

## CAREERS IN PRIMARY SCHOOLS

### Overview

This toolkit is designed to support schools to deliver world of work activities in a primary school setting. It includes practical guidance and outlines the steps schools can take to create their own primary careers programme, based on existing national and international research.

### Rationale

There is often alarm when people hear or read the word ‘careers’ in the same sentence as primary schools. There is a concern that we risk making our children ‘grow up too fast’ at such a young age. Done right, however, this is not about providing careers advice in primary schools but instead focussing on broadening horizons and raising aspirations, giving children a wide range of experiences of the world including the world of work. It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their options open for as long as possible. In addition there is a range of attributes, skills, and behaviours that can be encouraged in this early stage of a child’s life that will leave them in the best possible position as they begin their transitions to secondary education and beyond.

It's important to challenge preconceptions about work early on. Research has shown that children start forming beliefs about job roles by the age of 7. [[“Drawing the Future”](#)]

A TES poll of primary school teachers found 97% believed it was important to start learning about careers in primary. 47% thought it should be introduced before age 5. Social background has a profound effect on progression in learning and work.

### Guidelines

We encourage schools to bring employers into school to act as role models for the students, and to bring what they’re learning to life, quite literally!

- Research by the Education and Employers Taskforce suggests that a young person who has four or more encounters with an employer while at school is **86% less likely to be unemployed** or not in education or training, and **can earn up to 18% more** during their career [Source: [“It’s Who You Meet”](#)]
- Structuring employer encounters within the school curriculum **strengthens aspirations and attainment**. It supports students to take action to achieve their full potential.

You can find employers by asking parents to nominate themselves, friends, family or colleagues. Suppliers to the school such as caterers, electricians, architects or builders can also be approached, as can local businesses. Professional networks

like the Chamber of Commerce might be able to put a call for volunteers out to their members.

There are online services like [Primary Futures](#) where schools can register and post events they would like support with. STEM Ambassadors is another source. You can request a visit through this [link](#).

## Resources

There is a wealth of resources online which you can use with your students directly. One example designed for KS1 students is [Words for Work](#) from the National Literacy Trust. This activity blends learning about careers and literacy.

The [Animal Quiz](#) from My World of Work can be used in an ICT lesson, using technology to take a personality test that lets students explore what careers they might enjoy.

[STEM Learning](#) has a range of resources including videos and teacher CPD that link careers with science, computing and maths.

The Careers & Enterprise Company is supported by the government to promote careers education in all schools. They've developed [a toolkit for primary schools](#) which is worth a look.

[Form the Future](#) develops our own activities for use in primary schools. One that has been popular with primary schools in Norwich is our Enterprise Day. On the following pages we outline how you can use this in your school.

## ENTERPRISE DAY

### Enterprise

*'entəpraɪz/ noun*

a project or undertaking, especially a bold or complex one.  
a business or company.

### Entrepreneur

*ɒntreɪprə'neɪ/ noun*

a person who sets up a business or businesses, taking on the risks in the hope of making money.

#### Key learning outcomes:

By the end of this activity students will be able to:

- Begin to identify the different behaviours and skills that can be combined to create an enterprising mindset.
- Better understand what it takes to be creative and develop new ideas.
- Recognise some examples of how enterprise is used in a variety of real-life settings.
- Continue to develop students' problem-solving, creativity, teamwork and presentation skills. Form the Future has partnered with [Skills Builder](#) and is working to their framework and principles for building essential skills.

#### Task:

The Students challenge will be to create, develop and pitch a business idea which they will work together on in teams.

#### Set up:

The teacher is encouraged to get the class going by discussing what it means to be enterprising – what do we mean by enterprise skills? Is someone who has lots of ideas and likes a challenge more or less enterprising than someone who likes to follow instructions and stick to what they know? What ingredients do we need to be Enterprising?

[15 minutes] Introduce students to the Enterprise Day challenge. Start by discussing what steps are needed to make an idea a reality. At the end of the challenge students will be asked to pitch their product/business idea to their peers and/or a panel of judges. At the discretion of the teacher, students may want to see an example of a pitch ahead of creating their idea.

Alternatively, this video could be shown later in the project when moving onto creating the pitch.

<https://www.youtube.com/watch?v=H0kbMpQ5Qc4>



a business idea  
 a product / service  
 a business name & logo  
 understanding of customers  
 Marketing: reaching customers  
 a prototype or design  
 idea of competitors  
 ideas on pricing  
 a sales pitch



[10 -15 minutes] Depending on the student year group, a brainstorming activity can be added here to help students gain better understanding of making decisions as a team. Each group is given 3-4 minutes to brainstorm as many ideas on how to use a recycled product, they are then given a further 2 minutes to decide their favourite idea as a group. E.g. Plastic bottle – bird feeder, toothbrush holder, rocket launcher – favourite idea = rocket.

[60 minutes] Place students into teams of 2-4, once each team have agreed on their idea, encourage them to think through the steps above to make their idea a reality. The teacher is encouraged to make sure all members of the group have a role within the team.

You could use this handout to help add structure.



<b>1. Idea</b> – what is it? How does it work? What makes it different?	<b>2. Customers</b> – who are they?
<b>3. Competitors</b> – who are they?	<b>4. Name</b> – what is your product/service called and why?
<b>5. Logo</b> – what does it look like and why?	<b>6. Price</b> – how much will you charge?
<b>7. Marketing</b> – how will people find out about it? You may like to act out an advert as part of your pitch!	

[60 minutes] Students begin to prepare their pitch. They may like to use visual aids including a poster or prototype to help bring their idea to life for their audience.

Top tips for pitch:

- Present one important point from each box above
- Ensure each member of your team says something/has a role in your pitch presentation
- Speak slowly and clearly and make sure you reach people at the back of the room!
- Use pictures to bring your idea to life. Some students may want to prepare a TV advertisement.



[20-30 minutes] Each team is invited to pitch to their classmates and teacher. The teacher is encouraged to facilitate questions from the audience about the product/business idea. Once all teams have pitched the teacher should lead a constructive feedback session from peers which encourages students to build upon and improve their existing pitch/ideas. Each team will then vote for their favourite idea and select the winning group from each class.

[30-40 minutes] To extend this activity, winning groups from each classroom could then be invited to perform their pitch again in front of the entire cohort or multiple year groups. Schools are encouraged to include a panel of teachers/staff/volunteers to attend this final session to act as judges to ask questions and award the best overall ideas. Why not invite a local celebrity? We invited the Sheriff of Norfolk to present the prizes. If all photo consents are in place you can share the photo with the local press or on your own social media accounts, and let employers know that you would welcome the involvement in your next careers event.

Form the Future suggest that students/teams should also be recognised not only for good ideas and pitches, but also for displaying development in skills such a teamwork, leadership, creativity and motivation. We have supplied a design for certificates that can be presented to the students.

# ENTERPRISE DAY

## Award for Most Innovative Business Idea

*Congratulations*



# ENTERPRISE DAY

## Award for Best Leadership Skills

*Congratulations*

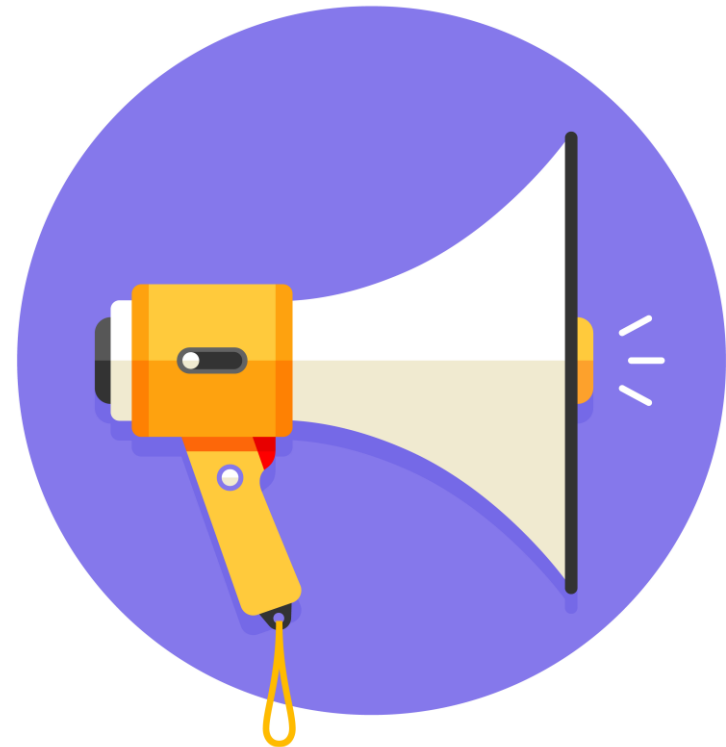




# ENTERPRISE DAY

## Award for Best In Class Pitch

*Congratulations*



# ENTERPRISE DAY

## Award for Best Teamwork

*Congratulations*



# ENTERPRISE DAY

## Award for Best Overall Pitch

*Congratulations*

