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## Team London's Speed Networking Event Lesson Plan



### Background

On 20 October 2016, Lord's Community and Team London will host the UK's Largest Careers Speed Networking Event for Young People at Lord's Cricket Ground. The event will see over 600 business volunteers from the world of work provide careers advice and guidance to young people from London's schools in order to broaden horizons and raise aspirations.

This first lesson is designed to encourage students to think more about the world of work and the variety of careers that are available to them, before setting their own agenda by choosing what questions they'd like to ask at the Speed Networking Event. The follow-up Action Plan is aimed at encouraging students to reflect on their experience and the information they gained and form specific actions they will take to follow-up on.

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## Team London's Speed Networking Event

### Learning Objectives:

- To **define** and **understand** the term “transferable skills”
- To **list at least 5** things that are important to you in a career
- To **know** how to make informed decisions

**Differentiation:** To stretch students ask them to list other sectors or industries they know and the job roles in them. Students can be supported by decreasing the number of questions in the card sort and continuing the activity as a group.

**Resources Required:** Copies of the Appendices; large pieces of paper; YouTube.

**Duration:** 1 hour

### Starter:

1. Ask students to sit in groups. In their groups they need to split large pieces paper into four sections and write the following headings: “hospitality”, “construction”, “healthcare” and “digital”. Explain that you will read out different job roles and, as a group, they have 10 seconds to decide which job goes with which industry. See below for examples of jobs and, in brackets, the sectors or industries that they are often associated with.

- |   |  |
|---|--|
| 1. Hotel Manager (Hospitality)            | 12. UX Designer (Digital)                  |
| 2. Dentist (Healthcare)                   | 13. Communications Manager (Any)           |
| 3. Project Manager (Any)                  | 14. Barista (Hospitality)                  |
| 4. Content Manager (Digital)              | 15. Forensic Psychologist (Healthcare)     |
| 5. Online Advertising Executive (Digital) | 16. Data Scientist (Any/Digital)           |
| 6. Architect (Construction)               | 17. Marketing Executive (Any)              |
| 7. SEO Optimiser (Digital)                | 18. Haematologist (Healthcare)             |
| 8. Dietician (Healthcare)                 | 19. Online Advertising Executive (Digital) |
| 9. Events Planner (Hospitality)           | 20. Restaurant Manager (Hospitality)       |
| 10. Quantity Surveyor (Construction)      |  |
| 11. Engineer (Construction)               |  |

After the answers have been discussed, ask the class to discuss the following questions:

- Were there any job roles you'd never heard of? Which ones?
- What surprised you about doing this activity? Was it difficult/easy?
- Were there any disagreements about where different job roles went? Why?
- Were there any job roles that could go under more than one heading? Why?

### Main:

2. Ask the class if they understand the term “transferrable skills”. As a class create a definition and explain that often, regardless of the industry you work in, many roles will be similar, (e.g., accountant, marketing executive). Discuss the difference between a “job role” and an “industry” so that students understand that people often move from one industry to another while staying within a certain job role or transferring the skills they have learnt into their new role.



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*“Transferable skills are general skills you can use in many jobs. You gain these skills from previous jobs, projects, voluntary work, sport, your home life, hobbies, and interests. They enable you to be adaptable and flexible in case you need to change your job.”*

<https://nationalcareersservice.direct.gov.uk/advice/planning/Pages/transferableskills.aspx>

3. Explain to students that lots of different careers require a similar skillset despite being different roles and in different industries. The deciding factor when choosing a career is often what you value in your day-to-day job and key tasks and skills are important to you. This isn't as easy as “what you like” as every job role has aspects that you may not enjoy but it's about deciding what is vital to you and your happiness at work and what you can live with.
4. Tell students that to make informed decisions about their careers they need to know two things: their personal aims and values when looking for a career and information about the careers options available to them.

## Personal Aims + Relevant Information = Informed Choice

5. To find out a little more about their personal aims, tell students they must first think about what values and aspects of working are important to them. Hand out the *Values and Skills Worksheet* (Appendix 1) and ask students to circle their top priorities in each section.
6. Explain to students that they will be attending Team London's Speed Networking Event at Lord's Cricket Ground. They will have the opportunity to speak to 12 business professionals for 5 minutes each and ask them about their careers. This is their opportunity to find out more relevant information about various careers and the world of work in general. Show students the Speed Networking video from 2015: [https://youtu.be/XEX\\_ADuCjg0](https://youtu.be/XEX_ADuCjg0).
7. Think – Pair – Share. Tell students that it is extremely important to think about what they want to ask the business volunteers on the day as they only have 5 minutes with each person. They need to ensure that their questions are designed to get as much relevant information about as possible from all of their interactions on the day. Hand out the *Questions Card Sort* (Appendix 2) and tell students they have 2 minutes in silence to work individually and choose the 10 questions that they think are the most important questions to ask.
8. When finished, tell students that they now have to work with a partner, discuss their top 10 lists and agree on a final 10 questions that they think is important. Students must justify their choices as there is no wrong or right answer. When this has been done, repeat again as a group to come up with one finalised top 10 list.
9. When each group has their lists, ask students to share their questions and justify why they think they are the most important questions to ask in their 5 minutes. Encourage discussion and debate between groups. Explain that there is no right or wrong answer as everyone has different things that are particularly important for them when looking for a career.

### **Plenary:**

Ask students to write down their top ten questions so that they can take them to Team London's Speed Networking Event on 20 October.

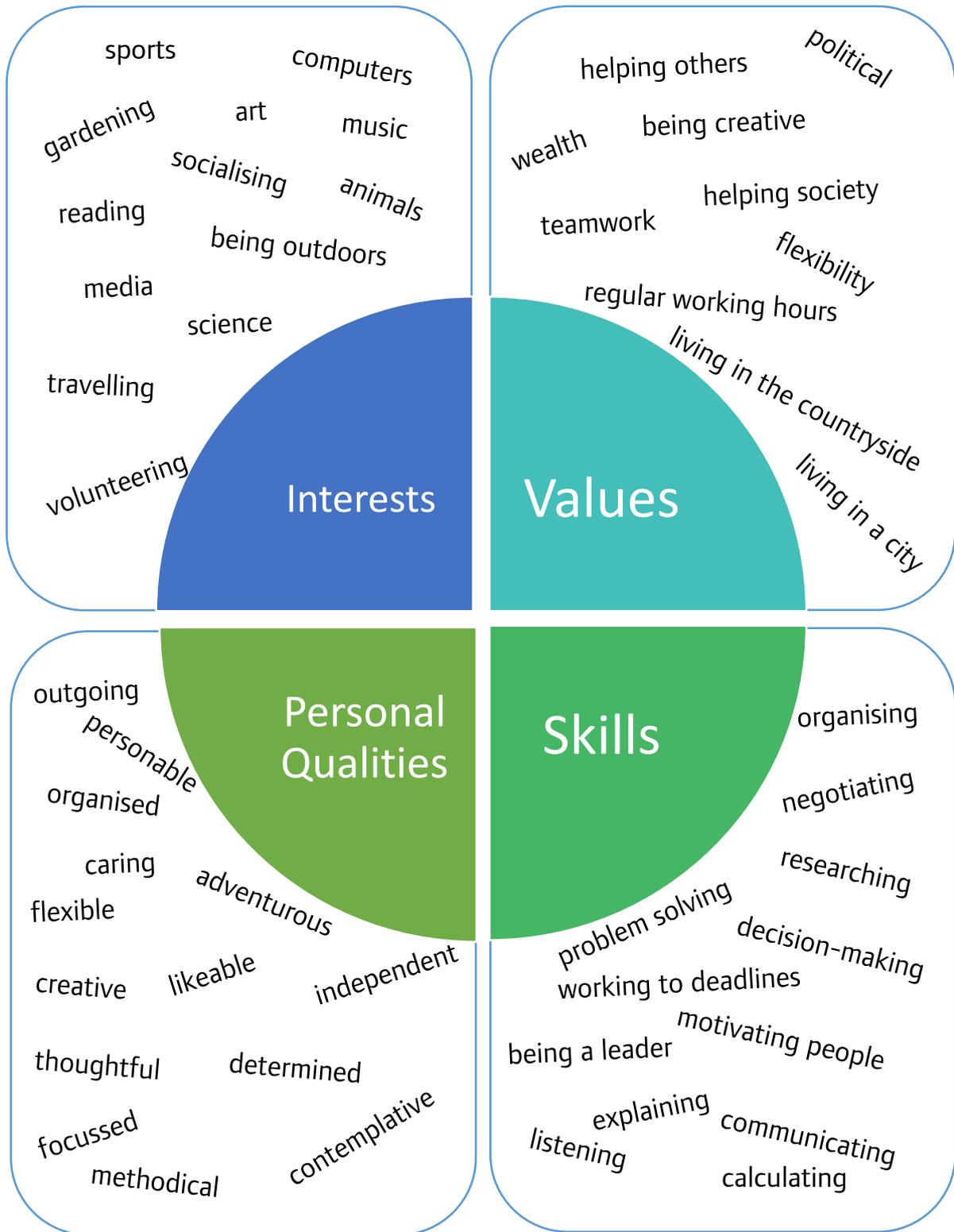
### **Homework:**

Ask students to use their top 10 questions to interview a family member and check to see whether it fits inside 5 minutes.



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## Appendix 1: Values and Skills



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## Appendix 2: Questions Card Sort

How did you get your job?	What qualifications do you need for your job?
Why did you choose to work in this industry?	Is this what you wanted to do when you were at school?
What's your favourite bit about your job?	What's your least favourite bit about your job?
What soft skills are important to your role?	What's the best piece of advice you've received with regards to your careers?
Have you always done this job or have you had various different roles?	What does a typical day/week look like in your role?
What is the typical salary for this type of role?	What did you learn at school that now helps you in your role?
Do you travel a lot with your work?	What do you think is your biggest strength as an employee?
What thing are you most proud of as part of your job?	Do you work as part of a team or on your own?
Do you work outside or inside?	Did you go to university or college?
How is your job different to what you first expected it to be?	Do you manage other people as part of your job?

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## Appendix 3: Action Plan

<b>Name:</b>	<b>School:</b>
<b>The top five people I spoke to:</b> <i>You may want to include their name, job role and the company they worked for.</i>	
1.	
2.	
3.	
4.	
5.	
<b>What I learned today:</b> <i>Did you learn anything you didn't expect? Did you like or dislike something you didn't expect to?</i>	
<b>What I'd like to learn more about:</b> <i>Do you still have questions? Did you find out about a new career you'd never thought about?</i>	
<b>My Action Plan</b> <i>Based on your experiences what will you now do to learn more about a different career or industry? What will you now do to take one step closer on your journey to entering a specific career?</i>	
Following the Speed Networking Event I will...	

