

Learner Outcomes

Short-Term Outcomes:

- Learners explore their individual pathways to a career of their choice.
- Learners acknowledge the importance of their voice and the value of their own opinions.
- Learners expand their knowledge in terms of the variety of future options available to them.
- Learners understand that personal values are unique to each young person.
- Learners hear about the various HE journeys of 'peer' Graduate Interns, whose journeys may reflect their own ambitions.
- Learners recognise the rewards in applying themselves to achieve their ideal career.
- Learners produce a log of their existing skills.

Medium-Term Outcomes:

- Learners feel optimistic about their future options and feel motivated to work towards them.
- Learners are able to conduct further independent research into their futures based on their unique interests and aspirations.
- Learners are able to identify their individual abilities and areas of development.
- Learners will be able to develop an effective action plan based on their skills log and discussions with Graduate Interns.

<i>Sequence of Learning Activities:</i>	<i>Timings</i>	<i>Facilitator Activity</i>	<i>Attendee Activity</i>	<i>Resources</i>
Introduction	3 min	<ul style="list-style-type: none"> • Introduce yourself and Hello Future • Run through workshop aims and outcomes 	Active listening	PowerPoint
Discussion; Dream Childhood Job	5 min	Mini activity – ask the learners to discuss with the person next to them what was their earliest memory of a dream job. These dream jobs can be as weird and wonderful as you like e.g. 'In a previous workshop someone told me they wanted to be an aeroplane'.	Active discussion	PowerPoint Coloured pens 'Your Future' Booklet

		<p>After a few minutes ask learners to feedback to the whole group - involve teachers and staff in group discussion.</p> <p>After learners have discussed their childhood dream jobs, ask them to have a think about what their dreams jobs are now. They then need to write/draw 3 jobs at the top of the mountain in the activity booklet (encourage learners to be creative – they can choose to draw/colour their pathways).</p> <p>It is important at this point to emphasise that we are discussing these options in a safe environment, where we can respect each other’s dreams and goals.</p>		
Plan for session	2 min	Explain that you are going to use the booklet to map out how to get to the three roles written at the top of the mountain – you are going to build upon and realise your own skills, interests and qualifications and how they link to these careers.	Listening	‘Your Future’ Booklet
Activity: Interests & hobbies	10 min	<p>Hand out post-it notes and ask learners to think about and write down their interests & hobbies and skills & talents on individual post-it notes.</p> <p>Once they’ve done this, get the learners to put their post-it notes on the ‘Interests & Hobbies’ board and ‘Skills & Talents’ board which are placed around the room.</p> <p>Encourage learners to discuss with one another whilst they are doing this. Use the PowerPoint slide for suggestions and prompts.</p> <p>Once everyone has added them to the board, discuss a few examples, emphasising that everyone has different interests and hobbies.</p> <p>Then ask learners to write the ideas they wrote down on the post-it notes in their booklets.</p>	Thinking about interests & hobbies, skills & talents	<p>PowerPoint</p> <p>‘Interests & Hobbies’ and ‘Skills & Talents’ board</p> <p>Post-it notes</p>
Game: ‘This or That’	5 min	<p>This or That game.</p> <p>Start off with trivial things, e.g. ‘Do you prefer Netflix or Youtube?’ and then move onto subjects that are more related to the workshop e.g. ‘When thinking about your future career, would you rather stay in Cumbria or move away from Cumbria?’</p> <p>Learners can answer by either: standing at different sides of the room or by standing up and down (depending on space).</p>	Active engagement	List of ‘This or That’ examples (see separate resources)

		<p>Explain that the 'This or That' game shows that everyone has different preferences of what they like and do not like and this is the same when thinking about your career. You may want to work in an office but your best friend may want to work outside. There is no right or wrong answer, it just depends on our own personal 'values'.</p> <p>Ensure learners understand what a 'value' is before moving on to the next task.</p>		
<p>Activity: Values cards</p>	<p>15 min</p>	<p>This is a group task that works best in groups of 4-5. Hand out values cards.</p> <p>Ask learners to separate the grey and the blue cards into two piles. For the first part of the activity we only need the grey cards, so the blue cards can be put to one side.</p> <p>Instruct learners to organise the grey cards in order of what is most and least important to the group. Some of the cards may be more or less important to certain learners in the group, but emphasis that this is normal and part of the task is to discuss and come to an agreement.</p> <p>Chose a few examples of grey cards and explain what they mean in the context of your future career, e.g. 'To earn lots of money may be an important value to you'.</p> <p>Once learners have ordered the grey cards, they will then need the blue cards.</p> <p>Instruct learners to pair the blue cards next to the grey cards to show which factors you think are involved in each.</p> <p>For example – You might associate social life with good health – because having a good social life can have a positive effect on your wellbeing.</p> <p>Quick discussion round of the room – was it difficult to prioritise in groups? Did you have disagreements? Generally, what was the most important value?</p> <p>After a discussion, get the learners to write down their own most and least important values in the booklet. If short for time, ask learners to make a note of their values and fill them out later.</p>	<p>Working as a group to complete the task</p> <p>Active engagement</p>	<p>PowerPoint</p> <p>Values cards</p>

<p>What careers might I be interested in?</p>	<p>5 min</p>	<p>Learners will now have had time to think about their interests, skills and values/priorities for their future career.</p> <p>Bearing all of this in mind, ask the question: ‘What careers might I be interested in?’</p> <p>This can be the same as the three choices you made at the beginning, but it also may be slightly different. Fill in the three boxes in the booklet to reflect this.</p>	<p>Thinking about future career options</p> <p>Active engagement</p>	<p>PowerPoint</p>
<p>Conclusions</p>	<p>5 min</p>	<p>To conclude, some top tips to think about after the session:</p> <ul style="list-style-type: none"> • Research different options • Start asking questions – what skills might I need to pursue my dream career? • GCSE’s – have you chosen the right GCSE’s to match your dream career? • Speak to friends and family – share your goals and aspirations • Recognise your strengths • Experience new things <p>If there is time at the end of the session, show learners the National Careers Service website.</p> <p>https://nationalcareersservice.direct.gov.uk/</p> <p>Show learners that you can type in any career and it will show exactly what type of qualifications, skills and experience you would need to do that role. It also includes information on salaries and job descriptions.</p>	<p>Active engagement</p>	<p>PowerPoint</p> <p>National Careers Service website & computer access [optional]</p>