



Personal development bulletin number 7 2.11.20



Resources	Pages
Character	<i>white</i>
Community	<i>blue</i>
Careers	<i>red</i>
Apprenticeships	<i>yellow</i>
University	<i>green</i>

International Stress Awareness Week 2nd – 6th Nov 2020

International Stress Awareness Week has developed as a major annual event focusing on stress management. Subjects this year's event will address include –

- Experiences people have with mental health challenges and what can be done to help them
- How employers are responding to mental health issues and what can be learnt
- Campaigning against the stigma associated with stress and mental health issues
- The role of stress management professionals in alleviating stress, with practical and proven techniques for building resilience
- What further actions need to be taken in the light of the pandemic and possible changes in future working practices
- Ensuring that those suffering from stress know where to go to seek advice

<https://isma.org.uk/isma-international-stress-awareness-week>

Change will not come if we wait for some other person or some other time.

We are the ones we've been waiting for.

We are the change that we seek.

Barack Obama



COPING CALENDAR: KEEP CALM. STAY WISE. BE KIND



30 actions to look after ourselves and each other as we face this global crisis together. Please use & share 🙏

1 Make a plan to help you keep calm and stay in contact

2 Enjoy washing your hands. Remember all they do for you!

3 Write down ten things you feel grateful for in life and why

4 Stay hydrated, eat healthy food and boost your immune system

5 Get active. Even if you're stuck indoors, move & stretch

6 Contact a neighbour or friend and offer to help them

7 Share what you are feeling and be willing to ask for help

8 Take five minutes to sit still and breathe. Repeat regularly

9 Call a loved one to catch up and really listen to them

10 Get good sleep. No screens before bed or when waking up

11 Notice five things that are beautiful in the world around you

12 Immerse yourself in a new book, TV show or podcast

13 Respond positively to everyone you interact with

14 Play a game that you enjoyed when you were younger

15 Make some progress on a project that matters to you

16 Rediscover your favourite music that really lifts your spirits

17 Learn something new or do something creative

18 Find a fun way to do an extra 15 minutes of physical activity

19 Do three acts of kindness to help others, however small

20 Make time for self-care. Do something kind for yourself

21 Send a letter or message to someone you can't be with

22 Find positive stories in the news and share these with others

23 Have a tech-free day. Stop scrolling and turn off the news

24 Put your worries into perspective and try to let them go

25 Look for the good in others and notice their strengths

26 Take a small step towards an important goal

27 Thank three people you're grateful to and tell them why

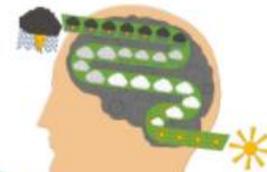
28 Make a plan to meet up with others again later in the year

29 Connect with nature. Breathe and notice life continuing

30 Remember that all feelings and situations pass in time



“Everything can be taken from us but one thing: the freedom to choose our attitude in any given set of circumstances” ~ Viktor Frankl



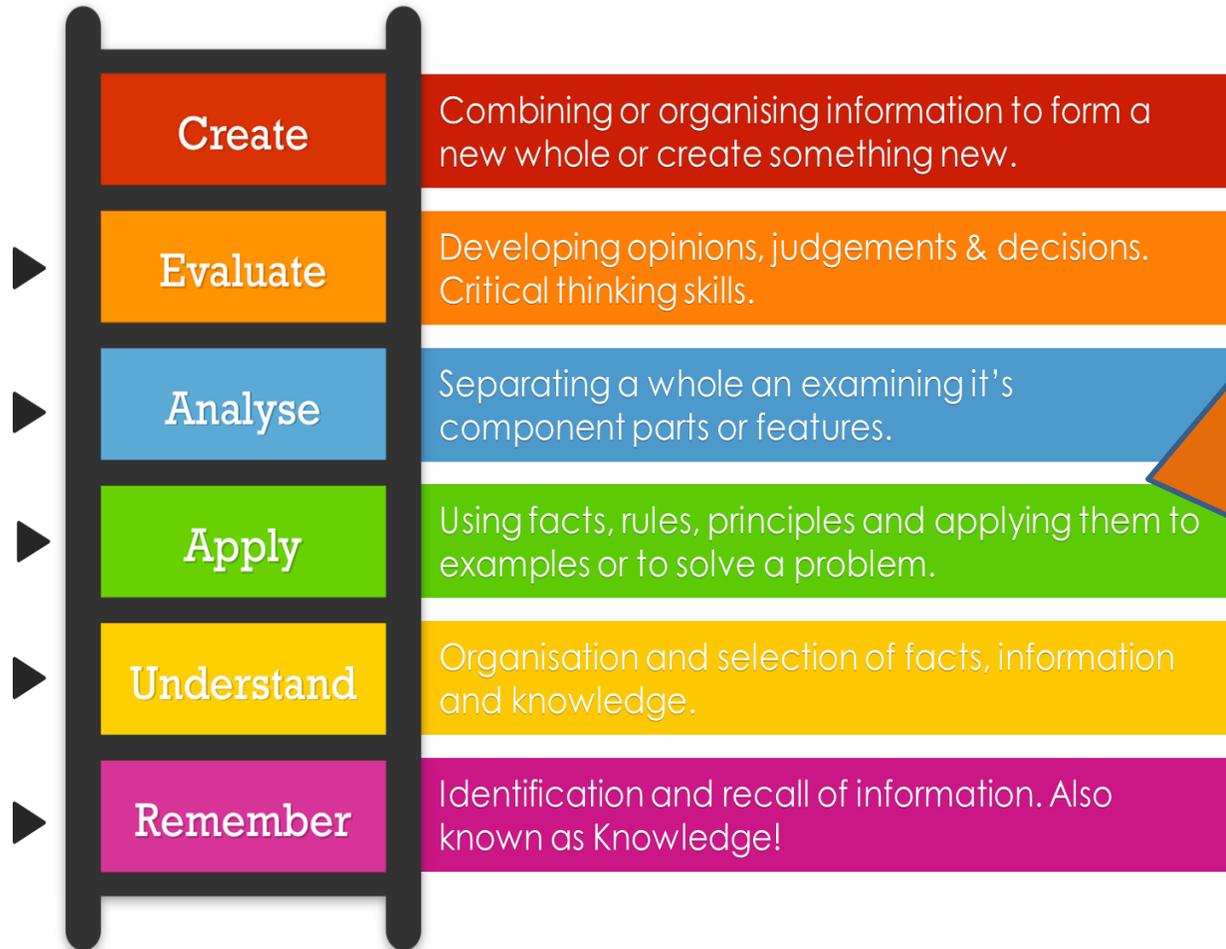
ACTION FOR HAPPINESS



www.actionforhappiness.org

Character

Nothing to do?
Use the *Thinking Ladder* and
become more **resourceful...**



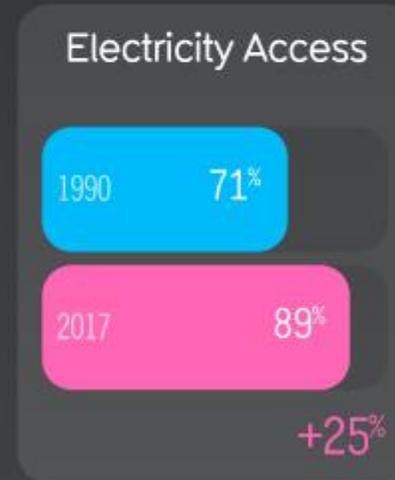
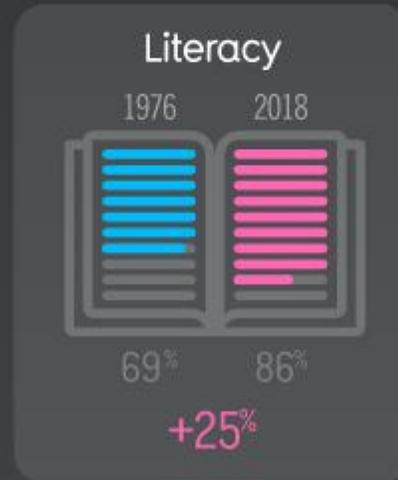
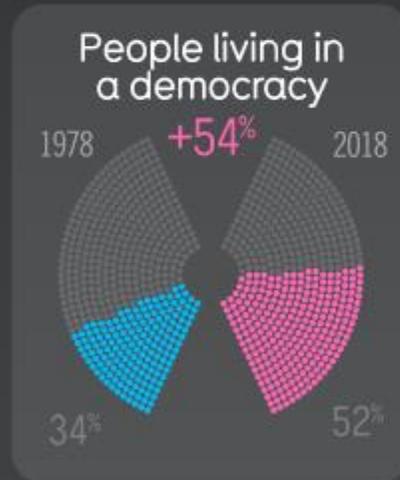
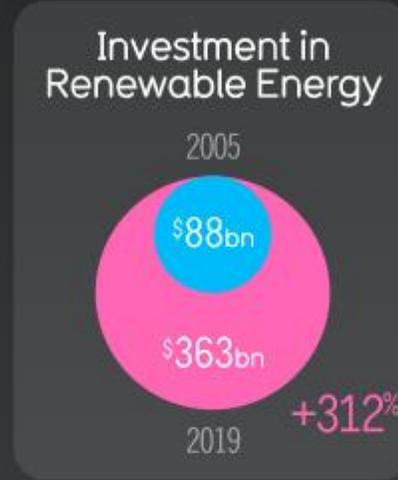
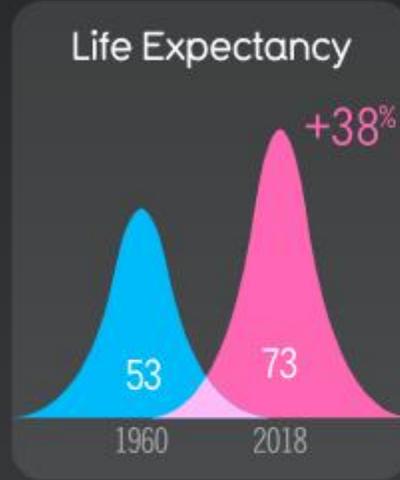
Idea of the week...

Understanding

Create true or false cards. On one side of the card write a statement, on the reverse write whether it is true or false and why. Test yourself.

Things Going Up! Up! Up!

improving substantially, globally



beautifulnews

sources: World Bank, Our World in Data

The Great Conversation...

A different topic each week, to help you

- Develop your debating skills
- Wow in an interview/seminar
- Write better essays
- Grow in confidence

Imperialism

<https://youtu.be/aJaltUmrGo>



In the news...

N-word: The troubled history of the racial slur

- “It's the filthiest, dirtiest, nastiest word in the English language.”
- The word can be traced back in history to slavery.
- You only have to watch films like *12 Years a Slave* to see how the word was used to make black people feel inferior and unworthy.

<https://www.bbc.co.uk/news/stories-53749800>

[Step into the NHS](#) careers resources and competition website

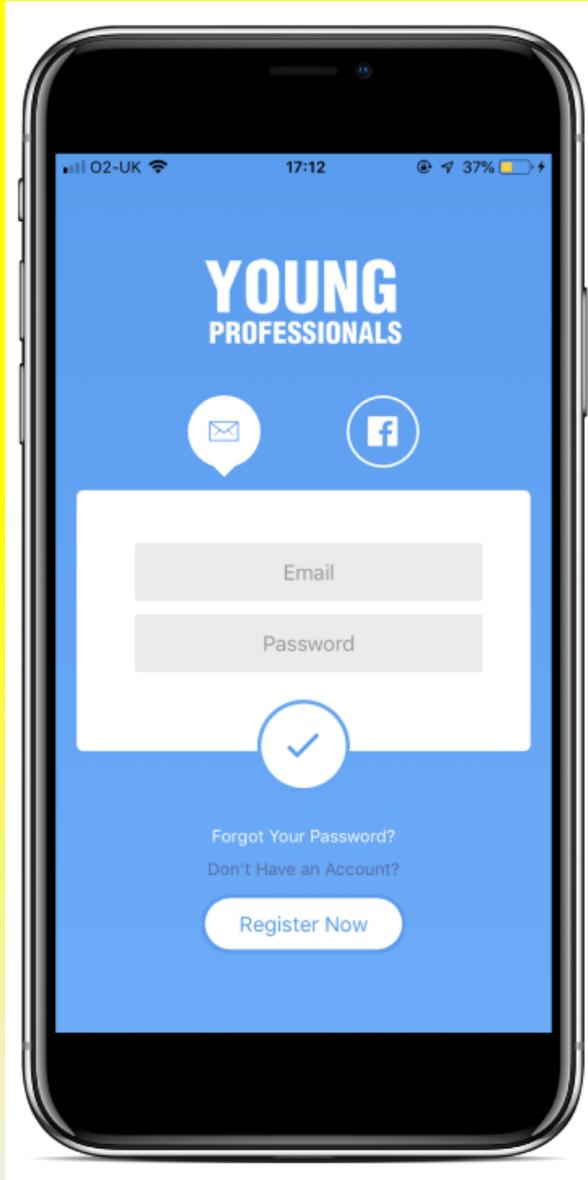
Aimed at raising students' ambitions, there are videos, worksheets, lessons plans and more, that can be used in the classroom or remotely.



The screenshot shows the 'Step into the NHS' website. The header includes the NHS logo, social media icons, and a navigation menu with 'Home', 'Careers', 'Work experience', 'NHS Jobs', 'Apprenticeships', and 'Teachers'. The breadcrumb trail reads 'Home > Secondary schools > Secondary schools - resources'. The main content area is titled 'Follow these simple steps to deliver the competition' and is divided into four steps:

- Step 1: The research phase**
Main activity: Students research the breadth of careers in the NHS and select one.
Core resources: stepintothens.nhs.uk, career mapper quiz, careers A-Z, videos of NHS staff, employee portraits presentation outlining skills and attributes needed for a variety of roles.
Differentiated materials: Employee portraits with practice sheets to develop understanding.
- Step 2: The job description**
Main activity: Students produce a job description for their chosen role that demonstrates their understanding of what it involves.
Core resources: Job description template for student completion.
Differentiated materials: Job description guidance sheet to support this task, useful vocabulary list.
- Step 3: The job advertisement**
Main activity: Students create a fun, lively and creative advertisement to tell other young people about the role.
Core resources: Examples of previous entries.
Differentiated materials: Job advertisement guidance sheet with planning advice.
- Step 4: Send us your entry**
Main activity: Submit your entry online where possible. If you need to send by post, complete paperwork to accompany entry.
Core resources: Teacher entry form, pupil entry form.
Differentiated materials: None applicable.

The page features a large graphic of a house with a blue roof and green base, and two photos of students in school uniforms. The bottom of the page has the text 'Using the teacher resources'.



Young Professionals App

One Simple Platform

One brilliant app that will allow you to unleash your career potential. Search for your ideal job, employer and key location quickly and easily

Kick Start Your Career

View hundreds of job opportunities from leading employers who will help you turn your first job into a rewarding career

Personal Profile

Create your own profile to showcase you to potential employers! Take your video, upload your skills and get yourself discovered!

Futures 12 Month Placement Scheme at IBM

Our **Business and Technology** Futures roles are open now!

- The Futures Placement scheme offers you an invaluable opportunity to work with a **world-leading company** for 12-months, broadening your horizons and giving you a head start in your career.
- You might be uncertain about whether to start work, complete an apprenticeship or go to university, if that's you and you are unsure about what to do next, the IBM's Futures Scheme is for you. The Futures Scheme is our **Gap Year program** offering a years internship - a try before you commit scheme. We offer you an invaluable opportunity to work with a world-leading company, broadening your horizons and giving you a head start in your career.
- You'll be deployed onto a challenging work placement, where you'll support and learn from experienced professionals across IBM. At the end of your placement, it's in your hands. IBM offer both Business and Technical Placements, with both taking place over a year!
- You will benefit from a **£18,000 starting salary**, a £1,000 bonus and much more!
- **To find more, and to apply visit:** <https://www.ibm.com/uk-en/employment/entrylevel/>

Sutton Trust: Deadlines for Pathways 2020 applications approaching!

[Pathways](#) provides information, guidance and hands on experience to students interested in studying at university and exploring a career in **Law, Banking and Finance, Medicine or Engineering**. Run in collaboration with our partner universities, Pathways looks to help students develop the skills they need to navigate higher education and the workplace.

We are looking for **high achieving** (at least 5 A/6s at GCSE or 5 Bs at National 5) students from less-advantaged backgrounds in **state schools** like yours.

Click [here](#) to watch our Pathways in 3 words video to find out what previous students thought about the programme.

This year we have adapted our programmes to adjust for the ongoing Covid-19 situation. This means the 2020-2022 Pathways programme will likely consist of a combination of face-to-face and digital delivery. More information about this can be found on our [webiste](#)

How can students apply?

To apply for the programme, students must:

- Attend, and have always attended, a state-funded, non-fee-paying school/college
- Be in Year 12 at the start of the programme
- Live within a reasonable commuting distance of the university you are applying to. This will normally be one hour's travel time each way. More information about eligibility, and the application form, can be found on our [website](#).

Deadlines for each university differ so please check our website to find out when each programme closes for applications to ensure your students don't miss out.

We look forward to receiving your student applications! They can click [here](#) to apply now.

Super-curricular knowledge

Subject-Specific Resources

The following resources are grouped by Cambridge subject. As is the nature of our courses, every academic interest is covered, but they might not always be under the heading you would expect. For guidance about our courses and the subjects they cover, see the individual course pages on our website:

<https://www.undergraduate.study.cam.ac.uk/courses/>

Chemical Engineering:

- Course website: <https://www.undergraduate.study.cam.ac.uk/courses/chemical-engineering>
- Chemical Engineering Resources and web forum: www.cheresources.com/content/articles/
- <http://www.whynotchemeng.com/>
- <http://library.stanford.edu/guides/chemical-engineering-resources-students>

Oxbridge Thinking skills question...

<https://www.ox.ac.uk/admissions/undergraduate/applying-to-oxford/tests/tsa>

Click for answer

7 The table below shows the breakdown of marks awarded to students taking an exam.

<i>student</i>	<i>first examiner</i>	<i>first mark</i>	<i>second examiner</i>	<i>second mark</i>	<i>final mark</i>
Arnold Jones	Ms Rosenberg	80	Mr Robson	70	75
Betty Markham	Mr Kettering	90	Mrs De Vere	60	75
Clara Bird	Ms Nolan	60	Mr Robson	50	55
Cora Smith	Mr Kettering	80	Ms Rosenberg	80	80
Dave Howard	Mrs De Vere	90	Ms Rosenberg	90	90
Dennis Garton	Mr Kettering	80	Ms Nolan	70	75
Hillary Gordon	Mr Robson	50	Mrs De Vere	90	70
Janine Turner	Ms Rosenberg	80	Ms Nolan	90	85
Laurence Rothman	Ms Nolan	60	Mrs De Vere	50	55

The mark scheme is as follows: 90 = excellent; 80 = good; 70 = satisfactory; 60 = acceptable; 50 = fail. The final mark is the average between the marks given by the first and second examiners.

Which pair of examiners disagreed the most on the marks they awarded a student?

- A Mr Kettering and Mrs De Vere
- B Mr Robson and Ms Nolan
- C Ms Rosenberg and Ms Nolan
- D Mr Kettering and Ms Rosenberg
- E Mrs De Vere and Mr Robson