EGGBUCKLAND
COMMUNITY COLLEGE
Everyone can

Year 8

Careers Booklet

Name:

Tutor Group:

Tenacity
Integrity
Compassion
Knowledge

WESTCOUNTRY
SCHOOLS TRUST

WELCOME TO YEAR 8 CAREERS

Why are we doing this?

This year you will start thinking about the choices ahead of you, such as your GCSE options at the end of Year 9 and what you might do after Year 11, including sixth form, college or an apprenticeship. You still have plenty of time, so there is no need to worry.

What will you do this year?

You will think about your own skills and strengths, look at information about jobs and pay, read example job adverts and think about what employers look for. You will also start collecting examples of when you have used your skills, written in your own words, which you can use in interviews later on.

WHAT IS A CAREER?

A job is the work you are paid to do. A career is bigger than a job. It includes everything you learn, the paid and unpaid work you do, your hobbies and interests, and the times you change your mind along the way.

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 8 you will have:

- written examples of your skills using the STAR method
- looked at labour market information and example job adverts
- practised describing yourself in 30 seconds
- planned a budget based on a Saturday job.

You do not need to decide your future this year. The aim is to get better at thinking about your options so that you feel ready when the bigger decisions come.

MY YEAR 8 LEARNING JOURNEY

By the end of Year 8 I will be able to do all 18 things below. Tick each one off when you have completed it.

Tick	Session	I can...
☐	Session 1	I can describe what I like about how I have changed since Year 7.
☐	Session 2	I can say which employability skills I have used in some subjects.
☐	Session 3	I can keep my career action plan highlighting experiences and achievements.
☐	Session 4	I can record evidence of my best use of key employability skills.
☐	Session 5	I can discuss my personal story and project it into the near future.
☐	Session 6	I can say what LMI is and why I need to be aware of it.
☐	Session 7	I can analyse local job vacancies.
☐	Session 8	I can identify how to stand up to stereotyping and discrimination.
☐	Session 9	I can talk about my strengths to others.
☐	Session 10	I can state the qualities and skills needed to be an entrepreneur.
☐	Session 11	I can use enterprising qualities through subjects and drop-down activities.
☐	Session 12	I can engage in target-setting and review with my tutor.
☐	Session 13	I can analyse stories about workers' wellbeing.
☐	Session 14	I can show how to get the most from a personal budget.
☐	Session 15	I can carry out a basic risk assessment for a school space.
☐	Session 16	I can understand the issues of protected characteristics in workplaces.
☐	Session 17	I can recognise skills and qualities needed for the world of work through experiences.
☐	Session 18	I can identify different kinds of work and why job satisfaction varies.

THE SIX AREAS OF LEARNING

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

SESSION 1: GROW THROUGHOUT LIFE
Looking Back at Year 7

I CAN...
I can describe what I like about how I have changed since Year 7.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Think back to your first day of Year 7. You will compare how you felt and what you could do then with how things are now, and think about what you would like to change this year.

WHAT TO DO ON YOUR OWN

1. Read the prompts in the box below to help you remember starting Year 7.
2. On your work page, fill in the Then and Now table.
3. Answer the questions underneath in your own words.
4. Be honest. This is for you, not for anyone else.
5. Choose one thing you want to do differently in Year 8.

PROMPTS TO HELP YOU REMEMBER
How did you feel on your first day?
Who did you know? Who do you know now?
What did you find difficult, such as finding rooms, homework or making friends?
What clubs, teams or activities have you tried since then?

Tip: Small changes count. Being able to find your way around school or feeling confident asking a question in class is real progress.

WHY THIS MATTERS
Looking back honestly at how you have changed is a useful skill. It helps you understand yourself and make better choices in the future.

SESSION 1: LOOKING BACK AT YEAR 7 (MY WORK)

	Start of Year 7	Now
How I felt about school		
Friends		
Something I found hard		
Something I was good at		

What I like most about how I have changed

Something that has stayed the same

One thing I want to do differently in Year 8

SESSION 2: GROW THROUGHOUT LIFE
Subject Skills Audit

I CAN...
I can say which employability skills I have used in some subjects.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are eight employability skills below. You will write down where you have used each one in a real lesson, with a specific example rather than just the name of the subject.

WHAT TO DO ON YOUR OWN

1. Read the eight skills below.
2. On your work page, fill in the audit table: the skill, the subject and what you actually did.
3. Write down the skill you have used the most.
4. Write down the skill you have used the least and think about why.
5. Choose one lesson this week where you could use your weakest skill.

THE EIGHT EMPLOYABILITY SKILLS

Teamwork: working well with others
Communication: explaining things clearly and listening
Resilience: keeping going when things get hard
Problem solving: working out what to do when you are stuck
Organisation: keeping track of things and deadlines
Creativity: coming up with new ideas
Digital skills: using technology well and safely
Leadership: helping others to do their best

Tip: "In our group D&T project I shared out the tasks fairly and made sure we met the deadline" is better than "I did teamwork in D&T."

SESSION 2: SUBJECT SKILLS AUDIT (MY WORK)

Skill	Subject	What I actually did
Teamwork		
Communication		
Resilience		
Problem solving		
Organisation		
Creativity		
Digital skills		
Leadership		

The skill I have used the most

The skill I have used the least and why

A lesson this week where I could use my weakest skill

SESSION 3: MANAGE CAREER
This Term's Wins

I CAN...
I can keep my career action plan highlighting experiences and achievements.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You will write down five wins from this term. They can be about school work, sport, friendships, helping out or anything else. For each one, you will write the skill it shows. This is the start of your career action plan, a record of your experiences and achievements.

WHAT TO DO ON YOUR OWN

1. Think back over the term: lessons, clubs, home, sport and friendships.
2. On your work page, write down five wins. They can be big or small.
3. For each win, write the employability skill it shows.
4. Choose the win you are proudest of and explain why.
5. Write down one win you would like to have by the end of next term.

EXAMPLES OF WINS
Kept going to Netball training even though it rained for two weeks.
Taught my younger brother how to do long division.
Sat with a new pupil at lunch on their first day.
Got 80% on a maths topic I usually find hard.

Tip: Wins do not need to be impressive. Turning up and doing the right thing counts.

WHY EMPLOYERS ASK ABOUT THIS
"Tell me about something you have achieved recently" is a very common interview question. The more you practise answering it, the less it feels like showing off.

SESSION 3: THIS TERM'S WINS (MY WORK)

No.	What I did	Skill it shows
1		
2		
3		
4		
5		

The win I am proudest of and why

A win I would like to have by the end of next term

SESSION 4: MANAGE CAREER
STAR Technique Starter

I CAN...
I can record evidence of my best use of key employability skills.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
STAR is a way of talking about your skills that you will use for years to come. It stands for Situation, Task, Action and Result. Today you will write one example using STAR.

WHAT TO DO ON YOUR OWN

1. Read the STAR explanation and the example below.
2. Choose one example from your own life (school, sport or home).
3. On your work page, write it up using STAR.
4. Check your Action section. Does it say exactly what YOU did?
5. Check your Result section. Does it say what happened and what you learned?

STAR EXPLAINED
Situation: where, when and who? (one sentence)
Task: what was the goal or problem? (one sentence)
Action: what did you do? (most of your answer goes here)
Result: what happened in the end and what did you learn?

EXAMPLE
S: Year 7 D&T project in a group of four.
T: Build a working torch in four lessons.
A: I shared out the jobs based on what each person was best at, set small deadlines and did the soldering myself.
R: We finished a lesson early and scored 22 out of 25.

SESSION 4: STAR TECHNIQUE STARTER (MY WORK)

S: Situation

T: Task

A: Action (this is the biggest part)

R: Result

What I would change if I rewrote this tomorrow

SESSION 5: CREATE OPPORTUNITIES
Future Self Postcard

I CAN...
I can discuss my personal story and project it into the near future.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You are going to write a postcard from yourself at 18 to yourself now. Where are you? What are you doing? What are you most pleased about?

WHAT TO DO ON YOUR OWN

1. Read the example postcard below.
2. On your work page, write your own postcard.
3. Be specific about what you are doing. "Living the dream" does not tell us much.
4. End with one piece of advice from your future self.
5. Read your postcard back and underline the most important sentence.

EXAMPLE POSTCARD
"Dear Year 8 Me, I am 18 and I have just got a place on a sports science course. I coach the Under 13s girls' football team I used to play for. I am most pleased that I am fitter than ever and I have kept my friends. My advice: stop pretending maths doesn't matter and sort it out now. From Future Me"

Tip: Think about what you enjoy now and what you are good at. Your postcard should sound like you.

SESSION 5: FUTURE SELF POSTCARD (MY WORK)

My postcard from Future Me at 18

Dear Year 8 Me,

The advice in one sentence

One thing I could start doing now to help Future Me

SESSION 6: EXPLORE POSSIBILITIES
LMI Crash Course

I CAN...
I can say what LMI is and why I need to be aware of it.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
LMI stands for Labour Market Information. It is information about jobs, pay and trends in your local area and across the country. Today you will read a short example and pick out the key facts.

WHAT TO DO ON YOUR OWN

1. Read what LMI is and why it matters.
2. Read the example LMI information below.
3. On your work page, write five facts you noticed.
4. Choose the fact that surprised you most and explain why.
5. Explain how LMI could change a career decision.

WHAT IS LMI?
LMI tells you which job sectors are growing and which are shrinking, what the average pay is, where the jobs are and what skills are needed. It is published by the government and local councils. Knowing this can stop you choosing a route where there are fewer and fewer jobs.

EXAMPLE NATIONAL LMI
Health and social care: around 2 million workers and growing.
Construction: around 2.2 million workers. Steady, but many workers are close to retiring.
Tech and digital: around 1.7 million workers and growing the fastest.
Retail: around 3 million workers but shrinking as more people shop online.
Average UK full-time salary: £35,000 to £37,000.

SESSION 6: LMI CRASH COURSE (MY WORK)

Five facts I noticed

No.	Fact
1	
2	
3	
4	
5	

The fact that surprised me most and why

How could LMI change a career decision?

One sector I want to learn more about because of this

SESSION 7: EXPLORE POSSIBILITIES
Five Local Vacancies

I CAN...
I can analyse local job vacancies.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Below are five example job adverts, similar to ones you might see locally. You will look for patterns in the skills and pay.

WHAT TO DO ON YOUR OWN

1. Read the five job adverts below.
2. On your work page, fill in the table for each job.
3. Look at the skills column. Which skills come up more than once?
4. Choose the job you would most like to apply for at 18 and explain why.
5. Write down which job needs the most training and which needs the least.

FIVE LOCAL JOB ADVERTS

1. Care assistant, local care home: £22,000 to £26,000. Skills: caring, patience, teamwork. Shift work. No formal qualifications needed.

2. Apprentice plumber: £14,000 to £18,000 in year one. Skills: practical, problem solving, reliable. One day a week at college.

3. Junior software developer: £25,000 to £32,000. Skills: coding (Python or JavaScript), problem solving, teamwork. Degree or strong portfolio.

4. Trainee primary teacher: £30,000 or more once qualified. Skills: communication, patience, organisation. Degree and teacher training.

5. Bar and hospitality team member: £12 an hour. Skills: communication, working under pressure, teamwork. No qualifications needed. Evening shifts.

SESSION 7: FIVE LOCAL VACANCIES (MY WORK)

No.	Job	Pay	Top two skills needed
1			
2			
3			
4			
5			

Skills that came up in more than one job

The job I would most like to apply for at 18 and why

The job that needs the most training

The job that needs the least training

SESSION 8: SEE THE BIG PICTURE
Bystander Scenarios

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

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are three short scenarios about everyday discrimination. For each one you will decide what you would do, what you would say and who you could tell.

WHAT TO DO ON YOUR OWN

1. Read the three scenarios below.
2. On your work page, fill in the table for each one.
3. Be realistic. Write what you would actually do, not just what sounds good.
4. Choose the scenario you would find hardest to deal with and explain why.
5. Write down one trusted adult in school you could speak to.

THE THREE SCENARIOS

1. Two boys in your form keep calling each other "gay" as an insult. Your friend, who is gay but has not told people at school, has gone quiet around them.

2. A new pupil's name keeps being mispronounced on purpose. They have stopped correcting people.

3. In a group project, one of the girls is given the job of taking notes again without being asked. She does not say anything, but you can tell she is annoyed.

Tip: Doing nothing is also a choice. If nobody says anything, the behaviour usually carries on.

SESSION 8: BYSTANDER SCENARIOS (MY WORK)

No.	What I would do	What I would say	Who I would tell
1			
2			
3			

The scenario I would find hardest and why

A trusted adult in school I could speak to

SESSION 9: GROW THROUGHOUT LIFE

I CAN...

I can talk about my strengths to others.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)

When you choose your options in Year 9, you may need to talk about yourself. Today you will write a 30-second pitch that includes your name, three strengths and an example of each.

WHAT TO DO ON YOUR OWN

1. Read the example pitch below.
2. On your work page, write your own pitch using the prompts.

EXAMPLE PITCH

"Hi, I'm Maya. There are three things you should know about me. I'm organised: I run my netball team's group chat and kit rota. I stay calm under pressure: I entered a maths competition last term and kept going when I got stuck. I'm also a good listener, and my friends usually come to me first when something is wrong. Thanks for listening."

Tip: Finish clearly. "Thanks for listening" or "Nice to meet you" works well.

WHY THIS MATTERS

You will need to talk about yourself for Year 9 options, Year 10 work experience and future interviews. Practising on paper now will make it easier later.

SESSION 9: 30-SECOND SELF-PITCH (MY WORK)

Hi, I'm...

Strength 1 and an example

Strength 2 and an example

Strength 3 and an example

Closing line

SESSION 10: CREATE OPPORTUNITIES
Entrepreneur Mindset Grid

I CAN...
I can state the qualities and skills needed to be an entrepreneur.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Entrepreneurs are people who start their own business or project. Below are twelve qualities they often share. You will choose nine and write down a time you have shown each one.

WHAT TO DO ON YOUR OWN

1. Read the twelve qualities below.
2. Choose nine and write one in each box on your work page.
3. In each box, write a real time you have shown that quality.
4. If you cannot think of an example, write how you could show it in the future.
5. Write down the quality you show the most and the one you would like to develop.

TWELVE ENTREPRENEUR QUALITIES
Taking risks, keeping going, creativity, problem solving, spotting opportunities, working independently, bouncing back from failure, persuading others, saving money, asking for help, learning quickly, saying no when needed

Tip: Use real moments. "Sold cakes at the school fair" is better than "I am creative."

SESSION 10: ENTREPRENEUR MINDSET GRID (MY WORK)

Write one quality at the top of each box, then write a time you have shown it.

Quality: **When I showed it:**	**Quality:** **When I showed it:**	**Quality:** **When I showed it:**
Quality: **When I showed it:**	**Quality:** **When I showed it:**	**Quality:** **When I showed it:**
Quality: **When I showed it:**	**Quality:** **When I showed it:**	**Quality:** **When I showed it:**

The quality I show the most

The quality I would like to develop and how

SESSION 11: CREATE OPPORTUNITIES
Pitch an Idea

I CAN...
I can use enterprising qualities through subjects and drop-down activities.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You will plan a short pitch for a school improvement, a breaktime business or a new club. Your plan needs to cover the idea, who it helps, what it costs and what you would need from the school.

WHAT TO DO ON YOUR OWN

1. Choose one: a school improvement, a breaktime business or a new club.
2. On your work page, plan your idea using the four boxes.
3. Write an opening line that will grab the listener.
4. Read your plan back. Is your ask clear?
5. Write down one problem your idea might face and how you would solve it.

EXAMPLE PITCH
"At break, the queue for the snack machine is always long and it only takes coins. We would run a fruit stall outside that takes card payments. It would cost £120 to set up and we would add 50p to each item. We are asking the school for a table and a one-week trial."

Tip: Be clear about your ask. What exactly do you need from someone to make this happen?

WHY THIS SKILL MATTERS
Pitching means explaining your idea so that someone wants to support it. It is useful for job applications, college interviews and even persuading your family to let you do something.

SESSION 11: PITCH AN IDEA (MY WORK)

My idea is a (tick one):

☐ School improvement ☐ Breaktime business ☐ New club

THE IDEA (in one sentence)

WHO IT HELPS

COSTS AND RESOURCES NEEDED

MY ASK (what I need from the school)

My opening line

One problem my idea might face and how I would solve it

SESSION 12: MANAGE CAREER
Where Am I Now?

I CAN...
I can engage in target-setting and review with my tutor.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You will rate how you are doing in different areas of school life. Then you will use your ratings to set two SMART targets that you can review with your tutor.

WHAT TO DO ON YOUR OWN

1. On your work page, rate yourself from 1 (needs a lot of work) to 5 (going really well) for each area.
2. For each rating, write a short reason.
3. Choose the two areas you most want to improve.
4. Write a SMART target for each one, using the explanation below.
5. Use the SMART checklist to check each target and write a review date.

WHAT DOES SMART MEAN?
Specific: say exactly what you will do.
Measurable: include a number so you know when you have done it.
Achievable: make sure you can actually do it.
Relevant: it should help you improve something that matters.
Time-bound: give it a deadline.

EXAMPLE
Weak: "Do better at homework."
SMART: "Hand in every homework on time for the next six weeks by checking my planner every evening."

Tip: If a target has no number and no date, it isn't SMART yet.

SESSION 12: WHERE AM I NOW? (MY WORK)

Area	Rating (1 to 5)	Reason
Attendance and punctuality		
Homework		
Organisation		
Effort in lessons		
Behaviour		
Friendships and wellbeing		

SMART target 1

SMART target 2

Review date:

SMART check: tick each box when your target meets it

	S	M	A	R	T
Target 1	☐	☐	☐	☐	☐
Target 2	☐	☐	☐	☐	☐

SESSION 13: SEE THE BIG PICTURE
Headline Analysis

I CAN...
I can analyse stories about workers' wellbeing.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Below are two news-style stories about working life. For each one you will explain the issue, who it affects and why it might matter to your future.

WHAT TO DO ON YOUR OWN

1. Read the two stories below.
2. On your work page, answer the three questions for each story.
3. Underline one phrase in the stories that surprised you.
4. Write which story would matter more to you in your career and why.
5. Write one more thing you would want to know about either story.

TWO STORIES

1. "Burnout at record high, with nurses, teachers and tech workers most affected." A survey shows more than 1 in 3 UK workers have had symptoms of burnout in the past year. Long hours and not enough staff are named as the main causes.

2. "Four-day week trial: most UK firms decide to keep it." In a trial of 61 companies, 56 kept the four-day week afterwards. Productivity stayed the same or went up, and workers reported better sleep and less stress.

Tip: A job is not just about the salary. How you feel after doing it for a year matters too.

WHY THIS MATTERS
Stories like these show what working life is really like, not just what it pays. Thinking about working conditions before you choose a career can help you find a job you are happy in.

SESSION 13: HEADLINE ANALYSIS (MY WORK)

Story 1: Burnout

What is the issue?

Who does it affect?

Why might it matter to my future?

Story 2: Four-day week

What is the issue?

Who does it affect?

Why might it matter to my future?

The story that would matter more to me and why

One more thing I would want to know

SESSION 14: BALANCE LIFE AND WORK
First Job Budget

I CAN...
I can show how to get the most from a personal budget.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Imagine you have a Saturday job that pays £40 a week. You will plan a monthly budget and decide how to balance saving, spending and treats.

WHAT TO DO ON YOUR OWN

1. £40 a week x 4 weeks = £160 a month. This is your budget.
2. On your work page, split your £160 between the categories.
3. Check your total adds up to exactly £160.
4. Decide what you would save up for over six months and how much you would have.
5. Write down what you would be most tempted to overspend on.

WHAT YOUNG PEOPLE WITH A FIRST JOB OFTEN SPEND
Phone or data top-up: £10 to £20 a month (sometimes paid by parents)
Going out (cinema, food with friends): £30 to £60 a month
Snacks and lunches: £10 to £40 a month
Subscriptions (music, gaming): £5 to £15 a month
Gifts and birthdays: £10 to £30 a month
Saving: anything from £0 to £100 a month

Tip: Saving a quarter of what you earn is a good habit to get into. Here, that would be £40 a month.

SESSION 14: FIRST JOB BUDGET (MY WORK)

My monthly budget (£160 in total)

Category	**Amount (£)**
Savings	
Phone or data	
Food and drink	
Going out	
Gifts and treats	
Other:	
Total	

What I would save up for over six months

How much I would have saved after six months

What I would be most tempted to overspend on

One way I could stop myself overspending

SESSION 15: BALANCE LIFE AND WORK
Risk Assessment

I CAN...
I can carry out a basic risk assessment for a school space.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You will carry out a risk assessment of the room you are in now. Without leaving your seat, look carefully around the room and find four hazards. For each one, decide who is at risk and how the risk could be reduced.

WHAT TO DO ON YOUR OWN

1. Read the explanation of hazard, who is at risk and how to reduce it.
2. Stay in your seat and look carefully around the room.
3. On your work page, write down four hazards you can see.
4. Choose the hazard you think is most serious and explain why.
5. Write one piece of safety advice for a Year 7 pupil using this room.

WHAT THE WORDS MEAN
Hazard: anything that could cause harm.
Who is at risk: pupils, teachers, cleaners or visitors?
How to reduce it: a specific change, not just "be careful".

Tip: If your answer is "be careful", think again. What change would actually make it safer?

LINK TO THE WORKPLACE
Employers must carry out risk assessments by law. The layout you are using today is similar to the forms used in real workplaces.

SESSION 15: RISK ASSESSMENT (MY WORK)

The room I am assessing:

No.	Hazard	Who's at risk	How to reduce it
1			
2			
3			
4			

The most serious hazard and why

My safety advice for a Year 7 pupil using this room

A place I have been where health and safety was taken seriously

SESSION 16: SEE THE BIG PICTURE
Workplace Equality Match-Up

I CAN...
I can understand the issues of protected characteristics in workplaces.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are six workplace scenarios below. For each one you will decide which protected characteristic is involved, whether it is discrimination and what the employer should do.

WHAT TO DO ON YOUR OWN

1. Read the nine protected characteristics.
2. Read the six scenarios.
3. On your work page, fill in the table for each scenario.
4. Check your answers against the tip at the bottom of this page.
5. Choose the scenario you found hardest to decide and explain why.

THE NINE PROTECTED CHARACTERISTICS
Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation.

SIX WORKPLACE SCENARIOS

1. A shop manager will not hire a 19-year-old because "young people don't stay long".
2. A pregnant employee is moved from a heavy lifting job to a desk job until her baby is born.
3. A Sikh employee is told he must take off his turban for the company photo.
4. A transgender employee uses the staff toilets and a colleague complains.
5. A wheelchair user is interviewed in reception because the interview room is not accessible.
6. A bar manager writes in a job advert that he wants "friendly young women" to work at the front.

Tip: Discrimination means treating someone worse because of a protected characteristic. Making changes to support or protect someone is not discrimination.

SESSION 16: WORKPLACE EQUALITY MATCH-UP (MY WORK)

No.	Characteristic	Discrimination?	What the employer should do
1		☐ Yes ☐ No	
2		☐ Yes ☐ No	
3		☐ Yes ☐ No	
4		☐ Yes ☐ No	
5		☐ Yes ☐ No	
6		☐ Yes ☐ No	

The scenario I found hardest to decide and why

SESSION 17: GROW THROUGHOUT LIFE
Skills From Outside School

I CAN...
I can recognise skills and qualities needed for the world of work through experiences.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Many of your skills come from things you do outside school. Today you will match your activities to the skills they help you build.

WHAT TO DO ON YOUR OWN

1. List five things you do regularly outside school, such as sport, gaming, hobbies or helping at home.
2. For each one, write two employability skills it helps you build.
3. Give a real example for each activity.
4. Choose the activity that teaches you more than you expected and explain why.
5. Write down which of these skills you could mention in an interview.

EXAMPLES TO GET YOU STARTED
Online gaming: teamwork, making quick decisions
Looking after younger brothers or sisters: patience, problem solving
Football: resilience, communication
Cooking dinner once a week: organisation, time management
Making videos: creativity, digital skills
Dance or drama: confidence, leadership

Tip: If you spend a lot of time doing something, it is teaching you something. Think about what that is.

SESSION 17: SKILLS FROM OUTSIDE SCHOOL (MY WORK)

Activity	Skill 1	Skill 2	Real example

The activity that teaches me more than I expected and why

A skill from outside school I could mention in an interview

SESSION 18: SEE THE BIG PICTURE
What Makes a Job Good?

I CAN...
I can identify different kinds of work and why job satisfaction varies.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Below are nine things that can make a job good. You will rank them in a diamond shape, with the most important at the top and the least important at the bottom.

WHAT TO DO ON YOUR OWN

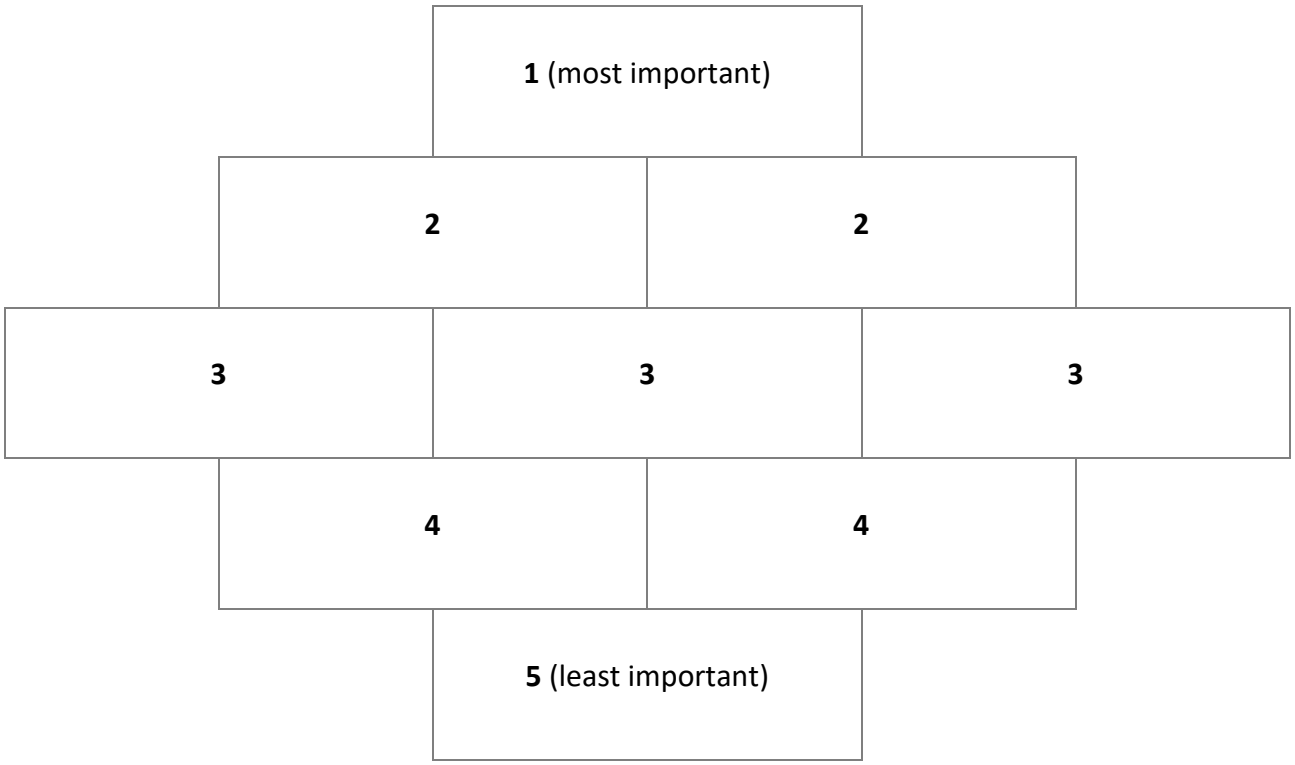
1. Read the nine factors below.
2. On your work page, write each factor into a box in the diamond.
3. Put the most important at the top and the least important at the bottom.
4. Explain why you chose your top factor.
5. Write whether your top three surprised you.

THE NINE FACTORS
Salary, helping people, hours and flexibility, status and respect, location, job security, enjoyment, learning new things, freedom and independence

Tip: There is no right answer. Knowing what matters most to you will help you make career decisions later on.

SESSION 18: WHAT MAKES A JOB GOOD? (MY WORK)

Write one factor in each box. Put the most important at the top.



Why I chose my top factor

Did my top three surprise me? Why or why not?

Well done for completing your Year 8 Careers Booklet. Please hand it to your tutor at the end of the year. You will use it again when you start thinking about your Year 9 options.