

Go Higher Presents Linda Ray (Session 3) KS3-4 - Delivery Notes

# Aim of the activity

* To enable learners to explore who they are beneath the surface, what matters to them and what they aspire to achieve through their journey to and beyond HE.

By the end of the session learners should be able to:

* Reflect about ourselves- interests, skills and ambitions
* Listen to and think about what a HE student says about their experiences and how it shaped their journey
* Create an action plan about educational next steps

# Duration

60 minutes – can be shortened

# Resources

* Computer with sound
* GHP session 3 PPT
* Paper & pens
* Shaping your Future worksheets ( pages 1 and 2)

Delivering the activity

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| **Activity** | **Slides** | **Delivery** |
| **Introduction** (2  minutes) | 1 - 2 | Introduce self and purpose of the session. This series of 3 sessions has been specifically developed with and for Black, Asian and Minoritised ethnic learners to support you to think more about your futures and ‘meet’ people already studying at higher education (more on that later).  We will listen to a final podcast; all of the podcasts have been recorded between learners and students who are from global majority, or black, Asian and Minoritised ethnic backgrounds. The learners wrote the questions themselves and produced the podcasts. We did this because we know that role models and ‘safe conversations’ are helpful for learners from BAME to make choices about their future. We hope they are useful for you! |
| **Activity 1** – What  makes you, you | 3 – 5 | It’s good to know yourself well- what suits you, what you are  good at, what your personality is like. All these things feed |

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| (10 minutes) |  | into what you will study as you get older and what type of career you will have.  Spend 10 minutes doing the what makes you, you activity. Ensure learners are exploring all the prompts on screen. |
| **Activity 2** Introduction to Linda-Ray (2 minutes) | 6 | Linda Ray studied acting at Leeds Conservatoire. But she also has lots of other interests. Her upbringing and her life have affected her chosen career path.  We are going to listen to her podcast and hear about the experiences and choices she made.  **Preface by explaining that the podcast was conducted**  **by year 9 learners at a local school- they chose the questions and took it in turns to interview her.** |
| **Activity 2**  Podcast interview between Linda-Ray and learners  (20 minutes) | 7 – 8 | Listen to the podcast embedded in the PPT, pause it at the points when the questions come up, ask learners to discuss their answers with partners.  Audio recording time stamps and answers |
|  |  | **Q 1. Time stamp 0.39 Linda ray, acting student Leeds conservatoire, what is she learning at HE? Think of 3 things**  Eg acting, how to put out there, radio, screen, theatre. |
|  |  | **Q 2. Time Stamp 1.19 What inspired her to study this?**  Love storytelling, stagecoach |
|  |  | **Q3 Time Stamp 2.15 What did Linda explain about her background?**  She is Zimbabwean, South African and British but also spent time in Canada |
|  |  | **Q4 Time Stamp 6.57 How did moving around a lot help Linda become the person she is today?**  Made her the person she is. Runs an organisation called ‘our body’ – online for YP to talk about the things they are passionate about. The different people and problems she has experienced. Believes in community work. She is aware and aware of others’ feelings. The negative, I did feel alone at times. Mixed accent cos of different languages. |
|  |  | **Q5 Time Stamp 10.15 How did playing sports help Linda?**  Taught her about leadership and being in a team, how to collaborate and how to pull out others’ strengths and skills. Helps in acting career. And she can paint too! |
|  |  | **Q6 25:39- roughly 28 What does Linda say about music and how she makes it?** |

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|  |  | About 14, into music. Using phone and social media. Recorded using garage band. And created a visual album. As well as making a home studio. Collaborating  **Q7 Time stamp 33.57- end What advice did she give?**  Trust your instincts and follow your dreams and live.  Once the recording and questions have ended host a reflective group conversation with learners about Linda-ray’s advice, and educational career- discuss with the group ‘ From listening to Linda-Ray’s story What types of ideas or inspiration Linda-Ray give you any ideas or inspiration?’ ‘ did anything surprise you that you heard? What and why?’ to set the tone for final activity |
| **Activity 3** – Mind mapping (5 minutes) | 9 | Learners should now create their own mind maps of their thoughts on the session so far, this can be a simple jot down of ideas/simple sentences   1. What is important to you on this journey (to HE) 2. Who should you talk to (eg- careers, family, peers ect) 3. What do you need to do next? Open days ect 4. Anything you are unsure of? This is an opportunity to answer any questions   **If there are time constraints, this activity could be done as a group where answers are called out/hands up** |
| **Activity 4 –**  Action planning and STAR method  (10 minutes) | 10-11 | Reflective group conversation  Instruction to class- using what you thought about in activity 1 and 2, spend some time using **the Shaping Your Future page 1 and 2 worksheets** to develop your thoughts for the future. Use the prompts on the PPT to help you |
| **Next steps**  (5 mins) | 12 | Spend a few moments reflecting on what learners have learned/ found useful.  Then signpost for next steps:  Learners can use more of the activities from the Shaping your Future Workbook, which you can download for free using the QR Code if they wish.  Also to encourage learners to keep having careers conversations with peers, family and other adults.  Thank learners for taking part. |