

# SUPER STARS

**A BRIGHT AND  
BRILLIANT  
FUTURE**

Please use it to jot down any learning points you would like to remember and use the workbook to complete the activities within each session.

**This workbook is for you to use whilst completing the Super Stars programme.**

**Student name:**

**School:**



**SUPER  
STARS**



University of Essex

# SESSION ONE

## An introduction to university and beyond

### Activity One – Virtual campus tour quiz

#### Aims:

By the end of this session I should be able to:

- Understand the journey to higher education
- Identify unique features of a university eg lecture theatre
- Understand what students do when they go to university
- Recall some key facts about going to university

What is the name of the campus that Katie is giving you a virtual tour of?

What can you do by the lakes?

Can you give an example of a subject that a student can study at the university?

What is the name of our theatre?

How many books are there in the library?

What is the name of one of our lecture theatres?

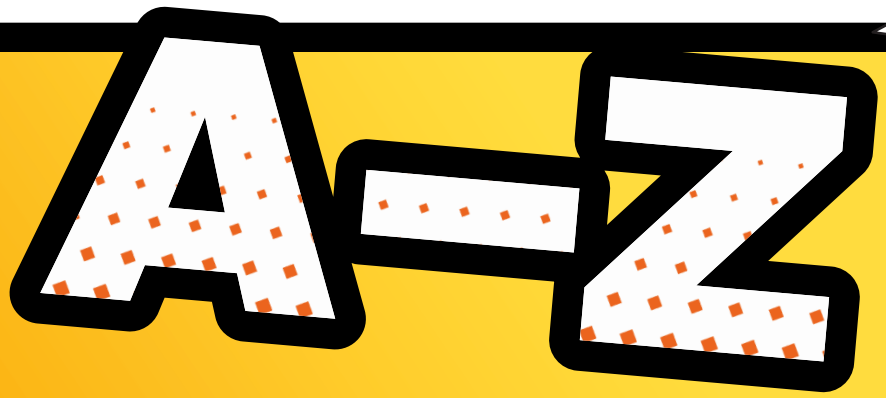
Tell me one thing that you can do on square 3

What activities can you take part in at our sports arena?

Can you live at the university?

What is the annual graduation ceremony?

Does the campus look amazing?!



## Activity Two - A to Z of courses!

<b>A</b>	eg Accounting and Finance	<b>N</b>	
<b>B</b>	eg Biology, Biomedical science	<b>O</b>	
<b>C</b>		<b>P</b>	
<b>D</b>		<b>Q</b>	
<b>E</b>		<b>R</b>	
<b>F</b>		<b>S</b>	
<b>G</b>		<b>T</b>	
<b>H</b>		<b>U</b>	
<b>I</b>		<b>V</b>	
<b>J</b>		<b>W</b>	
<b>K</b>		<b>X</b>	
<b>L</b>		<b>Y</b>	
<b>M</b>		<b>Z</b>	

# Activity Three – Your Why

**Prioritise the following reasons you think are most important in progressing on to university:**

There is no right or wrong order, your friends may have chosen to rank their reasons differently, and that is okay! Your choices are personal to you and over your school years, your reasoning may change a little.

**1. Gain a qualification that is recognised and respected worldwide**

**2. Improve your job prospects**

**3. Study something that you enjoy**

**4. Learn new skills**

**5. Meet new people**

**6. Have new experiences**

**7. Grow your independence**

**8. Have a great time**

# SESSION ONE

**Get your facts right!**

- University is where you go once you have completed school and college/ sixth form and have gained your GCSE'S and A-Levels or equivalent.
- A university is like a school but for adults. You can apply to go to university from the age of 18, but there is no upper age limit so you could be age 70 if you still have the passion and energy to learn!
- Qualifications help you to achieve a greater understanding of different subject areas and will help you towards building your career.
- If you decide to go to university, some students move away from home and will live with their friends whilst they are at university.
- Universities are very big places and have lots of things to do to help you enjoy your time whilst studying. They often have shops, restaurants and sports facilities. Some have cinemas, theatres and art galleries. Some also have lots of outdoor space for you to enjoy!
- Universities are hugely diverse and international places. The University of Essex has students studying from 140 different countries.
- You make friends in a variety of different ways. You can meet people on your course, in your accommodation and at any sports clubs or societies you may join.

## **9 reasons why you should consider going to university:**

- 1.** Gain a qualification that is recognised and respected worldwide
- 2.** Improve your job prospects
- 3.** Learn new skills
- 4.** Study something you enjoy
- 5.** Meet new people
- 6.** Have new experiences
- 7.** Grow your independence
- 8.** Have a great time
- 9.** Help you to achieve your ambitions and aspirations for the future



# SESSION TWO

## Aims:

By the end of this session I should be able to:

- Understand what aspirations are
- Look at the achievements of some aspirational people and how they achieved them

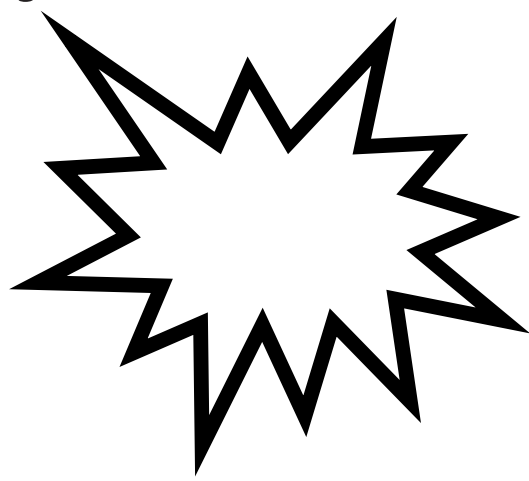
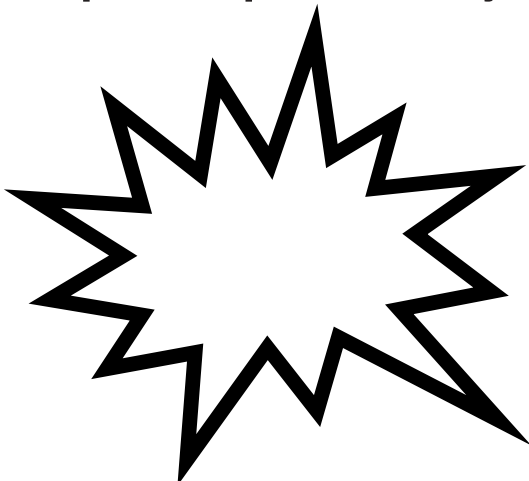
## Who and what inspires us

### Activity One

**A. In the star, jot down what the word 'Aspiration' means to you.**

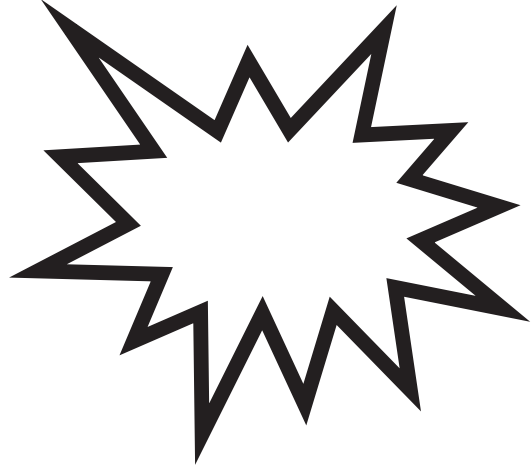
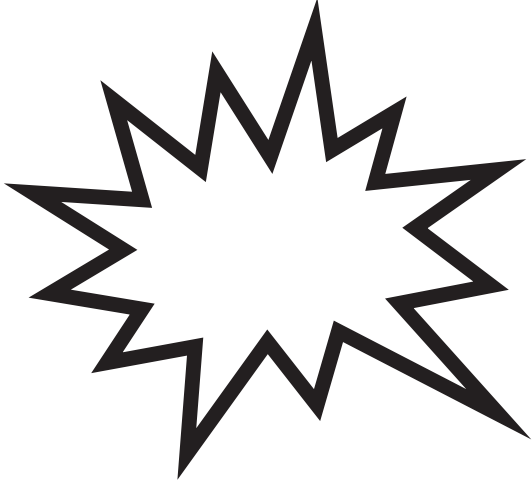


**B. Why do you think aspirations are important and can you give some examples of aspirations? Jot your thoughts down in the stars below.**

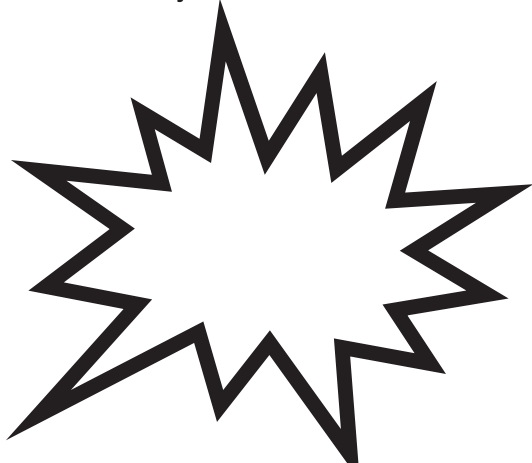
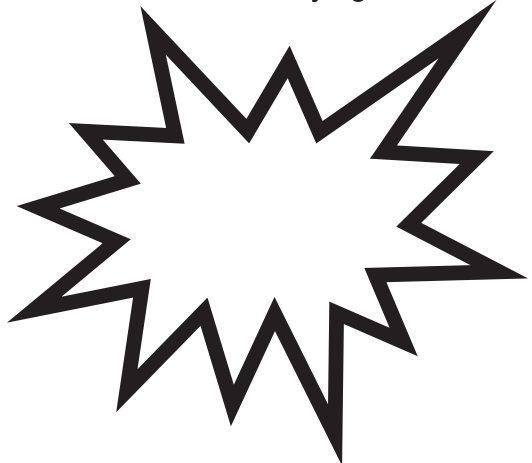


## Activity Two

- A. Why do you think Marcus Rashford is inspirational?** What barriers do you think he faced whilst trying to achieve his goals? Jot down your ideas in the stars below.



- B. Why do you think Malala Yousafzai is inspirational?** What barriers do you think she faced whilst trying to achieve her goals? Jot down your ideas in the stars below.



- C. Can you think of any other people who you believe are inspirational?** Why do you think they are inspirational? What barriers do you think they faced whilst trying to achieve their goals?



# SESSION ONE

**Get your facts right!**

Aspirations are our hopes or dreams of achieving something. If we have clear aspirations, it can help us to achieve our goals.

## **Why should we try to be aspirational?**

- It is important that we have aspirations to help us reach our full potential.
- If we can aspire to do or be something, it can help us to work out what steps we need to take to get there.
- It can also help to keep us motivated when things don't go according to plan.
- Aspirations help us to develop ways to overcome these obstacles.

## **How do aspirational people achieve their goals?**

- They set their expectations high.
- They are resilient and keep going even when times are tough.
- They think about the steps that they need to take to achieve their goals.
- They use their influence and experience to further their cause.

**“Shoot for the moon. Even if you miss, you’ll land among the stars”**

(Les Brown)





# SESSION THREE

**Do you believe  
in superheroes?**

## **What are skills and qualities?**

### **Aims:**

By the end of this session you should be able to:

- Identify your own individual skills and qualities.
- Identify the difference between a hero and a superhero.
- Understand some key facts/ themes that emerge throughout the history of the superhero genre.

Skills and qualities are two aspects of a person that makes us well-rounded and unique.

**Skills** are things that a person can do effectively that they may have learnt through school or work - for example, reading, writing, listening, and communicating etc.

**Qualities** are aspects of a person's personality that are natural to that person - for example, kindness, generosity, patience and motivational etc.

**SKILLS**

**QUALITIES**

# Activity One – What are my qualities?

## PART A

Speak to the person next to you and discuss the skills and qualities you have. **Add a further 5** qualities to the list. Our friends and teachers will be great at providing suggestions you may not have thought of.

	Quality	Do I have this quality?	How do I show this quality in everyday life?
01	Brave		
02	Helpful		
03	Conscientious		
04	Determined		
05	Adaptable		
06	Honest		
07	Punctual		
08	Resilient		
09	Generous		
10	Kind		
11			
12			
13			
14			
15			

**Which qualities would you like to develop, and how might you do this?**

Jot them down in the box below.

# Activity One – What are my skills?

## PART B

Complete the table below highlighting your skills and **add five more** skills to the list.

	Skills	Do I have this skill?	How do I show this skill in everyday life?
01	Thinking of creative ideas		
02	Solving problems		
03	Using tools and machinery		
04	Communicating		
05	Decision making		
06	Working with numbers		
07	Searching for information		
08	Working in a team		
09	Drawing and painting		
10	Stating and arguing my viewpoint in discussions		
11			
12			
13			
14			
15			

Which skills would you like to develop, and how might you do this?



## **Activity Two – Tell me about your favourite superhero or real-life hero**

**Who is your favourite hero and why do you like them?**

**What qualities do you think they possess and why do you think they are so successful?**

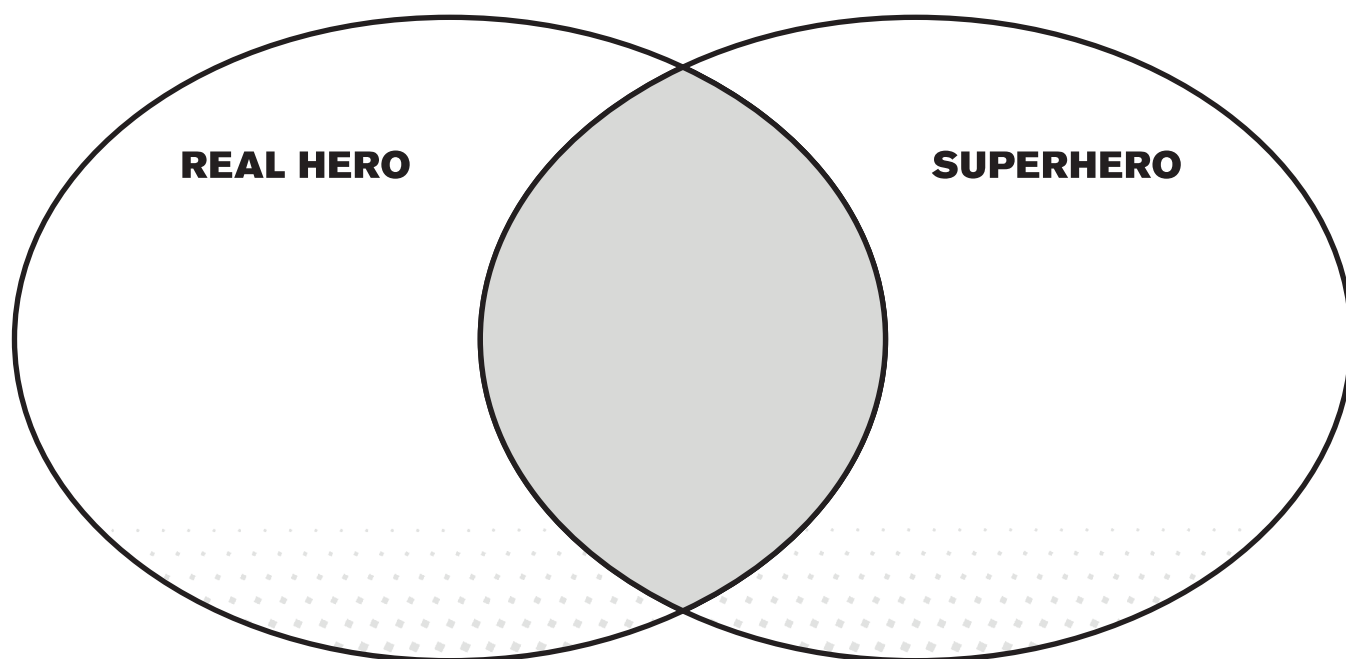
## Activity Three – What makes someone a hero?

After completing the group activity on what makes someone a hero, please write down **5 heroic qualities** and **5 skills** that mean the most to you:

1	
2	
3	
4	
5	

## Activity Four – Real heroes Vs Superheroes

**Choose a real-life hero and a superhero from those we have just looked at in activity three.** Write down in the circles below why they are similar and why they are different.



## SESSION THREE

**Get your facts right!**

**Real life heroes possess similar attributes to superheroes (minus the superpowers!)**

All heroes and superheroes have:

**Courage** – When facing daunting odds, they charge fearlessly and prevail.

**Selflessness** – Other people's needs come before their own.

**Humility** – Remain modest.

**Commitment** – Commit themselves to the cause.

**Compassionate** – Have a sense of concern and kindness for others. Their actions are intended to improve the lives of others.

**Express enjoyment in their mission** – Bring a message of hope and goodness through positive actions.

**“We do not need magic to change the world, we carry all the power we need inside ourselves already: we have the power to imagine better”**

(J.K. Rowling)



# SESSION FIVE

**You can achieve anything!**

## Activity One – Learning as we grow

### Aims:

By the end of this session you should be able to:

- Identify opportunities that may become available to you in the future, how they might benefit you and are aware of how to make the most of them
- Understand how people learn new things and achieve certain goals
- Discuss educational and career opportunities that may be available to you in the future.

Read through the statements below and **highlight any that apply to you**. They are all things someone your age might have learnt to do since starting school. They might be things you have learnt in the classroom, at home, or at clubs you might attend. Some of them might be things you are still learning to do!

I can read	I can ride a bike	I know my times table
I can ask for help	I can add fractions	I know another language
I can do a cartwheel	I can sew or knit	I can cook
I can ride a horse	I can score a goal	I can draw
I can colour in the lines	I can sing	I can speak to a large group
I can disagree without arguing with someone	I can accept responsibility	I can tell the truth
I can be kind	I can work with someone who isn't my friend	I can talk about my feelings
I can share	I can spell well	I can play an instrument
I can tell the time	I can listen to others	I can be helpful

# Activity Two – How I Learn Best

## Things I like or are interested in:

Some examples include:

- Maths, cookery
- Writing, sports
- Books, animals
- Science, computers
- Music, people
- Drama

## My Strengths:

Some examples include:

- Making decisions, problem-solving
- Leading others, listening well
- Public-speaking, creative tasks

## Learning preference:

Some examples include:

- Watching others, listening
- Repeating, doing it myself
- Reading instructions

## Environments I work well in:

Some examples include:

- Indoors, outdoors
- Working alone, working in groups
- Working in silence
- Working with music on





**CONGRATULATIONS  
SUPER STARS  
ON COMPLETING  
THIS PROGRAMME!**

**We hope that  
you feel inspired  
to continue  
pursuing your  
hopes and  
dreams for  
a bright and  
brilliant future!**

**Remember** as you move through your school career and ultimately through to your professional career, stay focused and play to your strengths, nurture and develop your skills, pursue the things that interest you and reach for the stars!

**Follow  
us at:**



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