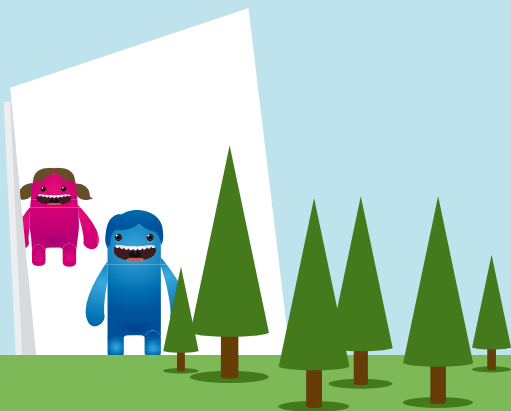
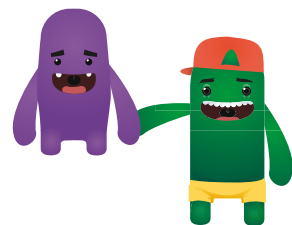


Workshop Information and Instructions

www.routes2success.org.uk



South East Forum
widening access to
college and university



Funded by The South East Forum



Workshop Information and Instructions

Routes 2 success works with S2 and S3 pupils in schools across the South East of Scotland. The project was tasked with working with pupils who had the potential of getting to college but perhaps needed a bit more support, guidance and awareness of future choices.

The programme was designed with the structure of 3 workshops and a college visit. It may be possible to arrange a visit by contacting the relevant schools liaison person at your chosen college.

College Contact Number

| | | |
|------------------------------------|--------------------------|---------------|
| Borders College | (Lesley Mitchell) | 01896 662617 |
| Forth Valley College | (Ernie Romer)..... | 01324 403211 |
| Jewel and Esk College | (Karen Morris) | 0131 344 7054 |
| Oatridge College | (Adrian Kitchen)..... | 01506 864800 |
| Stevenson College Edinburgh | (Audrey Brown) | 0131 535 4600 |
| Edinburgh’s Telford College | (Margaret Winders) | 0131 559 4092 |
| West Lothian College | (Margaret Forisky)..... | 01506 427611 |

The workshops were designed to ascertain how pupils felt about college and their post school options, get them thinking about their own strengths and skills and provide information on what college is like and what you can do there.

The workshops are designed to last an hour but the activities would work equally well in isolation. Although they have been designed for 13/14 year olds, the activities could also be used with older age groups.

All the handout materials are provided within this document and on the Routes 2 Success website. www.routes2success.org.uk/about-us/activities/ The website was designed to provide information about college in an engaging and interactive way, for pupils, teachers and parents

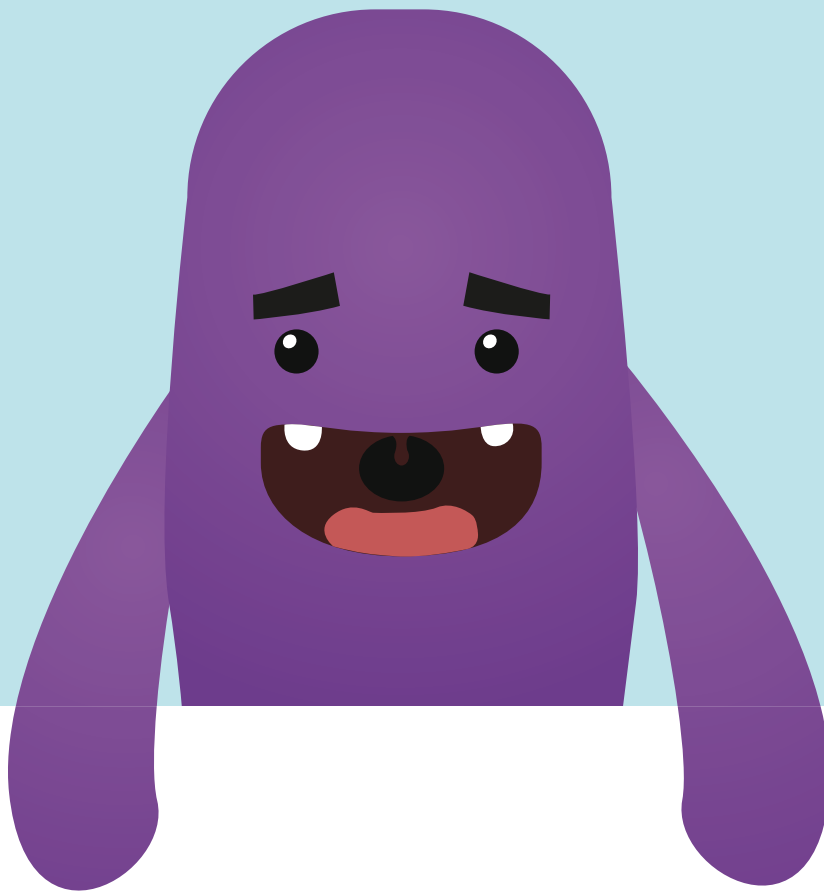
Instructions on how to deliver the workshops are explained below, in conjunction with the Routes 2 Success website,

www.routes2success.org.uk



Workshop

1



1. Why are you here and what's in it for you?

Expectations Brainstorm: explain why they have been chosen for the activity, why they need to more about college and how this information will help prepare them for future choices.

2. Can you follow instructions?

HANDOUT 1 (see page 4): even if you think you know about something, you always have to pay attention to what's being asked of you as you might find it's not what you had expected.

3. All About You Wheel on the Routes 2 Success website:

http://www.routes2success.org.uk/all_about_you

A game style format asking pupils to rate 12 statements designed to get pupils to think about what they'd like to do when they leave school and to find out what information and opinions they have already.

4. Stand up Sit down game:

Teacher Resource (see p5) Read out attributes/facts about different college courses. Pupils remain standing if they agree with statement. After the last statement ask the pupils if they know which course you have been describing.

5. People Bingo Activity (Additional icebreaker activity) **HANDOUT 2**, (see p6)

6. Summary roundup of workshop

7. Evaluation – **HANDOUT 3**, (see p7)



Handout 1

Can you follow instructions?

You will be allowed 3 minutes to complete the following exercise. Do not begin until you are told to and STOP immediately when you are asked to do so. You should work alone and not discuss the questions or your answers.

1. Read everything carefully before you do anything
2. Write your name in the upper right corner of the page
3. Draw 5 small squares in the upper left corner of the page
4. Circle your first name as in question 2
5. Write an "H" in each square mentioned in question 3
6. Draw a circle around each square
7. Sign your name under the title of this page
8. After the title write "yes"
9. Put a circle around 7 & 8
10. Stand up and say "I'm on question 10"
11. Write an "X" in the lower right hand corner of this page
12. On the back of this page multiply 10×5
13. Draw a circle around the answer to question 12
14. Draw a circle in the lower left corner of this page
15. Insert the number 7 in the circle you have just drawn
16. Put both hands in the air and wave them like you just don't care
17. If you think you have followed the directions cross out: YES/NO
18. Now you have finished reading carefully do only questions 1 and 2



Teacher Resource

Stand up sit down game:

Read out attributes/facts about different college courses. Pupils remain standing if they agree with statement. After the last statement ask the pupils if they know which course you have been describing.

Early Education & Childcare

1. Are you a patient person
2. Are you good at talking and listening to people
3. Are you a caring and supportive person
4. Are you well organised and good at planning
5. Would you like working with children

Sport & Fitness

1. Do you like working with other people
2. Do you like being outdoors
3. Are you enthusiastic about keeping fit
4. Could you be a good team leader
5. Do you enjoy sports activities

Cookery/catering

1. Is your appearance clean and tidy – especially hands and nails
2. Are you good at following instructions
3. Are you good at planning – e.g being able to plan a journey so you arrive in time
4. Can you stay calm if you have lots to do in a short space of time
5. Do you like cooking

Construction

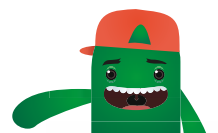
1. Are you good at working as part of a team
2. Are you physically fit and strong
3. Are you good at working with your hands
4. Do you enjoy making and fixing things
5. Do you look good in a hard hat and steel toe cap boots

Photography

1. Are you creative with a good imagination
2. Are you good at using technology and equipment
3. Are you patient
4. Do you enjoy art at school
5. Do you like taking photos

Computing

1. Do you enjoy working on your own
2. Are you good at using technology
3. Are you a good problem solver
4. Would you enjoy working in an office
5. Do you like using the computer in your free time



Handout 2 - People Bingo

| | | | |
|---|--|---|---|
| <p>Find Someone Who:</p> <p>Has blue eyes</p> | <p>Find Someone Who:</p> <p>Likes cabbage</p> | <p>Find Someone Who:</p> <p>Has ridden a horse</p> | <p>Find Someone Who:</p> <p>Is thinking about going to college</p> |
| <p>Find Someone Who:</p> <p>Has a birthday between January and June</p> | <p>Find Someone Who:</p> <p>Knows someone who goes to college or university</p> | <p>Find Someone Who:</p> <p>Does not like chocolate</p> | <p>Find Someone Who:</p> <p>Has a sister</p> |
| <p>Find Someone Who:</p> <p>Has brown eyes</p> | <p>Find Someone Who:</p> <p>Has ever had a pet</p> | <p>Find Someone Who:</p> <p>Has visited a college/university</p> | <p>Find Someone Who:</p> <p>Has a birthday between July and December</p> |
| <p>Find Someone Who:</p> <p>Knows the name of the college nearest to your school</p> | <p>Find Someone Who:</p> <p>Has been to Glasgow</p> | <p>Find Someone Who:</p> <p>Watches X-Factor</p> | <p>Find Someone Who:</p> <p>Knows what job they would like to do after they leave school</p> |



Handout 3

routes **2** success **Workshop 1 - Evaluation** **G** Goals

School : Year Group :

Full Name : Date of Birth :

Today's activities

| | | | |
|---|---|---|--|
| I didn't enjoy today's activities much <input type="checkbox"/> | I thought today's activities were okay <input type="checkbox"/> | I enjoyed today's activities <input type="checkbox"/> | I really enjoyed today's activities <input type="checkbox"/> |
|---|---|---|--|

What activity did you enjoy the most?

| | | | |
|--|--|---|---|
| I didn't learn anything new about college <input type="checkbox"/> | I learned a little more about college <input type="checkbox"/> | I learned more about college <input type="checkbox"/> | I learned loads more about college <input type="checkbox"/> |
|--|--|---|---|

Name something new that you learned about college today

Working with the College Ambassador

| | | | |
|---|--|--|--|
| I didn't like working with my college ambassador very much <input type="checkbox"/> | I thought working with my college ambassador was okay <input type="checkbox"/> | I thought working with my college ambassador was good <input type="checkbox"/> | I really enjoyed working with my college ambassador <input type="checkbox"/> |
|---|--|--|--|

Has anyone in your family (except brothers or sisters) gone to college or University? Yes / No / Don't know

Would you think about going to college in the future? Yes / No

What other information would you like about college to help you know more about it?

.....

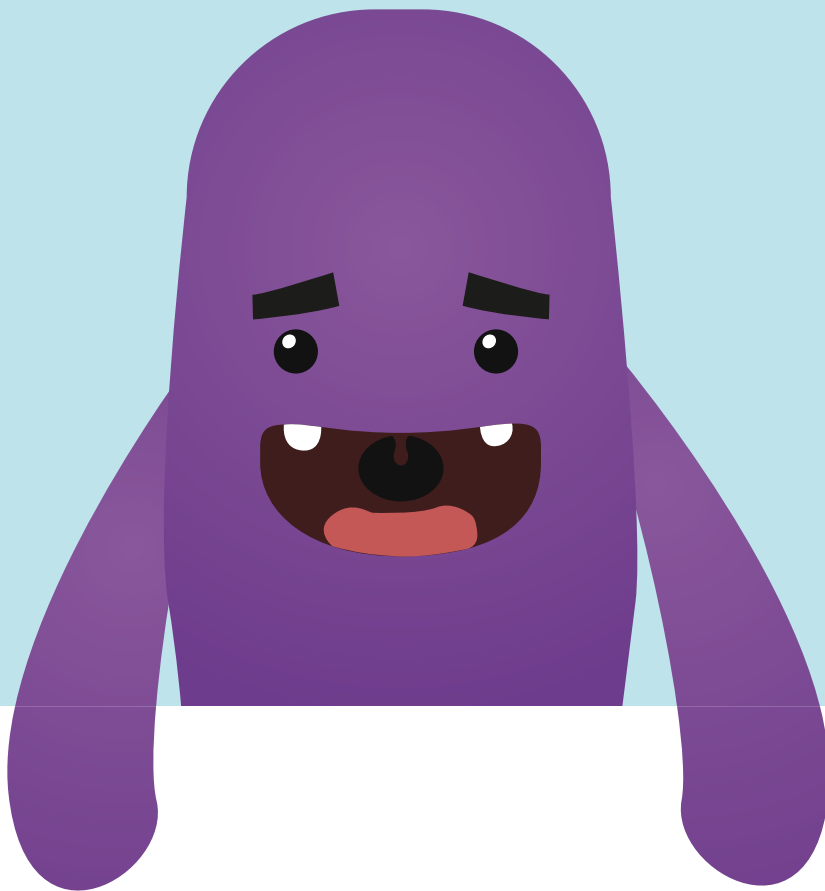
.....

.....



Workshop

2



1. Why are you here and what’s in it for you? Expectations Recap

Start by exploring the issue of ‘I can’t do that’ regarding specific subjects and college in general.

“I’m sure a lot of you have been told that you have potential and you should make more of your talents but maybe you don’t do anything about it. Are there things you say that you can’t do just because they seem hard?”

2. Who would you sit beside game? – Icebreaker (see pages 11 – 22 for sample pictures)

Lay out laminated pictures around the table. Let pupils walk around and have a look at each one. Then ask them to stand behind the picture of the person they would sit beside on the bus if there were no free seats. More than 1 person can choose the same person. Discuss why they made those choices – highlighting their prejudices and assumptions.

Learning point – there are different types of people at college age, race, ability, interests and background. How would they feel about being in this kind of environment?

3. Differences and Similarities

Split pupils in to small groups of 2 or 3 with whiteboards, markers and wipers or a large sheet of paper and pens.

Divide the board/paper in two and write ‘Same’ at the top of one side and ‘Different’ at the top of the other side. Ask pupils to think of as many similarities as they can, that college has with school and write them on the board. Then ask pupils to think of as many differences as they can, that college has with school and write them on the board.

Go over the results with the whole group. Ask each group to give examples.

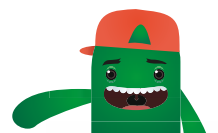
Ask group what appeals/doesn’t appeal about the differences going to College.

| Similarities | Differences |
|---|--|
| Can learn in a classroom | Can learn in a workshop/salon/different learning environment |
| Someone to teach them | Call ‘teacher’ by their 1st name Don’t have teachers but tutors/lecturer |
| Has a timetable | Maybe not in college all day every Day. Start and finish at different times. |
| Consequences to not attending | It’s your choice to be there. |
| EMA (if you’re 16 or 17) | Can get a bursary if you’re 18 or older |
| You can apply to move on to University afterwards | You might be able to go straight in to 2nd or 3rd year at University No uniform |
| There’s a place to go if you’re having any problems with school or at home. | Student services help you with any problems with your money, subjects and home life. |

Additional Feedback:

Ask if they think it costs to go to college?

Explain the role of student finance/student services.



Highlight that full-time courses are generally 3/4 days so many students get a part time job.

**4. What does a college student look like? – using a prospectus
(see Workshop 2, HANDOUT 4 on p23)**

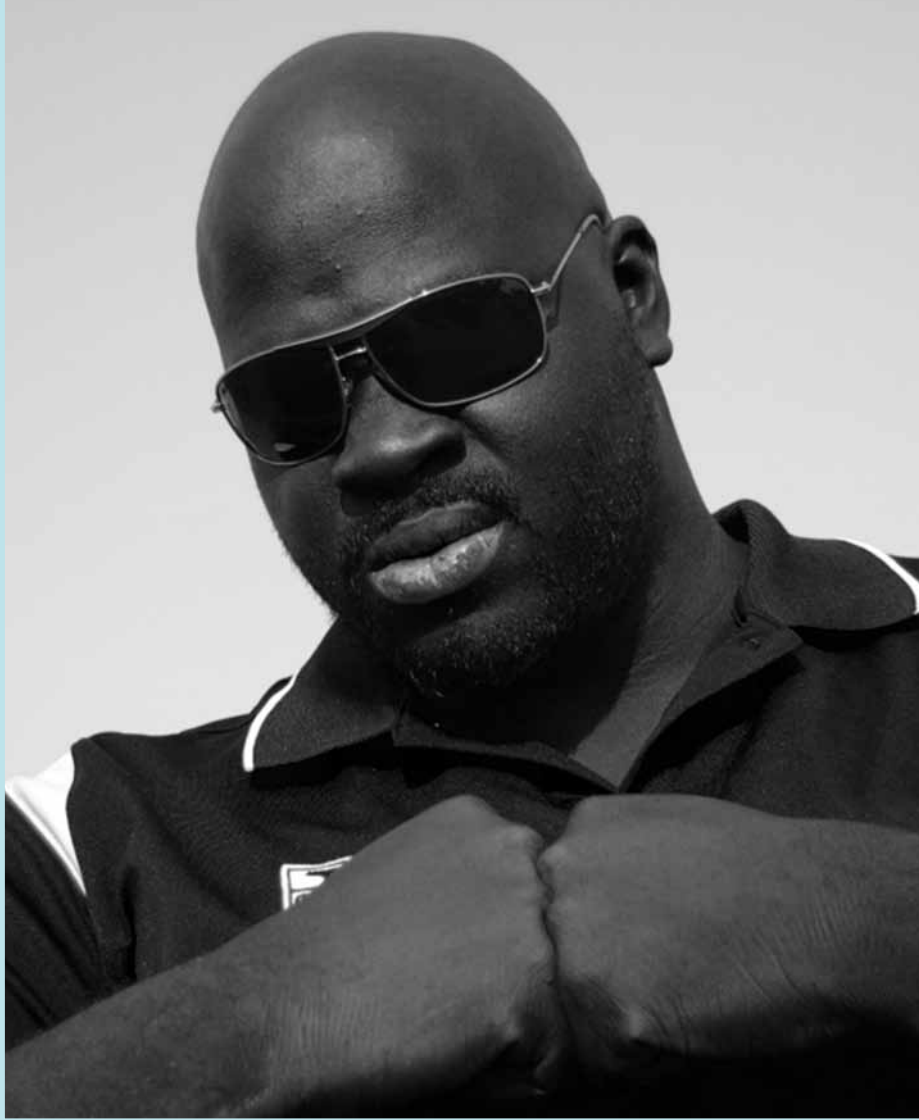
Explain what a prospectus is and how you would use it. Explain that they are going to use the prospectus to complete the 'What does a college student look like' HANDOUT. Pupils should make up the student's name, where they live and what their hobbies are. Pupils should use the prospectus to identify what course they are doing and what job they would be able to get afterwards. Distribute pencils so pupils can colour in what the student looks like.

5. Summary roundup of workshop

6. Evaluation HANDOUT 5 (see p24)



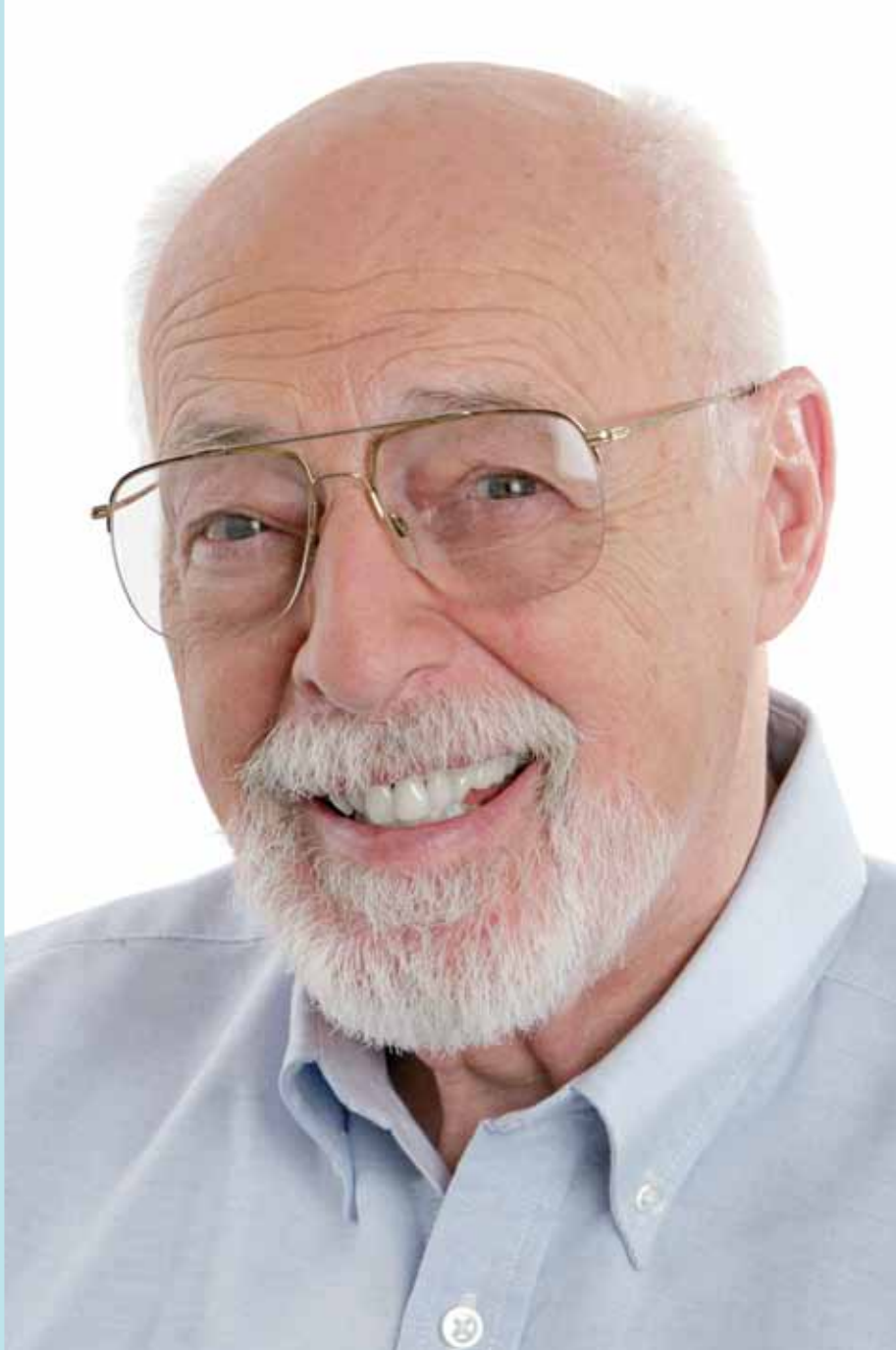












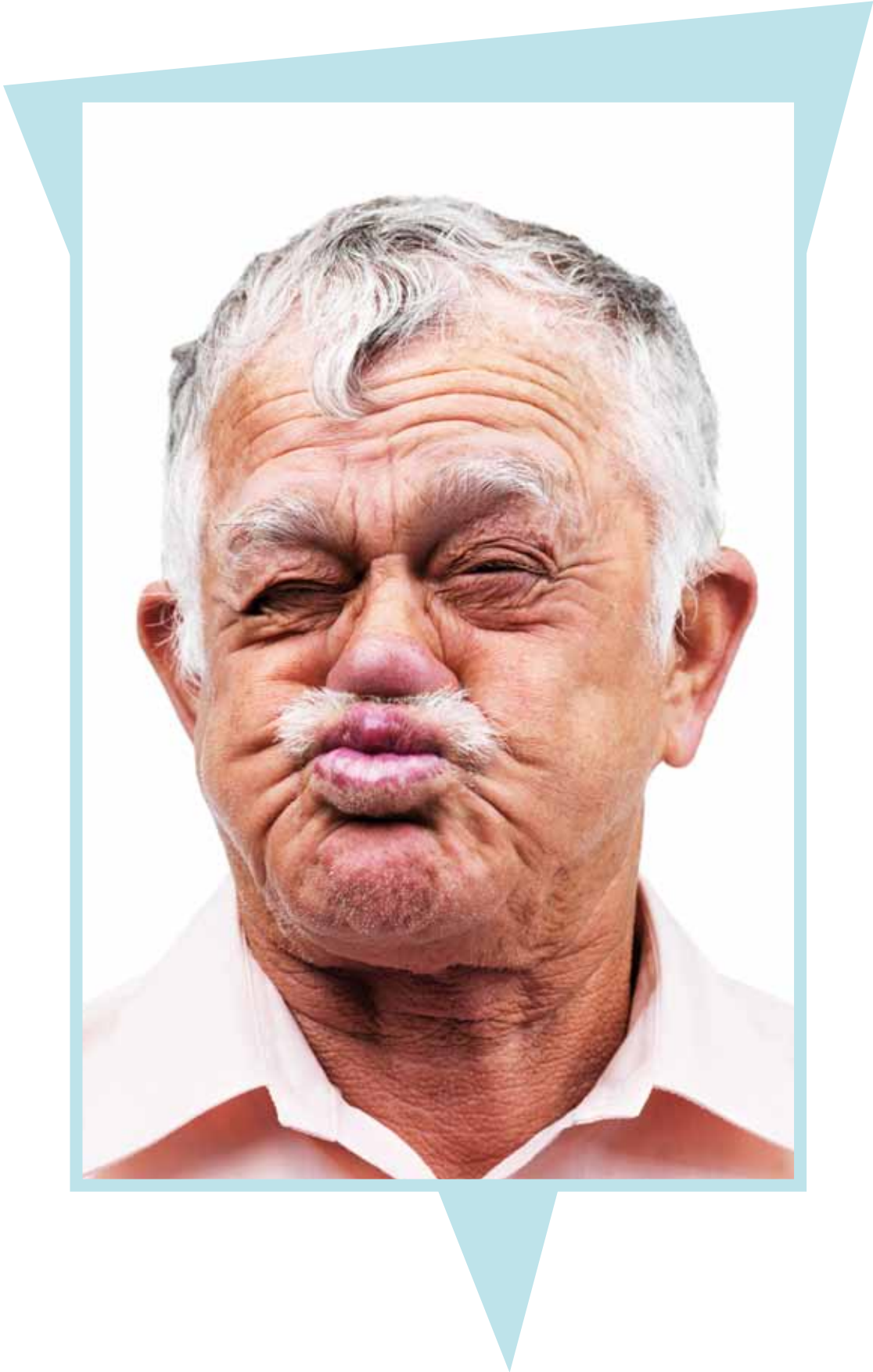












Handout 4

What does a college student look like?

Fill in the following information about the college student you have created

1. What's your student's name?

.....

2. Where do they live?

.....

3. What are their hobbies?

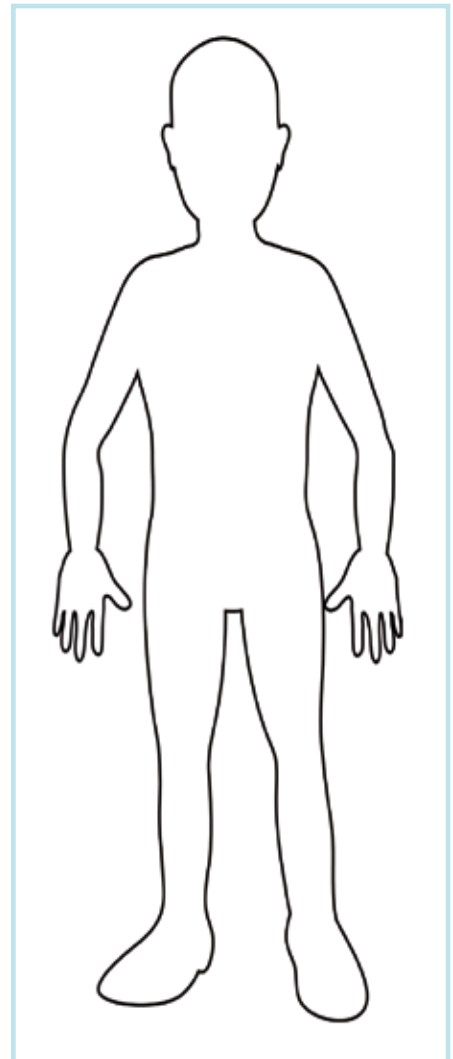
.....
.....

4. What course are they studying?

.....
.....

5. What job will they do afterwards?

.....
.....
.....



Handout 5



Workshop 2 - Evaluation



School : Year Group :

Full Name : Date of Birth :

Today's activities

| | | | |
|---|---|---|--|
| I didn't enjoy today's activities much <input type="checkbox"/> | I thought today's activities were okay <input type="checkbox"/> | I enjoyed today's activities <input type="checkbox"/> | I really enjoyed today's activities <input type="checkbox"/> |
|---|---|---|--|

What activity did you enjoy the most?

| | | | |
|--|--|---|---|
| I didn't learn anything new about college <input type="checkbox"/> | I learned a little more about college <input type="checkbox"/> | I learned more about college <input type="checkbox"/> | I learned loads more about college <input type="checkbox"/> |
|--|--|---|---|

Name something new that you learned about college today

Working with the College Ambassador

| | | | |
|---|--|--|--|
| I didn't like working with my college ambassador very much <input type="checkbox"/> | I thought working with my college ambassador was okay <input type="checkbox"/> | I thought working with my college ambassador was good <input type="checkbox"/> | I really enjoyed working with my college ambassador <input type="checkbox"/> |
|---|--|--|--|

Has anyone in your family (except brothers or sisters) gone to college or University? Yes / No / Don't know

After today's workshop would you be more likely to think about going to college Yes / No

After today's workshop I know more about what it would be like to go to college Yes / No

What other information would you like about college to help you know more about it?

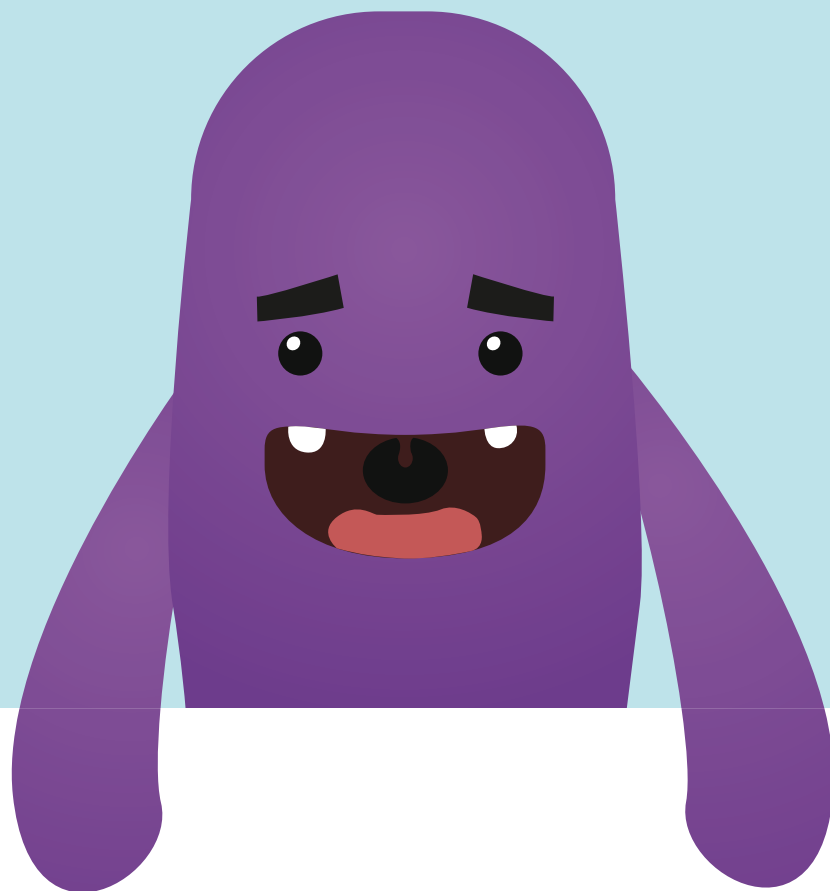
.....

.....



Workshop

3



1. How would you describe yourself – HANDOUT 6, (see p27)

Pupils decide which of the personality traits they are most like by rating themselves from 1 – least like them to 10 – most like them. They then compare with their friends for differences. Pupils are then led in a discussion around what traits colleges/employers would look for.

2. Using Prospectuses - HANDOUT 7, (see p28)

You will need to supply a prospectus for each pupil from at least one college.

Pupils receive a copy of table on p29 containing some of the information about different courses. The page numbers need to be updated according to the version of the prospectus used. Pupils use the prospectuses to fill in the missing information. Then choose a course of their own to fill in all of the information in the blank boxes at the bottom of the sheet.

3. Timetable Bingo – HANDOUT 8, (see pgs29 - 58)

The full set of bingo cards consists of 5 subject areas – Beauty Therapy, Hairdressing, Motor Vehicle, Television and Broadcast Production and Sport and Fitness. Each subject has 6 individual boards, with different numbering. Students are asked to select a bingo board according to which subject they are most interested in.

Each square has the name of the subject they would study during that time and a bingo number. The activity shows pupils what a real college timetable looks like. Ask pupils what's different about their college timetable – lunch time, days off, free periods, and different types of subjects. The bingo element is optional for a bit of fun. The bingo caller randomly selects numbers from a bag and shouts them out so the pupils can cross them off their timetable.

The winner is the 1st person to cross off all their squares and shout out Bingo. This provides the opportunity to have a discussion about the different subjects and how a real timetable looks to them.

4. Comfort zones Activity cards – HANDOUT 9, (see p59)

Make up some embarrassing activities, examples of which can be found on p60. Laminate and cut in to cards. Hold cards face down and ask pupils to pick a card. They can look but not tell anyone, tell them that they'll be asked to perform these at the end.

Ask pupils what a comfort zone is – where theirs is. Then let them know that they don't have to perform activities, it was an exercise to recreate the feeling of discomfort and having to do something you're not sure about. Ask them how they felt and if they feel that way about trying new things. Explain that it's often the thought of doing something that is worse than actually just doing it.

5. What are you good at sheet? – HANDOUT 10, see p60 (Addit. activity)

Using the examples or their own choices pupils must decide on 5 things that they are good at and which subject or course they might be suited to at college.

6. Summary roundup of workshop

7. Evaluation – HANDOUT 11, (see p61)



HANDOUT 6 – how would you describe yourself



Happy



Shy



Moody



Clever



Patient



Determined



Sociable



Energetic



Caring



Polite



Brave



Good listener



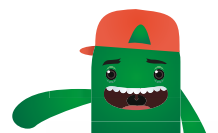
Funny



Sporty








Like trying new things



HANDOUT 7 – Using a Prospectus

use the Prospectuses provided to fill in the blank spaces below:

| Course | Prospectus page number | What do you need to get on the course? | What do you study? | How long does it take? | What could you do afterwards? |
|---|--|---|--|------------------------|--|
| SVQ 2 Hairdressing  | SCE Jewel & Esk Telford Forth Valley West Lothian Borders | | Range of hairdressing techniques & practical experience. Reception, consultation skills, colouring, cutting, styling, pleating extensions, health & safety | 2 years | Enter professional hairdressing at the level of improver or SVQ 3 Hairdressing. |
| Automotive Maintenance & Repair Level 1  | SCE Jewel & Esk Forth Valley West Lothian Borders | Core skills in communications and numeracy at intermediate 1 or equivalent. | Health & Safety, Engines, Brakes, Steering Suspension and Electrics as well as Routine Maintenance. Core skills. | | Employment in the Motor Industry or progress to Level 2 and increase your employment prospects. |
| Professional Cookery Level 1  | Jewel & Esk Telford Forth Valley West Lothian Borders | Core skills in communications and numeracy at intermediate 1 or equivalent. | | 18 weeks to 1 year | Employment in hospitality industry or progression to a Level 2 Professional Cookery course |
| Sport & Fitness  | SCE Jewel & Esk Telford Forth Valley West Lothian Borders | Experience and active participation in exercise and fitness. 3 Standard Grades at grade 3 or above. | Human physiology, resistance training, a variety of sporting activities, circuit training and core skills. | 1 year | |
| Early Education & Childcare  | SCE Jewel & Esk Telford Forth Valley West Lothian Borders | | Child development, child health, children's behaviour and children's rights. | 1 year | Work with children at support worker level or progression to HNC Early Education & Childcare course. |
| | | | | | |



Handout 8

Beauty Therapy Timetable 1

| | | | | | | | |
|-----------|---------------------------------|---|-----------------------|---|--|-------------------------------------|---------------|
| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
| Monday | Commercial Salon 1 | | | | Numeracy 20 | Information Technology 20 | |
| Tuesday | Develop & Maintain 13 | Promote Additional Products 9 | | | Remover Hair Using Waxing 19 | Ensure Your Actions 7 | |
| Wednesday | Provide Makeup 5 | | | | Provide Manicure 3 | | |
| Thursday | | | | | | | |
| Friday | | | Tutorial 23 | Improve & Maintain Skin Treatments 25 | | | |



Beauty Therapy Timetable 2

| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|---------------------------------|---|-----------------------|---|--|-------------------------------------|---------------|
| Monday | Commercial Salon 3 | | | | Numeracy 6 | Information Technology 10 | |
| Tuesday | Develop & Maintain 12 | Promote Additional Products 8 | | | Remover Hair Using Waxing 18 | Ensure Your Actions 4 | |
| Wednesday | Provide Makeup 9 | | | | Provide Manicure 5 | | |
| Thursday | | | | | | | |
| Friday | | | Tutorial 16 | Improve & Maintain Skin Treatments 21 | | | |





Beauty Therapy Timetable 3

| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|---------------------------------|---|-----------------------|---|--|-------------------------------------|---------------|
| Monday | Commercial Salon 7 | | | | Numeracy 14 | Information Technology 19 | |
| Tuesday | Develop & Maintain 20 | Promote Additional Products 2 | | | Remover Hair Using Waxing 25 | Ensure Your Actions 5 | |
| Wednesday | Provide Makeup 1 | | | | Provide Manicure 22 | | |
| Thursday | | | | | | | |
| Friday | | | Tutorial 24 | Improve & Maintain Skin Treatments 15 | | | |



Beauty Therapy Timetable 4

| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|---------------------------------|---|-----------------------|---|--|-------------------------------------|---------------|
| Monday | Commercial Salon 3 | | | | Numeracy 10 | Information Technology 11 | |
| Tuesday | Develop & Maintain 17 | Promote Additional Products 9 | | | Remover Hair Using Waxing 21 | Ensure Your Actions 8 | |
| Wednesday | Provide Makeup 12 | | | | Provide Manicure 6 | | |
| Thursday | | | | | | | |
| Friday | | | Tutorial 23 | Improve & Maintain Skin Treatments 20 | | | |





Beauty Therapy Timetable 5

| | | | | | | | |
|-----------|---------------------------------|---|---------------|-----------------------|--|---|---------------------------------|
| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
| Monday | Commercial Salon 4 | | | | Numeracy 25 | Information Technology 24 | |
| Tuesday | Develop & Maintain 18 | Promote Additional Products 7 | | | Remover Hair Using Waxing 16 | | Ensure Your Actions 1 |
| Wednesday | Provide Makeup 5 | | | | | Provide Manicure 13 | |
| Thursday | | | | | | | |
| Friday | | | | Tutorial 22 | | Improve & Maintain Skin Treatments 19 | |



Beauty Therapy Timetable 6

| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|---------------------------------|---|-----------------------|---|--|-------------------------------------|----------------------------------|
| Monday | Commercial Salon 2 | | | | Numeracy 11 | Information Technology 15 | |
| Tuesday | Develop & Maintain 23 | Promote Additional Products 8 | | | Remover Hair Using Waxing 14 | | Ensure Your Actions 17 |
| Wednesday | Provide Makeup 3 | | | | Provide Manicure 9 | | |
| Thursday | | | | | | | |
| Friday | | | Tutorial 21 | Improve & Maintain Skin Treatments 29 | | | |





Hairdressing Timetable 1

| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|--|-------------------------------------|---------------|---------------|-----------------------|----------------------|----------------------------|
| Monday | Hair Style, Dress & Finish 2 | Working with Customers 21 | | | | | Theory 17 |
| Tuesday | Salon A 10 | | | | Salon A 6 | | |
| Wednesday | Tutorial 24 | | | | Numeracy 12 | | Communication 19 |
| Thursday | | | | | | | |
| Friday | Theory 3 | | | | | Salon A 14 | |



Hairdressing Timetable 2

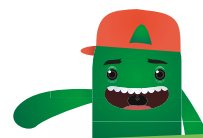
| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|--|-------------------------------------|---------------|---------------|-----------------------|----------------------------|---------------|
| Monday | Hair Style, Dress & Finish 6 | Working with Customers 28 | | | | Theory 26 | |
| Tuesday | Salon A 12 | | | | Salon A 7 | | |
| Wednesday | Tutorial 30 | | | | Numeracy 23 | Communication 16 | |
| Thursday | | | | | | | |
| Friday | Theory 1 | | | | | Salon A 10 | |





Hairdressing Timetable 3

| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|--|-------------------------------------|---------------|---------------|-----------------------|----------------------|----------------------------|
| Monday | Hair Style, Dress & Finish 9 | Working with Customers 29 | | | | | Theory 23 |
| Tuesday | Salon A 20 | | | | Salon A 5 | | |
| Wednesday | Tutorial 26 | | | | Numeracy 13 | | Communication 19 |
| Thursday | | | | | | | |
| Friday | Theory 11 | | | | | Salon A 27 | |



Hairdressing Timetable 4

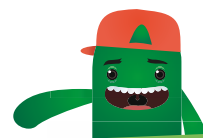
| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|--|-------------------------------------|---------------|---------------|-----------------------|----------------------------|---------------|
| Monday | Hair Style, Dress & Finish 6 | Working with Customers 10 | | | | Theory 14 | |
| Tuesday | Salon A 16 | | | | Salon A 18 | | |
| Wednesday | Tutorial 22 | | | | Numeracy 25 | Communication 30 | |
| Thursday | | | | | | | |
| Friday | Theory 3 | | | | | Salon A 28 | |





Hairdressing Timetable 5

| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|--|---------------|-------------------------------------|---------------|-----------------------|----------------------------|---------------|
| Monday | Hair Style, Dress & Finish 4 | | Working with Customers 13 | | | Theory 19 | |
| Tuesday | Salon A 7 | | | | Salon A 20 | | |
| Wednesday | Tutorial 23 | | | | Numeracy 29 | Communication 17 | |
| Thursday | | | | | | | |
| Friday | Theory 8 | | | | | Salon A 27 | |



Hairdressing Timetable 6

| | 09.00 - 10.00 | 10.00 - 11.00 | 11.00 - 12.00 | 12.00 - 13.00 | 13.00 - 14.00 | 14.00 - 15.00 | 15.00 - 16.00 |
|------------------|--|-----------------------|-------------------------------------|---------------|-----------------------|----------------------------|---------------|
| Monday | Hair Style, Dress & Finish 6 | | Working with Customers 26 | | | Theory 21 | |
| Tuesday | | Salon A 11 | | | Salon A 2 | | |
| Wednesday | | Tutorial 28 | | | Numeracy 24 | Communication 17 | |
| Thursday | | | | | | | |
| Friday | | Theory 5 | | | | Salon A 18 | |





Motor Vehicle Timetable 1

| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|---------------------------------|---------------|---------------|---------------|--------------------------|---------------------------|---------------|
| Monday | | | | | | | |
| Tuesday | Workshop 8 | | | | Tutorial 11 | Theory Class 15 | |
| Wednesday | Workshop 22 | | | | Workshop 18 | | |
| Thursday | Theory Class 4 | | | | Theory Class 9 | | |
| Friday | Workshop/Portfolio 25 | | | | Portfolio 10 | | |



Motor Vehicle Timetable 2

| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|---------------------------------|---------------|---------------|---------------|------------------------|---------------------------|---------------|
| Monday | | | | | | | |
| Tuesday | Workshop 2 | | | | Tutorial 10 | Theory Class 13 | |
| Wednesday | Workshop 15 | | | | Workshop 20 | | |
| Thursday | Theory Class 8 | | | | | Theory Class 9 | |
| Friday | Workshop/Portfolio 22 | | | | Portfolio 25 | | |





Motor Vehicle Timetable 3

| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|---------------------------------|---------------|---------------|---------------|-----------------------|---------------------------|---------------|
| Monday | | | | | | | |
| Tuesday | Workshop 16 | | | | Tutorial 12 | Theory Class 22 | |
| Wednesday | Workshop 29 | | | | Workshop 24 | | |
| Thursday | Theory Class 1 | | | | | Theory Class 14 | |
| Friday | Workshop/Portfolio 19 | | | | | Portfolio 27 | |



Motor Vehicle Timetable 4

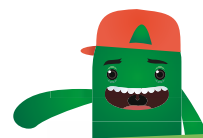
| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|---------------------------------|---------------|---------------|---------------|-----------------------|---------------------------|---------------|
| Monday | | | | | | | |
| Tuesday | Workshop 3 | | | | Tutorial 10 | Theory Class 18 | |
| Wednesday | Workshop 21 | | | | Workshop 26 | | |
| Thursday | Theory Class 6 | | | | | Theory Class 13 | |
| Friday | Workshop/Portfolio 30 | | | | | Portfolio 28 | |





Motor Vehicle Timetable 5

| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|---------------------------------|---------------|---------------|---------------|-----------------------|---------------------------|---------------|
| Monday | | | | | | | |
| Tuesday | Workshop 4 | | | | Tutorial 16 | Theory Class 19 | |
| Wednesday | Workshop 23 | | | | Workshop 29 | | |
| Thursday | Theory Class 2 | | | | | Theory Class 7 | |
| Friday | Workshop/Portfolio 27 | | | | | Portfolio 22 | |



Motor Vehicle Timetable 6

| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|---------------------------------|---------------|---------------|---------------|-----------------------|---------------------------|---------------|
| Monday | | | | | | | |
| Tuesday | Workshop 5 | | | | Tutorial 11 | Theory Class 12 | |
| Wednesday | Workshop 20 | | | | Workshop 17 | | |
| Thursday | Theory Class 26 | | | | | Theory Class 21 | |
| Friday | Workshop/Portfolio 14 | | | | | Portfolio 24 | |





Television and Broadcast Production 1

| | | | | | | | |
|-----------|-----------------------------------|---------------|-------------------------------|--------------------------------|---------------|-------------------------------------|---------------|
| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.30 - 15.30 | 15.30 - 16.30 |
| Monday | Digital Photography 1 | | Video Production 24 | | | Video Production 20 | |
| Tuesday | | | | | | | |
| Wednesday | Advertising 16 | | | | | Computer Animation 13 | |
| Thursday | | | | | | | |
| Friday | Introduction to Film 17 | | | Guidance Tutorial 11 | | Visual Literacy Subject 2 | |



Television and Broadcast Production 2

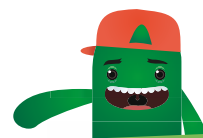
| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.30 - 15.30 | 15.30 - 16.30 |
|-----------|-----------------------------------|---------------|-------------------------------|--------------------------------|---------------------------------|-------------------------------------|---------------|
| Monday | Digital Photography 3 | | Video Production 19 | | | Video Production 14 | |
| Tuesday | | | | | | | |
| Wednesday | Advertising 20 | | | | Computer Animation 26 | | |
| Thursday | | | | | | | |
| Friday | Introduction to Film 28 | | | Guidance Tutorial 16 | | Visual Literacy Subject 8 | |





Television and Broadcast Production 3

| | | | | | | | |
|-----------|-----------------------------------|---------------|-------------------------------|---------------|--------------------------------|---------------------------------|-------------------------------------|
| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.30 - 15.30 | 15.30 - 16.30 |
| Monday | Digital Photography 5 | | Video Production 23 | | | Video Production 25 | |
| Tuesday | | | | | | | |
| Wednesday | Advertising 30 | | | | | Computer Animation 29 | |
| Thursday | | | | | | | |
| Friday | Introduction to Film 21 | | | | Guidance Tutorial 15 | | Visual Literacy Subject 9 |



Television and Broadcast Production 4

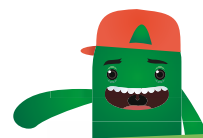
| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.30 - 15.30 | 15.30 - 16.30 |
|-----------|-----------------------------------|---------------|-------------------------------|--------------------------------|---------------------------------|-------------------------------------|---------------|
| Monday | Digital Photography 2 | | Video Production 11 | | | Video Production 16 | |
| Tuesday | | | | | | | |
| Wednesday | Advertising 22 | | | | Computer Animation 18 | | |
| Thursday | | | | | | | |
| Friday | Introduction to Film 27 | | | Guidance Tutorial 20 | | Visual Literacy Subject 7 | |





Television and Broadcast Production 5

| | | | | | | | |
|-----------|-----------------------------------|-------------------------------|---------------|---------------|--------------------------------|--------------------------------|-------------------------------------|
| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.30 - 15.30 | 15.30 - 16.30 |
| Monday | Digital Photography 4 | Video Production 19 | | | | Video Production 17 | |
| Tuesday | | | | | | | |
| Wednesday | Advertising 12 | | | | | Computer Animation 8 | |
| Thursday | | | | | | | |
| Friday | Introduction to Film 15 | | | | Guidance Tutorial 24 | | Visual Literacy Subject 6 |



Television and Broadcast Production 6

| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.30 - 15.30 | 15.30 - 16.30 |
|-----------|-----------------------------------|---------------|-------------------------------|--------------------------------|---------------------------------|-------------------------------------|---------------|
| Monday | Digital Photography 9 | | Video Production 26 | | | Video Production 28 | |
| Tuesday | | | | | | | |
| Wednesday | Advertising 21 | | | | Computer Animation 14 | | |
| Thursday | | | | | | | |
| Friday | Introduction to Film 25 | | | Guidance Tutorial 18 | | Visual Literacy Subject 3 | |





Sport and Fitness 1

| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|--|---|-----------------------|---------------|--|---------------|---------------|
| Monday | | Sporting Activity: Volleyball 1 | | | Developing skills for the Workplace 30 | | |
| Tuesday | Exercise & Fitness: Fixed Weight Training 28 | | | | Communication 4 | | |
| Wednesday | Sporting Activity: Football 17 | | Tutorial 13 | | Sports Development 22 | | |
| Thursday | Leading Sporting Activities 7 | | | | Human Physiology in Performance Development 20 | | |
| Friday | | | | | | | |



Sport and Fitness 2

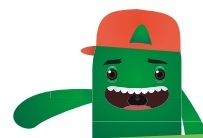
| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|--|---|-----------------------|---------------|--|---------------|---------------|
| Monday | | Sporting Activity: Volleyball 4 | | | Developing skills for the Workplace 8 | | |
| Tuesday | Exercise & Fitness: Fixed Weight Training 19 | | | | Communication 25 | | |
| Wednesday | Sporting Activity: Football 30 | | Tutorial 20 | | Sports Development 26 | | |
| Thursday | Leading Sporting Activities 17 | | | | Human Physiology in Performance Development 13 | | |
| Friday | | | | | | | |





Sport and Fitness 3

| | | | | | | | |
|-----------|---|---|-----------------------|---------------|--|---------------|---------------|
| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
| Monday | | Sporting Activity: Volleyball 6 | | | Developing skills for the Workplace 11 | | |
| Tuesday | Exercise & Fitness: Fixed Weight Training 1 | | | | Communication 15 | | |
| Wednesday | Sporting Activity: Football 22 | | Tutorial 28 | | Sports Development 16 | | |
| Thursday | Leading Sporting Activities 10 | | | | Human Physiology in Performance Development 18 | | |
| Friday | | | | | | | |



Sport and Fitness 4

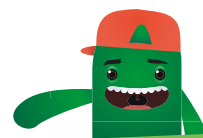
| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|--|---|-----------------------|---------------|--|---------------|---------------|
| Monday | | Sporting Activity: Volleyball 7 | | | Developing skills for the Workplace 12 | | |
| Tuesday | Exercise & Fitness: Fixed Weight Training 14 | | | | Communication 21 | | |
| Wednesday | Sporting Activity: Football 2 | | Tutorial 19 | | Sports Development 29 | | |
| Thursday | Leading Sporting Activities 5 | | | | Human Physiology in Performance Development 23 | | |
| Friday | | | | | | | |





Sport and Fitness 5

| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|--|---|-----------------------|---------------|--|---------------|---------------|
| Monday | | Sporting Activity: Volleyball 5 | | | Developing skills for the Workplace 9 | | |
| Tuesday | Exercise & Fitness: Fixed Weight Training 14 | | | | Communication 21 | | |
| Wednesday | Sporting Activity: Football 6 | | Tutorial 15 | | Sports Development 18 | | |
| Thursday | Leading Sporting Activities 24 | | | | Human Physiology in Performance Development 12 | | |
| Friday | | | | | | | |



Sport and Fitness 6

| | 09.00 - 10.00 | 10.15 - 11.15 | 11.15 - 12.15 | 12.15 - 13.15 | 13.15 - 14.15 | 14.15 - 15.15 | 15.15 - 16.15 |
|------------------|--|---|-----------------------|---------------|--|---------------|---------------|
| Monday | | Sporting Activity: Volleyball 2 | | | Developing skills for the Workplace 29 | | |
| Tuesday | Exercise & Fitness: Fixed Weight Training 19 | | | | Communication 10 | | |
| Wednesday | Sporting Activity: Football 16 | | Tutorial 23 | | Sports Development 11 | | |
| Thursday | Leading Sporting Activities 4 | | | | Human Physiology in Performance Development 27 | | |
| Friday | | | | | | | |



HANDOUT 9 – Example Comfort Zone Cards

**Run around the
classroom**

**Sing your favourite
song out loud**

**Take your socks &
shoes off**

**Show the class how
to breakdance**



HANDOUT 10 — What are you good at?

Name:

Write down 5 skills and qualities you have:

- 1.
- 2.
- 3.
- 4.
- 5.



What courses would you think about doing at college?

What college would you like to go to?

What would be the best thing about going to college?



Handout 11

routes  success **Workshop 3 - Evaluation**  **Goals**

School : Year Group :

Full Name : Date of Birth :

Today's activities

| | | | |
|---|---|---|--|
| I didn't enjoy today's activities much <input type="checkbox"/> | I thought today's activities were okay <input type="checkbox"/> | I enjoyed today's activities <input type="checkbox"/> | I really enjoyed today's activities <input type="checkbox"/> |
|---|---|---|--|

What activity did you enjoy the most?

| | | | |
|--|--|---|---|
| I didn't learn anything new about college <input type="checkbox"/> | I learned a little more about college <input type="checkbox"/> | I learned more about college <input type="checkbox"/> | I learned loads more about college <input type="checkbox"/> |
|--|--|---|---|

Name something new that you learned about college today

Working with the College Ambassador

| | | | |
|---|--|--|--|
| I didn't like working with my college ambassador very much <input type="checkbox"/> | I thought working with my college ambassador was okay <input type="checkbox"/> | I thought working with my college ambassador was good <input type="checkbox"/> | I really enjoyed working with my college ambassador <input type="checkbox"/> |
|---|--|--|--|

Has anyone in your family (except brothers or sisters) gone to college or University? Yes / No / Don't know

After today's workshop I know more about the different types of courses you can study at college. Yes / No

After today's workshop I know more about which courses I might be best suited to. Yes / No

After today's workshop would you be more likely to think about going to college? Yes / No

What other information would you like about college?
.....



Notes

A series of horizontal dotted lines for writing notes.







www.routes2success.org.uk

