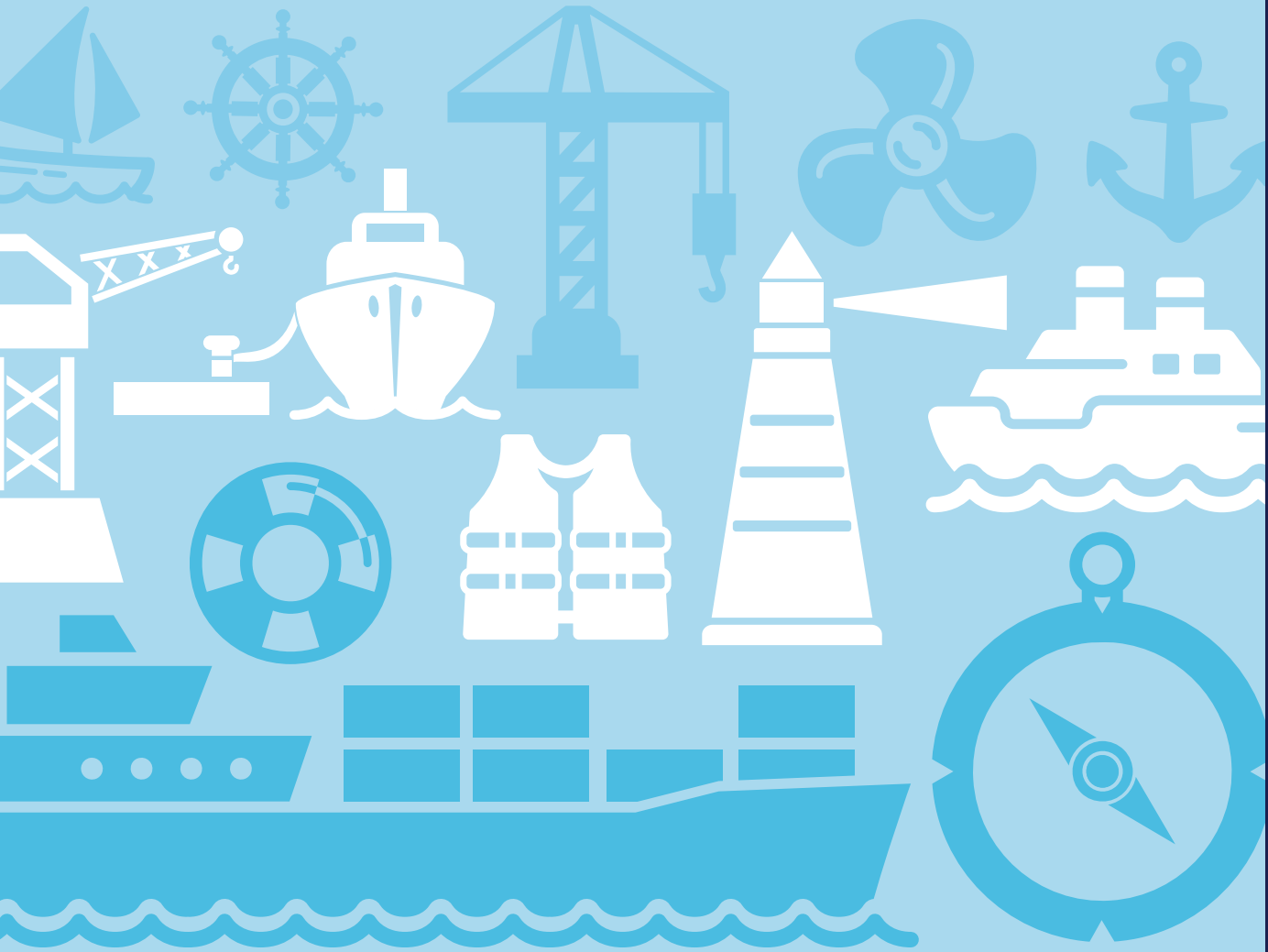




MARITIME & ME



Department
for Transport



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LESSON PLAN AT A GLANCE

My Skills My Life resources are designed to be flexible and to fit the time that you have available to deliver them. Here you will find the initial short (30 minute) session that will support girls to self-identify using the My Skills My Life quiz online.

If you have more time available, then add on a longer session incorporating case studies or role models.

Opportunities for extension sessions, building on the initial session or including mothers/carers are also provided.

Consider the time and resources that you have available and build a session to suit you.

Short session 30 minutes – with online quiz

- Set up and verify your account – 5 mins – 10 mins (If you can get all the girls to do this before the event that can also work and will speed up this initial process for you. All the girls need is an email address. Due to GDPR rules only girls aged 13+ can set up an account).
- Take quiz – 5- 10 mins
- Explore Personality types and Role model case studies – 15 minutes

Long session 90 minutes – 120 minutes – with online quiz

- Set up and verify your account – 5 mins – 10 mins (If you can get all the girls to do this before the event that can also work and will speed up this initial process for you. All the girls need is an email address. Due to GDPR rules only girls aged 13+ can set up an account).
- Take quiz – 5- 10 mins
- Explore Personality types – 15 mins
- Role models – 1-1.5 hrs

Additional sessions

Keeping your options open Presentation – 15 mins

Mothers and Daughters evening session – 1-1.5hrs

Homework

If you are using the paper quiz and personality type booklets, add the following:

Introductory activity – 5 mins

Personality type booklets analysis – 15- 20 mins

SHORT SESSION

30 MINUTES

You will need:

Online session

- Tables set out for small groups of four to six people
- Tablet/ phone – one for each girl

Paper session

- A5 paper and pen per person
- A question Sheet
- Personality Type Tally Sheet
- 12 x Personality type booklets (concealed in an envelope)
- Optional: Supporting slides for My Skills My Life

The aim of this session is to:

introduce students to a wide range of roles beyond the small groups of STEM jobs that most people recognise, for example doctor, vet, forensic scientist, or psychologist. This is particularly true for girls who are not 'out and out' scientists and would welcome the message that with a science or maths qualification, there are well-paid roles in all kinds of businesses. It is not about just persuading girls to become scientists or engineers.

Online

Introduce the quiz as a way for girls to identify their preferred way of working based upon their personality and skills. We call this their 'self-identity'.

1. Get them to set up an account. The web app can be found here: www.myskillsmylife.org.uk.
2. The girls will need to complete the sign up page by selecting 'student' from the tabs.
3. Once they have entered their details, they will be asked to verify their account by accessing their emails. (Most students have a school email address for this).
4. Once they have verified their account, they will be able to log in.
5. They will then be asked to create a character/ emoji.
6. Ask them to follow the online instructions and work through the quiz.
7. Use the powerpoint as a guidance for girls to explore the site properly.
8. They will find out their personality type and will have the opportunity to look through the ones they match with. Most will find that they recognise themselves in at least one of the descriptions, though there may be elements of some descriptions that do not quite match.
9. If some students do not really recognise themselves as described, they can read the others and find some that seem more like them.
10. Remember that this activity is not about pigeon-holing anyone into a specific job or role. If a girl finds a description that sounds more like her, then encourage her to explore that idea.
11. At the end of the session, get them to explore the site further at home. They could look at the pathways that role models have taken and ask them to see if they see any they would like to follow or any role model stories they found interesting. Encourage them to talk about the session with their relatives or carers, particularly other women.

EXTENSION SESSION 1

90-120 MINS

You will need:

Online session

- Tables set out for small groups of four to six people
- Tablet/ phone – one for each girl

Paper session

- A5 paper and pen per person
- A question Sheet
- Personality Type Tally Sheet
- 12 x Personality type booklets (concealed in an envelope)
- Optional: Supporting slides for My Skills My Life

Additionally

- five or six role models, who have used the My Skills My Life Quiz to generate their self-identity in advance
- a table and chairs for each role model, or a chair for each role model laid out as a panel
- A4 cards or badges for role models to print their role type letters on

The aim of the session is to:

introduce students to a wide range of roles beyond the STEM jobs that most people recognise and to show them that, for people with a science or maths qualification, there are well-paid roles in all kinds of businesses.

Online

First work through the short session (30 minutes)

This is detailed in the previous section and should take about 30 minutes. Then lead in to exploring case studies, or meeting with real STEM role models.

Role Models (30- 60 mins)

The aim is for girls to experience or meet people like them and to recognise that they are happy and successful working in STEM businesses in a diverse range of roles.

Using role models

1. Make sure they have already used the My Skills My Life Quiz to identify their role types.
2. There are two ways in which you could carry out the activity:

- One**
1. Ask your role models to each sit at a table with cards or badges identifying their role types laid out in front of them.
 2. Ask students to sit at a table with a role model who shares their personality type(s); the ones that they identified from the My Skills My Life Quiz or ones they found suited them from reading the My Skills My Life Job Roles Analysis.
 3. Encourage the girls at each table to hold a Q & A session about how their role model's aptitudes and personality suit them for their role.
 4. If there's time, ask students to move to a new table with a new role model who shares their personality type(s) and repeat.
- Two**
1. Play a guessing game where the roles models sit on a panel but don't reveal their personality type or job.
 2. Encourage girls to ask questions and then guess which type each role model is and what job they have.

EXTENSION SESSION 2

SESSION OF 15-30 MINS OR CAN BE ADDED TO ABOVE

Keeping Doors Open presentation - 15 minutes

You will need:

- tables set out for small groups of four to six people
- the 'Keeping your options open' presentation , available for download on our website in the Learning Catalogue
- a screen or projector to display the presentation (audio facilities won't be needed as there is no sound)

This can be added to the Short or Long session, or it can be included as part of the Mothers and Daughters evening session. In advance of the session, select the slides that you want to use to support your My Skills My Life session. You do not need to use them all. Display the presentation, 'Keeping your options open', and read through it together. Emphasise that there are many different businesses that want to employ people like them if they have science and maths qualifications. So continuing with science or maths could open doors to lots of well-paid areas! You can use the Keeping your options open slide information to develop interactive talks to encourage the girls to discuss choices and options.

QUESTIONS FOR GIRLS TO ASK ROLE MODELS

Girls generally are very interested in the role models and easily find questions that they like to ask, particularly if in they feel safe in an all-female, small group.

If the role model has brought along a 'show and tell item' this is a great tool for prompting the conversation.

However, the girls may be nervous, particularly in panel discussions, and you may need to prompt them to ask questions.

Here are some ideas of questions the girls may like to ask.

Feel free to create your own.

- **Which personality types are you?**
- **What do you like best about your job?**
- **What do you do all day?**
- **What was your starting salary? (If you're feeling brave!)**
- **What are your future ambitions - do you plan to have a family or change jobs?**

These questions are available on a slide in the My Skills My Life delivery slides so that you can include them in your presentation.

MY SKILLS MY LIFE: OUTSIDE OF THE CLASSROOM

My Skills My Life is not just a tool for classrooms – it also works well at larger events, careers fairs and on stands. The resource has been designed to be as flexible as required for your intervention. Here are a few examples of how My Skills My Life has been used over the past year.

Stand or Careers Fair – Online Tool

1. WISE can provide you with an anonymised login for each device. This will allow people to complete the quiz without creating individual accounts. For more information, please email info@wisecampaign.org.uk
2. Have role models on the stand to help people to complete the quiz and discuss the results with them afterwards.
3. Encourage girls to find a role model on the stand who matches one of their personality types and ask them a question about them or their career.
4. Ensure girls have a **flyer** to take away with them, encouraging them to visit the platform again at home and explore further.

Case Study: Network Rail

Network Rail used this format at the Big Bang Fair 2019. You can read more about the event [here](#).

Stand or Careers Fair – Paper Resource

1. The paper resource also works well for this. We would suggest laminating the quiz questions and role model booklets so they can be reused throughout the day.
2. Have role models on the stand to introduce My Skills My Life and help people to complete the quiz.
3. Get role models to score the quizzes – circling the three highest scores and letting the girl know which personality types she has matched with.
4. Encourage girls to read through the role model booklets they match with.
5. Ensure girls have a flyer to take away with them, encouraging them to visit the platform again at home and explore further.

Case Study: Unite the Union

WISE ran this format at the Great Yorkshire Show in 2019, supporting Unite the Union. You can read more about the event [here](#).

Larger Events

My Skills My Life is a great activity to support a well-rounded day of STEM careers by showing girls role models in jobs using STEM skills they may have built on during the day. If the day is running in a workshop format, you can either run a 30 minute long or 60 minute long session depending on the resources and role models you have available to you. Repeat the same session to multiple groups throughout the day. You could also conclude the day by running a large My Skills My Life session to all attendees simultaneously. This would allow you to use volunteers who have been running the other activities throughout the day.

Case Study: STEM Day for Girl Guides

You can incorporate My Skills My Life into a wider day of STEM activities. Read about how My Skills My Life was integrated into a wider event for Girl Guides [here](#).

Case Study: National Science and Media Museum

Read about how the STEM Ambassador Hub at the National Science and Media Museum used My Skills My Life as part of their celebrations for International Women's Day 2019 [here](#).