Lesson plan

Preparing for the work experience placement

40 Minutes

14-16 Age

KS4:L9 PSHE

Learning outcome(s)

By the end of the lesson students will:

- Understand why work experience placements are important
- Be aware of appropriate behaviours in the workplace
- Know how to make the most of their placement

Summary of the lesson

The activities in this lesson are aimed at students who are about to go on their work experience placement. Students share their aspirations and concerns about going on placement. They research the company or sector they are going to and in pairs work out what questions they want to ask during their placement. In groups they discuss appropriate behaviours for students on placement and finally they will be shown how to keep a diary of their experiences.

Updated: June 2022

Classroom requirements

- Interactive whiteboard
- Accompanying PowerPoint slides
- Computer/device per student
- Paper and pen per student
- **Work experience diary template**, one per student
- Flipchart paper, paper and pens

Suitable for students aged

14-16

Time required to complete tasks

40 mins max

Gatsby Benchmarks covered



Learning area in the CDI Career Development Framework

Explore possibilities / Manage career / Create opportunities

Programme of Study for PSHE Education

KS4:L9

Skills Builder Universal Framework



Lesson activities

1. Introduction

Explain to students that this session is designed to prepare them for their imminent work experience placement.

Show PowerPoint Slide 2 to remind students what work experience is and its purpose.

Then students share briefly in pairs (PowerPoint Slide 3):

- What they are hoping to gain from their work experience
- What concerns, or anxieties, they have about the placement

Ask for feedback from several pairs.

Then show PowerPoint Slide 4 which is intended to manage their expectations around what they can expect to do on their placement. Tell them that in most placements they can expect to do a mix of interesting and repetitive tasks. However, work shadowing/observation is more likely in jobs that require a high level of skill or training (such as healthcare professions), or if the workplace is very busy (which could mean the placement supervisor will struggle to find suitable tasks for a student to do).

The remainder of this lesson should give opportunity to address any other concerns/anxieties students have raised.

Time Required 5 Min

Resources

PowerPoint Slide 2

Resources

PowerPoint Slide 3

Resources

PowerPoint Slide 4

2. Research task

Explain that one way students can prepare for their placement is to find out as much as they can about the company or organisation they are going to.

Show PowerPoint Slide 5: students individually spend 5-10 minutes researching online to find out about their placement provider. If the company or organisation doesn't have its own website they can research more generally into the sector or industry they are going to. Each student writes down three key facts they have discovered and shares these in pairs.

Show PowerPoint Slide 6: then in pairs they discuss and write down three questions they want to ask their placement supervisor or mentor during their work experience to help them learn more about the company or organisation.

Ask several pairs to share their questions with the class.

Time Required 15 Min

Resources

PowerPoint Slide 5

Computer/device per student

Paper and pen per student

PowerPoint Slide 6

3. Appropriate behaviour

This activity will get students thinking about how to present themselves and how to behave appropriately during their placement.

Show PowerPoint Slide 7: students individually answer the five questions by writing down, for each question, one way in which they could behave professionally on their placement. Then in groups of four students compare their answers for each question and compile a list of answers to each question on flipchart paper. Very similar answers can be collated into one answer. Each question can have several different answers.

Then ask each group to nominate a group member to share their group's answers for each question in turn. They tick any answers that are shared by other groups. Any answers that are deemed not relevant to work experience by their classmates should be crossed out.

By the end of the activity students should have created a set of behaviour rules for themselves which reinforces how to behave in a professional manner during their placement.

Time Required 10 Min

Resources

PowerPoint Slide 7

Flipchart paper and pens per group

4. Keeping a work experience diary

Give out the **Work experience diary template** to each student and at the same time show a copy on the whiteboard. Ask them to fill in their name, school, placement employer and dates of their placement.

Encourage students to keep a diary for each day of their placement. This will help them remember what tasks they undertook, including the skills they practised, what they learned and what they found difficult or challenging. You could give them examples of what they could write in each section.

Then emphasise the importance of the five tips along the bottom of the diary.

Ask them to keep their diary safe and bring it back to school for use in a reflective activity in class after their placement.

In conclusion refer back to the introductory activity in pairs to check all student concerns have been answered.

Time Required 10 Min

Resources

Work experience diary template linked from this page: https://www.ucas.com/advisers/guides-teachers/lesson-plans/four-teaching-activities-prepare-your-students-work-experience

Work experience diary template, one per student

PowerPoint Slide 8

Differentiation

Some students may need help with the research task to find relevant online resources. Some may need help answering the behaviour-related questions.

Extension activities

Students complete their work experience diary during their placement.

Students who have a Morrisby account add one of these activities or an alternative goal to their Morrisby Action Plan.