

Year 8 PSHE - SOW

This PSHE syllabus is delivered through three key strands:

Local and Global Citizenship

- To understand the rights and responsibilities of citizens of Kuwait and the wider world.
- To develop an understanding of diversity within society.

Personal Development

- To understand the concepts of health.
- To develop skills for study.
- To understand a sense of self, and the benefits of healthy relationships.

Education for Employability

- To appreciate the value of work.
- To understand how skills and interests can be used in shaping a career plan.
- To access information on the world of work.
- To develop the skills involved in sensible decision making.

Year 8

Citizenship – Inequalities

This Year 8 unit focuses on the concepts of inequalities and active participation. The pupils are encouraged to think about how they can promote positive change, through positive debate and volunteering. The following concepts are introduced: Issues, Campaigning, Volunteering & Representation.

Personal Development – Health Awareness

This Year 8 unit focuses on concepts of health and feelings. Pupils develop an understanding of promoting their own health and safety, and on how to reduce risk. The concept of conflict is introduced, and strategies on dealing with stress and other situations is introduced. The following concepts are introduced: Strengths and Limitations, Coping Strategies, Risk & Rules.

Education for Employability – Employment Issues

This Year 8 unit focuses on wider issues around the world of work, and the ways in which different employment areas relate. The difference between the sectors is developed, and ways to resolve conflict are discussed. The following concepts are introduced: Public and Private, Business, Working relations, Environmental Concerns, Health and Safety.

Citizenship

Week	Content Coverage	Learning Intentions	Activities	Materials and Resources	Skills Acquired	Cross-Curricular Links
1	Customs and festivals	By the end of this lesson pupils will be able to: 1. Explain how customs differ between families. 2. Identify festivals and celebrations in different traditions	• Class discussion based around the following: 1) What makes your country unique? 2) What customs and traditions do you celebrate in your country? 3) How are the customs and traditions celebrated in your country similar/different from that of others? • Pupils work in groups of 4 or 5. They must take it in turns to tell others in their group about the celebrations and customs in their family. • Pupils read the diary entries of a Sikh boy and Hindu girl. Students must then create their own diary entry to document a custom or festival that they take part in as part of their culture. • In groups, pupils must create an educational poster to highlight the different customs and traditions that they take part in.	Powerpoint What happens in your family? - handout Customs and festivals diary entries - handout	• Literacy • Creativity and imagination • Teamwork • Collaboration • Communication	PSHE Geography Global Perspectives English Language
2	Belonging to a group	By the end of this lesson pupils will be able to: 1. Describe the importance of identity. 2. Explain how people show their cultural identity. 3. Recognise diversity and appreciate differences.	• Class discussion centred on the following: 1) What is a group? 2) What groups do you belong to? 3) What does your membership of these groups say about your identity and background? • Pupils are shown several different photos and, working in pairs, are asked to consider the following? 1) How is culture shown in each photograph? 2) What cultural backgrounds are shown? 3) Are any of these cultures present in Kuwait? If so, where would we see them? • Students are asked the question 'what is cultural identity?' In groups of four they must 'thought-shower' and try to give as many examples as possible of this. • Pupils are given a list of different ways in which cultural identity can be expressed. In	PowerPoint What is cultural identity? - handout Factors in forming cultural identity - handout	• Collaboration • Teamwork • Critical thinking • Communication • Creativity and imagination	PSHE Geography Global Perspectives

			groups, they must decide which factors are the most important in forming a cultural identity. - Class discussion: What actions can we take to show respect and consideration for other people's cultures? - Pupils must create a diagram/poster to show their cultural identity			
3	Human rights	By the end of this lesson pupils will be able to: - Justify the need for human rights. - Describe the balance between rights and responsibilities. - Identify the rights of individual people and groups.	- Students are asked a series of questions to recap what they know about human rights: 1) What is the document called where our human rights are listed? 2) What is the difference between a need and a want? 3) State one human right 4) Name a group who wants to deny human rights 5) Name a group or organization who campaign for human rights 6) Name a right all children should have. - Pupils are given a series of statements. In pairs, they must determine whether the states are rights, responsibilities, or both. - Pupils are asked to consider their rights and responsibilities in school. They are asked to construct two spider diagrams. One showing their rights at school and one showing their responsibilities. - Class discussion based around the following: 1) Should people who break the law have their rights taken away? 2) Does everyone have the right to say what they think? 3) Are cameras there to spy on us or keep us safe? - Students are asked to select one of the three discussion topics from the prior activity. They must then write a speech either in support or against it.	PowerPoint Rights or responsibilities - handout	- Collaboration - Creativity and imagination - Communication - Critical thinking	PSHE Law History
4	Focus on the UNDHR	By the end of this lesson pupils will be able to: Describe the role of the United Nations.	Pupils are shown the emblem of the United Nations and asked the following: 1) Describe the emblem 2) What might each part of the emblem represent? 3) Why is there a need for an organization such as the United Nations?	PowerPoint A human rights story - handout	- Active listening - Literacy - Critical thinking - Collaboration	PSHE History English Language

		2. Explain how the United Nations aims to uphold human rights. 3. Identify the human rights people have.	• Pupils watch a video on the history of the UN and asked to record facts and statistics in relation to the organisation's role and aim. • Pupils are introduced to the concept of positive and negative rights. A selection of Human rights is given to pupils, and they must categorise them into positive and negative rights. In pairs, they must discuss and reach a conclusion on what rights are the most important. • In pairs, pupils are asked to read the story of Patricio and identify the human rights that have been denied to this person. • Pupils partake in a human rights quiz based on the following questions: 1) How many countries are members of the UN? 2) Why was the UN founded? 3) What is the name of the document that lists our human rights? 4) Who are human rights for? 5) What is the difference between positive and negative rights?		• Interpretation	
5-6	Where rights are denied	By the end of this lesson pupils will be able to: 1. Identify different children's rights. 2. Give examples of how some children's rights are denied.	• Class discussion based on the following questions: 1) Why do you go to school? 2) What impact would it have on you if you didn't attend school for a month? 3) How would your life be different if you didn't attend school at all? • Students are introduced to the UN Convention on the Rights of the Child. In pairs, students are asked to consider, despite the list of rights in the convention, why many children don't have access to their listed rights. • Pupils watch a video on children as soldiers and asked to identify what rights are being denied to these children. There are also required to discuss what actions governments around the globe could take to prevent the use of child soldiers. • Pupils investigate the role of children as carers. They read young people's experiences of caring for their parents, siblings etc. and	PowerPoint ICT Suite	• Active listening • Collaboration • Critical thinking • Creativity and imagination • UICT	PSHE Global Perspectives ICT

			are required to complete the following: 1) How does caring affect young people? 2) What are child carers missing out on? Pupils are required to create a speech or poster to highlight the issue of children being used as soldiers. They can use the internet to research the matter further.			
7	Living in poverty	By the end of this lesson pupils will be able to: - Define poverty. - Differentiate between relative and absolute poverty. - Explain why people live in poverty. - Assess how poverty impacts those who live in poverty.	- Class discussion: What basic things do you need to have an adequate standard of living? - Pupils are introduced to the definitions of relative and absolute poverty and given an opportunity to ask questions in relation to them. - Several photographs are shown to pupils, and they are required to answer: 1) What images show wealth and what images show poverty 2) Does what you see as wealth or poverty depend on how much (or little) you have? - Pupils are asked to place the photographs from the previous task onto the poverty line. - Pupils are shown a video documenting the daily lives of people who live in severe poverty. They must make a list of the problems faced by those people. - Pupils create a spider diagram to show the problems and effects of living in poverty.	PowerPoint Poverty line - handout Living in poverty - handout	- Critical thinking - Active listening - Interpretation	PSHE Geography Global Perspectives
8	Racial inequalities	By the end of this lesson pupils will be able to: - Define racism. - Give examples of racial inequalities. - Explain why racial inequalities exist.	- Pupils are introduced to the terms 'racism', 'discrimination' and 'prejudice'. They are asked to write a definition for each using their own words. - Class discussion: 1) How could some be prejudiced against? Can you think of any examples? 2) How might discrimination make someone feel? 3) why might someone have a racist belief? - Pupils are required to analyse a number of graphs on racism and asked to answer the following: 1) How do the survey numbers make you feel? 2) How do the graphs show prejudice? What can be done to reduce racism?	PowerPoint Racism quiz- handout	- Critical thinking - Numeracy - Collaboration - Interpretation	PSHE Mathematics History

			- Pupils explore the historical context of racism by looking at a timeline spanning from the North-Atlantic Slave Trade to the creation of the Civil Rights Act (USA) in 1964. Class discussion: 1) How do these events show racism? 2) Which event surprises you the most? 3) How could this history of racism impact black people today? - Pupils complete a racism quiz to test their understanding. - Class discussion based on the following - 'Racism is not getting worse, it's getting filmed.'			
9	Conservation	By the end of this lesson pupils will be able to: 1. Explain why it is important to look after our environment. 2. Describe the actions we can take to improve our environment.	- Pupils are shown an image of a dirty street and asked: 1) What does the image show? 2) What problems could this create? 3) How could this issue be addressed? - Pupils are split into groups of four. They must discuss: 1) What can you do to reduce the amount of waste you and your family throw away? 2) What could you do to increase your recycling? 3) What could you do to save resources such as energy and water? - Pupils partake in the 'are you kind to the planet quiz?' - Pupils design a poster to encourage other students to recycle.	PowerPoint Going green - handout Are you kind to the planet? - quiz	- Critical thinking - Collaboration - Creativity and imagination	PSHE Geography Science

Personal Development

Week	Content Coverage	Learning Intentions	Activities	Materials and Resources	Skills Acquired	Cross-Curricular Links
10	Personal responsibility	By the end of this lesson pupils will be able to: 1. Explain how responsibilities change as they grow older 2. Identify the responsibilities that could be expected of a young person 3. Assess how to take greater responsibility for themselves	• Pupils discuss the changes they have made over the past year as they moved from primary school to secondary school. 1) A year ago, how did you feel about the challenges ahead of you? 2) What changes have you faced and how have you coped with them? • Pupils are asked to analyse their lives and assess how their responsibility has changed over time. • Pupils assess a number of attitudes expressed by peers in relation to responsibility and consider the following: 1) Are these the correct attitudes to have towards family and friends? 2) How could the young people take more responsibility in each scenario? 3) In pairs, pupils are asked to recount times that they have taken responsibility themselves. • Pupils are asked to assess how they manage their money. In groups of four they must discuss the following: 1) Do you spend most of it on consumable items, such as sweets, snacks and soft drinks? 2) Do you spend it on entertainment and going out, such as cinema? 3) Do you spend your money on hobbies, CDs and games? 4) Do you save your money so you can buy yourself something big, or have money for special occasions? 5) How would you sum up the way you spend money? Is it careful, fairly sensible or wasteful? Explain why. • Pupils take part in the taking responsibility quiz to assess how responsible they are. • Pupils write down five pieces of advice to assist someone their age in taking responsibility.	PowerPoint My lifeline - handout How do you spend your money - handout Taking responsibility quiz - handout	• Critical thinking • Collaboration • Numeracy • Teamwork • Interpretation	PSHE Mathematics

11-12	Knowing right from wrong	By the end of this lesson pupils will be able to: 1. Express the importance of beliefs and values 2. Differentiate between right and wrong 3. Explain how our actions can affect others	• Pupils are shown a list of values that some young people might consider to be important. They are then required to answer the following: 1) What values are important to you? 2) How do your values influence your behaviour? 3) Where have your values come from? • Pupils are asked to consider how to identify right from wrong. They will take part in a walking debate in which a series of statements will be read out to them by their teacher. They will have to reach a judgement on whether they agree or disagree with each statement. • Pupils are given the list of statements from the previous task. They must select the statement and they most and least agree with before writing a short paragraph to justify their decision. • Class discussion: Is it always easy to tell right from wrong? • A series of statements are placed around the room. Pupils must analyse each statement and decide if they are right or wrong. • Pupils are placed in pairs and asked to read a series of scenarios relating to getting on with others. They will then have to write down their opinions of each scenario on the worksheet. • Pupils are required to create a poster containing their top tips for getting along with others.	PowerPoint What do you think? - handout Right or wrong - statement cards. Right or wrong - worksheet (table) Scenarios for discussion - handout	• Critical thinking • Interpretation • Literacy • Creativity and imagination • Decision making	PSHE English Language
13	Targets and goals	By the end of this lesson pupils will be able to: 1. Explain how to set targets and reach goals 2. Identify the qualities	• Pupils assess a series of statements relating to the ambitions of people their age. They are required to identify which statements are short term ambitions and which are longer term ambitions. Pupils are then asked to consider their own ambitions before sharing with the rest of the class. • Pupils are introduced to targets and goals and the differences between them. They are	PowerPoint Setting targets and goals - handout The story of Richard and Simon - handout	• Critical thinking • Decision making • Collaboration • Literacy	PSHE English Language

		needed to achieve goals	informed that ambitions may be achieved through setting targets and goals. They are required to read several statements and identify the person's overall goal and the targets they could set themselves to achieve it. • Pupils are introduced to the concept of SMART goals. In pairs, they are asked to read the story of Richard and Simon and decide: 1) Who reached their goal 2) what advice would you give someone who was struggling to reach a goal. • Pupils assess a list of different qualities a person may possess. They must identify the qualities that would be useful in helping a person to meet targets and achieve goals.			
14	Coping with school	By the end of this lesson pupils will be able to: 1. Identify their learning style 2. Describe techniques that can help improve studying 3. Explain how to manage their time effectively	• Class discussion: 1) What do you enjoy the most about school? 2) What's your favourite part of a lesson? 3) If you could change one thing about how you learn in school, what would it be? • Pupils read over different types of learning styles. They are then asked to identify what learning styles apply to them and what type of class tasks/activities would best suit this learning style. • Pupils take part in a quiz to assess their learning styles before analysing their results. • Pupils view a mind map on how to cope with school. They are then required to create a mind map of their own ideas on how to cope with school. • In pairs, pupils are asked to read the stories of two students who are struggling with their time management. They must come up with ideas/suggestions to help both students.	PowerPoint What type of learner are you? Quiz	• Critical thinking • Decision making • Interpretation • Literacy • Collaboration • Teamwork • Creative thinking	PSHE English Language

15	Aspects of Health	By the end of this lesson pupils will be able to: 1. Explain what it means to be healthy 2. Identify the different aspects of health 3. Assess and improve their overall health	• Class discussion: What does it mean to be healthy? • Pupils are introduced to five key aspects of health: 1) Physical 2) Emotional 3) Social 4) Spiritual 5) mental. In pairs, they are asked to consider the following: 1) Which aspects of health do you handle best? 2) Which aspects do you struggle with? 3) What actions could you take to improve each aspect of your health? • Pupils read the health biographies of five different people placed around the room. They must analyse each biography and identify their health strengths and weaknesses. Students must provide recommendations on how each person can improve their health. • Class debate: Who is the healthiest out of the five people analysed in the previous task? • Students complete a quiz to assess the different aspects of their own health.	PowerPoint Health stories - handout Aspects of health - table How healthy are you? - handout	• Critical thinking • Decision making • Interpretation • Communication	PSHE P.E. Science
16	Body matters	By the end of this lesson pupils will be able to: 1. Explain why exercise is important. 2. Analyse their own eating habits. 3. Identify ways to be healthier.	• Think, pair, share based around the following questions: 1) What does your diet consist of? 2) What healthy foods do you have in your diet? 3) How could you improve your diet? • Pupils are introduced to the 'eat well plate.' They must analyse the contents of a balanced diet before creating their own plate to show how they could have a balanced diet. • Pupils are shown several images of different sporting activities and required to answer the following: 1) What sports are being depicted? 2) How does each sport benefit those who play? 3) Which sport would require the highest level of fitness? • Pupils are asked to consider their own levels of physical activity. Think about your current level of fitness and the activities you do. Set yourself a fitness goal and work	PowerPoint Healthy eating plate - handout Give yourself a fitness goal - handout How healthy are you? quiz	• Critical thinking • Collaboration • Interpretation • Communication	PSHE P.E. Science

			out targets to help you reach your goal. Perhaps you would like to take part in the Kuwait Marathon, or maybe you want to be fit enough to be picked for a school team. You need to decide on a goal that is right for you - remember to be realistic. Pupils complete the 'how healthy are you?' quiz and assess their results to get an understanding of their fitness levels and eating habits.			
17	Moods and emotions	By the end of this lesson pupils will be able to: - Identify moods and emotions that they experience. - Differentiate between positive and negative emotions - Explain how to cope with their emotions	- Pupils are asked to write down the different emotions they may experience in a typical day in school and feedback taken. - A number of different emotions are placed around the classroom. Pupils must read each and categorise them into positive and negative emotions. - Pupils are presented with a range of ways to deal negative feelings. In groups, they are asked to discuss which would be the most effective. They are then asked to 'thought-shower' ways in which they personally deal with negative emotions/situations. - Pupils analyse a list of techniques to cope with negative emotions. 1) What techniques have you used before? 2) What would work best? - Pupils create their own top tips for dealing with negative emotions.	PowerPoint Positive and negative emotions - table	- Critical thinking - Decision making - Collaboration - Communication - Creativity and imagination.	PSHE
18-19	Coping in an emergency	By the end of this lesson pupils will be able to: - Explain how to be prepared for an emergency - Identify what actions to take in different situations - Recall basic first aid skills	- Class discussion: 1) What is an emergency? 2) Give examples of emergency situations 3) How can we assist in an emergency? - In pairs, pupils are presented with two emergency situations. They must create a leaflet for young people to inform them how to respond in the situation. They can use the internet to assist them with the task. - Pupils are taken through the process for playing a person into the recovery position using a demonstration video. With a partner, they are asked to practice the recovery position. Pupils will then complete a	PowerPoint ICT Suite The recovery position - handout Bandages and ice-packs (Ask the school nurse for supplies)	- Basic first aid - UCT - Critical thinking - Decision making - Communication - Literacy	PSHE ICT English Language

			worksheet to show the step-by-step process of the recovery position. - Pupils explore the process for dealing with burns and scolds and sprains and strains. If supplies are available, they could practice dealing with these minor injuries with a partner. - Pupils partake in the coping in emergencies quiz to reinforce their learning.			
20	Safe at all times	By the end of this lesson pupils will be able to: 1. Explain how to take responsibility for themselves. 2. Assess risks and dangers	- Think, pair, share: 1) What risks do you face on a normal school day? 2) How do you navigate and deal with those risks? 3) Why are some things you face each day riskier than others? - In pairs, students are presented with three safety related scenarios. They must identify the risk involved with each and provide examples of how each risk could be reduced. - With a partner, pupils are asked to share any accidents or injuries they have sustained. They must then thought-shower places where accidents can occur and write down the risks associated with them. - Pupils complete the personal safety quiz and assess their scores to gain an understanding of how conscious they are of risks. - Pupils assess a series of situations that involve risk. They must rank each situation according to the risk level involved.	PowerPoint Injuries and accidents (thought shower) - handout Personal safety quiz - handout	- Communication - Collaboration - Critical thinking - Interpretation	PSHE
21	Peer group problems	By the end of this lesson pupils will be able to: 1. Describe the seriousness of bullying. 2. Identify different types of bullying. 3. Explain how to take action against bullying.	- Class discussion: 1) Who are your peers? 2) How can you form positive relationships with your peers? 3) Why might relationships between peers break down? - Pupils are asked to consider what bullying is. In groups of four, they must thought-shower different examples of bullying and come up with an agreed upon definition of bullying. - Pupils read the thoughts and feelings of other young people who have experienced bullying. In pairs they are required to discuss the feeling of the young people and	PowerPoint	- Critical thinking - Literacy - Collaboration - Creativity and imagination - Communication	PSHE English Language

			provide advice on how to deal with the situation. - Pupils read an extract that details how a person can take action against bullying and answer the following questions: 1) Where can bullying take place? 2) List three ways a person can avoid bullying 3) How can your school help to beat bullying? - Pupils explore cyber bullying and provided with various examples of it. In pairs, they are asked to consider: 1) what action can be taken to stop someone from cyber bullying you? 2) Why might taking screenshots of cyber bullying be helpful in dealing with it? - Pupils are required to design an anti-bullying poster to display in their classrooms.			
22	Getting on with other people	By the end of this lesson pupils will be able to: 1. Explain why arguments and disputes can be a part of everyday life. 2. Identify how to avoid conflicts. 3. Assess how to resolve disagreements when they arise.	- Class discussion: 1) What is conflict? 2) Have you been involved in any conflicts or disputes? What did it involve? 3) What was the outcome of your conflict or dispute? Was it positive or negative? - Pupils read Chris's diary documenting his day and answer the following questions relating to it: 1) Why did Chris have such an awful day? 2) Which people did he have a conflict with? 3) Could any of these conflicts have been avoided? 4) Give examples of how Chris could have handled each situation differently. - Pupils read a number of ways to end conflict positively. In pairs, they are then presented with a number of situations involving conflict. They must role play the scenarios in an attempt to resolve the situations. They will then complete the worksheet to analyse their conflict resolution ability. - Pupils must create a role play of their own based around a scenario they themselves have experienced. They must show how the scenario can be concluded positively.	PowerPoint Conflict scenarios - handout Conflict resolution analysis - handout	- Critical thinking - Literacy - Creativity and imagination - Communication - Teamwork	PSHE English Language

Employability

Week	Content Coverage	Learning Intentions	Activities	Materials and Resources	Skills Acquired	Cross-Curricular Links
23	The global economy	By the end of this lesson pupils will be able to: 1. Explain why the global economy is important 2. Differentiate between push and pull factors for migration 3. Explain why people move for employment	• Think, pair, share: 1) What items do you own that have come from overseas? 2) How does global trading and contact with others countries impact your life? 3) How would your life be different without global trade? • Studies consider migration and the push and pull factors involved. A series of statements are placed around the room and pupils must categorise them into push and pull factors. • Pupils are asked to think about jobs that interest them. Using the internet, they must research three different jobs and complete the table provided. • Class discussion: Why is the global economy important for a country such as Kuwait?	PowerPoint Push and pull factors - table ICT Suite Looking at jobs - handout	• Critical thinking • Communication • UICT	PSHE Careers Citizenship Economics Business Studies Geography Global Perspectives
24	Different people different jobs	By the end of this lesson pupils will be able to: 1. Identify different employment sectors 2. Assess which jobs may suit them in the future	• Pupils are shown images of various different jobs and asked the following: 1) What jobs are shown in each image? 2) For each job, what skills and qualities might be needed? 3) What training/qualifications may be needed for each job? • Pupils are introduced to different job sectors. Various different jobs are placed around the classroom and students must categorise each job into its correct sector. • Pupils partake in the 'what job is right for you?' quiz and assess their results to get a better understanding of what areas of work may be appropriate for them. • Pupils are to get into groups of four. They are to select one job sector and, using the internet to assist them in finding jobs in that sector. They can present their findings to the rest of the class once completed.	PowerPoint Job sectors - handout What job is right for you? - Quiz handout ICT Suite	• Critical thinking • Communication • Teamwork • Interpretation • UICT	PSHE Careers Business Studies ICT
25	Environmental issues	By the end of this lesson pupils will be able to:	• Think, pair, share: 1) What environmental issues are we facing today? 2) How do employers contribute to waste? 3) What actions can employers take to limit waste?	PowerPoint	• Critical thinking • Communication • Literacy	PSHE Geography

		1. Explain why it is important to have environmental awareness. 2. Explain how businesses can show responsibility in relation to environmental issues	• Students investigate how businesses can reduce their carbon footprint in relation to waste, transport and energy. Focus on the following questions: 1) What actions can businesses take to reduce their carbon footprint and waste? 2) What problems may a business encounter in their efforts to reduce their footprint? • In groups of four pupils read over a number of scenarios relating to businesses. Pupils must come up with ideas on how each business could improve its carbon footprint. • Pupils are shown the case of IKEA as an example of a business that has made efforts to reduce its carbon footprint. In pairs, pupils are asked to find another example of a workplace, either home or abroad, that is making effort to 'go-green'. Pupils should use the internet to assist them. • Class discussion: How can businesses become more environmentally friendly?	What actions can be taken? - handout Going green research activity - handout	• Decision making • Teamwork • Creativity and imagination • UICT	Careers Business Studies Citizenship English Language ICT
26	Skills and achievements	By the end of this lesson pupils will be able to: 1. Explain how interests and achievements can help with career planning. 2. Assess the importance of knowing their own skills. 3. Describe what we mean by 'employability'.	• Pupils are asked to consider their skills, goals, interests, values, hobbies, qualities and achievements. They complete a mind-map to show examples for each. • Pupils explore the story of Zoe Foster - and entrepreneur who turned her hobby into a successful business. Pupils are then asked to consider their hobbies and the possibilities of turning hobbies into a career. • Pupils analyse a list of skills that are useful to have in school and the workplace. They are then asked to consider: 1) What skills they currently have 2) What they are good at and what they can improve upon 3) Set themselves realistic targets to improve certain skills. • Class discussion: 1) What is a skill? 2) What is a quality? 3) How can we develop our skills and qualities?	PowerPoint All about me - handout Assess your skills and abilities - handout To change or not? - handout My learning - handout	• Critical thinking • Communication • Interpretation	PSHE Careers Business Studies

27	Changing careers	By the end of this lesson pupils will be able to: 1. Identify new opportunities in the world of work 2. Explain why some people change careers 3. Describe the importance of lifelong learning	• Think, pair, share: Why might a person change jobs? • In pairs, pupils are asked to make up a questionnaire to find out about a person's job. This could be a teacher, parent or other family member. • Pupils read the stories of four people thinking applying for jobs. They must then answer the following: 1) What are the advantages and disadvantages of each person changing jobs? 2) Which person do you think would benefit most from a career change? • Pupils are introduced to the concept of lifelong learning. They are asked to analyse how their learning has changed over the people of their lifetime and into adulthood. • Pupils are presented with a number of statements in relation to changing careers. They must categorise them into positives and negatives.		• Critical thinking • Teamwork • Collaboration • Creativity • Literacy • Decision making	PSHE Careers English Language
28-29	What does an employer look for?	By the end of this lesson pupils will be able to: 1. Explain why it is important to be the right person for the job 2. Identify personal skills and qualities valued by employers	• Class questioning: What does the term 'value for money' mean? What actions can you take as an employee to ensure you are a value for money employee? • Pupils consider what an employer looks for in an employee. A series of statements are placed round the room and pupils must categorise them into desirable and undesirable for employers. • Pupils are shown a list of transferrable skills that are often sought after in the world of work. Think, pair, share: 1) What transferrable skills do you already have? 2) How could you develop your transferrable skills? 3) Why are transferrable skills important in all areas of employment? • Pupils analyse job advertisements for a Museum Manager and an A+E Doctor. They must read the advertisement and identify the skills that will be needed for each area of work.	PowerPoint What does an employer look for? Table Right person for the job - table	• Critical thinking • Interpretation • Decision making • Literacy • Creativity and imagination • UICT	PSHE Careers English Language ICT

			Pupils are asked to imagine that they are an employer looking for an outstanding employee. Using a computer, they must create a job advertisement to include: 1) the skills and qualities required for the job 2) the hours of work 3) images to show the demands/task involved with the job.			
30	Career opportunities	By the end of this lesson pupils will be able to: - Describe the importance of job satisfaction. - Identify some of the main duties involved in different types of work. - Assess sources of careers guidance	- Pupils are given a list of factors to consider when looking for employment. They must read each factor and give it a rating between 1-5. 1 being not important and 5 being very important. Pupils are then asked to discuss what other factors are important when considering employment. - Pupils are asked to imagine what a typical day of work would like look in six different jobs. They must read each job role and highlight on their worksheet the different things that are involved for each. - Pupils assess different sources of careers guidance and consider the following questions: 1) Who are you least likely to take advice from? 2) Who are you most likely to take advice from? 3) why is some people's advice more important than others? - Pupils analyse unusual jobs and discuss: 1) What job would you like to do the least? 2) Do any of the jobs appeal to you? 3) what skills and qualities might a person need to succeed in these jobs?	PowerPoint What would you look for in a job? - handout	- Critical thinking - Literacy - interpretation - Decision making	PSHE Careers English Language