



www.realgame.co.uk



www.fasttomato.com

KEY STAGE 3

SUGGESTED 5 HOUR CAREERS EDUCATION PROGRAMME



prospects

| Time | Real Game/ Fast Tomato element | Learning Outcomes Students will be able to: | Teaching and Learning Activities | Resources | Differentiation |
|---------------|---|---|---|--|------------------------|
| 1 hour | RG Lesson 1 Introduction and benchmarking | Understand the High Five and see how the principles are realised in their own lives Demonstrate their knowledge of the world of work Understand the meanings & differences between the words job, occupation & career | Introduction to programme and team structure Description of High Five followed by Q & A Completion of What do I know questionnaire Playing the Definitions Game | In class presentation (CD or via internet) Interactive High Five Handout or interactive My ideas about work In class presentation Definitions game | |
| 1 hour | RG Lesson 2 Spin game RG Lesson 3 The dream RG Lesson 4 What's my line | Cooperate to discuss and respond to questions presented in the Spin Game Identify their ideal accommodation, form of transport and miscellaneous other items as an independent adult worker would need in their life Identify a variety of jobs and work styles | Explanation of rules of Spin Game. Rules of game to be explained by teacher Making of dream cloud Discussion of job profiles Option to set as homework Completion of a day in the life activity | In class presentation -Spin Game interactive In class presentation of dream cloud Handout or interactive Wish lists In class demonstration Job profiles Inform students of useful website www.connexions-direct.com/jobs4u | |

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| 1 hour | RG Lesson 6 Reality check | <p>Check on the development of their role and recap on learning covered in session 1</p> <p>Unpack the meaning of the word budget</p> <p>Find out if they can afford their dream lifestyles by calculating their accommodation, transport & other items choices and comparing it to their monthly income</p> <p>Experience the impact of unexpected expenses or income through chance cards (optional)</p> | <p>Discussion of key words on monthly budget sheet</p> <p>Completion of monthly expenses sheet</p> <p>Calculation of monthly budget</p> <p>Adjustment of dream cloud to balance budget</p> <p>Completion and analysis of final information recorded on poster handout or tab 3 of interactive budget sheet</p> | <p>In class presentation</p> <p>Student's dream clouds.</p> <p>Handout or interactive budget sheet, expenses sheet</p> <p>Chance cards if time (downloadable)</p> | |
| 1 hour | RG Lesson 11 Thumbs up Thumbs Down RG Lesson 12 Transitions | <p>Explore the relationship between their own personality and satisfaction in a work role</p> <p>Link job satisfaction and their own interests and aptitudes</p> <p>Identify a range of employment skills in addition to qualifications</p> <p>Understand the concept of transferable skills</p> <p>Identify their own transferable skills</p> | <p>Identification through completion of worksheet what they liked / disliked about their job role</p> <p>Identify own preferences</p> <p>Playing the Skills Match game to generate discussion about transferable skills, job knowledge, experience and qualifications required by employers</p> <p>Completion of the Skills match worksheet to identify their own transferable skills</p> | <p>Handout or interactive Thumbs Up! Thumbs down! activity sheet</p> <p>In class presentation Skills Match game</p> <p>Handout or interactive Skills Match</p> | |

