

Skills for Life detailed overview

| Term/Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 1 | Summer 1 | Summer 2 |
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| Year 9 | <p>Students will learn about communication and how this is needed in the world of work. Students will explore and build upon the need for communication and how and when this is used in the world of work. Students will identify when and why we communicate at home and school and be able to understand how basic communication is needed in all aspects of working life.</p> <p>Students will have the opportunity to apply what they have learnt by engaging in activities that promote communication skills. They will engage in activities that promote communication and will learn to apply these skills into a work related learning project.</p> | | | | | |
| Year 10 | <p><u>Exploring job opportunities</u> ASDAN Employability (Award)</p> <p>Students will to identify potential job opportunities and to show they understand how to relate their interests, skills and qualities to particular job roles. Students will identify their own skills and qualities and will think about jobs that they are able to access, dependent upon what they are interested in.</p> <p>Key vocabulary- skills, qualities, job roles, jobs, interests, CV, experiences, job requirements.</p> <p>Key skills-</p> <p>Be self-aware of own skills and qualities</p> <p>Understand how to identify job opportunities that would best suit their experience and skills.</p> <p>Accessing key printouts of job adverts with relevant sections highlighted/annotated;</p> <p>Recognising own skills and qualities in relation to the skills and qualities needed for set jobs.</p> | | <p><u>Tackling problems at work</u> ASDAN Employability (Award)</p> <p>Students will show they recognise the sort of problems they might meet in a place of work and that they can tackle a problem following a given procedure. Students will engage in practical situations, where they may be faced with some potential problems. They will experience and get to explore different ways of dealing with the problem.</p> <p>Key vocabulary- problems, solutions, work place, procedure, action ask, help, prompt.</p> <p>Key skills-</p> <p>Understand key problems that they may be faced with in work.</p> <p>Recognise who they can go to for help</p> <p>Recognise and follow an instruction/key set of instructions to be solve the problem.</p> <p>Recognise that there may be more than one solution to a set problem.</p> | | <p><u>Customer Service</u> ASDAN Employability (Award)</p> <p>Students will show that they understand how customers like to be treated and to be able to interact with customers in an appropriate way. Students will get to experience what good and bad customer service looks like and will be able to learn about how to treat a customer in a professional manner.</p> <p>Key vocabulary- customer, satisfaction, service, communication, verbal and non-verbal communication skills, greet, standards, first impression, good, customer needs, customer service.</p> <p>Key skills-</p> <p>Recognising the need for good customer service.</p> <p>Identifying what good customer service looks like.</p> <p>Recognising verbal and non-verbal cues.</p> <p>Understanding the need for high standards in delivery.</p> <p>Understanding the need for good communication and dialogue.</p> | |

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| <p>Year 11</p> | <p><u>ASDAN Employability (Certificate)</u></p> <p><u>Learning through work experience</u></p> <p>Students will be able to show they can prepare for, carry out and review their workplace learning, and to help them to make work related decisions about their future</p> <p>Key vocabulary-workplace, activities, uniform, time, decisions, future, likes and dislikes, workplace learning, career.</p> <p>Key skills-</p> <p>Recognising how to prepare for work - i.e. location of workplace, time to be there, how to get there, what to wear, who to report to.</p> <p>Recognising how learning through work experience may help them make decisions about work in the future.</p> <p>Review workplace experience with an appropriate person- what they learnt from workplace experience, identifying their likes and dislikes related to workplace tasks, identifying how the experience may influence future plans</p> | <p><u>ASDAN Employability (Certificate)</u></p> <p>TRANSITION WORK</p> <p><i>Independent Travel</i> <i>College visits</i> <i>Visits from outside agencies.</i></p> <p>Key vocabulary-independence, travel, bus, community access, metro, train, time, new, colleges, change, transition, placement, experience, staff, environment, systems, different.</p> <p>Key skills-</p> <p>Recognising that they will be moving onto a different education provider.</p> <p>Thinking about ways of getting to and from places within the community, including college.</p> <p>Identifying different modes of transport to travel in the community.</p> <p>Acknowledging the pros and cons of each mode of transport.</p> <p>Thinking about how to keep yourself safe when out in the community (safer strangers, personal items, suitable clothing etc.)</p> <p>Recognising and experiencing a range of different FE providers through talks and visits.</p> <p>Reflecting on their interests and future programmes of study and what the provider can offer. Weighing up the pros and cons of each provider.</p> |
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