

Year 9 PDC Booklet

Living in the Wider World I



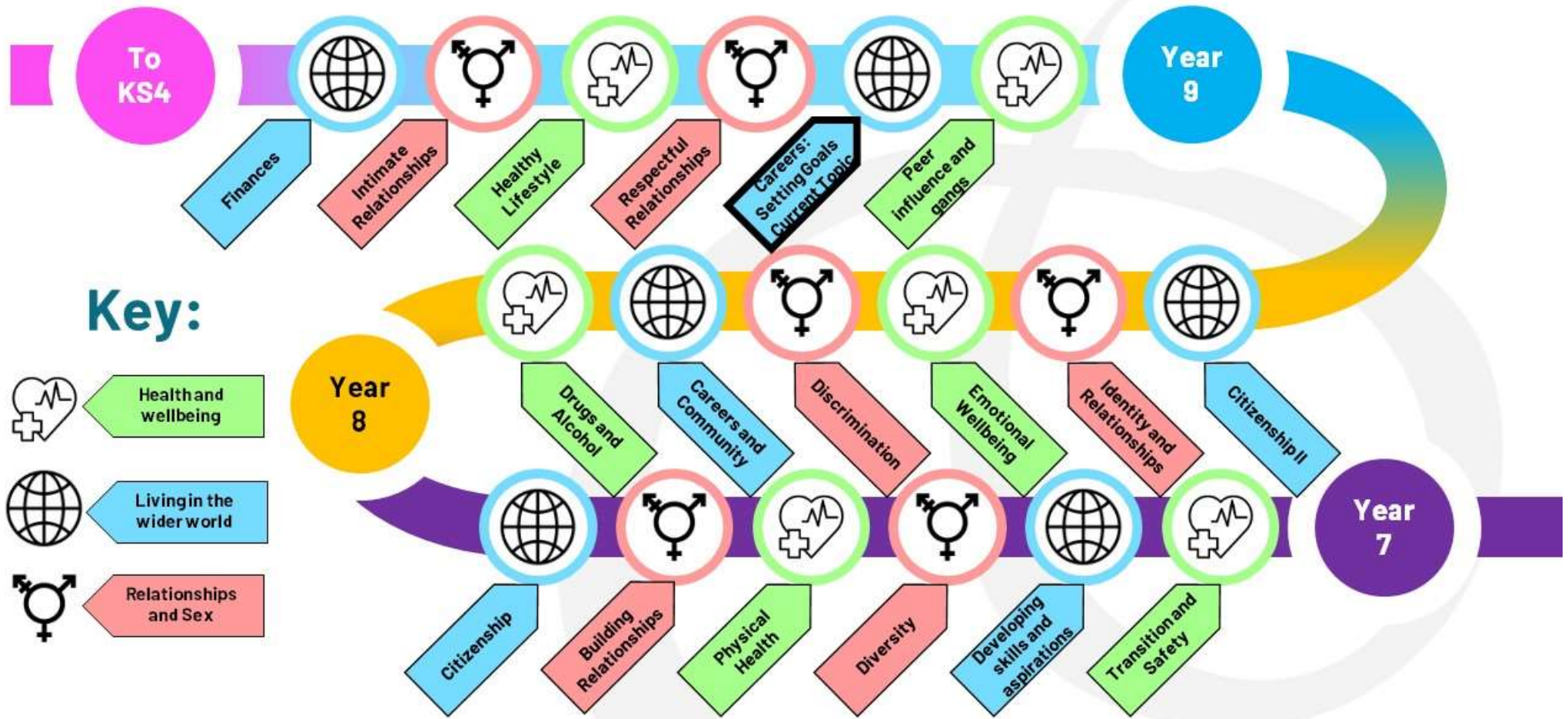
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Personal Development Curriculum KS3 Learning Journey





Year 9 – Block 2: Living in the Wider World Knowledge Organiser



Key Words		UniFrog Competencies		Being Enterprising
Personal Qualities	The characteristics, ways of feeling, thinking and behaving, within a person that makes them different and unique from others.	Aiming high	Set a clear goal and devise a plan to achieve it	<p>Being enterprising is one of the most important skills employers look for. This benefits all areas of your life, giving you confidence and skills. Skills associated with being enterprising include:</p> <ul style="list-style-type: none"> • Adaptability • Creativity • Independence • Initiative • Opportunity Identification • Problem Solving • Resilience • Risk Taking
Skills	The ability to do something well: expertise.	Creativity	Used your imagination to come up with new ideas	
Enterprise skills	The qualities and attributes an enterprising person demonstrates	Leadership	Motivated others to achieve a shared goal	
Enterprise	A project or undertaking, especially a bold or complex one. A business can also be referred to as an 'enterprise'	Listening	Shown strong skills in receiving and processing ideas	
Work skills	Skills needed in the workplace e.g. communication skills or interpersonal skills	Speaking	Shown strong skills in orally transmitting ideas	
Aspirations	Goals or ambitions we want to achieve	Problem solving	Found a solution to a situation or challenge	
Taking Initiative	Doing a little extra even if no one asked you to	Staying positive	Used strategies to overcome a setback	
Stress	Mental or emotional strain or tension	Teamwork	Worked co-operatively with others to get things done	
Anxiety	Persistent feeling of worry	Reading	Shown strong skills in reading	
Emotional Intelligence	The capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well	Numeracy	Successfully worked with numbers	
		Independence	Worked on your own to achieve something	
		Writing	Shown particularly strong skills in writing	
Qualifications Post 16		Combating Workplace Emotions		
Lvl 1: Lvl 2: Lvl 3: Lvl 4/5: Lvl 6: Lvl 7: Lvl 8: <div style="display: inline-block; border: 1px solid black; padding: 2px; margin-left: 5px;"> Lvl 8: </div>		Reason	Strategy	
GCSE 1-3 GCSE 4-9 A Level/ BTEC/NVO Degree Foundation Degree Degree Diplomas Masters/ Post-Grad Courses PhD		Fear of being laid off	Openly communicate with your employer or your HR about the company's stability. Also, complete additional skill enhancements	
		More overtime due to staff cutbacks	Prioritise your tasks to manage your working hours. Communicate	
		Pressure to perform to meet rising expectations but with no increase in job satisfaction	Set realistic goals for your career milestones, and ask for regular feedback on your progress towards them	
		Pressure to work at optimum levels—all the time!	Ensure you have a work/life balance and incorporate mindfulness and meditation into your daily routine	
		Lack of control over how you do your work	Discuss how you want to work with your manager, and offer solutions to the problem rather than those that are useful	
Where To Go For Support:				
Teachers and School Staff, Parents, Friends, Parents				
National Careers Advice Service	https://nationalcareersservice.direct.gov.uk/			
UniFrog	https://www.unifrog.org			

Retrieval Practice

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Baseline and Endpoint Assessment

	1	2	3	4	5	6	7	8	9	10
I can describe the differences between skills and qualities										
I am able to adapt my skills and qualities to suit different applications										
I am able to record my skills and qualities on UniFrog										

Task 1: Match up the competency with its definition

1. Aiming high	a. Used your imagination to come up with new ideas
2. Creativity	b. Shown strong skills in receiving and processing ideas
3. Leadership	c. Used strategies to overcome a setback
4. Listening	d. Shown strong skills in reading
5. Speaking	e. Set a clear goal and devise a plan to achieve it
6. Problem solving	f. Found a solution to a situation or challenge
7. Staying positive	g. Worked co-operatively with others to get things done
8. Teamwork	h. Shown strong skills in orally transmitting ideas
9. Reading	i. Worked on your own to achieve something
10. Numeracy	j. Shown particularly strong skills in writing
11. Independence	k. Successfully worked with numbers
12. Writing	l. Motivated others to achieve a shared goal

Task 2: Enterprise Skills

Skill	Example in school	Example out of school
Punctuality		
Oral and written communication		
Taking/giving directions		

Working as part of a team		
Problem solving skills		

Task 3: Demonstrating a skill

Think of a time you've demonstrated a skill. Write a description of this time.

Remember how much detail was in the brilliant example from earlier

Unifrog competencies:

- Aiming high
- Creativity
- Leadership
- Listening
- Speaking
- Problem solving
- Staying positive
- Teamwork
- Reading
- Numeracy
- Independence
- Writing

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Task 1: Ambitions

What are your ambitions for the following:

- Your GCSEs
- After 16
- After 30

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Would you describe these ambitions as realistic or over-ambitious? Why?

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Task 2: Case Studies	How does the student demonstrate this skill/quality?	How have I demonstrated this skill or quality at some point in my life?	How could I demonstrate this skill or quality in the future?
<p>Managing Money: Tara had £50 to last her each week after she paid her rent. Knowing money would be a squeeze she shopper around on price comparison sites for cheaper utility bills and created a strict budget she was determined to stick to</p>			
<p>Negotiation: Priya's landlord wanted £900 a month for her flat - which was a little too pricey for her. Priya suggested £750 but her landlord said no. The price included a weekly cleaner, so Priya suggested she would do all the cleaning weekly instead and would pay £775 a month. The landlord agreed.</p>			
<p>Project Management: Jamie, a student TA, was asked to set up a corner of the school's library as a careers centre. He created a detailed plan of what he needed, how long it would take, arranged students to help and completed the task on time, on budget and pleased the Principal with his completed project</p>			
<p>Research and Information Gathering</p>			

<p>Kelly was set a very interesting coursework question – ‘What challenges face small businesses in their first three years?’ As well as using the internet, Kelly decided to actually go and visit some small businesses and ask them the question in person</p>			
<p>Identifying Opportunities: Sam struggled to think of a stall to put on at the Christmas Fayre, so he decided to make a list of all the other stalls and do something completely different. Noticing there were no stalls selling chocolate advent calendars, he decided that would be what his stall would sell.</p>			
<p>Lateral Thinking: Tyson dropped his phone in his drink at a party. His mates told him it was broken and he’d need a new one. Tyson didn’t want to buy a new one, so he put the phone on a towel on the radiator overnight. It dried out and started working again.</p>			

Task 2: Scenarios



	What emotions might you experience in this scenario?	What would be the effect on yourself in this scenario?	What would be the effect on others in this scenario?	How might you deal with these emotions in this scenario?
Its Monday morning. Your boss has just asked you to quickly pop into their office for a chat. They really need you to complete the project you've been working on two weeks early – by Friday. They don't give you a reason why, but apologise for the change in deadline.				
You are working on a project with another colleague at work. You have done most of the work, but you overhear your colleague bragging about all the work they have put in to complete this project. They are taking credit for your work, but in reality aren't doing much themselves				
Its reaching the end of your shift. You still have 5 things left to do on your to-do list. You could push them to tomorrow, but then you'll have too much to do tomorrow. You could stay later today, but that means you won't be able to go out for dinner tonight with friends you haven't seen for a long period of time.				
You've just received a promotion! You are asked not to talk to anyone about it, but you are so excited and you really want to tell someone. You know you shouldn't but telling one person won't hurt right?				

Task 1: Case Studies



	What qualifications should they study?	Where should they study?
<p>Samuel is 16, and has just finished his GCSEs. He achieved 7 good passes, including maths and English. Although he did well with his GCSEs, he struggled with revision and much prefers coursework and real-life assignments. He is not sure what qualification he should study next, but knows he is interested in engineering.</p>		
<p>Sophie did well at school up until year 9. Unfortunately, she was very ill and was absent from school for most of year 10 and most of year 11. When she returned to school she had missed a lot of work and found it very difficult to catch up. She achieved 2 GCSEs, neither at high grades. She likes the idea of working in a bank or in customer service when she is older.</p>		
<p>Sean is 16 and just finished his GCSEs. He passed five, including maths and English. He is very creative, and enjoys graphic design. He doesn't enjoy lots of exams. His career aspiration is to become a graphic designer.</p>		
<p>Grace has just finished her GCSEs and achieved 9 passes, all high grades. She is a very shy person who always studies really hard and has no trouble with exams. She moved into the area when she was 14, and although she found it very difficult to make friends to begin with, she has now built up strong friendships within her class. Some of her friends are talking of going to the local FE College to continue studying, but she is not sure if it is right for her. Her career aspiration is to become a doctor.</p>		



Retrieval Practice

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Baseline and Endpoint Assessment

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I can describe what career navigation is										
I am able to understand the different stages of a career										
I am able to advise others career navigation										

Task 1: Case Studies

Sarah is in her mid-twenties and has been working in marketing for three years. She enjoys her job, but she's starting to think about her long-term goals. She's considering pursuing additional qualifications, but she's also thinking about switching to a different industry. What advice would you give Sarah? What are the pros and cons of each option?

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Michael has been working in finance for over a decade, but he's feeling burnt out and unfulfilled. He's considering a career change, possibly into teaching. What steps should Michael take to make this transition? What challenges might he face, and how could he address them?

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Task 2: Scenario

You're a high school student about to graduate, and you need to choose a major for college. You're torn between two options: Computer Science and Psychology. What factors should you consider when making this decision? Write down three key considerations and explain why they're important.

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