KS3 Careers - Talentino Bambino - Long Term Plan

Core Sequence

1. **Seven Employability Skills** - identifying the skills they have.

2. **What's the issue?** - Deciding on the focus of your project.

3. **How do we do it?** - looking at planning a project

4. **What does our business look like?** - marketing and branding.

5. **Who can do what?** - Splitting up roles and doing interviews

6. **Does it add up?** - Costs, pricing and profits

7. **Market Research**. - opportunities in school or in the community.

8. **Our community**. - engaging with the local community

9. **Local Employers.** - building relationships with local businesses

10. **End Product.** - the culmination of the project.

Core Sequence	
Session 1 – The Seven Skills.	**Skills Foci –** Communication, Teamwork & Organisation

Objective	Outcome
All will demonstrate understanding of the key employability skills **Most will** understand the importance of skills by looking at themselves **Some will** understand the importance of the key skills by looking at others	**All will** identify where they practice some of the key skills at school. **Most will** review themselves against the key employability skills **Some will** review a friend against the key employability skills

Activities	Resources	Cross-curricular links

Starter:
- Pupils work in pairs to generate a list of as many jobs as they can in a given time. Then identify skills needed for each job & compare the skills needed
Main:
- Come together as a class and with the teacher's help, pupils begin to group the skills together into themes. Teacher shows the pupils the seven employability skills and they compare the skills again in this light.
- Pupils discuss where and how well they use these skills in school, e.g. working to deadlines = homework! Follow with activity to practice identifying skills, e.g.:
   o **Role play** activities; act out work scenarios and pupils call out when they see an employability skill and give simple evaluation
   o **Sorting games**; table-based option where pupils have a set of cards and decide which skill is shown / needed most in that scenario
Plenary:
- Pupils finish by coming together & discussing their own or their friends' skills with regards to the employability skills
	Provided
	- Mind map template
	- Cards depicting the 7 skills
	- PowerPoint explaining the 7 skills
	
	Suggested
	- Props for role play, e.g. ties, spinning chairs, chef's hat, construction hat, etc.
		English
		Spoken Language: "articulate and justify answers, arguments and opinions" / "speak audibly and fluently with an increasing command of Standard English"
		
		Design Technology
		Evaluate: " evaluate their ideas and products against their own design criteria and consider the views of others to improve their work"

Coaching Guidance Notes
This session is all about engaging the pupils in the Seven Employability Skills. They are the top skills that employers look for in job candidates. We don't want your pupils to worry about what's going to happen in the future, rather understand that they aren't difficult skills – we all have the opportunity to develop them at home and school. The Key Skills are: **Communication**, **Problem-solving**, **Motivation**, **Organisation**, **Teamwork**, **Numeracy**, and **Negotiation**. In particular, this session gives the pupils the opportunity to get a sense of how well they practice each of the skills.

Core Sequence	
Session 2 – What's the issue?	**Skills Foci –** Communication, Teamwork, Motivation, & Problem-solving

Objective	Outcome
All will evaluate their experience of different aspects of their school. **Most will** gather information to support any solutions they generate. **Some will** participate in a discussion or presentation with or for a member of the school's leadership team.	**All will** evaluate the school and identify issues common to them all. **Most will** justify their decision for a snack shop through market research. **Some will** use clear and well-chosen language to articulate and justify the idea to the head

Activities	Resources	Cross-curricular links

Starter:
 - Simple game such as 'hangman' or 'charades' to recap and refresh on the seven employability skills from last lesson
 Main:
 - In small groups, have a time allowance to generate a list of top five things you would change about / add to the school then regroup as a class & go through the lists, steering towards the snack shop [e.g. pupil choice, better dinners towards better food etc.]
 - Focus on selling the idea:
     o **Is there a gap in the market**: pupils create and take a survey of the school, researching whether pupils want a snack shop, whether parents would want a snack shop, sorts of products, etc.
     o **How would we sell it to the head**: create a pitch – email the head asking for an appointment, come up with a short pitch with visual aids, as to why the school needs a pupil-run snack shop. Practice and deliver.
 Plenary:
 - Pupils finish by reviewing themselves / others against the employability skills, i.e. which skills did they use for the pitch, two stars and a wish etc.
	Provided
	 - Template for list-making
	 - '7 skills' cards
	 - PowerPoint for making a pitch
	
	 Suggested
	 - Whiteboard/ flipchart for hangman
	 - Computers for emails/ research/ survey tools/ etc.
		English
		 Spoken Language: "articulate and justify answers, arguments and opinions" / "speak audibly and fluently" / "gain, maintain and monitor the interest of the listener"
		 Writing: "draft by… selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning"
		
		 Computing
		 "understand computer networks including the internet…& the opportunities they offer for communication and collaboration"

Coaching Guidance Notes

Following the first session's focus on identifying the key skills on which they are working, this session is about identifying the problem that they want to address. You may find you can do this lesson before choosing which project to start and then select the subsequent lessons based on the pupils' decisions. The main links to the employability skills are **communication** and the early stages of **problem solving**. The pupils have the opportunity for identifying the problem, gathering information to inform their solution, and presenting the idea to an important member of staff.

Core Sequence	
Session 3 – How do we do it?	**Skills Foci –** Communication, Problem-solving, Teamwork, Motivation, Numeracy & Organisation

Objective	Outcome
All will understand the importance of planning their approach to a solution **Most will** work together to generate a simple business plan **Some will** review and adapt elements of the business plan	**All will** identify the importance of different aspect of the business plan **Most will** review and justify the plan, showing a clear strategy through it. **Some will** identify when a mistake has been made and alter it together.

Activities	Resources	Cross-curricular links

Starter:
- Start with a quick reminder of how the presentation went [feedback from Leadership team], then the quick-fire PowerPoint problem-solver.
Main:
- As a class, talk the pupils through the business plan: it all starts with their idea for which there's a gap in the market as well as a need for it. Either as a class or in groups, create a business plan / fill in different parts of the plan for your project, following the three themes:
    ○ **Core Ideas** – what's the idea, who'll benefit, etc. [started last lesson]
    ○ **Marketing** – initial ideas for branding, logos, customers, adverts, etc.
    ○ **Finances** – key resources, pricing, stock, income/ sales etc.
 	
Plenary:
- Pupils finish by reviewing the plan/s they have created and adapting it as necessary**. Notice the business plan follow the core sequence [vice versa].
- **homework opportunity**: make a pitch for a role they might want, e.g. director of sales, cash assistant, etc. in time for next session
	Provided
	- Quick-fire PowerPoint problem-solver
	- PowerPoint on business plans
	- Business plan template
	
	Suggested
	- Feedback video from leadership team
	- Business plan printed on A3 / flipchart paper for ideas
		English
		Writing: " using further organisational and presentational devices to structure text and to guide the reader"
		
		Mathematics
		"develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio"
		
		Computing
		" able to use, and express themselves and develop their ideas through, information and communication technology "

Coaching Guidance Notes
This session is a major part of the project! The pupils will get a sense of how involved the world of work can be and it is important for them to understand why they need to plan before anything else. ****Local community involvement opportunity**: the pupils could email a relevant local business and ask them to evaluate their plan to see how viable it is. This is also the point at which the time spent on each session will vary. This session may take more than one lesson slot but could be split into literacy, citizenship, numeracy and computing; it depends on how involved you choose to get.

Core Sequence	
Session 4 – What does our business look like?	**Skills Foci –** Communication, Teamwork, Motivation & Negotiation

Objective	Outcome
All will understand how to communicate in different situations. **Most will** demonstrate understanding of what engages an audience. **Some will** clearly and coherently articulate and justify their thinking to others.	**All will** create at least one element of brand design **Most will** select distinct language or imagery for an element of their brand design **Some will** justify their brand design to others

Activities	Resources	Cross-curricular links

Starter:
- Play a quick round of 'guess the company'; obscured / partial images of well-known brands, guess the right one!
Main:
- What does a brand mean? What do the logos make the pupils think of? Discuss the distinction of a **mission**, a **vision** and a **set of values** as three key points. Match up the companies with the mission statements. Alternatively, you look at the school's version of these three and see if the pupil get a sense of it's 'brand'
- It's time for the pupils together or in small groups to create their business' brand. The following could be set up as a carousel of activities for example:
   ○ **Logo:** design their logo based on what they want their brand to be about
   ○ **Mission statement:** make a mission statement to sum up their goals
   ○ **Values**: design the first advert [poster, online video for school site, etc.] that conveys clearly what they're selling and a strong brand.
Plenary:
- Take a vote to choose the brand they want to take forward.
- **homework opportunity**: make a pitch for a role they might want, e.g. director of sales, cash assistant, etc. in time for next session
	Provided
	- Branding & Marketing presentation
	
	Suggested
	- Whiteboard/ flipchart for collecting ideas
	- Computers for advert design opportunities
		English
		Spoken Language: "select and use appropriate registers for effective communication"
		Writing: "plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own"
		
		Design & Technology
		Design: "generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces &computer-aided design"

Coaching Guidance Notes
This is a great lesson, particularly for **Communication, Motivation, Teamwork** and **Negotiation.** It is all about the pupils thinking about how others (i.e. customers) perceive their business or idea. The suggestion is that you focus on three areas that include a writing task. It also includes an opportunity for either persuasive speaking or **Teamwork** skills by going for a vote on the business logo. Alternatively, you could just do the powerpoint activities as a brief stand-alone activity.

Core Sequence	
Session 5 – Who can do what?	**Skills Foci –** Communication, Negotiation & Teamwork

Objective	Outcome
All will participate fully and appropriately during the role selection process. **Most will** show initiative or confidence during a large group discussion. **Some will** demonstrate good awareness of the importance of diversity in teamwork.	**All will** participate in decisions and wait their turn in discussions during the role selection process **Most will** offer suggestions during the role selection process. **Some will** identify a peer's skills in suggesting them for a particular role.

Activities	Resources	Cross-curricular links

Starter:
 - A game of guess who; guess the role /career that's being described
 - Refresh the class of the business plan that has been created
 Main:
 - **Assign the management roles**: Board of Directors, including Sales, Finance, Marketing and CEO. Homework could have been set as an opportunity to prepare a pitch for the roles.
 - **Directors interview for other roles:** once the leaders have been selected (by teacher or vote!), they can interview other pupils for different roles, e.g. sales cash assistant, stock keeper, shop manager, delivery receiver, etc.
     o Interviews to be kept short and simple
     o Opportunities for interviewees to be reviewed by the other pupils
 Plenary:
 - Pupils finish by reviewing the plan against their new role and deciding which action to take first
 - ****homework opportunity**: before the next lesson, departments prepare a brief summary of progress to catch up the rest of the class**
	Provided
	 - Guess Who PowerPoint
	 - Example interview questions
	
	 Suggested
	 - Criteria for scoring / voting for pupils' director roles pitches
		English
		 Speaking: "gain, maintain and monitor the interest of the listener(s)" / "consider and evaluate different viewpoints, attending to and building on the contributions of others " / " select and use appropriate registers for effective communication."
		
		 Computing
		 "able to use, and express themselves and develop their ideas through, information and communication technology "

Coaching Guidance Notes
This session can be a lot of fun; playing at being in charge! It gives the pupils an opportunity to be confident in their public speaking abilities [**Communication**] as well as work through any issues that might come up in the various selection processes [**Problem-solving & Negotiation**]. The lesson plan is not extensive or specific because it really depends on your pupils and the extent to which you think they are able to deal with the social and emotional background of being chosen or not chosen for different roles. You may prefer to split this lesson into two (choosing the directors and choosing the other roles) and avoid the homework by giving them time to prepare for each selection process during the lesson.

Core Sequence	
Session 6 – Does it add up?	**Skills Foci –** Problem-solving, Numeracy & Organisation

Objective	Outcome
All will use a variety of the four operations to solve problems mentally. **Most will** understand and apply the order of operations in context. **Some will** order, compare and understand a range of percentages and fractions in context.	**All will** use mental arithmetic to help practice calculating total costs. **Most will** use operations in the correct order when calculating prices and margins. **Some will** use and compare percentages when deciding which pricing structure to set.

Activities	Resources	Cross-curricular links

Starter:
- A simple mental arithmetic game to get their numeracy skills warmed up
 	
Main:
- The PowerPoint presentation should go through the terms and skills needed for finances. The key concepts are:
   o **Important definitions**, such as costs, price, margin, profits
   o **Costs** – ensuring they think about all aspects of costing a business
   o **Pricing & Margins** – an area in which you could differentiate - exploring different percentages to maximise profit. It is also an area in which we discuss wastage [accounting for lack of sales in your pricing structure]
   o **Sales & Profits** – calculating the profit they've made is very important
Plenary:
- Link it back to the business planner; ask **what they would do with their profits** [thinking about long term vision as well as things like reinvesting in stock]
	Provided
	- Finances presentation
	
	Suggested
	- Flipchart for quick calculations / checking calculations
		English
		Speaking: "gain, maintain and monitor the interest of the listener(s)" / "consider and evaluate different viewpoints, attending to and building on the contributions of others " / " select and use appropriate registers for effective communication."
		
		Computing
		"able to use, and express themselves and develop their ideas through, information and communication technology "

Coaching Guidance Notes
This is a session which is very important, but needs to be handled in a fun way. It is the one which is closest to a "normal lesson". It's strongest link to the Employability skills is obviously **Numeracy**, but it also has strong links to **Problem-solving** and **Organisation**. You could have muffins for them at the start, or as a reward during the warm-up mental maths. However it's done, it is a key lesson: running a business is all about the profit margin. Even if it is for a charitable cause or a one-off event, you need the maths to be on point for your vision to come to fruition.

Core Sequence	
Session 7 – Market Research.	**Skills Foci –** Organisation & Numeracy

Objective	Outcome
All will show that their reasoning for the project plan is based on research **Most will** be able to understand and generate information tables **Some will** be able to order, compare and understand a range of percentages and fractions within context	**All will** generate and complete a relevant market research task **Most will** independently collate and interpret the results of their task **Some will** independently collate and interpret results from different research tasks in order to prioritise the results

Activities	Resources	Cross-curricular links

Starter:
- Reminder of the costing lesson previously
- Look at the business planner, in particular the who will benefit section
Main:
- Pose the question: after identifying your target customers and designing adverts for them, how can you be sure of their tastes? How do you check?
- Depending on the focus of your project, pupils are to create, carry out and analyse their own market research, for example:
    o **Customer Survey**; either within school, in the local community or parents, ask a series of questions and interpret the results
    o **Focus Groups**; pupils organise a free tasting / try-out session for a cross section of customers to get feedback for their initial product ideas.
    o **Market research in the community**; pupils could visit a local service [police station] to gain some market research for their project / idea.
 	
Plenary:
- Review how their market research will affect their project plan [do they need to change it?] and how they could have altered the research template itself.
	Provided
	- Market research presentation
	
	Suggested
	- Templates for different types of market research
	- Excel or similar for collating and interpreting results
		Mathematics
		Statistics: "complete, read and interpret information in tables, including timetables" / "interpret and construct pie charts and line graphs and use these to solve problems"
		Measurement: "solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate"

Coaching Guidance Notes
This lesson is an opportunity for the pupils to find out about the particular market that they are entering: if it is a fundraiser, they could ask people in the school questions such as their top five most important things when going to a party. If it is more of an enterprise, then they could create a survey on top favourite flavours of savour snacks. With regards to employability skills, it is an opportunity to show them an application of **Numeracy** as well as **Organisation**. Whatever the focus of the survey, the focus is on pupils organising, generating and analysing their own market research as independently as possible.

Core Sequence	
Session 8 – Our Community.	**Skills Foci –** Teamwork & Communication

Objective	Outcome
All will show an understanding of the value of working together. **Most will** demonstrate an ability to independently work with an unfamiliar person for a short term goal **Some will** show an awareness of the importance of helping others in their community.	**All will** positively engage in a community inclusion activity. **Most will** follow an adult-initiated task with an unfamiliar person **Some will** independently select a particular group of the community that they want to help or work with.

Activities	Resources	Cross-curricular links

Starter:
- Reminder of the market research lesson; was it useful for your project?
 	
Main:
- If you have a big problem what do you do? [ask someone for help] – do you ask the same person for every problem? [no] different people are good at different things so it's good to know lots of different people There are a number of options for pupils developing their teamwork through reaching out to the community:
    o **Advertising for providers**; pupils could organise visits to local schools and ask them if they want to contribute, e.g. stock for a snack shop
    o **Green bartering opportunity**; pupils could organise a visit to swap volunteering their time in exchange for a venue for their fundraiser
    o **Market research in the community**; pupils could visit a local service [police station] to gain some market research for their project / idea.
 	
Plenary:
- Think about employers in the local community for next lesson.
	Provided
	- community presentation
	
	Suggested
	- contact details / previous arrangements with neighbouring schools
		English
		Spoken Language: "select and use appropriate registers for effective communication"
		Writing: "plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own"
		
		Citizenship
		"prepare pupils to take their place in society as responsible citizens"
		"develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity"

Coaching Guidance Notes
This lesson is an opportunity for the pupils to engage in some authentic inclusion. Although not explicit in the title, we believe that as an employability skill, we should strive for inclusion to become just an implied aspect of **Teamwork.** It shouldn't be something difficult or 'extra'. As such the pupils are approaching the opportunity from a place of helping each other in the community – a mutual relationship as opposed to a charitable act. You could approach this in a range of ways, as suggested above, but the crux of this element is using teamwork as a vehicle for mutual, practicable inclusion.

Core Sequence	
Session 9 – Our Community.	**Skills Foci –** Teamwork & Communication

Objective	Outcome
All will apply expressive communication skills to new situations. **Most will** successfully work as part of a team in a new situation. **Some will** begin to use negotiating skills such as setting parameters.	**All will** confidently ask questions to a range of adults **Most will** work towards a given target with at least one other person. **Some will** work in pairs to set a personal target and work towards it without adult support.

Activities	Resources	Cross-curricular links

Starter:
 - Departments present a brief presentation to show others their progress.
 Main:
 - Discuss local community and whether any of them use the shops, or if they or their parents like to go to particular ones
 - **Meet Local Employers** – this could be done a number of ways:
   o **Market Research;** the class create a survey to fill out on a s trip in to the community; prices of snacks, people who could provide stock, etc.
   o **Meet a specific vendor;** you organise a meeting with a local shop who could provide stock and pupils discuss prices and mark-up [**numeracy**]
   o **Mini-work experience;** organise 'work experience' in a local business for pupils, e.g. helping behind a bakery counter for an hour or so.
   o **Director Meetings;** pupils with leadership roles ask questions to managers of local businesses
 Plenary:
 - Reflect on their experience by reviewing the business plan and either speaking in an assembly or talking with the head/ deputy head
	Provided
	 - 'Making a profit' PowerPoint
	 - Market Research template
	
	 Suggested
	 - Example questions for local employers
		English
		 Speaking: " participate in discussions, presentations…"
		
		 Mathematics
		 Number: " perform mental calculations, including with mixed operations and large numbers"
		 Statistics: " complete, read and interpret information in tables, including timetables"
		
		 Geography
		 Human: understand and describe key aspects of economic activity including trade links"

Coaching Guidance Notes

This session doesn't necessarily have to be done between the business plan and the final session; the focus is on engaging local businesses in the school's careers guidance programme. It is another lesson plan of suggestions; it depends on your pupils, your time allowance and the local employers themselves. However, the more involved the better! Small elements often increase engagement, like asking the pupils to dress up smart for the visit to the local employers. Pupils searching for suppliers would be a great opportunity for numeracy–decimals and percentages for profit margins etc.

Core Sequence	
Session 10 – The Launch.	**Skills Foci –** Communication, Problem-solving, Teamwork, Negotiation, Numeracy, Motivation & Organisation

Objective	Outcome
All will persevere as part of a successful team exercise. **Most will** demonstrate good organisation skills during the final session. **Some will** demonstrate good timekeeping and planning skills	**All will** work as part of a large team to produce the chosen final product. **Most will** meet deadlines set by themselves or others. **Some will** independently set and meet realistic times and targets for the final product.

Activities	Resources	Cross-curricular links

Starter:
- Show a slideshow / presentation of the work and experience that the pupils have gained so far, preferably in the theme of the 7 Employability skills
Main:
- Review how the group of pupils have progressed regarding their business plan, problem-solving any issues coming up to launch day!
- Marking the **opening of their snack shop** can be done in a range of ways:
   o **Opening day discounts**; spend this session producing marketing for a discounted first day, numeracy opportunities with percentages etc.
   o **Show off to parents**; organise a stall for the parents at end of the day before the first open day, important to involve the people with the money!
   o **Free taster day;** either a trolley around the classes or set up in situ.
Plenary:
- Get ready for your first day open as the new school snack shop!
	Provided
	
	Suggested
	- Slideshow of photos/ videos of the pupils' experience so far
		English
		Speaking: "participate in discussions, presentations…"
		
		Mathematics
		Number: " perform mental calculations, including with mixed operations and large numbers"
		
		Design Technology
		Evaluate: "evaluate their ideas and products against their own design criteria and consider the views of others to improve their work"

Related Activity
There is no 'related activity' for this session as it is a session on advertising the start of the business idea and celebrating the hard work it took to get to this point.