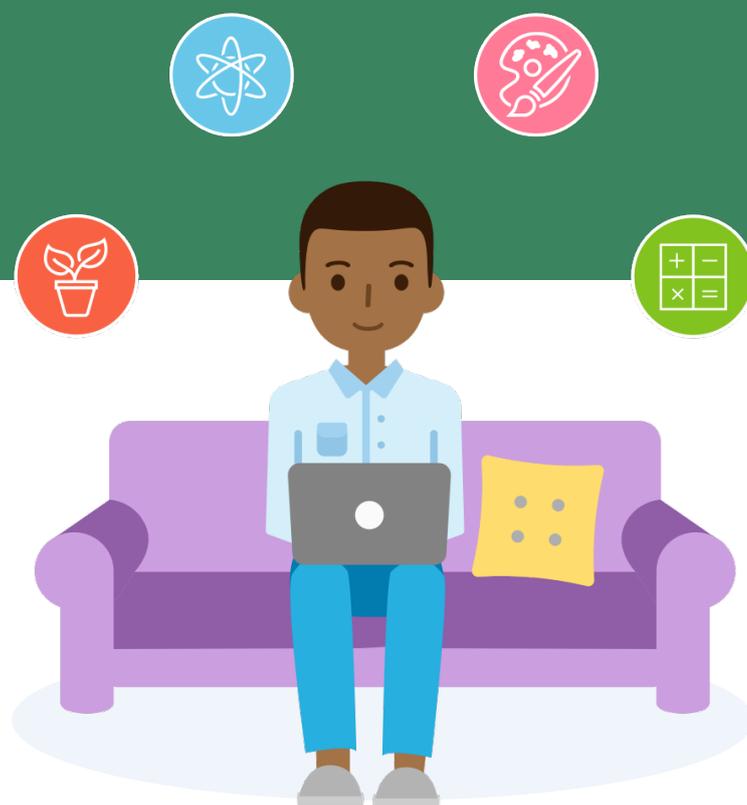


xello

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Gatsby Benchmark Lesson Activities Pack



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Lesson Activities Pack Instructions for Educators & Careers Leaders:

We've created a pack of ready-made lesson activities for each Gatsby Benchmark to save you time. Tailor the delivery to suit your unique careers programme or use them exactly as described below -- the choice is yours!



Instructions for Educators

Use these lessons as described or feel free to customise to meet your needs. Schedule the activities as you see them best integrating with your school timetable.



TOP TIP

If you have Xello at your school, you can use these examples to develop your [Custom Lessons](#) to ensure your students meet the requirements laid out in the Gatsby Benchmarks. Simply copy and paste the example into your custom lesson in Educator Tools, and assign to your student group.

If you would like to experience Xello for yourself, book a demo [here](#).

Lesson Activity: GB1 A stable careers programme

‘Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.’

LESSON TITLE	RECOMMENDED YEAR	PREREQUISITES
A stable careers programme	Year 11	None



Careers Programmes

It is never too early to begin planning for your future. Choices you make today can have an impact on your future career options. Careers information and guidance is on hand to help you with these decisions. You need the right information so you can decide exactly what is next for you - even if you are still undecided about what you want to do when you leave school.



Take some time to think about careers, and what you need to know to help you make important decisions about your future.

1. Think about someone you know who has a career. This could be a member of your family, a friend, or a teacher. Spend a bit of time reflecting on what they do. Maybe speak to them, and ask them how they got into that role. If you wanted to do the same job, what would you want to know in order to make up your mind?

2. What do you think is meant by a stable career? How do you think you could achieve a stable career?

3. As you start your career programme, take some time to think about what you want and expect to learn by the time you finish. What do you want to get out of it?

Lesson Activity: GB2 Learning from career & labour market information (LMI)

‘Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information’

LESSON TITLE	RECOMMENDED YEAR	PREREQUISITES
Learning from career and labour market information	Year 11	None



Labour Market Information

Labour market information (LMI) helps people to research future career opportunities. It provides us with important facts and figures about different job roles.

LMI can tell us how many people work in a certain job today. They also predict how many people will be working in that role in 1 to 5 years time. *For example:*



- *There are 167,032 builders' merchants working in the UK today. This is expected to grow by 1.3% over the next year.*
- *There are 48,429 people working as a finance officer in the UK today. This is expected to fall by 0.2% over the next year.*

1. Take some time to think about why this data could be important? What are the differences between the builders' merchant and the finance office LMI data? What does it tell you about those roles? How might it affect any decisions you make about that job?

2. Numbers are important. However, we always need to question what they are telling us. For example, data that covers the whole UK doesn't always tell the full picture for everyone, everywhere. Can you think of any other information that would help you make a career decision?

3. Think of a career that you are interested in. See if you can find any up-to-date LMI data for that career. Try and find out how many people are employed in that role. What is the average salary?

Lesson Activity: GB3 Addressing the needs of each pupil

‘Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.’

LESSON TITLE	RECOMMENDED YEAR	PREREQUISITES
Addressing the needs of each pupil	Year 11	None



Career Guidance

The career guidance you receive should be right for you and your own personal goals and plans. To make the most of the guidance you receive, it is important for you to spend some time reflecting on your own needs, when it comes to future planning. This includes thinking about what is important to you, and also weighing up your strengths and weaknesses.



1. Work values: A work value is something that is important to you in a career. This could include money, work/life balance, helping people, or creativity.

Write down 10 things which you think are important to you in a career

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Rearrange this list so that it is in order of importance - put the most important at number 1

1 _____	6 _____
2 _____	7 _____
3 _____	8 _____
4 _____	9 _____
5 _____	10 _____



2. Skills: A work value is something that is important to you in a career. This could include money, work/life balance, helping people, or creativity.

Write down 5 skills that you think you are good at

Write down 5 skills that you would like to improve

3. Success: What does success look like for you?

Write down 5 things which you think mean success in a career

Rearrange this list so that it is in order of importance - put the most important at number 1

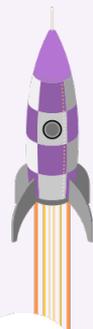
1 _____

2 _____

3 _____

4 _____

5 _____



Lesson Activity: GB4 Linking curriculum learning to careers

‘All subject staff should link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff should highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes should also reflect the importance of maths and English as a key expectation from employers.’

LESSON TITLE	RECOMMENDED YEAR	PREREQUISITES
Linking curriculum learning to careers -- English language	Year 11	None
Linking curriculum learning to careers -- Maths	Year 11	None



Career LMI

Labour market information (LMI) helps people to research future career opportunities. Over the next few years, some roles will grow and become more popular. Other roles will decrease—and some may even disappear altogether. LMI will give you the data you need to be able to make decisions about your future career choice. Is it a good option for the future? Other factors that could help you to decide about a future career include salary and working hours. Take a look at the questions below. Have a go at working out the answers in the spaces below.

1. If 350,000 people are employed as aerospace engineers, and this grows by 5% over the next 5 years, how many people will be employed in 5 years time?

2. Hotel receptionists typically earn between £14,000 and £26,000 a year. What is the ratio of the lower salary to the higher salary, in its simplest form?

3. A nurse works 40 hours a week. They spend 3 hours per week writing, and 6 hours working. Express the amount of time they spend writing and the amount of time they spend working as a percentage of their whole week.

4. A sales executive earns £475 per week as a basic salary. What do they earn in a year?

5. On top of their yearly salary, our sales executive earned a bonus of 7%. What is the total of the bonus and also their final annual income?



College / University Enrolment Data

There are many different factors which can help you to decide on which college or university to go to. One of these is data. Colleges and universities publish important data about their enrolment figures - the people who attend. Take a look at the enrolment data below and answer the questions.



1. If 26,714 students go to Anglia Ruskin University, and 62% of them are female, how many males attend the university?

2. 25,520 students attend the University of Hertfordshire. 5,950 of these study part time. What is the number of part-time students expressed as a percentage of the total number of students at the university?

Lesson Activity: GB5 Encounters with employers and employees

‘Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.’

LESSON TITLE	RECOMMENDED YEAR	PREREQUISITES
Encounters with employers and employees	Year 11	None



Employers and Employees

1. Explain the difference between an employer and an employee? What is their relationship?

2. Employers can work in many different sectors. Can you research and then explain the differences between the following employment sectors:

- The public sector
- The private sector
- The third sector
- Self-employed

3. If you were interested in working for a particular employer, what questions would you like to ask them?

4. What questions would you like to ask an employee who worked for that employer?



Employment Contracts

An employment contract is an agreement between an employer and employee. It sets out how their relationship will work. It also describes the rights, employment conditions, responsibilities, and duties of both parties.

1. Can you explain what each of these categories are and highlight their main differences:

● Full-time and part-time contracts

● Fixed-term contracts

● Agency staff

● Freelancers

● Zero-hours contracts

Lesson Activity: GB6 Experiences of workplaces

‘Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.’

LESSON TITLE	RECOMMENDED YEAR	PREREQUISITES
Experiences of workplaces	Year 11	None



Jobs and Workplaces

There are many different types of jobs and also workplaces. Take a look around you. There might be schools, offices, farms, streets, shops. All of these are different workplaces. Each has their own unique features. Do you know what sort of workplace you would like to work in?

1. Using what you currently know, try and describe what you expect to find at the different workplaces below:

- Factory _____

- Bank _____

- Hotel _____

- Building site _____

- Science laboratory _____

2. Think about the answers you gave above. Where did you get your workplace ideas from? Television? Magazines?



3. What do you think is the value of real work experience?

4. Think about where you would like to work. What sort of work experience would you like to do?

5. Explain why you have chosen to work in this area?

6. What do you hope to learn by experiencing this workplace?

Lesson Activity: GB7 Encounters with further and higher education

‘All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.’

LESSON TITLE	RECOMMENDED YEAR	PREREQUISITES
Encounters with further and higher education	Year 11	None



Post Year-11 Options

Deciding what to do after you have finished year 11 can be tough. It is important that you know all the options that are available to you - and there may be more than you think. Then you can decide which one is right for you.

1. Take a look at each of the following post year-11 options. Carry out some research, and describe what each option offers. You might like to think about entry requirements, different types of courses, wages etc.

• Sixth Form _____

• Further Education College _____

• Apprenticeship _____

2. Now it is time to think about your future. Which of these options appeals to you? Write down what you like about each option.



3. If you were to meet someone from each of the above post year-11 options (let's say a teacher or employer), think of some questions that you would like to ask them. Think about what you would like to know. Consider what is important to you.

Lesson Activity: GB8 Personalised Guidance

‘Every pupil should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.’

This lesson activity has **2 assignments for students** to tackle with the support of their educator.

LESSON TITLE	RECOMMENDED YEAR	PREREQUISITES
Personalised Guidance: where do I want to be?	Year 11	None
Personalised Guidance: where do I want to be?	Year 13	None



Year-11 Reflection

Now you have had your career guidance interview, it is important that you spend some time reflecting on what you have discovered.

1. Now it is time to think about your future. Which of these options appeals to you? Write down what you like about each option.

2. Take a few minutes to reflect on each option. In terms of your future, what are the positive and negative aspects of each option?



3. Following your career guidance interview, have your plans for after year 11 changed in any way? If 'yes', how have they changed and why? Maybe you are interested in taking different subjects now? Or maybe you have changed your future career plans?

4. Spend a few minutes reflecting on your future plans - what factors helped you to decide? Do you have a specific career in mind? Or are you planning on staying in education?



You have now spent some time thinking about your options for after year 11. You may even have decided on a particular goal. It is now time to think about what you can do now to help you achieve your goals. Use online resources or any available literature at school to help you.

Take one of your chosen options for next year. Think about what you need to achieve that goal. Take a look at the options below, and select the ones that are relevant to you:

1. Staying on at school:

- What are the different types of courses you can choose from?

- How will you decide which subjects to take next year? What factors will influence your choice?

- If you have a particular career goal, or want to go to university, will certain subjects help you?



2. Applying to a new college:

- Are there any entry requirements for your chosen courses?

- If you have chosen to go to college is there a deadline by which you need to have applied? Is there an online application?

- What are the different types of courses you can choose from?

- How will you decide which subjects to take next year? What factors will influence your choice?

- If you have a particular career goal, or want to go to university, will certain subjects help you?



3. Combining work and study:

- If you have decided to combine work and study, what options are available to you?

- If you have chosen to do a traineeship or apprenticeship, do you know where to search for vacancies?

- Is there a particular area of work that interests you? For example, engineering, or hospitality? Why are you interested in this area of work?

- If you have decided to apply for a traineeship or apprenticeship, do you need to write an up-to-date CV? How will you go about creating your CV?

Can you think of any other options available to you after Year 11?



Year-13 Reflection

Now you have had your career guidance interview, it is important that you spend some time reflecting on what you have discovered.

1. Make a list of all your possible options for after year 13

2. Take a few minutes to reflect on each option. In terms of your future, what are the positive and negative aspects of each option?



3. Following your career guidance interview, have your plans for after year 13 changed in any way? If 'yes', how have they changed and why? Maybe you are interested in taking different subjects now? Or maybe you have changed your future career plans?

4. Spend a few minutes reflecting on your future plans - what factors helped you to decide? Do you have a specific career in mind? Or are you planning on staying in education?



You have now spent some time thinking about your options for after year 13. You may even have decided on a particular goal. It is now time to think about what you can do now to help you achieve your goals. Use online resources or any available literature at school to help you.

Take one of your chosen options for next year. Think about what you need to achieve that goal. Take a look at the options below, and select the ones that are relevant to you:

1. Going to university:

- What different course options can you choose from at university?

- What subject would you like to study?

- Think about the factors that will influence your choice of course. What is important to you? Career? Interests?

- If you have decided on a course, are there any entry requirements?

- Have you had any thoughts as to where you would like to study? Take some time to think about your options.



2. Combining work and study - apprenticeship:

- If you have decided to combine work and study, what options are available to you?

- If you have chosen to do an apprenticeship, do you know where to search for vacancies?

- Is there a particular area of work that interests you? For example, engineering, hospitality, or accountancy?

- Why are you interested in this area of work?

- If you have decided to apply for an apprenticeship, do you need to write an up-to-date CV? How will you go about creating your CV?



3. Applying for a job:

- Spend a few minutes thinking about why you have decided to apply for a job?

- Is there a particular area of work that interests you? For example, construction, education, or care work?

- Why are you interested in this area of work?

- Do you need to write an up-to-date CV?



4. Taking a year out:

- Spend a few minutes thinking about why you think taking a year out could help you?

- What do you intend to do whilst taking a year out?

- Do you need to start planning or saving now?

Can you think of any other options available to you after Year 13?
