



My Future My Choice

A Programme for Young People at in final two years of primary school (age 9-11) or first two years of secondary school (age 11-13)

Connecting Education to Aspiration

Teachers Handbook



My Future My Choice

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Any questions

Your local GE Volunteers contact is:

Or go to www.icountge.com

Introduction

It is widely recognised by primary and secondary head teachers that low aspirations and a narrow view of the world are one of the root causes of low attainment in schools.

As part of its strategy to raise attainment, Bristol City Council has worked with GE and the Bristol based charity ABLAZE, to create and deliver a unique programme for children in their final two years of primary school which will widen their knowledge of options for their future and raise their aspirations.

Most careers based programmes are aimed at young people in secondary school and may come too late for some. By building a fun programme based on humour, multi-media and games MFMC introduces an exciting range of opportunities for the future.

These messages run through the whole programme.

Primary School (age 9 – 11)

- Life offers lots of exciting job opportunities which are available to everyone
- Setting goals and working towards them brings fulfilment
- Learning at school is related to skills for life and work

Secondary School (age 11 plus)

All the above plus:

- Look outside your immediate experience when thinking about your future
- Be prepared to travel to get where you want to be
- Don't be afraid to take considered risks and learn from your mistakes- don't give up on a dream

Schools that take part in the My Future My Choice programme –

- Access business support for learning in a way that adds value to existing learning activities or kick-starts new ways of learning
- May be able to take part in a stimulating theatre presentation involving business volunteers and actors (if it is available in your area)
- Have example lesson plans and other resources available to them and are able to develop and share their own best practices
- Can monitor young peoples changing aspirations and attitudes to learning
- Can improve and repeat the programme each year

The Programme

There are three elements to My Future My Choice:

1/ Multi-Media event – A narrative presentation lasting one and a half hours held in June/July each year. Short chapters take the audience into different industry sectors to meet people and see places. Business volunteers talk about their roles and industry sectors in an accessible and entertaining way. The event is part film and part live and involves two skilled facilitators to interact with the audience.

2/ In-School Resources - Teachers are supplied with lesson plans and information about the business world which they can use in the classroom to continue the learning from the multi-media event. Schools will also be given the My Future My Choice “Top Trumps” playing cards to keep in school. These resources can also be used as a stand alone without having attended the event.

3/ Business Volunteers – Volunteers have the opportunity to use the My Future My Choice card game to engage with the children or be interviewed about their career as part of a literacy activity. They may also invite the young people to their business for site visits or for presentations in the board room.

Measurement and Evaluation

If the full programme is in place, children can be surveyed in Year 5 prior to starting the programme when they are asked about their aspirations. They are then surveyed again after the event and at the end of Year 6. A sample questionnaire is in the Addendum. It is important that exactly the same questions are asked at each of the data collection points.

The data provides valuable material to measure impact and give the schools an insight into the experiences and needs of children in their school community.

Similar evaluations could take place at Key Stage 3 using a before and after survey with some additional more in-depth questions around not only aspirations but intentions for further education.

My Future My Choice

Year 5 (age 9-10)

Preparing for and attending the Performance,
Taking Measurements and Lesson Planning

Preparation for Performance - Year 5

To ensure that the success of My Future My Choice can be evaluated, baseline measures need to be taken before the programme starts. Pupils also need to understand what to expect from the performance.

Activity - 10 minutes

Without discussion at the very start of the lesson a short questionnaire is completed. See Addendum. It is important that pupils are not guided about completing the job part of the form.

Activity - 10 minutes

Explain the logistics for the day – Parents/Carers are welcome to attend (See Page 7)

Pupil's enjoyment and learning will be enhanced if they understand the following points:

The Venue

- This will be a local secondary school, an example of the type of school that the children will be going to in just over a years time

The Audience

- The audience will be between 150 and 200 Year 5 children from local schools
- Every one will be seated and pupils may be asked to vote or give opinions
- Volunteers may get asked to come up on stage or answer questions

The Performance

- There will be presenters (actors) and several volunteers who have real jobs somewhere in the local area.
- There will be lots of examples of the different jobs people do when they leave school
- These people are successful and they all went to school once
- It will be fun

Optional Activity – 20 minutes “What is expected when we visit the theatre”

Work in groups to make charts of what is similar and what is different between these activities:-

- Watching TV - Watching a DVD,
- Going to a music concert - Going to a football match,
- Going to a lesson in the classroom - Going to a school assembly,
- Going to the theatre - Going to the cinema - Watching buskers perform in the street

Rank all the activities in order of how much part the audience plays

It should be possible to draw up a list of “dos and dongs” for a theatre visit which highlight the responsibility of the audience for making a theatre performance work.

Groups could be asked to role play good audience and bad audience skills.

Information for Parents and Carers

Purpose

To give parents and carers

- An understanding of why the school is running this programme
- Information about actual events they can support
- Suggestions about how they could reinforce the “My Future My Choice” messages at home

You may want to invite them along to the performance and add a reply slip to the communication.

The following paragraphs may be useful when communicating with parents and carers.

Children’s aspirations and ideas about their future are shaped by family, community and friends. The wider their knowledge of different types of successful people the more likely they are to see the point of achieving at school

“My Future My Choice” is a fun way for children to learn about all the opportunities that are available to them in life. This is not a careers promotion event but it will encourage and motivate children to achieve at school by giving them a wider understanding of the world and aspirations for their future.

The focus is on why being a good learner is important for success in life and why it is important to make the most of secondary school. The main messages are

1. Life offers lots of exciting job opportunities for everyone
2. Everybody can have a fulfilling future if they set goals and work for it
3. Learning at school is related to skills for life and work

The programme kicks off with a performance event for year 5 pupils and there are follow up activities across year 6

You can support the follow up activities in year 6 by volunteering to talk about your job in school or you may know others who could be encouraged to volunteer.

Let us know using the reply slip and we will get in touch

Suggested “add-on” for your standard format reply slip

I can/cannot support the follow up activities in year 6 by volunteering to talk about my job.

My job is:.....

Signed:.....Parent/Carer

After-Performance – Year 5

Having taken baseline measures it would now be a good time to evaluate the impact of the performance on pupil's aspirations and their understanding of the World of Work. As soon after the performance as possible it is important to reinforce the main messages and some of the subsidiary messages.

See next page for ideas for activities and information on the after performance questionnaire.

Key Messages from the My Future My Choice performance -

- Life offers lots of exciting job opportunities which are available to everyone
- Setting goals and working towards them brings fulfilment
- Learning at school is related to skills for life and work

Subsidiary messages -

1. There are lots of different industry sectors in which people can work
2. Each work place in any sector has people doing different jobs to make the business function
3. There are common capacities and dispositions needed to succeed -
 - Communication and team working skills
 - Independence and questioning
 - Persistence and stick ability
 - Planning and reflecting

These are similar to “Learning to Learn” capacities and dispositions that you may be familiar with from Building Learning Power or work with the ELLI programme

4. Know your own areas of weakness and work on them
5. Know your areas of strength and use them
6. Working hard gives a better life style
7. Its good to have a passion for something
8. Numeracy and Literacy are important in achieving success
9. Science at school relates to jobs such as art and sport not just scientific jobs
10. All school subjects relate to life
11. Exciting things in life relate to learning in school
12. Your chosen secondary school is a route to success in life
13. Be the one who takes more from the secondary school than others do
14. Its good to take risks if you have thought about it
15. Make opportunities happen
16. Take opportunities that are offered to you
17. Helping people or volunteering is a great way to learn and achieve
18. Joining in and accepting challenges is rewarding
19. There are lots of routes to success
20. See a job as part of a career – even if some jobs are only tiny steps towards success
21. Going straight into work after school does not limit your potential career
22. Going onto Higher Education is a worthwhile investment
23. Other people can be an inspiration
24. You get lots of friends through work
25. Work is only half the fun – enjoy life to the full

After Performance Aspiration Activity

After the performance, activities in class need to explore the My Future My Choice messages which are aimed at raising aspirations.

Activities will need to be adapted to meet the needs and experience of the pupils

A diary entry from the future – “a day in your life when you are at work.”

Give each pupil a small selection of the messages listed on Page 8 (You may need to reword these and illustrate their meaning).

Ask them to include these messages in their diary entry about their day in the future. (Suggest giving them a template for the diary entry).

A view of your future

Ask pupils to use collage from magazine images, drawings or computer to create a picture of their future.

Use speech bubbles to create a narrative in the picture that conveys selected messages from the list.

A letter to the future

Pupils write to someone they trust to explain what they think they will be doing in 20 years time.

This works well if you provide printed envelopes or stickers that say, “Do not open until July 2029!”

This letter should be sealed, posted or delivered. Pupils should really think about who they can trust not to open it until 2029.

You will not be able to mark or correct this activity, but you could open a discussion.

Activity 10 minutes

At the end of this session you could ask the children to complete a second short questionnaire.

This has the same questions as the original base line questionnaire so pupils can be encouraged to reflect on what they have learnt.

Forward both sets of questionnaires to whoever has agreed to analyse them for you.

At the end of Year 5

At the end of the year, Year 5 teachers should discuss the My Future My Choice programme with the teacher scheduled to teach Year 6 in September.

A duplicate pack with additional resources for Year 6 lessons will be available to Year 6 teachers at the start of term in September/October.

My Future My Choice

Year 6 or 7

Working with Business Partners,

Using the My Future My Choice resources

Engaging Business Partners

The target is for a school to run at least three opportunities across Year 6 to reinforce the messages from My Future My Choice. The business volunteers will either be chosen by you to reflect the curriculum or by pupil request and can either involve bringing in people from the “world of work” or going out to see people in work settings. Lesson plans to help pupils decide who they would like to meet are on Page 14

Objectives

- Reinforce messages from My Future My Choice
- Pupils become more aware of what they do and don't know about the wider 'world of work'
- Pupils evaluate who they are keen to meet and the reason why they want to meet them.
- Pupils change their assumptions about specific job roles

These experiences will add value to the existing learning activities and curriculum in school.

Getting started

Think about the need and potential in your existing curriculum. You will already have activities that share the same objectives as My Future My Choice and activities that could be enriched by inviting people into school or by visiting a work place.

- Complete an overview for Key Stage 2 and specifically Year 6 listing the activities that involve interacting with people from a range of industry sectors. (You can download a Need Assessment form to help build your overview from www.icountge.com)
- Ask the question – “If this was the child's only insight into the world of work, what are they missing?”
- Review the responses your pupils gave to the My Future My Choice survey (if performed). These tell you what they wanted to be at the end of Year 5.
- Complete a priority list of areas where there is potential to enrich an activity with people from other industry sectors
- Contact parents and governors to see if they are able to support an activity

There will be obvious gaps and there will be opportunities of which you are unaware. You are now in a position to request support from the business community either GE or other business partners.

Requesting a Business Volunteer

When you have identified priority or obvious quick fix activities for business partners complete a Business Volunteer Request form [see page 24] and pass on to your business partner so they are clear about what you are asking.

You should always check with your business partner that volunteers are CRB checked, that they are aware of your Child Protection Policies and processes and that the necessary risk assessments have been carried out by them and the school.

If you are requesting a work place visit you need to be aware that some businesses will not be able to allow young children on to their sites for Health and Safety reasons.

Related Programmes

Programmes already available that could operate in your school to support the objectives of “My Future My Choice” by bringing in experiences or people from the “world of work”. Please note there may be a cost attached to some of these activities

Programme	Overview	Website/Email
Young Enterprise	Lessons on Community, Business and The World	www.young-enterprise.org.uk
What Money Means	Personal Finance for KS2 maths, PHSE and enterprise	Lorna.muffett@pfeg.org
Go 4 It	National campaign and awards process for transforming schools that relies on schools working with its wider community	l.formby@hti.org.uk
Industrial Trust	Transport for visits to industrial work-places	http://www.industrialtrust.org.uk/
Meet a Medic	Medical students come into the classroom to talk about what they do	Eric.Albone@clifton-scientific.org Bristol only
Excellence in Schools	A programme for leadership to build business partnerships	enquiries@ablazebristol.org Bristol only www.icountge.com
Reading Partners	One to one reading support – usually takes place over a lunchtime	Various depending on area: enquiries@ablazebristol.org - Bristol http://www.nebpn.org - (national) Education Business Partnerships http://www.bitc.org.uk – (national) Business in the Community will refer you www.rif.org – (national) Reading is Fundamental http://www.vrh.org.uk –(national) Volunteer Reading Help
Number Partners	Encouraging the understanding of maths through number games	http://www.numberpartners.org or EBP/ABLAZE/BITC as above
Other useful Websites		
Science Council	Films for 11 year olds about why science at school is important for jobs that are obviously scientific.	www.futuremorph.org
Edge Foundation	Useful for teachers and parents – helps raise awareness of the need for learning to link to the world of work -	www.edge.co.uk/docs/home/ www.nextstepguide.co.uk/
GE	Lots of resources for teachers and volunteers to run partnership programmes and curriculum support in schools	www.icountge.com

If you are operating any of these and they involve children meeting people from the “world of work”, include them in your Need Assessment.

If you intend to set them up, research how much time the school has to commit and the costs, then contact the appropriate organisations directly.

There may be a considerable wait to set up some of these activities.

Good Practice with Business Partners

The majority of businesses are happy to provide business volunteers into schools as long as it doesn't negatively impact business priorities. There will be some times of the year when they can't help depending on the type of business. The GE business in your area will be pleased to help, but may not have the resources or type of employee to meet all your requests.

Introductions - It is always useful for the Head Teacher of the school and the CEO/Managing Director of your business partner to have a meeting when your relationship starts. This both engages senior level commitment but also gives time to discuss jointly where the school most needs support and the parameters around what the business can offer. Once a senior business leader is engaged it is much easier to recruit volunteers. Ask for an opportunity to attend a leadership meeting at the business to get the whole team engaged.

Communication - It is essential that good lines of communication are established from day one. You should agree with the business partner what you expect of them and they should agree what to expect from you. Make sure that the business knows the dates of school holidays and inset days.

Review

Keep a record of all activities and contacts and always have a review after an activity so that you both know what went well and what could be done better in the future.

If you wish to repeat the activity put a note in the school calendar to remind you to contact them at least a term in advance.

Curriculum - Add details of activities to curriculum plans and share with other staff. Revisit your survey of experiences with the "world of work" when planning the curriculum.

Impact - Discuss desired outcomes with a business partner; they may have solutions you are unaware of.

Building the relationship - Include business partners on invitations to school fetes and sports days etc. Make use of them to give out awards or take an assembly. Encourage positive media coverage for you and them.

If you think they could help the school with finance, management, leadership, communications or governance make a school plan to ask them.

Other opportunities - Businesses are often looking for community focussed team challenge opportunities for their staff. These could be projects like painting school buildings, designing a playground, creating a sensory garden etc. etc

Show appreciation - Always let the business know how much you value what they have done. Encourage the children to write or draw pictures to say "Thank You". These will be much appreciated and displayed at the business premises.

Lesson Plans

Activity Part ONE Term 1

The first activity enables pupils to decide who they want to visit their class and the second is about the visit.

Ideally, visitors would be arranged with your business contact for the following term.

You may feel that the children already have enough information about the types of jobs or sorts of people they would like to find out more about. If so you can go straight to making decisions (Page 15).

If not use the business charts to help.

Using the Business Charts

There are two business charts available:

1/ Different Types of Business - These are examples of many different types of businesses. You could ask the children to circle the businesses that sound most interesting, or alternatively the ones they know nothing about. There is an example lesson plan in the Addendum using this chart.

2/ Different Jobs in a Business - In every business there are different jobs (roles). This chart and the additional information look at a typical business and are intended to give you additional information about how a business works.

You decide how much of this information is useful for your class.

These charts are available in the Addendum.

You can download additional copies from the GE icount website www.icountge.com

Decision Making

Whatever your planned approach, it should allow all pupils to have their own ideas about either -

- what jobs they know and the gaps in their knowledge
- what jobs they are excited by
- what they think sound boring

Explain that they now need to find out what the priorities are for the whole class because they cannot invite more than three people. The process they will use is designed to get a sense for what a group thinks is most important when there are many options.

Make a list for display that contains everyone's individual outcomes from one of the activities on Page 14. You could do this by asking the children to call out their choices – make sure there are no duplications.

For example you could create a list for display of what everyone knows least about or a list that is what they think sounds exciting. From this list you can help the children decide what type of business or type of job role they would like to learn about. Do this using a process called N/3 (Number over three)

Voting using N/3

This methodology is used by business to make decisions. This is a simplified version for use in schools. You will need some coloured stickers.

1. Take out any duplicates and make sure every child understands what the options mean
2. Number the list
3. Take the number of options and divide this number by three. This equals the number of votes per pupil. E.g. 30 options = 10 votes 20 options = 7 votes (best not to have more than 10 votes)
4. Make sure the pupils understand the options on the list. Give a short time to plan their votes, ideally write them down (only the numbers)
5. Give the children the number of stickers that they have votes
6. Ask them to put a sticker on the right hand side of the options they are voting for (remember they can't put more than one sticker on an option)
7. Add up the number of votes and see if there is an obvious top three – ask the pupils if they agree that those should go forward. If not....
8. Ask which ones on the list they would like to keep on even if they didn't get the top number of votes. (Minority view points get heard if this process is done properly).
9. You will now have a new list so go through steps 2 – 7 again until there is agreement on the top three.
10. It may be sensible to agree two reserves in case you cannot find volunteers from one of the top three.

Pupils can then produce letters, which could be sent to the business with a Business Volunteer Request form available in the Addendum.

Lesson Plan

Activity Part TWO for Term 2 or 3

Part TWO of this activity should be planned for a minimum of six weeks from making the request for business support and it presumes you have had a short meeting with the volunteers.

There are two options with which the volunteers will be familiar.

Option 1 – Literacy activity conducting interviews with the volunteer

Option 2 – Widening understanding of future opportunities using the My Future My Choice game

Option 1 – Literacy Activity

In advance of the business volunteers visiting your school the teacher should

- Introduce the activity to the class as a research activity for them using internet and interviews with the visitors (see example of types of interview questions in the Addendum)
- Organise relevant (mixed ability) teams and set up the classroom so that pupils take turns and move from using the internet to interviewing the visitors
- Outline to the pupils the outcomes anticipated e.g.: Create a newspaper/publication about the “world of work”; Prepare a team presentation about the “world of work”
- Help to decide on some common questions derived from the key messages (see Page 8)
You could use the method in “Preparing for the Interviews” on Page 17
- Allow time for pupils to prepare their own interview questions
- Explore good practice with questioning and listening
- Explain that they need to take turns to ask questions and take notes
- Give a maximum time for each interview
- Ensure they have ways of recording information – (templates or notebooks?)

Introduce the visitors

- Allow time for each visitor to explain who they are, their business and what they do
- Set up the visitors so that they can be interviewed by groups for a set time. Some people will come with display material or leaflets
- Setting up a sign that says the visitor’s name, company and job will help
- Better if pupil teams move between the internet activity and the visitors so that they can catch up on making notes and get ready for the next interview

End the session by thanking the business volunteers and inviting them back to see what the pupils produce and/or confirming a contact address to send information.

You may be able to organise a visit to the business for pupils to present what they found out about their business in their board room.

Pupils complete outcomes and present

Pupils use their research to complete the outcome as planned by the teacher.

This can be presented back to the business people and to the rest of the school.

Preparing for the interviews

Children play the role of reporters who need to find out about how they can prepare for their future. They will then report back to other children in the school and ultimately to [business]. Children are put into five groups with a different focus for each group, they prepare questions to ask the volunteers. Ten questions per group, two from **Routes into jobs** and eight on their allocated group focus.

Some example questions to help decide what to ask:

All) **Routes into jobs**

How did the volunteers get into this line of work? What are their strengths/ interests that helped them to get into this job? What did they know they didn't want to do? What did they do at school to prepare them? What qualifications did they need? What training did they need? What was their first interview like? Is there anything they wish they had done instead? What are their ambitions now?

Group 1) **Communication/ICT/Teamworking**

Do they work in a team? What is that like? Do they like their colleagues? How do you need to behave to work well with a team? How do they communicate with each other? What ICT do they use? Do they have lots of meetings? What are the meetings for? What makes communication difficult? How do they work with people if they don't like them? Do they have any example of when they didn't communicate well?

Group 2) **Numeracy and Literacy**

Where do they use numbers in their job? How important is good spelling? Do they have to read a lot? What sort of writing do they need to do? What would be difficult if they hadn't got numeracy and literacy skills? What advice would they give to people who find maths difficult? When do they use numeracy and literacy outside work?

Group 3) **Science, Analysis and Legislation**

How much science do they use in their everyday jobs/lives? What is the most fascinating thing they have learned in their jobs? How often do they have to analyse results? What is the impact of the law on their jobs? Does Health and Safety legislation affect them? What would they like to invent to help them in their job?

Group 4) **Creativity**

How much creative thought do they need in the job? Can they give an example? Do they have to do a lot of problem solving? Do they have to make anything in their job? Are there times when they need to take risks? Is there an example of how they have learned from their mistakes?

Group 5) **Lifestyle/Travel**

What are their hobbies? How much do they travel with their job? How much have they learned from outside interests that impact their job? Do they socialise with people from work? What do they think about volunteering in their community? Why do they think that information on hobbies

is asked for on application forms? Did their hobbies when they were younger relate to their job now?

Lesson Plan

Part TWO for Term 2 or 3 - continued

Option 2 – My Future My Choice Card Game

If you choose this option your volunteer will have been provided with a set of playing cards loosely based on the game Top Trumps. The cards represent 52 different job roles broken up into families of four. The cards come with instructions and you can decide, with the volunteer, the best way to use them with your class.

Each card has an illustration of the job role. Prior to the volunteer coming to meet the class you may want them to draw a picture of what they think people in the volunteer's occupation looks like. The volunteer can then use this to help discuss his or her job role.

The business volunteer uses the game to reveal what their job is like and how different types of jobs compare for the importance of Numeracy, Literacy, Creativity, Practical Skills, Team Working Skills and Scientific Knowledge.

The cards also double up as "Happy Families" so that a variety of whole class, team activities and discussion can be structured across a teaching session lasting between 40 to 60 minutes.

Towards the end of the session the volunteer may ask the class to design their own career choice in the style of the cards, so you need to check if drawing materials need to be available.

The cards are used to give a glimpse into some of the different jobs there are in the world and how they relate to learning in school.

This is a stand alone activity that is easy to use.

To make use of this service –

- Request the My Future My Choice card game and the type of business volunteer your class would like to meet using the standard request format
- Meet with the volunteer to plan the session and confirm time and date

Example Card Games Activities

Guidelines for the volunteer

Volunteer Introduction

Give a brief presentation about who you are. Describe what you do, where you work, who you work with, your clients, your environment, your interests and your background. What made you choose your profession and your career path?

At various stages throughout your visit use the cards to relate to the skills needed for your job.

Activity 1 - What's my Job?

Aim. To engage the whole class in a discussion about different jobs by mixing Top Trumps with a guessing game. Packs needed =1

Play with one pack and the whole class. Take any card from the pack.

- The cards are dealt out to the class - one each.
- Ask the children to read the cards. Get them all to stand.
- From the 'job details' start with the lowest number. Get those children with a figure lower than yours to sit down. Challenge from the next highest job detail.

Example questions: Volunteers card - Mechanical Engineer

Q1. Do you have 'communication lower than 32? - yes then sit.

- Continue until you have less than half the class standing.
- Continue but now using your highest value

Q2. Do you have 'using numbers' higher than 97'

- All those with less now sit down.
- Ask what jobs they have - discuss the conclusion - same details different professions!
- Get the remaining to try and guess what your card is.
- Give them a few clues such as - I work with machines? etc

When they have guessed the profession get the others in "Your Family" to discuss why you could all do similar jobs.

Activity 2 - Trumps

Aim. Stimulate discussion about the skills needed for a variety of jobs using a familiar game format. Packs needed =2

- Divide class up into groups of between 4 and 8. Each group needs a pack of cards. (Half a pack will suffice or play as teams rather than individuals)
- Deal the cards face down to each player.
- Each player looks at their top card and the player going first decides 'job details' with which to challenge the other players.
- The player with the highest number for that "job detail" collects the cards from the other players
- Whoever wins a round starts the next round and the game continues.

Example Card Games Activities

Guidelines for the volunteer - continued

Activity3 - What do you want to be?

Aim. To help the young people start to examine how their skills could be translated into a career.
Packs needed-1 (may need more than one volunteer)

Hand out a card to each child. Go around the class at random and ask them to read the 'Job description'. Would they like to do that job, if not why not etc. What would they like to do? What are the values on the 'job details'? Compare with others as to why it is that similar criteria can involve quite different jobs?

It's a great way to get the children involved in the discussion. The problem might be getting them to stop.

Activity 4 - Professional Families

Aim. To examine the variety of roles within an industry group.

Packs needed = 2

The class is divided into four groups. They are given half a pack each but this must contain complete 'family' (sets of four) sets.

- These cards are then dealt out.
- The children are asked to sit and read their cards.
- Each child decides which 'family' they are going to collect. During the game they might switch their 'family'.
- Someone starts by asking one of the others in their group for a specific member of their chosen 'family'.
- If the child has that card they hand it over. If they don't, they then take a turn and ask someone for the card that they want.
- The game is won by the child who has the most families.

Activity 5 - Get moving

Aim. To get to know what jobs have similar skills. Packs needed = 1

- Use one pack - select 'families' (sets of four) appropriate to the number of children.
- Deal out one card to each child.
- Ask the children to sit and read the cards.
- Find the other members of the 'family' by miming what they do.
- After a time go round the groups to find out if they have found their 'family' members. Any complete ones get a cheer! Those not in their family have 10 seconds to do so!
- They can now read each others cards and discuss what they all do and why the 'families' are linked. Would they like to do those jobs? etc.

Transition to Secondary School

End of Year 6 Activity

Working with business volunteers to add value to work on transition to secondary school.

The messages for the My Future My Choice programme include

- Learning at school is related to skills for life and work
- Exciting things in life relate to learning in school
- Your chosen secondary school is a route to success
- Be the one who takes more from the secondary school than others do

The programme encourages you to invite business volunteers to join your Year 6 transition activities.

Use the request forms at least six weeks in advance to secure volunteers or if you have established links through previous activities contact them direct.

The business volunteers can be tasked to

- Work with small groups
- Accompany pupils on a visit to the secondary school
- Present to the whole class

The priority is to have the right number of volunteers to work with pupil groups. Their business function will not be important for them to get the messages about secondary school across.

Your local secondary schools may be leading the process. You may be able to work with them to include the business volunteers but at the very least you need to inform secondary school teachers and students who the business volunteers are and what their role is.

Ensure the business volunteers understand the messages you want to get across.

For instance they need to avoid saying how they succeeded, “despite failing at secondary school” and start saying they would have “found it easy to succeed if they had done well at secondary school”.

Activity – 10 minutes

End of Year 6 questionnaire

At the end of this session or towards the end of term you may want to run the questionnaire again. This questionnaire would contain the same two questions as the original baseline questionnaire.

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Sample Questionnaire – Key Stage 2

Please fill in this questionnaire in your neatest writing!

First Name	Surname
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Which school do you go to?

I am a (please put a circle around your answer)

Girl	Boy
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What job do you want to do when you leave school?

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How important will going to Secondary School be for helping you get the job that you want in the future?

(Please put a circle around your answer)

Important	Not Important
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Business Volunteer/Activity Request Form

Date Request Made			
School Name			
Address			
School Staff contact name & position		Best times to contact	
School Email			
Other email (if more direct)			
Telephone			
Mobile			
Who should we contact if you are not available?			
How should we contact them?			
YEAR 6 ACTIVITY NEEDING BUSINESS VOLUNTEER SUPPORT			
Visitors to come to School		Pupil Visit to Work Place	
Description of activity and how business volunteers will contribute			
Date of visit		Start Time	End Time
Number of volunteers needed			
Specific business functions or functional skills requested. E.g. IT, Engineering, Maths (Any letters from pupils to accompany this?)			
Specific positive behaviours (core skills) at work requested E.g. Team Work, Imagination, (Any letters from pupils to accompany this?)			
Learning Objectives for the activity and desired messages for pupils			
Any other information about the pupils and the school that would be useful. BME / Disabilities / Gender mix			

My Future My Choice Cards - Example Lesson Plan

Class Teacher: X X	Class: XX	Year: XX
Date: dd/MMM/yyyy	Additional Adults: Helpers, Special Educational Needs Support?	Boys: 15 Girls: 15
Subject: Personal, Social, Health & Citizenship		Focus: Citizenship

Objective(s): Using the My Future My Choice (MFMC) game cards:

Awareness of the variety of jobs / careers.

Understanding of the seven MFMC factors or skills elements (Creativity, Communication, Working with a Team, Using Numbers, Reading & Writing, Scientific Knowledge, Hands on Practical skills).

How to compare & contrast different jobs, including job families.

Main Teaching Points:

Introduction on seven elements.

Choose from the example activities, explain the rules – walk through a quick demonstration then let them go!

Review after each activity – what did you find out, what was interesting?

Lesson / Class organisation:

Whole Group Start

Small Group Sessions

Whole Group Finish

Keep it 2 minutes, 10 minutes to keep it fresh!

How to split the class – abilities, boys/girls, initial career choice – then change?

Use of ICT:

Interactive white boards or Powerpoint presentation to explain the cards & activities.

Pupils using to track comments, decisions, etc

Plenary:

Complete an A-Z list of jobs – split by the small group sets to speed up. Discuss if any have decided on a new career from what they have seen. Discuss how you could follow on from this initial review of alternative careers. Look at jobs advertised in local paper – can they recognise them & the 7 MFMC Factors?

Assessable Objectives:

Understanding of the variety of jobs.

Understanding of the seven elements.

Subject Specific Language:

Explain: Aspiration, Seven elements, Career.

Resources:

Two Packs My Future My Choice cards.

Prepared sheets for any activities.

Local newspaper to review job adverts.

Lesson Plan – Literacy Activity

Programme for working with business volunteers

- Use the My Future My Choice playing cards prior to the visit to give students an awareness of the range of future opportunities.
- In groups prepare to interview business volunteers
- Volunteers will answer questions about their roles and lifestyles
- Children to prepare a PowerPoint in groups about one aspect of what they found out from the volunteers – working to a deadline of 1 week.
- VISIT to [business] – using their boardroom to present back what they discovered from the work carried out with the volunteers.
- Visit to include SITE VISIT - children given task to do to look for the key job details found on the cards (creativity/communication etc) on site.
- Children by the end of the activity to have thought about their own strengths and priorities and therefore have identified a range of jobs/lifestyles that they could work towards in their time at secondary school.

Initial lessons (without volunteers) – to introduce the cards

1) First spread the cards out and ask the children to put the cards into two piles: jobs they have heard of and jobs they haven't. Discuss the jobs they hadn't heard of (if necessary research on the internet). Also share initial ideas about which jobs would be of interest to them.

2) Deal out the cards ask children to have a look at the cards – in groups ask the children to group their cards – feedback why they have put them into these groups – Is there an odd one out?

3) In groups give the children some of the cards

i) The children in turn identify an order of preference of the given cards – which would be most suited to me and why. The other children help that person decide and identify their strengths etc. Then others have a go.

ii) If you were setting up a business with the people you have what could your business be?

iii) One child gives job detail numbers on his/her card – other children have to guess the job

4) Put the cards into their “families” – then discuss the types of jobs in each family, ask the children to go and stand with the family of jobs that they are most interested in.

The children who find themselves in a family together can then need to decide what strengths they have that will help them in that field, what they will need to focus on and what they could do in and out of school to support them (what clubs could they join etc).

5) ‘Who’s in the bag game’ Two teams – put all cards in the middle in a bag – one person from one team has one minute to get their team to guess as many cards as possible by explaining what they do, but without saying anything that is written on the card - then swap over. Next round they have to mime/act what they do silently and the rest of the team have to guess.

6) If you were starting a new community (settlement) with 10 people with different jobs who would you choose to take with you. What jobs are missing from the pack of cards?

Lesson Plan – Literacy Activity

Based on idea from Bank Leaze Primary School, Bristol - continued

Business Volunteer Interviews

Business volunteers arrive at the school prepared to be interviewed. In groups the children go round asking their questions (see Page 17) – working to involve the whole team with their roles. Interviewers complete questions – mini-plenaries to check the progress of groups towards their goal of getting the information appropriate for their presentation. Have a piece of flipchart paper for each group, they put on post-its with the main messages for their group gleaned from the interview. If they find out anything for the other groups they write it on post-its and put it on their flipchart paper.

Plenary

Review information gathered – [Business person] to discuss the next step and raise the profile of the presentations to be done back at [business] and set the deadline and expectations.

Lessons after volunteer visit

Prepare PowerPoint presentations to show at [business] – going through a process of self and peer evaluation of the PowerPoints to ensure they are of appropriate quality/length/detail/appropriate to audience/fulfilling purpose etc.

Visit to Business

- 1) Look around work place and discuss their thoughts/ ideas/ what they notice.
- 2) Show the presentations in board room environment.
- 3) Feedback and evaluate with the volunteers on the successes of the project.
- 4) Introduce the tasks for the site visit and expectations (safety etc).

Site Visit

Children to have a template of the job details (creativity, communication, team working etc.....). Children to go on site and look for examples of these and note them down – get points for how many examples they see/find.

Discuss as a group with their adult – which roles they would be interested in etc.

Back at school

Using PowerPoints and photos of the site visit, give feedback in an assembly to the whole school, describing the process and project. Year 6 children to talk to others about how to think about their futures.

Title of the assembly:

‘My Future really is up to me!’

Lesson Plan – 3 - Involving Volunteers as Teachers in MFMC Card Game Activity

Session Plan		
Subject: My Future, My Choice Date: 12 th Dec 2008 Time: 60 minutes Groups: Year 5 XX Primary School, Number of Learners: 30		
Learning Objectives: To stimulate group discussion & widen understanding about the skills needed for a variety of jobs by using a familiar game format	National Curriculum Links:	Resources: 2 packs of My Future My Choice top trump cards
Planned Learning Experience:	Role of the Volunteer (as Teacher):	Assessment Opportunities:
Introduction of the session: <u>What will the pupils be doing?</u> <ul style="list-style-type: none"> – Listening. Then in small groups, listing jobs that they know, beginning with each letter of the alphabet. – 10 minutes 	<u>What will the teacher be doing?</u> <ul style="list-style-type: none"> – Presentation about what you do, who you work with, your clients, your environment, your interests. Use the cards to refer to the skills needed for your job. – Ask the children to name jobs that they know by naming with each letter of the alphabet. 	<u>How will you know what the pupils have learnt?</u> <ul style="list-style-type: none"> – Observation and responses to questions and prompts.
First session: <u>What will the pupils be doing?</u> <ul style="list-style-type: none"> – MFMC Activity 3 – What do you want to be? – All pupils have 1 card to read and review. Select some to respond to questions – Would you like that job, what are the job detail scores, do you have those skills? – MFMC Activity 1 – What’s my job? – Comparing their card to questions from Teacher. – Selection process based on answers. – Questions: What jobs are left standing, are there any similarities or major differences/ – 20 mins including short review between Activities 	<u>What will the teacher be doing?</u> Deal 1 card to each pupil. (Remove Teacher card) <ul style="list-style-type: none"> – Activity 3 – Select a few pupils from different job families. Asking questions about key factors and lowest scores. – Activity 1 - Starting with own card lowest score, discuss detail, sit down pupils with a lower score, repeat until ½ are left. – Continue using high scores. – Compare the cards of those still standing. – See if they can guess Teacher’s job. 	<u>How will you know what the pupils have learnt?</u> <ul style="list-style-type: none"> – Observation of the children taking part in the game – Responses on discussing the Job Details category. – Understanding the Job Details & Families compared to the card held by the Teacher. – See if they can suggest relative scores for a real Teacher.

Session Plan		
Subject: My Future, My Choice Date: 12 th Dec 2008 Time: 60 minutes Groups: Year 5 XX Primary School, Warrington Number of Learners: 30		
Planned Learning Experience:	Role of the Volunteer (as Teacher):	Assessment Opportunities:
<p>Sustaining the session: <u>What will the pupils be doing?</u></p> <ul style="list-style-type: none"> – MFMC Activity 2 – Trumps. In 4 Groups, each in 2 teams. Teams take it in turn to pick up a card from the top of their pack and decide between the team which high value job details to challenge the other team. – The team with the highest value wins and the winning team take both cards and put them at the bottom of the pack. – The opposing team then take a turn and repeat the above until the teacher ends the task. The team with the most cards wins. – 15 minutes 	<p><u>What will the teacher be doing?</u> Divide the children into four groups then divide each group into two teams</p> <ul style="list-style-type: none"> – Split one pack of cards between two groups and deal the cards between the two teams, face down. – Continue to bottom of cards. – Team with the most pairs win. – Questions: was it always the same job detail that won? How did they choose the job detail to use to challenge the other team? 	<p><u>How will you know what the pupils have learnt?</u></p> <ul style="list-style-type: none"> – Observation of the children taking part in the game – Walking around the games in hand and asking the children questions in relation to the card they are playing to gauge understanding. – Which Jobs did they win with? Any patterns?
<p>Conclusion of the session: <u>What will the pupils be doing?</u></p> <ul style="list-style-type: none"> – Small groups listing jobs that they know, beginning with each letter of the alphabet. Aware of need to give different answers to other groups. – Grouping Cards back in to families. – 15 mins 	<p><u>What will the teacher be doing?</u></p> <ul style="list-style-type: none"> – Go through the letters of the alphabet again and ask the children to name any new jobs that they have learnt. 	<p><u>How will you know what the pupils have learnt?</u></p> <ul style="list-style-type: none"> – Responses to alphabet question and observation of whether the list of jobs has grown after the main part of the lesson.

MFMC - Different Types of Businesses

Financial	Accountants	Building Societies	Banks	Insurance companies	Financial advisors	Stock Brokers
Manufacturing	Food processing	Clothing and Textiles	Glass, China and Pottery	Car Production	Machine Tools	Packaging
Engineering & Construction	Aviation	Mechanical Engineering	Architecture	Civil Engineering	Mining	Electricians & Plumbers
Hospitality, Leisure & Travel	Holiday Companies	Tourist Boards	Travel agents	Fast Food Outlets	Restaurants	Hotels
Health & Beauty	Hairdressers	Sports, Health & Leisure Centres	Beauticians & Nail Artists	Relaxation Centres	Yoga Studios	Cosmetic Surgeries
Retail, Hire and Repair	Estate Agents	Shops & Supermarkets	Car Dealers and Car Hire	Markets	Dry Cleaners	Cobblers & Key Cutters
Medical & Scientific	Private Healthcare	Vets	Dentists	Research Scientists	Opticians	Pharmacists
Creative & Cultural	Advertising	Artists, Potters, Sculptors	Musicians	Actors	Authors	Circus Artists and Magicians
Public Services	GPs	Hospital & Health care workers	Libraries	Teachers and lecturers	Fire and Rescue service	Social Workers
Energy and Utilities	Water Companies	Gas Companies	Electricity Companies	Waste Management	Solar & Wind Power	Nuclear
Law	Lawyers	Solicitors	Barristers	Police	Judges	Forensic Science
Information Technology and Telecommunications	Telecom companies	Web site designers	IT Consultancy	Internet providers	Satellites	IT Software and Hardware
Media and Broadcasting	Television & Radio	Cinema and Film Studios	Web Casting and publishing	Journalists	Publishers	Recording Studios
Transport	Haulage	Railway	Coach and Bus company	Taxi firm	Airlines	Shipping
Not For Profit Organisations	Animal Charities	Disaster Relief Organisations	Disease based Charities	Children & Families Charities	Medical Research	Hospices

Roles – in a typical business

Chief Executive Officer (CEO) – Managing Director (MD)					
The Boss... Overall leadership and responsibility for the decisions of the company					
The CEO or MD may have a boss at Head Office which could be in another city country if the business is big					
Companies or businesses are usually divided into Teams or Departments that work together for the success of the organisation					
Each Team has a different job to do to make the business work. The team will have a Manager or Leader and in big teams there will also be team supervisors There will be different jobs within each team					
Marketing & Communication	Sales	Production & Distribution	Finance	Human Resources	Facilities & Infrastructure
Market Research & Analysis	Field Sales	Research & Development Product Design	Book Keeping & Credit Control	Recruitment & Retention	ICT
Business or Product Development	Internal Sales	Sourcing	Balance Sheets & Profit and Loss	Training	Reception, Telephony & Post Room
Pricing	Sales Support	Manufacturing & Quality Control	Raising Finance	Internal Communications	Security and Health & Safety
Branding, Promotion and Advertising	Targeting and Reporting	Packaging and Delivery	Management of wages	Community Relations & Staff well being	Catering
The “Boss” and managers may have their own Personal Assistant (PA) and some of the teams will have additional administrative and clerical support.					

MFMC Roles in a Typical Business Department Descriptions	
The Managing Director or CEO	Has the major responsibility for running the company, including setting company targets and keeping an eye on all the departments
Marketing & Communications	Is responsible for planning what to sell and who to. Also how to communicate with those customers and what support material, like brochures, is needed.
Sales Department	Is responsible for making contact with customers and obtaining orders from those customers.
Production and Distribution	Is responsible for making sure that enough products are produced to meet customers orders and to organise how those products are distributed.
Finance	Is responsible for reporting how the company is making and spending its money and managing customer bills and payments.
Human Resources	Is responsible for recruiting and selecting new employees and making sure they are trained and motivated. Also responsible for discipline.
Facilities and Infrastructure	Is responsible for the office/factory building and everything that is needed to make sure it runs smoothly and that everyone has enough equipment and is kept safe.
Depending on the product, which might be a service, different organisations will have other departments. For example a customer services department to look after customer requirements or craftspeople that have a skilled trade. In smaller businesses some of these roles are “outsourced”, in other words another company is paid to do things like Distribution or Market Research.	
Organisations can be structured in different ways: 1/ By function as described above 2/ By regional area – a geographic structure e.g with a Sales Manager - North, Sales Manager - South etc 3/ By Product – a food company might have Marketing Manager – Crisps, Marketing Manager – Drinks etc	
Reporting in organisations often takes place “up the line”. An employee might be accountable to a supervisor, who is accountable to a team leader, who is then accountable to a senior manager etc. Communication can then be passed or “cascaded” up and down the line as necessary.	

**MFMC Roles in a Typical Business
Individual Role Descriptions**

Marketing and Communication	Market Research and Analysis	The collection and analysis of information to make sure that there are customers for the product. Will also find out about the competition Can be used to test interest in new products or services. .
	Business & Product Development	For a company to grow they will probably want to look at new products or business opportunities and maybe branch out into a new product area.
	Pricing	Products need to be the right price based on: 1/ Cost - of researching, making and distributing the product 2/ Price Sensitivity – how much will people pay for the product 3/ Competition – how much are other people charging for a similar product
	Branding, Promotion and Advertising	The product has to be promoted so people know that it is there to buy. It needs to look attractive and be displayed in a way that creates interest. This can be done by advertising, printing leaflets, having events, talking to the press.
Sales	Field Sales	These are sales people who go out of the office to sell to customers. They usually have a company car to use for their visits.
	Internal Sales	These salespeople are based in the office and sometimes called Telesales. They make calls directly to the customers.
	Sales Support	Supporting the sales people by following orders through and dealing with customer questions. Sometimes they make appointments for the sales people.
	Targeting and Reporting	Sales people are usually set targets for what they need to sell and at what price. They have to report those sales and managers will make sure that they are selling enough.
Production and Distribution	Research & Development, Product Design, Quality Control	New product design and development is more than often a crucial factor in the survival of a company. This is where the technical part of product design takes place.
	Sourcing	All businesses will need to find raw materials to make their product or businesses who can do work for them such as printers.
	Manufacturing & Quality Control	Products may be made in a huge factory with 100s of people or a small workshop. Making sure that the product is well made and of high quality is important.
	Packaging and Delivery	Once the goods are manufactured they need to be packaged and delivered. Some companies have their own lorry or van drivers, others will use other methods of distribution.

My Future My Choice – Widening Horizons and Connecting Education to Aspiration

Finance	Book Keeping and Credit Control	Recording everything that is bought and sold and making sure customers pay for their goods or service.
	Balance Sheets & Profit and Loss	Records how much money is being made or lost, how much is borrowed what the business owns. Includes reporting for tax and legal purposes and to shareholders.
	Raising Finance	Most businesses will want to borrow money at some time to finance the business. There are various ways of doing this.
	Management of Wages	Making sure that people who work for the business are paid the correct amount and that tax and national insurance are deducted.
Human Resources	Recruitment & Retention	Responsible for writing job descriptions that are agreed by the teams and then finding the right people to do the jobs. Also involved in disciplining people if they are not doing the job properly.
	Training	Developing and training people to help them do the job better and have a career path.
	Internal Communications	Telling people what is going on in the business. Sometimes this might be a newsletter or emails.
	Community Relations	Making sure that the business works in harmony with the community and that staff volunteer in help local organisations and schools.
Facilities and Infrastructure	IT	Making sure that everyone has the IT and communications equipment that is needed to run the business along with the correct software.
	Reception, Telephony and Post Room	There will normally be someone on a reception desk at the front of a building to greet guests. This person may also take all incoming telephone calls. The post room distributes the post and sends post out.
	Security and Health & Safety	The site needs to be managed to make sure that it is safe for employees and visitors and to make sure that nobody can break in or steal anything.
	Catering	Bigger companies have on site canteens where staff can eat, some of these also have extensive cooking facilities.