



Edward Peake C of E VC Middle School PSHCE Planning

Subject: PSHCE	Unit: Living in the Wider World	Term/Duration: Spring 1 / 6 Weeks	Year Group: 8
<p>Environment – Careers</p> <ul style="list-style-type: none"> • How to identify their life and career aspirations • How to identify personal strengths and skills for employment • How to challenge stereotypes and expectations that limit aspirations • About routes into different careers • How to evaluate progression routes • About how a person’s online presence can affect employability • How to manage online presence including on social networking sites • How to manage emotions in relation to future employment <p>PoS: H1, R15, R16, R39, L2, L4, L6, L8, L10, L11, L12, L14, L20, L21, L22, L24</p>		<p>Key Vocabulary</p> <p>Personal skills, employment, workplace, employers, courses, interviews</p> <p>Personality, job roles, skills, interests, traits, self-image, career, choices, employment, personal strengths</p> <p>Communication, speaking, listening</p> <p>Proactive, reactive, aim high, opportunities, goals, achieve</p> <p>Online, reputation, positive, negative, posts, information, shared</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • explain how I already demonstrate these skills in my everyday live • recognise three key elements of my personality • explain how different job roles require a range of skills, interests and personality traits • demonstrate essential aspects of listening and speaking and other forms of communication • identify opportunities to aim high in my everyday life • understand the difference between being proactive and reactive • identify ways information can be shared online with different people and the positive and negative impact this can have • gain an insight into a day in the life of individuals in different job roles 			
<p>Most pupils will be able to:</p> <ul style="list-style-type: none"> • evaluate how I can build on these skills and adapt them to a workplace setting • identify ways of building an accurate self-image that can guide successful career choices • recognise how being proactive can help me aim high and achieve my goals • show how posts that can help build a positive online reputation • discover the core transferable skills, qualifications and routes to employment that are required for certain fields of work 			



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Some pupils will be able to:

- explain potential consequences of poor communication at work
- create an action plan of how I can develop and demonstrate these skills in my school life so I can impress future employers

	Learning Objectives	Content	Resources	Success Criteria
1	LO: To identify a number of key personal skills	<p>Re-visit Ground Rules:</p> <p>Openness: We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.</p> <p>Keep the conversation in the room: We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.</p> <p>Non-judgmental approach: It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.</p> <p>Right to pass: Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.</p> <p>Make no assumptions: We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.</p> <p>Using appropriate language: We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.</p> <p>Asking questions: We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone.</p> <p>Seeking help and advice: If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.</p> <p>Starter: Ask pupils what they think personal skills are, and how these could benefit them in the workplace; encourage a brief initial brainstorm and encourage pupils to record their answers, write them on the board or a 'graffiti wall'. This will help establish the starting point in pupils' knowledge, measure progress and adapt the session if needed</p> <p>Main: <u>Activity 1: Identify your personal skills and how to adapt them</u></p>	<p>Ask It Basket</p> <p>Barclays LifeSkills Recognising and building personal skills Lesson</p> <p>Student Sheet 1.1: Using my skills (1 per pupil)</p> <p>Student Sheet 1.2: Workplace challenges (1 per pupil)</p> <p>Chromebooks</p>	<p>I can explain how I already demonstrate these skills in my everyday life</p> <p>I can evaluate how I can build on these skills and adapt them to a workplace setting</p>



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	<p>Reveal employers' top rated personal skills on PDF Presentation Slide 1.1 – do some of the skills they brainstormed match the slide, or any they think are similar? To read up about each skill in more detail, visit www.prospects.ac.uk/careers-advice/applying-for-jobs/whatskills-do-employers-want</p> <p>Discuss how pupils might use each skill differently in a workplace context. For example, what they wear to school is probably dictated by the uniform rules, but they must make sure they follow them. In the workplace, there may not be written rules but they will need to be aware of how other people dress and what their customers might expect to make sure they are dressed appropriately. Remind pupils that the skills we gain from everyday experiences can also be useful for the workplace.</p> <p>These could include debating competitions, charity runs or playing football. On the Chromebooks, pupils load the 'Know your skills' interactive, (www.barclayslifeskills.com/knowyourskills) where they can identify a number of situations where they may use and develop key transferable skills to address everyday challenges.</p> <p><u>Activity 2: Demonstrate your skills</u> Hand out Student Sheet 1.1 and ask pupils to select and rank their own top 5 skills and record these in the first two columns of the table. Explain that it will be important to talk or write about these skills when they apply for jobs or college courses, and in interviews. However, it is not enough to simply claim they have the skills; they will need to demonstrate how they use the skills.</p> <p>Ask the pupils to choose one of the skills and describe how they use it in real-life, perhaps at school, home, a club, or as a volunteer, and how they may need to use the skill differently in a job or work situation. Pupils can discuss in pairs or small groups.</p> <p>For example, how might they need to communicate and listen differently, and why? They should then use the third column on Student Sheet 1.1 to record their ideas. Explain that in a work situation an example could be a paramedic who uses listening skills to assess patients. They need to listen very carefully so they relay the correct medical information to doctors. How would this be different from the way they listen to their friends or colleagues?</p> <p><u>Activity 3: Match the skills to workplace challenges</u> Hand out Student Sheet 1.2 which includes a series of workplace scenarios, (you can also load up the</p>		
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		<p>'Workplace challenge' interactive (www.barclayslifeskills.com/workplacechallenge) and use these scenarios instead for a more interactive session)</p> <p>Using their ideas from Student Sheet 1.1 and/or the 'Dictionary of skills' interactive (www.barclayslifeskills.com/skillsdictionary), ask pupils to identify which skills will be most important for the challenge and explain how they would use each skill, giving as much detail as they can to share what they would do and why.</p> <p>Plenary: <u>Summary discussion</u> Ask pupils how confident they feel in using and explaining each skill. Share ideas on how they might become more proficient and confident in describing and demonstrating their skills.</p>		
2	<p>LO: To explore personal strengths for employment</p>	<p>Re-visit Ground Rules</p> <p>Starter: <u>Icebreaker</u> To bring to life how different people's personal strengths relate to their job roles play 'Skill Up', a short team game which gets students guessing different jobs based on the skills needed for them. The instructions and playing cards are available to download from the lesson page (www.barclayslifeskills.com/exploringstrengths)</p> <p>The PDF Presentation Slide 1.1 shows two example jobs from the card game to talk through if needed</p> <p>Main: After playing 'Skill Up', find out what pupils think the link is between people's job roles and their personal strengths, including skills, interests and personality traits.</p> <p>Ask pupils to describe how they feel when they are doing something they are really good at or are really interested in and make a mind map on the board of all the words. Discuss how it might make them feel if they were doing a job that used their skills, interests and personality traits – they can use the words on the board to help.</p> <p>Activity 1: How recognising our skills can help us make good career decisions</p>	<p>Ask It Basket</p> <p>Barclays LifeSkills Exploring Personal Strengths for Employment Lesson</p> <p>Student Sheet 1.1: Getting to know myself (1 per pupil)</p> <p>Identify skills, interests and personality traits (print Slide 1.4)</p>	<p>i can recognise three key elements of my personality</p> <p>I can explain how different job roles require a range of skills, interests and personality traits</p> <p>I can identify ways of building an accurate self-image that can guide successful career choices</p>



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	<p>Ask pupils to explain what they think 'aspiration' means, and summarise their suggestions by explaining that our aspirations are ambitions or goals that we hope to achieve. Most people have aspirations, but they might be short term, long term, ambitious or easily achieved.</p> <p>Discuss the examples below and draw out the type of aspiration each one could be:</p> <ul style="list-style-type: none"> - To achieve a good grade in my English GCSE - To build good relationships with my managers when I start my apprenticeship - To own my home before I turn 30 - To set up a successful business with lots of employees - To get a promotion during my first year in a job <p>Highlight the difference between realistic aspirations (aims that you can achieve if you have the right skills and attitude) and more ambitious aspirations (those you can work towards but might need to break into smaller goals or have an alternative plan for).</p> <p>Ask pupils who are comfortable to share some of their aspirations for life after leaving school. These could be further education, training, an apprenticeship, or entering the world of work.</p> <p>Explain that identifying their strengths will help guide pupils towards rewarding job roles, even if they haven't previously thought much about industry or job role preferences. Remind them of the words that described how they feel when they do something they are good at.</p> <p>Print off or show copies of PDF Presentation Slide 1.2 and discuss the difference between interests, skills and personality traits. To check their understanding, ask them to match problem solving (skill), sport and fitness (interest), and enthusiastic (personality trait) to each of the terms</p> <p>Explain that when aspiring to a particular job or industry, it's important to also think about the jobs that are available and whether any specific qualifications or training are required. Some might require qualifications before starting whilst others might have on-the-job training.</p> <p>Show PDF Presentation Slide 1.3 and help pupils understand that they can use information about themselves in two ways:</p> <ul style="list-style-type: none"> - They can reflect on themselves and use what they discover to find careers that might be a good match. This can work well if they're not sure what they'd like to do, or have two or more ideas but can't make their mind up 	<p>'Skill Up' icebreaker game</p> <p>Exploring personal strengths for employment PDF presentation slides (print slide 1.5)</p> <p>Chromebooks</p>	
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	<p>– Pupils who already have a strong career preference can find out more about it, reflect on their own qualities and identify what they might need to build on or improve to make it a rewarding and achievable choice</p> <p><u>Activity 2: How can my skills, interests and personality traits help me choose a job?</u> The next activity will help pupils to identify their skills, interests and personality traits and how they can use these to explore job roles that they might find rewarding in the future. You can use the slides and the worksheets to complete this, then in step 4 try using the 'Wheel of Strengths' online tool. You can do this either as a group or individually to see where pupils' skills, interests and personality traits could take them</p> <p><u>Activity 3: Identify pupils' skills</u> Start by asking pupils to think back to the 'Skill Up' activity and list some of the skills they explored. These could include listening, presenting, problem solving, adaptability or leadership</p> <p>Show Presentation Slide 1.4. If they are comfortable doing so, ask pupils to work with a partner who knows them to discuss the skills and choose five that they think they are already confident about. If you are working with an older or more able group, you can ask them to include an example of a time when they demonstrated this skill.</p> <p>The partner must listen and identify any they don't agree with or any that have been missed, before the pair swaps over. They can use Student Sheet 1.1 to make a note of the ones they have selected.</p> <p>From the remaining 15 skills, ask them to select the skills they think they need to improve the most, and record these on their sheet</p> <p><u>Activity 4: Identify pupils' interests</u> Explain that finding a job that you enjoy often means that it links to your interests. These could be hobbies or activities you do in your spare time, school subjects or clubs. Show Presentation Slide 1.4 and ask pupils to highlight the interests they have, or add any that are missing, using Student Sheet 1.1.</p> <p><u>Activity 5: Identify pupils' personality traits</u> Working with a partner again, if they feel comfortable, ask pupils to look at the list of personality traits on Presentation Slide 1.4 and select the five traits they think their partner demonstrates.</p>		
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	<p>After discussing them and identifying any they don't agree with or any that are missing, they should record them on their sheet.</p> <p><u>Activity 6: Using the 'Wheel of strengths' tool</u> The 'Wheel of strengths' (www.barclayslifeskills.com/wheelofstrengths) inspires pupils to look at which future job roles might be a good match for their skills, interests and personality traits, as well as suggest which skills they might need to improve to achieve their career ambitions. It can also be used to showcase job roles they might not have heard of and help them understand what they need to do to get there. The tool can be used in different ways:</p> <p>– Option 1: If you have booked Chromebooks, pupils can input the skills, interests and personality traits they identified earlier in the session into the tool to explore suitable job roles.</p> <p>– Option 2 Work through the tool at the front of the room by using Sam's case study to identify a set of skills, interests and personality traits that will generate some suitable job roles. If you have time, you can ask pupils to research the roles that they would like to find out more about. Start by displaying Presentation Slide 1.5 and inviting pupils to look at Sam's answers and assess his strengths and areas for improvement.</p> <p>– Option 3 Using the skills that pupils identified as areas to improve, input examples from the group into the tool alongside suggestions of interests and personality traits. This will reveal jobs that might be a great match if these skills are developed. You can walk through the tool on a screen at the front of the class.</p> <p>Plenary: <u>Bringing it all together</u> Once you have completed the 'Wheel of strengths' tool either as a group or individually, generate discussion about their findings. Were there any results they found surprising? For pupils who already have a job or industry in mind, do the suggested job roles confirm their choices? Were there any jobs they would like to find out more about?</p> <p>Pupils can share their thoughts with the class, record them on a flipchart or graffiti wall, or on their worksheet.</p>		
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		<p>Remind pupils that the tool is not conclusive and if the results don't indicate a good match with their current aspirations, this isn't a problem. However, they might still like to investigate further, so they can focus on anything they might need to change or improve in order to succeed on their chosen path.</p> <p>Discuss how each industry contains a variety of job roles. An industry may be appealing to a pupil, but they may not find all job roles in that industry interesting. Explain that once working, people may change job roles within an industry or even switch industries.</p> <p>The tool includes some job roles which are predicted to be in growing industries or sectors. Remind them that it's important to think about the jobs that will be available when they start their journey to work, along with the qualifications or training required.</p> <p>Discuss the importance of keeping these ideas up to date as pupils grow, mature and develop their skills, interests and traits.</p>		
3	<p>LO: To identify the essential aspects of good communication, including its contribution to effective teamwork</p>	<p>Re-visit Ground Rules</p> <p>Starter: Pupils to write down what they think are the core transferable skills.</p> <p>Show the pupils the following: <u>Core transferable skills</u></p> <ul style="list-style-type: none"> • Problem solving skills are about the ability to find a solution to a complex situation or challenge, often using analytical thinking to come up with a methodical approach or break a problem down into parts • Creativity is the use of imagination and the generation of new ideas, and building the confidence to improve these ideas on your own and by collaborating with others • Listening and speaking (communication) is about receiving and retaining information, persuading and influencing others, and using critical thinking skills to evaluate different perspectives • Leadership is about recognising your own strengths in order to best support, encourage and motivate others to achieve a shared goal • Aiming high (being proactive) is the ability to set clear goals and prioritise tasks to achieve them, as well identifying when to take the initiative instead of reacting to external event • Staying positive (resilience) is about the ability to use tactics and strategies to overcome setbacks and achieve goals • Adaptability is having the skills to cope and thrive in response to changes and challenges 	<p>Ask It Basket</p> <p>Barclays Lifeskills Listening and Speaking (communication) lesson</p> <p>Student sheet 2.1: Good communication</p> <p>Student Sheet 2.2: Inspirational communicators</p>	<p>I can demonstrate essential aspects of listening and speaking and other forms of communication</p> <p>I can explain potential consequences of poor communication at work</p>



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	<p>Main: <u>Activity 1: Defining good communication</u> Explain to pupils that one of the key skills at work surrounds communication and listening.</p> <p>Ask pupils what is meant by 'active listening' (being able to take in information and recall it). Active listening includes giving 100% focus, maintaining eye contact, checking understanding by asking clarifying questions and showing non-verbal cues such as nods or gestures that reflect maintained listening. This exercise will test their active listening skills.</p> <p>Read out the list below. After each one has been communicated, get the class or various individuals to repeat the words: Blue shoes, red ball, green rabbit, blue beetle, green unicorn, orange key, yellow socks, pink paper, green sphere, black plate</p> <p>Learners with memory and recall disabilities can complete this as a bingo activity by providing a grid with the different word pairs randomly in each box. Pupils then cross off each item as it is read out.</p> <p>Once you have read out the final one and the class/individuals repeated it, invite pupils to name as many of them as they can remember. Can anyone remember them all?</p> <p>Explain that listening is a skill that needs to be practised and developed. It is one of the most important skills they will need in life and for work. Ask if anyone can suggest techniques that can support listening to remember or absorb information, such as making notes or creating a rhyme.</p> <p>All jobs need the skill of listening, but in some jobs this skill is even more critical, for example as a Paramedic – play the listening skills video on Presentation Slide 1.2 to show how important they can be.</p> <p>Ask pupils how they can ensure they stay focused when listening to someone, and what makes it easier to listen and understand someone. Explain that communication is two-way – how someone speaks or presents affects how well the listener can understand what is being said.</p> <p><u>Activity 2: Forms of communication</u> In small groups, ask pupils to discuss the phrase 'How do we communicate?'</p> <p>Make sure groups bring out the key areas of reading, writing, speaking, listening and presentation, but also that they recognise and discuss the differences between verbal and non-verbal communication.</p>		
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	<p>Ask for feedback, then as a group, think of work-related situations when different forms of communication might be required, and why.</p> <p>Watch 'Sophie takes the communication challenge' on Presentation Slide 2.1. For each of her customers, identify:</p> <ul style="list-style-type: none">– How Sophie communicates with that person. How do they react or change their behaviour? (i.e. the forms of communication she uses with them). Think about tone, language and non-verbal cues– The effect her ways of communicating (including listening and speaking) has on each customer– How her different methods of communication help her be more effective in her job <p><u>Activity 3: Putting listening and speaking into practise</u> Divide the class into groups of ideally no more than five and explain this will be a relay game to test their listening and speaking skills. Print yourself a copy of Presentation Slide 2.2 but don't show it to the pupils yet. The stories include some tricky details to remember to test their listening skills so you can make the game harder by only agreeing to say the story line once. Allocate each group a story (there are 3 options so more than one group can have the same story) and ensure each group has some paper.</p> <p>One person at a time from each group can come to the front for a line from the story. Explain they need to relay what they heard to their group. Pupils should think about how they communicate that information to their group e.g. write down key points, describe it verbally, use gestures or body language to help convey the story.</p> <p>Once they have received all the lines of their story (5 per group), give each group a few minutes to produce a simple storyboard showing the key elements of the story and use this to present back to the class what they think the full story was.</p> <p>Reveal the real stories on Presentation Slide 2.2 so they can compare for accuracy. Now hand out Student Sheet 2.1 and ask pupils to review the stories using the 'what', 'who', 'why', 'when' model, helping them to identify the key elements of the story e.g. what was the paramedic trying to communicate, why did they need to share that information? etc.</p> <p>As a class, ask pupils to reflect on both the communication described in the stories and also their own communication methods in the relay. What could be the consequences in each situation of:</p>		
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		<ul style="list-style-type: none"> - Effective or poor communication? - Using a different form of communication to the one identified? - Not communicating at all? - Not listening to what's being communicated? <p>Could the groups have done anything differently to present the story more clearly? E.g. listen to one another more effectively, consider different people's perspectives and how they might like to receive information or really emphasise the most key bits of information.</p> <p>How could they change their tone, expression and gesture to make the speaking more engaging? Ask pupils what job roles is it important to have effective communication in? Why do they think that good communication is so important for team-building, and what effect might this have in school and the workplace?</p> <p>Plenary: <u>Next steps</u> Encourage pupils to observe how they communicate with others beyond the classroom e.g. with people serving in shops, parents or carers at home, a receptionist at a surgery, someone at work etc. What forms of communication do they use? Is their communication effective? They could keep a communication diary for a couple of days and track all the ways they communicate.</p> <p>Ask pupils to reflect on why communication skills are so key to getting a job. For example, explain the importance of effective communication when writing a CV and covering letter or in an interview situation – what would be the consequence of not having effective communication skills in these situations?</p>		
4	LO: To identify opportunities to aim high	<p>Re-visit ground rules</p> <p>Starter: Can pupils remember the transferable skills identified in last's lesson? (problem solving, creativity, listening and speaking (communication), leadership, aiming high (being proactive), staying positive (resilience) and adaptability)</p> <p>Main: <u>Activity 1: How proactivity helps you aim high</u></p>	Ask It Basket Barclays Lifeskills Aiming High lesson	I can identify opportunities to aim high in my everyday life I understand the difference between being proactive and reactive



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	<p>Explain to pupils that when they are setting goals or thinking about their next steps, it is good to aim high. To give them the best opportunity to achieve these goals, being proactive and listening to feedback will help them on their journey.</p> <p>To help them understand these concepts further, ask the class what they think 'proactive' and 'reactive' mean.</p> <p>When they have offered some responses, give the following explanations:</p> <ul style="list-style-type: none">– Proactive = A proactive approach focuses on eliminating problems before they have a chance to appear– Reactive = A reactive approach is based on responding to events after they have happened <p>Explain that being proactive is a way of thinking ahead and being prepared. This lesson explores examples of opportunities to be proactive.</p> <p>Split the class into small groups and show the scenarios on PDF Presentation Slide 1.2. Ask half of the groups to respond to each of the scenarios in a proactive way, and half of the groups to respond in a reactive way. Allow a few minutes for groups to come up with a response.</p> <p>Share responses with the rest of the class and generate a discussion by asking which approaches have more benefits and positive outcomes. Use Presentation Slides 1.3-1.5 and talk through the example responses.</p> <p>Use some of these questions to help students reflect further:</p> <ul style="list-style-type: none">– How can we set goals in our stretch zone?– Can you give examples of when you've done this?– Why is it important to be willing to take on new challenges?– When do we need to involve other people to achieve our plans? <p>Conclude by explaining that being proactive does not mean that your plans will work perfectly, but it can help to minimise potential issues. By aiming high and looking toward the best possible outcome, you're more likely to be successful.</p> <p><u>Activity 2: A proactive approach to achieving goals</u></p> <p>Ask pupils to think about short-term goals they have for the year ahead.</p> <p>If they require a prompt, give them examples such as; achieving targets in a particular subject, joining a sports team, passing a grade in a musical instrument, starting a volunteering project.</p> <p>Divide the class into small groups. Each group should either form a circle with their chairs or breakout to separate areas in the class.</p>	<p>I can recognise how being proactive can help me aim high and achieve my goals</p>
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	<p>Designate one seat as a 'hot seat' and ask whoever is sitting here to explain their goals to their team. Each person in the group must suggest one proactive action that person can take to achieve their goal. Rotate who occupies the hot seat until each member of each group has presented their goal to their team and received feedback.</p> <p>Ask some pupils to share their goal and the proactive suggestions they received with the wider class. When this is completed, show Presentation Slide 2.1, which features an example goal broken down into steps.</p> <p>Return to the definitions of aiming high and proactivity at the beginning of the lesson and ask pupils individually to plot out the steps they need to take to achieve the goal they outlined earlier, using the proactive ideas from the rest of their group.</p> <p>Ask them whether they used any other skills during this activity. Explain that to come up with their action plans they used teamwork and communication by getting an outside perspective and clearly communicating what they want to achieve.</p> <p>Use these prompt questions to support reflection:</p> <ul style="list-style-type: none">– What are the steps to creating a plan?– Why is it important to include external views as we develop our plans?– What is constructive criticism, and how can it be helpful? <p><u>Activity 3: Taking a proactive approach</u> Ask pupils to give examples of when they have been proactive and reactive. If they need prompting, reiterate that being proactive or reactive is about how they respond to events and ways they work towards goals.</p> <ul style="list-style-type: none">– When being proactive, they think about broader goals and plan in advance of events– When being reactive, they respond after events or problems and have not planned ahead <p>Read through Alfred's case study, which can be accessed on Presentation Slide 2.2. Ask pupils to consider the following:</p> <ul style="list-style-type: none">– How was Alfred being proactive?– Did Alfred show any other skills or use resources to help him achieve his goal?– How could Alfred have obtained feedback?		
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		<p>– Could his goal have been more specific? – How could he have incorporated milestones to keep him on track with achieving a long term goal? What would these have looked like?</p> <p>Encourage pupils to think about where they show these skills in their own lives or if there are opportunities to implement them. When do we need to involve other people to achieve our plans? – How can you convince people to support you in achieving your plans? – Why is it important to think about skills when making plans?</p> <p>Pupils should then plot two short-term goals and one long term goal they wish to achieve and steps they will take to achieve these goals as presented in Presentation Slide 2.1, each of which demonstrate that they are aiming high.</p> <p>– If they need a prompt, encourage them to consider goals relating to sixth form or college, going to university, or gaining employment or an apprenticeship.</p> <p>Plenary: Finish the lesson by encouraging pupils to set clear, tangible goals and develop a plan with bitesize steps to achieve them whenever they have the opportunity. Explain that being proactive in their actions and responses to events will help them in achieving the goals they set. There are many ways to be proactive about planning for the future, including volunteering, work experience, or joining organised clubs.</p>		
5	LO: To explain what is meant by online reputation	<p>Re-visit Ground Rules</p> <p>Starter: <u>Baseline Assessment: Online reputation</u> Ask the pupils to write examples of famous people who have a good reputation and record these on a mind map or graffiti wall. You could create one as a class, though pupils who are less confident about sharing their ideas may wish to create individual mind maps or graffiti walls. Why do they have a good reputation? What did they do to achieve it?</p> <p>Main: <u>Activity 1: Online reputation</u></p>	<p>Ask It Basket</p> <p>Barclays Lifeskills Building a positive online reputation lesson</p> <p>Student Sheet 1.1: Positive social media posts</p>	<p>I can identify ways information can be shared online with different people and the positive and negative impact this can have</p> <p>I can show how posts that can help build a positive online reputation</p>



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	<p>Explain that people with a good reputation tend to share similar characteristics such as being kind, fair, friendly, reliable and diplomatic. Do the pupils think it's important to have a good reputation? How could it help them to make friends, get a job, enjoy a volunteering opportunity or achieve other goals?</p> <p>Show Presentation Slide 1.1. Explain that a good reputation can be extended online. Talk to the pupils about the different ways we can publish information about ourselves online and who can see the content. Ask what kind of posts they think could damage someone's reputation.</p> <p>Load the interactive game 'Tweet or delete?' (www.barclayslifeskills.com/i-want-to-use-myonline-presence-to-get-ahead/school/tweet-or-delete) at the front of the room. This will help them to understand the importance of thinking about what they should and shouldn't publish online. Remind the pupils that the internet is a public place. Anything posted online is likely to exist forever. There are risks involved; they need to think very carefully about what they share, how it will be perceived by other people and if they may regret it later. On the upside, building a positive online reputation can help us find employment and to thrive at work.</p> <p><u>Activity 2: Creating a positive online reputation</u> To support this activity, show the short film at www.barclayslifeskills.com/i-want-to-use-myonline-presence-to-get-ahead/school/social-job-hunting to hear from young people who used social media effectively to identify work opportunities.</p> <p>Show Presentation Slide 1.2. Ask pupils what they think the posts are trying to convey. Are the messages easy to interpret? Do they have a positive, negative or neutral tone? Using Student Sheet 1.1, ask pupils to improve the social media posts so they help build a positive online reputation for both young people.</p> <p>Ask some pupils to share their improved posts with the rest of the class. Compare the tone and language with the original post. Talk to the pupils about the dangers of criticising other people publicly online or posting something that can be misinterpreted.</p> <p>Elaborate on this further by discussing the offline impact this could have on other peoples' lives, friendships, communities or workplace. Using Student Sheet 1.2 ask the pupils to create two new social media posts. How could both young people proactively use social media to achieve their goals? What could they publish to help build a positive</p>	Student Sheet 1.2: Building a positive online reputation	
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		<p>reputation? Encourage them to think of their career aspirations and the types of posts or social media channels that would help them.</p> <p>Pupils can share and compare the content they have drafted if they feel comfortable.</p> <p>Plenary: <u>Endpoint Assessment</u> Summarise the lesson by showing the examples on Presentation Slides 1.3 and 1.4. Revisit the mind map or graffiti wall you created at the start of the lesson and invite pupils to add new strategies or techniques for establishing and keeping a positive reputation.</p>		
6	LO: To explore job sectors	<p>Re-visit Ground Rules</p> <p>Starter: Pupils should start by watching this short animation which explains the core transferable skills many employers look for when recruiting for a role. While they watch, get pupils to start thinking about which of these skills they already have and which they might need more work developing.</p> <p>Main: <u>Activity 1: Identifying core transferable skills</u> BBC Bitesize has created a series of career case study films following individuals in different job roles. Below is a sample of films where pupils can explore day-to-day tasks as well as how they got into the job. This activity asks pupils to watch at least two of the films and identify which core transferable skills are used in each – you could encourage them to choose a job role they are immediately drawn to and one they don't know much about. They are then required to note down which core transferable skills are used within the roles as well as any other skills they feel are relevant. Below are examples of the core transferable and other technical skills shown in each film.</p> <p><u>Activity 2: Researching the role</u> Ask pupils to choose one of the films they have just watched, or a new one, and research the role further online, answering the below questions as they go. Use these prompts to help provide feedback.</p> <ol style="list-style-type: none"> 1. Find a job advert for one or more of the roles. Which of the core transferable skills do employers ask for? 2. Research an issue that could arise in that job/industry and highlight any of the core transferable skills that you think would be important to develop and why? 	<p>Ask It Basket</p> <p>Barclays Lifeskills Exploring job sectors and preparing for work lesson</p>	<p>I can gain an insight into a day in the life of individuals in different job roles</p> <p>I can discover the core transferable skills, qualifications and routes to employment that are required for certain fields of work</p> <p>I can create an action plan of how I can develop and demonstrate these skills in my school life so I can impress future employers</p>



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3. What training or qualifications are needed for this role?
 - GCSEs, A levels or BTEC, apprenticeships, university degree, online training, work experience
4. Are there different pathways that can be taken to get into this industry? For example:
 - Apprenticeships, internship programmes, online courses, graduate schemes
5. If you were interested in the role, what could be done before applying to build some relevant skills? For example:
 - Work experience, volunteering, a part-time job in the relevant field
6. How could you start to understand more about the industry? For example:
 - Going to events/company open days, following relevant organisations on social media

Activity 3: Creating an action plan

In this activity, pupils are asked to think about a job role that they have an interest in; this could be in an industry included in the films, the other ones featured on BBC Bitesize, or something else. Using what they already know about the role, or by researching it further, they're asked to create an action plan of how they can develop and put into practice the skills required. Encourage them to get creative; their action plan can be a flow diagram, poster or timeline.

They will reflect on whether they already have these skills and, if not, what they could do to develop these to showcase to an employer. The pupil worksheet provides the below examples to help them think about ways to develop these skills in their everyday life.

Plenary:

Who they could talk to for more information about the industry, for example:

- School career advisors
- Friends and family members in the industry
- Trade press and magazines
- HR and recruitment specialists from companies they're interested in

Where they could look for work experience, for example:

- Social media platforms
- Company websites
- Recruitment/careers events
- Local volunteering organisations



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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address.