



esSENTials **14+**
• for life •

Moving On

Vocational Studies

Work Related Learning
Careers Education & Guidance /
Post School Planning



Explorer



Preview

World Studies

Science

Materials in the home
Natural energy
Endangered species

Technology

Making an item for display
Healthy soups
Using resistant materials

Foreign Cultures

Asian culture: language
Lifestyles
Wider culture

Creativity

Classical musical appreciation
Art - 2D representation
Drama - Movement and gesture

Humanities

Religions worship and festivals
Population: cities, towns, and villages
Modern times

Independent Living

Personal, Social and Health Education

A healthy lifestyle
Family and friends
Body awareness and physical changes

Citizenship

Mini enterprise financial planning
National current affairs
National environmental issues

Leisure and Recreation

Making a collection
Swimming
Hydrotherapy/gym

Daily Living Skills

Outdoor gardening
Preparing picnics
Using cleaning products

Vocational Studies

Work Related Learning

Voluntary jobs in the community
Work experience at school or college
First aid and getting help

Careers Education & Guidance / Post School Planning

Valued student choices
Self presentation
Personal careers action plan

Explorer

Vocational Studies Course Content

Work Related Learning

- a. Voluntary jobs in the community
- b. Work experience at school or college
- c. First aid and getting help

Careers Education & Guidance/Post School Planning

- a. Valued student choices
- b. Self presentation
- c. Personal careers action plan

Programme: Explorer

Course of Study: Vocational Studies

Subject Area: Work Related Learning

Unit Content:

a. Voluntary jobs in the community

The student will learn about and experience voluntary jobs in the community.

b. Work experience in school or college

The student will learn about and experience work experience in school or college.

c. First aid and getting help

The student will learn about and experience first aid and getting help.

Resources

Voluntary jobs in the community

www.vinspired.com voluntary scheme for young people 16-25

www.do-it.org.uk volunteering opportunities

www.volunteering.org.uk/WhatWeDo/Local+and+Regional/VolunteerCentreFinderGoogle find nearest volunteer centre in your area.

Work experience in school or college

www.my-work-experience.com/teachers/special-needs.asp

First aid and getting help

www.firstaidforkids.com activities and resources

www.childrenfirstaid.redcross.org.uk

www.sja.org.uk/sja/training-courses.aspx St John's Ambulance Courses

Course of Study Vocational Studies Subject Area Work Related Learning Unit a. Voluntary jobs in the community			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p>Voluntary jobs in the community</p>	<ul style="list-style-type: none"> Invite a charity volunteer to come into school and talk about their charity and type of work they do. Make a decision to support the charity either by money raising or carrying out activities. Carry out a work experience placement within a voluntary organization such as a charity shop or Meals on Wheels. Contact local Volunteer Bureau or local council filling green bottles for elderly. 	<ul style="list-style-type: none"> Developing I.C.T. skills Early mathematics: sequencing and sorting Encountering experience: being part of things 	<ol style="list-style-type: none"> Encounter Characterised by presence and reflex responses relating to voluntary jobs in the community. Early awareness Characterised by fleeting attention and inconsistent responses relating to voluntary jobs in the community. Interest Characterised by more consistent and differentiated reactions relating to voluntary jobs in the community. Supported participation Characterised by cooperation and engagement relating to voluntary jobs in the community. Active involvement Characterised by recognition, anticipation and proactive responses relating to voluntary jobs in the community. Development Characterised by remembered responses and intentional communication relating to voluntary jobs in the community. Exploration Characterised by concentration, recall and observation relating to voluntary jobs in the community. Initiation Characterised by established responses and conventional communication relating to voluntary jobs in the community. Consolidation Characterised by the formation of skills, knowledge, concepts and understandings relating to voluntary jobs in the community. Application Characterised by the application of skills, knowledge, concepts and understandings relating to voluntary jobs in the community.

Course of Study Vocational Studies Subject Area Work Related Learning Unit b. Work experience in school or college			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p>Work experience in school or college</p>	<ul style="list-style-type: none"> • Carry out a work experience placement with specific agreed tasks and times over an extended period of time on a regular basis. • Jobs such as answering and recording telephone messages in the office. Reception duties and showing visitors to destination or around school. • Organising play activities or an event such as a Christmas party for younger pupils at the school. • Sell tickets through break times for a school production. • Shadow member of school staff such as site manger to tidy school grounds. 	<ul style="list-style-type: none"> • Early mathematics: shape • Developing community participation skills: getting out and about • Travel within the local community: going places • Engaging with the world around you: objects 	<ol style="list-style-type: none"> 1. Encounter Characterised by presence and reflex responses relating to a work experience in school or college. 2. Early awareness Characterised by fleeting attention and inconsistent responses relating to a work experience in school or college. 3. Interest Characterised by more consistent and differentiated reactions relating to a work experience in school or college. 4. Supported participation Characterised by cooperation and engagement relating to a work experience in school or college. 5. Active involvement Characterised by recognition, anticipation and proactive responses relating to a work experience in school or college. 6. Development Characterised by remembered responses and intentional communication relating to a work experience in school or college. 7. Exploration Characterised by concentration, recall and observation relating to a work experience in school or college. 8. Initiation Characterised by established responses and conventional communication relating to a work experience in school or college. 9. Consolidation Characterised by the formation of skills, knowledge, concepts and understandings relating to a work experience in school or college. 10. Application Characterised by the application of skills, knowledge, concepts and understandings relating to a work experience in school or college.

Course of Study Vocational Studies Subject Area Work Related Learning Unit c. First aid and getting help			
Learning Objectives	Sample Teaching Activities	Examples of Personal Progress Units	Sets – Differentiated Learning Outcomes
<p>The student will learn about and experience:</p> <p>First aid and getting help</p>	<ul style="list-style-type: none"> Using a training provider such as St. Johns or the Red Cross to deliver a short course for First Aid. Follow the school procedures during scenarios to help in appropriate ways Develop landline and mobile phone skills to aid getting help. Support a St. John's Ambulance worker at a community event such as a local dramatic society performance or school event. 	<ul style="list-style-type: none"> Developing communication skills Developing reading skills Developing writing skills Developing skills for the workplace: following instructions Encountering experience: being part of things Engaging with the world around you: objects 	<ol style="list-style-type: none"> Encounter Characterised by presence and reflex responses relating to First aid and getting help. Early awareness Characterised by fleeting attention and inconsistent responses relating to First aid and getting help. Interest Characterised by more consistent and differentiated reactions relating to First aid and getting help. Supported participation Characterised by cooperation and engagement relating to First aid and getting help. Active involvement Characterised by recognition, anticipation and proactive responses relating to First aid and getting help. Development Characterised by remembered responses and intentional communication relating to First aid and getting help. Exploration Characterised by concentration, recall and observation relating to First aid and getting help. Initiation Characterised by established responses and conventional communication relating to First aid and getting help. Consolidation Characterised by the formation of skills, knowledge, concepts and understandings to First aid and getting help. Application Characterised by the application of skills, knowledge, concepts and understandings relating to First aid and getting help.