. Alternatively, students can access it with a personal device, using a personal internet connection.



- Read through all information required for the session and watch the **Bitesize Video**.
- Ensure room has all necessary equipment and working technology.
- Arrange room so students can sit in small groups or pairs for discussion.
- **Optional:** Print copies of the **Student Handout** or share the digital PDF with students via school communication channels.

-  Introduce the session and play the **Bitesize Video** until instructed to stop. It talks about the meaning of potential and how people's experiences can be different.
-  Pause the video when instructed and lead a 3-minute discussion, supporting students to answer the questions:

 - What does 'reaching your potential' mean to you?
 - How could someone reach their potential?
 - What might be some challenges to people reaching their potential?
-  Play the video: it explains more about the online tool and how it can help students understand their strengths.
-  Pause the video when instructed and lead a 3-minute discussion, supporting students to answer the questions:

 - What does being 'self-aware' mean to you?
 - Why do you think an employer might look for and want to employ someone who is aware of their own skills?
-  Play the video: it explains how students can access the online tool and other available learning opportunities.
-  Stop the video when instructed and direct students to the Student Handout to explore the online tool at home. The tool will allow a maximum of two attempts to complete it once registered. Please ensure this is explained to students. If they start and leave it unfinished, they will not be able to return and complete it later. In the remaining time, support students in completing the summary task, then close the session.

Delivering the resource in different settings:

- **Assembly:** Show students the video and ask them to think about questions on their own or invite them to raise their hands to share learning.
- **Tutor time or within a careers/PHSE lesson:** Show students the video and ask them to discuss questions in pairs and/or small groups; summarising answers on paper.

Lesson

 60-minutes

If your students have already undertaken the Bitesize, get straight on with completing the online tool. If they haven't, play the Bitesize video during the lesson and skip the 'My Skills' section.

Before the session:

 Whitelist the link: *.evolveassess.com and email domain: @evolveassess.com to ensure all tool links are accessible within the school's system. Alternatively, students can access it with a personal device, using a personal internet connection.

- Read through all information required for the lesson and watch video content.
- Ensure room has all necessary equipment and working technology.
- Arrange room so students can sit in pairs and/or small groups for discussion.
- **Optional:** Print copies of the **Student Handout** or share the digital PDF with students via school communication channels.



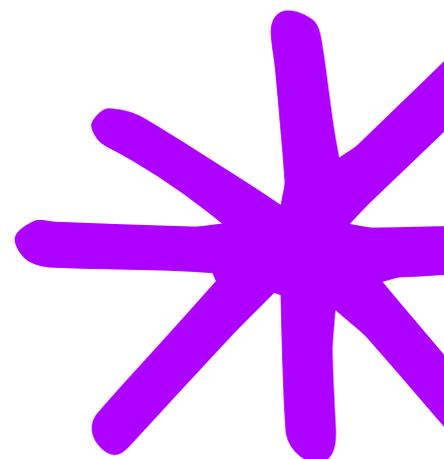
Section and Timing	Instructions
<p>Introduction to learning</p> <p>PPT Slide 1-4</p> <p> 4-minutes</p>	<ol style="list-style-type: none"> 1. Introduce content: <ul style="list-style-type: none"> - This lesson aims to increase your confidence and self-awareness around your own skills to better prepare you for your future. - You'll have your own strengths, some of which you may not realise. - Knowing and understanding your skills first before you think about life after school is really important. 2. Share learning outcomes from slide 4 of the Presentation. 3. Optional: Give students printed copies of the Student Handout or share the digital PDF with them.
<p>Plug and Play</p> <p>PPT Slide 5</p> <p> 15-minutes</p>	<p>Activity for students who have not completed the Bitesize.</p> <ol style="list-style-type: none"> 1. Play the Bitesize Video. 2. Use the Student Handout to support this activity as a record of student learning. 3. Skip the My Skills session.
<p>The Online Tool</p> <p>PPT Slide 6-8</p> <p> 35-minutes</p>	<ol style="list-style-type: none"> 1. Remind students how to access the online tool using by sharing this link: bit.ly/NW_Student1 or ask them to open the tool using the QR code on the Student Handout. 2. Instruct everyone to log onto an internet connected device to individually complete the questionnaire, supporting students where needed. The tool will allow a maximum of two attempts to complete it once registered. Please ensure this is explained to students. If they start and leave unfinished, they will not be able to return and complete later. 3. Share extension task with students if any finish early. 4. When all students have completed the online tool, or after 25-minutes have passed, ask students to return to their original seats or move to a position that will allow for discussing in pairs or small groups. 5. Choose one or more skill, time permitting, from the list on slide 8 of the Presentation. Ask students in pairs/groups to think of all the ways they demonstrate this specific skill in their day-to-day life. If further support is needed, read 'personal insights' on pages 6-9 of the example report (link in the Student Handout) or from the slides at the end of the Presentation.

Section and Timing	Instructions
<p>Diversity PPT Slide 9 🕒 3-minutes</p>	<ol style="list-style-type: none"> 1. Ask students to discuss: Why are people with different skills important in the world of work? 2. Start 1-minute timer and then feedback as a class. 3. Explain to students: <ul style="list-style-type: none"> - It's important that they know themselves and understand that they each have something different to offer an employer. - The working world is always changing and therefore it is a good idea to focus on skills as they can be developed and are transferable to any career. - It's not about just thinking of one specific job for the future: Medicine is a career. However, if people think about the skills that they might enjoy within that role, like relationship building, working together and problem solving, it will become clear that these skills can be found in hundreds of different jobs, such as civil engineering or marketing. The skills needed for jobs are changing - more tasks are being automated so jobs that exist today may look very different in 5-10 years time.
<p>My Skills PPT Slide 10 🕒 15-minutes</p>	<p>Activity for students who completed the Bitesize in another session.</p> <ol style="list-style-type: none"> 1. Ask students, individually or in groups, to creatively share: <ul style="list-style-type: none"> - A minimum of two strengths. - The importance of these strengths. - Examples of how these strengths are used everyday. <p>Direct students to complete the task using one of the following methods:</p> <p>Video script - create one minute of realistic conversation between friends or directly to an employer.</p> <p>Elevator pitch – condense your thoughts into 15 seconds! Write, edit, time yourself and then rehearse.</p> <p>Poster – draw a stick person and annotate with information. Use different colours to indicate the strengths you use most regularly.</p> <p>Presentation – use PowerPoint to create two slides outlining each strength.</p> <ol style="list-style-type: none"> 2. Remind students they can use their own report, or the example report in the Student Handout or the slides at the back of the Presentation, to support them with this task. 3. Invite a few students to share their video script/elevator pitch/poster/ presentation with the class and ask the class to feedback.
<p>Summary PPT Slide 11-12 🕒 2-minutes</p>	<ol style="list-style-type: none"> 1. Invite students to work in pairs and share with each other: <ul style="list-style-type: none"> - One thing they have learnt about themselves and how they can apply this in the future. - One thing they would like to develop and how they plan to achieve this goal. 2. Recap learning outcomes. 3. Close session and praise students for contributions.
<p>Extending the learning</p>	<p>Short-term goals:</p> <ul style="list-style-type: none"> • Visit the CareerSense Website to explore further learning: https://www.mycareersense.com/ • Share report with family and/or friends. • Use report for discussions with careers service at school (for appropriate age group). • Create, or add to, CV or personal statement based on the results from the report.

<p>Extending the learning</p>	<p>Medium-term goals:</p> <ul style="list-style-type: none"> • Think about upcoming milestones such as choosing a subject or applying for a course/job. Review your report to help you focus in on your strengths and visit https://www.mycareersense.com/ to find more resources and guidance. • Do some further research into potential careers that would be suited to your skills. <p>Long-term goals:</p> <ul style="list-style-type: none"> • Re-visit the online tool after 6 months to see what progress you've made. • Create an action plan for the next year focusing on different ways to develop skills. • Practise your interview techniques using information from your report with your friends or an adult.
<p>Feedback</p>	<p>We hope you and your students enjoyed the session.</p> <ul style="list-style-type: none"> • Submit your feedback by completing our short survey here. • Encourage students to submit feedback using the survey link on the Student Handout.

Troubleshooting

- Please ensure that you or your school's IT team whitelist and test the links before delivering the lesson. This can be done by applying a 'wildcard URL' for the link: ***.evolveassess.com** and whitelisting the email domain: **@evolveassess.com**. This will ensure you can access the Find Your Potential tool during the lesson and your students can receive their reports via email.
- Alternatively, students could access the tool from home or with a personal device, using a personal internet connection. They can use the QR code available on the student handout to access the tool. Please remind students that the tool will only allow them to submit their responses a maximum of two times, so they should ensure they allow time to complete it fully. It is possible to re-register and complete with an alternate email address if necessary.
- If you have an issue accessing the tool link, video links or have a poor internet connection for streaming, please contact the CareerSense Team at **careersense@nationalschoolpartnership.com**, who will be able to support or share a link to download the videos directly.



Curriculum Links:

England

Gatsby Benchmarks¹:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.

PSHE programme of study²:

KS3	KS4	Post-16
<p>H1. how we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</p> <p>L2. to review their strengths, interests, skills, qualities and values and how to develop them</p> <p>L4. the skills and attributes that employers value</p>	<p>H1. to accurately assess their areas of strength and development, and where appropriate, act upon feedback</p> <p>L1. to evaluate and further develop their study and employability skills</p> <p>L3. how their strengths, interests, skills, and qualities are changing and how these relate to future career choices and employability</p> <p>L5. about the need to challenge stereotypes about particular career pathways, maintain high aspirations for their future and embrace new opportunities</p> <p>L6. about the information, advice, and guidance available to them on next steps and careers; how to access appropriate support and opportunities</p>	<p>H1. skills and strategies to confidently manage transitional life phases</p> <p>L2. to set realistic yet ambitious career and life goals which are matched to personal values, interests, strengths and skills</p> <p>L5. how to identify and evidence their strengths and skills when applying and interviewing for future roles and opportunities</p>



¹<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance> Last accessed February 2022

²<https://www.pshe-association.org.uk/curriculum-and-resources/resources/programme-study-pshe-education-key-stages-1%E2%80%935> Last accessed February 2022

Curriculum Links:

Wales

Careers and the world of work³

Skills

Learners should be given opportunities to:

- work both independently and cooperatively
- listen attentively and respond helpfully
- select and interpret data about learning and career opportunities
- consider their own and other people's ideas about learning, careers and the world of work to inform opinions and decisions
- communicate clearly in English or Welsh, as appropriate, about careers and the world of work

KS3	KS4	Post-16
<p>Personal achievement Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • describe their abilities, interests and skills <p>Seeking information Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • use a variety of sources to search for information about a range of work and learning opportunities <p>Understanding the world of work Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • learn about the personal qualities that employers see as important 	<p>Understanding the world of work Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • use work-focused experiences to understand better what skills and personal qualities employers want <p>Guidance Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • access realistic, impartial guidance on learning, careers and work-related matters <p>Making and implementing decisions Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • review current information about themselves in relation to learning and work in order to negotiate a career plan 	<p>Understanding the world of work Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • discuss the benefits that diversity can bring to the workplace and the disadvantages that can be created by stereotyping • use work-focused experiences to gain a better understanding of what skills and qualities employers require and any implications for their career/work plans <p>Guidance Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • access and analyse realistic, impartial guidance on education/ career/work routes <p>Making and implementing decisions Learners should have the opportunity to:</p> <ul style="list-style-type: none"> • review, synthesise and present information about themselves in relation to learning and work in order to negotiate a career plan

³<https://hwb.gov.wales/api/storage/9bd3c2a4-e75a-4fa9-ba72-0e080c9840fc/careers-world-of-work.pdf> Last accessed February 2022