

Year 7

Aimhigher Connexions Surrey

Resources

REMEMBER!

Careers advice and information
is always available from specialist
Connexions Surrey staff and
school careers teachers

YEAR 7 SUMMARY



Aimhigher Surrey Activity

Identification of Aimhigher cohort

ASAP in Autumn Term



Connexions Surrey Interventions

Formal Connexions Surrey interventions currently start during Year 8. However, there are resources that can be used by staff to support work with Year 7 – these include the CEGNET website www.cegnet.co.uk - a one stop careers education resource including national updates, case studies and resources.

Activities for use by schools

Activity 1:

'Can I?' - Library tour & Activity Sheet focussing on Careers Information section

September

Responsibility: Learning Resource Centre Staff
Resources: Briefing notes for 'Can I?' Activity Sheet
Activity Sheet 'Can I?' – to use with Library Tour

Activity 2:

'What? Where? How' - Follow up questionnaire to embed Library tour

Autumn Term

Responsibility: Learning Resource Centre Staff or Class Teachers
Resources: Briefing Notes for 'What? Where? How?' questionnaire
Questionnaire sheet - 'What? Where? How?'

Activity 3:

'My Family Learning History' - Follow up information gathering activity

Autumn Term

Responsibility: Class Teachers
Resources: Briefing Notes for staff
Questionnaire - 'My Family Learning History'
Letter to parents - 'My Family Learning History'

Working with Aimhigher Students

Identification of Aimhigher Cohort

Early identification of the Aimhigher cohort in Year 7 is a key factor in ensuring successful Aimhigher participation throughout the school.

All schools should have a designated 'Ah Co-ordinator' who will have an **Aimhigher Surrey Co-ordinator Information Pack** and copies of the annual **Ah Surrey Menu of Activities**. There is an outline in the Information Pack of the national criteria schools should be using to identify their **Aimhigher Cohort** alongside extensive guidelines for schools on how to interpret these criteria. This information is also available on the Aimhigher Surrey website at www.aimhighersurrey.ac.uk or through the Aimhigher Surrey office [contact details below].

Schools will vary in how they choose to identify their Aimhigher students, but the most effective Aimhigher interventions are in schools where the Aimhigher cohort is clearly identified in Year 7. Some schools are asking about their students' family educational history as part of their induction process, alongside asking class tutors to identify those able but disaffected young people within their classes.

Aimhigher cohort identification is still a sensitive area for schools to grapple with but, where schools get it right, the successes to be gained are noticeable.

Aimhigher Surrey's '**procedure for selection**' is outlined on the next page.

This is also available on www.aimhighersurrey.ac.uk or via the Aimhigher Surrey office:

Aimhigher Surrey
c/o Educational Liaison Office
Senate House
Guildford
Surrey
GU2 7XH

01483 683173

Procedure for selection of students participating in the Aimhigher Surrey programme

1. Schools/Colleges select students to participate
2. Teachers and lecturers responsible for selecting students are recommended to use the following process:

3. Process for selection

a) Apply the general Aimhigher criteria

- Those who have the ability to achieve
- Living in areas with higher levels of social deprivation and low participation in Higher Education
- In schools with GCSE A-C grades below 50%
- Those who have low aspirations
- Those who have no family history of participation in Higher Education i.e. parents, siblings.

b) Apply student specific criteria to include the following (where available). You will be looking to select students who are bright and have ability, and who are currently high achievers or who have the potential to achieve well.

- CATS scores
- SATS scores
- Exam results
- Teacher assessment and reports
- MidYis
- Yedis
- APS KS2&3
- Pupil Questionnaire

c) Prepare and distribute a questionnaire to potential participants which finds out more detailed information including:

- Potential future career choices
- Application to working in vocational and/or academic subject
- Preferred subjects
- Parental/carer or sibling engagement with higher education (you might send this section home)
- Any other appropriate information

Connexions Surrey Interventions

Formal Connexions Surrey interventions currently start in Year 8. Advice and Guidance for Year 7 is not part of the current Connexions Surrey contract with schools. This is to be reviewed in April 2008.

Connexions Surrey Involving Young People Vision:

That every young person receiving a service from Connexions Surrey has the opportunity to contribute to and participate in the development of the Connexions service by being able to express their views in different ways.

What are the benefits to you and the young people in your school/college?

Involving young people is one of the criteria that must be satisfied for the Healthy Schools Award and is also imperative for gaining the Investors in Careers charter mark. Connexions Surrey supports educational institutions to achieve these two awards.

Connexions Involving Young People Workers are available to work with the student council, organise Connexions marketplace events, carry out interviews or focus groups with young people, or to work with groups of young people as 'ambassadors' to promote the Connexions service in a specific institution. For details, please contact the Involving Young People team at Connexions Surrey's Central Support Unit.

Key Resources:

In each school there is a designated area for Connexions related resources and Year 7 students are welcome to use this.

Careers Information Leaflets available from Connexions Resources area

Information and advice for young people www.connexionssurrey.co.uk

Surrey Area Prospectus available on-line from September 2008
Will provide up-to date information on all courses delivered and offered by
Surrey based education and training providers
www.surrey-area-prospectus.co.uk

ACTIVITIES for use by schools

'Can I..?' Tour of Library

Identifying Careers Section and different subject areas

- LRC staff to give selected Ah students a Tour of the Learning Resources Centre
- Focus is on Careers Information in the Connexions Resources area

Briefing Notes

This is primarily a familiarisation activity, building on a school's existing LRC tour, for Aimhigher students to recognise that the Learning Resource Centre contains a careers section, see how they can use it and establish who can help them make good use of its facilities.

Involved staff should ensure that all students know when they can use the LRC and who will be on hand to help them when they are in the LRC.

Learning Outcomes

- Students should be able to identify different subject areas within the LRC
- Students should be able to identify where to find careers information

'CAN I..?' ACTIVITY SHEET

- Students can use this as they explore the LRC or complete at the end of their Tour
- The Activity Sheet could also be completed in a classroom situation and then discussed within a group to gauge the impact of the Tour

Briefing Notes

This activity is aimed at encouraging students to engage with the LRC, its staff, its resources, both online and paper, and to help students develop an interest in using the LRC independently. The aim is for students to be able to research within the Careers section to see if they can find information about these different careers.

Some students may need more assistance than others in working through the sheet and it is here that staff can help students expand their knowledge of what the career section is about. It is anticipated that some students may benefit from 1-1 work on the Activity Sheet.

Some students may be ready to explore Higher Education qualifications already and some will need to be led patiently through GCSEs, Further Education, work-based learning and beyond.

Learning Outcomes

Students should be able to demonstrate:

- raised awareness of what the LRC is and what it contains
- knowledge of the Connexions Resources area and that it contains careers information
- understanding that they can research areas of interest and know where to find them

At this stage, just 'raising awareness' as to the existence of the LRC, its staff and resources is a very useful exercise.

'Can I.....?' Year 7 Activity Sheet

Can I find out about working at an airport?
Y/N



info

Can I use the Internet for research?
Y/N



Can I find out how to become a Fireman?
Y/N



Can I find out what a Forensic Scientist does?
Y/N



info

Can I find out about Apprenticeships?
Y/N



info

Can I find out about working with animals?
Y/N



Can I ask someone about going to university?
Y/N



Can I find out how to become a Plumber?
Y//N



info

Can I find out about how to be a sound engineer?
Y/N



'What? Where? How?' – Follow up questionnaire

- To use at end of Library Tour session or as part of a follow up session
- This questionnaire can be used on a 1-1 basis, small groups or as a Whole Class activity

Briefing Notes

The questionnaire is designed to encourage students to identify career areas or specific jobs that they think they might like doing. Aim to get them to draw out at least one area of interest. This could be as wide as sport, music, fashion or computer games, or very specific such as plumber, dentist or lawyer.

You may need to work with some students on an individual basis to identify a possible job or career opportunities within an identified area of interest.

Having identified a job or job area, students will probably need to be guided to resources about those jobs. Depending on the resources of the LRC, books, magazines & internet can be used to help complete the questionnaire.

Students may need initial support to research skills needed/ level of education needed.

Job Adverts in newspapers or online resources such as:

www.fish4jobs.co.uk
www.jobs.guardian.co.uk or
www.connexions-direct.com/jobs4U

can be useful sources of information about salary and skills needed.

Learning Outcomes:

Students should be able to demonstrate:

- raised awareness of how to use varied resources in the LRC
- familiarization with Careers section of the Connexions Resources area in the Learning Resources Centre
- raised awareness that different jobs need different skills /qualifications
- recognition that some jobs need more qualifications than others
- raised awareness of opportunities in areas they are interested in

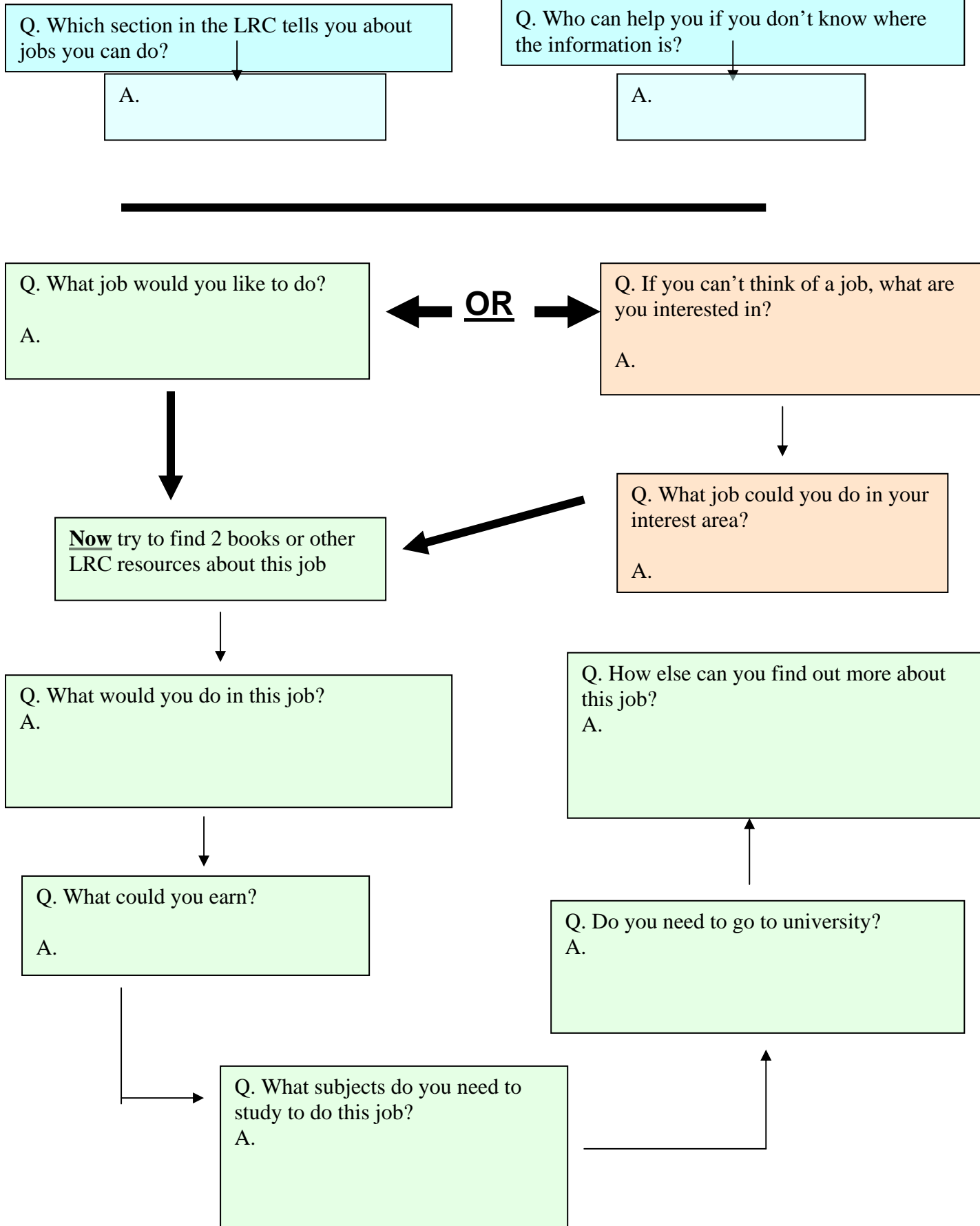
Possible Extension Work

- Students could be encouraged to contact different employers to see what they are looking for in terms of skills and qualifications for certain jobs

- Students could research the 'range of careers' available within a sector-
'Medicine' includes a lot more occupations than just Doctor or Nurse
'Sport' includes a lot more occupations than just footballer or coach

- www.aimhighersurrey.ac.uk useful site with links to Key Routes and Learning Highway
- www.connexionssurrey.co.uk information and advice for young people
- www.connexions.gov.uk/itsyourchoice information on careers and learning
- www.connexions-direct.com/jobs4u/ database of detailed occupational information

'What? Where? How?' Year 7 Questionnaire



'My Family Learning History Activity'

- Includes Activity Forms, Questionnaire and Letter for Parents/Guardian
- This activity probably needs to be done over at least a couple of sessions, which could be linked into Citizenship/Tutor time/ English or indeed History if felt appropriate

Briefing Notes

This activity is designed to encourage students to think about how qualifications and jobs have changed over the past 30-80 years, and the link between educational attainment and employment opportunities.

- The aim is to build a Family Learning History for each student which can be built into a timeline

NB: if you are working with 'Looked After Children' or students not living with parents, you may wish to suggest that if not appropriate to do a personal family learning history, they could choose someone they know or someone famous and research their learning history – Ali G and Stella McCartney both have interesting learning histories, even someone like Einstein...or Gandhi.... or maybe their teacher if they are willing!

- To help students with this activity, it will be necessary to write to parents/carers outlining the activity and asking for their support in completing the timeline. A sample letter is included in this pack

- Staff will appreciate that there may be sensitivities around the questions being asked and some families may not wish to participate. In this case, staff should consider the alternatives suggested above

- It might be useful to introduce the activity by working through the activity sheet with students and giving them an example of a Family Learning History – maybe your own!

- Students will need to be 'responsible' for gathering the information and bringing it back into school. Staff probably need to emphasis that this activity can only work well if everyone tries to gather as much information as possible

- Once all the information is in, then students can work in pairs or small groups to compare their Family Learning Histories. They should look for similarities and differences, maybe highlighting 2 or 3 of each if possible

Learning Outcomes

Students should be able to demonstrate:

- raised awareness of link between level of education and employment opportunities
- increased understanding of changing occupations
- increased understanding of changing qualifications

This activity may also help staff gain a greater awareness of students' backgrounds and develop a better understanding of educational aspirations within their families.

Possible Extension Work

- Involve parents/carers in this activity with a twilight feedback session
- This session could also be used to raise parents/carers' awareness of Aimhigher Connexions Surrey work
- Students could extend this topic by looking at changing occupations over the last century and the increased need for Higher Level qualifications in many occupations – both vocational and traditional academic qualifications
- Work with LRC resources to identify unknown jobs or qualifications

'My Family Learning History' Timeline questionnaire

2007	Your Name:	
	Your Age:	
	What do you think you would like to do when you finish school?	

The object of this activity is for you to find out about your family's **Learning History** so you can build a timeline and see how jobs and qualifications have changed.

You may know some of the information yourself, but you will probably need to ask your family for their help in completing the timeline. If you are able to talk with your grandparents or even great-grandparents, you may find some very different jobs and qualifications to the ones you know about now.

If you are unable to complete a personal family timeline, then you could ask someone you know or try to build a timeline for someone famous.

You will need to ask your family or carer some questions about when they went to school, what qualifications they got and what their job is. You can ask all of your family or just one member of your family – it is up to you.

When you have completed the timeline as best as you can, then you can compare it with a friend and see how different or similar they are.

My Family Learning History

1st & 2nd Generation Relatives	1	2	3	4	5
<i>e.g. dad, mum, sister, brother, carer</i> →					
If you went to College, what year did you finish?					
If you went to University, what year did you finish?					
What is the highest qualification you have?					
What year did you get it?					
What is your job?					

3rd Generation Relatives	1	2	3	4
<i>e.g. grandfather/grandmother</i> →				
If they went to College, what year did they finish?				
If they went to University, what year did they finish?				
What qualifications did they get?				
What year did they get them?				
What was their job?				

4th generation Relations:	1	2	3	4
<i>e.g. great-grandmother/ great-grandfather</i> →				
If they went to College, what year did they finish?				
If they went to University, what year did they finish?				
What qualifications did they get?				
What year did they get them?				
What was their job?				

Sample Letter for Parents

Dear

Student's Family Learning History Timeline

As part of a research project about education and job opportunities, some of our Year 7's are currently working on an activity to build a timeline or a picture of their family's Learning History. The idea is for them to find out what members of their family did at school, if they went to college or university, what their job is and what qualifications they have or needed to get for their jobs. The idea is to go back as far as they possibly can to build up a picture of what jobs and qualifications were around when their parents, grandparents or even great-grandparents were young.

We want them to really think about the opportunities that they have now and how different it might have been for members of their family when they were younger.

As you will appreciate, this probably means that they will be asking you lots of questions so I do hope that you feel able to support them with this activity. With your help, we hope to build up a really interesting picture/snap shot of the range of jobs and opportunities that were available over the last 50-80 years to help our Year 7s understand just how much the job market has changed.

I do hope you are able to help your son/daughter with this activity – if you have any questions or do not understand any of the form, please get in touch with and we will endeavour to help.

If the project is successful, then we would like to hold an information evening where we display our findings [anonymously!]. Would you be interested in coming along to such an evening to see just how much things have or have not changed in the past years? If so, please complete the slip below and return to school.

We thank you for your help.

Name:
Child & Class:

YES I WOULD / NO I WOULDN'T be interested in attending a short evening session showing the My Family Learning History timelines

Please return to your child's form teacher.....
Many thanks