

Year 8 PDC Booklet

Living in the Wider World I



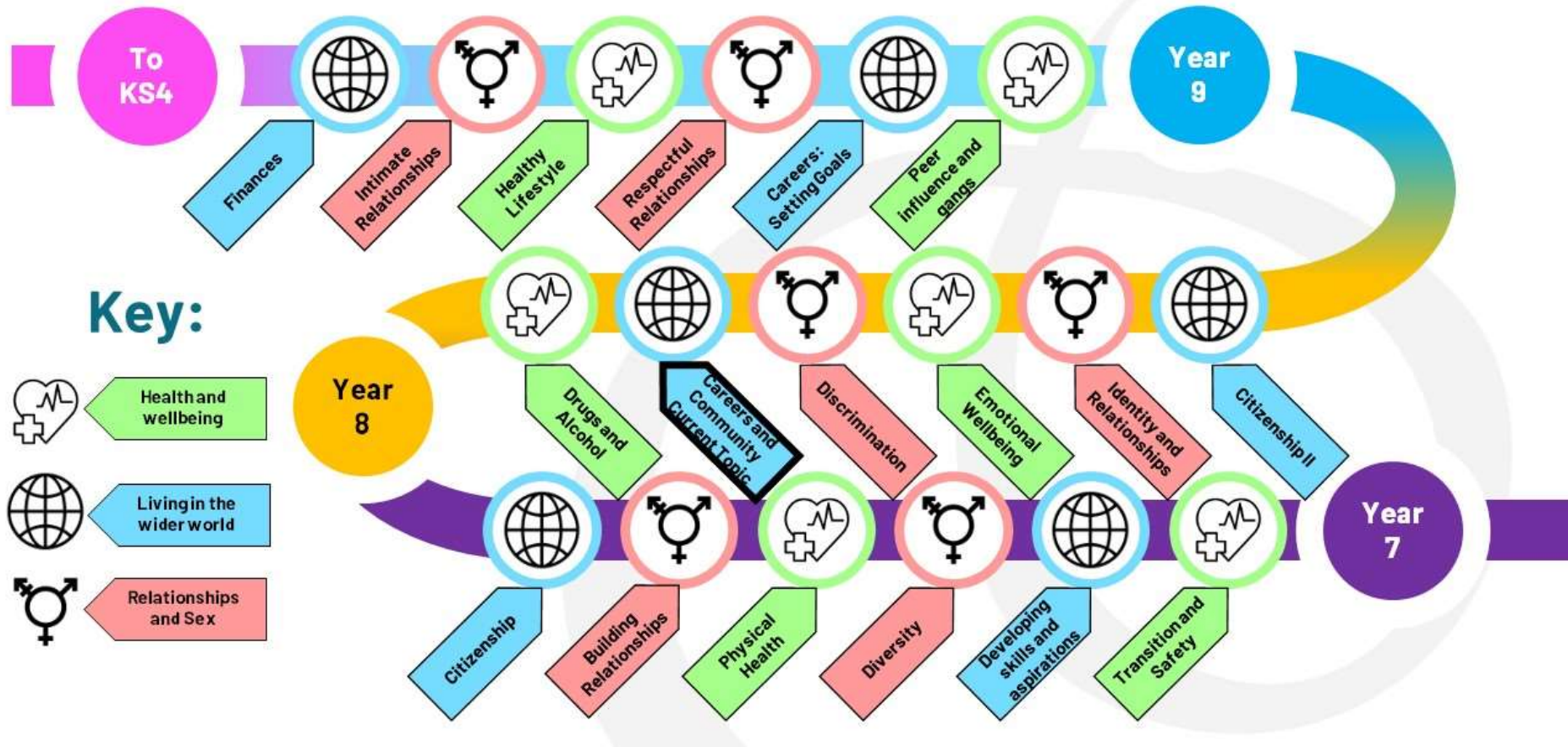
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Contents

| | |
|---------------------------------------|----|
| Work Life Balance and Equality | 5 |
| Challenging Stereotypes: Pay Gap..... | 7 |
| Types of Employment | 8 |
| Goal Setting | 12 |
| Career Aspirations | 13 |

Personal Development Curriculum KS3 Learning Journey





Year 8 – Block 2: Living in the Wider World Knowledge Organiser



| Key Words | | Time Management Strategies | | What Are Companies Doing For Equal Pay? | | | | | | | | | | | | | | | | | | | |
|--|---|--|--|---|--|----------------------------|--|--|----------|----------|-----------------------------------|----------|------------|---|----------|------------|--|----------|-----------|-------------------------------------|----------|--------------|--|
| Work Life Balance | The division of one's time and focus between working and family or leisure activities | Create a master schedule | Make a project plan | <ul style="list-style-type: none"> Women have the legal right to know what their male colleagues are earning Companies with 100+ employees to undertake gender pay gap reporting Gender pay gap reporting by ethnicity Employers to publish an action plan Employers must tell employees about their right to equal pay from the beginning of their contract Women to receive their lost pension rights when they win a case and compensation for emotional | | | | | | | | | | | | | | | | | | | |
| Time Management | Being efficient with the time you have, using it wisely and focusing on the time it takes to do something without having distractions | Use an Agenda | Work on one thing at a time | | | | | | | | | | | | | | | | | | | | |
| Equal Pay | Men and women having the same wage for like work, equivalent work or work of an equal value | Eliminate distractions | Study in short bursts | | | | | | | | | | | | | | | | | | | | |
| Gender Pay Gap | An unfair difference between the average amounts that men and women earn | Set goals for each session | Start early in the day | | | | | | | | | | | | | | | | | | | | |
| Sector | A broad group of occupations and industries that are related by what they do | Work on Assignments Early | Get at least 8 hours sleep | | | | | | | | | | | | | | | | | | | | |
| Goals | Something you want to achieve in the future. | Types of Employment | | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: center;">Time Management Strategies</th> </tr> </thead> <tbody> <tr> <td style="width: 5%; text-align: center;">S</td> <td style="width: 15%;">Specific</td> <td>Say exactly what needs to be done</td> </tr> <tr> <td style="text-align: center;">M</td> <td>Measurable</td> <td>Easy to tell when achieved, can be proven</td> </tr> <tr> <td style="text-align: center;">A</td> <td>Achievable</td> <td>Possible to achieve in the near future</td> </tr> <tr> <td style="text-align: center;">R</td> <td>Realistic</td> <td>A sensible and relevant thing to do</td> </tr> <tr> <td style="text-align: center;">T</td> <td>Time-related</td> <td>A date has been set for achieving the target</td> </tr> </tbody> </table> Having A Positive Career Includes: <ul style="list-style-type: none"> being happy with how you spend your time having a decent standard of living being able to make a contribution to your community | | Time Management Strategies | | | S | Specific | Say exactly what needs to be done | M | Measurable | Easy to tell when achieved, can be proven | A | Achievable | Possible to achieve in the near future | R | Realistic | A sensible and relevant thing to do | T | Time-related | A date has been set for achieving the target |
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| R | Realistic | A sensible and relevant thing to do | | | | | | | | | | | | | | | | | | | | | |
| T | Time-related | A date has been set for achieving the target | | | | | | | | | | | | | | | | | | | | | |
| Aspiration | A hope or ambition of achieving something | Full Time Employment | Work 30-40 hours a week, get sick pay, compassionate and annual leave with a salary but must give notice to leave | | | | | | | | | | | | | | | | | | | | |
| Types of Careers | | Part Time Employment | Same as above but hours differ | | | | | | | | | | | | | | | | | | | | |
| Single track career | Choosing an industry, starting at the bottom and working your way up by getting promoted | Casual Employment | Work irregular hours and have open ended contracts with rotas. Can leave any time | | | | | | | | | | | | | | | | | | | | |
| Serial career | Moving from job to job at different companies or organisations | Contract Employment | Work a set time with a set end date. Receive the same benefits as full/part/casual. Contract renewal not guaranteed | | | | | | | | | | | | | | | | | | | | |
| Portfolio career | Doing two or more different jobs at the same time. | Apprenticeships | New to industry, but receive training as they work. Pay is less than minimum wage, but will receive full time contract on completion | | | | | | | | | | | | | | | | | | | | |
| Lifestyle career | A career built around work/life balance | Traineeships | Same as above but new to non-trade industry | | | | | | | | | | | | | | | | | | | | |
| Where To Go For Support: | | Employment on Commission | Paid for a specific single task. Flexible working | | | | | | | | | | | | | | | | | | | | |
| Teachers and School Staff, Parents, Friends, Parents | | Probation | Can be a few months to a few years, but can be terminated if it doesn't work for either. | | | | | | | | | | | | | | | | | | | | |
| National Careers Advice Service | https://nationalcareersservice.direct.gov.uk/ | | | | | | | | | | | | | | | | | | | | | | |
| UniFrog | https://www.unifrog.org | | | | | | | | | | | | | | | | | | | | | | |

Retrieval Practice

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Baseline Assessment

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| I can describe what a work/life balance is | | | | | | | | | | |
| I am able to explain how to have a good work/life balance | | | | | | | | | | |
| I am able to advise others how to get a work/life balance | | | | | | | | | | |

Task 1: Make a list of the things you do in a week.

| Things you do for school (work) | Things you do for fun (life) |
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Task 2: Lily's Dilemma

'Lily, Lily ... I need you. Come down Lily!' Lily tried not to listen but the shouting just got louder. She knew what would happen next: there would be tears. Lily thought, 'How will I ever get my homework done if Dom doesn't stop wanting me to play with him?' She turned around. Dom was there smiling at her and quick as a flash he had reached out and grabbed her sketch book from the table and was pulling it towards his mouth. She was too late as she took it from him - she knew the sketch would be ruined. Miss Tomas was relying on her to do a good picture for the exhibition.

She was just about to shout at Dom but stopped herself - what was the point? It wasn't his fault. She should have been more careful. Lily loved him - he was good fun most of the time. What is more he loved Lily; more than anyone and would do anything for her.

Lily and Dom lived with their mum. Their dad had left not long after Dom was born and now lived back in Poland. He phoned Lily every week but he never asked to talk to Dom. That made Lily's mum sad but Dom didn't seem to care. Lily went downstairs.

'Don't forget your flute practice!' said her mum, 'You'll never be a great flautist, like Grandma, if you don't practice every day. She says you've got real talent. Perhaps, if you practice hard you'll be selected.' Lily was just about to pick up the flute when her phone rang. It was Marcus. He wanted Lily to meet him in half an hour so they could go into town with the rest of their friends.

Dom gave Lily his favourite book and snuggled down ready for her to read it to him. It was then she realised that she had forgotten her maths. How could she? She had promised Dad to concentrate on her maths as he wanted her to go to university and he said that without maths and English she wouldn't get a place anywhere.

Lily put her head in her hands.

What did the following people expect of Lily?

Dom:

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Mum:

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Friends:

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Grandma:

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Teachers:

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Dad:

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Challenging Stereotypes: Pay Gap

Retrieval Practice

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Baseline Assessment: Draw what you think some professions look like

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Types of Employment

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Task 3: Advantages and Disadvantages of Types of Employment



| Types of Employment | Advantages | Disadvantages |
|--------------------------|------------|---------------|
| Full Time Employment | | |
| Part Time Employment | | |
| Casual Employment | | |
| Contract Employment | | |
| Apprenticeships | | |
| Traineeships | | |
| Employment on Commission | | |
| Probation | | |

Task 5: Quiz

Which type of workers are hired out to employers by a recruitment company?

- a) Agency workers
- b) Temporary workers
- c) Part-time workers
- d) Casual workers

What is the difference between “workers” and employees”

- a) There is no difference
- b) Everyone in a job is a worker
- c) Workers have fewer rights
- d) Workers have more rights

How many hours a week must you work to be considered full time?

- a) 30 hours per week
- b) 40 hours per week
- c) 50 hours per week
- d) There is no set amount of hours

What do we call the jobs which use apps or websites to connect people with work as and when it is required?

- a) Big economy
- b) Jig economy
- c) Gig economy
- d) Fig economy

Which of these benefits could an apprentice worker receive?

- a) Sick pay
- b) Holiday pay
- c) Maternity/Paternity pay
- d) All of the above

How many hours will someone on a zero-hours contract have to work?

- a) Zero
- b) It depends
- c) Twenty

d) Forty

Which of these benefits might a part-time employee get less of than a full time one?

- a) Yearly bonus
- b) Training
- c) Holiday entitlement
- d) Hourly rate of pay

Which of the following will receive the most days paid holiday per year?

- a) Full time employee
- b) Part time employee
- c) Casual employee
- d) They all get the same

Which of these is NOT a type of self-employment?

- a) Freelance
- b) Agency worker
- c) Independent contractor
- d) Business owner

Which type of employment means you are responsible for paying your own tax and national insurance contributions?

- a) Apprenticeships
- b) Zero hours contract
- c) Self employment
- d) Part time employment

Goal Setting

Retrieval Practice

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| Baseline Assessment |
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| Personal and Social Goals: 1. 2. |
| Learning or Educational Goals: 1. 2. |
| Career and Work-Related Goals: 1. 2. |

| Endpoint Assessment |
|---|
| Personal and Social Goals: 1. 2. |
| Learning or Educational Goals: 1. 2. |
| Career and Work-Related Goals: 1. 2. |

Career Aspirations

Retrieval Practice

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Baseline Assessment

What type of career is right for you? (Hint: There are 4)

Make a note of this and why. We will revisit this at the end of the lesson to see if you've changed your mind

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Endpoint Assessment

Has your opinion changed?

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Task 1: Advice

Alfie tells his friend, "I don't want a career, I just want a job!".

Write down what his friend could say to help him understand the idea of a career better.

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Task 2: What are the different types of career?

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| Single track career | Moving from job to job at different companies or organisations. You might move to a promoted position, you might do a "sideways move" into a similar job, or you might step down into a role with fewer responsibilities. |
| Serial career | Doing two or more different jobs at the same time. This might involve a mixture of working freelance for different clients, taking on short term projects or contracts and/or running a small business. |
| Portfolio career | Choosing an industry, starting at the bottom and working your way up by getting promoted. Some people call this climbing the career ladder. |
| Lifestyle career | A career built around work/life balance. This might mean choosing a job to fit around your hobbies, such as becoming a ski instructor or a yoga teacher, or it might mean finding a job that allows you to balance your work and family roles easily. |