

# Scheme of Work 2020-2021

## Subject: Traineeship Employability Skills

Year Group: Year 12/13

Specification: NCFE – Level 2 Award in Employability Skills

September 2020 – May 2021

The following units will be taught:

- -Mindset (7 September 2020 to 23 October 2020)
- -Presenting Yourself (2 November 2020 to 12 February 2021)
- -Job Search Skills (22 February to 26 March 2021)
- -Job Application Skills (12 April 2021 – 29 May 2021)

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources  DODDLE resources	Lit Num  SMSC Codes
<b>Mindset</b>  <b>1-5</b>  <b>7<sup>th</sup> – 11<sup>th</sup> of September</b>	<b>Mindset</b>  Students should have a good understanding of the different mindset qualities a future employer might	<b>Introduction lesson</b>  <b>What is Mindset?</b>  Develop students understanding of the different skills	<b>DO NOW:</b>  <b>Write down your own definition of Mindset and include some qualities that an employer might find attractive</b>  <b>Keywords:</b> Employability skills, Mindset qualities, develop, improve	Fill out page 1 of mindset qualities	Student to think of a list of qualities they think an employer would look for. Students could ask friends and family for their opinion also.	<b>M2, C1, C3, Sp6</b>

	look for by the end of this lesson	that help to make up a positive mind set	<p><b>Tutor Activity:</b></p> <p>Teacher to lead a classroom discussion on what is mindset?</p> <p><b>Student Activity:</b></p> <p>Students to watch the following video and create a mindmap/brainstorm as to what they think mindset is? Why is it important for both the employee and employer?</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/z3hpgdm">https://www.bbc.co.uk/bitesize/articles/z3hpgdm</a></p> <p>Video shows how students mindset has helped them tackle exams</p> <p>What other areas of our lives does mindset relate to?</p>			
<p><b>Mindset</b></p> <p><b>6-10</b></p> <p><b>14<sup>th</sup>-18<sup>th</sup></b></p>	<p><b>Personal Mindset Qualities:</b></p> <p>Students can now think about some of the qualities discussed in the previous lesson and how</p>	<p>Why is it important to be on time for work?</p> <p>What other qualities would</p>	<p><b>DO NOW: What kind of impression does it set when you are always late for school?</b></p> <p><b>Keywords: Employability skills, Mindset qualities, develop, improve</b></p> <p><b>Content:</b></p>	<p>Fill out page titled:</p> <p>“What is mindset?”</p>	<p>Research some different shift patterns for a range of jobs.</p>	<p><b>M2, C1, C3, Sp6</b></p>

<p><b>of</b> <b>September</b></p>	<p>this relates to them personally.</p> <p>These qualities should be specific to what an employer could find attractive.</p> <p>E.g. Good time keeping skills, well organised etc.</p>	<p>an employer look for?</p>	<p>Create a mind map as a class and discuss all of the different types of mind set qualities that an individual could have</p> <p>Ask students to pick their own top 5 (encourage students to choose these based on their own thoughts and opinions)</p>		<p>Recommend <a href="http://www.glassdoor">www.glassdoor</a> to students.</p>	
<p><b>Mindset</b> <b>11-15</b> <b>21<sup>st</sup>-25<sup>th</sup> of</b> <b>September</b></p>	<p><b><u>Why are mindset qualities important:</u></b></p> <p>Students will look at the following mindset qualities:</p> <ul style="list-style-type: none"> <li>• Honesty</li> <li>• Commitment</li> <li>• Flexibility</li> <li>• Accountability</li> </ul>	<p>Key qualities that employers look for</p>	<p><b>DO NOW: Create a mind map. What do you think the following qualities mean?</b></p> <ul style="list-style-type: none"> <li>• <b>Honesty</b></li> <li>• <b>Commitment</b></li> <li>• <b>Flexibility</b></li> <li>• <b>Accountability</b></li> </ul> <p><b>Keywords: Honesty, Commitment, Flexibility, Accountability</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Provide oxford definition of the 4 main mind set skills we are looking at this lesson</li> <li>• Now students know what each are these mind set qualities mean – why is this important to employers? Class discussion</li> </ul>	<p>Fill out page titled: “Personal Mindset Qualities”</p>	<p>Students to find a job specification that breaks down all of the skills required.</p>	<p><b>M2, C1, C3, Sp6</b></p>

<p><b>MindSet</b></p> <p><b>16-20</b></p> <p><b>28<sup>th</sup> Sept-2<sup>nd</sup> of Oct</b></p>	<p><b><u>Demonstrating Key MindSet Qualities:</u></b></p> <p>Recap with students the meaning of what it means to have the qualities of honesty, commitment, flexibility and accountability</p> <p>Students should be able to confidently explain by the end of this lesson ways in which they could demonstrate these qualities to an employer.</p>	<p>Ways in which mind set qualities can be demonstrated to an employer</p>	<p><b>DO NOW:</b></p> <p><b>What would you say is your strongest mindset quality and why?</b></p> <p><b>Keywords: Honesty, Commitment, Flexibility, Accountability</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>• Ask students to recap definition from previous lesson</li> <li>• Class discussion surrounding specific ways in which these qualities can be demonstrated to an employer</li> <li>• Give students a scenario. For example, “the shop you are working in is short staff this weekend. You are not on the rota to work and you had plans to go out with your friends, your manager asks if you are free to work this weekend to help out. What do you do”?</li> </ul> <p><b>Stretch: More advanced students could think of other qualities they could demonstrate to an employer</b></p>	<p><b>Fill out page titled:</b></p> <p>“How could I demonstrate this quality”</p>	<p>Are there any qualities that you think would have a negative impact on an employer? Student to bring their thoughts to the next lesson</p>	<p><b>M2, C1, C3, Sp6</b></p>
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<p><b>Mindset</b> <b>21-25</b>  <b>5th-9<sup>th</sup> of October</b></p>	<p><b><u>How Mindset Affects Employability:</u></b></p> <p>Students by the end of this lesson should have a wider understanding of how having some types of mind set qualities could have a negative impact on their employers.</p> <p>The purpose of this lesson isn't to make students feel 'bad' but to broaden their thinking by putting themselves in the 'shoes' of their future employers.</p>	<p>How could these mind set qualities make an employer feel?</p>	<p><b>DO NOW:</b></p> <p><b>Give students a business like scenario encouraging class discussions involving how it could make an employer feel if their staff were to have the mindset qualities described in the keywords below</b></p> <p><b>Keywords: Employer, Dishonest, Uncommitted, Inflexible, Unaccountable</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>A scenario could be given for each mind set quality to help give students context surrounding how it could make employers feel</li> </ul> <p><b>Stretch: Students could also think about the impact it could have on the relationship between an employee and their employer</b></p>	<p>Fill out page titled "How Mind Set Affects Employability"</p>		
<p><b>Mindset</b> <b>26-30</b>  <b>12th-16<sup>th</sup> of October</b></p>	<p><b><u>Improving Your MindSet Quality:</u></b></p> <p>Students should be able to clearly discuss and list ways in which they could improve their mind set qualities.</p>	<p>How can I improve my mind set qualities?</p>	<p><b>DO NOW:</b></p> <p><b>Fun facts surrounding sporting heroes 'commitment' to their sport:</b></p> <ul style="list-style-type: none"> <li>How much does Serena Williams train (show picture)</li> </ul>	<p>Fill out page titled "How Mindset Affects Employability"</p>	<p>Students to spend this week keeping a diary as to scenarios in which they have had to use good mindset qualities.</p> <p>e.g. have they been a good team player?</p>	<p><b>M2, C1, C3, Sp6</b></p>

			<p><u>Answer:</u> 3 hours of tennis and 2 hours of gym a day</p> <ul style="list-style-type: none"> <li>On average how often do you think professional footballers train?</li> </ul> <p><u>Answer:</u> “4-6 hours a day”</p> <ul style="list-style-type: none"> <li>How many hours of practise do you think it takes to become a professional pianist?</li> </ul> <p><u>Answer:</u> “It takes about ten thousand hours or about 8 years to master any instrument”.</p> <p><b><u>Student Activity:</u></b></p> <p>How could certain mindset qualities previously discussed in lessons effect the employability of someone? How could It impact the relationship with their employers and how could it impact someone’s future?</p>		<p>Organised? Shown commitment?</p> <p>Students should bring their reflection to class for discussion.</p>	
<p><b>Mindset</b></p> <p><b>31-35</b></p> <p><b>19th – 23rd of October</b></p>	<p>This final week on mind set could be used to go over any gaps In students learning and understanding and to help them fill out their work book to a high standard.</p>	<p>How much of an impact do you think our mind set qualities could have on future success in your personal</p>	<p>Students to use this time to make sure workbooks are filled out with enough detail, go over teaches comments and help peers if suitable.</p>	<p>Complete all sections of mind set booklet.</p>		<p><b>M2, C1, C3, Sp6</b></p>

	Teachers can write their comments into students	and professional lives?				
<b>October Half Term</b>						
<b>26<sup>th</sup> – 30<sup>th</sup></b>						
<b>Presenting Yourself</b>  <b>2 – 6 November</b>	Describe different layouts of CVs	Why is having a good CV important?	<p><b>DO NOW:</b> Write on the board 'How do you create a good first impression?'</p> <p><b>KEYWORDS:</b> Chronological, Curriculum Vitae, achievements, skill-based, referee</p> <p><b>CONTENT:</b> Students are to be into groups of four and they are to be provided with different types of CV formats, they are to discuss what they like and dislike with each and then each group is to feedback to the rest of the class.</p> <p><b>Tutor to lead a discussion</b> about each section of the CV and what should be included on it.</p> <p><b>Tutor led activity</b> in to completing a first draft of a personal profile. Get students to list any work experience they may have had or to list personal qualities that they have.</p>	Correct definitions for the keywords provided	Write a paragraph about the importance of making a 'good' first impression, and how a person should go about making it'	<b>M2, C1, C3, Sp6</b>

			<p><b>STRETCH:</b> think of how the skills/qualities they have can be transferrable to a workplace. How can these skills be written in positive way that will highlight them as a person?</p>			
<p><b>Presenting Yourself</b></p> <p><b>9 -13 November</b></p>	<p>Explain what is right/wrong with a C.V.</p>	<p>What is the importance of good spelling and grammar on a C.V.?</p> <p>Why is it important that we are presented well on a C.V.?</p>	<p><b>DO NOW:</b> Get students to see how many sections from a C.V. they can remember from last week's lesson.</p> <p><b>Keywords:</b> Personal Profile, Key Achievements, Education</p> <p><b>CONTENT:</b>  <b>Tutor lead in</b> a discussion about the importance or creating a good C.V.  <b>Paired Activity:</b> students to be given some bad examples of a C.V. and some good examples. Students have to write about what they have found wrong/right with each. Their response must be justified (explain how it can be improved)  <b>Individual Activity:</b> Students to write up results from paired activity – detailing why they feel that a C.V. should contain perfect grammar and spelling. They also need to include a written response to why is it important that a C.V. is presented well and that it shows them in a good perspective.</p>	<p>Written response, detailing what is wrong/could be improved and how it can be improved.</p> <p>Written information sheet on the importance of accuracy, good spelling and grammar on a C.V. Criteria 1.1 &amp; 1.3</p>	<p>Provide students with some brief descriptions of daily duties from a range of jobs. Get students to pick one of the descriptions and write an explanation as if they were doing that job and they were writing this on their C.V as a 'previous employment'.</p>	<p><b>M2, C1, C3, Sp6</b></p>

			<p><b>STRETCH:</b> To make use of a Thesaurus see what words they could change to make the sample C.V. different, without changing its meaning</p>			
<p><b>Presenting Yourself</b></p> <p><b>16 - 20 November</b></p>	Create their own C.V.	Why is the layout of the C.V. important?	<p><b>DO NOW:</b> Add some keywords on the board that the students can add to their CV– they can look up these words and provide definitions of them so that they clearly understand the words they are using.</p> <p><b>Keywords:</b> Challenge, amazing, inspire, developed</p> <p><b>CONTENT:</b>  <b>Tutor to</b> remind students of the different formats of C.V. Ask students to think about why the layout of a C.V. is important?</p> <p><b>Tutor led discussion:</b> Discuss the different parts of the C.V. to refresh the students’ memory. Discuss the importance of accuracy</p> <p><b>Student led activity</b> students to choose a format that they would like their C.V. to be. They are then to create their own C.V. using the ‘personal profile’ created in the first week’s lesson.</p> <p><b>Tutor to</b> support, where necessary, whilst students are writing their own C.V.s</p>	Completed C.V. that is fit for purpose without any errors – criteria 1.2	<p>Ask students to write a sentence about each of the following in preparation for the following week’s lessons:</p> <ul style="list-style-type: none"> <li>• Tone of voice</li> <li>• Small talk</li> <li>• Empathise</li> <li>• Paraphrase</li> <li>• Concise</li> <li>• Negotiating</li> </ul>	<b>M2, C1, C3, Sp6</b>

			<p><b>STRETCH</b> to complete some simple Business English sentences – putting them in the correct order/picking the correct spelling</p>			
<p><b>Presenting Yourself</b></p> <p><b>23 – 27 November</b></p>	<p>How to present yourself in person or on the phone</p>	<p>What is the correct way to present yourself in the workplace?</p>	<p><b>DO NOW:</b> Place question on the board. Do you think it matters what you wear to work? Why do you think this?</p> <p><b>Keywords:</b> Business dress, small talk, tone of voice, empathise, paraphrase, concise</p> <p><b>Tutor led discussion:</b> tutor to lead a discussion on the ‘do now, question’ to extend the activity further, discussion needs to cover piercings, tattoos, makeup as well as clothes.</p> <p><b>Student pair activity:</b> Provide students with a set of job titles with a set of clothes (pictures of) then ask them to pick what clothes should go with each job titles. (What they think are appropriate clothes to wear). Students are to produce a written information sheet explaining their choice of outfits for each job with justifications. Within the information sheet students are to comment on hair, makeup, piercings, tattoos, hygiene and general appearance.</p>	<p>Written information sheet outlining the correct appearances for different scenarios</p> <p>Attending school for 5 continuous days, in business dress to achieve criteria 2.1. 2.2 &amp; 2.3</p>	<p>Ask students to think about other ways in which they can be represented, other than in person or on the phone – Students are to come prepared with results be next week’s lesson</p>	<p><b>M2, C1, C3, Sp6</b></p>

			<p><b>Individual student activity:</b> Using the work that they did in the paired activity, students are to complete an information sheet/booklet detailing about clothes, hair, makeup, tattoos, hygiene and general appearance. The information sheet/booklet should provide guidance for people looking for work and how to conduct themselves in the workplace – this booklet will be added to in the next few week’s lessons.</p> <p><b>Tutor led discussion:</b> Explain to the students that they are going to be doing role play in this week’s lessons they are to attend lessons all week as if they are attending work.</p> <p><b>STRETCH:</b> students to provide extra guidance on their booklets, as well as provide guidance on what not to do they can extend this to offer some examples of what to wear etc</p>			
<p><b>Presenting Yourself</b></p> <p><b>23 – 27 November</b></p>	<p>How to present yourself in person and on the telephone</p>	<p>What is the correct way in which to talk on the telephone?</p>	<p><b>DO NOW:</b> place some example greetings on the board/display them on a PowerPoint (some formal and informal) ask the students to see if they can sort them out into the two sections</p> <p><b>Keywords:</b> informal, formal, call etiquette, appropriate language, and tone of voice</p>	<p>Completion of the telephone scenarios – students must provide relevant responses to</p>	<p>Students to do some research around ‘digital footprint’ – what does it mean? Bring to next lesson.</p>	<p><b>M2, C1, C3, Sp6</b></p>

			<p><b>Tutor led discussion</b> about different situations in different workplaces that a person might have to speak on the telephone. Discuss dos and don'ts with respect of the different workplace scenarios. Discuss tone of voice and appropriate language and call etiquette</p> <p><b>Student Activity:</b> students are to continue with the booklet/information sheet – now they need to add in a section on speaking on the telephone – students need to give clear guidance on how to answer the telephone and answering queries, general telephone call etiquette.</p> <p><b>Individual Student Activity:</b> Putting what they have learnt into practice provide students with 3 different telephone scenarios – students are to determine the right way to respond to the scenarios, and complete 3 'telephone calls' to pass the set criteria.</p> <p><b>STRETCH:</b> Provide students with some extra business English sentences. They need to rearrange them and put them into the correct order.</p>	<p>achieve criteria 2.3</p>		
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<p><b>Presenting Yourself</b></p> <p><b>30th Nov – 4th Dec</b></p>	<p>Understand how they can present information about themselves in other ways</p>	<p>How they can present information about themselves in other ways?</p>	<p><b>DO NOW:</b> ask students what they think the terms ‘Digital Wellbeing’ and ‘Digital Footprint’ means – students to write their answers on a piece of paper</p> <p><b>Keywords:</b> Digital wellbeing, digital footprint,</p> <p><b>Student activity:</b> Provide students with the ‘Potential Pitfalls’ handout – this has 6 categories, mobiles, social media, online gaming, web surfing, chat rooms, and file sharing. Student are to complete the boxes explaining what each are used for and what are the pitfalls of these.</p> <p><b>Tutor led activity:</b> students to fill out the ‘online bingo card’ once this is done, call out the different sections on the sheet and see how many put their hand up for each. Then lead the students in a discussion about what they post online – explain about how this can be viewed, used and judged by others.</p> <p><b>Tutor led activity:</b> Explain to the students about how most of us have profiles on social networks, but you should consider that while these may be part of your personal life outside of work, anything you share online could find its way to your employer or colleagues. Get students to reflect on this and opening it out for discussion.</p>	<p>Assessment criteria 3.1</p>	<p>Ask student to watch this video and bring their discussion points to the next lesson:</p> <p><a href="https://www.youtube.com/watch?v=7QWoP6jJG3k">https://www.youtube.com/watch?v=7QWoP6jJG3k</a></p> <p>“How social media is affecting teens”</p>	<p><b>M2, C1, C3, Sp6</b></p>
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			<p><b>Student activity</b> – Continuing on with their information sheets/booklets that they started, students are to add a new section about Social Media. They should add advice and guidance on how to keep a healthy online profile.</p> <p><b>STRETCH:</b> Students to add to their social media section, covering Digital Footprint and Digital Wellbeing.</p>			
<b>7th Dec – 11th Dec</b>	Presenting Yourself – Reflection week.		<p>Students can use this week to make sure all learning aims have been covered and signed and checked with classroom teacher.</p> <p>Students can research some jobs they would like to apply for either now or in the future.</p>	Learning Outcomes 1,2 and 3 should be completed.	Students to find 2 different adverts for them to compare and contrast and bring to the next lesson.	<b>M2, C1, C3, Sp6</b>
<b>Job Search Skills 14<sup>th</sup> – 18<sup>th</sup> Dec</b>	Job Search Skills LO 1 Where and how to look for jobs	Introduction lesson:  How do you think job adverts have changed over the years?	<p><b>DO NOW:</b> Ask Students to look through Newspapers in the lesson and find the job advert pages. Do any of these jobs interest them?</p> <p><b>Keywords:</b> Job Adverts, Recruitment, Support Services, Applications</p>	1.1 – Describe 3 possible sources of job vacancies and provide examples from each. Once of	Students to familiarise themselves with these three different support networks:	<b>M2, C1, C3, Sp6</b>

		<p>Do you think one method is better than another?</p>	<p><b>Student activity:</b></p> <p>Students to use the computers and research 3 different job adverts from 3 different companies.</p> <p>Students should make notes on the types of information required and how they find this job application. E.g. on a jobs website or directly from the company's website.</p> <p>Students should also screen shot the different job applications to act as evidence in their completed work.</p> <p><b>Tutor led activity:</b></p> <p>Teacher to familiarise students with recruitment websites such as Monster Jobs (<a href="http://www.monsterjobs.co.uk">www.monsterjobs.co.uk</a>) and Reed (<a href="http://www.reed.co.uk">www.reed.co.uk</a>)</p> <p>Teacher to talk through the benefits of using a job search website by explaining the use of the different filters that can be applied.</p>	<p>the sources should be accessed via the internet.</p>	<p>-The National Careers Service          -Universal Job Match          -GOV.UK – Careers skills and training</p> <p>Answer the following question:</p> <p>“If you were looking for a job, which support network would you find most helpful and why?”</p>	
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