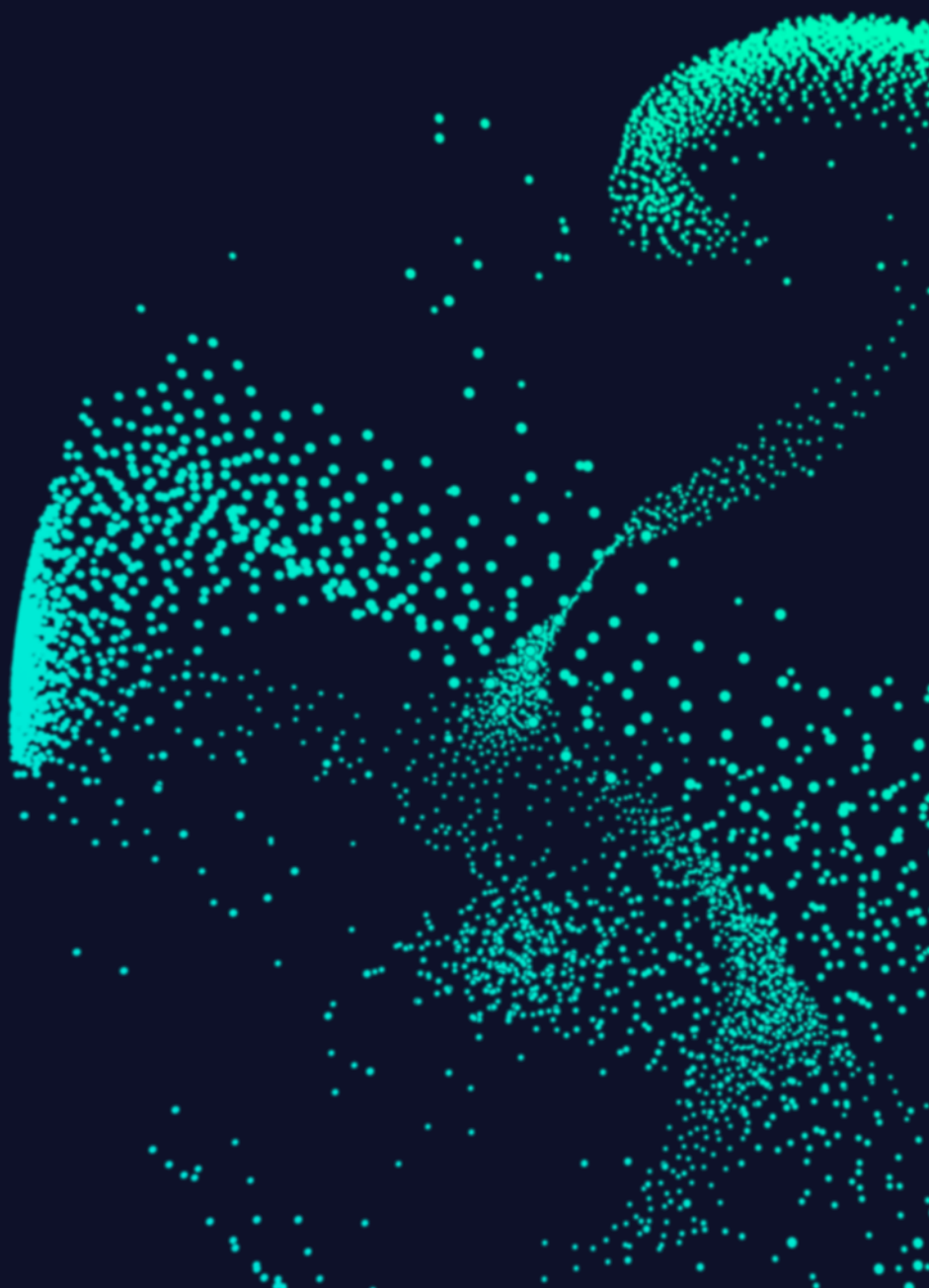


DIGITAL SEEME

Teacher Guide

SIEMENS





Welcome!

Welcome to Digital SeeMe by Siemens in association with the Girls' School Association. This 45 minute session is to help guide your KS3+ and S1+ students through decisions about their future career and open their eyes up to new industries that they may not have thought of before.

Digital SeeMe consists of several videos as well as various tasks to complete and has been designed so that it can either be run as a teacher-guided classroom session, or as a student-guided session at home.

If you want to run it as a student-guided session then simply direct your students to the Digital SeeMe website (link below) and everything they need is there.

If you prefer to run it as a classroom session then follow this Teacher Guide PDF. When run as a classroom session, you will need a way to play videos into the classroom (with sound) and your students will need a pen and paper to complete some of the tasks. You can also print off the Student Worksheets at the end of this pack (note - these are not necessary for the student-guided route).

Everything else you need is on the Digital SeeMe website (as below).

new.siemens.com/uk/en/company/education/see-me.html

At Siemens, we strive to make whatever we do better, please help us to improve. After you have completed the workshop, please complete the survey which you can find at the end of this pack and email the completed form to:

workexperience.gb@siemens.com

It will only take 3 minutes and you'll be entered into a draw to win a free SeeMe Live show delivered to your school (UK only).

Digital SeeMe

A brief overview



Introduction

Sets the scene for the workshop - it is all about careers!
It is also about Engineering and Technology, but don't give that away to your students just yet.



Video 1

A very quick introduction from the workshop's online presenter, Fran Scott.



Task 1 - Quiz

A teacher-led, careers-based quiz.



Video 2 - The Quiz Answers

Fran reveals the answers from the quiz and introduces how to find the perfect job.



Task 2 - What are YOU interested in?

A teacher-led task that guides students through how to discover what they are interested in and enjoy.



Video 3 - How to use the lists

Fran talks through how students can use their lists (created in Task 2) to help them on their career-finding path.



Task 3 - Who does what?

A teacher-led task where students try to guess what people's jobs are from an image of the person.



Video 4 - Engineering & technology

Fran reveals that all the people shown in Task 3 work in Engineering and Technology.



Task 4 - Meet the workers

Digitally 'meet' the workers from Task 3.
What jobs do they do? What advice do they have?



Task 5 - Classroom discussion

A teacher-led discussion about the content of the videos the class just watched in Task 4.



Video 5 - Engineering & technology

Fran explains how your students can continue in their journey to find a job that works for them.

Digital SeeMe

Outcomes & Curriculum links

Learning Outcomes

Students should gain the following from this workshop:

- Insight into various work roles and career pathways, especially within the Engineering and Technology sector.
- The tools to identify and evaluate their own skills, strengths and interests.
- An appreciation of pre-conceived stereotypes and misconceptions they may have and how these may be limiting their potential.

England and Wales

Learning skills

L3. to set realistic yet ambitious targets and goals

Choices and pathways

L7. about the options available to them at the end of key stage 3, sources of information, advice and support, and the skills to manage this decision-making process

L8. about routes into work, training and other vocational and academic opportunities, and progression routes

L9. the benefits of setting ambitious goals and being open to opportunities in all aspects of life

L10. to recognise and challenge stereotypes and family or cultural expectations that may limit aspirations

Work and career

L12. about different work roles and career pathways, including clarifying their own early aspiration.

Scotland

Sciences: 3rd and 4th Level

- Demonstrate increased awareness of creativity and inventiveness in science and the use of technologies in the development of sciences.
- Demonstrate understanding of the relevance of science to their future lives and the role of science in an increasing range of careers and occupations, including science, technology, engineering and mathematics (STEM) careers.

Health and Wellbeing (Personal and Social Education)

3rd Level

- Identifies own interests, strengths and skills and uses them to support subject choice.
- Manages personal profile evidencing own skills, and behaviours required, which link to the world of work.
- Explores a range of learning opportunities and career pathways.

4th Level

- Evaluates and evidences own interests, strengths and skills and uses them to make informed subject choices.
- Makes well informed choices about learning opportunities and pathways and relates these to possible future careers.

Task 1

The Quiz

A teacher-led, careers-based quiz.



Before Task 1, play Video 1:

A very quick introduction from the workshop's online presenter, Fran Scott.

Q1: How much of your lifetime will be spent doing your job?

- a) A fifth
- b) A quarter
- ▶ c) A third

Q2: How many different jobs will the average person who is your age now have in the future?

- a) 2
- b) 4
- ▶ c) 6 or more

Q3: What percentage of jobs that will exist in 2030 haven't been invented yet?

- a) 10%
- b) 50%
- ▶ c) 85%

Q4: What job do you want to do?
This obviously isn't multiple choice, it's for your students to decide and then write down.

Teacher support:

Read each question and options to your students with time between for them to answer. They can either write down their answers or put their hands up.

▶ indicates the correct answer. Please don't give the answers away to your students, as they are all revealed and explained in Video 2.

Task 2

What are **you** interested in?

A teacher-led task that guides students through how to discover what they are interested in and enjoy.



Before Task 2, play Video 2:

Fran reveals the answers from the quiz and introduces how to find the perfect job.

This task is about the students creating two lists: List 1 is of things they like to do now, and List 2 is things they think they would like to do when they are older. Manage the students as they write their two lists. Give them a pre-determined amount of time for each list (somewhere between 3-5 minutes is good).

Encourage them to not think about the job, but to instead focus on themselves; their likes and skills and how they would like to spend their time. Dive deeper into the reasons why they may like a certain activity, for example, if they like singing, do they like the performance elements of it, or the technical or social side?

Some students may find this difficult.

For those who struggle, stress that this isn't something they have to do now, or even today. They can do it when they've got some proper time to think.

However, encourage them to do it at some point. Share with them that if they don't, they run the risk of just falling into a job that they didn't choose and that isn't right for them.

Task 3

Who does what?

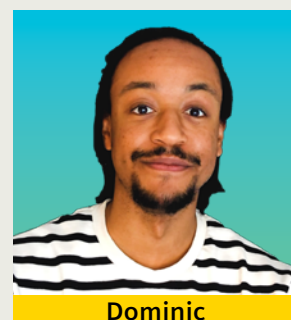
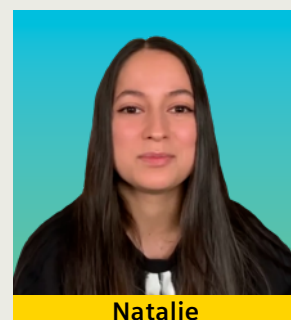
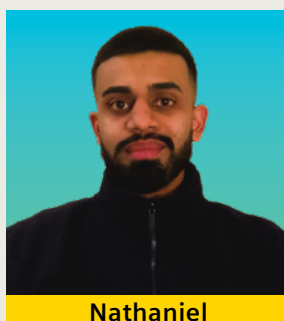
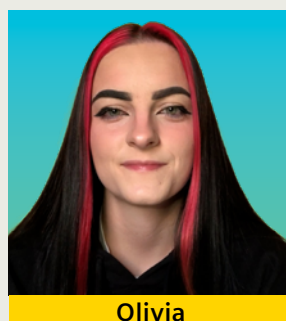
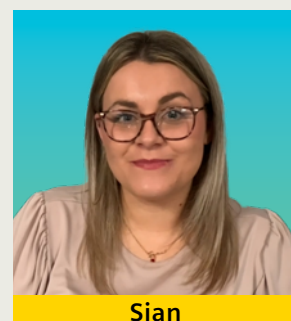
A teacher-led task where students try to guess what people's jobs are from an image of the person.

**Before Task 3, play Video 3:**

Fran talks through how students can use their lists to help them on their career-finding path.

For this task, show the students the images shown in Task 3 on the Digital SeeMe website, or provide them with the worksheet at the end of this guide.

The students' task is to guess what each of the people do as a job. Give your students a limited time to do this (we recommend up to 3 minutes).

**Chloe****Dominic****Jess****Kathryn****Natalie****Annabel****Nathaniel****Olivia****Sian**

Task 4

Meet the workers

Digitally 'meet' the workers from Task 3.
What jobs do they do? What advice do they have?

**Before Task 4, play Video 4:**

Fran reveals that all the people shown in Task 3 work in the fields of Engineering and Technology.

On the Digital SeeMe website, there are videos of Siemens employees.

You don't have to play all of them, but a sample of 2-5 will give the desired effect. Play the videos of the employees your students can relate to most, or even get your students to select which videos they would like to see.



Task 5

Classroom Discussion

A teacher-led discussion about the content of the videos that the class just watched in Task 4.

Discuss with the class what they thought of those films. Were they the type of people they were expecting? Summarise what was covered in the videos, emphasising that they were all different.

We are nearly at the end of the workshop, but this doesn't mean the journey ends for your students. What they've done today has given them their lists and a way of thinking that they can keep on using to help them find their perfect job.

What are their next steps?



After your discussion, play Video 5 which will conclude the workshop.

In this video, Fran explains how your students can continue on their journey to find a job that works for them, even after this session has finished.

If your students would like more information, you can direct them to learn more about Apprenticeships, Internships and Graduate schemes at Siemens via the website below:

www.siemens.co.uk/earlycareers

or read more about the scope of work done at Siemens here:

www.medium.com/peopleatsiemens

Task 1

The Quiz

Ponder these questions and think about your future.

Q1: How much of your lifetime will be spent doing your job?

- a) A fifth
- b) A quarter
- c) A third

How many different jobs will the average person who is your age now have in the future?

- a) 2
- b) 4
- c) 6 or more

Q3: What percentage of jobs that will exist in 2030 haven't been invented yet?

- a) 10%
- b) 50%
- c) 85%

Q4: What job do you want to do?

This obviously isn't multiple choice, it's for you to think about and write down.

Task 2

What are **you** interested in?

Create two lists about your interests now and in the future.

List 1

**Things that I
like to do now**

List 2

**Things I want
for my future**

Task 3

Who does what?

What careers do you think these people have? Take a guess.



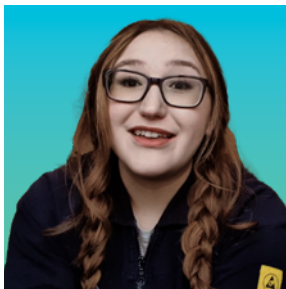
Annabel



Chloe



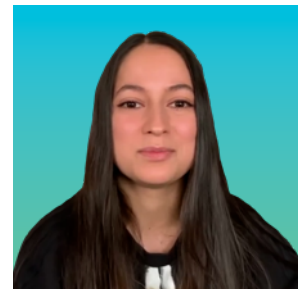
Dominic



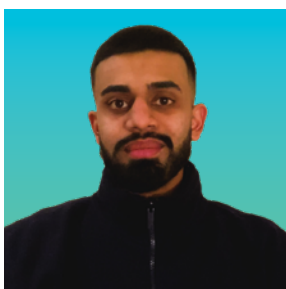
Jess



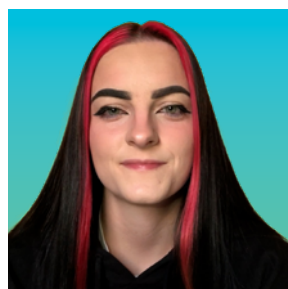
Kathryn



Natalie



Nathaniel



Olivia



Sian

Digital SeeMe

What are your next steps?

This is just the beginning of your career journey, not the end.
Keep adding to your lists as your interests change.
Keep researching, keep asking, keep your mind open.

If you would like more information about the career options available at Siemens then you may find the following websites helpful:

www.siemens.co.uk/earlycareers

www.medium.com/peopleatsiemens

Good luck!

Digital SeeMe Feedback Form

We are very keen to get your feedback on the Digital SeeMe workshop. We will be enormously grateful if you can spend a few minutes to tell us how it was used in your school and what we can improve.

The form can be completed digitally or as a hard copy. Please email your completed form to workexperience.gb@siemens.com and you will be entered into a draw to win the SeeMe Live show delivered to your school*.

ABOUT YOU AND YOUR SCHOOL

Your name:

School name
and address:

ABOUT THE STUDENTS WHO TOOK PART

What Year Group(s) were they from?:

How many students were there?:

What subject was the Digital SeeMe workshop used within?

Careers (or similar)

Design & Technology (or similar)

PSHE (or similar)

Science (or similar)

Other, please specify

*UK-only

Were the students present in-person or online?

In-person

Online

A mix of both

Is there anything else interesting about the students that you think we might want to know? (eg level of engagement, gender, expected attainment level)?

ABOUT THE RESOURCE

What did you like about the resource?

What did you think could have been improved?

What other comments do you have about the resource?

If you would like us to contact you about future activity of this sort please give us your email address:

Many thanks for taking part in this project. We will use your responses to make the resource more useful for teachers and students in the future!