

Key Stage 4 – Careers – ASDAN Workright – Long Term Plan

Time - 1 hour per week on written activities. Suggested activities can be chosen by learners. Learners must complete a minimum of 3 per section and store them in their folder under the correct section.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Unit 1: Health and Safety Section 1- 'Health and Safety Rules' and 2- 'Emergencies'	Health and Safety Section 3- Keeping your workspace clean and tidy Unit 2: Responsibilities in the workplace- Section 1: Attendance	Unit 2: Section 2- Timekeeping Unit 2: Section 3- Appearance	Unit 3: Section 1- Respecting Others Unit 3: Section 2: Getting on with people at work	Unit 3: Section 3- Working in a team Unit 4: Section 1- Doing jobs at work	Unit 4: Section 2- The things you use at work Unit 4: Section 3- Getting help with problems at work Page 32-33- Review and next steps
Suggested activities	Unit 1: Section 1 <ul style="list-style-type: none"> Learners to devise an interview questioning their mentor about health and safety in their workplace. Learners to take pictures of health and safety signs about their workplace and label why they are important Learners to create a Health and Safety poster concerning their workplace. Learners to write a diary about a typical day, 	Unit 1: Section 3 <ul style="list-style-type: none"> Collect pictures/photos of untidy workspaces and annotate what needs doing to them. Make a list of the routine Learners follow to keep workspace tidy and when Learners do this Create a short 'How to' manual/set of instructions about keeping the workspace tidy Take pictures of student clearing away any equipment used- 	Unit 2: Section 2 <ul style="list-style-type: none"> Learners can record what time they arrive for work, have breaks and what time they finish Learners can interview their mentor about what happens if you are late Learners can make a storyboard about when work should start and what happens if they are late Learners can create a poster showing what time work starts, breaks and 	Unit 3: Section 1 <ul style="list-style-type: none"> Student can use the laptop to look up discrimination at work and what people can do about being bullied Learners can create a leaflet about bullying in the workplace, what it means and what can be done about it Learners can use the laptop to research any examples of bullying/prejudice at work Learners can write what they would do if they 	Unit 3: Section 3 <ul style="list-style-type: none"> Learners to use the camera to take pictures of everyone within their team and annotate with their role/job Learners to create a 'job board' showing what job everyone in the team is doing on a specific day and how they fit into that Learners to have pictures taken of themselves completing jobs or with jobs they have completed Learners to 	Unit 4: Section 2 <ul style="list-style-type: none"> Learners to take pictures of all the equipment they use at work and annotate what they are used for Learners can use the laptop to create a PPT about equipment they use at work Learners to take a photo of where equipment is stored and why Learners to create a poster showing what equipment is used at work, where they are stored and the importance of

	<p>highlighting where they have followed the Health and Safety Rules</p> <p>Unit: Section 2</p> <ul style="list-style-type: none"> Learners can create a storyboard- what happens when you find a fire/hear the alarm/if there is an accident Learners can create a poster showing what protocol they must follow if they find a fire/hear the fire alarm/discover an accident Learners can list the protocol in bullet points about what they would do if they find a fire/hear the fire alarm/discover an accident <p>NB- All 3 situations must be shown- they must complete an activity on each to pass.</p>	<p>student to annotate them- what are they doing?</p> <p>Unit 2: Section 1</p> <ul style="list-style-type: none"> Student to write a log of their work experience so far- make sure they record dates, times and a brief summary of what they did. Learners to create a storyboard about the importance of going to work every day and what someone does if they are ill/unable to attend Learners can create a poster about protocol and what employees do if you are sick Learners to interview their mentor (can be recorded or written up) about what protocol to follow if an employee is ill and cannot go to work. 	<p>finishes and Learners must show what happens if they are late on the poster</p> <p>Unit 2: Section 3</p> <ul style="list-style-type: none"> Learners to take pictures of themselves in various poses/outfit and annotate which is appropriate for their work and why Learners to show a plan of what they wear for work and why (either drawn or written) Learners to use the laptop to research appropriate clothing for different jobs explaining why Learners to create a poster showing what should be worn for their specific job 	<p>were being bullied at work</p> <p>Unit 3: Section 2</p> <ul style="list-style-type: none"> Learners can draw a flow chart including the names of the people in their organisation, putting them in order of importance Learners can interview their mentor (either written or recorded) about everyone's role within their business Learners to write a short passage about who they should report to for different things at work. Learners can use a camera to take pictures of the people they work with and annotate 	<p>interview mentor about what their job expectations are</p> <p>Unit 4: Section 1</p> <ul style="list-style-type: none"> Learners to create an evaluation form about themselves rating how they have completed a job, did they do it on time etc. and give to their mentor to fill out Learners can have pictures taken of themselves doing jobs and annotate- did they do a satisfactory job, was it on time etc. Learners can write up or record an interview with their mentor asking to evaluate their performance Learners can self-evaluate a job they have completed- was it done to a high standard? On time? 	<p>storing them correctly</p> <p>Unit 4: Section 3</p> <ul style="list-style-type: none"> Learners to create a poster showing who at their organisation they would go to ask for help Learners to write a report showing where they have followed advice Learners to give example of different problems that could be encountered at their place of work
Skills	<ul style="list-style-type: none"> Identifying Health 	<ul style="list-style-type: none"> Identifying and 	<ul style="list-style-type: none"> Identifying the 	<ul style="list-style-type: none"> Identifying what 	<ul style="list-style-type: none"> Identifying and 	<ul style="list-style-type: none"> Identifying and

<p>Used</p>	<p>and Safety Rules in the workplace</p> <ul style="list-style-type: none"> • Explaining why these rules are important • Identifying where they have followed Health and Safety Rules • Analysing important rules • Identifying what they must do in a health and safety situation 	<p>explaining the importance of a tidy workspace</p> <ul style="list-style-type: none"> • Selecting information from protocol • Demonstrating an understanding of protocol 	<p>importance of arriving on time</p> <ul style="list-style-type: none"> • Identifying the importance of looking presentable • Explaining why people should arrive on time • Explaining why it is important to be presentable • Demonstrating the student can comply with these rules. 	<p>workplace bullying is</p> <ul style="list-style-type: none"> • Explaining how they would manage workplace bullying • Identifying and explaining the role of people at your organisation • Demonstrating they understand who to go to with different problems at work 	<p>explaining the role of everyone within your team</p> <ul style="list-style-type: none"> • Demonstrating that Learners understand what role they play within a team • Identifying that a job is done correctly and on time • Demonstrating that a student can consistently complete jobs to a high standard in the time scale 	<p>explain what equipment is used within their work</p> <ul style="list-style-type: none"> • Demonstrating they understand how equipment should be stored • Identifying they understand who to go to with a work related problem • Demonstrating where they have followed advice
<p>Assessment</p>	<p>Page 9 and 11 of booklet. Learners to fill in which activities they completed under Activities. Comments to be made by supervisor- indicate level of support required</p>	<p>Page 13 and 15 of booklet. Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support.</p>	<p>Page 17 and 19 of the booklet. Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support.</p>	<p>Page 21-23 of the booklet. Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support.</p>	<p>Page 25-27 of the booklet. Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support.</p>	<p>Page 29-31 of the booklet Student to fill in which activities have been completed. Comments to be made by supervisor/mentor and indicate level of support.</p> <p>Learners must fill in the review section (Page 32) and next steps section (page 33) of the booklet within this term</p>

Mentor/supervisor must complete Page 4 and 5 of the booklet for Learners to complete the award- use code to show what support has been used throughout the course.

The ASDAN book and completed folder of evidence should be submitted to pass.