



THE DUKERIES
ACADEMY

Year 9 Careers

Name:

Tutor group:

Lesson 1 - What are my skills?

Technology and the workplace

Changes in technology have a huge impact on what the workplace looks like. Can you match the technology to the year it was released?

 a) Chat GPT	 b) Google	c) iPhones / Android phones 	 d) TikTok	 e) YouTube
f) Facebook 	g) Instagram 	h) Remote working becomes commonplace 	i) Twitter 	j) Zoom 

Type the letter in the correct box on the timeline.

1998	2004	2005	2006	2007	2010	2011	2017	2020	2022

1. Do you know how any of the technologies above are used in the workplace?

2. Can you think of any jobs that rely heavily on these technologies?

Why are skills important for careers?

Let's go back in time 25 or 30 years to the 1990s – before any of the technology on the previous page had been released. Perhaps your parents or carers were at school then.



Click the links in the table below to read the Careers library profile for each job.

Using the information you read, decide if you think this job did or did not exist in the 1990s.

Careers library

✓ Careers favoured



Job	Do you think this job existed in the 1990s? Why/why not?
1. Aerospace engineer	
2. Choreographer	
3. Content creator	
4. IT network engineer	
5. Project manager	
6. Secondary school teacher	
7. SEO specialist	
8. Social media manager	
9. Sound technician (TV or film)	

Some jobs have been around for decades. Other jobs are newer. Many of the people doing these jobs today were at school in the 1990s.

They couldn't have told their teachers or careers advisers this was their ambition – because their future jobs didn't exist when they were at school.



Discuss: how might you prepare now to do a job that doesn't exist yet?

1. Choose one job from the table below.
2. Click to read the **Careers library** profile. Then find the **skills** you need for this job.
3. Write down - how might someone have demonstrated these skills in the 1990s, before the internet was widely used?

Job	How might someone have demonstrated the skills needed for this job in the 1990s?
1. SEO specialist	
2. Content creator	
3. Social media manager	



Discuss: Why do you think skills are so important to employers?

Your skills

Think about all the activities you do as part of your everyday life:

School
subjects

Sports

Clubs
drama, art, choir, coding

Your role in
your family

Leisure time
gaming, makeup, social media

List one **achievement** you're proud of which is related to these activities.

1.

List two **strengths** you have which are related to these activities.

1.

2.

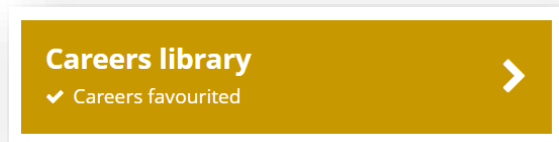
List three **skills** you use when you take part in these activities.

1.

2.

3.

- Log in to your Unifrog account and open the [Careers library](#) tool.



- Scroll down to the section titled 'By skill.'
- Using the three skills you identified in the last activity, search for jobs that might suit you.

Once you've found three suitable jobs, complete the sentences below about each one:

I have good _____ skills. A job that might suit me is _____ because I'd be good at _____ and I'd enjoy _____.

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I have good _____ skills. A job that might suit me is _____ because I'd be good at _____ and I'd enjoy _____.

Developing your skills

Below you'll read three case studies about people who are trying to develop their skills. Read each one, then answer the questions that follow.

Emma has just started painting with acrylics. She's painted a few portraits of friends and they loved them: her friends have told her she's really talented. She posted the work she was most proud of online. Although some people liked the work, others made comments like 'you need to think about your proportions – look at the distance between the mouth and nose in your source photograph' and 'really focusing on highlighting and shading will add some more depth, it's looking quite flat'. She deleted her posts. Now she doesn't want to paint again.

1. Why do you think Emma reacted this way?	
2. Is this criticism helpful or unhelpful? Should we always listen to criticism online?	
3. How might a different attitude or approach help Emma to improve her skills?	

Adam's friends go running every Friday evening and he has decided to join them. They tell him they run 5 kilometres which 'isn't really that far' and that they just do 'easy running' as they're not interested in training for long distances like a marathon.

Adam thought it would be easy, but he couldn't keep up with his friends. He had to keep stopping to walk. They told him to come back next week but he told them he realised he's just not a runner – he'll stick to other sports from now on.

1. Why do you think Adam reacted this way?	
2. Do you think Adam should go back next week? Why/why not?	
3. Is it possible for Adam to improve his running skills? How might he do it?	

Jay comes from a musical family. He received a guitar for his last birthday and he'd love to learn to play. Jay's uncle is an amazing guitarist, and he tells everyone he was "self-taught" and never needed a teacher.

Jay has been watching some online tutorials and he practises every night but he doesn't feel like he's making any progress. Now, just looking at the guitar makes him feel bad because it reminds him he's not a "natural" like his uncle. In a weird way, he feels like he's letting his family down.

1. What advice would you give Jay to help him improve his guitar skills?	
--	--

Plenary: what skills have I used?

Log on to Unifrog and go to the [Skills tool](#).

- A) Choose one skill you've identified today.
- B) Use the CAR method to write about your skill

Skills

✕ Completed all 10

>

Context

What was the situation or task?

Action

What did you do?

Result

What was the outcome?

My dad bought me a flat pack desk for my bedroom. I read the instructions and gathered all of the tools I needed. I followed the instructions step-by-step, checking carefully if I had the correct piece by comparing it with the picture. When something didn't look right, I took it apart and tried again. The finished desk is a sturdy, useful piece of furniture.

Lesson 2 - What comes after school: the main learning pathways

Looking beyond school

For each pathway, write down your rating of how much you know about it, using this scale:

- **1** = I know nothing about this pathway
- **2** = I know a little about this pathway
- **3** = I know quite a bit about this pathway
- **4** = I know lots about this pathway

Pathway	My rating
FE college	
Sixth form	
Apprenticeship	
University	
Employment	
Volunteering	

Finished? For the pathway you know the most about, try to summarise it in under 30 words, to help someone who doesn't know much about it.

How do I find out more?

Select one of the pathways that you rated **low** (1 or 2) in the starter activity and create a list of at least three ways you could find out more about this pathway.

Chosen pathway:

Ways I could find out more about this pathway:

-
-
-

Now, find someone else who selected the same pathway as you.

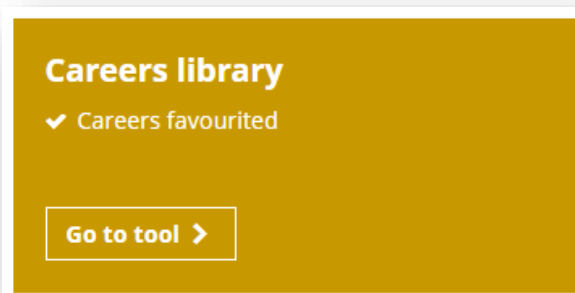


Discuss:

- Which do you think would be the **most useful** source of information and why?
- Which do you think would be the **least useful** source of information and why?
- Could any sources of information be **biased**?

Using the Unifrog Careers library – Careers and learning pathways

- Log in to your Unifrog account and open the [Careers library](#).
- Browse the library to identify a career you'd like to have at some point in your life.



- Read the career profile, paying particular attention to the following sections:
 - Career path and progression
 - Skills required
 - Entry requirements
 - Related university subject profiles
- Use this information to help you to complete the table below.

Chosen career:		
Learning pathways	Qualifications and skills	Progression opportunities

Careers and learning pathways: reflection

Select one of the sentences below to complete.

It's important to find out about the possible **learning pathways** related to your career goals because...

1

It's important to find out about the **qualifications** and **skills** required to reach your career goals because...

2

It's important to find out about the **progression opportunities** related to your career goals because...

3

Chosen sentence: 1 / 2 / 3 (delete as appropriate)

Incorrect assumptions

Select at least one of the following (incorrect!) statements from school students who don't see the value of researching different learning pathways and **draft a reply**.

A

'I need to go to university to get a good job. It's the only way.'

B

'My brother got the job he wanted straight after school, so I'll be able to do the same.'

C

'All the different learning pathways are the same – it doesn't matter which one you follow.'

Chosen statement: A / B / C (delete as appropriate)

Looking beyond school – next steps

I would like to find out more about ***[enter the name of a pathway here]*** because...

I'm going to research this pathway by...

Lesson 3 - Decision making: choosing what to study at KS4

Making decisions: factors to consider

Below are factors you might consider when choosing your Key Stage 4 subjects.

- | | | | | |
|--|--|--|---|--|
| a) Friends' choices | b) Siblings' choices | c) Teachers' opinions | d) Family and friends' opinions | e) The subjects you currently enjoy studying |
| f) New subjects on offer you don't currently study | g) A career you'd like to have | h) A degree you're interested in | i) An apprenticeship you're interested in | |
| j) Your skills: what you're good at doing | k) Your interests: what you enjoy doing | l) Post 16 qualifications you're interested in | m) Type of assessment | |
| n) Type of qualification (academic/vocational) | o) Subject timetable and potential clashes | | | |

Which do you think are the three most important factors to consider and why?

-
-
-

Which do you think are the three least important factors to consider and why?

-
-
-

Making decisions: accessing support

Deciding what subjects to study might seem like a daunting task, but there are lots of people who can provide information to help you and offer support.

Who could support you with your subject choices?
• • •

Select one of your examples and complete the table below.

Selected person:	
------------------	--

Why might this person be a useful source of information to support you with your decision-making?	Why might this person <u>not</u> be a useful source of information to support you with your decision-making?

Making decisions: case study

Ryan's school has a set of core subjects he must study in Years 10 and 11. He must choose **two** other subjects from a list of twelve optional subjects.

Sport	Dance	Music	Drama
Health and social care	Business studies	Psychology	Design technology
IT	Media studies	Graphic design	Fine art

'I really enjoy being creative.'

'I prefer practical assessments to written exams.'

'I think I'd like to have a career in the performing arts sector.'

Based on the information you've got about Ryan (above), which subjects would you recommend he choose and why?

1. I would recommend...

because...

2. I would recommend...

because...

Ryan decided to choose **drama** and **music** as his two optional subjects. Later, Ryan finds out that they clash in the school timetable, and he can only study one of them, alongside a different subject. Ryan then decides on **drama** and **media studies** as his final choices.

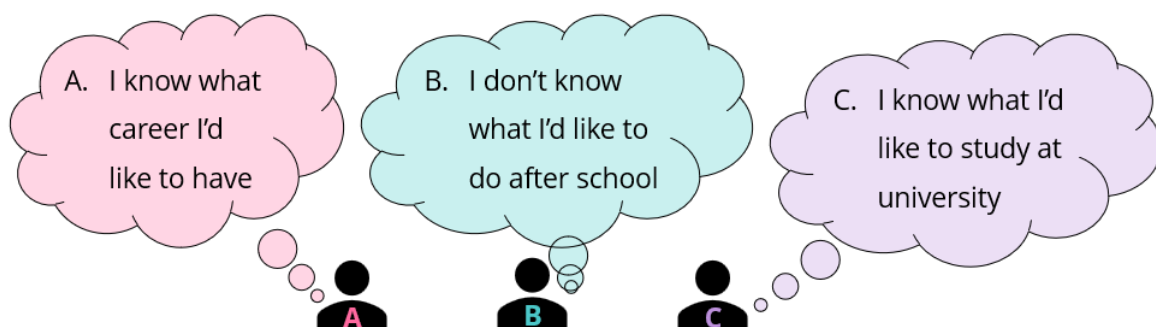
1. Why is it important to consider 'reserve' subjects alongside your main subject choices?

2. How else could Ryan pursue his interest in music alongside his chosen school subjects?

Using Unifrog to explore subjects

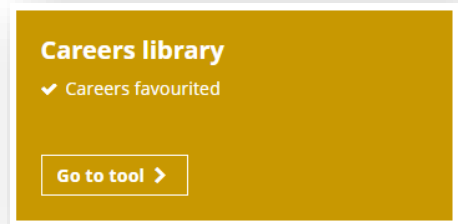
Some (but not all!) careers require university degrees, so we're going to explore university subjects today, as certain courses require you to have studied specific school subjects.

There are three sets of instructions, depending on your current career goals:



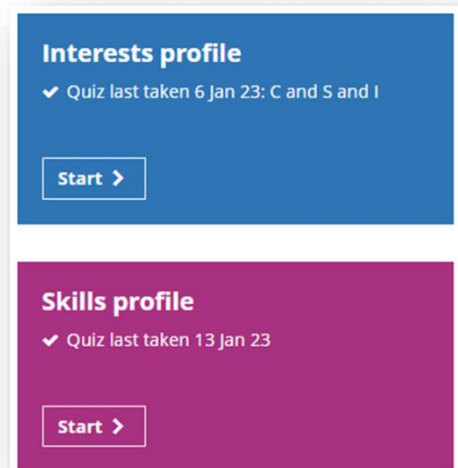
Option A: I know what career I'd like to have

- Go to the [Careers library](#) and select a career profile.
- Scroll down to **'Related university subject profiles'** and select a subject profile.
- Then follow the instructions for using the Subjects library (option C).



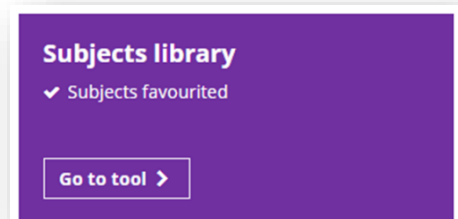
Option B: I don't know what I'd like to do after school

- Go to the [Interests profile](#) or [Skills profile](#) (if you've taken the quizzes).
- Scroll down to **'Search the Subjects library'** and select a subject profile.
- Then follow the instructions for using the Subjects library (option C).



Option C: I know what I'd like to study at university

- Go to the [Subjects library](#) and select a subject profile.
- Scroll down to **'Getting in'** and read the age 15/16 qualifications and grades you'd need.
- In this section, you'll see references to relevant school subjects.



Qualifications and subjects on offer to you

If you've been provided with a list of subjects on offer to you, sort them into three columns in the table below. *Otherwise, you can skip this table.*

Would love to study	Undecided	Don't want to study

For at least one subject you'd **love** to study, write down one reason why you're keen to study it.

I'd love to study...because...

For the subjects you're **undecided** about, write down one reason why you're undecided about them. *Use the example to help you.*

Subjects I'm unsure about	Why I'm currently undecided
<i>e.g. History</i>	<i>e.g. I'm not sure what topics we'd cover and whether they'd interest me.</i>

What would I like to find out next?

Write down at least three questions you'd like to ask to find out more about the subjects on offer to you.

Use the notes you made about your undecided subjects to help you.

-
-
-

Lesson 4 - Taking control of your career journey

Needs and wants

Olena was asked what she'd like in a future job.

1. Categorise each of Olena's statements as **needs** or **wants**.

1. To be paid enough money to buy food and pay bills.	2. To get on well with my colleagues.	3. To have a fun and enjoyable job.	4. To have rest breaks to eat, drink and use the bathroom.
5. To not have to deal with harassment or discrimination.	6. To work flexibly (e.g. choosing her own hours).	7. To work in a safe environment.	8. To be able to afford to go on holiday once per year.

Number	Need or want
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

2. Why do our basic needs have to be met before we can consider our wants?

3. Write down:

- at least **two** needs related to your future career journey
- at least **two** wants related to your future career journey

Use ideas from the table above or come up with your own ideas.

	Career needs	Career wants
1		
2		

Recapping: what is a career journey?

Person one knows where they're heading.



They've researched different routes and decided it's the best one. They know what the journey will entail and how long it'll take.

Person two has no set destination, yet.



They're happy to see where each road takes them. They don't mind if they retrace their steps. They'll make decisions as they go.

Which person would you like to travel with? Explain your answer.

I would like to travel with person ... because ...

Taking the initiative

Log on to Unifrog and go to the Know-how library. Then:

1. Read the **guide** called '[Skills: initiative.](#)'
2. Read the following **scenarios** and decide what the student could do to take the initiative.

1. Maddie wants to be a professional football/soccer player like her role model, Megan Rapinoe. Megan is known for her athleticism and her ability to be a leader on and off the pitch. Maddie wishes she was as confident and fearless as Megan. Her coach has given her feedback on how to improve her technical skills, but Maddie feels too shy to ask for more advice.

Write down at least **two** ways Maddie could take the initiative.

1.

2.

2. James and Lily are new students in a class; they've both just joined from another school. James really wants to make new friends but he feels very nervous about approaching other students. Lily is friendly and easy going but is waiting for others to approach her. She's worried that no one has tried to talk to her.

Write down at least **two** ways James and Lily could take the initiative.

1.

2.

3. Tom is struggling with his English homework and doesn't want to ask his teacher for help. He finds writing essays difficult which is a skill he needs to pass his exams. He's worried his classmates will think he's not smart if he asks questions or is seen staying behind after class.

Write down at least **two** ways Tom could take the initiative.

1.

2.

Career journey: barriers

Write at least **three** barriers people might face on their career journey.
Use the prompts to help.



1.

2.

3.

Write at least **two** ways to overcome or adapt to a barrier:

1.

2.

Scenarios: taking control and making decisions

Read the scenarios and answer the questions.

1. Fran is a 17 year old high school student who's applied to study medicine at university. Her goal is to become a doctor and to help other people. However, she has been off sick with glandular fever and is struggling to catch up on the work she missed. She's worried she won't get her predicted grades. She's been told that she could take a gap year but she wants to go to university this year.	
A) What are Fran's needs and wants?	
B) What barrier is Fran facing?	
C) How can Fran take control of her career journey?	
2. Jack is 23 years old and is looking for a job. He studied history at university and is really interested in becoming a museum curator. However, he can't find a job related to his interests in his home town; he'd have to move somewhere else to do this and that's not possible at the moment as he wouldn't be able to afford a deposit for somewhere to live.	
A) What are Jack's needs and wants?	
B) What barrier is Jack facing?	
C) How can Jack take control of his career journey?	

3. Sam is a mother of two. She's worked as a nurse for the last 10 years. She wants to change her career and learn how to code. She can't just quit her job as she wouldn't be able to afford to pay the rent and basic necessities like food and heating bills. However, she struggles to find the time to learn new skills while taking care of her children.	
A) What are Sam's needs and wants?	
B) What barrier is Sam facing?	
C) How can Sam take control of her career journey?	

Plenary: what skills have I used?

Log on to Unifrog and go to the [Skills tool](#).

A) Pick one skill you've identified.

B) Use the CAR method to write about your skill.

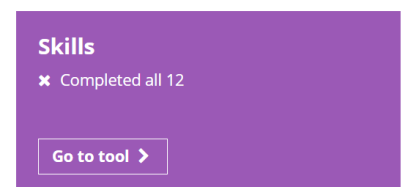
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Lesson 5 - Working and earning: managing your money

Let's talk money

Match the definitions to the key terms using the accompanying letters,
e.g. 1 = F.

A. The lowest wage a worker aged 21 or over should receive.

B. A deduction from your salary (or self-employment profit) that contributes to funding public services like the NHS.

C. A system your employer uses to take Income Tax and National Insurance contributions before they pay your wage.

D. The age at which you are legally allowed to leave school.

E. A deduction from your salary (or self-employment profit) that contributes to a national fund for things like retirement.

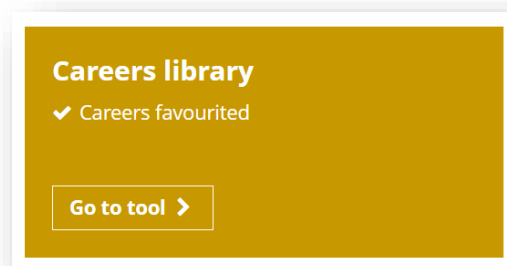
F. The lowest wage a worker above school leaving age and under 21 should receive.

Term	Definition
1. National Minimum Wage	
2. National Living Wage	
3. School leaving age	
4. Pay As You Earn (PAYE)	
5. Income Tax	
6. National Insurance	

1. What is the minimum wage you're entitled to receive as a 13-year-old employee?	2. What is the minimum wage you're entitled to receive as a 17-year-old employee?	3. What is the minimum wage you're entitled to receive as a 23-year-old employee?
£	£	£

Pay and taxes: an example

- Log in to your Unifrog account and open the [Careers library tool](#).
- Use the search functions to find any career profile you like.
- When viewing a career profile, scroll down to Labour Market Information (LMI).



Selected career profile	UK annual median salary
	£

1. National Insurance payments are made by people who earn over £242 a week. Is your example employee required to pay National Insurance?

--

2. You don't pay Income Tax on the first £12,570 of your income. Is your example employee required to pay Income Tax? If so, how much of their income is taxable?

--

3. How much is your example employee earning per month, before salary deductions like Income Tax, National Insurance, pension contributions, and loan repayments?

--

Number quiz

Complete the statements below by highlighting the correct answers.

Statement	Answer
1. The youngest age you can work part time is ___, except in career sectors like acting.	A 11 B 12 C 13
2. Once you're ___, you must be paid through Pay As You Earn (PAYE).	A 13 B 16 C 18
3. Once you're ___, adult employment rights and rules apply.	A 16 B 18 C 23
4. Employees under ___ don't pay National Insurance.	A 16 B 18 C 23
5. Employees aged 16 to ___ are entitled to at least £7.55 per hour.	A 17 B 18 C 19
6. During term time, school-age employees can work a maximum of ___ hours a week.	A 10 B 11 C 12
7. During school holidays, 13- to 14-year-olds can work a maximum of ___ hours a week.	A 20 B 25 C 30
8. During school holidays, 15- to 16-year-olds can work a maximum of ___ hours a week.	A 30 B 35 C 40

Employment rights in action

Imagine you're 13, and you've got a part-time job in a coffee shop that pays £7.55 an hour. You work every Saturday, 9:00am to 1:00pm.

Using the facts from the previous activity, answer the following yes/no questions and explain your answer.

A. Your manager asks if you can bring your 12-year-old sibling along to help out because the coffee shop is understaffed. Are they allowed to do this?

B. Your manager asks you to work an extra paid hour after your shift ends. Are they allowed to do this?

C. Your manager asks you to switch your work day to Sunday, keeping the same hours and pay. Are they allowed to do this?

D. It's the summer holidays and your manager asks if you'd like to work your typical 4-hour shift every weekday. Are they allowed to do this?

Budgeting: youth part-time employment

Imagine you're 13, and you've got a part-time job in a coffee shop that pays £7.55 an hour. You work every Saturday, 9:00am to 1:00pm.

For this activity, assume there are no deductions that apply to your salary, like Income Tax, National Insurance, pension contributions, or loan repayments.



Your salary is within the tax-free Personal Allowance of £12,570 a year, so you wouldn't pay any **Income Tax**.



Your salary is under the £242 a week threshold of **National Insurance** (which is only paid by those 16 and above).

1. What will your weekly wage be?	2. What will your monthly wage be?
£	£

You want to save up for a new phone, but your friends have different suggestions of the best way for you to manage your income.

1

'Save the full £100 each month – don't spend any of it.'

2

'Save half of your monthly income (£50) and spend the other half.'

3

'Save whatever is left each month after you've spent what you want to.'

Advice	Pro	Con
1. Save the full £100 each month – don't spend any of it		
2. Save half of your monthly income (£50) and spend the other half		

3. Save whatever is left
each month after
you've spent what
you want to

I think the best advice is number ____ because...

Budgeting: employment as an adult

Select one of the following personas:

An adult living with three housemates



An adult living by themselves



An adult living with their partner and
two children



An adult living with their partner



What things would your individual need to spend their income on each month?

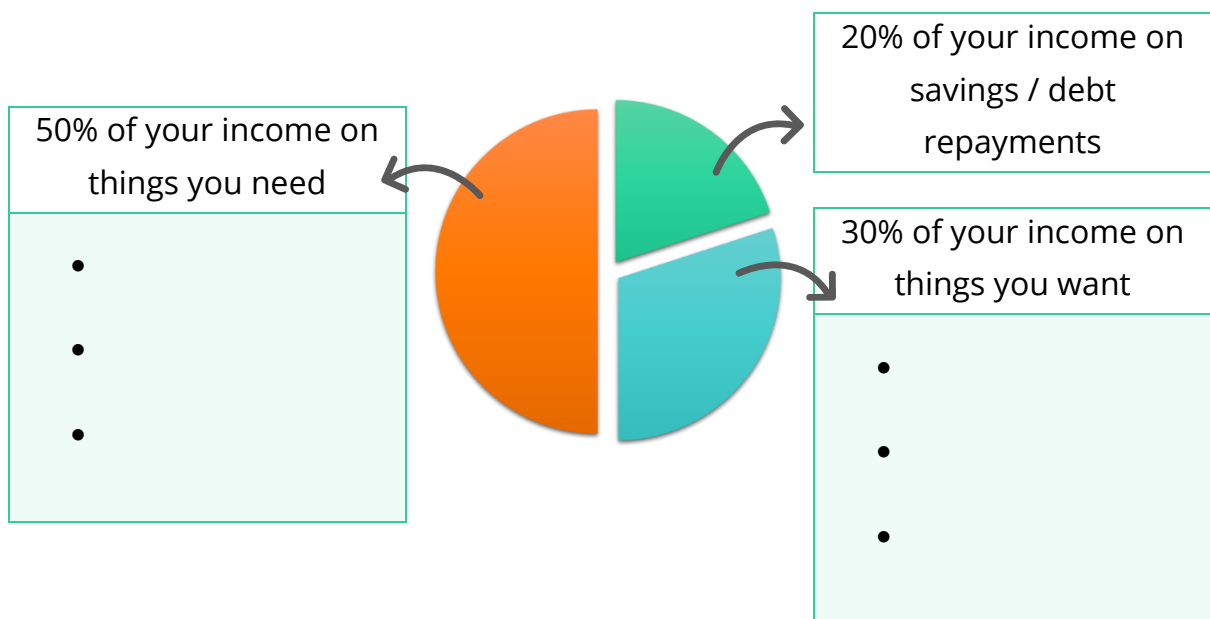
Now, compare your lists with classmates who've selected different personas.



Discuss:

- What would **everyone** need to include in their budget?
- What might cause **differences** in everyone's budgets?

The 50:30:20 rule



In the boxes above:

- Add in three examples of things you'd **need** to spend your income on.
- Add in three examples of things you'd **want** to spend your income on.

Lesson 6 - What is the labour market and why is it important?

What is the labour market?



Write down at least two examples for each question:

What do workers need to know about the work in the labour market? 	What do employers need to know about the people in the labour market? 
1.	1.
2.	2.

What is labour market information?

Labour market information (LMI) is any data or information about the labour market.

Write down as many examples of LMI as you can think of. Use the icons to help.



Examples of LMI (labour market information)

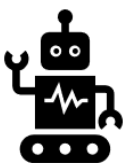


Discuss why you think we need to know labour market information.

What influences the labour market?

The labour market is complex; many factors can influence it or cause it to change.

Write down at least **two** things that could influence or change the labour market. Use the icons to help.



Factors that can influence or change the labour market

Where can you find labour market information?

Labour market information is available in a range of places and formats.

Write down at least **three** places where you could find labour market information.

- 1.
- 2.
- 3.

How can I use LMI to help me?

Task one:

- Log in to your **Unifrog** account.
- Go to the [Know-how library](#).
- Find the guide called '[Employer profile: PwC](#)'.
- Read the guide.



Write down at least **three** examples of LMI.

- 1.
- 2.
- 3.

Task two:

- Go to the **Careers library** and choose a career you're interested in.
- Scroll to the bottom of the careers profile to the LMI section.
- Answer the questions below.

1. UK current jobs: How many current jobs are there in your location?

"In Kent, there are currently 26,764 teaching professional jobs."

2. UK salary: What is the median (average) salary for your region?

"In the South East, the median salary for teaching professionals is £39,459'."

3. UK prospects: What is the predicted growth for your region?

"In the South East, the predicted growth of teaching professional jobs 3.1%."

The career I've chosen is...

1. Jobs:

How many current jobs are there in your location?

2. Salaries:

What is the median (average) salary for your region?

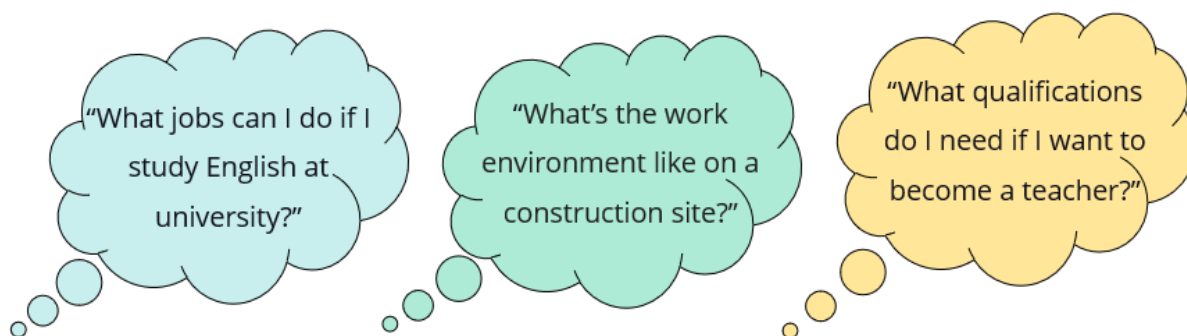
3. Growth:

What is the predicted growth for your region?

Task three:

- In the boxes below, write down at least **two** questions you have about careers, work or jobs that could be answered by using LMI.

For example...



- **Use Unifrog** to find out the answer to your question.
- You might need to use:
 - [Careers library](#)
 - [Subjects library](#)
 - [Know-how library](#)
 - [Searching for opportunities tools](#)
- Write the **answers** you find in the boxes below.

Career questions	Answers
1.	
2.	

Recap

Based on the information you’ve learned in this lesson, **write** down the answers to the questions below:

1. What is the labour market?	
2. What is labour market information?	
3. Why is the labour market important?	

Careers in the curriculum – 1

Discuss what you've learned and completed in a subject.

What activity have you really enjoyed or are you proud of?

Reading a book

Watching a
documentary

Group work

Independent work

Something else?

In this space make notes on what you did

Turn your notes into a star statement

Situation	Task	Action	Result
• Introduce the situation to the employer and set the context	• Describe the task you had to complete, including the expectation and challenges it would involve	• Explain what you did, and how you did it	• End with the results of your efforts, including accomplishments, rewards, and impact
Situation	Task	Action	Result
• In Geography we were studying tectonic hazards	• I had to work as a part of a group to do a presentation to my class	• I was responsible for making the powerpoint, making sure it was laid out well.	• The students in my class said they enjoyed the powerpoint and learnt something about Tectonic Hazards.

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Careers in the curriculum – 2

Discuss what you've learned and completed in a subject.

What activity have you really enjoyed or are you proud of?

Reading a book

Watching a
documentary

Group work

Independent work

Something else?

In this space make notes on what you did

Turn your notes into a star statement

Situation	Task	Action	Result
• Introduce the situation to the employer and set the context	• Describe the task you had to complete, including the expectation and challenges it would involve	• Explain what you did, and how you did it	• End with the results of your efforts, including accomplishments, rewards, and impact
Situation	Task	Action	Result
• In Geography we were studying tectonic hazards	• I had to work as a part of a group to do a presentation to my class	• I was responsible for making the powerpoint, making sure it was laid out well.	• The students in my class said they enjoyed the powerpoint and learnt something about Tectonic Hazards.

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Careers in the curriculum – 3

Discuss what you've learned and completed in a subject.

What activity have you really enjoyed or are you proud of?

Reading a book

Watching a
documentary

Group work

Independent work

Something else?

In this space make notes on what you did

Turn your notes into a star statement

Situation	Task	Action	Result
• Introduce the situation to the employer and set the context	• Describe the task you had to complete, including the expectation and challenges it would involve	• Explain what you did, and how you did it	• End with the results of your efforts, including accomplishments, rewards, and impact
Situation	Task	Action	Result
• In Geography we were studying tectonic hazards	• I had to work as a part of a group to do a presentation to my class	• I was responsible for making the powerpoint, making sure it was laid out well.	• The students in my class said they enjoyed the powerpoint and learnt something about Tectonic Hazards.

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