



Year 11 Careers

Name:

Tutor group:

Lesson 1 - Preparing for a personal guidance one-to-one

What is the role of a careers adviser?

Read the following quotes and decide which you think are true and which you think are false.

Explain your answers.

a. "A careers adviser's job is to tell me what to do with my future."

b. "A careers adviser can help me look at the pros and cons of different options."

c. "Careers advisers don't need to talk to students who know what they want to do."

d. "A careers adviser can help me come up with an action plan."

e. "A careers adviser helps students to consider and make decisions about their future."

f. "A careers adviser will persuade me down a path I'm not keen on."

Quote	True or false?	Explanation
a.		
b.		
c.		
d.		
e.		
f.		

What happens in a personal guidance one-to-one?

What might you talk to a careers adviser about in a personal guidance one-to-one?

List as many things as you can think of.

-
-
-
-
-

What to do before a personal guidance one-to-one

1. Write down at least one thing you could do before a one-to-one with a careers adviser.	2. Write down at least one thing you might bring to a one-to-one with a careers adviser.

What happens during a personal guidance one-to-one?

In what situations might going for a follow-up meeting with your careers adviser be helpful?

Career conversation: self-reflection sheet

1. How are you feeling about talking about your future?

2. How do you best communicate and understand others?

3. Which pathways have you considered and which have you excluded?

4. What are your values, interests and skills?

5. What are the main achievements that you are proud of?

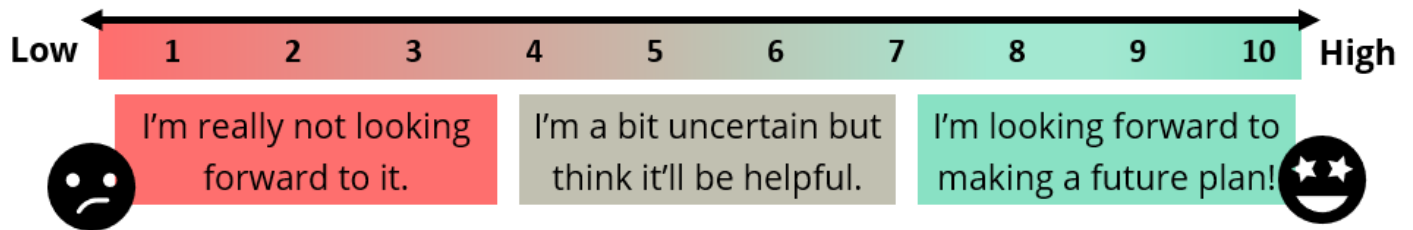
6. How do you feel about transitioning to a new phase of life?

7. Is there anything influencing your decision-making process?

8. How do you like to set goals? Do you have a current goal?

Plenary: reflection

On a scale of 1 – 10, how do you feel about talking about your future?



Ranking number	Explanation

Write down one thing you need to do before your one-to-one.

Lesson2 - What are my employability skills?

Why are employability skills important?

Look at the list of skills below, which are valued by a range of different types of employers.

Accountability

Principles / ethical judgement

Teamwork

Independence

Problem solving

Creativity and innovation

Choose **three** skills from the list. For each one, say why you think employers value this skill.

Skill	Why do employers value this skill?
1.	
2.	
3.	



Hint: Think about what the consequences would be if an employee **didn't** have this skill.

Developing employability skills

Can you think of an **experience** or a **learning opportunity** you've had which helped you to develop one or more of these skills? Discuss, then write it down below:

Recording skills, strengths and achievements

Why do you think it's important to keep an accurate record of your skills, strengths and achievements?

What are the most common ways of keeping this record?

What are the benefits of recording your skills using LinkedIn or another online profile?

How often do you think you should update your skills records in your CV, resumé or online profile?

Jamal and Sasha are both valued members of the student council at their school. They each decide to use Unifrog's CV / Resumé tool to highlight the skills they've developed in this role.



Look at the two examples below and discuss:

Which example do you think is more effective and why?

Example 1	Communication Being a member of the student council allows me to demonstrate my excellent communication skills. Teamwork I work together with other members of the student council on a weekly basis, showing my excellent teamwork skills. Problem solving I have really developed my problem-solving skills on the student council as solving problems is what we do!
Example 2	Communication As a member of the school council, it's my role to make sure I communicate the views of my fellow students to the headteacher. This year I have used two different methods to gather others' views. We discussed issues verbally in class, but I also set up an online survey to ensure everyone could have a say, not just those who were most confident speaking. This meant I got to hear from students who are normally too shy to contribute to discussions, and I could give the head teacher a more accurate picture of what students think.

I think example 1 / example 2 is more effective because...

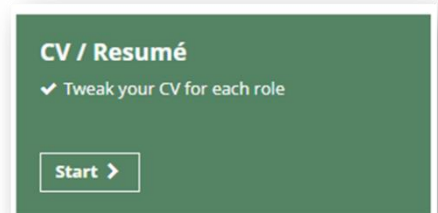
Using the CAR method

Look again at example 2 in the box below. Use three different colours to highlight the parts of the answer relating to the **Context**, **Action** and **Result**.

Communication

As a member of the school council, it's my role to make sure I communicate the views of my fellow students to the headteacher. This year I have used two different methods to gather others' views. We discussed issues verbally in class, but I also set up an online survey to ensure everyone could have a say, not just those who were most confident speaking. This meant I got to hear from students who are normally too shy to contribute to discussions, and I could give the head teacher a more accurate picture of what students think.

- Log into your Unifrog account and open the [CV / Resumé tool](#).
- Find the **Skills** section and click 'edit'.
- Add a skill using the CAR method.



How to accept feedback, help and support

Read the scenarios below and answer the questions that follow.

Scenario 1 – an employee

Jason is new to the company and he wants to make a great impression. He has been reading a book about how to make great sales calls, and he decides to put some of the techniques into practice on a call with a client. His line manager overhears the call and asks for a meeting. She tells Jason that she admires his initiative, but he needs to follow company protocols. She suggests he spends more time shadowing other salespeople before he makes another call. Jason feels bad now. He's wondering if he's the wrong person for this job.

1. Why do you think Jason finds constructive feedback difficult to hear?

2. What could Jason say to himself to show himself some kindness?

3. What could Jason do next to improve his skills?

Scenario 2 – a student

Olivia is in her first year of a university course. She has always been a capable student, but for the first time she's struggling with time management and missing deadlines. She is not used to feeling like she's failing.

A friend from her course notices she's struggling and offers to show her how she stays on track with assignments. Olivia snaps that she's got everything under control and tells the friend she should mind her own business.

1. Why do you think Olivia finds it difficult to accept help and support?

2. What could Olivia say to herself to show herself some kindness?

3. What could Olivia do next to improve her skills?

Now fill in the table below:

A skill I'd like to improve:	
A person who could help me to improve this skill:	
Something I could ask the person to do:	

Challenging yourself

Discuss with a partner:



1. When was the last time you challenged yourself?
2. When was the last time you tried a new skill?
3. What are the benefits of pushing out of your comfort zone?

Seven-day challenge

Choose and write down a challenge which will push you out of your comfort zone.

Can you commit to it for a full week?

1) Avoid looking at social media for one week	2) Walk 10,000 steps every day	3) Write in a journal for five minutes each day	4) Volunteer to help a new person each day
5) Declutter your bedroom, focusing on a different area each day	6) Spend five minutes each day learning a new language	7) Record yourself singing all three parts of a three-part harmony	8) Watch a TV show in a genre you'd never normally choose
9) Learn a tricky dance routine and perform it	10) Draw or paint a new object each day	11) Each day, try a food you've never eaten	12) Start every day with a short exercise video

I will try challenge number ____

Lesson 3 - Post 16 – Choices, Choices

Researching post-16 pathways

There are lots of different ways to find out about your options for after secondary school. Label each information source as **yes** (if you have used it), **will use** (if you intend to use it, but haven't yet), or **no** (if you don't intend to use it).

Source	Yes / Will use / No
1. Conversations with careers advisors, teachers, or other school staff	
2. Conversations with parents / carers	
3. Conversations with friends	
4. Conversations with older siblings or friends who have already left school	
5. Conversations with professionals in the career sector you want to work in	
6. Information provided by your school	
7. Information provided by local colleges, sixth forms, or employers	
8. Independent research using Unifrog	
9. Independent research using other trustworthy websites	
10. Independent research using social media or blogs	

Post-16 pathways: pros and cons

- Write down at least one pro and one con for your chosen pathway and get ready to share your ideas with the class.
- Note down what other pairs/groups say, so you have a completed table.

	Full-time education	Employment	Apprenticeship
Pros			
Cons			

I think _____ is the most important consideration when choosing a post-16 pathway because...

Choices, choices

Sasha is deciding whether or not to stay in full-time education after she finishes secondary school. She aspires to become an educational psychologist, so she's identified some relevant courses at her school's sixth form. However, Sasha often feels bored or frustrated in the school environment, and she doesn't want to feel this way for the next two years.

What things are **different** about school and college / sixth form?

Aston has decided he wants to attend a local college after he finishes school. He's been told he can study academic qualifications (e.g. A-levels), vocational qualifications (e.g. a T-level), or a mixture of the two (e.g. two A-levels and one BTEC). He plans to attend an open evening at the college next week.

What could Aston ask to find out which option is right for him?
What could he ask the college staff, current students, or himself?

Dylan (who lives in Scotland) is about to finish school and he wants to enter the world of work. He is deciding between employment and an apprenticeship in the hospitality sector.

Some of Dylan's friends have told him the following facts about apprenticeships. Write down whether each fact **also** applies to **all types** of employment, not just apprenticeships.

	Also applies to employment? Yes / No
a) 20% of your time is spent studying / training	
b) You're entitled to rights like holiday pay	
c) You earn a salary	
d) You gain a qualification	
e) You complete assessments	
f) You pay Income Tax and National Insurance (<i>if your salary is over a certain threshold</i>)	

Jessie (who lives in England) is hoping to work part time at a residential care home, whilst completing a part-time health and social care course at her local college.

What are the benefits of working whilst studying?
How could Jessie effectively balance employment and education?

Using the Unifrog shortlisting tools

- Log in to your Unifrog account and open the [Apprenticeships tool](#) or [College / Sixth Form tool](#).
- Create a Shortlist of some of the courses or apprenticeships available that interest you.

Apprenticeships (4 shortlists)

Start >

College / Sixth Form (2 shortlists)

Start >

Which pathway is best for me?

Based on today's session, rank the three pathways in order of your preference from **1st** (I like this option the most) to **3rd** (I like this option the least).

1 st	2 nd	3 rd

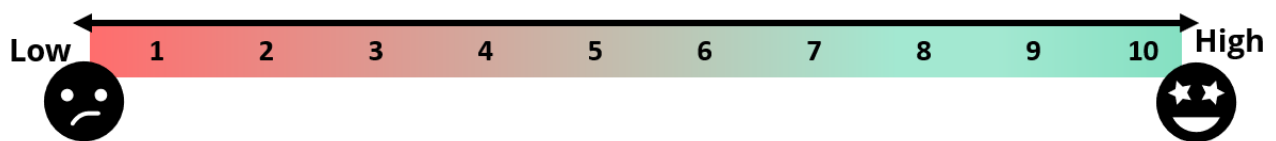
At the moment, my first choice is _____ because...

Lesson 4 - Decision making: choosing your post-16 pathway

Confidence and optimism

On a scale of 1 – 10, write down:

- how **confident** do you feel about deciding on a post-16 pathway?
- how **optimistic** do you feel about your future choices?



	Optimism	Confidence
Scale ranking		
Explain your choice		

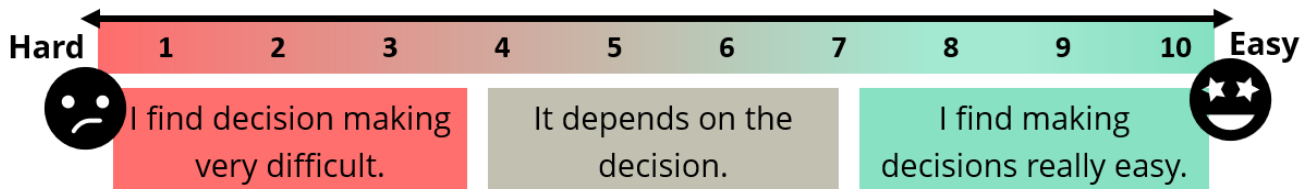
Recapping post-16 choices

Write down as many post-16 options as you can think of:

-
-
-
-
-
-
-

Making informed decisions

On a scale of 1-10, write down how hard or easy you find making decisions.



I chose number ____ on the scale because....

Here are **six** things you need to make an informed decision about post-16 pathways:



1. Access to impartial information



2. Opportunity to research



3. Time to reflect



5. Alternative options



4. A list of pros and cons



6. Someone to talk to

Read the scenarios and answer the questions

1. Niall wants to stay at his school for sixth form. He's interested in studying politics at Balliol College at Oxford University because that's what his parents studied and it's where they met. His parents said they'll be proud of him if he followed in their footsteps. Niall has attended information sessions on the courses available at his school including A-level and IB. He's checked on the Unifrog Subject's library and Oxbridge tool and found out that Oxford will accept A levels or IB for politics; he doesn't know what to pick. He wants to decide before Christmas so he can stop thinking about it. The deadline isn't until February.

Write down at least <u>one</u> thing Niall is doing to make an informed decision:	Write down at least <u>one</u> thing Niall is doing to make an informed decision:	Why is it important to consider other options and not only follow what your parents have done?

2. Amy struggles to make decisions due to her anxiety. Her mum thinks that leaving school would be too overwhelming for Amy and suggests studying English, Graphics and Art at A-level at the sixth form. Amy likes creative subjects but doesn't enjoy exams. She is interested in apprenticeships, or a Craft and Design T level. The Unifrog Careers library showed that both pathways lead to careers like furniture designer. She found a local college on the Unifrog College/sixth form tool and went to their open day. Amy is worried that she's left applying for an apprenticeship or T-level course at another college too late. She doesn't think there is any point in talking to anyone at school as they'll convince her to stay and not join a new college.

Write down at least <u>one</u> thing Amy is doing to make an informed decision:	Write down at least <u>one</u> thing Amy is doing to make an informed decision:	How could Amy manage her anxiety during the transition of leaving school?
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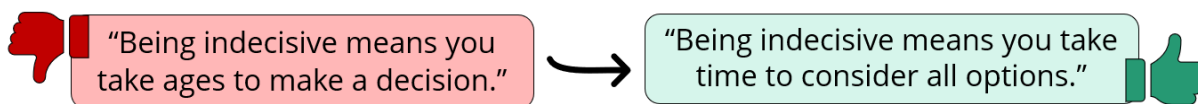
3. Tim has read a guide on the Unifrog Know-how library about T Levels. He used the College / sixth form tool and is interested in applying for Early Years: Education and Childcare Level 3 T level. One of his teachers says that he is 'too academic' for a T level and should follow the 'traditional university route' to become a primary school teacher. Tim's mum thinks he's too young to decide what he wants to do for a job and should stay on at school and do A levels. Tim's career adviser helped him write a pros and cons list and explore Tim's interests and how he likes to study. His careers adviser says he still has lots of time to decide and can come back for another appointment after he's reflected on what they discussed. Tim feels anxious that he needs to make a decision immediately and feels time is running out.

Write down at least one thing Tim is doing to make an informed decision:	Write down at least one thing Tim is doing to make an informed decision:	Do you think Tim's teachers' comment on studying 'traditional subjects' was impartial or helpful to Tim?

Dealing with indecision

Pick **one** of the sentences below and positively reframe the sentence.

Here is an example:



- ① "Being indecisive means you over-research and overthink your decisions."
- ② "Being indecisive means you don't know what to do."
- ③ "Being indecisive means you want to do multiple things and that's not possible."
- ④ "Being indecisive means you may panic and pick the wrong thing."

Sentence number	Write your positive reframed sentence below:

Write down at least **one** thing you could do if you make a decision that you regret.

Use the icons as clues:



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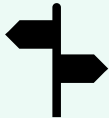
Reflection

1. Write down what decision you need to make for your post-16 options:

2. Look at the **six** things you need to make an informed decision.

A) Which of these things **have you completed?**

B) Which of these things you **have not completed?**

Things you need to make informed decisions	Write what you have and have not completed. Explain your answers.
 1. Access to impartial information	
 2. Opportunity to research	
 3. Time to reflect	
 4. A list of pros and cons	
 5. Alternative options	
 6. Someone to talk to	

3. Write at least **two** action points that you need to do to make an informed decision:

Here is an example:

1. "I will write a list of pros and cons for studying T levels vs A levels and compare both options."

2. "I will research other options such as apprenticeships or IB and discount options that aren't right for me"

Action point 1:	
Action point 2:	

Lesson 5 - Researching volunteering and paid work

Benefits of volunteering and paid work

Write down at least **two** benefits of volunteering:

Write down at least **two** benefits of paid work:

Different types of paid work

Match the employment types with their definition (a – e)

Part time

a. Someone who usually works 35 hours or more per week; the number of hours will depend on the employer and the role.

Full time

b. A form of self-employment where you sell your work or labour to multiple customers or clients.

Seasonal / temporary

c. Someone who works fewer hours than a full-time worker, usually less than 35 hours per week.

Zero hours contract

d. Also known as 'casual' contracts. Employers are not required to give you work but will share availability as and when they require it.

Freelance

e. Short-term contracts to cover busy periods or specific projects. They can be full or part time

	a , b, c, d, e
Part time	
Full time	
Seasonal / temporary	
Zero hours contract	
Freelance	

Different types of paid work

What type of career would you suggest for each person?

Person	1. What type of paid work would you suggest?	2. What are the benefits of this type of paid work?	3. What are the drawbacks of this type of paid work?
1. I want to earn as much money as possible as soon as I finish school.			
2. I can commit to seven hours a week and I want to be paid the same amount each month.			
3. Now my exams are over, I want to get a job for the summer before I start sixth form.			
4. I want to use my skills in graphic design, photography and media but can't find a job.			
5. I want to earn a bit of money but the hours I can work change week on week.			

What type of paid work is right for me?

Rank the five types of paid work from least to most suitable for you.

Least suitable

Most suitable



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Finish the sentences:

The most suitable type of paid work for me is _____ because...

The least suitable type of paid work for me is _____ because....

Volunteering opportunities

Answer the questions for each of the scenarios.

1. Amy loves reading, writing and anything to do with books. She's taking part in a MOOC course called 'Introduction to publishing'. She's also quite interested in a career in teaching but isn't sure if it's right for her. She needs to stay local for any volunteering opportunity as she doesn't have access to a car and money is limited.

Where could Amy volunteer?	What type of part-time job could Amy look for?	Could Amy work for herself and volunteer?

2. Franz wants to work or volunteer abroad over the summer. He isn't sure what he wants to do for a career but he loves learning about different cultures. He's thinking about studying social studies, and international relations at university. At school, he takes part in model UN and debating. His parents say they could help to cover some of the costs. He earns a little bit of money from tutoring and babysitting but would love to get some 'real world' experience. He's prepared to fundraise to cover the cost of opportunities abroad.

Where could Franz find opportunities to volunteer?	What should Franz consider if he wants to volunteer abroad?	How could volunteering help with his future carer ideas?

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3. Camille wants to work in government. She is set on studying politics at university. She's checked on the Unifrog Careers library and viewed jobs like 'Permanent secretary and Civil Service Advisor.' She's noticed typical duties include things like researching, analysing data, preparing reports, giving presentations and communicating with the public. She wants to develop her skills in communication, problem-solving, research and IT. Ideally, she'd love to find an opportunity in government. She can travel to London by train.

Should Camille volunteer or find paid work?	What other opportunities would help build her skill set ?

Reflection: is volunteering right for me?

Finish the sentences.

I would/would not like to volunteer because...
If I did volunteer, I would seek an opportunity in _____ because....

Research time: what's best for me?

Research one opportunity and complete the table below:

1. Opportunity type	2. Opportunity
3. Website	4. How do I apply?
5. What skills will I develop?	6. How does it link to my career interests?

Plenary: reflection

Pick at least two of these messages and write a reply:

1 I really want to earn some money while I'm studying but there's no way I can commit to the same hours every week. I don't know how I'm ever going to earn any money until after I finish school.

2 My friend has just got a part-time job in the industry I want to work in, but I can only get volunteering work. I feel like they're going to get so much more out of it than I would. Is it even worth turning up?

3 I want to volunteer or work but I have literally no idea where to start looking. Help!

4 I'm thinking of volunteering in another country, but I don't know if it's right for me. What do I need to think about?

Reply to message number ____	
Reply to message number ____	

Lessons 6 - Money talks: apprenticeships vs. higher education

Apprenticeships and higher education: Fact or myth?

For each statement below, write down whether you believe it's a **FACT** (true) or a **MYTH** (false).

Statement	Fact or myth?
1. Apprentices aren't entitled to typical employee rights like holiday pay.	
2. Apprentices are entitled to at least £7.55 an hour.	
3. Apprentices are exempt from Income Tax and National Insurance contributions.	
4. Apprenticeships are always equivalent to GCSEs or National 5s.	
5. Apprentices pay a contribution towards tuition fees if they're completing a degree apprenticeship.	
6. Higher education is only an option for people from wealthy families.	
7. You have to pay interest back on a student loan.	
8. You start repaying your student loan as soon as you leave university.	
9. Most university students have a part-time job whilst they're studying.	
10. Universities can charge students whatever tuition fees they like.	

Career pathways: What's your plan?

Highlight your preferred pathway for after school/college. We'll revisit this at the end of the session.

Apprenticeship	Higher education	Other	I don't know yet!
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Financial prospects

Highlight your prediction of **HIGHER** or **LOWER** for each question. Use the PowerPoint to view the salaries for each professional.

The median annual salary for a finance professional is **£47,000**.

- Do you think the median annual salary for an engineering professional is **HIGHER** or **LOWER** than a finance professional?
- Do you think the median annual salary for a therapy professional is **HIGHER** or **LOWER** than an engineering professional?
- Do you think the median annual salary for a nursing professional is **HIGHER** or **LOWER** than a therapy professional?
- Do you think the median annual salary for an IT professional is **HIGHER** or **LOWER** than a nursing professional?
- Do you think the median annual salary for a medical professional is **HIGHER** or **LOWER** than an IT professional?

How important do you think future salary is when deciding on a career pathway? Why?

Apprenticeships vs. higher education

Imagine that someone is deciding between an **apprenticeship** or **university** as the next step in their career journey and complete the table below.

	Apprenticeship	University
General pro		
General con		
Financial pro		
Financial con		

To better assess the pros and cons of each pathway, what additional information would be useful to know about the person who is deciding between them? Why?

Deciding on the right pathway for you

For each person, decide whether you think an **apprenticeship** or **higher education** would be most suitable. *Try to refer to at least one financial argument in your justification.*

A

Jacques has just completed his A Levels in Maths, Business Studies, and Sociology. Jacques wants to do something in the field of accounting, but he isn't sure specifically which career would be best for him. He's lived in the same town all his life and he is keen to explore another area of the country.

I would recommend _____ to Jacques because...

B

Melissa has just completed the IB Diploma Programme. Melissa currently has a part-time job in a clothes shop, so she can contribute towards the family's income, to cover the rent payments. Melissa wants to carry on earning an income, while she takes the next steps in her career journey to becoming a travel consultant.

I would recommend _____ to Melissa because...

C

Luke has just completed his A Levels in Food Technology, Chemistry, and Graphic Design. He has aspirations of becoming a chef. He's worried about getting into debt, and he wants to start a savings account, to start to put some money aside for a house deposit.

I would recommend _____ to Luke because...

Using the Unifrog shortlisting tools

- Log in to your Unifrog account and open the [Apprenticeships tool](#), [UK universities tool](#), or any of the international universities tools.
- Create at least one Shortlist, using the ranks and filters to compare the different opportunities available.

UK universities (7 shortlists)

Start >

Apprenticeships (4 shortlists)

Start >

Career pathways: What's your plan? Revisited

Highlight your preferred pathway for after school/college.

Apprenticeship	Higher education	Other
One advantage of this pathway for me is...		

Is Lesson 7- AI a threat to our jobs?

AI: what's your opinion?

Read each statement below. Put an X in the relevant box to show whether you agree or disagree with the statement, or you're not sure.

Statement	Agree	Disagree	Not sure
1. I trust companies that use AI as much as I trust other companies.			
2. Products and services that use AI make my life easier.			
3. I think AI will have a positive impact on my future employment.			
4. I think AI will drastically change my daily life over the next 3-5 years.			
5. AI has more benefits than drawbacks.			
6. I think AI will improve freedoms and legal rights.			
7. AI makes me feel nervous.			
8. I think AI will make the world a safer place.			
9. I think AI will have a positive impact on education.			

Why do opinions about AI vary?

Why do you think opinions about AI vary so much?

What can AI do?

Sort the statements a-j into two columns: done best by AI or done best by a human. The first one has been done for you.

a. Manufacturing items in a factory

b. Complex strategic planning (taking on board a variety of information and making decisions about what to do next)

c. Making moral or ethical decisions

d. Repetitive tasks

e. Weather and climate forecasting

f. Dealing with the unknown, adapting to new situations

g. Spotting patterns in large amounts of data, e.g. looking for suspicious activity in hours of CCTV footage

h. Reading medical scans to look for signs of disease

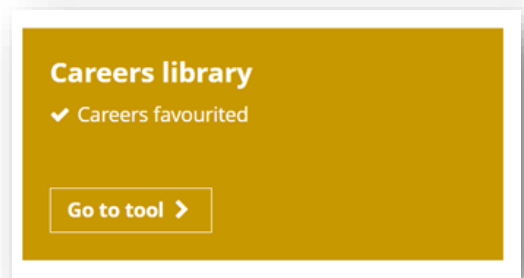
i. Using empathy

j. Being creative and thinking 'outside the box'

Done best by AI	Done best by a human
a	b

Exploring the Careers library

- Log in to your Unifrog account and open the [Careers library](#) tool.
- Using the information from your table above, find **three** jobs that you think would be very unlikely to be replaced by AI.
- Briefly explain why you chose each one.



Job	I think this job would be unlikely to be replaced by AI because...

Skills for a future workforce

Look again at the list of tasks that are best done by humans (see below).

Done best by a human

b. Complex strategic planning (taking on board a variety of information and making decisions about what to do next)

c. Making moral or ethical decisions

f. Dealing with the unknown, adapting to new situations

i. Using empathy

j. Being creative and thinking 'outside the box'

4. Which of the skills listed above do you think will be essential for workers to have in the workforce of the future?

5. Can you think of any other skills that future workers might need in a world that is making more and more use of AI?

The future of AI: what do the experts predict?

Read the predictions below then answer the questions that follow.

According to the World Economic Forum's *The Future of Jobs Report 2023*, AI is expected to **automate 42% of business tasks** by 2027.

Kai-Fu Lee, AI expert and CEO of Sinovation Ventures, wrote in a 2018 essay that **fifty per cent** of all jobs will be automated by AI within 15 years.

According to the World Economic Forum, job growth in AI and machine learning specialists will **expand by 39%**.

1. Do we need to worry about AI? Explain your answer.

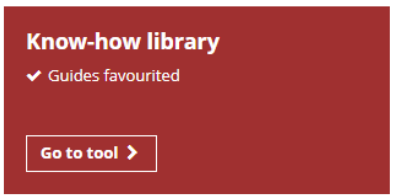
2. CHALLENGE QUESTION: Have there been any other times in history when new technology made some jobs obsolete? What were the consequences of that?

Is AI a threat to our jobs?

In pairs, assign each person a point of view to argue. Add each person’s name to the table below.

Person A will argue AI <u>is</u> a threat to our jobs	Person B will argue AI is <u>not</u> a threat to our jobs
<Person A’s name>	<Person B’s name>

Individually, read the Know-how library guide, [‘Is AI a threat to our jobs?’](#)



In the table below, make a list of points from the guide which support the argument you’ve been assigned.

Finally, add any additional points of your own.

Points from the Know-how library guide to support my argument	My own ideas that support my argument

1. **Person A:** You now have three minutes to convince your partner that AI is a threat to our jobs.
2. **Person B:** Once person A has spoken, you have three minutes to convince them that AI is not a threat to our jobs.
3. Both people: note down the **three** most compelling arguments that your partner made in the box below.

1.

2.

3.

What's your opinion?

Thinking about all of the information you've read today, what is **your** opinion on AI?

Choose a number on the opinion line to represent your point of view, then write **one** sentence to justify your thoughts.



Is AI a threat to our jobs?

No threat

A serious threat

1	2	3	4	5	6	7	8	9	10
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I've chosen number ____ because....

What does AI mean for us?

Choose **one** point of view, then write down how AI might affect this person.

- How might they feel about AI?
- How might AI affect the decisions they make?



A young person
deciding on a
future career



The CEO of a
large business



A government
minister responsible
for the economy

This person might
feel...

This person might
feel.....

This person might
feel...