


## Lesson plan: Approx. 1 hour

<p><b>Overview:</b> This lesson is designed to give students the chance to take on a challenge set by someone working directly within the Creative &amp; Digital industries. The challenge, and hints &amp; tips, are designed to showcase your students’ creativity, give an insight into the skills required to be a radio presenter, as well as encouraging them to think about their future career interests.</p>	<p><b>Materials required:</b> Laptop &amp; Projector Internet access Pens &amp; Paper</p>
<p><b>Aims:</b> Participants will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the different roles within the creative industries.</li> <li>• Gain insight into the skills required to be a radio presenter.</li> <li>• Begin to consider the career opportunities available to them in the future.</li> </ul>	<p><b>Gatsby benchmarks:</b> 2, 4 &amp; 5 <b>PSHE:</b> KS3 L12, KS4 L7, KS4 L8</p> <p><b>Learning Objectives (Linked to SUN Progression Framework):</b></p> <p>18 – I can recall encounters with employers and employees and relate these to my education and career interests.</p> <p>20 - I know where to find local area labour market information to understand the possible opportunities related to careers that interest me.</p>

Teacher Guide	
Time	Notes
5mins	<p><b>Introduction</b></p> <p>Introduce the overview and aims of the session above. Ask students to put their hands up to name as many job roles as they can think of in the creative and digital industries. Give a few examples to start them off e.g. make-up artist, T.V Presenter.</p> <p>Before reflecting on their answers click <a href="#">here</a> to play the ‘<a href="#">An introduction to creative careers</a>’ video to showcase the industry and set the scene for the session.</p> 


2-3mins	<p><b>What do they know already?</b></p> <p>Reflect on what they knew before and on the video they have just seen. Ask again if they can name any more roles?</p> <p>Are they surprised at the different types and amounts of roles? Are they surprised that 1 in 11 jobs are in the Creative and Digital sector?</p> <p>* This could also be a good moment to address that the industry is really suffering in the current climate for example for those working in the events sector. However, that like all industries, it is being creative in finding solutions to continue to thrive and develop.</p>
35mins	<p><b>Set the challenge</b></p> <p>Click <a href="#">here</a> to play the challenge video.</p> <p>After the video, reiterate the challenge they have been set below and split the students into groups of 4 or 5 (this can be adapted to work as you feel best).</p> <p><b>Challenge:</b> Working in groups of 4 or 5, produce 5 minutes of radio. As a group decide which roles you will undertake and what stories and features you want to cover.</p> <p><b>Presenter</b> – Presents the show and introduces other guests and features. <b>News reader</b> – Reads the news report. <b>Reporter</b> – Interviews the interviewee on a story of your choice. <b>Interviewee</b> – Is interviewed by the reporter to share their story. <b>Producer</b> – Directs the team and keeps things on track.</p> <p>Set the students 30 mins to decide on their roles, what they want to go into the show and practice their roles and ideas.</p>
10mins	<p><b>Present their show</b></p> <p>If the lesson is just for 1 hour it will be hard for all groups to present back to the class. If so, you could pick one group to present or students can either run through their shows at the same time in their groups. The other option is to give the groups 1 minute to feedback their plans and ideas to the group.</p>
5mins	<p><b>Top Tips</b></p> <p>Click <a href="#">here</a> to play the hints and tips video.</p> <p>Depending on time, the lesson can either be ended here or a discussion had about the skills they feel they have used during the challenge. And whether they would be interested in being a radio presenter or in a career in the creative and digital industries?</p> <p>Use the information below for follow up sessions or to direct them to where to find out more.</p>

	<p><b>How to find out more?</b></p> <p>Careerpilot: <a href="https://www.careerpilot.org.uk/job-sectors/sectors">https://www.careerpilot.org.uk/job-sectors/sectors</a></p> <p>Prospects: <a href="https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors">https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors</a></p> <p>Screen Skills - <a href="https://www.screenskills.com/">https://www.screenskills.com/</a></p> <p>The Creative Industries – <a href="https://www.thecreativeindustries.co.uk/">https://www.thecreativeindustries.co.uk/</a></p> <p>Icould - <a href="https://icould.com/explore/categories/subject/media/">https://icould.com/explore/categories/subject/media/</a></p>
--	---

## Lesson plan: Approx. half day (2 – 3 hours)

<p><b>Overview:</b></p> <p>This lesson is designed to give students the chance to take on a challenge set by someone working directly within the Creative &amp; Digital industries. The challenge, and hints and tips, are designed to showcase your students’ creativity, give an insight into the skills required to be a radio presenter, as well as encouraging them to think about their future career interests.</p> <p><b>Aims:</b></p> <p>Participants will:</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the different roles within the creative industries.</li> <li>• Gain insight into the skills required to be a radio presenter.</li> <li>• Begin to consider the career opportunities available to them in the future.</li> </ul>	<p><b>Materials required:</b></p> <p>Laptop &amp; Projector</p> <p>Internet access</p> <p>Pens &amp; Paper</p>
	<p><b>Gatsby benchmarks:</b> 2, 4 &amp; 5</p> <p><b>PSHE:</b> KS3 L12, KS4 L7, KS4 L8</p>
	<p><b>Learning Objectives (Linked to SUN Progression Framework):</b></p> <p>18 – I can recall encounters with employers and employees and relate these to my education and career interests.</p> <p>20 - I know where to find local area labour market information to understand the possible opportunities related to careers that interest me.</p>

## Teacher Guide

Time	Notes
5mins	<p><b>Introduction</b></p> <p>Introduce the overview and aims of the session above. Ask students to put their hands up to name as many job roles as they can think of in the creative and digital industries. Give a few examples to start them off e.g. make-up artist, T.V Presenter.</p> <p>Before reflecting on their answers click <a href="#">here</a> to play the '<a href="#">An introduction to creative careers</a>' video to showcase the industry and set the scene for the session.</p> 
2-3mins	<p><b>What do they know already?</b></p> <p>Reflect on what they knew before and on the video they have just seen. Ask again if they can name any more roles? Are they surprised at the different types and amounts of roles? Are they surprised that 1 in 11 jobs are in the Creative and Digital sector?</p> <p>* This could also be a good moment to address that the industry is really suffering in the current climate for example for those working in the events sector. However, that like all industries, it is being creative in finding solutions to continue to thrive and develop.</p>
45mins	<p><b>Set the challenge</b></p> <p>Click <a href="#">here</a> to play the challenge video. After the video, reiterate the challenge they have been set below and split the students into groups of 4 or 5 (this can be adapted to work as you feel best).</p> <p><b>Challenge:</b> Working in groups of 4 or 5, produce 5 minutes of radio. As a group, decide which roles you will undertake and what stories and features you want to cover.</p> <p><b>Presenter</b> – Presents the show and introduces other guests and features. <b>News reader</b> – Reads the news report. <b>Reporter</b> – Interviews the interviewee on a story of your choice. <b>Interviewee</b> – Is interviewed by the reporter to share their story. <b>Producer</b> – Directs the team and keeps things on track.</p> <p>Set the students 40 minutes to decide on their roles, what they want to go into the show and practice their roles and ideas. (More time can be given if available)</p>

5mins	<p><b>Check in</b></p> <p>Gather the groups back to check progress and explain they will have 15 more minutes after the break to practice their shows before presenting back to the class. (More time can be given if available)</p>
<h1>Break Time</h1>	
15mins	<p><b>Last minute practice</b></p> <p>Give students 15 more minutes to practice their shows before they present back to the class.</p>
30mins	<p><b>Present their show</b></p> <p>Students present their '5 minute' radio shows to the class with feedback from yourself and the class.</p> <p>* If you don't want all groups to have to present then you could hand pick suitable groups and ask others to simply feedback their plans and ideas to the group instead.</p>
5mins	<p><b>Top Tips</b></p> <p>Click <a href="#">here</a> to play the hints and tips video.</p> <p>Depending on time, the lesson can either be ended here or a discussion had about the skills they feel they have used during the challenge. And whether they would be interested in being a radio presenter or in a career in the creative and digital industries?</p> <p>Use the information below for follow up sessions or to direct them to where to find out more.</p>
	<p><b>How to find out more?</b></p> <p>Careerpilot: <a href="https://www.careerpilot.org.uk/job-sectors/sectors">https://www.careerpilot.org.uk/job-sectors/sectors</a></p> <p>Prospects: <a href="https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors">https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors</a></p> <p>Screen Skills - <a href="https://www.screenskills.com/">https://www.screenskills.com/</a></p> <p>The Creative Industries – <a href="https://www.thecreativeindustries.co.uk/">https://www.thecreativeindustries.co.uk/</a></p> <p>Icould - <a href="https://icould.com/explore/categories/subject/media/">https://icould.com/explore/categories/subject/media/</a></p>