

# VWIS Lesson Plan

Online session with Employer

Theme 4  
1 hour

**PATHWAYS**

Activity Title	Notes for Facilitators
<b>Aims</b>	<ul style="list-style-type: none"> <li>● To enable students to make informed independent decisions about pathways. By the end of the online and offline session students will have plotted their own pathways.</li> <li>● To inspire students to follow their aspirational pathway and aim high.</li> <li>● To encourage students to feel confident about what is on offer in the future.</li> <li>● Pupils are able to link their GCSE subjects to real-world applications of these in different careers or sectors</li> </ul>
<b>Links to Gatsby Benchmark</b>	3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 7. Encounters with further and higher education 8. Personal guidance
<b>Links to Skills Builder</b>	<ul style="list-style-type: none"> <li>● Creativity, Staying positive, Aiming High</li> </ul>
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>● Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	1. PowerPoint from Google Classrooms. 2. Access to internet and SfS Google Classrooms 3. Rough paper for groups to work out their responses. 4. Access to the Discover Your Future Student Workbook
<b>Preparation required from the teacher</b>	<ul style="list-style-type: none"> <li>● Familiarize yourself with the activities, presentation, and workbook.</li> <li>● Ensure access to workbooks for all students.</li> <li>● Know the name of the VWIS Employer Ambassadors and the company/s they represent so you can introduce them to the class</li> </ul>
<b>Teacher role: Introduction &amp; lesson objectives (5 mins)</b>	<ul style="list-style-type: none"> <li>● Remind them about the Keynote presentation that took place recently on this theme.</li> </ul>

Activity Title	Notes for Facilitators
	<ul style="list-style-type: none"> <li>• Please introduce the class to the VWIS Employer Ambassador and say that we will be hearing from them shortly about their job role and company.</li> <li>• Read 'Aims' of the lesson to the students from the slides.</li> <li>• Please facilitate students asking questions when the VWIS employer has finished. If none are forthcoming, please ask some questions yourself.</li> </ul>
<p><b>The VWIS Employer Ambassador</b> (10 mins)</p>	<p><b>VWIS Employer Ambassador/s to introduce themselves</b>, their job role and overview of their company.</p> <p><b>Make reference</b> to anything from the keynote session that they think is relevant.</p> <ul style="list-style-type: none"> <li>• VWIS Employer Ambassador to talk about their pathway into work.</li> <li>• VWIS Employer to explain what we mean by pathways – pathways demonstrate the different routes that can be taken with education and with careers.</li> <li>• VWIS Employer to use the 'pathways' diagram to plot their own route. <ul style="list-style-type: none"> <li>○ For example, GCSEs -&gt; BTECs at College -&gt; Degree Apprenticeship</li> <li>○ GCSEs -&gt; 2 x A Level and a BTEC @ Sixth Form -&gt; University</li> </ul> </li> <li>• Talk about the skills learned and challenges faced in each stage, particularly focusing on transferable skills, application processes, how you prepared etc.</li> <li>• Student to make notes in VWIS workbook</li> </ul>
<p><b>Starter / Icebreaker:</b> (10 mins)</p>	<p><b>Pathways: what do we already know?</b></p> <ul style="list-style-type: none"> <li>• Ask students in pairs to write down as many options available to them when they leave year 11. Where could they be? What may they be doing? With whom? How will they feel? Give them 3-4 minutes to do this.</li> <li>• Include some prompt words such as: Education, Work, Qualifications, earning money, happy, successful, pressure, learning etc.</li> <li>• Visual prompts: images of university, college, apprentices at work, exam papers etc.</li> <li>• Reflect and discuss as a group the answers that have been submitted: are there any missing? Are there any unexpected ones? Is full-time work an option post-16? How do we want to feel?</li> </ul>
<p><b>Activity 1</b> (25 mins)</p>	<p><b>Next steps pathways matching activity:</b></p> <ul style="list-style-type: none"> <li>• Each slide will include information on a student's interests and aims for the future, and the ideas they've had about the next steps.</li> <li>• Use the slides to review the information on different student profiles, focusing on their skills, interests and goals.</li> </ul>

Activity Title	Notes for Facilitators												
	<ul style="list-style-type: none"> <li>Ask the students to fill in their booklets (page 26/27) to review the advantages and disadvantages of each potential route.</li> <li>Once the students have evaluated pros and cons, ask them to choose one route they would firmly recommend. Also, ask them to consider any other routes which haven't been mentioned if they can.</li> </ul> <p><i>Reiterate:</i> pathways can cross-over but keep moving forward. Many routes into HE that do not follow the academic pathway, and many routes into work that do not follow the work-based pathway.</p>												
<p><b>Differentiation</b></p>	<ul style="list-style-type: none"> <li><b>Starter:</b></li> <li>Students can identify post 16 routes by writing, drawing, or talking with support from a teacher/scribe to note down answers.</li> <li><b>Activity 1:</b></li> <li>The key objective of this activity is that students can compare different routes available depending on the way they like to learn and the skills they have. Students can write advantages and disadvantages, use numbers to rank the options or use colours to complete a RAG colour rating system for each option. For example:</li> </ul> <p><b>Gemma:</b></p> <table border="1" data-bbox="625 1111 1310 1458"> <thead> <tr> <th></th> <th>Advantages 😊</th> <th>Disadvantages 😞</th> </tr> </thead> <tbody> <tr> <td>Route 1: Degree Apprenticeship</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Route 2: University Degree</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> <tr> <td>Route 3: Full-time work</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </tbody> </table> <p>Which next step do you recommend? Are there any other routes they could take?</p> <p style="color: purple;">? ↗</p>		Advantages 😊	Disadvantages 😞	Route 1: Degree Apprenticeship			Route 2: University Degree			Route 3: Full-time work		
	Advantages 😊	Disadvantages 😞											
Route 1: Degree Apprenticeship													
Route 2: University Degree													
Route 3: Full-time work													
<p style="text-align: center;"><b>Plenary</b> <b>Teacher &amp; VWIS</b> <b>Employer Ambassador</b> (5 mins)</p>	<ul style="list-style-type: none"> <li>Revisit the aims of the session and ask the students to highlight one thing they would tell people at home about today.</li> <li>VWIS Employer Ambassador - could add something what they have learnt or feedback to work colleagues about today.</li> </ul> <p>Teacher – thank VWIS Employer Ambassador/s – remind students that they will follow this session up in the offline class on xxx day/date.</p>												
<p><b>Teacher – Homework Task for students.</b> (10 mins)</p>	<p><b>Talk through homework activity</b> – <i>this research will be needed for the 'offline' teacher lead session.</i></p> <p><b>Exploring possible pathways: icanbea tool</b></p>												

Activity Title	Notes for Facilitators
	<p><b>Aim:</b> To inspire students to follow their <b>aspirational pathway</b> and aim high</p> <p><b>Aim:</b> To help students understand the <b>variety of pathways available</b> to them.</p> <p><b>Aim:</b> To do independent research about pathways <b>to make an informed decision</b></p> <ol style="list-style-type: none"> <li>1. Show the students the icanbea tool</li> <li>2. Ask them to complete the survey tool and to evaluate skills, interests etc.</li> <li>3. Ask students to choose as many careers as they like – there is no limit to their possibilities! – but to write down two or three main ones that they would like to know more about.</li> </ol> <p>Show the students your completed pathway template to give an example.</p> <p><b>Differentiation:</b> Some students may need support using the icanbea wizard. This can therefore be built into a separate session or activity, or added to the beginning of the offline session if computer access is available.</p>
<p><b>Key messages</b></p>	<p>There are usually lots of different pathways to get into a career. Think about which route might suit them the best.</p>