



## Ten quick and easy icould activities

Most activities here are variations on the pair and share format but can be switched up to work with groups, individuals or different topics. They're easy to include in careers/PSHE, form times or subject lessons - especially as starter activities or homework - or you can pick and choose different elements to create your own activity or develop a full lesson.

General activity components include:

- watching a video on [icould.com](https://www.icould.com) to introduce, develop, or illustrate an idea – or learn about a particular job
- expanding understanding – any combination of talking in pairs and reporting back, class discussion or written exercise (see ideas for evidencing learning on next page)
- encouraging students to apply learning to their own career development or self-reflection

When it comes to selecting videos, you can ask students to watch a video you've chosen in advance, offer a shortlist of titles and hold a quick vote to decide which to watch, or get students to explore videos themselves.

### 1. Love your job?

Ask students to watch three videos and list the things people said they liked about their jobs, ranked in order of their personal preferences. Students report back to the class and then list the top five things they think they would like in a job.

### 2. Challenging gender stereotypes

Choose videos from the [Challenging gender stereotypes](#) section (which includes a female train driver and a male nurse) or make your own selection from across the site. You can also encourage students to look at the gender split data, part of the labour market information below each video.

**Discussion prompts:** Why did the person want to do this kind of job? What challenges has s/he faced? What does s/he like or dislike about the job? Why do you think certain jobs have been/are dominated by one gender or another? How can this change?

### 3. Focus on skills

Watch a video then ask students to make a list of skills needed for that job, based on what the person in the video says (either explicitly or what can be inferred) and/or by looking at the Tasks section (located below each video as part of the Labour Market Information). Try asking different pairs or groups to watch different videos and report back to the class, then keep a score of which skills come up most.

### 4. Unusual jobs

Real or fake? Select a number of job titles from the [Unusual jobs](#) section. Call out the job titles and ask students to raise their hands for which jobs they think are real. Then choose and watch a few of the videos.

## 5. Making your own luck

Watch a couple of videos in the [Being open to opportunities](#) section (these each have a short summary identifying the relevant aspect of their story).

**Discussion prompts:** How much effort did this person have to make to get this type of job? What led to these people getting their jobs? Can you identify any common themes? (talking to people; networks; seeing an opportunity *and* going for it; trying things; how one thing often leads to another). Can you apply any of these ideas to your own career?

**Extension:** Expand these ideas further – watch Joe Wicks’ [My 10-year overnight success](#) (YouTube)

### Evidencing student learning and extension exercises

- Use the [career video student worksheet](#) or
- Ask students to create a poster, flow-chart, spider diagram or comic strip to reflect their thinking - or to jot down their findings in bullet points or in a Q&A format

## 6. Get savvy with sectors

Introduce the idea of sectors or job groups. Choose a few sectors from the [Job type](#) tab - Environment, Digital and Tech, and Health are often popular – and ask students to mindmap or list any jobs they can think of in the sector. Then ask them to explore videos in your chosen sectors and add more roles to their list.

“I hadn’t even heard of my job – I didn’t even know it would be a thing.”  
Tamzin, Business Development Exec, Suntory – [watch video](#)

## 7. Same title, same job?

Watch videos of people with similar job roles in different sectors - central support functions such as [Marketing](#) or [Human resources](#) are good for this or roles such as [project manager](#).

**Discussion prompts:** Identify similarities and differences (such as big/small teams; sector-specific challenges) or advantages and disadvantages of working in different sectors (salary, company culture, job satisfaction etc).

## 8. What’s your subject?

Task students with exploring jobs using the [Subject](#) tab, finding three jobs that interest them in some way and explaining why. The written guides [Careers in geography](#) and [Why choose history?](#) also contain relevant video links and support materials.

## 9. Find a job you like

Students work in pairs to use icould and have 15 minutes to find at least two jobs that they would both like or consider doing. They have to agree! Each pair then joins another pair to explain their choice.

## 10. Work experience preparation

Get students to look for job areas of interest using the [Job type](#) tab or choose one or two videos from the [Work experience](#) section (includes issues such as not matching expectations, leading to other opportunities or a change of perspective).