

Year 10 Knowledge Book

Careers Guidance and information



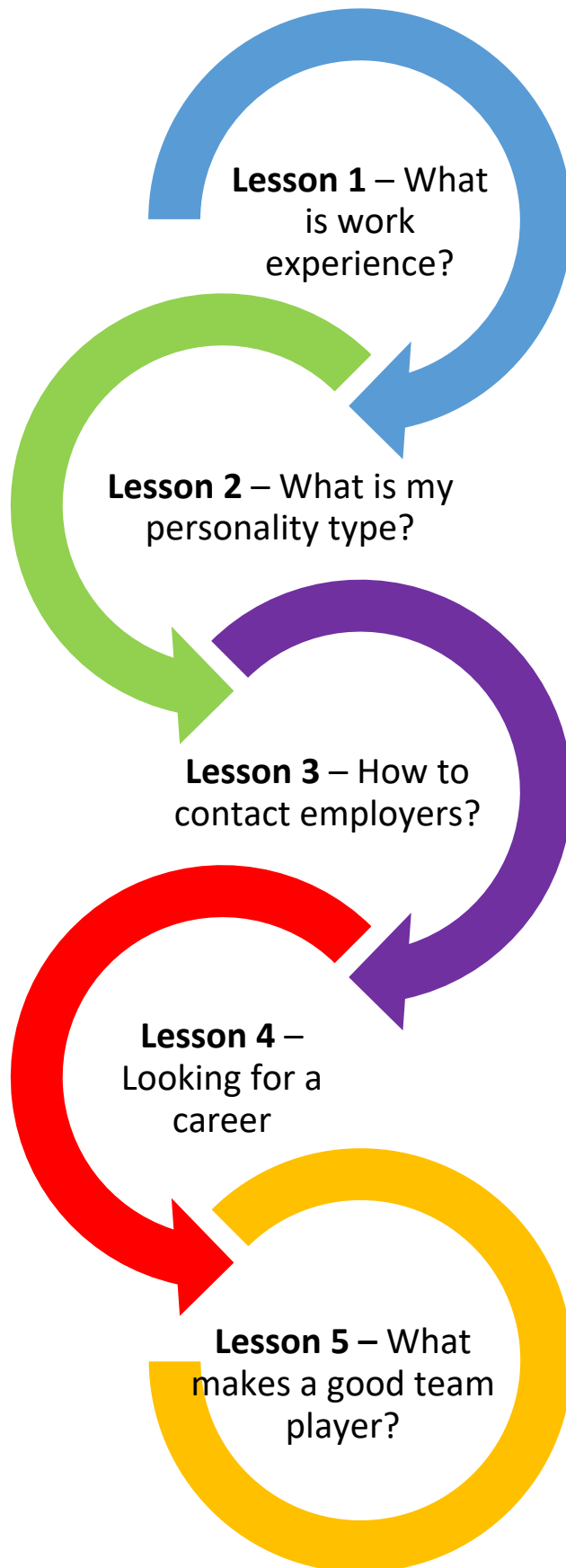
Preparing for the work place

Name: _____

Form: _____

Tutor: _____

Year 10 Programme of Study



Students learn about what work experience is and start to consider the information they will need to know to organise their placement. They also learn why work experience is important in supporting their career choices and how they can use the apprenticeship tool on Unifrog to support them in finding a placement.

Students will learn that we all have different personalities and that understanding our personality will support the exploration of career pathways and work experience choice. Students will take a personality quiz on the Unifrog platform and using the results research different careers.

Students will discuss the good and bad aspects of example emails to employers and write their own practice email. They will learn how to contact an employer over the phone and unscramble a conversation to learn top tips on approaching this.

Students recap on the difference between a career and a job. Students also develop their skills in navigating the Careers library on Unifrog and develop their understanding of it as a research tool in looking at different careers that maybe suitable to them.

Students explore what makes a good team player. They identify their own competencies and how these would be useful in a teamwork situation. Students are introduced again to the Competencies tool to record an example of when they have worked in a team.

Introduction: Careers information and Guidance at The Becket School

At the Becket School we provide a stable and informative careers programme from Year 7 all the way through to Year 13. Careers information is provided through each subject curriculum area, work experience in year 10 and year 12, talks from experts, activities in our summer enrichment week, assemblies, day events, year retreats and also our termly careers lessons.



To ensure our careers lessons are of a high quality and also always up to date we have invested in the Unifrog platform. The great thing about Unifrog is that it can be accessed by all students at any time and they can make their platform bespoke to themselves and their career path.

Unifrog is a one-stop-shop where all students at the Becket School can easily explore their interests, then find and successfully apply for their next best step whether that is choosing their GCSE options, investigating post 16 options, looking for a university or choosing a Level 3 apprenticeship. Unifrog will help you to explore your key interests and what career paths you can take to reach your goals!

Unifrog has many different functions such as:

- It has a huge Careers library with over 800 different job profiles that you can explore. It has a subject library along with
- It has quizzes that you can take to support you in refining your interests and personality to support career pathway choice
- It has a subject library that you can link to your A-Levels
- It has MOOC which is an online course base linked to a variety of subjects – great for super curricular
- Webinars from experts in a variety of fields.
- Up to date information on apprenticeships and university courses
- Support in writing CV and cover letters
- Record key activities and achievements.
- Compare colleges and Sixth form courses

I encourage you to spend time navigating Unifrog and using it to support your career journey no matter what stage or year you are in.

Good luck

Mrs Shenton

Creating your account

- A link will have been sent to your school email address (please check your junk/spam mailboxes)
- Click the link and follow the instructions.
- Create a memorable password.
- Make a note of your password.
- When you sign in for the first time, you will use a Form code, which will link you with your form tutor.
- Enter your Form code
- If you forget your password, hit the link to reset (remember to check your junk/spam just in case!)

Lesson 1: What is work experience?

The aim of the lesson

This lesson looks at what work experience is and why it is important

| What will I be able to do at the end of the lesson | RAG RATING AFTER LESSON |
|--|-------------------------|
| Define what work experience is | |
| Explain why work experience is important | |
| Understand what information I need to consider when choosing my placement and where I can get information to help me do this (Unifrog Apprenticeship tool) | |

DO NOW ACTIVITY

Which word in each of the rows is the odd one out? and get ready to share with the class!

| | | | |
|--------------------|-----------|-----------------|---------------|
| Personal statement | CV | Cover letter | Reference |
| Career | Job | Work experience | Occupation |
| Competency | Interests | Career area | Working hours |

Now for some input – SLANT!

Later this academic year you will have a work experience week – Monday July 5th to Friday July 9th. Work experience is a short period of time spent in a workplace learning about a job, company, or career area. Most placements are unpaid. Shadowing professionals in their workplaces will let you see how they use their knowledge, skills, and competencies in their day-to-day tasks. You can use the time to ask questions and understand why things are done in a certain way. This might be the first time you have been in a place of work. It is important that you choose carefully as it is your chance to learn lots of new skills and become more confident: It will be your first step on the career ladder.

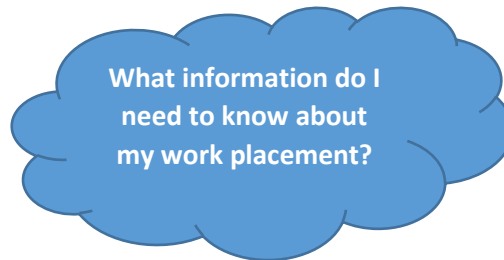
Work experience is important because

- It will allow you to learn about a job, company, or career sector. Confirming your interest in a career or deciding it's not for you are equally useful.
- It can help you to decide whether you want to choose a particular pathway – a decision that might influence your subject choices!
- Having the experience on your CV will set you apart from other applicants to jobs, apprenticeships, and university courses as someone who is motivated and committed.
- You'll be able to use the time to develop your competencies, and watch other professionals use competencies in the workplace.
- It will build your confidence in interacting with adults.
- You'll be able to reflect on your experience and use it as evidence of your interest in future interviews, cover letters, or personal statements.

Task 1 Thinking about your placement

Your placement will give you the chance to explore a workplace of interest to you. That way, you'll find out whether you it could suit you in the future!

- Create a mind map of all the pieces of information you would want to know or consider when thinking about your work experience placement. Be ready to feedback to the class.



Now for some input – SLANT (*Read Finding a placement and finding contacts and messaging them*)

A Guide to work experience

Work experience helps you learn about the industries you're interested in, and gives you meaty things to write about in future applications. For some sectors - education, for example - admissions and recruiting staff will 100% expect to see relevant work experience when you apply. The information below will help you find and be successful on work experience.

1. Finding placements

Thinking of ideas for work experience can be a challenge, and if you don't live in an urban area, it can feel like there are very limited options. Rather than trying to find the 'perfect' opportunity, look for a placement that ticks as many boxes as possible.

Instead of focusing on one specific job role, consider the wider career industry. For example, it may not be possible to shadow an anaesthetist, but you could explore other roles in the healthcare industry like working in a dental practice, nursing home, or GP clinic. These will all give you relevant experience that you can still learn from and reflect on in your applications. For ideas on work placements specific to each industry, take a look at our Get on the ladder series of Know-how guides, such as Get on the ladder: science, Get on the

Top three takeaways – Finding Placements

ladder: writing, editing, and publishing, and Get on the ladder: financial services.

You could also think about the transferable skills that are relevant across industries to help you find a placement. For example, it's unlikely that you'll be able to find work experience as an air steward, but you could reach out to customer services departments as the staff will use very similar skills in their day to day jobs.

Or you can think about experiences that are relevant to the school subject that is most related to the job or industry you'd like to go into.

For example:

- History and Classics: museums, archive offices, National Trust sites, and archaeological digs
- Art and Design: galleries, workshops, branding departments, and architectural firms
- Drama and Performing Arts: talent agencies, local theatres, local events spaces, and drama departments in schools
- English and Modern Languages: foreign language classes, translating companies, local newspapers and radio stations, broadcasting companies, libraries, publishing houses, advertising agencies, blogs, and local councils
- Physics, Astronomy, Chemistry, and Engineering: water works, research and development departments at a local factory, energy/oil/gas companies, local pharmacies, local airports or aerodromes, local astronomy observation centres, automobile and aviation manufacturers, and science museums
- Medical Sciences and Human Biology: pharmaceutical companies, dental practices, nursing homes, local hospitals, GP or walk in clinics, opticians, chiropractors, and podiatrists
- Computer Sciences: app development companies, IT security companies, programming companies, tech start-ups, and school IT departments
- Maths: finance departments, accounting firms, insurance firms, tax firms, HR departments, and banks
- All subjects: primary schools, local blogs and magazines, local societies or study groups, supermarkets, department stores, libraries, and local councils

2. Finding contacts and how to message them

**Top three takeaways –
Finding contacts and how
to message them**

It will be down to you to organise your work experience, although we are always here to help you. When organising work experience, try to be realistic. You are unlikely to be allowed access into the head office of a national organisation with no prior experience. Look for local businesses or people with whom you already have a connection - like the parent/carer of a fellow pupil, a family member, a friend, etc.

If you don't have any contacts, or aren't sure where to start, speak to your careers officer or adviser at school; they may be able to suggest organisations where pupils from your school have previously worked and made such a good impression that they're keen to have another student.

Once you've decided where you want to work and have a contact, you actually need to contact them. Don't rely on a parent or your school to contact them for you! You need to show that you can be confident and professional, even if you are nervous!

Write either a formal email or letter - even if you know the person you are contacting - and have someone else read it before you send it to check it for errors. Make sure you include:

- the days or dates on which you would like to complete your work experience - make sure to give them plenty of time; you can't ask for your experience to start tomorrow!

- why you would like to complete your experience at this organisation- what do you want to learn? What do you want to experience? Some research would help here - maybe they have great customer reviews or are among the top ranked businesses locally? Maybe they have created a new way of doing something and you want to learn how managed this?
- what you can offer them - that's right: you can't get something for nothing, so bowl them over with your skills and how your time with them will benefit them, even if that is admin support or helping out busy employees with their workload
- Remember to use an appropriate email address if you have chosen to write an email over a letter. If you don't want to create a new account, your school email address is a good alternative.
- You should include a copy of your CV with your email/letter to offer more detail. You can actually build your CV directly on Unifrog and get lots of help and guidance as you write - click here to get started. We will do a lesson on CV writing so do not worry.

3. Preparing for your placement

Once you've been accepted, it's time to prepare! Put the dates in your phone so you don't forget when you're meant to be in, and send an email a week before you start to double check they know you're coming! You may also want to check any finer details like what you need to wear, where to go on your first day, and who to ask for at reception if there is one. Be aware that some placements require extra preparation that you need to be responsible for - for example, a copy of your ID documents, a DBS check, etc.

Work experience is about learning new things, so you don't need to know everything before you arrive. You should, however, do some research to find out exactly what the organisation does and the purpose of the department you'll be working in. Have a look on the company website and check out its aims, values and founding story to give you some background information before you arrive.

You should also have some questions prepared - not only will this help you get the most out of your work experience, but it will also show the employees you are shadowing or working with that you really want to be there. Think about exactly what you want to learn from this experience and who you want to talk to.

You might ask, for example:

- What made you want to work in this field?
- What is the best part of your day?
- What is your biggest challenge in this role?
- Was there a particular reason you chose this organisation? How does it compare to other places you have worked in?
- What route did you take into this profession?
- Do you have any advice for someone wishing to enter this field?

You will be given a placements journal and this will help you cover some basic questions, but think about what you yourself really want to know.

4. Starting your placement

Make a good impression by arriving on-time and dressing appropriately. Be friendly and polite to everyone you meet and remember to thank anyone who offers their time or assistance. Complete any task you are given willingly and to the best of your ability. If you can show you are a committed and professional individual, you may be invited back for more work experience or possibly even a future job.

Even if you are a naturally shy person, be brave and try to talk to the employees you are working with, and the ones you aren't! You have all your questions to ask - make sure you get your answers! You can also use any interesting conversation you have as material for a discussion in an interview or in your future personal statement or applications. You might also find that someone you speak to is a valuable contact for the future - again, be brave and ask if they're happy for you to contact them in the future. Networking is so important and that person you stay in contact with could be a future colleague or employer!

You should also keep a record of your experiences. Ask your school if they have a work experience journal you can use, or commit to jotting down 3-5 key things you learned everyday - try to avoid listing your duties and focus on learning points or interesting things you've found out. Noting down all your findings and observations will give you useful material for your applications for jobs, apprenticeships, or university.

5. Fill in the Unifrog placements journal

Start using this journal in advance of the placement to record important stuff like what you need to wear, and then continue using it during the placement to work through useful activities like interviewing people at the employer.

6. After it's all over

Even if you didn't enjoy your work experience, always send a polite thank you email to your main contact and/or the person you spent the most time with. You never know when those contacts might come in handy in the future, and other students at your school may be able to take advantage of your good manners next year when they need to find a placement.

Reflect on what you learned during your placement using the notes you made about what you learnt (eg using the placement journal) and save it somewhere online so you can find it again - you could use your Unifrog locker for this.

If you're stuck on what to reflect on, try and answer the following questions:

- What did you enjoy about your work experience?
- What did you not enjoy as much and how could it have been better?
- What skills have you developed?
- What do you want to learn more about?
- How has your understanding of the profession/industry changed or developed?
- How does your experience affect your plans for the future?

Task 3 Finding a work experience placement

Identify the top three takeaways from the work experience guide . Be ready to feedback to the group.

- Finding a placement
- Finding contacts and messaging them

Now for some input – SLANT

The Unifrog Apprenticeships tool isn't just for looking for apprenticeships!

The tool can help you to:

- Search for businesses to approach for work experience
- Get an idea of the types of industries that are available in your area

The Apprenticeship tool also shows you businesses that you're interested in on a map, so you can see how far they are from home!

Watch as your teacher demonstrates how you can use this tool to search for possible work experience placements. This will help you to do your homework.

Review and Reflect

Using all the information today, write a tweet to explain why work experience is important.

Keep it under 280 characters.

Think about what you have understood from today's lesson.

Add in 3 hashtags that you would use for this lesson.

RAG rate your learning objectives

| |
|--|
| @your username |
| Today's Tweet |
| # # # |
|     |

Homework

Well done for learning about the Apprenticeships tool! You're ready to start using it to find work experience that suits you.

Use the Apprenticeships tool to find three employers or companies that you'd like to approach for work experience.

Make a note of the company name and the reason they catch your interest.

You can then do further research to find out a contact name and exact address before you approach the company for work experience. Remember to save to your Locker!

Lesson 2: What is my personality? (Computer access is required)

The aim of the lesson

This lesson looks at how a student's personality can support their research into career pathways.

| What will I be able to do at the end of the lesson | RAG RATING AFTER LESSON |
|--|-------------------------|
| Understand what is meant by the term personality | |
| Have the information on my personality type so that I can reflect on possible career choices | |
| Understand that my personality may change over time and that I may fit into a number of different personality types. | |

DO NOW ACTIVITY

On your own answer the following questions:

Look at the personality types below. Discuss which type you think you might be.

Thinkers

Dreamers

Doers

Helpers

Think of three reasons you think you fit into that personality type. You'll find out later on if you were right!

Reason 1:

Reason 2:

Reason 3:

Now for some input – SLANT!

Your personality refers to the unique combination of your thoughts, behaviours and feelings. It will influence how you react to the world around you and build relationships with other people. The four personality types that you have considered in the Do Now Activity make the framework that will measure which personality profile you are in the *Unifrog* personality quiz. You may have done a personality quiz before, maybe online or in a magazine. Sometimes they can show surprising results they can also, if we are honest with ourselves, be useful in reflecting on what motivates us as individuals. It is important that we understand that no one's personality fits neatly into one personality type or profile. However you might recognise yourself as more than one type. This can also change as you get older, or even depending on your mood or the situation. But it's a helpful start for you learning about yourself and putting your skills in a new perspective, and exploring the subjects and careers you might enjoy. You never know you might even find new pathways you have not considered before!

Task 1 Personality Quiz

- Log onto Unifrog and select the personality quiz.

There are 56 questions, only spend a short amount of time on each question. It is important that you go with your gut feeling and you are as honest as possible. This should be done in silence and independently. You are not to be influenced by anyone sitting near to you.

Once you have finished answering the questions, click 'Get your results' to see your closest personality type. You may be given other close personality types depending on where you fall within the four scales. You can read some further information on these too!

Task 2 What is your personality?

- What is the closest personality type?

- Read the information on your personality trait. Does your personality type resonate with you? Why?

- Is there anything that surprises you

Task 3 Your type of career

Learning about your personality and the subjects and careers that match it can be a way of finding options you might be interested in.

Take a look at the career's that closely match your personality type in the Careers library on Unifrog and favourite three career profiles.

Task 4 Agree or Disagree

Turn to the person next to and discuss the following things:

- Why do you think you got this particular personality profile result?

- Which career that closely matched your personality type would you be most interested in finding more about?
- What competencies are involved in this career? Which of them have you demonstrated recently?

Review and Reflect

Get up from your desk and move around the room. Each time you meet another student, share with them the following details:

- Your personality type
- Anything you found interesting or surprising about your results
- Two careers that match your personality type

Finish by RAG rating your objectives.

Extra Reading: Extravert vs Introvert is one of the four scales used in our personality quiz.

The idea behind personality theory is that a lot of our behaviour is due to differences in the way we interact with the world (whether we get more energy from other people, or from our time alone), use our perception (how we become aware of things, people, happenings, or ideas) and judgement (how we come to conclusions about what we perceive).



What it's about - The Extravert vs Introvert scale measures how you interact with other people, and whether you feel more energised when engaging with the outer world or with your own inner world.

Extraverts enjoy busy environments with lots of people, noise and activity. They prefer to spend most of their time with others, for example choosing group projects over solo work. They thrive off socialising and feel excited about meeting someone new. They can get bored when they are on their own for a while.

Introverts feel relaxed when they spend some time alone. They enjoy activities you can do on your own or in small groups, like reading or hiking. They prefer to have a few close friends rather than a big social group. When they spend time in an environment with lots of people, they can feel like they need a break from the action.

What it's not about - While these can be related traits, being Extravert is not about seeming loud or outspoken, and being an Introvert is not about seeming quiet or shy. It's also not about enjoying the - - some Extraverts hate this, and some Introverts are comfortable in the spotlight and can be great performers. It's about what gets your energy levels up when they are feeling low: do you thrive off your environment, or do you need some time alone to recharge?

In conclusion - Most people have both an Extravert and an Introvert in them, with one side of the scale feeling more natural. This may depend on the situation, and also sometimes changes as you get older - for example, an Introvert can learn to be comfortable with small talk, and an Extravert can learn to love spending time on their own. A common analogy is that of your dominant hand: a right-handed person can still use their left hand to do things even if it feels less natural, and it is possible to train yourself to get better with your non-dominant hand. Some people write with their left hand but play tennis right-handed, and some people are fully ambidextrous. It's the same with this personality scale: although most people have a preference for one side of the scale, everyone is a bit of both.

Lesson 3: How to contact employers

The aim of the lesson

Students will discuss the good and bad aspects of example emails to employers and write their own practice email. They will learn how to contact an employer over the phone and unscramble a conversation to learn top tips on approaching this.

| What will I be able to do at the end of the lesson | RAG RATING AFTER LESSON |
|---|-------------------------|
| Email employers with confidence about work placements | |
| Have phone conversations with potential employers confidently | |

DO NOW ACTIVITY

On your own answer the following questions:

When you're about to do something nerve-wracking, how do you stay calm and focussed?

- Name the last thing you did which you felt nervous about
- Why do you think you felt nervous?
- Think of the **top three** things that calm your nerves.

Task 1 Review and Discuss

Just spend two minutes reflecting on the questions below. Your teacher may then ask you for your answers so we can see where people are at with thinking about their work experience placements

- Have you identified what you want to learn and experience on your placement?
- Have you got contact details of the employers you want to contact?
- Have you already secured work experience or started contacting employers? How did you find that process?

Now for some input! - SLANT

We learnt last time that Work experience is a short period of time spent in a workplace learning about a job, company, or career area. Most placements are unpaid and usually range from a couple of days to weeks in length. Shadowing professionals in their workplaces will let you see how they use their knowledge, skills, and competencies in their day-to-day tasks. You can use the time to ask questions and understand why things are done in a certain way.

The first thing you are going have to do is secure your work placement, this might mean you are going to need to contact employers probably either by email or by phone. You might have to contact a few before you secure a placement. This can be nerve wracking as you are speaking or liaising with people you do not know and are asking them to provide you with help and support.

There are some clear steps you can make to support you not being as nervous including:

- Taking breaths
- Setting aside time to prepare
- Admitting to others that you're anxious
- Visualising yourself being calm
- Listening to music
- Focussing on something else that distracts you (doodling, word puzzle, etc.)
- Practising muscle relaxation
- Writing down your worries

One of the main ways in which you will communicate in the work place and also in the task of securing a placement is via an email. This is what we are going to look at now.

Task 2 Writing an email

You might have to contact an employer by email when you ask for a placement.

Read the example on the right. Discuss with the person next to you and make a note of:

What's good and bad about the email?

How would you improve it?

| |
|--|
| To: hello@StarkIndustries.com |
| Subject: Please can I join The Avengers for work experience |
| Hi Mr Stark, My school has said that I have to do work experience. Do you think The Avengers would let me join? If that would be cool to with you, just email back soon. Cheers, Loki |

Task 3 Writing an email

Read the email on below. What has Peter Parker done in his email to make it more effective than Loki's email on the previous slide?

| |
|---|
| To: hello@StarkIndustries.com |
| Subject: Work experience |
| Dear Mr Stark, My name is Peter Parker and I am a student at Midtown High School. My interest in work experience with the Avengers was sparked when I visited your laboratory in Malibu, where I got to see your inventions. I have worked very hard to develop my teamwork skills and spider sense. I feel that with some guidance, I would be a great addition to the Avengers team. I am looking to do some work experience between the dates of 10-24th February, to help develop my competencies and start to learn how to protect Earth. Do you have any spaces for work experience students at that time? I have attached a copy of my CV for your records. Yours sincerely, Peter Parker |

Why is this better?

Now for some input – SLANT

There are a few top tips for writing emails to employers, these include:

- Use a straight-to-the-point subject.
- Use the employer's name if you know it, or Sir/Madam if you don't.
- Show that you've done research and have thought carefully about where you'd like to do work experience.
- Make sure to be polite throughout the email.
- If you know the name of the employer, use 'Yours sincerely' and if not, use 'Yours faithfully'.
- Remember to proof read the email so there aren't any mistakes.

A good clear structure for an email to an employer is:

Paragraph 1: introduce yourself and the school or college you go to.

Paragraph 2: say a little about why you're interested in the industry. A couple of sentences is enough!

Paragraph 3: politely ask about work experience opportunities on dates you are able to attend. You can also ask for a meeting/phone call here too.

Task 4 Writing your email to an employer

Using the structure above write your own email to an employer of your choice.

Task 5 Making a phone call to an employer

Sometimes you may have to make a phone call to an employer rather than an email. However it is the same thing, you must ensure that you have a general plan of what you are going to say.

Look at the jumbled phone call conversation below and with the person next to you unscramble the conversation

Unscrambled letters:

A. Ok, great. Could you come for an interview tomorrow, after school?

B. Yes, I'll just get him for you. Hello, I'm Mr Bates.

C. We can certainly help with that. What makes you want to work here?

D. See you then, bye!

E. Hello Mr Bates, my name is Kelly and I'm a Year 10 student looking for a work experience placement for 12-16th of February at your restaurant.

F. Yes that would be perfect thank you, I can be there at 4pm?

G. I have always been interested in hospitality and providing good customer service, so I feel a career working in a restaurant would be perfect. I just need some experience to get me going!

H. Hello

I. Hello, my name is Kelly Kapowski from Bayside High School and I'm looking for work experience. Could I speak to Mr Bates please?

Review and Reflect

A friend is contacting an employer to ask for work experience. But they are nervous and ask you for advice!

Which top tips would you give them?

1.

2.

3.

4.

5.

RAG rate your learning objectives

Homework

Write emails or make phone calls to employers to try and secure a placement before next Stop the Clock. Remember you can use the Apprenticeships tool on Unifrog to help you find possible placements

Lesson 4: Looking for a career

The aim of the lesson

This lesson looks at how students can use the Careers library on Unifrog as a research tool in looking at different careers that maybe suitable to them.

| What will I be able to do at the end of the lesson | RAG RATING AFTER LESSON |
|---|-------------------------|
| Navigate the Unifrog Careers library | |
| Understand why research is important for their future choices | |

DO NOW ACTIVITY

Create a chain of jobs, the first letter of the job must begin with the last letter the previous named job.

Firefighter



Task 1 What's the difference between a job and a career?

What is a career?

How is a job different from a career?

Task 2 Looking for a career

A friend of yours asks for advice on how to choose a career.

- a. What steps would you suggest?

- b. What do you think is important for them to consider when they're looking for a career?

- c. Is choosing a career different to choosing a job? Why?

Now for some input – SLANT!

It is important that you start to think about different careers and researching them to see which ones would be more suitable for you.

There are several things that you can consider when you are thinking about their careers. These include:

- Your favourite school subjects
- More general career areas and thinking broadly, rather than narrowing your search to individual job titles
- Causes that might be important to you, such as their community or tackling climate change
- The hard skills and competencies that you want to use and develop in
- Your interests and hobbies, and any activities that transfer to the working world
- Work experience you can use to try out different fields of work
- The values and needs that you want to prioritise later in life

Unifrog can help you learn about career paths in a number of ways. The Careers library contains several ways of searching for jobs, such as filtering by theme, competency, school subject, and career area. You can use the Activity tool and Competency tool to get to know yourself and reflect on the skills you might want to use these in future.

Choosing a career is different to choosing a job. You might be looking for particular salary, benefits, responsibilities or training opportunities in a job. The lists of what you are looking for in your jobs and careers are likely to differ because a job is generally for the short term, and the things you will look for in a job might be equally short term. On the other hand, your desires for a career are likely to be longer term and more broad. It's good for you to have long-term career goals and interests in mind, so that each shorter term job, work experience, or course builds towards their career path. Again, these don't have to be rigid plans or goals, but they are helpful in making sure you move towards fulfilling their potential!

Task 3 Treasure hunt around the careers Library

Use the Careers library to find the answers to the following questions:

1. What would be the top two career suggestions for someone who wants to have a social impact and is interested in Business and Finance?
2. What career would you recommend to someone who enjoys teamwork and is interested in Education and Training?
3. Watch the video for Web developer and look at the job profile. Answer the following questions:
 - two skills required to do this job.
 - What are the two key elements of Alexa's job?
 - What has surprised Alexa about her career path?

4. If you want to become a Fine Artist, what four other career profiles might be of interest to you?

5. If a friend has an ESTJ personality type and wants to work in Social services, which job would you recommend to them?

Review and Reflect

Go round the class, each saying aloud a job or company name. You can choose any name, but it must begin with the last letter of the previous student's word. Make sure not to break the word train!

RAG rate your learning objective

Homework

Using the Careers library, favourite three careers you might be interested in. List them in a Word document and note:

- Three pathways into each career
- The salaries you might expect to earn
- Whether or not there will be growth in each industry. How will you know this?

Lesson 5: What makes a good team player? (useful to have access to approx. 6/7 laptops or chrome books)

The aim of the lesson

Students explore what makes a good team player. They identify their own competencies and how these would be useful in a teamwork situation. Students are introduced again to the Competencies tool to record an example of when they have worked in a team.

| What will I be able to do at the end of the lesson | RAG RATING AFTER LESSON |
|--|-------------------------|
| Explain the qualities of a good team player. | |
| List the skills and competencies students have themselves and how these make them good team players. | |
| Record their own competencies using the Unifrog Competencies tool in their own time | |

DO NOW ACTIVITY

Define a difference between the terms

- Job and career –
- Soft skills and hard skills –
- Competencies and team work –
- Introvert and extrovert -

Task 1 Review and reflect on teamwork

Consider and note down your responses to the following questions. Be ready to feedback in a class discussion

- Why is teamwork useful?
- Can you think of any examples of when you have worked in a team?

Now for some input – SLANT

Teamwork is the ability to work with others towards a shared goal. Working with others can have massive benefits, like achieving bigger goals, and overcome challenges that you wouldn't be able to alone. Working with others can also be tricky sometimes, but you can develop skills to help you! It can involve compromising, learning about each others' strengths and weaknesses, and adapting how you communicate. The ability to work in a team effectively is very important in most careers.

Teamwork is a competency that will help you in many other aspects of your life – from school projects and sports teams, to video games and organising a day trip with family. Remember a competency is a non-technical and inter-personal skills. They complement your hard skills and allow you to interact well with others. These skills come naturally to some and are often more difficult to quantify than hard skills. 'Transferable skills' and 'soft skills' are both ways to describe competencies that are relevant and helpful across a wide range of jobs and areas of life, such as school.

In general, teamwork is useful in:

- Achieving bigger goals
- Achieving goals more quickly
- Sharing the technical skills of different people
- Overcoming challenges that you wouldn't be able to face on your own
- Coming up with more creative ideas
- Creating events and products that are inclusive and helpful to a wider group of people (e.g. a community afternoon tea event that encourages people of all age groups to come together)

You will have many examples of working in a team, these might be in school, extracurricular activities, at home with family, or in their local communities. The more you work in a team the better you become at developing all those skills that make an exceptional team player..

Task 2 what makes a good team player

There are competencies and skills that make some people great to work with in a team.

- Brainstorm what makes a good team player with the person next to you.



- How do they help the team?

- What competencies do they have?

Task 3 Group challenge

Imagine your team has been tasked with designing a new electric car for the world market. It's going to be launched next month, so you'd better work together quickly!

In your teams, you need to discuss what each person is going to bring to the team and contribute in this task. You should each individually record down what you will bring, how you will be a good team player and how you will support the deadline being met.:

- What skills and competencies you can bring to your team
- How you will each be a good team player
- How you will meet the deadline

If you have access to a computer, you may want to visit the career library on Unifrog and research certain career profiles that might be useful in this task

- Product designer
- Motorsport engineer
- Marketing manager
- Business project manager
- Warehouse manager
- Manufacturing supervisor

You have 15 minutes and then you must be ready to give a one minute presentation to the class on your approach!

My notes

- What skills and competencies you can bring to your team
- How you will each be a good team player
- How you will meet the deadline

Now for some input - SLANT

The CAR method, which you may have learnt about previously, is a helpful way of recording and presenting competencies. The mnemonic acts as a reminder for you of the important details to include.

Context: Provide a summary of the situation and set the scene. What was the task and what was the challenge?

Action: Explain the steps that you took to achieve this goal or overcome those challenges.

Result: Share what you achieved as a result of your actions and the positive difference you made. Did you meet any goals? Overcome any challenges? Or win anything? It's time to end on a high note!

Review and Reflect

Turn to the person next to you and take turns to:

Summarise the lesson in **five sentences**

Summarise the lesson in **five words**

Homework

You're now familiar with the Unifrog Competencies tool!

Record an example of when you have been involved in teamwork.