

STEPS

STUDENT WORKBOOK

LEVEL 02

NAME:

CLASS / FORM:

**SUPPORTING STUDENTS'
PERSONAL DEVELOPMENT**

INTRODUCTION

Your career is your pathway through life – a combination of living, learning and earning.

The activities in this booklet are designed to build on your knowledge about careers and the world of work and help you to achieve the six career development skills:

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

You can clearly see that each TASK starts with a link to one or more of the 6 career development skills¹. 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 and values (Exercise A1-2)

Learning outcomes: You can explain what is meant by beliefs and values, and identify some of your own values which are important now and for your future career.

Links to career development skill: 1 - Grow throughout life, 5- Balance life and work

On the left is a list some examples of values - what people think is important in life. On the right are some statements you could use to describe your values to someone else, for example if you were asked during an interview for a course, or a new job. You might use the statements, for example, if you had to write a personal profile about yourself in a job or university application.

Match the statement to the value and fill in the grid below. The first has been done below for you as an example.

Exercise A1

Value	A statement that describes that value									
A. Respect	1. Although hard work is important, I believe that everyone should find time to enjoy themselves									
B. Friendship	2. I believe that it is important to speak up if I see a wrongdoing, both for my own benefit and for the benefit of others									
C. Importance of family	3. I believe it is important to be considerate towards the identity and heritage of others									
D. Having fun	4. I believe that every person has the right to choose their own faith or religion, and to worship and celebrate in their own way									
E. Religious tolerance	5. Protecting the environment is important to me									
F. Justice	6. I love my family and I like doing things with them									
G. Honesty	7. I believe that it is better to tell the truth than to lie									
H. Keeping fit	8. I believe that it is important to be a good friend									
I. Being 'green'	9. I think that sometimes it is important to take risks in life									
J. Being adventurous	10. Physical health is important to me									

Value:	A	B	C	D	E	F	G	H	I	J
Statement number:	3									

Write down some values that are important to you.

Exercise
A2

Important to you now:

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Important to your life when you are an adult:

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Important to your role as a worker/employee:

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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 career development skill: 4 - Manage career, 5 - Balance life and work

This exercise looks at the similarities and differences between your daily life at school, and how your daily life at work might look. 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.	
Make sure that you behave sensibly and safely.	

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 career development skill: 3 - Manage career, 5 - Balance life and work*

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 D1-2)

Learning outcomes: You know how to use the careers library/ learning resource area to access information about careers.

Links to career development skill: 2 - Explore possibilities, 3 - Manage career, 6 - See the big picture

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. 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 of why it might be important to think about similar jobs in the sector you are interested in: Flo wants to work with animals. Flo's grades at school are okay, not quite good enough to get through years of study to be a vet. Happily, 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! Flo now has a lot of new ideas about a career that involves animals.

Choose a popular job sector, for example; computers, medicine, construction, sport or transport. Design a logo that illustrates that sector (for example, sport could be ). 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:	Symbol or logo:
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)

Exercise D2

Talk to a partner; in exercise D1, Flo felt that it was important to consider other careers because it is really difficult to become a fully-qualified vet. Can you think of any other reasons why it is important to think about a wide range of job choices as well as your dream occupation?

TASK E: Can anyone predict the future? (Exercise E1-2)

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 career development skill: 6 – See the big picture

In 2021, a mission to Mars included the first ever powered helicopter flight on another planet. It has been predicted that, by the year 2099 a million people will have travelled to Mars and that they will all be able to live and work 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. Experts in Labour Market Information (LMI) who predict future trends in the world of work believe that:

- Trends in technology and science mean that there will be fewer manual and low-skilled jobs as more routine tasks are automated and performed by robots/artificial intelligence.
- Trends in rising levels of qualifications mean that 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 that rely on; future technology, the need to combat climate change, new and emerging health challenges (including threats caused by unknown viruses), and threats to the global food supply.

Exercise E2

Talk to a partner for a few minutes. Think about those possibilities of life on Mars in the future. A lot of the familiar jobs that you know about already will have to be done on Mars. For example, there will probably be a need for medical staff including doctors and nurses. Can you think of any others? Share your ideas with the group.

TASK F: Become a jobsearch expert (Exercise F1-4)

Learning outcomes: You can describe some of the ways that organisations use to recruit and select their workers. You know that many jobs need you to have learning, skills, and minimum qualifications.

Links to career development skill: 2 - Explore possibilities, 3 - Manage career

Look at the three examples below, and answer the questions

1

WANTED

Reliable person to help with setting out fruit and vegetable display every morning, and packing away at night.

National minimum wage
Two hours per day

Apply within

2

The Big Co. Sunderland

EXPERIENCED ADMIN. STAFF REQUIRED.

Must be proficient in use of all MS packages and Zoom.
Typing speed 50 wpm.
Customer service skills.
GCSE English and Maths passes.

CV to Manager@bigco.co.uk

Closing date 03/10/2022

3



What's App Group: BeeandZee

Bee

mate, I've just been in our works canteen and the manager said that they are going to advertise an apprenticeship. It sounds perfect for you.

12:27

Zee

sounds great, what do I have to do to get it?

12:28

Bee

I'll get you the application form tomorrow. Manager will be really pleased that they won't have to pay to advertise. I told them that you've just finished your GCSEs (you might even have passed a few lol) and they reckon you'd be great on an apprenticeship.

12:28

Zee

Thank mate. Speak tomorrow.

12:29

Exercise F1

Look at Job Advert 1: this is from a greengrocer's window.

Why do you think that they chose to put up a notice rather than paying for an advertisement?

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What qualifications do you think will be needed for that job?

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How would you apply for that job?

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What is the closing date?

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Exercise
F2

Look at Job Advert 2: this appeared on a local newspaper jobs website.

Why do you think that they chose to advertise online, rather than just putting up a notice in a window?

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What qualifications do you think will be needed for that job? This sort of advertisement often uses abbreviations to describe the qualifications - do you understand them? What sort of person would understand them?

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How would you apply for that job?

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What is the closing date?

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Exercise
F3

Look at the WhatsApp messages between Bee and Zee.

A high percentage of job opportunities are never advertised to the public.
They rely on word of mouth or recommendations.

Why would a company think that is a good idea?

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What sort of job does Bee think would be ideal for Zee?

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Do you know what an apprenticeship is? What do you think it means?

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What qualifications do you think Zee needs to get an apprenticeship?

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Exercise
F4

Choose one of the examples and write about what you think happens after someone has applied for a job. How do they know whether they have been successful?

What do you think is the next stage of the process?

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TASK G: Dress Code (Exercise G1-2)

Learning outcomes: You are aware that, for many jobs, you may be expected to dress in a certain way – for example wear a uniform / safety clothing, or conform to a certain way of dressing.

Links to career development skill: 2 – Explore possibilities, Skill 3 – Manage career

Think back to when you were much younger – did you play dress up as a worker at nursery? Did you dress up as a book character on World Book Day? Do you wear school uniform now? Does your favourite sports team wear an identifiable kit? Can you sometimes guess the jobs that people do from the way they dress?

Exercise G1

Take a look at the list of jobs below. Can you describe the sorts of clothing and other accessories that you might expect a person to wear while they are doing that job? Why do they wear those items?

Army Soldier	
Fast Food Worker	
High Court Judge	
Tree Surgeon	
Sports Coach	
Fashion Shop Worker	
Youth Worker	
Business Manager	
Children's T.V. Presenter	
Computer Games Designer	

Exercise G2

Write a few sentences to describe how you think that a person should dress if they are going for a job interview or business meeting and want to make a good impression.

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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 career development skill: 2 - Explore possibilities, 5 - Balance life and work, 6- See the big picture*

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. The gap between the median hourly rate received by men and women in the UK improved slightly as reported in April 2022, however it still stands at 9.8%, meaning that for every £1 earned by men, women are only paid around 90p.
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 eight 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 80% more (Equality Trust) (January 2022).
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.

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TASK I: Budgeting (Exercise I1-4)

Learning outcomes: You can explain the basic principle behind budgeting, and have an understanding of key terms such as disposable income. *Links to career development skill: 5 – Balance life and work*

Budgeting is putting together a plan to show how you are going to manage the money available to you so that you do not end up spending more than you have.

Exercise I1

Imagine that you have just started your first job. Look at the list of items you could spend your money on (3 have been left blank to use for your own ideas):

board	holidays	savings	food to buy and cook at home
shoes	clothes for work	bus/train fares	cinema
club/concerts	interests, for example sports / hobbies	lunch at work	pets
magazines/books	personal care, for example make-up/hair gel	music downloads / streaming	takeaway food
mobile phone	motorbike/car	drinks/cigarettes	pension
clothes for going out

Now decide which column you would put these in:

Essentials	Items needed	Luxuries

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:

income
.....

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

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 £30 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 they think.

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) Message them 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: The Qualifications Landscape (Exercise K1-3)

Learning outcomes: You are aware of the main levels of qualifications and learning pathways. You are aware that many jobs require minimum qualifications. You can link some of your school subjects to careers where they might be useful. *Links to career development skill: 1 - Grow throughout life, 2 - Explore possibilities, 3 - Manage career*

Right across the UK, thousands and thousands of young people like you are starting to think about the next steps in their own learning and career journey. You may not have to make any definite decisions about qualifications like GCSEs (Nationals in Scotland) until next year, but it is useful to start to think about what lies ahead - where could those qualifications take you?

- Qualifications in the UK are graded on a rising scale from Level 1 to Level 4 and above.
- The courses and qualifications that most people study at GCSE are counted as Level 2 Qualifications.
- Approximately 6.3 million people hold qualifications at Level 2 (15.3% of those aged 16-64) - Source www.nomisweb.co.uk (2021 figures)

Take a look at the table below which describes the main qualification levels and gives you some examples of qualifications at that level

Qualification Level	Description	Examples of Qualifications at this level
National Qualification Framework Level 4 and above	Specialist learning that involves a high level of knowledge in a specific occupational role or study	Certificates and Diplomas of Higher Education. Bachelor's degrees. Postgraduate qualifications. Professional qualifications. Foundation degrees. Vocational qualifications at levels 4 and above. Higher/ Degree/Graduate Apprenticeships PhDs / Doctoral degrees
National Qualification Framework Level 3	In-depth knowledge, understanding and skills and a higher level of application. Appropriate for entry into higher education, further training or skilled employment	All GCE AS and A levels T Level Scottish Highers Technical qualifications at level 3 International Baccalaureate Apprenticeships at Level 3
National Qualification Framework Level 2	Building knowledge / skills in subject areas and their application. Important level for employers and further education applications	GCSEs at grades 9-4 GCSE (England) National 5 (Scotland) Functional skills level 2 Technical qualifications at level 2 Apprenticeships at Level 2
National Qualification Framework Level 1	Basic knowledge, understanding and skills and the ability to apply learning to everyday situations.	Fewer than 5 GCSEs at grades 9-4 National 4 (Scotland) Functional skills level 1 Technical qualifications at Level 1 Skills for Life / Essential skills Functional skills (English, maths, ICT)
National Qualification Framework Entry Level	Basic knowledge and skills Each entry level qualification is available at three sub-levels - 1, 2 and 3. Entry level 3 is the most difficult.	Entry level award Entry level certificate (ELC) Entry level diploma Entry level essential skills Entry level functional skills Skills for Life

Exercise
K1

Look back at the information and examples in the table.

What level of qualification do you think you might need before you could follow the following occupations?

Job	Minumum qualification level
Dentist	
Trade Union Official	
Heart Surgeon	
Pet Shop Assistant	
Checkout Operator	
Computer Games Developer	

You can check your answers at the end of this booklet.

Exercise
K2

Think about National Qualification Framework Level 2 Qualifications. These include GCSEs which, for many young people, is the level of qualification you will take by the time you are 16. Use the space below to write down as many GCSE subjects that you can think of.

.....

.....

.....

.....

.....

.....

.....

Exercise
K3

Choose one subject from your list in Exercise K2. How many different jobs can you think of where that subject might be important? You don't need to get them all right - just use your knowledge of your subject lessons to work out a list. Compare your list with others in your group.

.....

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.....

TASK L: Writing an Action Plan (Exercise L1)

Learning outcomes: You understand the importance of planning, and how to set realistic goals and targets for yourself. *Links to career development skill: 1 - Grow throughout life, 3 - Manage career, 4 - Create opportunities*

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.

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

L1

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.

Exercise L2

Action Planning at work

Action planning is not only an essential skill for school and work – there are even real jobs that rely very heavily on this skill. In the health service, for example, surgeons have to make sure that every operation is completed safely, or in sport, for example, football managers have to make sure that they have developed or signed the right players ready to put out a successful team.

Think about your favourite place to eat out – it could be anywhere from the school canteen, to a simple fast-food or pizza place, a family favourite, or somewhere quite exclusive.

Imagine you are the Restaurant Manager. Your job is to make sure that the right meal is delivered to the right customer. You must make sure that the place is fully staffed, with enough food, equipment, tables, chairs ...

Write down a list of the actions you might need to take every day to make sure that everything goes smoothly.

[illegible]

TASK M: Review my learning (Exercise M1)

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

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

- 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 M1

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

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

²These learning areas and objectives are from the national Career Development Institute's Framework for careers, employability and enterprise education

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

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

TASK N: Look ahead (Exercise N1)

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 N1

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

<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. 	

Answers

Exercise A1

Value:	A	B	C	D	E	F	G	H	I	J
Statement number:	3	8	6	1	4	2	7	10	5	9

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 driver, tractor driver, train manager, train driver, tram driver, transport planner, windscreen fitter...

Exercise E1

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

Exercise K1

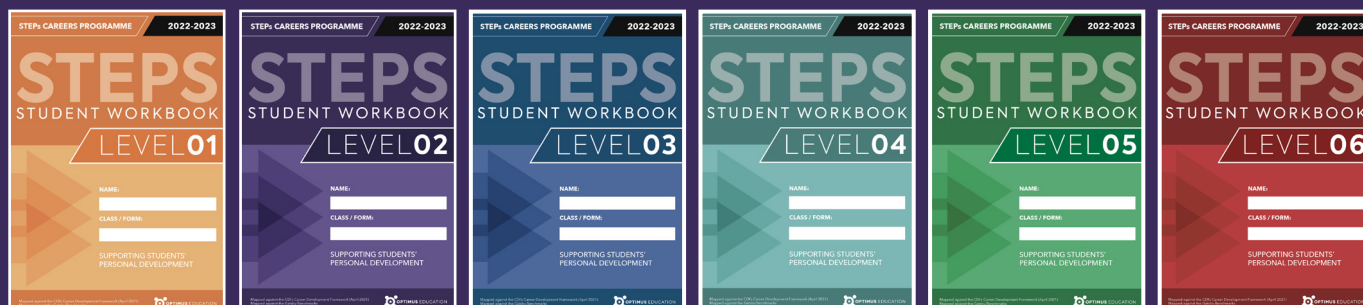
Dentist	Level 4 and above
Trade Union Official	Level 3
Heart Surgeon	Level 4 and above
Pet Shop Assistant	Level 2
Checkout Operator	Level 1
Computer Games Developer	Level 3

Exercise K2

Some examples of GCSEs: Maths, English Language, English Literature, Sciences (either single, double or triple science), Computing, Physical education (PE), Citizenship, Arts

Design and technology • *Electronic products* • *Food technology* • *Graphics* • *Resistant materials technology*
 • *Textiles technology*
 Humanities • *Geography* • *History* • *Religious Studies*
 Modern foreign languages • *French* • *German* • *Spanish* • *Welsh*
 Classical Studies

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