**2. Post employee-encounter. Follow up and goal-setting**

This pair of lessons was developed as part of Eden’s Takeover Day project. These sessions provide a structure to help you get the most out of any employee encounter, whether you’re hosting a visitor in school, or visiting employees in their workplace. During the original project, the children had already met Eden employees during a have-a-go day visit to Eden, however these sessions are designed to work as a standalone or embedded within a wider careers-focused project.

## The Task

This session follows the children’s employee interview in which their task was to find out as much as they can about their employee’s ‘career journey’.

*Career journey = the combination of a person’s education, training and work experience which has led them to their current job.*

The aim was to focus in on the sticky bits and the things that didn’t go according to plan as well as the successes. We want the children to gain some wisdom and inspiration from their employee about the wider world of work, as well as thinking about the sorts of strategies they can use to 1. Set a goal and put steps/strategies in place to reach that goal and 2. How to get unstuck when you’re stuck.

**Goal setting model:** the evidence shows that setting goals is important, but that a goal and individual effort alone is not enough. To be successful at changing our behaviour we also need to:

* recruit the support of others (both as coaches/encouragers and as experts/guides/teachers)
* look at what aspects of your surroundings you can control to support you (the ‘don’t keep cake in the cupboard when you’re on a diet’ principle)

<https://www.youtube.com/watch?v=3TX-Nu5wTS8> Al Switzler – Skillpower over willpower

**Curriculum Links and more**

English speaking and listening:

* listen and respond appropriately to adults and their peers
* ask relevant questions to extend their understanding and knowledge
* select and use appropriate registers for effective communication

[www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#spoken-language--years-1-to-6](http://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#spoken-language--years-1-to-6)

Skillsbuilder – Aiming High  [/www.skillsbuilder.org/framework](https://www.skillsbuilder.org/framework)

**Session Plan**

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| **No. of learners:** class-size group  | **Age of learners:** 9-11 | **Session time:** approx. 1 hour |
| **Session Aim:** Use their learning from their employee interviewee’s career journey to set and work towards their own achievable goal. |
| **Session outcomes. Children will:*** Record key information from an extended conversation with an adult.
* Reflect on successful strategies for setting and achieving goals from their own and others’ experience.
* Identify key elements of strategies to achieve goals (intention/effort, support from others, supportive environment).
* Use knowledge from 1 or 2 above to set and work towards an achievable goal.
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| **Assessing Learning:**Outcome linked to Skillsbuilder Listening, Level 5, (Ages 9-12). ‘Learners can listen to and respond to extended talk, identifying the key information they need and retain it.’Outcome linked to Skillsbuilder Aiming High, Level 5, (Ages 9-12). ‘Learners can set a simple goal that is appropriate and achievable, with the support of a teacher or other adult’.  |
| **Session** | **Activity** | **Resources** |
| **Interview follow-up** | * Add new information gleaned from the interview to the mindmap you started in session 1.Review the conversations from the interview. Children can record key elements of the conversation individually. These can provide assessment evidence for the Listening outcome.
* Focus particularly on the things from their career journey that didn’t go according to plan. What steps or strategies did the interviewee use to move towards a goal (bearing in mind the model below)? Or get unstuck when they were stuck?
* Ask the children to tell you about a time in the past they have set themselves a goal and successfully achieved it. Elicit answers that focus on *what* the children did, *who* helped/ supported them and how their *surroundings/environment* helped them. Record their responses in 3 columns under these headings.
 | Whiteboard and markers. Resource 2 – interview recording sheet. One per child or group.  |
| **Goal setting** | * Ask the children to think about a new goal for themselves – short or medium term - and to use the goal setting model/headings to think about the steps they’ll take to achieve their goal. This might require more thought than a single conversation allows.
* Once the idea is crystallised the children can record their goals individually.
 | Resource 3 – goal setting. One per child |
| **Follow up** | * You can reflect on and refer back to the goals set at a later date. This can provide evidence for assessment.
 | Resource 4 – goal setting follow-up. |