

TARGETcareers lesson plan – exploring careers



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<p>Aims</p>	<ul style="list-style-type: none"> • To encourage students to start investigating different careers. • To encourage consideration of the different routes into careers, including the fact that there is more than one route into some jobs (eg university or a school leaver programme). • To expand students’ thinking by provide exposure to a range of different careers, not just those they may already have thought of or that link to a favourite subject.
<p>Resources needed</p>	<ul style="list-style-type: none"> • Students will need internet access.
<p>Background</p>	<ul style="list-style-type: none"> • The lesson draws upon the content of the TARGETcareers website for 15–18 year olds. • The lesson has been designed such that it can be delivered by a teacher with no careers guidance experience. • The lesson has been designed to be ‘stand-alone’ – it doesn’t require students to have taken part in any previous careers lessons or guidance. • The lesson is designed for Year 12 or Year 13 students taking A levels, IB or Scottish Highers, or for Year 10 or Year 11 students who aspire to do so. • The lesson is designed to fit into two lessons of 45 minutes to one hour each and to allow students to work in groups. • Suggested size for each group is three to five students.
<p>Adapting the lesson to your needs</p>	<ul style="list-style-type: none"> • If you have only one lesson available, you might choose to adapt the lesson plan as follows: <ul style="list-style-type: none"> - Have students work individually rather than in groups (eliminates time needed for discussion and reaching consensus). - Change first sentence of brief to: ‘You and a group of friends have decided to set up and run a new charity together.’ - Instruct students for task 2: ‘It’s up to you to decide how many job roles to have in your charity, but don’t have more than five.’ Encourage students who may work more slowly to stick to two or three job roles. - Reduce task 1 to two minutes. - Reduce task 2 to five minutes. - Reduce task 4 to between five and fifteen minutes (ask students for their key decisions and findings only). • The lesson is designed to facilitate independent learning. For students who may need support with this, the additional resource sheet can be used to give extra guidance.

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<p>Brief for students</p> <p>Teacher to divide students into groups and deliver brief (5 minutes)</p>	<ul style="list-style-type: none"> You and your group have decided to set up and run a new charity together. You're going to get the right qualifications and experience, then launch your charity when you are 25. You have a generous benefactor who is going to provide the money you need in the first few years so you can get the charity up and running and pay yourselves a salary. However, after that you'll need to raise the money needed to keep the charity going and pay your salaries. There are different job roles involved in running a charity. You and your friends have decided that you will each take on a different one. Each friend will get the qualifications and/or training they need to do that job and get a few years' experience in the job working for a different employer before you set up your charity.
<p>Task 1</p> <p>(5 minutes)</p>	<ul style="list-style-type: none"> Decide what sort of charity you'd like to set up and give it a name.
<p>Task 2</p> <p>(10 minutes)</p>	<ul style="list-style-type: none"> Find out about the types of job roles commonly found in charities by reading the TARGETcareers article 'What types of jobs and employers are there in charity work?' – targetcareers.co.uk/career-sectors/public-sector-and-charity/138-what-types-of-jobs-and-employers-are-there-in-charity-work. Decide what different job roles you will need to run your charity. Depending on what your charity is, there will probably be some job roles you need that aren't covered in the article. For example, if your charity treats sick animals whose owners can't afford to pay, you will need a vet. If your charity develops new renewable energy technologies, you will need an engineer.
<p>Task 3</p> <p>(Minimum 30 minutes – can be continued in the following lesson)</p>	<ul style="list-style-type: none"> For each job role you need, research how to get into that career. Find out: <ul style="list-style-type: none"> What qualifications are needed. For example, do you have to do a degree, and if so does it have to be in a particular subject? What qualifications or experience do you need to get onto that degree? Is there an alternative to going to university? Anything else you need to get your first job. For example, do you need relevant work experience? What your first job might be (before you set up your charity) and what type of organisation might employ you. Use TARGETcareers' 'careers sectors' section as your first port of call – targetcareers.co.uk/career-sectors. Depending on your charity, you might also find the articles on careers helping people and careers working with animals useful – targetcareers.co.uk/careers-advice/choosing-your-career/385829-i-want-a-career-helping-people-what-are-my-options and targetcareers.co.uk/careers-advice/choosing-your-career/385873-i-want-a-job-working-with-animals-what-careers-are-there. If you can't find information about the career you're looking for, there's an A–Z of jobs and how to get into them on the TARGETjobs website – targetjobs.co.uk/careers-advice/job-descriptions. Split up the research among you and come back together to discuss your findings before you feed back to the rest of the class.
<p>Task 4</p> <p>Teacher to facilitate (20 minutes)</p>	<ul style="list-style-type: none"> Share your decisions and findings with the rest of the class, and let them know if any of the careers you've researched interest you personally.

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