Session Name: Advertise Your FutureMe

Progression Framework Phase: Introductory

Progression Framework Objective: 5 (Applying)

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| **Key** | |
|  | Things to say |
|  | Instructions |
|  | Supporting Information |

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| **Session Plan**  Time: Allow 45-50 mins | | | |
| **Step** | **Activity and Description** | **Resources required** | **Suggested time required** |
| 1 | **Introduction**  Introduce the session.  We’re going to start off with an activity. See if you can identify how it links to today’s session.  Ask students what they would pick between the options on the screen. You can ask students to stand up and move to the left/right of their room for each answer, or keep them seated and do hands up, hands down. The aim is to get them thinking about choices and unique selling points.  **Session aims**  Explain session aims to students.  **What were your choices based on?**  Ask students **why** they made the decisions they did in the first five activity. What made one product/brand a better option?  Students should be considering the unique selling proposition (USP) of the item. The purpose of this activity is to highlight that whilst fundamentally the items are the same – they have elements which are unique, which are highlighted in the brand’s marketing to consumers. When considering applying for future study and work, students will need to consider what their USPs are and how best they can articulate that to their consumer...the employer. | PowerPoint slide 1 & 2  PowerPoint slide 3 & 4 | 5 minutes |
| 2 | **What is a Skill?**  Ask for a volunteer to define what a skill is, then follow by reading out the definition. | PowerPoint slide 5 | 2 minutes |
| 3 | **What is a quality?**  Ask for a volunteer to define what a quality is, then follow by reading out the definition.  Explain to students that these are their USPs which will help them to achieve their future work/educational goals. During the next activities, provide time to students to consider what these are – it can be more difficult at first, so you may want to provide some examples to start them off. | PowerPoint slide 6 | 2 minutes |
| 4 | **What skills and qualities can you think of?**  Give the students 2 minutes to think of as many examples of skills and qualities as they can. Encourage them to write these down, walk around the room and prompt students if needed. | PowerPoint slide 7 | 2 minutes |
| 5 | **Choose nine skills/qualities…**  Ask the group if everyone who took part in the last activity could think of at least 9 skills/qualities. If any students didn’t quite reach 9, encourage them to think of 9 in total to use in the next task. | PowerPoint slide 8 | 2 minutes |
| 6 | **Activity – Skills bingo!**  Read through the slide and ensure the students understand the task. Ensure each student has filled out their bingo card with 9 skills or qualities and that they understand they can only write their signature on someone else’s bingo card once.  When the first student shouts bingo, ask them to read out the skills they wrote on their card, and which of their classmates they matched which skill with.  This activity will show students that they have similar skills to their peers (which we’ll discuss in more detail later). This activity also allows them to practice their networking and communication skills which will be highlighted on the next slide. | PowerPoint Slide 9 | 3-5 minutes |
| 7 | **Skills and qualities…**  Read the bullet points on the slide and ask the students to share which skills they think they have already used today?  When some students have answered, reveal the images, and describe the skills they represent which have been used in today’s session:   * You have **listened** to me, retained information, and followed instructions. You have also listened to your peers when they have given feedback. This would also be considered as part of our communication skills. * You have made a list of all the skills you can think of, and repeated these back to the class, showing your **writing skills** * You have been part of this class, shared ideas with your peers, and taken part in groupwork, showcasing **teamwork skills** * You have interacted with other people in the room and **networked** in order to exchange information * You have **organised** yourself and your timetable in order to be here today! | PowerPoint Slide 10 | 3 minutes |
| 7 | **Task – Work in pairs to identify your hobbies, interests and skills**  Encourage students to work in pairs and take 5 minutes to identify each others’ hobbies, interests, skills and favourite subjects.  Students should understand that these are all important elements to consider when applying for a job or higher education.  You may want to allow students to choose their partners, as this task works best with students who are already familiar and can identify each other’s skills. | PowerPoint slide 11 | 2 minutes |
| 8 | **What did you come up with?**  Ask the students to feed back to the rest of the group. | PowerPoint slide 12 | 2 minutes |
| 9 | **Where do you and will you use these in the future?**  At this point students should be able to decipher where they are currently utilising skills, and any future scenarios they might need to utilise or showcase skills.   * Maths lessons – problem solving, Science experiments – attention to detail * Making choices: GCSE subjects – are your singing and creative skills particularly good? Maybe Music could be an option. Or perhaps you are a caring person with good essay writing skills – Health and Social Care, a coursework based subject, might be for you! * Within Level 2 & 3 qualifications (such as GCSEs, T-Levels etc.) – GCSE English speaking and listening examination; PE – teamwork, leadership, practical and analytical understanding in your practical assessment; General assessment preparation requires organisation and motivation and time management. * Applying for HE/jobs – presentation skills, portfolio (to talk and demonstrate the skills you have in various formats), interview questions – providing examples of your skills/qualities in action! | PowerPoint slide 13 | 2 minutes |
| 10 | **Why did we do that?**  Explain the reasoning behind the activity the students just took part in, and that it’s often easier to recognise someone else’s skills than your own.  By this point the students should be beginning to realise that a lot of people share the same skills, but it’s being able to identify and showcase these that might separate one person from another within a HE application or job interview. | PowerPoint slide 14 | 2 minutes |
| 11 | **Identifying our skills**  Read the bullet points on the slide.  Ask the group what would make an employer/admissions department choose them over their friend?  Use the clicker to reveal the answer ‘being able to sell yourself’.  Reiterate the point that students need to be able to sell/advertise themselves (skills/qualities) to show that they are strong candidates for the job/course they are applying for. | PowerPoint slide 15 | 2 minutes |
| 12 | **What do these three people have in common?**  Ask the students the question and wait for answers/ideas.  Click to reveal the answer: Maths skills.  Explain how Maths skills are used within all of these roles.  Some examples:   * A snooker player calculates/estimates angles needed to pot a ball and score the most points in the shortest time possible (Newton's Law!). * A construction worker uses maths such as Pythagoras’ theorem and trigonometry to work out where they may need to position equipment safely during construction of a building, as well as what might be the strongest/safest joints/shapes to build in. * A teacher has to count up marks, calculate averages, analyse data trends, and also be able to teach Maths! | PowerPoint slide 16 | 3 minutes |
| 13 | **Accounting and Finance…**  Ask the students the question and wait for ideas/answers. Give them a minute to discuss with the person next to them and feedback.  Click to reveal the answer.  Accounting and Finance is the 5th top professional job for students who studied… History!  But Why do History graduates often end up in Accounting and Finance jobs?!  Use the clicker to reveal a list of skills and ask the students why they might be on the board.  Move onto the next slide. | PowerPoint Slide 17 | 5 minutes |
| 14 | **Transferable Skills!**  Use the clicker to reveal the definition of transferable skills  Historians often have to handle data when working with historical records, but so do accountants when they are handling people’s accounts and working out how much tax they have to pay. Similarly, financial advisors have to analyse information so that they can give accurate advice to companies. In the same way, history students analyse historical records in order to know as much detail as possible about historical events and periods and be able to write essays based on this.  If you have time, you may find this section of the session useful to discuss the importance of all their current subjects, the skills they’ll be acquiring during those lessons and how this could be helpful in the future. | PowerPoint Slide 18 | 2 minutes |
| 15 | **When making an application…**  Read through the slide and Highlight the importance of being able to identify your skills and how often they will be transferable to many different situations. | PowerPoint Slide 19 | 1 minute |
| 16 | **Techniques you can use (1)**    Read through the meaning of PEEL on the slide.    By using this model you ensure you don’t miss any of the key details that might be relevant when explaining your skills and selling yourself within a job application or personal statement for Higher Education. | PowerPoint slide 20 | 2 minutes |
| 17 | **Techniques you can use (2)**    Read through the meaning of STAR on the slide.  STAR is a fantastic model for explaining your abilities to someone. You might use this in an interview to make sure you explain your skills and link them to examples clearly, or similarly, when talking through a portfolio of your work, which is necessary for some HE courses. Rehearsing short paragraphs that you can then apply to interview questions is helpful if you are a bit nervous and don’t like being put on the spot! | PowerPoint Slide 21 | 2 minutes |
| 18 | **Apprenticeship/job requirements examples**  Identify the skills (yellow) and qualities (orange) required for these apprenticeships.  The aim of this slide is to consolidate what the rest of the session has led up to: being able to recognise your skills, talk about them confidently and advertise yourself in an application/interview. Students should now recognise the importance of this, and these examples offer insight into how this would translate into a job application/the kinds of things employers/admissions departments look for in a candidate. | PowerPoint Slide 22 | 2 minutes |
| 19 | **Summary**  Summarise session with points on slide. | PowerPoint Slide 23 | 2 minutes |