



UNPACKING THE CREDITS

Education Resource

Creative Careers Learning & Skills Framework for Young people

KS3/KS4 - Creative Careers, Learning & Skills

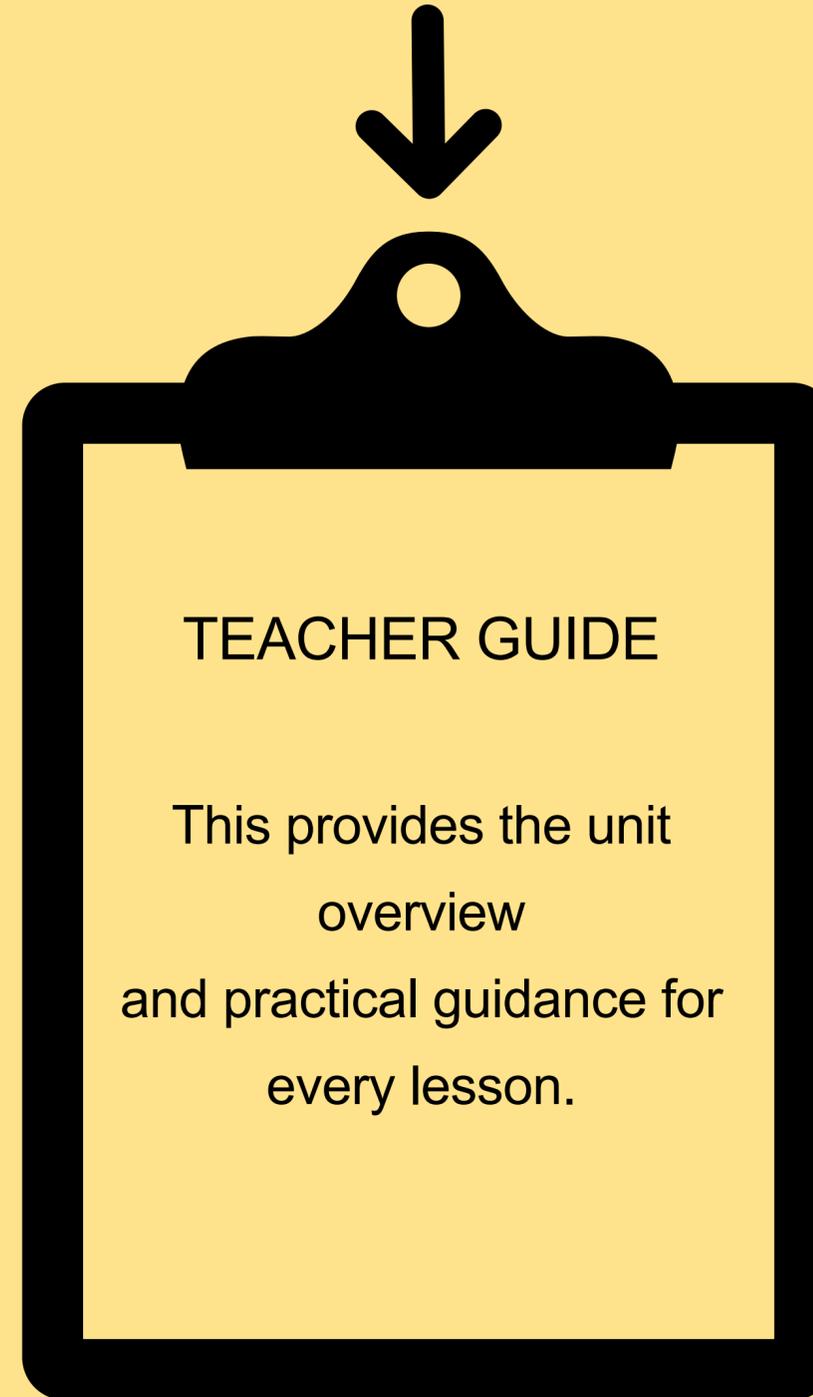
CONTENTS

	Page		Page
Lesson 1: Careers in the Creative Industries	5 - 6	Lesson 7: Staying Positive in Creative Careers	19 - 20
Lesson 2: Arranging A Careers Visit	7 - 9	Lesson 8: Equality and Diversity in the Creative Industries	21 - 22
Lesson 3: Meet The Creatives	10 - 11	Lesson 9: Reviewing the Films	23 - 24
Lesson 4: Role Play	12 -14	Lesson 10: Getting Careers Advice	25 - 26
Lesson 5: Creating A Storyboard	15 - 16	Lesson 11: Planning for Your Career	27 - 28
Lesson 6: Roles in the Films	17 - 18	Lesson 12: Reviewing The Project	29 - 30

Over the series of twelve lessons, students will diving deep into creative careers, learning & skills.

Each lesson has been designed to be:

1. Clear and easy to navigate with a minimum of preparatory work for teachers
2. 'Ready-to-go' with classroom slides and practical student workbooks



3. Modular system of twelve lessons in alignment with Gatsby benchmarks
4. It offers teachers the option to run the entire unit over time or select lessons and activities to suit their individual curriculum plans

**“FILMMAKING IS A CHANCE TO LIVE MANY LIFETIMES.”
- ROBERT ALTMAN**

OVERVIEW

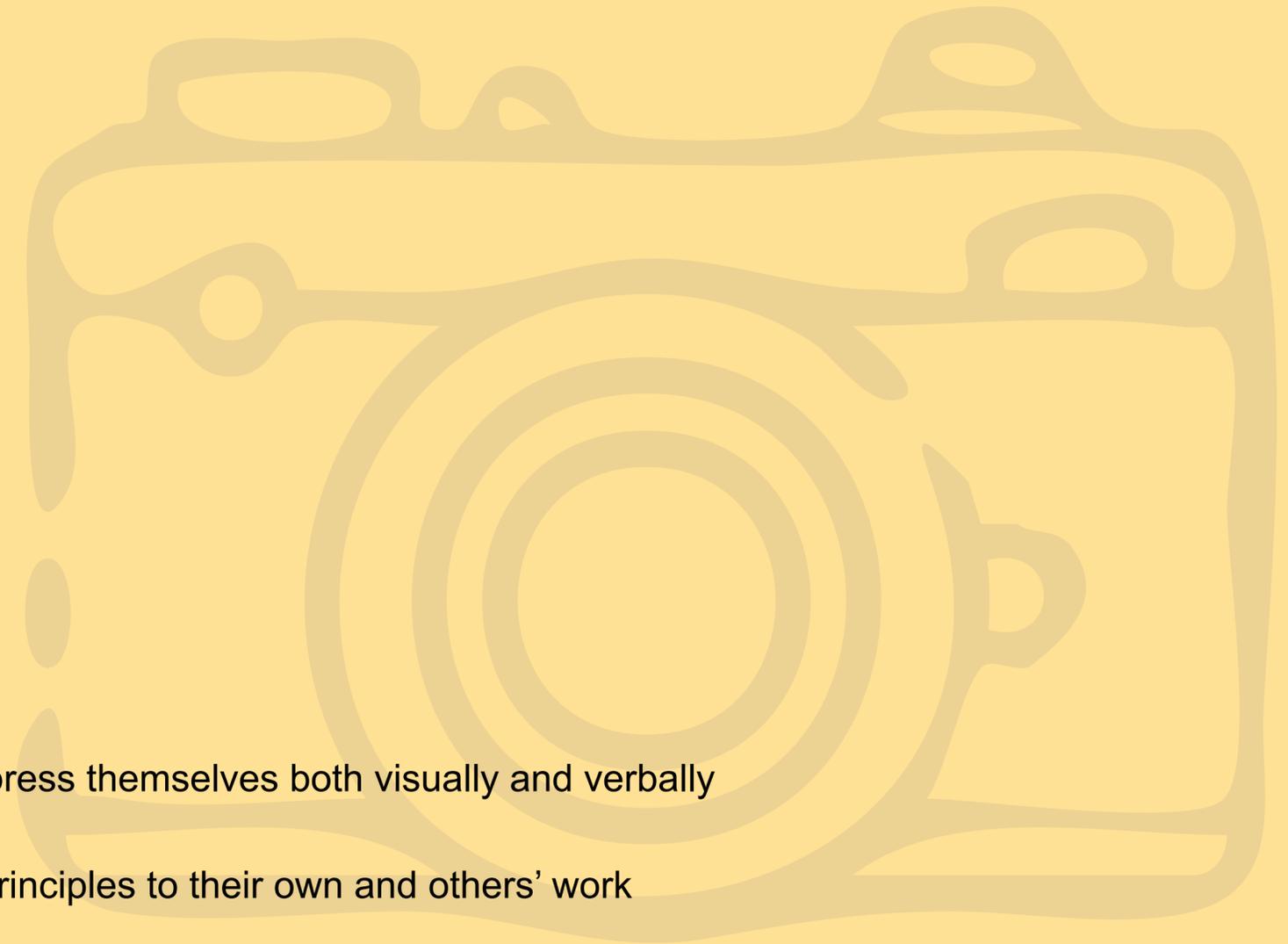
KEY STAGE 3/4 NATIONAL CURRICULUM

This unit supports the subject content of the key stage 3 & 4 - Creative Careers, Learning & Skills

It provides specific opportunities for students to:

Plan, draft and edit creative work, exploring their ideas and recording their experiences

- Know the purpose, audience and context of their writing and drawing
- Evaluate and analyse creative works using film, art and directorship
- Know more and understand the historical and cultural development of their work
- Explore design process and contextualise their ideas within the creative industry
- Become more competent, confident and expert in their design process and how to express themselves both visually and verbally
- Understand what makes a strong brand identity and product and how to apply these principles to their own and others' work
- Understand the diverse range of careers within the creative industries and how to work collaboratively



Overview

This activity is part of the overall Unpacking the Credits curriculum and can be used as an introduction to further activities or as a stand-alone activity. It is suitable for learners of all abilities at KS3 or KS4. It is suggested that the activity is delivered in different sessions to maximise its impact.

Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs or roles in these industries
2. To understand what skills or qualities are needed for these jobs or roles
3. To understand how to gain entry to these jobs or roles through research

Learning Outcomes

1. I can identify a range of jobs and roles in the creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can use research methods to access careers information
4. I can communicate my research findings appropriately

Skills

1. Speaking and Listening
2. Aiming High
3. Research

LESSON 1 – CAREERS IN THE CREATIVE INDUSTRIES



Gatsby Career Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Encounters with employers/employees
5. Challenge stereotypes
6. Raise aspirations

Skills Builder Links

[Speaking - Skills Builder Universal Framework](#)

[Listening - Skills Builder Universal Framework](#)

[Aiming High - Skills Builder Universal Framework](#)

LESSON 1 – CAREERS IN THE CREATIVE INDUSTRIES

Introduction – Watching the Films

Watch the film/s and identify an area of interest for each member of the group.

Arrange a group discussion and consider the following key questions:

- Could you see yourself in that role?
- Why? Why not?
- What knowledge and skills are important for the role you have watched?
- What did you like/dislike about the careers presented?

Record and keep the answers/responses from the group in an appropriate way for later reference.

Main Activity – Career Research

Introduce all students to the broad idea of research methods as well as the reasons behind this.

Introduce the idea that the film/s are a starting point on this journey (you can show the film/s again) and that Individual research will allow us to find out more about our own area of interest.

Introduce the 'Careers Research' pro forma and go through the sections below in detail, answering any questions or points. It should be possible to complete these electronically, to maximise the amount of information being entered.

Research a career in the creative industry which interests you and find out about this through your school or college careers programme or online research.

Round Up

After your first session, what are your conclusions about the creative industries? Have you changed your mind in any way?

Independent Study

Find images of at least 15 – 20 people in a creative career of your choice.

Access a range of materials both digitally and in print/magazines which will allow you to make informed choices.

- How diverse are they?
- Are all groups fairly represented?
- What might be holding certain groups back in these careers?
- How do you think that creative careers can be made more inclusive and diverse?

Record your answers and share with your group.

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Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs or roles in these industries
2. To understand what skills or qualities are needed for these jobs or roles
3. To understand how to gain entry to these jobs through a work placement

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can use research methods to access careers information
4. I can learn through a work placement

Skills

1. Speaking and Listening
2. Creativity
3. Aiming High

LESSON 2 – ARRANGING A CAREERS VISIT



Gatsby Career Benchmarks

1. Experiences of workplaces
2. Learning from career and labour market information

Skills Builder Links

- [Speaking - Skills Builder Universal Framework](#)
- [Listening - Skills Builder Universal Framework](#)
- [Aiming High - Skills Builder Universal Framework](#)
- [Creativity - Skills Builder Universal Framework](#)

LESSON 2 – ARRANGING A CAREERS VISIT

Starter – Discussion

In pairs try to answer the following questions:

- What kind of creative activities interest you most and why?
- Which jobs or roles do you think are involved in creating these?
- Which jobs or roles do you think are most important and why?
- Which of these jobs or roles might interest you and why?

Compare responses as a group and draw some conclusions.

Main Activity (1) – Watching The Films and Arranging A Visit

Introduce the film/s and explain the context, including the information that this activity is designed to inform, educate and inspire young people seeking a career in the creative industry. The main focus of this is a group discussion based around the following key topics:

- Personal reactions to the overall impact of the film/s; careers information; challenging stereotypes; raising aspirations
- Questions about the careers identified – which careers are discussed and how useful is each?
- What was of interest to individual students – personal enthusiasms and curiosity about jobs and roles
- How to research next steps in careers pathways according to your enthusiasms and curiosity

Findings from the discussion should be recorded in an appropriate format and kept on display, if possible.

- Arrange to visit to a creative industries site for example; film studio, publishing house or backstage of a theatre to observe the work behind the scenes and report back on your findings to the group.
- Try to talk to people directly about roles which interest you personally and have your questions prepared in advance.

LESSON 2 – ARRANGING A CAREERS VISIT

Main Activity (2) – Going on Work Experience

Arrange a work experience placement within the creative industries in a sector which interest you. Try to read about the organisation and role before you actually go.

Get involved in as many aspects of the organisation/role as possible and record your findings in an appropriate way.

For example: writing, recording or filming

You may find it helpful to keep a diary or portfolio of what you learn and experience during your placement. Prepare and present a presentation to the rest of your group.

Skills Building

Highlight to students how they can build their communication skills of speaking and listening appropriately when talking with people during their workplace visit. Also to think creatively if a visit proves difficult to arrange.

Round Up

Plenary to end session and draw conclusions on main points of learning about careers in the creative industries.

- What were the main benefits of a work placement?
- What more would you like to have learnt on work placement?
- What would you want to do differently next time?

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Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs in the industries
2. To learn about first-hand experiences of the industries
3. To learn about the creative process

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can use open questions to find out information
4. I can plan a collaborative event

Skills

1. Speaking and Listening
2. Presenting
3. Research
4. Staying Positive

LESSON 3 - MEET THE CREATIVES



Gatsby Career Benchmarks

1. Encounters with Employers/Employee
2. Equality, Diversity & Inclusion (ED&I)

Skills Builder Links

- [Speaking - Skills Builder Universal Framework](#)
[Listening - Skills Builder Universal Framework](#)
[Aiming High - Skills Builder Universal Framework](#)
[Staying Positive - Skills Builder Universal Framework](#)

LESSON 3 - MEET THE CREATIVES

Starter – Preparing A Session

Invite a person who is involved in the making of one of the films to your school or college.

Decide how best to do this and plan all the steps you will need to do this. You may wish to coordinate your efforts with another student or group of students.

Main Activity – Questions, Questions!

Prepare a set of questions to find out as much as possible about their role and what they like about it.

If possible, ask ‘open’ questions which require more than a yes/no response so that you find out as much as possible.

Remember to be respectful in your questions and get them checked by someone you trust beforehand.

As a group, plan how you will run your session with the creative/s in terms of date, time, logistics and audience. Present this as an action plan before the session.

Find an appropriate way to record the session (you may need permissions for this) which can be used as an information bank later.

Skills Building

Highlight to students how they can build their communication skills of speaking and listening appropriately when talking with people who take the time to visit and talk to them and to stay positive if finding a speaker proves difficult to arrange.

Round Up

Discuss how useful the ‘meet the creative session’ was for you all.

Were there unexpected benefits? Is there anything you forgot to ask? Who could you invite next time?

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Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs in these industries
2. To understand what skills or qualities are needed for these roles
3. To understand how to gain entry to these jobs or roles through research

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can use research methods to access careers information
4. I can communicate my research findings appropriately

Skills

1. Teamwork
2. Creativity
3. Leadership
4. Speaking and Listening
5. Presenting

LESSON 4 – ROLE PLAY



Gatsby Career Benchmarks

1. Addressing the needs of each student

Skills Builder Links

- [Speaking - Skills Builder Universal Framework](#)
- [Creativity - Skills Builder Universal Framework](#)
- [Leadership - Skills Builder Universal Framework](#)
- [Teamwork - Skills Builder Universal Framework](#)

LESSON 4 - ROLE PLAY

Introduction – How can role play and drama help us?

Discuss in pairs how role play can help in situations with challenging or difficult situations. Think about the following:

- Creating scenarios
- Agreeing on roles
- Use of language and body language
- Using an observer
- Reporting back

Create some rules and regulations for everyone to follow before starting the main activity and make sure everyone has access to these and that they are followed.

LESSON 4 – ROLE PLAY

Main Activity – Scenario-based Learning

Example

Person 1: You are the producer and you are going to hire a creative person to work on your Film

Person 2: You are the person going for the job

Person 3: You are the person coaching on good interview skills and how to present themselves in the interview

Take part in the above or another scenario-based learning, looking at how to deal with difficult situations in an organisation. This could focus on challenging situations and conversations for example; Film director and Actor disagree on the character interpretation. Creative artist doesn't want to create effects which feed into racial or gender stereotypes; Author feels that her vision about the book is not being listened to by the publisher. The scenarios are based on the film/s you have watched. They could include questions which might pose barriers for some people based on gender, ethnicity, family background, disability or other.

Use the three person model to complete the process as follows:

- First person – employer/professional
- Second person – employee/learner
- Third person – observer or coach

The observer should make notes (written or mental) and feedback to the first and second person in the scenario. They should look at the positive outcomes on content and delivery and then offer constructive criticism as necessary.

As a group, feed back on lessons learned, examples of best practice and insights into careers in the television and film industries. Record your findings in an appropriate format.

Skills Building

The scenario based learning allows students to work together and practice a wide range of transferable skills, including leadership and how they can build their communication skills in challenging situations.

Round Up

How did the role plays help you understand situations? What did you learn about careers? What did you learn about yourselves?

LESSON 5 – CREATING A STORYBOARD

Overview

This activity is part of the overall Unpacking The Credits curriculum and can be used as an introduction to further activities or as a stand-alone activity. It is suitable for learners of all abilities at KS3 or KS4. It is suggested that the activity is delivered in different sessions to maximise its impact.

Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs in these industries
2. To understand what skills or qualities are needed for these roles
3. To understand how to gain entry to these jobs or roles through research

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can use creativity and design to create new products
4. I can define my role and how it supports group objectives

Skills

1. Teamwork
2. Creativity
3. Leadership



Gatsby Career Benchmarks

1. Linking curriculum learning to careers

Skills Builder Links

- [Creativity - Skills Builder Universal Framework](#)
- [Leadership - Skills Builder Universal Framework](#)
- [Teamwork - Skills Builder Universal Framework](#)

LESSON 5 – CREATING A STORYBOARD

Introduction – The Creative Process

How are films and books made? What is the process like from beginning to end? Who is involved in doing what?

Let's look at teamwork? What are the rules and regulations for working together? Try to come up with a list of these which can be displayed appropriately. Use these when working on your main activity.

Main Activity – Group Activity, Create A Storyboard

As a group discuss making a similar short film or design a book and produce a plan to do this. This could include fact or fiction, real life or animation, special effects and the technical aspects.

Before you begin the creative process, choose one member of the group to be team leader. You should do this by asking for volunteers, those with experience in key areas or someone who is passionate about the project. Ensure that everyone has a voice in the process.

Now begin with a creative meeting, scoping new ideas, discussing the positive and negative aspects of each idea, as well as the possible problems or barriers to progress. Make notes as you go along.

Ensure that everyone has a clear role or responsibility for example producer/director, copywriter, animator, VFX, storyteller, editor, model maker, coder, designer, etc. Each person should understand what their role involves and how it contributes to the process.

Ask your teachers or tutors (for example; Art, English, IT, DT, Science) for specific help and advice which you may need. This could involve skills, knowledge or other responsibilities.

Present your finished product to the rest of the group. This should involve each person in the group and can be completed in front of the group or as a film/video, as appropriate. Remember that communication skills are very important so rehearse your presentation and change or adapt as necessary.

Ensure that it is completed to a high standard and take feedback from others in the group.

Skills Building

The creative group work allows students to work together and practice a wide range of transferable skills, including leadership, team work and how they can build their communication skills to influence one another.

Round Up – Lessons Learned

What have you learned about the creative process? What have you learned about teamwork? What will you do differently in the future?

LESSON 6 – ROLES IN FILMS

Overview

This activity is part of the overall Unpacking The Credits curriculum and can be used as an introduction to further activities or as a stand-alone activity. It is suitable for learners of all abilities at KS3 or KS4. It is suggested that the activity is delivered in different sessions to maximise its impact.

Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs or roles in these industries
2. To understand what skills or qualities are needed for these jobs or roles
3. To understand how to communicate key information through presentation

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can use presenting skills effectively
4. I can plan and review my presentation

Skills

1. Presenting
2. Listening



Gatsby Careers Benchmarks

1. Addressing the needs of each student

Skills Builder Links

[Speaking - Skills Builder Universal Framework](#)

[Listening - Skills Builder Universal Framework](#)

LESSON 6 – ROLES IN FILMS

Starter – Our Own Interest

Try to list all of the professional roles which you have observed in the films. As a group, discuss which seemed most interesting and least interesting. What made you arrive at these views? Were there roles about which you needed to know more?

Main Activity – Make A Presentation

Clearly identify a role from one of the films that interests you. What skills and experience do you have or can get that makes you a suitable candidate for this role? From the films you have watched, do you think that this career reflects equality, diversity and inclusion?

Make a presentation on the role which most interests you and discuss any key areas or responsibilities which have sparked your attention.

Decide on a method of presentation which allows you to communicate your key ideas (spoken, powerpoint, film/ video, conversation) and plan in detail:

- Title
- Main Content
- Structure
- Data/ Numbers
- Pictures/ Films
- Q&A/ Feedback/Review Process

Find a way to capture/store your presentation as part of an information bank. Can you find a way of referencing all the presentations by industry, role, skill etc.? This could be digital or paper-based as appropriate.

Skills Building

Highlight to students how they can build their skills to speak effectively, clearly and persuasively through the art of presenting.

Round Up

Imagine that you have been called for interview for the identified role. Explain to a partner or a group why you are the right person for the job. Try to get feedback from your partner both positive and constructive criticism.

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Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs or roles in these industries
2. To understand what salaries or progression are achievable in the creative industries
3. To understand how different roles compare financially

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can use research methods to identify salaries and career progression
4. I can use problem-solving to look at practical outcomes

Skills

1. Problem-Solving
2. Aiming High
3. Staying Positive

LESSON 7 – STAYING POSITIVE IN CREATIVE CAREERS



Gatsby Career Benchmarks

1. Learning from career and labour market information

Skills Builder Links

[Problem Solving - Skills Builder Universal Framework](#)

[Aiming High - Skills Builder Universal Framework](#)

[Staying Positive - Skills Builder Universal Framework](#)

LESSON 7 – STAYING POSITIVE IN CREATIVE CAREERS

Starter – The Cost of Living

Before you begin the main activity, discuss what you think is a good salary or what you think you would like or need to earn. Use your imagination to discuss scenarios which include:

- Your geography
- Your accommodation
- Your age
- Your situation
- Your needs
- Your hobbies and interests
- Other expenses

Compare your findings as a group and record these so that you can use them in the main activity below.

Main Activity – What Can I Earn In The Creative Industries?

Look at the financial implications of following a career in the film/publishing/gaming industries.

- Identify current salaries in each industry and compare different roles financially.
- Choose a specific role which interests you and look at starter positions as well as more senior positions.
- How do the salaries compare?
- Does this change how you feel about the specific role you identified?
- Compare notes with another student from a different industry. How do they compare?

In groups create infographic, charts or graphs to present a visual representation of your findings and display this appropriately.

Use your personal information from the starter activity and careers in the creative industries to see how they match. What problems or barriers are there for you to enter your career choice? Try to look at both main problems and sub-problems and then prepare a plan for solving these. This can be theoretical or real.

Use the problem-solving Student Sheet for following this process and present to another student.
career choice with regard to income and progression.

Skills Building

Students get the chance to aim high and use a problem solving approach to explore earnings in creative industries linked to their personal situation and plans.

Round Up

As a group, consider how attractive careers in the creative industries are and whether they represent a good

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Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs or roles in these industries
2. To understand what equality and diversity looks like in the creative industries
3. To understand how to overcome barriers to entry

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can use data and information to inform my career choices
4. I can recognise issues around equality, diversity and inclusion in a particular role or career

Skills

1. Staying Positive
2. Problem Solving
3. Speaking and Listening
4. Research

Lesson 8 – Equality and Diversity in the Creative Industries



Gatsby Career Benchmarks

1. Learning from career and labour market information

Skills Builder Links

- [Problem Solving - Skills Builder Universal Framework](#)
- [Aiming High - Skills Builder Universal Framework](#)
- [Staying Positive - Skills Builder Universal Framework](#)

Lesson 8 – Equality and Diversity in the Creative Industries

Introduction – Who do we think works in the creative industries?

In the Equality Act (2010) the following are called “protected characteristics”. It’s against the law to discriminate against someone because of any of the nine protected characteristics.

Do you or someone you know come under the protection of the Equality Act?

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual orientation

Main Activity – A Level Playing Field?

Look at Equality Diversity and Inclusion in the film industry and report on whether there is a level playing field in a variety of roles and careers.

Try to watch a range of television programmes, films and other visual media. Try to find a way of finding out the kind of people you see on your screen from your discussions in the introduction and use the same groups. You can collect data, information or remember what you have seen.

Try to draw some conclusions about whether you think there is a level playing field for getting jobs in the television and film industry or whether there are still barriers to achieving this. What solutions can you offer?

Explain your conclusions to the rest of your group in an appropriate way.

Skills Building

Students get the chance to use a problem solving approach to look at the complex problem of inclusion, equality and diversity in the creative industries and whether particular groups e.g. Black people of African and Caribbean heritage or other ethnic groups are over or under represented in the creative industry they research. Also not to be come overly discouraged from applying to fields where they may be the only one.

Round Up

Have you changed your mind about careers in the course of the session? What more do you know? Are you more or less likely to enter a role in this area? Do a group poll.

Lesson 9 – Reviewing the Films

Overview

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Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs or roles in these industries
2. To understand the technologies required by some industries or roles
3. To understand how to gain new technologies and skills

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can produce a critical response to visual media
4. I can communicate my critical response appropriately

Skills

1. Speaking and Listening
2. Presenting



Gatsby Career Benchmarks

1. Experiences of Workplaces

Skills Builder Links

- [Speaking - Skills Builder Universal Framework](#)
[Listening - Skills Builder Universal Framework](#)

Lesson 9 – Reviewing the Films

Introduction – Technology

Discuss the following areas in groups:

- Which film did you choose and why?
- Which technology are you interested in and why?
- How do I learn this technology skill or knowledge?
- What equipment is involved in this technology?
- Which technological/ IT skills do I have at present and at what level?
- Which technological skills or knowledge do I need to get?

Find a way of recording your discussion for later use.

Main Activity – Choosing A Film To Review

Decide which Unpacking the Credits film you most relate to with regards to a career.

Watch the film again and take careful notes as you watch so that you can:

1. Review how successful the film is overall in explaining a new career path?
2. Decide whether you understand the technology, IT or skills described in the film?
3. Judge the quality of communication in spoken and visual terms
4. Write a piece of critical feedback on the film which may be useful to other students
OR film a similar response and share appropriately.

As a group, find the best way to present all the completed reviews. For example, putting them on-line, creating a video channel, presenting to an audience/virtual audience or similar.

Skills Building

Highlight to students how they can build their skills to speak effectively, clearly and persuasively through the art of presenting.

Round Up

Is it easy to review films for their information? Were you able to explain the use of technology in the film and decide whether it was useful or you needed more information? As a group, decide what was good about the films overall as well as suggesting areas which could be covered in future films.

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Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs or roles in these industries
2. To understand how to get careers advice in person
3. To ask key careers questions about a chosen role

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can use a careers' meeting effectively to get information
4. I can plan and ask key questions about my chosen career

Gatsby Career Benchmarks

1. Personal Guidance

Skills

1. Speaking
2. Listening

Skills Builder Links

- [Speaking - Skills Builder Universal Framework](#)
[Listening - Skills Builder Universal Framework](#)

Lesson 10 – Getting Careers Advice



“Find the right tools to create the best version of you”

Jazz Scott

Introduction - What do we know about careers and employment in the creative industries?

If necessary, re-watch the Unpacking the Credits film/s.

Discuss in pairs and feedback answers to the following questions:

- What kind of jobs in the creative industries might interest you most and why?
- Why are you interested in these careers in particular?
- What skills or knowledge do you think you will need to pursue these careers?
- What qualifications do you think you will need to follow these career paths?

Findings from the discussion should be recorded in an appropriate format and kept on display, if possible. What conclusions have you reached as a group?

Main Activity – Getting Careers Advice

Make an appointment with a careers advisor or subject expert to get one-to-one guidance on following a career in the film industry, looking at one of the roles in the film/s. Carry out your own research before the appointment. If you do not have access to a careers advisor, see if you can talk to someone in the creative industry or look for advice from other professional sources.

You should find out about the following:

- Qualifications and Learning Pathways
- Knowledge and Skills
- Career Progression
- Working Conditions and Locations
- Your suitability for a career in this area
- Look at the financial implications of following a career in the creative industries
- Identify current salaries in the industry and compare different roles financially

Report back on your findings to a tutor, family member or friend, noting the positives and negatives about entering this career and whether you are suited for this or something similar. Have you changed your mind about which careers to pursue or whether you are interested in the creative industries?

Skills Building

Highlight to students how they can build their skills to listen critically and note whether someone is trying to persuade them with their tone.

Round Up

Plenary to end session and draw conclusions on main points of learning about careers in the creative industries.

- How important is speaking to a careers advisor?
- What are the advantages?
- Is there anything more you would like to know?

Overview

This activity is part of the overall Unpacking The Credits curriculum and can be used as an introduction to further activities or as a stand-alone activity. It is suitable for learners of all abilities at KS3 or KS4. It is suggested that the activity is delivered in different sessions to maximise its impact.

Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To learn about specific jobs or roles in these industries
2. To understand the knowledge, skills and experiences needed
3. To understand how to access FE and HE courses

Learning Outcomes

1. I can identify a range of jobs and roles in creative industries
2. I can recognise the skills, knowledge and qualities to access these
3. I can create a personal profile
4. I can identify FE and HE courses to access

Skills

1. Aiming High
2. Staying Positive
3. Problem solving
4. Research

Lesson 11 – Planning for Your Career



Gatsby Career Benchmarks

1. Encounters with further and higher education

Skills Builder Links

- [Aiming High - Skills Builder Universal Framework](#)
[Staying Positive - Skills Builder Universal Framework](#)
[Problem Solving - Skills Builder Universal Framework](#)

Lesson 11 – Planning for Your Career

Starter – What Do We Know?

Look at a career in the creative industries and research to see what knowledge, skills and experience you will need to achieve this.

Compare your findings as a group to see how different roles and different industries compare? Create an infographic or other visual representation (graph, poster, other) of the information which you have shared.

Main Activity – Improving Learning & Performance

Complete the profile grid all about yourself which looks at the following areas:

- Knowledge
- Skills
- Responsibilities & Interests
- Qualifications (you have or hope to get)

Ensure that you complete the sections as fully as possible so that you create a clear personal profile. Be creative and ambitious for yourself.

Are there any areas which you need to develop or are you happy with your current profile. Compare notes with other students.

Highlight a role of your choice in the Unpacking the Credits film/s you have seen. Think about how suited you are to this role and what you still need to do.

Complete a plan of action or flow diagram looking at what you need to do to be able to apply for this role, including what you need to improve your own learning and performance. Use the pro forma provided to set SMART targets and how you plan to achieve these. This could include accessing Further Education or Higher Education courses. Complete a presentation about your plans in spoken or written form.

Skills Building

Students get the chance to aim high and use a problem solving approach to develop their own individualised plan of action to get the career they want in the creative industries

Round Up

What has the group discovered about careers in the creative industries? What are the main opportunities? What are the barriers to success? Compare notes and draw conclusions.

Lesson 12 – Reviewing The Project

Overview

This activity is the final part of the 'Unpacking the Credits' curriculum and can be used as a conclusion to the programme. It is suitable for learners of all abilities at KS3 or KS4. It is suggested that the activity is delivered in one session to record its impact.

Learning Objectives

To introduce creative careers in the world of visual effects, publishing, theatre, music, art and design and architecture.

1. To explain what has been learned through the programme
2. To evaluate interest specific jobs or roles in these industries
3. To explore what else can be done to make creative industries more inclusive and diverse
4. To develop a critical vocabulary for reviewing a product

Learning Outcomes

1. I can explain about key areas of the creative industries, including how inclusive or diverse they appear to be
2. I can evaluate the skills, knowledge and qualities to access these
3. I can compare different career paths
4. I can use critical vocabulary to review a career path

Gatsby Career Benchmarks

1. Addressing the needs of each pupil
2. Linking curriculum learning to careers

Resources

1. Unpacking the Credit programme
2. Careers Websites



Lesson 12 – Reviewing The Project

Starter – Big Conversation

We want educators and youth specialists to enjoy using the Unpacking the Credits film/s and support resources and be creative in using them. Particularly, as they highlight much neglected skills and aptitudes which have been crowded out in the exam and results driven school curriculum.

As a group run an open session/discussion on the success of the programme Unpacking the Credits.

Try to find some examples of what went well and less well and offer thoughts on how the learning could be improved, expanded or updated as necessary. Some questions to get the big conversation going:

- Did the programme spark curiosity, daydreaming, storytelling, design, imagination, visualization, building, research and production skills?
- What can you do to pursue your dream creative career and who can help you?
- Do you feel young people like you are welcomed within creative industries—what could you or others do to change that?
- What would you do to encourage more authors and publishers, filmmakers and gamers from all sections of the communities for example;
 - Black African and Caribbean and other cultural communities?
 - Girls and women?
- Young people who are neuro diverse or exploring their identities?
- How have creative pastimes helped you or other young people you know, to better deal with tough times they are going through?

Record your findings in an appropriate way.

Main Activity – Am I interested in Creative Careers?

This activity is designed to be the final part of the project; you do not have to complete all the other activities in the project to be able to offer feedback. This section and task are designed to allow teachers and facilitators to gather feedback from students on how effective the Unpacking The Credits programme has been. Findings should be shared with the students about how effective the project has been, as well as any other key findings.

Remember to include your own personal reaction to the programme including thoughts on why or why not you may wish to follow a career in the creative industries. Try to give detailed reasons to support your decisions.

Now try to use one of the following to collect student feedback on the programme:

- Focus group or groups
- Student survey or questionnaire
- Interviews with a cross-section of students
- On-line data gathering tools
- Open Forum
- Other

Present your findings to the rest of the group and to your teacher/youth worker.

In Conclusion

Take your findings from this session and find effective ways to share your findings with other students. This could include written, spoken or digital means.

Interested in Creative Careers?

Research [london.gov.uk/unpacking-the-credits](https://www.london.gov.uk/unpacking-the-credits) for more information on creative careers.

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Helping schools meet the Gatsby Career Benchmarks

1 A STABLE CAREERS PROGRAMME

- implement a stable and structured careers programme, with support from senior leadership
- have a dedicated Careers Leader within school
- publish careers programme on school website
- evaluate careers programme with feedback from pupils, parents, teachers and employers

HOW WE CAN HELP

- EPATHISE Partnerships provide a two-year tailored programme of support for groups of schools and colleges
- STEM Ambassador volunteers can support schools to bring industry into the classroom and provide employer feedback on your careers programme

2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION (LMI)

- ensure that by the age of 14, students have accessed career and labour market information to inform their options
- encourage parents to access this information to support their children

HOW WE CAN HELP

- free resources on careers and labour market information available from www.stem.org.uk/stem-careers
- regular careers articles in the termly STEM Learning magazine
- participate in our Careers in STEM CPD, delivered locally to you

3 ADDRESSING THE NEEDS OF EACH STUDENT

- challenge stereotypes and seek to raise the aspirations of students
- keep records of the advice given to each student and provide students with access to their records to support their career development
- collect accurate data on the education, training or employment destinations of students at least 3 years after they leave school

HOW WE CAN HELP

- STEM Ambassador role models can raise aspirations through working with students
- free resources from www.stem.org.uk/stem-careers can help you challenge stereotypes in the STEM classroom

4 LINKING CURRICULUM LEARNING TO CAREERS

- highlight the relevance of how your curriculum links to careers
- teach students the importance of STEM subjects for gaining entry to a wide range of careers
- demonstrate how STEM subjects help people to be more effective in the workplace

HOW WE CAN HELP

- free curriculum linked careers resources available from www.stem.org.uk/stem-careers
- free online CPD available on linking the STEM curriculum to careers www.stem.org.uk/nc712
- bring careers learning into your STEM Clubs, with free STEM Club resources
- STEM Insight provide first hand experience of industry and university to school start

6 EXPERIENCE OF WORKPLACES

- by age 16, every student should have had at least one experience of a workplace
- by age 18, students should have had an additional workplace experience

WHAT SUPPORT CAN I GET?

- STEM Ambassadors provide real-world contact and insight into careers in STEM
- local STEM Ambassador hubs may be able to facilitate workplace visits

5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES

- give students at least one meaningful encounter with an employer, every year
- develop links with local employers

WHAT SUPPORT CAN I GET?

- STEM Ambassadors provide a range of activities including careers talks, site visits and workshops
- free online CPD available to support classroom collaboration with employers www.stem.org.uk/nc712
- EPATHISE Partnerships develop sustainable links between employers and schools
- the STEM directory highlights STEM enrichment activity providers, many with employer links

7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION

- by age 16, students should have encountered the full range of learning opportunities available to them, both academic and vocational
- by age 18, those considering university should have at least two visits to universities to meet staff and students

WHAT SUPPORT CAN I GET?

- STEM Learning CPD and study visits supports schools to better engage with universities and research departments
- STEM Ambassadors can provide first hand perspectives on study opportunities through presentations, workshops and mentoring
- free resources to support better understanding of STEM study opportunities available from www.stem.org.uk/stem-careers

8 PERSONAL GUIDANCE

- by age 16, every student should have at least one guidance interview with a trained careers advisor
- by age 18, students should have the option of a further guidance interview

WHAT SUPPORT CAN I GET?

- STEM Ambassadors activities can be used to complement STEM related careers guidance by providing employability workshops (in writing CV's, job applications and providing interview practice)