

Year 8 Learning for Life & Work

Term 1 — “I am ...”



Developing Pupils’ Knowledge, Understanding and Skills	Week	Learning Activities	Skills Development	Assessment/ Research	Resources
<p>Young people should have the opportunities, through the contexts opposite to:</p> <ul style="list-style-type: none"> • Develop critical thinking skills in their approach to solving problems and making decisions • Critically evaluate evidence and appreciate different interpretations • Investigate events in their past and their impact on life and work in the present • Investigate factors that influence individual and group identity • Develop interpersonal, conversational, negotiation skills 	1-2	<p><i>...a member of a group</i></p> <p>what do we mean by ‘having the right to do something’? discuss what rights the pupils feel they have as they start Hazelwood</p> <p>what responsibilities go with which rights. Use road traffic signs to explore how drivers are governed by a complex set of rules and regulations</p> <p>Our school rules- what is expected of us what do we expect in return? Look at the expectations which Hazelwood places on each pupil</p> <p>Consequences what is a consequence what happens when they are broken</p> <p>What is in a contract, and how are they created</p> <p>What was God’s contract with Abraham? Look at the specific contract to see what God promised Abraham and Abraham promised God.</p>	<ul style="list-style-type: none"> • Communication/Working with Others • Creative thinking • Communication • Personal Understanding Chronological Awareness • Peer teaching — Managing Information • Working with Others Cause and Consequence • Decision Making — Self-management <p>Research</p>	<p>Form a basic contract with the rest of class.</p> <p>Complete worksheet on Abraham’s contract with God</p>	<p>Copy of school rules</p> <p>worksheets</p>
<p>Learning Outcomes Young people should be able to:</p>	<ul style="list-style-type: none"> • Research and manage information effectively to investigate issues, solve problems and make informed decisions. • Communicate effectively in oral, written, visual, numerical and ICT formats, showing clear awareness of audience and purpose. • Work effectively within teams. • Work independently to manage, evaluate and improve own learning and performance. • Demonstrate creativity, initiative and perseverance in carrying out tasks and developing own ideas. 				

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<p>Young people should have the opportunities, through the contexts opposite to:</p> <ul style="list-style-type: none"> • Develop geographical skills and concepts • Develop geographical enquiry skills collecting, recording, presenting analysing and interpreting information • Develop the skills necessary to undertake historical investigations • Develop critical and creative thinking in their approach solving problems • Critically evaluate evidence and appreciate different interpretations • Investigate factors that influence individual and group identity • Investigate how and why situations and symbols impact on attitude and behaviour • Investigate some of the challenges of living in Northern Ireland • Develop personal skills • Develop presentational and marketing skills 	<p>3-5</p>	<p>..My project on who I am</p> <p>Action planning: Pupils must show evidence of what they intend to do how they intend doing it, identify possible sources of information; primary and secondary evidence explain how they intend to present their research and how they are to evaluate it</p> <p>The project will encompass the following topics</p> <p>What I look like My hobbies and interests My family My birth certificate (check point activity) My timeline Interview of a member of my family My hero (checkpoint activity) The plan of my bedroom The plan of my area My journey to school What primary school was like (check point activity) Why I came to Hazelwood My hopes and dreams Evaluation</p>	<ul style="list-style-type: none"> • Action planning • Data collection • Information analysis • Problem solving • Interview skills • Problem solving • Presentation skills • Evaluation skills • Handling deadlines 	<p>Putting a project together requires pupils to learn a range of skills. Action planning is s important as it will help focus pupil on what is expected of them. Deadlines are important, this is why there are a range of check points built into the project, these key stand alone tasks have each to be completed and presented within a specific time scale.</p>	<p>Worksheets CCEA pack Evaluation grids</p>
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<ul style="list-style-type: none"> • Carry out investigations that explore a range of local national , European and Global contexts • The need for social, economic and environmental development to be sustainable • Investigate events in the past and their impact on life and work in the present through a range of –political, economic, cultural and religious developments • Critically evaluate evidence and appreciate different interpretations • Develop personal skills • Develop presentational and self marketing skills 	8-10	<p><i>... someone who helps others</i></p> <p>Pupils will be exploring the work of different charities local and global and consider the different aspects of each charity in terms of its history and development, who it was created to help and why.</p> <p>Pupils have the opportunity to compare their life to that of the life of a child in the Developing world.</p> <p>Pupils will have the opportunity to find out how the homeless survive on the streets.</p> <p>Class charity project.</p> <p>Each class can select one or two charities that they are willing to support. One can be a local charity and one can be a charity working within the developing world.</p> <p>Through Action Planning the pupils are to consider the following</p> <p>What charities will they support</p> <p>How will they support them?</p> <p>How will they raise money?</p> <p>How will they raise awareness</p> <p>Preparing for the charity fair</p> <p>The real meaning of Christmas – pupils will look through fresh eyes at how Mary and Joseph were forced to become homeless in order to travel to Bethlehem and to consider how charity was shown to them.</p>	<ul style="list-style-type: none"> • Action planning • Team enterprise • Research • marketing • Advertising • Money management • Financial planning • Delegation • Entrepreneurial skills • Thinking of others 	<p>Pupils are working with the class teacher to consider charities as whole. Lessons should reflect the difference between local charities and charities based in the Developing world.</p> <p>The planning process will allow each pupil within the group to make a contribution of either raising awareness or money for the selected charities. At the end of the process pupils will have to have a record of their planning, copies of their advertising and marketing and an evaluation</p>	<p>Worksheets and presentations from a range of charities</p> <p>Other resources ie Global gift packs</p>
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