

Work Related Learning Year 11

Medium term plan

Please note: this scheme of work includes a range of planned tasks/activities that will need further adaptation to suit the needs/ability of the group taught. It is the teacher's responsibility to select relevant and appropriate activities from the suggested activities in order to construct individual lessons. The resources will need to be differentiated/adapted for different needs and abilities as well. This scheme of work is not designed to be used as lesson by lesson planning without any modification/adaptation.

Autumn 1			
	Session small steps outcomes	Suggested learning and teaching activities	Resources
Autumn 1 Session 1	<ul style="list-style-type: none"> • Know what work is and can give examples of different type of work • Understand the reasons why people work • Know some ways how the world of work has changed over a period of time: <ul style="list-style-type: none"> ○ Types of jobs available ○ Technological changes at home ○ Technological changes at work 	<p>Activity 1</p> <ul style="list-style-type: none"> • Using Activity Sheet 3(a) What is Work? teacher leads discussion on the nature of work <p>Activity 2</p> <ul style="list-style-type: none"> • Working in pairs students are allocated Activity Sheet 3(b) Occupation Pictures, and list the reasons why a person may have chosen a particular job <p>Activity 3</p> <ul style="list-style-type: none"> • Students interview an older person from home/community/school and draw up a list of changes that have occurred in their world of work (e.g. equipment, working hours, health and safety, working conditions) <p>Activity 4</p> <ul style="list-style-type: none"> • Divide the class into groups of three or four students. Ask each group to discuss why it is important to think about their future career goals. Ask groups to list their answers and rank them in order of importance. • Ask groups to discuss the following statement: 	<ul style="list-style-type: none"> • Teacher Briefing Sheet • Activity Sheet 3(d): Different Ways of Working • Activity Sheet 3(a) - What is Work? • Activity Sheet 3(b) - Occupation Pictures

		<p>Developing a career plan is a lifelong process.</p> <ul style="list-style-type: none">• Ask students to think about how they will have to continue career planning even after they begin work. (Hint: promotion, changing jobs/careers and retirement).• Explain to students that their life priorities will change through time and will influence their career plans. Ask groups to identify up to three scenarios that might make them change their career plans.• As a class calculate:<ul style="list-style-type: none">○ the total number of days, weeks and hours students have already spent in education; and○ the total number of days, weeks and hours they will possibly spend in education in the future• Add these figures together to calculate the total life time students will spend in education.• Discuss the amount of time different people dedicate to thinking about their future career and why this is important. As a class, calculate the number of years students are likely to be in employment. Highlight the importance of being in a job that makes them happy. <p>Activity 5</p> <ul style="list-style-type: none">• In this activity, students think about themselves and what they want in the future. Ask students to individually make a personal record using the following headings:<ul style="list-style-type: none">○ Achievements○ Hobbies and interests○ Values○ Skills and qualities○ Preferred working environment○ Preferred future lifestyle○ Post-16 choices and further interests in subject choices	
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<p>Autumn 1 Session 2</p>	<ul style="list-style-type: none"> • Know the features of a range of working patterns, e.g. Timings • Know and can talk about some of the working patterns and their advantages and disadvantages • Calculate the average time spent at work for different working patterns and the impact it can have on the person's life and their family • Identify some of the positive and negative impacts of working long hours 	<p>Activity 1</p> <ul style="list-style-type: none"> • Using Activity Sheet 3(c) Changes in the World of Work teacher leads discussion on different working patterns using Teacher Briefing Sheet Different Working Patterns and students list the advantages and disadvantages using Activity Sheet 3 (d) Different Ways of Working <p>Activity 2</p> <ul style="list-style-type: none"> • Using selected Occupation Pictures from Activity Sheet 3(b) Occupation Pictures, students identify jobs that they would most like and least like and give reasons why, giving some consideration to work patterns already covered • Explain to the students there are different types of working patterns, for example part-time, full-time and night shifts. Ask them to think about someone they know who has a job. Ask them to think about how many hours that person works and what time they start and finish work. Explain that this is the working pattern of that person. • Organise the class into groups of two or three students. Give each group a copy of the Work Patterns resource. Ask them to identify as many jobs as possible that would be suited to the working patterns stated. Next, invite the groups to share their worksheet with their neighbouring group and discuss any differences or similarities. • As a de-brief to this activity, discuss why some jobs have different working patterns. Ask the class to discuss what would happen if all jobs had the same working pattern. <p>Activity 3</p> <ul style="list-style-type: none"> • Explain to the class that 'working times' refers to the amount of time a person spends in work. The average number of working hours and the structure of the working 	<ul style="list-style-type: none"> • Activity Sheet 3(c) - Changes in the World of Work • Activity Sheet 3(d) - Different Ways of Working • Work Patterns (Resource 8) • Working Times (Resource 9)
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		<p>week vary considerably for different professions and cultures.</p> <ul style="list-style-type: none"> • Organise the class into pairs. Give pairs a copy of the Working Times resource. Ask pairs to calculate the average number of working hours in each of the countries. They can do this by dividing the number of annual working hours shown in the bar chart by the number of weeks in the year. • Next, ask the students to consider which country they would most like to work in and why. Then ask them to consider which country they would least like to work in and why. Encourage the students to choose one country and generate a question they would like to ask about the working hours of that country. <p>Activity 4</p> <ul style="list-style-type: none"> • Explain to the class that working longer hours can have both a negative and a positive impact on an individual. On the board or flip chart draw two columns entitled 'Negative Impact' and 'Positive Impact'. As a class, identify some of the positive and negative impacts of working long hours. Negative impacts might include stress, ill health and spending less time with your family. Positive impacts might include more pay, increased productivity and an increased chance of a job promotion. 	
Autumn 1 Session 3	<ul style="list-style-type: none"> • Know that work can be categorised by sectors • Know that sectors can be useful for job searches • Recognise some employment sectors • Identify some jobs within those sectors 	<p>Activity 1</p> <ul style="list-style-type: none"> • Write the following question on the board or on a flip chart: What job do you want to do when you grow up? • Ask students to think about why this question might be difficult to answer. Responses might include: <ul style="list-style-type: none"> ○ too young to know yet; and/or ○ don't know what jobs are/will be available. • Explain to the students what is meant by the term 'employment sector'. Inform them that it can be very 	<ul style="list-style-type: none"> • Guess the Sector Statement Cards (Resource 1) • Jobs in Sectors Cards (Resource 2)

	<ul style="list-style-type: none"> • Identify some college/university courses needed for certain jobs • List qualifications needed to apply for a range of jobs • Know many jobs are transferable, within and sometimes across sectors 	<p>effective to look at employment sectors when thinking about career opportunities.</p> <ul style="list-style-type: none"> • Give the students some examples of employment sectors for example finance, retail or construction. Next, invite them to take one minute to write down as many jobs that they can think of in these employment sectors. • Ask the students to thought shower what they think are the main employment sectors in England/UK. Responses might include: <ul style="list-style-type: none"> ○ construction sector ○ hospitality sector ○ IT sector ○ financial sector ○ retail sector ○ health sector ○ creative sector ○ public sector ○ fashion and textiles sector ○ manufacturing sector ○ agricultural sector ○ tourism sector • Explain that employment sectors include many jobs that are similar and that involve work of a similar nature. <p>Activity 2</p> <ul style="list-style-type: none"> • Divide the class into four groups. Distribute one of the Guess the Sector Statement Cards to each group. These statement cards contain key information about particular employment sectors. Invite each group to discuss the information on their card and decide which sector the card refers to. <p>Activity 3</p>	
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		<p>'Employment Today' to write an article on one of the five main employment sectors in England. Allocate one of the following employment sectors to each group:</p> <ul style="list-style-type: none"> ○ construction sector ○ tourism sector ○ agriculture sector ○ public sector ○ retail sector <p>Alternatively, allow each group to choose an employment sector. Invite the groups to research their allocated sector and write a magazine article about it. Discuss and agree the success criteria for the articles in advance, for example articles should include:</p> <ul style="list-style-type: none"> ○ two interesting facts about the sector ○ typical jobs in the sector ○ benefits of working in the sector <p>Activity 5</p> <ul style="list-style-type: none"> ● Ask the students to list some courses they may be interested in doing in college. Use computers to research which qualifications they will get at the end of the course. Research what jobs they may be able to do with the qualifications. ● Will all of the qualifications be appropriate for the job they want to do? ● How does the qualification relate to the job they want to do? ● What qualifications they would need for the jobs they are interested in? ● Do all jobs need specific qualifications? 	
Autumn 1 Session 4	<ul style="list-style-type: none"> ● Be able to describe a range of jobs they were previously familiar and unfamiliar with 	<p>Activity 1</p> <ul style="list-style-type: none"> ● Organise the class into five groups. Provide each group with a set of the Job Cards. Invite each group to work together to 	<ul style="list-style-type: none"> ● Job Cards (Resource 3) ● Who Am I? Cards (Resource 4)

	<ul style="list-style-type: none"> • Know what it means that a job is transferable • Be able to describe how jobs are often transferable • Know that there are a range of career opportunities, some familiar and some unfamiliar • Know that the duties required in a job can vary considerably 	<p>classify the jobs into different categories. When groups have finished this activity, invite them to take part in a class discussion to talk about how they classified the cards.</p> <ul style="list-style-type: none"> • Remind the students that jobs are organised into different categories known as employment sectors. • Inform them that the Job Cards include jobs from the following sectors: <ul style="list-style-type: none"> ○ medicine and nursing ○ science and research ○ environmental science ○ journalism and publishing ○ IT • Invite the groups to re-classify the cards according to the sectors named above. <p>Activity 2</p> <ul style="list-style-type: none"> • Organise the class into five groups. Allocate one of the employment sectors above to each group. Ask groups to place all the Job Cards that belong to their employment sector on a desk so that all members of the group can see them. For example, the medicine and nursing group must place all the Job Cards that are related to medicine and nursing on the table. • Next, distribute the relevant Who Am I? Cards to each group. Have groups place the Who Am I? Cards face down on the desk. Ask the students to take turns to choose a Who Am I? Card and read it aloud to their group. Invite groups to try to match the description on the Who Am I? Card to one of the Job Cards. Encourage groups to discuss and agree on their decisions. Ask groups to continue with this activity until they have matched all their Who Am I? Cards to their Job Cards. 	
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Autumn 1 Session 5	<ul style="list-style-type: none"> • Know there are a range of careers to choose from 	Activity 1	<ul style="list-style-type: none"> • Job Builder Template (Resource 4)

	<ul style="list-style-type: none"> • Know that it is important to choose a career that is right for them • Know that career choices can be influenced by external factors • List some tools and techniques to help them make career choices • Know that job profiles are made up of a number of key factors • Be able to name the factors that influence their career decisions • Use their interests to create their own career profile • Be able to describe the contents of a job profile 	<ul style="list-style-type: none"> • Explain to students that it is very beneficial to examine the profile of a job. This can give them important information, for example information about working patterns, and help them to make informed career choices. • Distribute a copy of the Job Builder Template to each pupil. Ask students to work individually and to use the Job Builder Template to create a profile of their ideal job. Invite students to share their ideal jobs with the class and justify their choices. • Divide the class into small groups of two or three individuals. Ask groups to thought shower the skills they think a butcher needs. Invite each group to share and explain their ideas with the class. Collate the ideas and allow students to discuss this as a class. • Ask students to return to their groups. Distribute a copy of the Job Profile: The Butcher to each group. Ask groups to use this to generate five questions they would ask if interviewing someone for the role of butcher. Provide time for each group to share their questions with the class. As a class, agree the five most effective interview questions. Ask students to give good reasons to support their choices. <p>Activity 2</p> <ul style="list-style-type: none"> • Ask students to use the internet to research a job profile of their choice. Ask them to consider the following questions: <ul style="list-style-type: none"> ○ What was it that interested you in this job profile? ○ What do you find most interesting about this profile? ○ Is there anything that surprised you about this profile? <p>Activity 3</p>	<ul style="list-style-type: none"> • Job Profile – The Butcher (Resource 5) • Work Patterns Briefing Sheet (Resource 6) • Recruitment Section from local newspapers
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		<ul style="list-style-type: none"> • Distribute a copy of the Work Patterns Briefing Sheet to each pupil. As a class, read this and discuss the range of work patterns that exists. Encourage students to talk about why people choose different work patterns. • Ask students to think about what working patterns suits their needs and wants. • Invite small groups to look at each working pattern and record potential advantages and disadvantages of each. • Finally, ask individual students to reflect on their needs and wants and consider how they may change over time. <p>Activity 4</p> <ul style="list-style-type: none"> • As a class, look at recruitment sections from a range of local newspapers. Ask students to make a note of any jobs they did not realise existed. • Discuss how jobs and work patterns have changed over time. Explain that new types of jobs will be created in the future and many of the jobs that exist today may not be available in the future. • Invite students to respond to the following question: What does this mean for me? <p>Activity 5</p> <ul style="list-style-type: none"> • Invite students to create a job advert for a job that may exist in the future. There are many ways students can represent the advert. Some suggestions are: <ul style="list-style-type: none"> ○ create a radio advertisement ○ make a newspaper advertisement ○ create a website advertisement 	
Autumn 1 Session 6	<ul style="list-style-type: none"> • Know that there are different types of entrepreneurs 	Activity 1	<ul style="list-style-type: none"> • Entrepreneur Types (Resource 1) • I am an Entrepreneur Cards (Resource 2)

	<ul style="list-style-type: none"> • Be able to identify some of the characteristics of an entrepreneurial person • Be able to analyse their own entrepreneurial qualities • Identify and practise the qualities and skills that make people enterprising • Identify makes an entrepreneur • Have an awareness of the challenges and benefits of building their own business 	<ul style="list-style-type: none"> • Display the following question on the white board or on a flip chart: What does an entrepreneur mean to you? Ask the class to thought shower some answers. • Write their responses on the board or flip chart. • Ask the students to compare their answers with the following definition of an entrepreneur: <i>An entrepreneur is a person who is innovative, who can spot opportunities, and who has the determination to take advantage of them.</i> • Consider how this definition is similar or different to the ideas generated by the class. Ask the students to think about the definition of an entrepreneur and respond to the following question: Are business owners the only people who are entrepreneurs? • Explain to the students that people can be entrepreneurial in a range of different contexts, for example: <ul style="list-style-type: none"> ○ in their own business (commercial entrepreneurship) ○ in the workplace (intrapreneurship or sometimes referred to as corporate entrepreneurs) ○ for a social aim (social entrepreneurship) • Divide the class into pairs. Give each pair a copy of the Entrepreneur Types resource and the 'I am an Entrepreneur Cards'. Ask them to classify the cards by 'type' of entrepreneur. <p>Activity 2</p> <ul style="list-style-type: none"> • As a class, thought shower a range of individuals who could be considered to be entrepreneurs. Ensure that the list includes a range of entrepreneur types, for example social entrepreneurs and commercial entrepreneurs. 	<ul style="list-style-type: none"> • Entrepreneur Profile Template (Resource 3) • Entrepreneurial Characteristics Rating Sheet (Resource 4) • Entrepreneurial Characteristics Teacher Briefing Sheet (Resource 5)
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		<ul style="list-style-type: none">• Organise the class into small groups. Distribute the Entrepreneur Profile Template to each group. Allocate one entrepreneur from the list to each group. Ask each group to complete an Entrepreneur Profile Template for their allocated entrepreneur. Suggest that students use graphics, images and colours where possible. Encourage them to use a range of research resources for example the internet, newspapers and magazines. If they decide they would like to create their own profile template allow them to do so. The resource included is a suggestion only.• If possible, allow the students to prepare their profile using ICT software such as Microsoft Publisher. Provide time for each group to feedback their profiles to the rest of the class.• Display the completed Entrepreneur Profile Templates in the classroom. <p>Activity 3</p> <ul style="list-style-type: none">• Display an image of a well-known entrepreneur from the world or sports or media. Invite the class to describe the entrepreneurial characteristics of that person. Record these characteristics around the image of the entrepreneur.• Ask the students to choose another entrepreneur and repeat the task. Allow them to work individually or in pairs. When they have finished, invite them to present their work to the rest of the class. Display the students' work in the classroom.• Organise the class into pairs. Give each pair a copy of the Entrepreneurial Characteristics Rating Sheet. Discuss the characteristics identified and what they mean. Use the Entrepreneurial Characteristics Teacher Briefing Sheet to guide a class discussion. <p>Activity 4</p>	
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		<ul style="list-style-type: none"> • Distribute a copy of the Entrepreneurial Characteristics Rating Sheet to each pupil. Invite the students to assess themselves to see how entrepreneurial they are. • Initiate a class discussion. Ask the students to think about a time when they demonstrated any of the entrepreneurial characteristics, for example: <ul style="list-style-type: none"> ○ at home ○ in school ○ during outside hobbies and interests 	
Autumn 1 Session 7	<ul style="list-style-type: none"> • Recognise what 'stressed' looks like for them • Know the impact of workplace stress • Be able to give examples of what causes stress in the workplace • Know some ways how stress can be avoided/reduced • Know some of the symptoms of stress • Know about some ways employers and employees can deal with stress 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask the class to define the term stress. Compare their definition with the dictionary definition: 'Mental or physical tension that results from physical or emotional causes.' • Ask the students to list what it feels like to be 'stressed' – what does it feel in their body? In their mind? Are there any physical signs? • Ask the students to think about a time when they suffered from one of the symptoms listed and consider if this was caused by stress. Explain to them that the symptoms of stress can be both mental and physical. • Explain to the students that stress can sometimes be useful and have positive effects. For example, stress can: <ul style="list-style-type: none"> ○ create a sense of urgency ○ help create a sense of awareness ○ release positive adrenaline ○ motivate a person to do a task <p>Activity 2</p> <ul style="list-style-type: none"> • Invite students to identify and discuss the causes of stress at home or at school. Make a list of students' ideas about the causes of stress on the board/flip chart. • Divide the class into groups of two or three individuals. Give each group a set of Workplace Stressor Cards. Ask the 	<ul style="list-style-type: none"> • Stressful Job Cards (Resource 1) • Workplace Stressor Cards (Resource 2) • Methods of Dealing with Stress Fact Sheet (Resource 4) • Workplace Stress Case Study (Resource 5)

		<p>groups to think about each of the stressful workplace situations and identify how they would react to each situation in a positive manner. Invite the groups to role-play both a positive and a negative reaction to one of the stressful workplace situations.</p> <p>Activity 3</p> <ul style="list-style-type: none">• Organise the class into groups of two to three individuals. Explain to the groups that stress in the workplace accounts for around 13 million lost working days every year. Ask the groups to consider the following questions:<ul style="list-style-type: none">○ What does this mean for a company with 10 employees?○ How would absenteeism affect a company of 10 employees?• Invite groups to present their answers to the rest of the class. Encourage the class to evaluate the different answers.• As a class, discuss the causes of workplace stress. Make a list of workplace stressors on a board or flip chart. Encourage students to think specifically about how an employee can cause stress in the workplace.• As a class, briefly discuss if self-employment would be stressful. <p>Activity 4</p> <ul style="list-style-type: none">• Divide the class into groups of two or three individuals. Give each group a set of the Stressful Job Cards. Ask the groups to rank the Stressful Jobs Cards, with the most stressful job placed first and the least stressful job placed at the end.• Invite each group to present its top three Stressful Jobs Cards to the rest of the class. Challenge them to justify their choices by asking questions such as:	
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		<ul style="list-style-type: none"> ○ In what ways is your number two choice less stressful than your number one choice? ○ Is that fact or opinion? ○ Is that always the case? <ul style="list-style-type: none"> ● Explain to the class that some research indicates that working in a library is the most stressful job in the UK. As a class, discuss why working in a library might be a stressful job. Invite the students to consider what additional information they would need to be able to evaluate whether working in a library is stressful and how they could source this information. ● Inform students that every job has stressful features and that everyone deals with stress differently. When considering a career, it is important to investigate how stressful particular jobs are and measure this against how well you can cope with stress. <p>Activity 5</p> <ul style="list-style-type: none"> ● Explain to the students that both employers and employees have a responsibility to deal with workplace stress. Ask students to suggest some ways employees might try to deal with stress. Make a list of the students' reasons on the board or a flip chart. Next, ask them to suggest some ways that employers might try to deal with workplace stress. Again, make a list of their answers on the board or flip chart. ● Distribute a copy of the Methods of Dealing with Stress Fact Sheet to each pupil. As a class, read through the fact sheet and compare students' answers with those on the fact sheet. Invite them to ask questions about the different methods of dealing with stress, and explain anything they don't understand. 	
Autumn 2			

<p>Autumn 2 Session 1</p>	<ul style="list-style-type: none"> • Identify key information that must be included when writing a Curriculum Vitae (CV) • Identify main parts of a CV • State the purpose of each of the section in a CV • Explain what a CV is used for • Show that you are familiar with two common CV formats • Show understanding that a CV should highlight the skills, personal qualities, qualifications, interests and experience that a potential employer is looking for 	<p>Activity 1</p> <ul style="list-style-type: none"> • Explain to students that you are going to describe a document that is sometimes used in the job application process. Tell them that you are going to give them several clues. Students must work individually and write down the name of the document at any stage of the description. Ask students not to shout out the answer. Give the class the following clues: <ul style="list-style-type: none"> ○ It is a Latin term that means ‘course of life’. ○ It is sometimes required instead of an application form. ○ It should be tailored for individual jobs. ○ It provides a brief synopsis of an applicant’s education and work history. ○ It is prepared by a job applicant to market their strengths. ○ It provides employers with evidence of the applicant’s ability to do a job. • Ask students to guess the name of the document that was described. • Ask students to work in pairs. Distribute a copy of the Curriculum Vitae (CV) Briefing Sheet and the Sample CVs to each pair. If required, download additional sample CVs from the Internet. Invite students to read the Curriculum Vitae (CV) Briefing Sheet and the sample CVs and to make a note of the main parts of the CV and the purpose of each section. • Ask the students to consider whether they have a clear picture of the individuals described in the sample CVs. Encourage students to consider: <ul style="list-style-type: none"> ○ three ways in which the CVs might be improved (for example, more evidence of how key skills have been developed) ○ which CV they prefer and why 	<ul style="list-style-type: none"> • Curriculum Vitae (CV) Briefing Sheet (Resource 1) • Sample CVs (Resource 2) • Sample CV – chronological • Sample CV – functional – skills-based • www.barclayslifeskills.com/profiletips • www.barclayslifeskills.com/playtheboss • CV skills lesson one slides
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		skills appear. Now ask them to find the same information in the skills-based CV.	
Autumn 2 Session 2	<ul style="list-style-type: none"> • Identify the skills and qualities that I and those around me have • Demonstrate that I value others contributions through listening actively and responding appropriately • Demonstrate some understanding of the importance of preferences and that everyone is different • Identify information that should be included in a personal profile • Demonstrate knowledge of the difference between transferable and non-transferable skills 	<p>Activity 1</p> <ul style="list-style-type: none"> • Use the Skills and qualities PPT to discuss and mind map the skills and qualities young people think their teacher/any teacher should have. Discuss how a teacher learns new skills needed for their job e.g. in-service days. • Divide young people into small working groups (two-three per group). Issue each young person with 'Skills and qualities 1 example' which should be used as an example of some of the skills and qualities someone might have. The group should collate feedback for each team member on their skills and qualities using post it notes. Agreement must be reached within the group. • Everyone to record their agreed skills and qualities using 'Skills and qualities 2' and where possible expand upon these and give examples. • Discussion of recorded skills and qualities and their relevance in the workplace. <p>Activity 2</p> <ul style="list-style-type: none"> • Each student to complete 'What my qualities' and 'What are my skills' sheets in preparation for drafting their personal profiles. <p>Activity 3</p> <ul style="list-style-type: none"> • Ask students to draft a personal profile, often also called a personal statement that highlights their best skills and personal qualities. Encourage students to think about whether they have skills that might transfer to the world of work. Are they good at staying positive when under pressure at school? Do they excel at leadership, or thrive when 	<ul style="list-style-type: none"> • Skills and qualities PPT • Skills and qualities 1 example • Skills and qualities 2 • What are my qualities sheet • What are my skills sheet

		<p>working in a team? Do they enjoy presenting to a group, or being creative?</p> <ul style="list-style-type: none"> • Use the example from the sample CVs to give students an idea of what could go into the statement. • Ask them to read their profile back to themselves, thinking about what an employer might think of it. Will it grab someone’s attention and give them the right impression? 	
Autumn 2 Session 3	<ul style="list-style-type: none"> • Identify features of ‘good’ and ‘bad’ CVs • Give reasons for their judgement of the CVs • Explain why some of the CVs are good and some are not • Identify problems in some of the CVs • Suggest amendments/corrections to the CVs to make them more professional • State at least 3 features of a ‘good’ CV • State at least 2 major mistakes people can make when writing a CV 	<p>Activity 1</p> <ul style="list-style-type: none"> • Use the Play the Boss interactive tool to help students understand what constitutes an appropriate CV (www.barclayslifeskills.com/playtheboss). You can also access the game from the lesson plan page, a splash page with a start button will appear on the whiteboard when it is loaded. <p>Activity 2</p> <ul style="list-style-type: none"> • Split the students into small groups (two to three students). Using the information from Play the Boss, ask each group to compile a list of mistakes from the Play the Boss activity. Give each group the ‘Erase the mistake!’ sheet. Encourage them to discuss each mistake and suggest ways how each mistake can be corrected. <p>Activity 3</p> <ul style="list-style-type: none"> • Compare two CVs to find problems. Hand out copies of Student Sheet 1.1, the sample CV. Ask students to work in pairs and see how many errors or areas for improvement they can find. • Ask students to share their ideas. Pick up on the inappropriate email address used in the sample CV, other errors are listed below. • Hand out Student Sheet 1.2, the model CV, and help students compare and contrast this with the sample CV. 	<ul style="list-style-type: none"> • Play the Boss - www.barclayslifeskills.com/playtheboss • ‘Erase the mistake!’ sheet • Student Sheet 1.1, the sample CV • Student Sheet 1.2 Model CV • ‘10 tips on writing a successful CV’ article from the Guardian

		<ul style="list-style-type: none"> • Errors in the sample CV: <ul style="list-style-type: none"> • Lower case 'L' in 'london' • Inappropriate email address for an application • Italics used for personal statement • Missing BTEC and GCSE grades • No date for mentoring, and no examples of how Alex used his skills here or achieved anything of note • 'Achievemets' is spelled incorrectly (correct spelling 'achievements') • No dates given for other accomplishments • No other skills are demonstrated, e.g. computing • Interests are inappropriate and have not been used to demonstrate skills or qualities (and should also be bullet points) • No referees or note that they can be provided on request <p>Activity 4</p> <ul style="list-style-type: none"> • In small groups or as a whole class, read the article from the Guardian '10 tips on writing a successful CV'. Ask students to make notes/mind map or a spider diagram on the most important points. 	
Autumn 2 Session 4	<ul style="list-style-type: none"> • State reasons why a given CV is 'good' or 'bad' • State what information should be included in a CV to make it professional and relevant to an employer • Be able to prioritise information that needs to be included in a CV 	<p>Activity 1</p> <ul style="list-style-type: none"> • Split the students into small groups (2-3 students) and give them the 'Examples of good and bad CVs'. Ask them to make notes regarding good habits and what to avoid in their own CV. <p>Activity 2</p> <ul style="list-style-type: none"> • What goes in a CV? 	<ul style="list-style-type: none"> • Examples of good and bad CVs • CV skills lesson one slides • Sample CV – chronological • Sample CV – functional – skills-based • Preparation for writing my CV

	<ul style="list-style-type: none"> • Explain why certain information should/should not be included in a CV • State sections of a CV • Suggest personal information that goes into a CV 	<p>Gather and list ideas for what information a CV should contain. Discuss each one and identify why each piece of information might be relevant and important to an employer.</p> <p>Which are the most important? Highlight and emphasise the importance of skills. Most employers think of these as equally important as qualifications, since students' skills are the tools they will use to do a good job for the employer.</p> <ul style="list-style-type: none"> • Show PDF Presentation Slide 1.2 as a summary of what should go on a CV. <p>Activity 3</p> <ul style="list-style-type: none"> • Revisit the sample CVs – chronological and functional. What sections are in each type of a CV? <ul style="list-style-type: none"> ○ Name ○ Address ○ Personal profile ○ Education and qualifications ○ Employment and work experience ○ Other skills and achievements ○ Interests ○ Referees <p>Activity 4</p> <ul style="list-style-type: none"> • Students complete 'Preparation for writing my CV' table to gather relevant information that is going to be included in their CV. 	
Autumn 2 Session 5	<ul style="list-style-type: none"> • Apply knowledge gained in previous lessons to incorporate relevant information and omit irrelevant information 	<p>Activity 1</p> <ul style="list-style-type: none"> • Read the Curriculum Vitae (CV) Briefing Sheet for guidance (in Autumn 2 Session 1). <p>Activity 2</p>	<ul style="list-style-type: none"> • CV template • Access to computers/laptops

	<ul style="list-style-type: none"> • Populate the CV template with relevant personal information • Use it skills to type and format the CV • Give reasons for their choices of vocabulary/ phrases/ information included in the CV 	<ul style="list-style-type: none"> • Give each student the 'CV template' and ask them to start drafting their CVs. <p>Activity 3</p> <ul style="list-style-type: none"> • Students to type their CV, format it and make it look neat and professional. 	
Autumn 2 Session 6	<ul style="list-style-type: none"> • Apply the knowledge gained in previous lessons to identify positive aspects of others' CVs • Apply the knowledge gained in previous lessons to identify areas for improvement in others' CVs • Give reasons for their opinions regarding positive aspects and areas for improvements in others' CVs • Explain why certain information is crucial or unnecessary in others' CVs • Improve their CV based on feedback from peers and staff – amend • Present their CV to the rest of the class/group • Explain their choices of words/phrases/skills/ qualities included in their CV 	<p>Activity 1</p> <ul style="list-style-type: none"> • In pairs, allow students time to assess each other's work, commenting on both positive aspects and areas for improvement. <p>Activity 2</p> <ul style="list-style-type: none"> • Students to act on feedback from peers and staff and improve their CVs, including expanding sentences, using thesaurus where appropriate, etc. <p>Activity 3</p> <ul style="list-style-type: none"> • Students present their CV to the rest of the class/group. This can be done in small groups (3-4) with students giving feedback and making a decision if they would hire this person based on the CV. Students to give reasons for their decisions. 	<ul style="list-style-type: none"> • Students' CVs completed in the previous lesson
Autumn 2 Session 7	<ul style="list-style-type: none"> • Identify skills that are useful when applying for most/all jobs (transferable skills) 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask students if they think every job requires the same skills. Discuss whether this means that a single CV can help them 	<ul style="list-style-type: none"> • Sample job adverts • CV skills lesson 2 slides • Access to computers/laptops

	<ul style="list-style-type: none"> • Identify skills that are not useful when applying for most jobs (non-transferable skills) • Demonstrate how they can amend parts of their CV to respond to different requirements • Identify important skills in job adverts • Amend their CV to reflect the needs of an employer • State similarities and differences in skills and qualities between different jobs • Explain some similarities and differences in skills and qualities between different jobs 	<p>apply for jobs with different skill requirements – or should they tailor it for each job application? (You could build on the idea that a CV acts as an advert for a person’s skills and discuss how ads can highlight different aspects of a product).</p> <p>Activity 2</p> <ul style="list-style-type: none"> • Hand out the ‘Sample job adverts’ and ask students to work alone or in pairs to highlight the important skills mentioned in each one. Core transferable skills like problem solving, adaptability and creativity can be applied in any industry, in almost any job role, and transferred between many jobs. • Ask students to share their ideas, and briefly discuss each advert. Reinforce how reading adverts in this way is an important skill that helps students tailor their CV to meet the needs of the job. <p>Activity 3</p> <ul style="list-style-type: none"> • Show PDF Presentation Slide 1.4. Ask students to choose the advert that most interests them and compare the skills it mentions with the skills they highlight most in their CV. • Invite students to share some of the similarities and differences they spot. • Ask students to identify one or more skills that they feel their CV would need to demonstrate better if they were to apply for this job. • Give students time to think of some evidence for this skill and draft a new statement to include on their CV. Emphasise the importance of including the key words from the job advert on their CV, to demonstrate to the employer that they have read. <p>Activity 4</p>	
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Spring 1			
Spring 1 Session 1	<ul style="list-style-type: none"> Identify job opportunities in the local area State how jobs and work patterns have changed over time Give one example of a job that did not exist 20 years ago Give one example of a job that may exist in 20 years' time Be able to name the factors that influence their career decisions Be able to use their interests to create their own career profile Be able to use tools to support their own career planning Be able to describe the contents of a job profile Identify sections of a job advert Apply the knowledge of job adverts to create one 	<p>Activity 1</p> <ul style="list-style-type: none"> As a class, look at recruitment sections from a range of local newspapers. Ask students to make a note of any jobs they did not realise existed. Discuss how jobs and work patterns have changed over time. Explain that new types of jobs will be created in the future and many of the jobs that exist today may not be available in the future. Invite students to respond to the following question: What does this mean for me? You can use the Heathrow Villager's website to access past issues of the paper with the job adverts <p>Activity 2</p> <ul style="list-style-type: none"> In this activity, students have an opportunity to explore labour market trends. Invite students to select a field or sector that interests them and to research: <ul style="list-style-type: none"> advancement opportunities in this career field flexibility in this career field threats in this career field competition in this career field perceived obstacles, such as qualification requirements <p>Activity 3</p> <ul style="list-style-type: none"> Invite a discussion about the effect of the Covid-19 pandemic on the labour market. How has it changed? Have new job opportunities been created? What (if any) jobs have 	<ul style="list-style-type: none"> Recruitment section from local newspapers Access to laptops/computers Past issues of Heathrow Villager https://www.heathrowvillager.co.uk/past-issues-archive

		<p>changed irrevocably? What has happened to online shopping, working from home, etc.?</p> <p>Activity 4</p> <ul style="list-style-type: none"> • Ask students to create a job advert for a job that may exist in the future. There are many ways students can represent the advert. • Some suggestions are: <ul style="list-style-type: none"> ○ create a radio advertisement ○ make a newspaper advertisement (on paper or using Word or Publisher) ○ create a website advertisement 	
<p>Spring 1 Session 2</p>	<ul style="list-style-type: none"> • Formulate questions regarding career paths to ask guest speakers • Interact with guest speakers in a polite and professional way • State if someone else's career choice could influence your choice of career in the future • Listen attentively and ask relevant questions based on what speakers have said 	<p>Activity 1</p> <ul style="list-style-type: none"> • In small groups (2 or 3), as students to write questions they want to ask each of the invited speakers. Questions could include: <ul style="list-style-type: none"> ○ How did you find out about your job? ○ What was the recruitment process for your job? ○ Why did you choose to apply for this job? ○ What qualifications did you have to get to be able to do this job? ○ What are your working hours? ○ What are the main benefits of your job? ○ What are the main drawbacks of your job? ○ What skills and qualities do you need to perform your job? ○ What do you enjoy the most about your job? ○ Which part of your job is your least favourite? <p>Activity 2</p>	<ul style="list-style-type: none"> • Career questions

		<p>Allow students to ask their questions and take notes. Encourage discussion with the invited speakers. The speakers could include both inside out outside guests, e.g.</p> <ul style="list-style-type: none"> • TA • teacher • admin worker • HR person • caretaker • chef, etc. 	
<p>Spring 1 Session 3</p>	<ul style="list-style-type: none"> • Identify at least three sources of job adverts • Access different websites that provide adverts for jobs • Search for jobs of interest • Explain why they are interested in the two jobs they have chosen • State what skills and qualities they will need to do the jobs they've chosen • Evaluate their CV against the jobs they have chosen 	<p>Activity 1</p> <ul style="list-style-type: none"> • Brainstorm ideas where students would go to look for a job. How many of these are physical sources, e.g. local newspaper and how many are online sources? What are the advantages of disadvantages of different sources? <p>Activity 2 Students to research different sources of job adverts:</p> <ul style="list-style-type: none"> • Job centre/government website https://findajob.dwp.gov.uk/ • The LA job site https://www.hounslow.gov.uk/info/20003/jobs_careers_and_adult_learning • Recruitment agencies https://www.reedglobal.com • Local newspapers Heathrow Villager • Websites https://www.jobsite.co.uk/ https://www.indeed.co.uk/ https://www.monster.co.uk/ <p>Activity 3</p>	<ul style="list-style-type: none"> • past issues of Heathrow Villager • https://www.heathrowvillager.co.uk/past-issues-archive

		<ul style="list-style-type: none"> Using all available sources, students to shortlist at least two jobs they may be interested in. What skills and qualities do they have to do these jobs? Are there any they don't have? Could they apply for these jobs? 	
Spring 1 Session 4	<ul style="list-style-type: none"> Show understanding of the word 'global' Show understanding of the word 'local' Show understanding of the concept of 'global' and 'local employer' State at least one advantage and one disadvantage of each global and local employer Explain why working for a global employer may be better than working for a local employer or vice versa Use it to research their 'local area' for employers Divide employers in the local area into 'global' and 'local' Explain why there is more/less of one kind of employer vs the other 	<p>Activity 1</p> <ul style="list-style-type: none"> Ask students what GLOBAL and LOCAL employers mean. As a class or in small groups, make a list of advantages/disadvantages of working for a global and local employer, e.g. <p>GLOBAL – examples of advantages</p> <ul style="list-style-type: none"> Opportunities for development, promotion, etc. Certain benefits that big corporations offer Job security, etc. <p>LOCAL – examples of disadvantages</p> <ul style="list-style-type: none"> Job may not be as secure Small number of staff Dependant on the owner/founder <p>Activity 2</p> <ul style="list-style-type: none"> Ask students to search their 'local area' for employers. In Google maps, ask them to put their postcode and zoom in until they can see as many shops/restaurants/services as possible. Ask them to make a list of all of the places that are in their local area that provide jobs, include places such as hospitals, charity shops, libraries, etc. that may not be considered by them automatically. <p>Activity 3</p> <ul style="list-style-type: none"> Ask students to split the employers into two groups: GLOBAL and LOCAL. How many are in each category? Why? 	<ul style="list-style-type: none"> Access to computers/laptops
Spring 1 Session 5	<ul style="list-style-type: none"> State which employers they may consider working for 	<p>Activity 1</p>	<ul style="list-style-type: none"> List of the local employers from the previous lesson

	<ul style="list-style-type: none"> • Explain their choices of employers • Justify their choices of employers • Identify useful information available on the employers' websites • Describe the recruitment procedure for the employers they have researched 	<ul style="list-style-type: none"> • Ask students to use the list from Activity 2 and Activity 3 from the previous lesson to answer the following questions: <ul style="list-style-type: none"> ○ Which employers would they consider working for? ○ Do those employers have websites that advertise job vacancies? ○ If not, what is the procedure for applying for a job? <p>Activity 2</p> <ul style="list-style-type: none"> • Students to shortlist at least 3 companies they would like to work for and research their recruitment procedures. • Students to make notes on each of the jobs, including how to contact the employer, if there are any job vacancies available, etc. 	<ul style="list-style-type: none"> • Access to a computer/laptop for research
Spring 1 Session 6	<ul style="list-style-type: none"> • Locate different information within the Job Centre Plus website • Find relevant information in different sections of the JCP website • Evaluate the information available on the website in terms of usefulness to them • Show some understanding of the different types of allowances and support available to them • Describe how to access support if they need it 	<p>Activity 1</p> <ul style="list-style-type: none"> • Students to research their local job centre. This is the link to the Hounslow Job Centre: https://www.jobcentreguide.co.uk/hounslow-jobcentre • Where is their local job centre, what are the opening hours, etc.? • Ask students to make notes on what services their local Job Centre provides, e.g.: <ul style="list-style-type: none"> ○ Job search ○ CV advice ○ Job interview tips ○ Career sites/ links to job search engines <p>Activity 2</p> <ul style="list-style-type: none"> • In small groups, read the information about Income Support, Job Seekers Allowance, What are Job Fairs, Disability Employment Advisors, How to contact Jobcentre Plus, Employment, Support Allowance and Universal Credit and ask the students to make notes of key points. 	<ul style="list-style-type: none"> • Access to laptops/computers • Alternatively, use the information downloaded from the Job Centre Plus website: <ul style="list-style-type: none"> ○ What is Income Support ○ What is Job Seekers Allowance ○ What are Job Fairs ○ Disability Employment Advisors ○ How to contact Jobcentre Plus • Employment and Support Allowance (previously Incapacity Benefit): https://www.gov.uk/employment-support-allowance • Universal Credit: https://www.gov.uk/universal-credit

		<ul style="list-style-type: none"> Ensure they get the information they need, e.g. how to apply for support, how much would they get if they had Income Support or what are Job Fairs and where to get information about them from. 	https://www.gov.uk/apply-universal-credit
Spring 1 Session 7	<ul style="list-style-type: none"> State what a recruitment agency is and what is its purpose Describe the process of applying for a job through a recruitment agency State at least one advantage and one disadvantage of a recruitment agency Explain the process of applying for a job through a recruitment agency State what information they need to be able to register with an agency 	<p>Activity 1</p> <ul style="list-style-type: none"> Ask students what they know about recruitment agencies, how do they operate? <p>Activity 2</p> <ul style="list-style-type: none"> In small groups, read the 'Advantages and Disadvantages of Recruitment Agencies'. Ask students to list 3 main advantages and disadvantages that are most relevant to them. <p>Activity 3</p> <ul style="list-style-type: none"> Ask students to look at the website for Agency Central, what do they notice about it? https://www.agencycentral.co.uk Discuss the Agency Central and its role in seeking for a job. How reliable is it as a source? How useful is it to have all the agencies listed in one place? <p>Activity 4</p> <ul style="list-style-type: none"> Ask students to write down the details of 3 recruitment agencies that operate in their area that specialise in a field they would be interested in. Ask students to visit the website of each of the agencies and research their application process, i.e. do they fill in an online form or submit their CV, or both? What information do they need to complete the application form? How is the interview arranged? Who is the person to contact if they have questions? 	<ul style="list-style-type: none"> Advantages and Disadvantages of Recruitment Agencies https://www.agencycentral.co.uk

Spring 2

<p>Spring 2 Session 1</p>	<ul style="list-style-type: none"> • Describe the skills and qualities required in the workplace • Explain why certain personal qualities and skills matter more for an employer than others • Identify features of a 'perfect employee' • Show understanding that gaining qualifications will increase their career opportunities • State the purpose and content of the job description, person specification, application form and equal opportunities form • Explain the purpose of an application pack and how it affects recruitment 	<p>Activity 1</p> <ul style="list-style-type: none"> • Divide the class into groups of two or three. Inform groups that the title of this activity is, 'The Perfect Employee'. • Ask each group to imagine that they work in the marketing department of an innovation design company. Their company is just about to bring a revolutionary product onto the market. The product is called, 'The Perfect Employee Prototype'. Each group must market the new product so that every company will want to buy it. • In order to market the new product, each group must prepare a three-minute presentation. During the presentation, groups must demonstrate a model of the product that describes how it works and its benefits. • Encourage groups to use everyday objects to describe the prototype for example, an elastic band to illustrate how it is both flexible and adaptable. • As a class, discuss and agree the success criteria for both the model and the presentation. Examples of success criteria might include some of the following: <ul style="list-style-type: none"> ○ meets the objectives of the task ○ has a name ○ shows flexibility, determination, enthusiasm and ○ positive attitude to work ○ eye-catching presentation ○ use of everyday objects to describe the prototype ○ humour ○ clarity of voice • Provide time for groups to: <ul style="list-style-type: none"> ○ design and create a model of 'The Perfect Employee Prototype' ○ prepare their presentation 	<ul style="list-style-type: none"> • Sample Employer's Recruitment Pack (Resource 8) • Travel Consultant Person Specification (Resource 9) • Sample Completed Application Forms (Resource 10) • Pupil Reflection Record (Resource 11) • Job application pack example 1 • Job application pack example 2 • Additional job application packs from different recruiters (as per students' interests) – optional • Job advertisements from a number of local newspapers – see Spring 1 for past issues of Heathrow Villager
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		<ul style="list-style-type: none">• Give each group three minutes to present their product to the rest of the class.• Invite the class to comment on each groups' work and to decide if it meets the agreed success criteria.• As a class, vote on the preferred model.• Provide time for each group to self-assess the quality of their presentation based on the agreed success criteria. <p>Activity 2</p> <ul style="list-style-type: none">• Distribute copies of the Sample Employer's Recruitment Pack to the class.• As a class, discuss the purpose and content of the job description, person specification, application form and equal opportunities form.• Distribute various job application packs from different recruiters to students. This will allow them to see how different jobs and different employers have different requirements. This will also allow students to see how different job application packs are designed.• Ask students to record what they found interesting or surprising about the contents of the application packs. <p>Activity 3</p> <ul style="list-style-type: none">• Organise students into groups of two or three. Distribute a copy of the Travel Consultant Person Specification and the Sample Completed Application Forms to each group.• Ask each group to read the materials and shortlist one candidate for interview. Their decision must be based on the requirements of the person specification.• Invite each group to present their choice to the rest of the class and justify their decision.• Ask each group to write five interview questions for the Travel Consultant position. When groups have finished,	
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		<p>invite them to share their questions with the rest of the class. As a whole class, discuss and agree the five most effective interview questions.</p> <ul style="list-style-type: none"> • Allow students to role-play the interview scenario. 	
Spring 2 Session 2	<ul style="list-style-type: none"> • State advantages and disadvantages of online vs paper application form • Explain why certain employers only offer online application forms • Identify criteria for employment in different places • State what information you need to complete an application form and apply for a job • State at least three rules for filling out an application form • Explain why it's important to complete the application form correctly 	<p>Activity 1</p> <p>Use McDonald's as an example of a job you apply for online. Go through the process step by step either in small groups, individually or as a whole class. Use https://people.mcdonalds.co.uk/job-search/</p> <p>Ask the following questions:</p> <ul style="list-style-type: none"> • What are their criteria for employment? • What is the employment process? • What information do they need to complete the application form? <p>Look at Tesco careers as well, what information do they require to apply for a job there? https://www.tesco-careers.com/search-and-apply/</p> <p>Activity 2</p> <ul style="list-style-type: none"> • Distribute various job application packs from different recruiters. Ask students to think about some of the instructions on an application form for example, use black ink or use own handwriting. Explain that part of the selection process measures an applicant's ability to follow instructions. Often, candidates who do not follow the application form instructions are not called for interview. • Organise students into small groups. Ask them to consider the following questions: <ul style="list-style-type: none"> ○ What is the purpose of an application form? ○ Are all application forms the same? <p>Activity 3</p>	<ul style="list-style-type: none"> • Computers/laptops • Rules to Filling out an Application Form Briefing Sheet (Resource 3) • Sample application form • Sample Employer's Recruitment Pack (Resource 8) – see resources from Session 1 • Job application pack example 1 • Job application pack example 2 • Additional job application packs from different recruiters (as per students' interests) – optional

		<ul style="list-style-type: none"> • Ask students to work in the same groups and to create a poster entitled, 'Rules for filling out an application form'. Ask groups to list their rules under the following headings: <ul style="list-style-type: none"> ○ Preparation ○ Completing the form • Ask groups to consider which rules would be the same/different for online application forms. <p>Activity 4 - Extension Opportunity</p> <ul style="list-style-type: none"> • Ask students to obtain a job recruitment pack, either by contacting an employer directly or through the Internet. • Next, ask students to complete the application pack as if they were applying for the job. • Ask students to get back into groups and to use peer assessment to establish whether the application forms have been completed fully and accurately. • Remind students to use the Rules to Filling out an Application Form Briefing Sheet as success criteria. • Ask groups to present their feedback to the rest of the class. 	
Spring 2 Session 3	<ul style="list-style-type: none"> • Identify and input information needed to complete an application form • State the purpose of an application form • Compare and contrast different application forms • Explain the difference between application forms given • Explain why it's important to follow the instructions writing on application forms 	<p>Activity 1</p> <ul style="list-style-type: none"> • Distribute various job application packs from different recruiters. Ask students to think about some of the instructions on an application form for example, use black ink or use own handwriting. Explain that part of the selection process measures an applicant's ability to follow instructions. Often, candidates who do not follow the application form instructions are not called for interview. • Organise students into small groups. Ask them to consider the following questions: <ul style="list-style-type: none"> ○ What is the purpose of an application form? ○ Are all application forms the same? <p>Activity 2</p>	<ul style="list-style-type: none"> • Rules to Filling out an Application Form Briefing Sheet (Resource 3) • Job application pack example 1 • Job application pack example 2 • Additional job application packs from different recruiters (as per students' interests) – optional

		<ul style="list-style-type: none"> • Ask students to work in the same groups and to create a poster entitled, 'Rules for filling out an application form'. Ask groups to list their rules under the following headings: <ul style="list-style-type: none"> - Preparation - Completing the form • Ask groups to consider which rules would be the same/different for online application forms <p>Activity 3 - Extension Opportunity</p> <ul style="list-style-type: none"> • Ask students to obtain a job recruitment pack, either by contacting an employer directly or through the Internet. • Next, ask students to complete the application pack as if they were applying for the job. • Ask students to get back into groups and to use peer assessment to establish whether the application forms have been completed fully and accurately. • Remind students to use the Rules to Filling out an Application Form Briefing Sheet as success criteria. • Ask groups to present their feedback to the rest of the class. 	
Spring 2 Session 4	<ul style="list-style-type: none"> • State what the purpose of a cover letter is • Describe how a cover letter can help you get the job • Define the different parts of a cover letter and why they are important • Give examples of information to include in each of the sections of their cover letter 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask students what they think a cover letter is and what is the purpose of it. <ul style="list-style-type: none"> ○ What's it for: Introducing yourself and explaining why you'd be perfect for the job. Keep it concise. ○ What's in it? You in a nutshell, why you're applying, and how your skills and experience (in your CV) make you right for the role. ○ How long should it be? No more than a few paragraphs. <p>Activity 2</p> <ul style="list-style-type: none"> • Split students into small groups. Give them 'Example of cover letter 1' and ask them to identify different parts of the letter. 	<ul style="list-style-type: none"> • How to write a cracking cover letter • Example of cover letter 1 • Cover letter structure

		<ul style="list-style-type: none"> ○ What is this person trying to communicate in each of the paragraphs? ○ What skills and experience is the person referring to? Are they relevant for the job? <p>Activity 3</p> <ul style="list-style-type: none"> ● In the same groups, ask students to read ‘How to write a cracking cover letter’ to confirm their judgements. <p>Activity 4</p> <ul style="list-style-type: none"> ● Based on the ‘How to write a cracking cover letter’ and ‘Cover letter structure’, ask students to write down a structure for a cover letter that can be used in Session 6 when writing their own cover letters. <p>Sections must include:</p> <ul style="list-style-type: none"> ○ Their address ○ Date ○ Address of the company/employer ○ Appropriate salutation ○ Introduction ○ Past achievements and how they relate to the job they’re applying for ○ Additional relevant skills, such as computer languages or certifications ○ Recap of their strengths as a candidate, thank the reader for their time ○ Contact information ○ Signature 	
Spring 2 Session 5	<ul style="list-style-type: none"> ● Identify parts of cover letters ● Explain why a cover letter is good or bad ● Define a good cover letter 	<p>Activity 1</p> <ul style="list-style-type: none"> ● Split students into small groups. Ask them to use the ‘How to write a cracking cover letter’ and the cover letter structure they produced in the previous session to evaluate the cover letters provided – Example of cover letter 2 to 5. 	<ul style="list-style-type: none"> ● Example of cover letter 2 ● Example of cover letter 3 ● Example of cover letter 4 ● Example of cover letter 5 ● How to write a cracking cover letter

	<ul style="list-style-type: none"> • Identify missing parts in a 'bad' cover letter • Evaluate effectiveness of different cover letters 	<p>*Please note, cover letter 4 and 5 have a list of reasons on page 2, don't give them to students right away.</p> <p>Activity 2</p> <ul style="list-style-type: none"> • As a class, go through the examples of cover letters. Discuss main 'Dos and Don'ts' of cover letters. <p>Activity 3</p> <ul style="list-style-type: none"> • Ask students to design a poster, either with Dos or Don'ts of writing a cover letter. • Ask them to use all the information and resources available to them, i.e. examples of cover letters, the structure of cover letters they have come up with, etc. 	
Spring 2 Session 6	<ul style="list-style-type: none"> • Apply knowledge gained in previous lessons to incorporate relevant information and omit irrelevant information • Use it skills to type and format the cover letter • Give reasons for their choices of vocabulary/ phrases/ information included in the cover letter 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask students to choose one job from the examples studied this half term or find one in a local newspaper or on the internet. The job should be something that they are motivated by and excited about so that their cover letter is genuine. <p>Activity 2</p> <ul style="list-style-type: none"> • As a class, read the How to write a cracking cover letter for guidance and as a reminder of what is expected in a good cover letter. <p>Activity 3</p> <ul style="list-style-type: none"> • Students to draft their cover letters using 'Cover letter structure' as a guide if needed. <p>Activity 4</p> <ul style="list-style-type: none"> • Students to type their cover letters, format it and make it look neat and professional. 	<ul style="list-style-type: none"> • Sample Employer's Recruitment Pack (Resource 8) – see resources from Session 1 • Job application pack example 1 • Job application pack example 2 • Additional job application packs from different recruiters (as per students' interests) – optional • How to write a cracking cover letter • Cover letter structure • Access to computers/laptops

<p>Spring 2 Session 7</p>	<ul style="list-style-type: none"> • Apply the knowledge gained in previous lessons to identify positive aspects of others' cover letters • Apply the knowledge gained in previous lessons to identify areas for improvement in others' cover letters • Give reasons for their opinions regarding positive aspects and areas for improvements in others' cover letters • Explain why certain information is crucial or unnecessary in others' cover letters • Improve their CV based on feedback from peers and staff – amend • Present their cover letter to the rest of the class/group • Explain their choices of words/phrases/skills/ qualities included in their cover letters 	<p>Activity 1</p> <ul style="list-style-type: none"> • In pairs, allow students time to assess each other's work, commenting on both positive aspects and areas for improvement. <p>Activity 2</p> <ul style="list-style-type: none"> • Students to act on feedback from peers and staff and improve their cover letters, including expanding sentences, using thesaurus where appropriate, etc. <p>Activity 3</p> <ul style="list-style-type: none"> • Students present their cover letters to the rest of the class/group. This can be done in small groups (3-4) with students giving feedback and making a decision if they would hire this person based on the cover letters. Students to give reasons for their decisions. <p>Activity 4</p> <ul style="list-style-type: none"> • Using the final version of their cover letters, students to choose another job to write a cover letter for. 	<ul style="list-style-type: none"> • Students' cover letters completed in the previous lesson
<p>Summer 1</p>			
<p>Summer 1 Session 1</p>	<ul style="list-style-type: none"> • Define an interview • State the purpose of an interview • Describe the process of an interview 	<p>Activity 1</p> <ul style="list-style-type: none"> • Divide the class into small groups. Provide each group with a large sheet of paper. Ask each group to allocate roles for example, facilitator, recorder, reporter and timekeeper. • Ask the recorder to write the following question in the middle of the sheet of paper, 'What is the purpose of an interview?' Encourage groups to consider the question from 	<ul style="list-style-type: none"> • All about job interviews

	<ul style="list-style-type: none"> • State at least two dos and don'ts for a successful interview 	<p>both an interviewer's and an interviewee's point of view. Ask groups to generate as many answers as possible and record them on the top half of the paper.</p> <ul style="list-style-type: none"> • Next, ask groups to agree on their top five answers and write these on the bottom half of the paper. • Invite the reporter to present their group's ideas to the rest of the class. • Initiate a class discussion. Challenge students to highlight how interviews provide opportunities for: <ul style="list-style-type: none"> ○ the employer to find out if there is a good match between the attitudes, skills and experiences of the candidate and the requirements of the job ○ the candidate to market themselves and let the employer know how much they have to offer them. <p>Activity 2</p> <ul style="list-style-type: none"> • Split the students into two groups. Give them 'All about job interviews'. • Ask one group to summarise the most important 'Dos' and the other group the most important 'Don'ts'. • Explain to them that they can use whatever form suits them best, e.g. bullet points, drawings, etc. but that they will have to present to the other group at the end. <p>Activity 3</p> <ul style="list-style-type: none"> • Each member of each group presents one 'Do' or 'Don't' – depending on which group they belong to. Encourage students to give examples and use their bodies to explain, e.g. ask the students to show how to sit in a nice relaxed way vs. slouching. <p>Activity 4</p>	
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		<ul style="list-style-type: none"> • As a class, decide on three most important things they would like to practice during the lesson, choose from the following or ask the students to choose: <ul style="list-style-type: none"> ○ The correct body language (posture, smile, etc.) ○ Answering questions about themselves ○ Asking own questions ○ Greeting/hand shake with the interviewer/panel 	
<p>Summer 1 Session 2</p>	<ul style="list-style-type: none"> • Explain the difference between interviewer and interviewee • Define a successful interview • State at least two dos and don'ts while being at an interview • Explain the importance of a good first impression 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask students to get back into their groups and to discuss what interviewees need to carry out a successful interview. Ask groups to record their answers under the following headings: <ul style="list-style-type: none"> ○ Appearance ○ Confidence ○ Attitude ○ Body language ○ Punctuality ○ Answers to questions ○ Evidence of preparation for a particular job interview. • Ask groups to feedback their answers to the rest of the class. Share and discuss contributions from each group. Explain to the students that research suggests that interviewers make their decisions within the first few minutes of an interview. As a class, consider how to make a good first impression. <p>Activity 2</p> <ul style="list-style-type: none"> • Ask students to stand together in their groups. Tell them you want them to pose for a pretend photograph but that they must demonstrate behaviours that would give a bad first impression. Walk around the room and ask students why they chose to pose in the way they did. Repeat the activity 	

		<p>to represent behaviours that would give a good first impression.</p> <p>Activity 3 – Extension opportunity</p> <ul style="list-style-type: none"> • Ask students to get back into their groups. Distribute a large sheet of paper to each group. Ask each group to allocate roles for example, facilitator, recorder, reporter and timekeeper. Ask the recorder to divide the sheet into two sections. The top half of the page must be entitled, 'Interview dos' and the bottom half, 'Interview don'ts'. Ask groups to list as much as possible in both sections of the page. • Once this is completed, ask groups to agree on their top three, 'Interview dos' and their top three, 'Interview don'ts'. Invite the reporter to present their group's findings to the rest of the class. 	
<p>Summer 1 Session 3</p>	<ul style="list-style-type: none"> • State the purpose of some interview questions • Explain what key messages they can communicate at an interview that may help them get the job • State what STAR stands for • State what BEST stands for • Explain why it's important to use some of the strategies in an interview • Identify at least one interview questions they may be asked at an interview and suggest an answer 	<p>Activity 1</p> <ul style="list-style-type: none"> • As a class, discuss what an employer might want to find out at an interview. Ask students to suggest ways in which an employer could identify what s/he wants to find out at the interview. An example might be to review the job specification and person specification. • Divide the students into groups. Provide each group with two envelopes, one containing Interview Question Cards A and one containing Interview Question Purpose Cards B. Ask groups to match the Interview Question Cards A to the Interview Question Purpose Cards B. Remind students that several of the A cards may be matched to the B cards. • Discuss how it is impossible to know exactly what questions might be asked at interview. It is therefore very important that interviewees think about the key messages they want to communicate before going to an interview. 	<ul style="list-style-type: none"> • Interview Question Cards A (Resource 4) • Interview Question Purpose Cards B (Resource 5)

		<p>Activity 2</p> <ul style="list-style-type: none"> • Explain to students that mnemonics are useful verbal memory tools that can help ensure interview success. • Describe a well-known mnemonic, such as, STAR: <ul style="list-style-type: none"> ○ S – set the scene ○ T – describe the task ○ A – explain your actions ○ R – describe the results of your actions. • Consider the use of other mnemonics to remember how to plan good interview answers, for example, the BEST approach: <ul style="list-style-type: none"> ○ Broad – demonstrate through description that you have a broad understanding of the issue in question for example, the university, the company or teamwork ○ Experiences – tell the interviewer about your experience of the issue ○ Specific – describe your in-depth understanding by giving specific examples of how you have encountered the issue in question ○ Tell – make sure your answer tells the interviewer how you are the perfect candidate for the job/course. • Encourage students to generate a range of mnemonics to help them prepare for interviews. Invite individuals to choose at least three of the questions from the interview cards and write out sample answers. 	
<p>Summer 1 Session 4</p>	<p>Session 4 – Interviews – The Good and the Bad</p>	<p>Activity 1</p> <ul style="list-style-type: none"> • Divide the class into four groups. Label the groups A, B, C and D. Allocate one of the following scenarios to each group: <ul style="list-style-type: none"> ○ Emily is being interviewed for the position as a shop assistant. 	

		<ul style="list-style-type: none"> ○ David is being interviewed for an electrician apprenticeship. ○ Sarah is being interviewed for a job as a teaching assistant. ○ Mark is being interviewed for a place at West Thames College to study Catering. ● Alternatively, allow groups to choose their own scenario. ● Inform groups A and B that they are to role-play a poor interview. Inform groups C and D that they are to role-play a good interview. ● Provide time for each group to develop a short script of their role-play interview scenario. Invite each group to present their role-play to the rest of the class. Afterwards, encourage individuals to share their feedback with the rest of the class. 	
<p>Summer 1 Session 5</p>	<ul style="list-style-type: none"> ● Answer questions based on the chosen job description ● Present themselves appropriately for the interview ● Describe what went well in their interview and how they could improve for the next time 	<ul style="list-style-type: none"> ● Ask students to bring clothes to change into so they can look smart and professional for the interview. ● Invite other members of staff to conduct the mock interviews, e.g. HR, AHTs, DHTs, etc. Try to get as many members of staff as possible to minimize waiting time. ● Explain to staff that they will interview 2 or 3 students and ask them to prepare one or two strengths and areas for development based on the students' performance. ● Important: ask students to choose which job they would like to interview for (the can choose from the jobs discussed in previous lessons) and let the staff know beforehand which jobs the students want to be interviewed for. ● Give staff questions ('Example interview questions' – ask them to choose 10 at most) or they may want to provide their own, e.g. HR may have a set of questions they ask at interviews. <p>Activity 1</p>	<ul style="list-style-type: none"> ● Example interview questions

		<ul style="list-style-type: none"> • Give students 10 minutes to prepare for the job interview. Ask them to read about their chosen job and based on the 'All about job interviews'. <p>Activity 2</p> <ul style="list-style-type: none"> • Each student is interviewed by a member of staff. For their chosen job. <p>Activity 3</p> <ul style="list-style-type: none"> • Once all interviews are over, members of staff to give collective feedback to the class on strengths and areas for development. 	
<p>Summer 1 Session 6</p>	<ul style="list-style-type: none"> • State what is important to deliver a successful presentation • Describe behaviours and personal presentation that is required to make a presentation successful • Use the knowledge gained in the previous lesson and act on feedback regarding areas for development • State what they liked and didn't like about each other's presentations in a kind and supportive way 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask students to choose a job or a course that they are interested in applying for in the future. Tell them to imagine that they are being interviewed for the job or course. They can use the same job they were interviewed for in the previous lesson or use a different one or a college course they would like to apply for. • Students must prepare a presentation, lasting approximately two minutes, to explain why they are suitable for the job/course. • Split the class into small groups. Ask the each group to draw up a generic list of success criteria for their presentation. Agree as a class the main ones/most important ones. • Invite students to make their presentations to the class. Use peer evaluation to assess each presentation against the agreed success criteria. <p>Activity 2 – Extension opportunity</p> <ul style="list-style-type: none"> • Invite other members of staff (HR, AHTs, DHTs) to listen to the presentations and to give students feedback. 	

		<p>Activity 3</p> <ul style="list-style-type: none"> • Once all presentations are over, students and members of staff to give feedback about each individual, one strength and one area for development only. • Remind students they need to be supportive and any negative feedback needs to be delivered in a kind and supportive way. 	
<p>Summer 1 Session 7</p>	<ul style="list-style-type: none"> • State at least three methods of recruitment • Compare and contrast different recruitments methods to find the most effective for different types of jobs • State at least one advantage of each recruitment method • State at least one disadvantage of each recruitment method • Describe a recruitment method they are most likely to use and give reasons why • Identify at least three selection methods 	<p>Activity 1</p> <ul style="list-style-type: none"> • As a class, ask students to identify as many recruitment methods as they can. List the recruitment methods on the board. The list should include: <ul style="list-style-type: none"> ○ newspapers ○ radio ○ specialist magazines ○ recruitment agencies ○ job centres ○ the internet ○ shop windows ○ notice boards. • Distribute a copy of the Methods of Recruitment – Advantages and Disadvantages Worksheet to each pupil. Ask students to work in pairs to complete the worksheet. Each pair must consider the advantages and disadvantages of different recruitment methods. • Ask each pair of students to join with another pair to form a group of four. Ask the newly formed groups to discuss and agree final answers. Finally, invite each group to share their ideas with the whole class. <p>Activity 2</p> <ul style="list-style-type: none"> • Working as a class, ask students to identify as many selection methods as they can. List all of the selection methods on the board. The list should include: 	<ul style="list-style-type: none"> • Methods of Recruitment – Advantages and Disadvantages Worksheet (Resource 5) • Most Effective Method Worksheet (Resource 6)

		<ul style="list-style-type: none"> ○ application forms ○ online application forms ○ CVs ○ interviews ○ psychometric tests ○ test centres ○ presentations. <ul style="list-style-type: none"> ● Next, ask students to imagine that their school is recruiting a new teacher. Their task is to advise the Board of Governors on how to get the best teacher for the school. They must justify their suggestions. ● List students' advice on the board and discuss their ideas. Explain that by law, employers are required to follow certain recruitment and selection procedures to ensure the process is fair. <p>Activity 3 – Extension opportunity</p> <ul style="list-style-type: none"> ● Ask students to work in pairs. Distribute a copy of Most Effective Method Worksheet to each pair of students. Ask students to complete the worksheet. ● Afterwards, invite each pair of students to compare answers with another pair. 	
Summer 2			
Summer 2 Session 1	<ul style="list-style-type: none"> ● State at least two different dress codes appropriate in a workplace ● Explain why having a dress code is important for employers and employees ● State at least two different jobs that require uniform 	<p>Activity 1</p> <ul style="list-style-type: none"> ● Show students this short video and ask them to make notes while they are watching, pause the video frequently to give them time to write down the most important information. https://www.youtube.com/watch?v=HnRs5TEUj3Q ● As a class, discuss their findings. <p>Activity 2</p>	<ul style="list-style-type: none"> ● A short YouTube video produced by acas: https://www.youtube.com/watch?v=HnRs5TEUj3Q ● MKS Professional Code of Conduct (use 2.4 Dress, pp. 5-6) ● Dress codes for men ● Dress codes for women ● Common dress codes for work

	<ul style="list-style-type: none"> • Give reasons why the two jobs require uniform • State at least one advantage of wearing uniform to work • State at least one disadvantage of wearing uniform to work • State at least two different jobs that require PPE • Give reasons why the jobs require PPE • Explain different types of PPE and their uses • Compare and contrast different types of PPE 	<ul style="list-style-type: none"> • Give each student a copy of MKS Professional Code of Conduct to read 2.4 Dress code, pp. 5-6. You can read it in small groups or as a class. Ask students the following questions: <ul style="list-style-type: none"> ○ How are staff expected to dress at work? ○ Why was the dress code written? ○ What kind of footwear is not allowed? ○ Are low cut tops and vests allowed? ○ Can anyone wear shorts? ○ How long should skirts and dresses be? ○ What if a member of staff has been given protective clothing? Do they need to wear it? ○ What will happen if staff come to work dressed inappropriately? <p>Activity 3</p> <ul style="list-style-type: none"> • Split the class into small groups. Give each student copies of 'Dress codes for men' and 'Dress codes for women'. Discuss each dress code and ask students to suggest when each type of dress would be appropriate. Use 'Defining Dress Codes' article if appropriate, suggestions may include: <ul style="list-style-type: none"> ○ SMART CASUAL When to wear it: office parties, happy hours, business luncheons. ○ COCKTAIL ATTIRE When to wear it: adult birthday parties, evening social events. ○ BUSINESS CASUAL When to wear it: company party, daily work attire, business lunch meetings. <p>Activity 4 – Extension opportunity</p>	<ul style="list-style-type: none"> • Defining Dress Codes - What to Wear for Different Occasion • Jobs that require uniform • Different types of PPE
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		<p>Split the class into small groups. Give each student a copy of 'Common dress codes for work'. Ask them to discuss each dress code in their groups.</p> <p>Activity 5</p> <ul style="list-style-type: none"> • Ask students what jobs they know that require uniform and/or PPE. Make a list on the board. Ask the following questions: <ul style="list-style-type: none"> ○ Why do companies ask people to wear uniform? ○ What are the benefits of wearing uniform? ○ What are the drawbacks of wearing uniform? ○ Why is PPE needed? ○ What are advantages/disadvantages of different items of PPE? • After the initial brainstorm, give each student copies of 'Jobs that require uniform' and 'Different types of PPE' to help them with their answers. Challenge students to label as many of the jobs as they can. 	
<p>Summer 2 Session 2</p>	<ul style="list-style-type: none"> • Define a professional code of conduct and its purpose • Explain why professional code of conduct is important to employers and employees • Explain what may happen if employees don't follow professional code of conduct • Identify features of themselves as professionals • Explain why it's important to be punctual and what benefits that has • Explain the benefits of being organised and keeping time 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask students what they think a Professional code of conduct is. They may remember from the previous lesson when they looked at the Dress code section of MKS Professional Code of Conduct. <ul style="list-style-type: none"> ○ What is the aim of a professional code of conduct? ○ Who is it for? ○ What does it contain? • Use the copies of 'MKS Professional Code of Conduct' given out in the previous lesson to help answer the above questions. <p>Activity 2</p> <ul style="list-style-type: none"> • Split students into small groups. Give each student a copy of 'Time keeping and Punctuality article with questions'. Read 	<ul style="list-style-type: none"> • MKS Professional Code of Conduct • Time keeping and Punctuality article with questions

		<p>together and discuss in groups. Verbally discuss each question before you ask students to write down their answers.</p> <p>Activity 3</p> <ul style="list-style-type: none"> • Based on 'MKS Professional Code of Conduct', discussions and own observations, ask students to make a poster titled 'Professional Me'. Ask them to include the following: <ul style="list-style-type: none"> ○ Drawing of themselves in appropriate clothing (incl. PPE for jobs that would require it) ○ Skills and qualities they will need for the job ○ Behaviours they will display at work, e.g. polite, organised, punctual, etc. 	
<p>Summer 2 Session 3</p>	<ul style="list-style-type: none"> • State what teamwork is and how it differs from working alone • Explain why teamwork is important • State at least three criteria for good teamwork • Communicate effectively with team members to achieve a goal set for the team • Identify at least three strengths when working in a team • Identify at least one area for development when working in a team 	<p>Activity 1</p> <ul style="list-style-type: none"> • Initiate a class discussion. Ask students to explain why teamwork is important in the workplace. List students' responses on the board or onto flip chart paper. • Next, ask students to identify criteria for good teamwork in the workplace. Again, list students' responses on the board or onto flip chart paper. • Finally, ask the class to vote on the five most important criteria for good teamwork in the workplace. <p>Activity 2</p> <ul style="list-style-type: none"> • Divide the class into teams of at least four students. • Give each team the following items: <ul style="list-style-type: none"> ○ a tennis ball ○ a newspaper ○ sticky tape. • Ask each group to imagine that they are a team of engineers at a construction company. Their task is to build a bridge that is strong enough to allow a tennis ball to roll across it. 	<ul style="list-style-type: none"> • Belbin Team Roles (Resource 1) • Tennis balls • Newspapers • Sticky tape

		<p>Inform teams that they can only use the newspaper and sticky tape to build the bridge.</p> <ul style="list-style-type: none">• Set an appropriate time for groups to complete the task. When task time has expired, invite groups to test their bridge by rolling a tennis ball across it.• At the end of the task, ask each team to consider the following questions:<ul style="list-style-type: none">○ Did we work well as a team?○ Did we demonstrate any of the criteria of good teamwork?○ What factors limited our performance as a team?○ What should we have done differently?○ Did everyone play a role in the team? <p>Activity 3 – Extension opportunity</p> <p>Distribute a copy of the Belbin Team Roles handout to each team. Explain that Belbin identified the following nine roles that are required in a well-functioning team:</p> <ul style="list-style-type: none">• co-ordinator• shaper• plant• monitor• resource investigator• administrator• supporter• finisher• specialist. <ul style="list-style-type: none">• Explain to students that they will naturally prefer some of Belbin’s team roles and that they will actively seek to avoid other roles. There will be some roles that students aren’t naturally attracted to but can perform if they have to.• Ask each team to vote on the most suitable role for each team member. Alternatively, ask each team member to	
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		<p>identify which role they identify with most and to explain why.</p>	
<p>Summer 2 Session 4</p>	<ul style="list-style-type: none"> • Describe the skills and qualities required in the workplace • Explain why certain personal qualities and skills matter more for an employer than others • Identify features of a 'perfect employee' in their own context • Use information gained in previous lessons to make their prototype more interesting/appealing to a potential employer 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask students to revisit 'The Perfect Employee' prototype they created in Spring 2 Session 1. • Explain that based on that prototype, they will create a new prototype, but this time it's them. The prototype is called 'I Am the Perfect Employee'. This is all about them, how they present themselves, what skills and qualities they have and how valuable they can be to a potential employer. <p>Activity 2</p> <ul style="list-style-type: none"> • Ask students to prepare a presentation in order to market the new product (themselves), the presentation should last about three minutes. During the presentation, they must demonstrate a model of the product (themselves) that describes how it works and its benefits. They must also include pre-job behaviours, e.g. <ul style="list-style-type: none"> ○ Completes the application form in clear and concise manner ○ Has a clear and well-written CV ○ Arrives on time for the interview ○ Is dressed appropriately for the interview ○ Shows appropriate body language during the interview ○ Looks approachable • Encourage students to use everyday objects to describe the prototype for example, an elastic band to illustrate how it is both flexible and adaptable. • Use the success criteria agreed previously (Spring 2 Session 1) for both the model and the presentation. Examples of success criteria might include some of the following: <ul style="list-style-type: none"> ○ meets the objectives of the task 	

		<ul style="list-style-type: none"> ○ has a name ○ shows flexibility, determination, enthusiasm and positive attitude to work ○ eye-catching presentation ○ use of everyday objects to describe the prototype ○ humour ○ clarity of voice <ul style="list-style-type: none"> ● Provide time for students to: <ul style="list-style-type: none"> ○ design and create a model of 'The Perfect Employee Prototype' ○ prepare their presentation ● Give each student three minutes to present their product to the rest of the class. ● Invite the class to comment on each groups' work and to decide if it meets the agreed success criteria. 	
Summer 2 Session 5	<ul style="list-style-type: none"> ● Explain what it means to have 'good working relationship' in a workplace ● Give one example of a good working relationship in a workplace ● Explain why it's important to have good working relationships in a workplace ● Give one example what they can do to develop a good working relationship with a colleague ● Give one example what they can do to develop a good working relationship with an outside person/supplier 	<p>Activity 1</p> <ul style="list-style-type: none"> ● Explain to the students that whether they work in an organisation or are self-employed, they have to work with other people. It is, therefore, very important to have good working relationships in the workplace. Initiate a class discussion. Encourage the students to identify reasons for developing good working relationships. List the students' responses on the board or onto flip chart paper. ● Organise the class into pairs. Present the class with the following scenario: 'John works as a manager in a restaurant.' Ask the pairs to list the people or organisations that John might have to develop working relationships with. Examples might include staff, customers, the general public, suppliers or the Environmental Health Officer. Ask each pair to write their answers onto sticky labels. ● Next, ask each pair of students to form a group with at least two other pairs and to share their ideas. Inform groups that working relationships can be both internal and external. Ask 	<ul style="list-style-type: none"> ● Sticky labels ● Flip chart paper ● Markers

		<p>the newly formed groups to draw a circle on a flip chart page. Ask them to place their sticky labels either inside or outside the circle to represent internal and external working relationships.</p> <ul style="list-style-type: none"> • Finally, encourage the groups to share and compare their findings with the rest of the class and to discuss any differences. <p>Activity 2</p> <ul style="list-style-type: none"> • As a class, discuss how John might develop a positive working relationship with some or all of the following: <ul style="list-style-type: none"> ○ employers ○ staff ○ suppliers ○ customers ○ an Environmental Health Officer. • Explain to the students that it is very important to develop a relationship of trust in order to develop and maintain good working relationships. <p>Extension opportunity - Activity 3</p> <ul style="list-style-type: none"> • In Activity 2, students learned about the importance of building trust. Discuss with the class the importance of building trust in the workplace and how this can be achieved. 	
<p>Summer 2 Session 6</p>	<ul style="list-style-type: none"> • Define rapport • Give at least one way how they can build rapport with their colleagues • Give at least one example of what to avoid when trying to build rapport 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask the class to define rapport. Explain to the class that the dictionary definition of rapport is: ‘A harmonious relationship’. Compare the students’ definition to the dictionary definition. • Present the class with the following scenario: ‘Claire is starting her new job as a hotel receptionist next week. She is very nervous about meeting her new colleagues and working 	<ul style="list-style-type: none"> • Matching and Mirroring Instruction Cards (Resource 2) • Building rapport visual

	<ul style="list-style-type: none">• Explain the difference between friendship and rapport	<p>on reception.’ Ask the class to identify the people that Claire might need to build a rapport with. Make a list of the students’ answers on the board or onto flip chart paper.</p> <ul style="list-style-type: none">• Ask the class to identify ways in which Claire could build a rapport with her work colleagues. Ask students to also identify ways in which Claire could build a rapport with the hotel customers. Make a list of the responses on the board or on a flip chart. <p>Activity 2</p> <ul style="list-style-type: none">• Divide the class into groups of three students. Ask students to nominate group roles of A, B and C.• Ask all the A students to identify themselves. Distribute the A Matching and Mirroring Instruction Card to these students. Ask all the B students to identify themselves and give them a copy of the B Matching and Mirroring Instruction Cards. Finally, ask all the C students to identify themselves and give them a copy of the C Matching and Mirroring Instruction Card.• Ask the students to keep their cards hidden from the other members of their group. Ask the students to read the instructions on their Matching and Mirroring Instruction Cards and to carry out the activity. Explain the roles to make sure each group knows what is expected of them.• Next, invite the C students from each group to describe their observations. Then invite the A and B students to explain what they had to do and ask them to describe their feelings about the activity.• Explain to the class that the activity illustrates one way to build rapport, known as the matching and mirroring technique. This occurs when one person tries to match and mirror the body language of the person they are speaking to.	
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<p>Summer 2 Session 7</p>	<ul style="list-style-type: none"> • Define a leader • State at least two qualities a leader should have • Explain why it is important to work for a good leader • Identify qualities they have that would make them a good leader • Compare and contrast working for a good and a bad leader and the impact of that 	<p>Activity 1</p> <ul style="list-style-type: none"> • Ask the class to define leadership. Explain to the students that the dictionary definition is: ‘An individual who is able to influence, motivate and enable others to contribute toward a successful working environment’. Compare the students’ definition to the dictionary definition. • Initiate a class discussion. Invite students to answer the following questions and record their answers on the board or onto flip chart paper: <ul style="list-style-type: none"> ○ Why is good leadership important in the workplace? ○ What are some of the advantages and disadvantages of being a leader in the workplace? ○ What qualities and skills does a good workplace leader have? ○ What qualities and personality traits does a poor workplace leader have? • Divide the class into groups of three or four students. • Give each group one of the Leadership Scenario Cards. Ask groups to read the card and talk about how a good leader might deal with the situation and how a poor leader might deal with the situation. • Invite groups to read their Leadership Scenario Cards to the rest of the class and describe how a good and a poor leader 	<ul style="list-style-type: none"> • Leadership Scenario Cards (Resource 3) • Leadership Skills Analysis (Resource 4)

		<p>might react. Encourage the class to comment on different answers.</p> <p>Activity 2</p> <ul style="list-style-type: none">• Distribute a copy of the Leadership Skills Analysis to each pupil. Read through this with the class.• Talk about each of the leadership qualities/skills and explain any terms that students don't understand.• Explain that everyone has some leadership qualities and that these can be developed. Tell students that workplaces are increasingly looking for all employees to demonstrate leadership skills regardless of their position within the organisation.• Ask the students to complete the Leadership Skills Analysis. Invite them to think about how they might develop their leadership qualities and skills. <p>Extension Opportunity - Activity 3</p> <ul style="list-style-type: none">• Invite students to work in small groups. Ask them to identify three familiar job roles and justify reasons why leadership skills/qualities would be important in these roles.	
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