

KS3

LET'S TALK FUTURES!



Do Together Tasks

A series of tasks, activities and resources that key stage 3 parents can explore with their children to support positive career conversations at home



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Introduction

Did you know, as parents / carers you are the biggest influencer of your child's future career choice?

Perhaps it is not surprising that your child will turn to you for advice and guidance as they begin to think about their next steps and the important decisions they will have to make in the near future. However, we know that this can be daunting. Please remember there are dedicated people in school who you can talk to. Every school has a Careers Leader, the person responsible for the careers provision that your child will experience throughout their time at school. The Careers Leader can be contacted at any time and their name and contact details are on the careers section of your school website.

Sometimes it can be difficult to know how to initiate career conversations at home; where to begin and what to talk about. It can be challenging to know how best to support your child as they start to think about what they are good at, what interests them, the jobs they are curious about, the career ambitions they may have and how to help them if they are not sure what they want to do yet.

Someone once said asking a young person to decide what job they want to do in the future is like asking them to imagine a colour that has not been invented yet. It is not easy. But it can be fun.

The resources in this booklet have been created by career leaders and careers advisers. They are designed to be used by parents with their child at home. No activity should take longer than 20 minutes and tasks can be completed over any time period and in any order you choose. Whilst we recommend that you do eventually complete all of the tasks, there is no requirement to do so - you can choose what is most important or useful to you. Some tasks purely require conversation, some use a pen and paper and for others it would be useful to be able to access the internet. The important thing is not so much the activity itself, but the discussion that takes place between you and your child - in that sense you may choose to use some of these activities or discussion prompts when doing other things together, like walking to the shops or tidying the house.

If you can settle down at home to look at a task together, we suggest that you find a quiet space where there are few distractions and try to create a very relaxed and informal atmosphere. This is something that you and your child are going to explore together, there are no right or wrong answers and no one opinion is more important than another.









Grab yourself some refreshments and enjoy the career conversations that you are about to have together.

Ryan Gibson



8 steps to help your child plan their future

With our friends at MyTutor we have created the following top tips for parents when beginning to help your child plan their future. It is important not to decide their future for them but to engage in lots of positive career conversations and to try to reach a consensus together.

-  **1 Sit down with your child and discuss their skills and interests.**
What do they enjoy? What are they good at? What are their favourite subjects at school? What things do they really dislike?
-  **2 Encourage your child to explore different job sectors and job roles.**
Get them to note down any that interest them. Ask your child to talk you through the different job roles and explain to you why they like them and what appeals.
-  **3 Encourage your child to start to think about their values, interests and strengths.**
What makes them excited? What are they passionate about? How could these interests be applied to the world of work?
-  **4 Explore the different progression routes into jobs and the skills and the qualifications needed.**
Ensure that your child understands university, college, sixth form, apprenticeship and degree apprenticeship pathways and together discuss the pros and cons of each. Which pathway is the most appropriate for you?
-  **5 Ask your child to talk to the Careers Adviser linked to their school.**
If you are not sure who this is, the contact details of every Careers Leader for a school is published on the school website. As a parent you can also request a conversation with the qualified careers adviser.
-  **6 Agree a plan of next steps, including researching the most appropriate provider, course and qualification.**
Put in place a clear progression plan of what your child will do to turn aspiration into reality and what you will do to support them.
-  **7 Support your child to gain experience.**
Encourage your child and support them to visit colleges, sixth forms, training providers, universities and employers to get a sense of whether they could thrive in that particular learning or work environment. Often the impression some children have of a particular thing can be very different to the reality.
-  **8 Have a credible 'plan B'.**
If things do not work out, ensure that there is a clear back up plan in place that your child is equally positive about pursuing.



IN A RUSH AND DON'T HAVE TIME FOR A TASK...

HAVE A CHAT TOGETHER

Try these discussion prompts as casual conversation starters.

5 prompts to generate discussions

- 1. What's your favourite subject at school?** What do you like most about it? Why? Tell each other about your favourite school subjects and the ones you like/liked least..
- 2. What do you know about University?** Do you think it might be something you are interested in? Why? What interests you about it? Does anything put you off?
- 3. What jobs that you have seen or heard of do you think look or sound interesting?** What is it that you like about them? If you work, talk about what you do day to day in your job role or talk about what a family member does in their job role.
- 4. What skill do you think an employer would value the most?** Why? How could you show an employer that you have got this skill?
- 5. What would you like to know more about?** Why would this information help you? Who could help us get the information we need?

EXPLORE SOME WEBSITES TOGETHER

SIT DOWN TOGETHER AND START TO EXPLORE SOME USEFUL WEBSITES

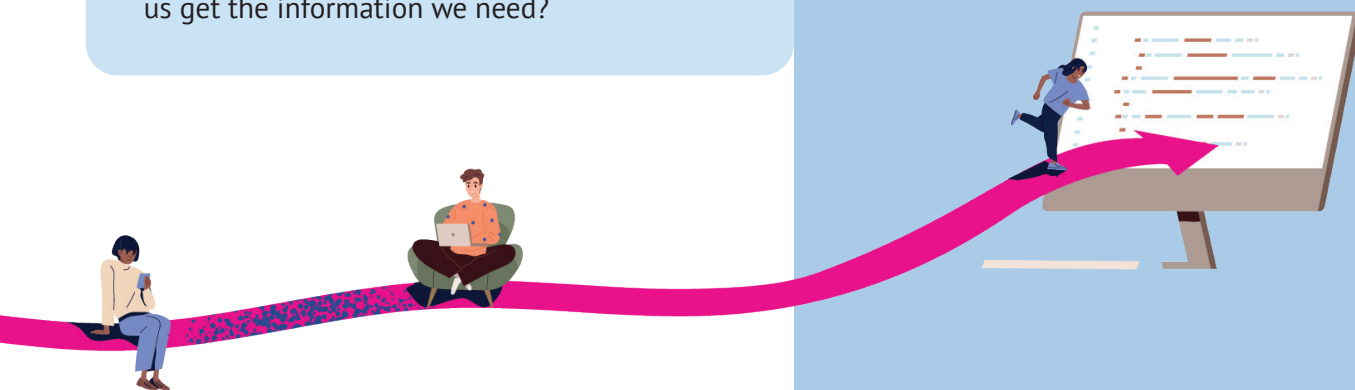
Get The Jump - <https://nationalcareers.service.gov.uk/explore-your-education-and-training-choices> - to explore different qualification and progression routes

Amazing Apprenticeships - <https://amazingapprenticeships.com/> - information about apprenticeships, what they are, what you do and how to apply

UCAS - <https://www.ucas.com/> - information about universities, university courses, entry requirements and the application process

National Careers Service - <https://nationalcareers.service.gov.uk/explore-careers> - to explore jobs, job sectors, progression routes. Skills and qualifications needed

Make a note of any questions that you have and share these with the careers leader at your school.





WHAT SKILLS AND VALUES DO I ADMIRE?

Purpose:

To explore the skills and personal qualities that your child recognises and values we sometimes need to think about how we perceive others. In this task we are going to think about the skills and qualities we recognise and value. Later, we'll think about what we can do to develop these skills further.

What do I need for this task

Pen / Pencil

Paper

PART 1 (Parent and child complete individually but at the same time)

1. Think of a person you admire - they could be a famous athlete, You-Tuber, politician, activist, someone in your local community, someone performing a particular job or service, a volunteer or a family member.
2. Note down 3 reasons why you admire them - what is it they have done, achieved or about how they conduct themselves that you admire?
3. Note down the top 3 skills you think they have - try to use the language of the skills listed previously and give an example of how they use each skill.

PART 2 (parent and child discuss together)

1. Share your responses. Let your child go first and ask them to talk through what they have written.
2. Discuss why they admire the individual they have chosen, what they are impressed by and try to probe a little deeper (for example, if they are impressed by the fact that the person they have chosen is rich, perhaps discuss what it means to be successful and other measures of success beyond money).
3. Now, you share your responses. Encourage your child to ask you any questions about what you have written.
4. Reflect on the examples that you have both given. Were there any similarities and any differences in what you value and why?

PART 3 (for the child to complete and discuss with parent)

1. Individually now consider the final question 'what would I like people to admire about me?' In 60 seconds try to note down one sentence to describe.
2. Share these sentences with each other.
3. Talk about practical things your child could do at home, at school or in the community to develop the skills and qualities that they want people to recognise in them.

See next page for useful tables to help you with this task...



Young Person

The person I admire is:

3 reasons I admire this person are:

The top 3 skills this person uses are:

What would I like people to admire about me?

Parent / Carer

The person I admire is:

3 reasons I admire this person are:

The top 3 skills this person uses are:



ALL ABOUT ME

Purpose:

Each of us are unique individuals with our own hopes, dreams and aspirations. In this task we will consider what our expectations and aspirations might be for our children and what their aspirations are for themselves. There will then be the opportunity to discuss these together.

What do I need for this task

Pen / Pencil

Paper

As parents we all want the best for our children. As they progress through school they have important choices to make and they may have their own personal goals. In this activity you are going to explore what aspirations your child may have for themselves and how these compare to some of your thoughts.

- Do you feel like you and your child are on the same page?
 - Do you have dreams that you want for your child?
 - Do they have their own hopes for their career choices?
 - How do these compare?
1. Take five minutes each to complete the questions on the next page. You complete the parent questions whilst your child completes the young person questions.
 2. Now, spend 10 minutes comparing answers, go question by question and use the discussion points below to help frame the conversation.
 3. Be open, be honest and make sure both sides listen to the other person. Stay calm with each other and enjoy the conversation.

Discussion points (for parent and child)

- Do your answers match or differ? Why do you think that is?
- Does a particular answer surprise you? Why?
- Are there areas that you both need to find out more about?
 - Parent/Carer - How can you help with this?
 - Child - What do you need from your parent / carer?

See next page for useful tables to help you with this task...



Young Person Questions

When I'm older, I would like to work as ...	
I think my family wants me to work as ...	
After Y11 I want to ...	Go to College / Go to Sixth Form / Get an Apprenticeship / Get a job / No idea!
I think my family wants me to ...	Go to College / Go to Sixth Form / Get an Apprenticeship / Get a job / No idea!
I want to go to University ...	Yes / Maybe / No / not sure
My family wants me to go to University ...	Yes / Maybe / No / not sure
My biggest skills are ...	
I like to spend my spare time doing ...	
I like school (out of 10) ...	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
The thing that motivates me most is ...	
In the future I would quite like to be...	

Parent / Carer Questions

When they're older, I think they would like to work as ...	
I would like them to work as ...	
After Y11, I think they want to ...	Go to College / Go to Sixth Form / Get an Apprenticeship / Get a job / No idea!
After Y11, I would like them to ...	Go to College / Go to Sixth Form / Get an Apprenticeship / Get a job / No idea!
Do they want to go to University ...	Yes / Maybe / No / not sure
Do I want them to go to University ...	Yes / Maybe / No / not sure
I think their biggest skills are ...	
They like to spend their spare time doing...	
They like school (out of 10) ...	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
I think the thing that motivates them most is...	
In the future I think they would quite like to be...	



THINKING ABOUT MY PERSONALITY

Purpose:

Sometimes it can be difficult to describe what we are good at or why we prefer doing certain things over others. We are going to use a short quiz, known as The Buzz Quiz, to help you discover your strengths, your personality traits and to encourage you to link your strengths to potential future interests.

What do I need for this task

A device with internet access to visit <https://icould.com/buzz-quiz/>

You are going to complete an online quiz which will (in less than 5 minutes) help you discover more about:

- **Your Personality**
- **Your Strengths**
- **Job Sectors / Subjects that you may be interested in**
- **...and even what you may be like as a boss.**

There will be 4 sets of questions, each set containing 5 pairs of statements. These statements are shown on the page opposite. Before completing the quiz online, discuss each of the statements and see if you agree with each other.

Instructions to share with your child

1. Head to the iCould website and complete the Buzz Quiz online.
2. For each pair of statements select the statement that best represents you and continue through to the end of the quiz.
3. Once you complete the quiz you will be given an animal profile to read. Read this together.
4. Do you agree with what it says? Can you recognise elements of yourself in what it says?
5. Watch the suggested videos and explore the other information about subjects and jobs on the iCould site at your leisure. What interests you most? Why?
6. Were there any questions that you considered answering differently? If so, repeat the quiz and see if changes to these answers change the overall outcome.
7. Encourage others in your family to complete the quiz. Are you all similar or different?
8. Emphasise that everyone is different. We have different personalities, different interests and different strengths. It is important that when we are thinking about the future and the choices we have to make, that we think about these choices in relation to us as unique individuals so that we make decisions that are right for us.

See next page for useful statements to help you with this task...



INTROVERT	OR	EXTROVERT
I tend to think out loud	OR	I tend to think before I speak
I generally act quickly	OR	I generally act carefully
I'm a good talker	OR	I'm a good listener
I prefer to stand out	OR	I prefer to blend in
I tend to work best in groups	OR	I tend to work best alone or in pairs

SENSING	OR	INTUITIVE
I look for facts	OR	I look for possibilities
I look for details	OR	I look for patterns
I focus on what works now	OR	I focus on how to make it different
I prefer applying what I've learned	OR	I prefer learning new things
I tend to go step by step	OR	I tend to join in anywhere

THINKING	OR	FEELING
I generally follow my head first	OR	I generally follow my heart first
I ask 'is it the right decision'	OR	I ask 'how will it affect people'
I'm mostly comfortable giving and receiving feedback	OR	I'm often uncomfortable giving or receiving feedback
I tend to tell it how I see it	OR	I tend to be careful about saying things that upset people
I tend to focus on the task first and then the people	OR	I tend to focus on the people first and then the task

JUDGING	OR	PERCEIVING
I like to plan and organise	OR	I like to wonder how it will turn out
I like writing lists	OR	I don't like writing lists
I like things tidy	OR	I don't mind things untidy
I prefer it when I have finished a task	OR	I prefer it when I have started a task
I usually work at a steady pace until I have finished	OR	I often work at the last minute to get things done

I'VE GOT SKILLS

Purpose:

Who is our biggest critic? It is often ourselves - the one who looks in the mirror and doubts what they see. We can tell ourselves that we're not very good at anything, that we can't do this or that and that someone else is much better than we are. Yet we all have different strengths and skills and this task is about helping your child to recognise the skills and strengths that they do have and where they can develop these further.

What do I need for this task

Pen / Pencil
Paper

Using the eight skills that have been identified by our friends at Skillsbuilder <https://www.skillsbuilder.org/> this task is about helping your child find examples of when they have used these skills in their daily life. It is important to develop these skills from an early age, as many employers and educators will be looking for these skills in their workers and students.

1. Together, read through the example opposite and be clear about what each skill means.
2. Use the template on the next page provided and together, for each of the 8 skills, identify at least one thing your child has done that demonstrates this skill. Think about at school, at home and in the community.
3. Once complete have a discussion using the following prompts as a guide
 - What are they / you proud of? Is it an obvious strength?
 - Where / What do you agree they need to keep developing and working on? How could they do this?

SKILL	TIME I'VE USED IT...
LISTENING	<i>Following instructions at my swimming lessons.</i>
SPEAKING	<i>With a friend, sharing with my form group about the science trip I'd been on.</i>
PROBLEM SOLVING	<i>I love fixing my bike and putting things back together when they don't work properly.</i>
CREATIVITY	<i>I make videos with my brother that I can share with my friends or grandparents.</i>
STAYING POSITIVE	<i>I made a 'happy wall' in my room, with pictures of friends and things I'm interested in.</i>
AIMING HIGH	<i>I got onto the school netball team and I hope to be captain one day</i>
LEADERSHIP	<i>I help my table in History when they are stuck.</i>
TEAMWORK	<i>Weekly football sessions, have won man of the match a couple of times.</i>



The skills I've got - Template

Complete an example for each of the skills below. Some will be easier to answer, while some will be harder. However you will be able to put something for all of them.

SKILL	TIME I'VE USED IT...

Go further ... Grow yourself

Try these together to grow confidence in your skills (or come up with your own ideas!)

SKILL	TIME I'VE USED IT...
	<ul style="list-style-type: none"> Interview an older person about their childhood. Talk to a family friend with an interesting job.
	<ul style="list-style-type: none"> Phone a relative and tell them about school. Write a speech and record yourself delivering it.
	<ul style="list-style-type: none"> Plan and cook dinner for your family Make a budget of your money (or the family budget!)
	<ul style="list-style-type: none"> Do a 5-minute portrait of each other with a family member Get out and make a video together about your neighbourhood.
	<ul style="list-style-type: none"> Volunteer with a charity/ community group Go for a family walk in nature
	<ul style="list-style-type: none"> Learn a new sport / new language (together?) Plan a charity fundraiser
	<ul style="list-style-type: none"> Plan a family trip to the seaside / museum / cinema - you're in charge! Write to your MP about something on your heart.
	<ul style="list-style-type: none"> Together - wash the car, clean the windows, do some DIY! Go camping



STARTING TO EXPLORE THE FUTURE

Purpose:

It can be difficult to know where to look for information about qualifications, progression routes, jobs, job sectors, working patterns, pay ranges and skills required. In this activity parents and children will be encouraged to explore these together using information available on the national careers service website.

What do I need for this task

A device with internet access to visit <https://nationalcareers.service.gov.uk/explore-careers>

Pen / Pencil

Paper

Now that you have thought about your personality and the things that interest you, you can begin to explore jobs, job roles, job sectors and progression routes that may interest you. We are going to explore a website that provides us with lots of information and then apply that way of researching to a job or job sector that you want to know more about.

1. Visit the National Careers Service Website <https://nationalcareers.service.gov.uk/explore-careers>
2. Select 'Explore Careers'.
3. You will see that there are 25 job sectors listed (these are jobs linked together in 'families').
4. Click on 'Sports and Leisure'. This will bring up lots of jobs related to the Sports and Leisure sector.
5. Click on 'Leisure Centre Manager'.
6. Complete the research task on the page opposite using the information provided on the website. Talk through the information as you record it.
7. Now think about a job or sector that interests you - and repeat the process to find out the key information. If you are not sure what to choose, look back at the job sectors that your Buzz Quiz animal profile suggested you may like to explore further and start with one of those.

See next page for useful templates to help you with this task...



Researching Jobs and Progression Pathways

1. Visit the National Careers Service Website and select 'Explore Careers'.
2. You will see that there are 25 job sectors listed.
3. Click on 'Sports and Leisure'.
4. Click on 'Leisure Centre Manager' and use the information provided on the site to populate the sheet below.

Job Sector	Sports and Leisure
Job Title	Leisure Centre Manager
Other similar Job Titles	
Typical number of hours worked per week?	
Might you have to work evenings and / or weekends?	
How to Become	
Note down 3 ways you can get into this role	<ul style="list-style-type: none"> • • •
Note down up to 3 university degrees that could be useful	<ul style="list-style-type: none"> • • •
What GCSE grades could be needed?	
Could studying A-levels be useful?	
What courses could you potentially study at college?	
Could you potentially do an apprenticeship? If yes, which one? How long could it take?	
Related Careers to Consider	
Note down 2 related careers	<ul style="list-style-type: none"> • •

Exploring Job, Job Sectors and Careers that I am Interested In



Research Template

Job Sector	
Job Title	
Other similar Job Titles	
Typical number of hours worked per week?	
Might you have to work evenings and / or weekends?	
How to Become	
Note down 3 ways you can get into this role	<ul style="list-style-type: none"> • • •
Note down up to 3 university degrees that could be useful	<ul style="list-style-type: none"> • • •
What GCSE grades could be needed?	
Could studying A-levels be useful?	
What courses could you potentially study at college?	
Could you potentially do an apprenticeship? If yes, which one? How long could it take?	
Related Careers to Consider	
Note down 2 related careers	<ul style="list-style-type: none"> • •



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| Be unusually brave | Discover what's possible | Push the limits | Be big-hearted |

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www.AETSchools.org