

# Year 8 Knowledge Book

Careers Guidance and information



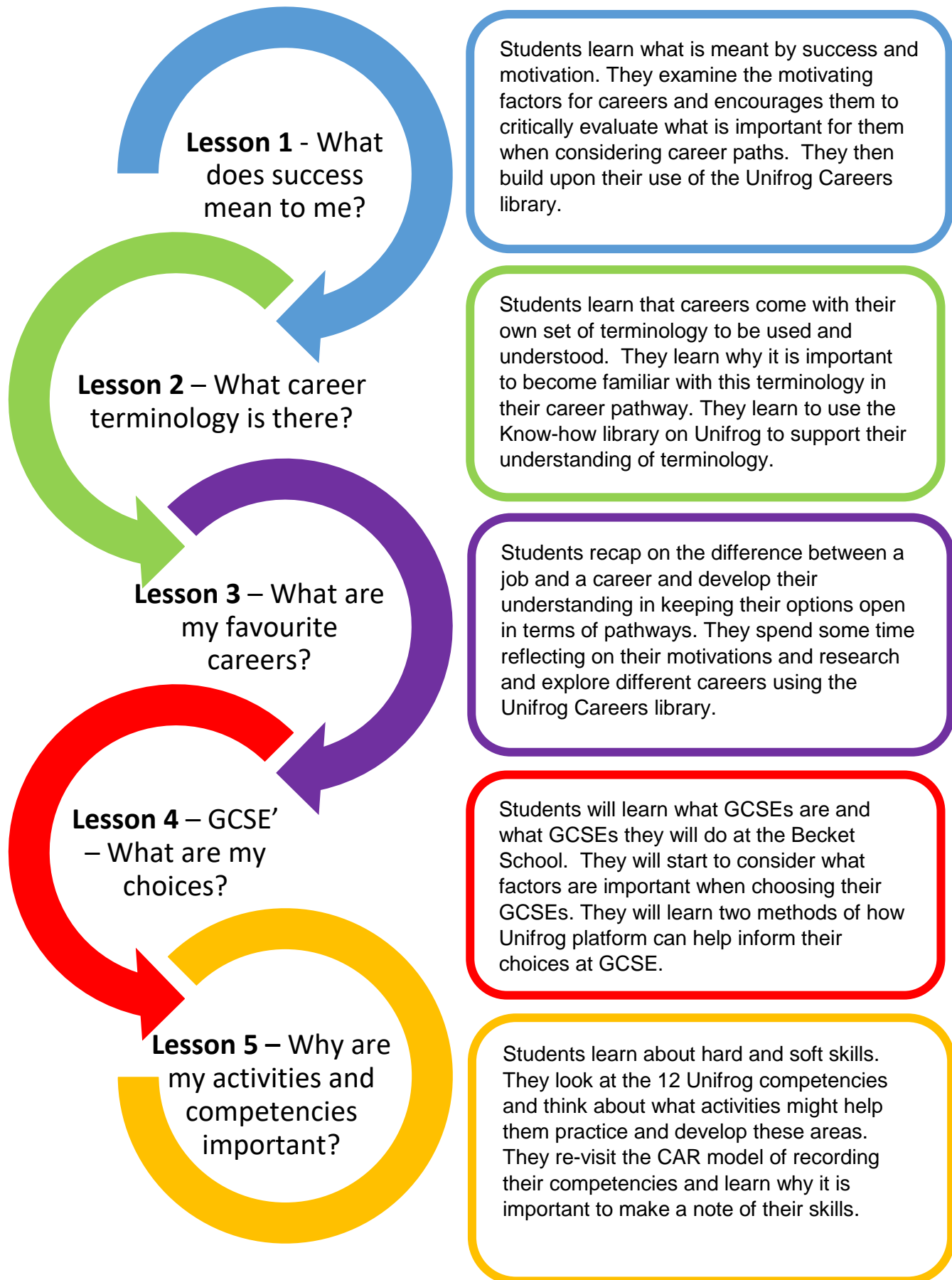
## Skills for the Future

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

Form: \_\_\_\_\_

Tutor: \_\_\_\_\_

## Year 8 Programme of Study



# 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 does success mean to me?

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### The aim of the lesson

This lesson looks at motivating factors for careers and encourages students to critically examine what is important for them when considering career paths

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
Define what is meant by success	
Consider what motivates you and link this to possible careers	
Understand how to search for career areas that match their motivators and definitions of success on the Careers library	

### DO NOW ACTIVITY

On your own answer the following questions:

What is meant by careers?

How is a career and a job different?

What would be your dictionary definition of 'success'?

Can you think of an example of when you have been successful?

## Now for some input – SLANT!

In Year 7 you learnt that a career and a job are different. A **career** is often referred to as a career path. This is because someone's career will often involve one or many jobs in a similar field of work. Your career path journey will also include any education, training, or work experience you do in that field. Throughout your career, your skills, and competencies will develop.

A **job** is a role that you have at a workplace. At this job you will often earn a salary and develop skills. You might work for short period in this job, or you might work for a number of years. On the other hand, a career describes a journey. It can involve multiple jobs, mastering a number of different skills, or reaching long-term goals.

Having a certain career is sometimes linked to how successful someone is seen to be. However, it is really important to understand that what is one person's success is different to another's. Examples of success can vary; they might include getting a grade in a particular subject, practising cooking a particular dish with a parent, or cycling to school in record time!

The meaning of **Success** is the accomplishment of an aim or a purpose. It might make you feel satisfied, happy, or accomplished in a particular thing. We all have things that we consider to be successes.

## Task 1 What makes you successful?

Success can mean different things to different people. Turn to the person next to you and discuss the following questions:

1. What makes you successful? Is it money, doing a great job, or something else?

2. Why do people's answers to this question vary?

## Now for some input! – SLANT

**As a class you are** likely to have a range of answers to what you see as success. Some of you might even decide that success is more than one thing. The list below is not exhaustive in any way, but it may have some of the ideas you discussed in your pair, and it shows the range of indicators of success

- Happiness
- Money
- The knowledge that you have done a great job - satisfaction
- The knowledge you have tried your best
- Reaching a certain job title, grade in a profession, or qualification
- Finding a career you are passionate about and satisfied doing
- Having good relationships with family, friends, and colleagues
- Helping others
- Finding a work/life balance that suits you (whether that's a high pressure career, or a less demanding one)
- Making a difference to others
- Creating something new and innovative

There are so many different answers that people can give to what success is, so why do people's answers to this question vary? Well the answer is that all people have different interests, values, and motivations in life. Everyone has their own pathway, with different choices to make and challenges to face. This means that our visions of what will make us successful are going to be different! These differences in motivation are a positive thing.

Think about how you measure success? When you aim for something, whether that is in Biology class, on the hockey pitch, or in your chores at home, it is helpful to set a goal so that you know when you are successful! This goal might be a particular grade in Biology, scoring a certain number of goals in hockey, or helping out with washing the dishes at home for two nights next week. Later in life, people might set goals for themselves to know when they are successful. These goals will be different depending on what makes people feel successful. For instance, someone who thinks money makes you successful might set a goal for themselves of earning £45,000 per year. Another person who thinks success is found in helping others might set a goal of finding a job at a charity. Everyone's measures of success are different. And you'll find some things are more difficult to measure than others (such as happiness!)

## Task 2 – Auction of Success

You have £10,000 to bid against your classmates for the following experiences.

You can choose to bid all the money on one item, or share the money over multiple items.

You have two minutes to write down your bids. Afterwards, you cannot change your bid.

A. Dinner with your favourite celebrity	E. To take a trip to space
B. An all-expenses-paid year of travelling	F. To understand the meaning of life
C. To win the Nobel Peace Prize	G. To work alongside someone you admire
D. To become the world's greatest novelist	H. To become CEO of a company

As you share all of the bids with the class complete the questions below:

1. Did you win any off the bids? If yes which ones? \_\_\_\_\_
2. Which item was bid on the most in the class? \_\_\_\_\_
3. Which item had the highest bid? \_\_\_\_\_

### Now for some input! – SLANT

The purpose of this task is to show you that we are all motivated by different things; what one person hopes and dreams for is very different to another person, despite similarities in their environments. For example, one of you many have decided to bid all of your money 'to become the world's greatest novelist' because this is what they want the most. Another of you in the class may have decided to bid evenly across two experiences, because they could not decide between the two. The more you bided on one experience, the more likely you are to win it.

Think about the item that was bid on the most frequently in your class, this is the most popular. It is likely that this item represents part of what you as a class believe would make them successful (whether that is money, leadership, travelling, etc.). However let us remind ourselves that we are all motivated by different things; what one person hopes and dreams for is very different to another person, despite similarities in

their environments. It is positive thing that we are all different and that our experiences will shape what motivates us. Think about the item for which you made the highest bid for. Does this item reflect your motivation? or your idea of what success looks like to you? or is it a surprise to you?

Lets now move from success to motivation and think about what might motivate you in your career. Again just as success different people in the class will have different motivations as people will have different priorities and values. This is a positive thing; in the workplace a range of motivations in a team can make the team stronger. To the right there is a list of things which may motivate people in their careers, this is not all of them.

Salary	Being challenged	Helping others
Job satisfaction	High work pressure	Being respected
Getting on well with colleagues	Work/life balance	Being a leader

### Task 3 – What motivates me?

You are going to be given 5 minutes to think about and answer the following questions. Write your ideas down and justifications, be ready to feedback to the person next to them.

Which aspect of a career is the most important to you? And why?	
Which aspect of a career is the second most important to you? And why?	
Which aspect of a career is the least important to you? And why?	
In your opinion, which aspect of a career is the most important to people in general? Why do you think this?	
Which aspect of a career is the most important to your friends and family for you? Why do you think this?	

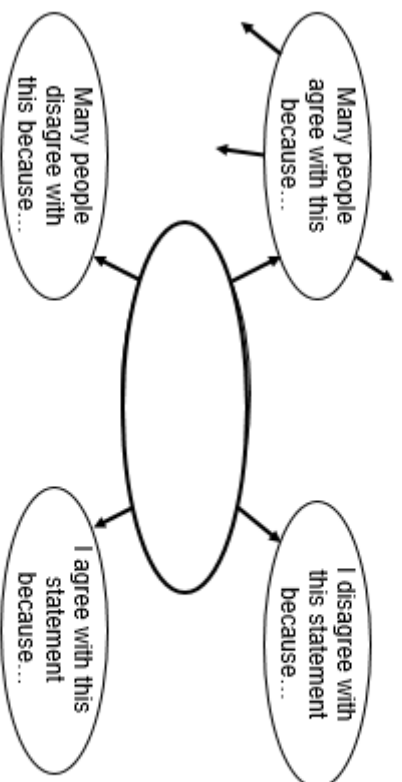
### Task 4 – Both sides of the argument

A number of opinions about important aspects of a career are about to be shown. Pick a sentence with your partner.

Each write the sentence at the centre of mind map.

Complete the mind map of the reasons 'for' and 'against' the sentence.

Choosing to either be 'for' or 'against', debate why the statement is right or wrong.





## Review and Reflect

- What does success mean to you?
- Has your opinion changed during this activity?
- How would you look for careers that motivate you?

RAG rate your learning objectives

### **HOMEWORK**

Using the Unifrog Careers library, find three careers that you like and list their job titles.

For each career, favourite it and make a note of:

The skills you'd need to do this job

The qualifications or route into this job

What you think would motivate you in this job?

Remember to search the Careers library when you want to learn about other jobs in future!

## Lesson 2: What career terminology is there?

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### The aim of the lesson

Students learn that careers come with their own set of terminology that needs to be used and understood. They learn why it is important to become familiar with this terminology in their career pathway.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
Understand a variety of careers terminology.	
Explain why learning about career terminology is useful.	

### DO NOW ACTIVITY

How many careers-related words can you think of that start with the letters in the main word? Write them down as you think of them.

**TERMINOLOGY**

### Now for some input – SLANT!

**Terminology** is the group of words used to describe a particular subject or profession. For example, medical students have to learn lots of medical terminology - words to do with medicine and people's bodies – when they're studying to become doctors. In our lesson today, we're interested in the terminology, or group of words, used to talk about careers and pathways.

You will use Day-to-day terminology during your time at school, at home and when you are talking to friends. For example, if you were talking about the Becket Way, you might use terminology such as the trust bucket, monster moments, becket pyramid, imperfect decisions, habits, reminder of expectations, redlines. A student not from the Becket would find all of this confusing. Each of your different lessons will have set terminology that you will use and have to learn, for example in geography you will have used terms such as mega city, rural, urban, ecosystem, climate, migration etc. while in your music lessons you will have used terminology such as ..... The terminology used on television and in the media will use set terminology for example the language used in 'Stranger Things', a sci-fi drama will be different to the terminology on Britain's got Talent, for instance. There will also be terminology used to describe weekend jobs, or chores you do around the house Sometimes the use of terminology can be difficult and confusing, it might be words or phrases that you have never heard before. Maybe you can think of times when this has

been the case, maybe when you have been to the dentist or the doctors, or if you have over heard a conversation when family members talk on the phone to colleagues about their work.

There are lots of different words associated with your next steps after school or college. It can be very confusing! It is important that you understand some of the terminology linked to jobs and careers so that:

- You won't be put-off an opportunity if you know what all the words mean
- You'll have a better awareness of the range of opportunities
- When it comes to applying for an apprenticeship or a job, you'll know exactly what to expect
- You'll be able to use the right words in your applications to higher education and jobs

## Task 1 Match the definition

Match the key terminology with the correct definition.

### Careers terminology match

1. Contract	A. A list of tasks involved in doing a job
2. Job specification	B. Written agreement between the employer and employee
3. Reference	C. A day of group tasks, individual work, and interviews, allowing the employer to assess if you're right for a job
4. Cover letter	D. Contact details of a person who can confirm your previous jobs and good character
5. Person specification	E. A letter sent to an employer, explaining why you want the job and why you are suited to it
6. Assessment day	F. A list of skills and qualifications needed to get the job

## Task 2 Terminology mind map

On the next blank page draw a mind map around the theme Careers terminology. Can you think of any terminology that is particularly relevant to your pathway of interest? For each of your terms link it to the definition and an example of when it is used. If you can't think of the definition for a piece of terminology, they can underline that word and come back to it in a later exercise. Your teacher will show on the PowerPoint an example of how you can structure your mind map.

## Task 3 The perfect definition

- Look over your mind map – which is your best definition?

Take it in turns to share your terminology definitions, you can add to your mind map.

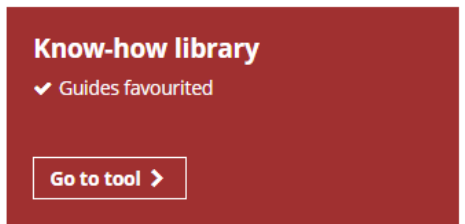
- Discuss how this definition could be improved
- Where have you heard or seen this terminology before?
- Are there any terms you have heard but are not sure about the definition
- Make changes to any definitions you can now improve!



## Now for some input! – SLANT

Unifrog has a Know-how Library which you can access. Your teacher will show you a short clip of video of how you can access this at home via the Unifrog platform. The Know-how to Library is good to find out what key terminology relating to careers means, you can filter and search in a variety of ways including:

- pathway
- By PSHE topic
- By logistic (e.g. exploring careers, networking)
- By career area
- By subject area
- By competency



When you go onto the library you will also be able to see a banner at the top of the page, showing you your favourite guide. At the bottom of each Know-how guide, there's an option to add it to your favourites.

That way, you'll be able to find it easily again in future! The library will also highlight guides that are 'relevant now' for keeping up to date with current topics!

## Review and Reflect

Name **three** Careers terminology words

List **two** ways you can filter guides on the Know-how library

Explain **one** reason understanding terminology is important

Once you have done above RAG rate your learning objectives

### Homework

Favourite three Know-how library guides that you find useful.

## Lesson 3: What are my favourite careers? - Careers treasure hunt (Computers required)

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### The aim of the lesson

Treasure-hunt style exercise designed to get students exploring the Careers library whilst considering different aspects of a variety of careers that's interests them.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
Explain the difference between a career and a job	
Share information on two careers that I am thinking about	
Be able to access the careers Library on Unifrog	

### DO NOW ACTIVITY

Work with the person next to you to unravel the scrambled jobs titles below.

REFIGHT RIFE
NEGATE TASTE
UNROLLS CEO

Finished already? Try making up your own anagrams to test each other!

### Task 1 Looking for a career

With the person next you discuss the following questions, be ready to feedback to the whole class

1. What is the difference between a job and a career?
2. What do you think is important to consider when you are looking for your career?
3. What are the top three things that you are looking for in a career?
4. Are these three things different to what you are looking for in a job? Why?

Notes to questions

## Now for some input – SLANT!

This is not new knowledge, you will have been told this in Year 7 and earlier this year. However it is important to remind ourselves about some key information when we are investigating different career paths. Some of you might already have a career in mind, whereas most of you will not know yet. This is absolutely fine the important thing is that you have opportunity and time to research and reflect on what you might want to do. Having a career path in mind doesn't need to be a rigid goal, nor is it a guarantee of happiness in the future. It can be something that's flexible, and acts as a guide for their education choices, work experience, and research into the working world.

Lets remember that a career and a job are different. A **career** is often referred to as a career path. This is because someone's career will often involve one or many jobs in a similar field of work. Your career path journey will also include any education, training, or work experience you do in that field. Throughout your career, your skills, and competencies will develop. A **job** is a role that you have at a workplace. At this job you will often earn a salary and develop skills. You might work for short period in this job, or you might work for a number of years. On the other hand, a career describes a journey. It can involve multiple jobs, mastering a number of different skills, or reaching long-term goals

There are several things that you can consider when you are thinking about your career. 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 future (Remember 'competency' is another word for 'soft skill')
- 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 for example not working night shifts or wanting to travel the world, Live in London

It always helps to try and think about what you are looking for in a career. You might be looking for a range of things; from a particular goal salary or becoming an expert in a particular field, to working with someone they admire or creating a good work/life balance. The lists of what you are looking for in a job are often different to what you are looking for in a career. A job is generally for the short term, and the things you will look for in a job might therefore be equally short term. On the other hand, their 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 your career path. Again, these don't have to be rigid plans or goals, but they are helpful in making sure you move towards fulfilling your potential!

## Task 2 Careers Library on Unifrog

Please login to unifrog

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

1. What would be the top four career suggestions for someone who likes arguing and is interested in Law and Public Safety?	
2. What career would you recommend to someone who likes travelling and was interested in Science and Technology?	
3. Watch the video for Customer service manager and answer the following:	

<ul style="list-style-type: none"> <li>- Name two restaurant chains that this individual has worked with</li> <li>- List any two pieces of advice given by this individual about getting the most out of your job.</li> </ul>	
<p>4.If I have an INFP personality type and I'm interested in Hospitality, Food and Sport. What might be a good career for me?</p>	
<p>5.If I want to work in financial services and become an Actuary, what are some of the subjects I would need to do a degree in order to join the IFoA?</p>	
<p>6.Watch the video for Product designer and answer the following:</p> <ul style="list-style-type: none"> <li>- Which company does designer Oscar Salandin work for?</li> <li>- What advice does he give about studying Maths?</li> </ul>	

### Task 3 My favourite careers

Using the Careers library, find three career you might be interested in. Favourite this career and make a note of:

**Career name** - \_\_\_\_\_

- Three pathways into that career

- The salary you might expect to earn

- Whether or not there will be growth in this industry. How will you know this?



Career name - \_\_\_\_\_

- Three pathways into that career

- The salary you might expect to earn

- Whether or not there will be growth in this industry. How will you know this?

Career name - \_\_\_\_\_

- Three pathways into that career

- The salary you might expect to earn

- Whether or not there will be growth in this industry. How will you know this?

**Remember to search the Careers library when you want to learn about other jobs in future!**

## Review and Reflect: Odd one out (3 mins)

Something links four of the five words in each set listed below. Which word is the odd one out?

Career area	Personality type	Competency	Working hours	Subject area
Nurse	Aerospace engineer	Midwife	Hospital doctor	Dentist
Geography	Career	Pathway	Profession	Job

Now RAG rate your objectives

### Homework

Choose one of your three career profiles from the last task. What career area does this career profile fall into?

Head to the Read, Watch, Listen library on Unifrog and filter by this career area.

Choose three Read, Watch, Listen recommendations relating to this career and favourite them!

## Lesson 4: GCSE ... What are my Choices!

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### The aim of the lesson

To learn how they can find out about GCSE options and how they best fit different career paths

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
To know what GCSEs I will have to study at The Becket School	
To know how I can use Unifrog to support me in choosing my GCSEs	

### DO NOW ACTIVITY

Are these statements true or false? Jot down your answers as you enter the class.

GCSEs provide you with broad knowledge across a range of subjects, to prepare you for Level 3 qualifications like A-levels and apprenticeships.

Subjects like Art and PE don't involve reading and writing so they are easier.

You can choose whatever subjects you like for your GCSEs.

GCSE stands for General Certificate of Secondary Education.

### Now for some input – SLANT!

GCSE stands for General Certificate of Secondary Education. Students in the UK sit GCSEs in a wide range of subjects at the end of their secondary school education, this is usually in Year 9. GCSEs then prepare students for more specialised qualifications post 16. At the Becket school most students will sit between 9 and 10 GCSEs.

You will have already chosen your language choice for GCSE at the end of Year 7 and soon you will be opting for your humanities choice at the end of Year 8 (Geography or History). Next year you will also have a further option where you will choose from a range of subjects including: PE, Art, Drama, Computer Science, Dt, Food and nutrition, music. Your choice of GCSEs relate to further qualifications you will do later (POST 16) such as A-Levels, IB Diplomas, BTECs, degrees, and higher diplomas. If you choose to do A-Levels you may stay on at Becket Sixth form, or you may decide to go to another Sixth form or college.

The subjects you choose to study at each stage of your education can impact the options available to you later on – so it's important to spend a lot of time making an informed choice!

In the UK there are some subjects that are compulsory to take at GCSE. Students must take GCSEs in Mathematics, English Language, and Science (either Biology, Physics and Chemistry, or two combined Science GCSEs). In many schools, including The Becket, English Literature is also a compulsory GCSE. At the Becket we also want to ensure that students study a broad range of subjects so that further down the line you have as many different paths open to you, therefore most students at the Becket will also study a Modern Foreign Language (French or German) at GCSE and a Humanity (Geography or History) GCSE.

The study of Maths, English, Science, Language and Humanity is called the English Baccalaureate which is a recognition that a student is proficient in a wide range of academic disciplines.

## Task 1 Important or not important?

Your teacher will show you some of the factors you might consider when choosing your GCSEs. But some will be more important than others.

Write them down on the scale below to rate them from important to not important. Be ready to explain your answers!



## Now for some input – SLANT

When you are choosing your subjects to study there are some factors that are more important than others.

**The subjects your friends are choosing** - Your GCSE choices (or A-Level/BTEC etc) should be yours and yours alone! Ultimately, you are the one who will have to sit the exam, so don't pick something just because people around you are.

**Your parents' opinions** - It is useful to seek advice from trusted people like parents and family. They know you well and might be able to point out things you haven't considered. However, as always, remember that the final decision is yours. Also the information your parents have may not always be up to date or accurate. If they're telling you to definitely take or not take a subject, make sure to check their reasoning with a teacher.

**The subjects you enjoy.** Whatever you choose, you'll likely be studying it for at least two years – so it's important you like it! You're also more likely to perform well and be motivated in subjects you enjoy studying. If you don't think you enjoy any subjects, think about the *type* of studying that you prefer. E.g. Even if you don't *love* Mathematics, you might prefer solving problems with exact answers to writing long creative essays.

**The qualifications necessary for your chosen career path** - Whilst your dream job is unlikely to specify the GCSEs you need, it might require a particular degree or A-level/IB subject. And to get those, you might need certain subjects at GCSE. Obviously, it's unusual to know exactly what you want to be at this stage, so it's important to keep your options open (e.g. if there's any possibility you might want to be a doctor one day, then Biology and Chemistry GCSEs will be helpful!)

**The knowledge you'll need to take the A-levels / apprenticeship you're interested in** - If you know you want to study a certain subject at Level 3, check what GCSEs you'll need. Some Level 3 subjects (such as Business or Law) don't need you to have a GCSE in that area. But if you want to take French A-level, then you will probably want to have the GCSE first!

**Your teacher's opinions** - Your teachers know your skills and achievements. They also have years of experience advising students on subject choices. They are a useful resource so definitely talk to them and ask questions! However, as always, your subject choices are yours to make – your teacher can't pick them for you!

**The subjects you achieve high grades in** - Play to your strengths! If you find yourself succeeding in a certain area then it might be an indication that further study in that subject is right for you!

**The department your favourite teacher works in** - Avoid making subject decisions based on the teacher you want to be taught by. You can never guarantee that a teacher will stay at a certain school/department so make sure you like the subject independent of who's teaching it!

One of the most important factors that hopefully you have identified, is how your subject choices link to your future plans for work or study.

The next activity will get you thinking about this link, encouraging to see each of your subject choices as a springboard to their next steps.

## Task 2 Subject – Skills- Career flowchart

The subjects we study support us in the skills we develop which then supports certain careers.

Consider three subjects that you are going to be studying at GCSE. Make a subject-skills-careers flow chart. Your teacher will show you an example for History and the frames are on the next page.



## Now for some input – SLANT!

You can use Unifrog to explore your options for GCSE subjects.

There are two methods to cater for students at different stages of the decision-making process.

**Method 1** - They can either 'work backwards' – starting from the career they want and looking back at the subjects they need to get there. Unifrog's Careers library is made up of over 800 job profiles that you can search to learn about possible pathways ahead of them. You can search the library using keywords, or by filtering by career area, subject, theme, and competency. If you see a job that you like, you can favourite it for future reference. You can find the Careers library under 'Exploring pathways' on their Unifrog Home page. You can search the library using keywords, or by filtering by career area, subject, theme, and competency. Once you have found the career path they are aiming for, you can read the profile, in particular looking at the section 'Related university subjects profiles.' If you click on any of these subjects in this list, it will take you to the relevant page in the Subjects library where you can find out more about what it's like to study that subject.

**Method 1**

*I know the job or industry I want to work in after school.*

**Method 2**

*I have no idea what I want to do after school!*

**Method 2** -They can consider their current interests and skills and match them up to suitable subjects. This method will be more useful for you if you are unsure. You will explore subjects that play to your strengths

and interests, and which allow you to keep your options open so you can make career decisions further down the line. Take the Unifrog's Interests profile quiz, this is intended to help you identify your key interests and skills, which can then be matched to appropriate subjects and careers. When you take a quiz (answering as honestly as they can) your results are given in a chart of six categories (Investigative, Conventional, Artistic, Social, Enterprising, Realistic). You can find the Interests profile tool under 'Exploring pathways' on your Unifrog Home page, once you have answered the questions and generated your profile, you can scroll down to the section 'Search using three categories.' You can then search both the Subjects and Careers libraries for potential pathways which could match your profiles.

Your teacher will now demonstrate both methods so that when you are at home you can have a go yourself.

## Review and Reflect

Are these statements true or false? If they are false, how can you correct them?

You don't have to know what future career you want in order to pick your GCSEs.

When choosing your GCSEs, the most important opinion is your parents'.

You shouldn't pick your GCSEs based on the teacher, as you can never guarantee who will be taking your class.

It's compulsory to take a GCSE in a modern language.

RAG rate your objectives

### Homework

Now it's your turn! For homework, use either Method 1 or Method 2 to explore your subject choices.

Write down five subjects which you are strongly considering after your research. Next to each one, write a sentence on why this subject could be right for you. For example:

*French - French GCSE will suit my strong communication skills and will be useful to me as I want to study languages at university.*

## Lesson 5: Why are activities and competencies important?

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### The aim of the lesson

To learn about the 12 core competencies to support employability and reflect on how they can improve upon these competencies.

What will I be able to do at the end of the lesson	RAG RATING AFTER LESSON
I understand the difference between hard and soft skills	
Identify some of the core competencies and be able to give ideas how I can practice them	
To understand the CAR method of recording on my competencies.	

### DO NOW ACTIVITY

Think of words beginning with a letter of the alphabet, in order A to Z. All the words you choose must be skills though! See how far you can get through the alphabet together in five minutes.

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

### Now for some input- SLANT!

**Skills** are things you learn that enable you to perform certain tasks. There are different types of skills, it is important that you know the definitions of these:

**Hard skills**, are those specific abilities, or capabilities, that an individual can possess and demonstrate in a measured way.

Playing football

Speaking a second language

First Aid certificate

Computer skills and coding

Cooking technique

An academic qualification



**Soft skills**, are personal attributes that enable someone to interact effectively and harmoniously with other people. These are sometimes called transferable skills, employability skills or competencies. They can often be a bit harder to quantify. However when these are practiced over and over again they often become habit and become embedded in a person's character.

Being a good listener	Problem solving	Being reliable
Being a good leader	Ability to learn and adapt quickly	Teamwork

It is important to understand that both hard skills and soft skills can be improved upon, the more you practice the better you can become. Sometimes skills are called competencies, Unifrog identifies 12 competencies that are good to practice and develop for employability.

### Task 1 My skills

1. Can you think of 3 hard skills you already have?
  
2. Can you think 3 soft skills you already have? How do you demonstrate these at school, home or in other activities that you do?

### Task 2 Competencies

Match up each of the 12 competencies with the correct definition.

#### What are the 12 Unifrog Competencies?

Aiming high	Used your imagination to come up with new ideas
Creativity	Shown strong skills in receiving and processing information or ideas
Leadership	Used strategies to overcome a setback
Listening	Shown strong skills in reading
Speaking	Set a clear goal and devise a plan to achieve it
Problem solving	Found a solution to a situation or challenge
Staying positive	Worked cooperatively with others to get something done
Teamwork	Shown strong skills in orally transmitting information or ideas
Reading	Worked on your own to achieve something
Numeracy	Shown particularly strong skills in writing
Independence	Successfully worked with numbers
Writing	Motivated others to achieve a shared goal



## Task 5 Why do we record competencies

With the person next to you use your communication skills to discuss the questions below!

- Do you need to record the competencies you can demonstrate? Why or why not?
- Can you think of any scenarios when someone might want to know about your competencies in future?

### Now for some input – SLANT!

It is important to spend time reflecting on your competencies and considering the ones that need more practice. Remember the more you practice listening, reading, speaking, leadership, teamwork etc the better you will become. These skills take time to develop and perfect but you can improve.

It is also important to record down when you have practiced your competencies. The **CAR method** is a helpful way of recording and presenting competencies. The mnemonic acts as a reminder for you of the important details to include.

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

**A**ction: Explain the steps that students took to achieve this goal or overcome those challenges. It's worth going into the specifics here because this section will often highlight and give evidence of students' competencies.

**R**esult: Share what students achieved as a result of their actions and the positive difference that they made. Did they meet any goals? Overcome any challenges? Or win anything? It's time to end on a high note!



## Task 6 Areas of development

Identify one of the competencies that you need to practice and development. Think about how you are going to challenge yourself to do this?

## Review and Reflect

Using all the information today, write a tweet to explain what a competency is. Include 3 hashtags that you would use for this lesson.

RAG rate the lesson objectives

@your username
Today's Tweet
# # #
   

### Homework

You're now familiar with the Unifrog Competencies tool!

Record one of your competencies examples you identified in class on your Unifrog account.

Which skills did you demonstrate in the bingo task? You might have used problem solving, teamwork, or writing.

Identify one of these skills from class, then record another example on your account.