

My big ambition

Raising aspirations

This topic supports the ACEG learning outcome: Exploring careers and career development.

Overview

This topic will help students to raise their aspirations and clarify their hopes and dreams which can become goals. Exploring this topic will also help students to realise that they have the resources they need to be happy and successful if they have self-belief and determination. The activities in this topic draw on some basic principles of neuro-linguistic programming such as visualising success and feeling positive about what you have achieved already.

Learning goals

- **Explore ambitions, hopes and dreams and how they are different for everyone**
- Define your own personal ambitions, hopes and dreams
- Recognise that it is important to make and learn from mistakes
- **Recognise that many of the resources you need are within you**
- Identify your own strengths and internal resources
- Develop self-awareness relating to skills development and how this links to future ambitions

Welcome to *My Career Development*.

How to use your resource:

This is one of a series of topics that make up a complete programme of careers education for young adult and adult learners focusing on transition. All topics can be used alone or as part of a wider programme of careers education or personal, social and health education. *My Career Development* is mapped to the learning outcomes in the *Association for Careers Education and Guidance* (ACEG) framework at Key Stage 4 and provides good evidence of lesson planning. It can also be used in a wide range of settings with young adult learners returning to work who want to improve their job seeking skills. It will also deliver the employability element of pre-Apprenticeship programmes. You need two files to deliver this topic*: The first is this set of instructions and suggested running order. Any worksheets or other resources needed for this topic are also appended to these instructions. The second file is a slide show presentation which should be viewed via a whiteboard or computer and projector. The slide show will structure your lesson and enhance the classroom experience. The slides mirror the running order in the instructions.

*NB: Use of the terms “topic” and “lesson”: Although each topic is itself a lesson plan, most topics contain more material than could be completed in a standard lesson – so you have some choice on which activities to include, or whether to extend the topic to more than one lesson.

All topics have a common structure:









- a) **Learning goals** are introduced at the start of the lesson and reviewed at the end so students can track their own progress.
- b) **A slide show** to structure your activities and build in reflective time. A series of icons are used in your slide show as visual prompts.
- c) **Reflective questions** are suggested throughout the lesson at two levels (green and amber) linked to the learning goals for the topic. Plenary questions are given at the end. The plenary allows your students to reflect on their learning. As an alternative to the questions, you could ask students to leave a “post it” on a flip chart or the wall to identify something they have learned, or to ask a question they still have about the subject which they would like help with.
- d) **Teamwork and collaboration** are built into the entire programme, to encourage students to develop their own teamwork and team leading skills.

These instructions will give you:

- a) The specific learning outcome in ACEG Framework at Key stage 4 this topic maps to
- b) The differentiated learning goals for the topic (**green** for straightforward, **amber** for more challenging).
- c) What preparation you need to do (what you need to copy, print or prepare beforehand).
- d) The suggested room layout.
- e) Any ICT resources you need beyond the use of a whiteboard (whether you need access to the internet for example).
- f) A step by step guide to completing each activity and a summary of reflective questions used throughout.

The “traffic lights” symbol is used occasionally in your instructions (running order). The traffic lights indicate a point where you may wish to check that your students know what they have to do, usually before they are asked to complete a task. If you don’t like the traffic lights symbol you could ask for a “thumbs up” or “thumbs down”, or a show of hands.

Summary of icons used in My Career Development:

- | | | | |
|---|---|---|---|
|  | Preparation required: tells you which worksheet(s) or other resources you will need to prepare. |  | Traffic lights: a prompt for you to check that your students are clear about a task or activity. |
|  | Room layout: tells you whether the topic is individual or group based so that you can prepare the room in advance. |  | Clock: used in slide shows for specific timed activities such as the “60 second challenge”. There are no general timings for other activities. |
|  | IT support needed: tells you what technology you need. In most cases this is whiteboard only. Some topics also require internet access. |  | Discussion or reflection time, an opportunity to ask questions. |
|  | Guidance on how to deliver the activities and a suggested running order. |  | Learning goals: at two levels (green for straightforward and amber for slightly more challenging). Reflective questions are also graded by being given a green or amber bullet point on slides. |

All activities support the development of personal learning and thinking skills (PLTS). Students will additionally benefit from:

- Understanding the decision making process and how to make informed choices
- Developing teamwork, collaboration and leadership skills
- Learning to appraise their own work critically
- Reflecting on their progress towards short and long term goals

Teamwork:

Around three quarters of the activities in *My Career Development* are designed for collaborative and team work. Developing and practising teamwork underpins the entire programme because it is a vital skill for future employability. We recommend that you appoint team leaders each time and that everyone in the class has the opportunity at some point to be a team leader. Where teamwork has been included in the topic there is a “team rules” slide in the slide show to remind everyone how to work together constructively and the plenary session includes the question “How did your team work together?”

Your detailed running order for this topic starts overleaf.

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Worksheet 1: Fake fortune? (one per team)
 Worksheet 2: My school/My College (one per student)
 Worksheet 3: Ambitions, hopes and dreams (one per pair)



Assign teams of 3-4 people. Arrange seating in groups of 3-4 people; make sure everyone can see the whiteboard or flip chart.



Load session onto whiteboard or prepare flip-charts.



Starter

Have Slide 2 on display on a whiteboard or flip chart. Ask participants to note how they feel about this statement. Allow a few minutes for this task as they arrive and settle. Walk around the room and offer encouragement. When the class are settled ask for volunteers to feed back their thoughts.

Goals

Display Slide 3 which gives the learning goals for this session and a “Where are you now?” diagram so participants can see both. Ask for a show of hands or thumbs up for each level from 1-4 to indicate where participants feel they are at the start of the session in relation to the learning goals.

Assign teams

Assign teams and team leaders (display or revisit the team rules). These are given on Slide 4 if you want to remind everyone.

Activity 1: Fake fortune?

1. Give each team Worksheet 1: Fake fortune? The worksheet has 4 mini case studies on it. A copy of Worksheet 1 is included in your slide show as Slides 5 and 6 to help you introduce this activity.
2. Ask the teams to decide which case study is a fake and write down their reasons.



Check that everyone understands what they have to do.

3. The team leader should report back for each team.
4. Tell the students that they are all real, and all the entrepreneurs have three things in common, they all:

- a) Had big ambitions
- b) Made mistakes and had setbacks
- c) Learnt from their mistakes and overcame setbacks.

Remind students - when you believe, you will succeed!

5. Spend a few minutes on the reflection question on Slide 7.

Activity 2: My School /My College

This is an individual activity.

1. Give each student a copy of either version of Worksheet 2: My school or My College (depending on the age and experience of your student group). Ask them to circle as many things as they can about what being at this place has done to increase their skills or confidence. They could write or draw A copy of Worksheet 2 is included in your slide show as Slide 8.
2. Explain to the students that they are each unique, with a wide range of skills and abilities and different hopes and dreams, and therefore will be gaining different things from attending school.
3. Request that students share their reflections on this exercise and celebrate their successes.
4. Spend a few minutes on the reflection questions on Slide 9.

Activity 3: Visualise success

This is a paired activity. It is based on a neuro-linguistic programming exercise which will enable students to visualise success.

1. Ask students to work in pairs.
2. Ask students to note down a recent success that they have achieved and then tell their partner about how this success has influenced the way they think about themselves.
3. Give every pair a copy of Worksheet 3: Ambitions, hopes and dreams. A copy of Worksheet 3 is included in your slide show as Slide 10 to help you introduce this activity.
4. Student A should ask student B to identify a dream they have or something they want to achieve or aspire to.

Student A asks:

When you get it...

- What does it look like?
- What does it feel like?

- What does it smell like?
 - What does it taste like?
 - What does it sound like?
5. Student A should ask student B to make a movie strip of the dream/aspiration they have and see it run before them as a film (they may want to close their eyes). **Student A continues to ask questions:**
 - Is it in colour? Then make it brighter
 - Is there sound? Then make it louder
 - How big is it? Make it bigger.
 6. Now A asks B to step into the movie and see themselves there, look down on themselves within their dream, see themselves experiencing it happen - how good does that feel?
 7. Do this again a couple of times quickly then rotate to enable student A to have a turn.
This is a powerful visualisation exercise and will allow students to imagine and feel what it would be like to achieve their dreams!
 8. Ask students to identify all of the ambitions, hopes and dreams that they would like to achieve over the next 5 years and record them on Worksheet 3. Encourage them to be ambitious. There are prompts on the worksheet. Ask them to be specific.



Check that everyone understands what they have to do.

9. Spend a few minutes on the reflection question on Slide 11. How easy or difficult is it to define your ambitions? How easy or difficult is it to talk about your ambitions or hopes?

Plenary



Complete the plenary. Record any information that will help you to deliver this session in the future. Revisit the “Where are you now?” diagram on Slide 13.

Summary of reflection questions at each level for this topic.

Activity 1

- How have the real life case studies inspired you to raise your aspirations?

Activity 2

- How do the skills and knowledge gained in your school help you follow your dreams?
- How has your school helped you to understand your personal strengths?
- How can you build on your personal strengths to achieve success?
- Why is it important to gain more than qualifications from school?

Activity 3

- Have you identified your own ambitions, hopes and dreams?
- Do you understand that everyone has different ambitions, hopes and dreams?
- How easy or difficult is it for you to define your dreams?

Worksheet 1: Fake fortune?

FRASER: Fraser had his first taste of entrepreneurship when he started his first business at 9 years old! Fraser and his friend decided to run a chicken farm and they bought a box of fertilised eggs which they placed on top of the TV to keep warm. Surprisingly a few weeks later the eggs had hatched, Fraser kept the chickens and they laid eggs which he sold. At 14 years of age he had another idea while watching his Nan make jam. He decided if he could make a fantastic jam, unlike any other then he would be able to sell it to family and friends.

Fraser knew he had to have a unique selling point (USP). He knew people had stopped buying jam because they thought it was unhealthy due to the high sugar content, he therefore decided to make a healthy jam and his USP was “no sugar”. Eventually at 18 years old he signed a deal for his SuperJam and he now supplies most supermarkets. Fraser’s next plan is to protect bees, which are becoming endangered, by making a sustainable honey through putting bees in cities, on the roofs of buildings and in city farms etc. Fraser’s annual turnover is £1 million.

Fraser’s top tip

‘People often say they want to start a business, but they don’t have an idea. That’s crazy to me. Almost everything could be done better. Rarely do you buy something and think “Wow that was perfect.” So instead of moaning, work out how to improve things’

ZOE: Zoe had always wanted to work in the performing arts, but knew it was expensive to go to theatre school. Zoe put on a variety show where she lived and the funds she raised she used to pay for her course with the National Youth Theatre. A setback at the end of her course when she needed an operation meant she was housebound for six months. This challenge came at the same time as big cuts in performing arts and she identified a gap in the market – affordable performing arts classes. Zoe seized the opportunity to set up her own performing arts business called ‘Living the Dream’. Zoe now runs more than fifty classes a week and turns over £150,000 per year.

Zoe’s top tip

‘You have to prove yourself to be taken seriously. When they see you make a success of yourself, their attitude changes fast’

GARY: Gary first showed his entrepreneurial streak when he was just 11 years old, whilst on holiday in Las Vegas. At the pool he bought used inflatables and sold them to holiday makers: they got them cheaper than buying new ones and it prevented them having to queue up at the shop. This streak continued and when he was 15 years old he placed an advert in a newspaper 'Gary buys houses'. When people called his mum would sometimes say 'Gary is at school!' however soon he made his first sale and then over the next few years he bought and sold 150 houses. He now runs a property business in London and his estimated annual turnover is £1 million.

Gary's top tip

'Read the books of the business people you admire. Or even better: go out for coffee with them. In an hour you can learn much more than you would in years of business studies.'

CARLY: Carly's first business venture was a disaster: the customised jeans she was making and selling were falling to bits in the wash! All her income was being spent on refunds! Carly couldn't get advice or support anywhere, and then she had her light bulb moment! She would start a support network for young entrepreneurs. The YES (Young Entrepreneurs Success) programme supports young people wanting to or who have already set up a business. Carly runs courses in schools and students get a nationally recognised qualification in addition to sound advice and guidance. Carly's annual profit is £100,000.

Carly's top tip

'In business it's all about who you know. Get off the computer and get out and meet other young people'.

Worksheet 2: My School

NAME:

My school makes me more...?

DECISIVE

SUCCESSFUL

FOCUSED

INSPIRED

CONFIDENT

RESOURCEFUL

RESILIENT

PRODUCTIVE

INNOVATIVE

IMAGINATIVE

ARTISITC

INVENTIVE

CREATIVE

MOTIVATED

INDEPENDENT

EMPLOYABLE

CONSCIENTIOUS

SELF AWARE

REALISTIC

KNOWLEDGEABLE

COMPETENT

RELIABLE

PRESENTABLE

POSITIVE

AMBITIOUS

DETERMINED

HAPPY

TEAM SPIRITED

HEALTHY

CURIOUS

HOPEFUL

Worksheet 2: My College

NAME:

My work makes me more...?

DECISIVE

SUCCESSFUL

FOCUSED

INSPIRED

CONFIDENT

RESOURCEFUL

RESILIENT

PRODUCTIVE

INNOVATIVE

IMAGINATIVE

ARTISITC

INVENTIVE

CREATIVE

MOTIVATED

INDEPENDENT

EMPLOYABLE

CONSCIENTIOUS

SELF AWARE

REALISTIC

KNOWLEDGEABLE

COMPETENT

RELIABLE

PRESENTABLE

POSITIVE

AMBITIOUS

DETERMINED

HAPPY

TEAM SPIRITED

HEALTHY

CURIOUS

HOPEFUL

Worksheet 3: Ambitions, hopes and dreams

NAME:

What are your ambitions, hopes and dreams for the next 5 years?

Here are some ideas to help focus your mind, what do you want to achieve?

Get fit or improve your health	Secure an apprenticeship
Be more considerate with your friends	Spend more time with your family
Make new friends and increase your network	Learn to drive
Get qualifications	Start a new hobby
Get a job	Get a place in college or university
Travel	Learn to speak another language