



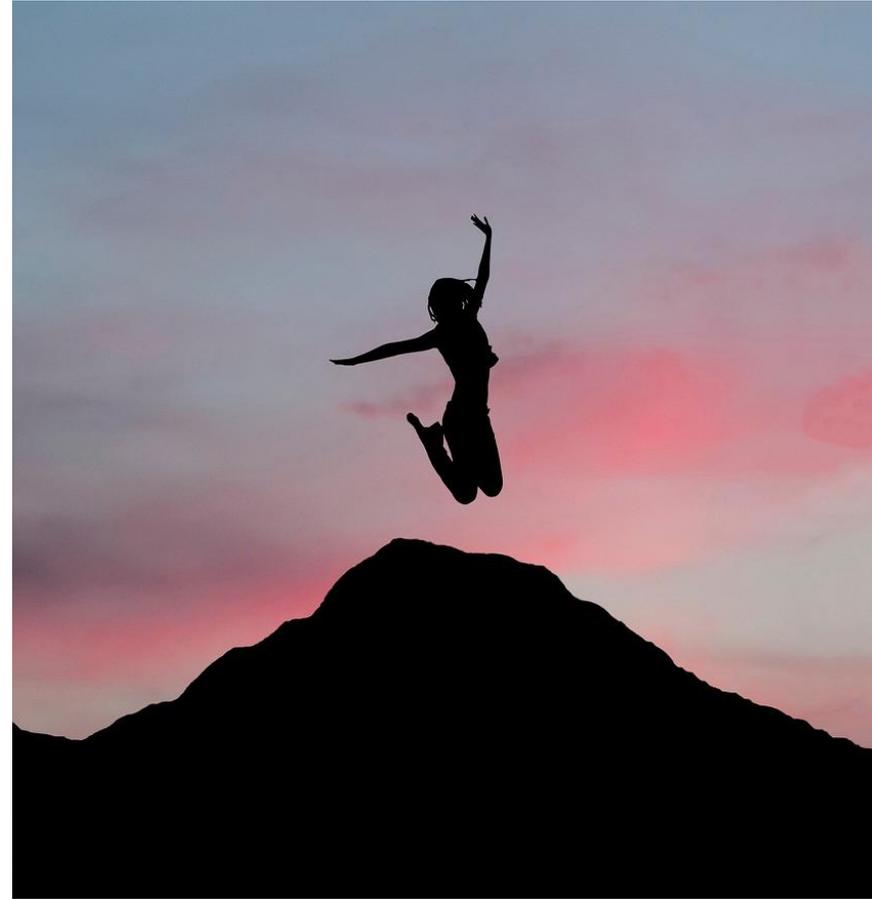
Environment  
Agency

**Before  
you start**

# **2AS, 2MS, Year 11 Growing Careers for Positive Change**

## **Home-learning lesson 2: Making a difference**

*Adapted for home learning  
with kind permission from  
the Environment Agency*



# **Home learning lesson 2:**

## **Making a difference**



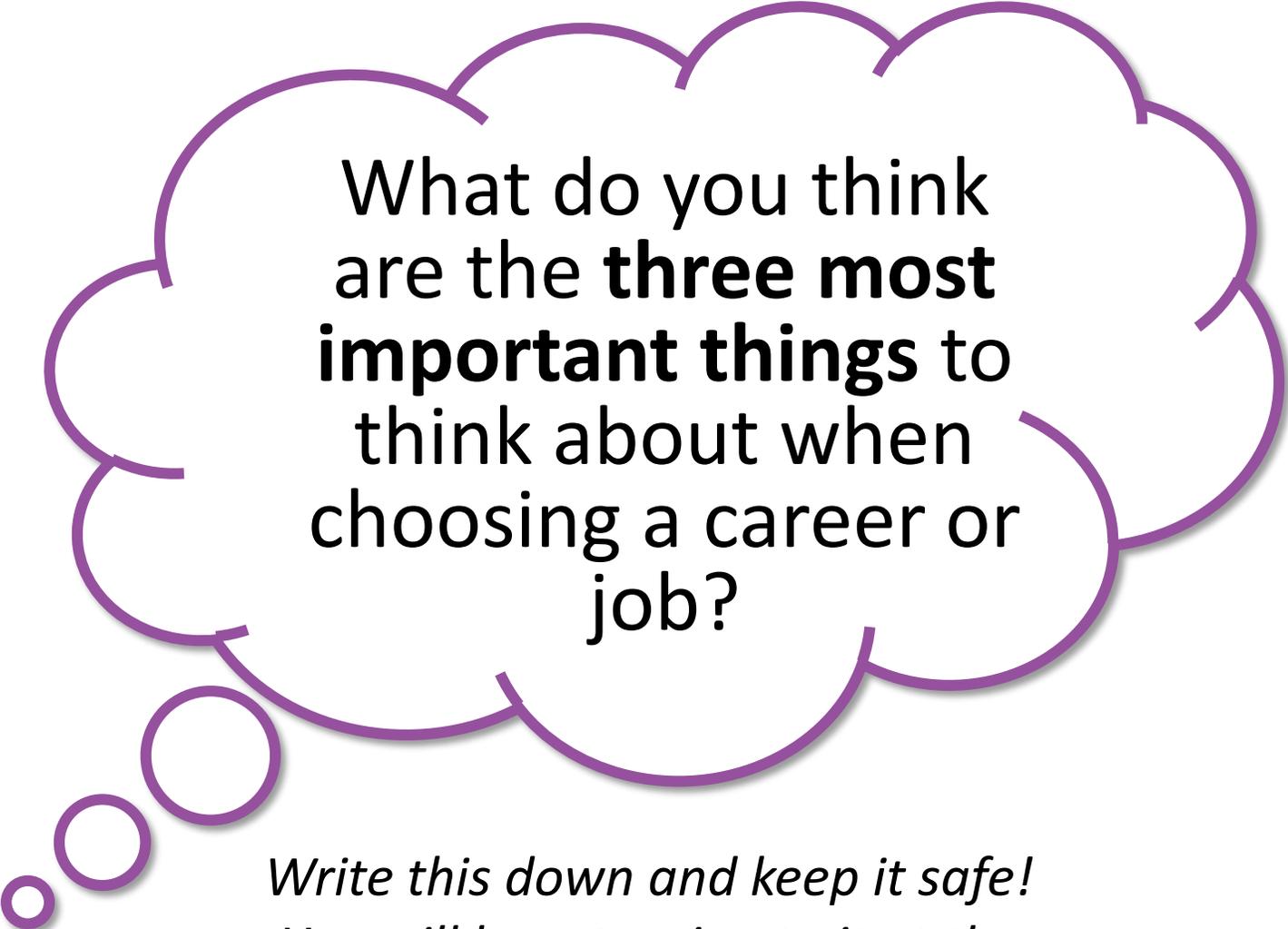
## **We are learning:**

- ✓ About career choices and how we can make a difference.



## **We will be able to:**

- ✓ explain how shared values might influence where someone chooses to work.
- ✓ explain the connection between people's values, motivation and goals.



What do you think  
are the **three most  
important things** to  
think about when  
choosing a career or  
job?

*Write this down and keep it safe!  
You will be returning to it at the  
end of the session.*

***Need help?  
Click here for some  
examples to choose from***

# Motivation and wellbeing

Feeling motivated is an important part of learning and our career decisions.

**Read the next slide and consider the following questions:**

1. How might Amara's feelings and actions differ when she's trying to complete her Spanish work compared to work for a topic she feels confident doing?
2. What advice do you have for Amara about how she spends her time after finishing her school work?
3. Can you think of any other projects Amara could take part in or goals she could set herself in relation to her ambitions?

# Motivation and wellbeing

Amara has finished her school work for the day and is looking for something to do at home this evening. She enjoyed most of the work, but found Spanish quite difficult as she was learning some new vocabulary she's never come across before.

Yesterday she was daydreaming about what she'd like to do when she's older. She was thinking about primary school when she learned about plastic pollution in the ocean, and she was fascinated when her Year 7 Geography teacher told her more about climate change and the environment. She's pretty sure she'd like a job that helps raise awareness about these problems or even help to fix them when she's older.

Amara told her best friend Luca that she was stuck choosing something to do and he's suggested a few options.

## Luca's suggestions:



**We could have a video call and catch up. We'll use as many of our new Spanish words as we can.**

**We could both watch the same documentary about the oceans and learn a bit more about it.**



**We could both enter this art competition I found and use recyclable stuff in our house. There's not really a prize but people might see what we make on TV.**

**Click on each question to reveal some ideas about how Amara might be feeling and what she might consider doing**

**How might Amara's feelings and actions differ when she's trying to complete her Spanish work compared to work for a topic she feels confident doing?**

**What advice do you have for Amara about how she spends her time after finishing her school work?**

**Can you think of any other projects Amara could take part in or goals she could set herself in relation to her ambitions?**

# Organisations and values

We know that people hold a variety of values as individuals, but communities and organisations can hold **shared values** too. Sometimes when we share values, we feel more motivated and positive about our work.

Can you think of any values you share with an organisation or community?

For example, your school's values, religious values or the values of a sports club you belong to?

Nina has just graduated from university and is looking to start her career. Read the mission statements on the next slide and decide which organisation you think would be a good fit for Nina.

**Nina**



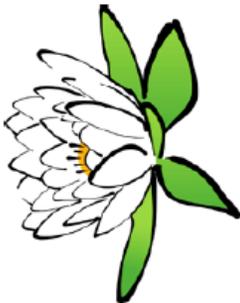
Click the picture

Click each organisation to learn about their values



**Keen Ideas**

fantastic child



SUSTAINABELLE

nutritions.ly



# Organisations, values and motivation:

When looking for a job, people can consider whether an organisation has values that match with their own.

People might find that they feel more motivated in a career that has values that they agree with.

People might get along well with colleagues that share similar values. They could work well as a team or make lasting friendships at work.

Shared values are one of a number of considerations people have when looking for a job. For example, they will also need to consider:

- **Whether they have the right skills for the job**
- **If the money they will be paid meets their needs**

# Career case study

Read the case study on the next slide. This is a case study of a real person, Yianni, who has graduated from university and started a new career by joining a graduate scheme with the Environment Agency.

This means that Yianni gets to experience a range of different roles within the organisation, before joining the area that best suits his strengths, interests and ambitions.

After you have read the case study, move forward on to the following slide and answer the questions. These questions explore how Yianni's experiences support his wellbeing and personal growth.

# Yianni's career journey

I was employed via the Environment Agency's graduate scheme after I finished my university degree in Civil Engineering (the kind of engineering that helps to design and construct lots of different things such as bridges or buildings).

The graduate scheme means I try lots of different roles in the agency. I ask lots of questions in each role to feel more confident about what I need to do, and also to learn about what kind of role suits me best. People here are always willing to help!

Currently I am working with a team that help to build flood defences. I spend lots of time travelling around the UK and seeing how our projects help to support different communities all around the country.

# Match each question to an answer

Click on each question to reveal the answers!

What opportunities does Yianni have to make his own **choices** about his career?

How is Yianni developing the **skills and knowledge** he needs to succeed?

How does Yianni's career give him a sense of **connection** to communities and the wider world?

Asking questions when he's not sure about something.

Visiting communities that he is doing work for and seeing the impact it has.

Identifying the role that suits him best and choosing to work in this area.



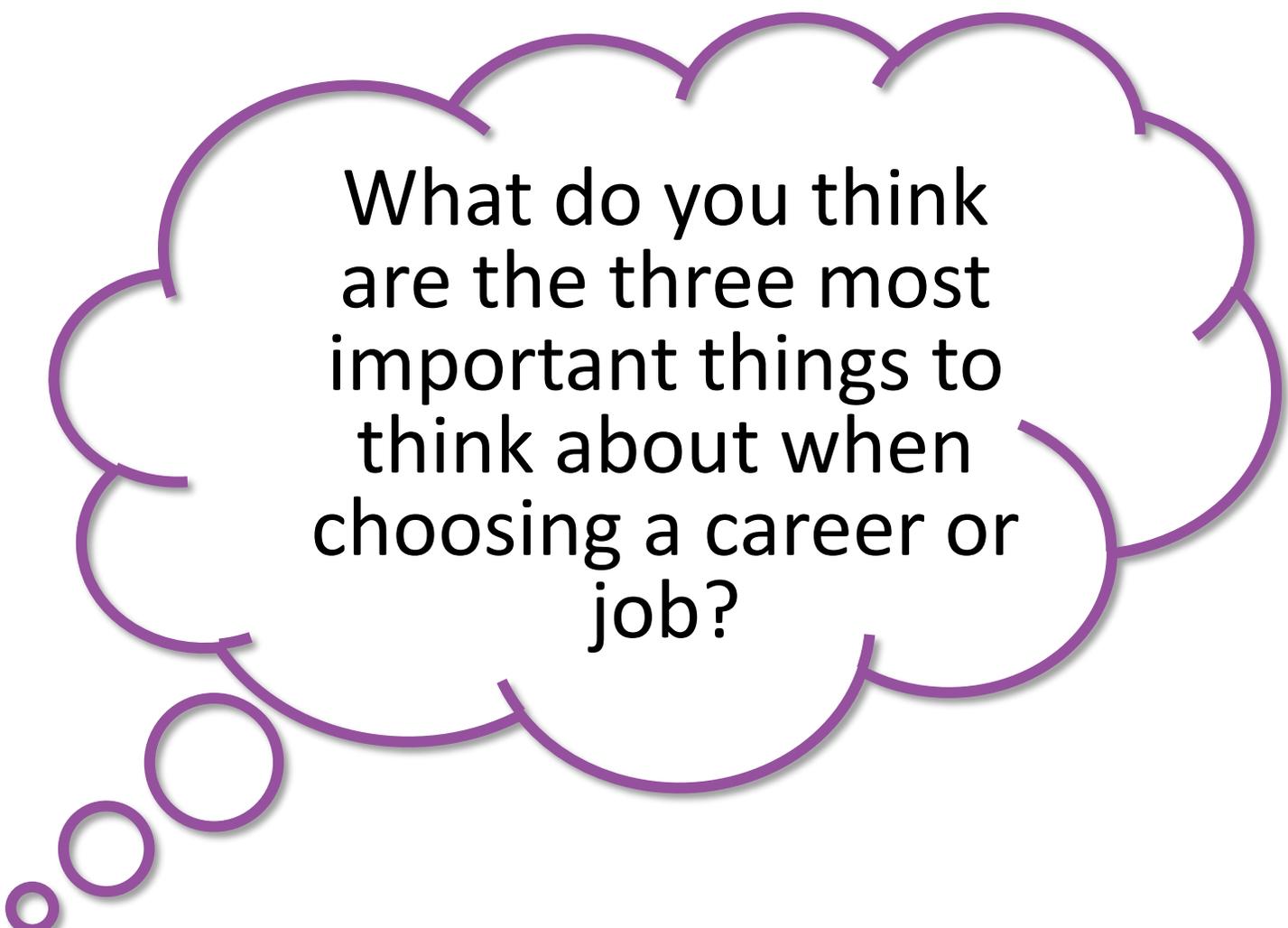
# Personal reflection

We have explored how these values can be shared with an organisation.

What values would you expect, or look for, in an organisation you would want to work for?

***Need help?  
Click here for some  
examples***

Looking back at your list of important factors when choosing a job, has anything changed?



What do you think are the three most important things to think about when choosing a career or job?

***Need help?  
Click here for some  
examples***

# Support

If you have questions or concerns about topics explored here, you can always speak to your parent or carer, or contact a teacher in school for more advice and support.

There are lots of places to get advice about career pathways:



For information, advice and guidance about a wide range of careers and education pathways, visit the national careers service.

**[nationalcareers.service.gov.uk](https://nationalcareers.service.gov.uk)**



For information, advice and guidance about career options should you choose to go to university, visit prospects.

**[www.prospects.ac.uk](https://www.prospects.ac.uk)**