

2019/20

**STEPs**  
CAREERS  
PROGRAMME

# STEP AHEAD

**AGES 13-14**

**STUDENT WORKBOOK**

Name: \_\_\_\_\_

Class or Form: \_\_\_\_\_

**STEPs - SKILLS TO ENSURE PROGRESSION**  
SUPPORTING STUDENTS' PERSONAL DEVELOPMENT

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

 **OPTIMUS** EDUCATION  
Part of Shaw Trust

## INTRODUCTION

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

During this school year, you will need to choose which subjects and pathways you are going to follow for the next few years. The decisions you make now affect your learning and training choices after you are 16, after 18, and beyond

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

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

Each exercise in this booklet is designed to help you to develop the important skills, and find out the essential information that you will need to support your own personal development. You can clearly see that each TASK starts with an explanation of the learning objectives and outcomes<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<sup>2</sup> - 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!

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](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)

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## TASK A: Plan your decision year (Exercise A1-2)

**Learning outcomes:** You understand that you need to plan for the immediate future. You identify some of the sources of help you can access. *Links to CDI KS3 learning outcomes: 2, 10, 14, 15, 17.*

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

Exercise  
**A1**

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

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

Autumn Term	Spring Term	Summer Term

Exercise  
**A2**

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

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

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

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

My careers leader/teacher is .....

Based.....

My careers adviser is .....

Based.....

Days they are in school .....

Times .....

Now do the 'My network' exercise on the next page.

## TASK B: My Network (Exercise B1)

**Learning outcomes:** You understand that you need to plan for the immediate future. You identify some of the sources of help you can access. *Links to CDI KS3 learning outcomes: 2, 10, 14, 15, 17.*

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

Exercise  
**B1**

Draw a red square in any of the boxes below for each person in your network now and write their name in it. Draw a blue square in any of the boxes below for other people who may be able to help you make your choices and plan for the future.

<p><b>Friends</b></p>	<p><b>People in the wider community</b> (e.g. youth workers, family friends, local employers)</p>
<p><b>People in my family</b></p>	<p><b>People in my school</b></p> <div data-bbox="903 1697 1350 1798" style="border: 1px solid #ccc; background-color: #f0f0f0; padding: 5px; margin: 10px auto; width: 80%;"> <p>(Careers adviser)</p> </div> <div data-bbox="903 1816 1350 1917" style="border: 1px solid #ccc; background-color: #f0f0f0; padding: 5px; margin: 10px auto; width: 80%;"> <p>(Careers leader or teacher)</p> </div>

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

## TASK C: Personal Qualities (Exercise C1)

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

*Links to CDI KS3 learning outcomes: 1, 2, 3, 4, 11, 16, 17.*

### Exercise C1

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

#### Words that describe me

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

## TASK D: Personal Qualities & Jobs (Exercise D1-5)

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

*Links to CDI KS3 learning outcomes: 1, 2, 3, 4, 11, 16, 17.*

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

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

**What personal qualities do you think these people need?**

Exercise  
**D1**

**TV presenter**

Exercise  
**D2**

**Chef**

Exercise  
**D3**

**Doctor**

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

Exercise  
**D4**

Job:.....

Personal qualities:

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

Exercise  
**D5**

Spare time activity: .....

Personal qualities:

## TASK E: Skills (Exercise E1-2)

**Learning outcomes:** You understand what skills are and can identify some of your own skills. You can identify the skills needed for life and work. *Links to CDI KS3 learning outcomes: 1, 2, 3, 4, 5, 11, 15, 16, 17.*

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

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

✓ = skill you have now                      ● = skill you would like to develop

### Exercise E1

acting	<input type="checkbox"/>	playing a sport	<input type="checkbox"/>
caring for people	<input type="checkbox"/>	presenting an argument/debating	<input type="checkbox"/>
communicating	<input type="checkbox"/>	reading maps	<input type="checkbox"/>
dealing with money	<input type="checkbox"/>	remembering facts	<input type="checkbox"/>
design	<input type="checkbox"/>	repairing machines	<input type="checkbox"/>
doing experiments	<input type="checkbox"/>	riding a bike	<input type="checkbox"/>
drawing and painting	<input type="checkbox"/>	singing	<input type="checkbox"/>
first aid	<input type="checkbox"/>	solving problems	<input type="checkbox"/>
gathering and using information	<input type="checkbox"/>	speaking another language	<input type="checkbox"/>
improving your own work	<input type="checkbox"/>	taking photographs	<input type="checkbox"/>
looking after animals	<input type="checkbox"/>	using English language	<input type="checkbox"/>
making things	<input type="checkbox"/>	using IT	<input type="checkbox"/>
mental maths	<input type="checkbox"/>	using numbers	<input type="checkbox"/>
planning and managing	<input type="checkbox"/>	using sign language	<input type="checkbox"/>
playing a musical instrument	<input type="checkbox"/>	working with others	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>

### Exercise E2

Choose four of these skills - two you use in school and two out of school. For each one, write down how and where you have used it.

Evidence that shows you have used this skill	
Skill 1 (in school)	
Skill 2 (in school)	
Skill 3 (out of school)	
Skill 4 (out of school)	

## TASK F: Skills & Jobs (Exercise F1-2)

**Learning outcomes:** You understand what skills are and can identify some of your own skills. You can identify the skills for life and work. *Links to CDI KS3 learning outcomes: 1, 2, 3, 4, 5, 11, 15, 16, 17.*

List the skills that might be useful for each of these jobs.

Exercise  
**F1**

**Architect**

**Nursery nurse**

**Web designer**

**Electrician**

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

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

Exercise  
**F2**

Job title: .....

Skills:

## TASK G: Skills for Life & Work (Exercise G1)

**Learning outcomes:** You understand what skills are and can identify some of your own skills. You can identify the skills needed for life and work. *Links to CDI KS3 learning outcomes: 1, 2, 3, 4, 5, 11, 15, 16, 17.*

All skills are useful in some way or another but certain skills are particularly important for all young people to have in order to help them in the future.

They can be called '**skills for work and life**' or '**employability skills**'.

### What are skills for life and work?

- Communicating with others - speaking, listening, writing, reading (functional skill).
- Using numbers - doing calculations, collecting, analysing and presenting data, managing your money (functional skill).
- Working with others/team working (team worker).
- Problem solving - coming up with ideas, asking questions, exploring possibilities (creative thinker).
- Using ICT (functional skill).
- Managing yourself - being organised, setting and achieving targets with help from others, taking action to improve your career chances and learning from mistakes (self manager).
- Reflection - thinking about what you have learnt/achieved, knowing your strengths and weaknesses and making changes to improve (reflective learner).
- Being actively involved in your community (effective participator).
- Information research - finding out information in different ways, judging how far the information is reliable, using it to make decisions (independent enquirer).

These **skills for life and work** can help in your learning at school and your learning for life outside school. Developing these skills will make you more employable and give you better chances of success in a changing world of work.

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

### Exercise **G1**

## TASK H: Tell us why it should be you! (Exercise H1)

**Learning outcomes:** You consolidate your learning. You begin to think how to present yourself in an application process. *Links to CDI KS3 learning outcomes: 1, 3, 11, 15, 16, 17.*

### Exercise H1

Imagine your school is looking for some students to act as ambassadors for the school – for example; at parents’ evenings, or with the new pupils, or with visitors to the school. Each student has been asked to complete a personal statement outlining their personal qualities and skills. Using what you have learned in the Personal Qualities and Skills exercises on pages 7 and 10, write your statement in the box below. The maximum number of words is 250.

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

## TASK I: Learning Styles (Exercise I1)

Learning outcomes: You understand that people learn in different ways. You know your preferred style but understand why you will need to adapt to different ways of learning. *Links to CDI KS3 learning outcome: 15.*

### What are 'learning styles'?

Whether at school or work, we all learn new things in different ways.

Some people get more out of learning in groups, whilst others are happier learning on their own.

Some people like to learn things from teachers and others prefer to search out information and ideas for themselves. Some people like to read, others prefer something practical.

You may have done an exercise at school to find out how you learn best.

### Exercise I1

#### My best learning style is:

Some people are a mixture of learning styles. This does not mean you cannot learn in a particular way. You might just have to try a bit harder to adapt to that learning style in some situations. Understanding your learning styles can help when choosing new subjects, courses and pathways.

Different subjects you will study up to age 16 and beyond may require different ways of learning. Some will involve more practical work and others will involve more theory, for instance. If you need support with learning, extra help is available whichever pathway you choose.

## TASK J: Being Enterprising (Exercise J1-2)

**Learning outcomes:** You understand the meaning of being enterprising. You practise your creative thinking.  
*Links to CDI KS3 learning outcome: 12.*

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

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

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

Now develop your own idea.

The two products I have chosen are ..... and .....

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

Exercise  
**J1**

Exercise  
**J2**

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

1. ....

.....

2. ....

.....

## TASK K: Working Today (Exercise K1-4)

**Learning outcomes:** You understand that the World of Work is changing rapidly, and some of the implications of this. *Links to CDI KS3 learning outcomes: 4, 5, 7.*

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

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

Exercise  
**K1**

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

My grandparents' generation	My generation

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

Exercise  
**K2**

Why have the newer jobs developed?

Exercise  
**K3**

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

Exercise  
**K4**

## TASK L: Eastern Delights! (Exercise L1-5)

**Learning outcomes:** You appreciate the importance of making an informed choice. You understand that you can access information from a range of sources and the importance of being aware of possible bias and inaccuracies from different sources. *Links to CDI KS3 learning outcomes: 14, 15.*

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

### Menu:

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

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

You need to decide:

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

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

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

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

Exercise  
**L1**

A. ....

B. ....

Exercise  
**L2**

A. ....

B. ....

Exercise  
**L3**

A. ....

B. ....

Exercise  
**L4**

A. ....

B. ....

Exercise  
**L5**

A. ....

B. ....

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

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

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

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

## TASK M: Using reliable information (Exercise M1)

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

*Links to CDI KS3 learning outcomes: 3, 5, 10, 14, 15.*

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

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

Exercise  
**M1**

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

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

## TASK N: Qualifications (Exercise N1-2)

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

*Links to CDI KS3 learning outcomes: 10, 14, 15.*

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

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

Qualification level	Achievement level	Examples of some qualifications at this level
<b>Entry Level 1</b>	Building a basic level of knowledge, understanding and skills	Entry level awards, certificates and diplomas at Levels 1, 2 & 3 National 1, 2 & 3 Skills for life / Essential skills Functional skills (English, maths, ICT)
<b>Entry Level 2</b>		
<b>Entry Level 3</b>		
<b>Level 1</b>	Basic knowledge, understanding and skills and the ability to apply learning to everyday situations	GCSE grades 3-1 (England) GCSE grades D-G (Northern Ireland and Wales) National 4 (Scotland) Functional skills level 1 Vocational qualifications at Level 1 Skills for Life / Essential skills Functional skills (English, maths, ICT)
<b>Level 2</b>	Building knowledge / skills in subject areas and their application. Important level for employers and further education applications	GCSE grades 9 - 4 (England) GCSE Grades A*- C (Northern Ireland and Wales) National 5 (Scotland) Functional skills level 2 Vocational qualifications at level 2 Apprenticeships at Level 2
<b>Level 3</b>	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 Scottish Highers Vocational qualifications at level 3 International Baccalaureate Apprenticeships at Level 3
<b>Levels 4-8</b>	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 and Graduate Apprenticeships PHDs / Doctoral degrees

**Exercise N1**

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

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

- **Creative and media careers** • **Law** • **Engineering**

He or she has asked you to help them look at what qualifications they could take at levels 1, 2 and 3 in this career area.

Use the grid on page 20 as a guide, and research the information using online job profiles (see inside cover) and/or other careers resources in your library/learning resource centre. Write the results in the left-hand column. Then do some research into a career area you are interested in and write the information you find in the right-hand column.

**Exercise N2**

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

## TASK O: Choosing Options (Exercise O1-5)

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

*Links to CDI KS3 learning outcomes: 1, 2, 3, 10, 11, 14, 15, 16, 17.*

When you are choosing your options, you need to think about some of the things you have covered already in this booklet. For example: Personal qualities (page 6); Skills (page 9); Skills for life and work (page 11); Learning styles (page 13); Working today (page 15); and Using reliable information (page 19).

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

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

### What is available?

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

#### Exercise O1

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



Exercise  
**O3**

New subjects/courses I am interested in	Tick ✓

Now take all the subjects that you know and put them in the boxes below.

Some subjects may go in more than one box.

Exercise  
**O4**

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

Remember to research job families and any particular jobs you are interested in either in the careers library or by using online job profiles, for example:

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

Check what qualifications and subjects you will need for these jobs. If these subjects do not appear in your top two boxes, talk to your careers teacher or careers adviser.

You can also use other careers information available in the school or careers library/learning resource centre.

You have now listed:

- Subjects that are available
- Subjects you may need for your career
- Subjects you like and do well

You have also found out about new subjects and levels of qualifications.

**Remember:** There are helpful reasons for making a choice e.g. subjects you like and may need, and less helpful reasons - e.g. your best friend is taking it. Your school or careers adviser will help you with your final choice.

Exercise  
**05**

Write a short reflection on what researching Options - and choosing them - mean to you

# TASK P: Review my learning (Exercise P1)

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

*Links to CDI KS3 learning outcome: 3*

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

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

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

Exercise  
**P1**

Look at the 17 learning objectives in the table below. The first column shows where the Tasks in this Workbook addressed these 17 learning-objectives. The second column is for your feedback; if the tasks were helpful, put one tick; if you are interested to know more, put two ticks

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

<sup>3</sup> These learning areas and objectives are from the national Career Development Institute's Framework for careers, employability and enterprise education

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

## TASK Q: Look ahead (Exercise Q1)

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

*Links to CDI KS3 learning outcome: 3*

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

### Exercise Q1

This table includes a list of some of the elements<sup>4</sup> 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
1. Do you understand the careers programme in your school? <ul style="list-style-type: none"> <li>• Look on the school website. Have you seen the careers policy and programme?</li> <li>• Are you interested in helping by giving feedback about the careers programme?</li> </ul>	
2. Are you interested in learning more about: <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> <li>• A range of jobs and careers options? (there are many industry sectors to choose from, and hundreds of job-titles to browse)</li> </ul> How do you prefer to do research? <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>	
3. Are you interested in finding out more about your skills and interests as an individual?  Are you interested in getting advice and support to help you to work out what is best for you? <ul style="list-style-type: none"> <li>• When you need it?</li> <li>• So that you understand all your options?</li> </ul> Do you think that it is important that you learn about equality and diversity in careers? <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>	

<sup>4</sup> This list is adapted from the Gatsby Benchmarks: a framework of 8 guidelines for careers provision in schools and colleges

<p>4. Are you interested in understanding more about how the subjects you are studying lead into future options - study, training, jobs, careers - and the world of work?</p> <ul style="list-style-type: none"> <li>• Can you think of at least three jobs you can do that use 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 being done 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 taking part?</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 yet?</p> <ul style="list-style-type: none"> <li>• I have already made my option choices</li> <li>• When I have to make choices for post-16 and post-18 - then talking to the Careers Adviser could be helpful.</li> <li>• I need to speak to someone now. I am really confused by my option choices.</li> </ul>	

## Answers

### Skills and Jobs (page 10)

#### Architect

communicating  
design and making  
drawing  
gathering and using information  
planning and managing  
solving problems  
using IT  
using numbers  
working with others  
creative thinking

#### Nursery nurse

caring for people  
communicating  
design and making  
drawing and painting  
playing sport  
singing  
working with others  
voluntary work in caring for children  
helping with young groups

#### Web designer

communicating  
gathering and using information  
planning and managing  
design and making  
solving problems  
solving problems  
using IT  
working with others  
creative thinking

#### Electrician

communicating  
design and making  
planning and managing  
repairing machines  
solving problems  
using numbers  
working with others  
DIY projects at home

### Working Today (page 15)

#### Jobs from my grandparents' generation

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

**Jobs from my generation**

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

**Eastern Delights! (page 17)****Starters**

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

**Mains**

Kookoo - vegetable omelette  
Khoresht-e fesenjan - thick chicken stew, with pomegranate juice and ground walnut  
Beryooni - baked lung and mutton that is minced and generally eaten with a certain type of bread, 'nan-e taftton'

**Side Dishes**

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

**Desserts**

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

Part of the **Steps** Careers Programme.



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

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



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