

# Discover Your Future 2021

## VIRTUAL WORK INSPIRATION FOR SUFFOLK April – July 2021

Discover Your Future 2021 *is an exciting opportunity for students to engage with employers, employees, Apprentices, and the self-employed and provide them with an insight into a variety of organisations across Suffolk.*

The programme allows students to have meaningful and informative virtual experiences to help raise aspirations, equip them with 21<sup>st</sup> century skills and broaden their understanding of the local jobs market and pathways.

The programme offers employers, employees and the self-employed a flexible approach to engaging in careers education. A range of staff are able support the programme – from senior staff to graduates, apprentices, interns and Kickstart placements.

Each online employer session will be supported by an offline session in the classroom facilitated by a teacher or careers staff.

We will offer support and training to use the virtual platforms, as well as materials to facilitate the sessions.

All you need to bring is your own enthusiasm to help inspire your students.

*Thank you for taking part.*

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## Programme Summary

### SCHOOLS TAKING PART:

- ▶ **Stowmarket High School** – Mainstream school. Approximately 150 students in Year 10 (age 14/15) | Groups around 20 students in each supported by a teacher.
  - VWIS Host – Tiffany Evripidou [t.evripidou2@uos.ac.uk](mailto:t.evripidou2@uos.ac.uk)
- ▶ **Sybil Andrews**- Mainstream school, Bury St Edmunds. Approximately 150 students in Year 10 (age 14/15) | Groups around 20 students in each supported by a teacher.
  - VWIS Host- Jacqui Phipps [jacqui.phipps@suffolk.gov.uk](mailto:jacqui.phipps@suffolk.gov.uk)
- ▶ **Stone Lodge Special School, Ipswich.** Students have moderate learning difficulties. Year 11 and Year 10 - approximately 20 students. Groups will be around 10 supported by a teacher or learning support assistant.
  - VWIS Host – Josie Finch [josie.finch@newanglia.co.uk](mailto:josie.finch@newanglia.co.uk)
- ▶ [Introduction for Students](#) video
- ▶ [Introduction to the programme](#) video
- ▶ Speakers For Schools (SfS) – [using Google Classroom video](#)

### Key Information:

You must use your **vwex** Google account to log onto the classroom. This will be sent to you by Speakers for Schools. This will give you access to the session and the lesson plans and slides.

Programme Format	
<b>Keynote</b>	For each theme 10 - 20 mins – streamed live on dates below but can also be watched later.
<b>Employer Online session</b>	There is one lesson plan for each theme – up to one hour in groups of approx. 20 students. Lesson plans attached. PowerPoint slides on Google Classrooms. The employer will be leading the facilitation of this session with your support in the classroom. You will be the mediator between the employer and your class.
<b>Teacher offline session</b>	There is one lesson plan for each theme - up to one hour in tutor/subject groups. Lesson plans attached. PowerPoint slides on Google Classrooms. This will be a follow up session to the previous session. There will be no employer directly involved with this.
<b>Virtual Mock Interviews</b>	1:1 interviews in school via MS Teams; facilitated by careers staff.

# THEMES

## THEME 1 | EXPLORATION

Keynote: **Live on YouTube** | 20 April | 9.10 am | *can be watched back later*  
 CJ Green and Jordan Holder

### AIMS

- To get students exploring the sectors in Suffolk and beyond
- To gain a greater understanding of the diverse opportunities in Suffolk

### Employer Online Session

28 April 9.10 (STOW) | 29 April 12.20 (SYBIL) | 29 April 14.15 (STONE)

### Employer INPUT

- Introduce yourself, your company and sector and your role.
- What is your sector like? Why would you recommend people explore/ work in this sector?
- What do you like/dislike?
- What are the opportunities? What are the roles?
- Any future trends?

## THEME 2 | SKILLS

Keynote: **Live on YouTube** | 11 May | 09.10 am | *can be watched back later*  
 Gemma Head and Michelle Pollard

### AIMS

- To develop students' knowledge of the key skills they need to prosper in a 21<sup>st</sup> century workplace.
- To enable them to identify the skills they already have and how to link this to future employment.
- To give them ideas about how to develop new skills they might need.

### Employer Online Session:

19 May 9.10 (STOW) | 20 May 14.15 (STONE) | 20 May 12.20 (SYBIL)

### Employer INPUT

- Introduce yourself, company, sector and your role.
- What skills do you use in your role? Which are transferable skills?
- How can young people evidence or develop those skills

## THEME 3 | ENTERPRISE & ENTREPRENEURSHIP

Keynote **Live** on [YouTube](#) | 8 June | 09.10 am | *can be watched back later*  
 Clare Friel and Scott Russell

### AIMS

- To help students understand what it means to be enterprising.
- To help students understand the skills they need to be enterprising / entrepreneurial.
- To think about the benefits and risks to entrepreneurship and self-employment
- To work in groups to practice their skills through an enterprising challenge.

### Employer online session:

16 June 9.10 (STOW) | 17 June 9.30 (STONE) | Oct/Nov (SYBIL) TBC

### Employer INPUT

- Introduce yourself and your business.
- How did you get started? How did you come up with the idea?
- What are the good things about being self-employed or running a business?
- What are the drawbacks?

## THEME 4 | PATHWAYS

Keynote **Live** on [YouTube](#) | 22 June | 09.10 am | *can be watched back later*  
 Karis Theopane

### AIMS

- To enable students to make informed decisions about their career pathways.
- To inspire students to follow their aspirational pathway and aim high.
- To encourage students to feel confident about what is on offer in the future.

### Employer online sessions:

**30 June 11.30 (STOW) | Sept/Oct (SYBIL) | Not Stone Lodge**

### Employer INPUT

- Introduce yourself, where you work and your role.
- Summarise your pathway so far– was it straightforward, was it twisty? What might have been any alternative routes?
- What are the current pathways in your sector – e.g mostly degree, Apprenticeships, work based or no set routes.

## THEME 5 | RESILIENCE

Keynote [Live on YouTube](#) | 6 July | 09.10 am | *can be watched back later*  
*Laura Bird*

### AIMS

- To help students find techniques to overcome new, challenging or stressful situations.
- To give them the tools to prepare and practice for a job / college / Apprenticeship interview.
- To increase their confidence and self esteem

### Employer online sessions:

**7 July 9.10 (STOW) | 8 July 11.15 (STONE) | 8 July 12.20 (SYBIL)**

### Employer INPUT

- Introduce yourself, where your work and your role
- What situations are there in your work life when you need to be resilient? How do you overcome these?
- Can you remember a job/college/university interview –how did you feel? How did it go? What did you do to prepare? (NB: Doesn't have to be a good one!)

## MOCK INTERVIEWS

8 July (STONE) 13.40 – 15.20 | 12 & 13 July (SYBIL) | STOW TBC

These will take place over MS Teams. It will be a 1:1 virtual interview lasting about 20 -25 minutes.

Below is a selection of questions that students will have been able to prepare answers for using the STAR technique. We don't expect you to cover all of them. You can add additional ones if you wish and have time.

### AIMS

- To understand what types of questions an interviewer might ask and help them to prepare answers that will make the most of their skills and qualities.
- To give them the tools to prepare and practice for a job/college/Apprenticeship interview
- To experience a virtual mock interview and gain feedback
- To increase their confidence and self esteem

### EMPLOYER INPUT

#### Questions:

- ▶ Tell me a bit about yourself.
- ▶ Tell me about a situation you had to complete a task within a tight deadline.
- ▶ Tell me about a time where you worked with a group to achieve a task?
- ▶ Describe a time when you have had to use your initiative to solve a problem.
- ▶ Tell me about a time when you have had to use your communication skills to get some information to people or solve a problem.
- ▶ Tell me about a time when you came up with a new idea.
- ▶ Describe a situation when something didn't go to plan. What did you do and what did you learn?

### STAR

**S** - Explain the **Situation**. This situation can be drawn from a work experience, a volunteer position, or any other relevant event. Be as specific as possible.

**T – Task**. Next, describe their responsibility in that situation. Perhaps they had to help a group complete a project within a tight deadline, resolve a conflict with a coworker, or use their initiative to solve a problem.

**A - Action**: describe how they completed the task or tried to meet the challenge. Focus on what they did, rather than what the team, other students, boss, or coworker did. (Tip: Instead of saying, "We did xyx," say "I did xyz.")

**R - Result**: Finally, explain the outcomes or results generated by the action taken. It may be helpful to emphasize what they accomplished, or what they learned.

*Question and feedback sheet will be supplied*



# VWIS Lesson Plans

Online session with Employer

<b>Theme 1</b>  1 hour	<b>EXPLORING CAREER OPPORTUNITIES</b>
	<b>Labour Market Information (LMI)</b>

Activity Title	Notes for Facilitators
<b>Aims</b>	<ul style="list-style-type: none"> <li>● Inspire students about the career opportunities in Suffolk and beyond.</li> <li>● Introduce key terminology regarding sectors and the Labour Market.</li> <li>● Motivate students to think about the opportunities and how they can explore jobs in demand key sectors.</li> <li>● By the end of this lesson students will understand what sectors are and the definition of a Growth sector.</li> </ul>
<b>Links to Gatsby Benchmark</b>	<ol style="list-style-type: none"> <li>2. Learning from career and labour market information.</li> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees.</li> </ol>
<b>Links to Skills Builder</b>	Listening, staying positive, problem solving and aiming high.
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>● Explain different types of business organisational structures, how they operate and how they measure success.</li> <li>● Be able to find relevant labour market information (LMI) and know how to use it in your career planning.</li> <li>● Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction.</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	<ol style="list-style-type: none"> <li>1. PowerPoint from SfS Google Classrooms.</li> <li>2. Access to internet and SfS Google Classrooms</li> <li>3. Rough paper for groups to work out their responses.</li> <li>4. Access to the Discover Your Future Student Workbook</li> <li>5. Suffolk Work and Skills Booklets</li> </ol>
<b>Preparation required from the teacher</b>	<ul style="list-style-type: none"> <li>● Familiarise yourself with the activities, presentation, and workbook.</li> <li>● Ensure access to workbooks for all students.</li> </ul>



Activity Title	Notes for Facilitators
	<ul style="list-style-type: none"> <li>• Know the name of the VWIS Employer Ambassador and the company/s they represent so you can introduce them to the class</li> </ul>
<p><b>Teacher role:</b> <b>Introduction &amp; lesson objectives</b> (5 mins)</p>	<ul style="list-style-type: none"> <li>• Remind them about the Keynote presentation that took place recently on this theme.</li> <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, suggestions include. <ul style="list-style-type: none"> <li>▶ <b>What are the opportunities within your sector?</b></li> <li>▶ <b>What do you enjoy about your sector?</b></li> <li>▶ <b>What is the best thing about your job?</b></li> <li>▶ <b>How did you end up working in this sector?</b></li> <li>▶ <b>What could young people do to get into this sector?</b></li> </ul> </li> </ul>
<p><b>The VWIS Employer</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> <p>VWIS employer to talk about</p> <ul style="list-style-type: none"> <li>▶ What they do</li> <li>▶ What their sector is</li> <li>▶ What is it like to work in the sector?</li> <li>▶ Any future opportunities or trends that might interest young people.</li> </ul>
<p><b>Starter / Icebreaker:</b> <b>A-Z of Jobs Challenge</b> (10 mins)</p>	<ul style="list-style-type: none"> <li>• Introduce the 'A-Z of jobs challenge'.</li> <li>• Working in pairs, students have 5 minutes to think of and write in a job for every letter of the alphabet.</li> <li>• After 5 minutes, each pair must quickly provide an answer.</li> <li>• What letters did they struggle with? What job roles in the examples had they not heard of? Anyone want to do a job they have listed?</li> <li>• Does the VWIS employer have any alternative job roles in their sector – especially for some of the difficult letters?</li> <li>• There are examples on slide 5 of job roles that you may wish to ask the students to identify and ask further questions about.</li> </ul>
<p><b>Activity 1</b> (15 mins)</p>	<p><b>Explore their Area</b></p> <p><b>Split the class into pairs or small groups.</b></p>

Activity Title	Notes for Facilitators
	<p><b>Ask the students</b> to open their <i>Discover Your Future</i> booklet and for the first activity to spend 5 minutes listing the businesses and services within a 5-mile radius of their school.</p> <p>They should answer the following questions.</p> <ul style="list-style-type: none"> <li>• What do they do?</li> <li>• How many people do they think they might employ?</li> <li>• What industry / sector are they in?</li> </ul> <p><b>Please note: ‘Type of business’ is for Theme 3 – leave blank.</b></p> <ul style="list-style-type: none"> <li>▶ Groups to discuss their lists and explore the question “What is a sector?”</li> <li>▶ Groups to discuss and determine what a “Growth Sector” is. Refer to slide 8 which includes a description of a Growth Sector. Highlight to the students that slides 9-11 include the three Growth Sectors in Suffolk, Clean Energy, Agri Food / Tech, and ICT Digital.</li> <li>▶ They can use Suffolk Work and Skills to find out more about other sectors in Suffolk.</li> </ul>
<p><b>Activity 2</b> (10 mins)</p>	<ul style="list-style-type: none"> <li>▶ Ask the students to list which sectors are of interest to them. They can use the diamond nine grid and sector to record with 1 being the sector of most interest and 9 being the sector of least interest.</li> <li>▶ Students should record three sectors of interest in their booklet.</li> </ul>
<p><b>Plenary</b> <b>And finally...</b> (5 mins)</p>	<ul style="list-style-type: none"> <li>• <b>Revisit the aims of the session</b> and ask the students to highlight one thing they would tell people at home about today.</li> <li>• <b>VWIS employer</b> - could add something they have learnt / or feedback they are going to share with their work colleagues about today.</li> <li>• <b>Teacher</b> – thank VWIS employer/s – remind students that they will follow this session up in the offline class on <a href="#">xxx day/date</a>.</li> </ul>
<p><b>Differentiation</b></p>	<p><i>Some of the examples have been started in the booklet. Complete as many of the activities as relevant or of interest.</i></p>
<p><b>Key messages</b></p>	<p><b><i>The job market is changing all the time and there are many jobs and careers available.</i></b></p> <p>Students should understand that there are a number of sectors within in Suffolk that will be experiencing growth and have lots of opportunities - especially within the three growth sectors of Agri-Tech, ICT/Digital and Clean Energy.</p>
<p><b>Extra Activities</b></p>	<ul style="list-style-type: none"> <li>▶ Using <a href="http://www.icanbea.co.uk">www.icanbea.co.uk</a> find local employers who are in the key growth sectors. See if they can find one for each sector.</li> </ul>

## A – Z of Jobs- Some suggestions

<b>A</b>	Accountant, Aviation Engineer, Artist, Actuary, Administrator, App Designer, App Tester, Art Buyer, Art Director	<b>N</b>	Nurse, Neurologist, Network Technician, Network Manager
<b>B</b>	Brand Engagement Manager (Consultant/ Designer) Business Analyst, Business Operations Consultant	<b>O</b>	Optician, Occupational Therapist, Operations Manager
<b>C</b>	Civil Engineer, Creative Content Director, Customer Service Advisor, Call Centre Manager, Community Relations Manager, Cartographer	<b>P</b>	Programmer, Paramedic, Prison officer, Police Officer, Phlebotomist, Publicist
<b>D</b>	Dentist, Doctor, Dietician, Data Analyst, Digital Empowerment Manager, Dispatch Operative	<b>Q</b>	Quality controller, Quantity Surveyor, Quality technician
<b>E</b>	Event manager, E-Commerce Business Analyst, Environmental Health Officer, Ecologist	<b>R</b>	Recruitment Consultant, Research Assistant, Reliability Engineer
<b>F</b>	Facilities manager, Florist, Fashion Designer, Fitness Instructor	<b>S</b>	Sales Manager, Sports coach, Sports Development Officer, Solicitor, Service technician
<b>G</b>	Graphic Designer, Games Developer, Geologist	<b>T</b>	Teacher, Television Presenter, Trainer, Translator, Technical Manager, Transport Planner, Transport manager
<b>H</b>	Human Resource Manager, Housing Officer	<b>U</b>	Undertaker, Underwriter
<b>I</b>	IT Systems Administrator, IT Technician, Insurance Advisor, Interior Designer	<b>V</b>	Vet, Volunteer Coordinator
<b>J</b>	Judge, Joiner, Journalist, Job Centre Adviser, Junior Software Engineer	<b>W</b>	Web Designer, Warehouse Operative, Waste Collector
<b>K</b>	Kitchen Porter, Key Account Manager	<b>X</b>	X-Ray Technician, Xylophone Player
<b>L</b>	Librarian, Laboratory Technician, Legal Secretary, Logistics Manager	<b>Y</b>	Youth Worker, yacht builder
<b>M</b>	Marketing Assistant, Maintenance Engineer	<b>Z</b>	Zoo Keeper, Zoologist, zigzag stitcher

# VWIS Lesson Plan

Follow up offline session

<b>Theme 1</b>  <b>1 hour</b>	<b>EXPLORING CAREER OPPORTUNITIES</b>  <b>Career and Labour Market Information</b>
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Activity Title	Notes for Teachers
<b>Aims</b>	<ul style="list-style-type: none"> <li>● Students to understand what the labour market is and how it changes.</li> <li>● Students to understand how using career and labour market information (LMI) can support them in making decisions about their future.</li> <li>● Students to understand how they can access career and labour market information.</li> </ul>
<b>Links to Gatsby Benchmark</b>	2. Learning from career and labour market information. 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.
<b>Links to Skills Builder</b>	Listening, staying positive, problem solving and aiming high.
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>● Explain different types of business organisational structures, how they operate and how they measure success.</li> <li>● Be able to find relevant labour market information (LMI) and know how to use it in your career planning.</li> <li>● Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction.</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	1. PowerPoint from S4S Google Classrooms. 2. Access to internet and SfS Google Classrooms 3. Access to the Student Workbook for each student 4. Post it Notes (optional)
<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> </ul>
<b>Introduction &amp; lesson objectives</b>	<ul style="list-style-type: none"> <li>● Remind them about the Keynote presentation that took place recently on this theme and the online lesson with the VWIS Employer Ambassador.</li> </ul>

Activity Title	Notes for Teachers
(5 mins)	<ul style="list-style-type: none"> <li>Gain feedback from the Keynote and online session – what did they learn? What interested them about the session content / employer / organisation?</li> <li>Tell students what the aims of the lesson are.</li> </ul>
<p><b>Starter:</b> <b>LMI Challenge</b> (10-15 mins)</p>	<ul style="list-style-type: none"> <li>Play the “Labour Market Information Video” (link in Google classroom)</li> <li>Separate the students into groups or pairs.</li> <li>Thinking about the video how many types of information do you think LMI could include. This could include – job vacancies, average salaries, skills that are in demand, career progression opportunities, workplace culture.</li> </ul>
<p><b>Activity 1</b> <b>(15 mins)</b></p>	<p><b>Hot Jobs/ Cold Jobs</b></p> <p>Teacher reiterates that the labour market changes all the time.</p> <p>Students go through the list of jobs or images from the PPT and vote whether they think this is a hot job – one that is going to be in demand in the future, or a cold job – one that will be in decline.</p> <p>Can students give one reason for each decision.</p> <p><b>Teacher’s notes overleaf.</b></p>
<p><b>Activity 2</b> <b>(25 mins)</b></p>	<p>Log onto <a href="https://www.icanbea.org.uk/career-o-meter/">https://www.icanbea.org.uk/career-o-meter/</a></p> <p>Either from the jobs suggested in their workbook or using ideas from students see how much information you can find using career-o-meter.</p> <p><b>NB:</b> Not every job in on career-o-meter. Could have a discussion about where else they might look for this information e.g. start with the resources listed at the back of their booklet, but could also ask other people e.g. employers.</p> <p>They can also use the Work and Skills booklets.</p> <p>Discussion: which bits of LMI are most useful to them?</p>
<p><b>Differentiation</b></p>	<p><i>Examples have started in the workbook. Students to complete as many activities relevant or of interest to them.</i></p>
<p><b>Key messages</b></p>	<p>Careers and Labour Market Information shows you where jobs are, in which sectors and what skills are needed for them. LMI can help you to understand the skills you will need in the future, the types of work that will be demand and support you to make informed and realistic career decisions.</p>
<p><b>Extra Activities</b></p>	<p>▶ Students to visit the National Careers Website - <a href="https://nationalcareers.service.gov.uk/">https://nationalcareers.service.gov.uk/</a> and explore some of the career profiles focussing on the “What it Takes” section of a job role to understand the skills needed for the role.</p>

## Hot jobs, cold jobs – teacher's notes

Some of these jobs are on the up and some are declining. Some jobs may be in demand because people are needed to replace those who leave, not just because new jobs are being created.

### HOT JOBS

- **Home healthcare nurse:** People are living longer: Full-time residential care is extremely expensive so people want to stay at home. : People have more money in retirement to pay for home care nurses.
- **Teacher :** In the UK we have a shortage of both primary and secondary education teachers especially around STEM subjects (science, technology, engineering and maths).
- **Wind Turbine engineer:** Need to switch to clean energy to meet climate change targets: increase in consumer pressure to work towards reducing impact on the environment.
- **Cyber security expert:** 'Theft, fraud and threats to business and national security using technology is increasing and criminals becoming more sophisticated in their methods.
- **Drone Operator:** cheap method of doing visual surveys: high quality images: less environmental impact.
- **Social Media Marketing Consultant:** Social media marketers plan search engine optimisation (SEO) strategies that will work across multiple platforms; reach the target audience easily: cheaper than TV or press advertising.
- **Chef :** Chefs are in huge demand in the UK with over one quarter of businesses struggling to find qualified people. Brexit means less chefs able to work in UK.

### COLD JOBS

- **Admin assistant:** Advances in technology means jobs such as data entry and filing are needed less: Business functions such as payroll are being outsourced or shared: People working from home have to do own admin.
- **Factory assembler:** Robots and other forms of technology are used more frequently to assemble products.
- **Travel agent:** New technologies less need for face-to-face contact: Price comparisons, route finders and ticket purchases done online: 'virtual advisers' which can be accessed from any location.
- **Printer:** A lot of publishing and printing done on home devices: Cheaper printing at a good quality can be done in-house: Environmental concerns mean less demand for print: People can access information online.
- **Fighter pilot:** Moves towards automated pilotless aircraft: Changes in way defence budgets are spent.



# VWIS Lesson Plan

Online session with Employer

<b>Theme 2</b>  <b>1 hour</b>	<h2 style="color: #00b09b; margin: 0;">UNDERSTANDING THE KEY SKILLS SUFFOLK EMPLOYERS NEED</h2>
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Activity Title	Notes for Facilitators
<b>Aims</b>	<ul style="list-style-type: none"> <li>● Students understand the concept of skills and the different types.</li> <li>● Students can recognise their own skills and how to develop them.</li> <li>● Students can identify that skills can be transferable across a variety of sectors and job roles.</li> </ul>
<b>Links to Gatsby Benchmark</b>	<ol style="list-style-type: none"> <li>2. Learning from career and labour market information.</li> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees.</li> </ol>
<b>Links to Skills Builder</b>	Listening, Aiming High.
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>● Discuss the skills involved in managing your own career.</li> <li>● Show how you are developing the qualities and skills which will help you to improve your employability</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	<ol style="list-style-type: none"> <li>6. PowerPoint loaded onto a Google Classrooms.</li> <li>7. Access to internet and SfS Google Classrooms</li> <li>8. Rough paper for groups to work out their responses.</li> <li>9. Access to the Discover Your Future Student Workbook</li> <li>10. Post it Notes and sheets of A3 paper.</li> </ol>
<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> <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> </ul>



Activity Title	Notes for Facilitators
	<ul style="list-style-type: none"> <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, suggestions include. <ul style="list-style-type: none"> <li>▶ <b>What skills &amp; qualities do you use to do your role?</b></li> <li>▶ <b>What is the best thing about your job?</b></li> <li>▶ <b>What did you do after school?</b></li> </ul> </li> </ul>
<p><b>The VWIS Employer</b> (10 mins)</p>	<p><b>VWIS employer/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> <p>VWIS employer to talk about</p> <ul style="list-style-type: none"> <li>▶ Their job role and company they work for</li> <li>▶ What skills they use in their role</li> </ul>
<p><b>Starter / Icebreaker:</b> (10 mins)</p>	<p>Teacher to divide the class into groups of no more than five and give each group a piece of A3 paper and a pack of post it notes. Students have to think what skills an employee needs to have in the current job market and write down a single skill on a post it note and stick to the A3 piece of paper. Students should come up with a minimum of ten skills during the 5 min exercise. Each A3 paper with post it notes should then be displayed on the wall of the classroom.</p>
<p><b>Activity 1</b> (10 mins)</p>	<p><b>Show the slide with main skills – communication, numeracy, teamwork, problem solving, creativity.</b></p> <p>Taking the skills one at a time ...</p> <ul style="list-style-type: none"> <li>• <b>Ask students to suggest a job where that skill is important</b> – e.g., numeracy – nurse: reading patient graphs, dispensing medicine, problem solving – engineer: communication – teacher.</li> <li>• Teacher to write down job suggestions on the board- students can't repeat a job. Should have a long list of jobs at the end.</li> <li>• Repeat for each skill depending on time/engagement.</li> </ul>
<p><b>Activity 2</b> (15 mins)</p>	<ul style="list-style-type: none"> <li>• Students complete <b>Skills Audit from Workbooks</b>. Feedback to employer on one skill they are good at and one they want to develop.</li> <li>• Employer to ask student to think how they might develop those skills – emphasise the importance of skills developed in and out of school – e.g., enterprise days, sports day, part time work, volunteering, helping at home, playing sports</li> <li>• Students can record these ideas in their workbook.</li> </ul>

Activity Title	Notes for Facilitators
<p><b>Differentiation</b></p>	<p><i>Students can circle icons. Students to complete as many sections of the audit as relevant or of interest to them.</i></p>
<p><b>Plenary</b> <b>And finally...</b> (5 mins)</p>	<ul style="list-style-type: none"> <li>• <b>Revisit the aims of the session</b> and ask the students to reflect on what they have learnt and what skills they used.</li> <li>• <b>VWIS employer</b> - could add something what they have learnt or what skills they used today.</li> <li>• <b>Teacher</b> – thank VWIS employers – remind students that they will follow this session up in the offline class on xxx day/date.</li> </ul>
<p><b>Key messages</b></p>	<p>The key messages are that <b><i>businesses need people in many different roles and with a huge range of skills if they are going to be successful.</i></b></p> <p>If students understand how important transferable skills are to employers, they will be able to manage, plan and respond to the changes they will face in their career.</p>
<p><b>Extra Activities</b></p>	<p>You may also have follow-up discussions around which lessons or subjects can develop skills.</p>

# VWIS Lesson Plan

Follow up offline session

<b>Theme 2</b>  <b>1 hour</b>	<b>UNDERSTANDING THE KEY SKILLS SUFFOLK EMPLOYERS NEED</b>
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Activity Title	Notes for Teachers
<b>Aims</b>	<ul style="list-style-type: none"> <li>● Students understand the concept of skills and the different types.</li> <li>● Students are aware that skills are transferable from one job to another.</li> <li>● Students are aware of how skills can be developed in curriculum subject areas.</li> </ul>
<b>Links to Gatsby Benchmark</b>	2. Learning from career and labour market information. 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.
<b>Links to Skills Builder</b>	Listening, Aiming High
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>● Discuss the skills involved in managing your own career.</li> <li>● Show how you are developing the qualities and skills which will help you to improve your employability</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	1. PowerPoint from Google Classrooms. 2. Access to internet and SfS Google Classrooms 3. Discover Your Future Student Workbook for each student. 4. Suffolk Work and Skills Booklets
<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> </ul>
<b>Teacher Role: Introduction &amp; lesson objectives (5 mins)</b>	<ul style="list-style-type: none"> <li>● Remind them about the employer presentation that took place recently on this theme.</li> <li>● Read 'Aims' of the lesson.</li> </ul>
<b>Starter / Icebreaker:</b> (10 mins)	Play the students the clip of video about transferable skills " <i>How to identify your transferable skills</i> " (approx. 1 minute) which details the

Activity Title	Notes for Teachers
	skills employers are looking for. Lead a discussion on what transferable skills are. Are there others not mentioned in the clip?
Activity 1	Remind students of priority sectors for New Anglia – or get them to look at content pages in the Suffolk Work and Skills book. Ask them to choose 3 sectors of interest and list the top three skills for each.
Differentiation	<i>Pick one sector and work through as a class.</i>
Activity 2 (15 mins)	<p><b>‘What should I do?’ case studies</b> in student workbook.</p> <p>There are 5 case studies available for small group work or pairs. The teacher could ask them to look at either one case study per group or pair or give them the full range.</p> <p>Ask students to think about what skills each person in each case study has and if they are transferable to other roles.</p> <ul style="list-style-type: none"> <li>● <b>Joe - Pharmaceuticals</b> Joe could work in a large chain like Boots, could set up his own pharmacy, and could work for a pharmaceutical company or even a biotech start up. He could change direction completely; he has a science based degree so many options open. Other roles in NHS, More information available on <a href="http://icanbea.co.uk">icanbea.co.uk</a> website for pathways from pharmacy.</li> <li>● <b>Ayan - Call Centre</b> Ayan could follow up on her marketing interest in a variety of sectors. She has strong customer service experience in a commercial setting so could look at applying directly for a marketing, business development or operations role within a company. Ayan could also look at developing her staff management skills. More information on marketing related roles on <a href="http://icanbea.co.uk">icanbea.co.uk</a></li> <li>● <b>Sarah - Accountant</b> Sarah needs to consider what type of organisation she works for before moving on. Would she be happier in a more dynamic environment? A sales role with commission-based pay might provide a more direct link for Sarah between her contribution to the business. Sarah has not tried many different work settings as she went straight from school to this job so may need to explore her wider options. She can demonstrate that she has the capacity to pass exams.</li> <li>● <b>George – Platform Host</b> George could look at mechanical or maintenance courses at college or in the workplace or use his customer service skills in other settings e.g. a transport museum, tourist office.</li> <li>● <b>Sam - Electrician</b> Sam could develop a building services career or could take a higher-level qualification leading to a management role in the construction industry. Roles could include quantity surveyor, project management or construction manager. They have the possibility of continuing their professional training while employed and developing new</li> </ul>

Activity Title	Notes for Teachers
	specialism or work for a smaller organisation to gain a wider set of experiences.
<b>Differentiation</b>	<i>Students to look at one case study as a class and complete with support of the teacher.</i>
<b>Key messages</b>	The key messages are that <b>businesses need people in many different roles and with a huge range of skills</b> if they are going to be successful. Transferable skills will be very important as jobs change and new jobs are created.
<b>Extra Activities</b>	You may also have follow-up discussions around which sectors they are interested in and whether students are already developing those key skills.

# VWIS Lesson Plan

Online session with Employer

<b>Theme 3</b> <b>1 hour</b>	<b>ENTERPRISE &amp; ENTREPRENEURSHIP</b>
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Activity Title	Notes for Facilitators
<b>Aims</b>	<ul style="list-style-type: none"> <li>To identify the skills and attributes needed to be a successful entrepreneur.</li> <li>To explore the different roles and responsibilities involved in running a social enterprise.</li> </ul>
<b>Links to Gatsby Benchmark</b>	<ol style="list-style-type: none"> <li>Learning from career and labour market information.</li> <li>Addressing the needs of each pupil</li> <li>Linking curriculum learning to careers</li> <li>Encounters with employers and employees.</li> </ol>
<b>Links to Skills Builder</b>	Problem Solving, Creativity, Teamwork
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>Explain different types of businesses, organisational structures, how they operate and how they measure success.</li> <li>Show that you can be enterprising in the way you learn, work and manage your career.</li> <li>Show how you are developing the qualities and skills which will help you to improve your employability</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	<ol style="list-style-type: none"> <li>PowerPoint from Google Classroom.</li> <li>Access to internet and Sfs Google Classrooms</li> <li>Rough paper for groups to work out their responses.</li> <li>Access to the Discover Your Future Student Workbook</li> </ol>
<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 their business so you can introduce them to the class</li> </ul>
<b>Teacher role: Introduction &amp;</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
<b>lesson objectives</b> (5 mins)	<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 Ambassador has finished. If none are forthcoming, please ask some questions yourself, suggestions include.             <ul style="list-style-type: none"> <li>▶ <b>What skills &amp; qualities do you use to do your role?</b></li> <li>▶ <b>What is the best thing about your job?</b></li> <li>▶ <b>What did you do after school?</b></li> </ul> </li> </ul>
<b>The VWIS Employer</b> (10 mins)	<p><b>VWIS employer/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> <p>VWIS employer to talk about</p> <ul style="list-style-type: none"> <li>▶ their business</li> <li>▶ how they got the idea</li> <li>▶ how they got started</li> <li>▶ key challenges etc.</li> </ul>
<b>Starter / Icebreaker:</b> (10 mins)	<p>The teacher puts the students into pairs or small groups.</p> <p>To encourage students to think about their entrepreneurial skills ask them to:</p> <ul style="list-style-type: none"> <li>• In pairs or alone, make up a 'bad idea' and write it on a piece of paper.</li> <li>• They then screw the paper up.</li> <li>• In the class, students take turns to talk about one idea and explain why it is a bad idea.</li> </ul> <p>As a whole class, see if they can discuss how they could turn it into a good idea!</p> <p><i>For example</i>, four bad ideas to get you started might include camouflaged golf balls, edible dog leads, glow in the dark eye mask and a chocolate tea pot.</p> <ul style="list-style-type: none"> <li>• You could also ask them to think about the social and environmental implications of the idea, i.e., is it environmentally friendly, and is it Fair Trade?</li> </ul>
<b>Activity 1</b> (10 mins)	<p><b><i>An entrepreneur is someone who creates new business/es, bearing most of the risks and enjoying most of the rewards. The process of setting up a business is known as entrepreneurship. The entrepreneur is commonly seen as an innovator, a source of new ideas, goods or services.</i></b></p> <p><b><i>Entrepreneurs play a key role in the economy -those who are successful may be rewarded with profits, fame, and continued growth opportunities. Entrepreneurs that fail results in losses though they may go on to develop new ideas as a result of the failed attempt.</i></b></p>



Activity Title	Notes for Facilitators
	<p><b>Successful entrepreneurs are resilient, innovative, and intellectually curious – all key skills and attributes for success in 21<sup>st</sup> century life.</b></p> <ul style="list-style-type: none"> <li>• Can your students name any successful entrepreneurs? What sectors do they work in? e.g., <i>creative, technology, retail</i>?</li> </ul> <p>Show your students some clips of successful and unsuccessful ‘pitches’ from would-be entrepreneurs on the television program Dragons’ Den.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=jpgoFodFVV8&amp;list=PLSW3VrGq8ZrRY2LHilqaoiRFAd2V3d-Rq&amp;index=4">https://www.youtube.com/watch?v=jpgoFodFVV8&amp;list=PLSW3VrGq8ZrRY2LHilqaoiRFAd2V3d-Rq&amp;index=4</a> (Dog Personality Test 2.08)</li> <li>• <a href="https://www.youtube.com/watch?v=Y0ylz9hIC7Q&amp;list=PLSW3VrGq8ZrStQVy2T8wrZuyle6unHJDr&amp;index=7">https://www.youtube.com/watch?v=Y0ylz9hIC7Q&amp;list=PLSW3VrGq8ZrStQVy2T8wrZuyle6unHJDr&amp;index=7</a> (<i>Teacher assessment tool - show up to 2.40 – after Print Deborah</i>)</li> </ul> <p>Ask your students to draw a picture or cartoon image of a modern entrepreneur on a large sheet of paper and list the skills and qualities that this person might need to be successful.</p> <p><i>These might include</i> commitment, motivation, determination, creative</p> <ul style="list-style-type: none"> <li>• Encourage them to complete the sentence starting: ‘<i>A successful entrepreneur is someone who...</i>’ (see if they can come up with 3 phrases or skills).</li> </ul> <p>An example might be: ‘<i>A successful entrepreneur is someone who... shows tenacity and commitment to drive ideas forward</i>’.</p> <p>Highlight that running a social enterprise involves many skills such as creativity, leadership, communication, evaluating risk, influencing, negotiating and budgeting and it is important for your pupils to understand the hard work and planning necessary to make their social enterprise a reality and a success.</p> <p>People of all genders can be successful entrepreneurs if they have a good idea, right skills and prepared to work hard.</p> <ul style="list-style-type: none"> <li>▶ Some of the biggest companies today started as small enterprises from people’s bedrooms or homes. e.g. <i>Virgin, Microsoft, Facebook, Amazon, Apple</i></li> </ul>
<p><b>Differentiation</b></p>	<p>Students to draw their idea of an entrepreneur.</p>
<p><b>Activity 2</b> (15 mins)</p>	<p>VWIS Employer Ambassador to explain different types of business.</p> <ul style="list-style-type: none"> <li>• <b>Profit making</b> (private sector/commercial e.g Tesco, BT, EDF)</li> <li>• <b>Public Sector</b> (uses money from taxes and grants e.g NHS, local authorities, government departments)</li> <li>• <b>Not for Profit or Social Enterprises or Charities.</b> (e.g. Realise Futures). Other significant examples in the UK could include The Big Issue, Divine Chocolate, or Jamie Oliver’s ‘Fifteen’ chain.</li> </ul> <p>Explain that social enterprises are businesses that tackle social and environmental problems. They create jobs and generate income like other businesses, but instead of channelling their profits to owners, they reinvest them to support their social mission.</p>

Activity Title	Notes for Facilitators
	<p>In doing so, they improve people’s lives in our communities and societies. It is what a business does with its profits, and its social objectives, that determines whether it is a social enterprise.</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <ul style="list-style-type: none"> <li>• <b>Social enterprises</b> are businesses whose primary purpose is to create a positive community impact rather than to generate profits for individual shareholders. They apply the power of the marketplace to advance social, cultural and/or environmental agendas. Thus, they measure success with the attainment of both economic and social value.</li> <li>• <b>For-profit organizations</b> are businesses in the traditional sense, whose primary purpose is making money for their owners and shareholders. They generally use financial return on investment as their measure of success, seeking to generate the maximum profit.</li> <li>• <b>Non-profit organizations</b> seek to create the maximum social return on investment, in other words to make the biggest positive community impact. These organizations receive special status under the law and are exempt from many taxes. They usually depend on donations, grants, and volunteers to cover their operating costs. impossible2Possible is an example of a non-profit organization.</li> </ul> </div> <p>From Activity 1 in the “Explore” Lesson students review their list of business and determine if any are for profit, public sector or social enterprises.</p> <ul style="list-style-type: none"> <li>▶ Do your pupils think that any of the businesses or services on their local list are social enterprises?</li> <li>▶ Why do they think that people set up social enterprises or charities?</li> </ul>
<b>Differentiation</b>	<b><i>Students to look at pre-populated answers to the examples.</i></b>
<b>Key messages</b>	<b><i>Highlight that entrepreneurship is a viable option for young people and can also be linked to positive social change in local communities and the world. Reinforce the skills needed.</i></b>
<b>Extra Activities</b>	As a home learning activity, ask the pupils to find out about the work of one well-known social enterprise and present their work in a medium of their choice.

# VWIS Lesson Plan

Follow up offline session

<b>Theme 3</b> <b>1 hour</b>	<b>ENTERPRISE &amp; ENTREPRENEURSHIP</b>
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Activity Title	Notes for Teachers
<b>Aims</b>	<ul style="list-style-type: none"> <li>To identify the skills and attributes needed to be a successful entrepreneur.</li> <li>To explore the different roles and responsibilities involved in running a social enterprise.</li> </ul>
<b>Links to Gatsby Benchmark</b>	<ol style="list-style-type: none"> <li>Learning from career and labour market information.</li> <li>Addressing the needs of each pupil</li> <li>Linking curriculum learning to careers</li> <li>Encounters with employers and employees.</li> </ol>
<b>Links to Skills Builder</b>	Problem Solving, Creativity, Teamwork
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>Explain different types of businesses, organisational structures, how they operate and how they measure success.</li> <li>Show that you can be enterprising in the way you learn, work and manage your career.</li> <li>Show how you are developing the qualities and skills which will help you to improve your employability</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	<ol style="list-style-type: none"> <li>PowerPoint from Google Classrooms.</li> <li>Access to internet and SfS Google Classrooms</li> <li><i>Discover Your Future</i> Student Workbook for each student.</li> <li>Suffolk Work and Skills Booklets</li> </ol>
<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> </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> <li>Read 'Aims' of the lesson to the students/slides</li> </ul>
<b>Activity 1</b>	<b>Dragons Den</b> is a TV show where people pitch business ideas to a panel of experts. A successful plan requires resilience, creativity,

Activity Title	Notes for Teachers
(40 mins)	<p>teamwork, and a number of other qualities. The panel only endorses the best entrepreneurial projects offering various funding deals. Here is a news story about a student's group Dragons Den social enterprise pitch - <a href="https://www.youtube.com/watch?v=lx2rPMz-Tz0">https://www.youtube.com/watch?v=lx2rPMz-Tz0</a> ( 2.36)</p> <ul style="list-style-type: none"> <li>▶ Split students into groups and challenge them to design a social enterprise. Remind them that a successful social enterprise will have a positive social impact and make money.</li> </ul> <p>Use the "Enterprise Challenge" section of your student workbook.</p>
<b>Differentiation</b>	<i>Students can come with their ideas for a business and don't need to go through other steps in the Enterprise Challenge.</i>
<b>Key messages</b>	<p><b>Highlight that entrepreneurship is a viable option for young people and can also be linked to positive social change in local communities and the world.</b></p> <p><b>Reinforce the skills needed.</b></p>
<b>Further Information</b>	<p><a href="https://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/your-business-your-personality">https://www.princes-trust.org.uk/help-for-young-people/tools-resources/business-tools/your-business-your-personality</a></p>

# VWIS Lesson Plan

Online session with Employer

<b>Theme 4</b> <b>1 hour</b>	
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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>	<ol style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees</li> <li>7. Encounters with further and higher education</li> <li>8. Personal guidance</li> </ol>
<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>	<p>Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p>
<b>Resources / Equipment / worksheets needed</b>	<ol style="list-style-type: none"> <li>15. PowerPoint from Google Classrooms.</li> <li>16. Access to internet and SfS Google Classrooms</li> <li>17. Rough paper for groups to work out their responses.</li> <li>18. Access to the Discover Your Future Student Workbook</li> </ol>
<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</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
<b>objectives</b> (5 mins)	<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>
<b>The VWIS Employer Ambassador</b> (10 mins)	<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>
<b>Starter / Icebreaker:</b> (10 mins)	<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>
<b>Activity 1</b> (25 mins)	<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> </ul>



Activity Title	Notes for Facilitators												
	<ul style="list-style-type: none"> <li>Use the slides to review the information on different student profiles, focusing on their skills, interests and goals.</li> <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>	<p><b>Starter:</b></p> <ul style="list-style-type: none"> <li>Students can identify post 16 routes by writing, drawing, or talking with support from a teacher/scribe to note down answers.</li> </ul> <p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <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>Gemma:</p> <table border="1" data-bbox="619 1227 1302 1574"> <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>??</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><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</b> <b>Task for students.</b></p>	<p><b>Talk through homework activity</b> – <i>this research will be needed for the 'offline' teacher lead session.</i></p>												



Activity Title	Notes for Facilitators
(10 mins)	<p><b>Exploring possible pathways: icanbea tool</b></p> <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>
<b>Key messages</b>	There are usually lots of different pathways to get into a career. Think about which route might suit them the best.

# VWIS Lesson Plan

Follow up offline session

<b>Theme 4</b> <b>1 hour</b>	PATHWAYS
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Activity Title	Notes for Teachers
<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>	<ol style="list-style-type: none"> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees</li> <li>7. Encounters with further and higher education</li> <li>8. Personal guidance</li> </ol>
<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>	<p>Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</p>
<b>Resources / Equipment / worksheets needed</b>	<ol style="list-style-type: none"> <li>1. PowerPoint from Google Classrooms.</li> <li>2. Access to internet and SfS Google Classrooms</li> <li>3. <i>Discover Your Future</i> Student Workbook for each student</li> <li>4. Suffolk Work and Skills Booklets</li> </ol>
<b>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 and the online lesson plan with the VWIS Employer.</li> </ul>

Activity Title	Notes for Teachers
	<ul style="list-style-type: none"> <li>Gain feedback from Keynote and online session – what did they learn? What interested them about the session content / employer / organisation?</li> <li>Aims of this session</li> </ul>
<b>Starter / Icebreaker:</b> (10 mins)	<b>Quiz activity</b> <ul style="list-style-type: none"> <li>Lead the students through the quiz slides to guess what celebrities have done in their career prior to becoming famous.</li> </ul>
<b>Activity 1</b> (10 mins)	<b>Pathways: reflecting on our journey so far</b> <ul style="list-style-type: none"> <li>Split the class into pairs or small groups depending on class size.</li> <li>Show each student the blank pathways template in their VWIS workbook. Have the completed one projected on the screen for guidance.</li> <li>Ask them to plot where they are now (level 1/2, GCSE/BTEC etc).</li> <li>Ask them to reflect on what they have achieved, what is going well and what skills they have learned at this stage in their pathway. Comment in pairs and make notes.</li> </ul>
<b>Activity 2</b> (20 mins)	<b>Plotting pathways:</b> <ul style="list-style-type: none"> <li>Redirect students back to the pathway template in their workbook (page 30).</li> <li>Using the info researched in the homework task, ask students to 'plot their pathway':             <ul style="list-style-type: none"> <li>Long-term career goal? Could this be a sector or area, if unsure on a specific job?</li> <li>Post 16? FE, Level 1/2/3</li> <li>Post 18? Higher education, apprenticeship, full time work</li> <li>What kinds of qualifications?</li> <li>Skills? Qualities?</li> </ul> </li> <li>There will be a couple of examples of completed pathway maps completed will demonstrate to students how they can complete theirs.</li> <li>If students are unsure of a long-term goal, ask them to choose one they 'might' be interested in from the icanbea tool. Alternatively, they can work their way up starting at post-16, then aiming for a goal post-18 outcome.</li> </ul>
<b>Differentiation</b>	<b>Activity 2:</b> <ul style="list-style-type: none"> <li>Using the pathway, students can plot skills, hobbies and activities as well as qualifications and jobs.</li> <li>Support students with using the skills identified in the skills session to think about how they may achieve these, the type of industry/sectors they'd like to work in and how they may achieve this.</li> </ul>

Activity Title	Notes for Teachers
<p style="text-align: center;"><b>Plenary</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> </ul>
<p style="text-align: center;"><b>Key messages</b></p>	<p><b>Remind them that pathways can cross and change, but we always move forward! Show them the icanbea tool and encourage them to use at home.</b></p> <ul style="list-style-type: none"> <li>● Everyone has an individual pathway to success. Aim high!</li> </ul>
<p style="text-align: center;"><b>Extra Activities</b></p>	<ul style="list-style-type: none"> <li>● Research pathways on <a href="#">icanbea....</a> Or college websites.</li> </ul>

# VWIS Lesson Plan

Online session with Employer

<b>Theme 5</b> <b>1 hour</b>	<b>STRESS, RESILIENCE AND CONFIDENCE</b>
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Activity Title	Notes for Facilitators
Aims	<ul style="list-style-type: none"> <li>To help students find ways to overcome new, challenging or stressful situations</li> <li>To give them the tools to prepare and practice for a job/college/Apprenticeship interview</li> <li>To experience a virtual mock interview and gain feedback</li> <li>To increase their confidence and self esteem</li> <li>By the end of this lesson students will have some tools to help them deal with stressful situations</li> </ul>
Links to Gatsby Benchmark	1. A stable careers programme. 3. Addressing the needs of each pupil. 5. Encounters with employers and employees.
Links to Skills Builder	Listening, Aiming High, Presenting, Staying Positive
CDI Framework learning outcomes	<ul style="list-style-type: none"> <li>Recognise how you are changing, what you have to offer and what's important to you.</li> <li>Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.</li> <li>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</li> <li>Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</li> </ul>
Resources / Equipment / worksheets needed	19. PowerPoint from Google Classrooms. 20. Access to internet and SfS Google Classrooms 21. Rough paper for groups to work out their responses. 22. Access to the <i>Discover Your Future</i> Student Workbook
Preparation required from the teacher	<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 facilitators and the company/s they represent so you can introduce them to the class</li> </ul>

Activity Title	Notes for Facilitators
	<ul style="list-style-type: none"> <li>• Please facilitate students asking questions when the VWIS ambassador has finished. If none are forthcoming, please ask some questions yourself</li> <li>• To be aware of and follow up any students who seem particularly vulnerable or stressed from discussing the subject of resilience</li> </ul>
<p><b>Teacher role: Introduction &amp; lesson objectives</b> (5 mins)</p>	<ul style="list-style-type: none"> <li>• Read 'Aims' of the lesson to the students/slides</li> <li>• Please introduce the class to the VWIS Employer Ambassador and say that they will be hearing from them shortly, about their experiences of dealing with stress and job interviews</li> </ul>
<p><b>The VWIS Employer Ambassador</b> (5 mins)</p>	<p>VWIS Ambassador/s to explain their job role, their company.</p> <ul style="list-style-type: none"> <li>• Hands up/vote/poll – how do the students feel about this job/company? Do they know anything/much about this sector? Is it something they have been interested in?</li> <li>• What did students feel about the keynote speaker - Laura's story? How did they score in the resilience quiz?</li> <li>• Student workbook can be used for students to make notes about this employer/organisation.</li> </ul>
<p><b>Starter / Icebreaker:</b> (10 mins)</p>	<ul style="list-style-type: none"> <li>• <b>Ground rules</b> – important to take everyone's ideas seriously, listening to people. People only need to share what they want to</li> <li>• Do <b>Well Being Bingo</b> - What things have they done this week that makes them feel good? Remind them that self-care of own well-being is really important. Being kind to yourself is really important - treat yourself as you would treat a friend – #BeKind</li> </ul>
<p><b>Activity 1</b> (15-20 mins) Powerpoint</p>	<p><b>Stress and Resilience</b></p> <ul style="list-style-type: none"> <li>• <b>What is stress?</b> Everyone has times when they feel they have too much to do or difficult things to do. It is a normal part of life. Stress can help you take action, feel more energised and get results. But if you often become overwhelmed - or have too much stress, these feelings could start to be a problem for you.</li> <li>• <b>What is Resilience?</b> It's about staying strong when things are getting hard. Resilience means learning how to cope with uncertainty or stress, how to make the most of the people you have around you, or things you can do to make you feel better or adapt to the situation.</li> <li>• Employer talks about what makes them stressed and positive techniques they use for overcoming stress. <i>NB: Be careful not to use alcohol or other harmful substances as means of coping with stress</i> <ul style="list-style-type: none"> <li>▶ <b>5 -7 mins - Students to work in small groups or pairs</b> - ask them to think about times when they have been stressed - could be family, school, exams, school lockdown. Ask if anyone wants to share with rest of the class.</li> </ul> </li> </ul>

Activity Title	Notes for Facilitators
	<p>▶ <b>5 – 7 mins – back in their small groups</b> - what techniques did they use to overcome this? Share with class – write up their three best ideas and try to pinpoint what was it about that helped.</p> <p><b>Remind them of the importance of talking to people or asking for help – additional activity - Students could create own circle of support</b></p>
<p><b>Differentiation</b></p>	<p>Explain terms – stress and resilience – or staying strong. Get them to link with ideas in Well Being Bingo.</p>
<p><b>Activity 2</b>  (10 mins)</p>	<p><b>Interviews</b></p> <ul style="list-style-type: none"> <li>• Interviews for college, apprenticeships, university or employment are often a stressful experience as people are nervous but keen to make a good impression.</li> <li>• VWIS Employer Ambassador talks about an interview they remember – how did they cope?</li> <li>• Do any of the techniques identified above work for an interview situation?</li> <li>• If not - what would work better?</li> </ul>
<p><b>Activity 3 (if time)</b>  10 –15 mins</p>	<p><a href="https://vimeo.com/393837020">https://vimeo.com/393837020</a> <b>Video about Hope</b></p> <p>Show video and ask students for feedback. Does this reflect their own feelings? Link this back to the previous exercise. Are there any new techniques in the video they hadn't thought of? Does it help to know they are not alone in feeling anxious about the future?</p>
<p><b>Plenary</b>  (5 mins)</p>	<ul style="list-style-type: none"> <li>• Summarise resilience techniques from PPT</li> <li>• Revisit the aims of the session and ask the students to highlight one thing they would tell people at home about today/ record in their diary</li> <li>• Employer to say something they would tell their work colleagues about today – were they stressed/nervous themselves about today?</li> <li>• Give students details of where they can find out more about their company, role or sector.</li> <li>• Wish them luck with the interviews.</li> </ul>
<p><b>Key messages</b></p>	<p>▶ <b>Everyone has to deal with stressful situations</b> - at home, work or at school. We all need to find ways of dealing with these situations that work for us and also not be afraid to ask for help when it all gets too overwhelming.</p> <p>▶ In your next session you are going to practice these techniques as you prepare and go through a mock job interview with some employers.</p>
<p><b>Extra Activities</b></p>	<p>30 Day Challenge - details in student workbook.</p>



Activity Title	Notes for Facilitators
<b>Useful resources</b>	<ul style="list-style-type: none"><li>● <a href="#">Red Cross</a></li><li>● <a href="https://youngminds.org.uk/resources/school-resources/">https://youngminds.org.uk/resources/school-resources/</a></li><li>● <a href="https://youngminds.org.uk/media/3554/how-many-positives-360-activity.pdf">https://youngminds.org.uk/media/3554/how-many-positives-360-activity.pdf</a></li><li>● <a href="https://youngminds.org.uk/media/3237/who-supports-me-activity.pdf">https://youngminds.org.uk/media/3237/who-supports-me-activity.pdf</a></li><li>● <a href="https://media.samaritans.org/documents/DEAL_Managing_stress.pdf">https://media.samaritans.org/documents/DEAL_Managing_stress.pdf</a></li></ul>

# VWIS Lesson Plan

Follow up offline session

<b>Theme 5</b> <b>1 hour</b>	<b>PREPARING FOR AN INTERVIEW</b>
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Activity Title	Notes for Teachers
<b>Aims</b>	<ul style="list-style-type: none"> <li>To understand what types of questions an interviewer might ask and prepare personal answers that reflect them in a positive light</li> <li>To give them the tools to prepare and practice for a job/college/Apprenticeship interview</li> <li>To experience a virtual mock interview and gain feedback</li> <li>To increase their confidence and self esteem</li> <li>By the end of this lesson students will have some tools to help them perform in a mock virtual interview</li> </ul>
<b>Links to Gatsby Benchmark</b>	1.A stable careers programme. 3. Addressing the needs of each pupil. 5. Encounters with employers and employees.
<b>Links to Skills Builder</b>	Listening, Aiming High, Presenting, Staying Positive
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>Recognise how you are changing, what you have to offer and what's important to you.</li> <li>Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way.</li> <li>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences.</li> <li>Know your rights and responsibilities in a selection process and strategies to use to improve your chances of success</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	1. PowerPoint from Google Classrooms 2. Access to internet and SfS Google Classrooms 3. <i>Discover Your Future</i> Student Workbook for each student 4. Rough paper for groups to work out their responses
<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 dates of the mock interviews and the format</li> </ul>
<b>Introduction &amp; lesson objectives</b>	<ul style="list-style-type: none"> <li>Read 'Aims' of the lesson to the students/slides</li> </ul>

Activity Title	Notes for Teachers
(10 mins)	<ul style="list-style-type: none"> <li>Gain feedback from keynote and online session – what did they learn? What interested them about the session content – and or the employer/organisation?</li> <li>Any students ever had an interview for a job/college etc? How did it go? How did they feel? You could talk about own interview experience briefly.</li> <li>Remind them this is chance to practice – they will be having interviews throughout their life.</li> </ul>
<b>Starter / Icebreaker:</b>  (10 mins)	<ul style="list-style-type: none"> <li>Show students one of these videos about interviews:  <a href="#">Barclayslifeskills.com-prepare-for-an-interview</a> (3.51 mins)  <a href="#">Apprenticeship Interview - Bing video</a> (9.54 mins)           </li> <li>Ask them to come up with main points from the video – 3 things they shouldn't do; 3 things they should do.</li> </ul>
<b>Activity 1</b>  (5-10 mins)	<p><b>STAR questions</b> – explain and give examples</p> <p>The STAR technique can be used as a model for people to frame their answers so that they can present themselves and their experience in the best possible light.</p> <ul style="list-style-type: none"> <li><b>S</b> - Explain the <b>Situation</b>. This situation can be drawn from a work experience, a volunteer position, or any other relevant event. Be as specific as possible.</li> <li><b>T – Task</b>. Next, describe your responsibility in that situation. Perhaps you had to help your group complete a project within a tight deadline, resolve a conflict with a coworker, or use your initiative to solve a problem.</li> <li><b>A - Action</b>: You then describe how you completed the task or tried to meet the challenge. Focus on what YOU did, rather than what your team, other students, boss, or coworker did. (Tip: Instead of saying, "We did xyx," say "I did xyz.")</li> <li><b>R - Result</b>: Finally, explain the outcomes or results generated by the action taken. It may be helpful to emphasize what you accomplished, or what you learned.</li> </ul> <p><i>Here's a quick example:</i></p> <ul style="list-style-type: none"> <li>▶ I had to give a presentation in an assembly. <i>(Situation)</i></li> <li>▶ I had to tell Year 9 students about how I chose my options. <i>(Task)</i></li> <li>▶ I talked to the Head of Year 9 about what I should include and how long it needed to be. I put together a presentation using Powerpoint. Then I practised this in front of my team and asked my parents for feedback. <i>(Actions)</i></li> <li>▶ In the end, I was asked lots of questions from Year 9s and some talked to me afterwards to say it was really helpful. I was able to answer all their questions. I was really nervous at the start but felt good afterwards and proud of myself. <i>(Result)</i></li> </ul>
<b>Activity 2</b>  (20-30 mins)	<p>Students to work in pairs or small groups to create at least ONE personal answer to the example questions in their workbooks. Ask</p>

Activity Title	Notes for Teachers
	<p>students to make notes for their answers and then practice with each other one or more of these questions using some the STAR model.</p> <p>Students should refer to the evidence from the Skills Session</p> <p>Get feedback from class with one question each – or a selection from diverse students if time allows.</p>
<p><b>Differentiation</b></p>	<p>Concentrate on discussing the opening question – Tell me about yourself and questions to ask an employer or work through one or two questions in the class.</p>
<p><b>Activity 3</b> (5 mins)</p>	<p>Show them the <a href="#">CV wizard</a> on <a href="#">icanbea...</a></p> <p>This will help them create a CV with lots of useful words and ideas to help them when they get stuck.</p> <p>▶ <i>Please set this as homework if there is now time to do in the lesson.</i></p> <p>This CV tool has been created so that they can do this on their phone and will help them in the mock interview.</p>
<p><b>Differentiation</b></p>	<p>Run through the CV wizard using one student as an example.</p>
<p><b>Plenary</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/ record in their workbook.</li> <li>• Remind them about how the interviews will take place.</li> <li>• Revise resilience techniques to help with interview.</li> <li>• Wish them luck with the interviews.</li> </ul>
<p><b>Key messages</b></p>	<ul style="list-style-type: none"> <li>● An interview can be stressful, but it is your opportunity to shine and let the employer/college/university know a bit more about yourself.</li> <li>● It's ok to be nervous - but if you are prepared you will be less nervous.</li> </ul>
<p><b>Extra Activities</b></p>	<ul style="list-style-type: none"> <li>● Create A CV using the icanbea <a href="#">CV Wizard</a></li> <li>● Students can prepare extra questions using STAR technique that relevant to their future job/college or university interests.</li> <li>● Students can research college/university course/employer to see if they have any more information about preparing for interviews.</li> </ul>
<ol style="list-style-type: none"> <li>1. Tell me a bit about yourself.</li> <li>2. Tell me about a situation you had to complete a task within a tight deadline.</li> <li>3. Tell me about a time where you worked with a group to achieve a task?</li> <li>4. Describe a time when you have had to use your initiative to solve a problem.</li> <li>5. Tell me about a time when you have had to use your communication skills to get some information to people or solve a problem.</li> <li>6. Tell me about a time when you came up with a new idea.</li> <li>7. Describe a situation when something didn't go to plan. What did you do and what did you learn?</li> </ol>	

