

Scheme of Learning

Year Group – Y9

Unit Overview – Living in the Wider World

Student will know:

- How to stay safe online
- The dangers of knife crime
- How to live sustainability
- What is debit
- What is credit
- How to manage stress and achieve

Student should be able to:

- Discuss what makes them employable
- How to develop their lifestyles into sustainable ones
- How to ask for support if they struggle or others they know struggle financially
- Ways that you can effectively set goals and ensure that you can achieve your targets

Adapt to suit the needs of class. Additional resources should be placed in the folder on the staff area to share good practice and continue to refine SOL

Lesson	Aims and intended learning outcomes	Teaching and learning strategies (including recall and retrieval strategies)	Differentiation	Assessment opportunities (Measure of progress)	Resources	Key Vocabulary (Tier 3)
1	<p>What is sustainability and how can we personally live in a more sustainable way?</p> <p>Learning outcomes:</p> <p>Describe the current situation that faces humanity concerning meat farming and what we could do to bring about positive change</p> <p>Explain why the current situation is unsustainable and why we must start caring for our environment and resources more responsibly</p> <p>Personally analyse the way you could help ensure resources and the environment are used responsibly, on a local and global level.</p>	<p>Starter (using information sheet provided)</p> <p>Read carefully the information on your starter sheet. Is there anything that surprises you? What exactly? Define the terms 'sustainability' and 'global citizenship'. Why do you think some people say our high consumption of meat is unsustainable?</p> <p>Task one Students watch the video clips (links on PP slide 3) and complete the table.</p> <p>Main task Use the menu template and information guide to create a sustainable menu for the new restaurant.</p> <p>Plenary Now swap menus with someone else in the class. How sustainable is the food on your partner's menu, overall? How much does the menu cater for a diverse community? Write a two paragraph restaurant review for a website called 'Veggie-Bites.'</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.</p>	<p>Use of LOTs and HOTs questioning. Completion and quality of work. Class discussions</p>	<p>Work saved on the shared area. All sheets saved on the shared area.</p>	<p>Sustainability – the idea of living in a way that can be maintained in the long term. We talk about 'sustainability' in terms of looking after our environment.</p>
2	<p>Employability – Applying and preparing for the world of work</p> <p><u>Learning Outcomes:</u></p> <p>Correctly identify what would improve or worsen a person's employability in the eyes of employers.</p>	<p>Starter:</p> <p>Write down what you think is meant by the term 'employability' Describe three qualities of a person with high employability potential. Explain two obstacles a person may have to overcome to increase their employability potential.</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for</p>	<p>Use of LOTs and HOTs questioning. Completion and quality of work. Class discussions</p>	<p>Work saved on the shared area. All sheets saved on the shared area.</p>	<p>Employability – how 'employable' you appear to be to potential employers – how much your skillset, qualifications and personal qualities meet the vacancies</p>

	<p>Describe what applicants could do to improve their chances in gaining job interviews and securing employment.</p> <p>Explain why some applicants would be picked over others by putting yourself in the position of the employer.</p>	<p>Task one: http://www.bbc.co.uk/northernireland/wo/wni/getting-work/becoming-employable.shtml http://www.bbc.co.uk/news/business-18509781</p> <p>As you watch the clip, complete the table on your sheets</p> <p>Main Task – Read through the ‘What employers are looking for’ information as a class.</p> <p>You have 6 case studies of people applying for different employment positions. You need to decide, based on their skills (or lack of them), whether as an employer you would take on each person.</p> <p>Fill in the table for each. Have a go at the Mega Challenge.</p> <p>Plenary: On your post-it, write a question you’d like answered in next week’s lesson, and things you’ve learned in today’s lesson.</p>	students where needed.			you are applying for.
3	<p>Self Discipline</p> <p>Learning Outcomes:</p> <p>Complete your own Personal Development Plan using your ideas sheet and your own ideas too – setting yourself dates to achieve your goals.</p> <p>Create a Personal development plan using the ideas sheet for inspiration but creating all of the targets yourself.</p> <p>Create your own Personal Development plan, then be the class expert and ensure others have picked</p>	<p>Starter Task 1: Match the skills and qualities that future employers will be looking for to their definitions. Task 2: Describe how you could demonstrate or use these in real life situations. Task 3: Explain why each of these skills and qualities are so essential to employers. Task 1: Using ideas sheet, complete your own Personal Development plan. You can use one idea from each of the sections to start you off. Task 2: Using the ideas sheet for inspiration only, create your Personal Development Plan having throughout of all the targets yourself. (You may get guidance from the teacher too.) Task 3: After completing your own Personal Development plan, now be the</p>	Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.	Use of LOTs and HOTs questioning. Completion and quality of work. Class discussions	Work saved on the shared area. All sheets saved on the shared area.	Self –discipline: having the ability and determination to stick to the goals we set ourselves, even the face of temptation not to. Personal Development Plan: A plan we will create and stick to, to help us track and achieve our goals in the different areas we have set for ourselves.

	appropriately challenging targets for their plans.	<p>class expert and ensure others have picked appropriately challenging targets for their plans.</p> <p>Plenary Describe how you will use the ideas of self-discipline to stick to your Personal Development Plan. Create a blog entry describing how and why a person can use self discipline to stick to a personal development plan. Create a blog entry describing how and why a person can use self discipline to stick to a personal development plan using the terms 'automatic', 'habits' and 'cue-action-reward.'</p>				
4	<p>Why do teens get involved with knife crime and what are the consequences?</p> <p>Learning Outcomes:</p> <p>Correctly identify the consequences of knife crime and why young people become involved.</p> <p>Describe the long term and short term consequences of carrying knives and why knife crime is difficult to prevent.</p> <p>Explain how the methods used to stop knife crime sometimes don't help and why this is.</p>	<p>Starter (scenario on PP slide 1) What could this object be? What questions would you ask? do you think Dante wants Kyle to do this? Analyse what Dante could mean by 'while things cool down.' Hypothesise what may have happened the day before.</p> <p>Task 1 We will now find out more about the story of Kyle and his brother, Dante and see how many of you were right. Kyle's Story is based very closely on a true event. The names have been changed but what happened is the same. Listen very carefully, I will choose people to read. You will then complete the tasks on your sheet.</p> <p>Task 2 Students watch the video clips (links on PP slide 4) and complete the table.</p> <p>Optional task (using worksheets provided)</p> <p>Read about the different crimes on your sheet and categorise them using a key (colour or symbol) Explain your reasoning fully in each box. After completing the more challenging task, create five new scenarios of your own to test a partner.</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.</p>	<p>Use of LOTs and HOTs questioning. Completion and quality of work. Class discussions</p>	<p>Work saved on the shared area. All sheets saved on the shared area.</p>	<p>Knife Crime – illegal activities involving knives, e.g. carrying a knife as a weapon, hiding a knife used as a weapon, selling a knife or possessing a knife as a weapon.</p>

		<p>Plenary Using what you've learned today, construct a two paragraph Snapchat message to Kyle at the start of the story, warning him of the consequences of knife crime. Construct your message in detail, using in context the terms 'peer pressure', 'crimes against the person' and 'life-long guilt'. Using all today's key terminology, evaluate which are the biggest problems we face when trying to stop knife crime: peer pressure and gang culture or the lack of trust in the police by communities plagued by knife crime.</p>				
5	<p>How can we keep financially savvy and avoid debt?</p> <p><u>Learning Outcomes:</u> Correctly identify ways we can avoid debt and stay financially savvy through case studies.</p> <p>Explain how each teenager can avoid or at least minimise their debts and use the key terms in context.</p> <p>Analyse how poor financial circumstances can be avoided in the future by savvy financial planning in the present.</p>	<p>Starter: Read case study on PowerPoint and answer the question Describe what you would do in Tom's position What other financial options might be available to Tom? Tom is considering a loan - explain what he needs to watch out for in the terms and conditions.</p> <p>Task one (clip worksheet in lesson folder) Watch the clip, and answer the questions at your challenge level. http://www.bbc.co.uk/programmes/p0141164 Main task – read aloud opportunity – information sheet in lesson folder. Then <u>30 min task:</u> Read each of the case studies in your pairs. 'Use your information sheet and today's keywords to give advice to each student about how to avoid getting into debt.' Ensure students answer the questions at their challenge level. Then go through answers on next two PowerPoint slides Plenary: Financial planning – embrace or avoid?</p>	<p>Task explanations differentiated. Range of different tasks pitched at different levels. Support sheets available for students where needed.</p>	<p>Use of LOTs and HOTs questioning. Completion and quality of work. Class discussions</p>	<p>Work saved on the shared area. All sheets saved on the shared area.</p>	<p>Interest – the extra amount you pay on the money you borrowed, according to a set interest rate. Short term loans – tend to be easy to take out but have higher interest rates, you are supposed to pay them back quickly. Long term loans – hard to take out but generally better deals with lower interest rates, paid back over months or even years. Credit score – a number, available to all lending companies, which indicates how reliable you are to lend money to.</p>

		Draw out and complete three more on each side of the table from today's lesson.				
6	<p>Online safety</p> <p>Correctly identify the different ways an online groomer will try to exploit someone.</p> <p>Describe what the warning signs are and how an online groomer might act to persuade you he/she is someone else.</p> <p>Explain why online groomers may use these particular methods and what the consequences for the vulnerable person could be.</p>	<p>Starter – Discussion task Kiera has been chatting to Aiden online for a few weeks now. He likes all the same music she does. Aiden also seems to like asking Kiera lots of questions about herself.</p> <p>Task 1: Identify each warning sign correctly – match up the terms to their definitions.</p> <p>Task 2: Explain why an online groomer might do each of these – think, what are they hiding?</p> <p>Task 3: Explain the consequences if an online groomer is able to get away with doing these things.</p> <p>Plenary – On your post-it, write an additional question you'd like answered or three things you've learned in today's lesson.</p>	<p>Task explanations differentiated.</p> <p>Range of different tasks pitched at different levels.</p> <p>Support sheets available for students where needed.</p>	<p>Use of LOTs and HOTs questioning.</p> <p>Completion and quality of work.</p> <p>Class discussions</p>	<p>Work saved on the shared area.</p> <p>All sheets saved on the shared area.</p>	<p>Groomer – a groomer is someone who tries to build a relationship with a child or vulnerable person, often online, who really intends to exploit them or hurt them in some way.</p>