



Environment
Agency

PSHE
Association



GROWING CAREERS FOR POSITIVE CHANGE

Creating a better place

Guidance, lessons and resources

KS4

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Teacher guidance



This guidance has been written to accompany the Environment Agency's two lessons for key stage 4 exploring values within the context of career choices. The lessons guide students to consider how their values can inform their career choice in order to make a difference to their local and global community, and how holding and acting upon values can affect wellbeing. Teachers should read and consider this guidance first, before delivering the lessons.

Preparing to teach

These lessons should be taught within the context of a planned series of lessons looking at career choices and pathways. Throughout the lessons, we have focused on the role of values in everyday life and how these can be aligned with actions. These lessons are not designed to be taught in isolation and should form part of the overall programme for PSHE education. This series of lessons can be effectively embedded within learning on careers and can be used to support a wider careers programme in line with the Gatsby Career Benchmarks as part of the [Department for Education's careers strategy](#).

Who are the Environment Agency?

The Environment Agency work to protect and improve the environment. We help people and wildlife adapt to climate change and reduce its impact, including flooding, drought, sea level rise and coastal erosion. We improve the quality of our water, land and air by tackling pollution and work with businesses to help them comply

with environmental regulations. A healthy and diverse environment enhances people's lives and contributes to economic growth. We work as part of the Defra group (Department for Environment, Food and Rural Affairs), with the rest of government, local councils, businesses, civil society groups and local communities to create a better place for people and wildlife.

Links to the PSHE Association Programme of Study

Each of the three core themes of the PSHE programme of study contains suggested learning opportunities which provide the context through which learners can develop knowledge, essential skills and attributes. The table below shows the learning opportunities from the relevant PSHE education core themes which are met by these lessons. Learning should always take place within a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

	Learning opportunity from PSHE Association Programme of Study	Learning Objectives and Learning Outcomes
Key stage 4	<p>R9. to recognise, clarify and if necessary challenge their own values and understand how their values influence their decisions, goals and behaviours</p>	<p>To learn how people can align their actions with their values.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> explain how holding and acting in line with intrinsic and extrinsic values can affect wellbeing evaluate how a person's values impact their actions and goals
	<p>L3. how their strengths, interests, skills and qualities are changing and how these relate to future career choices and employability</p> <p>L10. to develop their career identity, including values in relation to work, and how to maximise their chances when applying for education or employment opportunities</p>	<p>To learn how individuals can make a difference through their career choices.</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> explain how and why individuals select organisations to work with that align with their values explain how people's career choices can help make a difference to things that matter to them

Creating a safe learning environment

A safe learning environment helps pupils feel comfortable with sharing their ideas, values and attitudes without attracting negative feedback, and will help teachers to manage discussions on sensitive issues confidently. As with many topics in PSHE education, the topic of careers and values may seem straightforward but there may still be sensitivities involved for some pupils (e.g. employment difficulties in the family, conflicting feelings around their own values).

It is good practice for teachers to:

- work with pupils to establish ground rules about how they will behave in discussion, such as;
 - ◇ Everyone has the right to be heard and respected.
 - ◇ We will use language that won't offend or upset other people.
 - ◇ We will use the correct terms, and if we don't know them, we'll ask the teacher.
 - ◇ We will comment on what was said, not the person who said it.
 - ◇ We won't share our own, or our friends', personal experiences.
 - ◇ We won't put anyone on the spot and we have a right to pass.

◇ We won't judge or make assumptions about anyone.

- offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class
- make boxes available in which pupils can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide balanced information and differing views to help pupils clarify their own opinions
- be sensitive to the needs and experiences of individuals – some pupils may have direct experience of some of the issues covered
- distance the learning from pupils to discourage personal disclosures in the classroom and to keep the learning environment safe
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole school approach to supporting pupil welfare
- make pupils aware of sources of support, both inside and outside the school.

Further guidance on creating a safe learning environment is available from the [PSHE Association](#).

Developing understanding

Values, wellbeing and careers

During adolescence, young people experience increasing independence, enabling early exploration of their values. Schools have a role in shaping the values held by young people and therefore must consider what values they are modelling. Placing high priority on extrinsic values (such as having high social status or accruing or displaying wealth), often associated with materialism, has been linked to incurring higher debt, having lower-quality interpersonal relationships and ecologically damaging actions. As such, schools play an important role in supporting young people in making informed, autonomous decisions. This can include helping them to manage external influences such as increasing resilience to advertising and peer influence.

Career choice is one means among many of acting upon values. In making these choices, there are opportunities for individuals to support and enrich their own autonomy, competence and relatedness. These lessons use self-determination theory as a framework to explore the interaction between life decisions (such as career choice) and aspects of everyday life including self-motivation and psychological wellbeing.

Self-determination theory is an approach to motivation that describes three key psychological needs that underpin a sense of wellbeing. These needs are autonomy, competence and relatedness. Supporting these psychological needs help to improve motivation. These terms are defined in the table below:

Term	Definition
Autonomy	An individual's need for choice and capacity to set their own goals; free from pressure, surveillance, coercion or control.
Competence	An individual's need to feel equipped with the skills required to enable pursuit of their goals, thereby facilitating motivation.
Relatedness	An individual's need to feel a sense of belonging and connectedness with their peers, community and/or the wider world.

Signposting support

Remind students that they can access support at home, and both in school (through their form tutor, head of year, or careers advisor) and out of school, through local and national organisations. Share the following websites and phone numbers with young people:

- National Careers Service:
<https://nationalcareers.service.gov.uk/>
0800 100 900
- Prospects: <https://www.prospects.ac.uk/>
- Not Going to Uni:
<https://www.notgoingtouni.co.uk/>

References

The references listed below inform our approach to values, motivation and goals, including how these effect wellbeing and career choice.

Deci, E. L., & Ryan, R. M. (2010). *Intrinsic motivation*. *The corsini encyclopedia of psychology*, 1-2.

Deci, E. L., & Ryan, R. M. (2012). *Self-determination theory*. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *Handbook of theories of social psychology* (p. 416–436). Sage Publications Ltd. <https://doi.org/10.4135/9781446249215.n21>

Kasser, T. (2016). *Materialistic values and goals*. *Annual Review of Psychology*, 67, 489-514.

This is the first in a series of two lessons by the Environment Agency focusing on exploring values within the context of career choices. In this lesson, students will reflect on the different values individuals hold and how this can both impact wellbeing and guide career choices. This lesson is not designed to be taught in isolation and should form part of the overall programme for PSHE education. This series of lessons can be effectively embedded within learning on careers.

Learning objective	<ul style="list-style-type: none"> To learn how people can align their actions with their values.
Learning outcomes	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> explain how holding and acting in line with intrinsic and extrinsic values can affect wellbeing evaluate how a person's values impact their actions and goals
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Flipchart paper and pens Post-it notes Resource 1: Value cards Resource 2: Character vignettes Resource 3: Values in daily life Resource 3a: Values in daily life (card sort)

Activity	Description	Time
1. Introduction	Introduce learning objectives and outcomes and reinforce ground rules	5
2. Baseline activity	Students arrange a diamond 9 of values from the stimulus "What would be important to a person of about your age?"	10
3. Personal values	Students rearrange the values from the baseline activity to show the values of different characters	10
4. Values in daily life	Students consider the difference between intrinsic and extrinsic values, then describe the effects of these on daily life and wellbeing	15
5. Next steps	Students give characters advice on goal setting	10
6. Quiet reflection	Students revisit their diamond 9 and consider their own values	5
7. Endpoint assessment	Students add to a class graffiti wall with the question "Why are values important when deciding a career path?"	5
8. Signpost support	Signpost to careers support services and members of the school community that can help students	-

Climate for learning	Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.
Key words	Aligning, values, intrinsic, extrinsic, goals, motivation
Baseline assessment	<p>Introduction 5 mins</p> <p>Remind the students of the ground rules for PSHE lessons and emphasise any that are especially relevant for this lesson. Direct students to write down any anonymous questions during the lesson and submit them to the question box at the end of the lesson.</p> <p>Share the learning objective and outcomes with the students. Explain that today they will be reflecting on personal values and how career goals and actions can be aligned with these values.</p>
	<p>Baseline assessment activity 10 mins</p> <p>Give each pair/small group a set of Resource 1: Value cards. Ask students to form a diamond 9 with the cards, showing the values they think are the most important to a person about their age at the top, down to those they think are less important, recognising that there are no absolute right or wrong answers. It would be helpful to circulate to see what students are thinking in order to inform your teaching.</p> <p>Key questions:</p> <ul style="list-style-type: none"> Which values are at the top of the diamond nine? Does anyone else have the same value at the top of their diamond? Which values are not as important to someone of about your age? Are there any we agree on as a class? <p>Support: Ask students to choose the top three values for a young person of their age.</p>
Core activities	<p>Personal values 10 mins</p> <p>Ask each small group of two to three students to choose a character vignette from the selection of four in Resource 2: Character vignettes. Ask students to create a diamond 9 with the same cards they used in the baseline activity (Resource 1: Value cards) showing the importance they think the character might place on different values.</p> <p>Ask students to repeat this for at least one of the remaining three characters. Ask students to:</p> <ol style="list-style-type: none"> Note any common values they identified. Justify why they felt a character might hold certain values. Explain why the characters hold or prioritise different values.

Key points:

1. Values in common will depend on the chosen characters. For example, Eli and Billy both value protecting the environment even though they don't have the same kind of job. They have different ways of acting on their values.

Students may also draw out contextual similarities such as Billy and Sabina's contexts both involve caring for children so they might have values around supporting young people, even though their roles prioritise different goals. Students may also extrapolate from what they know. For example, they may assume that as a fitness vlogger, Nicola might be concerned about having a high social status. However, it is important to draw out that this is an assumption - Nicola may find value in what she does due to having a sense of community or positive relationships with her collaborators.

2. Students may use statements from the vignettes to support their views. For example, Sabina cares about building communities as she helps to do this for young people; Billy cares about protecting the environment as he believes this is important for his children; Eli may value creating wealth as he has pursued a well-paid career in a luxury market, though students may also highlight that he donates some of his earnings which may indicate that he sees money as an instrument to support his other values such as protecting the environment; Nicola's interest in fitness may stem from valuing being healthy.
3. Some values have been held for a long time and stem from childhood experiences. Each of us will have had different experiences and been influenced by different people so there will be different things which are important to us. Sometimes people are influenced by new surroundings and more immediate experiences. For example, Nicola seems to have valued community and being healthy, but her friend's achievements may have caused her to question whether being more award-winning is a value she holds. Billy has also experienced a change in values as a result of having children considering and the world they will grow up in. Current real-world examples of how our values can be shaped by our surroundings could include how media attention around the climate strikes has affected individuals' values.

Support: Hand students **Resource 2a: Character vignettes support**. Ask students to pick the top three values they think each character would have.

Challenge: Ask students to complete the diamond 9 for all the different characters and analyse the differences.

Values in daily life**15 mins**

Using the descriptions of intrinsic and extrinsic values from the PowerPoint, students should categorise the value cards from **Resource 1: Value cards** into values they think are intrinsic and those that are extrinsic.

- **Intrinsic values** include: a sense of community; being healthy; protecting the environment; accepting themselves; having positive and healthy relationships; pursuing knowledge and development
- **Extrinsic values** include: creating wealth, being award-winning, having high social status

Ask students to select four values — two intrinsic and two extrinsic. Discuss what impact having these values might have on an individual's life and wellbeing. Advise students to use the table in **Resource 3: Values in daily life** to record this discussion.

During feedback, pose the following questions:

1. To what extent is it useful to distinguish between intrinsic and extrinsic values?
2. How might different values impact people's decisions?
3. Would holding any of the values make it more difficult to give another value high priority (i.e. do any of the values clash?)

Key points:

1. Giving priority to extrinsic values has been associated with lower levels of wellbeing. However, they are sometimes perceived as tools for accessing intrinsic values, although the effectiveness of this is highly variable. For example, creating wealth in order to invest in a community may have a different level of effectiveness than feeling that high social status is needed in order to have positive relationships.
2. **a) Career choices** — some jobs may relate more directly to particular values but there are many different ways to act on values – for example incorporating eco-friendly considerations or supporting diversity can be a part of roles across a wide range of job sectors.

b) Relationships — an individual may seek out relationships with others with similar values as they often enjoy shared experiences or have similar goals. However, part of managing relationships is respecting the values of others, even where these differ.

It should also be noted that some shared values may need to be acted upon carefully. For example, holding values such as creating wealth could be collaborative and strengthen relationships through a shared vision, or it could be acted upon at the expense of others and to the detriment of relationships.

c) Consumer choices — these can be guided by values in a number of ways. Holding extrinsic values is often linked to increased consumerist behaviours that can be environmentally damaging. Values such as protecting the environment and fostering self-acceptance may generate very different decisions around consumer choices to valuing having high social status, which could increase consumption of goods to meet perceived expectations.

3. Some of the values may clash in some situations but not others, for example having high social status may be intertwined with high consumerism which would clash with protecting the environment. However, having high social status may be used as a platform to draw attention to these environmental issues, as can sometimes be seen in the media.

Support: Hand students **Resource 3a: Values in daily life (card sort)**. Ask students to sort the impact cards into the table, considering how each value in the table may impact the different areas of an individual's daily life and wellbeing.

Next steps

10 mins

Core activities

Ask each small group of students to return to the vignettes from **Resource 2: Character vignettes**. Ask students to give advice to each character on how they can decide what to do next to ensure their actions and career goals align with their values.

Advice should include points for the characters to consider, what further information they might need, and whether the proposed actions align with their values.

Key points:

Students may wish to consider that

- *increased pay can help people to align their lives with their values in other ways.*
- *it may be possible to change company culture by being part of the organisation.*
- *less traditional career paths may take time to cultivate but can be very rewarding.*

Personal reflection

5 mins

Students consider their own values using the diamond 9 activity Resource 1: Value cards. It is not necessary to share this with the class as it is a personal reflection but some students may be happy to share their views.

Ask students to set themselves a goal or an action point that aligns with their values.

Plenary / Assessment for and of learning

Endpoint assessment and signposting

5 mins

On a large sheet of paper stuck to the wall, write the following question:

"Why are values important when choosing a career path?"

Ask students to add a post-it note to the class graffiti wall. Use student responses to assess progress.

While students complete this, signpost to further support using the PowerPoint signposting slide. Support should include:

- staff in school a student could talk to about careers and future choices
- national organisations such as:
 - ◇ National Careers Service: nationalcareers.service.gov.uk 0800 100 900
 - ◇ Prospects: www.prospects.ac.uk
 - ◇ Not Going to Uni: www.notgoingtouni.co.uk

Extension Activity

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Extension activity

Provide students with a range of public figures or celebrities they are familiar with. Ask them to choose an individual and describe what values they believe this person may have and how that affects their decisions and goals.

This is the second in a series of two lessons by the Environment Agency focussing on exploring values and career choices. In this lesson, students reflect on how individuals can identify organisations with values that align with their own, and how career choices link with motivation and wellbeing. This lesson is not designed to be taught in isolation and should form part of the overall programme for PSHE education. This series of lessons can be effectively embedded within learning on careers.

Learning objective	<ul style="list-style-type: none"> To learn how individuals can make a difference through their career choices.
Learning outcomes	<p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> explain how and why individuals select organisations to work with that align with their values explain how people's career choices can help make a difference to things that matter to them
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Flipchart paper and pens Resource 1: Motivation and wellbeing Lesson 1: Resource 2: Character vignettes Lesson 1: Resource 2a: Character vignettes support Resource 2: Mission statements Resource 3: Career case studies Resource 3a: Career case studies grid Resource 3b: Sample responses

Activity	Description	Time
1. Introduction	Introduce learning objectives and outcomes and reinforce ground rules	5
2. Baseline activity	Students conduct a silent debate by writing responses to related statements	10
3. Motivation & wellbeing	Students explore how intrinsic and extrinsic motivation affects wellbeing	10
4. Organisations and values	Students discuss how people's individual values can match the values held by organisations	10
5. Career case studies	In groups of four, students explore how careers choices can allow individuals to meet wellbeing needs	10
6. Endpoint assessment	Students complete a 3, 2, 1 exit card summarising their learning	10

7. Personal reflection	Students are guided to privately reflect on what their values are and whether they would work for an organisation that doesn't share these.	5
8. Signpost support	Encourage students to submit any questions related to the lesson and signpost support.	-

Climate for learning	<p>Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.</p> <p>Direct students to write down any anonymous questions during the lesson and submit them to the anonymous question box at the end of the lesson.</p>
Key words	aligning, shared values, intrinsic, extrinsic, motivation, goals, competence, autonomy, relatedness

Baseline assessment	<p>Introduction 5 mins</p> <p>Share the learning objective and outcomes with the students and remind them of ground rules. Explain that today they will be reflecting on how individuals can identify the values of an organisation, how this can affect the choice about which organisations to work with, and how values and motivation can affect wellbeing.</p>
	<p>Baseline assessment activity 10 mins</p> <p>Assign small groups/pairs of students one of the following statements. You may need to give more than one group the same statement:</p> <ul style="list-style-type: none"> A. People can select jobs which align to their core values and beliefs B. The most important global issue is climate change C. An individual's behaviour does not make a difference on a global scale D. It's hard to know what jobs will be available in the future <p>Instruct students to comment with arguments that both support and critique the statement.</p> <p>It is useful to circulate during this activity to gauge students' current understand and inform your teaching.</p> <p>Ask students who debated the first statement to show with their fingers how much they now agree with the statement (with 1 showing they strongly disagree and 5 showing they strongly agree.) Repeat this for each of the four statements.</p> <p>If time permits, students may wish to share some of their reasoning behind why they agree or disagree with the statement.</p>

Ask pairs of students to read the scenario in **Resource 1: Motivation and wellbeing** exploring a Year 9 student who has not yet chosen their GCSE option subjects.

Students should discuss the following key questions:

1. *How might Erika's feelings and actions differ between lessons she doesn't want to take at GCSE and those she could do well in?*
2. *What advice do you have for Erika around the subjects she is less interested in?*
3. *What implications does this have for people when considering a career direction and applying for jobs?*

Key points:

1. It can be hard to find motivation in classes or situations we don't feel are directly related to our goals. Erika may find that she produces work of a higher standard in subjects she prefers. She will likely feel more competent in these lessons; that she has the skills required to succeed - this is a psychological need and will be revisited later in the lesson. Depending on student responses, it may be necessary to draw out that disrupting classes might make it harder for those who are interested in that topic to learn.
2. Students may provide a wide-range of advice; however, it is important to remind students that they may change career at several points during their lives so it is useful to keep opportunities open – learning in a lesson that doesn't seem as relevant now may provide skills for career paths in later life. It is also likely that learning in one lesson will support skills in another, even if the subject matter is of less interest.
3. Classes that individuals feel confident in can be a great stimulus for thought around the kinds of careers paths that a young person might like to pursue. Some students may wish to explore related topic areas that are not currently available for GCSE studies but are available for post-16 study, apprenticeships, or higher education. In Erika's case, this could include studying politics and she may wish to explore routes into a political career. If a person is less interested in something, it's also important to think about why this is, and to take as much benefit from the lessons as possible while they still study them. This is because many skills are transferrable to something more in line with someone's interests and values.

Explain to students that alongside individuals holding values, communities and organisations hold agreed values.

Give each small group of two to three students **Lesson 1: Resource 2: Character vignettes** (the same resource as used in lesson 1) and **Resource 2: Mission statements**. Ask students to read the fictional exemplar organisational mission statements then consider which organisation has values that would align with each of the characters and why.

Key points:

- The characters may hold different values to each other, but they may find they enjoy working for the same organisation as it has values that align with more than one character.
- Sometimes an organisation might not hold all of the same values that an individual does, but might hold a key value in common or one or two values of importance.
- Individuals may find many organisations that align with their values but these may be in different contexts or sectors. Students should be made aware that an organisation may share values with them but that this might not be apparent at face-value. Reading an organisation's mission statement or examining their practices allows people to understand if an organisation is a good fit for them.
- It might not always be the case that there is an organisation with jobs available that is a clear fit for an individual with any given set of values. Sometimes gaining experience in other organisations can be a stepping-stone to working with an organisation that is more aligned with an individual's values, or for setting up a new enterprise in which an individual's values can be acted upon

Support: Hand students **Lesson 1: Resource 2a: Character vignettes support** and ask them to consider which organisation would be a good fit for one or two of the characters.

Challenge: Discuss what attributes, skills and values each organisation might look for in an employee.

Career case studies**10 mins**

Give each small group of two to three students one of the case studies from **Resource 3: Career case studies**. These case studies describe individuals who have chosen careers at the Environment Agency that make a difference on local and national scales. The students should complete the grid from **Resource 3a: Career case studies grid** and discuss the following needs the person in each case study meets in their career choice:

- Autonomy: What choices have led to these individuals feeling fulfilled in their roles?
- Competence: What skills and knowledge did they develop to help them succeed?
- Relatedness: How does their role give them a sense of connection to their local community and the wider world?

Ask students to discuss how each aspect might affect the person's wellbeing. What would be the impact if a person works for a company that shares their values or does not?

Key points:

Students may identify a wide range of aspects relating to wellbeing, **Resource 3b: Sample responses** provides guidance and response suggestions for each case study. However, examples of autonomy, competence or relatedness may be suggested by students that go beyond those listed.

In all case studies students may recognise that all individuals in the case studies develop their sense of relatedness as they are ultimately working to protect the environment, increasing their sense of connection to the wider world.

Endpoint assessment

10 mins

Ask students to complete an individual exit card. They should include:

- 3 things they have learned during the past two lessons.
- 2 ways a person can align their career to their values.
- 1 way a career choice can make a difference on important issues.

Personal reflection and signposting

5 mins

Give students the opportunity to reflect on what their values are and what values they would expect in an organisation they would like to work for. Some students may wish to feedback to the class, however students do not need to share this if they do not wish to as it is a personal reflection.

While students complete this, signpost to further support using the PowerPoint signposting slide. Support should include:

- staff in school a student could talk to about careers and future choices
- national organisations such as:
 - ◇ National Careers Service: nationalcareers.service.gov.uk 0800 100 900
 - ◇ Prospects: www.prospects.ac.uk
 - ◇ Not Going to Uni: www.notgoingtouni.co.uk

Extension Activity: Write your own mission statement:

Ask students to imagine they are setting up a business or charity. Encourage them to discuss what kind of values they would like their organisation to reflect and what values they would like their employees to share with them. Ask the students to write a mission statement which reflects these decisions.



Building a sense of community	Being healthy
Protecting the environment	Fostering self-acceptance
Creating wealth	Having high social status
Being award-winning	Having positive and healthy relationships
Pursuing knowledge or personal development	

Billy



Since having children, Billy has been more aware of the need to keep the planet safe for future generations.

Billy wants his children to have the opportunity to enjoy the outdoors like he did when he was younger, so he is looking to buy a new home by the coast.

Billy currently works with a university and maps the oceans, but he has been headhunted by an oil company that are offering him a much higher salary.

Nicola



Nicola is a fitness vlogger and often collaborates with other vloggers with similar interests. She has recently had a big increase in followers which has made her feel really positive.

Nicola is a popular member of her online community and cares about the comments of those who follow her channel.

One of her friends won an award last year for their vlogs. Nicola is really proud of her friend, but wonders whether she should be aiming to receive an award for her work too.

Eli



Eli has worked hard to get the job he has designing luxury cars. His family are very proud of him and he wants to put the money he has earned to good use.

He has had his job for a while now and Eli thinks he's had a lot of opportunities to grow and develop – but he wonders whether he is getting too comfortable and if he should seek out a new challenge.

Eli regularly donates some of his earnings to environmental charities and helps to fundraise through marathon-running.

Sabina



Sabina wants to make sure that children who come to the UK from abroad feel welcome and accepted.

Sabina volunteers in after school clubs with lots of sports and activities to help children make new friends.

Sabina is considering continuing her studies and starting a Masters' degree in Migration Studies. Her friend has suggested to her that she should consider teaching in primary schools.

Billy



Since having children, Billy has been more aware of the need to keep the planet safe for future generations.

Billy currently has a job mapping the oceans, but he has been offered a higher pay by an oil company which he could use to buy a bigger house

Nicola



Nicola is a fitness vlogger and often makes vlogs with other people who have similar interests. She is a popular person and enjoys working with others.

Nicola's friend has just won an award for their vlogs. Nicola feels happy for her friend, but wonders if she should have an award too.

Eli



Eli has worked hard to get a job designing luxury cars. His family are very proud of him and he likes being able to donate to environmental charities.

Eli's doing really well in his job. He wonders if he should continue doing what he's good at, or if he should look for something more challenging.

Sabina



Sabina volunteers in after school clubs with lots of sports and activities to help children who have moved to the UK make new friends.

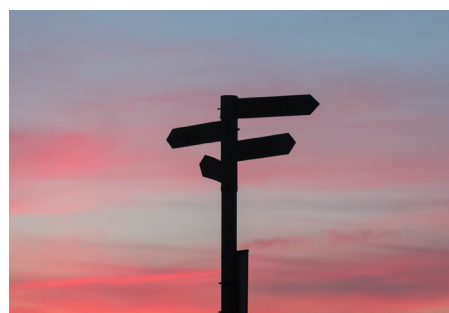
Sabina can't decide on her next step, should she start a research degree about migration or become a teacher?

	Intrinsic value:	Intrinsic value:	Extrinsic value:	Extrinsic value:
Career choices				
Relationship choices				
Consumer choices				

LESSON 1

Resource 3: Values in daily life (card sort)

	Intrinsic value: Building a sense of community	Extrinsic value: Creating wealth	Impact cards	
Career choices			Staying in a career that pays well, even if they don't enjoy it anymore.	Purchasing from independent stores in their local area when possible, even if it might cost a bit more.
Relationship choices			Making friends at events in their local area, such as fitness, hobby or volunteer groups.	Choosing a career in which they interact with people regularly or facilitate others connecting.
Consumer choices			Buying a product that will save the most money, even if it's not good for the environment.	Spending less time with friends and family in order to dedicate more time to working.



Erika has just started Year 9 and she wants people to know more about what is happening with the climate. She isn't sure what to do as a career, and this means she is finding it hard to choose her options subjects for GCSE.

Erika feels like she does really well in English, so she spoke to her English teacher about her ambitions. She also spoke to her Science teacher about how she feels about the climate. Her teachers discussed careers with her for a short while and now Erika thinks that she might like to go into politics, so that she can help generate change.

Erika has decided to take Citizenship and Geography as GCSE subjects, but she knows she's going to have to continue all of her current subjects for another year. This includes Music and Computer Science which Erika doesn't like as much. She's not sure how either of these subjects will help her become a politician!



Keen Ideas

Our mission is to create a global community that allows people to meet and share their experiences.

We believe that a more connected world is a kinder world. Big thinking works better together.

We embrace diversity and work to ensure that everyone who works with us has equal opportunity to excel in their career.

fantastic child



At fantastic child we believe that everyone should be given the chance to succeed.

That's why we work to provide those children who are less fortunate with all of the support and essential items they need to thrive in their studies.

We do this by connecting communities in need with those who have more resources.



SUSTAINABELLE

At Sustainabelle we produce eco-friendly fashionwear. We feel looking good shouldn't cost the Earth, and that people should be at the centre of business – that's why everything we produce is Fair Trade and made from sustainable materials.

We provide the very best in quality and sustainability without compromising on style. Our products are the ultimate symbols of creativity, innovation and fashion.

nutrious.ly



Nutrious.ly was set up to help people to eat nutrient-rich, delicious food every day. We work with local farmers across the UK to deliver boxes of organic produce to the doorstep of our customers.

We think that food brings families together, and that dinner is a time to celebrate. We want to share our success, so for every food box ordered in the UK, we send one to a country in need.



Amanda

Business Manager

My job is really varied. I support staff to deliver great outcomes to support our goals by managing large initiatives. I'm currently supporting the work of the Equality and Diversity team and overseeing the consultation process for our 5-year business plan – this ensures staff's views are taken into consideration.

I am the voluntary co-lead for our Black, Asian and Minority Ethnic Network. I feel really proud to support colleagues across the agency on racial equality.

I also have a role responding to environmental incidents. It's great seeing how a team can pull together to achieve a common goal in difficult circumstances! I often act as the media spokesperson for such incidents so have taken part in training to help me manage these incidents and communicate effectively with the general public.

Faye

Biodiversity Officer

In my job I work to conserve species and protect the environment around the river Thames. My team and I work out in the field conducting surveys and managing invasive plant species that threaten the ecosystem.

Before I worked for the Environment Agency, I completed a Geography degree then a Master's degree in Environment Management. This is my fourth role within the organisation. When I started I was assisting in monitoring the environment, but as time has gone on I have become a technical officer with more responsibility for supervising the work of other people.

In addition to conservation work, I am also helping a local authority to plan their development strategy. This means I can help to influence them to protect the environment when they plan for the future.

Yianni

Civil Engineer

As I'm employed via the graduate scheme I get to experience a range of different roles within the Environment Agency, which is great as it is very varied. My degree is in Civil Engineering and I find it really engaging to apply this to protecting the environment.

I spend a lot of time travelling in my personal life, going to the Mediterranean to visit family and friends. I find it just as enjoyable to travel around the UK with work, as it is really interesting to learn more about different places and where I live.

I find it really useful to ask a lot of questions as this helps me to understand what each area of the Environment Agency is like, and people are always willing to help.

Simon

Incident Training Advisor

I get a huge amount of fulfilment through my work as I get to help people grow and develop through training. The team I work within respond to incidents and help businesses and communities in preparing for and recovering from incidents.

I meet colleagues from all across the agency which provides great variety. I really enjoy exploring different ways to deliver training to ensure it's engaging, fun and interactive.

Before working for the Environment Agency I worked in criminal investigation. Since joining I've been working towards a qualification in Project Management.

I'm really proud of the work we do at the Environment Agency, I'm still amazed by the culture of health, wellbeing and inclusivity.

Susanna

Flood Risk Officer

I have always tried to incorporate environmentally beneficial things into my day-to-day life.

After completing my degree in Marine Biology, I volunteered to research the effects of tourist boats on dolphin behaviour in Bali. This gave me a lot of experience to talk about when I applied for a job at the Environment Agency.

My day to day work involves making sure that there is enough money to build and maintain our flood defences.

I constantly meet new people, which is something I love. I work with an amazing team and have a great leader who inspires me to aim high in my work, but who also cares for staff wellbeing.

Michael

Hydrogeology Specialist

I got my PhD placement after completing an undergraduate degree and a Masters' degree in Geology. I prepared for this by taking A-Levels in Biology, Chemistry and Physics.

I have had a wide range of jobs since completing my PhD in Hydrogeology (the study of movement of groundwater in the Earth's crust). I have been a consultant on various projects across Europe and Africa, I have lectured university students in Civil and Environmental Engineering and have most recently joined the Environment Agency.

My job is very varied and I am working on projects ranging from minimising the impact of the High Speed Rail 2 to developing a new vision for a park that was flooded. I have enjoyed working with people with different interests while helping to plan the park. You have to be able to understand their thinking and work to reach an agreed solution.

<p>Autonomy</p> <p>Goals the person has set themselves and choices they have made for themselves.</p>	<p>Competence</p> <p>Skills and knowledge developed to enable the person to succeed.</p>	<p>Relatedness</p> <p>How their work connects them to their local community and the wider world.</p>

Case Study	Autonomy Goals the person has set themselves and choices they have made for themselves.	Competence Skills and knowledge developed to enable the person to succeed.	Relatedness How their work connects them to their local community and the wider world.
Amanda	Amanda has chosen to co-lead the BAME Network and to take responsibility for speaking to the media. Developing a business plan sets goals for the organisation and herself.	Amanda has developed her skills by undertaking training in managing the media and managing incidents.	Amanda fosters a sense of connectedness by co-leading the BAME Network in her organisation as well as the team work that is part of her role.
Faye	Faye has chosen to take on the additional role of working with a local authority, which enables her to help them plan for the future and set goals. Faye's responsibility has increased over time allowing her to set goals for herself and her team.	Faye is able to succeed in her career due to both the roles of degree-level qualifications and on-the-job experience in developing her knowledge and skills.	Faye works in two teams, one in which she works quite widely across the Thames and another in which she works to create change at a more local level with a Local Authority.
Yianni	As part of the graduate scheme Yianni is experiencing a wide range of roles within the Environment Agency, this will allow him to make a more informed decision about his career path. Accurate information and experience can help in making autonomous decisions.	Yianni has completed a degree-level qualification. Yianni also uses informal learning such as asking questions when he is unsure in order to develop his knowledge.	Yianni's experiences in finding out more about where he lives may help to foster a sense of connectedness to the world around him, he also asks for support from those he works with and these interactions may also help to develop his sense of community.

Simon	Simon has made a number of career changes that have allowed him to experience a range of jobs. He sets himself goals in relation to the quality of his training provision.	Simon has experience from other sectors, however he has also begun to invest time in a project management qualification in order to help himself progress.	Simon is passionate about his role in helping others to develop and this may foster a sense of connection with others. He also recognises the feeling of inclusivity in his organisation.
Susanna	Susanna sets herself professional goals in terms of ensuring finance in relation to flood resilience is in good order, however she also incorporates smaller daily goals that benefit the environment.	Susanna has a range of practical experience from her volunteer role in Bali, as well as degree-level qualifications that have enabled her to act competently in her role.	Susanna's team gives her a sense of community, which she recognises and appreciates. Her day-to-day eco-friendly choices may also reinforce her feeling of connectivity to the wider world.
Michael	Michael chooses to engage in a range of projects at both the local level and national level, but he has also chosen to work in different places around the world and gained new perspectives. He has previously set himself academic goals such as achieving a PhD.	Michael has worked towards academic qualifications over time to enable him to take his next step. He is now highly qualified and has the skills and experience to turn his knowledge into practice, he has gathered this experience in a range of jobs around the world.	Michael may feel a sense of connection to his local area by working with the Local Authority on a vision for a green park. He has also has experience in lecturing others and helping them to learn, possibly contributing to a sense of community.