

2019/20

STEPs
CAREERS
PROGRAMME

STEP UP

AGES 11-12

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.

During your time at primary school, you may have done activities that helped you to learn about the world of work and to imagine your future career. Now that you've moved up to your secondary or post-primary school, the activities in this booklet will build on what you already know 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.

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

CONTENTS

Task A:	Changes (Exercise A1-2)	Task J:	What is work? (Exercise J1)
Task B:	What have you achieved? (Exercise B1)	Task K:	Using the Careers Library / Learning Resource Centre (Exercise K1-4)
Task C:	Who can help? (Exercise C1-2)	Task L:	Changes in the World of Work (Exercise L1-2)
Task D:	What influences me? (Exercise D1-2)	Task M:	How creative are you? (Exercise M1-3)
Task E:	Roles that I think are successful (Exercise E1)	Task N:	Setting targets (Exercise N1-2)
Task F:	What are you like? (Exercise F1-3)	Task O:	Review my learning (Exercise O1)
Task G:	Skills for Life (Exercise G1-3)	Task P:	Look ahead (Exercise P1)
Task H:	How do you learn? (Exercise H1-2)		
Task I:	This is me (Exercise I1)		

TASK A: Changes (Exercise A1-2)

Learning outcomes: You can identify the changes you have experienced and the skills you have developed so far. *Links to CDI KS3 learning outcomes: 1,2,17*

Changes happen to everyone. Your life is very different from when you were 4 or 5 – and probably very different from your parents'/carers' lives when they were your age. You have recently moved schools which is a big change for most people. 'Transition' is a word used to describe a big change like this.

Think about the changes that have happened to you since you were born. They might be to do with your family, your health, learning to do things, moving house, etc.

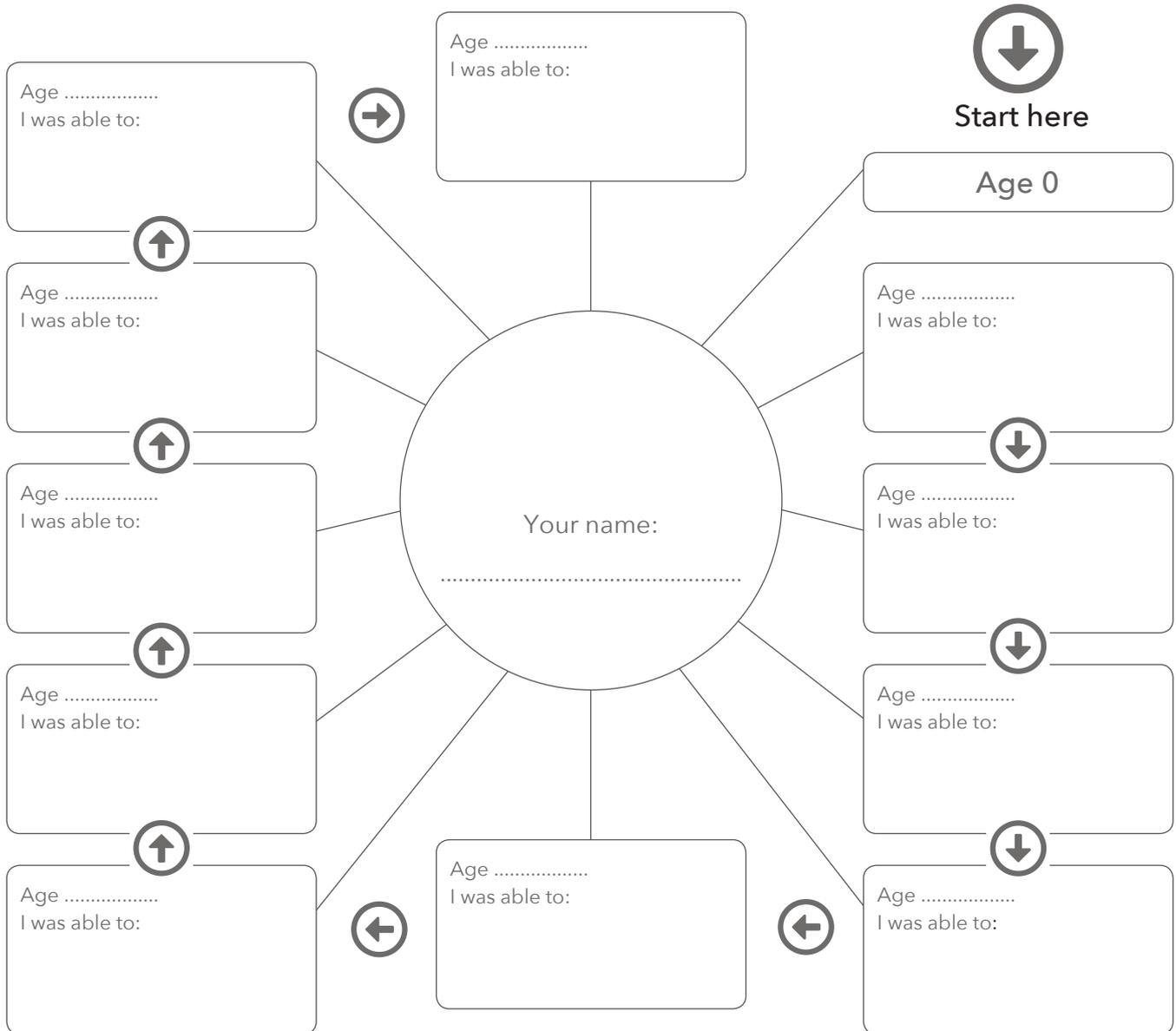
Exercise
A1

What happened?	How old were you?

Talk to the person next to you. Have you written the same things? Some of the words you or others in your class have written down will be to do with learning to do things – developing new skills (for example, being able to talk or walk).

Exercise
A2

Fill in the boxes with the different skills you've developed and the age you were when you developed them:



You have coped with many changes already and there are plenty of people to help you with the changes that will come over the next few years. This may be help with school subjects; help with any issues you have (in or out of school); or help in making decisions about your future.

Like most young people in the UK, you will probably continue in education or training until you're 18.* But that doesn't mean you have to stay at school until you are 18. You might go to another school or to a college or training provider. You could start work as an apprentice when you're 16, earning while you learn. You might even work or volunteer and carry on learning and training at the same time.

*It is compulsory in England to stay in learning or training until your 18th birthday.

TASK B: What have you achieved? (Exercise B1)

Learning outcomes: You can reflect on your achievements and how these can be used to produce evidence of skills and experiences. You recognise the value of a variety of achievements both in and out of school.

Links to CDI KS3 learning outcomes: 1,12,16

My achievements by age 11

Exercise
B1

Achievements in my primary school	Evidence I could provide
Achievements outside school	Evidence I could provide

Name two things that helped your "transition" (move) to this new school.

- 1.
- 2.

Is there anything you can suggest to your Head Teacher that would improve the 'transition' (move) for next year's new pupils?

TASK C: Who can help? (Exercise C1-2)

Learning outcomes: You can identify individuals who you can access for help and support.

Links to CDI KS3 learning outcomes: 8, 10.

Who can help?

Read the information in each of the boxes and then write in the space below who could help.

Exercise C1

Two boys in Ben's form are making fun of him every day, because they say his clothes and hairstyle aren't in fashion. **Who should Ben talk to?**

Emma finds it difficult to do her homework because she has to share her bedroom with her younger sister, and the living room is too noisy because the rest of the family want the TV on all the time. Emma keeps getting into trouble because she hasn't done her work. **Who should Emma talk to?**

Amrit does well in most subjects but struggles in maths. He doesn't understand what the teacher is saying and he's getting further and further behind. **Who should Amrit talk to?**

Louise wants to be a vet. She knows it will mean a lot of studying but she isn't sure what subjects she needs to be good at. **Who should Louise talk to?**

Write in the name of the person by the side of each job.

Exercise
C2

Job	Name
Form Tutor
Head of Year
School Nurse
Careers Leader
School secretary
Careers adviser
Head Teacher
Librarian/Learning Resource Manager
Mentor

Now try to think of another person in school who can help you.

Name:.....

Job:.....

TASK D: What influences me? (Exercise D1-2)

Learning outcomes: You identify that decisions may be influenced by the views of others.

Links to CDI KS3 learning outcome: 10.

Your life is the result of your choices. It is important to be aware of influences on your choices. It is good to have your own opinions as other people are not always right.

Exercise D1

Who or what might influence you the most when making choices about your future career?

Can you put them in order from 1 to 10 with the least influential as 1 and the most influential as 10.

Yourself	<input type="text"/>
Family	<input type="text"/>
Friends	<input type="text"/>
Teachers	<input type="text"/>
Newspapers and magazines	<input type="text"/>
Celebrities	<input type="text"/>
Websites	<input type="text"/>
TV shows	<input type="text"/>
Careers adviser	<input type="text"/>
Social Media e.g. You-Tube	<input type="text"/>

Exercise
D2

Whose opinion do you most value? Why?

Can you think of any problems with being influenced by others?

Who inspires you? Why?

TASK E: Roles that I think are successful (Exercise E1)

Learning outcomes: You can identify what you consider to be a successful career.

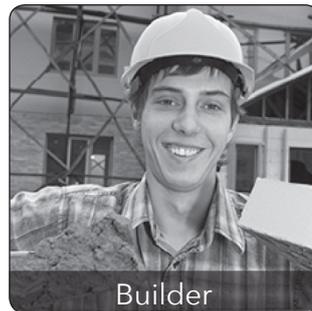
Links to CDI KS3 learning outcome: 5

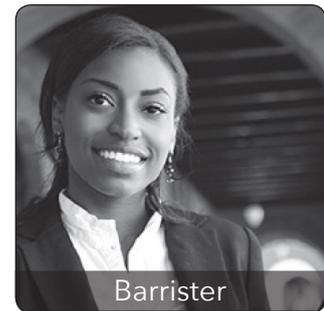
Everyone has an opinion on what 'success' means and how you can be influenced by what you understand to be a successful career.

Exercise E1

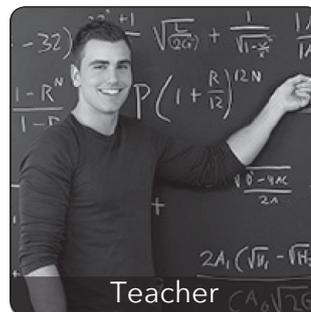
Look at all the images below of people in different roles and rate them from the most successful to the least successful (on a scale 1 to 5, with 1 being the most successful).











Give your reasons why you thought the ones you ranked as number 1 and number 2 were the most successful.

1.

2.

TASK F: What are you like? (Exercise F1-3)

Learning outcomes: You can identify your personal qualities and give evidence for these. You have the opportunity to give and receive feedback on personal qualities. *Links to CDI KS3 learning outcome: 1, 2, 16.*

Work with someone you know to check out your personal qualities. Add any qualities which are missing at the bottom of the list. Tick the answers and discuss the 'not sures' and where you don't agree with the other person.

Scoring: 0 = Not like me; 1 = Quite like me; 2 = Very like me; ? = Not sure.

Exercise
F1

Personal quality	My score				Other person's score			
	0	1	2	?	0	1	2	?
determined	0	1	2	?	0	1	2	?
dependable	0	1	2	?	0	1	2	?
creative	0	1	2	?	0	1	2	?
enthusiastic	0	1	2	?	0	1	2	?
adaptable	0	1	2	?	0	1	2	?
helpful	0	1	2	?	0	1	2	?
considerate	0	1	2	?	0	1	2	?
tactful	0	1	2	?	0	1	2	?
polite	0	1	2	?	0	1	2	?
patient	0	1	2	?	0	1	2	?
responsible	0	1	2	?	0	1	2	?
good sense of humour	0	1	2	?	0	1	2	?
neat	0	1	2	?	0	1	2	?
ambitious	0	1	2	?	0	1	2	?
conscientious	0	1	2	?	0	1	2	?
honest	0	1	2	?	0	1	2	?
thoughtful	0	1	2	?	0	1	2	?
easy-going	0	1	2	?	0	1	2	?
adventurous	0	1	2	?	0	1	2	?
energetic	0	1	2	?	0	1	2	?
friendly	0	1	2	?	0	1	2	?
sensitive	0	1	2	?	0	1	2	?
team player	0	1	2	?	0	1	2	?
	0	1	2	?	0	1	2	?
	0	1	2	?	0	1	2	?

Exercise
F2

Pick out the 2 personal qualities which you show most often in school:

- 1.

- 2.

Pick out the 2 personal qualities which you show most often outside school:

- 1.

- 2.

Evidence of personal qualities

It is easy to say that you are like this or like that, but when you need to get across to someone else what kind of person you are (e.g. in an interview), they will want proof. It means much more if you can give an example of how or where you have shown a particular personal quality.

Think about some of your personal qualities and give an example of where you have demonstrated each one recently.

Exercise
F3

Personal quality	Evidence on how used
Example: Good listener	Friends talk to me when they have a problem

TASK G: Skills for life (Exercise G1-3)

Learning outcomes: You are able to identify some of the skills that are useful in different life roles. You will have an increased understanding of what skills employers are looking for and appreciation that these can be developed in everyday activities. *Links to CDI KS3 learning outcomes: 1, 2, 16.*

All areas of life require skills. Some you can learn quickly and others may take years of experience to get right. Some will be useful for jobs and some for other areas of life. Look at the list of skills below, and use the extra space if you can think of any more. Tick if you think you already have this skill.

Exercise
G1

	✓
Caring for people	
Working in a team	
Communicating well	
Solving problems	
Responding to emergencies	
Working with money	
Dealing with difficult customers	
Playing a sport	
Drawing and painting	
Working on your own	
Using your imagination	
Being good with your hands (practical)	
Using maths	
Learning from mistakes	
Using a computer	
Speaking another language	

Using the list on the previous page, note down which skills would be useful for each of the roles below. If you can think of any that aren't on the list, add these too. Do the others in your class agree with you, and can you think of a reason why it is useful in that life role?

Exercise
G2

Life Role: Parent

Skill:

Reason:

Life Role: Friend

Skill:

Reason:

Life Role: Learner

Skill:

Reason:

Life Role: Employee

Skill:

Reason:

There are lots of skills you can learn now, and the good news is that all employers will be looking for them in their employees.

The skills that all employers want are often called '**skills for work and life**' or '**employability skills**'. They include:

- **Communicating with others** – speaking, listening, writing, reading (functional skill)
- **Using numbers** (functional skill)
- **Working in a team** (team worker)
- **Solving problems** (creative thinker)
- **Using ICT** (functional skill)
- **Being organised** (self manager)
- **Thinking about what you have learned and achieved** (reflective learner)
- **Finding out information in different ways** (independent enquirer)
- **Being actively involved in your community** (effective participator)

Exercise
G3

What are your best skills, and what is your evidence?

Skill:	How can I show it?
<input type="text"/>	<input type="text"/>

TASK H: How do you learn? (Exercise H1-2)

Learning outcomes: You can recognise that individuals learn in different ways and identify your own preferred learning style. *Links to CDI KS3 learning outcomes: 1, 2.*

Below are 18 statements about ways of learning.

1. Look at each statement and decide how much it is like you.
2. Score each statement from 0 - 5. If it is like you, score it 5. If it is not like you at all, score it 0. Use the numbers in between as well. Circle your score.
3. Add all the scores using the spaces on the next page.

Exercise H1

	Not like me			Really like me		
1. I listen to music when I do my homework	0	1	2	3	4	5
2. I like it when we make things in class	0	1	2	3	4	5
3. To spell correctly I practise writing it first	0	1	2	3	4	5
4. I remember how pages of my textbook look	0	1	2	3	4	5
5. I remember scenes from my favourite TV shows	0	1	2	3	4	5
6. Art is one of my favourite lessons	0	1	2	3	4	5
7. At break I like to run about a lot	0	1	2	3	4	5
8. I like the pictures in books the best	0	1	2	3	4	5
9. I can remember the words to songs	0	1	2	3	4	5
10. When I spell I see the word as I spell it	0	1	2	3	4	5
11. I know the theme tunes to my favourite TV shows	0	1	2	3	4	5
12. Singing is one of my favourite lessons	0	1	2	3	4	5
13. I'd rather play sport than watch it	0	1	2	3	4	5
14. PE is one of my favourite lessons	0	1	2	3	4	5
15. When I spell I say the word in my head	0	1	2	3	4	5
16. I like discussing things in class	0	1	2	3	4	5
17. I remember best by writing things down or reading them	0	1	2	3	4	5
18. I doodle or tap my pen when I'm listening	0	1	2	3	4	5

Marking your questions.

Exercise
H2

Visual	Score
Question 4	
Question 5	
Question 6	
Question 8	
Question 10	
Question 17	
Total	
Auditory	Score
Question 1	
Question 9	
Question 11	
Question 12	
Question 15	
Question 16	
Total	
Kinaesthetic	Score
Question 2	
Question 3	
Question 7	
Question 13	
Question 14	
Question 18	
Total	

What do your results show?

In what way or ways do you like learning best?

- By seeing things? (visual ways)
- By hearing things? (auditory ways)
- By doing or feeling things? (kinaesthetic ways)

I like learning best by:

Give two examples of learning that you recently enjoyed:

1. I enjoyed learning about _____ by _____
2. I enjoyed learning about _____ by _____

TASK I: This is me (Exercise I1)

Learning outcomes: You can record and present information about yourself, including strengths, likes, interests and future hopes. *Links to CDI KS3 learning outcomes: 1, 11, 16.*

Imagine you have to introduce yourself to someone new - maybe a new teacher, or (when you are 13 or older) an employer for a Saturday job. What could you tell them about yourself?

Exercise I1

My name is:

and I am _____ years old.

I am good at:

At school I enjoy:

I learn best by:

In my spare time I:

In the future I would like to:

My personal qualities are:

My best skills are:

TASK J: What is work? (Exercise J1)

Learning outcomes: You understand what is meant by work, and contribution and value of all types of work, paid and unpaid. *Links to CDI KS3 learning outcomes: 4, 5.*

Which of these do you think could be called 'work'? Put a tick by the ones you choose, then write a sentence to explain what makes something be known as 'work'.

Exercise J1

- | | |
|---|--|
| <input type="checkbox"/> Teaching | <input type="checkbox"/> Babysitting |
| <input type="checkbox"/> Playing football | <input type="checkbox"/> Doing maths |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Washing up |
| <input type="checkbox"/> Shopping | <input type="checkbox"/> Doing a paper round |
| <input type="checkbox"/> Cooking a meal | <input type="checkbox"/> Playing music |
| <input type="checkbox"/> Driving a car | <input type="checkbox"/> Doing homework |

Something is 'work' if it is:

Write down as many reasons as you can why people go to 'work':

TASK K: Using the Careers Library / Learning Resource Centre (K1-4)

Learning outcomes: You are aware of the careers library/learning resource centre and how to use it.

Links to CDI KS3 learning outcome: 14.

The careers library/learning resource centre in your school will have a range of information about careers, courses and applying for jobs. There will be a filing system to help you identify different categories of information. Check in the library and tick when you have located information about:

Exercise K1

1. Higher education (university)
2. Applying for jobs
3. Interviews
4. Apprenticeships
5. Jobs in engineering
6. Jobs in the armed forces
7. Jobs in the police
8. Jobs in childcare
9. Jobs in construction (building)
10. Jobs in health

Exercise K2

Pick one of the job 'groups' from exercise K1 (numbers 5-10) and list all the jobs or occupations you can think of that could be linked to that group.

Exercise K3

What have the following jobs got in common? Can you think of a 'group name' to describe them, also called an 'occupational' area?

Nursing

Ambulance Work

Dentistry

Pharmacy

Chiropody

Physiotherapy

When using books and leaflets it is usually easy to see how old the publication is and who wrote it.

Old information can be out-of-date and misleading. Information published by well-known, professional organisations should be reliable. The same applies to using the internet. To get you started, explore some of the following sites.

Make a note in the right hand column to say what you might use it for in the future.

Exercise
K4

Choose one: https://nationalcareersservice.direct.gov.uk (England) www.nidirect.gov.uk/campaigns/careers (N. Ireland) www.careerswales.com (Wales) www.myworldofwork.co.uk (Scotland)	
www.icould.com	
www.kidscape.org.uk	
www.ucas.com	
www.vinspired.com	
www.princes-trust.org.uk	
Choose one: www.apprenticeships.gov.uk (England) www.nidirect.gov.uk/campaigns/apprenticeships (N. Ireland) www.apprenticeships.scot (Scotland) www.gov.wales Search for Apprenticeships	

TASK L: Changes in the World of Work (Exercise L1-2)

Learning outcomes: Increases understanding of the speed of change in the world of work and implications for your everyday life. *Links to CDI KS3 learning outcomes: 4, 5, 7.*

The Family Business

New developments in technology have brought big changes to the world of work. The following exercise will show you just how much. Fill in the gaps by choosing the correct statement from the list on the opposite page.

Exercise L1

When David's dad started work the shop was

It was open but closed early every Wednesday lunch time. The shop also closed for lunch between 1pm and 2pm. Their customers came from

Most of the clothes were made in and orders were placed Sales people would call at the shop and show them samples that they carried in their car. All the money paid by customers was and paid into their account. Each week the manager would do the paperwork and all the cash in and bills paid would be written down in a big book. The staff were paid in cash put with their name on.

By the time David's brother joined the family business, things had changed. There was too much competition for a small clothes shop from the supermarkets and big chain stores. The big stores could buy cheaper and the number of customers went down. They decided to specialise and offer a range of clothes to young people who wanted something different.

The clothes they sell now are made in because they are cheaper but still well made. When they want to see new ideas or place orders this is done Their shop is no longer in the high street but which is cheaper to run. The customers look at their clothing range on their web site and place their orders on the web or make a phone call. Via the internet their shop is open Their customers come from

There is no cash to look after, all the money in and out is.....

The staff are paid and their money is automatically

Answer choices

- | | |
|----------------------------------|--|
| 24 hours a day | taken to the bank once a week |
| India, China and parts of Europe | every week |
| the local area | transferred electronically |
| on the internet | in a small brown envelope |
| each month | in a converted farmhouse
in the country |
| in the high street | all over the world |
| Monday to Saturday | put into their bank account |
| over the phone | the North of England |

Exercise
L2

What difference do you think these changes have made to jobs?

What changes do you think there might be in the next 10 years? How might these changes affect jobs?

TASK M: How creative are you? (Exercise M1-3)

Learning outcomes: You can list reasons why creativity is an important skill for school and work, and have opportunity to demonstrate creativity. *Links to CDI KS3 learning outcome: 12.*

Creativity can be defined as using your imagination to look for new or different possibilities.

It is an important skill to develop as it helps you come up with new ideas and new ways of doing things.

It is useful to you whilst at school but can also be applied to your life outside school now and as a worker in the future.

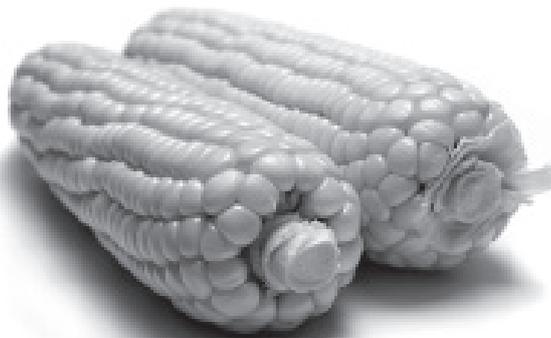
Demonstrate your creativity by taking a food product and showing how it can be used differently to create and develop new products.

An example is given of product ideas.

SWEETCORN

Sweetcorn and
celery stick

Sweetcorn
dip



Sweetcorn
crisps

Sweetcorn
soup

Sweetcorn clusters for
children's lunch boxes

Now develop your own idea.

The food product I have chosen is:

My product idea:

Exercise
M1

Product Name

Exercise
M2

List 2 reasons why creativity would be a good skill to develop when at school:

- 1.

- 2.

Exercise
M3

List 2 reasons why employers are keen to recruit people with creative skills:

- 1.

- 2.

TASK N: Setting targets (Exercise N1-2)

Learning outcomes: You are able to set short and long term targets for yourself.

Links to CDI KS3 learning outcome: 2.

A target is something to aim for. Targets can be short or longer term. Goals should be realistic but not too easy, they should challenge you.

Short term, or long term? Look at the list of targets below, tick 'short' or 'long' to show what you think are short term or long term for your age group.

Exercise N1

To be driving	short	long
To have 100% attendance this year at school	short	long
To get a university place	short	long
To get good end of year results	short	long
To have a holiday abroad before 21	short	long
To get good grades in your final exams when you leave school	short	long
To learn a musical instrument up to Grade 5	short	long
To have a part-time job	short	long
To have your own flat	short	long
To keep your planner up-to-date and signed weekly	short	long
To get work experience with computers	short	long
To save enough to go to a concert next month	short	long
To buy a car or motorbike	short	long

Having clear targets gives you a sense of purpose. It motivates you to learn and to develop your skills and qualities so that you can get where you want to go in life.

Set yourself a short and long term personal target, learning target and career related target.

Exercise
N2

Personal Target

Short term

Long term

Learning Target

Short term

Long term

Career Related Target

Short term

Long term

Talk about these with your friends and your tutor.

TASK O: Review my learning (Exercise O1)

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 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.

Exercise
O1

Look at the 17 learning objectives in the table below. The first column shows where the Tasks in this workbook addressed these 17 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.

CDI Framework for Careers¹ 17 areas of learning and 17 learning objectives for students aged 11-14	Tasks in STEP UP 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, B, F, G, H, I	
2. Self-determination To be able to focus on the positive aspects of your wellbeing, progress and achievements	A, F, G, H, N	
3. Self-improvement as a learner To explain how you are benefitting as a learner from careers, employability and enterprise activities and experiences	O, P	
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	J, L	
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	E, J, L	
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>	L	
<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>	C	
<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>	C, D	
<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>	I	
<p>12. Showing initiative and enterprise To recognise when you are using qualities and skills that entrepreneurs demonstrate</p>	B, M	
<p>13. Developing personal financial capability To show that you can manage a personal budget and contribute to household and school budgets</p>	-	
<p>14. Identifying choices and opportunities To know how to identify and systematically explore the options open to you at a decision point</p>	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>	-	
<p>16. Handling applications and interviews To know how to prepare and present yourself well when going through a selection process</p>	B, F, G, I	
<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	

TASK P: Look ahead (Exercise P1)

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.

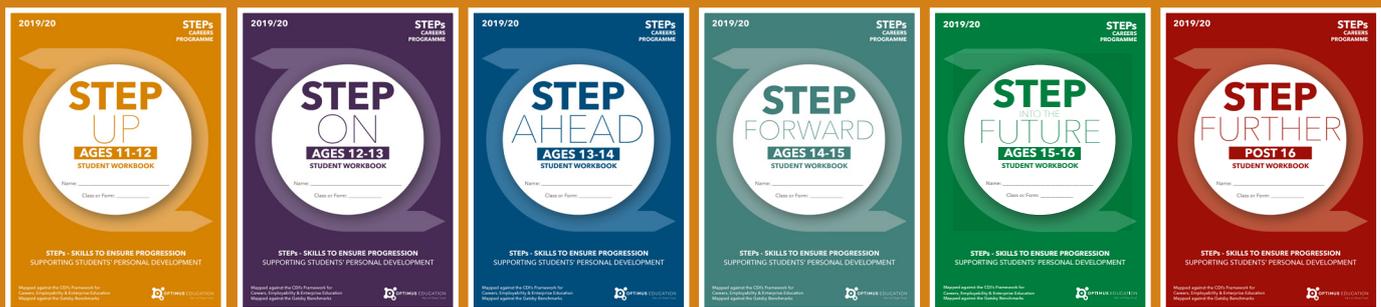
Exercise P1

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. Are you interested in finding out more about the careers programme in your school? <ul style="list-style-type: none"> • Look on the school website. Can you find the careers policy and programme? Do you understand it? • 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) 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 that happen 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 doing that? 	
<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?</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. <p>If I'm confused or unsure about my options, or my skills, or my qualifications, or my interests, then talking to the Careers Adviser would be helpful.</p>	

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.



Produced and published by Optimus Education

© Optimus Education 2019. All information correct at time of going to print (July 2019)

TO PLACE AN ORDER CONTACT:

Optimus Education

1 Andrews Court, Andrews Way,
Barrow-in-Furness, Cumbria LA14 2UE

T: 01229 814840

E: resources@prospects.co.uk

www.prospectseducationresources.co.uk

Optimus Education Resources is a trading name of Optimus Education Ltd, a company registered and incorporated in England and Wales. Registered company number: 05791519. Registered office: Shaw Trust House, 19 Elmfield Road, Bromley, Kent, BR1 1TL.

