

# Ethics and Values

Year 10 Blended Learning Booklet – Spring 1 and 2

Living in the Wider World

# Ethics and Values – Year 10

## Lesson 1: Work Experience

Learning intent: To understand the basic dos and don'ts for work experience and to use your experience to help shape your future

### Connection phase

Think about the following...



What is the reason behind work experience?

- Correctly identify some basic Dos and Don'ts for your work experience placement.
- Describe how you can use the work experience hints and tips in your chosen place of work.
- Explain why it is important to use common sense, not make assumptions and always be professional on work experience placements.

### Activation phase

**Challenge:** Prioritise what you hope to gain from work experience from the options by writing them in order of importance:

**More challenging:** Explain why you have picked your top and bottom choice.

**Mega challenge:** Analyse what is missing from the options – what else do you hope to achieve?

A good reference

New skills

Work contacts

Experience

For CV

Improve confidence



## Demonstration phase

### Keywords:

Work experience – your two or one week placement at the company/business/institution of your choice which will enable you to gain real life experience in your chosen career path.



<https://www.youtube.com/watch?v=FY-bQcXtIHg>

## Demonstration phase

Why should you take the time to learn your colleague's names and how can you do this?

What does 'sell your skills' mean?

What does 'don't ask don't get' mean and how can you politely use this advice?

Why is not taking things personally important on work experience?

How can your list of names help with networking in future?

How can selling your skills help you make a name for yourself in your industry?

# Demonstration Phase

## Main Activity

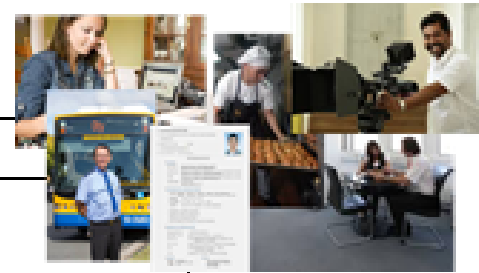
So what are our **Dos** and **Don'ts** which we all need to know for work experience? Let's take a look now.

Complete the tasks at your **CHALLENGE LEVEL**.



Checklist	Good idea	Bad idea	Depends	Why? Mega Challenge - explain fully
Dressing in full smart suit or professional office dress.				
Referring to fellow workers by their first names.				
Asking if anything else needs doing before you leave for the day.				
Completing additional tasks which need doing, in your opinion, without asking.				
Telling fellow office workers stories about you and your mates' antics.				
Getting involved in an overfriendly relationship with another member of staff.				





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Getting involved in an overfriendly relationship with another member of staff.				



## Demonstration Phase

## Main Activity

Read the ex-students' accounts in front of you and complete your challenge questions.

**Challenge:** What incorrect assumptions did these students make about work experience? What could we add from these accounts to our Dos and Don'ts list?

**More Challenging:** Use examples from the accounts to explain the importance of always being professional.

**Mega Challenging:** If Tara, Sarah, Mohammed and Richard could give one piece of advice each, would this be? Explain fully. Which of these is most important for work experience, common sense, initiative or professionalism? Analyse.

### Ex- students accounts of their Work Experience placements

*'On my first day at Selfridges I thought I'd better dress in all my best and most fashionable clothes, because I wanted to show I like the kind of things they sold at their company. However, after seven hours standing up, greeting customers in 5-inch heels, I realised I'd made a big mistake! I would always advise new workers to think practically about what jobs they're likely to be doing and dress appropriately.'* - Sarah

*'I worked at my uncle's garage and the day before I'd seen his apprentice come back from lunch ten minutes late. I guessed because we were quiet that week that taking a bit of extra time was ok. The next day I took an extra-long lunch. When I got back my uncle went mental at me. It turned out the apprentice had asked permission and the garage owner had turned up to meet me, but I wasn't there.'* - Mohammed

*'My work experience was at a primary school. I really enjoyed it because my mate got a placement too in a different class. We would catch up at break time and have a laugh, but after a while I forgot where we were. I swore in my conversation and a little kid walked past and heard. He ran around shouting 'Miss said --!!!' The Primary School's head teacher called my school and asked them to find an alternative placement for me.'* - Tara

*'I went to a company called ~~Industra~~tech forging solutions.' I couldn't tell you what the company did then, and I couldn't tell you what the company does now. Most boring two weeks of my life. I wish I'd done my research and chosen a placement early like my teacher advised. My mate's seemed to really enjoy all their placements. Mine was completely pointless.'* - Richard

## **DART Activity**

### **Ex- students accounts of their Work Experience placements**

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## Demonstration Phase

## Main Activity




**Challenge:** Define each of the essential enterprise workplace skills and give examples of the workplaces they could be used in (you can use the list of examples to help you).


**More challenging:** Describe visually through drawing, or by writing, what you think that skill could look like in practice and give an example of how it could be used in a workplace from the ideas list.

**Mega challenge:** Explain why that skill is particularly valuable in that workplace.



Workplace Enterprise Skill:	Negotiation	Complex problem solving	Creativity	Cognitive Flexibility	Critical thinking	Judgment and decision making
<b>Definition:</b>	Being prepared to compromise until both sides reach an agreement.					
<b>Example of workplace where this could be applied:</b>	Student union					
<b>What I think using this skill could look like in practice (draw, insert image or describe)</b>						
<b>An example of how someone could use that skill in one of the workplaces on the list is:</b>	The student union approaches a lecturer like a student thinks has not marked his work properly. The union negotiates with the college for another lecturer to remark it.					
<b>Why this skill is particularly valuable in that workplace (how could this workplace benefit from it)</b>	Unless able to help workers or students gain better rights and ensure they are fairly treated. Negotiation skills are essential for reaching deals that students or workers and their employers/colleges are all happy with.					



Workplace Enterprise Skill:	Negotiation	Complex problem solving	Creativity	Cognitive flexibility	Critical thinking	Judgement and decision making
Definition:	Being prepared to compromise until both sides reach an agreement.					
Example of workplace where this could be applied:	Student union School council					
What I think using the skill could look like in practice (draw, insert image or describe)						
An example of how someone could use that skill in one of the work places on the list is:	The student union approaches a lecturer who a student thinks has not marked his worked properly. The union negotiate with the college for another lecturer to remark it.					
Why that skill is particularly valuable to that workplace (how could the workplace benefit from it)	Unions exist to help workers or students gain better rights and ensure they are fairly treated. Negotiation skills are essential for reaching deals that students or workers and their employers/colleges are all happy with.					

**Consolidation phase**

Create a script for your own 2-minute long '5 top tips V-log' (like the one you saw earlier), from everything you've learned about work experience today.

# Ethics and Values – Year 10

## Lesson 2: Employability Skills

Learning intent: To understand the key employability skills needed for future employment

### Connection phase

Think about the do's and don'ts for work experience



- **Describe** the key employability skills we have already demonstrated in school
- **Engage** in activities as groups to reflect on our current skills and areas we could work on in future.
- **Demonstrate** confidence in working together as a team in order to reflect on and audit the employability skills we have learned through school.

### Activation phase

- Communication skills
- Personal presentation
- Teamwork skills
- Technological literacy
- Problem-solving skills
- Interpersonal skills
- Positive attitude
- Literacy and numeracy skills
- Initiative and enterprise skills
- Self-management and organisation

**STARTER REVIEW:**

Made a presentation to class on homework topic

English	Maths	Science	Computer Science
Geography	History	Religious Studies	Business
Art	Textiles	Food Technology	DT
PE	Languages	Drama	Music

**Challenge:** Match up the skills to the subjects. You may do this several times for each subject.

**More Challenging:** Explain how you showed that skill in that subject.

**Mega Challenge:** Evaluate which skills you have shown in school recently and which you could still develop.

## STARTER REVIEW:

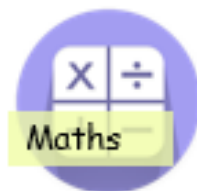
Communication skills

Made a presentation to class on homework topic

Personal presentation



Maths



Science



Computer Science



Teamwork skills

Technological literacy

Geography



History



Religious Studies



Business



Problem-solving skills

Interpersonal skills

Art



Textiles



Food Technology



DT



Positive attitude

Literacy and numeracy skills

PE



Languages



Drama



Music



Self-management and organisation

## Demonstration phase

### Keywords:

**Employability** -how 'employable' you appear to be to potential employers – how much your skillset, qualifications and personal qualities meet the vacancies you are applying for.

**Teamwork skills** – the positive actions and skills demonstrated by a group working together to achieve a common purpose.

As you watch the clip, add the times you have used any additional skills you hear about to the subjects where you have used them. Be prepared to feedback.



<https://www.youtube.com/watch?v=vGjNI16pxn8>

## Demonstration phase

What does excellent teamwork skills look like?

How can I demonstrate excellent teamwork skills?



We need to listen to each other. If one of us has an idea, we need to wait until a team member has finished talking to express it.

## Demonstration Phase

## Main Activity

Use your worksheets from the beginning of the session to decide how you would score yourselves overall out of 10 for that skill  
(1 means not much evidence, 10 means being absolute experts).

Shade in each box depending on how you think you score is at the moment for each skill

In the box on the right hand side, write down three current employability skills as strengths and three areas to develop as targets for the future whilst still in school.

1	<input type="text"/>	10	Communication skills
1	<input type="text"/>	10	Personal presentation
1	<input type="text"/>	10	Teamwork skills
1	<input type="text"/>	10	Technological literacy
1	<input type="text"/>	10	Problem-solving skills
1	<input type="text"/>	10	Interpersonal skills
1	<input type="text"/>	10	Positive attitude
1	<input type="text"/>	10	Literacy and numeracy skills
1	<input type="text"/>	10	Initiative and enterprise skills
1	<input type="text"/>	10	Self-management and organisation

As a group our three main strengths are:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

As a group we will set our three targets as:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



1	<input type="text"/>	10
1	<input type="text"/>	10
1	<input type="text"/>	10
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1	<input type="text"/>	10
1	<input type="text"/>	10

Communication skills

Personal presentation

Teamwork skills

Technological literacy

Problem-solving skills

Interpersonal skills

Positive attitude

Literacy and numeracy skills

Initiative and enterprise skills

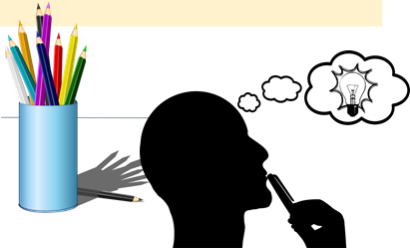
Self-management and organisation

**As a group our three main strengths are:**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

**As a group we will set our three targets as:**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



### Demonstration phase

**How would you describe your employability skills you have already to an employer? As you complete the task below, ensure to mention your teamwork skills.**

**‘Explain a time you worked as part of a team’ is a popular interview question.**

Imagine you are completing an application form that asks you to describe your employability skills. Use your starter sheet to help you with your ideas

Ensure you focus on the subjects which are most relevant to the career paths you want to take. For example – if you want a career in Computer Programming, you may talk about the employability skills you have developed in Maths and Design but primarily focus on any that you have developed through Computing – e.g.

*‘our school ran a design an app competition. I worked as part of a larger team, problem solving and communicating my ideas clearly to others. We didn’t win, but I learned so much from listening carefully to my team members – I feel certain together we will win next year.’*

### Consolidation phase

**Challenge:** You will now be able to complete your employability skills competency audit. Label the skill as Red, Amber or Green, depending on how confident you feel about this skill now.

**More challenging:** Be ready to describe the reasoning behind your RAG rating to the rest of the class.

**Mega challenge:** Based on today’s work, explain which aspect you would like to work on to develop further, e.g. communicating clearly.

Key Term:	How confident do I feel about this skill? (R/A/G - complete all first session)	How confident do I feel now? (R/A/G after each session)	What I'd like to work on further and why (next steps):
Communication Skills			
Personal Presentation			
Teamwork Skills			
Technological literacy			
Problem-solving skills			
Interpersonal Skills			
Positive Attitude			
Literacy and Numeracy Skills			
Leadership Skills			
Initiative and Enterprise skills			
Self-management and Organisation			



Key Term:	How confident do I feel about this skill? (R/A/G - complete all first session)	How confident do I feel now? (R/A/G after each session)	What I'd like to work on further and why (next steps):
Communication Skills			
Personal Presentation			
Teamwork Skills			
Technological literacy			
Problem-solving skills			
Online persona and branding			
Positive Attitude			
Literacy and Numeracy Skills			
Leadership Skills			
Initiative and Enterprise skills			
Self-management and Organisation			

# Ethics and Values – Year 10

## Lesson 3: Jobs

Learning intent: To understand what different jobs entail and to describe what needs to be achieved in terms of qualifications, work experience etc.

### Connection phase

Based on last lessons work, explain which aspect you would decided to work on to develop further, e.g. communicating clearly and if you have done anything since

- **Challenge:** Identify what different jobs entail in a variety of sectors and describe the positives and negatives of these.
- **More challenging:** Describe what we would have to achieve in terms of qualifications, work experience and more to break into a variety of different careers.
- **Mega challenging:** Explain why particular jobs may or may not be suited to our personalities, skills and attributes.

### Activation phase

#### **Challenging:**

Why do you think this is the case?

**More Challenging:** What does this mean for people starting careers today?

**Mega Challenging:** How can we best prepare for an ever-changing future, when it comes to careers? Explain three ideas.

47% of current jobs will no longer exist in 25 years.  
- Oxford University Researchers'



## Demonstration phase

Due to automation, innovation and the fact that our economy depends on change and development, there are many jobs from 30 or even 20 years ago that simply don't exist today, or are fast on the way out.

How many of you have a milkman deliver milk to your door?

When's the last time you needed someone to fix your typewriter – or fax machine?

Now - when's the last time you used an automatic check-out in a shop?

This is a good example of how over time, many jobs are being replaced – especially ones for manual labourers or 'unskilled' labourers.

On the next pages there are information sheets about careers in a variety of sectors which ARE likely to still be around in at least 10 years time.

Your task is to complete a research sheet on at least eight different careers of your choice.

Try to pick jobs that may be relevant to your favourite subjects, or those which you would be interested in as a potential career.

## Consolidation Phase

Out of all of the careers you've studied today – which are your top three which you would say suit your own individual personality, skills and attributes?

Job Title:	
What exactly does this job entail?	How do people get into this career? (include qualifications and work experience):
What kind of an income can we expect?	
Positives about this job in my opinion:	
Negatives about this job in my opinion:	
This would / would not suit me because...:	In order to pursue this career, I'd need to...

## Doctor

The process to become a doctor is lengthy, and involves many years of theoretical and practical study. In order to be eligible to apply for medical school, you will need good GCSEs and A-levels in all subjects, especially science. You will also need a high level of maths and English. Once you've attained the required grades, you can apply to attend one of the numerous medical schools in the UK. The typical length of a medical degree is five years, which includes lots of time spent in medical settings as well as theoretical study and exams. Once you have passed your degree and are a qualified doctor, you will need to complete a 'foundation programme' in which you will learn and be assessed whilst working as an NHS doctor in a series of different placements covering varying aspects of medicine.

The typical salary for a doctor at this stage is around £27,500, up to £32,000. Once you've completed this stage, you should have a better idea of which area of medicine you'd like to go into, and can either continue training to become a GP, or enter medical specialty training in areas such as neurology or anaesthetics. When you're learning your speciality in hospital, there are lots of different pay grades you will go through as you advance. Payment for a Speciality Registrar, a type of senior hospital doctor, is around £40,000 to £50,000. Once you have completed all of your training over a number of years, you can become a Consultant, which often pays around £100,000. Should you wish to become a GP, you can expect to earn around £60,000.



## Paramedic

In order to become a paramedic, you will need at least five GCSEs at grade A-C, including English, maths and science. You'll also need two or three A-levels, including a science subject, or an equivalent BTEC, HND, HNC or NVQ. You might also be expected to have some type of experience in healthcare or first aid, which could be on a voluntary basis. After this, you will need to apply to the ambulance service you think you would like to work for, so that you can begin training as a student paramedic. Employers will also be looking for an excellent level of physical fitness, as well as at least two years' driving experience. Before you are accepted into the programme, you will likely have to complete a number of problem-solving tests to check your suitability.

Recently, a degree apprenticeship standard in paramedic science has been approved, which is available at various different universities, and is an alternative route into the profession. Once you're working as a paramedic, you'll have numerous different duties, including driving patients in the ambulance and administering first aid, including life-saving medical care. When you start as a paramedic, you'll likely be earning around £25,000, however, this pay will go up as you gain more experience, with senior paramedics and team leaders earning up to £35,000.



## Dietician

Dieticians are experts who specialise in the science of nutrition. They assess and develop nutritional care plans for those who need it, in order to keep them healthy and improve their quality of life. As a dietician, you might find yourself working with a whole range of patients, such as people suffering from eating disorders, or patients who require a tailored nutritional diet as part of a medical condition such as Celiac disease. In order to become a dietician, you will need GCSEs in maths, English and science at grade C or above, and also must take A-levels (or the equivalent) in biology and chemistry. You will then need to undertake a dietetic course at university, which will involve both academic study and practical experience working with patients who need help to plan and manage their diets.

After you've qualified as a dietician, you may decide to work for the NHS, where you might see patients that have been referred to you through their GPs, or who need to see a dietician during a stay in hospital. If you choose to work in the NHS, there are various pay grades which you will go through depending on your level of experience. Typically, a dietician can expect to earn between £23,000 and £36,000. However, there are other opportunities for dieticians outside of the health service - for instance, you might choose to work in education, the food service industry, or in sports nutrition. The salary paid will depend on your individual employer, but are likely to be very competitive as dieticians offer a highly specialised skill-set.



## Forensic Computer Analyst

Digital forensics is a new and exciting branch of the criminal justice system. Police will call upon a computer forensics expert if they need help to access files and data from a computer or mobile device belonging to a person who is suspected of serious crimes. A forensic computer analyst will have a detailed understanding of firewalls, networks, VPNs, encryption, and any number of devices a person might employ to hide their digital activities. Private companies might also employ the services of a forensic computer analyst, in order to detect and combat fraud. In order to become qualified, you will need to have good GCSEs in English, maths and science, as well as two to three A-levels in science-related fields.

There is no set way to achieve this career, and you can either go to university directly to study computer forensics, or you can look for an apprenticeship where you can learn on the job from someone with experience. You could also start work as an IT support technician or network engineer, and work your way up by undertaking training on the job. There are a couple of bodies which offer certified industry training, such as Chartered Institute for IT and the Chartered Institute of Information Security. At the beginning of your career, you'll likely find that your salary will be around £20,000, however, experts in this field are extremely valuable and sought-after, so with experience your salary could rise to well above £70,000.



## Software developer

Software developers are responsible for designing, building, and testing new computer programmes. This might include working with cloud or mobile applications, information databases, or improving existing software in order to meet the needs of different projects and clients. To become a software developer, you will normally need at least five GCSEs at A-C including maths, English and science, along with three related A-levels such as maths, physics or computing, or an equivalent level 3 qualification. After this, you will normally need to complete a foundation degree, a NHD or a regular degree in a subject such as software development, software engineering or computer science.

However, it's also possible to become a software developer by gaining relevant A-levels or another equivalent qualification, and undertaking an apprenticeship where you will learn from others who are experienced in the field, or by finding a job which will offer training as you work. Because software development is still a fairly new field, there's no set framework you have to follow to make it into the profession. Depending on your chosen career route, you could be self-employed, or work for a large company, depending on your preference. The average salary for software developers is around £28,000 depending upon your location. With experience and a senior position, you could earn in excess of £60,000.



## Journalist

Becoming a journalist is an excellent career for anyone who enjoys writing, particularly factual storytelling. There are also lots of different routes into the profession. If you think you'd like to become a journalist, one of the best things you can do is get lots of experience writing - contribute to online blogs and magazines, or volunteer for your student newspaper. Getting good GCSEs in English and other subjects is very advantageous, as is studying subjects such as English and Communication Studies at A-level or equivalent. After this, you might choose to pursue a journalism degree. During your degree, you'll get lots of practical writing experience, as well as study lots of theory to help develop your analytical skills. However, studying a subject you're very interested in can work just as well - for instance, you might have a passion for writing about science, in which case, studying biology or chemistry at degree level could be very helpful.

In order to work as a reporter for a newspaper or broadcaster, you will normally be expected to have a journalism degree. However, lifestyle and business magazines tend to employ graduates from a range of subjects. If going to university isn't for you, there are also various apprenticeships available where you can learn on the job, such as the Digital Journalism Apprenticeship at the BBC. Salaries for journalists vary widely depending upon location and experience, with trainee reporters' salaries likely to start at around £18,000. The average salary for a newspaper journalist is £22,500, however, journalists with national newspapers can earn around £50,000 per year.



**Job Title:**

What exactly does this job entail?

How do people get into this career? (include qualifications and work experience):

What kind of an income can we expect?

Positives about this job in my opinion:

Negatives about this job in my opinion:

This would / would not suit me because...:

In order to pursue this career, I'd need to...

**Job Title:**

What exactly does this job entail?

How do people get into this career? (include qualifications and work experience):

What kind of an income can we expect?

Positives about this job in my opinion:

Negatives about this job in my opinion:

This would / would not suit me because...:

In order to pursue this career, I'd need to...



# Ethics and Values – Year 10

## Lesson 4: Interviews

Learning intent: To understand how to prepare for a job interview

### Connection phase

Have you decided on the job you would like to do in the future?

What requirements are needed?

If you do not yet know who could you go to for advice?



- Correctly identify good ways to prepare for a job interview.
- Describe what applicants could do to improve their chances of securing employment through job interviews.
- Explain why some applicants would be picked over others by putting yourself in the position of the employer.

### Activation phase

**Can you think of any dos and don'ts for a job interview before watching the video?**

<https://www.youtube.com/watch?v=thzOhKXRETw>

## Demonstration phase

### Keywords:

**Job Interview** – An important part of the recruitment process where you usually meet your direct manager and are asked questions and possibly perform tasks to see how suitable you would be for the job.



<http://www.bbc.co.uk/news/business-18505318>

<http://www.bbc.co.uk/news/business-18506451>

<http://www.bbc.co.uk/news/business-18505320>

## Demonstration phase

Complete a table in your books to show  
Ways you can be prepared and  
Why you need to do each of these things

Ways you can be prepared	Why you need to do each of these things

## Consolidation phase

Pick a job from and attempt these questions below:

1. What made you want to apply for this position?
2. How would you describe yourself in 5 words?
3. What would you say your weaknesses are?
4. Tell me what you know about our company?
5. Mega challenging – how do your personal qualities are qualifications suit you to this job?

Chef at MacDonalds	Sales Assistant at Halfords	Tea tester at Yorkshire Tea	Teacher at this school
Sales Assistant at Nike Shop	Sales assistant at HMV	Penguin Handler at London Zoo	Marketing assistant at Cadbury's chocolate
Accountant for Addidas office	Cleaner at Asda	Trainee PC at local police station	Rescue assistant at RSPCAP
Product tester at L'Oreal	Graphic Designer at BBC	Camera assistant at ITV News	Childminder at local nursery

### Finish the sentences in your book:

**Three important ways a candidate can prepare for a job interview are....**

**A question I found difficult in my practice interview was.... because.....**

**I would prepare for this better in real life by.....**

**If my friend had a job interview and asked for one piece of advise I'd say.....**

# Ethics and Values – Year 10

## Lesson 5: Applications

Learning intent: To understand how to be presentable in both person and in job applications

### Connection phase

Think...



**Three important ways a candidate can prepare for a job interview are....**

- **Describe** what personal presentation skills are and how these can help you make a good impression with potential employers.
- **Engage** in activities to explore the importance of personal presentation skills and start to present ourselves professionally.
- **Demonstrate** confidence in personal presentation skills as well as how to present the best possible in interviews and on paper.

### Activation phase



**These two people have both turned up to an interview for the same customer-facing accountancy receptionist job.**

**You are the employer interviewing both of them.**

**Challenging:** Which one do you think are you more likely to employ? Why?

**More Challenging:** What does this tell you about presentation skills?

**Mega Challenging:** What do you notice is different in the body language of the two people? Why might this be so important with regards to presentation?



## Demonstration phase

**Personal Presentation** – The way we present ourselves, in how we dress, how we speak and our behaviour. We also need to carefully think about how we present ourselves online.

**Employability** -how 'employable' you appear to be to potential employers – how much your skillset, qualifications and personal qualities meet the vacancies you are applying for.

### **Investigating positive presentation skills**

We're now going to watch a video about making a positive impression at a job interview



<https://www.youtube.com/watch?v=VV1cMmCKxmY>

**Challenge:** What factors we should think about when going to a job interview?

**More challenging:** How we can prepare before an interview to give the best impression when we get there?

**Mega challenging:** Where do you think your own personal presentation strengths lie at the moment? What makes you think this?

**Demonstration phase**

**Why is it so important that employers see the best possible 'us'?**

**Challenge:** Complete your ideas on each of your top tips' cards.

**More challenging:** Number each card in order of importance. Be prepared to justify your top and bottom choices.

**Mega challenging:** How will you or did you present these on your work experience placements? Give three examples.



**Tip #1: Choose the right clothing**  
This is important in presentation skills because

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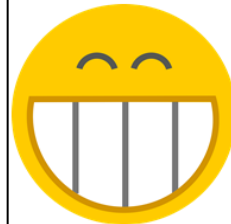
**Tip #2: Give yourself plenty of time**  
This is important in presentation skills because

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**Tip #3: Be positive in your facial expressions and body language**  
This is important in presentation skills because

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**Tip #4: Believe in yourself and others will believe in you**  
This is important in presentation skills because

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## Consolidation phase

A personal statement is a written description of your achievements, interests and skills included as part of an application for a job or a place at university or college.

**We're now going to read two cover letters from some college students who are applying for their first jobs.**

**Challenge:** For each one, highlight or circle any statements you think are problematic and also any you think make the candidate come across well.

**More challenging:** For each of the above, also be prepared to explain to the rest of the class why you think this.

## Notes

### 1. Personal Statement - Position: Library Assistant

With reference to your recent job advertisement, I am applying for the position of Library Assistant. As an avid reader of books, with substantial experience of working in library environments, I believe I would be ideal for the role. For example, in my two-week work experience placement at Localshire Library, I was entrusted with organising several displays and assisted in the issuing of library cards and other administrative tasks. I was also involved in the story time sessions for young children, where I was a volunteer reader.

As a young person myself, I would benefit your team as I can bring an insight into what the new generation are reading and interested in. For example, I used my design skills to create a display in Localshire Library promoting books by authors which started out as fanfic. My knowledge of genres like fanfic, manga, and other types of literature popular with younger people would make me an asset to your team in terms of outreach. I passionately believe that libraries serve a vital role in communities in the 21<sup>st</sup> century and I am committed to helping to make them valuable spaces for everybody.

My love of literature and hard work is reflected in my GCSEs; I have 10 GCSEs at grades 4-9, including English Language (grade 6) and English Literature (grade 6). I am studying A-Levels in English Literature, History and Art and am currently predicted BCC. I am committed to education and promoting access to education for all. This is why I believe I would make an excellent candidate for the role.

### **1. Personal Statement – Position: Apprentice Mechanic**

Hello, I'm applying for this position because they said at the job centre that if I don't apply for a job every two weeks, I can't get my money anymore.

I do really like cars though. I did work experience at Volvo in Birmingham, where I cleaned all the insides of the Volvos and then I polished the dashboards. I have a good reference from the man at Volvo – I forget his name, but if you ask for the tall, ginger guy they will know who you mean.

I have 6 GCSEs at 5 or above. This includes maths and English and Science. I failed my Spanish but that wasn't really my fault, I was ill on the day of the exam so there were mitigating circumstances.

I am a polite and hard-working girl, I can work well in a team, as demonstrated when I was the captain in the netball team. My other relevant skills are cooking and photography.

### **2. Personal Statement – Position: Social Media Marketing Assistant**

I am a conscientious and very hard-working individual. I have excellent GCSE and A-Level results as shown on my CV (overleaf). I have really good references as well, from both the Principal of my college and the manager at the Express and Star, where I completed my work experience.

I completed my work experience at the Express and Star, where I worked with the Social Media team, updating the newspaper's Twitter account and sending competition winners details of their prizes. Everyone said I was very easy to get on with and much nicer than Mark Rolinson, who had been there previously and who no-one liked.

I have excellent computer skills and I am proficient in all Microsoft Office packages as well as all social media programmes, from Instagram to Facebook to Snapchat to YouTube and many more. I can also use Photoshop, In-Design and but I'm not very good at Quickbooks even though I am taking a course in it.

I always dress to impress and make a polite and enthusiastic impression on clients. I am confident that I would fit in very well at Mizzy Marketing and I look forward to hearing from you.



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### Consolidation phase

Now we've seen what a poor and excellent cover letters look like, let's have a go at writing our own

#### **When writing a cover letter, you should:**

1. Introduce yourself, presenting your very best version of yourself.
2. Mention the job you're applying for and why.
3. Show that your skills, qualifications and experience match those needed to do the job.
4. Make the reader want to read your CV. Big yourself up a little.
5. Finish with a call to action (for example, saying you look forward to a response or job interview)
6. Don't write more than one page.

### Notes

# Ethics and Values – Year 10

## Lesson 6: Personal Statements

Learning intent: To understand how to write an excellent personal statement

### Connection phase

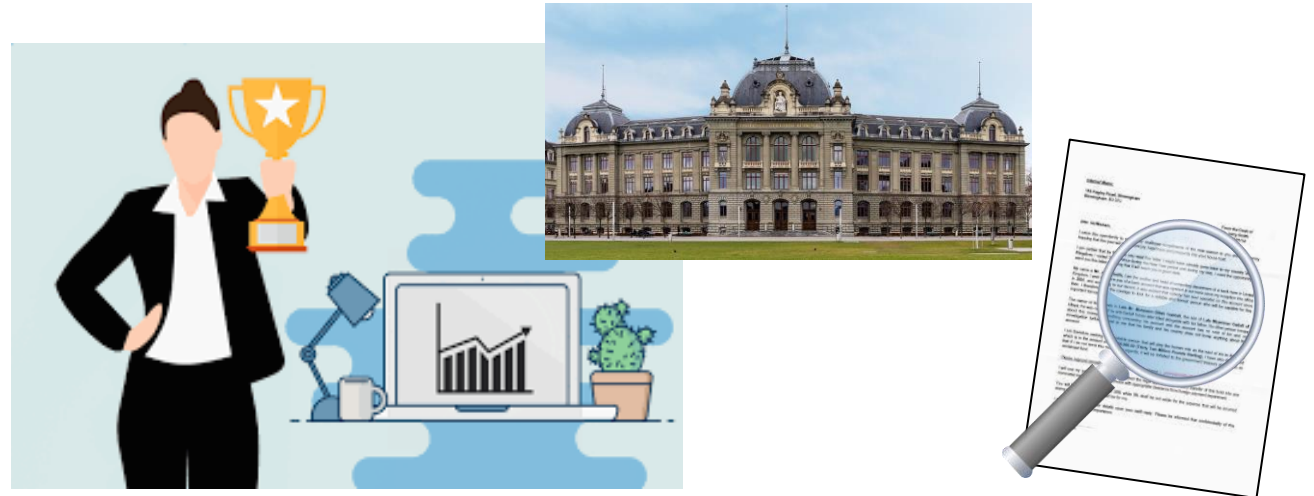
**What things need to be considered when presenting yourself in person and in a job application?**



- Create your own personal statement, for a university course OR as part of a job application for a career of your choice, using the guidance given throughout the lesson.
- Create your own personal statement, for a university course OR as part of a job application for a career of your choice, using the guidance given throughout the lesson and also give peer guidance and feedback at each stage.

### Activation phase

Imagine either your dream job or ideal university / college course. If this is your dream, chances are it's a few other people's too. So how are you going to stand out in a mass of applications?



**Challenge:** Identify three positives about you, which relate to your dream job or dream course – e.g. 'I'd love to be a chef and I have a grade 7 in Food Preparation and Nutrition.'

**More challenging:** What do we mean by the term 'personal statement?' Why do both university courses and many job applications require these?

## Demonstration phase

**Personal Statements** – A written description of one's achievements, interests, etc., included as part of an application for a job or a place at university or college.

**Personality traits** – Different aspects of our characters or personalities that help employers to see how we would fit into specific job roles

<https://www.youtube.com/watch?v=xwXS51Od084>



## Consolidation Phase

### Challenge

1. Should you write the same personal statement for different courses? Why or why not?
2. If you're stuck, who could you ask?
3. Why is it important to use plain English?
4. Name TWO things you should avoid doing in your personal statement.

### More Challenging

1. What is a good first action when writing a personal statement?
2. How can you make your opening 'punchy'?
3. How can you show a mix of 'head and heart' in your personal statement?
4. Name THREE things you should avoid doing in your personal statement.