



GLOBAL CITIZENSHIP

TPS Powerful Knowledge Curriculum



Name: _____

Tutor group: _____

End of topic quiz results: /11

YEAR 9

LIVING IN THE WIDER WORLD- EMPLOYABILITY SKILLS

Being a Global Citizen is not a new idea

For generations, we have strived to be the best people we can be and improve our society. The world and leaders do not always get it right, but if we are ***respectful, open and kind***, we can help make the world a better place and contribute positively to society.

Sir Alan Sugar is someone who has played a positive role in moving the business world forward, by believing in individuals to support their ambitions and careers.

Sir Alan Sugar is an entrepreneur, best known currently for his TV show 'The Apprentice'. He has been a successful businessman for many years, working his way from starting his own small business to his multi-national companies. He is well respected for his commitment and dedication to the business world and developing future entrepreneurs.



Sir Alan Sugar famously said:

“If you take care of your character, your reputation will take care of itself.”

Developing your character through global citizenship lessons and additional activities will ensure that you build the best character traits you can with good employability qualities. Your career and progress will take care of itself with the better opportunities you have.

For more information or to develop your employability skills watch some of 'The Apprentice' interview episodes on BBC iPlayer.

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Global citizenship expectations in lessons

>>> Openness

We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss general situations as examples but will not use names or descriptions which could identify anyone. We will not put anyone 'on the spot'.

>>> Keep the conversation in the room

We feel safe discussing general issues relating to mental health within this space, and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy.

>>> Non-judgmental approach

It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'.

>>> Right to pass

Taking part is important. However, we have the right to pass on answering a question or participating in an activity.

>>> Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

>>> Listen to others

We will listen to the other person's point of view and expect to be listened to.

>>> Using language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.

>>> Asking questions

We know that there are no stupid questions. We do not ask questions to deliberately try to embarrass anyone else. There is a question box for anonymous questions.

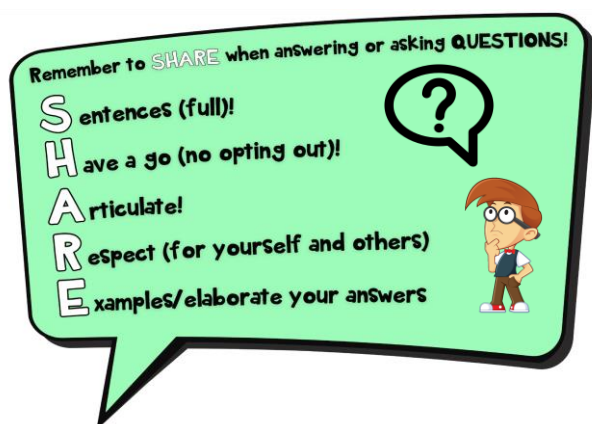
>>> Seeking help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

All of these are key to successful and open lessons!

What your weekly lessons are going to look like:

1. Your teacher will always ensure that they are guiding you through the key knowledge for the lesson through expert explanation; during this time you will develop and apply your annotation and highlighting skills.



2. You will always be given the opportunity to develop your oracy (discussion) skills through tasks to share ideas and speak to your partner and the class. A key mantra for this is: SHARE

3. Reflection time will be given at the end of each topic to allow you the time to think and reflect upon the content and think about how to apply it

on your journey to becoming a better global citizen.



The Big Picture

Global citizenship is the subject that is key to ensuring that you are ready to leave *The Telford Priory School* and enter the adult world with an understanding of everyday skills and knowledge equipping you to face the challenges and changes in your life. These skills are not necessarily taught explicitly in your other subjects and don't need to be tested for a qualification, however, they are key to your general knowledge, strong development into adulthood and life skills. The content is split into 3 core themes as you will see on the previous page. These three themes encompass a variety of topics from sex education to dealing with finances. The expectations above are key to ensuring that these lessons are productive and you feel confident in asking questions in front of your peers. There will be lessons in tutor time, performances from external providers, drop down days and event fayres alongside enhanced learning weeks, all to ensure you gain the knowledge required and develop your skills.

Where this unit fits in the sequence

This unit is planned for teaching early in Year 9 as it provides a framework for you to link your option choices to potential employability skills that you can develop in subjects in readiness for employment.

It is important that you use the time in curriculum subjects to develop employability skills that will enhance your chance of being employed after education, these skills are not specifically necessarily to any specific subject, but to you as a global citizen.

Threshold concepts

We will be studying things which rely on understanding the following things:

- Young people's employment rights and responsibilities;
- Skills for enterprise and employability;
- How to give and act upon constructive feedback;
- How to manage your personal brand online;
- Habits and strategies to support progress;
- How to stay safe online.

Relevant questions, linked to employability and online presence

Core Question:	Answer:
What are your employment rights?	Your employment rights are linked to your wages, break allowance, working hours, health and safety procedures, discrimination issues and basic human rights.
List 3 core skills employers are looking for?	Initiative and enterprise, self-management skills, good communication skills
What are enterprise skills?	There are some of the most highly valued skills in the workplace, they are your qualities and attributes.
Which revision strategies are key to supporting progress?	Clock revision, graphic organisers, flash cards
What does the term 'personal brand' mean?	This is how you promote yourself online, this could be on your social media pages or websites.
Why is it important to have a good 'personal brand'?	This is your online reputation; future employers can see this when they search for you.
How do you stay safe online?	By ensuring your security settings are set to the highest possible standard, only speak to people you know, block any unknown requests, don't post pictures showing your location or any that are inappropriate.
List 3 tips for fighting cybercrime.	If something sounds too good to be true it normally is; if you are feeling pressured to give information over a short time frame it can indicate a scam; be careful with the type of information you are giving someone, are they legitimate?

Key Vocabulary

Word	Definition	Example sentence
Responsibilities	Duties that you are expected to fulfil.	Within job roles you will be given certain responsibilities that you have to complete.
Entitlement	Rights that you are allowed, or you deserve.	It is important that you know your entitlement to a set wage or break in your job.
Rights	Principles or benefits that you are entitled to exercise or claim	It is your right to be able to access the correct equipment to complete a job safely.
Discrimination	Treating different people in different ways.	If you see discrimination in the workplace you need to report it.
Enterprise	An enterprise is a business or company	The NHS is a state-owned enterprise
Communication	The imparting or exchanging of information by speaking, writing, or using some other method.	Having good communication skills is key to ensuring there are

		no gaps in information being passed on.
Problem solving	The process of finding solutions to difficult or complex issues	Being able to use your problem-solving skills in challenging situations can make you stand out to future employers.
Self-management	Management of or by oneself; taking the responsibility for one's own behaviour and well-being	Self-management of your behaviour in school is key to ensuring success.
Feedback	Information about reactions to a person's performance of a task. which is used as a basis for improvement.	Feedback can be incredibly valuable in helping you to develop and grow. For it to be effective, it must be <i>constructive</i> (see below).
Constructive	Having or intended to have a useful or beneficial purpose	<i>Constructive</i> feedback is there to help improve a situation not to dishearten you.
Progress	Development towards an improved or more advanced condition.	Making progress in your subjects isn't just improving your overall grade, it is understanding more content that counts.
Cyber crime	A type of crime that is committed using information technologies such as a computer and a network.	Cybercrime is committed using a variety of different ways through websites, emails and quick links.

Key Takeaways

- **Employment rights and responsibilities**

As a young person, you can *legally* work up to 40 hours a week! This is not advisable though given your studies. When you are employed, you are **protected by law from discrimination** on these grounds: gender/gender reassignment, sexual orientation, marriage/civil partnership, disability, race, colour, ethnic background, nationality, religion and age.

- **Skills for enterprise and employability**

As well as the need for some specific skills, there is a range of **generic skills and characteristics** which all employers appreciate: communication, teamwork, problem solving, self-management, initiative, enterprise, planning/organisation, learning and technology.

- **How to demonstrate strengths**

Before meeting a potential employer, you need to **'sell' yourself** and your skills/characteristics. It is important to **be as specific as possible**, both in terms of your **qualifications and abilities** and **how they relate to the company** you want to work for.

- **How to give and act upon feedback**

The feedback you give (and receive) should focus on both **strengths** and **areas for development**. The feedback should be **as specific as possible** to ensure it is **constructive and useful**. It should be delivered in a **non-judgemental** way. It is important to develop **resilience and perseverance** so that you receive feedback in a positive and effective way.

- **Habits and strategies to support progress**

Excellence is 'not an act but a habit'. Whilst some things come more easily to some people, no-one is instantly excellent at something. **To become great at something, we need to practise. This includes studying and revising.** It is important to **embed good study habits** as early as possible so that when you get to your GCSE exams, it comes more easily. Now is a good time to **experiment with a range of study and revision techniques** (see booklet).

- **How to manage your personal brand online**

Your personal brand is the way you promote or 'sell' yourself in terms of your skills, experience and personality. It is both your personal story AND the way you tell it, to differentiate yourself from those around you. Much of this comes across online. It is important for you to review and understand how you come across online.

- **How to stay safe online**

Understanding **privacy and security settings** online are vital to support your online safety. It is important that you **choose difficult to guess passwords, change them regularly** and, if possible, set up **two stage verification**.

Topic 1: Employment rights and responsibilities

Learning Purpose: to understand young people's employment rights and responsibilities when thinking of entering employment or work experience settings.



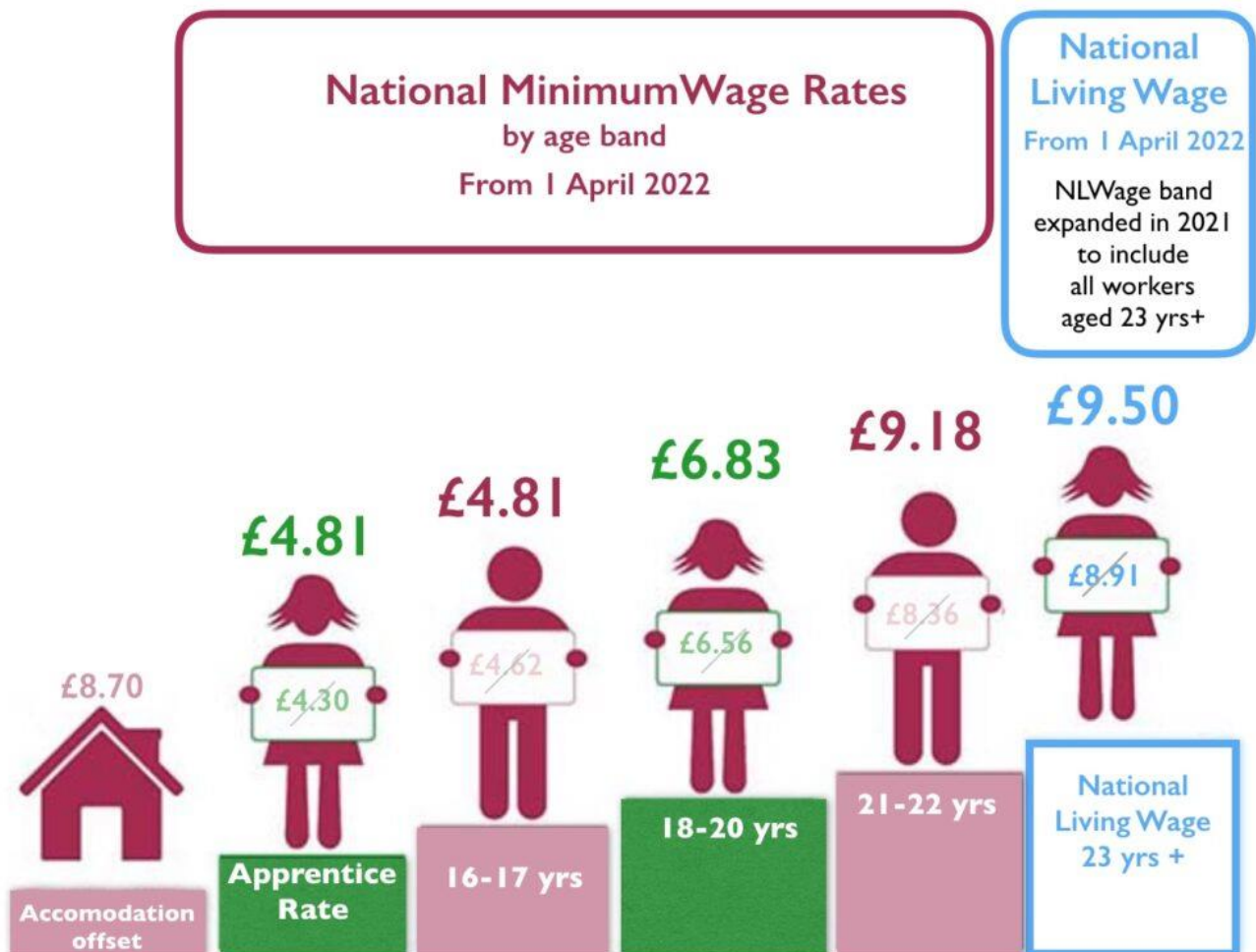
Have you started to think about wanting money or going to get work experience? If so, it is important that you understand your rights and responsibilities as an employee. Even if you are just helping out somewhere to get experience, you are still entitled to certain rights.

Task: Look at the picture above - do you have any understanding of the key topics? Do you have any questions?

It is your responsibility to know and understand your basic rights; these can be found on the government website ([direct gov](https://www.direct.gov.uk)) however your employer should also provide you with a contract that states all the aspects on the above picture. Your employer (boss) must make it clear to you what is expected and they must follow the law set by the government. First, your basic rights regarding pay and working hours.

Your teacher will read the following information to you and discuss it along the way. Make sure you do the following:

- Ask questions if there is something you don't understand.
- Highlight key words and annotate with notes and details you didn't already know.



The rules on working hours

- You do not have to work more than an average of 48 hours each week
- This applies to almost everyone working in the UK
- If you are over 18, you can choose to work longer if you want to – but your employer cannot make you. You must sign a written agreement about this

Working out how many hours you work

Some time you spend on top of your normal work counts as part of your 48 hours, such as:

- training for the job
- travelling time if it is part of the job
- paid overtime

You cannot count in your working hours:

- lunch breaks
- travel to and from work
- unpaid overtime that you choose to do

Young workers

Young people (from school leaving age up to 18) can only work up to eight hours a day, and up to 40 hours a week.

Some jobs are not always covered

There are some jobs where longer hours are allowed under certain circumstances. These include:

- some work in the armed forces, police, fire and ambulance services
- working on seagoing fishing boats, or merchant ships on lakes and inland waters
- servants in private houses

To find out more, call the helpline free on **0800 917 2368**, or visit **www.direct.gov.uk/payandworkrights**

You may think that discrimination isn't an issue for someone your age in a workplace. However, it can be. You need to look out for unlawful discrimination, this is when someone is treated worse than others for a reason that has got nothing to do with the job.

Reasons why you can't be discriminated against include:

Gender or gender reassignment

Sexual orientation

Marriage or civil partnership

Disability

Race

Colour

Ethnic background

Nationality

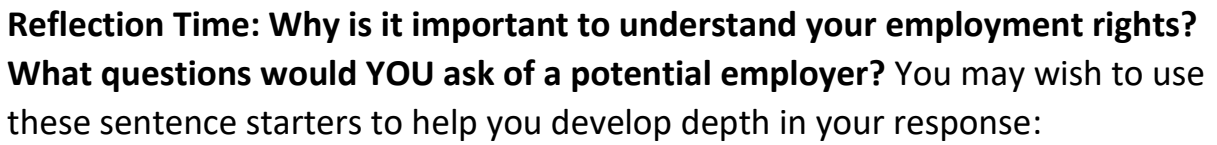
Religion or belief

Age

So just because you are young, doesn't mean that you can't do certain jobs - as long as it is safe to do so!

- Do you think you could work 40 hours alongside being a full-time student?
- Should you be allowed to?
- Do you believe there *should* be a minimum wage? Why?
- Do you have any other questions or observations?

Your teacher will take feedback.



It is important to understand my employment rights so...

[illegible]

Topic 2: Skills for enterprise and employability

Learning purpose: to be able to identify the key employability skills required to be effective in employment and be able to reflect on personal skills.

There are many skills that are required for specific jobs, however, there are key generic skills that employers are looking for in good colleagues. Without these skills, it can be difficult to be as productive as possible when in the workplace.

It is believed that the following are the key generic skills that make effective employees:

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

Task: in pairs, discuss and complete the table on the following page with your thoughts on why these skills are so important in all jobs. Be prepared to share.

Your teacher will take feedback.

Communication	Teamwork	Problem solving	Initiative and enterprise
Planning and organising	Self-management	Learning	Technology

Enterprise skills are some of the most highly valued in the workplace. These are the qualities and attributes demonstrated by a person who is full of energy, ambition and good ideas about how to succeed.

Enterprise skills: the qualities and attributes an enterprising person demonstrates.

Enterprise: a project or undertaking, especially a bold or complex one. A business can also be referred to as an 'enterprise'.

Task: workplace bingo

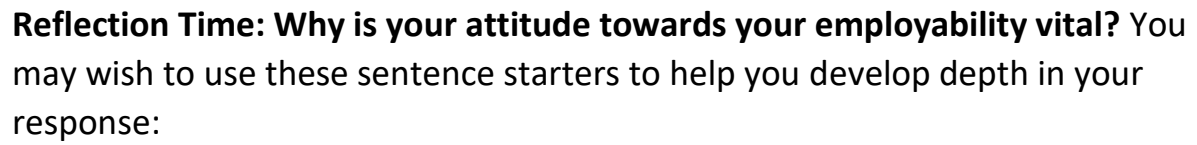
Watch the video clip very carefully- as you go through circle the terms you hear the presenters discussing. First with 5 terms circled wins!

https://www.youtube.com/watch?v=mANeBjv_azA

People management	Concentration skills	Service orientation
Punctuality (showing up on time)	Working well as part of a team	Emotional intelligence
Oral and written communication	Problem solving skills	Smart appearance
Spatial awareness	Tea and coffee making abilities	Excellent memory
Taking / giving direction	Open mindedness	Critical thinking

Using the terms in the two tables above, reflect on their meaning and your own personal skills. Which skills do you feel you already have; which skills do you feel you would like to develop further, and which do you feel you lack at the moment? Don't just complete in your book; be prepared to discuss **in pairs** and then **with the rest of the class**. **Your teacher will take feedback.**

Skills I already have:
1
2
3
Skills I would like to develop:
1
2
3
Skills I lack at the moment:
1
2



My attitude towards my employability is vital but...

[illegible]

Topic 3: How to demonstrate strengths

Learning purpose: to be able to identify employability strengths and understand how to demonstrate these.

Your teacher will read the following information to you and discuss it along the way. Make sure you do the following:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

This may seem obvious, but you need to demonstrate to potential employers or your current employer what your strengths are and why you are an asset to their company. Jobs are difficult to come by, and once out have found the job or career that you enjoy it is important to keep it.

So let's start with...

How do you impress before they have met you?

1. You need to **be specific**. It's not enough to be 'hard working, experienced, and a strong team member.' These are too general and pretty much everyone who applies for a job claims these skills.

Tip: research the areas that they need to improve on and if these are areas that you feel are your strengths, tell them about it.

2. Fill in the gaps. Focus on what you have and what you are good at; the qualifications you have and how they would help their company. Follow or join communities linked to experts in the company's field, show that you champion their ideas.

All of the above needs to be taken into consideration when completing application forms, CVs and letters of interest. You need to stand out from the rest, what makes you different on a piece of paper to others?

Task: in pairs, look at the 2 CVs specific for an administrator's role.

- What are the positives?
- What are the negatives?
-

Please put lines/circle areas you think need a comment and put a brief explanation why. You need to be willing to **discuss your points with a partner and the class**.

Example 1:

Curriculum Vitae

Address: 22 Other Road, Somewhere, TF1 000, United Kingdom

Tel: 07111000011

Email: coolguy@hotmail.co.uk

DoB: 27th January 1985

Nationality: British

Gender: Male

Marital-status: Single

Personal profile:

I am a hard-working individual who enjoys working. I am excellent at meeting deadlines. I have two years experience in business and I would like to contribute to a business with my excellent skills and past work experience.

Education:

1991-1992 Collingham Gardens Nursery
1992-1996 Stamford Primary School
1996-2002 Hall Green Secondary School
2002-2004 A-Levels Sandwell Sixth Form Collage

- English: A*
- Mathematics: C
- Biology: B
- Geography: C
- Business: C

October 2004- June 2007 UCB, Birmingham BSc Psychology

Work:

2011-Present	IT support assistant	ABC Electronics Ltd.
2008-2011	IT Admin	Dana Corporation
2006-2008	IT Assistant	M&M Electric Vehicles Ltd.
2005	Cleaner	Clean Easy Ltd.
2003-2005	Housekeeper	Plaza Hotel
2002	Packer	Packaging Products Ltd.
2000-2001	Cleaner	TB Inc.

Hobbies:

I enjoy skiing, hiking, playing football, bird watching and going to Church on Sundays.

Reference:

Mr Nobody

Tesco

Birmingham, West Midlands, Europe, World, Universe

Tel: 07822220220

Example 2:

HR Administrator CV Example

Name Surname
Address
Mobile No/Email

PERSONAL PROFILE

I am an excellent communicator and enjoy dealing with people in my chosen career. I am patient person who remains calm under pressure. I am enthusiastic in my work and like to ensure that I get my work completed on time and to the correct deadline where necessary.

I am self motivated and able to work well on my own initiative or as part of a team. I enjoy trying to help people overcome their problems and have had some involvement with training new starters to which I enjoy.

I am looking to continue to develop my career in HR and interested in learning any area I can and possibly look to specialize in the future.

EMPLOYMENT HISTORY

Date to Date or To Date – HR Administrator – Where?

In my role as HR Administrator, I provide support to my team in any area of administering HR throughout our department. My responsibilities include:

- Assisting payroll on a monthly basis
- Handing out pay slips and explaining them where needed
- Typing letters
- Dealing with recruitment applications
- Setting up interviews
- Monitoring any absences, holiday, maternity, paternity etc
- Keeping personnel records up to date
- Updating company documents

QUALIFICATIONS

University, College, School – For all include titles/subjects and qualifications.

SKILLS AND ABILITIES

Computer skills – MS Office, Excel??? Any HR qualifications or courses that would be beneficial to the company, time management etc.

Training courses that you have been on yourself.

HOBBIES & INTERESTS

What do you like to do outside of work?

REFERENCES

Available on request.

What tips could you take from either CV to put into yours?

1.
2.
3.

Reflection Time:

- Why is it vital that you are reflective on your attributes in order to demonstrate your strengths?
- What are your key strengths and how will you 'sell' them?
- What are your key areas for development and how will you develop them?

Topic 4: How to give and act upon constructive feedback

Learning purpose: to be able to provide constructive feedback to others and be able to receive/act upon constructive feedback effectively.

Your teacher will explore the following ideas with you and discuss it along the way. Make sure you do the following:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

Feedback, whether verbal or written, is a vital part of the learning and development process. It is important that progress and achievement are recognised, and **constructive** comments are made to help people improve.

Within your lessons, you are often asked to complete DIRT time on your own work and give feedback to others about their work or verbal answers, but **do you know why we ask you to do this?**

Feedback and peer assessment help you to give each other valuable feedback so you can learn from and support each other. It gives you an opportunity to talk and discuss what you have completed and reflect together on how you can improve. As long as your feedback is **non-judgmental** (we don't want to hurt someone's feelings), peer feedback can sometimes be the most useful kind you receive!

There are lots of different ways in which we ask you to give each other feedback in lessons, for example:

Two stars and a wish

You are asked to identify two positive aspects of the work of a peer and then express a wish about what the peer might do next time to improve another aspect of the work. 'I want to give you a star for the start of your story and a star for the way you described the house. I wish that you would tell us more about Billy.'

Plus, minus and what's next?

You are asked to comment on what was done well in relation to the success criteria, and on what could be done better.

Traffic lights

You are asked to green-light (using a green highlighter on the margin of the work) the work of your peer to indicate where the success criteria has been achieved, or amber-light where improvement is needed.

Let's complete a task to get you to think about providing better constructive feedback to others in order to develop your own self-reflection to yourself.

Task 1

"If you take care of your character, then your reputation will take care of itself."

Above is a quote from Sir Alan Sugar, write a sentence that you think demonstrates your understanding of the quote above. It must only be one sentence, no longer than 30 words.

From this sentence above your partner is now going to give you some feedback. They must provide **one good point** on how you have demonstrated your understanding, plus one point on what they think you could do to **improve your sentence further**.

Feedback point 1:

Feedback point 2:

Task: reflection time

Now **in groups** you need to share your sentence and feedback to see if you feel that it is **constructive**. Remember **constructive feedback** should enable you to improve further with confidence.

Being able to give and take feedback helps to build your **resilience and perseverance** (Priority value). **Resilience** is one of the key characteristics that employers are looking for. If you are able to link that with positive feedback you become more desirable for employers.

As a school, we are always looking for **constructive feedback** on ways in which we can improve your education and opportunities. Use this knowledge to help improve and give ideas to your teachers.

Please give one piece of constructive feedback that you could give to a subject teacher or Ms Jordan to help improve your time here at TPS.

For example: The curriculum booklets are helpful, but in health and social care lessons it would be beneficial to be able to write our coursework in them too.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Topic 5: Habits and strategies to support progress

Learning purpose: to understand what habits and strategies support progress in education and employment.

Your teacher will explore the following ideas with you and discuss it along the way. Make sure you do the following:

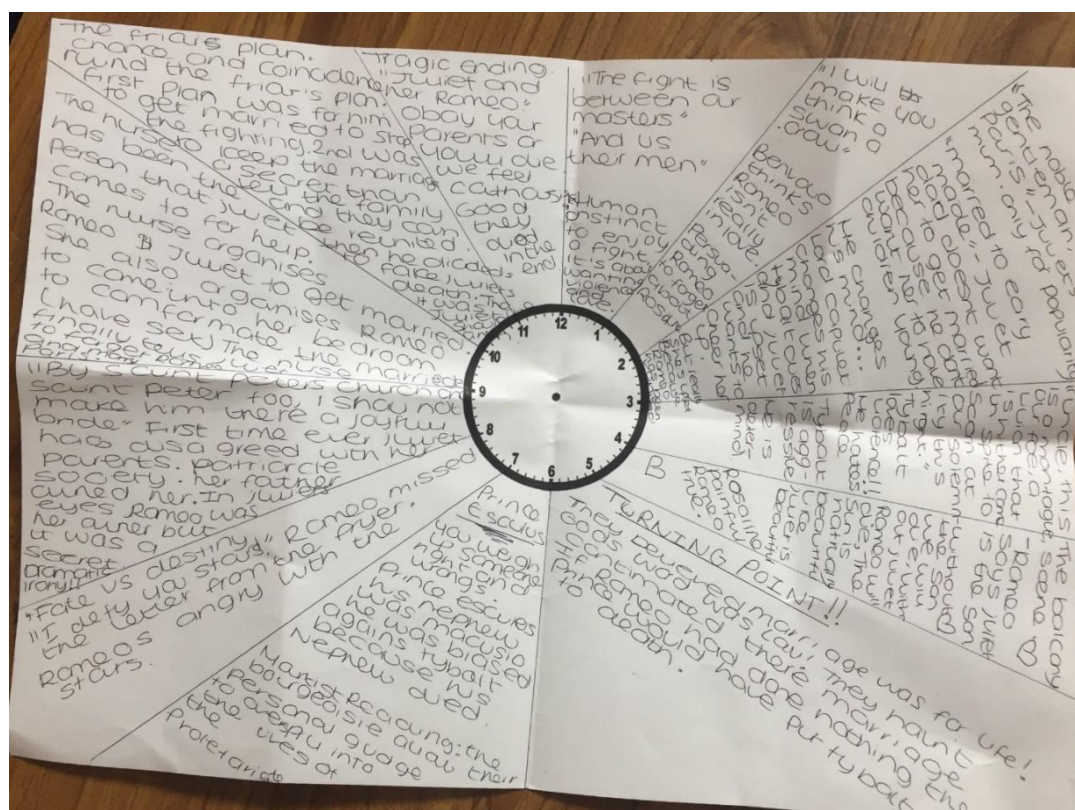
- Ask questions if there is something you don't understand.
- Highlight key words and annotate with notes and details you didn't already know.
-

It is important that you understand positive habits and different strategies to help achieve your academic goals. This could be the progress you make in a topic, term or overall grade. There are lots of ways to do this to ensure that you are adopting positive working habits that will help for the rest of your life.

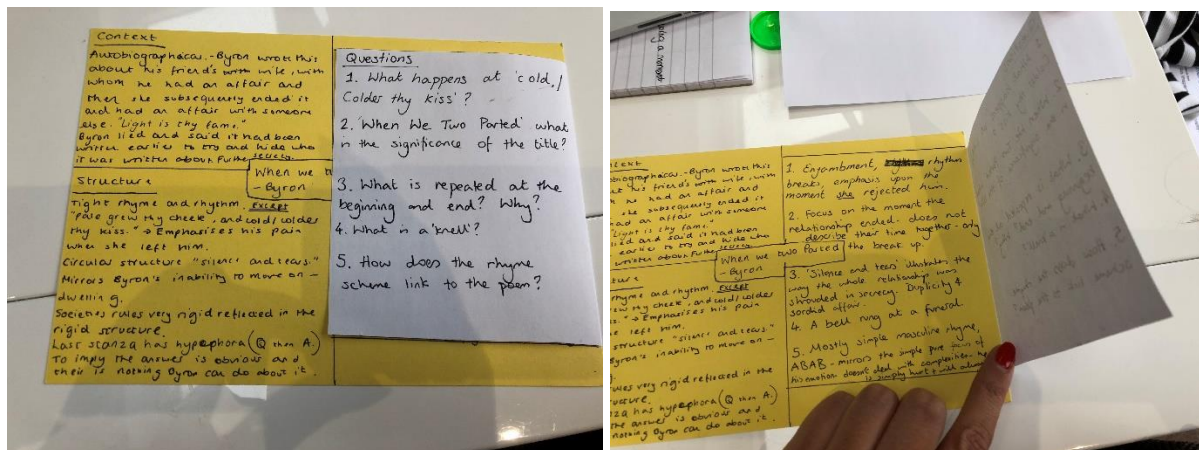
For example, as soon as you start your GCSE subjects it might be worth setting up a folder and producing revision notes on topics as you go through so when you come to revise in year 11 you already have a year's worth of revision notes to get started with. This saves time and helps your brain retain information.

Below are some ways in which you can adopt positive habits to revision to help with your progress.

Clock revision: Spend 5 minutes writing notes on different sections of a topic covering in a unit of work. This can then be used as a revision tool.

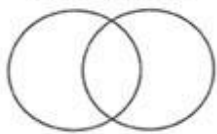


Self-quizzing flash cards: these flash cards are slightly different in that you add a 'flap' which has the questions and the answers on.

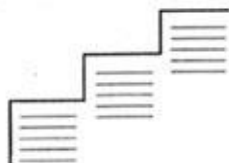


Graphic organisers: use these for topics, whole units or even a poem. You can write key points, ideas and quotes using a variety of different graphic organisers.

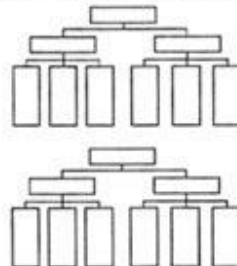
Venn Diagram



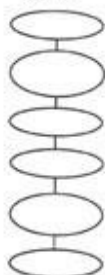
Sequential Thinking Model



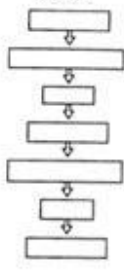
Sequential Thinking Model



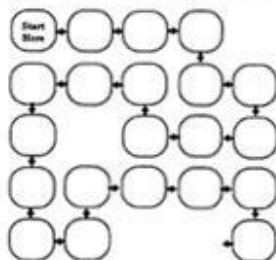
Chain



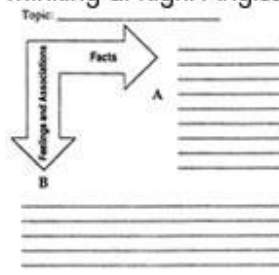
Chain



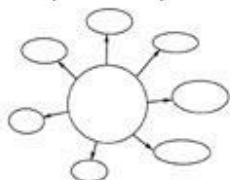
Sequential Thinking Model



Thinking at Right Angles



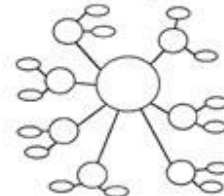
Spider Map



Web



Mind Map



Some of you may have already started revising at home to combat the Forgetting curve! And in your core question work, you are using 'Look, Cover, Write, Check' to practise.

There is a revision style for everyone and everything!

Just because you may not have already started revising or working at home, doesn't mean it's too late. You are in a wonderful position to get ahead of yourself.

Positive habits take time to embed. Even spending an hour a week writing up notes/bullet points on the topics you have covered could be a start to your positive attitude.

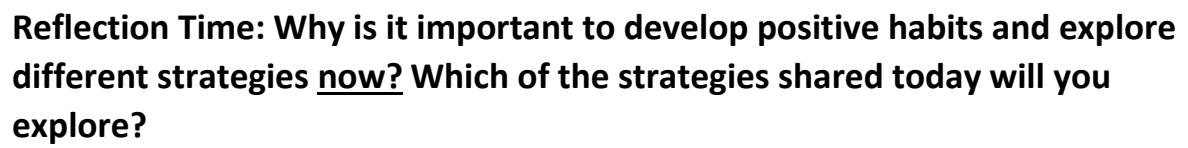
Task: in pairs, discuss the suggested revision/study strategies above and jot down which one/s you think will be the most useful for **YOU**.

Your teacher will take feedback.

Task: on your own, complete the following table. You may wish to discuss this with your partner after you have completed it. Be prepared to share. **Your teacher will take feedback.**

Which subjects do you feel you need to invest more time in now, so you don't become overwhelmed later in your GCSEs?

Subject	Why you need to invest in this subject?	Plan for the next half term (what positive habit are you going to change)
1.		
2.		
3.		

[illegible]

Topic 6: How to manage your personal brand online

Learning purpose: to understand the importance of your 'personal brand' online in relation to employment and future careers.

Your teacher will explore the following ideas with you and discuss it along the way. Make sure you do the following:

- *Ask questions if there is something you don't understand.*
- *Highlight key words and annotate with notes and details you didn't already know.*

You may be asking, what does personal brand even mean?

Your personal 'brand' is **how you promote yourself**. It is the unique combination of skills, experience, and personality that you want the world to see you. It is the telling of your story, and how it reflects your conduct, behaviour, spoken and unspoken words, and attitudes. You use your personal branding to differentiate yourself from other people. This could be your social media pages or work websites. What would someone see if they googled your name?

Task: watch this short video about 'personal brands' and make notes on anything you think is useful to consider: <https://www.youtube.com/watch?v=RewXikTBti4>

Your teacher may lead a discussion on this.

Manage personal brand online

Online reputation: the opinion people have of you based on what you publish, or other people publish about you, online for example photos, videos, comments on social media, blog posts.

These posts can be seen by:

- Family
- Friends
- Neighbours
- Teachers
- College admissions staff
- Potential employers
- Everyone!

Making the most of your personal brand

It is important to realise that future employees will check your social medial profiles; in fact, 93% of employers will check out a potential candidate on social media before deciding to hire or even interview! **Are you giving the right impression?**

1. Check your online presence: google yourself and see what comes up. What can you do to change the impression you are giving about yourself?
2. Increase your profile: are there other ways you can promote yourself? E.g. writing a blog about the field you want to progress into or join blogs or influential people in that field.
3. Take care about what you share: think about what you are sharing on social media; will potential employers or family be impressed with what they see?
4. Associate with the right 'brands': who are you connecting with that reflects the type of person that you are?
5. Evolve: your 'brand' will change over time; make sure you keep revisiting it over time.

Task: in pairs, consider Leo's messages on the following page. Discuss the differences between the 'tick' messages and the 'X' ones. What is right/wrong about them? Make notes below and be prepared to share.

Goodbye message

Welcome to the team

Breakfast buffet

Film review

Lost luggage

Sponsored abseil

Your teacher will take feedback.

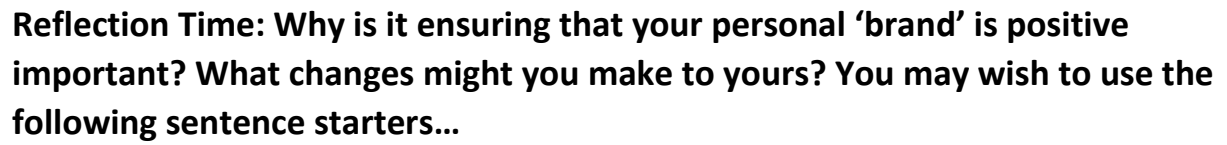
Should Leo send the post?

	✓	✗
Goodbye message	Snapchat Sad to say goodbye to all my workmates and residents at The Care Home. Thanks for my leaving present. It'll always remind me of you!	Snapchat Bye bye Care Home. Anyone got the receipt for my leaving present? Thought I'd dropped enough hints about the shops I like but clearly not!
Welcome to the team	LinkedIn Thanks for the warm welcome. I'm really looking forward to working with you all. See you next week	LinkedIn Thanks for the welcome. It's great to have a new job but even better to be on holiday See you next week, if I come back!
Breakfast buffet	Tweet Photo A lovely buffet, well-presented food etc #breakfastenvy	Tweet Photo One croissant and glass of water #isthatal? #cheapskatehotel
Film review	Tweet Bank Heist 3 is even better than the first 2 but it would have been fun to see the bad guys get away with it this time #amazingfilm	Tweet What a bunch of useless crooks in Bank Heist 3. I know loads of places to stash that sort of cash #cantcatchme
Lost luggage	Instagram Photo of his open suitcase with flipflops, beach towel etc Thanks to Juan at Palma Airline for finding my lost suitcase. Now my holiday can really start!	Instagram Photo of busy beach Any update on my lost luggage? Look what I'm missing out on thanks to your incompetence.
Sponsored abseil	Facebook I might be afraid of heights but this charity does really important work. It's a cause close to my heart so I'm determined to do it! Any amount you can spare will make a big difference	Facebook I'll do the scary abseil and you just put your hand in your pocket. What's not to like? If you sponsor me £50 each I won't need to spend time asking anyone else

Task: Search for yourself on google.

Key points to consider:

- Would you say you had a positive online 'brand'?
- Are you happy with everything you see?
- What would you change to reflect the person you want people to see?
- Examples of quick changes that could change the way people perceive your 'brand'.



Ensuring my personal brand is positive is important BUT...

Ensuring my personal brand is positive is important SO...

[illegible]

Topic 7: How to stay safe online

Learning purpose: to know how to keep accounts and personal identity safe and secure online

We covered digital safety last year (Summer term, Year 8). Using information you learnt then and general information you have picked up beyond that, **in pairs**, discuss and jot down, all the potential risks/dangers there are online. Be prepared to share.

-
-
-
-
-
-
-
-

Your teacher will lead feedback on this.

It is important to look at the ways in which you can prevent issues with online concerns and problems. Having secure passwords is important to keeping you safe from hackers and making sure that other people can't access your accounts.

Task: in pairs, pick the strongest password out of each group below. Be ready to explain your answer to the class or teacher.

Group 1:

- a. iloveapples
- b. Rangers4lyfe
- c. is3gaLESi#2015
- d. KayleeKoala2005

Group 2:

- a. RockyTh@Dog55
- b. iL#mMamD2003
- c. AnnaBanana2016
- d. OakleyMiddleSchool55

Group 3:

- a. KHsTv#294L!
- b. password1234
- c. 2418CedarParkLane
- d. KrystalPrincess4

Group 4:

- a. 1234567810
- b. StanDaMan85
- c. 4louieDog4
- d. WyG@278FyD

Online privacy is the next step to keeping yourself safe; if you understand your privacy settings on all your accounts you will be a lot safer. When you get home make sure you check the following using the tips below.

Top Tips

1. Use privacy settings wherever possible to help protect your online accounts and the content you share on them.
2. Ask a friend to help you check your privacy settings when you first create an account by looking at your profile without adding you and seeing what is visible to the public.
3. Check which parts of your profile aren't protected by privacy settings like your profile picture and username and think carefully about what you share here.
4. Review your privacy settings regularly and explore all the options that are available on the services you use.
5. Even if you have a private account, always think carefully about what you say and do online and how it might reflect on you or make other people feel.
6. If you are concerned about your security online, **TALK TO SOMEONE ABOUT IT!**

Task: watch this short video about internet safety and make notes on anything you think is useful to consider: <https://www.youtube.com/watch?v=yrln8nyVBLU>

Your teacher may lead a discussion on this.

Reflection Time: Why is it important to know about internet security in terms of our personal identity? (You may wish to link back to the work you did on 'personal brands') **What changes will you make to protect yourself?**

Week 8: DIRT/review and topic quiz

Learning purpose: to review and recap all tasks in this module, to ensure that you understand all the content and all tasks are completed.

Please ensure all core questions are answered and you have all tasks completed to the highest possible standard throughout the booklet.

Topic Quiz:

1. List 3 ways you can be discriminated against in the workplace. (3)

-
-
-

2. List 3 key generic skills ('soft skills') that are desirable to employers. (3)

-
-
-

3. Why are 'soft skills' important to most (if not all) employers? (2)

4. List 3 positive attributes of a good CV. (3)

-
-
-

5. Why is it important to reflect upon feedback? (2)

6. Give two examples of revision/study strategies. (2)

-
-

7. What does the term 'personal brand' mean? (2)

8. Explain one way of reducing/preventing cybercrime. (1)

9. Explain what enterprise skills are. (2)

Bringing it all together

Use the session to reflect on your learning in the past half term and link it to the inspirational person/philosopher at the start of the booklet.

Core themes to think of during your reflection

1. How does the perseverance aspect of the booklet link to Sir Alan Sugar?
2. Can you use his key quote “if you take care of your character, your reputation will take care of itself” to reflect on how you are going to be a better Global Citizen?
3. Explain why you think Sir Alan Sugar is a key influencer when trying to better ourselves as Global Citizens?

[illegible]

Additional reading

Habits of Highly Effective People – A Quick Summary

Tanya Pinto

There's no silver bullet to becoming successful, but there are some simple ways you can transform the way you work and become more effective. Stephen Covey has seven habits you can incorporate into your daily life.

Seven habits of effective people and how you can adopt them

Firstly, let's look at why positive habits are crucial to productivity and what goes into building them. According to Stephen Covey, a 'habit' comprises three essential dimensions: knowledge, skills and desire. Covey believes a habit is the intersection of these three aspects, and therefore to introduce and maintain a particular habit in your life, it should be compatible with your knowledge, skills and desire. In simple words, these aspects signify:

Knowledge being the theoretical foundation: To describe this lucidly, the 'knowledge' behind a habit is the awareness about what has to be done, and why it should be done. Being aware of the need, pros and cons of a particular habit lays the foundation for developing it further.

Skill as expertise: Skill is the know-how behind a habit; having the ability and eventually developing the expertise to carry out a certain task as a habit.

Desire forms motivation: Most importantly, both knowledge and skill should amalgamate to create a deep desire to continue with a certain habit.

According to Covey, when knowledge, skill, and desire merge, then the habit that you're trying to adopt is highly likely to stay for longer. It could also possibly become a lifestyle! Now that the structure behind a habit is understood, let us have a look at the 'seven habits' that Stephen Covey is famous for explaining.

The seven habits which can boost your effectiveness

Be proactive: this is the first and possibly the most important step to bringing about a real change in your life. If you want to boost productivity and how effective you are, then stop blaming external factors or depending on them for your success. Take charge of your own life, accept that your life is an outcome of your own decisions, choices, and actions – amidst the circumstances handed to you. Constantly endeavour to evaluate what you can change about the way you work, and do all you can to bring about this change. In short, be ‘self-aware’ and willing to improve yourself.

Be clear with the end goal of your actions: This translates to focus. Be convinced by the final goal that you want to achieve, and how the action you undertake will help you achieve that. Once that is decided, never lose sight of the end goal. Besides providing strong motivation, this will also ensure that you do actually achieve the target you intended to – which will boost your effectiveness.

Prioritize well: When faced with a barrage of work, don’t become a nervous wreck. you have several tasks to complete, organize them into a checklist in an order of descending importance. Assess the different tasks according to how important or urgent they are, and tackle the most pressing ones first. This helps to reduce stress, ward off procrastination, and also ensures that you complete your work in a way that doesn’t leave any stakeholder disgruntled.

Think of the success of all stakeholders: This is a crucial habit which has been sidelined in many organizations today. To explain this better: think of a particular business deal you have to negotiate with a client. Your goal is to maximize the profit of your organization, and striking a highly profitable deal would mean you’ve done your job right. On the other hand, the client wants to get the best value for money and does not want to compromise on quality. What would you do? You should make a balanced decision; consider the situation from the client’s viewpoint as well, and create a business deal which satisfies the client’s needs as well as helps you achieve your goal. The client will appreciate your work and you will have won a long-term source of business.

Communicate more to understand others: Listen as much as you speak. Take your time to understand the experiences, feedback or suggestions that others share with you, before launching into your own opinion. Clear and frequent communication can help you diagnose the problem to be worked on, and will give you a better idea of how others view the same issue. This new perspective could help you devise a much more effective solution – and will ensure you are tackling the actual challenge that your team is facing – and not something that you have mistakenly imagined to be.

Cooperate: A team is more effective than the sum of its individuals – cooperation with others is key to boosting your own effectiveness. No person can achieve professional success all alone. It takes the support of a like-minded team to boost your organization's productivity. Stephen Covey also explains that one should freely information, and believes that success is abundant enough to share with others. He claims this will help you achieve greater heights, while being selfish and secretive with knowledge and expertise will eventually poison even your best efforts.

Regular self-renewal: Avoid complacency and constantly endeavour to learn about the latest developments in your field. Research well about what other organizations in the same domain are doing, and have the humility to learn from competitors or younger employees. Also, learn to de-stress by taking some time off from work, which will help you renew and refresh.