

New, free online resources for secondary schools available from Monday 3 March

Date: Monday 3 March to Friday 7 March 2025

Location: bbc.co.uk/bitesize/careers

What: Short classroom activities for secondary schools and learners aged 11 to 16. Ideas and videos that can be used for a quick classroom activities and discussion starters or adapted into full lessons using the follow-up suggestions provided.

The fun, themed days from Monday to Friday are designed to inspire your students to think about a range of jobs and what could be the right pathway for their future career.

There is a pre-planned activity for each day as outlined in the activity guide, ready to use in your classroom. Simply follow the steps below to join in during the week. If that's not possible, the content will remain online and available for you to use flexibly at any time.

- **Step 1:** Use this guide to help **plan** your lessons or form time in advance.
**Please note, you will need access to the internet and a screen.*
- **Step 2:** From Monday 3 March, visit the [‘Tips and inspiration’](#) page on the Bitesize Careers website each weekday.
- **Step 3:** Click on the links provided on the website or below to access the content and follow the suggested discussion topics with your students.

Curriculum links

These resources are suitable for teaching careers education in secondary schools for students aged 11 to 16. The collection of content can be used as part of your wider careers programme and has been designed with an educational consultant to help schools meet the [Gatsby Benchmarks for careers guidance](#). They cover a range of topics that can be mapped against benchmarks 2 to 6.

The learning outcomes include:

- To help students understand their best skills and strengths and identify which ones they need to develop further.
- Have a good understanding of a variety of jobs and what types of roles could suit them in the real world of work.
- To help students learn to verbalise their best qualities and practice delivering an elevator pitch which summaries the best parts of their CV.

MY SKILLS MONDAY

What am I good at?

Learning outcome: The content below will help your students understand their skills and strengths and identify any they need to develop further.

VIDEO PODCAST: As a class, watch **The Bitesize Careers Video Podcast**, episode [‘Help! What am I good at?’](#) to help students identify their strengths, weaknesses and find out what they feel they are good at. **Short on time?** Watch from 4 minutes 30 seconds until 5 minutes. Ask students to write down what they think they are good at.

VIDEO: As a class, watch this video [‘Five questions to ask yourself to find your future job’](#). Ask your students to think of how they would answer the questions in the video.

Follow-up activities:

1. Ask the students what they think the difference between a skill and a strength is. Explain that a strength is something that comes naturally, whereas a skill is something that is learnt and both can be developed.
2. Arrange the group into pairs who know each other well. Ask each student to tell each other their best skills and strengths. This will help to boost students’ confidence as well as giving them ideas of what they could include in their CV.
3. Working in pairs again, get the students to ask each other the question:
 - What activities (in school or out of school) do you currently do that demonstrate that you have the following skills?
 - Problem solving
 - Communication
 - Resilience
 - Adaptability
4. Working in the same pairs, ask each student to answer or write down:
 - Which skill do you think you need to develop the most?
 - Can you think of a specific action you can take over the next few weeks that will help you to develop those skills further?

TAKEAWAY TUESDAY

What advice can I take away from the BBC Bitesize Career website?

Learning outcome: This activity will use the range of information on the website to showcase a variety of pathways your students could consider and encourage them to think about the type of jobs that may suit them in the real world of work.

VIDEO PODCAST: As a class, watch **The BBC Bitesize Careers Video Podcast** episode. [‘Help! What do I do next?’](#) as Katie Thistleton chats to career expert Shoshanna Davis and recent apprentice Christopher. They discuss different career paths students can take when they leave school. **Short on time?** Watch from 4 minutes and 50 second to 6 minutes. Ask students to write down the different pathways they hear in the video and highlight any that interest them.

QUIZ: Either in pairs, or independently as homework, ask your students to take our fun quiz [‘What is your perfect job?’](#) This will give them ideas and inspiration on what sectors and jobs they could consider. Students can then research the suggestions provided. Visit the [‘Careers in...’](#) pages of the website as a good starting point or as a homework task.

Follow-up activities:

1. It doesn’t matter if students don’t know what specific career path they want to follow at this stage, but they can think about their ideal criteria for a good career. Understanding ‘must-haves’ and must-not haves’ is a good starting point to help students understand what they want from a career.
2. If students are struggling to think of what their career ‘must-haves’ might be, you could give them some suggestions. Here are some career drivers and motivations: financial reward, sense of purpose, good work relationships, security, creativity, independence, work-life balance, sense of power or influence, being hands-on, status, working outdoors. Ask them to choose their top three.
3. If the quiz has given them a job idea they like, ask them to discuss in pairs whether they feel that job will give them their career ‘must-haves’.

WORK WEDNESDAY

How valuable are my skills in the workplace?

Learning outcome: This content will help your students to become more aware of their transferable skills and how they could apply them to job applications.

VIDEO: As a class, watch this video [‘Celebrity Job Swap Challenge’](#) which sees NHS hospital doctor, Dr Ranj Singh, and BBC Radio 1 DJ Charlie Tee, swap jobs to explore transferable skills and job motivations. Ask them to write down the different transferable skills and job motivations they see in the video.

VIDEO: As a class, watch this video [‘Help! I don’t have any skills...’](#) to help students identify their skills and strengths. Students can write down the skills they feel they have.

Follow-up activities:

1. Together as a class, look at two apprenticeships on the BBC Bitesize Careers website. [‘Sam’s story’](#) and [‘Jaskaran’s story’](#) on a large screen. Look at the ‘what skills do you use?’ of the page.
2. Ask students in pairs to talk about the required skills and come up with examples that demonstrate how they have used these skills in the past, either in school, through their hobbies or during their free time.
3. Ask them to identify the skills in each job they would like to develop further.
4. Ask them what activities they could do over the next few weeks to develop these transferable skills further.

CV TOOLKIT THURSDAY

What do I need to include in my CV?

Learning outcome: The content below will encourage your students to take practical steps towards creating their CV and key information on what they need to include.

VIDEO PODCAST: As a class, watch **The BBC Bitesize Careers Video Podcast** episode '[Help! How do I write a CV and cover letter?](#)' Host Katie Thistleton talks about applying for jobs with careers expert Shoshanna Davis and student Samantha. **Short on time?** Watch from 3 minutes to 5 minutes 10 seconds. Ask students to write down what they think are the best bits of advice given.

ACTIVITY: Print out in advance or display on a board to the class '[How to write a personal profile](#)'. Using this information as a guide, ask your class to write their own short personal profile (also called a personal statement) to include in their CV.

Follow up-activities:

1. Use our hands-on guide and top tips to craft the perfect CV. Follow the steps in the '[Career toolkit: How do I write a great CV?](#)'.
2. Ask your students to write their own CV, using '[Robin Hood's CV template](#)' as a guide.

HOW TO FRIDAY

How can I do a great interview?

Learning outcome: This content will enable your students to verbalise their best qualities and practice delivering an elevator pitch which summarises the best parts of their CV.

VIDEO PODCAST: As a class, watch **The Bitesize Careers Video Podcast** episode [‘Help! What should I do in a job interview?’](#) BBC Radio 1’s Katie Thistleton is joined by careers coach Mark Anderson and student Seren as they discuss the dos and don’ts of job interviews. **Short on time?** Watch ‘How do you talk about yourself’ at 4 minutes and 40 seconds. Ask students to write down the top tips they thought most were most useful.

VIDEO: As a class, watch this video on the website to hear young people share their [‘application and interview tips’](#).

Follow-up activities:

1. Ask the students to work in pairs to write and prepare a 30 second presentation or ‘pitch’ as if they have each been asked the question “Tell me about yourself” in an interview for their dream job or course.
2. Try and encourage the students to avoid looking at their notes and to give as much eye contact as possible.
3. Allow time for the class to repeat and practice the pitch. If you have time, ask them to come up with questions they might be asked in response. This will help prepare them and feel more confident about the ‘tell me about yourself’ question from interviewers.

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