

Parental Engagement Activity Workbook

A suite of activities for schools to encourage young people to work with parents/ carers and develop relationships that raise aspirations

Commissioned for Norwich Opportunity Area
2020

NEWANGLIA

Local Enterprise Partnership for Norfolk and Suffolk

About The Norwich Opportunity Area:

The Norwich Opportunity Area was launched by the government to raise education standards locally, providing every child and young person in the area with the chance to reach their full potential in life. The programme is focused on improving speech and language, supporting local schools, and giving young people the information and support to move from education into work. Our overall aim is to give young people the information and support they need to turn their qualifications into success as adults.

Why this is an issue:

The proportion of disadvantaged pupils in education, employment or training between October and March after key stage 4 is below the national average. The percentage of young people who are qualified to level 2 (GCSE or equivalent) in English and Maths by the age of 19 is very low, especially for disadvantaged young people. Very few young people go to university and the percentages from seven particular wards going on to higher education are in the bottom 20% of all wards nationally. Furthermore, schools report that it is difficult to establish and maintain relationships with local employers to offer work experience. And whilst there are many high value employers in Norwich who are enthusiastic about supporting young people, they often tell us it is not clear how they can help.

What we are doing to help:

To help address these issues, The Norwich Opportunity Area has initiated a project to engage parents in conversations about careers and future goals within primary schools, which has been delivered for the past 18 months by Camouflaged Learning. Camouflaged Learning have worked with many NOA primary schools to audit previous and existing interventions, and

have supported participating schools to deliver regular engagement activities for parents, whilst also building on existing initiatives. Activities have engaged parents in conversations around aspirations, and supported parents to feel more informed, confident and optimistic about the wide variety of careers available.

Resource aims:

Owing to the outbreak of COVID-19, a number of in-school interventions scheduled by Camouflaged Learning have been postponed, so this suite of activities was commissioned to ensure that all participant schools and parents can receive maximum benefit, both from this project and the Norwich Opportunity Area's ongoing support.

We very much hope that you will find the activities to be as beneficial for your school as they are enjoyable for your students.



About Camouflaged Learning

We're really very simple people here at Camouflaged Learning. All we want is for students - and adults - to be as excited and as enthusiastic about learning as we are. We love what we do and we want other people to feel the same way. Or at least understand it better. If we can achieve that then we'll be happy.

The way we go about it is by devising, writing and delivering innovative projects that will engage, invigorate and inspire students and help them develop skills in enterprise, work related learning, career development and much, much more, without them even realising it. Learning Through Doing.

Now in their 14th year, Camouflaged Learning are the UK's premier provider of interactive and experiential educational experiences. Camouflaged Learning have designed and delivered exciting, engaging and challenging projects to over 450 schools and 109 multi-national businesses and charities, working with over 295,000 students and families to universally positive acclaim.

We believe that by encouraging students not just to emulate roles but actually *become* them, their experiences are more significant. Their mistakes, their failures, their embarrassments, their triumphs and their glories- they all become indelible for being *real*. We deeply believe in our philosophy of *learning through doing*, and are passionate about ensuring multi-faceted, long-lasting, meaningful outcomes of every single event we deliver.

With over 30 employees, Camouflaged Learning have a combined expertise of backgrounds in education, parental engagement, teaching, enterprise, innovation, engineering, research, science, training and public policy. This distinctive mix enables them to provide a full, in-house service for all of their customers.

Camouflaged Learning projects are also designed to be both reactive and flexible, so as to allow their personalisation, in accordance with each schools individual needs. It is our experience that whilst the need for World of Work &

Enterprise education is global, each school also has specific, individual needs, so we create capacity for our response to be similarly personalised, in accordance with each school's unique characteristics (geographical, representational, societal, behavioural, etc.).

Camouflaged Learning staff are extensively experienced in working with hard-to reach or traditionally disengaged groups, and are therefore further able to tailor both approach and content in accordance with individual school requirements/ student needs.

Every World of Work/ Enterprise student activity Camouflaged Learning delivers ensures increased awareness of career and work opportunities in their local area/ in the wider world, and an enhanced understanding of the connection between personal interests and skills, and the correlation between education qualifications and work opportunities.

Additionally, Camouflaged Learning also aim to offer schools assistance in suggesting relevant work that can be undertaken before and after the event to maximise curriculum links and impact, and also advise schools on how to engage parents in supporting students to achieve their potential.

Camouflaged Learning's clients include: The Royal Air Force, The Royal Academy of Engineering, The Royal Society of Chemistry, Tomorrows Engineers, The Royal Society of Pathology, CEFAS, BBC, ITN, Lotus Cars, The Institute of Mechanical Engineers, The Institute of Engineering & Technology, STEMNET, Thales, STEM Creatives, The Big Bang Fair, Bloodhound SSC and many, many more.

This resource was written by Paul Rapley, teacher and Director of Resource Development and Matt Bagley, Director of Programmes at Camouflaged Learning. To see more of what we do visit www.camouflaged-learning.com. For more information please contact us at office@camouflaged-learning.com or call 0800 023 5522



Resource Aims:

Camouflaged Learning (www.camouflaged-learning.com) have been commissioned by the Norwich Opportunity Area to work with 30 primary schools within Norwich, with the aim of raising student aspiration and attainment through parental and community engagement.

This resource was commissioned with two key drivers:

Part A: Self-Assessment and Reflection for Teachers / Schools

To provide colleagues with an opportunity to reflect on levels of parental engagement, recognise different types of engagement and begin to form strategies on developing parental engagement by focussing on different groups.

Part B: The Activities

To provide a range of activities for young people to complete with the support of parents / carers. These resources are based on the skills students need to develop to thrive in the World of Work and are targeted at year 5 students (although some activities can be adapted for other year groups).

However, this resource is not designed to solve any problems with regard to parental engagement, but instead is a series of activities and exercises, which can be adapted according to your needs or act as a starting point to make small changes, which might be part of a wider whole-school strategy.

Part C : Fit for Work

We want our young people to thrive throughout their time in school and into the work arena, and of course this takes more than just academic progress. It is vital we work with parents / carers to support the physical and emotional development of learners. This appendix is aimed at parents, with suggestions and links to external resources and advice.

Part A

Self-Assessment and Reflection for Schools & Teachers



Context:

The idea of wraparound care and support for young learners and it's importance to academic and personal development is not new, and colleagues will recognise that students tend to thrive in environments where schools and parents / carers work together to meet the needs of the child. Evidence shows that- in an ideal world- schools and parents will communicate openly, regularly, and honestly to ensure the learner makes progress, shows aspiration, feels valued and moves on to the next stage of learning with self-confidence and determination.

'Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education. Students with involved parents or other caregivers earn higher grades and test scores, have better social skills, and show improved behaviour.'

www.neatoday.org

'Family attention to learning increases, and as teachers interact with parents over learning, teachers are reminded of parental importance, and the child's learning increasingly becomes the focus of parent-teacher interactions. This leads to better, more frequent interactions between parents and teachers, greater social capital for children and a school community which is more supportive of children's successes.'

Department of Education Research Report DFE-RR156

Of course, we don't live in an ideal world, so the reality is often very different. Schools will face a range of backgrounds, needs, and levels of engagement when working with parents, and therefore no single strategy will allow schools to work positively with the whole parent body.

However, success seems to stem from a number of key points:

- efforts in engaging families must be focused, coherent and comprehensive
- expectations of parental involvement must be made clear
- opportunities to participate in learning and understand the parents' role in learning must be communicated
- the conversation must be ongoing

Every organisation dealing with young people will need to engage with parents/carers for a number of different reasons, and doing so efficiently,

effectively and to the ultimate benefit of the young people we work with is a challenge. Indeed, each provider will have different levels of engagement from different groups, as shown below:

Engaged: Consistently Positive

Parents / carers who support the organisation in everything they do. They are active, proactive and enthusiastic. They respond positively to change and embrace new initiatives. They are a positive voice in the community

Engaged: Challenging But Fair

Parents/ carers who are largely supportive of the organisation but will hold you to account. They will work with the provider and accept imperfection as long as the organisation strives for improvement.

Engaged: Consistently Negative

For these parents / carers, the provider can do little right. They are time and resource intensive and can sometimes be a damaging voice in the community.

Neutral

Parents/ carers who will attend some events such as consultations and awards, but other than this very little engagement.

Disengaged But Supportive

Parents and carers who are generally supportive of the school, but less active. They are content but passive.

Disengaged : Consistently Negative

Parents/ carers who are either negative or hostile to the intentions of the school, and are unlikely to respond to communication or consultation. Can have a negative impact on centre reputation and potentially, therefore, recruitment.

Disengaged : Unknown

Parents/ carers who are unlikely to attend events or respond to communication. Can have positive, negative or neutral feelings about the provider.

Approximately how many parents (expressed as a percentage) of children at your school engage with you as a school community?

(This could include regular attendance at parent-teacher meetings, taking an active interest in their child's learning, offering their expertise during after-school clubs, volunteering in the school's community events for example summer fairs, fundraising events, Christmas plays)

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Are you aware of any pre-existing reasons for this percentage? (for example, traditionally low/ high engagement figures, due to nature of lack of employment/ predominant employer requirements):

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What types of engagement activities have your school already run/ are currently running with parents and the local community?

What do you feel has been previously successful and worked well?

What do you feel has been less successful? Explain why.

What do you feel are the issues you face when trying to engage parents and the community around raising the aspirations of young people? Can you record these in order?

What types of engagement activities would your school like to run with parents and the local community, that so far you have you have been unable to?

Are you aware of local businesses and organisations that could provide role models and help with world of work/careers/aspiration-raising at your school?

Against the categories below, allocate a percentage to give an indication of levels and types of parental engagement in your centre:-

Type of engagement	Percentage of parents / carers in this category	Are any of these areas a major strategy focus?
Engaged : Consistently Positive		
Engaged : Challenging But Fair		
Engaged : Consistently Negative		
Neutral		
Disengaged But Supportive		
Disengaged : Consistently Negative		
Disengaged : Unknown		

Values: The Importance of Parental Engagement

Please circle the statement(s) which best reflects your view of parental engagement.

- high levels of parental engagement are vital to the success of our centre
- having engaged parents helps, but it does not significantly affect outcomes
- encouraging parental engagement is everyone's responsibility
- as a centre, we work on new ways to engage with parents and carers
- parental engagement is not seen as a priority in my organisation

Challenging Conversations

Has your centre planned or undertaken any training, Continuing Professional Development, or INSET which specifically relates to building positive relationships with parents and carers? *Circle as appropriate*

Yes No

Engagement and Learning

Do you think there is a relationship between parental engagement and learning? Use the space below to articulate your thoughts.

Barriers

What are the biggest barriers to developing more positive levels of parental engagement?

Wish List

If you had £10,000 to spend on parental engagement, how would you spend it?

So that we can continue to offer your school tailored support, we'd love to know your answers to the above questions. If possible, we would be grateful if you could copy / cut / scan and email your thoughts – along with any other queries requests you might have to office@camouflaged-learning.com or Katie.whitye@newanglia.co.uk

Alternatively please feel free to call us on 0800 023 5522 to discuss.

Part B

World of Work Activities



Activity Overview

Each of the five activities is designed to develop the skills needed to thrive in the 21st century workplace, as has a specific area of focus. Engagement with parents is actively encouraged and recognises that although parents / carers may not necessarily have experience of the type of jobs young people will be employed in eventually, they are likely to have experience of *working*. This distinction means parents from most employment backgrounds will be able to support young people in completing the activities.

Activity #1 – Putting the Zing! In Enterprising

This activity is written to help young people develop the skills they will eventually use in the world of work. It is a scenario-based project wherein students are given a thematic problem to solve, and to add value and increase sustainability, teachers/ carers are encouraged to re-use the same framework repeatedly, simply changing the scenario each time.

Teachers and parents / carers are able to act as facilitators, but the intention is for young people to engage with the content and approach the activities independently, showing their own skills and problem-solving methods.

This activity focusses on **resilience, initiative, positivity** and **creativity**

Activity #2 – Working 9 to 5 (And Sometimes A Bit Later)

This activity is designed to encourage young people to consider what a typical workday might be. Students will look at the personal diaries of two young people in different jobs, looking for similarities and differences. They will be asked to use their imagination and think about the best and worst parts of the jobs.

The second part of the activity tasks young people to think about the different times when conflict might happen at work. They are asked to self-reflect on their current approaches and apply these to work situations.

This activity focusses on **imagination, self-awareness** and **problem solving**

Activity #3 – University Challenged

This activity is designed to broaden horizons, raise aspirations and encourage young people to consider university. Students will research courses and university life, and consider the diaries of current university students.

Students will also be asked to think about budgeting for university and living independently, and follow a recipe with an adult which simulates cooking a healthy meal on a budget.

This activity focusses on **literacy, numeracy, research** and **following instructions**

Activity #4 – Up, Up and Away!

Throughout year 6, students have a great deal of support as they prepare to finish their time at one school and move on to another, often larger, environment. For many young people, this move can be really daunting and may cause the student to react negatively. This activity is designed to help year 5 students as they start to consider what the next 18 months will be like for them.

Students are asked to consider any issues that might cause them anxiety, create a plan to overcome these barriers and further imagine themselves two years from now.

This activity focusses on **empathy, teamwork** and **planning**.

Activity #5 – Find Your Future

This activity is designed to help year 5 students explore their future opportunities and investigate different job roles. Students will explore the labour market in Norfolk and research the biggest employers in the area. Students are also encouraged to consider the 'best' and 'worst' parts of different jobs, and also consider the skills employees require to do a job to the best of their ability.

Students are also tasked to calculate wages in different roles, and to consider why different careers pay different amounts. Further, students will also use ICT skills to present their findings about two different jobs.

This activity focusses on **judgement, numeracy** and **presentation**.

Activity 1

Putting the Zing! In Enterprising



Activity 1. Putting the Zing! In Enterprising: Activity Overview

This activity is written to encourage young people to develop the skills needed in the world of work. It is a scenario-based project for students to undertake whilst teachers and parents / carers act as facilitators, but the intention is for young people to engage with the content and approach the activities independently, showing their own skills and problem solving methods, for eventual presentation to parents/ carers.

Reflection is a crucial to each activity. Teachers and parents / carers are encouraged to engage in reflective dialogue with young people asking them to discuss their approach, and to consider how they might modify their approach in other activities.

This activity is part **one** in a series of 5 World of Work activities.

Points for Discussion / Reflection

Resilience : This is the skill of recovering from difficulties, sometimes described as the ability to 'bounce back'. Humans are naturally resilient, but sometimes we forget this as we grow up and accumulate negative experiences.

Initiative : This is the ability to 'get things done' and take responsibility without being told. It's about not waiting to be told what to do, it's about doing it now because it needs to be done.

Positivity : It's about looking for the silver lining in every cloud. Positive people don't expect everything to be perfect, but look forward to getting over the difficulties they will inevitably have.

Creativity : This is the skill of turning imagination into reality. It's about being original, not a copy.

Time Required:

This activity should take approximately two hours to complete.

Fashion of the Future

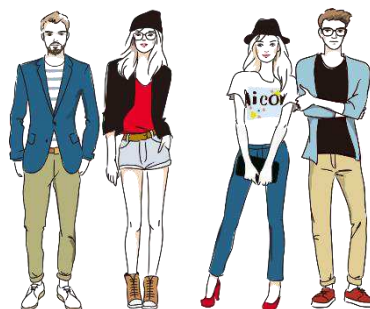
You've made it! All your years of hard work have finally paid off, so now is the time to aim high and really make your mark!

Since getting a part time job in a clothes shop while you were at school, you've always had a 'passion for fashion'. You studied design at college and worked in a design company for a number of years. You are ambitious, love being creative and designing new things and want to eventually be your own boss.

Last year, you took a big risk when you decided that your ideas could work. So, you took the plunge and started your own fashion design business, renting a small industrial unit in which to design and produce stylish new clothes.

You received an email last week from a major fashion brand. They've heard about your ideas, and are willing to give you a chance to show just how good you are.

The email is included below.



To : You

From : l.mccool@superbrand.co.uk

29th September 2020

Hello,

My name is Lawrence V. McCool and I am the senior talent spotter for my company, an international fashion brand who sells exclusively awesome clothes in department stores and clothes stores in 25 different countries.

There is a lot of competition between different companies, so it is really, really important that we stay at the cutting edge of fashion. This is where you come in!

I've heard about you from a colleague who knows you from your last commission and recommended you to me. She tells me you might be the next big thing, so I want to see if you are interested in showing me just how good you actually are!

We want a showpiece item of clothing to celebrate the new 'One World' day next summer.

Your task is to design a brand new item of clothing from the following list:-

- *A T-Shirt that turns into a jacket*
- *A Hoodie that can become leggings/ trousers*
- *A Dress that can be turned into a tent*
- *Baseball cap that can be turned into a drinking flask*

You need to create a financial plan and a marketing plan, together with images of your final design.

If you are successful, we will include your design in our range of clothes, sell it across countries and use your business to create more and more designs for us. You need to be able to supply us 5,000 items of clothing.

However, here's the important part- we don't want anything we've seen before: we want your newest and best!

I look forward to hearing from you with your ideas.

Larry.

Lawrence V. McCool

Senior Talent Spotter

Superbrand.co.uk



Task – Literacy

1. How many countries does Superbrand sell their clothes in?

--

2. What does the phrase 'there is a lot of competition' mean?

3. What is the name of the senior talent spotter at Superbrand?

--

4. What different items of clothing can you choose to make?

--


5. This opportunity is to celebrate a new event called 'One World' day. Use the space below to write down your ideas of what 'One World' day might mean to you.

Task


There is so much to do, and obviously not much time to do it in! You've written down all the different things you need to complete to win the contract. The trouble is, they are not in the right order. Can you number each activity to show the order that you will do them in?



Research the completion and find out who are the most well known brands




Send off my final designs and plans to Lawrence




Explain what makes my design unique



Come up with at least 4 different designs



Work out how much my design is going to cost, and how much I should sell it for

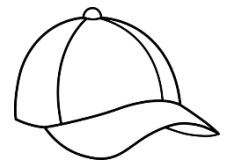
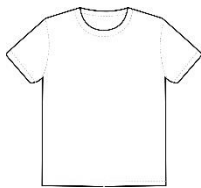


Come up with a plan to advertise my new design

Designer Dilemmas

At the start of this project you were asked to create either a hoodie, a t-shirt, a dress or a baseball cap to celebrate 'One World', and every one of those items must be able to be turned into something else, too!

You now need to decide which one you are going to do. (circle your choice)



Task

Now you have chosen your product, have a look for images of designs you like. You can use magazines, catalogues or the internet. Use the rest of this page to stick in some of your favourite designs.



Task – Researching Your Rivals

‘Competition’ means the other businesses that sell products similar to yours. For example, Pepsi are in competition with Coca Cola and McDonalds are in competition with Burger King. See if you can find 5 other companies who make products that are similar to yours, and list them below. Think about what makes the company stand out. Is it the style, the price, the celebrities who use it, or something else?

	Name of company	What makes it stand out?
1		
2		
3		
4		
5		

Once you have completed your table, you need to think about what is going to make your product stand out. Businesses call this a **UNIQUE SELLING POINT** or **USP**.

Use the box below to explain what the USP of your product will be...

My product will stand out from the crowd because.....

Great! You’re ready to move on to the design stage!

Task – Design Board

Right, now's the time to get creative!

You will need to come up with four designs for your product, so use the space below. Once you have come up with four different ideas, choose which one you think should be your final design and draw a border around your choice.

This is the one you want the company to choose so make it amazing!

The form consists of a large rectangular area divided into four equal quadrants by a single vertical line and a single horizontal line that intersect at the center. This layout is designed to provide four distinct spaces for students to draw and develop their product designs.

Adding Up and Standing Out

You now need to do the *costings* to get your proposal up and running. You might need to get an adult to help you with these as they might get a little bit complicated. You need to decide whether you are going to use cheap materials, or expensive materials. You also need to decide how much to sell your product for, otherwise you might not make any profit.

Item	Description	Cost for 1 item	Cost for 5,000 items
T-Shirt	Cheap material <i>or</i>	£0.50	
	Expensive material	£4.00	
Hoodie	Cheap material <i>or</i>	£2.00	
	Expensive material	£5.00	
Dress	Cheap material <i>or</i>	£5.00	
	Expensive material	£10.00	
Baseball Cap	Cheap material <i>or</i>	£1.00	
	Expensive material	£5.00	
T-Shirt	Cost of printing <i>or</i>	£2.00	
	Cost of embroidery	£4.00	
Hoodie	Cost of printing <i>or</i>	£5.00	
	Cost of embroidery	£8.00	
Dress	Cost of printing <i>or</i>	£5.00	
	Cost of embroidery	£10.00	
Baseball Cap	Cost of printing <i>or</i>	£2.00	
	Cost of embroidery	£5.00	
Total		£	£

Example

- If you choose to make a T-Shirt using cheap materials (£0.50) and expensive embroidery (£4.00) the total cost to make one t-shirt will be £4.50. The cost to make 5,000 t-shirts will be $5,000 \times £4.50 = £22,500$
- If you make an expensive dress with expensive material (£10.00) and embroidery (£10.00) the cost for one dress will be £20.00. The cost to make 5,000 will be $£20.00 \times 5,000 = £100,000$.

Which will you choose?



Task – Fill in the spaces

I have decided to make _____(type of product)

It will cost £_____ to make each item

It will cost £_____ to make 5,000 items



OK, so now you need to decide how much you are going to sell your items for.

Superbrands has given you the following information based on how much they will give you for your order.

T-Shirt :	Cheap embroidered £5.00
	Cheap printed £3.00
	Expensive embroidered £10.00
	Expensive printed £7.00
Hoodie :	Cheap embroidered £12.00
	Cheap printed £8.00
	Expensive embroidered £15.00
	Expensive printed £12.00
Dress :	Cheap embroidered £17.00
	Cheap printed £12.00
	Expensive embroidered £22.00
	Expensive printed £18.00
Baseball cap :	Cheap embroidered £9.00
	Cheap printed £6.00
	Expensive embroidered £14.00
	Expensive printed £10.00

Task – Fill in the spaces

I have decided to make _____(type of product)

Superbrands will pay me £_____ for each item

Superbrands will pay me £_____ for 5,000 items

Ok- It's Time to Shine!

You have *researched* the market and looked at the competition

You have come up with a *unique selling point (USP)* for your product

You have calculated how much it will *cost* you to make the product

You have found out how much *income* you will get from selling the product

Now, let's work out if it was all worth it! Fill in the boxes and calculate how much money you might make.

To make 5,000 items will cost me this much..	£
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Superbrands will pay me this much to deliver 5,000 items..	£
--	---

If I take the cost away from the money Superbrands will give me, I have this much profit	£
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Going Up In the World: The ‘Elevator Pitch’

The word 'elevator' is the American equivalent of lift, such as you might find in a shopping centre, hotel or big department store. An 'elevator pitch' is your chance to describe why your idea will be successful, but you only have the time it takes to go up or down in a lift.

Use the space below to write your elevator pitch, then read it out to a parent, who will time it. You only have 30 seconds to describe your awesome product. Go for it!

[illegible]

Two very nervous weeks later you receive this email....

To : You

From : l.mccool@superbrand.co.uk

15th July 2020

Hi Again,

Thank you for sending your final design. The whole team were really impressed.

You have clearly looked at the competition and come up with a brand new product. Your final design is unique and should sell very well. You have worked hard to calculate the costs of making your product.

Based on what we've seen, we would be delighted to order 5,000 products. How does that sound? Awesome, right? That's good, because it is. So, so awesome.

Congratulations and welcome to the team.

Larry.

Lawrence McCool

Senior Talent Spotter

Superbrand.co.uk



CONGRATULATIONS

You have worked really hard on this unit, and your success shows!

You have been asked to:-

- Use your **imagination** to come up with a new design
- Carry out **research** into different products
- Use **numeracy** to calculate your profit
- Set **priorities** to work on a project

These are essential skills which will help you succeed in the World of Work.
Well done!



Activity 2

Working 9 to 5 (and
sometimes a bit later)



Working 9 to 5 (and Sometimes a Bit Later): Activity Overview.

This activity is designed to encourage young people to consider what a typical workday might be like. Students will be looking at the personal diaries of two young people in different jobs, and looking for similarities and differences. They will then be asked to use their imagination and think about the 'best' and 'worst' parts of the jobs.

The second part of the activity asks young people to think about the different times when conflict might happen at work. They are asked to self-reflect on their current approaches and apply these to work situations.

As with all activities, young people and their parents / carers are encouraged to engage in reflection, asking them to think about how they approach the activities contained inside, and how they might modify their approach in other activities.

This is part **two** in a series of Parental Engagement / World of Work activities

The skills of **problem solving**, using your **imagination**, and being **self-aware** are all essential skills which will help you succeed in the World of Work.

Points for Discussion / Reflection

- **Imagination.** How easy was it putting yourself in someone else's shoes? Could you add a back-story to Rhianna and Callum about what they enjoyed at school, and how it led them to the jobs they are doing?
- **Self-awareness.** How good are you at recognising your strengths and areas for development? What might other people say about you?
- **Problem solving.** How good are you at coming up with ways to solve problems? Can you give any specific examples.

Time

This activity should take no more than two hours to complete.

Working 9 to 5 (and sometimes a bit later)

Rhianna and Callum are two young people who have just started work. Rhianna works in a bank as a junior assistant. Callum has just started an apprenticeship in the construction industry.

Task: Read the two diaries with an adult. Talk about how Callum and Rhianna might feel when they go to work.

Rhianna's Diary

Monday morning! Ugh! Find my uniform and check make sure it is smart. Find my name badge. Actually I am looking forward to work today. I'm spending the morning sitting with one of the bankers on the customer service counter, where I'm hoping to learn about helping people with their questions and problems.

I have to get the bus at 8.30 into town, then it is a short walk to the bank. I must not be late as the bank opens at 9.00am. The morning passes quite slowly but I enjoy meeting people and helping to solve their problems.

I have a quick break at 10.30 then lunch at 1 o'clock. I only get 30 minutes break so it is just long enough to pop out to a sandwich shop and meet up with my friend Ben, who works in a department store.

Afternoons are SO long at the moment, and it is very different to school. When the bell went at 3pm we were free. Now I'm working my day goes right through to 5.30pm, which means I will get home about 6 o'clock.

Because the bank opens on Saturdays I have to work some weekends, but I get a day off in the week. So this week I have a day off on Thursday.

I do enjoy my job though. In a couple of years, I want to do my banking exams, and eventually I would love to be a bank manager. Bank managers get paid really well and our bank manager seems really happy and content and I'd love to feel that way.

Callum's Diary

Monday. Ugh! And it's raining! I don't mind working outside in the rain, but I prefer nice sunny warm days. At least it's not snow I suppose! Get dressed for work. Clothes get dirty quickly and I wear lots of layers to keep warm. Today is a day working on a building site in Holt. Because I am doing an apprenticeship I spend two days a week in college, and the rest of the time working on site.

Find my work boots. They are special boots with steel toe caps. You have to take safety really seriously on a building site and if you were not wearing the right equipment you could get in to a lot of trouble, not to mention the danger you'd be in from accidents and stuff. I have to wear safety boots, a hard-hat, and a high-vis vest. I don't mind as it keeps me safe and I like looking the same as all the other people. It's like our own version of the school uniform!

One of the things I like most about my job is that you get to work in lots of different places. I love the fact that I can look at a house and think "I helped build that!" I get short breaks throughout the day and an hour for lunch. I usually finish work at 5.00pm but sometimes if we are in a rush I might have to work longer. At least I get my weekends free!

I can't wait for the day when I have finished my apprenticeship and can start my own company. I'll be my own boss. Awesome!

Task

1. Look at the table. Place a tick next to either Rhianna or Callum for each sentence which applies to them.

(Clue: some sentences may apply to both people)

My job....	Rhianna	Callum
...means that sometimes I have to work on a weekend		
...means I work in lots of different places		
...means I must wear safety equipment		
...means I get to help members of the public a lot		
...involves working with computers and IT		
...means I can continue learning new things		
...means I usually have to work outside, whatever the weather		
...means I have to wear a uniform and look smart		

2. What do you think is the best part of Rhianna and Callum's jobs?
Using your own words, write your answer below.

3. What about the worst? Using your own words, write the answer below.

Task – Numeracy

Rhianna works from 9.00am to 5.30pm for 5 days a week. She has 30 minutes for lunch, and this is not part of her working hours.

- a) How many hours a week does Rhianna work?
- b) If Rhianna gets paid £8 per hour, how much money does she earn each week?
- c) Out of her pay, Rhianna needs to save £50 for her summer holiday, £10 for her phone, and £20 for her weekly bus pass. She also has to give her parents £50 a week as she still lives at home. How much is she left with each week?

Use this space to write your answers and show your working

Task - Creative writing

Imagine you are either Callum or Rhianna. Write another page in their diary. It could be a really good day at work or a really bad day. Describe what happened. You could either write on paper or use a computer. Show your amazing creative writing to your teacher, parent or carer.

Can't We All Just Get Along?

Whether you are at school, out with your friends, at college, at university or at work, you will always come into contact with people who you might not always agree with you, and sometimes there might even be people who you don't like, or even people who don't like you. And that's ok, as a world where we're all the same would probably be very boring.

However, rather than trying to fit in or lower your own standards so that everyone likes you, it is much more important to be respectful and kind. So, how could you do that?

- Be a good listener and don't interrupt when other people are speaking
- Respect that their opinion might be different from yours
- Keep to your word. If you say you are going to do something, do it.
- Don't gossip behind other peoples' backs
- Realise that everyone is different, unique and special. Nobody is perfect. Not even you!

Task - Self Reflection

Read each of the sentences and tick whether they are always like you, sometimes like you, or never like you.

When you have done this, ask an adult to answer the same questions.

Are your answers the same or different?

How do I handle conflict?			
	Usually	Sometimes	Never
I raise my voice or start shouting			
I ignore the other person			
I apologise			
I walk away from the situation			
I come up with solutions			
I complain to someone else			
I forgive the other person			
I threaten the other person			
I try to understand their point of view			
I get upset and often cry			
I gossip to other people			
I ask for an adult to help			
I try and make a joke out of it			
I let the other person have their own way			
I back down and let the other person have their own way			
I call the other person names			

Task - Time Travel

Right. Let's fast forward 15 years. You are now at work. You work with a team of people from different backgrounds.

Based on what you know about resolving conflicts, how might you deal with the following situations? You could either write your answers or talk them through with an adult.

Problem	Solution
You and your friend both applied for a promotion. You got it and she didn't. Now she's not talking to you	
It's nearly Christmas. Half of your friends want to go to one club for a party and half want to go to another.	
One of your colleagues was congratulated by your boss for something you did. You're not happy	
Someone at work (you know who it is) thinks it's really funny to hide your stuff	
You told someone a secret and they told lots of other people at work	
There is a strict no-smoking rule at work, but you have seen one of your friends smoking in the toilets	
A new person has started at work. A group of your colleagues are making fun of what they are wearing.	
You've been accused of doing something you didn't do, and a person at work has told everyone.	
You've been invited to a party at a place you really don't want to go, but you're worried about looking scared	
Someone at work said one of your bosses was talking about you behind your back.	
At lunch, you see two people having a massive row. You are friends with both of them.	

CONGRATULATIONS

You've worked hard on this unit, during which you have been asked to:

- Use your **imagination** to think about what different jobs might be like
- **Reflect** on how you normally solve conflicts and build strong relationships
- Build your skills in **problem solving** when you are looking at problems at work.

These are all essential skills which will help you succeed in the World of Work.
Well done!

Activity 3

University Challenged



University Challenged: Activity Overview

This activity is designed to broaden horizons, raise aspirations and encourage young people to think about university. Students will carry out research into courses and university life and look at the diaries of current university students.

Students will be asked to think about budgeting for university and living independently. They also have a recipe to follow with an adult which simulates cooking a healthy meal on a budget.

As with all activities included here, students and their parents / carers are encouraged to engage in reflection, asking them to think about how they approach the activities, and how they might modify their approach in other activities.

This is part **3** in a series of Parental Engagement / World of Work activities

Points for Discussion / Reflection

- **Literacy and numeracy.** How easy was it to complete a budget?
- **Research.** Was it easy to find the information you needed?
- **Following instructions.** How easy was it to follow a plan?

Time

This activity should take no more than two hours to complete, plus cooking and preparation time for the recipe (optional).

Universally for University?

What do you think you might like to do when you are older? You might have an idea of a job you might like to do, or you might have no idea at all. And that's ok, as you don't need to know yet, and as long as you try your hardest while you are still at school you'll be able to choose whatever you like when you feel ready.

For some careers, going to university will help people develop the skills and qualifications needed. But for many people, the idea going to university is as exciting as it is terrifying.

But what *is* a university? What do you do there, and where will it lead you in the future?

Right now, you are learning lots of different subjects at school, and those subjects are chosen for you. But, once you reach 13 or 14 years of age for the first time ever, you will get to choose! These are often called your *options*, and they are your chance to think about what *qualifications* you might need in the future. Then, after year 11, you can decide whether to stay on at school, go to college or start an *apprenticeship*.

From there, you might be one of the thousands of people each year who decide they love *one* subject so much they want to learn more about it, so they apply to university. In 2019, there were 2.38 million students in UK universities.

Some universities are like small towns, where students live together and study together. There are shops, banks, cafes, clubs, sports facilities as well as the rooms where students will attend *lectures*. For example, the University of East Anglia (www.uea.ac.uk) has over 17 thousand students and has 450 different courses. On the other hand, the Royal College of Music (www.rcm.ac.uk) only has 850 students, all enjoying courses related to music.

Task

Once you have read the information about university, answer the questions. Remember to ask an adult if there are any words you don't understand yet.

1. How many people were studying at UK universities in 2019?

--

2. Give *one* reason why someone might want to go to university.

--

3. How many different courses are there on offer at the University of East Anglia?

--

4. Can you think of at least three different jobs where you *must* go to university before you can do they job? Write your answers below.

5. The following words all appeared in the information about university. Can you unscramble them? (Clue: they are all in *italics*)

PIRECPNTIAPHSE	
SIQCLTIIOUNFAA	
LUSEECTR	

University Challenge

There are over 160 universities in the UK, offering tens of thousands of different courses from nursing and law to surf science, fashion and circus and physical theatre.

It is really important that you find out as much as possible about different universities before choosing which one to go to. This activity is based on our biggest local university, the University of East Anglia. You will need access to the internet to complete this activity.

The university is divided up into different schools (called *faculties*). Go to <http://www.uea.ac.uk/faculties> and find out how many schools the university is divided into. Write your answer below:

Which *faculty* would you be part of if you wanted to study mathematics?

Go to <http://www.uea.ac.uk/study/student-life/campus-life/eat-and-drink> . Which café would be the best place to go to get a fair trade snack?

--

Go to <http://www.uea.ac.uk/study/student-life/campus-life/clubs-and-societies>. Watch the video clip (it's only 4 minutes long) about the different clubs and societies you can join at the University of East Anglia. Write three examples of clubs you would like to join.

--	--	--

Go to https://www.uea.ac.uk/about/visiting-staying/campus-map#display=campus_facilities&fullscreen=false&lat=52.62312&lng=1.24053&zoom=17. Have a look at the interactive campus map and see if you can find the different shops on 'The Street'

Finally, go to <https://www2.uea.ac.uk/study/course-finder>. Have a look at the different courses you could study at the University of East Anglia. See if you can find a course you are really interested in and think about what else you would like to find out about.

Choosing a University

If you're thinking about going to university one day, there are two questions:-

1. What do you want to do?
2. Where do you want to do it?

Task

The following people all went to university. Draw a line to match the person with the course they studied.

Kourtney Kardashian
American Media
Personality

Studied Psychology at
Harvard University

Chris Martin
Lead Singer of Coldplay

Studied Theatre Studies
at the University of
Arizona

Gerard Butler
Actor

Studied Latin & Ancient
Greek at University
College London

Natalie Portman
Actress

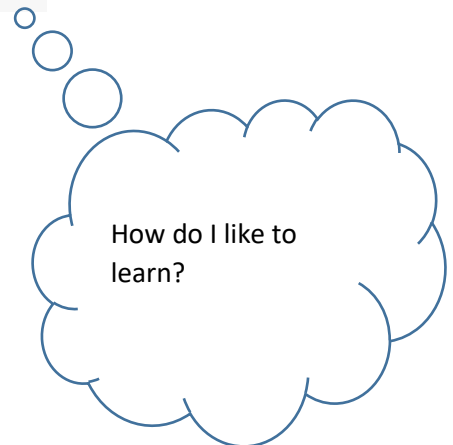
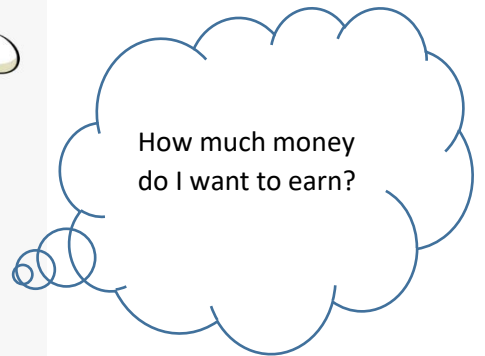
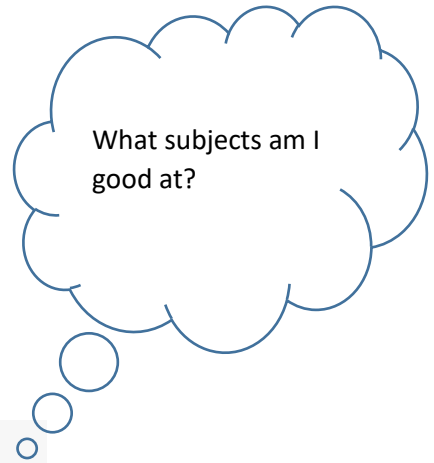
Studies Law at the
University of Glasgow

Task

How are you going to check your answers to make sure they are right?

Task

Add your own thoughts to the diagram on the next page to help you think about whether university is for you. Try and fill up the page.



Now you might want to think about where to go. With so many universities to choose from you need to know where they all are, and what they are like.

A **campus** university is like a small town. You can eat, drink, sleep, learn, go to the doctors, shop, get your hair cut all in one place. They are often on the outskirts of a city or town.

A **city** university has a main student area, but has other buildings around a city or town. You get to know the city better, and you are closer to nightlife, restaurants and shops.

Activity

There is a list of ten universities in the UK. Place a number on the map to show where each university is.

1. Glasgow
2. Southampton
3. Belfast
4. Nottingham
5. University of East Anglia
6. Newcastle
7. Birmingham
8. Liverpool
9. Swansea
10. Bath



Time to cook!

When you are at university, it is important to look after yourself. This means eating healthy food and coming up with meals that don't cost too much money.

Not only that, but cooking is also a great way to make new friends, or impress parents when they come to visit. The following recipe is from www.bbcgoodfood.co.uk.

If you want to make this recipe, make sure you have an adult with you at all times.



Gorgeous Sausage Ragu

5 minutes to prepare, plus 45 minutes to cook.

Serves 4 people

Ingredients

- 3 tbsp olive oil
- 1 onion, finely chopped
- 2 garlic cloves, crushed
- ¼ tsp chilli flakes (you can leave this out if you don't like chilli)
- ¼ tsp chopped rosemary (or any other herb you can find)
- 2 x 400g cans chopped tomatoes
- 1 tbsp brown sugar
- 6 pork sausages
- 150ml whole milk (usually the one with the blue top)
- 350g rigatoni pasta (although any pasta will do)
- Grated parmesan

Directions

- Heat half of the oil in a saucepan. Add the onion and fry for 7 minutes. Add the garlic, chilli, rosemary and tomatoes and sugar. Simmer for 20 minutes
- Heat the rest of the oil in a frying pan. Squeeze the sausage meat from the skins and fry it for 5-7 minutes, breaking it up more with a wooden spoon.
- Add the sauce and milk, stir it and cook for 5 more minutes
- Cook the pasta as per the instructions, and mix in with the sauce.
- Serve the meal into bowls, and scatter some parmesan over the top.

Enjoy your meal and don't forget to help with the washing up!

Managing the Money Monster

When you are living away from home, you will need to manage your money. This means working out how much you need to spend on things like food, clothes, going out, and paying for your accommodation. You will also need to work out how much money you have each month to spend and try and make sure you don't go over your budget.

Task

Imagine you are living and studying at university. You have saved money so you can buy what you need each month, but you also have a part time job at a shop to pay for anything you might need or like that you hadn't planned for.

You need to decide how much you want to spend on each part of your budget each month (by filling in the table). You must not spend more than your *income* each month.

Monthly Budget	
Income (money coming IN)	£
Money from student loan	500
Money from savings	300
Money from part-time job	100
TOTAL	
Expenses (money going OUT)	£
Rent	600
Shopping for groceries	
Going out	
Clothes	
Petrol for my car	20
Cost of running my car	60
Mobile phone bill	20
Takeaway food	
Books and stuff for university	
Sports club membership	10
TOTAL	

Add together
all the money
coming IN

Decide how
much you
want to
spend on
each area

Add together all
the money coming
OUT

Money left over to treat yourself	
--	--

Task

1. How easy was it to plan a budget for a whole month?

--

2. Look again at your budget. Are there any areas where you could save money? Are there any things that you think are not essential? What could you get rid of?

Stop spending any money on	Spend less money on	Spend more money on

Let's Go Shopping

It's time to look at your budget and find how much you have decided to spend on shopping for groceries each *month*. Now you need to work out your budget for shopping each *week*.

Weekly grocery shopping budget = monthly grocery shopping budget \div 4

My weekly grocery shopping budget is...

--

Now we'd like you to imagine you are going shopping for groceries. On the next page tick everything you want to buy.

Then work out how much you have spent on groceries this week. Ask an adult for help if you get stuck.

Tick each item you want to buy when you go shopping. Remember not to go over your budget.

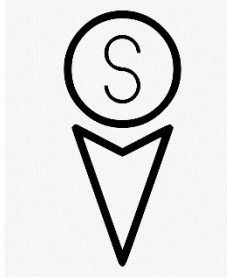
Six-pack - medium range eggs	84p
Lurpak slightly salted butter 500g	£3.75
Semi-skimmed milk 2pts	79p
Orange juice 1l	69p
Flavoured Onken yogurt 450g	£1.40
Napolina spaghetti 500g	£1
Uncle Ben's Classic Basmati Rice 250g	£1
Potatoes, 1kg	80p
Hovis Sliced Soft White Bread, 800g	£1.00
Chicken breast, 1kg	£5.50
Beef mince, 1kg	£3.75
Bananas, five-pack	£1.00
Oranges, five-pack	£1.00
Princes tuna in spring water (4x 145g)	£3.50
Andrex white toilet tissue rolls (9)	£4.50
Plenty Kitchen Rolls 100 Sheets	£2.00
Cathedral City cheddar cheese 350g	£3.50
Dove hand wash, 250ml	£1
Heinz Baked Beans, 4 x415g	£2
Tetley Tea Bags, 240	£5.00
Colgate toothpaste, 100ml	£1
Kellogg's cornflakes, 720g	£2.98

Plain flour, 1.5kg	45p
Silver Spoon Half Spoon sugar, 1kg	£2.15
Nescafe original instant coffee (300g)	£5
Iceberg lettuce	50p
Fresh tomatoes, six-pack	75p
Red onions, three-pack	70p
Oreo cookies, 154g	50p
Viennetta ice cream, 650ml	£1
Nutella, 400g	£2.90
Dolmio bolognese sauce 500g	£1.75
Heinz tomato ketchup, 650g	£2
Napolina chopped tomatoes, 400g	60p
McCain french fries, 900g	£2.15
Coca Cola, 1.5l	£1.95
Robinsons Orange squash, 1l	£1.25
Gin, 70cl	£10.50
Smirnoff vodka, 1l	£17
Birds Eye Omega 3 fish fingers, 10-pack	£2
Birds Eye quarter pounders, 4-pack	£3
Bacofoil Kitchen Foil, 10m	£2.50

How much did all your grocery shopping cost?

Task

On this page there are clues to **five** UK universities. Can you work out what they are?



CONGRATULATIONS

You've worked hard on this unit, and you have been asked to:

- Use your **literacy and numeracy** skills to solve problems
- **Research** different sources to find important information
- Build your skills in **following instructions** when you are working with other people

These are all essential skills which will help you succeed in the World of Work. Well done!

If you want to learn more about going to university there are lots of websites you can visit to find out more. Here are three links you can use.

www.ucas.com

www.thecompleteuniversityguide.co.uk

www.successatschool.org

Activity 4

Up, Up and
Away!



Up, Up and Away!

Up, Up and Away: Activity Overview

Throughout year 6, students have a great deal of support as they prepare to finish their time at one school and move on to another, often larger, environment. For many young people, this move can be really daunting and may cause the student to react negatively. This activity is designed to help year 5 students as they start to consider what the next 18 months will be like for them.

Students are asked to consider any issues that might cause them anxiety, create a plan to overcome these barriers and further imagine themselves two years from now. This activity focusses on **empathy**, **teamwork** and **planning**.

As with all activities, young people and their parents / carers are encouraged to engage in reflection, asking them to think about how they approach the activities contained inside, and how they might modify their approach in other activities.

This is part **four** in a series of Parental Engagement / World of Work activities

Points for Discussion / Reflection

- **Empathy.** This is the ability to put yourself in someone else's shoes and imagine how other people might feel.
- **Teamwork.** This is the skill of working with other people.
- **Planning.** This is the skill of thinking what might happen, and how you are going to deal with situations.

The skills of **empathy**, **teamwork**, and **planning** are all essential skills which will help you succeed in the World of Work.

Time

This activity should take no more than two hours to complete.

Up, Up and Away!

We all like to know what is going to happen next, and when things change it's normal to feel nervous. For example, in just over a year you might be going to a completely new, larger school, and you've probably only just got used to where you are now. You know your way around, you know the teachers and you know the routines. It is comforting to know where you are and what's going to happen next. But does this mean that anything we don't know or can't predict should be a cause for worry? Of course it doesn't! All things were new things once, and we soon learn to adapt and enjoy ourselves, whatever is happening.

Whilst your teachers will spend a lot of time in year 6 getting you ready for high school, these activities are an extra chance for you to work with adults at home, and start thinking about how you can overcome your fears, and be the amazing success you already know you are capable of being.

Task – What Am I Worried About?

There is nothing wrong with feeling anxious about school. Worry is simply our brains early warning system that helps us be ready for what's up next.

In the diagram on the next page, please write in some of the things you might be worried about.



The most typical worries are:-

- not being liked by the people in your class
- not being liked by your teachers or being told off
- getting lost
- being bullied
- not being able to cope with all the subjects
- being outnumbered by older and bigger children

It is perfectly normal to feel this way. In fact, if you speak to your friends in your class, you will find lots of your friends feel the same way, too.

Here are some things you can do if you feel really anxious. Try each one and see how you feel.

1. Talk to an adult. Believe it or not, adults were children once too (although it was a long time ago). Speak to a parent or someone you trust about your worried. Sometimes, just talking about your fears can help
2. Write down each concern on a post-it note or piece of paper. Screw it up and hold it tightly in your hand. When you are ready, throw the piece of paper into a bin.
3. Read your worry out loud. Then read it in a really quiet voice. Read it standing up, then sitting down. Read out your worry in the silliest voice you can think of.
4. Imagine each of your worries are a weird creature. Draw a picture of your worry creature. Then imagine you have the power to shrink things. Make your worry creature really tiny, then squish it with your foot.
5. Breathe in and count to 7. Then breathe out and count to 11. Do this ten times.
6. Look around you. Find 5 things you can see. Then find 4 things you can hear, 3 things you can feel, 2 things you can smell and 1 thing you can touch.
7. Pick a colour. See how many different shades of that colour you can see around you.
8. Wiggle your toes inside your shoe. Try and move each toe on their own. Now tense up your whole foot and relax it. How does it feel?

My worry-monster



Task – What would I do?

Just like being at Primary school, you will need to make decisions every day at High School.

In the table below, there are some situations that you might have to deal with during a school week.

Please complete the table by writing what would happen if you do *nothing*, then also write what you *could* do.

Situation	What would happen if you don't do anything or say anything?	So what are you going to do?
You see someone in your year group sitting alone at break and lunch. They look really unhappy.		
You have forgotten to bring in your science homework today. You've done it, but left it at home.		
A couple of older students have started saying horrible things to you online. You're worried about going to school.		
You got a low mark for your homework. You didn't really try and you know you can do better.		
You can't find your classroom and left your timetable at home.		
You have a project to work on with two other people and need to arrange a time to work together		

Task – The Future You

Take two deep breaths and then close your eyes.

Try to imagine yourself in year 8 at high school. In your imagination, picture that you have been at high school for a year now, and you are feeling more confident. You know your way around, and you know your teachers. Imagine that today is a normal day at school.

What will your day look like? Will you be taking part in any activities at lunch time or after school? Are there any trips you are looking forward to going on?

Now that you've settled into high school in your imagination, we'd like you to write a letter to a year 5 pupil in a local primary school, who is feeling nervous about going to secondary school in September. Think carefully about what you are going to write and complete the letter.




Task : Time For Timetables

One of the biggest differences between the school you are in now, and secondary school, is your *timetable*.

At the moment, you are probably often in the same room, and you don't have many different teachers. At secondary school, each subject is taught by a different teacher, and often in a different classroom.

The picture below is an example of a secondary school timetable. Use it to answer the questions.



	REG 8.30-8.35	PERIOD 1 8.35-9.35	PERIOD 2 9.35-10.35	PERIOD 3 11.00-12.00	PERIOD 4 12.00-1.00	PERIOD 5 2.00-3.00
MON	S03 Mrs Castham	Geography 7s/Gg2 Ms. N Rondy N17	Computing 7s/Cp1 Miss K Ronsey S26	Science 7s/Sc4a Mrs. L Lolly S17	Maths 7s/Ma4 Mr J Mort M15	German 7s/De3 Ms L Kestrel M18
TUE	S03 Mrs Castham	Science 7s/Sc4a Mrs. L Lolly S07	Computing 7s/Cp1 Miss K Ronsey S26	Geography 7s/Gg2 Ms. N Rondy N17	English 7s/En4 Miss M Hailey N7	Maths 7s/Ma4 Mr J Mort M15
WED	S03 Mrs Castham	Science 7s/Sc4b Mrs. E Hodge S02	Art 7A/Pg1 Mrs. M Penny E10	Art 7A/Pg1 Mrs. M Penny E10	Pe 7s/Pe6 Mr. G Still BC3	English 7s/En4 Miss M Hailey N7
THUR	S03 Mrs Castham	Art 7A/Pg1 Mrs. M Penny E10	Culture and Comms 7s/Cm1 Mr. M Carl S25	Geography 7s/Gg2 Ms. N Rondy N17	Science 7s/Sc4b Mrs. E Hodge S02	Maths 7s/Ma4 Mr A Flech M17
FRI	S03 Mrs Castham	English 7s/En4 Miss M Hailey N7	German 7s/De3 Ms L Kestrel M18	Pe 7s/Pe6 Mr. G Still BC3	DT 7B/Fd1 Mr. J Lammy N10	DT 7B/Fd1 Mr. J Lammy N10

Questions

1. On what days do you have Geography?

2. What are the names of your science teachers?

3. How many different subjects **and** how many different rooms do you have every week?

4. How long is break-time and lunch-time?

5. When do you need to remember to bring your PE kit into school?

Task – Visiting a High School

As you go through year 5 and into year 6, you will probably be invited to open evenings or open days at high school. Please read this next section with a parent/ carer so that you can start planning together.

Whilst visiting lots of different schools might seem a little scary, this is *your* chance to find out about the school that *you* might be at for the next 5 years or more, so it's vital that you make the best of it.

Top Tips:

1. Speak to the students. Ask them what they like and don't like about the school. Find out what they want to do in the future.
2. Speak to the teachers. Ask them how they make their lessons interesting, or how they help students who struggle in a subject. It might be difficult to get the courage to speak to teachers you don't know, but they are there so that you can ask them, so don't miss your chance.
3. Look at the student work on the walls and on display in classrooms. Does it look like students really care about the work? Are they trying to be the best version of themselves all the time? Do you feel inspired to do even more yourself?
4. Find out about clubs after school. This can show you that students *want* to be part of the school, rather than all leaving when the bell goes.

Talk about visiting secondary school with an adult. Use this space to write three questions you definitely want to ask when you visit secondary school.

1.
2.
3.

CONGRATULATIONS

You've worked hard on this unit, and have been asked to:-

- Use your **empathy** to think about how other people might feel
- Thought about **teamwork** working with other people
- Build your skills in **planning** when you are looking your timetable.

These are all essential skills which will help you succeed, not just when you start secondary school. but also in the World of Work. Well done!

Activity 5

Find Your Future



Find Your Future

Find Your Future: Activity Overview

This activity is designed to help year 5 students explore their future opportunities and investigate different job roles. Students will explore the labour market in Norfolk and research the biggest employers in the area. Students are also encouraged to consider the 'best' and 'worst' parts of different jobs, and also consider the skills employees require to do a job to the best of their ability.

Students are also tasked to calculate wages in different roles, and to consider why different careers pay different amounts. Further, students will also use ICT skills to present their findings about two different jobs.

This activity focusses on **judgement**, **numeracy** and **presentation** which are all essential skills which will help you succeed in the World of Work.

As with all activities, young people and their parents / carers are encouraged to engage in reflection, asking them to think about how they approach the activities contained inside, and how they might modify their approach in other activities.

This is part **five** in a series of Parental Engagement / World of Work activities

Points for Discussion / Reflection

- **Judgement.** This is the ability to think about the best and worst parts of something, and put things in order.
- **Numeracy.** This is the skill of being able to carry out accurate sums.
- **Presentation.** This is the skill of creating something that people will be interested in reading or listening to.

Time

This activity should take no more than two hours to complete.

Task – Career Options

In the boxes below there are six different career roles.



Judge



Teacher



Scientist



Gardener



Charity Worker



Politician

Now, imagine you have invited all these people to tea.

- Who would you want to sit next to and why?
- Who would you not want to sit next to and why?

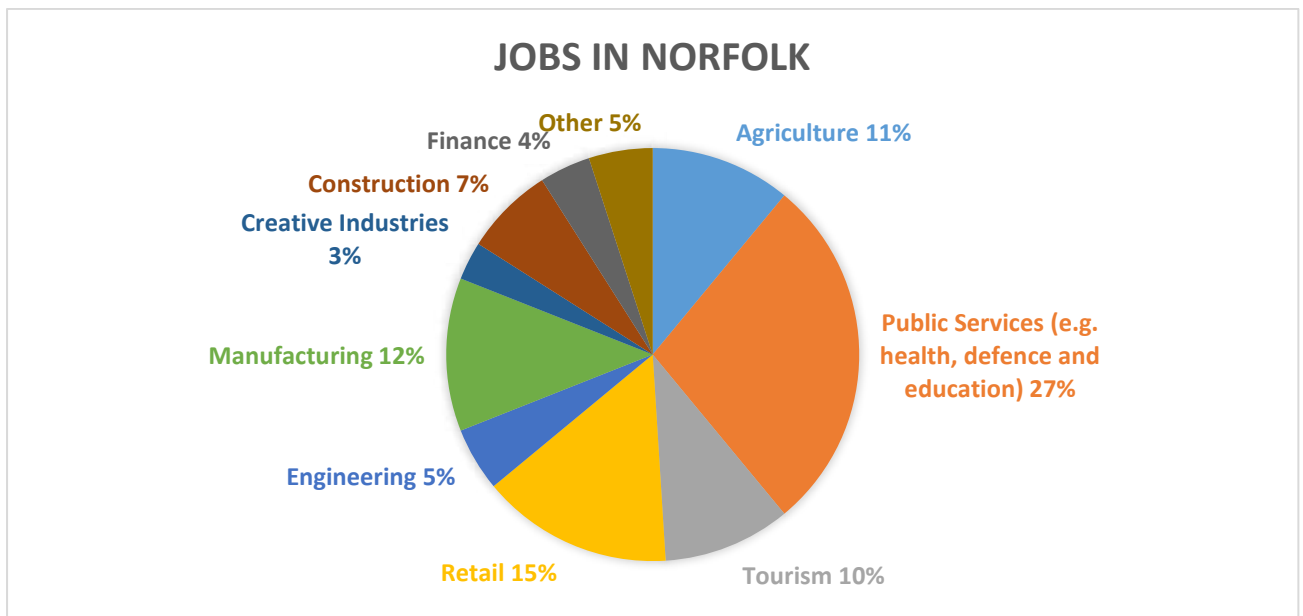
- The gardener tells you her job does not make much money, but he thinks it is the best job in the world. Why do you think she feels this way?
- Find *three* adults, either at home or at school and ask them why they chose their job. Fill in the table with your answers

Job	Reason for Choosing

Task – Opportunities In Norfolk

In Norfolk, there are lot of different types of *industry* where you could find a job.

In the pie chart you can see some of the main types of job in Norfolk.



1. What type of industry is the biggest employer in Norfolk?

2. What is the total percentage of jobs in engineering, construction and manufacturing?

3. Look at the following list of jobs. Decide which type of industry each job would be in.

Type of job	Sector of industry
Builder	
Nurse	
Actor	
Shop-worker	
Manager of a boat rental company in Wroxham	
Farmer	
Bank manager	
Web-designer	

Task – Booming Businesses in Norfolk

In the table you will find some of the most well-known businesses in Norfolk, together with some up and coming businesses.

Name of business	Type of business	Link to jobs	Number of people
Maids Head Hotel Norwich	Tourism	https://www.maidsheadhotel.co.uk/join-the-team/	Approx. 80
East of England Co-operative Society	Retail	https://www.eastofengland.coop/careers	4,600
Lotus	Sports Cars	https://www.lotuscars.com/en-GB/jobs-and-careers-at-lotus/	1,487
RG Carter Limited	Construction	https://www.rgcarter-construction.co.uk/work-with-us/careers/	1,153
Archant Limited	Creative	https://www.archant.co.uk/vacancies	1,459
Studioworx	Web design	https://www.studioworx.co.uk/join-our-team	17
Bernard Matthews	Food, drink and agriculture	https://www.bernardmatthews.com/join-our-team/	2,374
NHV	Helicopter Services	https://careers.nhv.be/?/careers	Approx. 30
Aviva Plc	Finance	https://careers.aviva.co.uk/	5,000

Task : Research

Please research *at least two* of these businesses and create a presentation that gives details of *two* different jobs. You could use powerpoint or draw a poster; it's up to you how you show your information.

Please include:-

- The title of the job
- Where the job is
- The hours you would be working
- How much you would get paid
- What you would be doing
- What *qualifications* you need to be able to do the job



Task – Why do different jobs pay differently?

OK. Let's look at some different jobs and how much they pay on average for a year

Doctor	£41,494
Nurse	£32,451
Teacher	£39,388
Lawyer	£63,771
Electrician	£32,315
Graphic designer	£27,515
Architect	£39,101
Fitness Instructor	£19,115
Civil engineer	£41,014
Journalist	£37,377
Painter	£24,214
Physiotherapist	£31,875
Vet	£39,190
Receptionist	£17,417
Shop worker	£16,320

Did you know?

A premier league footballer earns about £50,000 per week. A footballer in league 2 earns between £300 and £400 per week. Why do you think there is such a massive difference?

Task : Calculating Wages

The figures on the last page are the annual *salaries* (pay) for each type of job. Choose two jobs and work out the *monthly* pay, and the *weekly* pay.

Job	Annual salary	Monthly (divide the annual pay by 12)	Weekly (divide the annual pay by 52)

Why do you think different jobs pay different amounts? It might be because of:

- **Qualifications.** Do you need to go to college or university?
- **Skills.** For example, do you need to be able to speak a different language, or be able to write computer programmes
- **Risk.** For example, does the job need you to work with dangerous materials, or high up, or underground. Are you doing something risky?
- **Hours.** For example, do you need to work during the night or at weekends.
- **Speciality.** If there aren't many people who can do the job, it will pay more money
- **Position in Company.** Is the job one where you are in charge of other people?

Task - Your Dream Job

Please use the space below to describe what your dream job would be.

What would you be doing?

Is it dangerous?

Are you in charge of other people?

How much do you expect to get paid?

Do you need specific qualifications?

Please write as much detail as you can.

[illegible]

Task - Calculating Pay

People are often paid in different ways.

Your teachers, for example, have to work at weekends and in the evening marking and preparing lessons, but the amount they get paid every month does not change. You should probably thank them for that right now. Maybe even make them a little gift. People like gifts.

However, someone who works in a shop might be paid for each hour they work. If the business wants them to work longer (for example if there is a big sale on, or Thursday late opening at Christmas) they might get paid *overtime*. Overtime is where employees get a little more money than normal for each hour they work.

Other employee wages might be paid depending on how many items they make or sell. For example someone working in a factory might be told they have to make at least 50 items a day.

Task - Learning About Earning

Please read the two following examples, and then complete the questions on each one.

Mike is 17 and works in a factory making showers. He gets paid £2.00 for each shower component he makes. He works for 30 hours in a week and makes a total of 60 showers.

1. How much does Mike earn in a week?

2. How much does Mike earn per hour?

Amelia works for 40 hours a week and gets paid £6.00 per hour. She also does 5 hours extra work (called overtime) and gets paid £7.50 per hour for each extra hour.

3. How much did Amelia earn in a week?

CONGRATULATIONS

You have worked really hard on this unit, which has included learning about different careers.

You have been asked to develop:

- **Judgement.** This is the ability to think about the best and worst parts of something, and put things in order.
- **Numeracy.** This is the skill of being able to carry out accurate sums.
- **Presentation.** This is the skill of creating something that people will be interested in reading or listening to.

These are essential skills which will help you succeed in the World of Work.
Well done!

If you or your parents want to find out more about careers the following links are really useful:

<https://www.mykidscareer.com/>

<https://www.firstcareers.co.uk/>

<https://www.myworldofwork.co.uk>

<https://nationalcareers.service.gov.uk/>

Part C

Fit For Work!



Fit For Work!

We want our young people to thrive throughout their time in school and into the work arena, and naturally, this takes more than just academic progress.

It is therefore vital to work with parents / carers to support the physical and emotional development of learners. This appendix is aimed at parents, with suggestions and links to external resources and advice.

Of all of the thousands of models and methodologies for health and wellbeing, the most common theme is that mental wellbeing is as important as physical wellbeing.

Neither this publication nor the organisation using these resources recommend or endorse any model above any other and therefore this appendix is simply an indication of the type of activities parents or carers can share with young people to support their emotional and physical development.

Further, this is not a guide to parenting and does not make any assumptions about the parent or child. This is a collection of links and activities that are proven to work.

Mindfulness

Mindfulness is all about giving all your attention to what is going on *now*. Eckhart Tolle (spiritual teacher and author) says *"In today's rush, we all think too much, seek too much, want too much, and forget about the joy of just being."*

For young people, there is much evidence of the benefits mindfulness, and it is an easy thing to share with your children. Below are a number of easy, short activities that can help children be more mindful.

- **Spidey-Senses.** Ask your child to turn on their spidey-sense. This is the super focussed sense of smell, hearing, touch or taste. This encourages them to pause and focus their attention on the present.

- **Glitter jar.** Fill a jar with water and add glitter or glitter glue. Shake the jar and imagine it contains all their thoughts. See what happens to your thoughts when you are stressed? How put the jar down and let it settle. See what happens to your thoughts when you are calm for a little while? This is a handy thing to have to help young people understand their emotions and the link between their emotional state and their thoughts.
- **Garden safari.** Have a short walk around the garden or a park. Their goal is to notice as many animals or insects as they can. Anything that crawls, swims, flies or walks should be noticed. By noticing children can focus all their attention on them.
- **Blowing bubbles.** Get some bubble mixture and encourage children to blow bubbles, but focus on the breathing and watching the bubble as it grows and floats away.
- **Balloons.** Get children to keep a balloon above the ground for as long as they can.
- **Counting breaths.** Simply ask children to break 10 times, but count each breath as they go.
- **90 seconds.** Stand outside with your child for 90 seconds, and make no sound. Listen and look around as deeply as you can.

Links for Mindfulness

- <https://annakaharris.com/mindfulness-for-children/>
- <https://www.bbcgoodfood.com/howto/guide/10-mindfulness-exercises-kids>
- <https://blissfulkids.com/how-to-practice-mindfulness-with-children-the-essential-guide/>

Nutrition

Sometimes it is really, really difficult to get young people to eat healthily, but a healthy diet can have an massive impact on both physical and mental health and wellbeing. Remember, kids aren't born with a craving for pizza and chips and an automatic aversion to vegetables! This happens over time as children are exposed to more and more unhealthy choices, and it does not have to always be a battle!

- **Focus on diet.** Don't worry too much about specific foods and focus more on the whole diet.

- **Be a role model.** Children have an inbuilt impulse to imitate adults (that's how they learn) so you have to act the way you want your child to act.
- **Cook at home.** Make large batches and freeze any extra for another mealtime.
- **Involve children.** Get children involved in grocery shopping or cooking. You can teach them about different ingredients and how to read food labels.
- **Make mealtimes an event.** They are a great chance to interact and bond. Turn off devices and sit together.
- **Don't ignore weight problems.** Children who are overweight are at greater risk of developing health problems.
- **Go picking.** Find a pick-your-own farm nearby. You will be amazed how much children love picking fruit.

Links for Nutrition

- <https://www.nutrition.org.uk/healthyliving/healthydiet.html>
- <https://kidshealth.org/en/parents/habits.html>
- <https://www.bbcgoodfood.com/recipes/collection/healthy-kids>

Fitness

Exercise is one of the most important parts of a child's life and does not have to mean going to a gym or running around a local field. Exercise is anything that works your body at a higher intensity than normal, raises your heart rate and works your muscles. It means leading an active lifestyle.

Regular exercise can improve fitness, increase concentration, lower stress and encourage a good night's sleep. You do not need to set aside large periods of time to exercise with your child.

- **Pre- or post- dinner walks.** Just a quick walk around the block counts as exercise. It's also a really good chance to discuss concerns or celebrate successes.
- **Boogie.** A quick 30 second dance can make a big difference and break down communication barriers.
- **Imagination.** Set a challenge. Work out how many stairs there are in your house. Then work out how many times walking up and down the stairs

would equal the height of a famous building. Keep a log and track your progress.

- **Skip the ads.** Whenever there is a commercial break on television, do something active like a silly dance break. This is particularly effective as children know there is a time limit.
- **Have a sports night.** Find an old deck of playing cards and write a silly exercise on each one. Then make everyone in the family pick a card and do the exercise.

Links for Fitness

- <https://www.parents.com/fun/sports/exercise/10-ways-to-exercise-as-a-family/>
- <https://www.verywellfamily.com/easy-exercises-for-kids-1257391>
- <https://www.goodhousekeeping.com/life/parenting/g32300455/exercises-for-kids/>

Relaxation

For all of us, not just our children, it is important for our mental health that we take time out to relax and recharge. For young people this can be very difficult given the number of distractions, which may seem like relaxation, but in reality have the opposite effect.

It is vital to taking time off for relaxation and allow the child's mind and body to switch off from the pressures of school and is an important part of maintaining positive wellbeing.

Some effective ways to relax include:-

- switching off the screens
- starting a hobby
- doing exercise
- spending time exploring in nature
- reading a book
- meeting a friend

You could also try the following with your child...

- **deep breathing.** Breathe in deeply, hold for a few seconds, then breathe out slowly. Do this several times.

- **progressive muscle relaxation.** Tense and relax the muscles from head to toe. Face, shoulders, arms, hands, stomach, legs and feet.
- **visual imagery.** Ask your child to imagine a place where they would like to be, or visualise dancing in the rain, walking in a forest, or relaxing by a beach.
- **favourite colour.** Ask your child to close their eyes and imagine they are in a house where everything is their favourite colour. Ask them to describe the house as they walk from room to room.
- **20 second hug.** When we hug, we release a chemical called oxytocin, which relaxes us and lowers anxiety. A 20 second cuddle lowers blood pressure and reduces the stress hormone cortisol.

Links for relaxation

- <https://www.bbc.co.uk/cbeebies/joinin/seven-techniques-for-helping-kids-keep-calm>
- <https://www.moodcafe.co.uk/for-children-and-young-people/relaxation-for-children.aspx>
- <https://www.youtube.com/watch?v=YFdZXwE6fRE>

Rest

Sometimes it is easy to get out of a pattern of sleep, and very difficult to get back into it.

Young people's body clocks can be very different to adults. But there are still things you can do to help your child achieve a good nights' sleep.

- **Prepare for sleep.** Have definite quiet time before bed. Read a book or listen to quiet music.
- **Avoid bright lights.** Give children a cut-off of at least 30 minutes for using electronic devices.
- **Bed is for sleeping.** Avoid giving the child's brain mixed messages about what bed is for. Avoid using bed for watching films, checking phones or doing homework. If possible, keep these activities in a different room.
- **Cut down on caffeine and sugar.** Food and drinks such as chocolate, energy drinks and fizzy drinks contain sugar and caffeine. These make it very difficult to sleep in the evening so have a cut off time.
- **Getting up.** Setting an alarm clock (not a phone) will encourage a young person to get up and reset their routine.

- **Be OK with it.** Try not to worry about not sleeping well as the worry can also keep you awake.
- **Reset your internal clock.** Natural light stimulates hormones that help to control sleep and wake cycles, so open the curtains and spend time outside.
- **Distract yourself.** Just 15 minutes doing a quiet activity is often better than trying to force yourself to sleep.

Links for sleep

- <https://www.nhs.uk/live-well/sleep-and-tiredness/healthy-sleep-tips-for-children/>
- <https://www.gosh.nhs.uk/medical-information/procedures-and-treatments/sleep-hygiene-children>
- <https://www.alaskasleep.com/blog/getting-kids-to-bed-on-time-tips-tricks-guidelines>

