



SPEAKERS
for schools

WORK EXPERIENCE

best practice planning

VIRTUAL

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3-day Virtual Work Experience

For a **3-day virtual work experience**, placements must include the following as a minimum:

- Virtual tour of the workplace – an induction-style tour highlighting health and safety requirements.
- A minimum of 5 feedback sessions – these can be open discussions or in small groups
- A minimum of 8 hours of student-led activity across the 3 days
- A minimum of 3 reflective activities

4-day Virtual Work Experience

For a **4-day virtual work experience**, placements must include the following as a minimum:

- Virtual tour of the workplace – an induction-style tour highlighting health and safety requirements.
- A minimum of 7 feedback sessions – these can be open discussions or in small groups
- A minimum of 11 hours of student-led activity across the 4 days
- A minimum of 4 reflective activities

5-day Virtual Work Experience

For a **5-day virtual work experience**, placements must include the following as a minimum:

- Virtual tour of the workplace – an induction-style tour highlighting health and safety requirements.
- A minimum of 9 feedback sessions – these can be open discussions or in small groups
- A minimum of 14 hours of student-led activity across the 5 days
- A minimum of 5 reflective activities

NOTE: Best practice also recommends that pre- and post-placement tasks are provided.

An example timetable for a high-quality virtual work experience placement that meets all the specified requirements on page 2. The suggested timings and structure can be tailored to fit the placement's requirements. For a customised experience, activities can be selected from various activity tables provided (pages 4 to 17).

	Day 1	Day 2	Day 3	Day 4	Day 5
09:30	Registration	Registration	Registration	Registration	Registration
09:45	Code of Conduct/Welcome/ Introductions/ GC how to/ Pulse survey	Ice breaker	Ice breaker	Ice breaker	Ice breaker
10:00	Ice breaker	Stand up/All hands/Daily briefing	Stand up/All hands/Daily briefing	Stand up/All hands/Daily briefing	Stand up/All hands/Daily briefing
10:20	Virtual Tour/ Induction	Activity Five	Activity Seven Extension	Activity Nine	Activity Twelve
11:00	BREAK				
11:15	Activity One	Activity Five Extension	Activity Seven Feedback	Activity Ten	Activity Twelve Extension
11:45	Activity One Feedback	Activity Five Feedback	Activity Eight	Activity Nine & Ten Feedback	
12:00	LUNCH				
12:45	Ice Breaker/Pulse survey	Ice Breaker/Pulse survey	Ice Breaker/Pulse survey	Ice Breaker/Pulse survey	Ice Breaker/Pulse survey
13:00	Activity Two	Activity Six	Activity Eight Presentation	Activity Eleven	Activity Twelve Presentation
13:45	Activity Two Feedback	Activity Six feedback		Activity Eleven Extension	
14:00	Activity Three	Activity Seven		Activity Eleven Feedback	Feedback and close
14:30	Activity Three Feedback	Activity Seven Feedback	Feedback and Close	Activity Twelve	
14:45	Reflection Activity – set independent study task	Reflection Activity – set independent study task/ post-placement task	Reflection Activity – set independent study task/ post-placement task	Reflection Activity – set independent study task/ post-placement task	Reflection Activity – set post-placement task
15:00	FINISH				



Pre-placement or Independent Research Activities

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Find an object that represents me - explain why to the group	Problem Solving Creativity Aiming High	RE / PHSE / English / MFL / History / Geography / Art / Design & Technology	Describe what you are like, what you are good at and what you enjoy doing	3	I know how to talk about my strengths
Research task based on company or industry – how many employees/how many offices/how long have they been operating/who is the CEO/What do they do? (interview preparation skills)	Problem Solving Creativity Aiming High	English / History Geography / Economics / Design & Technology / ICT	Know how to prepare for, perform well and learn from participating in selection processes; Describe a local business, how it is run and the products and/or services it provides; Explain different types of business organisational structures, how they operate and how they measure success	3 & 5	I can talk about some of the businesses and employers near where I live
Brainstorming/mind-mapping task based on project	Problem Solving Creativity Aiming High	Design & Technology / Maths English / ICT	Show that you are proactive in taking part in and learning from careers, employability and enterprise activities and experiences	3	I can tell you about a time I came up with ideas to solve a problem
Prepare 3 questions to ask XX (the employer, the other Young People...)	Problem Solving Creativity Aiming High	English / RE / PHSE / ICT	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning; Know how to prepare for, perform well and learn from participating in selection processes; Know how to make a good impression on other people	3, 4, 5 & 6	I can talk to others about jobs and careers that I'm interested in, or I think might be suitable for me.
What's your company/product idea?	Problem Solving Creativity Aiming High	All core dependent on subject/content	Show how you are developing the qualities and skills which will help you to improve your employability; Show that you can be enterprising in the way you learn, work and manage your career	4, 5 & 6	I know how to develop my ideas independently



Pre-placement or Independent Research Activities CONT.

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Create a moodboard that describes you/project task	Problem Solving Creativity Aiming High	RE / PHSE / English / MFL / History / Geography / Art / Design & Technology / ICT	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers; Show that you can be enterprising in the way you learn, work and manage your career	4, 5 & 6	I know how to develop my ideas independently
Plan your route – cost/transport/contingency/contacts	Problem Solving Creativity Aiming High Staying Positive	Maths / English Geography / PHSE / ICT	Show that you can make considered decisions about saving, spending and giving; Know how to make plans and decisions carefully; Identify ways of making successful transitions such as the move from primary to secondary school	3 & 7	I can explain to you how I would decide what order to do things in to achieve something
Skill scan – based on Skills Builder Framework	All	All core	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	4, 5 & 6	I know how to talk about my strengths
Personal goal sheet – What do I want to achieve from this placement? (include embedded goals to increase gamification)	Problem Solving Creativity Aiming High Staying Positive	English / Maths / PHSE / ICT	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	4, 5 & 6	I know how to talk about the areas I want to personally develop



Ice Breaker or Introduction Tasks

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Labour Market Information (LMI) Higher Lower Flashcards – is a sector in growth/decline, can be looked at regional/national/global	Listening Problem Solving Creativity Aiming High	English / History Geography / ICT / Maths / Economics	Be aware of what labour market information (LMI) is and how it can be useful to you	5	I can talk about some of the businesses and employers near where I live
LMI – Salaries – can be a Kahoot quiz or higher/lower, can be looked at regional/national/global	Listening Problem Solving Creativity Aiming High Staying Positive	English / Maths / Economics / Geography	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work; Be able to draw conclusions from researching and evaluating relevant labour market information (LMI) to support your future plans	3 & 5	I know how to find out how much you can earn doing different jobs
Equality, diversity and inclusion (EDI) - % of female/male in role – higher/lower flashcards or quiz	Listening Problem Solving Creativity Aiming High Staying Positive	English / Maths / PHSE / RE / Geography / Economics	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion and know your rights and responsibilities in relation to these issue; Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others	3	I know how to develop my ideas independently
2 Truths, 1 Lie – Employer panels provide 2 truths and 1 lie about their career/education/training	Listening Problem Solving Creativity Aiming High Staying Positive Speaking	All core dependent on subject/content	Give examples of what it means to have a career; Describe different explanations of what careers are and how they can be developed; Explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	2 & 3	I know how to develop my ideas independently; I have heard different people outside of my family talk about their jobs



Ice Breaker or Introduction Tasks CONT.

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
2 Truths, 1 Lie - about industries or roles	Listening Problem Solving Creativity Aiming High Staying Positive Speaking	English	Identify what you like about learning from careers, employability and enterprise activities and experiences	3	I know how to develop my ideas independently; I have heard different people outside of my family talk about their jobs
Scavenger/Treasure Hunt – first to find an object that can XX, or first to find a fact about YY	Problem Solving Creativity Aiming High	English / Maths / PE / PHSE	Show that you can use your initiative and be enterprising	4, 5 & 6	I know how to develop my ideas independently; I can tell you about a time I came up with ideas to solve a problem
Job titles – real or fake? (introduces terms Young People might not know to help with future job searches – introduce “future” jobs)	Listening Problem Solving Creativity Aiming High Staying Positive Speaking	English	Explain how work and working life is changing and how this may impact on your own and other people’s career satisfaction	2	I can talk to others about jobs and careers that I’m interested in, or I think might be suitable for me; I can talk about my ideas about future careers and how jobs might change
Salary bands – real or fake?	Listening Problem Solving Creativity Aiming High Staying Positive Speaking	Maths / Science / English	Be aware of what labour market information (LMI) is and how it can be useful to you	5	I know how to find out how much you can earn doing different jobs
Spot the difference – Health & Safety	Listening Problem Solving Creativity Aiming High Staying Positive Speaking	Design & Technology / Science / PHSE / Art & Design	Be aware of how to keep yourself safe and well when you are learning and playing	4	I can talk about the skills that employers need; I can explain what is needed to be chosen as a “responsible” person



Ice Breaker or Introduction Tasks CONT.

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Spot the mistake – SPAG – proof check a document/email/report/advert	Listening Problem Solving Creativity Aiming High	English /	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	4, 5 & 6	I can talk about the skills that employers need
Task priority list – organise your day – drag and drop tasks to show organisation and prioritisation skills	Problem Solving Creativity Aiming High	English / Maths / PHSE / ICT	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	4, 5 & 6	I can explain to you how I would decide what order to do things in to achieve something; I know how to break a big task up into a range of options
Build a project with a budget – quick fire drag and drop embedding maths, list of tasks with costs, Young People drag and drop to complete the project on budget	Problem Solving Creativity Aiming High Staying Positive Leadership	Maths / ICT	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work; Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you; Show how you are developing the qualities and skills which will help you to improve your employability	3, 4, 5 & 6	I can explain to you how I would decide what order to do things in to achieve something; I know how to break a big task up into a range of options
Angel investor – similar to the parachute game, Young People have an amount of money and in small groups must decide which project they would donate to based on short descriptions	All	All core dependent on subject/content	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you; Recognise when you are using qualities and skills that entrepreneurs demonstrate	3, 4, 5 & 6	I can identify other people's strengths and give them feedback; I know how to give feedback to others on areas to develop; I can talk about my experiences of making group decisions; I can explain how someone can tell I'm listening to them through how I behave

VIRTUAL

Example Activities with Framework Mapping



Individual or Group Tasks

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Research with framework – provide brief and purpose, support structure includes timings and priority	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / History / Maths / Design & Technology / ICT	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I know how to develop my ideas independently
Proofing tasks – responsibility to check and agree copy/design is ready for sharing. Stretch and challenge activity can be creating a campaign/mail merge etc. Embed basic GDPR	Problem Solving Creativity Staying Positive Aiming High	English / ICT	Show how you are developing the qualities and skills which will help you to improve your employability; Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices	4, 5 & 6	I can talk about the skills that employers need; I can explain what is needed to be chosen as a “responsible” person
Evaluate risks on a project – provide project brief, milestones and current progress. Stretch and challenge activity can include mitigation planning and prioritising	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / Science / Design & Technology / ICT / PHSE	Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices; Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	4, 5 & 6	I can explain to you how I would decide what order to do things in to achieve something I know how to develop my ideas independently; I know how to break a big task up into a range of options I can tell you about a time I came up with ideas to solve a problem
Costing and budgeting – provide data sets and scenarios, changing environments and ask Young People to calculate and manipulate tasks to come in on budget	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	Maths / ICT / English /	Show how you are developing your personal financial capability to make better decisions about everyday living, further study, training and work; Recognise when you are using qualities and skills that entrepreneurs demonstrate	3, 4, 5 & 6	I can explain to you how I would decide what order to do things in to achieve something ; I can tell you about a time I came up with ideas to solve a problem; I know how to develop my ideas independently



Individual or Group Tasks CONT.

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Project planning – provide data sets and ask Young People to create a project plan with milestones	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / Design & Technology /	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	4, 5 & 6	I can explain to you how I would decide what order to do things in to achieve something; I can tell you about a time I came up with ideas to solve a problem; I know how to develop my ideas independently
Create a presentation	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / ICT / Design & Technology / Art & Design	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	4, 5 & 6	I can talk about the skills that employers need; I can explain how to speak in a way people will find interesting
Create a report	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / ICT	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	4, 5 & 6	I can explain to you how I would decide what order to do things in to achieve something; I know how to break a big task up into a range of options; I know how to develop my ideas independently
Present a solution to increase efficiency/capacity in a given scenario/environment	Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / ICT / Science / Design & Technology	Know how to identify and systematically explore the options open to you at a decision point; Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	2, 4, 5 & 6	I can talk about the skills that employers need I know how to develop my ideas independently; I can explain how to speak in a way people will find interesting; I can tell you about a time I came up with ideas to solve a problem
Competitor analysis	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / Design & Technology	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4, 5 & 6	I can identify other people's strengths and give them feedback



Individual or Group Tasks CONT.

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Design a product	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / Design & Technology / Art & Design / Science	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4, 5 & 6	I know how to develop my ideas independently; I can tell you about a time I came up with ideas to solve a problem
Write a job specification with market research into salary banding	Problem Solving Creativity Staying Positive Aiming High	English / Maths / ICT / History / RE/ PHSE	Be aware of what labour market information (LMI) is and how it can be useful to you	5	I can name some websites that give helpful and trustworthy information on what I can do after school, or how to make choices about subjects and qualifications; I know how to find out how much you can earn doing different jobs; I can talk about my ideas about future careers and how jobs might change; I can talk about the skills that employers need
Create a campaign	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / Design & Technology / Art & Design / ICT	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4, 5 & 6	I can explain to you how I would decide what order to do things in to achieve something
Create an interview task to assess skills for a role	Problem Solving Creativity Staying Positive Aiming High	English / Maths / ICT / PHSE / Science / Design & Technology / RE	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4, 5 & 6	I can talk about the skills that employers need; I can identify other people's strengths and give them feedback; I know how to give feedback to others on areas to develop; I can tell you about a time I came up with ideas to solve a problem
Write a business plan – provide data and framework	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / Design & Technology / ICT Science	Explain different types of business organisational structures, how they operate and how they measure success	5	I can explain to you how I would decide what order to do things in to achieve something

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Example Activities with Framework Mapping



Individual or Group Tasks CONT.

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Design an advert or logo	Problem Solving Creativity Staying Positive Aiming High	English / Maths / Design & Technology / Art & Design / ICT	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4, 5 & 6	I know how to develop my ideas independently
Evaluate a website from a UX/CX point of view	Problem Solving Creativity Staying Positive Aiming High	English / ICT / PHSE	Recognise when you are using qualities and skills that entrepreneurs demonstrate	4, 5 & 6	I can identify other people's strengths and give them feedback
Create a workflow process for a repetitive task to improve efficiency	Problem Solving Creativity Staying Positive Aiming High	English / Maths / Design & Technology / Science / ICT	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4, 5 & 6	I know how to break a big task up into a range of options; I can tell you about a time I came up with ideas to solve a problem
Create a meeting agenda and comms plan to roll out a new internal training process	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / ICT	Recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable	4, 5 & 6	I know how to break a big task up into a range of options
Complete a risk assessment for a task and/or equipment	Problem Solving Creativity Staying Positive Aiming High	English / Maths / Science / Design & Technology / PHSE / ICT	Recognise different levels of risks and understand your responsibilities and rights as a student, trainee or employee for staying healthy and observing safe working practices	4	I can explain what is needed to be chosen as a "responsible" person

VIRTUAL

Example Activities with Framework Mapping



Individual or Group Tasks CONT.

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Evaluate a submitted task and provide feedback – provide Young People with examples and feedback framework	Speaking Problem Solving Creativity Staying Positive Aiming High Leadership	English	Explain how you are developing your employability qualities and skills to satisfy your own expectations and the future expectations of your employers and co-workers	4, 5 & 6	I know how to give feedback to others on areas to develop; I can identify other people's strengths and give them feedback
Conduct an interview and hire a candidate	Listening Speaking Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / PHSE / RE / Citizenship / Maths	Know how to prepare for, perform well and learn from participating in selection processes	3	I can identify other people's strengths and give them feedback; I know how to give feedback to others on areas to develop; I can explain how someone can tell I'm listening to them through how I behave
Create an instruction guide for a product	Problem Solving Creativity Staying Positive Aiming High	English / Maths / Design & Technology	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4, 5 & 6	I can explain to you how I would decide what order to do things in to achieve something
Create a training manual for a new staff member/ new process/ new equipment	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / Maths / Design & Technology	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4, 5 & 6	I know how to break a big task up into a range of options

VIRTUAL

Example Activities with Framework Mapping



Extension Tasks

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Q&A Employer Panel – chance to ask questions to a panel of employers to provide Continuous Improvement	Listening Speaking Staying Positive Aiming High	English / PHSE	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	2	I have heard different people outside of my family talk about their jobs; I can talk about the skills that employers need
‘Consultant Carousel’ – employers pitch their skills as consultants for groups to choose who will help them with their project/ Employers visit breakout rooms in a carousel to hear ideas, progress and give feedback	Listening Speaking Staying Positive Aiming High	English / PHSE	Build your personal networks of support including how to access and make the most of a wide range of impartial face-to-face and digital careers information, advice and guidance services	2	I can talk about my ideas about future careers and how jobs might change; I have heard different people outside of my family talk about their jobs; I can talk about the skills that employers need
‘Magpie’ – 1 person from each group visits other groups to hear their ideas, returns to their own group to share notes	Listening Speaking Problem Solving Creativity Staying Positive Leadership Teamwork	English / PHSE	Develop and apply enterprise qualities and skills in your approach to learning, work and career planning	4, 5 & 6	I can explain what is needed to be chosen as a “responsible” person
‘Situational Obstacle’ – include a challenge that Young People haven’t anticipated, such as a budget cut, a change in requirements or deadlines for Young People to react to and justify decisions.	All	English / Maths / Design & Technology / PHSE	Know how to identify and systematically explore the options open to you at a decision point. Be able to focus on the positive aspects of your wellbeing, progress and achievements; Show that you can use your initiative and be enterprising; Show that you can be positive, flexible and well-prepared at transition points in your life; Know how to make career enhancing plans and decisions including developing the resilience required to sustain them	2, 3, 4, 5, 6 & 7	I can tell you about a time I came up with ideas to solve a problem; I can talk about my experiences of making group decisions

VIRTUAL

Example Activities with Framework Mapping



Extension Tasks CONT.

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
'Situational Benefit' – include an unexpected bonus, such as an increase in budget or a deadline extension for Young People to react to and justify decisions.	All	English / Maths / Design & Technology / PHSE	Know how to identify and systematically explore the options open to you at a decision point; Recognise when you are using qualities and skills that entrepreneurs demonstrate; Know how to make career enhancing plans and decisions including developing the resilience required to sustain them	2, 3, 4, 5 & 6	I can talk about my experiences of making group decisions
'Organisation Restructure' – challenge Young People groups by moving 1 or more to another group for Young People to react to and justify decisions. Groups may even become unfairly distributed to replicate workplace scenarios.	All	English / Maths / Citizenship / RE / PHSE	Know how to identify and systematically explore the options open to you at a decision point; Know how to make career enhancing plans and decisions including developing the resilience required to sustain them; Be able to focus on the positive aspects of your wellbeing, progress and achievements; Show that you can use your initiative and be enterprising; Show that you can be positive, flexible and well-prepared at transition points in your life	2, 3, 4, 5, 6 & 7	I can talk about my experiences of making group decisions; I know how to talk about my strengths; I can tell you about a time I came up with ideas to solve a problem
'Win, Lose, Risk, Chance' – Provide Young People with a set of cards which have a range of challenges and benefits on them, during an extension activity they can use these cards with other groups to either work together or try to obstruct their "competition". Young People to react to the changing scenario and justify decisions.	All	English / Maths / Citizenship / RE / PHSE	Know how to identify and systematically explore the options open to you at a decision point; Know how to develop and use strategies which will help you to deal with the challenges of managing your career transitions	2 & 7	I can talk about my experiences of making group decisions
'Request Feedback or Extra Time' – Young People to use time with mentors to either request feedback or extra time to work on their tasks, justifying decisions if extra time is required.	All	English / Maths / PHSE	Show that you can use your initiative and be enterprising; Know how to make career enhancing plans and decisions including developing the resilience required to sustain them	3, 4, 5 & 6	I can explain to you how I would decide what order to do things in to achieve something

VIRTUAL

Example Activities with Framework Mapping



Reflection and Post-placement Tasks

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
<p>“One Minute Paper” – Young People writes a response to prompt questions for 1 minute. E.g., “What was the most memorable part of your experience?“, “What new skill did you learn?“ “ What relationship can you see between your placement and your studies?“</p>	<p>Problem Solving Creativity Staying Positive Aiming High</p>	<p>English / Maths / PHSE</p>	<p>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p>		<p>I can talk about the skills that employers need</p> <p>I can talk about my ideas about future careers and how jobs might change</p> <p>I can talk to others about jobs and careers that I’m interested in, or I think might be suitable for me.</p> <p>I can explain which options I think are best for me</p> <p>I know how to talk about my strengths</p> <p>I know how to talk about the areas I want to personally develop</p> <p>I can explain to you how I would decide what order to do things in to achieve something</p> <p>I know where to go in school to find out more information and guidance on careers</p> <p>I can name some websites that give helpful and trustworthy information on what I can do after school, or how to make choices about subjects and qualifications</p> <p>I know what subjects I want to study for my GCSE’s</p> <p>I can explain what an apprenticeship is</p> <p>I can explain what A levels are</p> <p>I can explain what T levels are</p> <p>I can explain what Vocational qualifications like BTECS are</p> <p>I can explain which options I think are best for me</p>
<p>Doodles – Young People to explain only through doodles a concept or response to a prompt question such as “what makes a good leader?“ “How do you do X task?“, “How do you feel about X?“</p>	<p>Problem Solving Creativity Staying Positive Aiming High</p>	<p>Design & Technology / Art & Design / English / PHSE</p>	<p>Recognise how you are changing, what you have to offer and what’s important to you</p> <p>Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way</p>		
<p>Professional Portfolio – Young People to identify their biggest achievement from the placement and create a portfolio entry to provide references for future applications and personal statements</p>	<p>Problem Solving Creativity Staying Positive Aiming High</p>	<p>English / Art & Design / ICT / Design & Technology</p>	<p>Show how you are developing the qualities and skills which will help you to improve your employability</p> <p>Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal</p>	<p>3, 4, 5 & 6</p>	
<p>Record a vlog which explains the benefits of your work experience and why you think other Young People should participate</p>	<p>Speaking Creativity Staying Positive Aiming High</p>	<p>English / ICT / Drama /</p>			



Reflection and Post-placement Tasks CONT.

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Mood board – create a mood board which reflects before and after your placement, fill it with images which reflect your feelings, goals, learnings etc.	Problem Solving Creativity Staying Positive Aiming High	ICT/ Design & Technology / Art & Design	<p>Review and reflect upon how you are benefitting as a learner from careers, employability and enterprise activities and experiences</p> <p>Recognise how you are changing, what you have to offer and what's important to you</p> <p>Explain how you manage your wellbeing, progress and achievements through telling your story in a positive way</p> <p>Show how you are developing the qualities and skills which will help you to improve your employability</p> <p>Be able to research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goal</p>	3, 4, 5 & 6	<p>I can talk about the skills that employers need</p> <p>I can talk about my ideas about future careers and how jobs might change</p> <p>I can talk to others about jobs and careers that I'm interested in, or I think might be suitable for me.</p> <p>I can explain which options I think are best for me</p> <p>I know how to talk about my strengths</p> <p>I know how to talk about the areas I want to personally develop</p> <p>I can explain to you how I would decide what order to do things in to achieve something</p> <p>I know where to go in school to find out more information and guidance on careers</p> <p>I can name some websites that give helpful and trustworthy information on what I can do after school, or how to make choices about subjects and qualifications</p> <p>I know what subjects I want to study for my GCSE's</p> <p>I can explain what an apprenticeship is</p> <p>I can explain what A levels are</p> <p>I can explain what T levels are</p> <p>I can explain what Vocational qualifications like BTECS are</p> <p>I can explain which options I think are best for me</p>
SWOT analysis/evaluation – provide Young People with a quadrant for them to identify strengths, weaknesses, threats, and opportunities related to their career goals	Problem Solving Creativity Staying Positive Aiming High	English / PHSE			
Continuous Improvement – Young People to identify what went well, and what they would change next time to make improvements to their progress and enjoyment	Problem Solving Creativity Staying Positive Aiming High	English / PHSE / Design & Technology / Science			
Recommendations and feedback – Young People to provide critical feedback on the placement on how it could be improved.	Problem Solving Creativity Staying Positive Aiming High Leadership Teamwork	English / PHSE / ICT			
Next steps career ladder – Young People to identify next steps in their career and how they can get there	Problem Solving Creativity Staying Positive Aiming High	English / ICT / PHSE / History / Geography			



An example timetable for a high-quality in-person work experience placement. The suggested timings and structure can be tailored to fit the placement's requirements. For a customised experience, activities can be selected from the example 'practical activities' tables provided (pages 19 to 22), as well as example activities for Virtual Placements (pages 4 to 17) adjusted for an in-person experience.

- All in-person work experience placements **must include** a health and safety induction.
- We recommend that all placements include a mock interview.
- Each day must include opportunities for individual feedback and practical tasks selected and agreed with all parties before the placement.

	Day 1	Day 2	Day 3	Day 4	Day 5
09:30	Welcome introductions to key staff members	Stand up/ Daily briefing	Stand up/ Daily briefing	Stand up/ Daily briefing	Stand up/ Daily briefing
10:00	Induction session – organisation onboarding	Practical task	Practical Task	Practical Task	Practical Task
11:00	Break				
11:15	Health and Safety Induction	Practical Task	Practical Task	Practical Task	Practical Task
12:15	Lunch				
13:00	Practical Task	Practical Task	Practical Task	Practical Task	Practical Task
14:30	Mentor feedback and reflection activity	Mentor feedback and reflection activity	Mentor feedback and reflection activity	Mentor feedback and reflection activity	Mentor feedback and reflection activity
15:00	Goal setting for day 2 – identify tasks and skills to work on. Set independent post-placement task	Goal setting for day 3 – identify tasks and skills to work on. Set independent post-placement task	Mock interview and feedback. Set independent post-placement task. Identify goals for day 4.	Goal setting for day 5 – identify tasks and skills to work on. Set independent post-placement task	Feedback and post-placement task.
15:30	Finish				



Practical Task Activities

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Greeting clients	Listening Speaking Staying Positive Aiming High Leadership	English / RE / PHSE	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need I can talk to others about jobs and careers that I'm interested in, or I think might be suitable for me. I can explain what is meant by "make a good impression"
Answering the telephone	Listening Speaking Staying Positive Aiming High Problem Solving Creativity Leadership	English / MFL / PHSE	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need; I can talk to others about jobs and careers that I'm interested in, or I think might be suitable for me; I can explain what is meant by "make a good impression"
Recording and transferring messages	Listening Speaking Staying Positive Aiming High Problem Solving Creativity Leadership	English / ICT / Maths	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need; I can talk to others about jobs and careers that I'm interested in, or I think might be suitable for me.
Making appointments	Listening Speaking Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / Maths / MFL	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need; I can talk to others about jobs and careers that I'm interested in, or I think might be suitable for me.
Keeping work stations and areas clean and tidy	Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	Science / Design & Technology / Art & Design / English / Maths	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices; Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need



Practical Task Activities

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Data entry tasks	Listening Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	ICT / English / Maths	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need
Writing and sending emails	Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / ICT	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need
Using a photocopier	Listening Speaking Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / Maths / Design & Technology / Science / Art & Design	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices; Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need
Handling a complaint	Listening Speaking Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / PHSE / RE	Know how to make plans and decisions carefully including how to solve problems and deal appropriately with influences on you; Show how you are developing the qualities and skills which will help you to improve your employability	3, 4, 5 & 6	I can talk about the skills that employers need
Handling cash transactions	Listening Speaking Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	Maths / ICT / English	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need



Practical Task Activities

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Reading and understanding project plans	Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / Maths / ICT / Design & Technology	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need
Create a meeting agenda	Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / ICT / Maths	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need
Place or fulfil an order	Listening Speaking Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / ICT / Maths	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need
Update records/files	Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / ICT / Maths / History	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need
Project task using software	Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / ICT / Maths / Design & Technology	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need



Practical Task Activities

Activity Ideas	Skills Builder Links	National Curriculum Links*	CDI Framework	Gatsby Benchmark	Future Skills
Numeracy task – measuring, estimation, time, volume, space etc.	Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	Maths / Science / Design & Technology / English	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need
Quality assurance task – stock, proof reading, record checks	Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / ICT / Maths / History	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need; I can explain what is needed to be chosen as a “responsible” person
Interpreting technical data and/or drawings	Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	Maths / Science / Design & Technology / English	Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need
Use of role specific tools and equipment	Listening Speaking Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	Maths / Science / Design & Technology / English / Art & Design / PHSE	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices; Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need; I can explain how someone can tell I’m listening to them through how I behave
Attending a meeting or site visit	Listening Speaking Staying Positive Aiming High Problem Solving Creativity Leadership Teamwork	English / Maths / Science / Design & Technology	Be aware of your responsibilities and rights as a student, trainee or employee for staying healthy and following safe working practices; Show how you are developing the qualities and skills which will help you to improve your employability	4, 5 & 6	I can talk about the skills that employers need; I can explain how someone can tell I’m listening to them through how I behave

WORK EXPERIENCE

best practice planning

Useful Links

- [Skills Builder Universal Framework](#)
- [CDI \(Career Development Institute\) Framework](#)
- [Gatsby Benchmarks](#)
- [KS3 Future Skills](#)