



Creative Careers Toolkit

An Applied Active Learning Programme





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Why Creative Careers?

Creativity is regularly named by employers as one of the top 3 most desirable skills.

A recent report published by the Calouse Gulbenkian Foundation and A New Direction, *The Arts in Schools: Foundations for the Future* challenges policymakers to significantly improve the status of arts in schools. Looking specifically at careers in the creative sector, the report highlights the class inequalities and lack of diversity and states that the positioning of arts and culture in educational policy has a causal effect. Furthermore, the sector's reliance on freelance workers and those willing (or able) to take on low-paid or unpaid internships acts as a barrier to many young people hoping to pursue a career in the creative industries. Funding for schools is at crisis point which further places arts education at risk.

The creative industries, including digital and IT, contributed £109 billion to the UK economy in 2021. Equivalent to 5.6% that year. While the economic output of the creative industries fell during the Covid-19 pandemic, overall, it was less adversely affected than the UK economy as a whole. Monthly GVA in the creative industries fell by 6.6% between January 2020 and January 2021, compared with the 11% decline for the UK economy as a whole. Post pandemic the sector has continued to grow at a higher rate when compared to the economy as a whole. The creative industries sector saw a faster recovery in employment after the pandemic when compared with the rest of the UK economy. In 2021, there were 3mn filled jobs in the creative industries. Most of these jobs (0.96mn) were in the IT, software and computer services subsector. Jobs in the creative industries represented 7% of all filled jobs in the UK economy. Over the course of 2021, jobs in this sector increased by 5.1% compared with the previous year. During the same period, overall employment in the UK fell by 0.6%. (DCMS, November 2022)

These trends are reflected at a local level, with digital and creative being the fastest growing sector in Waltham Forest. Waltham Forest is leading on a new [Creative Industries Hub](#) which helps residents of Waltham Forest, Enfield, Haringey, Hackney, Tower Hamlets, Redbridge and Havering to find roles with employers in the creative sector. This is achieved through employer partnerships, training providers, apprenticeship opportunities, work experience programmes.

London's creative industries have always been one of the capital's key strengths and is a vital source of new jobs. Employment in the UK creative industries is growing at four times the rate of the UK workforce as a whole, according to the latest official statistics from the Department for Digital, Culture, Media and, Sport (DCMS).

"The creative economy is estimated to provide one in six jobs in London and the creative industries generate around £47 billion for the London economy"
Mayor of London Website

What is the Creative Careers Toolkit?

The Creative Careers Toolkit is an active, applied learning programme developed for Careers Leads by the Waltham Forest Cultural Education Partnership. The toolkit has been through 4 pilot stages, testing the toolkit across different educational phases. The Waltham Forest Cultural Education Partnership worked with Chingford Academies Trust, Waltham Forest School Sports Network and Leyton Sixth Form in developing this resource.

Flexible - The programme is flexible and can be adapted to suit the needs of your setting. For example, used by Secondary Subject Leads (PSHE/Citizenship, Art, Drama, PE, or any other subject wishing to explore opportunities to develop learning pathways across education phased. There are 7 activities which can be delivered across 3 hours. They can be delivered as a half day workshop or over 3 x 1-hour sessions.

Active and Fun - The activities get students moving around so it is best to be carried out in hall or larger classroom.

Peer Learning - The toolkit follows the Proctor Model of peer learning. Older students (Active Leaders) deliver the sessions to younger students (Active Learners). Peer learning has been shown to improve attitudes to learning, encourage cooperation, build confidence and improve attainment.

Digital Badge - Students who facilitated the workshops were awarded a Work Experience Digital Badge. The Royal Society of the Arts has created a badging standard to help learners progress on their learning journey. Endorsed by City and Guilds, the badging standard has 4 layers, each with a specific purpose: A digital badge is a smart, simple, and visual way of recognising non-accredited learning. It helps the learner to understand what skills they have developed, and lets them share their achievement on their CV or on social media.

Gatsby Benchmarks - Using the programme will help your setting towards achieving Gatsby Benchmarks. Students work on recognising the skills and attributes required for the work place.

GB4 – Linking Curriculum Learning to Careers. For example, secondary schools can build the programme into a curriculum area such as PSHE/Citizenship, Art, Drama or PE

GB5 – Encounters with employers and employees. The Active Leader will work along classroom teachers when running the activities.

GB6 – Experiences of workplaces. There is the opportunity for the Active Leaders to experience school as a workplace.

GB7 – Encounters with further education. Depending on the age groups involved there is the opportunity for further education settings to work with secondary or primary settings.

How to use the Creative Careers Toolkit

1. Identify partnerships

The first stage is to create a pairing of a group of Active Leaders (older students) with a class of Active Learners (younger students). When identifying a partner to work with you should aim to pair students who are at the next education phase from the Active Learners.

Active Leader Group	Active Learner Group
KS3 – Year 8 as preparation for selecting GCSE options in Year 9	KS2 – Year 5 as preparation for making secondary school choices in Year 6
KS4 – Year 10 as part of a work experience programme	KS3 – Year 8 as preparation for selecting GCSE options in Year 9
KS5 – Year 12 as preparation for job / university applications	KS4 – Year 10 as preparation for further education / apprenticeship / training applications

2. Agree delivery schedule

The flexible design of the toolkit enables you to choose when and how you would like the programme to be delivered.

For example, off timetable for a half-day workshop or 3 x 1-hour sessions after school.

3. Active Leader Training

Active Leaders will need 2/3 training sessions to learn about the aims of the programme and how to deliver the activities to younger students. Careers Leads should facilitate and oversee this process.

The toolkit is divided into 3 themes:

Theme 1 – All About Me

Theme 2 – Creative Choices

Theme 3 - Exploring

Each theme has corresponding activities which are linked to the Career Development Institute (CDI) Framework which directly maps to a contribution of achieving the Gatsby Benchmarks of Good Career Guidance.

4. Delivery

The workshop / sessions should be delivered at the younger students' learning setting.

Resources

The toolkit is divided into 3 themes, with activities to explore each theme in more depth:

Theme 1 – All About Me

These activities will encourage self-awareness and help learners to describe themselves, what they are good at and what they enjoy doing. The activities will also help them to think about how they can identify areas for improvement.

Theme 2 – Creative Choices

Making choices can be daunting, so these activities will help learners to think about the processes involved in making these choices.

Theme 3 – Exploring

The final theme focuses on the future. The activities will help learners to identify what their next steps might be and what questions they could ask and what information they might need to help them to make decisions about their future.

Activity Sheets

These easy to reference sheets show the following information:

1. The theme and activity title
2. How to organise the groupings and duration of each activity
3. A list of resources required for the activity

Theme 1: All About Me
Activity 1: Positive and negative characteristics

Arrange students into 4 groups of 7 or 8
Allow 30 mins for this activity

You will need

A large sheet of paper per group (75cm x 200cm)
Marker pen for each student

This activity aims to get you thinking about the positive (good) and negative (bad) characteristics. In life we may be judged by these characteristics. For example, when we go to a new school and also when we're looking to get a job.

Instructions
Ask one student to lie down on a sheet of paper (one on each) and the rest of the group need to draw around them. Please take care not to get pen on the floor or the person's clothing. Give the 'outline person' a name, for example Negative Nick or Positive Peggy.
Ask the students to write negative or positive characteristics of the imaginary person on the sheet.
Encourage students to think about the kind of characteristics that an employer might be looking for (or not looking for) in a candidate for a job.

Examples of positive characteristics
imaginative, helpful, capable, calm, confident, dependable, observant, discreet, optimistic, dutiful, persistent, encouraging, supportive, fair, sociable, fearless, trustworthy, careful

Examples of negative characteristics
Rude, argumentative, selfish, lazy, thoughtless, unfriendly, panicky, critical, unkind, careless, aggressive, clumsy

Are some of the characteristics ambiguous? For example, is being neat always positive, can someone be too neat?

Examples of ambiguous characteristics
Funny, impulsive, neat, adventurous, precise, cautious

Questions
How might different character traits be important in certain jobs?
Which would be a more useful quality in a doctor, to be calm or to be fearless?
Which would be a more useful quality in a teacher, to be friendly or fair?
Think about creative careers...
Which would be a more useful quality in an actor, to be optimistic or observant?
Which would be a more useful quality in an artist, to be imaginative or to be neat?

4. An introduction to explain the activity to the learners
5. Instructions how to run the activity
6. Development questions

Introduction to the Toolkit



Arrange all learners in
a circle



Allow 10 mins for
this activity

Welcome to the Creative Careers Active Learning Programme

This toolkit is divided into 3 themes

Theme 1 – All About Me

These activities will encourage self-awareness and help you to describe what you are like, what you are good at and what you enjoy doing. The activities will also help you to think about how you can identify areas for improvement.

Theme 2 – Creative Choices

Making choices can be daunting, so these activities will help you to think about the processes involved in making these choices.

Theme 3 – Exploring

The final theme focuses on the future. The activities will help you to identify what your next steps might be and what questions you could ask and what information you might need to help you to make decisions about your future.

Active Leaders

We are Active Leaders and we will be running the workshop / session. We are young people like you, but we are a little bit further on in our Life Journey. We will lead the activities to help you to learn more about Creativity in Careers. You will learn about the importance of creative skills within all workplaces. In particular, how your skills are transferable from the classroom to a broad range of employment settings. It also might provide some initial support for those of you who might be considering a career in the creative industries.

Survey

Put your hand up if you have ever thought about what type of job you want to do

Put your hand up if you feel confident in making big decisions

Where would you go to find out information about making choices about your future, e.g. GCSE options, future employment? (Take a note of a few examples)

Theme 1: All About Me

Activity 1: Positive and negative character



Arrange learners into
4 groups of 7 or 8



Allow 30 mins for
this activity

You will need

A large sheet of paper per group

(75cm x 200cm)

Marker pen for each learner

This activity aims to get you thinking about the positive (good) and negative (bad) characteristics. In life we may be judged by these characteristics. For example, when we go to a new school and also when we're looking to get a job.

Instructions

Ask one learner to lie down on a sheet of paper (one on each) and the rest of the group need to draw around them. Please take care not to get pen on the floor or the person's clothing. Give the 'outline person' a name, for example Negative Nick or Positive Peggy.

Ask the learners to write negative or positive characteristics of the imaginary person on the sheet.

Encourage learners to think about the kind of characteristics that an employer might be looking for (or not looking for) in a candidate for a job.

Examples of positive characteristics

imaginative, helpful, capable, calm, confident, dependable, observant, discreet, optimistic, dutiful, persistent, encouraging, supportive, fair, sociable, fearless, trustworthy, careful

Examples of negative characteristics

Rude, argumentative, selfish, lazy, thoughtless, unfriendly, panicky, critical, unkind, careless, aggressive, clumsy

Are some of the characteristics ambiguous? For example, is being neat always positive, can someone be too neat?

Examples of ambiguous characteristics

Funny, impulsive, neat, adventurous, precise, cautious

Questions

How might different character traits be important in certain jobs...

Which would be a more useful quality in a doctor, to be calm or to be fearless?

Which would be a more useful quality in a teacher, to be friendly or fair?

Think about creative careers...

Which would be a more useful quality in an actor, to be optimistic or observant?

Which would be more a more useful quality in an artist, to be imaginative or to be neat?

Theme 1: All About Me

Activity 2: My Personal Qualities



Arrange learners into
4 groups of 7 or 8



Allow 30 mins for
this activity

You will need

2 x sheets of A6 card for each learner

(2 colours)

Pen/Pencil for each learner

This activity aims to get you thinking about your own personal skills and qualities and also the areas they might want to improve upon.

You are going to identify the things you are good at and the things you feel you need to work on/would like to improve. For example, something your teacher or a friend might say to describe you. You are going to think about how skills and qualities could be helpful in terms of achieving success or getting a job. You are also going to consider what information you could give someone else to help them to improve.

Instructions

Give each learner 2 pieces of card (one of each colour). On one piece of card, they write something they are good at. On the other piece of card write something they need to work on.

Collect the cards back in

Shuffle then randomly distribute the 'things they are good at' cards. Ask learners to read the information on the card and then feedback to the group how that particular characteristic could be helpful in terms of achieving success/getting a job/etc.

Do the same with the 'need to work on' cards and ask learners to think about what information they could offer to help the person improve.

Questions

Which did you find most difficult to identify, the thing you're good at or the thing you want to improve?

What are the main qualities or skills to you think that people need when they want to get a job?

1. Creativity – having new ideas.
2. Persuasion – being able to look at things from other people's point of view.
3. Collaboration – working well with other people.
4. Adaptability – being able to change when necessary.
5. Emotional Intelligence – being aware of how you and how others are feeling.

Linked In – Top 5 skills employers want, 2021

Theme 2: Creative Choices

Activity 3: Beachball



Arrange learners into
3 groups of 10



Allow 15 mins for
this activity

You will need

1 x beach ball per group

1 x permanent marker per group

This activity aims to get you thinking about how successful people might have achieved their goals by considering their personal qualities and characteristics.

Instructions

Each group should come up with the name of a well-known, successful person:

Active Leader writes the name of the well-known person who the group admire around the top of the beachball.

Each group of learners stands in a circle and throws the ball to each other and when they catch the ball, they name a characteristic of the well-known person or a skill that they have. Active Leaders write on the ball. Continue until everyone has had a go or they run out of ideas.

Questions

Discuss whether they have identified a skill or a characteristic. – What is the difference

Is it something they are born with or something they have learnt?

How did the characteristics you identified help the well-known person in their career?

Compare how the public perceive the well-known person with how their friends and family perceive them.

Theme 2: Creative Choices

Activity 4: Skills Relay



Arrange learners into
4 groups of 7 or 8



Allow 30 mins for
this activity

You will need

1 x Essential Skills list per group

1 x set of Job Description Cards per group

1 x score sheet per group

1 x score matrix (for Active Leader)

This activity aims to get you thinking about the 8 essential skills from the Skills Builder Universal Framework. These skills are listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork and matching them to Job Descriptions for careers in the creative industry.

Instructions

In groups, read through the '8 Essential Skills Description Cards'. Active Leaders explain what a Job Description is:

'Job descriptions explain the main tasks an employee is expected to do as part of their role. It will also specify the qualities of the person required, such as qualifications, experience and skills.'

Then they set up the relay for their groups. Explain that they are going to be matching the skills to Job Descriptions for Creative Careers. Once Active Leader stays with the group and the other goes to the other end of the room. The first learner from each runs to their other Active Leader to collect a Job Description Card. They take the card back to their group and read it carefully. They must work together to decide which of the 8 Essential Skills would be most useful for that particular job.

Encourage learners to think very carefully about which skill they choose. More than one skill will be suitable, but the point of task is to identify which 3 are the best match. Also, all the jobs are Creative Careers, but that doesn't necessarily mean that 'creativity' will be in the top 3 skills. The first learner then runs back to their Active Leader with their answer. Their responses are recorded on the log sheet. The first learner runs back to their group and the second learner goes up to collect a Job Description Card. They repeat this until time runs out or they have completed all of the Job Description Cards.

Remind learners that whilst speed is important, it is essential that they think carefully about their answers, as they also need to get as many points as possible.

Questions

Did you find it easy to match the skills with the roles?

Why do you think skills are important? Encourage learners to talk about the 8 Essential Skills and give examples of how they are useful.

Theme 3: Exploring

Activity 5: Wheel of Life



Arrange learners into
4 groups of 7 or 8



Allow 15 mins for
this activity

You will need

Materials

1 x wheel of life sheet per learner

1 x pencil per learner

This activity aims to encourage you to think about the importance of having balance in life. Balance is unique for to each individual, what may be satisfying and balanced for some, may be stressful or boring for others. This activity will raise your awareness and allows you to plan, identify priorities and set goals.

Instructions

Ask learners the following questions:

What do you think the term 'balanced life' means?

Why might having balance in our lives be important?

How do you feel when you're not in balance?

How do you know you're not in balance?

Wheel of life

Review the categories on the Wheel of Life

1. Family
2. Friends
3. School
4. Health
5. Activities
6. Fun

Ask them to give a score in each area by drawing a line across the segment. 1 = very dissatisfied (closer to the centre) 10 = very satisfied (closer to the edge). Tell them to use the FIRST number that pops into their head and NOT what they think it *should* be.

The new perimeter represents their Wheel of Life, is it smooth or bumpy? A smooth wheel would show that there is balance across the different areas of their lives. A bumpy wheel suggests that there is imbalance.

Questions

What help and support might you need from others to make changes and be more satisfied with your life?

What change **should** you make first? And what change do you **want** to make first?

If there was **one key action** you could take that would begin to bring everything into balance, what would it be?



Theme 3: Exploring

Activity 6: Evaluation



Arrange all learners in
a circle



Allow 10 mins for
this activity

You will need

1 x evaluation form per learner

1 x Head, Heart, Bin, Bag sheet per learner

Pen or pencil for each learner

This activity forms part of the evaluation process. Being able to reflect on your performance, skills and abilities is essential in achieving success in both your academic career and in your future. If you don't know what you did well, how can you do it again? If you don't know your weaknesses, how can you improve?

Instructions

Evaluation 1 – completing a form

This is a formal way of evaluating and is often done at the end of a series of activities or an event. It's way of collecting information and data.

Completing forms with accurate details is likely to feature in your future, so this is a good activity to enable you to practise that.

Evaluation 2 - Head, Heart, Bin, Bag

This is more informal and gives you the chance to express more of your own personal viewpoints

Head – write something from the session today that has made you think

Heart – write something from the session today that you loved doing

Bin – write something from the session today that you didn't like/enjoy

Bag – write something from today's session that you would 'take away', in the sense that you may use it in the future.

Active Leaders: Help the learners to complete the forms. They might need some reminders on the activities that they did.



Theme 3: Exploring

Activity 7: Question Time



Arrange learners into
one group in a circle



Allow 15 mins for
this activity

You will need

Questions in a box for learners to choose

This activity aims to give you the opportunity to ask questions to help you thinking about their transitions and their future careers.

Instructions

The Active Leaders will sit in a panel whilst the younger learners ask them questions. Prompt questions below, however learners are encouraged to ask their own.

Questions

How did you decide which secondary school to go to?

What did you want to do when you were at my stage of education?

How do (did) you avoid distractions in secondary school?

What option subjects will (did) you choose?

How do (did) you decide which option subjects to choose?

What's your favourite subject and why?

Which subjects don't you like and why?

What do you like about your school / college?

What don't you like about your school / college?

What advice would you give to yourself when you were choosing your secondary school / college?

What advice would you give to yourself when you were choosing your options for GCSE / A Level / BTEC / Other

Where is the best place to find out information about options/college?

Appendices – Resource Sheets

Activity 4 – Skills Relay (Pgs 16 – 24)

Essential Skills List

Job Descriptions

Skills Score Sheet

Skills Score Matrix

Activity 5 – Wheel of Life (Pg 25)

Wheel of Life Sheet

Activity 6 – Evaluations (Pgs 26 – 29)

Evaluation Form

Head, Heart, Bin, Bag Sheet

Activity 7 – Question time (Pgs 29 – 30)

Questions Cards



These 8 Essential skills are the skills we all need to succeed in education, work and life. We are not born with these skills; we develop them throughout our lives.

Listening - This is getting ideas or information, remembering it and understanding what to do with it.

Speaking - This is using our voices to share information or ideas.

Creativity - This is the ability to use your imagination and come up with new ideas.

Problem Solving - This is the ability to find a solution to a situation or challenge.

Staying Positive - This is the ability to use tactics and strategies to overcome setbacks and achieve goals.

Aiming High - This the ability to set clear goals and make a solid plan to achieve your goals.

Leadership - This is supporting, encouraging and developing other people to achieve a shared goal.

Teamwork - This is working cooperatively with others to try to achieve a shared goal

Choreographer

What does a choreographer do?

A choreographer creates and plans movement sequences to form a dance. They will usually work with dancers to make the work.

Some choreographers also choreograph movement with non-specialist dancers and even objects.

They may work with a director on a production, who will decide on the themes. They also need knowledge of performance spaces, lighting and costume.

The working hours can often be in the evenings and at weekend.

Areas of work:

- Theatre
- Film and TV
- Community groups
- Education settings

Income:

The average salary is £43,875 per year.

Some choreographers are paid by the hour and earn £22 - £25 per hour.

Entry level positions start at £27,500, experienced choreographers can earn £64,000.

Prop Maker

What does a Prop Maker do?

A prop maker might make anything from fake jewellery to replica weapons and moving models. They work with a broad range of materials, including metal, fibreglass, wood and textiles.

They often do project work and they need to discuss what props are required with the production team. Interpret ideas from rough sketches, carry out research so that the items look authentic.

Areas of work:

- TV and Film
- Theatre
- Museums
- Retail
- Corporate commissions

Income:

Salaries start around £15,000 per year.

Many prop makers are self-employed and work on short term contracts. They are usually paid a fee for each project.

Games Designer

What does a Games Designer do?

Games Designers bring ideas, build prototypes, design and develop the mechanics of a computer game.

A games designer may come up with the whole concept and idea for the game. Or, they may work on a pre-approved idea, such as a game based on a film.

Areas of work:

- Advertising firms
- Computing and electronics organisations
- Education resource suppliers
- Software developers

Income:

Entry-level positions range from £17,000 - £18,000 per year.

The average yearly salary is £30,000.

A senior game designer can earn up to £65,000.

Programmer / IT Consultant

What does a Programmer/ IT Consultant do?

Computer programmers and IT Consultants write, test and programme code that allows computer applications and software programs to function. They turn the program designs created by software developers and engineers into instructions that a computer can follow. They may work in partnership with a range of different clients.

Their role is to provide advice and guidance on the implementation and maintenance of information technology, so that their client can run their businesses.

Areas of work:

- Aerospace and defence
- Agriculture
- Financial Services
- Healthcare
- Manufacturing
- Public and third sectors
- Retail
- Telecommunications

Income:

Contract work is possible and daily rates range from £150 to more than £550 a day, depending upon your area of expertise.

As a graduate IT consultant, you can expect to earn £20,000 - £30,000 per year.

With a few more years' experience, £32,000 - £40,000

At a senior level it can be £80,000.

Events Planner / Manager

What does an events planner / manager do?

Events planners and managers are responsible for creating big company parties, or publicity events. They need to meet strict deadlines and budget demands.

They will build relationships with their clients, venues and a wide range of other contacts in the industry to develop all parts of an event.

To be successful they need to know about fashion trends, design, production. They may face a lot of challenges in trying to organise the event at a particular location.

They will be responsible for training a team of staff to run the event. Knowing about health and safety regulations and making sure everyone enjoys the event.

Areas of work:

- Charities
- Conference and exhibition centres
- Hotels
- Local Authorities
- Festivals
- Public Attractions
- PR Agencies
- Events Venues
- Theatres
- Film, video and music production companies
- Weddings
- Private Parties

Income:

Entry-level roles range from £18,000 to £22,000 per year.

With experience you can expect between £22,000 and £25, 000.

Managers can start around £33,000 rising to £40,000 for senior managers or directors with lots of experience.

Musician

Function Artist/Band

Solo Artist

Band

What does a musician do?

Musicians create and perform music.

Function Artists and Bands cover popular songs or material by other people for parties or tributes, etc.

Solo Artists perform their own or other people's material and are usually accompanied by a band or a backing track.

Bands are a group of instrumentalists or musicians who work together and perform as an ensemble.

Musicians can work in a band, company, ensemble or orchestra performing their instrument.

Areas of work:

- Festivals
- Cruise Ships
- Private and corporate parties
- Orchestras
- Pubs
- Clubs
- Restaurants

Income:

Normally a price is negotiated for services, but income varies widely depending on the venue, status and what type of musician you are.

Your profile as a musician and employment status will also determine a fee.

If you are signed to a label, you will probably get a higher fee, but the label will take some of the money.

Write the 3 skills that you think are most important in this job

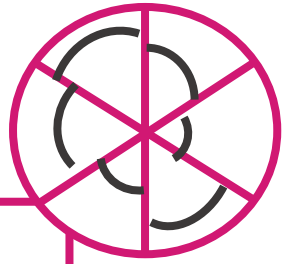
Job Title	Skills	Score
Musician	1. 2. 3.	
Events Planner/Manager	1. 2. 3.	
Programmer/IT Consultant	1. 2. 3.	
Choreographer	1. 2. 3.	
Prop Maker	1. 2. 3.	
Games Designer	1. 2. 3.	

Score Matrix

Job Title	8 points	6 points	4 points	2 points
Musician	Staying Positive	Teamwork	Listening	Problem Solving
	Creativity	Aiming High	Speaking	Leadership
Events Planner/Manager	Problem Solving	Leadership	Creativity	Staying Positive
	Listening	Teamwork	Speaking	Aiming High
Programmer / IT Consultant	Teamwork	Listening	Staying Positive	Leadership
	Problem Solving	Creativity	Aiming High	Speaking
Choreographer	Leadership	Aiming High	Staying Positive	Listening
	Speaking	Creativity	Problem Solving	Teamwork
Prop Maker	Creativity	Teamwork	Listening	Aiming High
	Staying positive	Problem Solving	Speaking	Leadership
Games Designer	Teamwork	Problem Solving	Listening	Staying positive
	Creativity	Speaking	Aiming High	Leadership

Wheel of Life

EXAMPLE



Family

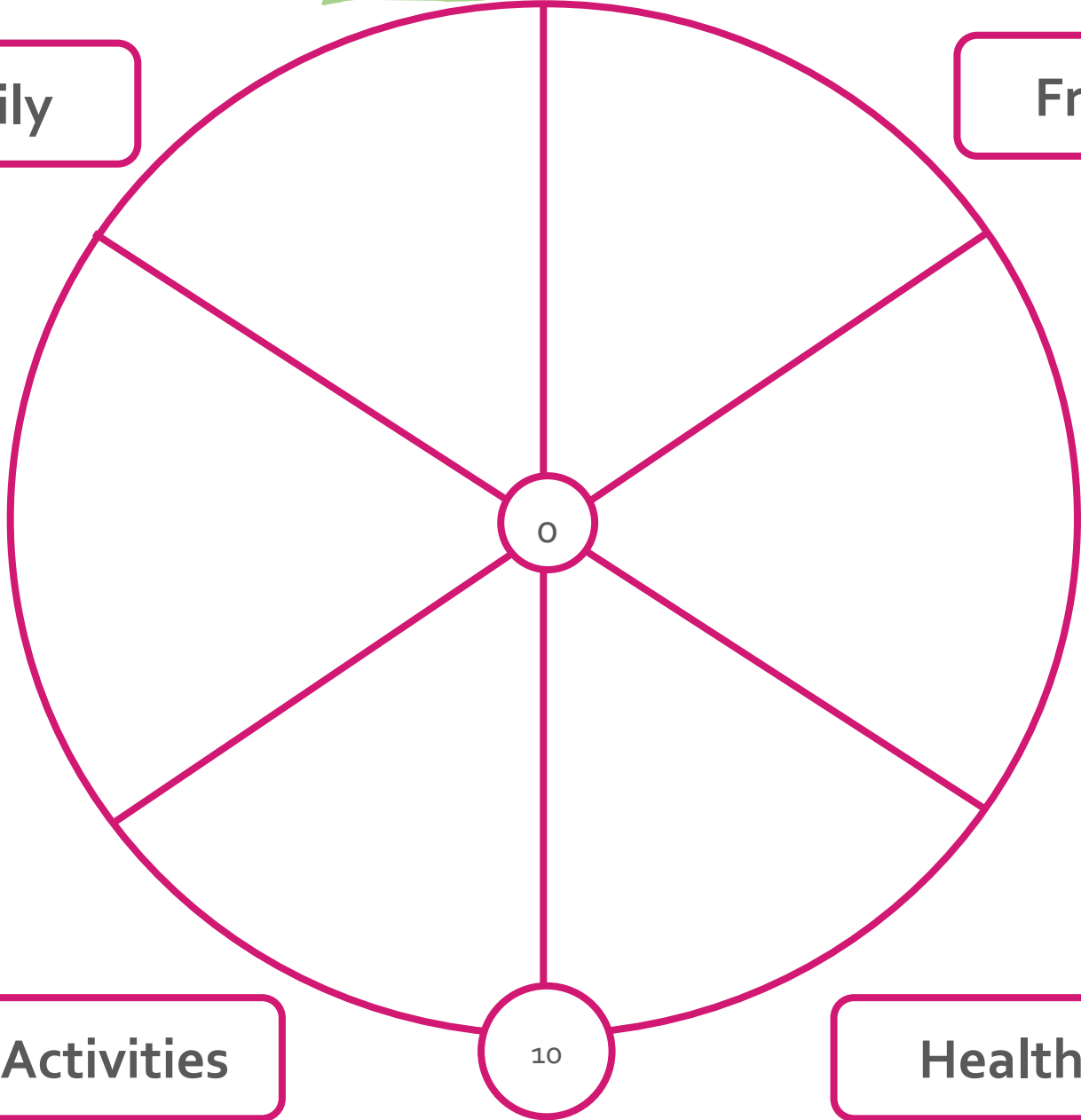
Friends

Fun

School

Activities

Health



10

Creative Careers: Active Learning Toolkit Evaluation

Thank you for taking part today.

Your input is really valuable to us, please complete this evaluation to help inform us in developing careers activities in the future

1. What stage of education are you in?

- Primary School
- Secondary School
- Sixth Form or Further Education College

2. Which year are you in?

3. Please list your favourite 3 lessons / subjects.

4. How would you rate today's workshop?

Poor 1 2 3 4 5 Excellent

5. Which activity did you find the **most** useful/enjoyable?

(Please tick one option only)

- Positive and Negative Character
- My Personal Qualities
- Beachball
- Skills Relay
- Wheel of Life

Continued overleaf

6. What activity did you find the **least** useful/enjoyable?
(Please tick one option only)

- Positive and Negative Character
- My Personal Qualities
- Beachball
- Skills Relay
- Wheel of Life

7. How will you apply what you have learnt today?
(Please tick all that apply)

- I will use it to help me with my school work / studies
- Sharing with others
- I will not be applying this

8. How much will today's workshop increase your knowledge and understanding of creative learning?

Not at all 1 2 3 4 5 A great deal





9. Any further comments?

Thank you for your time

Evaluation – Head, Heart, Bin, Bag

Write your answers in the boxes

Are you: A member of school staff Student Active Leader Other (please state _____)

 <p>Something in the session that made you think</p>	 <p>Something that you loved about the session</p>
 <p>Something in the session that you didn't like or enjoy</p>	 <p>Something in the session that you will remember</p>

How did you decide which college to go to?	When you were in my year group did you know what job you wanted to do when you were older?	How do you avoid distractions?
What option subjects did you choose?	What's your favourite subject and why?	Which subject don't you like and why?
What do you like most about your school/college?	What do you like least about your school/college?	What advice would you give to someone choosing a school/college?
What advice would you give to yourself on choosing options?	Where is the best place to find out information about option choices?	Do you want to go to university?
What is your dream job?	What is your best skill?	How would your best friend describe you?

<p>What subjects did you do for GCSE?</p>	<p>Do you get a lot of homework?</p>	<p>Was it easy to make friends?</p>
<p>Do you find studying stressful?</p>	<p>Are there a lot of tests?</p>	<p>Is the work hard?</p>
<p>Who helped you choose your school/college?</p>	<p>What do you want to become when you are older?</p>	<p>Do you have any skills that may help you in the future?</p>
<p>What lessons are you good at and why?</p>	<p>Do you prefer primary school, secondary school or college?</p>	<p>Do you regret and education related choices you have made?</p>
<p>Do you know what university you would like to go to?</p>	<p>Who is your favourite teacher and why?</p>	<p>What things do you find difficult in school?</p>