

# Year 11 PDC Booklet

## Living in the Wider World I



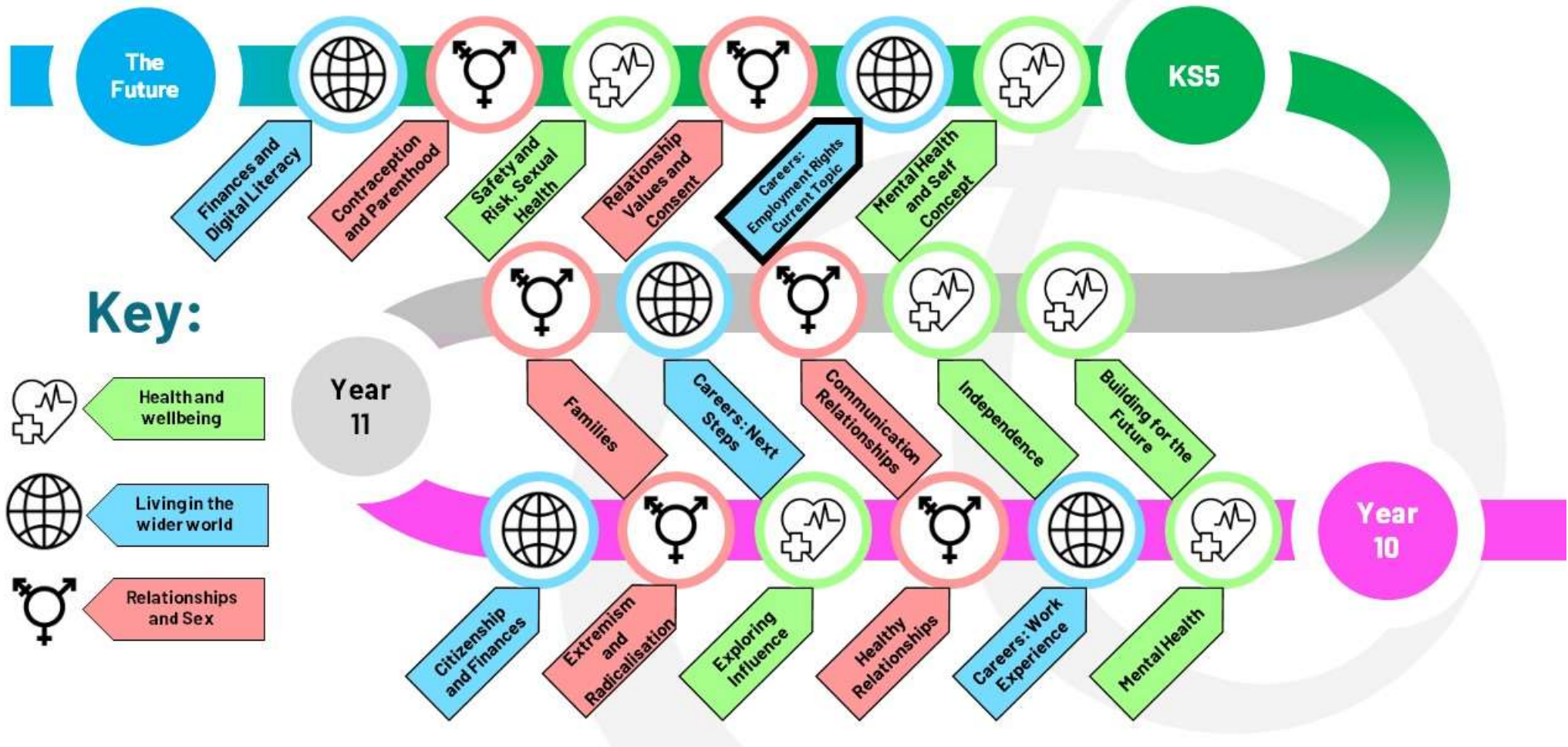
**Name:** .....

**Form:** .....

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# Personal Development Curriculum KS4 Learning Journey





## Year 11 – Block 2: Living in the Wider World I Knowledge Organiser



Key Words		Giving Good Feedback		Why Give Feedback				
Feedback	Reaction to someone's work that helps them to improve what they have done	<ul style="list-style-type: none"> <li>Specific, timely, meaningful and candid</li> <li>Goal-oriented</li> <li>Focussed on the future</li> <li>About the process, not the person in the process</li> <li>Unafraid to be negative - framing it so that it is useful</li> <li>Includes the positives</li> <li>One that doesn't assume it is always right</li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Right Reasons</th> <th style="width: 50%;">Wrong Reasons</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Commitment/concern for another</li> <li>Sense of responsibility</li> <li>To guide/mentor</li> <li>To support/enhance</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Defend/excuse your own behaviour</li> <li>To demoralise/condemn</li> <li>You're in a bad mood</li> <li>To appease a third party</li> <li>To make yourself seem superior/powerful</li> </ul> </td> </tr> </tbody> </table>		Right Reasons	Wrong Reasons	<ul style="list-style-type: none"> <li>Commitment/concern for another</li> <li>Sense of responsibility</li> <li>To guide/mentor</li> <li>To support/enhance</li> </ul>	<ul style="list-style-type: none"> <li>Defend/excuse your own behaviour</li> <li>To demoralise/condemn</li> <li>You're in a bad mood</li> <li>To appease a third party</li> <li>To make yourself seem superior/powerful</li> </ul>
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CV	Curriculum Vitae – a succinct collection all of your achievements and important information for employers.							
Cover Letter	A document you send along with your CV. It's your opportunity to explain how your skills and experiences make you a great candidate for a role.							
LinkedIn	A networking website to help you form professional connections							
Employability	How well you come across to employers							
Rights	The rights that an employee has to be treated in a fair, morally acceptable, or legal way:							
Responsibilities	When an employee accepts their responsibilities, they oblige to achieve the desired results through performing certain tasks at work.							
Cover Letter Structure		CVs Vs Cover Letters		Preparing for an Interview				
Paragraph 1	Introduce yourself and the school or college you go to.	CV	Cover Letter	<ul style="list-style-type: none"> <li>Do your research! Learn about the industry, the company, and what type of jobs you would be interested in doing there in the future.</li> <li>Practice some typical interview questions. A great way of doing this is playing the Unifrog Interview Board Game with your friends!</li> <li>Expect the unexpected! You might be asked some tricky questions. Don't panic, ask for clarification if you don't understand and take a breath before you answer.</li> </ul>				
Paragraph 2	Next, say a little about why you are interested in the industry: a couple of sentences is enough.	<ul style="list-style-type: none"> <li>A CV is a well-presented set of information about your work experience and skills.</li> <li>The purpose of a CV is to list your skills and work experience.</li> </ul>	<ul style="list-style-type: none"> <li>A cover letter, is a document that will give the employer a sense of your personality, the reasons you want the role, and what you'll use your strengths and experience to do in the role.</li> <li>A cover letter bridges the gap between the skills you've shown on your CV, and the qualities shown on the job description. You have the opportunity to expand on the details and explain why you are perfect for a role.</li> </ul>					
Paragraph 3	Politely ask about work experience opportunities on dates you are able to attend. You can also suggest a meeting or phone call here too.							
Where To Go For Support:		Social Media		Presenting Yourself at Interview				
Teachers and School Staff, Parents, Friends, Parents		<ul style="list-style-type: none"> <li>Delete inappropriate posts</li> <li>Have high privacy settings</li> </ul>		<ul style="list-style-type: none"> <li>Dress appropriately. If in doubt about a dress code, go smarter.</li> <li>Know the name of the person you're being interviewed by. Interviewers will appreciate this and it adds a personal touch</li> <li>Arrive 10 minutes early for your interview. This gives you time to catch your breath and gets rid of any last minute nerves</li> <li>Be polite, and smile!</li> </ul>				
National Careers Advice Service	<a href="https://nationalcareersservice.direct.gov.uk/">https://nationalcareersservice.direct.gov.uk/</a>							
UniFrog	<a href="https://www.unifrog.org">https://www.unifrog.org</a>							

## Retrieval Practice

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## Baseline and Endpoint Assessment

	1	2	3	4	5	6	7	8	9	10
I can describe what the rights of the employer and employee are in the workplace										
I can describe what the responsibilities of the employer and employee are in the workplace										
I can explain how to challenge someone if they do not follow their responsibilities										

## Task 1: Video Questions

1. Why do some people give ineffective feedback?

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2. What is the micro-yes? Give an example?

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3. What is the second part to giving good feedback?

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4. What is a blur word?

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5. Why shouldn't they be used?

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6. Why is specificity important?

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7. What is the impact statement?

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8. Why is it important to end in a question?

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## Task 2 – Case Studies

Fred is giving a presentation to his boss about how his energy company can increase productivity. Fred smiles a lot during the presentation, makes eye contact with everyone, and has a loud clear voice. However, halfway through the presentation, Fred starts to get nervous, inserting lots of “umms” between phrases. His pace starts to fall, and his voice becomes shakey. There are a lot of illustrations on the slides, and not very much text. Fred finishes the presentation, but feels it went terribly afterwards, and asks for your feedback.

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Your colleague Raj has sent you over some data for you to present. When you asked for the data, you specifically asked for it to be colour coded. However, Raj has sent you the data in a way that is messy, with no colour codes. You could have exported the data yourself in such a way, but it is Raj’s job to process data, and so you’d asked him to do it.

What do you say to Raj?

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You’ve just completed a policy for your client on sales techniques for employees at your company. You are really proud of your work and think it is perfect. You spent ages on it (a lot longer than you should have done), but you think its worth it. Your boss proofs it, and gives it back to you with some comments at the bottom.

Boss: “I can see you’ve put a lot of time into this. Good job. However, the middle paragraph needs reworking. Try to explain why you are suggesting what you are, and maybe actually spell check your work before giving it to me”

How do you respond to these comments?

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# Writing CVs and Personal Statements

## Retrieval Practice

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## Baseline and Endpoint Assessment

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I can describe the difference between a CV and a cover letter										
I am able to write a good CV and cover letter										
I can give feedback on someone else's CV and cover letter										

### Task 1: Why is a good CV important? Mind Map your answer in the space below?

### Task23: Who Would You Choose

To Whom it May Concern,

I am writing to apply for the engineering apprenticeship with GSK, as advertised on RateMyApprenticeship. Please find my CV enclosed. I would really, really, really love the opportunity to work for such an amazing and outstanding company as GSK.

I am particulaly interested in the engineering apprenticeship because of my lifelong interest in engineering. I have always taken an active interest in how things work; wanting to get to the root of mechanical problems and devise accurate and efficient solutions. I am 100% sure that this apprenticeship would allow me to further develop this passion, and learn from industry professionals, such as those that work at your company.

As my CV describes, I have loads of work experience relevant to the positions. I have worked for three years at Carlos' Cakes, meaning I have good team work skills. I have taken part in the NCS sumer programme in August 2017 meaning I have developed my leadership skills. Also, I worked at NTAR during work experience in May 2017,, meaning I have a good knowledge of the industry. Furthermore, I have volunteered at a play centre for young children from 2015-2017, showing that I am a committed individual who can be relied on

Thank you for reading my cover letter; I hope that I am the right person for the job.

Yours Sincerely,

Name.

Would you hire Cover Letter 1:                                      Yes                                      No

Why?

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Dear Barbara Smith,

I am writing to apply for the engineering apprenticeship with GSK, as advertised on RateMyApprenticeship. Please find my CV enclosed.

I am particularly interested in the engineering apprenticeship offered by GSK because of its focus on chemical engineering. GSK's devotion to the research of existing and new medicines aligns with my own desire to contribute to the creation of new medical practices. GSK are focusing on local COPD care, and I feel that my hospital work experience makes me an ideal candidate for this apprenticeship.

As my CV describes, three years working at Carlos' Cakes have given me team-working skills, and the ability to work independently. I am a conscientious and committed student, on course to achieve three A-levels. My particular focus on Biology has provided knowledge that will be needed for this apprenticeship. I am confident using Microsoft Office, and have the desired experience with Photoshop software.

Thank you for considering my application, I would enjoy the opportunity to interview, so that we can discuss the apprenticeship programme in greater detail.

Yours Sincerely,

Name.

Would you hire Cover Letter 2:  Yes  No

Why?

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# Interview Techniques

## **Retrieval Practice**

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## **Baseline Assessment**

Three things which you know about job interviews:

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Three questions you have about job interviews:

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2. ....  
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3. ....  
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### Endpoint Assessment

Answer the three questions you had at the start of the lesson:

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2. ....  
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3. ....  
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## Task 1: Interview Board Game



## Task 2: Describe yourself in 5 words

Mind map:

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## Retrieval Practice

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## Baseline Assessment: Quiz

**1. What percentage of job recruiters have rejected candidates based on information that they found online?**

- A. 25%
- B. 55%
- C. 70%

**2. Which of the following is NOT a good way to stay safe online?**

- A. Make yourself difficult to find on Facebook by only using your first name (e.g. Matt Hew or Em Ma).
- B. When meeting with someone from a dating app for the first time, invite them to your house so you're sure of the date location.
- C. Limit the amount of personal information you share online such as date of birth or contact details.

**3. If someone bullies or harasses you online you should...**

- A. Block them.
- B. Block them and report them using the site's report function.
- C. Block them, report them using the site's report function, and tell someone about it.

**4. Which one of the following statements is TRUE?**

- A. Job recruiters will reject your application if they find out you use social media.



- B. Job recruiters don't actually check your social media accounts – it would take far too long.
- C. Job recruiters don't mind if you have an online presence (some might actually prefer it if you do!) They mainly want to know that will be a good representative of their organisation.

### Task 1: Social Media

Things you want employers to see	Things you don't want employers to see	Things they wouldn't hire you for

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>• Selfies</li> <li>• Holiday photos</li> <li>• News stories</li> <li>• Blog posts</li> <li>• Vlogs</li> <li>• Tutorials</li> <li>• Opinions</li> </ul> | <ul style="list-style-type: none"> <li>• Adverts</li> <li>• Viral trends</li> <li>• Celebratory posts<br/>("we're getting married!" "I'm off to Uni!")</li> <li>• Music videos</li> </ul> | <ul style="list-style-type: none"> <li>• Comments</li> <li>• Trolling</li> <li>• Who follows who</li> <li>• "Throwback Thursdays"</li> <li>• Sponsored posts</li> <li>• Shopping hauls</li> </ul> |
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### Task 2: How can social media help us professionally

Fitness instructor:

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Chef

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Research scientist

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Architect

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Journalist

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Librarian

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Make-up artist

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Charity fundraiser

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**Task 3: Would you hire ....**

Candidate A:                      Yes                      No

Why?

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Candidate B:                      Yes                      No

Why?

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Candidate C:                      Yes                      No

Why?

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Candidate D:                      Yes                      No

Why?

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# Rights and Responsibilities: Part Time

## Retrieval Practice

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## Baseline and Endpoint Assessment

What are rights?

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Who should have them?

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Is there any reason why one person would have more/fewer rights than someone else?

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What kind of rights should we have in the work place?

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## Task 1: Rights

Fact	True or false?	Rationale
When discussing employment laws, a <b>child</b> refers to someone <b>under the age of 14</b> and a <b>young person</b> refers to someone <b>aged 14-18</b> .		
Young people under 16 cannot work in construction sites.		
The youngest age a child can work part-time is 13		
16-18 year olds can work 9 hours a day, or 45 hours a week.		
You are entitled to a 1 hour rest break when you work longer than four and a half hours.		
16-18 year olds can work between midnight and 4am when supervised by a manager.		
Children under 16 can work during school hours, if the school approved of the work and it is related to future career options.		
Children under 16 can work on Sundays.		
Children under 16 can work for 4 hours on a school day, as long as it is not during school time.		
If you are 16 or above you are entitled to paid holiday from your employer.		
If you are 16 and over, you are entitled to earn the National Minimum Wage, which is £3.00 an hour (for workers under 18 years old).		
In England, a young person must be in part-time education or training until they're 18 years old.		