

National Careers Week :

Secondary resource

A National Literacy Trust free resource

What is National Careers Week?

National Careers Week is a one-week celebration of careers guidance, with a wealth of free resources across the UK to use with your pupils in the classroom. This year, National Careers Week is taking place from **Monday 6th March to Friday 12th March**. Our aim is to provide activities to focus on during an important stage in the academic year, to help support young people and their journey into the world of work, whilst developing their awareness and excitement about potential future pathways.

What is included in this resource?

- Resource aims
- Curriculum links
- How to use the resources
- Hosting a careers event
- Outline of activities



Resource aims

This resource provides a sequence of activities to use throughout careers week, and invites pupils to engage with the world of work, build confidence with skills needed in the workplace, and explore future aspirations whilst developing key reading, writing and oracy skills.

Curriculum links

All pupils from years 8 to 13 must be provided with high-quality careers education, including a range of opportunities to explore the world of work. The activities below cover a range of the Gatsby benchmarks, including:

- Four: Linking curriculum with careers
- Five: Encounters with employers and employees
- Seven: Encounters with further and higher education

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- Eight: Personal guidance

Through preparing pupils for the workplace, including the routes to jobs and careers that they might find engaging and rewarding, encouraging self-development, and career management skills, we improve their life opportunities and contribute to a productive and successful economy.

How to use the resource

We suggest you complete an activity each day throughout **National Careers Week** during your literacy lessons, form time, or at a time that suits you! You may even wish to have an entire day off timetable, and have students dive into the world of work. We recommend allowing an hour for each activity, but this can be adapted to your timetable and pupils needs.

Host a careers event



You may wish to invite local businesses, local colleges and parents to speak about the opportunities available to young people in your area. This might be local businesses talking about how pupils make their next steps, parents talking about their journey into the world of work, or college representatives

highlighting the opportunities which the pupils may wish to complete after their studies.

This would work best in the school hall, where you could run a panel event, or if there is a high level of interest, you could run it as a careers fair and have local businesses/colleges set up a table each in the hall. You could then allocate each year group a time slot to come and explore the opportunities available to them.

You will need to follow your school's visitors policy and safeguarding procedures to ensure these events can run smoothly within your school.

Additionally, you may want to explore the **National Careers Week** Virtual fair with your pupils! The virtual event goes live on day one of Careers Week, and all you need to do is share the website address with your pupils, found [here](#).

Below are five sessions to complete with your pupils to dive into the world of work!

Activity outlines

Activity one: Introduction to National Careers Week

Introduce your pupils to National Careers Week and the world of work through a variety of games and activities aimed at increasing pupils' knowledge of career opportunities and skills needed in the workplace.

Starter

Invite pupils to complete the games below to introduce the world of work in a light, creative and playful way:

Career Taboo

Invite pupils to the front of the class to pick out a career from the cards provided in

Appendix One. *Can pupils describe the career to the rest of the class without using the words listed on the card?*

Career Charades

Invite pupils to the front of the class to pick out a career from the cards provided in

Appendix Two. *Can pupils act this job out to the rest of the class without using any words?*

Career Pictionary

Invite pupils to the front of the class to pick out a career from the cards provided in Appendix Three. *Can pupils draw this job for the rest of the class to guess without using any words?*



You may wish to combine all three together, with pupils coming to the front and choosing whether to use their oracy, presenting, or drawing skills.

As an extension, invite pupils to describe, draw or act out their dream career. *Can the rest of the class guess what that pupil wants to be when they leave school?*

Main activity

Watch the video [100 kids tell us what they want to be when they grow up](#) with your class, and discuss the questions below. Pupils may want to discuss their answers in pairs or small groups before feeding back to the class.

- *Have you had any ideas about what you might like to do after you have left school?*
- *Which skills do you think might be important in this career path?*
- *What do you already know about this career?*
- *Are there any careers you are particularly interested in?*
- *Are there any careers you want to find more out about?*
- *Where do you see yourself in 5/10 years?*
- *How do you envision your future? Think about work life vs social life vs family life.*

Invite pupils to complete the worksheet in Appendix Four to explore their aspirations further.

Plenary

Invite pupils to think about one skill that they believe is most important in the world of work. Put one minute on a timer and ask pupils to write as many different scenarios as possible down on their paper for when this skill would be used in the workplace.

Activity two: Explore career opportunities in the world of work

Introduce pupils to careers both past, present, and future, alongside any opportunities that may be available to them.

Starter

Draw a table on the board with the titles 'Past', 'Present' and 'Future'. Focus on the present to begin with, and invite pupils to discuss the question below:

- **What jobs are available to you today in 2023?**



Pupils will be able to pick out a variety of roles, which might include careers such as doctor, teacher, footballer etc. Pupils may even say gamers, youtubers or influencers. Allow time for pupils to reflect on all the jobs and opportunities available to them. Now ask pupils think about the question below:

- **Were these jobs available to you 20 years ago?**

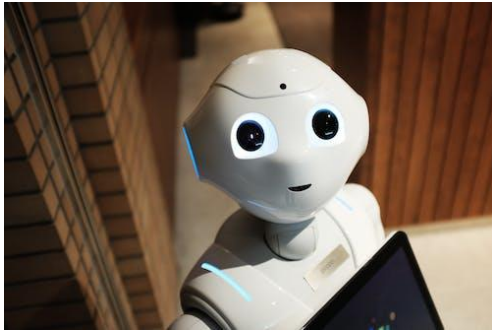
Pupils may highlight a variety of careers which existed 20 years ago such as doctor, teacher or nurse, but will realise that gamers, youtubers and influencers were not around. Allow pupils to reflect on how job opportunities have changed over time.

You can further their reflections by asking '**What jobs might have existed 20/50/100 years ago?**'. Allow time for pupils to discuss careers which no longer exist. You may want to explore careers that no longer exist as a class and discuss what has replaced them. Below are some ideas below to get discussions started:

- | | | |
|----------------------|----------------|-----------------|
| • Bowling pin setter | • Switchboard | • Camera film |
| • Chimney sweep | operator | developer |
| • Ice cutter | • Lamp lighter | • Lift operator |
| • Knocker-upper | • Signal ma | • Clock keeper |

Now ask the pupils to think about the question below:

- ***What jobs will be available in 2033?***



Pupils may reflect upon how jobs such as teacher, nurse and doctor will continue to be available to them, but how advances in technology could mean that other career paths cease to exist. Below is a list of carers which may not be around in 2033.

- Travel agent
- Fast food worker
- Factory worker
- Newspaper print officer
- Postal worker
- Warehouse worker
- Typist

Main activity

Invite pupils to research jobs and opportunities that may be available to them in the future. You may wish to complete this activity in a computer room, or if you have class laptops/iPads, these will work to. You can start by watching this [video](#) and inviting pupils to discuss the questions below:

- *What jobs might cease to exist with advancing technology?*
- *What jobs might the world create with advancing technology?*
- *Does the job you want to do even exist yet?*

Pupils may want to use the worksheet found in Appendix 5 to help them. You may wish to highlight to pupils that there are lots of opportunities in the world of work today, but in ten years' time this could be completely different! Therefore, the skills you develop throughout school and early careers are most important.

Plenary

In five minutes, write or draw a career which you think may be around in 50 years' time which does not exist yet.

Activity three: Build confidence with skills needed in the workplace

Introduce pupils to key skills needed in the workplace.

Starter

Invite pupils to discuss different skills needed in the world of work. You could use one of the ideas below to feed pupils' ideas back to the class.

Post-It

Ask pupils to write skills needed in the workplace down on a Post-It note and stick it onto the board at the front of the class. You will be able to decide as a class which skills are the most necessary in the world of work.



or

Draw an Image

Invite pupils to draw a simple image that explains the one skill they believe to be the most essential in the workplace.

Main activity

Below are two activities that develop key skills needed in the world of work. The first is a whole class activity, whereas the second activity can be completed in small groups. Both activities can be completed in the classroom, but if you have access to a main hall within your school, that would work too! If it is a warm day, you may even wish to use your school playground.

Teamwork and communication skills activity

For this, you will need 28 pieces of paper with letters on. If your class is bigger than 28, add extra vowels so that everybody has a letter. The letters you will need are here:

1 x A	2 x C	1 x D	4 x E	1 x F	1 x G	3 x I	1 x K	1 x L	2 x M
2 x N	2 x O	1 x P	2 x R	1 x S	1 x T	1 x U	1 x V	1 x W	

Once the letters are printed, stick these to your pupils' backs without them knowing what letter they have on; pupils may see everybody else's letters but not their own.

The game can now begin...

Read out the clue below and ask your pupils to decipher the word from the description and spell it out as a class.

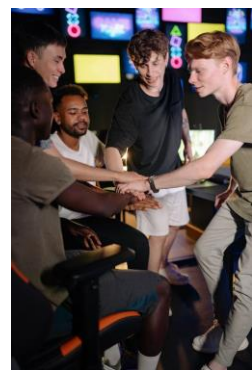
- This is a skill you need in the workplace and means you work well with others:
Teamwork
- This is a skill needed in the workplace which means you can speak, write, or use another medium effectively to pass on information: **Communication**
- This is skill needed in the workplace when another person is telling you information:
Listening
- This is a skill needed in the workplace to get your ideas across, and you may do this in a meeting: **Presenting**
- This is a skill needed in the workplace when you are being challenged and want to give up: **Perseverance**
- You will need this in the workplace during your interview, and during certain work settings: **Confidence**

You could then ask your pupils if they used any of the skills needed in the world of work throughout the activity. *What other skills do they think they might need in the workplace?*

The next game can be completed in smaller groups, and you may wish to split your class in two.

Human Knot

Invite pupils to 'circle up' and place their hands in the centre of the circle. Instruct pupils to take hold of a random hand or wrist without looking; together they will form a human knot out of their arms. The goal of the game is to untangle the knot without letting go. After the knot has untangled, pupils will be standing once again in a regular circle, with joined hands by their sides.



You may choose to create a competition and have the groups race against each other to be the first group to untie the knot. This activity uses workplace skills such as perseverance, teamwork and communication.

Plenary

Invite pupils to think of a skill they have used throughout the activities today. Write down in 40 words or fewer how and why these skills are important in the world of work.

Activity four: Learn about journeys into the world of work

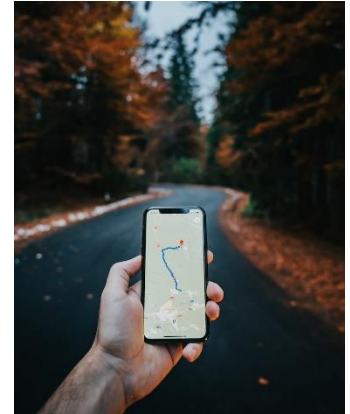
Explore others' journeys into the world of work. Pupils will be able to reflect on how the journey into their dream job may not always be linear, but the skills learnt along the way are what is important.

Starter

As a class, explore a range of different careers and journeys into the world of work by watching a range of videos created by National Careers Week, in partnership with BBC Bitesize and the NatWest Group, found [here](#)!

Main activity

Invite pupils to choose a person in their life (it could a parent, a family member, or a famous person) who they aspire to be like and have a career they are interested in. They will need to already know or be able to research all about this person's journey into the world of work and the career paths they have taken.



Pupils may want to think about the answers to these questions before starting the activity:

- *Did this person go to school?*
- *What did this person do after school (work, college, university)?*
- *Did this person have a first job when they were younger?*
- *Have they had any jobs since then?*
- *Why have they moved jobs/why have they stayed in this job?*

Once pupils have thought about these questions, invite them to create a map of this person's journey into the world of work. They may want to draw images, write key words in bubble writing, and/or add arrows to show the career path and direction. The point is that the journey will not be linear, and this is important for pupils to understand!

For example: Jim Carrey

Carrey went to school and wanted to be an **actor/comedian**. During his time at school his family moved town, and he had to take a job as a **janitor** to help his family. They then moved again, and he was able to make his **stand-up comedy** debut (reports say he was awful). Carrey then dropped out of school to work on his celebrity impersonations. Carrey

moved to LA and worked at **The Comedy Store as a comedian**, followed by working as a cartoonist on the sitcom **The Duck Factory**. Following this, Carrey gathered enough confidence to pursue **acting** and worked on a range of small films from 1985 until he was eventually cast as **Ace Ventura** in 1994, where his career then took off into bigger films.

Plenary

Invite pupils to think about the journey into the world of work as if it were a train line. *What stops would you need to take first? What would the stations be called? What skills will you learn at each station?*

For example: Birth Day Station (the day you were born) – Primary School Station – Secondary School Station – this may then split off into different directions where you are completing your First Job Station – and University Station...

Activity five: Interview and workplace skills

Invite pupils to explore different interview questions and create their own interview-ready answers.

Starter

As a class, explore this [video](#) all about job interview dos and don'ts.

Main activity

Invite pupils to discuss the most common job interview questions below and how they would answer them. You may want to allow time for discussion and a class model of the answer before having pupils draft their perfect answers.



- *Tell me a bit about yourself.*
- *What are your strengths?*
- *What are your weaknesses?*
- *Tell me a bit about your work experience.*
- *Why are you interested in working for this company?*

It is important that pupils understand that during their answers, employers are looking for key skills.

Pupils can then prepare answers for different questions in preparation for future interviews. To further the activity, you may wish to split the class into interviewers and interviewees, and allow 10 minutes per group to interview their classmates and practise their perfect answers. You may want to provide different jobs and have pupils decide which roles they'd like to interview for.

TOP TIPS FOR INTERVIEWS:

- Speak clearly and slowly (often when you are nervous you may speak quickly)
- Take time to think about each question before answering so you can give a good response
- Listen to questions carefully
- Try to use examples to demonstrate your skills

You can find further interview guidance [here](#).

Plenary

Create an acronym for skills needed in the world of work and during interviews. For example: **S T A R (Self-awareness, Time keeping, Active listening, Resourcefulness)**

Bonus activity: Present your future aspiration!

Allow time for pupils to research their future career path, and any next steps they intend to take once leaving school. You may need to go around and guide pupils during their time spent researching.

You could ask questions such as: *Is there more than one option to lead you to this career? Are there any skills you can develop on your way to this career? What jobs may help you on your way to this career?*

Once they have researched all about their chosen career path, ask pupils to present their findings to the class. Pupils may wish to use PowerPoint to do this, or use another form such as a poster, a poem, a rap or a podcast. Pupils can present their findings in a way that works best for them!



To finish the week...

Watch inspiring words for pupils from First Lady, Michelle Obama, found [here](#)! Allow time for pupils to reflect and discuss who they want to be and what matters to them in the world of work!

Please share your Careers Week journey with The National Literacy Trust; we would love to see what you have been up to...

#NationalLiteracyTrust #NationalCareersWeek

Thank you for using our resource for National Careers Week. If you liked this resource, you can find more key calendar moments [here](#).

Appendices

Appendix 1 - Career Taboo activity

Doctor	Headteacher	Firefighter	Vet
Hospital Medicine Care Illness Surgery	School Leadership Office Assembly Teacher	Emergency service Fire engine Truck Hose pipe Fire	Animal Pet Surgery Doctors Dog/Cat
Influencer	Gamer	Chef	Uber driver
Social media Videos Blogs Followers Adverts	YouTube Xbox PlayStation Games Controller	Kitchen Food Cooking Oven Hob	Taxi Car App Uber Vehicle

Appendix 2 - Career Charades activity

Dentist	Engineer	Photographer	Accountant
Lifeguard	Personal trainer	Police officer	Plumber
Actor/Actress	Rugby player	Baker	Teacher
Builder	Ballet dancer	Architect	Lawyer

Appendix 3 - Career Pictionary activity

Singer	Footballer	Musician	Writer
Astronaut	Entrepreneur	Director	Hairdresser
Mechanic	Politician	Scientist	Blogger
Judge	Architect	Plumber	Farmer

Appendix 4 - All about me!

ALL ABOUT ME!

What do you want to do after you have left school and why?

What has influenced this decision?

What skills do you think you will need in this career?

_____	_____	_____
_____	_____	_____

Why does this career stand out to you?

What career do you see yourself in in 5 years?

What career do you see yourself in in 10 years?

What sort of life do you want to live? Think about work life vs social life vs family life

Appendix 5 – Past, present, and future jobs

Careers over the years...		
Past	Present	Future