

From School to Life

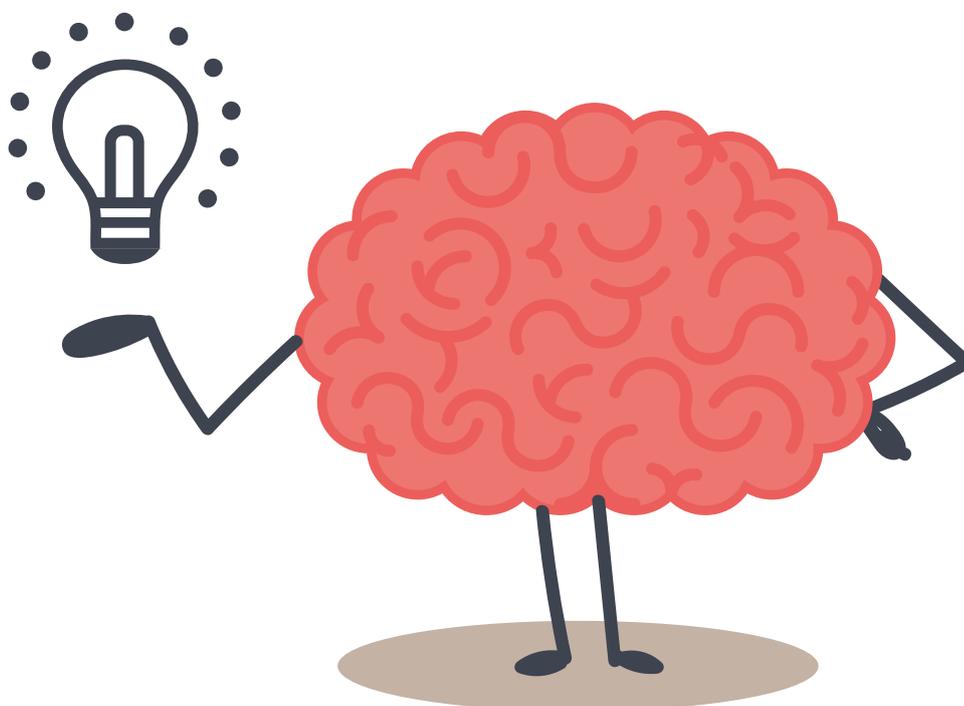
9 lessons taught in Year 8

The training requirement: 1 day

This element creates the space for students to consider the life they would like to lead as an adult and then to connect their visions back to what they are doing right now in school. They consider the different domains of adulthood including; family, work, lifestyle and community and learn that the accumulation of small everyday actions and behaviour shape a life course trajectory. Through discussion and planning students generate aspirations and find the motivation to do well in school - because it matters to them and their future. Students discover that doing well in school and reaching their goals will be difficult and they will face problems and challenges along the way, but they also learn that difficulties are a necessary part of the journey if a goal is worth reaching for. Social mobility is a key issue for our society and this element of the curriculum allows young people to challenge some of their

assumptions about what is possible, identify what really matters to them and develop the planning skills they will need to have hope and reach their goals.

These lessons do not offer students a right or wrong way to do something, nor do they judge the aspirations that students identify for themselves. Students develop clear pathways from now to the adult selves they want to be and identify the behaviours that will help them get there or that they need to avoid. Choices and options are considered as well as challenges and barriers that might come up. Sharing concerns, group support and seeking different perspectives is encouraged and positive and negative role models identified. It is possible that their long-term goals will change over the next few years but From School to Life introduces them to the skills they need to plan for their future and emphasises the importance of working hard in school now.



Good to Know

The original name of From School to Life is Schools to Jobs in School Programme and was developed at the University of Michigan, by Daphna Oyserman. The evidenced based programme is proven to produce sizeable impacts on academic attainment. It makes sense that when students are encouraged to articulate their aims and hopes for the future, connect those hopes with the present day and recognise that everyone will face obstacles and difficulties along the way, it will lead to understanding that school matters. The All-Party Parliamentary Group on Social Mobility suggests that for children to grow up and fulfil their ambitions they need to develop an understanding of the relationship between effort and reward, and the patience to pursue long term goals. (APPG on Social Mobility, 2014). The evidence from the research for From School to Life suggests it will equip students with that understanding.

Lesson One

Choosing Possible Adult Selves

Lesson Two

Positive and Negative Role Models

Lesson Three

Developing Timelines – Forks, Roadblocks and Obstacles

Lesson Four

Considering Other Perspectives and Dealing With Difficulties

Lesson Five

Pathways to Possible Adult Selves - Goals and Specific Actions

Lesson Six

Pathways to Next Year Possible Selves – Goal and Specific Actions

Lesson Seven

Link Between Next Year and Adult Possible Selves - What I Do This Year Matters For My Longer Term Future

Lesson Eight

Strategies for Problem Solving and Seeking Views and Support of Others

Lesson Nine

Review and Action Planning