EGGBUCKLAND
COMMUNITY COLLEGE
Everyone can

Year 9

Careers Booklet

Name:

Tutor Group:

Tenacity
Integrity
Compassion
Knowledge

WESTCOUNTRY
SCHOOLS TRUST

WELCOME TO YEAR 9 CAREERS

Why is this year important?

This year you will choose your GCSE options. These choices will affect what is open to you at 16, 18 and beyond. You do not need to know what job you want to do yet, but it helps to know yourself, know what is out there and know how to make a good decision.

What will you do this year?

You will look at information about jobs in our area, read example job adverts and prepare questions for visitors. You will make decisions about which subjects to take and who to ask for advice. You will also practise writing about yourself using STAR, which is the method colleges, sixth forms and employers expect.

WHAT YOUR OPTIONS DECIDE

Your GCSE options can open up or narrow down some routes after 16. For example, taking a language keeps the option of studying languages at A level open, and taking Triple Science is good preparation for A level sciences. Most combinations of options can work well, but it is important to understand what each choice keeps open before you decide.

What you will do in this booklet

Every two weeks your tutor will introduce a new session. You will then complete the activity on your own. By the end of Year 9 you will have:

- sorted GCSE subjects into yes, maybe and no, with the questions you still need to ask
- mapped the people in school who can help you with your decisions
- looked at labour market information and picked out patterns in job adverts
- written your own manifesto for KS4.

You do not need to predict your future this year. The aim is to keep your options open and understand yourself well enough to make good choices.

MY YEAR 9 LEARNING JOURNEY

By the end of Year 9 I will be able to do all of the things below. Tick each one off when you have completed it.

Tick	Session	I can...
☐	Session 1	I can be positive, flexible and prepared for moving into KS4.
☐	Session 2	I can use comprehensive websites to research local LMI.
☐	Session 3	I can plan how to make the most of information, advice and guidance in school.
☐	Session 4	I can keep and maintain a skills log.
☐	Session 5	I can set personal and learning targets to build on strengths.
☐	Session 6	I can analyse local job vacancies (deeper).
☐	Session 7	I can explore subjects offered at KS4.
☐	Session 8	I can discuss my options with family and others, weighing advice.
☐	Session 9	I can talk to alumni about how their jobs may change.
☐	Session 10	I can explain what 'career' means to me (deeper).
☐	Session 11	I can record when I have demonstrated using enterprise skills.
☐	Session 12	I can use enterprising qualities through challenges.
☐	Session 13	I can compare two enterprise models.
☐	Session 14	I can describe how I have changed since Year 7.
☐	Session 15	I can prepare for selection processes for school roles.
☐	Session 16	I can stand up to stereotyping and discrimination.
☐	Session 17	I can apply learning by setting goals for KS4.

THE SIX AREAS OF LEARNING

Grow throughout life, Explore possibilities, Manage career, Create opportunities, Balance life and work, See the big picture.

SESSION 1: MANAGE CAREER
My KS4 Readiness Check

I CAN...
I can be positive, flexible and prepared for moving into KS4.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Below are eleven habits that make KS4 easier. You will score yourself honestly from 1 to 5 for each one, then choose the habit to work on first.

WHAT TO DO ON YOUR OWN

1. Read the readiness checklist below.
2. On your work page, score yourself from 1 (not yet) to 5 (always) for each habit.
3. Add up your total out of 55.
4. Find your lowest score. This is your priority area.
5. Plan one specific action you will take this week to improve it.

KS4 READINESS CHECKLIST

1. I keep on top of homework deadlines.
2. I can revise without being told to.
3. I ask for help when I am unsure.
4. I get to school on time, organised and with my equipment.
5. I get enough sleep to be alert in lessons.
6. I can stop my phone from taking over my evenings.
7. I know my strengths and weaknesses in each subject.
8. I read on my own, even if it is just the news.
9. I can plan a piece of work over more than a week.
10. I can take feedback without taking it personally.
11. I am ready to take on new opportunities.

Tip: Be honest. A low score is not a problem. It shows you where to start.

SESSION 1: MY KS4 READINESS CHECK (MY WORK)

No.	Habit	Score (1 to 5)
1	I keep on top of homework deadlines.	
2	I can revise without being told to.	
3	I ask for help when I am unsure.	
4	I get to school on time, organised and with my equipment.	
5	I get enough sleep to be alert in lessons.	
6	I can stop my phone from taking over my evenings.	
7	I know my strengths and weaknesses in each subject.	
8	I read on my own, even if it is just the news.	
9	I can plan a piece of work over more than a week.	
10	I can take feedback without taking it personally.	
11	I am ready to take on new opportunities.	

My total: out of 55

My lowest score and the action I will take this week

How I will know it is working

SESSION 2: EXPLORE POSSIBILITIES
LMI Snapshot

I CAN...
I can use comprehensive websites to research local LMI.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
LMI stands for Labour Market Information. Today you will pick out five facts from an example of regional LMI and think about what they tell you about jobs in our area.

WHAT TO DO ON YOUR OWN

1. Read the regional LMI snapshot below.
2. On your work page, write down five facts you noticed.
3. Tick any facts that change how you think about a career.
4. Choose the most surprising fact and explain what it changes for you.
5. Read the box at the bottom of this page and write down where you would look for up-to-date LMI.

REGIONAL LMI SNAPSHOT: SOUTH WEST AND PLYMOUTH

The South West has a population of around 5.89 million, which is about 10% of the UK total.

The largest employment sector in Plymouth is healthcare and health technology, followed by advanced manufacturing and business services.

Around 30% of jobs in the region need a Level 4 qualification or higher (such as an HNC, foundation degree or degree).

The average salary in the region is around £31,000 to £37,300 a year, which is 10 to 15% below the UK average.

Plymouth's most in-demand skills are health and social care skills, and digital and IT skills.

The strongest opportunities are in care and health support, digital and IT, engineering and marine or defence industries, business administration and payroll, and sales and business development.

WHERE TO FIND UP-TO-DATE LMI
LMI for All (lmiforall.org.uk), the National Careers Service skills health check, Nomis (nomisweb.co.uk) and the Local Enterprise Partnership (LEP) website.

SESSION 2: LMI SNAPSHOT (MY WORK)

Five facts I noticed (tick any that change how I think about a career)

No.	Fact	Tick
1		☐
2		☐
3		☐
4		☐
5		☐

The most surprising fact and what it changes for me

Where I would look for up-to-date LMI for our area

SESSION 3: CREATE OPPORTUNITIES
My IAG Map

I CAN...
I can plan how to make the most of information, advice and guidance in school.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
IAG stands for Information, Advice and Guidance. There are adults in this school whose job is to help you. Today you will work out who to go to for different kinds of help.

WHAT TO DO ON YOUR OWN

1. Read the list of people who can help you in school.
2. On your work page, write who you would ask for each type of question.
3. Tick any people you have never spoken to before.
4. Decide who you will speak to first about your options.
5. Write down when you could go to the Careers Café.

PEOPLE WHO CAN HELP YOU IN SCHOOL
Form tutor: your first point of contact every day.
Head of Year: support with the bigger picture and pastoral issues.
Subject teachers: experts in where their subject can lead.
Careers Lead or Careers Adviser: trained in routes after school and the jobs market.
Sixth form staff: know the next steps after Year 11 well.
School counsellor or wellbeing team: support with mental health.
Older students and prefects: can tell you what subjects are really like.

Tip: Many students do not book a careers interview because they do not know they can. You can, so just ask.

CAREERS CAFÉ
Tuesday and Thursday, Break 2, in the Library ICT Room.

SESSION 3: MY IAG MAP (MY WORK)

Write the name or role of the person you would ask for each type of question.

Type of question	Who I would ask	Never spoken to
If I am worried about a subject		☐
If I want to know about options after Year 11		☐
If I am interested in a particular career		☐
If I am struggling with friendships or wellbeing		☐
If I want to know what a GCSE subject is really like		☐
If I want a careers interview		☐

Who I will speak to first about my options and why

When I could go to the Careers Café

SESSION 4: MANAGE CAREER
Starting My Skills Log

I CAN...
I can keep and maintain a skills log.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Today you will start your skills log by writing three pieces of evidence from this term. Each one should be a real example written using mini-STAR.

WHAT TO DO ON YOUR OWN

1. Read the mini-STAR explanation and the example below.
2. On your work page, write three entries from this term.
3. Use mini-STAR for each: Situation and Action, then Result.
4. Choose a different skill for each entry.
5. Tick the entry you would be proudest to use in an interview.

MINI-STAR
Situation and Action: what was happening and what did you do?
Result: what happened in the end and what did you learn?

EXAMPLE
Skill: Resilience
Situation and Action: I got 48% on my Year 9 maths assessment in January. I did 30 minutes of Sparx every weekday for five weeks.
Result: I got 71% on the next assessment. I realised I work better in short bursts than cramming at the weekend.

Tip: Other things you could log include attending the Launchpad Live event and speaking to an employer, college or university about routes and opportunities.

WHY THIS MATTERS
You will use your skills log for personal statements, applications and interviews.

SESSION 4: STARTING MY SKILLS LOG (MY WORK)

☐ **Entry 1 Skill: _____**

Situation and Action

Result

☐ **Entry 2 Skill: _____**

Situation and Action

Result

☐ **Entry 3 Skill: _____**

Situation and Action

Result

SESSION 5: MANAGE CAREER
Strength-Stretch Targets

I CAN...
I can set personal and learning targets to build on strengths.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Most targets are about fixing weaknesses. Today you will set targets that stretch the things you are already good at.

WHAT TO DO ON YOUR OWN

1. Think of two things you are already good at.
2. On your work page, write a stretch target for each one. It should push you further, not just keep you where you are.
3. Make each target SMART: Specific, Measurable, Achievable, Relevant and Time-bound.
4. Set a review date four to six weeks from today.
5. Use the stretch check on your work page to check each target.

KEEPING IT GOING OR STRETCHING IT

Keeping it going: "Keep getting good marks in History."

Stretch: "Write a 1,200-word essay on the causes of the Cold War by half term, using four sources and aiming for Grade 7 or above."

Keeping it going: "Carry on with football."

Stretch: "Run the Under 14s attacking drills at training next month and ask the coach for feedback afterwards."

Tip: If your target sounds easy, it is not a stretch. A good stretch target should make you feel slightly nervous.

SESSION 5: STRENGTH-STRETCH TARGETS (MY WORK)

Strength 1

Stretch target

Strength 2

Stretch target

Review date:

Stretch check: does each target push me further than I am now?

Target 1: ☐ Yes ☐ I could push it further

Target 2: ☐ Yes ☐ I could push it further

The smallest action I can take this week to move Target 1 forward

SESSION 6: EXPLORE POSSIBILITIES
Skills Trend Spotter

I CAN...
I can analyse local job vacancies (deeper).

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Today you will read five entry-level vacancies in the tech sector and find the skills that come up in three or more of them. These are the skills worth building.

WHAT TO DO ON YOUR OWN

1. Read the five tech vacancies below.
2. On your work page, list the skills mentioned in each one.
3. Find the skills that come up in three or more vacancies.
4. Decide which of those skills you already have and which you need to work on.
5. Write down another sector you would like to look at in the same way.

TECH SECTOR: FIVE ENTRY-LEVEL VACANCIES

1. Junior data analyst, £25,000. Skills: Excel, basic SQL, attention to detail, communication.

2. Trainee software developer, £22,000. Skills: any coding language, problem solving, teamwork, willingness to learn.

3. IT support technician, £22,000. Skills: communication, problem solving, patience, basic networking.

4. Cyber security apprentice, £18,000. Skills: attention to detail, curiosity, problem solving, ethics.

5. Junior web developer, £24,000. Skills: HTML and CSS, problem solving, teamwork, design sense.

Tip: Communication and problem solving appear in almost every job advert, whatever the sector. That tells you something.

SESSION 6: SKILLS TREND SPOTTER (MY WORK)

Skills mentioned in each vacancy

No.	Skills mentioned
1	
2	
3	
4	
5	

Skills mentioned in three or more vacancies

Skills I already have

Skills I need to work on

Another sector I would like to look at in the same way

SESSION 7: BALANCE LIFE AND WORK
KS4 Options Carousel Prep

I CAN...
I can explore subjects offered at KS4.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You will make your options choices this year. Today you will work out what you already know about each subject and what you still need to find out.

WHAT TO DO ON YOUR OWN

1. Read the list of subjects below.
2. On your work page, mark each option subject: Y (would pick), M (maybe), N (no thanks) or ? (don't know enough).
3. For every ?, write one specific question you need answered.
4. Write down your top three "yes" subjects.
5. Choose one question to ask at the options workshops.

SUBJECTS USUALLY OFFERED (CHECK OUR OPTIONS BOOKLET)
Core subjects (everyone takes these): English Language, English Literature, Maths, Combined or Triple Science.
Option subjects often include: History, Geography, RE, French, Spanish, German, Business, Computer Science, Art, Photography, D&T, Drama, PE / Sport, Music, Food and Nutrition, Health and Social Care, Media.

Tip: "Don't know enough" is a useful answer. It means you have found a question worth asking.

WHY THIS MATTERS
Students who regret their options often chose subjects without finding out enough about them. Asking the right questions now will help you avoid this.

SESSION 7: KS4 OPTIONS CAROUSEL PREP (MY WORK)

Subject	Y / M / N / ?	If ?, my question
History		
Geography		
RE		
French		
Spanish		
German		
Business		
Computer Science		
Art		
Photography		
D&T		
Drama		
PE / Sport		
Music		
Food and Nutrition		
Health and Social Care		
Media		

My top three "yes" subjects right now

The question I will ask at the options workshops

SESSION 8: BALANCE LIFE AND WORK
Whose Voice Counts?

I CAN...
I can discuss my options with family and others, weighing advice.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
When you make a decision, whose advice is worth listening to? Different people are helpful for different things. Today you will rate the people you could ask.

WHAT TO DO ON YOUR OWN

1. Read the five types of adviser below.
2. On your work page, rate each one from 1 to 5 for how much you would trust them on three different decisions.
3. Notice how your trust changes depending on the decision.
4. Write down the type of adviser you use least.
5. Plan three people you will talk to before you choose your options.

FIVE TYPES OF ADVISER

Parent or carer: knows you well but may have fixed ideas.

Friend: understands your situation but is the same age as you.

Subject teacher: an expert in their subject but may know less about others.

Careers adviser: trained in the bigger picture but may not know you well yet.

Online (social media, AI, search engines): quick but not always reliable for your situation.

Tip: Notice when someone is giving advice based on their own experience. "When I was your age" is a clue.

SESSION 8: WHOSE VOICE COUNTS? (MY WORK)

Rate each adviser from 1 (would not trust) to 5 (would trust completely).

Adviser	Subject choice	Friendship issue	Long-term career
Parent or carer			
Friend			
Subject teacher			
Careers adviser			
Online (social media, AI, search engines)			

The type of adviser I use least and why

Three people I will talk to before choosing my options

1.

2.

3.

SESSION 9: SEE THE BIG PICTURE
Alumni Q&A Prep

I CAN...
I can talk to alumni about how their jobs may change.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
A former student will be coming back to talk about their work. Today you will prepare five strong questions that will get useful answers.

WHAT TO DO ON YOUR OWN

1. Read the weak and strong example questions below.
2. On your work page, write five questions of your own.
3. Make sure at least two are about how their job is changing, for example because of AI, automation or working hours.
4. Choose your two strongest questions and explain why.
5. Rewrite your weakest question to make it stronger.

WEAK AND STRONG QUESTIONS
Weak: "Do you like your job?"
Strong: "What part of your job did nobody tell you about until you started?"
Weak: "How much do you earn?"
Strong: "What skill have you had to learn since you started that was not part of your training?"
Weak: "What A levels did you do?"
Strong: "Which subject choice mattered most for what you do now, and which mattered least?"

Tip: Open questions starting with "what" or "how" get longer answers. Closed questions starting with "do you" usually get a yes or no.

SESSION 9: ALUMNI Q&A PREP (MY WORK)

No.	My question
1	
2	
3	
4	
5	

My two strongest questions and why

My weakest question, rewritten

SESSION 10: GROW THROUGHOUT LIFE
Career Definition

I CAN...
I can explain what 'career' means to me (deeper).

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You will write a quick first definition of 'career', then use the examples below to improve it and write a stronger second version.

WHAT TO DO ON YOUR OWN

1. In two minutes, write your first definition of 'career' on your work page (Draft 1).
2. Read the example definitions below.
3. Write what you would add or change in your own words.
4. Write Draft 2 in 30 words or fewer.
5. Explain what changed in your thinking between Draft 1 and Draft 2.

SIMPLE AND DETAILED DEFINITIONS

Simple: "What I will do for a living when I grow up."

More detailed: "All the paid and unpaid work, learning and choices that shape who I become."

Simple: "A job that earns money."

More detailed: "A mix of paid work, volunteering, hobbies and changes of direction over my whole life."

Tip: Use your own words. You can borrow one phrase from the examples if it really fits what you think.

SESSION 10: CAREER DEFINITION (MY WORK)

Draft 1: my first definition

What I would add or change

Draft 2 (30 words or fewer)

Number of words:

What changed in my thinking?

SESSION 11: CREATE OPPORTUNITIES
My Enterprising Moments

I CAN...
I can record when I have demonstrated using enterprise skills.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Being enterprising means spotting opportunities, using your initiative, solving problems and making things happen. Today you will find three times you have been enterprising.

WHAT TO DO ON YOUR OWN

1. Read what counts as enterprising below.
2. Think about school, family, hobbies and things you do online.
3. On your work page, write three enterprising moments: when, what you did and the skill it shows.
4. Choose the moment you would most like an interviewer to know about and explain why.
5. Write down one enterprise skill you would like to show more of.

WHAT COUNTS AS ENTERPRISING
Starting something, such as a club, group chat, small business or fundraiser.
Spotting a problem and doing something about it.
Using your initiative instead of waiting to be asked.
Solving something in a creative way.
Persuading someone to support you, listen to you or change their mind.
Taking a sensible risk and learning from how it went.

ENTERPRISE SKILLS
Critical thinking, creativity, communication, adaptability, resilience, leadership. Think about how you show these in your activities and interests, both in and out of school.

Tip: It does not have to involve money. Organising a charity bake sale or running a study group counts.

SESSION 11: MY ENTERPRISING MOMENTS (MY WORK)

When	What I did	Skill it shows

The moment I would most like an interviewer to know about and why

An enterprise skill I would like to show more of

SESSION 12: CREATE OPPORTUNITIES
Tutor Group Challenge

I CAN...
I can use enterprising qualities through challenges.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You have £5 starting money and one week to raise £50 for charity. Today you will plan how you would do it and write a 60-second pitch for your idea.

WHAT TO DO ON YOUR OWN

1. Read the brief below.
2. On your work page, plan your idea using the four boxes.
3. Choose a charity and explain why.
4. Write a 60-second pitch for your idea.
5. Your tutor may choose one idea from the group to run for real.

THE BRIEF
You have £5 starting money and one week. Your goal is to raise £50 for a charity of your choice, working only at break, lunch and after school. You cannot use your own money or ask your parents for money.

Tip: The best ideas are usually something small that costs little to make, such as lemonade, or a service people will pay for, such as dog walking.

SESSION 12: TUTOR GROUP CHALLENGE (MY WORK)

THE IDEA

WHO I WOULD SELL TO OR HELP

HOW I WOULD SPEND THE £5

HOW I WOULD RUN IT (jobs and timetable)

The charity I would give to and why

My 60-second pitch

SESSION 13: SEE THE BIG PICTURE
Co-op vs Shareholder

I CAN...
I can compare two enterprise models.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Businesses can be set up in different ways. Most companies you have heard of are owned by shareholders. A co-operative is owned by its workers or members. Today you will compare the two.

WHAT TO DO ON YOUR OWN

1. Read the explanation below. It should take about three minutes.
2. On your work page, write the pros and cons of each model.
3. Decide which you would rather work for and explain why.
4. Decide whether your answer would change if you owned the business.
5. Write down one business you know and which model you think it uses.

THE TWO MODELS

Shareholder model: the business is owned by people who buy shares, and they receive the profits. They choose directors, who employ the workers. Workers are paid a salary but do not get a share of the profits. Examples: Apple, Tesco and Microsoft.

Co-operative model: the business is owned by its members, usually its workers or customers. Profits are shared between members and decisions are made democratically. UK examples: the John Lewis Partnership (owned by its employees), The Co-op (owned by its members), some farmers' co-ops and credit unions.

Tip: There is no right answer. Most economies need both types. Knowing the difference can help you choose where you want to work.

If you enjoyed this session, you might like to consider Business as one of your option subjects.

SESSION 13: CO-OP VS SHAREHOLDER (MY WORK)

Model	Pros	Cons
Shareholder		
Co-operative		

Which I would rather work for and why

Would my answer change if I owned the business? Why?

A business I know and the model I think it uses

SESSION 14: GROW THROUGHOUT LIFE
Year 7 to Year 9 Reflection Map

I CAN...
I can describe how I have changed since Year 7.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You are coming to the end of KS3. Today you will think about where you were in Year 7, where you are now and where you want to be next.

WHAT TO DO ON YOUR OWN

1. Read the prompts for each column below.
2. On your work page, fill in the Then, Now and Next columns.
3. Be honest. Include the things you used to think, not just your achievements.
4. Write down the biggest change between Then and Now.
5. Write one thing you will do in Year 10 to reach your Next.

PROMPTS FOR EACH COLUMN
Then (Year 7): What was I good at? What was I nervous about? What did I think I wanted to be?
Now (Year 9): What am I good at? What am I working on? What feels different?
Next (Years 10 and 11): What do I want to get better at? What do I want to try? What kind of person do I want to be by 16?

WHY THIS MATTERS
Being able to describe how you have changed helps you take control of how you keep changing.

SESSION 14: YEAR 7 TO YEAR 9 REFLECTION MAP (MY WORK)

THEN (Year 7)	NOW (Year 9)	NEXT (Years 10 and 11)

The biggest change between Then and Now

One thing I will do in Year 10 to reach my Next

SESSION 15: CREATE OPPORTUNITIES
Senior Role Practice

I CAN...
I can prepare for selection processes for school roles.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Imagine you are applying for a student leadership role or a work experience placement. You will write a short application using STAR.

WHAT TO DO ON YOUR OWN

1. Choose a school role or a work experience placement from the box below. It can be real or imagined.
2. Choose one strong example from your time at this school.
3. On your work page, write your example using STAR, in under 250 words.
4. Check your Action section. Does it say exactly what you did?
5. Check your Result section. Does it show what happened and what you learned?

ROLES AND PLACEMENTS YOU COULD APPLY FOR
School roles: senior prefect, head boy or head girl, subject ambassador, sports captain, house captain, anti-bullying mentor, open evening student leader, charity committee chair.
Work experience sectors: business, manufacturing and engineering, construction, healthcare, sport, creative industries.

STAR REMINDER
Situation, **T**ask, **A**ction, **R**esult. Most of your writing should be in the Action section.

Tip: People who choose students for these roles read lots of applications. Do not write a list. Choose one example and explain it well.

SESSION 15: SENIOR ROLE PRACTICE (MY WORK)

The role or placement I am applying for

S: Situation

T: Task

A: Action (the biggest part)

R: Result

SESSION 16: SEE THE BIG PICTURE
Active Bystander Toolkit

I CAN...
I can stand up to stereotyping and discrimination.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are five things you can do when you see something wrong: Distract, Delegate, Document, Delay and Direct. Today you will use them for three scenarios.

WHAT TO DO ON YOUR OWN

1. Read the five Ds below.
2. Read the three scenarios.
3. On your work page, write which D you would use for each scenario and what you would actually say or do.
4. Write down the D you are most likely to use.
5. Write down which D would feel hardest and why.

THE FIVE Ds

Distract: interrupt the situation, for example by asking the time or changing the subject.
Delegate: get help from a teacher, supervisor or someone else in charge.
Document: record what is happening, including the time, place and who was involved.
Delay: check in with the person afterwards, for example "Are you OK?"
Direct: step in and say something, for example "That's not OK."

THREE SCENARIOS

1. In a corridor, a Year 7 pupil is being teased about their accent by older students.
2. A new colleague at your Saturday job keeps having their name mispronounced and nobody corrects it.
3. In an online group chat, someone shares a meme making fun of disabled people and three people laugh.

SESSION 16: ACTIVE BYSTANDER TOOLKIT (MY WORK)

No.	Which D?	What I would actually say or do
1		
2		
3		

The D I am most likely to use

The D that would feel hardest and why

A time someone used one of the Ds to help me, or could have, and how it felt

SESSION 17: MANAGE CAREER
My KS4 Manifesto

I CAN...
I can apply learning by setting goals for KS4.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
KS4 starts in a few months. Today you will write a manifesto: your priorities, the things you will not compromise on and what you stand for.

WHAT TO DO ON YOUR OWN

1. Read the example manifesto below.
2. On your work page, write your own manifesto in under 100 words.
3. Make it personal. Use "I will" rather than "It is important to".
4. Sign and date it.
5. Choose the one line from your manifesto that matters most to you.

EXAMPLE MANIFESTO FROM A YEAR 9 STUDENT
"In KS4 I will work hard, but not at the cost of my friends or my mental health. I will ask for help before things get on top of me. I will keep playing football even when revision gets busy. I will not let one bad result put me off. I will treat all staff with the same respect. By the end of Year 11 I want to know I gave it my best, even if my best wasn't perfect." Aamir, Year 9

Tip: Read your manifesto again on your first day of Year 10.

SESSION 17: MY KS4 MANIFESTO (MY WORK)

My KS4 manifesto

Signed:

Date:

The line that matters most to me

Well done for completing your Year 9 Careers Booklet. Please hand it to your tutor at the end of Year 9. Read your KS4 manifesto again on your first day of Year 10.