

Ethics and Values

Year 9 Blended Learning Booklet – Spring 1 and 2

Living in the Wider World

Ethics and Values – Year 9

Lesson 1: Work Skills

Learning intent: To understand the different enterprise skills and the different ways they can be put to use.

Connection phase

Think about the following...



What skills you need for future employment

- Correctly identify enterprise skills in the workplace from examples.
- Describe the different ways enterprise skills can be put to use in different work environments, giving visual or written examples.
- Explain why particular skills are useful in certain work-place environments and how you could develop your enterprise skills in future.

Activation phase

Questions to discuss

Challenge: What would be a better response from Bob?

More challenging: What workplace skills does Bob need to develop? Why would developing these skills be a good idea?

Mega Challenging: Bob is fired. Write an advertisement for his replacement – include 5 skills and qualities needed for customer service work and explain why they are essential for working in a growing business.



So hey, Bob, you've worked at this call-centre for a couple of years now....the management would love to hear your ideas on how we can improve customer service?

Yeah one min, bruv... erm. Give out the wrong number to complaining customers so they can't ring back?



YOU'RE FIRED!



Demonstration phase

Keywords:

Enterprising person: a person who is full of energy, ambition and good ideas about how to succeed. These are people who are suited to be entrepreneurs.

Enterprise skills: the qualities and attributes an enterprising person demonstrates.

Enterprise: a project or undertaking, especially a bold or complex one. A business can also be referred to as an 'enterprise'.

Enterprising characteristics: the character and personality qualities an enterprising person demonstrates.

Work skills: the skills needed in order to succeed at work.



https://www.youtube.com/watch?v=mANeBjv_azA

Demonstration phase

Enterprise skills are some of the most highly valued in the workplace. You'd be surprised how many of the top skills employers are looking for fall into that category.

Workplace skills BINGO (ALL)

CHOOSE 5 TOP SKILLS YOU THINK EMPLOYERS LOOK FOR...

You'll need to watch this clip very carefully – it's quick and we'll only watch it once. The first person to cross off FIVE correct top skills employers look for on their list and shout 'Bingo!'

People management	Concentration skills	Service Orientation
Punctuality (showing up on time)	Working well as part of a team	Emotional Intelligence
Spatial awareness	Tea and coffee making abilities	Excellent memory
Oral and written communication	Problem solving skills	Smart appearance
Taking / giving direction	Open mindedness	Critical thinking


Demonstration phase

Challenge: Define each of the essential enterprise workplace skills and give examples of the workplaces they could be used in (you can use the list of examples to help you).

More challenging: Describe visually through drawing, or by writing, what you think that skill could look like in practice and give an example of how it could be used in a workplace from the ideas list.

Mega challenge: Explain why that skill is particularly valuable in that workplace.




Workplace Enterprise skill:	Explanation	Complex problem solving	Creativity	Cognitive flexibility	Critical thinking	Judgement and decision making
Definition:	Being prepared to complete until both sides reach an agreement.					
Example of workplace where this could be applied	Student union					
What I think using the skill could look like in practice (draw, insert image or describe)						
An example of how someone could use that skill in one of the workplaces on the list (e.g.):	The student union approached a lecturer who a student told had not marked his work properly. The union negotiated with the college for another lecturer to mark it.					
Why that skill is particularly valuable in that workplace (draw or describe the workplace benefit from it)	Students want to help workers or students get better rights and ensure they are fairly treated. Negotiation skills are essential for reaching deals that students or workers and their employers/colleges are all happy with.					

Consolidation phase

Using your completed table, identify which of the six skills you feel you already have, which you would like to develop further and which you feel you lack now.

Discuss a detailed example of a time you have demonstrated one of these skills. Describe which you would like to develop further and why. Be prepared to explain your ideas to the class.

Workplace Enterprise Skill:	Negotiation	Complex problem solving	Creativity	Cognitive flexibility	Critical thinking	Judgement and decision making
Definition:	Being prepared to compromise until both sides reach an agreement.					
Example of workplace where this could be applied:	Student union School council					
What I think using the skill could look like in practice (draw, insert image or describe)						
An example of how someone could use that skill in one of the work places on the list is:	The student union approaches a lecturer who a student thinks has not marked his work properly. The union negotiates with the college for another lecturer to remark it.					
Why that skill is particularly valuable to that workplace (how could the workplace benefit from it)	Unions exist to help workers or students gain better rights and ensure they are fairly treated. Negotiation skills are essential for reaching deals that students or workers and their employers/colleges are all happy with.					

Ethics and Values – Year 9

Lesson 2: Employability Skills

Learning intent: To understand what would improve or worsen a persons future employability chances

Connection phase

Identify the skills needed for future employment



- Correctly identify what would improve or worsen a persons employability in the eyes of employers.
- Describe what applicants could do to improve their chances in gaining job interviews and securing employment.
- Explain why some applicants would be picked over others by putting yourself in the position of the employer.

Activation phase



Questions to discuss

Challenging: Write down what you think is meant by the term 'employability'.

More Challenging: Describe three qualities of a person with high employability potential.

Mega challenging: Explain two obstacles a person may have to overcome to increase their employability potential.

Demonstration phase

Keywords:

Employability – how ‘employable’ you appear to be to potential employers – how much your skillset, qualifications and personal qualities meet the vacancies you are applying for.



<https://www.youtube.com/watch?v=FxVOx9SfUng>

<http://www.bbc.co.uk/news/business-18509781>

Demonstration phase

Skills or characteristics looked for by employers:	How people can actively prepare themselves when applying for jobs:

Demonstration Phase

Main Activity

1. We will now all work on the employability skills match up task, then go through this together as a class.

You're then going to have some difficult decisions to make.

2. You have 6 case studies of people applying for different employment positions. You need to decide, based on their skills (or lack of them), whether as an employer you would take on each person.



Key Term:	I think the definition of this is:	Mixed up definitions:
Communication Skills		These are skills which help you to function well as part of a team. Employers often look for 'team players' who can work with others effectively. The key skills involved in teamwork include: communicating openly and respectfully; sharing ideas; giving and receiving feedback; organisation; being actively involved; being flexible; having the same goal as everyone else on the team and being committed to working towards it.
Personal Presentation		This is the ability to work using a range of technology, including: computers; smart devices; online programs and platforms; search engines; word processors; spreadsheets, printers and many more electronic forms of production. Your specific job will involve its own specialised forms of technology, and you will probably need training in how to use it. However, a good general standard of technological competence in the basics will help you to progress in your chosen field.
Teamwork Skills		These are skills which help you to continue a task productively even when you run into problems or unexpected challenges. Some of the skills involved here include: identifying the nature of the problem; thinking logically and creatively for solutions; determination; resilience; resourcefulness; communication and teamwork.
Technological literacy		This refers to the way in which you present yourself. This includes your choice of appropriate clothes to wear, as well as your personal hygiene. It also includes your behaviour and manner towards other people. This can be communicated through your body language, tone of voice, eye contact, as well as through the appearance of your clothes, hair, face etc.
Problem-solving skills		this means taking a 'can-do' approach to your challenges, as well as recognising and celebrating your successes. Having a positive attitude enables you to be resilient in the face of difficulties, and motivates you to achieve your goals. It doesn't mean that you don't acknowledge negative things, but it means that you can also see the positives and that you don't give up. A positive attitude is also something that is valued by many people, for example in a team or group setting. If you have a positive attitude, you are more likely to notice things that you can praise people for. It can therefore help with your interpersonal skills.

- 1) Rob is applying to work as an apprentice administrator in the finance office for ASDA. He has 7 GCSEs including a C in Maths and a B in English. However, he failed his IT exam. He has no previous work experience, but has written an impressive CV and cover letter. He has a Duke of Edinburgh Award, a good school attendance record and a letter of recommendation from his farm tutor. He usually dresses very smartly and likes to do Sudoku, crosswords and Minecraft in his spare time.
- Sarah is applying to work in her local Costa as an assistant manager.
- 2) Sarah has GCSEs in Food Technology and ICT but failed her English and Maths. She is a chatty, smiley happy person but does not have a good attendance record from school, or any references. She has a criminal record for petty theft.
- 3) Ibrahim is applying to work as an apprentice mechanic at ~~Exp~~ ~~Exp~~. Ibrahim has 10 GCSEs at A*-B, has three A-Levels at A,A,B for Theatre Studies, French and Biology, has work experience as a paperboy and an excellent reference from college. He is friendly and approachable, but admits he's 'not brilliant with his hands'. His ambition is to be a writer.
- 4) Aimee is applying to work as a receptionist in her local college. Aimee has 7 GCSEs at A-C, has work experience as ~~MacDonalds~~ and an excellent attendance record from school. She is described by her teacher as 'a polite girl, a quick learner and a good team player'. Her hobbies are mountain biking, blogging and social media.
- 5) ~~Exp~~ is applying for a delivery position with Pizza Hut. ~~Exp~~ does not speak English well, has no GCSEs at A*-C, has no reference from his teacher and no previous work experience. ~~Exp~~ is friends with someone who already works at Pizza Hut and is currently learning to drive a motorbike. ~~Exp~~ friend is well liked and trusted by the Pizza Hut manager.
- 6) Tara is applying for a teacher training course, to teach PE. Tara has 9 A-C GCSEs, an A in English, A in PE, A in Biology at A-Level and a degree in Sports Science. She has work experience as a teaching assistant, excellent references, is smart, polite, punctual and has a lot of contacts in schools. She has a D GCSE grade in Maths.

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Problem-solving skills		5. This means taking a 'can-do' approach to your challenges, as well as recognising and celebrating your successes. Having a positive attitude enables you to be resilient in the face of difficulties, and motivates you to achieve your goals. It doesn't mean that you don't acknowledge negative things, but it means that you can also see the positives and that you don't give up. A positive attitude is also something that is valued by many people, for example in a team or group setting. If you have a positive attitude, you are more likely to notice things that you can praise people for. It can therefore help with your interpersonal skills.

Interpersonal Skills		6. These are skills which help you to share ideas and information, and to listen to others' ideas effectively. These can cover verbal, non-verbal and written forms of communication. This can include what you say, how you say it, who you say it to, why you say it. These skills also cover interaction with colleagues and clients. They give you the ability to express ideas, process information, respond to the needs of others and ensure the smooth running of your business.
Positive Attitude		7. These are skills which enable you to be an effective leader of a group or organisation. Key leadership skills include: being able to motivate and inspire people; being able to delegate (this means dividing tasks between your group instead of doing it all yourself); being able to communicate effectively with a range of people; being confident and clear about your goals, whilst also being good at listening to others; being good at making sure that things get done.
Literacy and Numeracy Skills		8. This refers to the ability to take smart risks; notice opportunities to improve things; notice gaps in the market; be a 'go-getter' and make plans in order to achieve your goals. These skills also include the ability to research thoroughly and to create strategies based on what you've found in your research. Creativity and organisation are both skills which are part of initiative and enterprise.
Leadership Skills		9. These are highly valued skills of discipline, which involve planning, prioritising, and commitment. They both involve the ability to use time, energy, and other resources in an effective way in order to achieve a goal. Part of self-management and organisation is the ability to set goals, as well as
Initiative and Enterprise skills		10. These are skills which help you to communicate effectively with other people and develop productive and healthy relationships. Interpersonal skills can include: being a good listener; being able to empathise with others; showing an interest in the ideas and feelings of others; being confident; being considerate; being willing to collaborate with others; being open to feedback; being able to make others feel valued.
Self-management and Organisation		11. These are skills of written communication, i.e. reading and writing and basic numeracy (e.g. maths). Having a high standard of literacy doesn't just mean being able to read, punctuate and spell; it also means knowing how to express yourself appropriately for the situation. For example, a business email to a boss may need a different form of expression from a text message to a close friend. A high degree of literacy enables you to tailor your communication effectively and most employers will want to see at least a level 4 in Maths from their candidates.

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Sarah is applying to work in her local Costa as an assistant manager.

2. Sarah has GCSEs in Food Technology and ICT but failed her English and Maths. She is a chatty, smiley happy person but does not have a good attendance record from school, or any references. She has a criminal record for petty theft.

3. Ibrahim is applying to work as an apprentice mechanic at Kwikfit.

Ibrahim has 10 GCSES at A*-B, has three A-Levels at A,A,B for Theatre Studies, French and Biology, has work experience as a paperboy and an excellent reference from college. He is friendly and approachable, but admits he's 'not brilliant with his hands'. His ambition is to be a writer.

4. Aimee is applying to work as a receptionist in her local college.

Aimee has 7 GCSEs at A-C, has work experience as McDonald's and an excellent attendance record from school. She is described by her teacher as 'a polite girl, a quick learner and a good team player.' Her hobbies are mountain biking, blogging and social media.

5. Faz is applying for a delivery position with Pizza Hut.

Faz does not speak English well, has no GCSEs at A*-C, has no reference from his teacher and no previous work experience. Faz is friends with someone who already works at Pizza Hut and is currently learning to drive a motorbike. Faz's friend is well liked and trusted by the Pizza Hut manager.

6. Tara is applying for a teacher training course, to teach PE.

Tara has 9 A-C GCSEs, an A in English, A in PE, A in Biology at A-Level and a degree in Sports Science. She has work experience as a teaching assistant, excellent references, is smart, polite, punctual and has a lot of contacts in schools. She has a D GCSE grade in Maths.

Ethics and Values – Year 9

Lesson 3: Apprenticeships

Learning intent: To understand what the different types of apprenticeships are and the reasons they might be the right career path for some people

Connection phase

Skills or characteristics looked for by employers and how people can actively prepare themselves when applying for jobs

- **Identify** what the different types of apprenticeships are and the reasons these might suit a lot of different people.
- **Describe** the different reasons apprenticeships might be the right career path for many types of people as well as the pros and cons of this career route.
- **Explain** in detail the pros and cons of apprenticeships as well as how to apply for them.

Activation phase

Sasha's been to look around a few universities. She just can't seem to picture herself at any and doesn't want to saddle herself with a huge loan. She has ambitions to run a restaurant one day and would rather be working than studying full time.

Challenge:

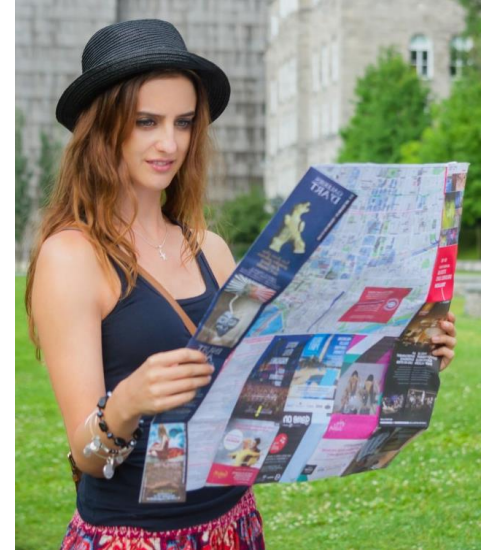
What could Sasha do to work towards achieving her dream?

More challenging:

Could Sasha achieve her dream without going to university? How?

Mega challenge:

Define the term apprenticeship. Why might an apprenticeship suit Sasha?



Demonstration phase

Apprenticeship – A job with training. Having a job that includes gaining recognised qualifications and essential skills whilst you are working and earning a wage.

Watch the clip and choose some challenge questions to answer

<https://www.youtube.com/watch?v=kyHi7O9hjRU>

<https://www.youtube.com/watch?v=dj-JrMjxivA>



Demonstration phase

Challenge

1. What exams do apprentices have to pass in order to show transferable skills? (video 1)
2. How many industries are offering apprenticeships? (video 1)
3. What percentage of apprentices said that they were happy with their course? (video 2)

More Challenging

1. Why might some people think apprenticeships were an easy option, and why are they NOT like this in real life?
2. Why do you think there is such a disparity between graduates and apprentices when it comes to course satisfaction?

Suggest three possible reasons.

3. Do you think that both videos give a balanced view? Explain your thinking.

Mega Challenge

1. What are the main factors influencing your personal opinion on apprenticeships?
2. Why do you think there is such a disparity between graduates and apprentices when it comes to course satisfaction?
Suggest as many reasons as you can think of and rank them in order of importance.
3. Which could be more 'future-proof' in your opinion: degree courses or apprenticeships? Explain your reasoning in full

Demonstration Phase

Main Activity

We will now find out a little more about the different types of apprenticeships, the pros and cons and how we can apply for them.

Discussion questions:

How many of you like the sound of apprenticeships so far? Why?

Does anyone here know anyone who is currently in an apprenticeship? Can you tell us about what they're doing and what they think of it?

Apprenticeships


What are apprenticeships?

An apprenticeship is a mix of studying and on the job training in a particular field such as engineering, transport, childcare, catering, design and many others. As an apprentice, you will work alongside more senior and experienced staff and earn a wage. You get a certain amount of time in your working week for study, usually one day per week. This study is done as part of a college or university course.

The length of apprenticeships varies from 1 up to 5 years, depending on the particular apprenticeship level. For example, a level 2 apprenticeship (equivalent to a GCSE) would take less time than a level 7 apprenticeship (equivalent to a degree). You may even gain other qualifications during your apprenticeship, such as a diploma. After completing an apprenticeship, you will be qualified and experienced in your chosen field.

What are the pros and cons of apprenticeships?

One of the big advantages of apprenticeships is that you get paid to learn (the average pay for an apprentice is £400 per month), including holiday pay. This is in stark contrast to people who choose to go to university and have to pay £9,000 per year in tuition fees alone, as well as finding money for rent and living costs. So in many cases an apprenticeship can be a sound financial decision - but that's not the only benefit of an apprenticeship. Your employability is greatly increased by doing an apprenticeship because of the practical skills and experience that you have gained over the course of the apprenticeship. You have access to good support through your training providers. You are also trained in skills that employers actually want, and your chances of progressing in your field are good if you have completed your apprenticeship successfully. 90% of apprentices go on to find



employment in their field.

The disadvantages of an apprenticeship include lower pay than some other workers, despite being similarly qualified in some cases. This can lead to low job satisfaction and potentially feeling undervalued. You also may find that you are limited in the kind of work you are allowed to do on an apprentice, as well as limiting yourself to a particular field of work if a young age. Apprenticeships can also be quite stressful for some young people who might not be used to the expectations of professional environments, particularly coming straight out of school. So, while apprenticeships won't be the right choice for everyone, they are a good choice for many.

How do I apply for an apprenticeship?

Firstly, you need to decide what sector you want to work in. This is a very big decision and you need to spend some serious time thinking about your own aims for your career. You need to research any potential sectors thoroughly to find out whether an apprenticeship in that area of employment is right for you. You also need to find out whether there are any available apprenticeships in your area using the Apprenticeship Search at www.gov.uk. If you are not sure what area you would like to work in, you can run a search just using your postcode and see what positions are available. You would still need to research each of these very carefully in order to decide which would provide the right environment for you.

Once you have found an apprenticeship you want to apply for, and have researched it carefully, you should contact the training provider, either directly or by following the instructions online if there are any. Some

apprenticeships can be applied for directly through www.gov.uk, others are applied for via training centres or the employers' website. You can use resources like the National Careers Service to help you with your application, including personal statements and details of relevant information.

What if I decide the apprenticeship isn't for me?

Legally, an apprenticeship cannot be terminated earlier than the agreed period of its duration (this might be six months or it might be until a certain qualification is gained). If an employer ends an apprenticeship early then you have the right to claim breach of contract. However, if you are the one who wants to end the apprenticeship before its agreed duration, you may be able to do so without having to pay fees in most cases.

It is usually a bad idea to drop out of an apprenticeship. This is because it looks bad on your CV and sends a negative message to your potential future employers. Certainly, you could argue that if you are not passionate and uncommitted, but many employers would interpret your dropping out as uncommitted, unreliable and other less desirable traits. A better idea if you are not enjoying your apprenticeship is to seek help from your training provider (not your employer). They may be able to switch your apprenticeship to a different [apprenticeship](http://www.gov.uk) or negotiate better terms with your employer on your behalf.

Do I have to be 16 to get an apprenticeship?

The minimum age for an apprenticeship is 16, but there is no maximum age. If you are over 24 years old when applying for your apprenticeship, there is less government funding available and you may have to finance it yourself.

Thanks to: www.gov.uk, www.skills.gov.uk, www.nationalcareersservice.co.uk



DART Activity - Apprenticeships

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What if I decide the apprenticeship is not for me?

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Questions:

1. What are apprenticeships?
2. What is the length of an apprenticeship?
3. List at least two advantages (pros) of apprenticeship
4. List at least two disadvantages (cons) of apprenticeship
5. How can you apply for an apprenticeship?
6. How old do I need to be to do an apprenticeship?
7. What do you think about doing an apprenticeship in the future?

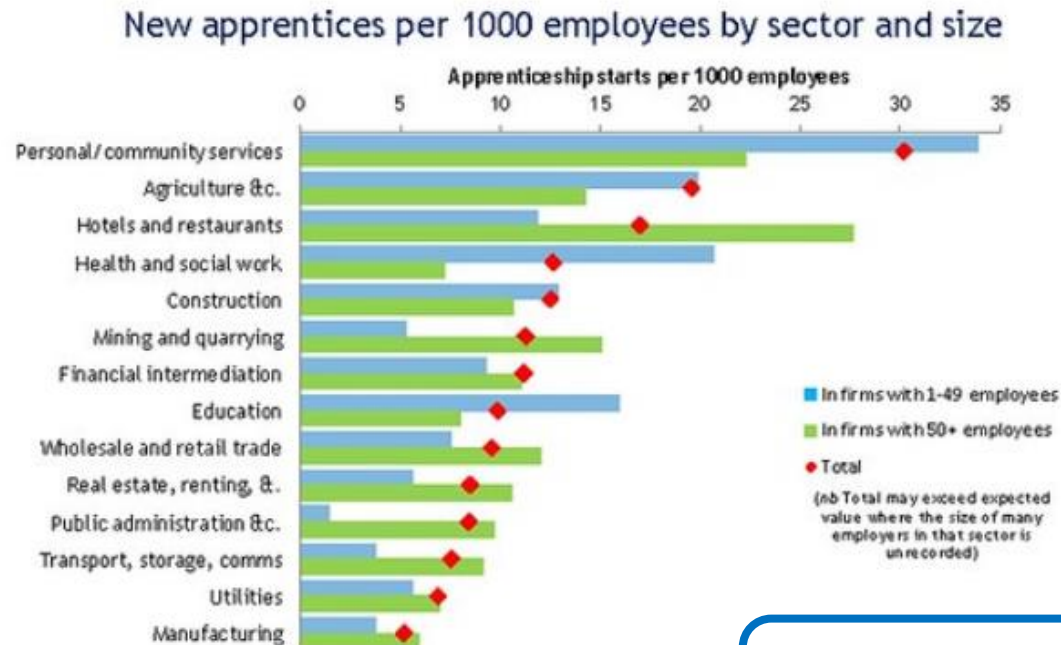


Demonstration phase

Let's take a look below at the sectors which employ many apprentices in the UK.

Does any of this information surprise you? Why?

Apprenticeships have a tradition reputation of being in a 'trade' (like plastering, engineering, construction etc). Does this graph support that idea?



<https://www.youtube.com/watch?v=dj-JrMjxivA>

Consolidation phase

"Apprenticeships are only a good idea for a certain type of person."

I mostly / completely agree / disagree with the statement.

One reason why I do / don't agree is....

Another reason is...

Therefore, I believe that....

Ethics and Values – Year 9

Lesson 4: Career Planning

Learning intent: To understand how to research careers successfully to find the right career path for yourself

Connection phase

Have you looked into apprenticeships, would it be something you could consider in the future?



- Identify how we can research careers successfully and create an action plan to find the right career to suit you.
- Describe in detail how you will take each step on your action plan and what you hope to achieve at each stage.
- Explain what you will do if you discover the career you were originally planning for isn't suited to your personality and qualifications. Evaluate the most important factors to take into account when choosing a career.

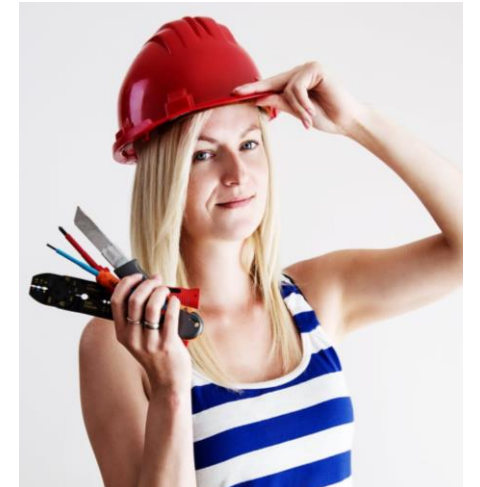
Activation phase

At the age of 27, Jess has finally found a career she adores. Jess is a gallery technician. She hangs paintings and maintains exhibitions. Jess only heard of this job three years ago, before then she spent six years working in a bank. Jess had to go back to college and retrain. Her only regret? She didn't research careers properly in the first place!

Challenge: What would your dream job be, do you think?

More challenging: How can you be certain you would enjoy a particular career? What makes a person suitable for a job and visa versa?

Mega challenge: Explain why it is important we take careers sessions seriously at school and make the most of the opportunities we have to explore our options. Why might Jess have spent six years at the bank?



Demonstration phase

Keywords:

Career – an occupation undertaken for a significant period of a person's life and with opportunities for progress.

Job – a paid position of employment, not necessarily a part of or leading to a career. This could be taken up alongside training for a carer.

Vocation – a strong feeling of suitability for a particular career or occupation, like a 'calling'. If your career is a vocation it could be the main focus of your whole life, for example, if you became a headteacher.

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Watch the clip and choose some challenge questions to answer:



<https://www.youtube.com/watch?v=qnU5KYr8gjk>

Demonstration phase

Challenging

1. What are the FIVE things which you should consider when choosing a career path, according to the video?
2. Give TWO examples of things that could be considered skills. How could these be used in the workplace?
3. Why is it important to consider job outlook when selecting a career?

More Challenging

1. Look at the five main points to consider, according to the video. Do you think that they are all equally important, or not? Explain your answer fully.
2. What does it mean to be realistic when selecting a career, and why is it important?
3. Why do you think that so many people dislike or even hate their job?

Demonstration Phase

Main Activity

What can I do to find the right career for me?

Firstly it's important to know that many successful people change careers a few times throughout their lives. Not many people have a 'career for life' anymore as they may have done a generation ago. However, it does make your life easier if you know the sector you want to work in, e.g. finance, education, the arts, sciences, construction, IT, as you won't have to go back later in life to retrain - which can be very expensive.

Challenge: With a partner, mind map five ways you could begin to find a career that's right for you.
More challenging: Describe how you would set about doing each of these.



I could visit our school's career library and see what qualifications and work experience I need to break into the advertising industry.

Demonstration phase



I could visit our school's career library and see what qualifications and work experience I need to break into the advertising industry.

Consolidation phase

Using your info sheet, clip task, mind map and class ideas, create a six step action plan to start the journey of finding the right career for you.

Ethics and Values – Year 9

Lesson 5: Personal statements – Extra-curricular activities

Learning intent: To understand what a personal statement is and how to include extra curricular activities

Connection phase

Think...



Think about your action plan to start the journey of finding the right career for you. Have you begun looking into different route? Where does your passion lie?

- **Identify** the key extracurricular interests we have and how they show our personalities and attitudes. Add these to our personal statements.
- **Describe** different aspects of our personalities and extra curricular activities and how these appeal to employers. Add our extra-curricular activities in an appropriate and relevant way to our personal statement
- **Demonstrate** confident in conveying our positive attitudes and showing our personality traits in our personal statements through detailing our extra-curricular activities in an appropriate and relevant way on our personal statement

Activation phase

What do you enjoy taking part in outside of the classroom?

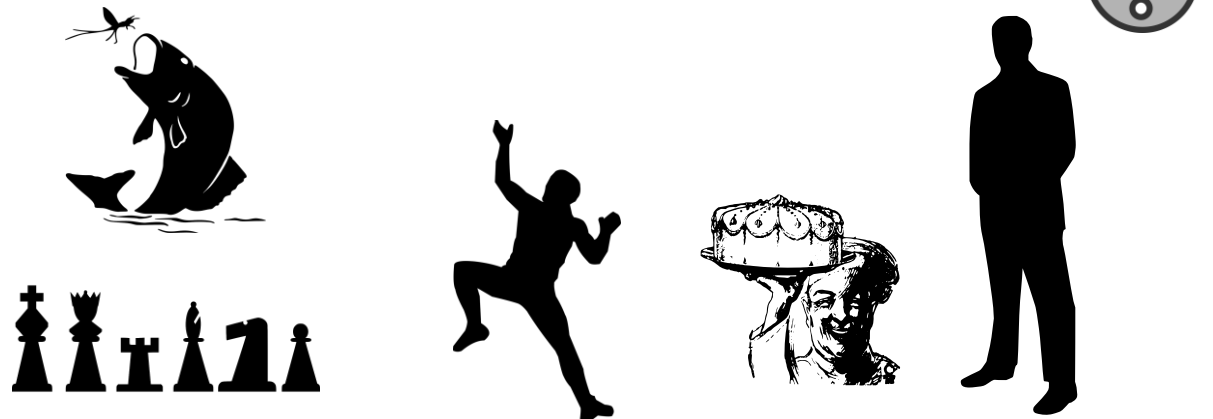
What do you think our extracurricular activities say about our personalities?

Look at the activities and interests this person has.

Challenge: What do they tell you about this person?

More challenging: What are your three biggest interests? What do they say about you?

Mega challenge: Why might a potential employer want to know about your interests and hobbies?



Demonstration phase

What do they tell you about this person?

Fishing – The person is patient, focused, organized, prepared

Chess – The person thinks carefully, good at planning, intelligent, forward-thinking

Baking – The person can follow instructions, listens to others, is focused, prepared and organised.

Climbing – The person is confident, brave, careful, driven and prepared

More challenging: What are your three biggest interests?

What do they say about you?

Whatever your interests, they will reveal key aspects of your personality. Let's discuss these.

Mega challenge: Why might a potential employer want to know about your interests and hobbies?

Just like you, employers will be able to see certain aspects of your personality from your interests. If you struggle to name interests in an application, it will make you look disorganised and uninterested.

Keywords:

Personal Statements – A written description of one's achievements, interests, etc., included as part of an application for a job or a place at university or college.

Personality traits – Different aspects of our characters or personalities that help employers to see how we would fit into specific job roles

Extra-curricular Activities

Rugby

Football

Console games

Reading

Vlogging

Dancing

Singing

I knew all those hours on Call of Duty would be useful some day!



Organisation	Confidence	Teamwork	Focus	Determination	Social skills	Listening skills	Flexibility	Self-reliance
Communication	Leadership skills	Discipline	Optimism	Enthusiasm	Perfectionism	Intelligence	Vision	Planning skills
Bravery	Preparation	Research skills	Negotiation skills	Physical fitness	Ambition	Patience	Calmness	Creativity

Look at the extra-curricular activities that are listed above and the table of personality traits and skills.

You are an employer and see three of these activities listed in an application. What do those activities reveal about the application?

You are an employer for a large accountancy firm. Which personality traits or skills are you most looking for in an employee? Why?

You are an employer for a large accountancy firm. Which interests listed above would be of most interest to you in a job application? Why?

Demonstration Phase

Main Activity

REFLECTING ON MY EXTRACURRICULAR INTERESTS AND WHAT THEY SAY ABOUT ME

1) Sometimes it can be difficult to know what your interests and activities are. Below is a huge list of possible activities or interests that you might be involved in. Tick off the ones that you are involved in or might like to be involved in:

Astronomy	Science	Economics		
English	Engineering	Electronics		
History	Maths	Writing		
Coding/Web design	STEM	Reading		
Art	Graphic design	Sewing		
Theatre	Woodwork	Photography		
Languages	Agriculture	Mountain biking		
School magazine	Film-making	Vlogging/Videoblogging		
Armed Forces	Choir	Playing an instrument		
Politics/Activism	Roleplaying	Dance		
Scouts/Guides	Chess	Equestrianism		
Debate	Modeling	Gardening		
Baseball	Baseball	Bodybuilding/Gym		
Fencing	Cycling	Cheerleading		
Golf	Gymnastics	Hiking		
Hockey	Lacrosse	Martial Arts		
Skateboarding	Quidditch	Table Tennis		
Swimming	Skiing	Tennis		
Volleyball	Friskies	Track and Field		
Water Polo	Football	Rugby		
Cricket	Yoga	Blogging		
Social Media	Volunteering	Something else:		

Interest #1: _____
What personality traits does this interest show about you?

Interest #2: _____
What personality traits does this interest show about you?

Interest #3: _____
What personality traits does this interest show about you?

2) Now, highlight THREE of the activities you have ticked off above. For each one, write down which personality traits or skills that activity shows:

Organisation	Confidence	Teamwork	Focus	Determination	Social skills	Listening skills	Flexibility	Self-reliance
Communication	Leadership skills	Discipline	Optimism	Enthusiasm	Perfectionism	Intelligence	Vision	Planning skills
Brewery	Preparation	Research skills	Negotiation skills	Physical fitness	Ambition	Patience	Calmness	Creativity

Use your worksheet to complete the following activities:

ALL

1) Sometimes it can be difficult to know what your interests and activities are. Below is a huge list of possible activities or interests that you might be involved in. Tick off the ones that you are involved in or might like to be involved in

2) Now, highlight THREE of the activities you have ticked off above. For each one, write down which personality traits or skills that activity shows



Reflecting on my Extracurricular Interests and what they say about me

Sometimes it can be difficult to know what your interests and activities are. Below is a huge list of possible activities or interests that you might be involved in. Tick off the ones that you are involved in or might like to be involved in:

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History		Maths		Writing			
Coding/Web design		STEM		Reading			
Art		Graphic design		Sewing			
Theatre		Woodwork		Photography			
Languages		Agriculture		Mountaineering			
School magazine		Film-making		Vlogging/Youtubing			
Armed Forces		Choir		Playing an instrument			
Politics/Activism		Roleplaying		Dance			
Scouts/Guides		Chess		Equestrianism			
Debating		Models		Gardening			
Baseball		Basketball		Bodybuilding/Gym			
Fencing		Cycling		Cheerleading			
Golf		Gymnastics		Hiking			
Hockey		Lacrosse		Martial Arts			
Skateboarding		Quidditch		Table Tennis			
Swimming		Skiing		Tennis			
Volleyball		Frisbee		Track and Field			
Water Polo		Football		Rugby			
Cricket		Yoga		Blogging			
Social Media		Volunteering		Something else:			

Interest #1: _____

What personality traits does this interest show about you?

Interest #2: _____

What personality traits does this interest show about you?

Interest #3: _____

What personality traits does this interest show about you?

1) Now, highlight THREE of the activities you have ticked off above. For each one, write down which personality traits or skills that activity shows:

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Demonstration Phase

Main Activity

What impression of Ashraf do you get from reading about his extra curricular activities?

Does he sound like he has a positive attitude and would be an asset as a staff member? Why do you think this?

Creating paragraphs for **personal statements** which include our interests and activities:
You're now going to add any interests you have to your personal statements. For example, here's Ashraf's description of his extra curricular activities:

'As well as my recent work experience placement at Harlow Leisure Centre, I demonstrate my enthusiasm for a career in the Sports and Recreation industry in a number of ways; outside of the classroom I enjoy a range of sporting activities, including playing for the school football team, taking part in the house basketball competition and in the summer, captaining my local cricket club U16 team. Sport really is a passion of mine and I have such a positive and enthusiastic approach to fitness that I know I would be an inspirational member of any leisure facility. I am confident I could have a very positive impact on the public uptake of any leisure or sporting activity, as well as encouraging members of gyms or clubs to take up further classes.'

Consolidation phase

List all the extra curricular activities that you do in school and write out a paragraph to go into your personal statement

Notes