

Name

Class

Tutor
Group

Year 9 – Personal Development

Wider World: Opportunity Awareness



KEY VOCABULARY LIST

Ground Rules	Boundaries that a class sets at the start of a Personal Development lesson
Self-Awareness	Knowing our own likes and dislikes, strengths and weaknesses
Opportunity Awareness	Researching job roles and opportunities in the wider world
Stereotype	A pre-conceived idea about someone based on a particular characteristic
Unconscious Bias	Biases that we all possess and are influenced by the environment around us, our family, culture, religion, social media, TV and film as well as our own personal experiences and interactions with other people
Equality Act 2010	Law that protects you from discrimination and gives you the right to challenge it
Protected Characteristics	The Equality Law ensures no one directly or indirectly discriminates against anyone who has a protected characteristic. These are age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief and gender.

CONTENTS

Subtopic 1	Decision making	p6
Subtopic 2	Opportunity awareness	p10
Subtopic 3	Work motivation	p14
Subtopic 4	Challenging stereotypes	p17
Subtopic 5	Morrisby: Future Skills Questionnaire	p25

EXPECTATIONS

- Always write in black or blue pen.
- Always use a ruler for straight lines.
- If you make a mistake, cross it out with a single line.
- Always draw diagrams, tables and graphs in pencil with a ruler if necessary.
- Always mark and correct your work in green pen.
- Respond to any feedback your teacher gives you in green pen.
- Take pride in your work, make it neat!
- All tasks should be completed in silence and by yourself unless your teacher tells you otherwise.

What is Personal Development?

In Personal Development lessons you will be taught about three key topics. These include:

- **Health and Wellbeing** (E.g. Healthy eating, mental health, puberty and self examination)
- **Relationships** (E.g. Healthy relationships, respect for others, consent and sexual harassment)
- **The Wider World** (E.g. The law, citizenship, anti-discrimination, finance and careers)

Sometimes these lessons are called **PSHE**. This stands for **Personal, Social, Health and Economic Education**.

In Personal Development, you will learn about **British Values**. These are:

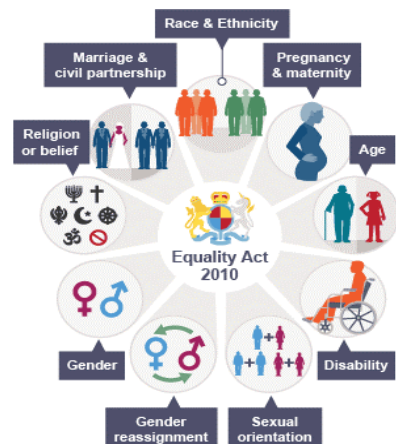


1. Democracy
2. Rule of Law
3. Tolerance of different cultures and religions
4. Mutual respect
5. Individual liberty

In Britain, our **British Values** are protected in the law. In Personal Development, you will learn to recognise **protected characteristics** which are part of the **Equality Act 2010**. This law helps to stop **discrimination** and ensure everyone is treated fairly. There are 9 protected characteristics, these are:



1. Race and ethnicity
2. Pregnancy and maternity
3. Age
4. Disability
5. Sexual orientation
6. Gender reassignment
7. Gender
8. Religion or belief
9. Marriage and civil partnership

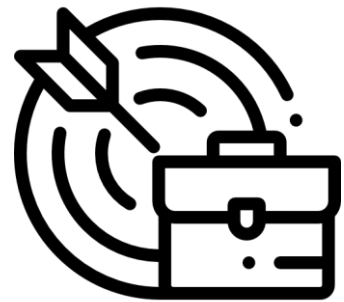


What is Careers Education?

Careers education is about learning more about the person you are. This is called **self awareness**. It's learning about all the different kinds of opportunities that are available to you in the wider world. This is called **opportunity awareness**. And then it's learning how to manage your own self and opportunity awareness. Sound simple? It takes some practice! Careers is not just about jobs! Careers runs through tutor time, PSHE, your subject lessons, conversations with staff, appointments with Careers Advisors and in lots of enrichment activities.

Your Careers Leader is: ***This will need completing for your academy***

A Careers Leader organises and leads the whole careers programme in school. You can speak to them to find out what the careers offer is at your school and for basic impartial information and advice. They can also refer you to a Careers Advisor for in depth guidance appointment.



Your Careers Advisor is: ***This will need completing for your academy***

A Careers Advisor is a professional who is qualified to give you impartial advice and guidance about your study and work options. Impartial means that they are helping you to focus on what's right for you, not what your school, your friends or your family think.

Skills-BUILDER

There are many skills in the world of work but 'eight essential skills' have been identified as being necessary to develop and succeed as a well-rounded person. More and more employers, Further and Higher Education institutions are using the Skills Builder framework.

Essential skills unlock learning, boost academic outcomes, perseverance and self belief. They halve the likelihood of being out of work and increase earnings across a lifetime. They even boost wellbeing and life satisfaction! It's important that you can identify some of your skills within this framework and develop them throughout your lifelong learning.



Personal Development – Ground Rules

Some topics in Personal Development may be challenging depending on your own experiences. Therefore, it is important that there are clear **ground rules** for every lesson. Every scholar will follow these in lessons so everyone feels comfortable.

Class Task: As a group, agree on your ground rules for Personal Development lessons and write these below. The teacher will refer to these ground rules regularly so that all scholars feel safe and able to share ideas.



Ground Rules

1	
2	
3	
4	
5	

Learning Objectives

- To demonstrate why information is important in decision making

Do Now:
Write down 3 easy decisions you may have made or may make in the future.
1.
2.
3.
2. Write down 3 difficult decisions you may have made or may make in the future.
1.
2.
3.
3. Write down 3 very difficult decisions you may have made or may make in the future.
1.
2.
3.

The older we get the more responsibility we have. Although many people long for more responsibility it can be sometimes difficult to handle.



Turn and Talk: What decisions are you going to make whilst in school?

Stop and Jot:



During this term, all Personal Development lessons will be focused on the theme of careers. The knowledge and skills that you learn in these lessons will help you in a variety of different ways in the wider world. This subtopic is about how to make decisions and what is needed to make an **informed decision**.

Informed Decision: A choice that someone makes once they have all the information related to the decision topic.

Task 1: Imagine that you can pick a free holiday, as shown below:

3 weeks in USA

2 weeks in Iceland

1 week in Brighton

a. Decide where you would like to go and explain why?

b. Turn **to p32** in this booklet for some extra information. Write down whether you would change your decision and why?

It is likely that you have changed your mind about which holiday you will choose. When being asked to make a decision it is easy to select without thinking, choose what your friends do or forget to ask for more information. Always take time to **pause** before making any decision – particularly those which are especially important such as Year 9 GCSE Options or future career routes. It is a good idea to ask questions, seek advice and take time to really consider the decision.



Task 2: Think about the holiday destination decision again. What 5 questions **could** you have asked that would have helped you to make an informed decision?

- 1.
- 2.
- 3.
- 4.
- 5.

It is essential to have as much information as possible **before** making any decision. To make well informed and realistic decisions, we must know about the options in front of us, but we also need to know about ourselves. For example, our likes and dislikes as well as our strengths and weaknesses. This is known as **self-awareness**.



Turn and Talk: Why is self-awareness needed when making a decision?

Stop and Jot:



Watch me: Watch BBC Bitesize clip on GCSE options

Task 3: List below the steps you take before you make your GCSE option choices.



Reflection: Now you have completed the holiday decision-making task, answer the following questions:

What questions might you ask about your Year 9 options?

Who might you talk to about your Year 9 options?

Subtopic 2 – Opportunity Awareness

Learning Objectives

- To understand the phrase opportunity awareness and the importance of this when deciding future career pathways

Do Now:

1. What is an informed decision?

2. What should you do before making any decision?

3. What decisions will you make whilst in school?

4. What is self-awareness?

5. Who can you talk to about Year 9 options?

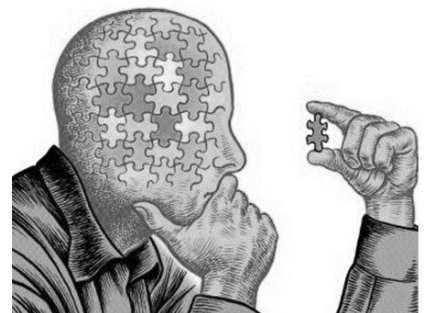
What is opportunity awareness?

Researching different careers and pathways available is called **opportunity awareness**.

As well as looking at lots of different types of information, it's also vital that we look at ourselves, knowing that if we can 'fit in' with this kind of information. This is called **self awareness**. For example, if you want to be a nurse – how would you feel about working with people who are really ill, may vomit or require help going to the toilet? Is this something you can 'fit in' with?

The focus of this subtopic, is to develop your opportunity awareness and increase your knowledge about some of the different jobs that exist in the wider world that you might not know about!

Often, people believe their opportunity awareness is good but everyone – including adults – all benefit from a reminder that we constantly need to develop.



Task 1: Link the careers to the most important curriculum subjects they use....

Maths

Journalist

Science

Researcher

Religious Education

Doctor

History

Project Planner

English

Engineer

Technology

Lawyer

Computer Science

Builder

Geography

Farmer

Task 2: After completing task 1, what do you notice about each subject and how it links to different careers?





Subjects at schools relate to a variety of different careers and jobs. But do you know what is available and what opportunities exist? In the modern world, there are thousands of new roles available in a variety of different industries and environment. For example, there are now roles in AI which would not have been an option only a few years ago.

Task 4: After each occupation, explain the main activities you think this professional undertakes.

Purser	
Actuary	
Osteopath	
Archivist	
Cartographer	

Task 5: Circle the 'odd one out' and explain the relationship between the remaining four roles.

a. Van driver, game keeper, stable hand, vet, kennel assistant

b. Cinema attendant, hotel porter, holiday entertainer, shop assistant, coastguard

c. Childminder, nursery nurse, window dresser, educational psychologist, play group leader

d. Veneer preparer, carpenter, antique furniture repairer, shop fitter, glass blower





Task 6: Look at the comments below which demonstrate what people might say in different professions. Explain what their occupation might be.

a. It is your responsibility to ensure the infantry are in position
b. Check the Dewey classification, will you?
c. Have you anything to declare?
d. Your head gasket has blown
e. It is your duty as jurors, to consult with one another

Reflection: Explain the importance of opportunity awareness when deciding upon future careers paths.

Subtopic 3 – Work motivation

Learning Objectives

- Understand different motivations and influences for different careers pathways

Do Now:

1. What is an informed decision?

2. What is an actuary?

3. What is opportunity awareness?

4. What is self-awareness?

5. What should you do before making any decision?

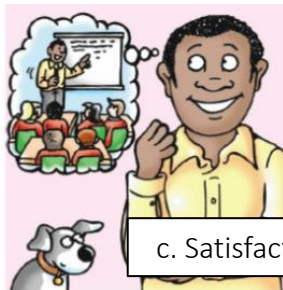
Baseline Activity: Prioritise the following motivations for future careers



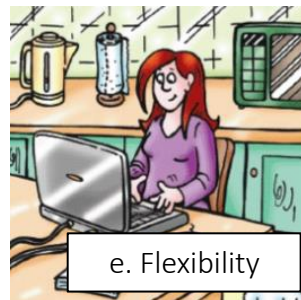
a. Money



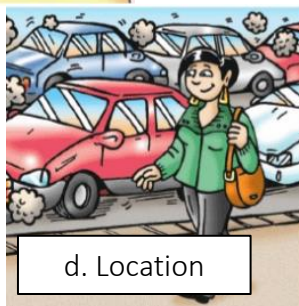
b. Prospects



c. Satisfaction



e. Flexibility



d. Location



f. Suitable (necessary talent and skills)

1.

2.

3.

4.


5.

6.

Task 1: Mazra has no idea what she wants to do in the future, but she is:

- Organised
- Likes researching projects
- Strong at Mathematics

Write down some jobs that you think might suit Mazra

1.	
2.	
3.	
4.	
5.	
6.	

Task 2: How might Mazra’s career choices broaden if we consider that she loves animals and is a caring member of her tutor group?

With so many careers open to you, it might be easy for you to decide not to think about it at all – after all, you have so much time. In fact, it is not only exciting thinking about the future but it is never too early to start thinking about opportunities open to you.



Turn and Talk: What might **influence** someone’s career choice?

Stop and Jot:

In 2013, there was a surge in applications to be a midwife. At the time, a new TV programme, ‘Call the Midwife’ had been broadcast, followed by a series on Channel 4 that followed real-life stories in a maternity ward called ‘One Born Every Minute’. Similarly, programmes about the role of the police, life in the army or housing renovations can make people think about pursuing these career routes. These programmes often give an **unrealistic portrayal** of the job, a lack of information about what is involved in training for the job and the number of applicants compared to the number of people who will succeed in securing this role.



So, if someone wants to follow a particular career route, it is essential to carry out **thorough research** and **not rely on TV or social media**.

Reflection: Choose a career that interests you and list 5 ways you can research this.
1.
2.
3.
4.
5.

Subtopic 4 – Challenging stereotypes

Learning Objectives

- Explore stereotypes and their implications; explore how to combat stereotypes including those in the workplace
- Understand the term unconscious bias

Do Now:

1. Who can you talk to about future career paths?

--	--	--

2. Who might influence your future career decision?

--	--	--

3. Why is opportunity awareness so important when thinking about careers?

--

4. Name 5 jobs in the NHS

--	--	--	--	--

5. What is an informed decision?

--



Silent & Solo

Baseline Activity:

Define the word stereotype:

Give some examples of stereotypes that exist in careers:



Task 1: Imagine you are an entrepreneur, hiring a new apprentice. You need to hire an engineer to set up life on the moon. It is a challenging role, that will entirely change the course of history. It needs the right apprentice who has resilience, determination, engineering expertise and great people skills. You have 7 candidates, look at these below:



Ali Azir



Patrick Murphy



David Campbell



Jamie Small



Adriana Carboni



Hannah Mann



Chester Bailey

Task 2: Fire one of these candidates immediately by crossing out one of the boxes below, before you are given any further information.

Ali	Patrick	Jamie	David	Adriana	Hannah	Chester
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 3: Now consider the additional information below:



Ali Azir
Heterosexual



Patrick Murphy
Gay



David Campbell
Heterosexual



Jamie Small
Lesbian



Adriana Carboni
Heterosexual



Hannah Mann
Bisexual



Chester Bailey
Heterosexual

Task 4: Mark off the candidate you have already fired and now fire another candidate.

Ali	Patrick	Jamie	David	Adriana	Hannah	Chester
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 5: Now consider the additional information below:



Ali Azir
Physically fit
but wears
glasses



Patrick Murphy
Physically and
mentally fit



David Campbell
Physically
disabled,
mentally fit



Jamie Small
Physically
and
mentally fit



Adriana Carboni
Physically and
mentally fit



Hannah Mann
Pregnant,
physically and
mentally fit



Chester Bailey
Physically fit
but suffers
anxiety

Task 6: Mark off the candidates you have already fired and now fire another candidate.

Ali	Patrick	Jamie	David	Adriana	Hannah	Chester
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 7: Now consider the additional information below:



Ali Azir
Ex-army



Patrick Murphy
Entrepreneur



David Campbell
Doctor of
Engineering



Jamie Small
Fire Officer



Adriana Carboni
Engineer and
Project Manager



Hannah Mann
Army
engineering
officer



Chester Bailey
Engineer
graduate

Task 8: Mark off the candidates you have already fired and now fire another candidate.

Ali	Patrick	Jamie	David	Adriana	Hannah	Chester
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Task 9: What is wrong with judging people with such little information?



Unconscious Bias

Unconscious bias refers to the prejudices we **all** absorb. Unconscious bias is influenced by the environment around us, our family, culture, religion, social media, TV and film as well as our own personal experiences and interactions with other people. Unconscious bias can lead to **instinctive assumptions** that a nurse must be a woman or an engineer must be a man, that an Asian woman won't make a good leader, or that a black man will be an aggressive competitor. Unconscious bias can be present even in people who genuinely believe they're committed to equality; it's harder to spot and root out than obvious discrimination.

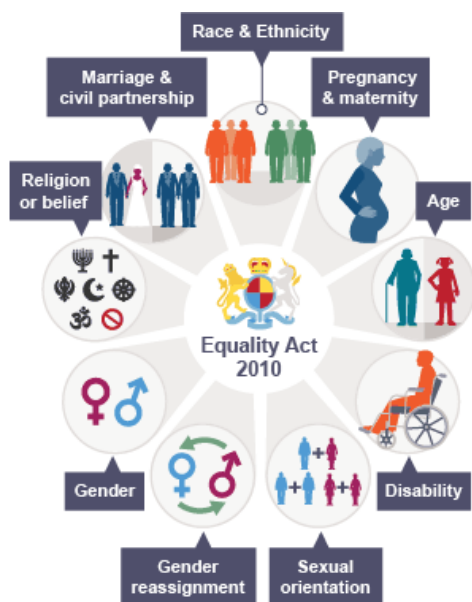


Watch me: Clip on unconscious bias

Task 10: How might we stop unconscious bias from making us make the wrong decision?

Equality Act and Protected Characteristics

The Equality Act 2010 is the law that protects you from discrimination and gives you the right to **challenge it**. You are protected by the Equality Act if you have certain protected characteristics. You would **not** be able to fire apprentices if you used any of these protected characteristics to make your decision which are shown below.



The Equality Act 2010 protects you from discrimination when you:

- Apply for work, are in a job and when you leave it
- Use services such as shops and hospitals
- Deal with organisations carrying out public functions such as tax collection and crime investigation
- Are in education (including schools, colleges and universities)
- Buy or rent property
- Join some private clubs and associations



Stereotyping careers

Stereotypes occurs in many forms in careers, including stereotyping based on **age** and **race**. Certain jobs are wrongly labelled as boring or stressful. There is a widely held false view that apprenticeships are only for students that can't get into university.



One area of the largest concerns is gender stereotyping and the lack of girls in STEM careers (Science, Technology, Engineering and Maths). Maths and Science were among the top five favourite subjects in a recent poll of 8-15-year-old girls. Yet by the time they reach GCSE and A-level, the numbers of girls studying Maths and Science drops significantly. Only 8% of STEM apprentices are girls, with girls representing only three per cent of engineering apprentices and less than one per cent of automotive industry apprentices.



Watch me: Watch clip on stereotypes and careers



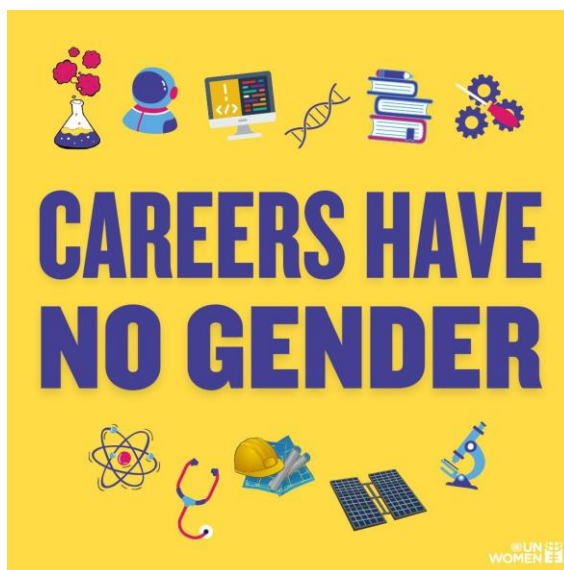
Turn and Talk: How far do you agree with the arguments put forward in the clip about gender stereotypes?

Stop and Jot:

Stop and Jot:

Reflection: How can we help to break down career stereotypes?

Reflection: How can we help to break down career stereotypes?



Subtopic 5: Future Skills Questionnaire & Morrisby

Learning Objectives

- Complete the Future Skills Questionnaire

Future Skills Questionnaire (FSQ)

Learning about careers starts at a really young age and is a core part of education. Careers education helps you learn about the world and you place within it. You'll be developing this knowledge throughout your lifetimes. The FSQ captures a snapshot of your careers knowledge and skills at this point in time. The questionnaire is used nationally to support students to think about their futures.

Why am I taking the FSQ?



- To help you think about your strengths and knowledge
- So your views, needs and interests can help shape the careers support the school provides moving forward
- To make sure that you have the support you need to make informed choices about your next steps.

How will my responses be used?

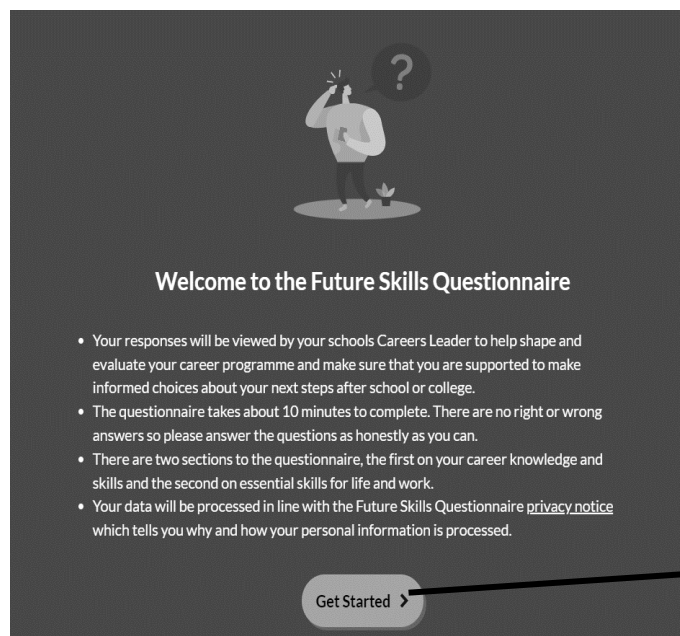
The Careers & Enterprise Company (CEC) accesses your questionnaire responses for research and reporting purposes, this will help CEC and local partners improve careers education for young people across the country.



- CEC Researchers will access your data in **pseudonymised** form. This means that the researchers will not see your name and will not be able to identify you.
- Your questionnaire responses will be held safely on secure servers that meet with data protection rules.

Task 1: Check your school email for an invitation for Morrisby. If you do not see this in your inbox, check your junk mail.

Task 2: Click the link on your email invitation which should take you straight to your **future skills questionnaire**.

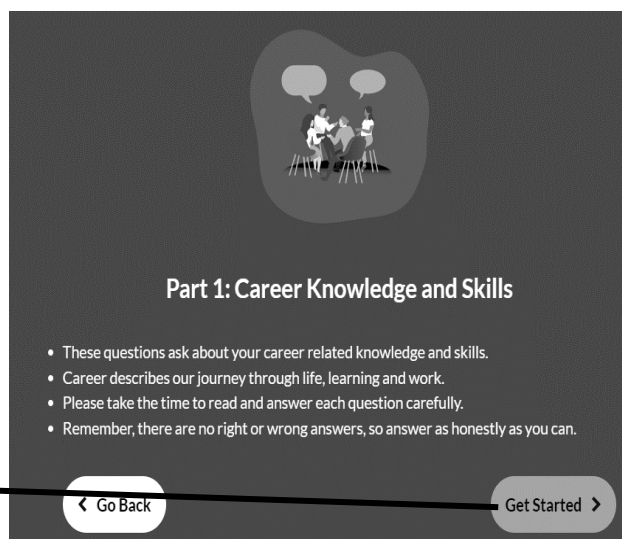


The first screen of the questionnaire should look like the image below. You will need to click on **Get Started** to begin.

1. Click here

This will then take you to the Career Knowledge and Skills section where you begin the questionnaire.

2. Click here



The questionnaire takes about 10-15 minutes to complete. Take your time to carefully read and answer each question. This is not a test and there are no right or wrong answers.



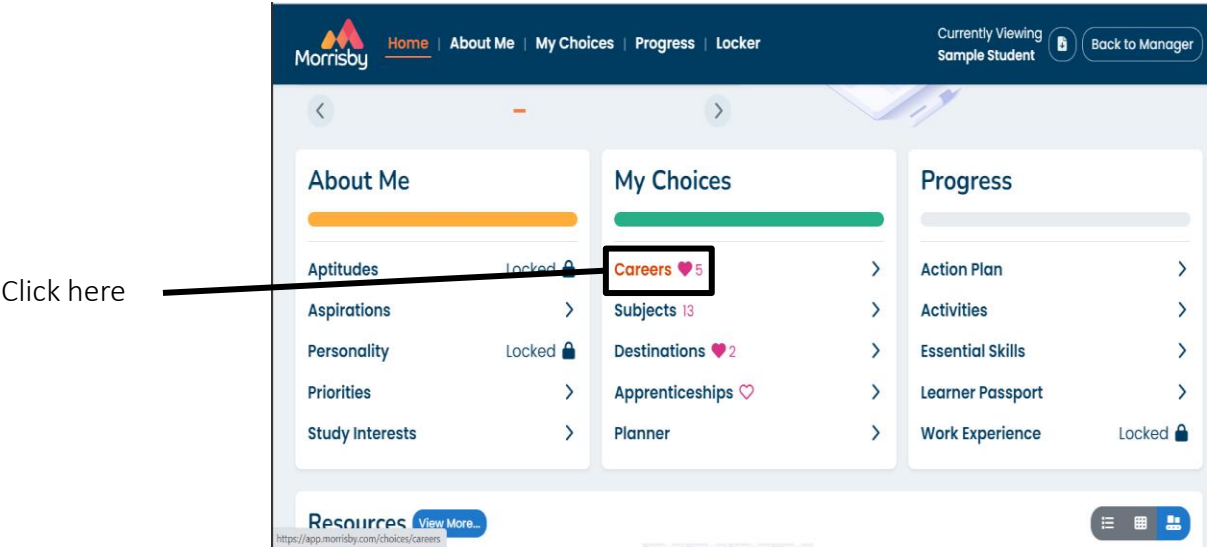
What is Morrisby?

Morrisby is your digital careers library. It is a place for you to explore different careers, record your experiences and learn more about yourself. There are some questionnaires about your aspirations, strengths and interests but you may wish to do this in Year 10 or 11. You can use Morrisby to find out more information about different jobs and careers. You can also start to look at the GCSE option subjects that you're thinking about taking.

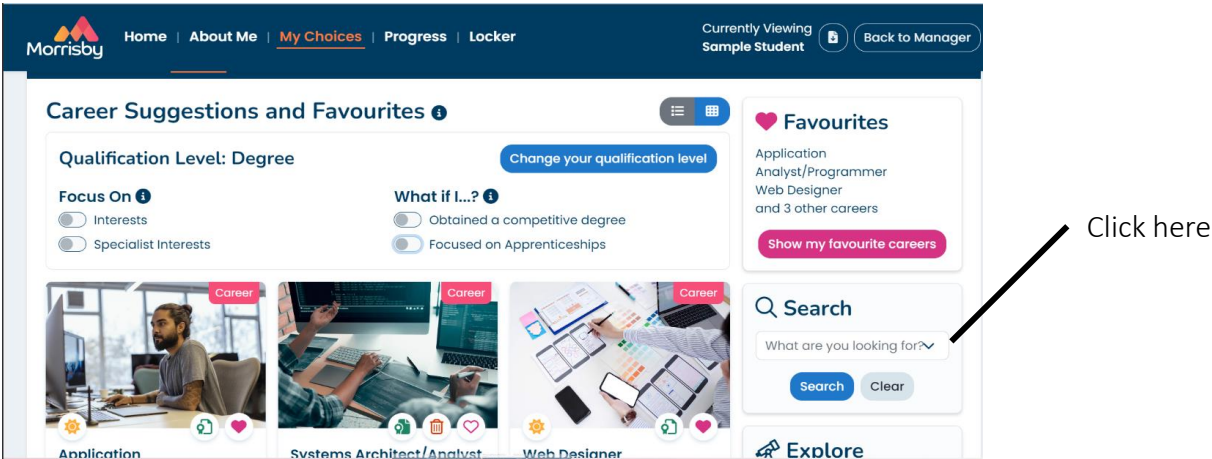


Task 3: After completing the FSQ, you need to go back to your email and look for an invite email from Morrisby. Click on the Morrisby email. It may ask you to complete an aspirations questionnaire when you log in but you **do not need to do this**.

Task 4: Click on the careers heading as shown below:



Task 5: Type in some careers you are interested in, to find out more about them:

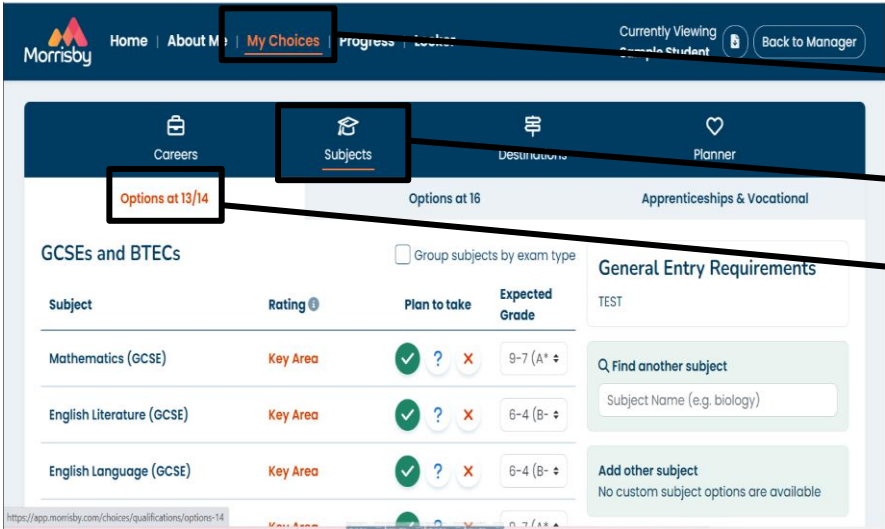


Task 6: Write down 3 careers you have researched. For each career, provide the average salary.

Career researched
1.
2.
3.

Average salary

Task 7: Click on **My Choices** and then click **Subject**, followed by **Options at 13/14**



Click here **first**

Click here **second**

Click here **third**

Task 8: For each subject, select which you are thinking about studying at GCSE. A tick means yes, a ? means you're not sure and a X means you really don't want to take it. You can research each subject further by clicking on it to find out more. There will be some subjects that you **have** to take such as English, Mathematics and Science. If there are subjects you are thinking about but are not on the list you can search for these at the bottom of the page.

Task 9: Research 3 subjects and in the space below write down what you have learnt about them.

1.	
2.	
3.	

Opportunity Awareness

By using Morrisby to research careers and different subject areas, you are improving your **opportunity awareness** and increasing your knowledge of careers and skills.



Reflection: After carrying out some research in this subtopic, complete the mini action plan below, thinking about your GCSE option choices.

Name your goal:

What do you need to do to achieve your goal?

Who can support you?

Set a target date:

[illegible]

A large rectangular area with a solid black border, containing 20 horizontal dotted lines for writing.

Additional Information – Decision Making Activity

3 weeks in USA

Welcome to the Great Outdoors! This being 3 weeks in Alaska in February. A hiking expedition, sleeping in tents, preparing and cooking your own food. Entertainment is singing around a camp fire, playing cards and reading. No TV, WiFi, and no mobile phones allowed. No spending money is needed. There is nothing to buy.



2 weeks in Iceland

No Volcanoes here! This being 2 weeks in June in Iceland. You will be living in log cabins. There will be sailing, gliding and other sporting activities with full tuition provided. Self catering at breakfast time in the cabins. All other meals will be provided for you in the restaurant. Cinema and shops on the holiday site. £150 spending money provided.



1 week in Brighton

Welcome to Paradise! This being 1 week in Brighton beach in the Caribbean island of Barbados, all inclusive. Meals, drinks and snacks all provided. 5* hotel is in a deluxe resort including cinema, entertainment, tennis courts, gym, Olympic size swimming pools and free spa. £250 spending money will be included in this package.



Where can you find support about careers?

The Careers room is open at most breaks and lunchtimes at The Dearne and also after school. It's located on the top floor of the academy and you are always welcome to drop in!

If you would like to make an 1-1 appointment to see a Careers Adviser, please ask your Careers Leader in school to arrange this.

Use your Morrisby Account at school and at home to find out more about potential careers and pathways.

