

2021-2022

STEPS CAREERS PROGRAMME

STEPS

LEVEL THREE

STUDENT WORKBOOK

NAME:

CLASS / FORM:

SUPPORTING STUDENTS' PERSONAL DEVELOPMENT

Mapped against the CDI's Career Development Framework (April 2021)
Mapped against the Gatsby Benchmarks

INTRODUCTION

Your career is your pathway through life – a combination of living, learning and earning. The activities in this booklet are designed to build on your knowledge about careers and the world of work and help you to achieve the six career development skills:

- **Grow throughout life** by learning and reflecting about yourself, your background, and your strengths
- **Explore the full range of possibilities** open to you
- **Manage your career** actively; making the most of opportunities, and learning from setbacks
- **Create opportunities** by being proactive and building positive relationships with others
- **Balance life and work** effectively
- **See the big picture** by paying attention to how the economy, politics and society connect with, and affect your own life and career.

You can clearly see that each TASK starts with a link to one or more of the 6 career development skills^{1,2}. At the end of this booklet, there is an opportunity for you to review how the exercises and activities have contributed to your career learning.

During this school year, you will need to choose which subjects and pathways you are going to follow for the next few years. The decisions you make now affect your learning and training choices after you are 16, after 18, and beyond. Like most young people in the UK, you will probably continue in education or training until you are 18³ -but that doesn't mean that you have to stay in school until you are 18. You might go to another school, a college, or a training provider. You could start work as an apprentice when you are 16, earning while you learn. You might even work or volunteer, and carry on learning and training at the same time – it's up to you!

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¹The skills are linked to a national framework developed by the Career Development Institute (CDI)

²The learning outcomes are linked to a national framework developed by the Career Development Institute (CDI)

³Compulsory in England

TASK A: Plan your decision year (Exercise A1-3)

Learning outcomes: You understand that you need to plan for the immediate future. You identify some of the sources of help you can access. *Links to career development skill: 1 - Grow throughout life, 2- Explore Possibilities, 3 - Manage your career, 4 - Create opportunities, 6 - See the big picture*

You will begin to make decisions about subjects, courses and pathways.

Exercise
A1

Look at the following actions and write them in the term you will need to do them:

- personal research about options in school
- visiting the careers library/learning resource centre
- final date for option choice
- identify who can help me
- collect information on career and learning opportunities that interest me
- research learning opportunities in my area
- use online job profiles to research job families I am interested in. For example:
 - National Careers Service job profiles: <https://nationalcareersservice.direct.gov.uk>
 - Careers A-Z in Northern Ireland: www.nidirect.gov.uk/services/careers-z
 - Job profiles A-Z in Scotland: www.myworldofwork.co.uk
 - Job Information in Wales: www.careerswales.gov.wales

Autumn Term	Spring Term	Summer Term

Exercise
A2

To prepare for your future you need to think about how you can reach your goals.

Over the next two to four years you will also have the chance to do many activities that will help you to make decisions about your future. For instance, activities that will encourage you to think about job ideas and may include industry days, careers conventions, work experience, visits to universities, colleges and training schemes, work tasters, interviews with a careers adviser, action planning and target setting.

These kinds of activities will help you with much more than possible career ideas. They could also teach you new skills and help you understand yourself and what you want from life.

Make sure you know the name of the following and where they are based.

My careers leader/teacher is _____	Based _____
---------------------------------------	----------------

My careers adviser is _____	Based _____
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Do you know the days and times when your careers adviser is available?

There are many people you can call on for information, advice and guidance. You need to develop a network of people you can turn to, not just now but throughout your life, as things change.

Exercise
A3

Think about the people in each of the categories below. These are the people who may be able to help and advise you about your career and learning choices. Tick ✓ each box when you have reflected on who may be able to help you make your choices and plan for the future.

Friends	People in the wider community (e.g. youth workers, family friends, local employers)
People in my family	People in my school (e.g. form tutor, subject teacher, learning assistant, careers adviser, careers leader or teacher)

You have just thought about your network. Networking is a very important skill and one that you will need to go on developing. Throughout your life there will be people you can learn from, gain information from and who may be able to point you towards opportunities in the future.

TASK B: Personal Qualities (Exercise B1)

Learning outcomes: You can identify some of your personal qualities. You understand that personal qualities can affect particular pathways and spare time activities. You analyse personal qualities associated with particular jobs.

Links to career development skill: 1 - Grow throughout life, 3 - Manage your career,

Exercise
B1

Personal qualities help describe what kind of person you are. Choose ten that you think describe you. You may add others in the empty boxes if you wish.

Words that describe me

adaptable	<input type="checkbox"/>	flexible	<input type="checkbox"/>	practical	<input type="checkbox"/>
ambitious	<input type="checkbox"/>	friendly	<input type="checkbox"/>	punctual	<input type="checkbox"/>
brave	<input type="checkbox"/>	generous	<input type="checkbox"/>	<i>quiet</i>	<input type="checkbox"/>
calm	<input type="checkbox"/>	<i>gentle</i>	<input type="checkbox"/>	reliable	<input type="checkbox"/>
caring	<input type="checkbox"/>	<i>helpful</i>	<input type="checkbox"/>	RESPONSIBLE	<input type="checkbox"/>
<i>cheerful</i>	<input type="checkbox"/>	honest	<input type="checkbox"/>	<i>sensitive</i>	<input type="checkbox"/>
creative	<input type="checkbox"/>	independent	<input type="checkbox"/>	shy	<input type="checkbox"/>
Co-operative	<input type="checkbox"/>	laid back	<input type="checkbox"/>	<i>sincere</i>	<input type="checkbox"/>
confident	<input type="checkbox"/>	<i>lively</i>	<input type="checkbox"/>	sociable	<input type="checkbox"/>
considerate	<input type="checkbox"/>	loyal	<input type="checkbox"/>	tactful	<input type="checkbox"/>
DETERMINED	<input type="checkbox"/>	neat	<input type="checkbox"/>	thorough	<input type="checkbox"/>
down to earth	<input type="checkbox"/>	organised	<input type="checkbox"/>	thoughtful	<input type="checkbox"/>
<i>easy-going</i>	<input type="checkbox"/>	outgoing	<input type="checkbox"/>	tolerant	<input type="checkbox"/>
energetic	<input type="checkbox"/>	<i>patient</i>	<input type="checkbox"/>	<i>understanding</i>	<input type="checkbox"/>
enthusiastic	<input type="checkbox"/>	polite	<input type="checkbox"/>	warm	<input type="checkbox"/>

TASK C: Personal Qualities & Jobs (Exercise C1-5)

Learning outcomes: You can identify some of your personal qualities. You understand that personal qualities can affect particular pathways and spare time activities. You analyse personal qualities associated with particular jobs.

Links to career development skill: 1 - Grow throughout life, 2- Explore Possibilities, 3 - Manage your career

Different jobs - but also different courses, different pathways and different spare time activities - suit some people more than others. For example:

- airline pilots are **ideally** confident, calm, punctual, reliable, responsible and safety-conscious
- social workers are **ideally** tolerant, caring, tactful, responsible, understanding and helpful.

What personal qualities do you think these people need?

Exercise
C1

TV presenter

Exercise
C2

Chef

Exercise
C3

Doctor

Think about a job that may interest you. What personal qualities do you think you would need?

Exercise
C4

Job:.....

Personal qualities:

Think about your spare time activities - for example, are you keen on reading, playing computer games, playing team sports or are you a member of any clubs or groups? What personal qualities do you need to be good at your favourite activity?

Exercise
C5

Spare time activity:

Personal qualities:

TASK D: Skills (Exercise D1-3)

Learning outcomes: You understand what skills are and can identify some of your own skills. You can identify the skills needed for life and work. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage your career, 4 - Create opportunities*

A skill is something you are able to do well, such as swimming, organising an event or playing the guitar. We all have skills.

From the list below, identify the skills you have now (by putting a tick ✓ in the first box) and the skills you may need, or want, to develop (by putting a tick ✓ in the second box). You may add other skills if they are not listed.

Exercise D1

Skill	I can do this now	I want/need to develop this skill
acting		
caring for people		
communicating		
dealing with money		
designing a new product		
doing experiments		
drawing and painting		
first aid		
gathering and using information		
improving your own work		
looking after animals		
planning and managing		
playing a musical instrument		
playing a sport		
presenting an argument/debating		
reading maps		
remembering facts		
repairing machines		
riding a bike		
singing		
solving problems		
speaking another language		
taking photographs		
using English language		
using I.T.		
using numbers		
using sign language		
working with others		

Exercise
D2

Choose four of your skills – two you use in school and two out of school. For each one, write down how and where you have used it. Write down what evidence you have that you have this skill. Do you have any certificates, badges, trophies, or prizes? Have you passed any tests or exams in this skill?

Skill 1 (in school)	Skill 2 (in school)
Skill 3 (out of school)	Skill 4 (out of school)

Exercise
D3

Why do you think it is important to show evidence of your skills?

What do you think might happen if you are untruthful about your skills – for example, in a job application or an interview for a learning opportunity?

TASK E: Skills & Jobs (Exercise E1-2)

Learning outcomes: You understand what skills are and can identify some of your own skills. You can identify the skills for life and work. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities 3 - Manage your career, 4 - Create opportunities, 6 - See the big picture*

Think about the daily activities of each of these jobs. List the skills that might be useful or important for each.

Exercise E1	Architect <div style="border: 1px solid black; height: 120px; width: 100%;"></div>	Children's Nursery Assistant <div style="border: 1px solid black; height: 120px; width: 100%;"></div>
	Electrician <div style="border: 1px solid black; height: 120px; width: 100%;"></div>	Games Designer <div style="border: 1px solid black; height: 120px; width: 100%;"></div>

Look at the answers at the end of this booklet to see how well you did.

Think of a job you might want to do. What skills might be useful?

Exercise E2	Job title:
	Useful skills:

You can check your answers in online job profiles. For example:

- National Careers Service job profiles: <https://nationalcareersservice.direct.gov.uk>
- Careers A-Z in Northern Ireland: www.nidirect.gov.uk/services/careers-z
- Job profiles A-Z in Scotland: www.myworldofwork.co.uk
- Job Information in Wales: <https://careerswales.gov.wales/>

TASK F: Tell us why it should be you! (Exercise F1)

Learning outcomes: You consolidate your learning. You begin to think how to present yourself in an application process. *Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage your career, 4 - Create opportunities*

Exercise F1

Imagine your school is looking for some students to act as ambassadors for the school - for example; at parents' evenings, or with the new pupils, or with visitors to the school. Each student has been asked to complete a personal statement outlining their personal qualities and skills. Using what you have learned in the Personal Qualities and Skills exercises in this workbook, write your statement in the box below. The maximum number of words is 250.

When you apply for 6th form, college, Apprenticeships, university, training or a job with training you will be asked for this kind of information.

TASK G: Being Enterprising (Exercise G1-2)

Learning outcomes: You understand the meaning of being enterprising. You practise your creative thinking.
Links to career development skill: 1 - Grow throughout life, 3 - Manage your career, 4 - Create opportunities

Being enterprising means using your imagination to look for new or different possibilities. It is an important skill to develop so that new technologies are invented, people generate new ideas and they solve new problems.

Demonstrate your enterprise skills by taking two unrelated products and creating something that joins the two items together to make a new time or labour saving product that could be sold.

An example might be a plate and glass. These could be combined to produce an item that makes it easier to hold food and drink at a party or wedding.

Now develop your own idea.

The two products I have chosen are and

I am going to combine them to create a new product called a A description or diagram of my product is:

Exercise G1

Exercise G2

List 2 reasons why being enterprising is a good skill to develop when at school.

- 1.
- 2.

TASK H: Working Today (Exercise H1-4)

Learning outcomes: You understand that the World of Work is changing rapidly, and some of the implications of this. *Links to career development skill: 2- Explore possibilities, 6- See the big picture*

When people from your grandparents' and great-grandparents' generations were leaving school in the United Kingdom there were lots of jobs around that are less common today. Also there are jobs now being advertised that did not even exist when they were job hunting.

Look at the list of jobs below and write each one in the box you think is appropriate. You might need to research some of these job titles!

Exercise
H1

- | | | |
|-----------------------|-------------------------|----------------------------------|
| Aromatherapist | Haberdasher | Scullery Maid |
| Astronaut | Lamplighter | Self-service Checkout Supervisor |
| Carter | Lift Operator | Ship Builder |
| Coal Miner | Life Coach | Shorthand Secretary |
| Computer Games Tester | Nail Technician | Software Architect |
| Cordwainer | Online Education Broker | Telephonist |
| Cosmetic Surgeon | Order Picker | Travel Consultant |
| Filing Clerk | Personal Robot Mechanic | Typist |
| Fletcher | Personal Shopper | Web Developer |
| Food Safety Taster | Personal Trainer | |
| Forensics Consultant | Petrol Pump Attendant | |

My grandparents' generation	My generation

Why do you think the jobs from your grandparents' generation are disappearing?

Exercise
H2

Why have the newer jobs developed?

Exercise
H3

Think about the jobs that you are interested in. Do you think they will still be available when you start work?
Will they still be done in the same way?

Exercise
H4

TASK I: Eastern Delights! (Exercise I1-5)

Learning outcomes: You appreciate the importance of making an informed choice. You understand that you can access information from a range of sources and the importance of being aware of possible bias and inaccuracies from different sources. *Links to career development skill: 1 - Grow throughout life, 6- See the big picture*

A new restaurant has opened in town. You are going for a meal with some friends, and need to choose a starter, main course with side order and a dessert.

Menu:

Mirza-Qasemi	Goosh-e Fil	Kolouche
Khoresht-e fesenjan	Bastani-e Za'farani	Muhammara
Shanklish	Beryooni	Ghormeh sabzi
Tah-chin	Kookoo	Nan-e taftton

Unfortunately the menu has no definitions for the dishes, and all the courses are mixed up! How will you choose?

You need to decide:

a) What questions you will ask in order to make your choices.

b) Who you are going to ask. You have a choice of:

- waiter
- chef
- restaurant manager
- your friends
- someone who says they have eaten these foods before
- someone who ate there 10 years ago when it was under different management
- a food expert

Decide on the 5 most useful questions you will ask, and who you will ask each question (you can ask the same person more than one question).

Exercise
11

A.
B.

Exercise
12

A.
B.

Exercise
13

A.
B.

Exercise
14

A.
B.

Exercise
15

A.
B.

When you want to ask someone for information on any topic, whether it is choosing dishes in a restaurant or making your option choice, you need to think about how accurate that information is likely to be.

Does that person have recent experience or knowledge? (The person who ate in the restaurant 10 years ago doesn't!)

Do they want to persuade you to make a particular choice because it suits them best? (Maybe the restaurant manager has one dish that's not selling well, and he wants to get rid of it, so he's encouraging you to choose it.)

Do they know you and your likes and dislikes? (If you hate cheese, you won't like Shanklish.)

TASK J: Using reliable information (Exercise J1)

Learning outcomes: You understand the pros and cons of using different information sources.

Links to career development skill: 1 - Grow throughout life, 6- See the big picture

Below are different ways of finding out information about a particular job (though most of the examples given could also be useful for finding out information about other things). Decide which ones you think would give the most reliable information.

For each one, write in the left hand box why information from this source might be helpful. In the right hand box explain why it might not be so good.

Exercise
J1

	For	Against
Talking to your parents/carers		
Talking to friends		
Talking to your teachers		
Talking to other students		
Going on work experience		
Looking in the careers library/ learning resource area		
Using information on the internet		
Talking to someone who does the job you're interested in		
Talking to your careers adviser		

It is useful to get the feelings of people who know you or have knowledge and/or experience. But teachers and other school staff must give you the information and advice that is 'impartial' - that means putting your interests first to help you succeed. The best sources of information are those that are unbiased, kept up-to-date and accurate. Usually this is information produced by unbiased experts and is regularly checked.

TASK K: Qualifications (Exercise K1-2)

Learning outcomes: You have a basic understanding of the national qualifications framework.

Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage your career

Each region of the United Kingdom offers a range of qualifications that can be achieved at age 16 and beyond - for example GCSEs and A levels in England, Northern Ireland and Wales, or Nationals and Highers in Scotland.

Qualifications are usually grouped into “levels” to describe how they increase in difficulty - the higher the level, the higher the level of knowledge, understanding and skill you will need to develop in order to achieve that qualification. There are a few examples from each level in the table below.

Qualification level	Achievement level	Examples of some qualifications at this level
Entry Level 1	Building a basic level of knowledge, understanding and skills	Entry level awards, certificates and diplomas at Levels 1, 2 & 3 National 1, 2 & 3 Skills for life / Essential skills Functional skills (English, maths, ICT)
Entry Level 2		
Entry Level 3		
Level 1	Basic knowledge, understanding and skills and the ability to apply learning to everyday situations	GCSE grades 3-1 (England) GCSE grades D-G (Northern Ireland** and Wales) National 4 (Scotland) Functional skills level 1 Technical qualifications at Level 1 Skills for Life / Essential skills Functional skills (English, maths, ICT)
Level 2	Building knowledge / skills in subject areas and their application. Important level for employers and further education applications	GCSE grades 9 - 4 (England) GCSE Grades A*- C (Northern Ireland** and Wales) National 5 (Scotland) Functional skills level 2 Technical qualifications at level 2 Apprenticeships at Level 2
Level 3	In-depth knowledge, understanding and skills and a higher level of application. Appropriate for entry into higher education, further training or skilled employment.	All GCE AS and A Levels T Level Scottish Highers Technical qualifications at level 3 International Baccalaureate Apprenticeships at Level 3
Levels 4-8	Specialist learning that involves a high level of knowledge in a specific occupational role or study	Certificates and Diplomas of Higher Education Bachelor's degrees Postgraduate qualifications Professional qualifications Foundation degrees Technical qualifications at levels 4 and above Higher, Degree and Graduate Apprenticeships PHDs / Doctoral degrees

Exercise
K1

Write a short reflection on what one - or all - of these qualifications mean to you.

Your friend is interested in one of the following (you decide which!):

- Creative and media careers
- Law
- Engineering

They have asked you to help them look at what qualifications they could take at levels 1, 2 and 3 in this career area.

Use the grid on the previous page as a guide as a guide, and research the information using online job profiles - for example:

- National Careers Service job profiles: <https://nationalcareersservice.direct.gov.uk>
- Careers A-Z in Northern Ireland: www.nidirect.gov.uk/services/careers-z
- Job profiles A-Z in Scotland: www.myworldofwork.co.uk
- Job Information in Wales: <https://careerswales.gov.wales/>

and/or other careers resources in your library/learning resource centre. Write the results in the left-hand column. Then do some research into a career area you are interested in and write the information you find in the right-hand column.

Exercise
K2

My friend's career idea	My career idea
Careers area:	Careers area:
Qualification at level 1:	Qualification at level 1:
Qualification at level 2:	Qualification at level 2:
Qualification at level 3:	Qualification at level 3:
Are there higher qualifications (levels 4-8) in this career area? YES/NO	Are there higher qualifications (levels 4-8) in this career area? YES/NO
If 'yes' - what is it / what are they?	If 'yes' - what is it / what are they?

TASK L: Choosing Options (Exercise L1-4)

Learning outcomes: You investigate possible options. You begin to consider the factors in choosing your subjects. You are aware that subjects can help develop skills that have a wider use.

Links to career development skill: 1 - Grow throughout life, 2- Explore possibilities, 3 - Manage your career, 6 - See the big picture

When you are choosing your options, you need to think about some of the things you have covered already in this workbook. For example: Personal qualities (Task B), Skills (Task C), Skills & Jobs (Task D), Working today (Task H), and Using reliable information (Task J).

Your school will help you choose your options. Depending on which school you go to, there will be a different range of options and pathways from which to decide. You may be able to choose to take some options at a different school or at college.

This exercise will help you to sort out your options into lists ready for making your final decision. Some subjects such as English language, maths, science, ICT and PE may be compulsory in your school.

What is available?

From the information available in your school list all your options in this box.

Exercise
L1

Subjects/courses I know	Subjects/courses which are new to me

Before you can make your choice you need to find out what these new subjects/courses are like. You can do this by:

- reading your school’s options booklet
- looking at your school’s website for details on option choice
- talking to your tutor or subject teacher.

What questions do you need to ask about the subjects to help you make your choices?

Exercise
L2

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

List the subjects/courses in exercise O3 on the next page and tick when you have found out about them.

Exercise
L3

List the subjects/courses and tick when you have found out about them.

New subjects/courses I am interested in	Tick ✓

Now you have made a list of all the courses/subjects that you know about, and added to your knowledge of any new courses/subjects. Fill in the grid below - the subjects that appear in the top two boxes are probably going to be your top option choices.

Exercise
L4

Subjects I like	Subjects I am good at
Subjects I dislike	Subjects I am not good at

Before you fill in your option choices form -

- Remember to research job families and any particular jobs you are interested in either in the careers library or by using online job profiles
- Check what qualifications and subjects you will need for these jobs. If these subjects do not appear in your top two boxes, talk to your careers leader/teacher, or a careers adviser

Remember there are helpful reasons for making a choice - for example; subjects you like and may need.

Also remember there are unhelpful reasons for making a choice - for example, your best friend is taking that course, or you like the teacher. Your friend's choices might be completely unsuitable for you and your future learning and career plans, and you may not even have the same teacher at the next level.

TASK M: Fake news? (Exercise M1)

Links to career development skill: Skill 1 - Grow throughout life, 5 - Balance life and work, 6 - See the big picture

Fake news is a form of news consisting of deliberate disinformation or hoaxes spread via traditional news media or online social media. Look at the headlines in the list below - they are all very loosely linked to GCSE courses and the opportunities that they might lead to. Can you tell the real stories from the fakes?

Why do you think that? Make some notes in your chosen column and check if you are right at the end of this workbook.

Exercise
M1

	Real	Fake
Computing GCSE really isn't just for people who enjoy online Gaming!		
"You're Hired!" says Sir Alan as school student makes their first million from innovative design		
Famous TV Chef admits that he can't really cook, and has never even boiled an egg.		
Geography is never far from the headlines.		
Job opportunities for Maths graduates diminishing as Artificial Intelligence takes over most functions.		
University study proves that boys are better at science than girls.		
It happened to me: top class sports professionals speak out about mental health.		

TASK N: Review my learning (Exercise N1)

Learning outcomes: You understand how the tasks in this booklet have helped you to develop your career development skills. *Links to career development skill: 1 - Grow throughout life*

Look back at the assurances we gave you at the start of this booklet - that the activities will help you to:

- **Grow throughout life** by learning and reflecting about yourself, your background, and your strengths
- **Explore the full range of possibilities** open to you
- **Manage your career** actively; making the most of opportunities, and learning from setbacks
- **Create opportunities** by being proactive and building positive relationships with others
- **Balance life and work** effectively
- **See the big picture** by paying attention to how the economy, politics and society connect with, and affect your own life and career.

Each of these skills can be broken down again into six or seven different learning objectives and outcomes. This workbook has covered many of them in a way that is relevant to your age group. We hope you will enjoy learning about all of them as your education progresses.

Exercise N1

Look at the learning objectives in the table below. The first column shows where the Tasks in this workbook addressed these learning objectives. The second column is for your feedback; if the tasks were helpful, put one tick; if you are interested to know more, put two ticks.

Career Development Framework ⁴ Six career development skills 36 learning objectives	Tasks in STEPs Level Three Workbook	1 tick for helpful; 2 ticks for interested to know more
Skill 1: Grow throughout life by learning and reflecting about yourself, your background, and your strengths		
To be aware of the sources of help and support available, and to respond positively to feedback	A, B, I J, O	
To be aware that learning, skills, and qualifications are important for career	A, D, E, F, K, L, M, N, O	
To show that you are willing to challenge yourself and try new things	D, G	
To be able to record your achievements	D, F, K, O	
To be aware of heritage, identity, and values	C, J	
Skill 2: Explore the full range of possibilities open to you		
To be aware of the range of possible jobs	C, E, H	

⁴ These learning areas and objectives are from the national Career Development Institute's Career Development Framework

To know about common sources of information about the labour market and the education system	A, K, L	
To be aware of the main learning pathways (e.g., university, college, and apprenticeships)	A, K, L	
To be aware of the range of different sectors and organisations where you could work	A	
To be aware of the range of ways that organisations undertake recruitment and selection	D, E, F	
Skill 3: Manage your career actively; making the most of opportunities, and learning from setbacks		
To be aware that career describes your journey through life, learning, and work	-	
To show that you are looking forward to the future	A, B, C D, E, L	
To be able to imagine a range of opportunities for yourself in your career	A, C, D, E, F, G, L	
To be aware that different jobs and careers bring different challenges and rewards	D	
To know how to manage the transition into secondary school and to prepare for choosing your GCSEs	A, K, L	
To show that you can learn from setbacks and challenges	-	
Skill 4: Create opportunities by being proactive and building positive relationships with others		
To know how to develop friendships and relationships with others	A	
To be aware that it is important to take initiative in your learning and life	A, D, E, F	
To be aware that building a career will require you to be imaginative and flexible	D	
To be able to communicate your needs and wants	A, B	
To be able to identify a role model and being aware of the value of leadership	-	
To be aware of the concept of entrepreneurialism and self-employment	G	

Skill 5: Balance life and work effectively		
To be aware of the concept of work-life balance	-	
To be aware that physical and mental wellbeing are important	M	
To be aware of money and that individuals and families have to actively manage their finances	-	
To be aware of the ways that you can be involved in your family and community	-	
To be aware of different life stages and life roles	-	
To be able to recognise the injustices caused by prejudice, stereotypes, and discrimination in learning and workplaces	-	
Skill 6: See the big picture by paying attention to how the economy, politics and society connect with, and affect your own life and career.		
To be aware of a range of different media, information sources, and viewpoints	A, I, J, L, M	
To be aware that there are trends in local and national labour markets	A, E, H, M	
To be aware that trends in technology and science have implications for career	H, M	
To be aware of the relationship between career and the natural environment	-	
To be aware of the relationship between career, community, and society	H	
To be aware of the relationship between career, politics, and the economy	-	

TASK O: Look ahead (Exercise O1)

Learning outcomes: You can see how you benefit from learning about careers, employability and enterprise.

Links to career development skill: 1 - Grow throughout life

We hope that you have enjoyed the exercises and tasks in this booklet. They are an important part of the career learning that your school provides to support you to plan and achieve your dreams and goals.

Exercise
O1

This table includes a list of some of the elements⁴ that make up good careers programmes in schools. Tick the ones that most interest you now. There is space to write some notes if you would like to.

	I am interested in finding out more
<p>1. Do you understand the careers programme in your school?</p> <ul style="list-style-type: none"> • Look on the school website. Have you seen the careers policy and programme? • Are you interested in helping by giving feedback about the careers programme? 	
<p>2. Are you interested in learning more about:</p> <ul style="list-style-type: none"> • A range of study and training options? (there are sixth-forms, colleges, universities, apprenticeship-providers, training-providers) • A range of jobs and careers options? (there are many industry sectors to choose from, and hundreds of job-titles to browse) <p>How do you prefer to do research?</p> <ul style="list-style-type: none"> • By reading in hardcopy, printed books/magazines? • By reading in softcopy, downloads/websites? • Both, you don't mind? 	
<p>3. Are you interested in finding out more about your skills and interests as an individual?</p> <p>Are you interested in getting advice and support to help you to work out what is best for you?</p> <ul style="list-style-type: none"> • When you need it? • So that you understand all your options? <p>Do you think that it is important that you learn about equality and diversity in careers?</p> <ul style="list-style-type: none"> • So that you are treated fairly? • So that you treat others fairly? • So that you can challenge stereotypical thinking? • So that you aspire to be the very best you can be? 	

⁵This list is adapted from the Gatsby Benchmarks: a framework of 8 guidelines for careers provision in schools and colleges.

<p>4. Are you interested in understanding more about how the subjects you are studying lead into future options - study, training, jobs, careers - and the world of work?</p> <ul style="list-style-type: none"> • Can you think of at least three jobs you can do that use each of your curriculum subjects? • Do you know that science, technology, engineering and maths (STEM) subjects can lead on to a wide range of careers? 	
<p>5. Are you interested in hearing more about the world of work - careers, employability, enterprise - from employers (companies and organisations) and employees (the people that work for them), and talking to them about jobs and workplaces?</p> <ul style="list-style-type: none"> • Does your school have a careers-fair, or employability competitions, or enterprise challenges? • Does your school have visiting speakers, who talk about what it takes to be successful in the workplace? 	
<p>6. Are you interested in learning about a range of workplaces (offices, retail shops, factories, hospitals, schools, construction sites, workshops), and the different types of work being done in each of them?</p> <ul style="list-style-type: none"> • Some schools organise visits to workplaces; does yours? • Some students do work-shadowing (watching someone else do their job), or work-experience (helping out in a workplace), to see what different jobs are like; are you interested in taking part? 	
<p>7. Are you interested in understanding more about future study options?</p> <ul style="list-style-type: none"> • Would you like to visit a college and find out about Further Education qualifications (Certificates and Diplomas)? • Would you like to visit a university and find out about Higher Education qualifications (Bachelor's and Master's degrees)? • Would you like to visit a training-provider or employer and find out about Apprenticeship qualifications? (Levels 3, 4, 5, 6, 7) <p>By visiting them, you can see their premises, and ask their staff and students/trainees about the courses that interest you.</p> <p>Would you like to talk to representatives from colleges or universities or training-providers, at a careers-fair or an education-fair? By visiting fairs, you can talk to lots of organisations - colleges and universities and training-providers - at once.</p>	
<p>8. Are you interested in talking to your school's careers adviser yet?</p> <ul style="list-style-type: none"> • I have already made my option choices • When I have to make choices for post-16 and post-18 - then talking to the Careers Adviser could be helpful. • I need to speak to someone now. I am really confused by my option choices. 	

Answers

Exercise
E1

Skills and Jobs

Architect

Attention to detail
Communication skills
Customer service
Design skills
I.T. skills
Knowledge about structures
Thinking and reasoning

Electrician

Communication skills
Customer service
Design skills
I.T. skills
Making things
Repairing machines
Solving problems

Children's Nursery Assistant

Basic I.T. skills
Creative skills
Customer service
Listening skills
Patience
Staying calm
Work well in a team

Games Designer

Advanced I.T. skills
Communication skills
Creative skills
Design skills
Gathering and using information
Planning and managing
Solving problems

Exercise
H1

Working Today

Jobs from my grandparents' generation

Carter
Coal Miner
Cordwainer
Filing Clerk
Fletcher
Food Safety Taster
Haberdasher
Lamplighter
Lift Operator
Order Picker
Petrol Pump Attendant
Scullery Maid
Ship Builder
Shorthand Secretary
Telephonist
Typist Typist

Jobs from my generation

Aromatherapist
Astronaut
Computer Games Tester
Cosmetic Surgeon
Forensics Consultant
Life Coach
Nail Technician
Online Education Broker
Personal Robot Mechanic
Personal Shopper
Personal Trainer
Self-service Checkout Supervisor
Software Architect
Travel Consultant
Web Developer

Exercise
E1**Eastern Delights!****Starters**

Mirza-Qasemi - appetizer with roasted aubergine
 Shanklish - starter of sheep's milk cheese
 Muhammara - starter of hot pepper dip, served with bread

Mains

Kookoo - vegetable omelette
 Khoresh-t-e fesenjan - thick chicken stew, with pomegranate juice and ground walnut
 Beryooni - baked lung and mutton that is minced and generally eaten with a certain type of bread, 'nan-e taftton'

Side Dishes

Ghormeh sabzi - rice, usually served with Khoresh-t-e fesenjan
 Nan-e taftton - bread
 Tah-chin - rice cake

Desserts

Bastani-e Za'farani - Persian Ice Cream with saffron
 Kolouche - a large cookie usually with a walnut or fig filling
 Goosh-e Fil - ('Elephant's ear') - deep-fried dough, fried in the shape of a flat elephant's ear and then covered with sugar powder.

Exercise
M1**Fake News**

Computing GCSE really isn't just for people who enjoy online Gaming!

Real News: GCSE Computing gives every student an understanding of the technology and processes that drive society. There is a growing demand for STEM (Science, Technology, Engineering and Maths) professionals who can combine theoretical and practical knowledge to produce both software and hardware solutions to a wider range of requirements.

"You're Hired!" says Sir Alan as school student makes their first million from innovative design

Well, the story is **Fake News** - but it could happen! Design & Technology at GCSE level provides students with the ideal opportunity to solve real life problems that give them an excellent foundation for a future in design, technology, science or engineering related careers.

Famous TV Chef admits that he can't really cook, and has never even boiled an egg.

Fake News: just like people who present the weather on TV, celebrity chefs are REAL experts and professionals in their field. They have taken real qualifications alongside their practical experience.

Geography is never far from the headlines.

Real News: GCSE Geography provides students with the opportunity to understand more about the world, the challenges it faces and our place within it.

Job opportunities for Maths graduates diminishing as Artificial Intelligence takes over most functions

Fake News: career opportunities for maths graduates are booming, as for anyone with a STEM qualification (Science, Technology, Engineering or Maths). Employers report continuing skills shortages in these subjects.

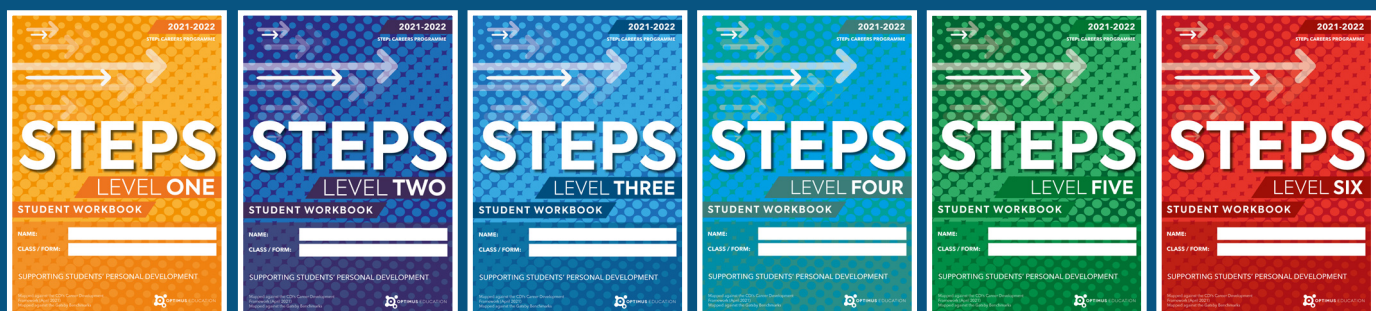
University study proves that boys are better at science than girls

Fake news: It is true that there is a big difference in the proportion of girls who take science subjects beyond GCSE to A level when compared with boys. BUT, there is very little difference in the % of high grades awarded to each gender. Men AND women who work in jobs that use science tend to have very good jobs with higher earnings, especially as there is a growing need for more and more people of either gender to do these important jobs.

It happened to me: top class sports professionals speak out about mental health.

Real News: Sports personalities now publicly speak about their own mental health struggles. GCSE PE isn't just all about who is best at sport - students have theory lessons including anatomy and psychology; the use of data; social issues as well as wellbeing issues like mental health.

Part of the Steps Careers Programme.



A series of progressive individual workbooks that are available as hard copy workbooks, PDFs or interactive versions.



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