Your choice

Worksheet 1: Your options post-16

Need some help deciding which future option is best for you? This quiz can help you decide which way you’re leaning. Tick the statements that fit you best, then turn over to see how your scores stack up.

When I finish Year 11, I want to:

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<tbody>
<tr>
<td>A</td>
<td>Carry on studying towards qualifications</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Start work and gain qualifications as I earn</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Continue studying, but not sure which qualifications I want</td>
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<tbody>
<tr>
<td>A</td>
<td>Enrol on a full-time course at a school or college</td>
<td></td>
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<tr>
<td>B</td>
<td>Take up work but study part time</td>
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<tr>
<td>C</td>
<td>Want time to think about the future - meanwhile, might get a job</td>
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<tbody>
<tr>
<td>A</td>
<td>Study subjects I like and I am good at</td>
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<tr>
<td>B</td>
<td>Get a qualification linked to the work I want to do</td>
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<tr>
<td>C</td>
<td>Take advice about which courses or qualifications would suit me best</td>
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<tbody>
<tr>
<td>A</td>
<td>Get good qualifications because that will earn me more in the long term</td>
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<tr>
<td>B</td>
<td>Go out to work and start earning money</td>
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<tr>
<td>C</td>
<td>Look into the financial help available to support study or training options</td>
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<tbody>
<tr>
<td>A</td>
<td>Go for higher-level qualifications as a step towards getting the job I want</td>
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<tr>
<td>B</td>
<td>Start work as soon as possible</td>
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<tr>
<td>C</td>
<td>Get some help so that I can make the best decision for me</td>
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### Your choice

#### Answers for Worksheet 1

<table>
<thead>
<tr>
<th>Choices in education</th>
<th>Choices in training and work</th>
</tr>
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<tbody>
<tr>
<td>These may include:</td>
<td>These may include:</td>
</tr>
<tr>
<td>School sixth form</td>
<td>An Apprenticeship</td>
</tr>
<tr>
<td>Sixth form college</td>
<td>A job with training</td>
</tr>
<tr>
<td>Further education college</td>
<td>A job</td>
</tr>
<tr>
<td>Specialist college</td>
<td>A training programme that prepares you for work</td>
</tr>
<tr>
<td></td>
<td>Self-employment</td>
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### How did you score?

**Mostly As**

You probably want to stay in full-time education. There are many choices available - make sure to research them properly before you make a decision.

**Mostly Bs**

You are most interested in moving from full-time education into training or work. You will need to look into the many options open to you before making a decision.

**Mostly Cs**

You are not sure which way to go at the moment. Talk to your Connexions personal adviser, tutor, teachers, family and friends to get some help and advice.
True or false quiz
Answer ‘true’ or ‘false’ to the following statements.

1. It pays to continue in education or training, as you will probably get a better-paid job when you finish.
2. Most 16-year-olds continue their education at college or in the sixth form.
3. Continuing in education at college or in the sixth form is just more of the same thing. It is just an extension of school.
4. The only choice you have is whether to stay in full-time learning or get a job.
5. Continuing in education or training could help me decide what I want to do in life.
6. Apprenticeships are just cheap labour for employers.
7. There is no financial incentive to stay on at school or college when you could be earning.
8. University is only for the top 20 per cent of students.
9. You can only get into university if you take A-levels.
10. Your time in further or higher education could turn out to be the best days of your life.
True or false quiz answers

1. True
Research shows that university graduates can earn 60 per cent more than people who study only to GCSE level. Graduates earn an average of £606 per week, compared with £377 for people who only have GCSEs. (Source: Full-time earnings, Labour Force Survey England 2006, 4th quarter)

2. True
Around 87 per cent of 16-year-olds in England are in education or training; if you drop out, you’ll be in the minority. (Source: DfES, Statistical First Release, published 26 June 2007, 2006 data)

3. False
There’s a huge choice of courses available in further education and work-based learning once you’re 16 – from academic studies to practical, work-based Apprenticeships in areas such as engineering, hairdressing or emergency fire services.

4. False
You don’t have to stay in school or college full time or get a full-time job. You could try part-time study, short courses, an on-the-job Apprenticeship, or combine practical hands-on experience with classroom learning with a Diploma.

5. True
Continuing in education or training can help you work out what you enjoy, what you’re good at and how to get what you want from life. You’ll also get the qualifications you need to get there.

6. False
If you’re on an employed Apprenticeship, you’ll receive a wage while you learn your craft through work-based training.

7. False
Statistics show that the more you learn, the more you earn. Added to this, you may be eligible for the Education Maintenance Allowance which helps you carry on in learning.

8. False
The Government wants 50 per cent of young people to go to university by 2010.

9. False
While most people do go to university after doing A-levels, there are many other routes into higher education, including studying NVQs or getting a BTEC or Diploma.

10. Neither
Many people say this – you will have to judge for yourself!
Your choice

Worksheet 3: Getting help and support with your options post-16

Activity questions

Look at the list of sources of advice and support at the foot of the page and then read the examples of problems below. Choose the most appropriate source of advice for each problem. For some questions, you will find that there’s more than one correct answer.

1. Jasmin is 15 years old and her teacher has given the class leaflets from a local college. Jasmin finds it difficult to read English. Where can she go for help?

2. Tom wants to go to the local college when he’s 16. He wants to know the cost of travelling to and from the college every day. Where can he go to find out?

3. Claudette wants to study computers when she finishes school. Who can help her to find out where there is a suitable computer course?

4. Shubana has decided that she wants to work with children. Her parents say they can’t afford to keep her at school or college to get a qualification. Who can help Shubana to understand what options she has?

5. Steve wants to work in the film industry, but he doesn’t want to stay in full-time education. How can he research his career choices?

6. Mia knows she wants to stay at school and study A-levels. Her parents are worried that it might be expensive. She is considering getting a part-time job. Her parents have asked her to find out if there is any financial support available first. Who should Mia ask?

7. Dagmar is not yet sure what she would like to do, and her career adviser has suggested Entry to Employment (e2e). Where can she find out more about e2e?

8. Lee would like to do an Apprenticeship, but there are no employed vacancies available. A Programme-led Apprenticeship has been suggested as an alternative. Where can she find more information?

Sources of help and support
• ‘My Choice’ DVD
• Class teacher
• Connexions personal adviser
• Careers adviser
• Local colleges
• Work-based learning providers
• Connexions office
• Community centre
• Local library

• Internet
• Friends
• Parents
• Siblings
• direct.gov.uk
• direct.gov.uk/14-19prospectus
• apprenticeships.gov.uk
• connexions-direct.com
• moneytolearn.direct.gov.uk
Your finances

Worksheet 4: Introducing Education Maintenance Allowance (EMA)

Activity questions

1. What is EMA?

2. Who can get it?

3. How much could you get as EMA?

4. What courses can you take in order to get it?

5. What do you need to send when you apply for EMA?

6. When should you apply for EMA?

7. How will you get paid?

8. How would you expect to get a bonus?

9. Do you need to apply for EMA every year?
Your finances

Answers for Worksheet 4: Introducing EMA

1. EMA is a weekly payment to help learners with the costs of further education.

2. 16-, 17- and 18-year-olds can apply for EMA.

3. EMA is a weekly payment of £10, £20 or £30 which goes directly into your bank account, but only if you attend and meet the targets set by your tutor.

4. EMA is available to learners studying for A-levels, Diplomas or GCSE re-sits at school or college, or if you go on an e2e course, or start a course that leads to an Apprenticeship.

5. When you send off your completed application form, you will need to include proof that you have your own bank account, and original evidence of your household’s income.

6. You should apply for EMA as soon as possible. Usually, your parents or carers will be able to find out their household income for the previous year by May or June (using their Tax Credit Award Notice or P60), but you can get an EMA application form and start filling it in even earlier.

7. If you are eligible for EMA, you will get sent a Notice of Entitlement (NoE). The NoE will confirm the weekly amount you will receive. You should take your NoE to your school, college or learning provider on the day you start your course, so that they can upload your details on to the system to enable you to receive payments. The money will then be paid straight into your bank account.

8. Bonuses are triggered by progression in your learning programme, so if you do well and meet the targets set by your teacher, tutor or provider when you start your course, you could get even more money!

9. No. You will be eligible for EMA at the same amount for a period of up to three years (or until the year in which you are 19). You will be guaranteed the same level of support you received for the 2008/09 EMA year even if your household income has increased.
## Your finances

### Worksheet 5: Choosing and opening a bank account

**Put in the correct order**

Cut out the boxes below along the dotted lines. You now have 12 different statements. Put them into a sensible order by writing the numbers 1 to 12 on the statements as appropriate.

| 1. Check that the bank account can process BACS payments (BACS are payments made electronically, rather than using cheques). |
| 2. Find out what documents you will need to open a bank account. You usually need evidence to prove who you are and where you live. |
| 3. Choose the account you think will suit you best. |
| 4. Keep all the details of your bank account in a safe place. |
| 5. Find out the names and addresses of all the banks, building societies and the Post Office in the area you choose. |
| 6. Take the documents you need to the bank, building society or Post Office. |
| 7. Talk to family and friends about what they like and dislike about their own bank accounts and find out if they would recommend them to you. |
| 8. Read and compare the leaflets you get. |
| 9. Visit the different banks, building societies and the Post Office, and ask at the counter for leaflets about the different bank accounts they offer. |
| 10. Think about where a bank account would be most useful. Near home? Near school or college? In the nearest town centre? Near the station? |
| 11. Fill in the application form. You can get your parents/carers or a Connexions personal adviser to help you. |
| 12. If necessary, ask for further advice about choosing a bank account. Ask at the bank, ask your parents, ask your teacher or ask a Connexions personal adviser. |
**Your finances**

**Answers for Worksheet 5:**
**Choosing and opening a bank account**

**The correct order**

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<tr>
<td>1</td>
<td>Think about where a bank account would be most useful. Near home? Near school or college? In the nearest town centre? Near the station?</td>
<td>7</td>
<td>Check that the bank account can process BACS payments (BACS are payments made electronically, rather than using cheques).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Find out the names and addresses of all the banks, building societies and the Post Office in the area you choose.</td>
<td>8</td>
<td>If necessary, ask for further advice about choosing a bank account. Ask at the bank, ask your parents, ask your teacher or ask a Connexions personal adviser.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Talk to family and friends about what they like and dislike about their own bank accounts and find out if they would recommend them to you.</td>
<td>9</td>
<td>Fill in the application form. You can get your parents/carers or a Connexions personal adviser to help you.</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Visit the different banks, building societies and the Post Office, and ask at the counter for leaflets about the different bank accounts they offer.</td>
<td>10</td>
<td>Find out what documents you will need to open a bank account. You usually need evidence to prove who you are and where you live.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Read and compare the leaflets you get</td>
<td>11</td>
<td>Take the documents you need to the bank, building society or Post Office.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Choose the account you think will suit you best.</td>
<td>12</td>
<td>Keep all the details of your bank account in a safe place.</td>
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Worksheet 6: Understanding application forms

Top 10 tips

Write down your suggestions for how to fill in an application form.

1. 

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 
Your future

Worksheet 7: Writing a CV

Sample CV

Write a CV based on the sample below.

Name:

Address:

Phone number:

Email address (if you have one):

Profile: This should be a short statement that ‘sells’ you. You could include positive words or statements such as ‘friendly’, ‘outgoing’ and ‘enjoy learning new things’.

Skills and achievements: You should list any skills you have - for example, perhaps you belong to a club or society and you use teamwork as part of the activity, or you organise events for them and have to use leadership skills. You should also list your achievements, whether they happened at school, on the sports field, in a club or society, or at a place of work (for example, playing in a sports tournament or helping to raise money for charity).

Work experience: If you have ever done any volunteer work, helped out with a school play, been a baby sitter, had a weekend job, or helped your parents, carers or neighbours with any work, you should include it here.

Education: List any qualifications you already have with grades and your predicted grades for qualifications you’re about to take.

Interests: In this section, you should mention your hobbies and leisure activities, whether it’s going to the cinema, making jewellery, skateboarding or computers - they all say something about you and could be relevant to what you’re applying for.

References: Normally, you are asked for two references. These cannot include a reference written by a family member, but you could ask your teacher, neighbour or sports coach. Always ask permission to use someone as a referee before doing so.
Worksheet 8: Going for a job interview

Role play

In this exercise one person should play the role of the interviewer, the other of someone being interviewed. Go through the list of questions, then swap roles and repeat the exercise.

1. Why do you want to work here?

2. What experience do you have?

3. Why did you decide to leave school at 16?

4. What did you study at school?

5. Why should I employ you?

6. How do you get on with people?

7. What makes a good team member?

8. What are your strengths and weaknesses?

9. What would you like to be doing in five years’ time?

10. What do you do in your free time?
Your future

Worksheet 9: Interview do’s and don’ts

Do

• Dress smartly, look bright and attentive, and speak clearly and confidently.
• Find out where the venue is beforehand, how to get there and how long it takes.
• Get your outfit ready the night before.
• Think about what type of questions they will ask you.
• Prepare answers for the main questions – for example, Why do you want the job? What are your strengths and weaknesses? What are the main tasks in this job?
• Take your time when answering the questions. Make sure you understand the question and take time to think about it.
• Sell yourself. Be positive about yourself and your experiences.
• Prepare some questions to ask at the end - use it as an opportunity to find out more about the role and the company. But don’t ask about money or perks just yet!
• Turn off your mobile! Treat the interviewers with respect and give them your undivided attention.

Don’t

• Don’t be late!
• Don’t swear or use slang words.
• Don’t slouch in your seat or do anything else that makes you look uninterested.
• Don’t lie! The interviewer may see through you. Even if you get the job, your employer can dismiss you if they find out.
• Don’t let your nerves show too much. A few nerves are normal but extreme nervousness will affect your performance.
• Don’t be arrogant and assume you’ve got the job. Nothing turns off employers more than someone who is disrespectful and over-confident.
• Don’t read from notes or your CV. You should be familiar enough with your own history to be able to talk about it unprompted.
• Don’t argue with the interviewer, no matter what. Remember to keep things positive!