

2019/20

STEPs
CAREERS
PROGRAMME

STEP

ON

AGES 12-13

STUDENT WORKBOOK

Name: _____

Class or Form: _____

STEPs - SKILLS TO ENSURE PROGRESSION
SUPPORTING STUDENTS' PERSONAL DEVELOPMENT

Mapped against the CDI's Framework for
Careers, Employability & Enterprise Education
Mapped against the Gatsby Benchmarks

 **OPTIMUS EDUCATION**
Part of Shaw Trust

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:

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills)

Each exercise in this booklet is designed to help you to develop the important skills, and find out the essential information that you will need to support your own personal development. You can clearly see that each TASK starts with an explanation of the learning objectives and outcomes¹. 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.

Your tutors, careers staff and careers advisers are available to help you.

Like most young people in the UK, you will probably continue in education or training until you are 18* - 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! Your tutors, careers staff and careers advisers are available to help you.

So use this workbook together with other sources of information to find out about all your options at 14, 16, 18 and beyond. You could use:

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

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TASK A: Your beliefs (Exercise A1-2)

Learning outcomes: You can explain what is meant by beliefs, and identify some of your own beliefs which are important now and for your future career. *Links to CDI KS3 learning outcomes: 1, 17.*

On the right is a list of beliefs - what people think is important in life. On the left are some statements. Match the statement to the belief from the list below. The first has been done for you as an example.

FUN
BEING FAMOUS
ADVENTURE
GIVING
FRIENDS

HELPING OTHERS
BEING FIT
BEING 'GREEN'
MONEY
POWER

ADMIRED BY FRIENDS
TOLERANCE
SUCCESS
FAMILY
HARD WORK

OWNING LOTS OF
NEW THINGS

Exercise
A1

Statements	Beliefs
MONEY	'I want to be rich'
	'I want everyone to know my name'
	'My friends come to me when they need someone to talk to'
	'I like to enjoy myself'
	'I like spending time with my mates'
	'I want to get to the top'
	'I love my family and like doing things with them'
	'I always want to be in control'
	'Physical health is important to me'
	'I always want to be up with the latest trends'
	'I like taking risks'
	'I like being looked up to'
	'I respect people's views even if they are different from mine'
	'I enjoy choosing presents for my family and friends'
	'If you want the rewards you have to put in the effort'
	'Protecting the environment is important to me'

Write down some beliefs that are important to you.

Exercise
A2

Important to you now:

Important to your life when you are an adult:

Important to your role as a worker/employee:

TASK B: Are school and work so different? (Exercise B1)

Learning outcomes: You can list some of the similarities and differences between school and work. You can describe some of the ways you will be expected to behave at work.

Links to CDI KS3 learning outcomes: 3, 4, 11, 16, 17.

The first column has statements about what school expects from you. Write in the second column what you think would be the matching statement for work. The first one has been done for you.

Exercise
B1

What school expects you to do	What work expects you to do
Get to school on time every day.	Get to work on time every day.
Ask the teacher if you do not understand.	
Listen hard to what you are told - for example, what to bring to school the next day.	
Do your homework properly.	
Give your homework in on time.	
Work sensibly with other people in your group, even if they are not your friends.	
Talk in class discussions - for example, about what you are good at.	
Wear the proper uniform.	
Help someone else in class if they have a problem.	
Have a go at a new activity in PE.	
Join in, for example, in your form or school council.	

There are some obvious differences between school and work - for example, you don't get paid for coming to school. But there are also a lot of similarities in the sort of behaviour that people expect, and that will help you get on well, in both school and work.

TASK C: What do you want from work? (Exercise C1-2)

Learning outcomes: You can identify some of the different motivators people may have for going to work. You can explore what would motivate you when choosing a career. *Links to CDI KS3 learning outcomes: 1, 3, 4, 5, 17.*

When it comes to thinking about employment, there are lots of different motivators that will help you be successful.

What motivates you? We have listed some 'motivators.' Decide on which are the most important to you and write your top six in the boxes on the next page. Then for each one say why you have chosen that motivator.

Exercise C1

- Working with people my own age
- Working for a large company
- Earning good wages
- Working with new technology
- Working on my own
- A permanent job
- Working with people I can get on with
- Helping to make the world a better place
- Having a good social life, going out with people I work with
- No weekend or night work
- The opportunity to make my own decisions
- Getting respect for my work
- Being able to work at my own pace
- Having long holidays
- Being able to use a personal interest like sports, animals, cars, etc.
- Having good promotion opportunities
- The possibility of becoming famous one day
- Regular hours
- Helping others
- Being able to come up with my own ideas and see them being put into practice.

Exercise
C2

	Top motivators	Why have you chosen this?
1.		
2.		
3.		
4.		
5.		
6.		

TASK D: Job Families (Exercise D1)

Learning outcomes: You know how to use careers library/ learning resource area to access information about careers. *Links to CDI KS3 learning outcomes: 5, 7.*

You might already have some ideas about the career or industry sector where you'd like to work in the future, or even have a specific occupation in mind. But do you know how to find information about other, similar jobs in the same area of work? To help you to explore a wide range of options, all jobs and careers are organised into job sectors or job "families".

Here's an example: Flo knows that she wants to work with animals. Although her grades at school are okay, she thinks that the years of study to be a vet may not be for her. She is amazed to find that the job family that includes working with animals also includes; assistance dog training, beekeeping, farm worker, horse groom, pet behaviour counsellor, RSPCA inspector, zookeeper and about 20 other occupations!

Choose a popular job sector, for example; computers, medicine, construction, sport or transport. Try and think of the names of at least 20 different jobs that could be in that family. Check your list with others in your group.

Exercise D1

Job Sector:

<input type="text"/>	
1. <input type="text"/>	11. <input type="text"/>
2. <input type="text"/>	12. <input type="text"/>
3. <input type="text"/>	13. <input type="text"/>
4. <input type="text"/>	14. <input type="text"/>
5. <input type="text"/>	15. <input type="text"/>
6. <input type="text"/>	16. <input type="text"/>
7. <input type="text"/>	17. <input type="text"/>
8. <input type="text"/>	18. <input type="text"/>
9. <input type="text"/>	19. <input type="text"/>
10. <input type="text"/>	20. <input type="text"/>

Check your answers on:

<https://nationalcareersservice.direct.gov.uk/job-profiles/home> (England)

<https://www.nidirect.gov.uk/services/careers-z> (Northern Ireland)

<https://www.myworldofwork.co.uk/my-career-options/job-categories> (Scotland)

<http://www.careerswales.com/en/tools-and-resources/job-information/> (Wales)

TASK E: Can anyone predict the future? (Exercise E1)

Learning outcomes: You can explain that there are likely to be changes in the job market by the time you leave education. You have been introduced to the main trends. *Links to CDI KS3 learning outcome:* 1, 2, 8, 15, 16.

The famous business entrepreneur, Elon Musk, recently said that by the year 2099 his company will have taken a million people to the planet Mars and that they will all be able to live there. We can't know at the moment whether that exciting prediction will come true - but we do know that some people from the past found that making guesses about how we live and work today wasn't as easy as they thought!

Have a go at matching the year to the prediction.

Exercise E1

1. "I think there is a world market for maybe 5 computers."
2. "By 1990, most people will be retiring at the age of 40 or thereabouts."
3. "The horse is here to stay but the automobile is only a novelty - a fad."
4. "Rail travel at high speed is not possible because passengers (would be) unable to breathe."
5. "The 'telephone' has too many shortcomings to be seriously considered as a means of communication. The device is of no value to us."
6. "Television won't last because people will soon get tired of staring at a plywood box every night."
7. "Everything that can be invented has been invented."
8. "It will be an easy matter to convert a truckload of iron bars into gold."
9. "A rocket will never be able to leave the Earth's atmosphere."
10. "I predict that the internet will go spectacularly supernova and in 1996, catastrophically collapse."

1995	1903
1943	1899
1920	1830
1978	1946
1911	1876

Of course, we have no way of knowing exactly what will happen by the end of the century, or what sort of jobs will be available on Mars. But we can be sure about some trends in the future world of work:

- There will be fewer manual and low skilled jobs as more routine tasks are automated and performed by robots/artificial intelligence.
- There will be more managerial, technical and professional jobs taken by skilled and well-qualified workers.
- Jobs and job roles will continue to change at a rapid pace to meet with the needs of new and emerging industries.

TASK F: Being assertive (Exercise F1-3)

Learning outcomes: You can describe the difference between 'passive', 'aggressive' and 'assertive' responses, and apply these to yourself. You can explain some of the benefits of being assertive..

Links to CDI KS3 learning outcome: 1, 2, 8, 15, 16.

Exercise
F1

How assertive are you?

Take this quiz and find out. Put a tick by the one you are most likely to do.

Quiz questions	Quiz answers
1. Someone has just said that your jacket looks good. It's a new one and you like it. You say:	a) "Thank you." b) "Oh this, it's OK I suppose." c) " Why did you say that?"
2. One of your teachers has just told you off. You think they are being unfair. You say:	a) "I guess you're right." b) "That's just typical - you always pick on me!" c) "I'm not sure you're being fair. Can we talk about it?"
3. Your school is having an enterprise day and you are working in groups in the hall. You don't know the others in your group. What do you do?	a) Watch them and frown at them if they don't talk to you. b) Smile at them when they look at you. c) Introduce yourself and ask their names.
4. When you're in an argument, you:	a) Just end the argument quickly by telling the other person what they want to hear. b) Listen properly, as well as talking - you might both have reasonable points. c) Make sure you are heard - your point of view is the right one.
5. Someone pushes in front of you in a queue. Do you:	a) Tell them politely that it is a queue. b) Do nothing (but feel annoyed inside). c) Push them back.
6. Two of your friends are trying to persuade you to bunk off school but you don't want to. You say:	a) "You must be mad! What makes you think I'm stupid enough to follow you?" b) "No, I don't want to - and you shouldn't either." c) "All right."

Scoring

1a. 3	2a. 1	3a. 2	4a. 1	5a. 3	6a. 2
1b. 1	2b. 2	3b. 1	4b. 3	5b. 1	6b. 3
1c. 2	2c. 3	3c. 3	4c. 2	5c. 2	6c. 1

Now work out your score

Exercise
F2

If you scored 6-9 – you can be too **passive** sometimes. Don't let people walk all over you!

If you scored 10-14 – you are sometimes too **aggressive**. Calm down.

If you scored 15-18 – you are very **assertive**. Well done!

Passive means: Not standing up for yourself at all; being very concerned about what others think about you.

Aggressive means: Standing up for yourself but putting other people down; keen to 'win' even at others' expense.

Assertive means: Saying what you feel; believing in yourself but respecting others, staying calm and confident.

Exercise
F3

Why is being assertive the best way to behave?

TASK G: Who does the job? (Exercise G1)

Learning outcomes: You are aware of the existence of equal opportunities legislation and the fact that ambitions should be based on ability and interest, not stereotypes. *Links to CDI KS3 learning outcome: 8.*

Exercise G1



Job: _____



Job: _____



Job: _____



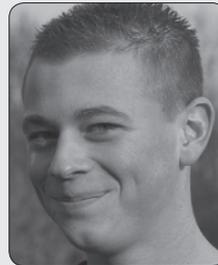
Job: _____



Job: _____



Job: _____



Job: _____



Job: _____

Job A: **firefighter**

Job B: **nurse**

Job C: **lawyer**

Job D: **bank manager**

Job E: **plumber**

Job F: **receptionist**

Job G: **dentist**

Job H: **social worker**

Why did you make this choice?

Now check your answers on page 27.

TASK H: Are you sure that's true? (Exercise H1-3)

Learning outcomes: You recognise the difference between 'facts' and 'beliefs' and are introduced to the importance of checking the accuracy of facts. You are encouraged to consider careers based on your interests and abilities and not because of stereotypes. *Links to CDI KS3 learning outcome: 3, 4, 7, 8.*

Exercise
H1

For each of these statements, decide whether you think it is a **fact** or a **belief**. Put a tick in the column you think is right.

	Fact	Belief
1. On average men earn quite a lot more per hour than women.	<input type="checkbox"/>	<input type="checkbox"/>
2. Men are more often in senior jobs than women, and tend to be better paid.	<input type="checkbox"/>	<input type="checkbox"/>
3. Men are generally stronger than women, which means they can do more physical work.	<input type="checkbox"/>	<input type="checkbox"/>
4. People with disabilities often find it very difficult to get a job. They also tend to earn less money than other groups.	<input type="checkbox"/>	<input type="checkbox"/>
5. If you want a high salary, you must go to university and get a degree.	<input type="checkbox"/>	<input type="checkbox"/>
6. Boys are better at science, technology, engineering and maths (STEM subjects) - that's why they get the best jobs and earn more money than girls.	<input type="checkbox"/>	<input type="checkbox"/>

It can be important to know if something is definitely true, or if it is something that is just the opinion of some people. If it's just something some people believe about what a group can or can't do, you shouldn't let it stop you doing what you want. Ask yourself how much you want to do it and whether it matches your abilities and interests - and then go for it!

Now, find out the facts about these six statements.

**Exercise
H2****Did you know?**

1. A quarter of companies and public sector bodies have a pay gap of more than 20% in favour of men. There was no significant improvement in the gender pay gap between 2017 and 2018 with the gap shrinking slightly from 9.7% to 9.6% (April 2019).
2. Many of the best-paying jobs at big companies are on the Board, and less than a third of board members at the top-100 publicly-traded firms are women. Chief executives are even rarer: there are just five women leading FTSE 100 companies. Many executives are awarded bonuses on top of their salary - men often get much higher than women, sometimes more than 50% more (Equality Trust) (April 2019).
3. Women in general may have less physical strength than men, but they can still do physical work. Women have been very successful in careers like construction, engineering and gardening. Safe lifting techniques and equipment should be available to all employees.
4. Research consistently finds that disabled people are less likely to be in employment. When they are employed, they receive on average lower pay.
5. The expected level of wages for graduates depends on their degree! Some studies point towards a difference of up to £500,000 in favour of those who have a degree when measured over a working life, where others point out that graduates from some courses (for example creative arts), earn the same as non-graduates. Other commentators insist that it is more beneficial to take an apprenticeship when you leave school because you will be earning money from day one, you won't pay any tuition fees but you will be learning and training for real qualifications up to and beyond degree level.
6. There is a big difference in the proportion of girls who take STEM subjects at A level when compared with boys (for example, only 10% of those taking A level computing are girls against 90% who are 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, technology, engineering or maths 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.

**If you are interested in finding out about equality and diversity, look at this website:
www.equalityhumanrights.com**

**Exercise
H3**

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

Exercise
12

List 2 reasons why it is important to save some of the money you get now or will earn in the future:

1.

2.

Exercise
13

List 2 things that could happen if you end up spending weekly/monthly more than you get:

1.

2.

Exercise
14

Find out the meaning of the terms:

disposable income

gross salary

net salary

TASK J: How do you make decisions? (Exercise J1-2)

Learning outcomes: You know that decision making is a complex process and you are able to identify your own areas for development. *Links to CDI KS3 learning outcomes: 1, 4, 13, 14, 15, 16, 17.*

What type of decision maker are you?

We all have to make decisions but we do it in different ways. To find out your style, pick out your responses to the following situations. Tick one answer from each question.

Exercise

J1

Question 1

Some of your friends want to go to a late showing of a film at an out-of-town cinema which will mean getting home late. Do you.

- A) Go because you want to see the film.
- B) Find out if it is on at a local cinema next week.
- C) Have difficulty deciding because you don't want to cause problems by being late home.
- D) Go with your friends, in case they think you are boring.

Question 2

Your aunt gives you £20 to spend for your birthday. Do you...

- A) Go to the shops and buy the first thing you see that you like.
- B) Wait for a week and think about it.
- C) Consider whether to spend the money or save it.
- D) Ask a friend what he/she thinks.

Question 3

Your family moves house and you have a new bedroom to decorate. Do you...

- A) Dash out and buy the first colour paint that 'catches your eye'.
- B) Wait a while and then make your mind up.
- C) Watch all the decorating experts on TV to work out what they might do.
- D) Ask your parents' advice.

Question 4

You are revising for your end of year exams when a friend calls on you. Do you...

- A) Drop everything and go out.
- B) Talk about how long you might be and think about whether you can afford the time away from studying.
- C) Take so long to make your mind up that you miss the opportunity.
- D) Ask one of your family to answer the door and say you're out.

**Exercise
J1****Question 5**

Your friends have recently bought some new trainers. You want some too, but they are a bit more than you can afford. Do you...

- A) Raid your savings immediately and buy the same style.
- B) Look around for some that are cheaper.
- C) Not buy them but keep thinking whether to or not.
- D) Buy them because you want to impress your friends.

Question 6

You are a member of the school football team. You have a muscle injury and should take it easy but know the next match is important. Do you...

- A) Take the risk and play anyway.
- B) Discuss it with your doctor or sports teacher.
- C) Say you will play if they really can't find anyone else.
- D) Feel guilty, say nothing and play anyway.

Question 7

You want to do some local voluntary work in the holidays. Do you...

- A) Look at adverts in the local paper and call straight away.
- B) Look at the volunteering web site, browse all the categories, then make a decision.
- C) Think it will be a great idea but wait for that 'perfect opportunity'.
- D) Find out what your friends are doing and do the same.

Question 8

You have an argument with your best friend and haven't spoken for a week. Do you...

- A) Text him/her to say you want to meet at their home after school.
- B) Talk to your other friends to work out who is in the wrong.
- C) Make sure that you are in the same place as them, hoping they will make the first move.
- D) Spend more time with your other friends to make sure they don't turn against you.

Exercise
J2

Scores

Total score	
As	
Bs	
Cs	
Ds	

Mostly As

Independent

You make quick decisions based on how you feel at the time. You like being in control of your decisions and are more likely to listen to your own feelings rather than other people's advice. You tend to take risks without really thinking through the consequences.

Mostly Bs

Logical

You tend to consider all the options carefully, weighing up the pros and cons. Before making a decision, you find out as much information as you can, researching or asking for advice. You rely more on logic than hunches. You take your time deciding but once you have made up your mind, you stick to it.

Mostly Cs

Careful

You tend to be a cautious decision maker, not wanting to make mistakes or take unnecessary risks. You can see both sides of the argument and see good and bad points in each. You like to keep your options open. But this can lead to confusion and may result in not making decisions but letting events take over.

Mostly Ds

Social

In making decisions, you consider other people's feelings and actions. You like to be liked by others. Whilst this can be a good quality, you need to be careful you are not influenced too much by other people. You tend to respond rather than lead and prefer to be a member of a group rather than on your own.

There are good and bad points about each style of making decisions. When you need to take an important decision, make sure you have enough information; think it through properly; don't leave it too late; and don't be too influenced by other people.

TASK K: Writing an Action Plan (Exercise K1)

Learning outcomes: You understand the importance of planning, and how to set realistic goals and targets for yourself. *Links to CDI KS3 learning outcomes: 2, 3, 11, 14, 15, 16, 17.*

Doing action planning gives you the skills to help you make choices in the future – for example, about the subjects you choose to study for GCSE or National exams.

Action planning involves setting targets (steps towards reaching a goal) and then identifying action points and deadlines for achieving them. It helps you:

- split what you have to do into smaller, more manageable ‘tasks’
- think clearly about what you have to do and by when
- identify who and what you need to support your plans
- say how you will know when you are successful.

Exercise

K1

Action Planning

=

Setting a target

+

Saying how you will know you’ve achieved it

+

Deciding on action points

+

Agreeing deadlines

Action planning helps you to make progress towards your goals in life.

An action plan doesn’t have to be about what you want to do as a career, way in the future – it might be about something like improving your writing skills, learning how to take videos on a mobile phone or making more friends.

Exercise

K1

Action plan example

Name: Surinder Dhillon

My Goal: To find out information on careers in technology

My Target: To find out about 3 jobs in technology

How will I know I've achieved it: I can tell my parents about the 3 jobs

Action Point:

By when:

- | | |
|--|-----------|
| 1. Decide on what headings it would be useful to use to find out about each job. | Tomorrow |
| 2. Go to the careers library in school and see what's in there. | This week |
| 3. Look at some books or leaflets. | This week |
| 4. Use a careers website | Next week |

Your action plan

Name:

My Goal:

My Target:

How will I know I've achieved it:

Action Point:

By when:

- 1.
- 2.
- 3.
- 4.

TASK L: Review my learning (Exercise L1)

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

Links to CDI KS3 learning outcome: 3

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

- Develop yourself (through careers, employability and enterprise education).
- Learn about careers and the world of work.
- Plan for the future (using career management, employability and enterprise skills).

These three important sections can be broken down again into 17 areas of learning. This booklet has covered 13 of the areas that are relevant to your age group. By the time you are 16 and ready to make choices about your learning and career after school, we hope you are an expert in all of them!

Exercise
L1

These three important sections can be broken down again into 17 areas of learning. This workbook has covered 13 of the areas that are relevant to your age group, and we hope you will enjoy learning about all of them as your education progresses.

CDI Framework for Careers¹ 17 areas of learning and 17 learning objectives for students aged 11-14	Tasks in STEP ON Workbook	1 tick for helpful; 2 ticks for interested to know more
Section 1: Developing yourself through careers, employability and enterprise education		
1. Self-awareness To describe yourself, your strengths and preferences	A, C, E F, J	
2. Self-determination To be able to focus on the positive aspects of your wellbeing, progress and achievements	E, F, K	
3. Self-improvement as a learner To explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	B, C, H K, L, M	
Section 2: Learning about careers and the world of work		
4. Exploring careers and career development To describe different explanations of what careers are and how they can be developed	B, C, H, J	
5. Investigating work and working life To give examples of different kinds of work and why people's satisfaction with their working lives can change	C, D	
6. Understanding business and industry To give examples of different business organisational structures	-	

¹These learning areas and objectives are from the national Career Development Institute's Framework for careers, employability and enterprise education

<p>7. Investigating jobs and labour market information (LMI) To be aware of what labour market information (LMI) is and how it can be useful to you</p>	D, H	
<p>8. Valuing equality, diversity and inclusion To identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</p>	E, F, G, H	
<p>9. Learning about safe working practices and environments To be aware of the laws and bye-laws relating to young people’s permitted hours and types of employment; and know how to minimise health and safety risks to you and those around you</p>	-	
<p>Section 3: Developing your career management, employability and enterprise skills</p>		
<p>10. Making the most of careers information, advice and guidance To identify your personal networks of support, including how to access and make the most of impartial face-to-face and digital careers information, advice and guidance services</p>	-	
<p>11. Preparing for employability To recognise the qualities and skills you have demonstrated both in and out of school that will help to make you employable</p>	B, K	
<p>12. Showing initiative and enterprise To recognise when you are using qualities and skills that entrepreneurs demonstrate</p>	-	
<p>13. Developing personal financial capability To show that you can manage a personal budget and contribute to household and school budgets</p>	I, J	
<p>14. Identifying choices and opportunities To know how to identify and systematically explore the options open to you at a decision point</p>	J, K	
<p>15. Planning and deciding To know how to make plans and decisions carefully including negotiating with those who can help you get the qualifications, skills and experience you need</p>	E, F, J, K	
<p>16. Handling applications and interviews To know how to prepare and present yourself well when going through a selection process</p>	B, E, F, J, K	
<p>17. Managing changes and transitions To show that you can be positive, flexible and well-prepared at transition points in your life</p>	A, B, C, J, K	

TASK M: Look ahead (Exercise M1)

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

Links to CDI KS3 learning outcome: 3

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 M1

This table includes a list of some of the elements 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 intrested in finding out more
1. Do you understand the careers programme in your school? <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? 	
2. Are you interested in learning more about: <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) How do you prefer to do research? <ul style="list-style-type: none"> • By reading in hardcopy, printed books/ magazines? • By reading in softcopy, downloads/websites? • Both, you don't mind? 	
3. Are you interested in finding out more about your skills and interests as an individual? Are you interested in getting advice and support to help you to work out what is best for you? <ul style="list-style-type: none"> • When you need it? • So that you understand all your options? Do you think that it is important that you learn about equality and diversity in careers? <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? 	

<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 one job you can do that uses 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 many organisations - colleges and universities and training-providers - at once.</p>	
<p>8. Are you interested in talking to your school's Careers Adviser?</p> <ul style="list-style-type: none"> • No, because I don't have options this year. • Yes, I already have some ideas about what I want to do next. • When I have to choose my options - post-14, post-16, post-18 - then talking to the Careers Adviser could be helpful. 	

AnswersExercise
A1

Your beliefs (page 3)

MONEY	'I want to be rich'
BEING FAMOUS	'I want everyone to know my name'
HELPING OTHERS	'My friends come to me when they need someone to talk to'
FUN	'I like to enjoy myself'
FRIENDS	'I like spending time with my mates'
SUCCESS	'I want to get to the top'
FAMILY	'I love my family and like doing things with them'
POWER	'I always want to be in control'
BEING FIT	'Physical health is important to me'
OWNING LOTS OF NEW THINGS	'I always want to be up with the latest trends'
ADVENTURE	'I like taking risks'
ADMIRE BY FRIENDS	'I like being looked up to'
TOLERANCE	'I respect people's views even if they are different from mine'
GIVING	'I enjoy choosing presents for my family and friends'
HARD WORK	'If you want the rewards you have to put in the effort'
'BEING GREEN'	'Protecting the environment is important to me'

Job families (page 8)

Exercise
D1

Example answers

- **Computers;** computer games developer, computer games tester, data entry clerk, database administrator, digital marketing officer, E-learning developer, forensic computer analyst, IT Director, IT project manager, IT security coordinator, IT service engineer, IT support technician, IT trainer, network engineer, network manager, software developer, systems analyst, technical architect, technical author, web content manager, web designer, web developer, web editor...
- **Medicine;** ambulance care assistant, anaesthetist, art therapist, audiologist, children’s nurse, clinical psychologist, clinical scientist, cognitive behavioural therapist, community matron, dietitian, district nurse, emergency care assistant, emergency medical dispatcher, GP, health promotion specialist, health service manager, health visitor, healthcare assistant, healthcare science assistant, hospital doctor, hospital porter, learning disability nurse, maternity support worker, mental health nurse, microbiologist, midwife, nurse, nutritionist, occupational health nurse, operating department practitioner, palliative care assistant, paramedic, pathologist, patient transport service controller, pharmacist, pharmacy technician, phlebotomist, practice nurse, radiographer, school nurse, sterile services technician, surgeon....
- **Construction;** architect, bricklayer, builders’ merchant, building control officer, carpenter, carpet fitter and floor layer, cavity insulation installer, ceiling fixer, civil engineer, construction labourer, crane driver, demolition operative, electrician, fence installer, glazier, kitchen and bathroom fitter, landscaper, paint sprayer, painter and decorator, pipe fitter, plasterer, plumber, road worker, roofer, scaffolder, stonemason, thatcher, tiler, welder, window fitter...
- **Sport;** cycling coach, diver, fitness instructor, football coach, football referee, health trainer, horse-riding instructor, jockey, martial arts instructor, motorsport engineer, outdoor activities instructor, PE teacher, personal trainer, racehorse trainer, sailing instructor, sport and exercise psychologist, sports agent, sports club secretary, sports commentator, sports development officer, sports physiotherapist, sports professional, sports scientist, swimming teacher...
- **Transport;** air cabin crew, air traffic controller, airline customer service agent, airline pilot, airport baggage handler, ambulance care assistant, bus or coach driver, car fleet manager, car rental agent, car valet, care escort, chauffeur, delivery van driver, driving instructor, fishing vessel skipper, forklift driver, helicopter pilot, large goods vehicle driver, lock keeper, motor vehicle parts person, port operative, rail engineering technician, railway signaller, road haulage load planner, supply chain manager, tanker driver, taxi drive, tractor driver, train manager, train driver, tram driver, transport planner, windscreen fitter...

They said WHAT? (page 9)

Exercise
E1

1. 1943 2. 1978 3. 1903 4. 1830 5. 1876 6. 1946 7. 1899 8. 1911 9. 1920 10. 1995

Who does the job? (page 12)

Exercise
G1

Anyone can do any of these jobs. It’s not what you look like that counts, it’s whether you have the skills for the job.

Part of the **Steps** Careers Programme.



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

We also have alternative versions of these workbooks available for those schools where students make early choices for key stage 4 study.



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