



This is Doncaster



Session Plans



Doncaster
Council



European Union
European Structural
and Investment Funds



Opportunities
Doncaster



Introduction

'This is Doncaster' is designed to engage and inspire the future workforce and showcase Doncaster as an exciting place to live, work and socialise. It also highlights the latest local Labour Market Information (LMI) for the region, local employers and career opportunities.

The Gatsby Foundation and the Careers and Enterprise Company highlight the importance of LMI in specific relevance to Gatsby Benchmark 2 but also in supporting the delivery of the whole eight [Gatsby Benchmarks](#). Through teaching the suggested sessions and sequence in this pack, opportunity may arise for other benchmark activity, such as:

Gatsby Benchmark 1	Inclusion of the sessions and sequence in the school's careers programme which is regularly evaluated to inform future provision.
Gatsby Benchmark 2	Access to up-to-date information about the labour market to inform students' own decisions on next steps and study options.
Gatsby Benchmark 3	Session outcomes will assist with tailoring advice and support for each student to inform further programmes of study or interventions.
Gatsby Benchmark 4	Further sessions around the importance of the different STEM subjects and how these helped people to gain entry to and be more effective workers within a wide range of careers.
Gatsby Benchmark 5	Inviting the relevant businesses into the school environment for an enrichment activity in the form of a meaningful employer and/or employee encounter.
Gatsby Benchmark 6	Requesting an industry visit to the relevant businesses or booking an industry visit through Opportunities Doncaster.
Gatsby Benchmark 7	Naturally leading students to considering their next steps and possible pathways which will provide opportunity for encounters with further and higher education.
Gatsby Benchmark 8	Helping students to reflect on the information to inform their own thoughts, feelings and decisions which will provide insight for a guidance interview with a Careers Adviser.

In addition to the above, The Careers and Enterprise Company highlight the use of the 'Making It Meaningful' [toolkit](#) as best practice for meaningful provision.



Planning



Implementation



Reflection



Progression

In support of this, the following advice is outlined to ensure the impact of the video, sessions and sequence are maximised for both students and teaching staff:



Planning

For the Career Leader: Where do the sessions link on your broader careers plan and do you need to tailor anything to meet your student's or the school's demographic?

For the Department Leader: Is there anything in the sessions which is relevant to your subject specialism and how could you capitalise on this?

For the Teacher: Are you familiar with the school's broader careers plan and why the sessions are important for students?

For the Career Leader: Identify and arrange sufficient time on the teaching timetable for the sessions.



Implementation

For the Department Leader: Are you supporting the intention of the Career Leader to enable teaching staff to deliver the sessions with ease?

For the Teacher: Have you prepared the session, such as pre-tested the resources, to ensure seamless transitions and maximum engagement?

For the Career Leader: Provide time for each member of teaching staff/Department Leads to debrief with yourself.



Reflection

For the Department Leader: Provide time for each member of teaching staff to share a short debrief with yourself and the Career Leader.

For the Teacher: Ensure that you and the students have sufficient time to reflect at the end of each session.

For the Career Leader: Evaluate the impact of the sessions to inform future progressive provision and intervention.



Progression

For the Department Leader: Evaluate the impact of the sessions to inform future activity relevant to each department/subject.

For the Teacher: Provide insight for both the Career and Department Leader to evaluate the impact of the sessions, highlighting need for specific provision and intervention using a central tracking tool such as Compass+ or Start.

Each session plan makes explicit links to areas of the [National Curriculum](#) which can be achieved through the session activity to encourage subject teachers and Department Leaders to consider teaching the referenced objectives using Careers as a learning vehicle.

Each session plan also makes specific reference to the [PSHE Association Programme of Study](#) to promote transition between Key Stages and the Skills Builder [framework](#). The Skills Builder framework helps staff to assess and students to self-assess their use of essential skills which employers value. Each session also makes reference to the 'Made It In Doncaster' [project](#) where further complimenting resources and videos can be found to inform further study.

Basic skills and effective pedagogy are prioritised and considered in the design of the session sequence in support of the Character Education [framework](#).



What's included?

'This is Doncaster' consists of:

- A [video](#)
- An assembly
- An overview session
- A sequence of 5 sessions
- A suggested activity list for each Key Stage 3 year group

All suggested session plans and resource content are designed to be adaptable for each school to inform activities which are familiar to students and comply with the learning policy of each school.

It is recommended that any recording from the session plans takes place in existing established methods, such as curriculum/subject books, Career folders or online platforms such as Start.

In light of current circumstances, each session plan has also been provided with hints and tips for adapting each to be taught in a socially-distanced classroom and also to be set as an independent home learning activity.

Opportunities Doncaster recognise that careers-related learning can be very different in each school and to encompass this, have designed the following session structures:

- **Overview Session**

Most suitable for schools where Careers is taught over a small amount of sessions each year. The overview session is a summary of the activities in the 5 sequenced sessions. A suggested session plan and accompanying PowerPoint is provided, although it is encouraged for Career Leaders to explore the sequenced content and design an overview session which is most appropriate to the needs of the school's students and demographic.

- **Sequenced Sessions**

Most suitable for schools where Careers is taught regularly, for example as a permanent fortnightly session in the PSHE curriculum. This sequence of 5 sessions uses methods and pedagogy to help students process and retain the information from the 'This is Doncaster' video and provides a range of activities and ideas which teachers could use to design their own sessions, assemblies, form/tutor slots, PSHE sessions, wider curriculum sessions, etc.

The style of each session adopts a kinaesthetic approach with paper-based activities such as sorting, matching and flashcard activity to engage students in active learning styles.

Alternatively, the content of these activities can be replicated onto PowerPoint slides, booklets or websites to complement each school's existing learning policy. It is also recommended that where possible, the content is personalised to the school's locality and demographic.

For both the overview and sequenced sessions, it is recommended that each school read and assign the sessions to a year group based on the appropriateness of the content and needs of student cohorts.

- **Activities for each Key Stage 3 Year Group**

The suggested activity list for each Key Stage 3 year group provides potential progressive steps to immerse Labour Market Information (LMI) into the curriculum based on the 'This is Doncaster' sequenced sessions and resources.

We really hope you enjoy the session plans and resources. If you wish to provide any feedback or ideas to inform future school-based activities, please contact Danielle Timms at: dtimms@doncaster-chamber.co.uk

Key partners





Contents

- **Assembly Plan**

A short assembly plan and Microsoft PowerPoint for all year groups.

- **Overview Session Plan**

A 1 hour session plan which summarises the content of the 5 sequenced sessions with an accompanying Microsoft PowerPoint.

- **Session Plan 1 - This Is Doncaster**

A session for students to identify what they know about Doncaster as a place to live, work and socialise and an opportunity to develop this knowledge further, whilst encouraging personal reflection and identifying next steps.

- **Session Plan 2 - Your Doncaster**

An opportunity for students to review the key sectors and businesses in Doncaster and identify where these businesses are in relation to their school. Students will compare the locality of these and personally reflect on what this means for them and their working future, linking to next steps where possible.

- **Session Plan 3 - My Doncaster**

In this session, students will review the key sectors and businesses in Doncaster according to the 'This is Doncaster' video and use as an opportunity to build upon their knowledge of local businesses in each sector by investigating the radius around school. Students will reflect on which sectors are and aren't prevalent in this radius and what this means for them and their working future, linking to next steps where possible.

- **Session Plan 4 - Why Doncaster?**

An opportunity to consolidate what students have learnt about Doncaster, its key sectors and businesses and reflections gained along the way and present this information in an appealing and persuasive way to a mixed-age audience or user.

- **Session Plan 5 - What Next?**

In this session, students will complete a self-assessment of their own skills and recognise which job roles in their sectors of interest value their skills set. Students will also record their findings to inform future teachings, next steps and individual career guidance, advice and planning.

- **Activities for All Year Groups**

A suggestion of progressive LMI activities for all year groups based on the 'This is Doncaster' sequenced sessions.

- **Helpful Existing Resources**

A collection of useful LMI themed resources.



Assembly Plan

Learning Outcomes	<ul style="list-style-type: none"> • Recognise and understand Doncaster's locality. • Understand what a key sector is. • Identify the key sectors for Doncaster and recognise a local business within each sector. • Identify relevant pathway and progression routes. • Reflect on why Doncaster is a great place to live, work and socialise.
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Resource	Method
Pg. 1 of 'This is Doncaster - KS3 Assembly' PPT.	- As students enter, display/discuss the school's learning values and behaviours they will need to show during the assembly. <i>Suggestion: Also play inspirational music whilst they enter to further encourage positive learning behaviours.</i>
Pg. 2 of PPT.	- Students to guess the missing words in 'Complete the statement' and use additional clues if needed. Students to also guess the towns and cities which make up the Sheffield City Region.
Pg. 3 of PPT.	- Students to volunteer answers which are higher and lower than the previous student's guess to determine the answer to questions on PPT.
Pg. 4 of PPT.	- Students to consider and share thoughts and responses to the question posed in 'Odd One Out'. Teacher to clarify what a 'key sector' is, e.g. <i>A part of an area's economy which is connected to a specified type of industry.</i>
Pg. 5 - 7 of PPT.	- Students to take part in the quiz to identify the correct definition of each key sector. Opportunities for teacher to address misconceptions and stereotypical thinking. Answers are highlighted in red and correct statements are derived from information on Prospects . <i>Essential preparation: Select the sectors which are most relevant to the school's demographic, students' interests, etc. to keep the assembly short and amend the PPT as necessary.</i>
Pg. 8 of PPT.	- Students to recognise the available pathways and progression routes by guessing the hidden words. Teacher to reinforce that these options are available in Doncaster.
Pg. 9 of PPT.	- Students to volunteer thoughts as to why they think Doncaster is a great place to live, work and socialise and watch the linked video to reinforce their responses. - Students to be encouraged to reflect on the assembly and make a note of sectors which interest them or any questions which they would like to explore the answers to.

Teaching Links
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> • Geography (Geographical Skills and Fieldwork): <i>Build on knowledge of maps and apply and develop this knowledge routinely in the classroom.</i> • English (Spoken English): <i>Speak confidently and effectively including through using Standard English confidently, expressing own ideas and keeping to the point and participating in discussions, summarising and/or building on what has been said.</i> • PSHE (Core Theme 3: Living in the Wider World) <i>L8, 9, 10, 11, 12 and 14</i> <p>Gatsby Benchmarks:</p> <ul style="list-style-type: none"> • 2 - Learning from Career and Labour Market Information. • 8 - Personal Guidance. <p>Skills Builder:</p> <ul style="list-style-type: none"> • Listening • Speaking • Creativity • Staying Positive • Aiming High • Teamwork <p>Made It In Doncaster:</p> <ul style="list-style-type: none"> • Future World of Work • Videos

Home Learning Adaptation (For use as a home learning activity during school closures and beyond)
<ul style="list-style-type: none"> • Convert the content of the PPT into a quiz/Survey Monkey and students to select the answers from provide multiple-choice options. • In a virtual session, small groups to review the answers and teacher to identify misconceptions and address potential stereotyping.

Socially Distanced Classroom Adaptation (For use in classrooms where there is restricted movement and limited working space)
<ul style="list-style-type: none"> • The PPT to be delivered in socially-distanced classrooms at the same time across a cohort of students. • The PPT to be delivered as a carousel if the above is not an option, with the staff member delivering in each classroom to avoid students transitioning to different areas of school.



Overview Session Plan

Learning Outcomes	<ul style="list-style-type: none"> Recognise Doncaster on a map of the country, county and region. Identify the key sectors for Doncaster, according to the 'This is Doncaster' video. Recognise businesses logos and Doncaster premises within those sectors. Identify personalised next steps by reflecting on the information in the 'This is Doncaster' video.
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	Time	Method	Resources
Starter	10 mins.	<ul style="list-style-type: none"> In pairs, students to discuss where Doncaster is and feedback. Teacher to draw out responses from students by breaking down the location of Doncaster by country, county and region. If appropriate, highlight human and physical geography of Doncaster which gave early settlers reason to settle in Doncaster and the generations after to remain, e.g. River Don, flat land of the valley, more recently- great transport links, etc. 	Pg. 2 of PPT 'This is Doncaster- Overview Session'
Main	5 mins.	<ul style="list-style-type: none"> Students to watch the 'This is Doncaster' video from the beginning to 0:30. Students to share their reflections in class discussion. 	Pg. 3 of PPT 'This is Doncaster' video
	3 mins.	<ul style="list-style-type: none"> Students to use 'Think, Pair, Share' to recap the key sectors from the video and then match a selection of the business logos to the key sectors within an appropriate time limit. 	Pg. 4 of PPT Timer: https://www.online-stopwatch.com/countdown-clock/full-screen/
	15 mins.	<ul style="list-style-type: none"> To discover whether their thoughts were correct, students to watch the 'This is Doncaster' video from 0:30 - 5:23 with the teacher pausing after each sector has been revealed. Students to make reflection notes to questions 1 and 2 on 'Reflection' resource. 	'This is Doncaster' video Reflection
	10 mins.	<ul style="list-style-type: none"> Students to identify which businesses they recognise and demystify any potential stereotypical thinking about work place environments. 	Pg. 5 and 6 of PPT
	5 mins.	<ul style="list-style-type: none"> Students to think about businesses in their local area and reflect on which key sectors are and aren't represented in the area. 	Pg. 7 of PPT
	5 mins.	<ul style="list-style-type: none"> Students to watch the remainder of the video (5:23 until the end) and make notes on questions 3 and 4 of 'Reflection' resource. Teacher to identify any misconceptions or stereotypical thinking. 	Pg. 8 of PPT 'This is Doncaster' video Reflection
Reflection	5 mins.	<ul style="list-style-type: none"> Students to reflect on question 5 of 'Reflection' independently and then share thoughts in class discussion in response to the thinking questions on PPT. 	Reflection Pg. 9 of PPT

Teaching Links
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Home Learning Adaptation (For use as a home learning activity during school closures and beyond)	Socially Distanced Classroom Adaptation (For use in classrooms where there is restricted movement and limited working space)
<ul style="list-style-type: none"> Break the 'This is Doncaster' video into sections, e.g. Doncaster business facts, they key sectors, job roles in the key sectors, pathways and why Doncaster is a great place to live, work and socialise. In small groups, each student to watch one of the above sections and make notes on the content. In a school session, students to feedback on the section they watched to their small group. Students to watch the video in school to consolidate understanding if needed. 	<ul style="list-style-type: none"> As above with removal of paired discussion and 'Think, Pair, Share' model.



Reflection

1 Which sectors do you find interesting?

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-
-
-
-

2 Which job roles do you think were interesting?

-
-
-
-

3 Which further study pathways interest you?

-
-
-

4 What are the top three things, in your opinion, which make Doncaster a great place to work, live and socialise?

-
-
-

5 What do you feel are your next steps and what would you like to learn more about?

-
-
-



My Reflections

Q

Write any questions you have throughout the session here:

-
-
-
-



Session Plan 1

This Is Doncaster

Learning Outcomes	<ul style="list-style-type: none"> Recognise Doncaster on a map of the country, county and region. Identify existing knowledge about Doncaster as a place to live, work and socialise. Draw out relevant information about Doncaster as a place to live, work and socialise from a video clip. Identify areas of interest to pursue and questions to inform further areas of study.
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	Time	Method	Resources
Starter	10 mins.	<ul style="list-style-type: none"> In mixed-ability partners, students to study the 'Where is Doncaster?' resource and plot Doncaster in the country, county and region in a 'Fastest Finger First' style activity. Students to feedback their thoughts using interactive whiteboard and preloaded Google Maps of the country, county and region. Teacher to address misconceptions and highlight relevant physical geography. 	<ul style="list-style-type: none"> Where is Doncaster? Interactive Whiteboard Google Maps
Main	10 mins.	<ul style="list-style-type: none"> In mixed-ability partners, students to select a question card, discuss their thoughts and share these in a wider class discussion. 	<ul style="list-style-type: none"> Question Cards
	10 mins.	<ul style="list-style-type: none"> Students to watch the 'This is Doncaster' video upto 0:30 and revisit their question card thoughts. Teacher to draw out student discussion, e.g. <i>What did you notice? Did anything surprise you? Why?</i> 	<ul style="list-style-type: none"> This is Doncaster video
	20 mins.	<ul style="list-style-type: none"> Students to form 5 mixed ability working groups and take part in a carousel. At each station, students to read the given instruction and record their thoughts on post-it notes. <i>Students to access a differentiated version of this activity if required.</i> 	<ul style="list-style-type: none"> Table Top Mats Post It Notes Differentiated Activity
	10 mins.	<ul style="list-style-type: none"> Working groups to return to original station and take responsibility for reviewing answers on post-it notes and adding missing answers as the 'This is Doncaster' video is played from 0:30. Teacher to pause the video at relevant points which correspond with the table top instructions. 	<ul style="list-style-type: none"> This is Doncaster video
Reflection	10 mins.	<ul style="list-style-type: none"> Students to take part in a Silent Gallery, moving around the 5 carousel stations and reviewing what they already knew and what new information they gained from the 'This is Doncaster' video. Students to independently reflect and write at least three bullet points on boxes 1 and 'Q' of resource 'Reflection' which summarises any questions or areas of interest they may have. Reflections to be kept on record (e.g. Start/Compass +) for use during future and adviser/guidance sessions. 	<ul style="list-style-type: none"> Reflection

Teaching Links
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Home Learning Adaptation

(For use as a home learning activity during school closures and beyond)

- Convert the content from Question Cards and Table Top Mats into a quiz.
- Students to complete the Question Cards section of the quiz and watch the 'This is Doncaster' video, correcting their answers and adding any information they didn't already know.
- Repeat with the Table Top Mats content and students to summarise their reflections for discussion in classroom session.

Socially Distanced Classroom Adaptation

(For use in classrooms where there is restricted movement and limited working space)

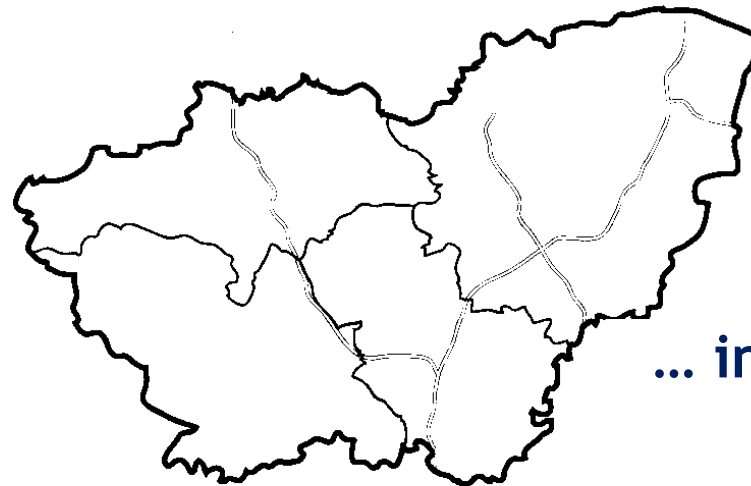
- Students to use resources independently rather than in groups or partners.
- Instead of a carousel activity, students independently create and use 'Dice' resource and collate their own thoughts to present to a partner.
- Rather than a Silent Gallery, students review their own thoughts and notes and feedback to the class discussion.



Where is Doncaster...

... in the county?

... in the country?



... in the region?



Where is Doncaster...

Answers

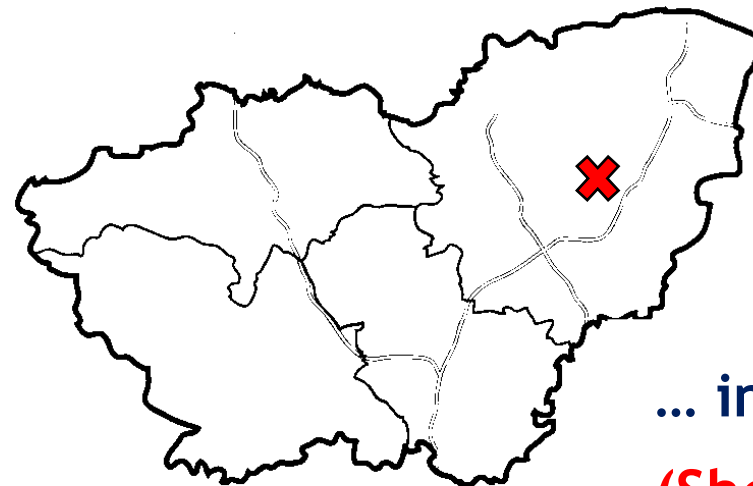
... in the country?

(England)



... in the county?

(Yorkshire and Humberside)



... in the region?

(Sheffield City Region)



Question Cards

How many businesses are there in Doncaster?	What is the average salary of a person working in Doncaster?
How many key sectors are there for Doncaster?	Name five of the key sectors in Doncaster.
From just 3 key sectors over the next 15 years, how many new jobs do you think could be created?	How many self-employed people are there in Doncaster?

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Question Cards Answers

<p>How many businesses are there in Doncaster?</p> <p>8 800</p>	<p>What is the average salary of a person working in Doncaster?</p> <p>£27 040</p>
<p>How many key sectors are there for Doncaster?</p> <p>11</p>	<p>Name five of the key sectors in Doncaster.</p> <p>Creative and Digital Transport and Logistics Arts, Culture and Media Sport Construction Health and Social Care Financial and Professional Services Leisure and Tourism Public Sector Retail and Wholesale Education Engineering and Manufacturing</p>
<p>From just 3 key sectors over the next 15 years, how many new jobs do you think could be created?</p> <p>10 000</p>	<p>How many self-employed people are there in Doncaster?</p> <p>Over 16 000</p>



Table Top Mats

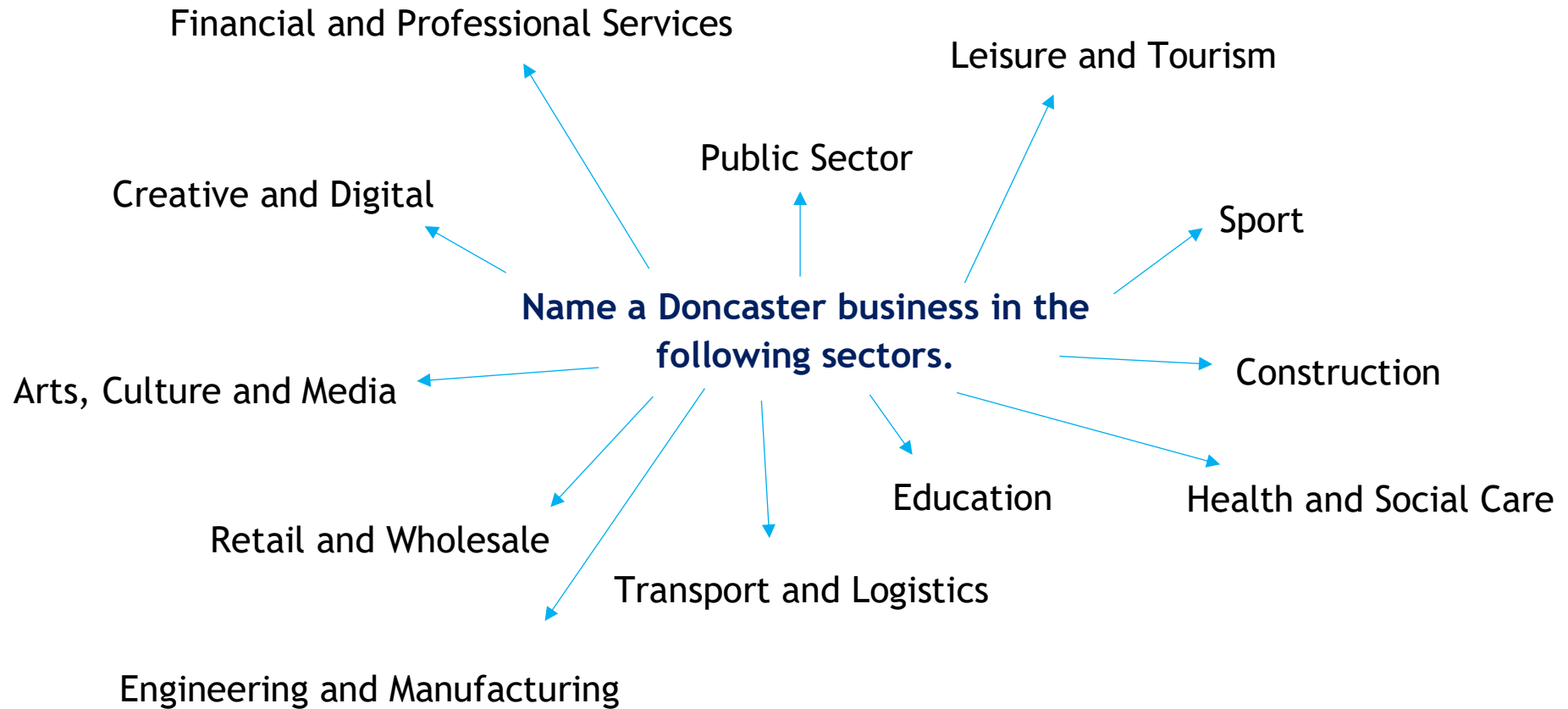




Table Top Mats

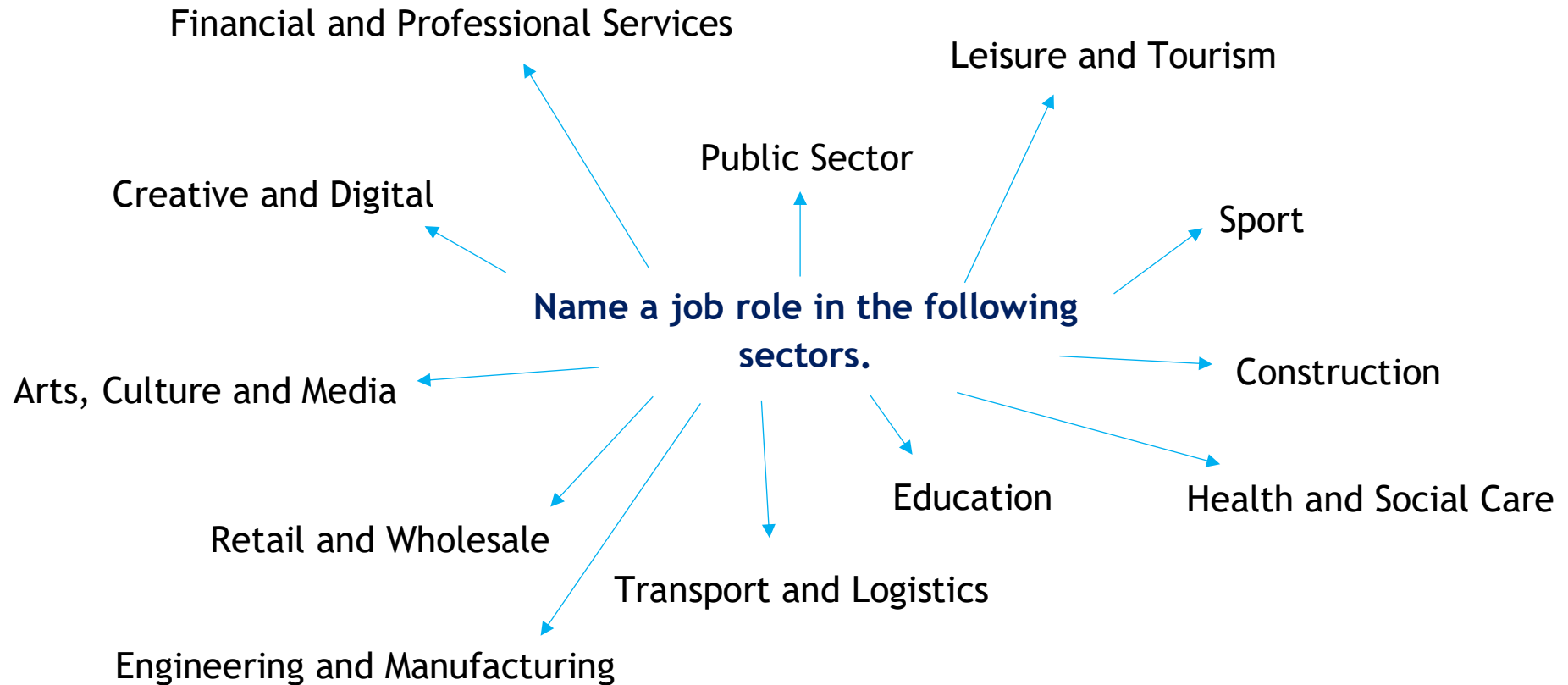




Table Top Mats

**Name a pathway or
progression route which is
available to the young people
of Doncaster.**



Table Top Mats

Name a qualification which is available to the young people of Doncaster.



Table Top Mats

**Name something in Doncaster
which makes it a great place
to live, work and socialise.**



Table Top Mats

Suggested Answers from This is Doncaster video

Question	Answers could include based on the This Is Doncaster video:	
Name a Doncaster business in the following sectors.	<ul style="list-style-type: none"> • Creative and Digital Keyhole Creative Media, Lightforge Academy and Keane Creative • Transport and Logistics Hitachi, Unipart Rail, Volker Rail and GB Rail Freight Amazon, DHL, XPO Logistics and McGregor Logistics • Securitas, Doncaster Sheffield Airport and Swissport • Arts, Culture and Media Higher Rhythm, Cast and Doncaster Free Press • Sport Club Doncaster, Doncaster Knights and Active Fusion • Construction Keepmoat Homes, Wilmott Dixon, MechFS and Cementation Skanska • Health and Social Care Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust, Age UK and Hesley Group 	<ul style="list-style-type: none"> • Financial and Professional Services Hayes, NatWest and Taylor Bracewell • Leisure and Tourism DCLT, Yorkshire Wildlife Park, Hilton and Doncaster Racecourse • Public Sector Doncaster Council, South Yorkshire Police, South Yorkshire Fire and Rescue and the Army • Retail and Wholesale Frenchgate, Next and Evans Halshaw • Education University Centre Doncaster, Advanced Transport and Infrastructure National College, Doncaster UTC, Racing Start Pre-School and National Horseracing College • Engineering and Manufacturing Polypipe, Pegler, Clarks Vehicle Conversion and Eaton
Name a job role in the following sectors.	<ul style="list-style-type: none"> • Creative and Digital Graphic Designer, VFX Artist and Videographer • Transport and Logistics Driver, Maintenance and Signal Technician Fork Lift Truck Driver, Planning Air Traffic Control, Aerospace Engineer and Flight Attendant • Arts, Culture and Media Journalist, Light/Sound Engineer and Stage Manager • Sport Personal Trainer, Coach and Sports Psychologist • Construction Architect, Surveyor and Brick Layer • Health and Social Care GP, Physiotherapist and Nurse 	<ul style="list-style-type: none"> • Financial and Professional Services Lawyer, Chartered Accountant and Recruitment Consultant • Leisure and Tourism Zoo Keeper, Event Planner and Hotel Manager • Public Sector Soldier, Business Adviser, Firefighter and Police Officer • Retail and Wholesale Sales Representative, Operational Manager and Marketing Executive • Education Lecturer/Tutor, Teacher and Nursery Nurse • Engineering and Manufacturing Mechanical Engineer, Machine Operative and Production Worker
Name a pathway or progression route which is available to the young people of Doncaster.	<p>Sixth Form College Apprenticeship University Traineeship Graduate Scheme</p>	
Name a qualification which is available to the young people of Doncaster.	<p>GCSE A-Level Foundation Degree Bachelor's Degree Master Degree PhD</p>	
Name something in Doncaster which makes it a great place to live, work and socialise.	<p>Yorkshire Wildlife Park Rossington Hall PGA Golf course Herten Triangle The Wool Market Keepmoat Stadium Doncaster Racecourse Civic and Cultural Quarter Frenchgate</p> <p>iPort Doncaster Sheffield Airport The Dome</p>	



Differentiated Activity

As a small focus group, students to read each **question** and select the three corresponding **answers** from the provided selection. For each selection, teacher to ask students to explain their choice and correct misconceptions, e.g. *Why does Herten Triangle make Doncaster a great place?*

Teacher should also provide clarification around vocabulary and encourage discussion, e.g. *Do you agree or disagree? Why do you feel like that?*

Name something in Doncaster which makes it a great place to live, work and socialise.	Name a qualification which is available to the young people of Doncaster.
Name a job role in the Sport sector.	Name a job role in the Construction sector.
Name a job role in the Health and Social Care sector.	Name a job role in the Engineering and Manufacturing Sector.
Name a Doncaster business in the Sport sector.	Name a pathway or progression route which is available to the young people of Doncaster.
Name a job role in the Education sector	Name a Doncaster business in the Education sector.
Name a Doncaster business in the Construction sector.	Name a Doncaster business in the Engineering and Manufacturing Sector.
Name a Doncaster business in the Health and Social Care sector.	



This answer board could even be split up between pairs in the focus group for a Bingo-style activity.

GP	AgeUk	Club Doncaster	Apprenticeship
Doncaster Knights	Graduate Scheme	Nurse	Keepmoat Homes
Herten Triangle	Wilmott Dixon	Sports Psychologist	Mechanical Engineer
Architect	Machine Operative	Lecturer/Tutor	Hesley Group
A-Level	Active Fusion	MechFS	Doncaster Sheffield Airport
Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust	Coach	Polypipe	Teacher
The Wool Market	Nursery Nurse	Degree	University Centre Doncaster
Production Worker	Cementation Skanska	Eaton	Brick Layer
Doncaster UTC	Sixth Form	Physiotherapist	National Horse Racing College
Personal Trainer	Surveyor	GCSE	



Dice

(For Socially Distanced Classrooms)

	<p>Name a qualification which is available to the young people of Doncaster.</p>	
<p>Name something in Doncaster which makes it a great place to work, live and socialise.</p>	<p>Name a Doncaster business in the one of the sectors on the board.</p>	<p>Name a job role in the one of the sectors on the board.</p>
	<p>Name a pathway or progression route which is available to the young people of Doncaster.</p>	
	<p>Roll again!</p>	



Reflection

1 Which sectors do you find interesting?

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-
-
-
-

2 What did you notice about the location of the businesses in your sectors of interest?

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.....

.....

.....

What does this mean to you?

.....

.....

.....

.....

3 What did you notice about the businesses and sectors which were or weren't in a close radius to school?

.....

.....

.....

What does this mean to you and your sectors of interest?

.....

.....

.....



Q

Write any questions you have throughout the unit here:

.....

.....

.....

.....

.....

* Be honest with your reflections, they could help to inform your future Career Advice sessions or help your teachers to plan relevant Career activities. *



Reflection

4 What are the top three things, in your opinion, which make Doncaster a great place to work, live and socialise?

-
-
-

5b Which job roles in your sector of interest do you find interesting?

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.....

5c Which job roles in your sector of interest are your skills set relevant to?

.....

.....

.....

.....

.....

5a Which skills are your strengths?

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Which skills aren't your strengths?

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5d What do you feel are your next steps and what would you like to learn more about?

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* Be honest with your reflections, they could help to inform your future Career Advice sessions or help your teachers to plan relevant Career activities. *



Session Plan 2

This Is Doncaster

Learning Outcomes	<ul style="list-style-type: none"> Recap the 12 key sectors according to the 'This is Doncaster' video. Match Doncaster business names and logos to photographs of the premises in Doncaster. Identify the travel time from school's location to each business premise and compare. Reflect on the above information and its personal relevance.
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	Time	Method	Resources
Starter	10 mins.	<ul style="list-style-type: none"> Heads Up: In mixed-ability partners, both partners to select/be given a 'Key Sector Flashcard' and re-record the sector on a post-it note to stick to their partner's forehead. Students to guess which sector they have stuck to their forehead by asking their partner closed questions such as, <i>is Keane Creative a Doncaster business in this sector? Would a Videographer work in this sector?</i> Students feedback which sectors they were allocated for the teacher to record on the board and students to share what they could recall about the sectors. 	<ul style="list-style-type: none"> Key Sector Flashcards Timer: https://www.online-stopwatch.com/countdown-clock/full-screen/
Main	15 mins. 5 mins. 20 mins.	<ul style="list-style-type: none"> In small mixed-ability groups, students to use the 'Match the Business Resource' to match the Doncaster business name, sector and logo to the corresponding photograph. Students to feedback their outcomes and explain their choices, highlighting businesses and places which they recognise. Teacher to clarify answers and address any misconceptions and stereotypical thinking. Students to form 4 mixed-ability working groups and teacher to allocate each group 3 key sectors (These could be informed by students' sectors of interest expressed in previous session). Students to use Google to identify a post code for the Doncaster businesses in their allocated sector. Using Google Maps, students to use the 'Directions' option to establish the travelling time by car and public transport between each business in their sector and the school. Students to record this on resource 'Where in Doncaster?'. <i>Additional challenge on resource to extend learners if required.</i> 	<ul style="list-style-type: none"> Match the Business School Postcode on board iPads/tablets/computers Google Maps Where In Doncaster?
Reflection	10 mins.	<ul style="list-style-type: none"> Students to circulate and look at each groups findings and feed thoughts into class discussion to cover all sectors. Students to consider what this information means, e.g. <i>To work at one of these businesses, I'll need to be familiar with public transport or learn to drive, most employers are within 50 minutes of school, etc.</i> and record on their Reflection resource from the previous session along with any further questions. 	<ul style="list-style-type: none"> Reflection

<p>Teaching Links</p> <p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> Geography (Geographical Skills and Fieldwork): <i>Build on knowledge of maps and apply and develop this knowledge routinely in the classroom.</i> English (Spoken English): <i>Speak confidently and effectively including through using Standard English confidently, expressing own ideas and keeping to the point and participating in discussions, summarising and/or building on what has been said.</i> Maths (Number): <i>Order positive integers, use the number line as a model for ordering of the real numbers; use the symbols =, < and >.</i> PSHE (Core Theme 3: Living in the Wider World) L1, L9, L10, L11, L12 and L14. <p>Gatsby Benchmarks:</p> <ul style="list-style-type: none"> 2 - Learning from Career and Labour Market Information. 3 - Addressing the needs of each pupil. 8 - Personal Guidance. <p>Skills Builder:</p> <ul style="list-style-type: none"> Listening Speaking Creativity Staying Positive Aiming High Teamwork <p>Made It In Doncaster:</p> <ul style="list-style-type: none"> Future World of Work and videos

<p>Home Learning Adaptation (For use as a home learning activity during school closures and beyond)</p> <ul style="list-style-type: none"> Students to complete a reduced version of the 'Match the Business' activity. Students to select the sectors that most interests them for the 'Where in Doncaster?' activity and present their findings to peers in a classroom session. 	<p>Socially Distanced Classroom Adaptation (For use in classrooms where there is restricted movement and limited working space)</p> <ul style="list-style-type: none"> Students to select their own Key Sector Flashcard without looking for 'Heads Up'. Instead of mixed-ability partnering or grouping, students to work independently on allocated sectors and present findings to a small group or the whole class.
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Key Sector Flashcards

Creative and Digital	Transport and Logistics
Arts, Culture and Media	Construction
Public Sector	Health and Social Care
Leisure and Tourism	Financial and Professional Services
Retail and Wholesale	Education
Engineering and Manufacturing	Sport



Match the Business

<p>Keyhole Creative Media Creative and Digital Sector</p> 	<p>Volker Rail Transport and Logistics Sector</p> 
<p>Light Forge Academy Creative and Digital Sector</p> 	<p>Amazon Transport and Logistics Sector</p> 
<p>UniPart Rail Transport and Logistics Sector</p> 	<p>Doncaster Sheffield Airport Transport and Logistics Sector</p> 
<p>Higher Rhythm Arts, Culture and Media Sector</p> 	<p>Cast Arts, Culture and Media Sector</p> 
<p>Doncaster Knights Sport Sector</p> 	<p>Active Fusion Sport Sector</p> 
<p>Keepmoat Homes Construction Sector</p> 	<p>Cementation Skanska Construction Sector</p> 



Match the Business

<p>Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust Health and Social Care Sector</p>  <p>Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust</p>	<p>Age UK Health and Social Care Sector</p> 
<p>Yorkshire Wildlife Park Leisure and Tourism Sector</p> 	<p>NatWest Financial and Professional Services Sector</p> 
<p>Hilton Leisure and Tourism Sector</p> 	<p>Taylor Bracewell Financial and Professional Services Sector</p> 
<p>Doncaster Council Public Sector</p>  <p>Doncaster Council</p>	<p>South Yorkshire Police Public Sector</p>  <p>South Yorkshire POLICE</p>
<p>South Yorkshire Fire and Rescue Public Sector</p>  <p>South Yorkshire FIRE & RESCUE</p>	<p>Evans Halshaw Retail and Whole Sector</p> <p>Evans Halshaw</p>
<p>Advanced Transport and Infrastructure National College Education Sector</p>  <p>ADVANCED TRANSPORT & INFRASTRUCTURE NATIONAL COLLEGE</p>	<p>Next Retail and Whole Sector</p> <p>next</p>



Match the Business

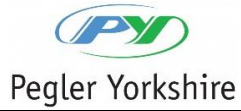
**Doncaster UTC
Education Sector**



**National Horseracing College
Education Sector**



**Pegler
Engineering and
Manufacturing Sector**



**Eaton
Engineering and
Manufacturing Sector**





Match the Business





Match the Business





Match the Business





Match the Business Answers



Keyhole Creative Media



Volker Rail



Lightforge Academy



Amazon



Unipart Rail



Doncaster Sheffield Airport



Higher Rhythm



Cast



Doncaster Knights



Active Fusion



Keepmoat Homes



Cementation Skanska



Match the Business Answers



**Doncaster and Bassetlaw Teaching Hospitals NHS
Foundation Trust**



Age UK



Yorkshire Wildlife Park



Natwest



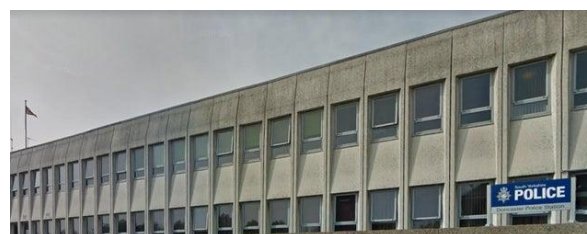
Hilton



Taylor Bracewell



Doncaster Council



South Yorkshire Police



South Yorkshire Fire and Rescue



Evans Halshaw



**Advanced Transport and Infrastructure National
College**



Next



Match the Business Answers



Doncaster UTC



National Horse Racing College



Pegler



Eaton



Where in Doncaster?

	Business Name	Post Code	Distance from School in minutes	Is the distance = , < or > than the previous business?
Sector 1				

Sector 2				

Sector 3				

Challenge!				

Now order your distances in minutes from your school on this number line:





Reflection

1 Which sectors do you find interesting?

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2 What did you notice about the location of the businesses in your sectors of interest?

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What does this mean to you?

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3 What did you notice about the businesses and sectors which were or weren't in a close radius to school?

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What does this mean to you and your sectors of interest?

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Write any questions you have throughout the unit here:

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Reflection

4 What are the top three things, in your opinion, which make Doncaster a great place to work, live and socialise?

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5b Which job roles in your sector of interest do you find interesting?

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5c Which job roles in your sector of interest are your skills set relevant to?

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5a Which skills are your strengths?

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Which skills aren't your strengths?

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5d What do you feel are your next steps and what would you like to learn more about?

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* Be honest with your reflections, they could help to inform your future Career Advice sessions or help your teachers to plan relevant Career activities. *



Session Plan 3

My Doncaster

Learning Outcomes	<ul style="list-style-type: none"> Recap the 12 key sectors according to the 'This is Doncaster' video. Read and follow a route on a Google Map or OS Map. Recognise businesses in a local radius to school both in person and on a map. Reflect on the key sectors which are and aren't prevalent in the radius around school and what this could mean for the local residents and also themselves as a local resident.
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	Time	Method	Resources
Starter	10 mins.	<ul style="list-style-type: none"> Students to be given a 'Match The Key Sector' flashcard. One half of the class will be given a flashcard which is a business in one of the key sectors and the other half of the class will be given a flashcard which is one of the key sectors. Students have a set amount of time to find their matching sector and business. Review experience as a group, <i>if you were to repeat this activity, which strategies would you recommend to be successful? What presented a barrier in achieving the goal of the activity?</i> Students to randomly and secretly exchange their flashcards and repeat, acting on the reflections shared from the first time the activity was completed. 	<ul style="list-style-type: none"> Match The Key Sector Flashcards Timer: https://www.online-stopwatch.com/countdown-clock/full-screen/
Main	Flexible to run the activity over a series of sessions if timetabling allows.	<ul style="list-style-type: none"> Teacher to lead students on a short tour around the school's radius, highlighting local businesses. Students to follow and read a map as they travel, noting and marking the Doncaster businesses on their map as they travel. <i>Variety Suggestion: Students to be split into 4 mixed-ability groups and with a teacher, explore the north, east, south and west of the school within a suitable radius.</i> On return to the classroom, students to review the route they followed and allocate each business they discovered to a key sector. If students have completed the tour in small groups, they are to present their findings to another group. 	<ul style="list-style-type: none"> Printed Google Map/OS Map of the route which students will follow.
Reflection	10 mins.	<ul style="list-style-type: none"> Using their 'Reflection' sheet from the previous session, students to reflect on what they have learnt during this session and record, e.g. <i>I have learnt that they are several businesses in the Retail and Wholesale sector in my school's radius. This is good for the people who live local to here because... I have learnt that there are no businesses in the Sports sector. This means that...</i> 	<ul style="list-style-type: none"> Reflection

Teaching Links
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> Geography (Geographical Skills and Fieldwork): <i>Build on knowledge of maps and apply and develop this knowledge routinely in the classroom. Interpret Ordnance survey maps, including using grid references and scale and aerial and satellite photographs.</i> English (Spoken English): <i>Speak confidently and effectively including through using Standard English confidently, expressing own ideas and keeping to the point and participating in discussions, summarising and/or building on what has been said.</i> PSHE (Core Theme 3: Living in the Wider World) <i>L1, L9, L10, L11, L12 and L14.</i> <p>Gatsby Benchmarks:</p> <ul style="list-style-type: none"> 2 - Learning from Career and Labour Market Information. 3 - Addressing the needs of each pupil. 8 - Personal Guidance. <p>Skills Builder:</p> <ul style="list-style-type: none"> Listening Speaking Problem Solving Leadership Creativity Staying Positive Aiming High Teamwork <p>Made It In Doncaster:</p> <ul style="list-style-type: none"> Future World of Work and videos

Home Learning Adaptation
(For use as a home learning activity during school closures and beyond)
<ul style="list-style-type: none"> Students to take a short tour around their home's radius with an adult following a map. Students to note the businesses they pass and record on their map, in a journal or as a blog/vlog. Students to sort the businesses they pass into the 12 key sectors and present their findings to peers in whichever way they wish.

Socially Distanced Classroom Adaptation
(For use in classrooms where there is restricted movement and limited working space)
<ul style="list-style-type: none"> Students to use a selection of the 'Match the Key Sector' flashcards and match them by playing 'Pairs'. Instead of taking part in a short tour, students to use Google Map print screens by entering the location in the 'Search Google Maps' bar. These could be varied by position, such as north, east, south and west of the school or by marking two points, e.g. <i>which businesses are there between school and ...?</i> Independently, students to identify the sectors which the businesses listed within the school's radius on their Google Maps print screen belong to and present their findings to their peers.



Match The Key Sector Flashcards

<p>You are Keane Creative. Which Doncaster key sector do you belong to?</p>
<p>You are Swissport. Which Doncaster key sector do you belong to?</p>
<p>You are Doncaster Free Press. Which Doncaster key sector do you belong to?</p>
<p>You are Club Doncaster. Which Doncaster key sector do you belong to?</p>
<p>You are MechFS. Which Doncaster key sector do you belong to?</p>
<p>You are Hesley Group. Which Doncaster key sector do you belong to?</p>
<p>You are Hayes. Which Doncaster key sector do you belong to?</p>
<p>You are DCLT. Which Doncaster key sector do you belong to?</p>
<p>You are the Army. Which Doncaster key sector do you belong to?</p>
<p>You are Frenchgate. Which Doncaster key sector do you belong to?</p>
<p>You are Racing Start Pre-School. Which Doncaster key sector do you belong to?</p>
<p>You are Polypipe. Which Doncaster key sector do you belong to?</p>

<p>You are the Creative and Digital sector. Which Doncaster businesses belong to you?</p>
<p>You are the Transport and Logistics sector. Which Doncaster businesses belong to you?</p>
<p>You are the Arts, Culture and Media sector. Which Doncaster businesses belong to you?</p>
<p>You are the Sport sector. Which Doncaster businesses belong to you?</p>
<p>You are the Construction sector. Which Doncaster businesses belong to you?</p>
<p>You are the Health and Social Care sector. Which Doncaster businesses belong to you?</p>
<p>You are the Financial and Professional Services sector. Which Doncaster businesses belong to you?</p>
<p>You are the Leisure and Tourism sector. Which Doncaster businesses belong to you?</p>
<p>You are the Public sector. Which Doncaster businesses belong to you?</p>
<p>You are the Retail and Wholesale sector. Which Doncaster businesses belong to you?</p>
<p>You are the Education sector. Which Doncaster businesses belong to you?</p>
<p>You are the Engineering and Manufacturing sector. Which Doncaster businesses belong to you?</p>



Match The Key Sector Flashcards

<p>You are Lightforge Academy. Which Doncaster key sector do you belong to?</p>
<p>You are Hitachi. Which Doncaster key sector do you belong to?</p>
<p>You are Higher Rhythm. Which Doncaster key sector do you belong to?</p>
<p>You are Doncaster Knights. Which Doncaster key sector do you belong to?</p>
<p>You are Wilmott Dixon. Which Doncaster key sector do you belong to?</p>
<p>You are Age UK. Which Doncaster key sector do you belong to?</p>
<p>You are Taylor Bracewell. Which Doncaster key sector do you belong to?</p>
<p>You are Hilton. Which Doncaster key sector do you belong to?</p>
<p>You are the Doncaster Council. Which Doncaster key sector do you belong to?</p>
<p>You are Next. Which Doncaster key sector do you belong to?</p>
<p>You are Doncaster UTC. Which Doncaster key sector do you belong to?</p>
<p>You are Pegler. Which Doncaster key sector do you belong to?</p>

<p>You are the Creative and Digital sector. Which Doncaster businesses belong to you?</p>
<p>You are the Transport and Logistics sector. Which Doncaster businesses belong to you?</p>
<p>You are the Arts, Culture and Media sector. Which Doncaster businesses belong to you?</p>
<p>You are the Sport sector. Which Doncaster businesses belong to you?</p>
<p>You are the Construction sector. Which Doncaster businesses belong to you?</p>
<p>You are the Health and Social Care sector. Which Doncaster businesses belong to you?</p>
<p>You are the Financial and Professional Services sector. Which Doncaster businesses belong to you?</p>
<p>You are the Leisure and Tourism sector. Which Doncaster businesses belong to you?</p>
<p>You are the Public sector. Which Doncaster businesses belong to you?</p>
<p>You are the Retail and Wholesale sector. Which Doncaster businesses belong to you?</p>
<p>You are the Education sector. Which Doncaster businesses belong to you?</p>
<p>You are the Engineering and Manufacturing sector. Which Doncaster businesses belong to you?</p>



Match The Key Sector Flashcards

<p>You are Keyhole Creative Media. Which Doncaster key sector do you belong to?</p>	<p>You are the Creative and Digital sector. Which Doncaster businesses belong to you?</p>
<p>You are Securitas. Which Doncaster key sector do you belong to?</p>	<p>You are the Transport and Logistics sector. Which Doncaster businesses belong to you?</p>
<p>You are Cast. Which Doncaster key sector do you belong to?</p>	<p>You are the Arts, Culture and Media sector. Which Doncaster businesses belong to you?</p>
<p>You are Cementation Skanska. Which Doncaster key sector do you belong to?</p>	<p>You are the Sport sector. Which Doncaster businesses belong to you?</p>
<p>You are Keepmoat Homes. Which Doncaster key sector do you belong to?</p>	<p>You are the Construction sector. Which Doncaster businesses belong to you?</p>
<p>You are Doncaster and Bassetlaw Teaching Hospitals NHS Foundation Trust. Which Doncaster key sector do you belong to?</p>	<p>You are the Health and Social Care sector. Which Doncaster businesses belong to you?</p>



Reflection

1 Which sectors do you find interesting?

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2 What did you notice about the location of the businesses in your sectors of interest?

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What does this mean to you?

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3 What did you notice about the businesses and sectors which were or weren't in a close radius to school?

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What does this mean to you and your sectors of interest?

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Q

Write any questions you have throughout the unit here:

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Reflection

4 What are the top three things, in your opinion, which make Doncaster a great place to work, live and socialise?

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5b Which job roles in your sector of interest do you find interesting?

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5c Which job roles in your sector of interest are your skills set relevant to?

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5a Which skills are your strengths?

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Which skills aren't your strengths?

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5d What do you feel are your next steps and what would you like to learn more about?

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* Be honest with your reflections, they could help to inform your future Career Advice sessions or help your teachers to plan relevant Career activities. *



Session Plan 4

Why Doncaster?

Learning Outcomes	<ul style="list-style-type: none"> Recap the 12 key sectors according to the 'This is Doncaster' video. Draw on learnings from previous sessions to summarise why Doncaster is a great place to live, work and socialise. Present this summary as a poster, social media/website banner, a storyboard or script to communicate messaging with a mixed-age audience.
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	Time	Method	Resources
Starter	10 mins.	<ul style="list-style-type: none"> In mixed-ability pairings, student A to select/say a key sector for Doncaster from the resource 'Key Sector Flashcards' and student B to write/say down at least three Doncaster businesses which belong to that sector in 10 seconds. Students to rotate and repeat. 	<ul style="list-style-type: none"> Key Sector Flashcards Stop watches
Main	Flexible to run the activity over a series of session if timetabling allows.	<ul style="list-style-type: none"> Teacher to give students 2 minutes to independently consider why Doncaster is such a great place to work, live and socialise, e.g. <i>variety of sectors to work in and residents to access, sectors appealing to general public and make Doncaster a diverse place to be, lots of jobs to be generated in the future, attractions, amenities, etc.</i> Students to share their thoughts with a partner and the partner to share these in the class discussion. Students to watch the 'This is Doncaster' video from 6:00 until the end to consolidate their thinking and teacher to highlight anything which students haven't discussed in the class discussion. Students to communicate their above thoughts and what they have learnt about Doncaster as a place to live, work and socialise to other students in school/in a feeder Primary school as a marketing campaign. Students to design, draft and produce a poster, social media/website banner, a storyboard of an internal plasma TV advert or a script for a radio advert. 	<ul style="list-style-type: none"> 'This is Doncaster' video
Reflection	10 mins.	<ul style="list-style-type: none"> Students to present their designs to each other and students to provide feedback. Teacher to arrange for student's outcomes to be displayed around the school, on the parent portal and on the school's website/Twitter. Students to select their top 3 things which they have learnt from their own designs and the designs of others which they think makes Doncaster an appealing place to live work and socialise and record on their 'Reflection' along with any further question they may have. 	<ul style="list-style-type: none"> Reflection

Teaching Links
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> English (In addition to Spoken English objectives, Writing): <i>Write accurately, fluently, effectively and at length for information through writing for a wide range of purposes and audiences including, scripts, other imaginative writing, drawing on knowledge of literary and rhetorical devices to enhance the impact of writing.</i> Computing <i>Undertake creative projects that involve multiple applications to achieve challenging goals and meeting the needs of known users. Create digital artefacts for a given audience.</i> PSHE (Core Theme 3: Living in the Wider World) <i>L1, L9, L10, L11, L12 and L14.</i> <p>Gatsby Benchmarks:</p> <ul style="list-style-type: none"> 2 - Learning from Career and Labour Market Information. 3 - Addressing the needs of each pupil. 8 - Personal Guidance. <p>Skills Builder:</p> <ul style="list-style-type: none"> Listening Speaking Problem Solving Leadership Creativity Staying Positive Aiming High Teamwork <p>Made It In Doncaster:</p> <ul style="list-style-type: none"> Future World of Work and videos

<p>Home Learning Adaptation (For use as a home learning activity during school closures and beyond)</p> <ul style="list-style-type: none"> Students to draft and design their poster, social media/website banner, storyboard or script based on their own opinions and those referenced in the 'This is Doncaster' video to persuade an audience as to why Doncaster is a good place to work, live and socialise. Students to present their designs to peers in the classroom. 	<p>Socially Distanced Classroom Adaptation (For use in classrooms where there is restricted movement and limited working space)</p> <ul style="list-style-type: none"> Students to work independently rather than in groups or pairings.
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Key Sector Flashcards

Creative and Digital	Transport and Logistics
Arts, Culture and Media	Construction
Public Sector	Health and Social Care
Leisure and Tourism	Financial and Professional Services
Retail and Wholesale	Education
Engineering and Manufacturing	Sport



Reflection

1 Which sectors do you find interesting?

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2 What did you notice about the location of the businesses in your sectors of interest?

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What does this mean to you?

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What does this mean to you and your sectors of interest?

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Q

Write any questions you have throughout the unit here:

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Reflection

4 What are the top three things, in your opinion, which make Doncaster a great place to work, live and socialise?

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5b Which job roles in your sector of interest do you find interesting?

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5d What do you feel are your next steps and what would you like to learn more about?

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* Be honest with your reflections, they could help to inform your future Career Advice sessions or help your teachers to plan relevant Career activities. *



Session Plan 5

What next?

Learning Outcomes	<ul style="list-style-type: none"> Define each skill from the Skills Builder framework and identify own examples of these. Complete a self-assessment of own skills, identifying which skills are a strength and which aren't. Recognise job roles within a sector of interest which own skills strengths are relevant to. Reflect on learning journey throughout sequence and identify possible next steps.
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	Time	Method	Resources
Starter	10 mins.	<ul style="list-style-type: none"> In mixed-ability partners, students to read the headings on the Skills Builder Map resource and define each to their partner. Students to share their definitions in class discussion and teacher to clarify and address any misconceptions. Students to place counters/circle the skills they think they have shown throughout the 'This is Doncaster' sequence of activity, explaining why to their partner. Students to feed reflections into class discussion. 	<ul style="list-style-type: none"> Skills Builder Map
Main	15 mins.	<ul style="list-style-type: none"> Students to complete a self-assessment of their skills using the Made It In Doncaster Employability Skills session or the National Careers Service Skills Assessment. 	<ul style="list-style-type: none"> Made It In Doncaster Employability Skills Self-Assessment
	10 mins. 20 mins.	<ul style="list-style-type: none"> Students to independently record their skills self-assessment outcomes on question 5 on 'Reflection' resource and review their responses collected on the resource throughout the previous sessions. Using the outcome of their self-assessments, students to independently explore the sector outcomes generated by the NCS Skills Assessment or click on the job profiles in the sectors which interest them and select the 'What it takes (skills and knowledge)' tab to compare the required skills set against their evaluated skills set. Students to note any job roles which are of interest to them on their 'Reflection' resource. 	<ul style="list-style-type: none"> National Careers Service Skills Assessment Reflection National Careers Service Job Profiles (Computers, iPads, tablets required)
Reflection	5 mins.	<ul style="list-style-type: none"> Students to share what they've discovered about the job roles and relevant skills in their sectors of interest in the class discussion. Teacher to lead the class discussion, asking students to share what knowledge they have gained from the sequence of sessions and what students would like to learn about next. Teacher to make note of students suggestions to record centrally for the Careers Leader (Start/Compass+). 	<ul style="list-style-type: none"> Central tracker/communication tool.

Teaching Links
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> English (Spoken English): <i>Speak confidently and effectively including through using Standard English confidently, expressing own ideas and keeping to the point and participating in discussions, summarising and/or building on what has been said.</i> PSHE (Core Theme 3: Living in the Wider World) L1, L2, L3, L4, L9, L10, L11, L12 and L14 <p>Gatsby Benchmarks:</p> <ul style="list-style-type: none"> 2 - Learning from Career and Labour Market Information. 3 - Addressing the needs of each pupil. 8 - Personal Guidance. <p>Skills Builder:</p> <ul style="list-style-type: none"> Listening Speaking Creativity Staying Positive Aiming High Teamwork <p>Made It In Doncaster:</p> <ul style="list-style-type: none"> Employability Skills Challenge the Stereotypes Future World of Work for Doncaster Videos

Home Learning Adaptation (For use as a home learning activity during school closures and beyond)	Socially Distanced Classroom Adaptation (For use in classrooms where there is restricted movement and limited working space)
<ul style="list-style-type: none"> Students to complete the activity as above, presenting the outcomes of their skills self-assessment and job roles where these skills are particularly useful or job roles from sectors of interest to peers in the classroom. 	<ul style="list-style-type: none"> As above, students to work independently or at an acceptable social distance from their partner.



Skills Builder Map





Skills Builder Map

Definitions



Listening

The receiving, retaining and processing of information or ideas



Speaking

The oral transmission of information or ideas



Problem Solving

The ability to find a solution to a situation or challenge



Creativity

The use of imagination and the generation of new ideas



Staying Positive

The ability to use tactics and strategies to overcome setbacks and achieve goals



Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them



Leadership

Supporting, encouraging and developing others to achieve a shared goal



Teamwork

Working cooperatively with others towards achieving a shared goal



Reflection

1 Which sectors do you find interesting?

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2 What did you notice about the location of the businesses in your sectors of interest?

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What does this mean to you?

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3 What did you notice about the businesses and sectors which were or weren't in a close radius to school?

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What does this mean to you and your sectors of interest?

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Write any questions you have throughout the unit here:

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* Be honest with your reflections, they could help to inform your future Career Advice sessions or help your teachers to plan relevant Career activities. *



Reflection

4 What are the top three things, in your opinion, which make Doncaster a great place to work, live and socialise?

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5b Which job roles in your sector of interest do you find interesting?

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5c Which job roles in your sector of interest are your skills set relevant to?

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5a Which skills are your strengths?

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Which skills aren't your strengths?

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5d What do you feel are your next steps and what would you like to learn more about?

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* Be honest with your reflections, they could help to inform your future Career Advice sessions or help your teachers to plan relevant Career activities. *



Activities for all year groups

(Based on the sequenced sessions)

Year Group	Activity Suggestion
Year 7	<p>Students to thought-shower what they think makes Doncaster a great place to live, work and socialise. Students to watch the 'This is Doncaster' video from 6:00 minutes until the end and consolidate and add to their earlier thoughts. Students to create a poster which summarises why Doncaster is a great place to live, work and socialise.</p> <p>See sequenced session 4 for further content.</p>
Year 8	<p>Students to recognise local business by matching the business name, logo and photograph of Doncaster premises from sequenced session 2. Students to spend a small amount of time researching what the businesses do and how they contribute to Doncaster as a place to live, work and socialise.</p> <p>See sequenced session 2 for further content.</p>
Year 9	<p>Students to watch the beginning of the 'This is Doncaster' video until 0:24. Using the key sector headings, students to learn what each sector is using the quiz resource from the assembly session plan. Students to also sort the business names and logos under the correct key sector headings.</p> <p>See sequenced session 2 and assembly PPT for further content.</p>
Year 10	<p>Students to undertake a tour around the school's radius to recognise local business which fall under the key sectors for Doncaster. Students to interpret this information and what it means for the current and future workforce living in the local radius (if appropriate).</p> <p>See sequenced session 3 for further content.</p>
Year 11	<p>Students to learn more about the job roles in each key sector and undertake a self-evaluation of their own skills, matching this to their future aspirations and identifying strengths and areas for development in advance of Post-16 study.</p> <p>See sequenced session 5 for further content.</p>



Helpful Existing Resources

Resource	Where to find it
The Start Platform	https://www.startindoncaster.com/
Opportunities Doncaster's Made It In Doncaster videos and session plans	https://www.opportunitiesdoncaster.co.uk/made-it-in-doncaster/secondary-schools/
Shape Your Future	https://www.hepp.ac.uk/resources/cpd/
LMI For All	https://www.lmiforall.org.uk/interested-in-the-lm-and-want-lmi/
Planit Plus	https://www.planitplus.net/CareerAreas/
iCould	https://icould.com/explore
National Careers Service	Request to be added to their mailing list to receive quarterly LMI posters for the region: Nationalcareersservice@serco.com
Advance (Adult Career Support for Parents)	https://www.advancedoncaster.co.uk/advance/