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# **SSE School Workshops**

## **2020**

## Key information

<b>Resource type</b>	School Workshop
<b>Duration</b>	2 hours
<b>Location</b>	Classroom
<b>Max number of students</b>	-
<b>Age group</b>	'Exam' yrs 10&11 in the UK, S3&S4 in Scotland
<b>Target number of volunteers</b>	Minimum of 1
<b>Facilitator</b>	Volunteer from SSE or teacher
<b>Room set up</b>	Desks and chairs arranged facing a screen with session presentation and connection to sound. The students will be working in teams of 3 at various points, therefore it will be helpful if they're already placed and arranged in these groups.
<b>Required materials</b>	<ul style="list-style-type: none"> <li>• Line drawings, 5-6 variations, enough for 1 per student throughout drawing exercise</li> <li>• Role matching quiz sheet, enough for 1 per team of 3</li> <li>• Every student will need to have a pen and paper for this session</li> </ul>

## Session Aims and Objectives

This session aims to develop the students' understanding of who SSE are and what they do and aims to encourage the participants to consider a role at SSE as a viable career option. The session will highlight the values, purpose and characteristics associated with working for SSE and the opportunities available in early careers. By completing interactive exercises that challenge them to explore their own skills and attributes, they will feel more confident in their suitability for roles at SSE and in forming a rewarding career in general. They will also gain a deeper sense of their own aspirations and how they perceive themselves in relation the working world.

## Learning outcomes

1. To gain an understanding of what SSE do
2. To gain an understanding of SSE's key drivers (purpose, safety, and sustainability) and the ability to explain why each is important
3. The ability to give an example of a role/roles at SSE and what they entail
4. The ability to recall the skills and attributes SSE look for when hiring
5. The ability to articulate how they can effectively demonstrate these skills and attributes
6. The ability to effectively verbalise '*what energises them*' as if in an interview scenario
7. An appreciation and understanding of the career opportunities at SSE

## Workshop timings 2-hour session

Engineer/Technician Image	Starter Activity (as the students arrive)
Introduction	5 mins
What do SSE do?	10 mins
Introduction to Apprentices	10 mins
Role Matching Quiz	20 mins
Key Skills and Attributes -team exercises	40 mins
What Energises Me?	25 mins
Applying for an Apprenticeship	5 mins
Closing of the Session	3mins

Time allocation	Activity	Description/instruction	Checking learning by	Resources
<b>As the students arrive (Starter activity)</b>	<b>Engineer/Technician Image</b>	<p>As the students arrive to the session, they will see an image of an SSE engineer on top of tree/wind turbine (something that looks awesome). Underneath the image will be some phrases for the students to consider:</p> <ul style="list-style-type: none"> <li>• What words come to mind when you look at this picture?</li> <li>• What's this person's job?</li> <li>• What are they doing?</li> </ul>	During the introductions, the facilitator will ask the students to feedback on the three phrases they've been asked to consider-taking 2 or 3 suggestions per image.	-

5 minutes	Introduction	<p>The facilitator will introduce themselves to the students communicating the following information:</p> <p>Name</p> <ul style="list-style-type: none"> <li>• What they do for SSE (and in brief what this means)</li> <li>• Their first ever job</li> <li>• A fun hobby they do/interesting fact about themselves</li> </ul>	-	-
10 minutes	What do SSE do?	<p>Facilitator to introduce the SSE logo and gauge if any students have heard of SSE or know what they do (taking a few ideas from the floor).</p> <p>They will then play this video:  <a href="https://vimeo.com/458879568">https://vimeo.com/458879568</a></p> <p>The students will be asked to pay close attention to the information and images in the video as they'll be quizzed on what they observed at the end.</p> <p>Facilitator to introduce the <b>3 'drivers' of SSE</b> '<b>sustainability</b>', '<b>purpose</b>' and '<b>safety</b>' explaining that each are integral to SSE's work.</p>	<p>The facilitator to pose some of the following feedback questions to the group:</p> <ul style="list-style-type: none"> <li>• What's SSE's core purpose? (What do they do)?</li> <li>• What key words did you pick out from the video?</li> <li>• What jobs could you spot people doing?</li> <li>• How are SSE tackling the climate crisis?</li> <li>• What sort of equipment was being used?</li> </ul>	-
20 minutes	Role Matching Quiz	<p>Facilitator to broadly explain that there are a range of exciting jobs and opportunities at SSE that they could consider applying for and that they have an exciting apprenticeship scheme that we'll be focusing on it more detail throughout the session.</p> <p>They will ensure the students know what an apprenticeship is.</p> <p>They will be introduced to the apprentices for the first time by watching this video:</p> <p><a href="https://vimeo.com/436074314/811a0d64a0">https://vimeo.com/436074314/811a0d64a0</a></p> <p>As they watch the video, they will be asked to pay close attention to why the SSE apprentices like working for SSE</p>	<p>The facilitator will go through each answer, taking a suggestion from the floor.</p> <p>The facilitator should gauge at the end how the teams did. '<i>Did anyone get 12/12 or 11/12 etc?</i>'</p>	<b>Role Matching quiz sheet</b>

		<p>and to consider if any of those values align to what they hope to get out of their working life. For example, Jasmine talks about making a difference.</p> <p><b>Role Matching Quiz</b></p> <p>The presentation will display 12 job roles at SSE and the descriptions of those roles jumbled up.</p> <p>The students will be asked to work in their 3's to match the correct job to the description using a quiz sheet to record their answers.</p>		
45 minutes	<p><b>Key Skills and Attributes</b></p> <p><b>'It's all about you' &amp; team exercises</b></p>	<p>Facilitator to highlight that SSE are interested in people/attributes rather than exam results.</p> <p>To achieve/maintain our 3 divers we need people who can demonstrate a number of the following key skills and attributes:</p> <ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Problem Solving</li> <li>• Resilience</li> <li>• Aptitude</li> <li>• Enthusiasm</li> <li>• Communication</li> </ul> <p>The students will be given 5 minutes to consider these skills and how they might already utilise them in their day to day lives (hobbies, extra-curricular activities and part time jobs etc). They should be encouraged to have a discussion with the person next to them or in small groups.</p> <p>The students will now work in teams of 3 and will complete <b>3 exercises</b> that will help them to explore the key skills and attributes discussed.</p> <p><b>Activity 1. 'The Pressure Test'</b></p> <p>This activity will challenge the students to reflect on their past</p>	<p>Once the students have completed the three activities, they will reflect on the skills/attributes they have used.</p> <p>The facilitator will reveal that by completing those exercises they have successfully demonstrated all the 6 skills/attributes they were introduced to earlier in the session.</p> <p>By reflecting, the students will realise that they have demonstrated resilience and aptitude in their stories, they have used problem solving and teamwork in the drawing game and enthusiasm and communication in the YouTube exercise.</p>	<b>Picture cards</b>

		<p>experiences and share these with their team.</p> <p>The students will be asked to think of a time when they felt under pressure. This could be in a sports match or hobby of some kind, in an exam or test or even something like cooking a meal.</p> <p>Once they've recalled a suitable experience, they will need to answer the following questions about that experience:</p> <ol style="list-style-type: none"> <li>1. What was the situation?</li> <li>2. How did it make you feel?</li> <li>3. Where you tempted to just give up?</li> <li>4. What actions did you put in place to overcome that situation?</li> <li>5. What skills did you use to overcome that situation?</li> <li>6. What was the outcome in the end?</li> <li>7. How did you feel at the end?</li> </ol> <p>The students should take a few minutes to think of their scenario and the questions (they should be encouraged to take notes) and will then report back to their team in turn.</p> <p><b>Activity 2. 'The Drawing Game'</b></p> <p>The students will each take it in turns to be the 'communicator'.</p> <p>The communicator must sit with their backs to their team. Each communicator will receive a picture; they must not show it to their team or look round to see their team's progress. The communicator will describe what is on the page, but they must not say what it is (i.e. comments such as "there is a circle, with 12 ovals connected to it" but <b>not</b> "there is a flower") or use any hand gestures. Words only!</p> <p>The others in the team need to work together to figure out what is being described.</p> <ul style="list-style-type: none"> <li>• They can use a pen and paper to draw what's being described to try and figure it out.</li> </ul>		
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<b>25 minutes</b>	<b>What Energises Me?</b>	<p>The facilitator should give a very brief introduction to what the interview process involves at SSE <b>(3 minutes)</b></p> <p>They will then move on to and discuss what a strength-based interview is and what the benefits of them are. <b>(3 minutes)</b></p> <p>They will now look at an example question from a strength-based interview:</p> <p><i>'What energises you?'</i> (alternative examples of how this might be phrased will be displayed)</p> <p>The facilitator will explain that by answering this is an honest but thoughtful way, they can impress their interviewer and</p>	<p>The facilitator will encourage 2 or 3 students to share their <i>'what energises you?'</i> response with the rest of the group.</p>	-



		<p>demonstrate they're right for the job.</p> <p>To help the students answer this question they will start by completing the following 3 sentences about themselves:</p> <ol style="list-style-type: none"> <li>1. 'I find it easy to'...</li> <li>2. 'I am happiest when...'</li> <li>3. 'I'm interested in'...</li> <li>4. 'I achieved success when I'...</li> </ol> <p>Once they have finished each sentence they will be asked to again think about the skills and attributes that SSE value and how they can cross reference those with the sentences they've written to create an answer to, 'what energises you'? They can also consider other key employability skills at this stage such as organisation, networking and time management and the key drivers discussed at the beginning of the session (purpose, sustainability, and safety).</p> <p>For example: Claire might write.</p> <p>'I'm happiest when I'm hanging out with my friends'</p> <p>She could cross reference this with 'teamwork' to create the following answer:</p> <p><i>"I'm energised when I'm around other people because I am good at forming new relationships. I love having the opportunity to socialise and also to work with others in a team setting"</i></p> <p>Another examples: Alfie might write:</p> <p>'I achieved success when our football team won a tournament last year'</p> <p>He could cross reference this with communication to create</p>		
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		<p>the following answer:</p> <p><i>"I feel energised when I'm able to use my communication skills within my football squad to help us win games"</i></p> <p>This section will conclude with this video which includes top tips from the SSE apprentices on interviews:</p> <p><b><a href="https://vimeo.com/388489450">https://vimeo.com/388489450</a></b></p>		
<b>5 minutes</b>	<b>Applying for an Apprenticeship</b>	<p>Facilitator to cover the process of applying for an apprenticeship, making it clear what they can go away and do today to get the ball rolling if they're interested. They will also cover some further detail on what an apprenticeship looks like (how much time is spent in college, training etc).</p> <p>This section will conclude with this video which features the SSE apprentices discussing the best things about being an apprentice at SSE.</p> <p><b><a href="https://vimeo.com/388476308">https://vimeo.com/388476308</a></b></p>	Facilitator will encourage the students to ask questions about the apprenticeship scheme or application process.	-
<b>3 minutes</b>	<b>Closing of Session</b>	Facilitator will reiterate the learning outcomes from the session and will remind students what to do/where to look online if they're interested in a job with SSE.	Facilitator will encourage the students to ask any final questions before the session ends.	-

### Extension Activity

The students should be encouraged to check out the career's website in the spare time for more information on roles and opportunities at SSE. You could also play this video: <https://vimeo.com/478859424/d88440f222>. In this video Sam Greer interviews Judy Priest, SSE's apprenticeship manager. The interview offers insightful information about SSE apprenticeships.

### Key words

- Apprenticeship
  - Teamwork
  - Collaboration
  - Resilience
  - Aptitude
  - Enthusiasm
  - Communication
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- Skills based interview
  - Skills
  - Attributes

### **Feedback links**

Please ensure your host supports us with feedback on the session:

[Host feedback link](#)

Please also provide us with your feedback on the session:

[Volunteer feedback link](#)

### **Further information**

For more information about STEM careers, in particular Engineering careers, please visit the Institution of Engineering & Technology's education website at <https://education.theiet.org>. You will also find a large range of our STEM education recourses and activities available free of charge, along with competitions and funding opportunities to support your STEM education engagement.