

<p><b>Current Learning Level:</b></p> <p>Students have a basic understanding of what a job is and will be familiar with social media</p>	<p><b>Lesson 1: What am I like?</b></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Students can explain that reflection and self-awareness are important skills.</li> <li>Students will have reflected on their preferences in relation to careers e.g. do they like talking to others, do they like working outside.</li> <li>Students will have identified some of their personal strengths and skills.</li> </ul>	<p><b>Lesson 2 Jobs for the Boys?</b></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Students will recognize the ongoing prevalence of misleading gender stereotyping and inequality in society.</li> <li>They will understand that no job is gender specific and in particular that girls can aspire to any job.</li> <li>They will understand that one of the greatest barriers we all face are the limits that we put on ourselves – <i>“This type of job isn’t for people like me/people from Hartlepool”. “University is only for posh/rich people “ etc.</i></li> </ul>	<p><b>Lesson 3 Social media can make or break careers</b></p> <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>Students will understand that potential employers now routinely look for facebook and other internet content related to job candidates.</li> <li>Negative images/statements on the internet can have a major impact on employment prospects</li> <li>Inappropriate content may be seen by employers even after many years have passed.</li> </ul>	<p><b>Lesson 4 CV writing/ Creating a Linked-In page.</b></p> <p><b>Success criteria</b></p> <p>Students can explain what a CV is and why it is important in job applications.</p> <p>Students can draft a paper version of a Linked–In page to include....</p> <ul style="list-style-type: none"> <li>Their KS2 SATS results,</li> <li>Their interests,</li> <li>Their hobbies.</li> <li>Their careers aims</li> </ul>	<p><b>Learning Outcome requirements Level:</b></p> <p>At the end of these lessons students have reflected on their own skills, personal qualities and ambitions.</p> <p>They are aware of gender stereotyping and other types of stereotyping and self-limiting misperceptions.</p> <p>They are aware of the importance of avoiding inappropriate contributions to social media.</p> <p>They are aware of the contents of a CV and have completed a first draft version.</p>
	<p><b>Bell Task: Describe yourself in 5 words</b></p> <p><b>Starter: What is a Job? What is a career?</b></p> <p><b>THINK PAIR SHARE :</b> Discuss what people want from work – money, enjoyment A sense of doing something useful/helpful/important, travel, security.</p> <p><b>Practice</b> Students complete questionnaire on their skills, interests, ambitions</p>	<p><b>Bell Task: My dream job would be...</b></p> <p><b>Starter:</b> card sort- matching statements about women and society</p> <p><b>Present:</b> Use slide show to Discuss inequalities in society and the role of stereotyping in promoting inequality and limiting ambition.</p> <p><b>Practice:</b> Students complete true or false activity and then discuss their answers in their group of 4.</p> <p><b>Production:</b> Student write down 2-4</p>	<p><b>Bell Task: What social media do I use?</b></p> <p><b>Starter:</b> How do employers use social media?</p> <p><b>Present:</b> Use slideshow to discuss the importance of social media in recruitment and show video clip from you tube about youth police commissioner losing her job because of teenage tweets.</p> <p><b>Practice:</b> Students should list examples of inappropriate content</p>	<p><b>Bell Task: What’s great about me?</b></p> <p><b>Starter:</b> How do people apply for a job?</p> <p><b>Present:</b> Use slide show to discuss application forms, application letters, CVs. Introduce Linked-In and explain they are now going to produce own paper version of a Linked-In page.</p> <p><b>Practice:</b> Students fill in a</p>	

	<p><b>Production.</b> Students produce own coat of arms to summarise their interests, personality, skills, hopes.</p>	<p>examples (differentiate according to literacy skills) of unfair stereotyping and limits they may put on themselves.</p> <p><b>Plenary:</b> What is stereotyping? Why can it effect peoples education/careers choices and what should they do about it.</p>	<p>which might cause an employer to reject a job candidate and then suggest ideas for using the internet to promote themselves.</p> <p><b>Produce.</b> A list of things that they will avoid being linked to on the internet such as bullying, swearing, racism, truancy, alcohol and drugs,</p> <p><b>Plenary:</b> In the future will employers use social media more or less</p>	<p>paper version of linked-in page with KS2 results, achievements, hobbies skills etc.</p> <p><b>Production:</b> Write a brief pen-portrait of themselves and what they want to do in the future</p>	
	<p><b>Literacy:</b></p>	<p><b>Literacy:</b> Extended Writing</p>	<p><b>Literacy:</b> Extended writing</p>	<p><b>Literacy:</b> Extended writing</p>	
	<p><b>Differentiation: By Outcome</b></p>	<p><b>Differentiation:</b> Differentiate Production task accruing to literacy skills</p>	<p><b>Differentiation: assess production task</b></p>	<p><b>Differentiation:</b></p>	
	<p><b>Proving Progression:</b> Coat of arms</p>	<p><b>Proving Progression assess production task</b></p>	<p><b>Proving Progression:</b></p>	<p><b>Proving progression:</b> Completed Linked-In and pen self-portrait</p>	
	<p><b>Homework:</b></p>	<p><b>Homework:</b></p>	<p><b>Homework:</b></p>	<p><b>Homework:</b></p>	

Year 7

Term 2b

All Bands: Life Lessons: Introduction to Careers