

Year 11	Lesson 3 Moving On and Looking Forward
Ground Rules	Slide of ground rules
Warm-up	<p>Introduction outlining challenges and excitement we face going forward</p> <p>In Groups of 4:</p> <ul style="list-style-type: none"> • At the end of year 11, you might: <ul style="list-style-type: none"> – Stay in fulltime education – Start an apprenticeship or traineeship – Spend 20 hours or more a week working or volunteering while in part time education or training • Discuss and list some of the things you are: <ul style="list-style-type: none"> – Looking forward to/excited about – Not looking forward to/fearful of – Considering as part of your options • Share these with the class <p>Feedback and Discussion, use examples as comparison</p> <ul style="list-style-type: none"> • Teacher to record feedback
Lesson Aims	<p>Today we are going to - taken from the PSHE Association Curriculum Framework 2014 (updated 2017)</p> <ul style="list-style-type: none"> • Look at how we can move on and look forward successfully whatever our choices for post Year 11
Managing Change	<p>Change, and coping with it</p> <p>In Groups of 4:</p> <ul style="list-style-type: none"> • Each group will be assigned one of these topics to work through: <ul style="list-style-type: none"> – Stay in fulltime education – Start an apprenticeship or traineeship – Spend 20 hours or more a week working or volunteering while in part time education or training • What are the areas you need to consider and plan for when making this change? • What sort of issues would have influenced your decision to take this route and how do you manage these? • What are the proactive things you can to make it easier? • What are the skills you need to manage the change effectively? • Feed back to the class <p>Feedback and Discussion, use examples as comparison</p>

	<ul style="list-style-type: none"> • Teacher to record feedback
Personal Changes	<p>Personal exercise:</p> <ul style="list-style-type: none"> • What personal changes do you have to make to achieve your goals – make a list? • Which would be the most difficult changes and why? • How would these make you feel? • Are you ready to make them now or are there any that you would need to prepare for? • What circumstances might stop you from making the change? • Who would you talk to about your decisions? • Be prepared to share your thoughts with the class <p>Feedback and Discussion</p> <ul style="list-style-type: none"> • Teacher to record feedback
Controlling Your Own Life	<p>Class Exercise:</p> <ul style="list-style-type: none"> • Riya is a very bright student and has set her heart on becoming a doctor in the future • Her parents have a small family business and expect her to work in it as soon as she is able • She doesn't want to upset or offend her parents but really wants to achieve her dreams • Give her some advice on what she should do and how she can convince her parents to change their minds • What effect would it have on her wellbeing if the answer was yes or no? <p>Feedback and Discussion</p> <ul style="list-style-type: none"> • Teacher to record feedback <p>Class Exercise:</p> <ul style="list-style-type: none"> • John has decided to do an engineering apprenticeship when he leaves year 11 • John was really keen to train to be a plumber but his friends talked him into going to college with them, so as mates they would still be together and have a good laugh • He doesn't want to upset or offend his friends but really wants to achieve his goals • Give him some advice on what he should do and how he can explain this to his friends • What effect would it have on his wellbeing and career prospects if he chose the engineering route? <p>Feedback and Discussion</p> <ul style="list-style-type: none"> • Teacher to record feedback <p>Letting The Opinions Of Others Control Your Life, doing what's best for you, not friends and family</p>

<p>My Way Forward</p>	<p>Personal Exercise:</p> <ul style="list-style-type: none"> • Identify why you have chosen to: <ul style="list-style-type: none"> – Stay in fulltime education – Start an apprenticeship or traineeship – Spend 20 hours or more a week working or volunteering while in part time education or training • If you are undecided, identify what factors will influence your decision • What impact will your choices have on how you feel and happiness overall? • Be prepared to share with the class <p>Feedback and Discussion</p> <ul style="list-style-type: none"> • Teacher to record feedback
<p>Help and Support</p>	<p>Where to go for any help and support and a handout listing organisations they can approach confidentially</p> <p>As School Nurses visit schools at different times and days, teachers need to ensure they cover their schools dates and accessibility rules in this section</p> <p>Teachers need to cover the ‘Your guide to children and young people’s emotional health services</p>
<p>Evaluation</p>	<p>Your reflection and feedback is important!</p> <ul style="list-style-type: none"> • Use ‘What I Learned Today’ evaluation form – students to complete these anonymously and hand them in for teacher to review and assess.