

## Key Stage 4

### English Career Resources for Teachers

#### Create a careers magazine TV programme for young people (14-16)

In this unit learners will address the following work-related themes: they will

- Review and reflect on how their experiences have added to their knowledge, understanding and skills and use this information when developing career plans (2)
- Explain why it is important to develop personal values to combat stereotyping, tackle discrimination in learning and work and suggest ways of doing this (4)
- Use work-related learning and direct experience of work to improve their chances (10)
- Select and use decision making techniques that are fit for purpose including preparing and using action plans, that incorporate contingencies (12)

In addition they will have opportunities to meet learning objectives of the Framework for Secondary English at KS4 with particular emphasis on Speaking and Listening.

Speaking and Listening: pupils will explore, develop and respond to a range of skills and strategies in a variety of context, adapting language according to task, audience and purpose.

<b>Strands</b>	<b>Substrands</b>
1. Listening and responding	1.1 Developing active listening skills and strategies
	1.2 Understanding and responding to what speakers say in formal and informal contexts
2. Speaking and Presenting	2.1 Developing and adapting speaking skills and strategies in formal and informal contexts
	2.2 Using and adapting the conventions and form of spoken texts
3. Group discussion and interaction	3.1 Developing and adapting discussion skills and strategies in formal and informal contexts
	3.2 Taking roles in group discussion
4. Drama, role-play and performance	4.1 Using different dramatic approaches to explore ideas, texts and issues
	4.2 Developing, adapting and responding to dramatic techniques, conventions and styles

They will also have opportunities to meet learning objectives for Reading

Reading: pupils will engage with and respond to, a rich variety of print, electronic and multi-modal texts, developing analysis and awareness of the forms and purposes of writing, and the contexts and cultures within which they were written.

<b>Strands</b>	<b>Substrands</b>
5. Reading for meaning, understanding and responding to print, electronic and multi-modal texts	5.1 Developing and adapting active reading skills and strategies
	5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts
	5.3 Reading and engaging with a wide variety of texts

## Teachers' Notes

In the course of this unit students will have the opportunity to contribute to a TV careers programme aimed at their own age group. Each group will contribute a two minute production which could be in documentary or drama form about a career of their choice. Students should be encouraged to keep to this time limit: it will help to concentrate their minds on the clearest form of expression of their ideas, save audiences from sprawling productions and be much more doable in the context of the time you can afford to make available.

Before setting the assignment it would be useful take some soundings to establish the range of the class's interest in careers. Once you have an idea of the kind of work they are interested in, you can liaise with careers teachers, or Connexions, and gather a body of material, print, recommended websites etc to have available for students' research.

Some useful websites:

e-zines

<http://www.nextstepmagazine.com/nextstep/default.aspx>

<http://www.fazed.com/careers/index.html>

<http://www.etcmaq.co.uk/articles/careers/Media.html>

careers and progression routes-useful advice

<https://mychoicelondon.co.uk/eilp/IdnEilp/home.aspx>

<http://www.bigambition.co.uk/>

<http://www.kent.ac.uk/careers/sitesmedia.htm>

<http://www.northernmedia.org>

courses

<http://www.bfi.org.uk/education/talkscourses/mediacourses/>

<http://www.he.courses-careers.com/media.htm>

job agencies

<http://www.careermovesgroup.co.uk/>

<http://www.reed.co.uk/>

<http://www.totaljobs.com/>

<http://www.majorplayers.co.uk/>

<http://www.digitalmediajobs.com/>

## 1. Introducing the brief:

Brief 1 for Specialist Careers Groups  
Brief 2 for Presentation and Production Group

Explain that the class are making a careers show for peers with an **equal opportunities message**. This can be implicit or explicit. In relation to this distinction you will need to discuss issues of **representation**. You could use some of the material you have gathered to assess the ways in which they are, or are not, aimed at an inclusive audience.

Explain that the programme will be made up of the different groups' productions; **introduced and linked by a presentation and production group**, whose task it is to put it all together. Students will be familiar with this format from weekend shows like T4 <http://www.channel4.com/entertainment/t4/index.html> on Channel 4 and BBC2 Switch <http://www.bbc.co.uk/switch/>.

2. **Arrange groups** according to interests in different careers: make sure that there are no more than 4 in any group, though they could be smaller and individual work could be an option. They can choose whether to use interviews, talking heads or a documentary format or a combination of all three. They need to consider their audience and make sure it's engaging enough to hold the class's attention.

The (P&P) presentation and production team will need to work closely with the other groups initially: they will propose a working title and two of them will present and link the show. They will need organisational skills and leadership qualities! (You could have an application process if demand to be in this team is overwhelming).

You may find the Grid **1a** useful to monitor the groups' progress, either for yourself or your production team.

Give each group a planning sheet **1b and 1c to complete**.

3. **Explain the process to students**. They are expected to show initiative and organise themselves, but should expect to give a brief account, group by group at the end of each lesson, of what they have done and what they need to do next.

Depending on your own expertise, you may need technical support to provide appropriate skill levels in digital video production. You may find *Teaching Digital Video Production at GCSE (BFI 2007)* a useful resource, especially if you are concerned to have high production values for the outcome.

4. Each stage of the process provides opportunities for assessment for skills and leadership.

- research chosen career and report back
- produce storyboard / script and present
- pitch to executive producer (teacher) in classroom simulation
- discuss practicalities in groups
- permissions gained, visits arranged, rehearsal of any performed material (intro/links) - transactional talk
- Editing - decision making dialogue.

## Brief 1

### Specialist Career Groups

**Your brief:** to contribute a 2 minute segment to a new TV careers show aimed at teenagers with an emphasis on inclusion.

**Your task:** In your groups you will focus on a particular career path and decide how to present this in an interesting and exciting way to the rest of your year group.

The segments will be linked together by two presenters and create a show of approx. 20 minutes which will be screened on \_\_\_\_\_

In your groups you will need to :

- Research your chosen career
- Decide how you want to present it
- Decide on a working title for your segment
- Script and storyboard your segment
- Check representations - are they inclusive?
- Pitch your ideas to the producer

When you are given approval you will need to :

- Complete planning and preparation
- Take on responsibilities
- Liaise with the production and presentation team
- Arrange any visits you need to make and gain permissions
- Make sure you acquire any skills you need in order to film and edit
- Make sure you have permission to do any rehearsing, interviewing, or filming you need to do
- Rehearse/interview/film
- Book editing time and technical support
- Meet the deadlines for production

Use this as a check-list to make sure you are on task.  
This is what a career making TV shows would be like!

***Keep a record throughout of your contribution to the final product to show how effective you are working in a team, making decisions collaboratively, taking responsibility and showing initiative.***

## Brief 2

### Presentation and Production Group

**Your brief:** to **collate and present** a new TV careers show aimed at teenagers with an emphasis on inclusion.

**Your task:** to help groups to develop segments towards a new careers show which you will introduce and link. You will also be responsible for a brief title sequence.

You will need to choose:

- **backgrounds** ( if you film in front of a blue screen these will be dropped in behind you on the computer)
- **a sound-track** which will appeal to young people your own age.  
Remember the focus is inclusion, so don't stick to one music genre
- **Fonts, images and style** for your title sequence.

You will need to know what everyone is doing so you can introduce and link effectively.

You will also have a big responsibility for the tone and look of the show...it's important to think carefully about what you will wear, how you will behave and rehearse!

**Good luck!**

# 1a: Progress sheet

Group	Names	Section: working title	Format
1			
2			
3			
4			
5			
6			
P&P team			

## 1b Preparation

Group:

Working title

What equipment will you need?

What other resources will you need? (locations, props, wardrobe, etc)

What skills do you need to complete this task?

