

Year 11 Fantastic Futures Unit Plan 2021-22

Unit: Careers: My Future – Now, MEA and Beyond	
Term delivered: Autumn 2 (Weeks 9-12)	Length of unit: 4 Lessons
<p>Knowledge content: This unit aims consolidate students’ understanding of their post-16 choices, career pathways and aspirations as they embark on their final year. The unit provides a space for students to explore their anxieties as they approach key junctures in their life – post-16 options and examinations. The unit focuses on three key strands, broken down into questions:</p> <ul style="list-style-type: none"> • Now: What does Year 11 look like? <p>Students complete a personal development plan, analyse their skills and create an action plan for areas they feel less self-assured in.</p> <ul style="list-style-type: none"> • MEA: What have I achieved so far? What makes a good CV and Personal Statement? <p>This part of the unit provides students with an opportunity to reflect on their journey through Year 7-10, culminating in students producing a CV, personal statement and college application forms.</p> <ul style="list-style-type: none"> • The Future: What do employers look for? What is university like? <p>This unit aims to further develop students’ aspirations and goals and further prepares them to make informed choices Post-16. Students explore recruitment processes, interviews and higher education.</p>	
<p>Skills:</p> <ul style="list-style-type: none"> • Reflection – ability to use new knowledge and apply this to questions, case studies and scenarios • Oracy – can use appropriate technical language and keywords, related to carers and Post-16 choices and work well in paired, group work and whole class discussion – developing oracy and communication skills • Empathy – can understand and share the feelings or thoughts of others or explain how problems and events may affect other people • Respect – can demonstrate what respect for difference and diversity looks like, listen to others and debate and discuss with respect, showing a willingness to listen to others • Resilience – can identify problems and solutions and explain where they and others can seek guidance and support • Citizenship – can explain what is right and wrong and explain the impact of behaviour on themselves and others or society • Leadership – can display leadership qualities when contributing in lessons, work with others and stand up for others 	
<p>Assessment Objectives:</p> <ul style="list-style-type: none"> • To complete a personal development plan based on an analysis of my skills so far and create an action plan for improving areas where I am less self-assured • To develop confidence with independent revision and self-study • To understand what makes a good CV and personal statement • To produce a personal statement and CV • To understand the formalities of an application form • To understand what skills employers, look for and how they do this • To explore what higher education is 	

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Lesson	Learning Objectives Key Terminology	Previous Knowledge Retrieval	Teaching Strategies and Resources (suggested)	Knowledge/Skills outcomes	Independent Learning
1	<p>Year 11: What Now?</p> <p>L.O To complete a personal development plan and consider the year ahead</p> <p>Keywords Achievement, Resilience, Determination</p>	<p>Knowledge of post-16 entry requirements</p>	<p>Starter: Reflection questions based on prior learning, students reflect on bike riding/swimming – what is needed, how was it accomplished?</p> <p>True or false statement activity – students reflect on their thinking towards Year 11 and Year 11 so far.</p> <p>Ask students to mind map what they want to achieve this year, academically and socially.</p> <p>Think, Pair, Share: ‘Year 11 is different from all other years’ – discuss as a group</p> <p>Provide student with the personal development plan, ask them to complete the strengths and areas for development sections. Students should set specific and achievable targets based on this – what can they actually do?</p> <p>Plenary: Students, in pairs, write down a series of solutions to common Year 11 problems. Discuss excitement/apprehension about Year 11 as a class.</p>	<p>Reflect on my experience at MEA so far</p> <p>List my goals for Year 11</p> <p>Set and explain specific targets to help me achieve in Year 11</p>	
2	<p>Choices, Choices, Choices</p> <p>L.O To develop an awareness of different post-16 options</p> <p>Keywords Post-16, vocational, pathway</p>	<p>Knowledge of post-16 courses/further education courses and providers</p>	<p>Starter: Around a stick figure students write down the statements which best describe their post-16 aims, reflecting on the different ways they might select their post-16 pathway</p> <p>Introduce the key term ‘pathway’ to students – students should sketch out their pathway through education so far and label the choices that they have made along the way. It may be beneficial for you to model your pathway/choices to students before they do their own.</p> <p>Use the image as a stimulus to explain what is meant by ‘post-16 pathways’ - use the crossroads metaphor and explain that these lessons help provide students with an understanding of the vast choice available to them.</p> <p>Students should complete the ‘my post-16 pathway’ continuum line, reflecting on their confidence of their future choices/aspirations.</p>	<p>Reflect on my aspirations and goals</p> <p>List the different post-16 options available to me</p> <p>Explain the differences between different post-16 pathways</p>	<p>Government Apprenticeship website: https://www.gov.uk/apply-apprenticeship</p> <p>GM Higher: https://gmhigher.ac.uk/</p> <p>UoM Post-16 options overview: https://sites.manchester.ac.uk/gat</p>

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			<p>Think, pair, Share: ‘What worries or excites you about post-16 education?’</p> <p>Provide students with the diamond 9 diagram, students should think about the different factors which may influence what they decide to do and rank them in order of significance.</p> <p>Ask students to independently mind map post-16 course options. Discuss as a group.</p> <p>Show students the Apprenticeship service website – explore 2/3 apprenticeships available in the local area. Consider the level of apprenticeship – explain what degree level apprenticeships are.</p> <p>Complete the true or false knowledge table – covering key misconceptions about post-16 education. Use questioning and explanation to address misconceptions and knowledge gaps.</p> <p>Students should complete the ‘do you know your pathways...’ activity, using the sentence starters to summarise their knowledge from the lesson</p> <p>Plenary: What does Post-16 education mean? Why is Post-16 education important? How is Post-16 different from your education so far? What different choices are available to you? What might affect your pathway?</p>		<p>ewaysresources/home/year-11/your-post-16-choices/</p>
3	<p>Application, Application, Application</p> <p>L.O To understand what makes a good CV and personal statement</p>	<p>Qualification levels (post-16)</p> <p>Knowledge of personal branding</p> <p>Knowledge of what</p>	<p>Starter: Students matchup qualification descriptors – check answers and address misconceptions. Recap post-16 pathways and appropriate choices regarding post-16 options and entry requirements.</p> <p>True or false activity – what should be/not be included on application forms</p> <p>Introduce key terms- personal statement and CV to students.</p>	<p>Define what a personal statement and CV are</p> <p>List the features of personal statements and reflect on what I can include</p>	<p>BBC Bitesize: How to Write a CV https://www.bbc.co.uk/bitesize/articles/zd3qnr</p> <p>UCAS: How to write a personal</p>

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	<p>Keywords CV, Personal Statement</p>	<p>employers and HE institutions look for</p>	<p>Students mind-map what they will be applying for in the coming years. Discuss this as a group and promote a discussion about what the application process looks like.</p> <p>Guess the celebrity – students link each celebrity to their brief personal statement. Students should discuss which celebrity impressed the most on paper and who would secure an interview based on their short personal statement.</p> <p>Provide students with two personal statements – students should identify the positives and negatives of each.</p> <p>Discussing in pairs, students should come up with the top three things they want to base their personal statement on, or that they wish to include. Share ideas as a class.</p> <p>Explore The Manchester College and Loreto College’s expectations regarding applications.</p> <p>Using the guidance for help, students work to draft their own personal statement. Students then swap statements and provide feedback to each other.</p> <p>Using the visualiser, read through the CV example given to students and annotate the layout, positives and negatives.</p> <p>Plenary: provide time for students to ask questions around college applications, CVs and personal statements</p>	<p>Create my own personal statement</p>	<p>statement for Post-16 https://www.ucas.com/further-education/post-16-qualifications/post-16-options/how-write-personal-statement-further-education</p>
<p>4</p>	<p>Employability and Higher Education</p> <p>L.O To understand what employers look for and what university is like</p> <p>Keywords</p>	<p>Knowledge of what FE is and understanding of what degrees are and the range on offer</p>	<p>Starter: What makes you employable? Students reflect on their skills and attributes.</p> <p>Introduce the focus and importance of the lesson</p> <p>What are the top ten skills employers look for? Students make a list of what they think the top ten skills are. Share the list with students – how far do they match up to students’ ideas?</p>	<p>Reflect on my own skills and qualities</p> <p>List ways I can demonstrate my skills to employers and colleges</p>	<p>GM Higher: Why Higher Education? https://gmhigher.ac.uk/events/why-he/</p>

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	<p>Employer, University, Degree</p>	<p>For each skill, students should write down why it may be important to employers, how they can evidence or demonstrate the skill to date and how they may be able to evidence them further.</p> <p>Watch the video clip on Penny and the skills that she is lacking – discuss these as a group.</p> <p>Unpick employability and transferable skills further – what other skills do students think employers look for?</p> <p>Share the example answer to the interview question – unpick the response with students as a class.</p> <p>Provide students with the help sheet on how to answer questions. Students should work in pairs to practice their answers using the template to the four questions. Once complete, ask some pairs to act out their answers in pairs. Discuss the ways students can develop their existing skills and evidence them – with the key message that this is a lifelong process and therefore it is not too late.</p> <p>Why you? Explain the competitive nature of the job market. Students should prepare a small speech/pitch explaining their answer to ‘why you?’</p> <p>Show students the pictures of universities, ask them to write down questions they have about university.</p> <p>Think, Pair, Share: ‘Who goes to university?’</p> <p>Watch the video: A day in the life of an engineering student – students should capture key information about the day in the life of this student.</p> <p>Discuss the advantages and disadvantages of university study – students should sort these into their own table. Discuss students’ findings and check that students’ initial questions were answered.</p>	<p>Explain what university is and consider my university options</p>	
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			Plenary: Students fill in an application form using the information from lesson 3 and 4.		
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