

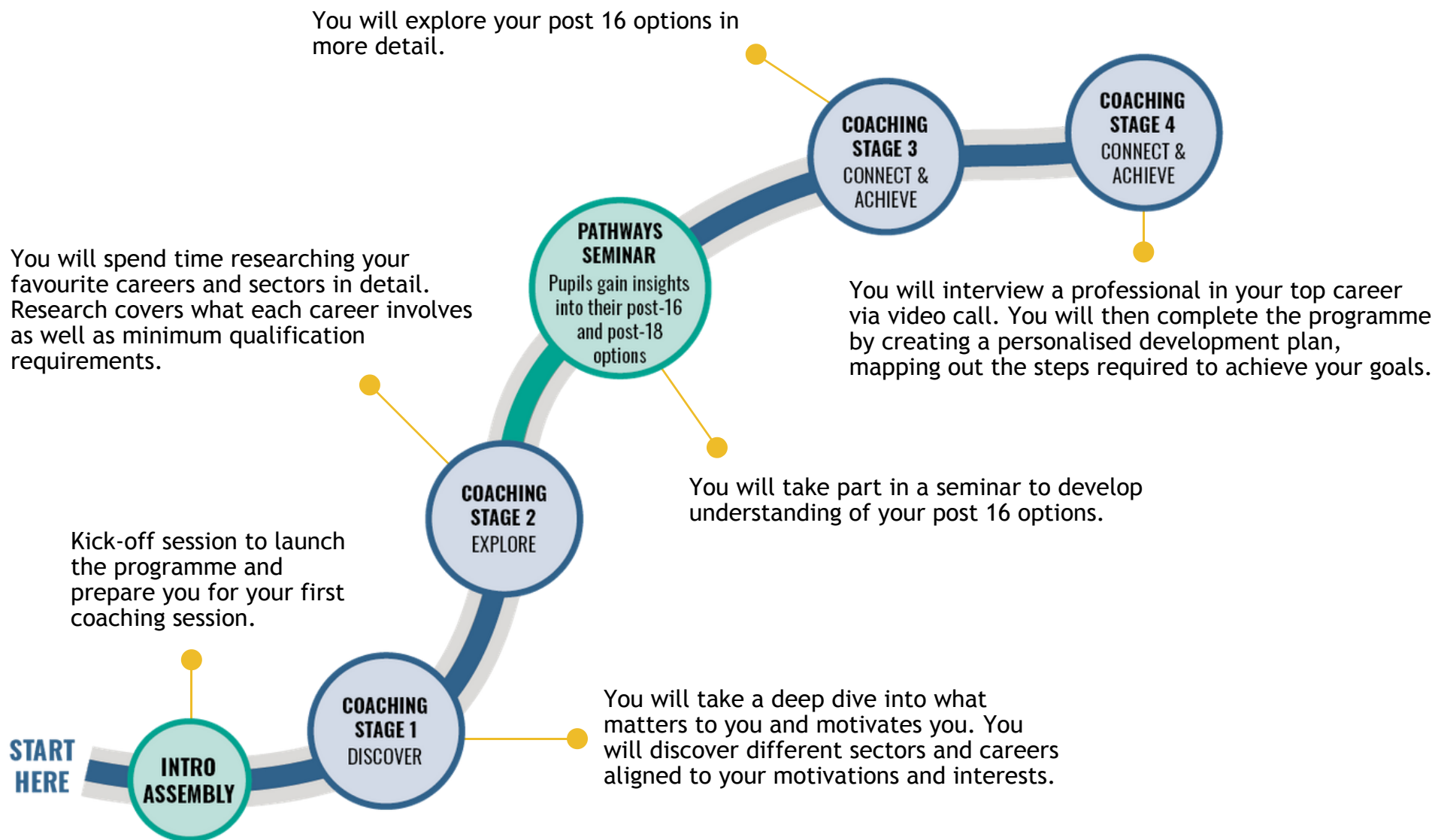
# ACTIVITY HANDBOOK

Coaching Programme for Year 10 students

# CONTENTS




The Coaching Programme.....	3
How can we help?.....	4
Glossary of terms.....	5
Session 1: Discover.....	6
Session 2: Explore.....	17
Session 3: Connect & Achieve.....	27
Session 4: Connect & Achieve.....	43

# THE COACHING PROGRAMME



# HOW CAN WE HELP?

During this programme you will:

-  Learn about a range of exciting careers that suit your interests
-  Learn about the routes you could take after GCSEs
-  Learn what you can do now to make your goals a reality

*"Now with the information I have, I feel like I can really do something that's right for me. I feel like I have a future now."*

**Hersony - Future Software Engineer**

# GLOSSARY OF TERMS



## Career

The job or series of jobs that you do during your working life within the same sector.

## Sector

Group of related jobs that often work together.  
*e.g. doctors, nurses and dentists are all part of the Healthcare sector.*

## Pathway

Route to a particular career/many careers.  
*e.g. A Level at School Sixth Form or BTEC at College.*

## Apprenticeship

A paid role spent working at an organisation whilst learning skills and studying for a qualification. There are different levels of apprenticeship (see qualification).

## Apprenticeship provider

The employer who you complete an apprenticeship with  
*e.g. Rolls Royce.*

You would also study with a training provider who would provide the study part of your apprenticeship  
*e.g. FE College or Multiverse.*

Sometimes these are the same but often not. When applying you could apply direct to the training provider and then to an employer or vice versa.

## University

Where you go to study a degree.  
*e.g. Warwick University.*

## Qualification

A specific course (i.e. Engineering, Health and Beauty, Paramedic). Qualifications are set at different levels.  
*e.g. GCSEs are Level 2, a university degree is Level 6.*  
*The qualification level influences what sort of role you could get into later.*

# SESSION 1: DISCOVER

## This session will help you:

- Get to know your coach and learn how to use the platform and/or Handbook
  - Understand your interests, motivations and skills
  - Consider what matters to you in a career
- 

ACTIVITY 1: What do you want to achieve?

ACTIVITY 2: What have you already thought about?

ACTIVITY 3: What motivates you?

ACTIVITY 4: Strengths and skills

ACTIVITY 5: What else should I consider when thinking about careers?

# START WITH A CHAT

You're going to be working with your coach for the next four weeks, so it's important to get to know each other! Take some time at the beginning of the session to find out more about each other.

Below are some ideas of questions that you can ask each other, but you can think of your own too.

What did you want to be when you were my age?

What did you pick for GCSEs?

What is your job? What does that involve?

What did you do after you were 16?

What year are you in and how do you find school?

## Get to know each other

Share three facts about each other - next week, we'll see if you remember them!

- Do you have siblings or pets?
- What are your hobbies? What do you do in your spare time?
- What's your favourite book/film/show?

# USING THE HANDBOOK

## Online Programme

- It's up to you whether you or your coach controls Vedamo, but make sure you have clear notes so you can look back each week.
- Feel free to use the notes pages to record more info if you run out of space.
- If you're working in a three, have one pupil work on the blue pages and one pupil work on the green pages - decide who's which colour now.

## In Person Programme


- It's up to you whether you or your coach writes, but make sure you have clear notes so you can look back each week.
- If you're working in a three, make sure each pupil has a separate Handbook.
- At the end of the session, give your Handbook to your coach or Programme Manager to keep safe until next week.



# ACTIVITY 1: WHAT DO YOU WANT TO ACHIEVE?

This activity will help you and your coach understand what you want to achieve and therefore how your coach can best help you.

On each scale, mark a cross in the box you think most represents where you are now.

 I know the career/sector I want to work in	No clue	Vague idea	I've thought about it	Some plans	I've got a clear plan
 I know what I want to do after GCSEs	No clue	Vague idea	I've thought about it	Some plans	I've got a clear plan

# ACTIVITY 1: WHAT DO YOU WANT TO ACHIEVE?

Tick the statement(s) that best represent what you want to achieve (you can choose as many as you like).

What would you like to achieve from this programme?

☐

I want to have a clearer idea of careers I am interested in

☐

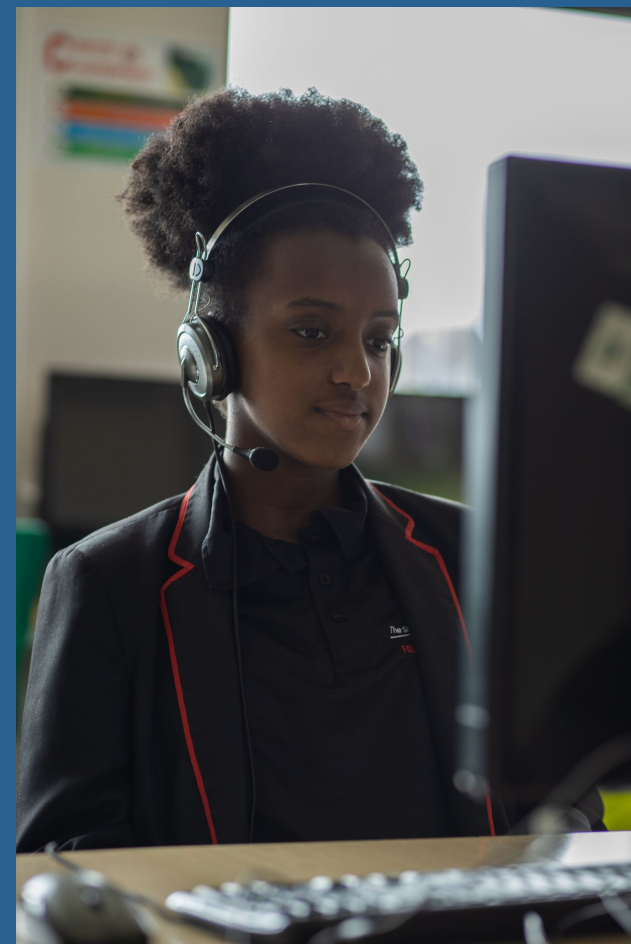
I want to learn in depth about my favourite careers

☐

I want to have a clearer idea of what I can do after GCSEs

☐

I want to think about which option after GCSEs will best suit me and my goals



# ACTIVITY 2: WHAT HAVE YOU ALREADY THOUGHT ABOUT?

Have you already thought about your next steps? If you have some careers or pathways that you're already interested in, discuss the following questions with your coach and make some notes.

- What careers or sectors have you already considered? Why are you interested in these careers/sectors?
- What pathway after GCSEs have you already considered? Why are you interested in this?

## Definitions

### Career

The job or series of jobs that you do during your working life within the same sector.

### Sector

Group of related jobs that often work together.  
*e.g. doctors, nurses and dentists are all part of the Healthcare sector.*

### Pathway

Route to a particular career/many careers.  
*e.g. A Level at School Sixth Form or BTEC at FE College*

# ACTIVITY 3: WHAT MOTIVATES YOU?

This activity will help you and your coach figure out what matters to you. This will help you choose a career that will be fulfilling and motivating.

Step 1: Read through and rate each motivation.

Step 2: Tick the ones that are a 4 or 5.

1 = Not important at all. 5 = Extremely important.

<input type="checkbox"/> Being able to support my family 1 2 3 4 5	<input type="checkbox"/> Having a positive social impact 1 2 3 4 5	<input type="checkbox"/> Opportunity for travel 1 2 3 4 5	<input type="checkbox"/> Opportunity for promotion 1 2 3 4 5	<input type="checkbox"/> Family approval 1 2 3 4 5	<input type="checkbox"/> Working alone 1 2 3 4 5
<input type="checkbox"/> Being physically active 1 2 3 4 5	<input type="checkbox"/> Improving the lives of others 1 2 3 4 5	<input type="checkbox"/> Job respect and prestige 1 2 3 4 5	<input type="checkbox"/> Working with the latest tech 1 2 3 4 5	<input type="checkbox"/> Being creative 1 2 3 4 5	<input type="checkbox"/> Leading a team 1 2 3 4 5
<input type="checkbox"/> Job security 1 2 3 4 5	<input type="checkbox"/> Work/life balance 1 2 3 4 5	<input type="checkbox"/> A set daily routine 1 2 3 4 5	<input type="checkbox"/> Working with a team 1 2 3 4 5	<input type="checkbox"/> Feeling challenged 1 2 3 4 5	<input type="checkbox"/> Variety in my routine 1 2 3 4 5

# ACTIVITY 4: STRENGTHS AND SKILLS



Understanding your skills will help you choose a career and also prepare you for applications and interviews in the future. This activity will help you think about what skills you are developing from your interests and activities.

- If you find it easier to think about your interests and experiences first, start with the first column.
- If you find it easier to think about your skills first, start with the second column and work back.

Your interests and responsibilities	What skills have you gained from that experience?
<i>e.g.</i> 1) Babysitting 2) Basketball	1) Commitment, Responsibility, Time Management 2) Teamwork, Leadership
1	
2	
3	
4	

# ACTIVITY 5: WHAT ELSE SHOULD I CONSIDER WHEN THINKING ABOUT CAREERS?

When you are thinking about the career you want, consider the following things:

- 1 Does this match with my motivations? (p.12)
- 2 Does this match my skills and interests? (p.13)
- 3 Does this role motivate and excite me? (p.21)
- 4 Could I get to it with my predicted grades? (p.23-4)
- 5 What is the *availability*? 
- 6 What is the *earning potential*? 

Turn over for  
more  
information



# ACTIVITY 5: AVAILABILITY AND EARNING POTENTIAL

## EARNING POTENTIAL



Some careers/sectors will have the potential to earn more money than others. Some qualifications might also restrict how much you can earn in those sectors.

Tick the sector you think has the highest earning potential:

- ☐ Construction
- ☐ Agriculture
- ☐ Education

Check your answer here and spend some time exploring: [bit.ly/earning21](https://bit.ly/earning21)

## AVAILABILITY



Some careers/sectors will have more roles available over the next few years and for some, fewer roles will become available.

Tick the career you think will have the highest increase in jobs in the next 5 years:

- ☐ Paramedic
- ☐ Software Developer
- ☐ Civil Engineer

Check your answer here and spend some time exploring: [bit.ly/careerpilot21](https://bit.ly/careerpilot21)

You will look at the availability and earning potential of your top careers in Session 2

# SESSION 1 CHECKLIST: WHAT HAVE WE ACHIEVED?



Tick the aims you feel you have achieved with your coach.

☐

Get to know your coach and learn how to use the Handbook

☐

Gain a greater understanding of your interests, motivations and skills

☐

Consider what matters to you in a career

Before you finish today, make sure you leave time to debrief your session.

**FINISHED EARLY? MOVE ON TO SESSION 2!**



# SESSION 2: EXPLORE

## This session will help you:

- Explore careers/sectors that suit your skills and interests
  - Gain more knowledge about the sectors/careers you are most interested in
  - Understand where you can go for career information in the future
- 

ACTIVITY 1: Skills Assessment Quiz

ACTIVITY 2: Related Careers

ACTIVITY 3: My Career Longlist

ACTIVITY 4: Career Profiles

ACTIVITY 5: Preparing for your Sector Role Model conversation

# START WITH A CHAT

What do you remember about each other from last week (p.7)? Test each other on your three facts - how many did you get right?

Do either of you have pets? What are their names?

Have you done any of your hobbies this week?

Do you read?  
What's your favourite genre?

What did you do last weekend?

## Next week - Show and Tell

Before next week, think of an object that represents you.

If you can, bring it to your next session to share with your coach.

Set yourself a reminder for next week!

# ACTIVITY 1: SKILLS ASSESSMENT QUIZ

In Session 1, you learnt about your interests, motivations and skills. Today, you will explore different careers or sectors that might be right for you. Don't worry about picking a definite and final career - this is about exploring what's out there and thinking about what interests you.

*This activity can take a long time, but try not to spend more than 30 minutes on it.*



## Step 1

Skills Assessment Quiz - Go to [bit.ly/ncsskills](https://bit.ly/ncsskills) and complete the quiz. Share your screen with your coach so you can discuss the answers. At the end, you can send your answers to your school email address.



## Step 2

Explore Careers - Discuss the careers/sectors suggested to you and note down any you are interested in on your career longlist (p.21). Why does that interest you?



## Step 3

Discuss with Coach - You may get suggested careers you aren't interested in. That's fine! It's good to learn what you don't want too. Discuss with your coach why they might have come up on the list and why you're not keen on those careers.

# ACTIVITY 2: RELATED CAREERS

A sector is a group of related jobs that often work together e.g. doctors, nurses and dentists are all part of the Healthcare sector. It's really important to think about related careers because it might lead you to a career you haven't thought of yet, or it might provide you with other options in case your first choice doesn't work out.

Note down some of the careers that came out of your skills assessment below and look up two related careers\*. Discuss whether these interest you too. If so, you can create additional career profiles in Activity 4.

**Career:**

**Career:**

**RELATED CAREERS:**

1 \_\_\_\_\_

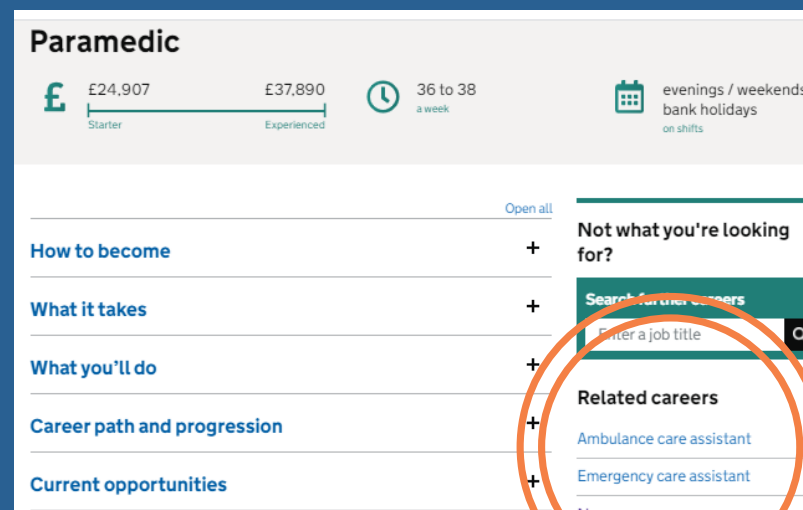
2 \_\_\_\_\_

**RELATED CAREERS:**

1 \_\_\_\_\_

2 \_\_\_\_\_

\*Find related careers on the National Careers Service website here:



The screenshot shows the 'Paramedic' career profile on the National Careers Service website. At the top, it displays the salary range (£24,907 to £37,890) with 'Starter' and 'Experienced' markers, the working hours (36 to 38 a week), and the shift pattern (evenings / weekends bank holidays on shifts). Below this, there are expandable sections: 'How to become', 'What it takes', 'What you'll do', 'Career path and progression', and 'Current opportunities'. On the right side, there is a section titled 'Not what you're looking for?' with a search bar and a 'Search for other careers' button. Below this, a 'Related careers' section is visible, listing 'Ambulance care assistant' and 'Emergency care assistant'. The 'Related careers' section is circled in orange.

# ACTIVITY 3: MY CAREER LONGLIST



Using the Skills Assessment Quiz (Activity 1), Related Careers (Activity 2) and what you have already thought about from page 11 - which careers are you most interested in?

Once you have come up with your top 4, think about whether they match your interests, align with your motivations and excite you.

Highlight or circle your top 2 career ideas - you will research these in depth.

MY CAREER IDEAS	Does this career...		
	Match your interests?	Fit with your motivations?	Excite you?
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# ACTIVITY 4: CAREER PROFILES (example page)

For each of your top careers, use your research to complete the career profiles on the next few pages. Use this example page and the National Careers Service Website to help you - [bit.ly/ncsexplore](https://bit.ly/ncsexplore).

Spend 15 minutes on each profile.

Career	Sector	Average Salary & Earning Potential	Availability (high/low)
Paramedic	Health / Emergency Services	£25,000-£37,900 High job availability with +10% predicted job growth	

Discuss the following with your coach and make notes if you'd like	What does this career involve? <i>Example: Responding to emergency calls, working calmly and quickly, assessing urgent situations, looking after medical equipment, accurate record keeping and being a reassuring person to families and the public in emergencies.</i>		
	What are the skills required? <i>Example: Knowledge of healthcare which I will learn on the job, sensitivity, verbal communication skills, patience, teamwork, adaptable and customer service skills.</i>		
	Do you think it suits your skills and motivations? Why? <i>I want an active job that involves being part of a team. I am good at keeping calm in stressful situations and am organised with my school work so I can keep accurate records of events. I want to help others and give back.</i>		

Qualifications needed	GCSE Grades <i>Example : 4/5 GCSEs at grades 9-4</i>	Post 16 <i>Example : A Levels or BTEC equivalent</i>	Post 18 <i>Example : Paramedic Science at University or paramedic degree apprenticeship</i>
	<i>Fill in what you can - you'll learn more about qualifications and pathways next week.</i>		

# ACTIVITY 4: CAREER PROFILES (CAREER 1)

Career #1	Sector	Average salary & Earning Potential	Availability (high/low)

<p>Discuss the following with your coach and make notes if you'd like</p>	<p>What does this career involve?</p>
	<p>What are the skills required?</p>
	<p>Do you think it suits your skills and motivations? Why?</p>

Qualifications needed	GCSE Grades	Post 16	Post 18

# ACTIVITY 4: CAREER PROFILES (CAREER 2)

Career #2	Sector	Average salary & Earning Potential	Availability (high/low)

<p>Discuss the following with your coach and make notes if you'd like</p>	<p>What does this career involve?</p>
	<p>What are the skills required?</p>
	<p>Do you think it suits your skills and motivations? Why?</p>

Qualifications needed	GCSE Grades	Post 16	Post 18



# ACTIVITY 5: PREPARING FOR YOUR SECTOR ROLE MODEL CONVERSATION

In your final session, you will have the opportunity to speak to an expert in one of your top careers or pathways.

Discuss with your coach who you would like to speak to. Write down 3 potential options for your coach to explore.

This could be:

- A professional in one of your top careers or sectors
- A university student studying a course you are interested in
- An apprentice in an apprenticeship you are interested in

*You will prepare some questions for your Sector Role Model conversation in Session 3.*



1

2

3

# SESSION 2 CHECKLIST: WHAT HAVE WE ACHIEVED?



Tick the aims you feel you have achieved with your coach.

☐

Explore jobs/sectors that suit your skills and interests

☐

Gain more knowledge about the sectors/careers you are most interested in

☐

Understand how to research careers information online

Before you finish today, make sure you leave time to debrief your session.

**FINISHED EARLY? MOVE ON TO SESSION 3!**

# SESSION 3: CONNECT & ACHIEVE

## This session will help you:

- Understand which pathways are available to you after GCSEs
  - Think about what you might want to study and where
  - Prepare for your Sector Role Model conversation
- 

**ACTIVITY 1:** Pathways Seminar Debrief

**ACTIVITY 2:** What should I study after GCSEs?

**ACTIVITY 3:** Where can I study after GCSEs?

**ACTIVITY 4:** My Post 16 Plan

**ACTIVITY 5:** The Aspire Process

**ACTIVITY 6:** Preparing for your Sector Role Model conversation

# START WITH A CHAT

Did either of you remember to bring something in to show this week?

What did you bring?

What does it mean to you? What does it represent?

If you haven't got something, what would you have brought?

Was it easy to choose something?

What would a stranger think it represents?



# ACTIVITY 1: PATHWAYS SEMINAR DEBRIEF

In the past week, you attended a Pathways Seminar with your Programme Manager. What can you remember? Use the questions below to teach your coach about your Pathway Options. If you get stuck, there's information on the following pages to help you.

*If you couldn't attend the session, use the session time to learn about the Pathway Options on the following pages.*

1

What are Qualification Levels? What Level are you on? (Answer - p.30)

2

What are the three main Pathway Options after your GCSEs? What is a pro and con of each?

3

Where are the three main places to study after your GCSEs? What is a pro and con of each?

4

What Pathway Options are you currently thinking about?

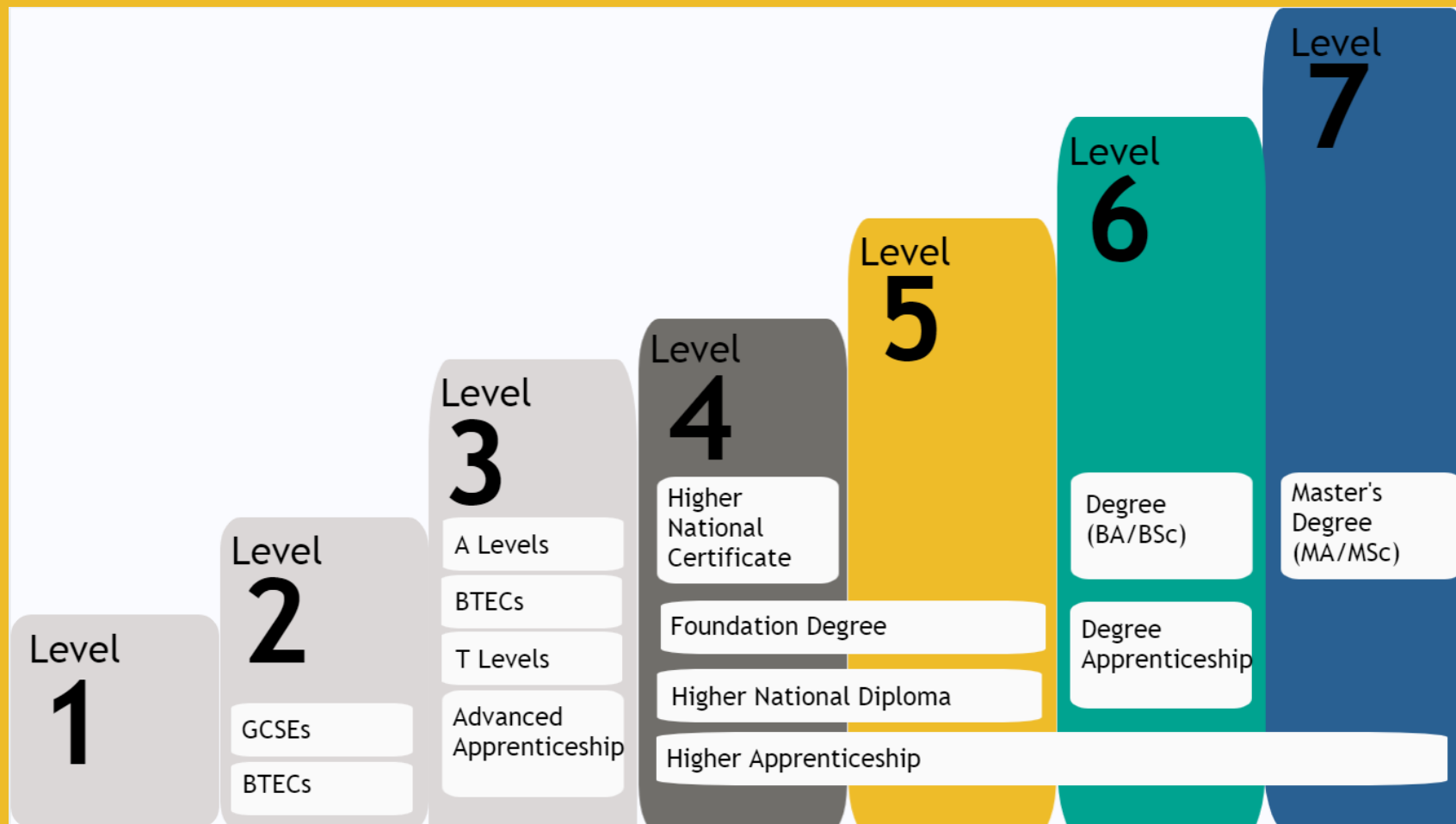


***There's a lot of information to understand during this session so take your time and read through everything carefully!***

# INFORMATION: WHAT DO THE LEVELS MEAN?

Qualification Levels demonstrate the level of education you have in a subject. In Year 10, you'll be on Level 1-2.

Stopping at certain levels could restrict the career you can go onto in the future so it's really important to *Level Up* your qualification levels.



## T Levels

T Levels are new, Level 3, two-year courses. They include vocational skills and theory as well as work placements and are available at some schools in the following sectors:

digital production, design and development  
design, surveying and planning  
education  
building services  
engineering  
digital business services  
digital support and services  
health  
healthcare science  
onsite construction  
science

T Levels will become more widely available from Autumn 2022.

Find out more on [bit.ly/tlevelsff](https://bit.ly/tlevelsff)

# ACTIVITY 2: WHAT SHOULD I STUDY AFTER GCSEs?

a) Have a look at the course options below and consider the following questions:

- How does the course build on your strengths and interests?
- Does the course fit with your learning style? (i.e. exams vs coursework, practical vs academic)
- What will you be doing on the course and what will the workload be like?
- Where will the course lead you to and how do you think the qualification will bring you closer to your career goals?
- Look back at p.23 and p.24 - do your choices match with the qualifications needed for your top careers?

b) Think about the questions above and mark your top choice course with an A. Now think about a back up plan - if you don't get the GCSEs for your course A, what would be your second choice? Mark this with a B.

## A Levels

- Most courses are assessed entirely on exams.
- Broad subjects rather than vocational areas.
- All academic, rather than practical learning.
- A Levels can be studied at a Sixth Form College, School Sixth Form or College.



## BTEC Level 3

- Single subject-based areas such as health and social care or business.
- Combine academic study with practical learning.
- Coursework assessed throughout as well as exams (at Level 3).
- Can occasionally be studied with A Levels or other BTECs.
- BTECs can be studied at some Sixth Form Colleges, School Sixth Form or College.



## BTEC Level 2



## Apprenticeship

- Apprenticeships combine paid work with learning, which usually takes place at a FE College.
- Similar to a regular job, but with some study on the side.



# ACTIVITY 3a: WHERE CAN I STUDY AFTER GCSES?

Read the descriptions and draw a line to match up the option to the correct description.

Discuss the pros and cons of each option with your coach.

Which ones have you heard of? Does your school have a Sixth Form? Where do people from your school usually go?

1

## School Sixth Form

- Individual entry requirements
- Level 2 or 3
- You will work for a real employer alongside other experienced staff
- Working mainly and studying one day a week, usually at a College

A

2

## Sixth Form College

- Level 3 courses (A Levels and some BTECs)
- **Most schools require a minimum of five GCSEs at Grade 5+ including Maths and English**
- Schools Sixth Forms are smaller than most Sixth Form Colleges and Further Education Colleges
- You don't usually have to wear school uniform but smart clothing may be required and you will need to attend every day

B

3

## Further Education (FE) College

- Level 3 courses (A Levels and some BTECs)
- **Most Sixth Form Colleges require a minimum of five GCSEs at Grade 5+ including Maths and English**
- Sixth Form Colleges are for 16 to 19 year olds
- They have on average 1,200 students studying from entry level up to A Levels and BTECs

C

4

## Apprenticeship

- Large range of vocational and academic qualifications at Levels 1, 2 and 3
- **No minimum entry requirements**
- FE Colleges are large organisations and they may have more than one site
- There is no upper age limit.
- There is usually more independence at an FE College

D



# ACTIVITY 3b: WHERE CAN I STUDY AFTER GCSEs?

Go through the chart below and tick the boxes that are relevant. On the next page you can decide on your preferred place to study after GCSEs.

	Could I study my preferred course (Activity 2) here?	Could I get in with my current predicted grades?	Would studying here suit me? (Activity 3a)
My school Sixth Form (if it has one)			
Another school Sixth Form or Sixth Form College			
FE College			
Apprenticeship			

If you don't know whether you could get in with your current grades go to your school website or google a school/college nearby and see what the entry requirements are.

# ACTIVITY 4: MY POST 16 PLAN

Now that you have a better idea of your options, you're going to write down your top choice plan, Plan A, and a back up plan, Plan B so it's all in one place. There's space for more notes on the next page.

## EXAMPLE

## PLAN A

## PLAN B

### COURSE

*BTECs  
Sixth Form College*

### WHERE

*Need minimum of  
five GCSEs at Grade  
5+ including Maths  
and English*

### REQUIREMENTS

*My next step -  
research Sixth Form  
College in my area.*

If people from your school don't go to the Sixth Form, where do most of them go? Write your answer below if you know. If you don't know, research the options in your area.

# ACTIVITY 4: NOTES PAGE

If you have time with your coach, have a look at the websites for the schools/colleges you discussed on the previous page. Do they do the course you are interested in? What GCSE grades are needed? Feel free to write notes elsewhere if there is not enough space below.

# ACTIVITY 5: THE ASPIRE PROCESS

This next section will tell you a bit more about what you need to do next year, in Year 11, to prepare for your next steps.

We've come up with a handy acronym, ASPIRE, to help you remember the process.

Read the information and answer the questions on page 39.



# YEAR 11 ASPIRE TIMELINE



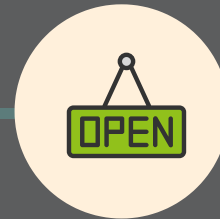
**A**wareness of options



Research



Speaking to people



Open Days



Sept-Nov

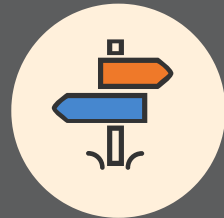
**\*To apply to Colleges/Sixth Forms:**

Find courses online and apply directly from their websites. You will need to fill in a form including a short explanation of why you want to study.

You may be asked to attend an interview.

Try and apply to around 2 Colleges to keep your options open.

**S**electing course and submitting applications\*



Choose which courses you would like



Understand application process

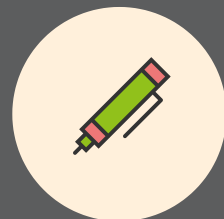


Start applying to College/Sixth Forms

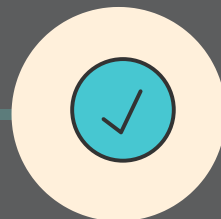


Nov-Dec

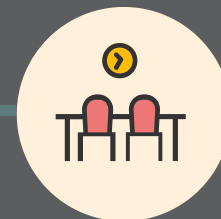
**P**reparing for interviews and mocks



Prepare for interviews



Applications have been submitted



Sit Mock exams

*Some schools have this later on - check with your teacher!*



Dec

I  
nterviews at  
top choices



Attend  
interviews  
when invited



Get revising

R  
anking and  
refining  
options



Think about  
your options



Apprenticeship  
applications



Keep  
revising

E  
nrolment day



Get your results



Attend enrolment at  
your chosen  
school/college

Mar-Jun

Apr-Jun

Aug

**\*To apply to  
apprenticeships:**

Research the  
apprenticeship you  
want to do fully. For  
more information  
go to  
[apprenticeships.gov  
.uk/apprentices](https://apprenticeships.gov.uk/apprentices)

The application will  
be similar to a job  
application. Think  
about your skills  
and what you would  
bring to the role.  
You will then be  
asked to interview.

# ACTIVITY 5: UNDERSTANDING THE ASPIRE PROCESS

Answer the following questions with your coach based on what you just read.

When should you start applying for Colleges/Sixth Forms?

Is there anything that makes you excited/nervous?

How do you apply for Colleges/Sixth Forms?

Was there anything you didn't realise you have to do?

# ACTIVITY 6: PREPARING FOR YOUR SECTOR ROLE MODEL CONVERSATION

Discuss the questions you would like to ask your Sector Role Model (remember there is some more information about this on page 25).

What does a typical day look like?

What are the advantages and challenges of your job?

How did you decide that working in this sector was right for you?

Have you had any experience in recruiting in your organisation?  
What were they looking for?  
Why did you choose the candidate you did?

Read through the suggestions and then write down 3 or more of your own questions on the next page so you can get the most out of the conversation.



Write down 3 or more of your own questions so you can get the most out of your Sector Role Model conversation. Your coach will send these to the professional before your conversation.

1

2

3

4

5



# SESSION 3 CHECKLIST: WHAT HAVE WE ACHIEVED?



Tick the aims you feel you have achieved with your coach.

☐

Understand which pathways are available to you after GCSEs

☐

Think about what you might want to study and where

☐

Understand what happens in Year 11 - The ASPIRE Process

☐

Prepare for your Sector Role Model conversation

Before you finish today, make sure you leave time to debrief your session.

**FINISHED EARLY? MOVE ON TO SESSION 4!**

# SESSION 4: CONNECT & ACHIEVE

## This session will help you:

- Reflect on your Sector Role Model's answers
  - Record your Pathway Options so that you know what next steps you can take
  - Create some goals so you achieve your aspirations
- 

**ACTIVITY 1:** Your Sector Role Model Conversation and Reflections

**ACTIVITY 2:** Final Plans Survey

**ACTIVITY 3:** Your Goals

# START WITH A CHAT

What have you learned this week?  
At school, at work or on the news.

What do you want to get out of the final session?

How are you feeling about the Sector Role Model conversation?

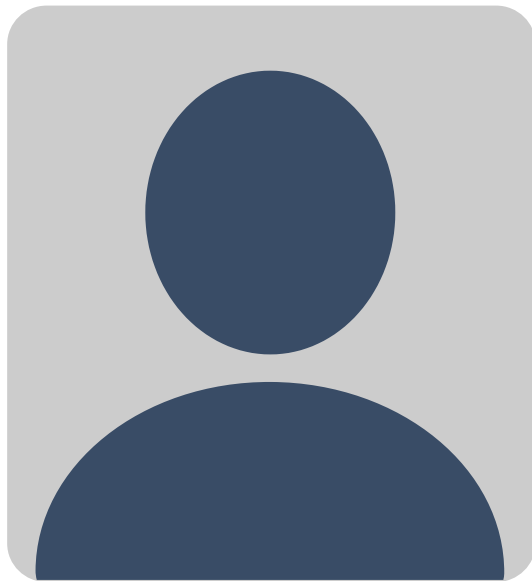
How are you feeling about this being our final session?

What will you take away from these conversations?



# ACTIVITY 1a: YOUR SECTOR ROLE MODEL CONVERSATION

Get your coach to describe who you will be speaking to today.



What's their name and role?

Are you ready for the call? Turn the page for some prompt questions but remember to use the ones you created last week too!

**Remember: This conversation must be supervised by a coach at all times.**

# ACTIVITY 1b: YOUR SECTOR ROLE MODEL CONVERSATION

Before the call, remind yourself which questions you are going to ask your professional - use the questions you created last week.

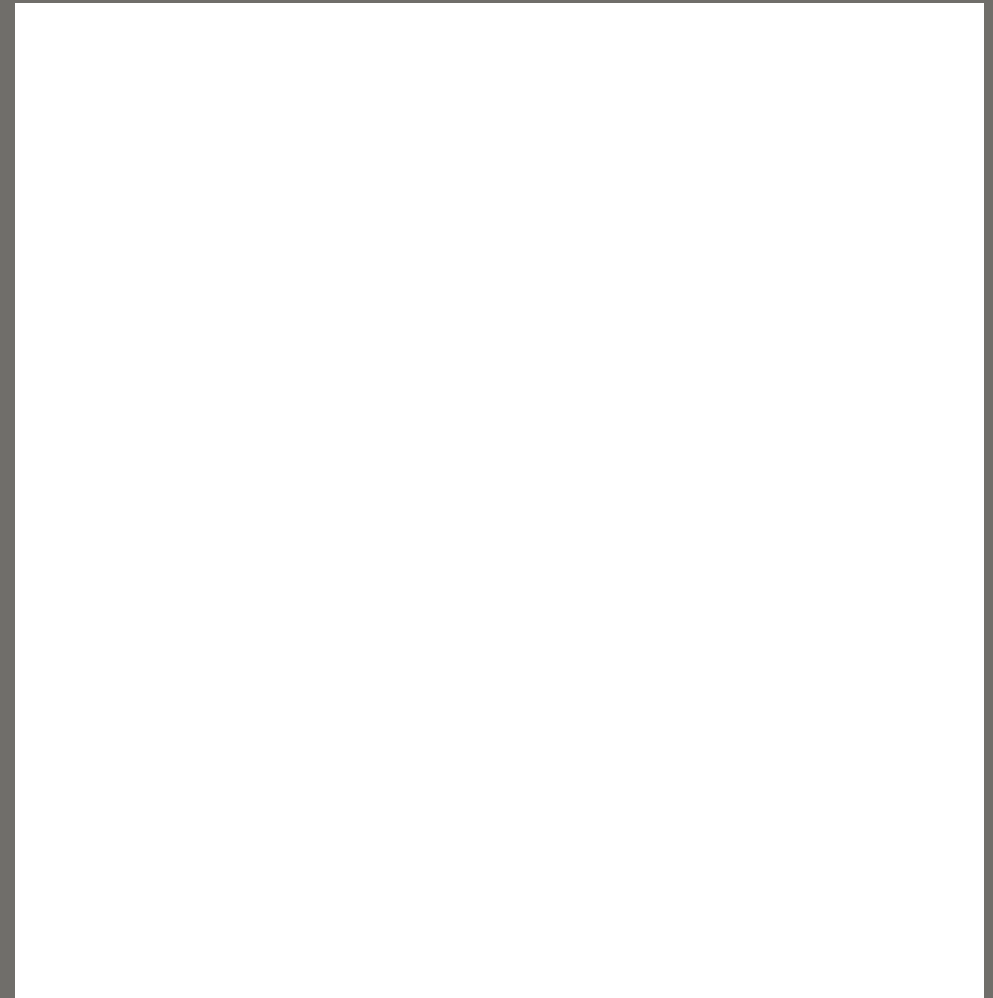
## Common Questions:

1. How did you decide that working in this sector was right for you?
2. What are the advantages and challenges of your job?
3. What does a typical day look like?
4. Have you had any experience in recruiting in your organisation? What do they look for?
5. What opportunities are there for progression and promotion?
6. What is the most motivating factor for you in this role?

**Remember: This conversation must be supervised by a coach at all times.**

# ACTIVITY 1: NOTES PAGE

This conversation will be useful to get a better understanding of the role/sector - you or your coach can make some notes during your call with the Sector Role Model below.

A large, empty white rectangular box intended for taking notes during a call with the Sector Role Model.A second large, empty white rectangular box, identical to the first, also intended for taking notes during a call with the Sector Role Model.

# ACTIVITY 1c: REFLECTING ON YOUR SECTOR ROLE MODEL CONVERSATION

Once you have had your call with your expert, review the information and reflect on what you learned with your coach.

What did you find most interesting?

Did you get any great tips or advice?

Did anything surprise you?

Are you now more or less interested in this particular sector/job/pathway?



# ACTIVITY 2: FINAL PLANS - SURVEY

We want you to leave this programme with an idea of some pathways you might want to take after GCSEs - a top choice, Plan A and a back up option, Plan B.



## Step 1

Find the survey - Go to [bit.ly/end2122](https://bit.ly/end2122) and complete the survey using Steps 2-4. You can share your screen with your coach for the first part.



## Step 2

Part One - Your Options - Your coach can help you with the first part about your options and what you've learnt on the programme. It's really important to have this clearly laid out in one place to help you plan for your next steps - you'll have access to this part after the programme.



## Step 3

Part Two - Your Programme Survey - Please complete this section independently. If there's anything you don't understand, please ask your coach or Programme Manager.



## Step 4

Hit submit once you've finished - it's important this is all recorded properly so please take your time.

# ACTIVITY 3: YOUR GOALS

What are you going to do over the next 6 months to achieve your Plan A Option?

**Your goals**

*E.g, Research three Colleges*

**What resources or  
help you might need?**

*E.g. College websites, this handbook for  
my course ideas.*

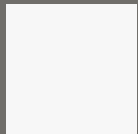
**When will you  
complete it by?**

*E.g. By Year 11.*

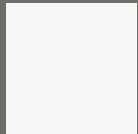
# SESSION 4 CHECKLIST: WHAT HAVE WE ACHIEVED?



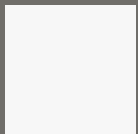
Tick the aims you feel you have achieved with your coach



Reflect on your Sector Role Model's answers



Learn about the Aspire process



Complete your Final Survey so that you know what next steps you can take

You have almost completed the Future Frontiers Programme!

Reflect on what you have learned and achieved over the last few weeks.

These were some of the aims set out at the start of the programme.

How far do you feel you have met them?

☐

Have a clearer idea of careers I am interested in

☐

Learn in depth about my favourite careers

☐

Have a clearer idea of my post 16 options

☐

Think about which post 16 options will best suit me and my goals

Does this change anything about your Plan A or Plan B?



Reflection questions:

- What have the most helpful parts of the programme been?
  - What do you know or understand now, that you were less sure of before?
-



Have you completed the final survey yet?

If not, please return to page 49 and complete the survey.

If yes, continue to the next page.

[bit.ly/end2122](https://bit.ly/end2122)



# THANK YOU!

Congratulations on completing the programme!

Please remember to complete your final survey.

Finished early? Turn over for more!

**Finished early? There is always more research to do!**  
**Work with your coach on the following or ask your Programme Manager if you're stuck:**

1. Revisit Session 3, Activities 1-3
2. Research specific colleges you could apply to and their entry requirements.
3. Create a career profile for another one of your top careers.
4. Interview your coach about their career.
5. Research how you would apply to your options after GCSEs.

