

Learn to Earn Secondary Curriculum Mapping

Work Related Learning	<p><input checked="" type="checkbox"/> 1: Recognise, develop and apply their skills for enterprise and employability.</p> <p><i>Students identify employability skills through exploring requirements for a range of careers, examining job adverts and an interview role-play activity. In the "Success" board game students assess risks and make decisions about education and employment routes into working life. They identify how employability skills can be developed and are signposted to sources of advice and information.</i></p>
	<p><input checked="" type="checkbox"/> 2: Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.</p> <p><i>Students apply their own experiences of work to consider the skills and qualifications they will need to achieve their career goals. They also gain an understanding of their business volunteer's employment, career progressions and motivations.</i></p>
	<p><input checked="" type="checkbox"/> 3: Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.</p> <p><i>Students examine and consider a wide range of employment opportunities including self-employment and business creation. They explore working roles and responsibilities through a job interview role-play activity. Students develop their understanding of finances by calculating a budget for their future cost of living.</i></p>
	<p><input checked="" type="checkbox"/> 4: Develop awareness of the extent and diversity of local and national employment opportunities.</p> <p><i>Students explore a wide range of employment opportunities through planning their dream lifestyle and researching career options. They work with a volunteer from business who shares their experience of local and national employment opportunities.</i></p>
	<p><input checked="" type="checkbox"/> 5: Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.</p> <p><i>Students take part in the "who are you now?" activity and complete a "skills and talents assessment" which helps them to identify their abilities and attributes. They relate these to their own career plans throughout the programme, focussing on the importance of education and training.</i></p>
	<p><input checked="" type="checkbox"/> 6: Undertake tasks and activities set in work contexts.</p> <p><i>Students explore the relevance of curriculum subjects and qualifications to the world of work throughout the programme particularly through the "success" board game and "learn now or pay later" activities. They develop their understanding of work related vocabulary from the business volunteer and through each session particularly relating to product development, marketing, finances and promotion.</i></p>
	<p><input checked="" type="checkbox"/> 7: Learn from contact with personnel from different employment sectors.</p> <p><i>Students work with volunteers from the business community who draw on their individual career and work experience to deliver the programme. They gain an idea of the business volunteer's motivations and understand the importance of attitudes, qualifications and skills to the world of work.</i></p>
	<p><input checked="" type="checkbox"/> 8: Have experience (direct or indirect) of working practices and environments.</p> <p><i>Students explore working practices through the "employment matchmaker" interview role play activity. They also gain indirect experience of a workplace through discussions and working with their business volunteer.</i></p>
	<p><input checked="" type="checkbox"/> 9: Engage with ideas, challenges and applications from the business world.</p> <p><i>Students take part in a range of work-related activities including the "success" board game, budgeting exercise and "employment matchmaker". They develop and identify skills and attitudes for employment and enterprise including managing risk, decision making, team working and communication.</i></p>

Enterprise	<p><input checked="" type="checkbox"/> Enterprise Capability <i>Students assess risks in making decisions about education and employment by weighing up the financial consequences. They discover the importance of setting goals to achieving success and develop skills in planning, coping with change and budgeting, leadership, management and teamwork.</i></p> <p><input checked="" type="checkbox"/> Financial Capability <i>Students gather information on the cost of living and find out how much different bills and other personal expenses can cost. They prepare an annual budget for their dream lifestyle and calculate the financial costs of dropping out of education.</i></p> <p><input checked="" type="checkbox"/> Business and Economic Understanding <i>Students learn about recruitment, budgeting, and balancing benefits with costs. They work with a volunteer from the business community who helps them to understand what qualities and skills will enable them to succeed in the working world.</i></p>						
PSHE	<p><input checked="" type="checkbox"/> Economic Wellbeing and Financial Capability <i>Students explore their aspirations for the future, identify their personal interests, skills and attributes and assess the importance of qualifications and training. They examine a range of employment options, weigh up and costs and benefits of staying in education and set goals for the future.</i></p> <p><i>A more detailed mapping can be found in "Young Enterprise Delivering Economic Wellbeing and Financial Capability" available from the Young Enterprise website.</i></p> <p><input checked="" type="checkbox"/> Personal Wellbeing <i>Students consider their strengths and achievements and develop self awareness through critical reflection. They explore decision making and managing risk in relation to their future education and career. They develop skills of negotiation, communication and teamwork throughout the programme.</i></p>						
Citizenship	<p><input checked="" type="checkbox"/> Critical Thinking and Enquiry <i>Through research students gain an understanding of how qualifications and training relate to employment opportunities in the wider world. They reflect and evaluate on different viewpoints and apply the skills of critical thinking and enquiry to their future plans and career options.</i></p> <p><input checked="" type="checkbox"/> Advocacy and Representation <i>Students develop skills of advocacy and representation through working in teams and particularly during the "employment matchmaker" role-play activity.</i></p> <p><input checked="" type="checkbox"/> Taking Informed and Responsible Action <i>Students learn to appreciate the role of employers and employees. They are encouraged to reflect on the process of participating in the world of work and what steps they should take next throughout the programme.</i></p>						
English	<p><input checked="" type="checkbox"/> Speaking and Listening <i>Students take part in the "Employment Matchmaker" activity to role-play job interviews as both employer and employee. They have to adapt their speaking for a formal work context. Other sessions involve opportunity for discussions in their group and with the rest of the class. They listen and respond within their group, within the class and to the business volunteer.</i></p> <p><input checked="" type="checkbox"/> Reading <i>Students read a variety of non-fiction texts presented in magazine style including a jobs booklet for researching career options. In their groups students analyse and respond to these texts.</i></p> <p><input checked="" type="checkbox"/> Writing <i>Students record notes in their student magazines where they have an opportunity to record their personal abilities, attributes, goals and targets throughout the programme.</i></p>						
Mathematics	<p><input checked="" type="checkbox"/> Applications and Implications of Mathematics <i>Students apply their mathematical understanding to planning a budget for their dream lifestyle and comparing this to salaries for different careers.</i></p>						
PLTS	<p>During the programme students develop the following Personal, Learning and Thinking skills:</p> <table border="0" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Independent enquiry</td> <td><input checked="" type="checkbox"/> Effective participation</td> </tr> <tr> <td><input checked="" type="checkbox"/> Self-management</td> <td><input checked="" type="checkbox"/> Creative thinking</td> </tr> <tr> <td><input checked="" type="checkbox"/> Reflective learning</td> <td><input checked="" type="checkbox"/> Team working</td> </tr> </table>	<input checked="" type="checkbox"/> Independent enquiry	<input checked="" type="checkbox"/> Effective participation	<input checked="" type="checkbox"/> Self-management	<input checked="" type="checkbox"/> Creative thinking	<input checked="" type="checkbox"/> Reflective learning	<input checked="" type="checkbox"/> Team working
<input checked="" type="checkbox"/> Independent enquiry	<input checked="" type="checkbox"/> Effective participation						
<input checked="" type="checkbox"/> Self-management	<input checked="" type="checkbox"/> Creative thinking						
<input checked="" type="checkbox"/> Reflective learning	<input checked="" type="checkbox"/> Team working						
Functional Skills	<p><i>Learn to Earn directly supports functional skills by encouraging students to apply English, Maths and ICT to real world contexts.</i></p>						

<p>Related Subjects and Qualifications</p>	<p><input checked="" type="checkbox"/> Raising Aspirations <i>Learn to Earn students identify their life aspirations and career goals and relate these to the importance of education and training. They also identify their key abilities and attributes. The programme raises students' aspirations and helps them to understand the relevance of school to their future career choices. Thus the Learn to Earn programme can be used as a motivation boosting activity for all subjects as students refocus on the importance of education and the subjects they have chosen to take to their future aspirations.</i></p> <p><input checked="" type="checkbox"/> Diplomas <i>Learn to Earn supports the learning objectives of a number of the new diplomas. Applying enterprise and economic understanding to real world contexts is an important part of all new diploma qualifications.</i></p> <p><i>In addition the programme can be used to support the Generic Learning component of all diplomas through developing Functional Skills and PLTS.</i></p>
--	--