

Speak Up, Your Voice Matters (KS3-4 Session 1) - Delivery Notes

Aim of the activity

- To provide a creative outlet for learners' self-expression,
- To start to build learners' understanding of post 16 and 18 pathways

Duration

60-90 mins

Resources

- Computer & Screen
- 'Speak Up' Year 9 Session 1 PPT
- Cameras- enough to share 1 between 2 at a minimum

Delivering the activity

| Activity | Slides | Delivery |
|---------------------|--------|---|
| Title slide | 1 | |
| Ice breaker 10 mins | 2-6 | Ask learners to complete an 'either/or' activity; this can be done as stand up/sit down, moving to one side of the room or another, or voting depending on the needs of the group. Reflect at the end of the icebreaker; discuss the different choices with the learners. This helps to build the engagement and gives the deliverer some background knowledge of the learner. It also can open up a discussion around how learners make choices. Ask learners 'how did you make these choices?' Explain we will be thinking about your choices for your future in these sessions |
| Who we are 2 mins | 7 | Provide an introduction to GHWY using the information on the slides. Explain that learners have been chosen because they could progress to Higher Education. |

| | | |
|---|--------|---|
| Intro to Speak Up programme 5 mins | 8 | Explain the programme and the upcoming sessions |
| Intro to FE 10 mins | 9-11 | Slide 9 Talk through the levels of education and the types of courses you can do at the level briefly. Slide 10-11 explain post-16 options such as FE. On slide 11 talk through the different settings of HE. There are images included of FE settings in our region, eg Elliott Hudson Sixth Form college which only has a sixth form. Wakefield College which has FE, and Immanuel College which is a school with a sixth form. Ask learners which settings they would prefer to study in and why? |
| HE – how to get there 10 mins | 13- 14 | Slide 13- explain what HE is Slide 14- give an example of a pathway into HE as shown on the slide. The celebrities are Ashton Kutcher and Russell Howard. Also the deliverer could ask others in the room if they have been to HE, how did they get there? Ask learners in the room to say if they know anybody who has gone to HE and what their journey was. |
| Intro to Current/Future self photo project 5 mins | 15 | Explain the photo project with learners and field any questions; the aim of this project is for the learners to look at themselves now and what makes them them, and then start to think about what their lives might look like in the future...and how they would get there |
| Take first photo 20 mins | 16 | Give out cameras and demonstrate how to use them if necessary. Learners to get in pairs, and take a headshot/selfie to represent their current self. Get learners to think about their expressions. Or if they are concerned about showing their faces, another part of their body/ a photograph from behind, a pose they could use. Or could they use an object to represent themselves? Or even hold up an object in front of their face that shows where they are now? |
| Take second photo 20 mins | 17 | Same as above, but this picture is to represent their future self |
| Next session 2 mins | 18 | Explain to learners that in the next session you will be adding to your image to create worldclouds. And that they will be further developing their understanding of post 16 and 18 pathways |