

# **Durham EBP Activities**

# **CAREERS ACTIVITIES**

## CAREER PATHWAYS

Career Pathways is suitable for students in Primary and Secondary school. It is designed to take place in a school hall for up to 120 students per session, but can also be delivered in a classroom with smaller groups.

### **Aim:**

To provide students with an insight into the world of work and to investigate different organisations and job roles. Students will have the opportunity to work with a number of Business Ambassadors, representing a range of occupations and will quiz them about their job role using a prepared question sheet. This activity also gives students the opportunity to develop their communication, teamwork and presentation skills.

### **Duration:**

A half-day session

### **The Activity:**

#### ***Task 1 - What's my Line?***

Business Ambassadors are seated in a row at the front of the hall. In their teams, students try to guess the job role of each ambassador from a series of clues.

Students are asked for feedback about their ideas.

#### ***Task 2 - Career Pathways Questionnaire***

When task 1 is complete and before the actual job roles are revealed each ambassador is asked to join a group for the investigation to continue. Students use a questionnaire to gather information about the job role and organisation of their Ambassador.

#### ***Task 3 - World of Work Quiz (optional)***

Students are asked to complete a quiz on various aspects of the world of work.

#### ***Task 4 - The Presentation***

Each team is required to prepare a visual and verbal presentation to introduce their Ambassador to the rest of the year group/class. Teams will be provided with resources/materials to prepare a poster and Business Ambassadors are asked to bring along any company literature that may be useful. All presentations will be judged and feedback provided.

# CAREER PATHWAYS - BUSINESS AMBASSADORS BRIEF

## Objectives:

- To make students aware of the different working environments
- To inform students of the responsibilities, challenges and rewards involved in different occupational roles
- To inform students of the training, recruitment and selection procedures
- To work together to produce a detailed and coherent presentation, highlighting key issues about the company and the Business Ambassadors role

## Task 1

Based on our 'What's My Line' event teams of students try to guess your job title from a series of clues i.e.:

- A brief introduction i.e. name, home town, hobbies/interests (nothing about your job)
- A short mime to demonstrate something involved in your job
- Showing a piece of equipment and/or uniform that is essential to your job

***NB If you wear a uniform please ensure it is disguised during tasks 1 and 2, or alternatively, dress casually.***

## Task 2

You will then be assigned to work with a group of students who will ask you questions about your job, e.g. nature of the business, your working hours, qualifications needed etc. Your team will continue to guess your job role.

## Task 3

This will involve you helping the students to:

Prepare a presentation - produced in the form of a collage/display. Each group will be provided with resources/materials to create a poster. If you have any company literature that may be useful please bring it with you on the day. Do you have a website which could offer young people information, advice and guidance? Students will also have to prepare and deliver a verbal presentation to introduce you to the rest of the year group using their poster as a visual aid.

Ideas for structure of presentation:

- Your name and the name of your company/organisation
- A brief description of the nature of your business including the product(s) or service
- Your job title and a brief description of your job role
- Job opportunities within the company/organisation
- How to apply for a job/entry requirements if applicable
- Skills/knowledge/aptitude required for job roles within your company/organisation.  
Think of the skills employers look for in employees
- Vision for the future of your company/organisation

## **SPEED NETWORKING**

Speed Networking is suitable for students in Years 7 - 11. It is designed to take place in a school hall for up to 120 students per session.

### **Aim:**

To provide students with an insight into the world of work and to investigate different organisations and job roles. Students will have the opportunity to work with a number of Business Ambassadors, representing a range of occupations and will quiz them about their job role using a prepared question booklet. This activity also gives students the opportunity to develop their communication, teamwork and presentation skills.

### **Duration:**

A half day event

### **The Activity:**

- Students are split into teams and are visited by a number different Business Ambassadors on a carousel basis
- Students quiz each individual Business Ambassador from a workbook of questions
- Questions include career path since leaving school, employability skills, school subjects and qualifications needed to do a particular job role, best parts of the job, any other jobs within the organisation and so on
- Halfway through the session students complete a short aptitude activity, to discover the types of jobs that might suit them
- Time permitting, students prepare a poster and short verbal presentation about their final Business Ambassador and present their findings to the rest of the group

## **MOCK INTERVIEWS**

Mock Interviews are suitable for students in Years 10 - 13 and can take place in a school hall, library or resource base with all interviewers in the same area.

### **Aim:**

To enable students to become familiar with a panel interview situation and to develop good interview techniques for the future.

### **Duration:**

May be a half day, full day or two day session

### **The Activity:**

- A number of students will be interviewed on a one-to-one basis throughout the course of the session
- The EBP provide Business Ambassadors with a list of suggested interview questions and a set of student feedback forms. However, some Ambassadors will use questions/materials that are used in their own recruitment and selection procedures
- Business Ambassadors are asked to provide verbal feedback to each student at the end of the interview. They will also complete a feedback form with written feedback. The completed forms will be given to the School Co-ordinator to distribute to students during de-brief in school
- The whole process including feedback should take no longer than 15-20 minutes per student. The length of activity will depend on the number of students requiring an interview.

## **YOU'RE HIRED...YOU'RE FIRED!**

You're Hired...You're Fired! is suitable for students in Years 10 – 13. It is designed to take place in a school hall with up to 120 students per session.

### **Aim:**

To help students to prepare for an Assessment Centre interview and to raise awareness of the employability skills successful candidates will be expected to demonstrate. In teams, students are asked to complete a number of assessment centre style tasks whilst being observed by Business Ambassadors, and will receive useful feedback on their performance.

### **Duration:**

Usually a half-day event, however it can be adapted to a full day

### **The Activity:**

- Based on the TV show 'The Apprentice', each group of students is competing to be 'hired'.
- They are given a range of tasks and quizzes to complete designed to 'test' their employability skills such as communication, teamwork, creativity and presentation skills. Business Ambassadors will observe the groups during each task and provide feedback about each team's performance. Points will be awarded for tasks and quizzes and will contribute to the overall score
- Tasks will also highlight a variety of important aspects, many of which will be completely new to the majority of students, for example, the recruitment and selection process, lateral thinking, enterprise and managing resources
- Each team is also required to prepare verbal presentation to present their ideas to a panel of judges and must be prepared to answer questions in a 'boardroom' situation
- Presentations will be judged and final points awarded. This will determine who's hired - the rest of the groups will be fired!!

## **MY JOB, MY LIFE!**

My Job, My Life is suitable for students in Years 7 - 13 and is designed to take place in a hall for up to 120 students per session.

### **Aim:**

To learn about the world of work, raise awareness of the skills, qualities & qualifications required for a particular job role, to increase students understanding of a lifestyle budget. Students will also practice financial capability.

### **Duration:**

A half-day event

### **The Activity:**

- Students work in small groups of 2 or 3 and take on the role of the fictitious person seeking employment. They are given information on their background, family circumstances, qualifications, skills and qualities. They will then match their profile to their perfect first job.
- Once the job and salary has been identified they make lifestyle choices by choosing (from the catalogue provide), about the type of home they will live in, the associated costs of running a home, transport, essentials, luxuries etc.
- They will then complete a budget sheet with their income and chosen expenditure to identify if they are living within their means!
- The role of the Business Ambassador is to work with the students, keep them on task and support where necessary.

## **WORK...WHY BOTHER?**

Work...Why Bother? is suitable for students in Years 7-11. It is designed to take place in a classroom for up to 30 students.

### **Aim:**

To help young people understand that work is good for all kinds of reasons, not just money. At the end of the session, students should have an idea that work is about many things including a sense of achievement and self-worth, new horizons and opportunities and the contribution to society, as well as earning the money to be able to afford a better quality of life.

### **Duration:**

A 1-2 hour event.

### **The Activity:**

- Students work in small groups of around 6-8 with a Business Ambassador.
- The session is discussion based, with a questionnaire designed to guide students towards asking their Ambassador number of questions around why people work, what they get out of work, what school was like for them,
- Students are then asked to consider why an employer would invest in them and how they can stand out at work.
- Longer sessions conclude with a poster presentation from students on the topic 'Why work?'

# **ENTERPRISE ACTIVITIES**

## DUCK PRODUCTION

Duck Production Activity is suitable for students in Years 3 - 13 and is designed to take place in a hall for up to 120 students per session, numbers can be negotiated.

**Aim:** To give students the opportunity to experience running a mini enterprise and to learn about some of the issues involved in 'running a business', e.g. supply & demand, the production process, anticipating the market. It also encourages teamwork, co-operation, negotiation, financial awareness, decision-making and problem solving.

**Duration:** A half-day or full day event

### **The Activity:**

- Each group of students have made a major breakthrough in genetic engineering and discovered how to turn wood pulp into ducks! In their teams they decide to form a new company to produce and sell the ducks on the open market with the aim of making a profit. Each new company is in direct competition with other companies who have had the same idea.
- The hall is set up as a commercial market place with a Supplies Company selling raw materials and a Trading Company waiting to buy paper ducks. Business Ambassadors take on the roles of Supplier and Buyer. There is also a Health & Safety Officer role.
- Teams will be required to; name their company, appoint key personnel i.e. manager, buyer, seller, accountant and production team, and prepare ID badges. They are then given time to practice making ducks before going into business. Start-up capital is provided to purchase materials, pay wages, costs etc.
- The day is split into a working week consisting of 5 days, Monday to Friday with a rest period between each day.
- Each day of trading will last 10-15 minutes, during which time students must locate resources, make ducks, have them quality assured and sell them. Between days are 'rest periods' during which time any groups carrying on production is found in breach of Union rules and fined.
- A Health & Safety officer (teaching staff and/or Business Ambassador) will monitor Health and Safety in the workplace i.e. clean working areas, bags and coats causing obstructions and will issue fines and bonuses where appropriate.
- At the end of the working week all funds will be collected and the winning company (with the most profit) will be announced.

## **MY TEACHER IS A VAMPIRE**

My Teacher is a Vampire is suitable for students in Years 3 - 10 and is designed to take place in a hall for up to 80 students per session but numbers can be negotiated.

### **Aim:**

The aim of the activity is to provide an opportunity for students to use their literacy and enterprise skills to develop a story based on the title 'My Teacher is a Vampire'. Working in small teams they will take on the role of a publishing company made up of creative writers, illustrators and marketing experts, hoping to launch the next bestseller. They will also develop their teamwork, communication, creativity and presentation skills.

### **Duration:**

A half day event

### **The Activity:**

When Mr Black, the scary new teacher, keeps Sophie and Harry back after class, their friends decide to investigate. What terrible secrets will they find inside the old dark school? The students will decide!

- Working in small teams, students become partners in a new Publishing Company consisting of creative writers, illustrators and marketing experts. They are required to work together to produce and launch the next 'bestselling' horror story entitled 'My Teacher is a Vampire'
- The facilitator will read out Chapter 1 of the book setting the scene and atmosphere of the story
- Teams are required to; write Chapter 2 of the book, design the book cover, including the illustration, title, author and price, write the 'blurb' and produce marketing materials to help promote the book.
- Instructions and briefing notes will be provided and each group must decide who will be responsible for each task
- Groups will present their final story and products to the other companies in the hall/gym, which will be judged for innovation and creativity by Business Ambassadors at the end of the session

## **BUSINESS & ENTERPRISE CHALLENGE**

Business & Enterprise Challenge is suitable for students in Years 7 - 13 and is designed to take place in a hall for up to 120 students per session.

### **Aim:**

To give students the opportunity to use their enterprise and employability skills to form a company, design a company product and develop a marketing/advertising strategy. It also encourages creativity, teamwork, communication, decision making and presentation skills.

### **Duration:**

A half-day event

### **The Activity:**

- Working in small teams, students become partners in a County Durham based company and are required to create a new and innovative exciting new product to meet the needs of North East customers.
- Teams are required to; name their company, create a company logo, build a prototype of their product and identify the most appropriate marketing strategy.
- Instructions will be provided and each group must decide who will be responsible for each task
- Groups will present their final product to the other companies in the hall/gym, which will be judged for innovation and creativity by Business Ambassadors at the end of the session.

## **SOCIAL ENTERPRISE CHALLENGE**

Social Enterprise Challenge is suitable for students in KS 3 & 4 including Year 12 & 13 and is designed to take place in a hall for up to 120 students per session.

### **Aim:**

To introduce students to the concept of social enterprise, and allow them to work in teams to develop their own idea for a social enterprise. Teams are given a brief to work to, and must consider all of the stakeholders involved in social enterprise, how to advertise and who to advertise to, and how their social enterprise will help address a social or environmental issue. The main skills used are innovation, creativity, team work, time management, communication and presentation.

### **Duration:**

A half-day event

### **The Activity:**

- Working in teams, students are first introduced to the concept of social enterprise, and then given the challenge to develop their own business idea for a social enterprise
- Teams are required to choose the theme for their social enterprise, decide exactly what their business idea will be, discuss who the stakeholders are and who to advertise to, choose 4 methods of advertising and produce examples of these, and produce a model to help 'sell' their business idea
- Instructions and briefing notes will be provided and teams must decide who will be responsible for each task
- Finally, teams will present their business idea to Business Ambassadors, who will judge according to the following criteria: business idea, model, advertising and presentation.

## THE CELEBRATION

The Celebration is suitable for students in Years 7 - 13 and is designed to take place in a hall for up to 120 students per session.

**Aim:** To give students the opportunity to develop their enterprise skills to plan and cost a celebration event. It also encourages teamwork, financial awareness, decision making, creativity and presentation skills.

**Duration:**

A half-day event

**The Activity:**

- Each group of students will become a hotel management team for the duration of the activity. Essentially they are responsible for planning a celebration event for the England football team and their families. Each hotel (group) is in direct competition with the other hotels, who are all bidding for the same contract
- Groups will be given a range of tasks, including designing a menu, creating a company logo, planning music and entertainment, costing the event and creating 'something special' to make their hotel stand out from the competition
- Instructions and briefing notes will be provided and each group must decide who will be responsible for each task
- The groups present their tender to the rest of the year group. They will then be judged and will receive feedback on their ideas and performance

## **SCHOOL'S COOL**

For students in Years 7-13 to take place in a hall for up to 120 students per session.

**Aim:** To give students the opportunity to use their enterprise and employability skills to build their ideal school. It also encourages enterprise skills such as creative thinking, decision making, teamwork, time management and presentation skills.

**Duration:** A half-day or full day event

### **The Activity:**

- A group of Contractors have been given the responsibility to build a new and exciting school complex. For the first time ever they have decided to appoint a team of students to help with the planning and design. Working in teams students are required to submit their ideas to the Contractors (judges) in order to win.
- Various tasks for teams to complete including: planning the school layout and deciding on resources/facilities needed, the recruitment of school staff, creating their ideal catering facilities and menus, developing a model to help the new Year 7 students to get to know the school, marketing and promotion for the school
- The groups present their tender to the rest of the year group. They will then be judged and will receive feedback on their ideas and performance

## **ARENA GIG**

Arena Gig is suitable for students in Years 7 - 13 and is designed to take place in a hall for up to 120 students per session.

**Aim:** To give students the opportunity to use their enterprise and employability skills. It been designed to enable students to acquire knowledge and understanding of the media industry. It also encourages skills such as teamwork, problem solving, creativity, time management and presentation skills.

**Duration:** A half-day event

### **The Activity:**

- Students will consider why the government funds the Arts and how much revenue is generated as a result.
- Taking the Metro Radio Arena as an example, students will work in teams to take on the role of an events management company.
- They will select a band or artist to work for and subsequently plan a gig for them.
- The groups present their tender to the rest of the year group. They will then be judged and will receive feedback on their ideas and performance.

## **SCHOOLS GO GREEN / BUILDING A SUSTAINABLE COMMUNITY**

Schools Go Green and Building a Sustainable Community is suitable for students in Years 3 - 13 and is designed to take place in a hall for up to 120 students per session.

### **Aim:**

To enable students to work creatively as a team and to raise awareness about issues relating to Global Warming and the effects it has on the earth and mankind. It gives students the opportunity to experience and develop their enterprise skills including communication, creativity, problem solving, time management and presentation skills

### **Duration:**

A half-day event

### **The Activity:**

- Each student will complete a Global Warming game and calculate their Carbon Footprint.
- Each group of students will be informed that they need to make their school more eco-friendly or create a model of an eco-friendly village, in order to reduce the carbon footprint
- Working in teams they will be given a range of tasks covering, Construction, Energy, Waste, Transportation and Bio-diversity.
- Instructions and briefing notes will be provided and each group must decide who will be responsible for each task
- The groups present their ideas to the rest of the year group. They will then be judged and will receive feedback on their ideas and performance

## **ENTERPRISING HOUSES**

Enterprising Houses is suitable for students in Years 3 - 13 and is designed to take place in a hall for up to 120 students per session.

### **Aim:**

To give students the opportunity to use their enterprise skills to form a company, plan & design housing estate and build a 3D model. It also encourages teamwork, communication, creativity, financial capability, problem solving and presentation skills.

### **Duration:**

A half-day or full day event

### **The Activity:**

- Working in small teams, students become members of a new building company consisting of planners, architects and builders. An area of land has become available that is ripe for development and the local council are inviting companies to tender a bid for the contract to build a small housing estate. Teams are required to plan, design and build a 3D model showing their ideas for the estate and prepare an estate agents advert.
- Instructions and briefing notes will be provided and each group must decide who will be responsible for each task
- The groups present their tender to the rest of the year group. They will then be judged and will receive feedback on their ideas and performance