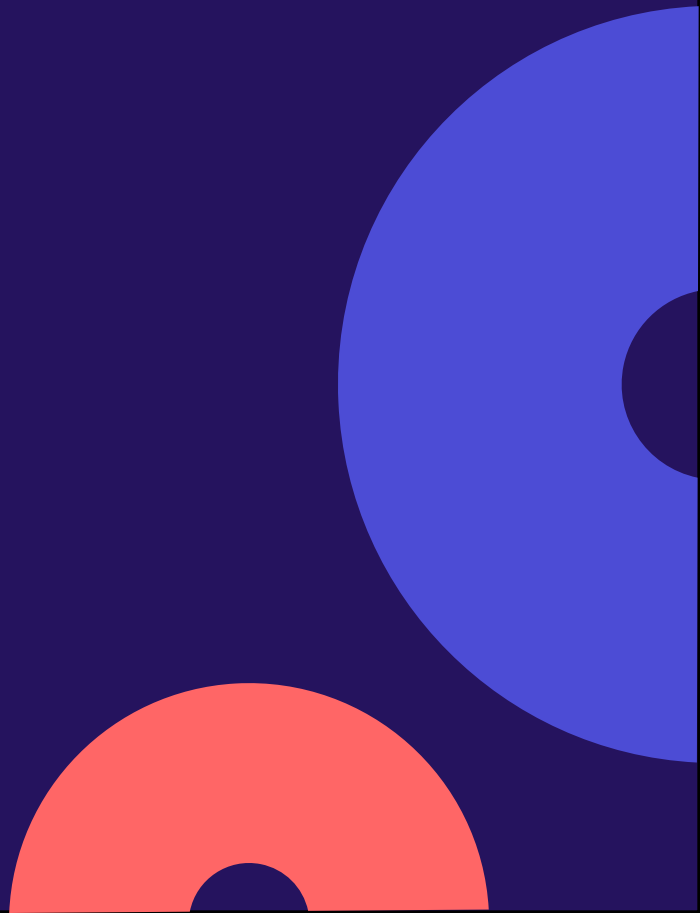


Finding a role for you in the creative industries

70 minute lesson
Years 9 - 11



<p>Subject Finding a role for you in the creative industries</p>	<p>Level and range Year 9 - 11 (Broad range, so materials, questioning and activities need to be differentiated)</p>	<p>Lesson timing Ideally, 70 minutes is recommended. Can be adapted to accommodate your school lesson timings.</p>	
<p>Previous knowledge through questioning. Could be think/write/pair/share. This means students can consider the question, bullet-point their idea(s), discuss with the person next to them, and share with the teacher (who can pick students at random).</p> <p>LO: To be able to know and identify what your skills are.</p> <p>AIM: To develop an awareness of roles you can do which will correlate to your skill base.</p> <p>Materials: Possible roles with outlines, whiteboards, post it notes, mobile phones so students can use QR code or available computers or a computer lab is the preferred option for this lesson as your school may not allow mobile phones along with the task sheets provided.</p>		<p>Literacy: Mind-map skills, reading role outlines and skills shortages.</p> <p>Numeracy: Analysis of statistics.</p>	
<p>Adults: One teacher should be available for this lesson.</p>		<p>Additional notes for SEN and EAL students: Keywords/slides could be provided for students printed out, with a worksheet resource.</p>	
<p>STARTER - 5 minutes – sliding scale on board as a line. This will be revisited in the plenary. SLIDE 3</p> <p>Sliding scale - see measures of achievement on the right.</p> <p>10 Minutes SLIDE 4</p> <p>Q&A teacher led discussion – students look at examples of types of roles on the board. Teacher asks students if there are any roles they're unfamiliar with. Students may wish to first discuss with the person next to them.</p>		<p>Key/hinge questions</p> <p>Some skills required in the creative industries.</p> <ul style="list-style-type: none"> • Hands up, did any of you note these down? In which contexts could you apply these to? Teacher may need to explain context to younger learners. • Teacher asks students if there are any roles that they're unfamiliar with. Students may wish to first discuss with the person next to them. • How would you - Match your skills to a career, identify skills shortages within creative careers, get feedback on your skills from others, get advice on writing your CV or look at future courses you can do? 	<p>Measures of achievement</p> <p>Sliding scale</p> <p>On the left: I know what skills I have; I know exactly how to use my knowledge of these skills and I know of a range of roles I can do in creative industries.</p> <p>In the middle: I can identify some of my skills, I know how to use some of my knowledge of these skills, and I know a few roles I can do in creative industries.</p> <p>On the right: I can identify a few skills I have; I might know how to use some of my knowledge of these skills, but I am still stuck in terms of the roles I can do in creative industries.</p>

5 Minutes

TASK

STATISTICS Teacher-led. **SLIDE 6**

10 - 15 Minutes **SLIDE 7-8**

TASK (task sheet) Talk to the person next to you to identify what career skills you might have. Note down 2-5 (differentiated for year group) of your BEST skills and how these correlate to real life contexts. I have done the first one for you:

- **Your schoolwork** - I organise notes for my subjects with headings and dates, sometimes highlighting keywords to help me with my learning.
- **Others include:** experience from part time jobs, your academic achievements, your family and cultural background, your hobbies and interests, voluntary work and work experience.

5 - 10 Minutes **SLIDE 9**

Discussion Some skills required in the creative industries.

Hands up, did any of you note these down?

Being creative, working on my own, performing to an audience, meeting new people, being organised, performing in high pressure situations, helping people.

In which contexts could you apply these to? *Teacher may need to explain context to younger learners.*

10 – 15 Minutes **SLIDE 10**

EXTENSION (extension activity due to individual timings of your school lessons)

TASK – In pairs and using the worksheet provided – discuss what skills you enjoy.

Using the careers finder on the [Discover Creative Careers website](#), students find roles which may suit them and write these down on post it notes with a brief overview of bullet points related to the role. For instance - 'Designer: considers layout'.

5 Minutes SLIDE 11

THINK/PAIR/SHARE Q&A or WHITEBOARDS

- How would you:
- Match your skills to a career, identify skills shortages within careers in creative industries, get feedback on your skills from others, get advice on writing your CV or look at future courses you can do?

EXTENSION 10 Minutes SLIDE 12

TASK - Looking back at your work on the [Discover Creative Careers website](#) Can you note down any roles you haven't previously heard of? Or, Q&A task with students to create a list on the board of roles they haven't heard of. Extension discussion - what skills do you need to do these jobs?

10 Minutes

TASK – access the Discover Creative Careers website on the computers available to you.

Find two jobs which would suit you, now you have a greater knowledge of your skills.

Extension – can you find out what you would do to get into this industry using research? **Do some further research and write this down on the whiteboard or a post it note.**

Plenary 5 Minutes SLIDE 13-14 – back to the sliding scale from the beginning. Teacher can visually check if students have met the learning objective and aims of the lesson.