

ACTIVITY HANDBOOK

Coaching Programme for Year 10 students

This book belongs to:

HOW TO WORK TOGETHER

Over the next four sessions you and your coach will be discussing lots of exciting new ideas. To help you both get the most out of the sessions it's important to:

Ask for help
if you don't
understand
something

Let your
coach know
how you
learn best

Keep an
open mind
to new
ideas

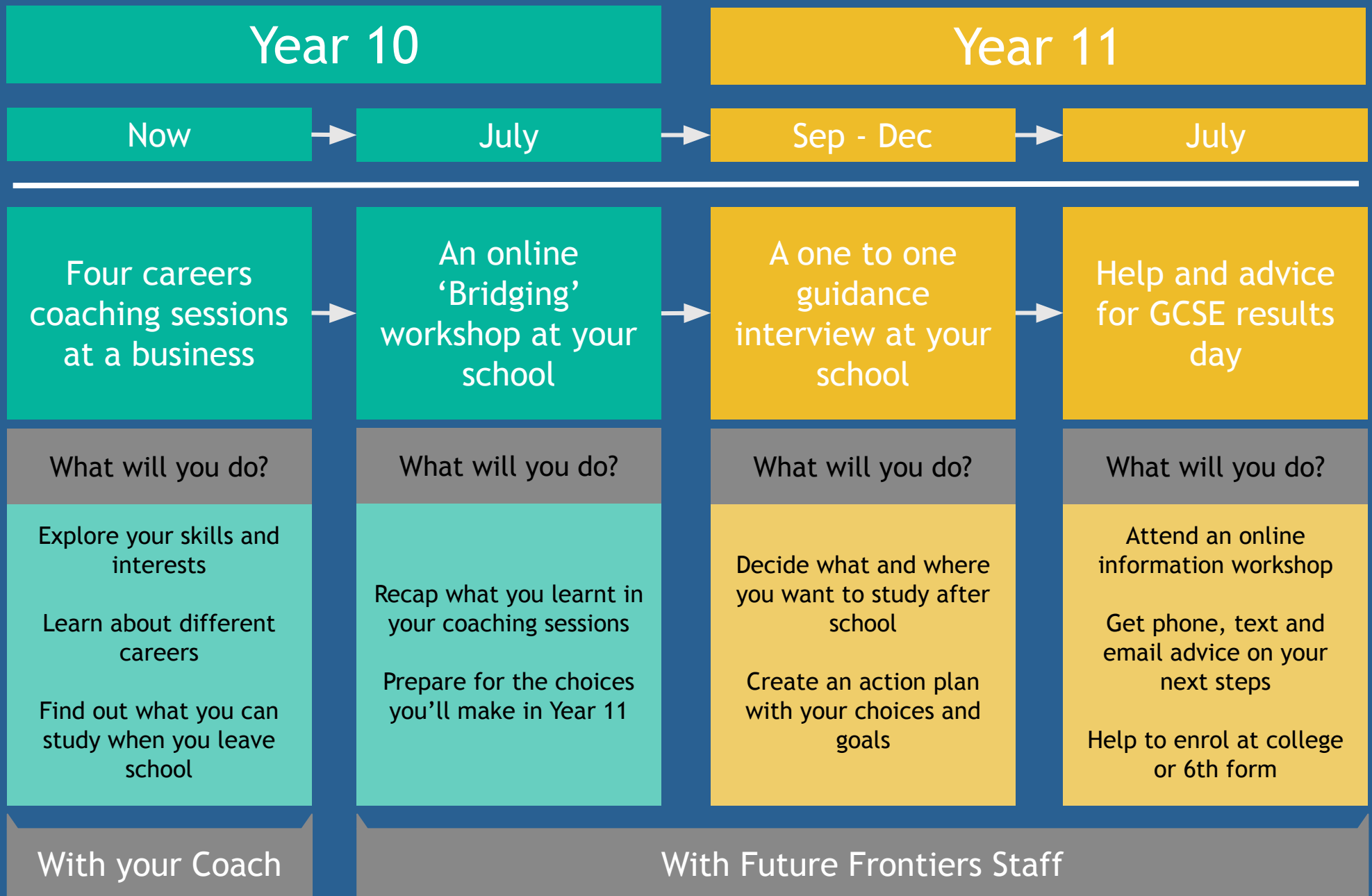
Take a
break if you
need to

Your Transition Manager is here to support you, so let them know if you get stuck on any activities or need any help.

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THE FUTURE FRONTIERS PROGRAMME



SESSION 1:

KNOW

YOURSELF

This session will help you:

- Get to know your coach and think about what you'll gain on the programme
- Reflect on your skills and how you've developed them
- Think about what is most important to you in your future career

GETTING TO KNOW EACH OTHER

Taking part in coaching can be a great experience for both you and your coach. Everyone has their own reasons for wanting to take part - let's spend a few minutes getting to know each other.

Take turns to ask each other these questions.

To ask your coach

Why do you want to be a coach?

What is your job?

What do you think you'll get out of coaching?

What are you most excited about?

Your coach to ask you

Why do you want to take part in coaching?

What do you think you'll learn about on the programme?

What are you most excited about?



PRE-PROGRAMME SURVEY

Let's take some time to think about what you know about careers so far and how you feel about your future. We'll do the same survey at the end of programme to see how much you've achieved.

If you've already done this in the pupil launch, you can skip this page.

Go to bit.ly/ffstartsurvey and complete the short survey.

You should complete this by yourself.

You'll need your 'Pupil Unique Identifier' number from your Transition Manager which you should record below:

Pupil Unique Identifier:

ACTIVITY 1: HOW MUCH DO YOU KNOW ABOUT THE PROGRAMME?

You just heard from your Transition Manager about what you'll do on the two year Future Frontiers programme. Let's check what you remember...

1	In year 10 how many sessions will you have with your coach? A. One B. Two C. Four	4	In year 11, who will come to your school to give you a 1-2-1 guidance interview? A. Your coach B. A Future Frontiers staff member C. Your teacher
2	What will you do in July of year 10? A. Attend an online 'Bridging' workshop at your school B. Attend a 1-2-1 interview at a business C. Attend a virtual work experience	5	What will you do in your year 11 interview? A. Decide what course and where you want to study after year 11 B. Apply for jobs C. Practice your interview skills
3	What will you learn about in the 'Bridging' workshop? A. What jobs you can do in the future B. What decisions you need to make in year 11 C. How to enrol at college	6	On GCSE results day what help will you get from Future Frontiers? A. A workshop at a business B. A 1-2-1 interview with your coach C. Advice and help by email, phone and text

Go back to page 4 if you need a reminder about the programme structure

Now check your answers on page 15. How many did you get right?

ACTIVITY 2: WHAT DO YOU WANT TO ACHIEVE?

Let's start by having a think about what you'll achieve by taking part in your coaching sessions.

In the programme you will cover these four areas:

Explore your skills, interests and values

Learn about different jobs and career pathways

Understand what types of qualifications you can study after year 11

Speak to a role model from one of your top careers

What are you most interested to learn about and why? Discuss with your coach

You can use this section to add notes if you would like to:

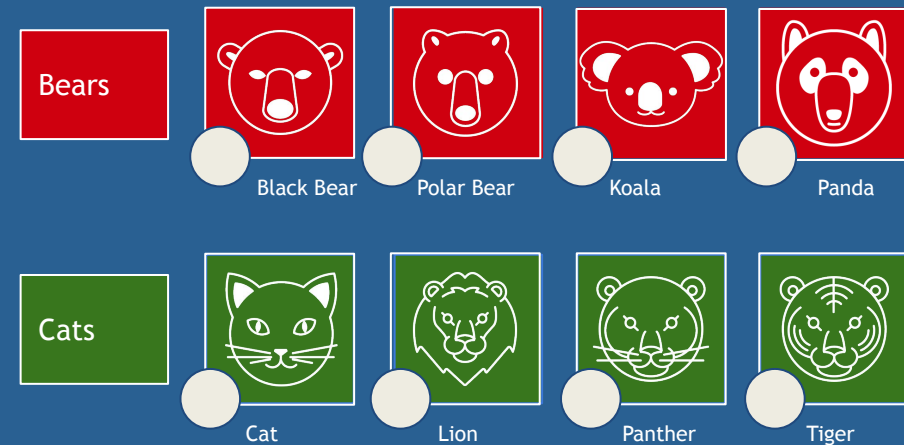


ACTIVITY 3: WHO AM I?

The Buzz Quiz will help you explore what you're good at and what you enjoy, so you can pick a career that matches up with these.

- If you are using a Future Frontiers tablet: Click on 'For you', scroll down to the section 'Added for you' and then click on the Buzz Quiz link.
- If you are using another device: Go to www.coleggwent.ac.uk/buzz-quiz to complete the quiz.

Which animal are you?



Discuss the following with your coach.....

What are your animal's strengths?

What subjects does your animal enjoy?

What jobs might suit your animal?

Does this animal sound like you?

You can add notes on page 59 if needed



ACTIVITY 4a: WHAT ARE YOU GOOD AT?

This activity will help you think about what you're good at and why. Understanding your skills will help you decide what you'd like to study in the future and what careers might suit you.

Look at the list of skills below and tick those which sound most like you (or add your own). Think about the skills linked to your animal type in the last activity to help you.

<input type="checkbox"/> Working as part of a team	<input type="checkbox"/> Being organised	<input type="checkbox"/> Maths and numeracy	<input type="checkbox"/> Coming up with new ideas	<input type="checkbox"/> Leading others	<input type="checkbox"/> Presenting to others
<input type="checkbox"/> Being creative	<input type="checkbox"/> Taking responsibility	<input type="checkbox"/> IT and computing	<input type="checkbox"/> Creative writing and English	<input type="checkbox"/> Solving problems	<input type="checkbox"/> Sticking to a task
<input type="checkbox"/> Learning new things	<input type="checkbox"/> Helping others	<input type="checkbox"/> Working independently	<input type="checkbox"/> Making things	<input type="checkbox"/> Communicating with others	<input type="checkbox"/> Performing
<input type="checkbox"/> Working with your hands	<input type="checkbox"/> Physical activity and fitness	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>

ACTIVITY 4b: WHAT ARE YOU GOOD AT?

Being able to give examples of how you've demonstrated your skills can help prepare you for applications and interviews in the future. This activity will help you think about how you've developed different skills.

Add your top three skills from the last activity to the grid below and think of an example of a time you've demonstrated each skill. You could think about an example from school or an activity you do in your own time.

Your skill	How have you demonstrated this
e.g. <i>Helping others</i>	<i>Being a school ambassador and showing new students around school and helping them to settle in.</i>
e.g. <i>Being creative</i>	<i>Recording my own music at the studio in my youth club.</i>
1	
2	
3	

ACTIVITY 5a: YOUR CAREER VALUES AND INTERESTS

Career Values - Something that is important to you in your career. For example, 'helping other people' or 'protecting animals'.

Interests - Something you enjoy or are excited about that you would like to follow in your career such as 'science', 'sports' or 'coding'.

Look at the students below and decide if their chosen career is a good match with their interests and career values.

	Student's Chosen Career	Student's Career Values	Student's Interests	Is this a good fit? Tick if yes
Student A	Accountant	Potential to earn a high salary	Maths	<input type="checkbox"/>
Student B	Nursery Assistant	Looking after others	Theatre and drama	<input type="checkbox"/>
Student C	Army Officer	Being self employed	Sports and fitness	<input type="checkbox"/>

Are there any students whose careers didn't match with their career values and interests? Can you think of which careers might match their interests or values? Discuss with your coach.



ACTIVITY 5b: YOUR CAREER VALUES AND INTERESTS

In the last activity you thought about how different career values and interests might fit with different careers. In the next session we'll start to match your career values and interests to different careers.

Look through the list below and select three career values and three career interests that are important to you (or write your own in the blank spaces).

Career Values			Career Interests		
<input type="checkbox"/> Helping others	<input type="checkbox"/> High earning potential	<input type="checkbox"/> Being self employed	<input type="checkbox"/> Computing and IT	<input type="checkbox"/> Health care	<input type="checkbox"/> Construction
<input type="checkbox"/> Working outdoors	<input type="checkbox"/> Fighting injustice	<input type="checkbox"/> Running a business	<input type="checkbox"/> Art and design	<input type="checkbox"/> Science and technology	<input type="checkbox"/> Fashion and beauty
<input type="checkbox"/> Protecting the environment	<input type="checkbox"/> Working flexibly	<input type="checkbox"/> Caring for animals	<input type="checkbox"/> Media and journalism	<input type="checkbox"/> Marketing and business	<input type="checkbox"/> Finance and economics
<input type="checkbox"/> Opportunities for travel	<input type="checkbox"/> Promoting health care	<input type="checkbox"/> Being creative	<input type="checkbox"/> Performing arts	<input type="checkbox"/> Uniformed services	<input type="checkbox"/> Sports and fitness
<input type="checkbox"/> Making and building things	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>	<input type="checkbox"/> Other: <input type="text"/>

ACTIVITY 6: SUMMARY

In this session you've thought about your skills, interests and career values. Knowing your strengths and priorities will help you in the next session when you start exploring different career pathways.

Let's summarise what you've explored so far...

Discuss these questions with your coach:

What do you think is your top skill?

Which career value is most important to you?

Which career interest do you find most exciting?

Next week you'll be looking at career profiles in more detail. Can you think of any jobs that might match with your skills, values and interests?

Answers from page 8

Q1 - C, Q2 - A, Q3 - B, Q4 - B, Q5 - A, Q6 - C

SESSION 1 DEBRIEF: WHAT HAVE WE ACHIEVED?



At the beginning of the session we looked at three key things you'd explore. Look at the list below and decide how confident you feel with each goal:

What you explored in today's session	How confident do you feel about this currently? Tick the box that fits.			
	<i>Not confident at all</i>	<i>Slightly confident</i>	<i>Fairly confident</i>	<i>Very confident</i>
Get to know your coach and think about what you'll gain on the programme				
Reflect on your skills and how you've developed them				
Think about what is most important to you in your future career				

If you've ticked mainly 'Fairly confident' or 'Very confident', you can move onto the Bonus Activity on the next page (if you have time).

If you've picked mainly 'Not confident at all' or 'Slightly confident', make a note of what you'd like to know more about. If you have time, discuss with your coach or spend some time next session looking back at the activities.

BONUS ACTIVITY 1: YOUR CAREER VALUES AND INTERESTS

In Activity 4b you selected your top three Career Values and Interests.

If you have time at the end of the session, fill out the table below with reasons why these are important to you.

Top Career Values	Why is this important to you?
e.g. Opportunity to travel	I want to see other places and learn a new language

Top Interests	Why is this important to you?
Uniformed Services	I want to be in the police or fire service because I want to help others and be active

BONUS ACTIVITY 2

On the last page you looked at your career values and interests in more detail.

Discuss the questions below with your coach and make any notes you want to in the box.

Before the session today, had you thought about your career values and interests?

Which career value or interest is most important to you?

Which career value or interest would you like to learn more about?

You can use this section to add notes if you would like to:

SESSION 2: YOUR FUTURE

This session will help you:

- Explore key information about different sectors and jobs
- Identify Job Profiles that match your skills, interests and career values
- Understand what qualifications you need to get into different jobs

RECAP ACTIVITY

The sessions build on each other, so each week it's important to take a step back and remember what you discussed in the last session.

Without looking back, try and remember which skills, interests and career values you identified last week. You can check pages 12 and 14 if you need some help. You can then discuss the questions with your coach.

My Skills	My Career Values	My Interests

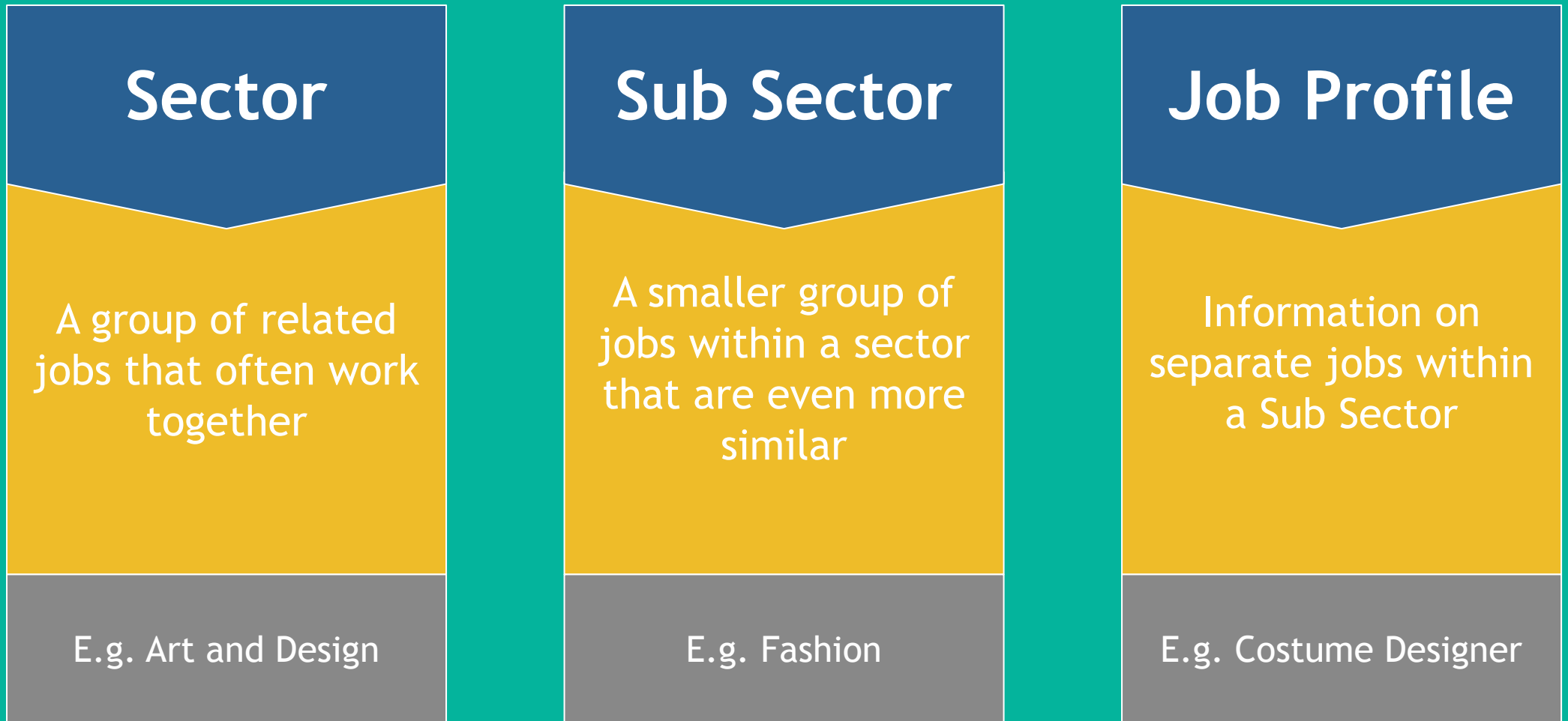
What skill do you most want to develop in the future?

Which career value would you most like to explore today?

Which of your career interests are most important to you?

ACTIVITY 1a: EXPLORING SECTORS AND JOBS

For Session 2, it will be useful to understand these three terms.



ACTIVITY 1b: EXPLORING SECTORS AND JOBS

Below you will find a list of example Sectors, Sub Sectors and Job Profiles. Draw a line from an example to the right category. You can check your answers on page 24.

Medical		Sector
Nurse		Sub Sector
Health and Social Care		Job Profile

Business and Finance		Sector
Financial Adviser		Sub Sector
Finance and Accounting		Job Profile



ACTIVITY 2a: EXPLORING SECTORS AND JOBS

In Session 1, you discussed your skills, interests and values. Today you will be using an online tool called Career Pilot to explore Sectors and Job Profiles and match them to your career interests and values.

Step 1: Register

- Go to the registration page and create an account:
<https://www.careerpilot.org.uk/register>
- Write down your log-in details:

Step 2: Quiz

- Complete the job quiz:
<https://www.careerpilot.org.uk/job-sectors/quiz>

Step 3: Explore

- Move to the next page to explore your results



ACTIVITY 2b: YOUR TOP SECTOR

Now that you've completed the quiz, let's explore your results. Record your top three Sector matches here and tick which one you want to explore today:

Sector	Percentage Match	Top choice?

Take a minute to discuss your top choice Sector with your coach:

Was this match what you were expecting?

Have you heard of this job Sector before?

Do you know what type of jobs might be in this Sector?

Answers: Activity 1b (page 22):

Sector: Health and Social Care / Sub Sector: Medical / Job Profile: Nurse

Sector: Business and Finance / Sub Sector: Finance and Accounting / Job Profile: Financial Adviser



ACTIVITY 2c: YOUR SUB SECTORS

Now that you have your top Sector match, you will explore the three Sub Sectors and decide which one you think sounds most interesting.

Step 1: Explore

Read the 'What's this about?' section for the three Sub Sectors under your top Sector match.

Step 2: Evaluate

Evaluate which Sub Sector is the best fit for you. Look back at your skills, interests and career values on page 19 to help if needed.

After reading the descriptions of each Sub Sector decide which one you'd most like to explore next. You can think about which one best fits with your skills, interests and career values.

Sub Sector Name:	Tick the one you'd like to explore next
1.	
2.	
3.	



ACTIVITY 2d: YOUR JOB PROFILE

Now that you have chosen a Sub Sector, you need to choose a job profile within that group.

Note: There's lots of jobs to choose from so don't worry about picking the 'perfect' match - you can explore more Job Profiles later on.

Step 1: Explore

Click on the 'Job Profiles' icon in your chosen Sub Sector. *Spend no more than 5 minutes reading through all the summaries.*

Step 2: Discuss

Discuss which Job Profiles sound interesting with your coach.

Step 3: Decide

Select one Job Profile you would like to explore more this session and record it below.

Chosen Job Profile	Your Reason for Choosing
e.g. Marketing Executive	e.g. It has a good salary and I am interested in marketing and advertising



ACTIVITY 2d: EXPLORING A JOB PROFILE

Now that you have chosen a Job Profile, you can spend some time exploring it to see if it might suit you.

Step 1: Explore

Now that you have chosen a Job Profile, read through all the information on the page. If there is a video, then have a watch.

Step 2: Discuss

Discuss the information about the job with your coach. Think about the following things:

Do the day to day tasks interest you?

Does the salary meet your expectations?

Will there be more or less of these jobs in the future?

Does the working environment suit you?

Step 3: Record

Now record your reflections and some key information about your chosen Job Profile on the next page. This will help you decide if the job is right for you.



ACTIVITY 2d: EXPLORING A JOB PROFILE

Use your Skills, Interests and Career Values activity on page 20 to help you with this activity.

Does this Job Profile match your skills?

Yes No

If Yes, which skills does it match?

Does this Job Profile match your interests?

Yes No

If Yes, which interests does it match?

Does this Job Profile match your Career Values?

Yes No

If Yes, which career values does it match?

What are the entry requirements? (How you could get into this job when you are 18)

A college course (includes A Levels, T Levels and Vocational)

An apprenticeship

A university degree

Directly into work

Volunteering

Working towards the role

ACTIVITY 2e: SUMMARY

Reflecting on the Job Profile you explored, discuss the following questions with your coach

Do you think this is a good job profile for you?

Yes

Why do you think this is a good job profile for you? What do you most like about it?

No

What other job profiles would you like to look at? Why are you interested in these?

If this job profile isn't right for you you can use the bonus activity to explore a different one. If you don't have time then you can look at the Career Pilot website in your own time.

ACTIVITY 3: PREPARING FOR YOUR SECTOR ROLE MODEL CONVERSATION

In your final session, you will have the opportunity to speak to an expert in one of your top Job Profiles or Sectors.

Discuss with your coach who you would like to speak to. Write down 3 potential options for your coach to explore.

This could be:

- A professional in one of your top careers or sectors
- A university student studying a course you are interested in
- An apprentice working in a sector you are interested in

You will prepare some questions for your Sector Role Model conversation in Session 3.



1

2

3

SESSION 2 DEBRIEF: WHAT HAVE WE ACHIEVED?



At the beginning of the session we looked at three key things you'd explore. Look at the list below and decide how confident you feel with each goal:

What you explored in today's session	How confident do you feel about this currently? Tick the box that fits.			
	<i>Not confident at all</i>	<i>Slightly confident</i>	<i>Fairly confident</i>	<i>Very confident</i>
I can explore key information about different Sectors, Sub Sectors and Job Profiles				
I can identify Job Profiles that match my skills, interests and career values				
I understand what qualifications I need to get into different Job Profiles				

If you've ticked mainly 'Fairly Confident' or 'Very Confident', you can move onto the Bonus Activity on the next page (if you have time).

If you've picked mainly 'Not confident at all' or 'Slightly confident', make a note of what you'd like to know more about. If you have time discuss with your coach or spend some time next session looking back at the activities.

BONUS ACTIVITY: EXPLORING A SECOND JOB PROFILE

If you have time, you can explore a second Job Profile.

Chosen Job Profile	Your Reason for Choosing
e.g. Marketing Executive	e.g. It has a good salary and I am interested in marketing and advertising

Discuss the information about the job with your coach. Think about the following things:

Do the day to day tasks interest you?

Does the salary meet your expectations?

Will there be more or less of these jobs in the future?

Does the working environment suit you?

Step 3: Record

Now record your reflections and some key information about your chosen Job Profile on the next page. This will help you decide if the job is right for you.

BONUS ACTIVITY: EXPLORING A JOB PROFILE

Use your Skills, Interests and Career Values activity on page 20 to help you with this activity.

Does this Job Profile match your skills?

Yes No

If Yes, which skills does it match?

Does this Job Profile match your interests?

Yes No

If Yes, which interests does it match?

Does this Job Profile match your Career Values?

Yes No

If Yes, which Career Values does it match?

What are the entry requirements? (How you could get into this job when you are 18)

A college course (includes A Levels, T Levels and Vocational)

An apprenticeship

A university degree

Directly into work

Volunteering

Working towards the role

BONUS ACTIVITY: SUMMARY

Reflecting on the Job Profile you explored, discuss the following questions with your coach

Do you think this is a good job profile for you?

Yes

Why do you think this is a good job profile for you? What do you most like about it?

No

What other job profiles would you like to look at? Why are you interested in these?

If this job profile isn't right for you, you can look at the Career Pilot website in your own time to explore more options

SESSION 3: PATHWAYS TO SUCCESS

This session will help you:

- Understand which pathways are available to you after GCSEs
- Think about which pathways fit with your career goals, skills and interests
- Explore which post-16 pathways would suit you best

ACTIVITY 1: POST-16 OPTIONS QUIZ

Let's see how much you and your coach remember about post-16 pathways. **Circle the correct answer for each question.**

Hint: If you missed the Transition Manager's presentation or you need some tips, you can use the information on page 39.

A	What course would you study if you wanted to work and get paid whilst also gaining qualifications?	T Level	Apprenticeship
B	Where could you study if you wanted to be more independent?	School 6th Form	College
C	Which course includes 45 days work experience?	A Levels	T Level
D	What course could you study if you wanted to study one subject in more depth?	Vocational	A Levels
E	Which course would allow you to go to university once you complete it?	Level 3 Vocational	Level 3 Apprenticeship
F	Which course could you study if you prefer coursework rather than exams?	Vocational	A Levels
G	Which course will prepare you for work as well as university?	A Levels	T Level
H	Where could you study if you want more support and regular time with a form tutor?	College	6th Form College

How easy did you find these questions? You can check your answers on page 46

ACTIVITY 2a: WHAT ROUTES ARE THERE?

Knowing what qualifications there are and where you can study can help you make the best decision about what pathway you'll take after your GCSEs.

Look at the students below and decide which course and provider might suit them best. The first one has been done for you. You can use the chart on page 39 to help you.

Student	Farheen	Ava	Ola	Abdi	Brianna
Career Interests	Web Design	Sports Coach	Fashion Design	Doctor	Business
Predicted grades	Mainly grades 4 - 5	Mainly grades 1 - 3	Mainly grades 4 - 6	Mainly grades 6 or above	Mainly grades 4
Preferences	Wants to earn money	Wants to gain practical skills	Wants to do work experience	Prefers exams	Likes current school
	Wants to study one subject	Wants more independence	Wants to gain practical skills	Wants a supportive environment	Prefers coursework over exams
Best fit course	<i>Apprenticeship</i>				
Best fit provider	<i>College</i>				

There isn't just one 'right answer' for each student.

You can discuss with your coach what other options each student might have.

There are suggested answers on page 46.

INFORMATION SHEET: WHAT ROUTES ARE THERE?

Here's some key information about post-16 options. You can use this to help you with the activities in this session.

Course Type	Key Features	GCSE Grades Needed	Where to study	Post-18 route
Vocational Courses (e.g. BTECs)	<ul style="list-style-type: none"> • Study one subject in depth • Includes practical learning • Mainly coursework assessed • Can be linked to specific work areas, e.g., Health Care 	Level 1: Any GCSE grades Level 2: Grades 1 - 3 Level 3: Grades 4 - 5, normally including maths or English	Level 1, 2 and 3: College Level 3: School 6th Form or 6th Form College	University (after level 3) Work Apprenticeships
T Levels	<ul style="list-style-type: none"> • Study one subject • Prepares you for work • Includes 45 days work experience • Exams and coursework 	Grades 4 - 5, normally including maths or English	Mainly at College Occasionally at 6th Form College	University Work Degree / higher Apprenticeships
Apprenticeships	<ul style="list-style-type: none"> • Pays a salary • Study and work at the same time • Mainly coursework assessed 	Grades 4 and above, normally including maths or English	College	Work College
A Levels	<ul style="list-style-type: none"> • Study 3 different subjects • Focused on academic learning • Mainly exams assessed 	5 GCSEs Grades 5 - 6 and above (often higher)	School 6th Form 6th Form College Some Colleges	University Degree / higher Apprenticeships Work



ACTIVITY 2b: WHAT ARE THE PROS AND CONS?

Fill out the table below with the pros and cons of each route and select which routes you think would suit you most. Use the information on page 40 to help you.

Course Type	Pros	Cons	Is this one of your preferred post-16 routes?
Vocational Courses (such as BTECs)			
T Levels			
Apprenticeships			
A Levels			

Why have you selected your preferred post-16 routes? Discuss with your coach and write down your reason.



ACTIVITY 3: MATCHING COURSES WITH CAREERS

In the last session you looked at what careers and sectors you were interested in. Let's look at the routes into the Job Profile you explored and think about how you can get there.

Look at the information you recorded about your top Job Profile on pages 27 and 29 and fill out the information below. You might want to look back on the Career Pilot website to help.

Job Profile 1:						
What are the entry requirements? <i>(How you could get into this job when you are 18)</i>	A college course (includes A Levels, T Levels and Vocational)	An apprenticeship	A university degree	Directly into work	Volunteering	Working towards the role
Do the entry requirements match your preferred post-16 route? <i>For example, if you want to do an apprenticeship, is this an entry requirement?</i>						Yes / No
Do you have to go to university to get into this job profile?						Yes / No
Does this match your post-18 goals?						Yes / No
Do you still think your preferred post-16 route is right for you?						Yes / No
Why do you think so?						

ACTIVITY 3: MATCHING COURSES WITH CAREERS

If you did a second job profile, you can also fill out the grid below:

Job profile 2:						
What are the entry requirements? <i>(How you could get into this job when you are 18)</i>	A college course (includes A Levels, T Levels and Vocational)	An apprenticeship	A university degree	Directly into work	Volunteering	Working towards the role
Do the entry requirements match your preferred post-16 route? <i>For example, if you want to do an apprenticeship is this an entry requirement</i>						Yes / No
Do you have to go to university to get into this Job Profile?						Yes / No
Does this match your post-18 goals?						Yes / No
Do you still think your preferred post-16 route is right for you?						Yes / No
Why do you think so?						

ACTIVITY 4: WHAT COMES NEXT?

So far, we've looked at your options for after Year 11. Do you know what your options are at 18?

Here are some of the main pathways, and a few reasons people might choose each route.

University	Work	Degree or Higher Apprenticeship	Further study at college
You can study in depth a subject you love	You can start earning a proper salary at 18	You can gain high level qualifications while you work	You can study courses from levels 1 - 5
Graduates often earn a higher salary	You'll gain new skills and experience	You'll get paid a salary from day 1	You can gain work related qualifications such as childcare or construction
Some careers need a degree e.g. nursing or law	You can work your way up to higher positions	You won't pay any course fees	You could study a new subject

Do any of these pathways sound interesting to you? Discuss your preferred option with your coach and why you think it might suit you.

ACTIVITY 4: WHAT COMES NEXT

Look at the below case studies - these are four students who are trying to decide which post-18 pathway they should take.

Read through the case studies with your coach and discuss which post-18 pathway you would recommend for these students. You can use the information on the last page to help you. You can check the answers on page 46.

Caleb studied a Level 3 BTEC in Health and Social Care at 6th form and wants to be a nurse. He loves studying and wants to learn more about human biology.

Ayesha studied catering at college after school but now wants to be a bricklayer. She wants to gain a qualification that will help her get a job.

Mia wants a career as an accountant. She wants to get higher level qualifications and start earning a salary soon. She likes the idea of working and studying at the same time.

Benji has just completed a Level 3 apprenticeship in Customer Service at a supermarket chain. He wants to carry on earning a salary and work his way up to a managerial role.

Remember - having an idea of what pathway you'd like to take at 18 can help you make the right choice about your post-16 options. In year 11 your Future Frontiers Transition Manager will help you decide which pathway will suit you best.



ACTIVITY 5: SUMMARISING YOUR CHOICES

In Year 11, you'll meet a Future Frontiers Transition Manager again to research courses and decide where to study. They will help you to make an action plan and submit applications.

To help you with this, let's summarise your preferred post-16 pathways. Select all the options that you are interested in.

My top Job Profile is:				
My preferred post-16 training route is:	Vocational <input type="checkbox"/>	A Levels <input type="checkbox"/>	Apprenticeship <input type="checkbox"/>	T Level <input type="checkbox"/>
I would like to study at:	College <input type="checkbox"/>	School 6th Form <input type="checkbox"/>	6th Form College <input type="checkbox"/>	Employer & College (for apprenticeships) <input type="checkbox"/>
At 18 I would like to:	Go to university <input type="checkbox"/>	Start working <input type="checkbox"/>	Do a Higher or Degree Apprenticeship <input type="checkbox"/>	Further study at college <input type="checkbox"/>



Survey

Now go to bit.ly/ffchoicessurvey and fill out the survey to record your post-16 choices. You'll need your 'Pupil Unique Identifier' from page 7.

PREPARING FOR YOUR SECTOR ROLE MODEL CONVERSATION

Next week you'll have the opportunity to speak to a role model in a job sector you are interested in.

Take some time to ask your coach the following questions:

Who will I be speaking to?

Why have you chosen them?

What is their job title?

Where do they work?

What would you like to ask your sector role model? On page 50 you'll see some examples of the questions you can ask them.

Discuss these with your coach and add three of your own questions to page 51

Answers

Activity 1 (page 37): A. Apprenticeship, B. College, C. T Level, D. Vocational, E. Level 3 Vocational, F. Vocational, G. T Levels, H. 6th Form College

Activity 2 (page 38): Ava - Vocational at College, Ola - T Levels at College, Abdi - A Levels at School 6th Form, Brianna - Vocational at School 6th Form

Activity 5 (page 44): Caleb - University, Ayesha - Further study at college, Mia - Higher or Degree Apprenticeship, Benji - Work

SESSION 3 DEBRIEF: WHAT HAVE WE ACHIEVED?



At the beginning of the session we looked at three key things you would explore. Look at the list below and decide how confident you feel with each goal:

What you explored in today's session	How confident do you feel about this currently? Tick the box that fits.			
	<i>Not confident at all</i>	<i>Slightly confident</i>	<i>Fairly confident</i>	<i>Very confident</i>
I understand which pathways are available to me after my GCSEs				
I can think about which pathways fit with my career goals and skills and interests				
I can explore which post-16 pathways would suit me best				

If you've ticked mainly 'Fairly Confident' or 'Very Confident', you can go to the bonus activity on page 48.

If you've picked mainly 'Not confident at all' or 'Slightly confident', make a note of what you'd like to know more about. If you have time, discuss with your coach or spend some time next session looking back at the activities.

BONUS ACTIVITY: WHAT SUBJECTS CAN I TAKE?

So far we've looked at what types of qualifications you can study and how they link to your chosen career profiles. After year 11 there is a wide range of subjects you can study (including lots not available at GCSE).

Here are some ideas of where you can find some more information. You could look at them now or in your own time.

Explore the T Level website and look at the list of subjects available at www.tlevels.gov.uk/students/subjects

Learn more about the types of apprenticeships available at www.apprenticeships.gov.uk/apprentices/browse-by-interests

Find out more about choosing A Level subjects at www.careerpilot.org.uk/information/your-choices-at-16/a-levels

Discover what Vocational courses are available at www.prospects.ac.uk/further-education/btec-diplomas

You can use this section to add notes if you would like to:

SESSION 4: BE INSPIRED

This session will help you:

- Explore your chosen sector or job further by speaking to someone who has experience
- Reflect on the key messages from the coaching sessions
- Evaluate what you have learnt from the programme

In this session you can start with Activity One or Activity Two, depending on when your Sector Role Model is available



ACTIVITY 1a: YOUR SECTOR ROLE MODEL CONVERSATION

Today you will have the conversation with your sector role model. Here are some questions you can ask them. Tick 4 - 5 questions you would like to ask them.

There is space on the next page to write some of your own questions and to take notes.

1	How did you decide that this job was right for you?	<input type="checkbox"/>
2	What are the best things about your job?	<input type="checkbox"/>
3	What are the most challenging things about your job?	<input type="checkbox"/>
4	What pathway did you take to reach your job?	<input type="checkbox"/>
5	What did you study at school?	<input type="checkbox"/>
6	Did you go to university and was that important for getting this job?	<input type="checkbox"/>
7	What does a typical workday look like?	<input type="checkbox"/>
8	What hurdles did you face in reaching this job and how did you overcome them?	<input type="checkbox"/>

Remember: This conversation must be supervised by a coach at all times.

ACTIVITY 1a: SECTOR ROLE MODEL CONVERSATION



Q1

Blank white rectangular area for Q1 response.

Q2

Blank white rectangular area for Q2 response.

Q3

Blank white rectangular area for Q3 response.

YOUR NOTES

Large blank white rectangular area for taking notes.



ACTIVITY 1b: SECTOR ROLE MODEL CONVERSATION

Once you have had the call with your sector role model, reflect on the conversation with your coach.

What was your sector role model's job title?

How did your sector role model's job link to the sector you would like to go into?

What did you find most interesting?

Did you get any great tips or advice?

Did anything surprise you?

Are you now more or less interested in this particular sector or job?

ACTIVITY 1c: WHERE CAN YOU LEARN MORE?

Now you've met your sector role model you might want to do some more research. Here are some ideas of where you can find some more information.

You could look at them now or in your own time

Go on the Career Pilot website and look up your Sector Role Model's Job Profile or a similar role. Does this match their description of their work?

Go to www.icould.com/explore and watch a video of someone working in a similar Job Profile

Find out more about getting work experience at www.careerpilot.org.uk/information/a-job-or-career

You can use this section to add notes if you would like to:

ACTIVITY 2a: WHAT HAVE WE LEARNT? SESSION ONE RECAP

Over the last 4 weeks you have covered a wide range of careers activities to help you make great decisions about your future. Let's spend some time now recapping what you've learnt in each session, and thinking about why it is important.

Session One

In session one you looked at your skills, career values and interests

Why is this important?

Understanding your skills, career values and interests can help you make better choices about what courses and careers you want to follow in the future.

Think about the following questions and write down your answers. If your coach is busy, you can discuss with them later.

You can look back at session one if you need a reminder.

Which of your skills are you most proud of?

Which skill would you most like to develop in the future?

Which is the most important career value you explored?

ACTIVITY 2b: WHAT HAVE WE LEARNT? SESSION TWO RECAP

Let's have a think about what you covered in session two...

Session Two

In session two you explored different career sectors, and identified Job Profiles that matched your skills, interests and career values

Why is this important?

Knowing key information about different career sectors and Job Profiles, such as training routes and salaries, can help you make great choices about what path you take after school.

Think about the following questions and write down your answers. If your coach is busy, you can discuss with them later.

You can look back at session two if you need a reminder.

What was the top choice Job Profile that you explored?

What did you like most about this choice?

Which Job Profiles would you like to know more about?

ACTIVITY 2c: WHAT HAVE WE LEARNT? SESSION THREE RECAP

Let's have a think about what you covered in session three...

Session Three

In session three you explored which qualifications you could take after your GCSEs

Why is this important?

Next year you'll be making choices about your next steps. It's important to know all your options so you can choose a qualification that will help you achieve your future goals.

Think about the following questions and write down your answers. If your coach is busy, you can discuss with them later.

You can look back at session three if you need a reminder...

Which qualification type are you most interested in?

What do you like about this choice?

What do you think you might like to do at 18?



ACTIVITY 3: WHAT HAPPENS NEXT?

Now you've completed your coaching sessions, let's have a think about how you can prepare for what's coming up next on the programme. Look at the suggested preparation activities below and see if you can add some of your own.

What will you do?	An online 'Bridging' workshop at your school to prepare for year 11	A one to one guidance interview at your school to choose your post-16 courses
When will it happen?	Year 10: July	Year 11: Sep - Dec
How can you prepare?	<p>Show your handbook to your parents / guardians and share what you've learnt with them</p> <p>Go through your handbook and complete any unfinished tasks</p> <p>Add your own ideas here:</p>	<p>Start thinking about where you would like to study after school and look at some college and 6th form websites</p> <p>Discuss your ideas with your friends and family</p> <p>Add your own ideas here:</p>

ACTIVITY 3: FINAL SURVEY



You are now at the end of your coaching programme - congratulations!

Let's spend some time thinking about what you've achieved on the programme. Below are the overall programme aims. Look at the list below and decide how confident you feel with each area:

What you explored on the Future Frontiers careers coaching programme	How confident do you feel about this now? Tick the box that fits.			
	<i>Not confident at all</i>	<i>Slightly confident</i>	<i>Fairly confident</i>	<i>Very confident</i>
I know what my skills, interests and values are				
I can research different careers and match these to my skills, interests and values				
I can decide what course would be best for me to study after Year 11				
I can speak to a role model from a career I'm interested in to help me understand the sector in more detail				



Survey

Now go to bit.ly/ffendsurvey and complete the final evaluation survey. You'll need your 'Pupil Unique Identifier' from page 7.

Notes: You can use this page to add any extra notes you might have





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