

Leeds Museums & Galleries Careers for All Toolkit



Creating meaningful career activities for young people with SEND

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1. Stakeholders

Leeds Museums & Galleries; creators of the Careers for All Programme
Natural History Museum and the Real-World Science Network; Funding partner
Eranda Rothschild Foundation; Project funders (2019-2021)

Project Partners:

Grand Futures Network
National Coal Mining Museum
Leeds City Council Employment and Skills Team
Leeds City Council Green Spaces (Tropical World)

Key Professional Partners:

Luminate Education Group
Discover Creative Careers
PINC College
East SILC
Fairfields School

Participating partners:

Abby Grange Academy
Benton Park School
Bishop Young Cof E Academy
Bradford Academy
Brigshaw High School
Broomfield South SILC
Cardinal Heenan Catholic High School
Cockburn John Charles Academy
Co-op Academy Leeds
Corpus Christi Catholic College
Doncaster College
East SILC Brigshaw
East SILC John Jamieson School
Fairfields
John Smeaton Academy
Leeds City College
Lighthouse Futures Trust
Lighthouse School
North West SILC
Springwell Leeds
Swarthmore Education Centre
West Oakes
West SILC
White Rose Academies
Woodkirk Academy

2. Introduction

Before we get started:

In this toolkit the following abbreviations will be used a lot see below for what they mean:

SEND: Special Educational Needs and Disabilities

SEN: Special Educational Needs

STEM: Science, Technology, Engineering and Mathematics

CfA: Careers for All

LMG: Leeds Museums & Galleries

PMLD: Profound Multiple Learning Disabilities (often now referred to as complex needs)

This toolkit designed to highlight the different ways you can engage young people with SEND in career aspiring activities. Activities are split into separate chapters to enable you to pick what you feel most comfortable delivering. Each activity will include examples of the approaches that Leeds Museums & Galleries (LMG) have facilitated and found successful.

The toolkit is designed for Museum and Heritage settings but much of its content will apply to the broader creative sector. This toolkit can be used to generate a greater understanding of including careers-based learning at your site and how to make these activities accessible.

Throughout this document there will be references to what LMG can do to help. This toolkit is a guide but is not designed to be used in isolation. We can help you build a programme through face-to-face interaction. If you ever have any questions, queries or are just curious to know more contact us; Carl.newbould@leeds.gov.uk

Content in this toolkit is what LMG have found to be good practice, however it is important to note that every site, school and young person is different, and activities should be adjusted to suit the needs of the group.

If you want to know more about SEND in museums more generally then read the Special Schools and Museums Toolkit available for free here;

https://www.culturehive.co.uk/wp-content/uploads/2020/10/222475_Handbook-44pp-LowRes.pdf

3. Why Careers for All? Facts and Stats

In 2019 Mencap identified that the number of young people with a learning disability who are in sustained employment is at 6% and this figure is falling (in 2015 it was at 7%) yet there is the potential for 70% to be in employment. The evidence from the CEC (Careers and Enterprise Company) highlights that “a young person who has 4 or more high-quality encounters with an employer is 86% less likely to be unemployed or not in education or training.” With this knowledge more needs to be done. There needs to be opportunities for young people to explore careers and these opportunities need to happen more frequently. It is important to note here that this is not a niche group, according to the Department of Education (2017) 14.4% of all school age children have SEN and 8% have a disability.

Leeds Museums and Galleries, Careers for all was created in 2019 through the Real World Science Network; a collaborative network which supports natural history institutions to deliver inspirational, authentic and relevant informal science learning across the UK. Phase 1 was funded by the Eranda Rothschild Foundation to continue until December 2020.

This toolkit is written to tie in with both the SEND Gatsby Benchmark Toolkit and the Department for Education SEND code of practice.

The SEND code of practice (2015) states that it is important that young people think about career aspirations as early as possible. From year 9 at the latest there needs to be help to start planning for a successful transition into adulthood.

The Gatsby Benchmarks

Written by the Careers and Enterprise Company the Gatsby Benchmarks are a framework of 8 guidelines that define the best careers provision in secondary schools.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Museum and Heritage setting have great potential to link to these benchmarks, with points 3 to 6 being particularly relevant. If you want to learn more about the Gatsby benchmarks you can download their toolkit for schools, colleges and SEND for free. Full SEND toolkit here: https://resources.careersandenterprise.co.uk/sites/default/files/2023-01/1051_SEND%20Gatsby%20Toolkit%20Refresh%20V8.pdf

4. What is Careers for All?

Careers for All delivers career aspiring activities for young people with SEND and/or neurodivergent individuals. Since 2019 it has gone through several natural phases of progression which will be shared in brief below:

Phase 1

Careers for All was originally set up in 2019 through Eranda Rothschild Foundation funding. It had a specific focus around STEM (science, technology, engineering, and maths). The aim was to increase confidence, skills, and knowledge of STEM in museum work. At the end of phase one Careers for All won the Learning Programme of the Year award at the national Museums and Heritage awards.

Phase 2

Careers for All continued beyond its initial 2-year funding period, with lessons learnt from the first phase being implemented wider across the service. New aspects were introduced including a Youth Panel and digital/online engagement in the form of workshops and work experience. Phase 2 coincided with the Covid pandemic when online activity was a crucial part way to engage with learners.

Phase 3

The third phase of careers for all has involved challenging our recruitment practice to become more inclusive. We learnt from individuals and groups who have participated in CfA activities through time. CfA has also expanded its offer to more substantially engage learners with complex needs (often also referred to as PMLD (profound multiple learning disabilities)).

Our aim to create career aspiring activities has continued throughout all phases of work. As you read on through the toolkit you will find workshop ideas, strategies for implementing work experience and Career fair tips.

5. What can you do?

We are aware that from organisation to organisation there will be a difference in time and capacity, this is why this toolkit offers several activities that you can run. These are listed below and are in order of simplicity to set up (with the most straight forward first);

- **Careers fairs:** letting your local schools and colleges know that you are available to go to their site and hold a stall representing your sector.
- **Online workshops:** delivering careers presentations via zoom/ teams.
- **Outreach:** going into a school or college to deliver presentations or activities on museum and heritage careers.
- **Career taster days:** Inviting pupils into your organisation to partake in one day of activities that reflect careers in your organisation.
- **Careers Fair as a host:** plan and deliver a careers fair within your own building, inviting several organisations to hold stalls and marketing for schools and colleges to attend.
- **Work experience:** A young person spends an extended period with your organisation allowing them to gain an understanding of potential job roles, skills and working practices.
- **Youth Panel:** A regular group of young people meeting at your museum site. Objective of the group may vary depending upon need of museum and members of the group.

Making a positive difference to your organisation

It is not just the pupils who partake in your activities that will benefit. One of the unexpected outcomes LMG had from the project was the benefit to staff. The project gave staff exposure to a diverse audience and allowed them to see some of the talent that present in local schools.

The understanding of SEND and neurodivergence has increased by exposure to work experience students. This has improved our training programmes and helped us to develop a more inclusive recruitment system.

6. Careers Fairs



Careers fairs are a great way to show off your organisation to a large audience. It may be the first time a young person considers museums and heritage as a career. Throughout the CfA programme LMG have attended fairs in schools and colleges. We have also hosted several careers fairs at our museums.

What Leeds Museums & Galleries have done

The simplest way to get involved is to contact local schools and offer to attend their events. Many will be grateful for the offer!

Time

The organisation behind the event will be undertaken by the school or college, therefore the time to your organisation is often only half a school day (approximately

2-3 hours) or a full school day (5-6 hours). You will need to take time to consider what resources you will take with you. Take objects that not only explain but demonstrate what careers are available in your workforce.

7. Online Workshops

Online workshops are sometimes more accessible to a SEND audience. This may be down to travel, social anxiety or learning style.

What Leeds Museums & Galleries have done

First created during covid LMG created 3 different forms of online engagement through the CfA project. These are described below:

1. Zoom the Professional. These are Q and A sessions with museum staff, similar to the in-person equivalent of a guest presenting as a working professional school. These sessions included some pre-meet materials to prep a SEND audience for the workshop.
2. Hot topic group. This is a series of discussion workshops which covers several key issues that surround the heritage industry. Topics include ethics behind volunteering, technology in museums, climate change, telling diverse stories and more. These were targeted at audiences already invested in the idea of a museum career. Each of these workshops had an expert guest from the museum and heritage sector to introduce their specialist topic and generate interest and conversation.
3. Introduction to Museum Careers. These workshops covered the basics of what a museum is, who works in them and what collections are inside. It is designed to engage learners who have previously had little interest or knowledge in museums to this point.

Each of the above workshops tie in strongly with Gatsby Benchmark 5 (encounters with employers and employees).

Time

Online workshops are a great way to deliver a careers offer without taking up considerable time. Each workshop would take around 30 mins to an hour to deliver with minimal set up time. Audience reach can also be beyond your local area and numbers that attend can be large.

8. Outreach

Outreach is important to engage young people who may lack the confidence to visit a museum or find leaving the safe environment of school difficult. It is also important to help schools who may struggle to organise transport for their pupils due to either practical or financial reasons.

What Leeds Museums & Galleries have done?

LMG offered two different outreach workshops to discuss museums, their collections and the jobs people do. One workshop is for pupils who are independent or working towards independence the other is a sensory workshop for young people with more profound learning needs. The lesson plans for both workshops are in appendix 1a and 1b.

Time

Time will be needed to plan your activity/ activities. We would recommend that even if you have a tried and tested workshop that you give it to teachers to look through before your visit to ensure the activities you have planned will work for the pupils you are going to see. Teachers and tutors will often give useful and insightful feedback that will help tailor your workshop to be more accessible. The delivery time of an outreach workshop can be as long as you think necessary however in phase 1 of our CfA delivery we found that shorter workshops were more popular, these generally go up to 45 minutes.

9. Career Taster Days



A career taster day is held at your museum/heritage site. They are designed to give a brief insight into your sector and allow pupils to gain knowledge and understanding of the skills required to pursue careers in your setting, or ones which are similar.

Taster days are important as they create a touchpoint for pupils to think about their future beyond school and what they may want to achieve.

What Leeds Museums & Galleries have done

LMG career taster days are highly popular (at LMG we deliver 2 a month and within a year engaged over 160 pupils). Taster days also have received positive feedback from both teachers and pupils (pupils identify a strong increase in knowledge of museum and heritage careers at the end of the day in comparison to the start).

Biggest impact for your time?

Originally, in phase 1, taster days were designed to fit into a school day (roughly 9:30-2pm), these would give a snapshot of several different museum roles. Our later versions of career taster days however were shortened to half a day (a morning or afternoon) and would focus on just one career. This meant education settings booking taster sessions could do so with a specific target career in mind or book several in a row to learn about a range of job roles.

The workshops we deliver include;

- Natural History
- Conservation (example in appendix)
- Marketing
- Curation
- Coding
- Archaeology

The reason the latter approach to careers days work better is because the students can more easily separate the careers from each other, it is also a less intense day for learners who may become overloaded with information.

This format can be replicated not just within museums but also cross sector. For instance, LMG have collaborated with Phoenix Dance and Leeds Heritage Theatres to display a range of creative sector careers.

Time

Taster days require time to plan and then take up a full school day to deliver.

10. Work experience/ placement

Work experience can provide young people with valuable life skills and a snapshot into what a work environment is like and how to talk to colleagues. It can also help young people to start to create their own career path, learning from the types of jobs they do and do not like.



Approaches to placement

CfA has trialled several different methods of work experience and each one has its own merits and drawbacks. It is for you and your colleagues to decide what will work best for your site and how best you can make reasonable adjustments for people with SEND. Placements can either be intensive but short; working every day for two weeks or more spread out; one day a week for a longer period. Over time we have found that the latter approach is by far more successful. It prevents burnout (a mental and/or physical fatigue caused by over stimulation) and is more likely to create a positive experience whereby the placement student can grow and extend their time with you rather than have to reduce it.

Placements can either be prescribed; setting out day by day what the young person will be doing, or free flow where the pupil gets involved with whatever is happening on site on any given day. The choice you make should appropriately match the pupil you are working with.

Know your pupil

It is important to know your pupils before they begin a placement. We would strongly advise that you do not take on a placement pupil without meeting them and their teacher/tutor to establish what working environment will suit the young person most and what reasonable adjustments can be made to accommodate for their needs.

For the CfA project we have a placement process to ensure a pupil is happy to attend and has a positive experience. This is why placements at LMG follow these steps;

- Initial contact with school/ institution to establish if they want to take part.
- Correspondence on the offer with school representative
- Visit school/ college to understand the needs of the pupils there

- Offer site visit to young people; identify potential placement students with teaching staff.
- Offer 1 day work experience to pupil through career taster day.
- Deliver informal training to site staff about the specific placement pupil and the needs they may have.
- Commence placement starting with 2 hour working days.
- Extend time spent on placement days as appropriate.
- Run mock interview after the pupil has gained experience from their placement.

For a placement position the candidate must;

- Be at least 16 years of age
- Be willing to give 2 hours a week of their time for a total of a half term (approx. 6 weeks.)
- Attend a site visit prior to their placement which they will learn about a museum site and meet the people who work there.
- Be willing to work with a variety of museum professionals.

The steps described above do not need to be followed to the letter but have been very successful at LMG.

11. Making placement meaningful

Placements should create meaningful experiences for young people not just be used as a box ticking exercise. This is why our placements are assessed to track the progress of the project but also to ensure the pupil is feeling fulfilled.

The method we use at LMG involves target questions both at the start and end of placement, a mock interview post placement if the pupil feels happy to do so and an ongoing reflective journal (see in appendix 3a and 3b).

Reflective journals can either be written by the pupil's placement mentor, dictated by the pupils to the mentor or written by the pupil themselves. For more visual and/or less verbal pupils journals could be created through use of photographs and pictures. Journals allow the mentor to see what the pupil is taking away from their work but most importantly allows the pupil to recognise their achievements themselves. Journals can be taken away by the pupil following their placement to help them to write job applications and to provide answers at interviews.

Our phase 1 placement journals had four objectives that we look for in a pupil. These were influenced by the STEM aspect linked to our funding.

1. The pupil used a STEM based skill.
2. The pupil increased their experience, understanding and/or knowledge of science-based careers.
3. The pupil gained or improved upon a life skill which could be carried into a future career.
4. The pupils showed signs improving confidence/self-esteem.

Our present journal criteria changed to reflect the broader scope of careers in heritage.

1. What you did today.
2. What work skills you used and/or observed.
3. Anything new you learnt about work in a museum.
4. Questions you want to ask or things that made you think.
5. Things you want to do in your work experience in the future.

Our objectives are STEM and life skills based however there is nothing to prevent your organisation from creating your own objectives which would suit you better. (See appendix 3a for journal guidance used at LMG)

Mock interviews

In the past, placement pupils at LMG have had mock interviews; not only to give the pupil a chance to partake in one but to allow them to know how to apply what they learnt on their placement to a job interview. Questions are taken from the top employment seeking websites to make the experience as real as possible. (see appendix 4 for common interview questions). This method of assessment however can be stressful for many placement students even though they know it isn't for real and thus it's use needs to be questioned with each individual.

Evaluation questions

At LMG we ask several questions pre and post placement to evaluate what type of placement a pupil may benefit from but also to assess any progress made by the pupil (see appendix 5 for the questions we have used at LMG).

These questions were later changed for baseline questions which could be measured pre and post placement. This assessment now allows us to show numerical progression to show the benefit of the project (see appendix 6a-6c)

Inspirational quotes

"I was a student on the Careers for All Programme and it changed my life. It kickstarted my volunteering and fuelled my passions for community and culture. Careers for All gave me hope at a confusing and difficult time in my life and has made me feel I have a space in the heritage industry where I hadn't before, that my skills, interests and experiences are valuable and that I not only can but deserve to be included in museum work in a capacity that I don't have to sacrifice my needs for."

“I don't want to just be stuck at home doing nothing, I want to do something with my life and this is my first stepping stone”

Learners with SEND often have a limited range of external opportunities available to them, but the Careers for All project has changed this, providing students with valuable learning experiences that are relevant, engaging and meaningful."

12. Youth Panel



A youth panel can take many forms, it is important to know how to recruit and what your intentions are to create such a group.

Our Careers for All Youth Panel was formed in 2021 with the initial idea to allow a group of young people to make positive change to a museum site (Leeds Industrial Museum).

What LMG did

The benefits of a youth panel can be widespread for both your organisation and its participants. Our panel improved the accessibility of the site by assisting with a visual story and created our first ever autism friendly cinema screenings. We found that there were different reasons why young people joined our youth panel, some wanted to fill their week with activities, and this was one such activity, another wanted to make friendships with people her age and others joined because of their passion for the industry, using the group to generate experience for their CV.

Arguably the most successful project the youth panel created was the creation of a nature photography exhibition. This activity was partly guided; the panel were given 5 topics to choose from one of which was nature. From this starting point the panel then suggested several ideas on what they could do, and photography was suggested and enthusiastically received. We then planned 2-3 months of activity

culminating in a deadline to put up a display. Different panels will excel in different ways but our experience from the group was that we gained most success when activity was informal but partly structured.



Time

The set up for a youth panel takes considerable planning. The Leeds Industrial Museum group was formed from several people who were already invested in working with the museum through previous work experience and outreach activities. Groups need to meet on a regular basis (typically once a week) to maintain consistency and planning often must happen in between. There is also the potential for extra time that needs to be dedicated to ensure the welfare of the group as a youth panel may provide a safe environment for individuals to disclose information. Youth panels undoubtedly take up a lot of time, but the outputs can be hugely beneficial.

13. Consultancy

CfA has learnt much around inclusion in the workforce through its programmes and relationships. We have consulted with organisations across the UK including the Natural History Museum, the Wallace Collection and STEM learning. If you would like to discuss how a careers programme could work at your museum site then contact us via email: carl.newbould@leeds.gov.uk

We also have several training sessions that we are able to deliver that we can deliver online or face to face. This includes:

- Accessible Recruitment Practices
- Planning a Careers Fair for people with SEND
- Autism information session

- How to run meaningful work placements for pupils with SEND

14. References (and useful links)

SEND Gatsby Benchmark Toolkit

https://resources.careersandenterprise.co.uk/sites/default/files/2023-01/1051_SEND%20Gatsby%20Toolkit%20Refresh%20V8.pdf

SEND Code of Practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Special Schools and Museums Toolkit

https://www.culturehive.co.uk/wp-content/uploads/2020/10/222475_Handbook-44pp-LowRes.pdf

Contact for Careers for All Project

Carl.newbould@leeds.gov.uk

Appendix 1; Outreach

Workshop Title:

Workshop Topic:
(Please identify curriculum links here for schools workshops)

STEM careers for all. Life skills. Gatsby Benchmarks (3-6)
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces

Aim of Session:

- To highlight the careers that can be pursued in a museum setting.
- Gain hands on practical experience of science work.
- Increase awareness and confidence in young people regarding career options in the future.

Number of Participants: **Lead Person:**

Duration:

Resources Needed:

Objects Needed:

Time	Summary	Objectives (key questions)	Activities	Resources	Differentiation
5 min	Introduction	Introductions and prep for assessment	<ul style="list-style-type: none"> • Introduce who you are and what you do. • Ask the group if they have visited a museum before and what they know about museum jobs. 		Use intro to determine group's knowledge of museums.
10 min	Careers told through an object	Use object as stimulus for discussion on museum careers.	<ul style="list-style-type: none"> • Discuss with the group what careers they think people can do within a museum. Use card sorting activity to follow the path of an object; from digging it up to getting the public to see it. Create the "chronology of an object" <p>Potential extension activity (5 mins);</p> <ul style="list-style-type: none"> • Hand out career profiles for the pupils to read and get them to think about where in the chronology of the object that particular staff member would work. 	Cards, staff profiles	Extension activity to be used with pupils with higher reading ability.
20 mins	Option 1 Conservation	To gain practical experience of packing museum objects.	<ul style="list-style-type: none"> • Key questions; What is a conservator and what do they do? Why is conservation important? • Discuss the nature of the Discovery centre ("where I work") and how packing objects safely is of great import. • Model how to pack an object safely then ask the pupils to pack their own items. 	Objects in outreach box including bubble wrap and object paper	Match objects to the motor skills of the pupils.

5 mins	What we have	To learn about the types of objects found in museums	<ul style="list-style-type: none"> • After objects have been packed ask the groups to discuss the objects by forming their own key questions 	Unpacked objects!	Give class key questions as required; What is it? What is it made of? What is it used for? Who would have used it? What does it remind you of?
20 mins	Option 2 Interpretation	<p>To gain a knowledge and understanding about how museums display their objects.</p> <p>To build team working skills.</p>	<ul style="list-style-type: none"> • Discuss what an interpretation and curatorial department is and what they do. • Look at example museum cases and ask the group if they can identify what the themes are for each case. • Ask the group to work in small teams to think of a theme for a display based around an object given to them. • Ask the group to think about what other objects they could include and what they would want to teach their visitors. • Group thinks about labels they may use, colours for their display and content they would include on interpretation panels. • Extension activities- <ul style="list-style-type: none"> A- Matching labels to objects and/or images which they like the most. B- Look at several different ways to display the same piece of text and image and ask the group to choose which they think is best and why. 	Objects and/ or images which can be used to create a display.	Use group work to allow all class to get involved. Staff to and direct moderate questioning.

1b Sensory Outreach

Leeds Museums
& Galleries

Workshop Title: Natural World; Sensory Environments

Workshop Topic: What scientific work do people in museums do?
(Please identify curriculum links here for schools workshops)

Natural science, the world around us

STEM careers for all. Life skills. Gatsby Benchmarks (3-6)

3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces

Aim of Session:

- Explore three different habitats through sensory experiences.
- See, touch, hear and feel what colours, sounds and wildlife you may encounter in a desert, the sea or in woodland

Number of Participants: 1 class **Lead Person:** Learning and Access Officer

Duration: 45 mins

Resources Needed:

Colour changing lights (yellow, green and blue)
Sounds cd/ mp3/ YouTube (sea, desert and woodland)
Sand pit
Water pit (with salt)
Smell cubes
Video of 3 habitat locations

Objects Needed: Animal artefacts from the 3 habitats

Time	Summary	Objectives (key questions)	Activities	Learning Style (VAK)
15 mins	Sea habitat	What sights and sounds are there in the sea?	<p>Introduce and briefly explain the animal environments you are going to recreate. For each habitat there will be sensory experiences including;</p> <p>See;</p> <ul style="list-style-type: none"> Videos and images of the environment <p>Woodland https://www.youtube.com/watch?v=XxP8kxUn5bc Desert https://www.youtube.com/watch?v=fvRkWO5g2HE Ocean/ sea https://www.youtube.com/watch?v=CbdJYCYAgtk</p> <ul style="list-style-type: none"> Lights which use the colour of the environment (green, yellow and blue) Museum artefacts. <p>Hear;</p> <ul style="list-style-type: none"> Sounds of the environment using videos above Rain stick for sea waves? Turbo shell for sea noise <p>Touch;</p> <ul style="list-style-type: none"> Natural science museum artefacts including; Rock python skin, rat snake skin, Roman snail shells, Sea turbo shell, Clam shell, Deer antler. <p>Smell;</p> <ul style="list-style-type: none"> Smell cubes with environmental scents. <p>Using museum objects ask the group which environment they believe they belong too. Class can point or place objects in correct location or use verbal communication if able.</p>	V,A,K
15 mins	Desert habitat	What sights and sounds are there in the Desert?		V,A,K
15 mins	Woodland habitat	What sights and sounds are there in woodlands?		V,A,K

Appendix 2 Career Taster day Lesson plan

Leeds Museums
& Galleries

Workshop Title:	Careers experience day (full day at Discovery Centre)		
Workshop Topic: (Please identify curriculum links here for schools workshops)	What scientific work do people in museums do? STEM careers for all. Life skills. Gatsby Benchmarks (3-6) 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces		
Aim of Session:	<ul style="list-style-type: none">• To highlight the careers that can be pursued in a museum setting.• Gain hands on practical experience of STEM work.• Increase awareness and confidence in young people regarding career options in the future.		
Number of Participants:	Up to 15 pupils	Lead Person:	Learning and Access Officer
Duration:	Approx 4 hours		
Resources Needed:	Visual timetable, Sticky notes, Question scales, Post it/ tag, Objects and images, Dig pit, brushes, Skeleton burial re-creation items, String for gridding, Cotton wool, cocktail sticks, deionised water, items for cleaning.		
Objects Needed:	items for cleaning Mix of items for ice breaker and interpretation activities.		



Time	Summary	Objectives (key questions)	Activities	Resources	Differentiation
10 min	Introduction and ice breaker activity	Introductions and prep for assessment	<ul style="list-style-type: none"> • Introductions and H&S • Show the group the list of activities they will be doing through the day • Assessment; the class will mark their name on a scale answering the questions “how interested are you in science?” and “how knowledgeable you about the types of jobs you can do in a museum” • Discuss with the group what careers they think people can do within a museum. Outline of Staffing Structure for Discovery Centre 	Visual timetable (digital or concrete) Sticky notes Question scales	Visual timetable made available at start of the day. Assessment questions on scale can either be 1-10 or emoji's. Flash cards with activities of the day can be used throughout day and introduced here.
5 min	Ice breaker activities	Grow class's confidence within the new environment. Gain a greater understanding of classes needs and abilities and communication ability.	<ul style="list-style-type: none"> • Ice breaker activities; • Pupils will write their name on a post it note/ tag and then label an item/object/image they find interesting. As a group they will then discuss the reasons for their choices. 	Post it/ tag Objects and images	Use this activity to help gauge the level of pupils and their interests ready for the rest of the day. Staff can write on tags through dictation if required. Describe objects to partially sighted as required.

	Follow an object	Gain a snapshot into a number of different museum roles people do.	<ul style="list-style-type: none"> • Ask groups to place in order the “journey of an object” from being underground and undiscovered to being in a museum for the public to look at. • When groups have ordered the cards ask them to feedback. • Discuss at each stage what the job title is and what skills each job requires. <p>Extension for pupils who have the literacy ability to read staff profiles;</p> <ul style="list-style-type: none"> • Give out staff profiles of people who work within Leeds Museums and Galleries and ask the groups to read about them. • The pupils will match the staff profiles to cards from the previous activity. Working out where in the timeline they do work. 	Sorting cards Staff Profiles	<p>Work as a whole class group for those that need the support, using images on the cards as a prompt.</p> <p>Staff profiles for more able pupils to extend their knowledge.</p>
5 min	Archaeology intro	Gain practical experience of an archaeologist and some of the roles they may have.	<ul style="list-style-type: none"> • What is an archaeologist and what they might find? • Explain archaeology activities. 		Targeted questioning, scaffolding knowledge.

15 min	Archaeology activities	Gain practical experience of an archaeologist and some of the roles they may have. Fine motor skills.	<ul style="list-style-type: none"> • Table A- Gridding; pupils search through a recreated dig pit and then record their findings by drawing them onto paper, using a grid to assist them • Table B- sieving; using a collection of sieves ask the pupils to sieve through soil to separate it into different sizes of rock. • Table C- Investigation; Pupils look at a recreated Bronze Age burial and record the location of the objects they can see on worksheets. <p>Extension to table 3; pupils answer questions on the objects, theorising what time period they are from and what occupation the buried skeleton may have had, explaining through reasoning.</p>	<p>Skeleton burial re-creation items</p> <p>String for gridding</p> <p>Brushes</p> <p>Paper (with grids) and pencils</p>	Objects in pit and grid can be changed to make the activity more or less challenging.
45 min	Lunch				
45 mins	Conservation	To gain practical experience of cleaning and packing museum objects.	<ul style="list-style-type: none"> • If possible meet the conservator • Key questions; what is a conservator and what do they do? Why is conservation important? • Model to the class how you can clean and maintain museum objects using de-ionised water and cotton. • Pupils will clean their own objects picked out earlier in the day by a curator. 	Cotton wool, cocktail sticks, deionised water, fossils or items for cleaning	Give smaller more delicate items to pupils who have better fine motor skills.

45 mins	Interpretation	<p>To gain a knowledge and understanding about how museums display their objects.</p> <p>To build team working skills.</p>	<ul style="list-style-type: none"> • Discuss what an interpretation department is and what they do. • Look at the cases in the corridor of the Discovery Centre and ask the group if they can identify what the themes are for each case. • Set up tables and chairs so that the pupils are all around one table and sat that they are now going to be panel to decide what display case the museum could do next. • Use a single object in the collection as a starting point and ask the group to draw up a spider diagram of what questions people might ask about the object and therefore what could go into it's interpretation. • Create a second spider diagram which looks at the themes you could discuss around the object e.g. natural history, mammals, shells, adaptation etc. • Create a final spider diagram which would theorise what other objects could go into the display case. 	Objects and/or images which can be used to create a display.	<p>Use group work to allow all class to get involved. Staff to and direct moderate questioning.</p> <p>If group is able pupils could work more independently in smaller groups.</p>
5-10 mins	Assessment	Assessment of days activities and pupils understanding.	<ul style="list-style-type: none"> • The class will answer the same questions that were posed in the morning "how interested are you in science?" and "how knowledgeable you about the types of jobs you can do in a museum" • Ask the group if there are any jobs they discovered that they would/ would not like to do themselves • Take questions and if applicable discuss next steps. 	Scale and tags	

Appendix 2a. "Journey of an object" cards

<p>Object is found in the ground.</p> 	<p>Object is dug up from the ground.</p> 
<p>Object is cleaned and maybe repaired.</p> 	<p>Object is researched to find out more about it.</p> 
<p>Object is placed inside a case at a museum.</p> 	<p>People are told that the object is in the museum.</p> 
<p>People go to see the object at a museum.</p> 	<p>Object is underground and undiscovered.</p> 

Appendix 3a; blank placement journal (during STEM funding)

Placement Journal

Location;

Pupil;

Placement duration;

Objectives reference;

1. The pupil used a STEM based skill.
2. The pupil increased their experience, understanding and/ or knowledge of science-based careers.
3. The pupil gained or improved upon a life skill which could be carried into a future career.
4. The pupils showed signs improving confidence/ self-esteem.

Date	Objective	Activity	Observation/ comments

Appendix 3b; blank placement journal (2024 onwards)

Placement; Placement duration; TBC

In your comments you can write about:

1. What you did today?
2. What work skills you used and/or observed?
3. Anything new you learnt about work in a museum?
4. Questions you want to ask or things that made you think.
5. Things you want to do in your work experience in the future.

Date	Time (hours and minutes)	Activity, comments

Appendix 3c Journal Guidance

Reflective Journal Guidance

What is the Journal for?

The placement pupil can use the journal as a reminder of the skills and experience they have gained. They can also use the journal to help them with job applications and interviews.

For Leeds Museums & Galleries staff the journal is a record of the placement which is important for project evaluation.

How and when to write in the journal?

In the first 2 weeks of a placement a pupil should have the journal explained to them. Time should be given at the end of every placement day to fill in an entry for the day. The journal can be written using a variety of different methods depending upon the pupils needs.

If able the pupil should be encouraged to write their own journal. If this is the case then the mentor can also write a separate journal to link project objectives (see below) to the pupil's experiences and reference what the pupil has written as necessary.

If the pupil does not write their own journal then it can be done in collaboration with their mentor as a "reflection of the day" activity. Where possible the pupil should dictate what they have done to their mentor.

If neither of the above are possible then the mentor can fill in the journal on behalf of the pupil. If this is the case then it is important to have good communication with the pupil's teachers/ tutors so that personal milestones can be recognised.

Objectives

The following 4 objectives are the aspects of the project that need to be identified;

- 15. The pupil used a STEM based skill.**
- 16. The pupil increased their experience, understanding and/ or knowledge of STEM based careers.**
- 17. The pupil gained or improved upon a life skill which could be carried into a future career.**
- 18. The pupils showed signs improving confidence/ self-esteem.**

Below are examples of what you could include for each objective point;

1. The pupil used a STEM based skill;

- Problem Solving- how to get around or fix an issue. This could be done through a task which is directly a problem solving task e.g. how to bring visitors into a building when the main doors are closed or a problem which occurs during a task such as planting flowers in the garden to discover the soil is not deep enough.
- Working Creatively- using imagination to plan for example thinking about a display that they would like to create and drawing up a spider diagram with ideas. Conception and planning.
- Observing and Recording- Learning through observation such as popularity of an exhibition in a gallery by the number of people who visit it, Following a tour, taking down notes, writing up what they have learnt. Measuring something (distance, weight or temperature) and recording data.
- Intellectual Curiosity- Asking relevant questions of the world around them, showing a desire to research to learn more. Testing an idea using trial and error such as building something and seeing if it works efficiently then changing how it is built to see if it can be better.

2. The pupil increased their experience, understanding and/ or knowledge of STEM based careers.

- Digital- use of computer programmes, software, photography, filming
- Natural science- gardening, animal welfare and weather related activities.
- Museums and Heritage- archaeology, buildings and engineering, maintenance, working with STEM based collection (e.g. animals and bugs)
- Maths- measuring, recording, figure analysis, reporting

3. The pupil gained or improved upon a life skill which could be carried into a future career.

- Communication- electronic, written and verbal
- Self-awareness- of skills, strengths and weaknesses, own work capacity, taking responsibility for work and actions. Time keeping.
- Empathy- understanding work force as a whole and needs of organisation are not person centric.
- Resilience- able to get through something which is difficult.
- Willingness to learn- asks questions, researches into topics being explored.
- Collaboration- working with others in the team/ organisation this can be with their mentor or with someone new and different for the day.

4. The pupil showed signs of improving confidence/ self-esteem

- Taking on something new
- Doing something that made the pupil nervous/ completing something they were unsure about.
- Feeling a sense of achievement/ proud of their work
- Completing a task/ project

Appendix 4; common interview questions

Interview Questions

- Tell me about yourself
- Why do you want to work for us?
- What are your strengths?
- What are your weaknesses?
- Can you tell me about a time you worked in a team?
- Tell me about a time you showed leadership
- Describe a time you found something difficult, how did you overcome this?

Appendix 5; evaluation questions

1. What interests do you have?
2. Have you ever visited a museum before?
3. (If yes) where have you visited and what did you like about it?
4. Do you enjoy learning about science in school/ college?
5. Do you consider yourself a scientist? (ext. why/ why not?)
6. Do you see yourself as a potential scientist as part of your career in the future?
7. What types of jobs do you think you could do/ would want to do in the future?

Appendix 6a: Assessment with baselines- Pre placement

Placement feedback; Placement Student

Initials	
Location of placement	
Staff you worked with	
What will you do on your placement?	

What Skills and Knowledge do you hope to gain from your work experience?

How did your placement make you feel? (pick all that apply)

Excited
Nervous
Sad

Proud
Grateful
Stressed

Happy
Worried

Frustrated

Other (state below)

Other:

Do you think you would like to work in a museum or other creative job?

It is my dream
Yes
Maybe
No
Not sure

Do you think you are a creative person?

Yes
Maybe
No
Not sure

What could we do to make the placement accessible for you?

Any other comments

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Appendix 6b: Assessment with baselines- Post placement

Placement feedback; Placement Student

Initials		
Location of placement		
Staff you worked with		
What did you do on placement?		
Have you gained any new skills or knowledge from your work experience? What are they?		
How did your placement make you feel? (pick all that apply)	Excited	Proud
	Nervous	Grateful
Happy	Sad	Stressed
Worried	Frustrated	Other (state below)
Other:		
Do you think you would like to work in a	It is my dream	
	Yes	
	Maybe	
	No	

museum or other creative job?	Not sure
Do you think you are a creative person?	Yes Maybe No Not sure
What has been the best part of work experience?	
What could we do to make the placement better?	
Has placement made any positive change to you outside of the things you did in your work experience?	
Any other comments	

Appendix 6c: Assessment with baselines—Alternative- measurable by numbers and charts

Placement questions

Name of work experience:

Site:

Tasks:

Mentor(s):

Respond to the sentences below:

Do you feel happy to be in a work environment

Yes, with support

Yes, without support

I do not yet feel ready for work

From the skills and experience you have gained do you feel you can write a good application form?

Yes, with support

Yes, without support

No, I am not there yet

Do you feel you could perform well at an interview

Yes, with support

Yes, without support

No, I am not there yet

No, interviews do not work for/ are not accessible to me

How motivated are you to find a job?

I do not want a job

A little

Very

How would you rate your knowledge of...

How a workplace operates

Poor

Average

Good

Museum job roles

Poor

Average

Good

Museum Collections

Poor

Average

Good

What skills and knowledge do you hope to gain/ did you gain from your work experience?