

Year 10 PDC Booklet

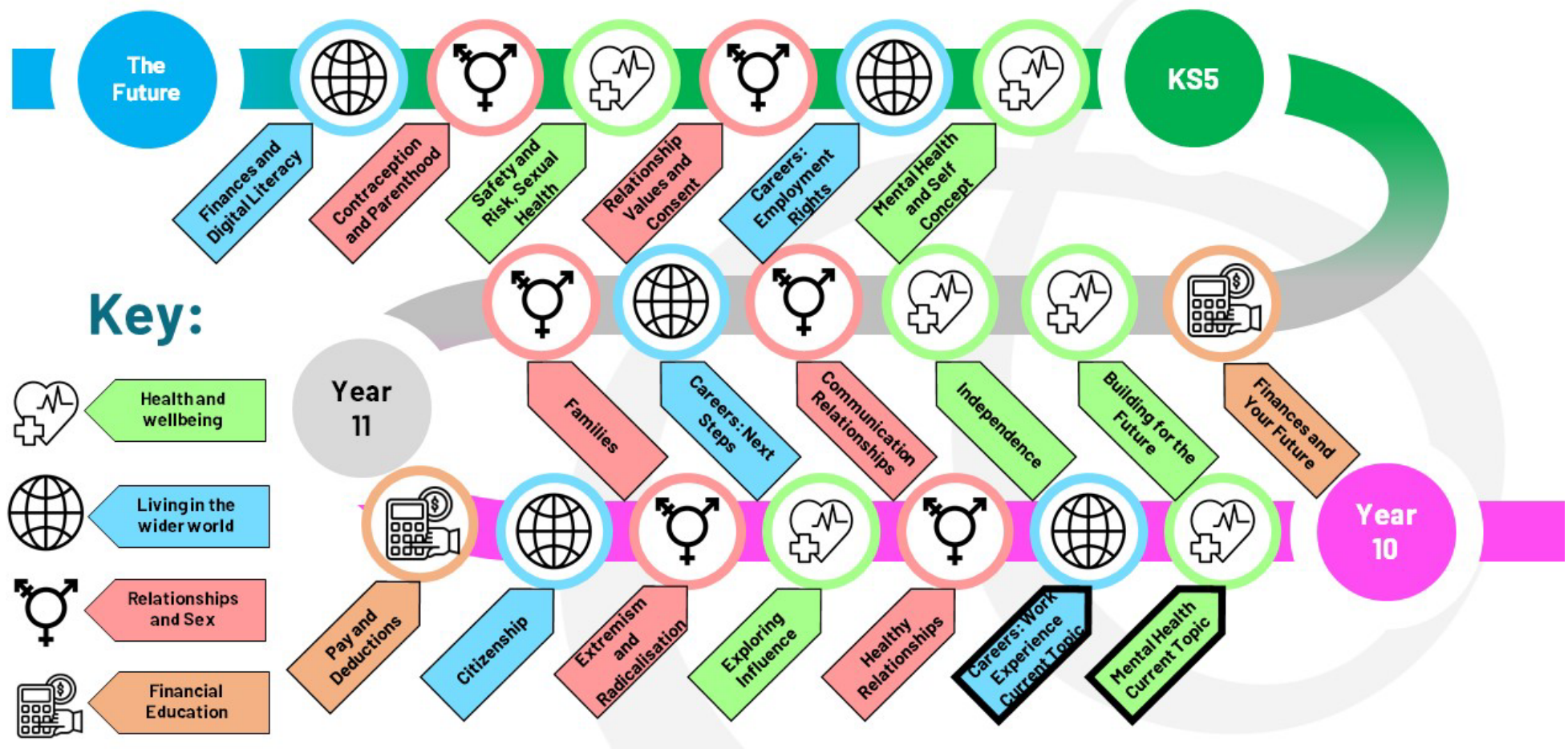
Living In The Wider World I



Name:

Form:

Personal Development Curriculum KS4 Learning Journey























Year 10 – Block 2: Living in the Wider World I Knowledge Organiser



Key Words	
Strength	Qualities which make someone successful
Weakness	Qualities which require improving to be successful
Evaluate	Consider both sides to a problem, and come to a conclusion
Right	Rights are legal, social, or ethical principles of freedom or entitlement
Responsibility	The state or fact of being accountable or to blame for something.
Employee	A person employed for wages or salary, especially at non-executive level.
Employer	A person or organization that employs people.
Health and Safety	Regulations and procedures intended to prevent accident or injury in workplaces or public places
Risk	A situation involving exposure to danger.
Mitigate	Make (something bad) less severe, serious, or painful.
Trade Union	An organised association of workers in a trade, group of trades or professions formed to protect
Industrial Action	Action taken by employees of a company as a protest, especially striking or working to rule.

STAR Method	
S	Set the context by describing the circumstances you used the skill or qualities and gained the experience
T	What was your role
A	What did you do and how did you do it?
R	What did you achieve? What was the end result and how does it relate to the job you were applying for?
Post-16 Options	
A levels	Studying GCSE subjects at a higher level. Mostly
T levels (Level 3)	Combining employment with classroom learning. 1 equates to three a levels
Technical/ Vocational (Level 1+)	Teaches practical skills and knowledge for employment. Can be varied, but often specific to the type of employment they are required for
Applied Qualifications (Level 3)	Give a broad overview of working in a specific sector. A mix of classroom and real-world experience
Traineeship	A course including a work placement. Minimum 70 hours, with the rest of the time in a college
Apprenticeship	On the job skills training and off the job learning.
Internships	Most of the time on placement (6 months) with college time to complete the rest of the course
Where To Go For Support:	
Teachers and School Staff, Parents, Friends, Parents	
NPSCC	https://www.nspcc.org.uk
GOV UK	https://nationalcareers.service.gov.uk/

Rights and Responsibilities		
Employee	Rights	Responsibilities
	<ul style="list-style-type: none">• To be treated fairly• To have adequate pay and conditions	<ul style="list-style-type: none">• Working hard• Honesty and integrity• Confidentiality
Employer	Rights	Responsibilities
	<ul style="list-style-type: none">• Accountability• Risk assessments• Communication	<ul style="list-style-type: none">• Pay• Contracts• Holiday• Working hours
Trade Unions For Workers		
Advantages		Disadvantages
<ul style="list-style-type: none">• Benefit from collective bargaining• Enjoy better conditions• Training/advice from the union		<ul style="list-style-type: none">• Stressful• Do not get paid whilst on strike• Some disagree but support union anyway
Trade Unions For Firms		
Advantages		Disadvantages
<ul style="list-style-type: none">• Increase productivity• Improves motivation		<ul style="list-style-type: none">• Increase time for change• Increase production cost

Managing Health and Safety Risks											
											
Safety Goggles	Face Shield	Apron	Dust Mask	Vapour Respirator	Compressed Gas	Flammable Material	Oxidizing	Explosion Hazard	Self-Contained Air Respirator	Gloves	Boots
											
Full Protection Suit	No Smoking	Biohazardous/ Infectious	Corrosive	Health Hazard	Harmful						

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Date:

Title: Evaluating Strengths and Weaknesses

Retrieval Practice

1. is when false or misleading information is shared with others.
2. It is important to check the of the information before believing or sharing it.
3. One way to challenge misinformation is to do your own using reliable sources.
4. Misinformation can sometimes cause people to make poor
5. Always look for that backs up a claim before accepting it as true.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. How can you demonstrate your skills?
2. What can you do to improve on your weaknesses?

Task 1: Rank the following skills in order that an employer would want to see them?

<input type="radio"/> Good physical fitness	<input type="radio"/> Willingness to listen	<input type="radio"/> Initiative
<input type="radio"/> Good attendance	<input type="radio"/> Liveliness	<input type="radio"/> A desire to learn
<input type="radio"/> Good team working skills	<input type="radio"/> Determination to succeed	<input type="radio"/> Able to organise own work
<input type="radio"/> Honesty and integrity	<input type="radio"/> Regular punctuality	<input type="radio"/> Speaking clearly
<input type="radio"/> A desire to work	<input type="radio"/> Strong self-motivation	<input type="radio"/> Respect for others
<input type="radio"/> Politeness	<input type="radio"/> Smart appearance at interview/work	<input type="radio"/> Willingness to do as they are told
<input type="radio"/> Able to organise own work.	<input type="radio"/> A 'can do' attitude	<input type="radio"/> Confidence

Task 2: A Week In Your Life

Read the examples given and list everyday activities that use the skills and qualities you have.

Day	What I did	Skills and Qualities I used
Monday	Attended a revision class	Prioritising work Improving own learning and performance
Tuesday	Baby-sat for my Aunty. I looked after my younger cousins, read them a story, got them a drink and a snack.	Responsibility Honesty Trustworthy Working with others Communication
Day	What I did	Skills and Qualities I used
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Task 3: Fill in the STAR model below:

Situation- Describe the circumstances in which you used your skills and/or qualities e.g. write about a situation when you demonstrated one/some of the following:

- Resilience
- Positive attitude
- Creativity
- Teamworking

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Task-Describe what needed to be done

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Actions-Describe what you did and how you did it

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Results-Write down what the outcome was-what did you achieve?

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Date:

Title: Planning Your Future: Learning and Work

Retrieval Practice

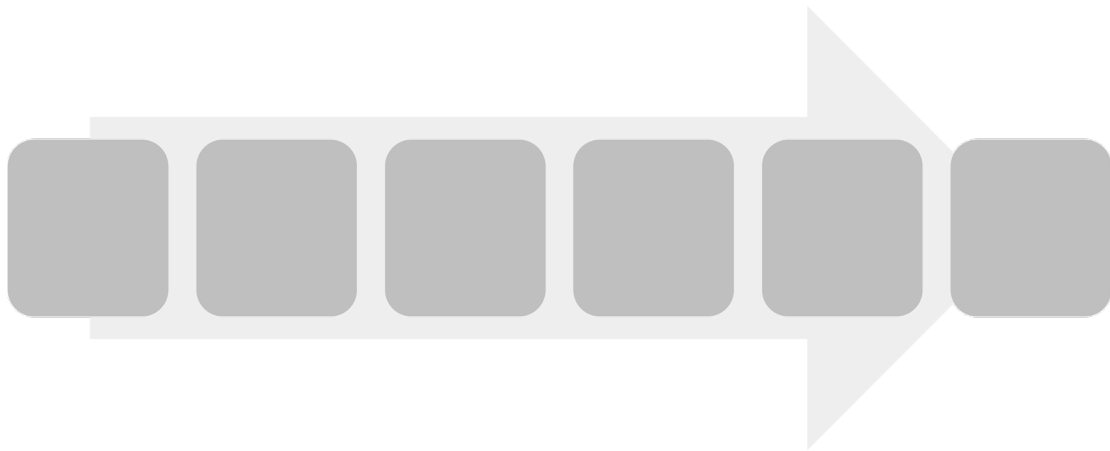
1. A is something you are naturally good at or have skill in.
2. A is an area where you need to make improvements
3. To improve your weaknesses, it's important to set personal
4. Knowing your can help you choose activities or jobs that suit you.
5. Being aware of both your strengths and weaknesses helps with personal

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What are some of the options available to you after you leave school?
2. Why is it important to have a plan for your future?

Task 1: Journey

In your PDC booklets, make a similar journey to the one on the previous slide except this time for your next steps from now to employment



Task 2: Four Corners



Choices (What stage in your career you make a choice)

Things to do (What to do to get to where you want to)

Places (Where do you go to research things)

People (Who helps you along the way)

Task 3: Plan your own journey

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Date:

Title: Responsibilities in the Workplace

Retrieval Practice

1. Setting long-term is important to stay focused on your future ambitions.
2. When planning your career, it's essential to consider your skills, interests, and
3. A personal development can help you outline the steps needed to reach your goals.
4. One way to explore potential career paths is by doing work experience.
5. It's important to be when setting goals, ensuring they are realistic and achievable.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What does the term employee rights mean?
2. Why is it important that all employees complete their responsibilities?

Task 1: Sort the rights and responsibilities on the board into the categories in your booklet. Can you add your own?

Employee Rights	Employee Responsibilities
Employers Rights	Employers Responsibilities

Task 2: Questions

1. How an employer can contribute to fairness in the workplace

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2. How an employee can contribute to fairness in the workplace

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3. The reasoning behind why companies try to keep workplaces fair (hint – it's not just because it's law.)

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Discuss: Jobs

Read through the job adverts and application summaries from your company secretary. For each job you must decide who you would employ and explain why. You must also explain why you did not choose the other two candidates.

- How did you come to your conclusions? Identify three factors you considered.
- Explain how you used the employment laws to reach your decisions.
- To what extent were the laws helpful/unhelpful? Analyse their usefulness to an employer and an employee and write down your findings.

Job description 1

Electrician

A skilled electrician is required for one year's work on the construction of a large hotel. The work will involve all aspects of electrical installation including lighting and high voltage cabling. The person appointed must have qualifications and experience. He/she will need their own tools and must wear safety gear at all times, including hard hat and boots.

The job will involve shift work and there will be overtime payments for night work. Some heavy lifting of electrical gear will be required.

**Reply to Mr Jones,
Recruitment,
Beauchamp Construction Ltd,
Fairview Avenue,
Billinston**

Job description 2

Site manager

A site manager is required for a year-long hotel construction project. He/she must have experience in managing construction workers and working closely with architects, surveyors and suppliers. The work will involve working early in the morning and taking on shifts for some night work.

**Reply to Mr Jones, Recruitment,
Beauchamp Construction Ltd, Fairview Avenue, Billinston**

Job description 3

Accounts clerk

An accounts clerk is required to maintain records and orders for a project involving the construction of a large hotel. You must have good accounting qualifications and be confident in the use of spreadsheets and other computer software. You will be working closely with the site manager and the architect, but will also make up weekly wage packets for the construction workers.

**Reply to Mr Jones, Recruitment,
Beauchamp Construction Ltd, Fairview Avenue, Billinston**

Equal Pay Act (1970)

This act seeks to ensure that men and women are paid equal money for equal work.

Sex Discrimination Act (1975)

Passed to ensure that females have the same opportunities as males at school and in the workplace. It also protects against sexual harassment at work.

Race Relations Act (1976)

Prevents discrimination on the grounds of race, colour, nationality, ethnic background or religious beliefs.

Disability Discrimination Act (1995)

Makes it illegal to treat people with a disability less favourably at work and in the provision of services in public.

Employment Equality (Sexual Orientation) Regulations (2003)

Ensures that employees cannot be excluded in work or training on the grounds of sexual orientation or religious belief.

Age Discrimination Act (2006)

The newest piece of legislation makes it illegal for businesses to discriminate against someone simply because of their age or experience.

Date:

Title: Health and Safety In The Workplace

Retrieval Practice

1. Continuing with education after school can give you more _____ and skills.
2. One option for learning after school is going to _____ for academic studies or vocational training.
3. Some people choose an _____, which allows them to learn while working.
4. Volunteering is another way to gain _____ and learn new things.
5. Setting personal _____ can help guide you towards the right opportunities for your future.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What is meant by health and safety in the workplace?
2. Why should everyone follow workplace health and safety?

Task 1: Reading

What is meant by 'health and safety'?

Health and Safety refers to a set of guidelines, regulations and also legal requirements all relating to the prevention of accidents or injuries. Employers have a responsibility to keep their employees safe at work, and employees have a responsibility to keep themselves and others safe at work.

Every year, there are thousands of cases of accidents, injuries and poor health as a result of poor practice in the workplace. These range from accidents like slipping, tripping, and falling, to injuries like back pain, pulled muscles, diminished eyesight and even loss of limbs and death. The industries which have the highest number of fatalities include construction, agriculture and manufacturing. Accidents resulting in death include workers being struck by a moving vehicle, falling from a height, being trapped by heavy objects collapsing, and getting caught in machinery. A report by the UK Health and Safety Executive found that, in 2016-17, 137 workers were killed whilst at work and 92 members of the public were killed by work-related activities. This is a decline from previous years, showing that Health and Safety measures are actually improving, although there is obviously still room for improvement.

However, not all hazards are to do with physical health. Another work-related injury is stress in the workplace. Stress is actually one of the biggest hazards to health in some workplaces. The law requires employers to carry out risk assessments to identify hazards, including stress. If stress is identified as a significant hazard as part of this assessment, the employer needs to put measures in place to reduce or control the amount of stress its employees are under.

So what are the legal regulations when it comes to Health and Safety in the workplace?

Depending on your workplace, there will be different Health and Safety requirements. For example, the workers in a car factory will have different considerations to the workers in an office. However, all employers are subject to the Health and Safety at Work Act (1974). This piece of legislation requires employers to ensure, as far as reasonably or practically possible, that employees (and others) are kept safe. This means that, as an employer, you have to take measures to ensure that potential risks are either eliminated or controlled. Employers with 5 or more employees also have to have an official, written Health and Safety policy, detailing how Health and Safety is managed in the organisation.

Since 1999, employers have been required by law to carry out risk assessments to protect their employees from preventable or foreseeable risks. If you are an employer, you have to: identify hazards in your workplace; decide how significant the risk is; put some measures in place to counteract the risk or make it safer; and produce a plan of what needs doing in order to manage the risk. You are also required to employ competent people (i.e. people who are suitably qualified for the job – for example, you wouldn't want to let someone drive a huge lorry if they hadn't passed their driving test). You have to set up emergency procedures for your employees to follow, and you have to share the information about risks and procedures with your employees.

As an employee, the law requires you to have training on any relevant Health and Safety issues, use the information you've been given, and report any hazards that you notice.

What happens if I have an accident at work?

The first thing you should do is report the accident to your employer, as soon as possible after the accident. Your employer should have an accident book where they make a written record of any accidents or injuries. The accident should be recorded in as much detail as possible. It's best if you can keep a copy of the record for yourself as well as letting the employer have the details.

You should seek medical attention for your injury, even if it doesn't seem too bad – this way, there will be medical evidence of the injury, which you might find useful if you need to claim compensation or benefits. You should also be able to receive statutory sick pay (and possibly more) if your injury has resulted in you needing time off work to recover.

When going back to work after an injury, you should speak to your employer and doctor. You might need to negotiate new conditions of employment – for example, working fewer hours, having special arrangements, not using a particular machine, and so on. You may decide that your workplace is still too unsafe to work in – if this is the case then you can report your employer to your trade union or to the Health and Safety Executive.

Can I sue my employer for my injury?

It depends on lots of different factors. Claiming compensation against an employer is a complex process, which takes a long time. However, if you are going to make a claim, it needs to be filed within three years of the accident taking place.

Task 2: Case Studies

Case Study	Potential hazard and consequences	Has the employee broken the Health and Safety Act? How could the hazard have been avoided?	How would you write a Health and Safety Procedure to ensure employee safety so far as possible? What further steps might you expect to be taken as an employee?
Ashiran's boss has asked him to put some chemicals used to create air fresheners in plastic tubs. She didn't say to use goggles or gloves, so Ashiran didn't. However, he was working next to a big sign that said, 'always use goggles and gloves when handling chemicals' and both were visible on a shelf in the room.			
Sarah spilt a pot of paint when working at the hardware store. She left the spillage to go and get materials to clean it up. While she was getting the materials, another employee slipped on the paint.			
Ian has just qualified as a Primary School teacher. He has a big display he wants to put up, so he stands on a table to be able to reach the top of the display board.			
Damilo is a waiter. The staff fridge was full, so he stored his opened sushi box in the raw meat fridge, used by the Head Chef.			

Clive had been given a thousand tins of beans to stack in a warehouse. He hadn't been rotoed a break for seven hours, nor had he been given training on how to correctly stack shelves. Clive grew tired after six hours, knocked one of the shelves of beans by mistake and they all came crashing down on him. He broke his shoulder.			
Jules had never driven a fork-lift-truck before, but she lied on her CV and said she had. Her employer did not check to see if she had a valid license. On Jule's first day the fork-lift truck got stuck in reverse and collided into a wall with Jules in it.			

Date:

Title: Protecting Your Rights at Work

Retrieval Practice

1. The primary aim of health and laws is to protect employees from harm in the workplace.
2. Employers must provide proper to ensure employees know how to perform tasks safely.
3. It is important to always wear the appropriate equipment when working in hazardous environments.
4. Taking breaks during long shifts is necessary for maintaining both physical and mental well-being.
5. In case of an injury at work, it's important to seek first immediately.

Baseline and Endpoint Assessment:

	Baseline Assessment	Endpoint Assessment
1. What are trade unions?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
2. Why should you be a member of a trade union whilst working?	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

Task 1: Questions

Do you currently work?

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How much paid holiday you can legally get a year?

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Do you have to use holiday when you were sick?

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What is the minimum you could earn per hour if ...

Under 18?

18-20?

21-22?

23+?

Task 2: Case Study 2

Your head teacher has informed you that your lunch time is halving

- Why are you upset?
- Are others upset?
- Who has the power to change this?
- How will you convince them to change this?
- How will you build support for your campaign / What will your campaign look like (identify allies)

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