

# STEPS

## STUDENT WORKBOOK

# LEVEL 01

**NAME:**

**CLASS / FORM:**

**SUPPORTING STUDENTS'  
PERSONAL DEVELOPMENT**

## 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 achieve these 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<sup>1</sup>. 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.

### For more information:

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

## CONTENTS

<b>Task A:</b>	Changes (Exercise A1-2)	<b>Task I:</b>	What is work? (Exercise I1)
<b>Task B:</b>	What have you achieved? (Exercise B1)	<b>Task J:</b>	Using the Careers Library / Learning Resource Centre (Exercise J1-4)
<b>Task C:</b>	Stepping up from primary school (Exercise C1-2)	<b>Task K:</b>	Introducing some important initials; L.M.I and S.T.E.M (Exercise K1-3)
<b>Task D:</b>	What influences me? (Exercise D1-2)	<b>Task L:</b>	Changes in the World of Work (Exercise L1-2)
<b>Task E:</b>	Roles that I think are successful (Exercise E1)	<b>Task M:</b>	How creative are you? (Exercise M1-3)
<b>Task F:</b>	What are you like? (Exercise F1-3)	<b>Task N:</b>	Setting targets (Exercise N1-2)
<b>Task G:</b>	Skills for Life (Exercise G1-3)	<b>Task O:</b>	Review my learning (Exercise O1-2)
<b>Task H:</b>	This is me (Exercise H1-2)	<b>Task P:</b>	Look ahead (Exercise P1)



You have already coped with a lot of changes in your life, including learning new skills. Along the way, did you start to plan your future career? Did you have a dream job that you thought you would like to do when you are an adult? You may already have a lot of ideas about the job you want to do when you leave education, and those ideas will change as you learn more about careers, and how you fit into the world of work.

**Exercise  
A2**

Don't write down the answer yet, just think - when you were a small child, what did you want to 'be' when you were grown-up? What was your dream job?

Use this space to either

- Draw an image of that dream job
- Or write down some clues to the main activities of your dream job

Work with a partner; can you guess each other's dream job from the clues above?

Talk to your partner - are you both still determined to do that dream job? If not, what has changed? Write down their thoughts here:

## 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 career development skill: 1 - Grow throughout life.*

Think about the things you have already achieved during your time in primary school - both in, and out, of the school day. Some examples might be; volunteering for school council, representing your school in a competition or sports team - or earning badges, gaining belts, winning trophies, or passing a music or dance exam.

### Exercise B1

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

Why do you think it is important to be able to provide proof of your achievements?

---



---

Why do you think it is valuable to have proof of your out-of-school activities?

---



---

## TASK C: Stepping up from primary school (Exercise C1-2)

**Learning outcomes:** You can reflect on how well you coped with the transition from primary school. You can identify individuals who you can access for help and support.

*Links to career development skill: 1 - Grow throughout life, 3- Manage career, 4- Create opportunities*

You have just made a big change, moving from primary school to secondary school, and from Key Stage 2 to Key Stage 3 of your education. You probably took part in some special activities to help you to prepare for this move, including visiting this new school.

### Exercise C1

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?

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

In your time at primary school, there were a lot of people who were able to help you.  
Can you remember their names?

Exercise  
**C2**

Job	Name
Class Teacher	.....
Teacher of Learning Assistant	.....
Head Teacher	.....
School Office Manager	.....
School Nurse	.....
Anyone else who helped you?	.....
<b>In your new school, do you know the names of any of these people?</b>	
Form Tutor	.....
Head of Year	.....
Teaching or Learning Assistant	.....
Head Teacher	.....
School Office Manager	.....
School Nurse	.....
School Library Manager	.....
Careers Leader	.....
Careers Adviser	.....
Anyone else who can help you?	.....

**Exercise**  
**C3**

Read the information in each section then write in the space below who could help.

Two students in your form are making fun of your classmate Jordan. The students laugh because they say that Jordan's clothes and hairstyle aren't in fashion. Who should Jordan talk to?

---

---

---

---

Cal finds it difficult to do homework because of sharing a bedroom with a younger sibling. The living room is too noisy because the rest of the family want the TV on all the time. Cal keeps getting into trouble at school for not doing homework. Who should Cal talk to?

---

---

---

---

Kei does well in most subjects but struggles in maths. Sometimes Kei doesn't understand what the teacher is saying and is getting further and further behind. Who should Kei talk to?

---

---

---

---

Kris loves to read books of all sorts. Having read everything at home, Kris is eager to find new authors to enjoy but can't afford an expensive trip to the local bookshop. Who might be able to help Kris to expand their knowledge and enjoyment of reading?

---

---

---

---

Jo wants to be a vet. Jo knows that it will mean a lot of studying but isn't sure which school subjects will be essential. Who should Jo talk to?

---

---

---

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

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

*Links to career development skill: 1 - Grow throughout life, 4- Create opportunities, 6 - See the big picture.*

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 15 with the MOST influential as number 1 and the least influential as 15.

Careers adviser

Celebrities

Family

Friends

Magazines

Newspapers

Online advertisements

Parents (Carers/Guardians)

Social media e.g., YouTube

Sporting personalities

Teachers

TV advertisements

TV shows

Websites

Yourself

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 career development skill: 3 - Manage your career, 4 - Create opportunities, 5- Balance life and work, 6 - See the big picture.*

Everyone has an opinion on what 'success' means and how you can be influenced by what you understand to be a successful career. You might think that a career role is successful if it is of great value to the rest of society, or if it pays a lot of money, or simply because it is enjoyable.

### Exercise E1

Look at the list of careers below. All these jobs can be done by any gender. Rank them from 1-10 in each of the categories (where 1 is the top, and 10 is at the bottom).

**Remember, this is your opinion!**

	Most Valuable to society	Paid the most money	Enjoys their job the most
Barrister			
Builder			
Fiction Author			
Fighter Pilot			
Nurse			
Police Officer			
Politician			
Recycling Officer			
Sportsperson			
Vet			

Give your reasons behind your top ranking for each of the three categories:

I ranked ..... as most valuable to society

Because .....

I ranked ..... as paid the most money

Because .....

I ranked ..... as enjoys their job the most

Because .....

Overall, which do you think is the most successful career? Is it in the list above, or can you think of anything else? Why do you think that?

.....

.....

## 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 career development skill: 1 - Grow throughout life, 4- Create opportunities.*

Do you know the difference between a 'skill' (something you can learn to do or get better at), and a personal quality? Personal qualities are personal characteristics of an individual. They are what make up your personality. They help a person get along in a new situation. For example, most employers would like their workers to be dependable and patient.

Work with someone you know and rate each other's personal qualities. Add any qualities which are missing at the bottom of the list. Circle 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			
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 (for example 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: <b>Good listener</b> ..... ..... ..... ..... .....	<b>Friends talk to me when they have a problem</b> ..... ..... ..... ..... .....

## 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 career development skill: 1 - Grow throughout life, 2 - Explore possibilities, 5 - Balance life and work*

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
- Using numbers
- Working in a team
- Solving problems
- Using ICT
- Being organised
- Thinking about what you have learned and achieved
- Finding out information in different ways
- Being actively involved in your community

### Exercise G3

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

**Skill:**

**How can I show it?**

## TASK H: This is me (Exercise H1)

**Learning outcomes:** You can record and present information about yourself in a positive way, including strengths, likes, interests and future hopes. *Links to career development skill: 1 - Grow throughout life, 2 - Explore possibilities, 3- Manage your career, 4-Create opportunities*

Draft an email to a new friend (or even an old-fashioned 'snail-mail' letter to a new pen pal in another country). What could you tell them about yourself?

### Exercise H1

Describe; yourself, your achievements, your best skills and personal qualities, your dreams for the future. There are a few ideas to get you started, but you can add more if you want to.

My name is:.....

and I am ..... years old.

I am good at: .....

.....

.....

At school I enjoy: .....

.....

.....

In my spare time I: .....

.....

.....

In the future I would like to: .....

.....

.....

My personal qualities are: .....

.....

.....

My best skills are: .....

.....

.....

## TASK I: What is work? (Exercise I1)

**Learning outcomes:** You understand what is meant by work, and the contribution and value of all types of work, paid and unpaid. *Links to career development skill: 1 - Grow throughout life, 2 - Explore possibilities, 3 - Manage career.*

### Exercise I1

Look at the list of activities below – which of these are ‘work’, and which are pastimes or hobbies?

	Work?	Pastime / Hobby?
Babysitting		
Acting in a play		
Cooking a meal		
Growing vegetables		
Playing a musical instrument		
Driving a car		
Knitting a jumper		
Doing science experiments		
Doing a paper round		
Clothes shopping		
Playing football		
Writing stories		
Computer gaming		

1. Write a sentence to explain what makes something be known as ‘work’

---



---

2. Write down as many reasons as you can why people go to ‘work’:

---



---

3. Look again at ticks in the Pastime/Hobby list. Could any of these activities also take place in the workplace? Which ones?

---



---

4. Do you have a favourite pastime or hobby that might turn into your future career?

---



---

## TASK J: Using the Careers Library / Learning Resource Centre (J1-4)

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

*Links to career development skill: 2 - Explore possibilities, 6 - See the big picture*

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 J1

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 J2

Pick one of the job 'groups' from exercise J1 (numbers 5-10) and list all the jobs or occupations you can think of that could be linked to that group.

.....

.....

.....

.....

### Exercise J3

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

Chiropractic

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. Explore some of the following sites, they are all reliable and up-to-date. Make a note in the right hand column to say what you might use it for in the future.

### Exercise J4

#### Choose one:

<https://nationalcareersservice.direct.gov.uk> (England)

[www.nidirect.gov.uk/campaigns/careers](http://www.nidirect.gov.uk/campaigns/careers) (N. Ireland)

[www.careerswales.com](http://www.careerswales.com) (Wales)

[www.myworldofwork.co.uk](http://www.myworldofwork.co.uk) (Scotland)

[www.icould.com](http://www.icould.com)

<https://www.kidscape.org.uk/advice/advice-for-young-people/>

[www.ucas.com](http://www.ucas.com)

[www.vinspired.com](http://www.vinspired.com)

[www.princes-trust.org.uk/](http://www.princes-trust.org.uk/)

#### Choose one:

[www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk) (England)

[www.nidirect.gov.uk/campaigns/apprenticeships](http://www.nidirect.gov.uk/campaigns/apprenticeships)  
(N. Ireland)

[www.apprenticeships.scot](http://www.apprenticeships.scot) (Scotland)

[www.gov.wales/apprenticeships-genius-decision](http://www.gov.wales/apprenticeships-genius-decision) (Wales)

TASK K: Introducing some important initials;  
 L.M.I. and S.T.E.M. (Exercise K1 - 3)

**Learning outcomes:** You are introduced to some important ideas about careers and the future of the world of work. *Links to career development skill: 2 - Explore possibilities, 6 - See the big picture.*

**LMI stands for Labour Market Information:**

- LMI is also called job market information.
- LMI includes facts, figures, and predictions about the current, and future, world of work.
- LMI can be very complicated to understand and interpret, with a lot of detail about companies, industries and occupations on your local area in the UK, and right across the world.

**Is it important for me to learn about all these facts and figures at the moment?**

No, you don't need to go into detail, and things will definitely change by the time you are ready to start your career after school, training, or higher education! But, as you research different learning options and job ideas over the next few years, you will notice that the information includes quite a few predictions and opinions about which careers will be available when you are ready to begin.

Try a couple of exercises to see how good you are at interpreting LMI:

Exercise  
 K1

In Victorian times, every town and city in the UK had a big team of Lamplighters who were employed to light and maintain candle, oil, or gas street lights. Streetlights were lit each evening, and the lamplighters would return to put the lights out at dawn. They also used ladders to climb up and inspect or maintain each lamp as required. **What sort of skills do you think were needed to do this popular job?**

Almost all street lighting is now electric- or solar-powered, using long-lasting, energy-efficient bulbs. Street lighting is controlled by a central computer that switches the lights on and off, and indicates if there are any maintenance issues.

**a. Is a career as a lamplighter still a popular option? Why/why not?**

**b. What skills do you think are needed for workers who are responsible for modern street lighting?**

**Exercise**  
**K2**

Modern medicine and better living conditions mean that people are living longer, healthier lives than in previous generations. A big percentage of people in the UK are now quite elderly and may need extra help so that they can live independent lives at home, or be safe and well looked-after in residential care.

**a. As the population continues to age, which types of jobs or occupational area(s) do you think will need more workers?**

.....

.....

.....

**b. What do you think will happen as the workers in health and social care reach retirement age themselves?**

.....

.....

.....

**c. How do you think employers will be able to recruit enough new workers to keep up with demand?**

.....

.....

.....

Some types of careers will definitely need more workers in future: STEM careers include jobs that are linked to:

**Science Technology Engineering Mathematics**

Labour Market Information (LMI) points to the facts:

- There are many career paths open to people with STEM-based skills.
- Everyone (not just young people) with STEM qualifications and skills are in high demand in the job market.
- STEM qualifications lead to good, long-term careers.
- Even if you think that you want to follow an Arts-based career, you are quite likely to use plenty of STEM-based skills in your daily work.

Young people like you, with STEM skills, can make a huge contribution to many of the big challenges facing our world now and, in your future, ...

**Exercise**  
**K3**

Look at this list of occupational areas. Try and think of at least one modern day challenge that is linked to that area where people with STEM skills can help. There are some ideas already for the first one.

Building and construction	Building energy efficient houses, using sustainably produced materials, using recycled materials, building on polluted ground, building to avoid flooding, land erosion or destruction of natural flora and fauna habitat. Building enough houses in the right places, building the right sort of houses for the local age-profile. Building new factory units to meet need, demolishing or redeveloping out-of-date buildings, preserving heritage, improving transport infrastructure, building affordable homes to meet the demands of the local labour market.
Entertainment	
Environment	
Fashion	
Finance	
Health and social care	
Space exploration	
Sport	
Transport	

## 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 career development skill: 6 - See the big picture*

### 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 next page.

#### Exercise L1

#### The Suit Company

Sy's Grandad started work as a tailor in Manchester when he was 15. He took \_\_\_\_\_ with a local firm. It is a very highly skilled job. Once he was experienced enough, he opened his own shop \_\_\_\_\_ called The Suit Company for men's and ladies' suits. As trade expanded, he employed some expert \_\_\_\_\_ to make shirts and blouses to go with the suits. People came to the shop to be measured for their new clothes which were then \_\_\_\_\_. The Suit Company was open from \_\_\_\_\_ but it closed for \_\_\_\_\_. Shop hours were from 9 until 12.30, \_\_\_\_\_ and then from 1.30 pm until 5.30 pm. Most of their customers came from \_\_\_\_\_ and all the clothes were made in the shop. Everyone paid their bills in cash which Grandad wrote down in a big book. All the staff were \_\_\_\_\_ receiving a little envelope every Friday.

Sy's Dad started work at The Suit Company when he left school at 16. He also took an apprenticeship - working alongside his father. By the time he was ready to take over, \_\_\_\_\_. There was no longer enough work for the skilled dressmakers and sewing machinists because everyone bought cheaper clothes \_\_\_\_\_. Most traditional tailors' shops had closed. People who could afford to have a suit made specially for them would have to travel to \_\_\_\_\_.

Sy grew up wanting to work in the family business. Sy stayed on at school until the age of 18, and went to university to study \_\_\_\_\_. Sy took over The Suit Company. The shop is no longer in the city centre because rents are so high. The clothes they sell are no longer made to measure but \_\_\_\_\_ where they are cheaper, but still well-made. The shop is now in an \_\_\_\_\_ shopping centre that has free parking for customers, and is open for \_\_\_\_\_ with no lunch break. The Suit Company has changed its name to Suit.Com and now does most of its business on the \_\_\_\_\_ which means that customers can see the clothing and order it for 24 hours a day. The employees of the shop are sales staff who help customers and process the online orders. Almost all customers \_\_\_\_\_. Staff are paid monthly \_\_\_\_\_.

Sy's Grandad and Dad still visit the shop. There is no longer any need for the tailoring skills they both trained for. Sy is now thinking of adding in a range of \_\_\_\_\_ because everyone is becoming concerned about the effect of fast fashion on the \_\_\_\_\_.

**Answer choices**

an apprenticeship	environment
things had changed a lot	dressmakers and sewing machinists
in high street shops and super-	half a day every Thursday
markets	imported from overseas countries
London	around Manchester
in the city centre	paid in cash
pay by credit card	out-of-town
vintage and used clothing	7 days a week
made on the premises	internet
business and management	into their bank accounts
Monday to Saturday	closed for lunch

**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 career development skill: 1 - Grow throughout life, 4 - Create opportunities*

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.

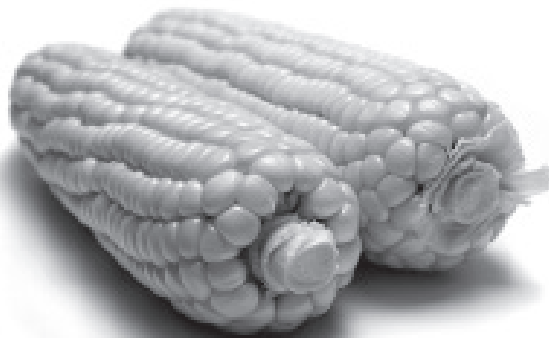
Demonstrate your creativity by taking a food product and showing how it can be used differently to create and develop new products.

**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 career development skill: 3 - Manage career*

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, circle '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.

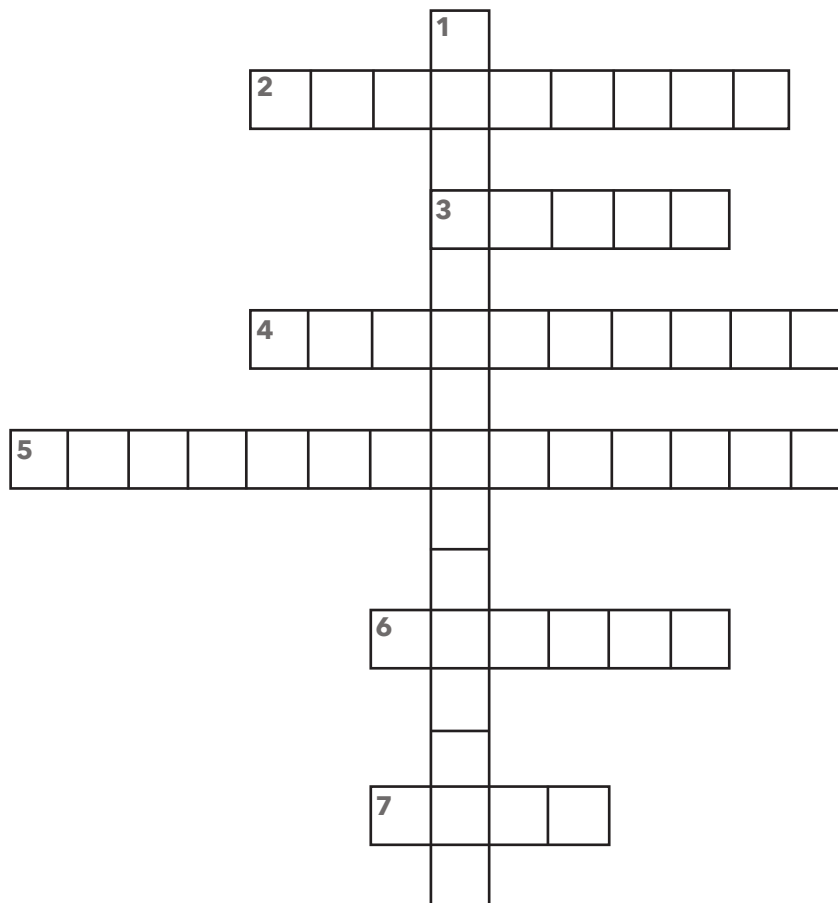
## TASK O: Review my learning (Exercise O1-2)

**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.*

### Exercise O1

How many ideas and definitions can you remember from this booklet? Try this short acrostic.

The answers are at the end of this task.



1. I am a personal characteristic of an individual. I help to make up your personality
2. I am a conversation between an employer and a person who would like to work for them. Both the employer and the jobseeker can ask questions during this conversation.
3. I am something you can learn or get better at
4. I describe a change, for example when you move up from primary to secondary school
5. I am an area in your school that will have a range of information about careers, courses, and applying for jobs
6. I am something you aim for. I can be short or longer term.
7. I am the initials that describe careers in science, technology, engineering or maths.

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

1. Grow throughout life by learning and reflecting about yourself, your background, and your strengths
2. Explore the full range of possibilities open to you
3. Manage your career actively; making the most of opportunities, and learning from setbacks
4. Create opportunities by being proactive and building positive relationships with others
5. Balance life and work effectively
6. 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**  
**O2**

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.

<b>Career Development Framework<sup>2</sup></b> <b>Six career development skills</b> <b>36 learning objectives</b>	<b>Tasks in STEPS Level One Workbook</b>	<b>1 tick for helpful; 2 ticks for interested to know more</b>
<b>Skill 1: Grow throughout life by learning and reflecting about yourself, your background, and your strengths</b>		
To be aware of the sources of help and support available, and to respond positively to feedback	<b>C, F</b>	
To be aware that learning, skills, and qualifications are important for career	<b>A, B, G, H</b>	
To show that you are willing to challenge yourself and try new things	<b>A, B, M</b>	
To be able to record your achievements	<b>A, B, C, F H, I, O, P</b>	
To be aware of heritage, identity, and values	<b>D</b>	
<b>Skill 2: Explore the full range of possibilities open to you</b>		
To be aware of the range of possible jobs	<b>G, H, I, J, K</b>	
To know about common sources of information about the labour market and the education system	<b>J, K</b>	
To be aware of the main learning pathways (e.g., university, college, and apprenticeships)	<b>J</b>	

To be aware of the range of different sectors and organisations where you could work	I, J	
To be aware of the range of ways that organisations undertake recruitment and selection	G	
<b>Skill 3: Manage your career actively; making the most of opportunities, and learning from setbacks</b>		
To be aware that career describes your journey through life, learning, and work	I	
To show that you are looking forward to the future	H	
To be able to imagine a range of opportunities for yourself in your career	H, N	
To be aware that different jobs and careers bring different challenges and rewards	E	
To know how to manage the transition into secondary school and to prepare for choosing your GCSEs	C	
To show that you can learn from setbacks and challenges	-	
<b>Skill 4: Create opportunities by being proactive and building positive relationships with others</b>		
To know how to develop friendships and relationships with others	C	
To be aware that it is important to take initiative in your learning and life	-	
To be aware that building a career will require you to be imaginative and flexible	M	
To be able to communicate your needs and wants	F, H	
To be able to identify a role model and being aware of the value of leadership	D, E	
To be aware of the concept of entrepreneurialism and self-employment	M	
<b>Skill 5: Balance life and work effectively</b>		
To be aware of the concept of work-life balance	E	

To be aware that physical and mental wellbeing are important	-	
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	A, G	
To be able to recognise the injustices caused by prejudice, stereotypes, and discrimination in learning and workplaces	-	
<b>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.</b>		
To be aware of a range of different media, information sources, and viewpoints	D, E, J	
To be aware that there are trends in local and national labour markets	K, L	
To be aware that trends in technology and science have implications for career	K, L	
To be aware of the relationship between career and the natural environment	K, L	
To be aware of the relationship between career, community, and society	-	
To be aware of the relationship between career, politics, and the economy	-	

**Answers to acrostic (Exercise O1):**

1. Personal quality
2. Interview
3. Skill
4. Transition
5. Careers library
6. Target
7. STEM

## TASK P: Look ahead (Exercise P1)

**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.

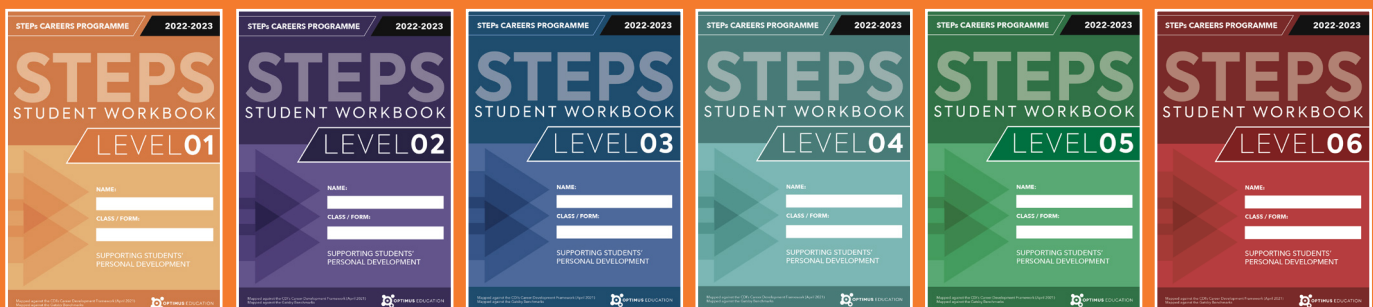
### Exercise P1

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 interested in finding out more
<p>1. Are you interested in finding out more about the careers programme in your school?</p> <ul style="list-style-type: none"> <li>Look on the school website. Can you find the careers policy and programme? Do you understand it?</li> <li>Are you interested in helping by giving feedback about the careers programme?</li> </ul>	
<p>2. Are you interested in learning more about:</p> <ul style="list-style-type: none"> <li>A range of study and training options? (there are sixth-forms, colleges, universities, apprenticeship-providers, training-providers)</li> </ul> <p>How do you prefer to do research?</p> <ul style="list-style-type: none"> <li>By reading in hardcopy, printed books/ magazines?</li> <li>By reading in softcopy, downloads/websites?</li> <li>Both, you don't mind?</li> </ul>	
<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"> <li>When you need it?</li> <li>So that you understand all your options?</li> </ul> <p>Do you think that it is important that you learn about equality and diversity in careers?</p> <ul style="list-style-type: none"> <li>So that you are treated fairly?</li> <li>So that you treat others fairly?</li> <li>So that you can challenge stereotypical thinking?</li> <li>So that you aspire to be the very best you can be?</li> </ul>	

<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"> <li>• Can you think of at least one job you can do that uses each of your curriculum subjects?</li> <li>• Do you know that science, technology, engineering and maths (STEM) subjects can lead on to a wide range of careers?</li> </ul>	
<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"> <li>• Does your school have a careers-fair, or employability competitions, or enterprise challenges?</li> <li>• Does your school have visiting speakers, who talk about what it takes to be successful in the workplace?</li> </ul>	
<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"> <li>• Some schools organise visits to workplaces; does yours?</li> <li>• 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?</li> </ul>	
<p>7. Are you interested in understanding more about future study options?</p> <ul style="list-style-type: none"> <li>• Would you like to visit a college and find out about Further Education qualifications (Certificates and Diplomas)?</li> <li>• Would you like to visit a university and find out about Higher Education qualifications (Bachelor's and Master's degrees)?</li> <li>• Would you like to visit a training-provider or employer and find out about Apprenticeship qualifications? (Levels 3, 4, 5, 6, 7)</li> </ul> <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"> <li>• No, because I don't have options this year.</li> <li>• Yes, I already have some ideas about what I want to do next.</li> <li>• When I have to choose my options - post-14, post-16, post-18 - then talking to the Careers Adviser could be helpful.</li> </ul> <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.



**Produced and published by Optimus Education Resources**

© Optimus Education 2022. All information correct at time of going to print (July 2022)

**TO PLACE AN ORDER CONTACT:**

**E:** [resources@optimus-education.com](mailto:resources@optimus-education.com)

Registered company number: 3656764  
Registered office: Shaw Trust House, 19 Elmfield Road, Bromley, Kent, BR1 1TL.

**NOT FOR  
INDIVIDUAL SALE**