EGGBUCKLAND
COMMUNITY COLLEGE
Everyone can

Careers Booklet

Year 7

Tenacity
Integrity
Compassion
Knowledge

Name:

Tutor Group:

WESTCOUNTRY
SCHOOLS TRUST

WELCOME TO YEAR 7 CAREERS

Why are we doing this?

Lots of adults today do jobs that did not exist ten years ago, such as cyber security analyst, app developer and drone pilot. By the time you leave school there will be even more new jobs, and some of them have not been invented yet.

Why start in Year 7?

You do not need to know what job you want to do yet. Most adults did not know at your age either. Starting now will help you understand what you are good at, what you enjoy and what jobs are out there. This means you will have more options when you make bigger choices 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 7 you will have:

- found out what you are good at and what you would like to improve
- looked at different types of work and the sectors that interest you
- practised planning, presenting, budgeting and making decisions
- started a career action plan that you will add to each year.

There are no wrong answers in this booklet. Try your best and be honest with yourself. You will not have your future planned out by the end of Year 7, but you will know yourself much better.

MY YEAR 7 LEARNING JOURNEY

By the end of Year 7 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 talk about my strengths to others in my class.
☐	Session 2	I can say what I like and enjoy doing.
☐	Session 3	I can complete a range of self-assessment exercises.
☐	Session 4	I can tell my own story and how I am making progress.
☐	Session 5	I can identify the different kinds of work that people do.
☐	Session 6	I can show how to get the most from a personal budget.
☐	Session 7	I can identify health and safety risks around school and how to minimise them.
☐	Session 8	I can understand the issues of protected characteristics.
☐	Session 9	I can explain what the term 'career' means to me.
☐	Session 10	I can recognise the skills and qualities needed for the world of work.
☐	Session 11	I can select careers information and say which interest me.
☐	Session 12	I can complete an interests/personality questionnaire.
☐	Session 13	I can keep and maintain my career action plan.
☐	Session 14	I can set personal and learning targets.
☐	Session 15	I can identify how to stand up to stereotyping and discrimination.
☐	Session 16	I can prepare and present myself well for a selection process for school roles.
☐	Session 17	I can consider others' ideas about learning, careers and work.
☐	Session 18	I can describe what I like about how I have changed since starting Year 7.

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
Strengths Speed-Share

I CAN...
I can talk about my strengths to others in my class.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
A strength is something you are naturally good at, or something other people rely on you for. Today you will write down three of your strengths with a real example of each, then plan how you would introduce yourself using them.

WHAT TO DO ON YOUR OWN

1. Read the word bank below.
2. On your work page, write three of your strengths and a real example of when you used each one.
3. Write three sentences you could use to introduce your strengths to your class.
4. Read your sentences quietly to yourself and check they sound like you.
5. Choose the strength you most want to develop this term.

WORD BANK
kind, organised, good listener, creative, calm under pressure, problem solver, hard-working, funny, leader, helpful, careful, brave, patient, fair, determined, honest, curious, energetic

Tip: An example should be a real moment, not just a feeling. "I helped a Year 6 pupil find their way at open evening" is better than "I'm friendly."

WHY THIS MATTERS
You will need to talk about your strengths when you choose your GCSE options, apply for college or sixth form and go to job interviews. The more you practise now, the easier it will be later.

SESSION 1: STRENGTHS SPEED-SHARE (MY WORK)

1. My strength

An example of when I used it

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2. My strength

An example of when I used it

---

3. My strength

An example of when I used it

How I would introduce my strengths to the class (three sentences)

The strength I most want to develop this term

SESSION 2: EXPLORE POSSIBILITIES
Likes and Loves

I CAN...
I can say what I like and enjoy doing.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Career choices are easier when you know what you enjoy. Today you will rate 12 activities, then pick your top three and explain why you enjoy them.

WHAT TO DO ON YOUR OWN

1. Read each activity in the table on your work page.
2. Tick L (Love it), D (Don't mind) or A (Avoid) for each one.
3. Look back at the activities you marked as Love it and choose your top three.
4. For each of your top three, write one sentence explaining why you enjoy it.
5. Look at the activities you marked as Avoid. Choose one you might be willing to try again and explain why.

Tip: There are no right or wrong answers. Be honest, even if you think your friends would answer differently.

Tip: If you have ticked Avoid for almost everything, think about what you do enjoy outside of school. This will give you some clues.

SESSION 2: LIKES AND LOVES (MY WORK)

Rate each activity: L = Love it, D = Don't mind, A = Avoid

Activity	L	D	A
Working with my hands (building, cooking, fixing)	○	○	○
Solving puzzles or maths problems	○	○	○
Helping people who are upset	○	○	○
Performing in front of others	○	○	○
Drawing, designing or making things look good	○	○	○
Working as part of a team	○	○	○
Writing stories or articles	○	○	○
Being outdoors or active	○	○	○
Looking after animals	○	○	○
Explaining things to younger children	○	○	○
Using computers or technology	○	○	○
Leading a group or making decisions	○	○	○

My top three and why I enjoy them

1.

2.

3.

SESSION 3: MANAGE CAREER
All About Me Wheel

I CAN...
I can complete a range of self-assessment exercises.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are six boxes on your work page, each about a different part of you. Write two or three words in each box. Don't spend too long thinking about it.

WHAT TO DO ON YOUR OWN

1. Read the heading in each box on your work page.
2. Write two or three words in each box. Quick answers are fine.
3. If a box is difficult, put a question mark in it and come back to it at the end.
4. Choose one box and write two sentences explaining what you wrote in it.
5. Choose the box you would most like to grow this year.

WHAT THE BOXES MEAN
Skills: things you can do.
Interests: things you find interesting.
Values: things that matter to you.
Goals: what you are aiming for.
Personality: who you are.
Achievements: things you are proud of.

SESSION 3: ALL ABOUT ME WHEEL (MY WORK)

Write two or three words in each box

SKILLS (things I can do)	**INTERESTS (things I find interesting)**
VALUES (things that matter to me)	**GOALS (what I am aiming for)**
PERSONALITY (who I am)	**ACHIEVEMENTS (things I am proud of)**

The box I have chosen to explain

The box I would most like to grow

Something that surprised me when I filled this in

One thing I think other people would say about me

SESSION 4: CREATE OPPORTUNITIES
My Year 7 Headline

I CAN...
I can tell my own story and how I am making progress.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Imagine your year so far is a story in a newspaper. What would the headline be? You will write your headline and then three sentences that go underneath it.

WHAT TO DO ON YOUR OWN

1. Read the example headlines below.
2. On your work page, write your own headline in the large box.
3. Underneath, write about what has gone well, what has been hard and what's next.
4. Read your headline back. Does it tell your story on its own?
5. Write what you would like your Year 8 headline to say.

EXAMPLE HEADLINES
"Year 7 Pupil Beats Maths Target Three Months Early"
"Quiet Pupil Becomes Class Football Captain"
"First Term Was Harder Than Expected but Pupil Keeps Going"

Tip: A good headline is short and specific. It should sound like something you would see in a real newspaper.

WHY HEADLINES WORK
A headline has to pick out the most important part of the story. You will use the same skill when you write a personal statement or answer questions in an interview.

SESSION 4: MY YEAR 7 HEADLINE (MY WORK)

My Year 7 headline

What's gone well

What's been hard

What's next

What I would like my Year 8 headline to say

SESSION 5: SEE THE BIG PICTURE
Job Family Sort

I CAN...
I can identify the different kinds of work that people do.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are 30 jobs listed below. Each one belongs to a sector, such as Health, Tech or Creative. You will sort the jobs into sectors and then choose the sectors that interest you most.

WHAT TO DO ON YOUR OWN

1. Read the 30 jobs listed below.
2. Decide which sector each job belongs in and write it in the correct box on your work page.
3. Look at your completed boxes. Which sector has the most jobs you would consider?
4. Write your top three sectors at the bottom of your work page.
5. Write down one sector you would like to learn more about.

30 JOBS TO SORT
Nurse, Plumber, Software developer, Architect, Chef, Police officer, Vet, Graphic designer, Electrician, Teacher, Accountant, Paramedic, Hotel manager, Solicitor, Civil engineer, Carpenter, Journalist, Dentist, Cyber security analyst, Social worker, Pilot, Marketing manager, Bricklayer, Data analyst, Photographer, Mechanic, Pharmacist, Firefighter, App developer, Personal trainer

Tip: Use these sectors: Health, Tech, Creative, Construction and trades, Hospitality and travel, Public services, Business and finance, Education.

SESSION 5: JOB FAMILY SORT (MY WORK)

Write three or four jobs into each sector

HEALTH	**TECH**
CREATIVE	**CONSTRUCTION AND TRADES**
HOSPITALITY AND TRAVEL	**PUBLIC SERVICES**
BUSINESS AND FINANCE	**EDUCATION**

My top three sectors

1.

2.

3.

One sector I would like to learn more about

A sector I knew nothing about until today

SESSION 6: BALANCE LIFE AND WORK
The £10 a Week Challenge

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

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You have £10 pocket money this week. You will plan how to spend it. Then something unexpected happens and you will need to change your plan.

WHAT TO DO ON YOUR OWN

1. Plan A: write down what you would spend your £10 on this week and the cost of each item.
2. Read the scenario in the box below.
3. Plan B: change your budget. Write down what you would cut and what you would keep.
4. Check that your Plan B adds up to £10 or less.
5. Answer the reflection questions on your work page.

WHAT HAPPENS NEXT
Halfway through the week, your form group is holding a charity bake sale and you want to give £4 towards the ingredients. You have already started spending your Plan A money. What will you change?

Tip: A need is something you cannot easily go without. A want is something that is nice to have but you could manage without.

SESSION 6: THE £10 A WEEK CHALLENGE (MY WORK)

Plan A: my normal week (£10)

What I would spend it on	Cost (£)
Total	

Plan B: after the bake sale (£10)

What I would spend it on	Cost (£)
Total	

What I cut:

Something I would call a NEED:

Something I would call a WANT:

If I saved £2 a week from now until I am 16, I would have around £400. What would I save it for?

SESSION 7: BALANCE LIFE AND WORK
Spot the Hazard

I CAN...
I can identify health and safety risks around school and how to minimise them.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are five short scenarios about hazards around school. For each one, you will spot the hazard, decide who is at risk and suggest one way to reduce the risk.

WHAT TO DO ON YOUR OWN

1. Read each of the five scenarios below.
2. On your work page, fill in the table: the hazard, who is at risk and how to reduce it.
3. Choose the hazard you think is most serious and explain why.
4. Write down a hazard you have noticed at school yourself.
5. Check that every row of your table has been completed.

THE FIVE SCENARIOS

1. Sara is carrying a tray of food and runs down a busy corridor to catch up with her friend.

2. A science class is using Bunsen burners. Half the class have long hair tied back and half do not.

3. There is a small puddle of water on the art room floor near the sink. The lesson starts in two minutes.

4. In PE, two students share one pair of shin pads because someone forgot theirs.

5. A laptop trolley cable is trailing across the IT room doorway.

LINK TO THE WORKPLACE
All workplaces need to think about hazards in this way. The Health and Safety at Work Act 1974 means employers must assess risks, just as you are doing today.

SESSION 7: SPOT THE HAZARD (MY WORK)

Complete the table for each of the five scenarios

No.	Hazard	Who's at risk	How to reduce it
1			
2			
3			
4			
5			

The most serious hazard and why

A hazard I have noticed at school

A job where health and safety is really important, and why

What I would ask a manager about safety on my first day in a job

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SESSION 8: SEE THE BIG PICTURE
Protected Characteristics Quiz

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

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are nine protected characteristics in UK law under the Equality Act 2010. It is against the law to treat someone unfairly because of any of them. You will read six scenarios and decide which characteristic is involved and whether it is discrimination.

WHAT TO DO ON YOUR OWN

1. Read the nine protected characteristics below.
2. Read each of the six scenarios.
3. On your work page, write the characteristic involved and tick 'Discrimination' or 'Not discrimination'.
4. Write one sentence on what should happen.
5. Check your answers against the tip at the bottom of this page.

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

THE SIX SCENARIOS

1. A footballer is told he can't try out for the Under 15s team because he is only 13.

2. A girl is told she can't join chess club because "it's a boys' thing".

3. A wheelchair user is told she can't join an after-school club because the room is upstairs and there is no plan to put in a lift.

4. A pupil who is fasting during Ramadan is given a quiet room to sit in at lunchtime.

5. Twins are put into different forms because the school thinks they will do better apart.

6. A teacher mispronounces a new pupil's surname, then learns the correct way to say it after the pupil asks.

Tip: Discrimination means treating someone worse because of one of these characteristics. Treating someone differently to support them, such as providing a ramp, is not discrimination.

SESSION 8: PROTECTED CHARACTERISTICS QUIZ (MY WORK)

For each scenario, write which characteristic is involved, tick whether it is discrimination and write one sentence on what should happen.

No.	Characteristic involved	Discrimination?	What should happen
1		☐ Discrimination ☐ Not discrimination	
2		☐ Discrimination ☐ Not discrimination	
3		☐ Discrimination ☐ Not discrimination	
4		☐ Discrimination ☐ Not discrimination	
5		☐ Discrimination ☐ Not discrimination	
6		☐ Discrimination ☐ Not discrimination	

SESSION 9: GROW THROUGHOUT LIFE
Career Dictionary

I CAN...
I can explain what the term 'career' means to me.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There is no single definition of the word 'career'. Today you will write your own definition in 25 words or fewer.

WHAT TO DO ON YOUR OWN

1. Read the three example definitions below.
2. Write your own definition of 'career' in 25 words or fewer (Draft 1).
3. Count your words and write the total in the box.
4. Look back at the examples. Add one word and one example to improve your definition.
5. Write your final definition (Draft 2).

THREE EXAMPLE DEFINITIONS
"What I do for a living between leaving school and retiring."
"All the paid and unpaid work, learning and life choices I make."
"How I spend my time and what I become known for."

Tip: Your definition should be in your own words, not copied from a dictionary. Everyday words are fine.

PRACTISING FOR LATER
From Year 9 onwards you will often be asked why you want to take a course or do a job. Practising with a short definition now will help you answer these questions later.

SESSION 9: CAREER DICTIONARY (MY WORK)

Draft 1: my definition (25 words or fewer)

Number of words:

The word and example I added

Draft 2: my final definition

My favourite phrase from the example definitions and why

What I would like my Year 9 definition to include

SESSION 10: GROW THROUGHOUT LIFE
Top Trumps Workplace Skills

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

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are twelve workplace skills below. You will rank yourself on each one and then choose one skill to work on this term.

WHAT TO DO ON YOUR OWN

1. Read the twelve skills and what each one means.
2. On your work page, rank yourself from 1 (strongest) to 12 (least strong).
3. Choose your top five and write a real example for each, from school, sport or home.
4. Choose one skill to develop this term.
5. Write one thing you will do to improve it.

THE TWELVE 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
Leadership: taking the lead and helping others
Digital skills: using technology well and safely
Time management: fitting everything in
Self-management: looking after your own work and wellbeing
Aiming high: setting goals and working towards them
Staying positive: keeping a good attitude when things are hard

SESSION 10: TOP TRUMPS WORKPLACE SKILLS (MY WORK)

Rank yourself (1 = strongest, 12 = least strong)

Skill	My rank	Skill	My rank
Teamwork		Leadership	
Communication		Digital skills	
Resilience		Time management	
Problem solving		Self-management	
Organisation		Aiming high	
Creativity		Staying positive	

My top five, with a real example

Skill	A real example of when I used it

One skill I will develop this term

One thing I will do to improve it

SESSION 11: SEE THE BIG PICTURE
60-Second Job Pitch

I CAN...
I can select careers information and say which interest me.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Below are six short job profiles. You will choose one that interests you and turn it into a 60-second pitch.

WHAT TO DO ON YOUR OWN

1. Read the six job profiles below.
2. Choose one that interests or surprises you.
3. On your work page, fill in the pitch plan using the information in the profile.
4. Read your pitch quietly to yourself and time it.
5. If it takes longer than 60 seconds, cut some words until it fits.

SIX JOB PROFILES

Cyber security analyst: protects companies from hackers. Suits problem solvers who enjoy technology. Pay: £30,000 to £60,000. Training: degree or apprenticeship.

Paramedic: first to arrive at medical emergencies. Suits people who stay calm under pressure. Pay: £28,000 to £40,000. Training: three-year degree.

Carpenter: builds and fits wooden structures. Suits hands-on, practical people. Pay: £25,000 to £45,000. Training: apprenticeship.

Graphic designer: creates images for brands and websites. Suits creative people who are good with technology. Pay: £22,000 to £45,000. Training: degree, BTEC or self-taught with a portfolio.

Civil engineer: designs roads, bridges and buildings. Suits people who are strong at maths. Pay: £30,000 to £60,000. Training: degree or degree apprenticeship.

Social worker: supports children, families and adults who are going through difficult times. Suits caring, resilient people. Pay: £30,000 to £42,000. Training: degree.

SESSION 11: 60-SECOND JOB PITCH (MY WORK)

The job I chose

What the job involves

Who it suits

Salary range

Training or route into the job

Why this job interests me

How long my pitch took:

One thing I learned that I didn't know before

SESSION 12: EXPLORE POSSIBILITIES
Quick-Fire Personality Quiz

I CAN...
I can complete an interests/personality questionnaire.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Answer ten quick questions by choosing A, B, C or D. The letter you choose most often shows your style. This is a starting point, not the final word on who you are.

WHAT TO DO ON YOUR OWN

1. Read each question below.
2. On your work page, circle A, B, C or D for each one. Go with your first answer.
3. Count how many of each letter you circled.
4. Read the style that matches your most common letter.
5. Write whether the result matches how you see yourself.

THE TEN QUESTIONS

1. In a group project I: (A) lead (B) check details (C) have ideas (D) keep people happy
2. On a free Saturday I: (A) play sport (B) tidy up (C) make or draw (D) see friends
3. With a new task I: (A) get on with it (B) plan it (C) try a new way (D) ask others
4. In an argument I: (A) speak up (B) look at facts (C) see both sides (D) calm it down
5. I get energy from: (A) winning (B) finishing (C) creating (D) helping
6. I would rather have: (A) responsibility (B) clear instructions (C) freedom (D) a team
7. After a mistake I: (A) move on (B) fix it (C) try a new way (D) talk it through
8. Best praise: (A) you got it done (B) you got it right (C) original (D) you listened
9. At a new club I: (A) take a role (B) read the info (C) suggest changes (D) go with friends
10. Best trip: (A) physical challenge (B) educational (C) creative (D) people-focused

YOUR STYLE

Mostly A: Driver. You make things happen. **Mostly B: Organiser.** You make things work.
Mostly C: Creator. You come up with new ideas. **Mostly D: Connector.** You bring people together.

SESSION 12: QUICK-FIRE PERSONALITY QUIZ (MY WORK)

My answers

Question	A	B	C	D
1	o	o	o	o
2	o	o	o	o
3	o	o	o	o
4	o	o	o	o
5	o	o	o	o
6	o	o	o	o
7	o	o	o	o
8	o	o	o	o
9	o	o	o	o
10	o	o	o	o

My totals

A	B	C	D

My style

Does this match how I see myself? Why or why not?

SESSION 13: MANAGE CAREER
My Year 7 Career Plan: Page 1

I CAN...
I can keep and maintain my career action plan.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You have learned a lot about yourself this year. Today you will bring it together into the first page of your career plan. You will add to this plan every year.

WHAT TO DO ON YOUR OWN

1. Look back at your strengths (Session 1), your All About Me Wheel (Session 3), your top sectors (Session 5), your career definition (Session 9) and your skills ranking (Session 10).
2. Fill in the four sections on your work page using short sentences.
3. Be specific. 'Get fitter' is not as useful as 'train for the cross-country trials'.
4. Date your plan.
5. Write your biggest takeaway from Year 7 careers so far.

Tip: Most of the answers are already in your booklet. Look back through it and pick out the most important points.

WHAT A GOOD PLAN LOOKS LIKE
It is specific rather than vague.
It has a date rather than "soon".
It includes actions you can take, not just how you want to feel.
It is short and honest.

SESSION 13: MY YEAR 7 CAREER PLAN: PAGE 1 (MY WORK)

WHO I AM (three words)

WHAT I AM GOOD AT (my top three strengths or skills)

WHAT I WANT TO TRY (sectors, jobs or opportunities)

MY NEXT STEP (one specific thing I will do this term)

Date:

My biggest takeaway from Year 7 careers so far

SESSION 14: MANAGE CAREER
Three SMART Targets

I CAN...
I can set personal and learning targets.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Targets work better when they are SMART: Specific, Measurable, Achievable, Relevant and Time-bound. You will write three targets: one academic, one personal and one linked to careers.

WHAT TO DO ON YOUR OWN

1. Read the SMART explanation and the examples below.
2. Write three SMART targets on your work page.
3. Set a review date four to six weeks from today.
4. Check each target against the SMART checklist on your work page.
5. Improve any targets that aren't SMART yet.

WEAK TARGETS AND SMART TARGETS
Weak: "Get better at maths."
SMART: "Raise my maths score from 62% to 70% by half term by completing two Sparx topics each week."
Weak: "Be more organised."
SMART: "Pack my school bag the night before, every school night, for two weeks."

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

COMMON MISTAKES
"Try harder" cannot be measured.
"Get better at maths" has no deadline.
"Be top of the class" is not in your control.
"Be more confident" is not specific enough to act on.

SESSION 14: THREE SMART TARGETS (MY WORK)

Target 1: Academic

Target 2: Personal

Target 3: Career-related

Review date:

SMART check: tick each box when your target meets it

	S	M	A	R	T
Target 1	☐	☐	☐	☐	☐
Target 2	☐	☐	☐	☐	☐
Target 3	☐	☐	☐	☐	☐

The target I changed and what I changed

SESSION 15: SEE THE BIG PICTURE
Stereotype Buster Cards

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

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
There are six job roles below. Each one has stereotypes attached to it. You will write the stereotype, what the job is really like and what you would say if you heard someone repeating the stereotype.

WHAT TO DO ON YOUR OWN

1. Read the six job roles below.
2. For each one, fill in the table on your work page: the stereotype, the reality and what you would say.
3. Choose the job where you think the stereotype is most damaging and explain why.
4. Write one sentence about where you think these stereotypes come from.
5. Reread your answers in the "What I would say" column. Would they help calm the conversation down?

THE SIX ROLES
Nurse, Builder, Footballer, Teacher, Scientist, Beautician

Tip: A good response is calm and short, not a lecture. For example, "My uncle is a nurse and it's not really like that."

WHY THIS MATTERS
Stereotypes can put people off applying for jobs. Fewer girls apply for science and engineering roles, and fewer boys apply for caring roles, partly because of who they think those jobs are for. Recognising a stereotype is the first step to challenging it.

SESSION 15: STEREOTYPE BUSTER CARDS (MY WORK)

Role	Common stereotype	The reality	What I would say
Nurse			
Builder			
Footballer			
Teacher			
Scientist			
Beautician			

The most damaging stereotype and why

Where I think these stereotypes come from

A stereotype about a job that I have believed in the past

SESSION 16: CREATE OPPORTUNITIES
School Council 60-Second Pitch

I CAN...
I can prepare and present myself well for a selection process for school roles.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Imagine you are standing to be a member of the school council. You have 60 seconds to explain why you should be chosen. You will plan your pitch and time it.

WHAT TO DO ON YOUR OWN

1. Read the strong and weak opening lines below.
2. On your work page, write your own opening line.
3. Write three reasons why you would be good at the role, each with a real example.
4. Write what you would try to change and a closing line.
5. Read your pitch quietly to yourself and time it. If it is over 60 seconds, shorten it.

STRONG AND WEAK OPENING LINES

Weak: "Hi, I'm Liam and I want to be on the council because it would be good."

Strong: "Last year I noticed our form room never got tidied at break, so I started a rota. I would bring the same attitude to the council."

Weak: "Vote for me because I have lots of friends."

Strong: "I listen to people, even when they disagree with me. That's why friends come to me when they have a problem."

Tip: Start with a short story about something you have done rather than a list. People remember stories.

SESSION 16: SCHOOL COUNCIL 60-SECOND PITCH (MY WORK)

My opening line

Reason 1 and a real example

Reason 2 and a real example

Reason 3 and a real example

What I would try to change

My closing line

SESSION 17: SEE THE BIG PICTURE
Career Voices

I CAN...
I can consider others' ideas about learning, careers and work.

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
Below, four adults share what they have learned about school, careers and work. You will read their stories, think about their ideas and decide whether you agree with them.

WHAT TO DO ON YOUR OWN

1. Read the four stories below.
2. On your work page, write down the main idea each person has about learning or work.
3. Tick whether you agree, partly agree or disagree with each one.
4. Write which idea you agree with most and why.
5. Write one piece of advice you would give to a Year 6 pupil starting secondary school.

FOUR STORIES

Priya, 34, pharmacist: "I didn't enjoy chemistry at first and nearly dropped it. Then a teacher showed me how it linked to medicine. Sometimes a subject clicks when you see where it can take you."

Dan, 45, electrician: "I left school at 16 and did an apprenticeship. I was earning while I learned, and now I run my own business with four staff. University isn't the only route."

Maria, 52, teaching assistant: "I worked in shops for twenty years, then went back to college at 48 to retrain. It is never too late to change direction."

Tom, 23, games tester: "My hobby became my job, but I still needed good English and maths to get in. Don't ignore the subjects you find boring."

Tip: You do not have to agree with everyone. It is fine to disagree as long as you can explain why.

SESSION 17: CAREER VOICES (MY WORK)

Person	Their main idea about learning or work	Do I agree?
Priya		☐ Agree ☐ Partly agree ☐ Disagree
Dan		☐ Agree ☐ Partly agree ☐ Disagree
Maria		☐ Agree ☐ Partly agree ☐ Disagree
Tom		☐ Agree ☐ Partly agree ☐ Disagree

The idea I agree with most and why

An idea I partly agree with or disagree with and why

My advice to a Year 6 pupil starting secondary school

SESSION 18: GROW THROUGHOUT LIFE
Then and Now Reflection

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

YOUR TUTOR WILL EXPLAIN (UNDER 5 MINUTES)
You have reached the end of Year 7. You will write a letter to the person you were when you started in September. Your tutor will keep it safe and you will read it again in Year 8.

WHAT TO DO ON YOUR OWN

1. Look back at your Year 7 headline (Session 4).
2. On your work page, write a letter to 'September Me' using the sentence starters below.
3. Be honest. The only person who will read this is you.
4. Sign and date your letter.
5. Hand your booklet to your tutor.

SENTENCE STARTERS (USE AS MANY AS YOU LIKE)
"Dear September Me, the biggest thing I have learned this year is..."
"I surprised myself when..."
"If I could do one thing differently, it would be..."
"The thing I am proudest of is..."
"In Year 8 I am going to..."

WHY WE DO THIS
Reading something you wrote a year ago is a good way to see how much you have changed and grown.

SESSION 18: THEN AND NOW REFLECTION (MY WORK)

Dear September Me,

Signed:

Date:

Well done for completing your Year 7 Careers Booklet. Please hand it to your tutor at the end of the year. You will look at it again in Year 8.