  

E-STEP SCHEME OF WORK

Adapt level to each course as required

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| **Cross Cutting Themes** |
| cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918**Literacy/Num /Dig Lit** | **Global Citizenship** | **Sustainability & health and wellbeing** | **Welsh Dimension** | **Entrepreneurship** **& World of Work** |

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| **Topic or Week** **Number** | **Objectives** | **Learning Activity/Resources** | **Assessment** | **Cross Cutting Themes** |
|  | Induction – refer to tutor guideWelcome to college talksLit/Num/Dig Lit screeningIcebreakers – getting to know youWhere to get help/support, information on safeguarding/Wellbeing OfficersIntroduction to resilience part 1:5 resilience skills: active listening, problem solving, managing emotions, working with others, accessing help | Teacher exposition: issue timetables check for any errorsQ&A DiscussionIce breaker activities – group/pairs – examples are on induction section of MoodleTour of campus/QuizFresher’s fairResilience resources available on Personal Lifestyle and Wellbeing section of Moodle | Responses to Q+ADiscussionAnswers to quiz/tour of campusScreening results | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
|  | Induction ContinuedOutline of behaviour and expectationsCollege policies: understand process of student absence and latenessIntroduction to On-trackOutline of student involvement activities | Teacher exposition outline of student code of conduct – refer to college policies under Induction section on Moodle e.g.* attendance policy
* Student entitlements and code of conduct
* Student disciplinary policy
* Prevention of harassment & Bullying
* Safeguarding Policy etc

Refer to student involvement opportunities on Moodle | Discussion and understanding of policies and proceduresQ+A student involvement opportunities |  |
| 3 | Understanding the importance of target settingDefine Minimum Expected grades and use of AlpsDescribe different learning styles and understand importance of independent learning to success of course | Exposition and PowerPoint on target setting and use of ALPs - Powerpoint on Learning Skills section of MoodleQ+A: students to identify MEGs for each subjectLearning styles/resources on MoodleDiscussion e.g. Honey and Mumford learning style questionnaire | Student responses to Megs and use of AlpsIdentification of subject MegsStudent responses to discussionIdentification of preferred learning style | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 4 | Online safety and how to protect yourself onlineStudents to be aware of how to protect themselves online and via social media e.g. online reputationStudents to understand the importance of passwords and consequences of phishing  | World’s Biggest Coffee Morning 27th Sep 2019 Macmillan Cancer SupportNumerous resources on section on e-step: Digital Responsibility section of Moodle e.g. video on passwords, phishing, online shopping safety, safe social networking, online identity – tutor to choose which resources to showActivities on creating secure passwords, security jargon, copyright free searchesUseful links on Moodle to safer internet centre, childline: online grooming etc. | Quiz on digital responsibilityDiscussionQ&ACreation of secure passwords |  |
| 5 | Students to understand what British values are: Respect; Tolerance, Democracy, Fairness and why they are important.Students to understand what their values areIntroduction to equality and diversity | BLC resources on e-step under Global responsibility section of MoodleTeacher exposition and discussion on British valuesStudent group activity identifying what their value are PowerPoint available on equality and diversity on personal lifestyle and wellbeing section of e-stepEquality and Diversity kahoot quizStudent activity on testing your biases | DiscussionQ&AIdentification of own valuesDiscussionCompletion of quiz and activity |  |
| 6 | Mental Health AwarenessStudents should be able to:* Define what is meant by mental health
* Understand different types of mental health conditions and some symptoms
* How to access help and support/counsellors/referral to GPs
 | World Mental Health Day 10th October 2019Various resources on Personal Lifestyle and Wellbeing section of MoodleDiscussion on what is mental health and identification of mental health conditionsLook for YouTube videos showing case studies of celebrities discussing mental healthQ&A | Discussion and understanding of different types of mental health conditions and spotting the symptomsFeedback from discussionStudent answers in being able to identify where to get help and support |  |
| 7 | Introduction to prevent: what is it what does it meanStudents should be able to:* Define prevent and explain what it promotes
* Define extremism and identify different types
* Understand prevent is a safeguarding issue
 | Teacher exposition: what is prevent, what it aims to doGroup/paired work – definition of different types of extremism – look for you tube videos on ‘Harvesting extremism’ students to listen and make notes and feedbackDiscussion on the impact of extreme right wing groups and impact on British valuesLink to run hide and tell video | DiscussionResponses to group/pair workQ&A |  |
| 8 | Prevent ContinuedStudents should be able to:* Define the terms rights and responsibilities
* Explain how to express views within the law
* Define and understand the term: ‘freedom of speech’
* Explain what happens to individuals who hold extreme view and understand the consequences of actions
 | Class discussion on ‘rights and responsibilities’Question: what happens to individuals who express views which fall outside of the law?Discussion on consequences of extreme views | Feedback from discussionQ&AFeedback from discussion |  |
|  | Half-term | Half-term | Half-term |  |
| 9 | Stress awarenessStudents should be able to:* Define stress
* Outline the symptoms associated with the stress response e.g. increased heart rate, sweating, pupil dilation
* Explain the fight/flight response and how stress can affect the body
* Understand that resilience can be used as a protective measure to manage stress

Resilience part 2:* Understand the components of active listening, body language and meaning, common physical symptoms and psychological causes
* Stress management techniques
 | International Stress Awareness week 4th-8th NovemberPersonal Lifestyle & Well-being: Stress response resources and also resilience resources on MOODLELook for various vide clips on stress response and also stress management techniquesDiscussion on spotting early signs of stressStudents in pairs to identify stress management strategies and feedback to groupDiscussion on where to get help | Q&AFeedback from discussionFeedback from pair activity |  |
| 10 | Anti-bullying weekStudents should be able to:* Define bullying
* Outline different environments/situations where bullying can occur e.g. face to face, online, social media etc
* Understand the need to treat everyone with respect and reiterate zero tolerance policy with regards to bullying – link to student policy for prevention of bullying & Harassment
* Link to Equality & Diversity
* Explain what to do if aware that someone is being bullied
 | Video clip starter – research some YouTube video clips on examples of bullyingClass discussion over what bullying and when/where it can take placeIdentify some case studies of behaviour and in pairs students to decide whether or not this is bullying behaviourExposition and link to student policy for the prevention of harassment and bullying.Question – would students know what to do if they saw someone being bullied? Would they know where to get help? | Discussion, Q&AQ&A |  |
| 11 | Wealth & Poverty: HomelessnessStudents should be able to:* Explain and show awareness of home lessness in Wales
* Identify local areas of deprivation in Wales and outline the statistics if homelessness in Wales
* Discuss the impact of homelessness and hunger on individuals
* Identify what help is available for individuals who are homeless
 | Global ResponsibilityNational Hunger and Homelessness Awareness Week 16th-24th NovThis could be delivered in a number of ways – students could be asked to research homeless ness in Wales, identify areas of deprivation and sources of help and then present and feedback to rest of class. Link to homeless statistics and numeracyThere are also various homelessness videos on YouTube and identify Wales specific videosDiscussionQ&A | Paired work – independent research into homelessness and statisticsPresentation and feedbackFeedback from discussion of videos | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 12 | Revision strategiesStudents should be able to:* Identify different types of revision strategies and outline how to revise effectively
* Identify the revision strategies which work best for them e.g. link with learning style
* Be able to apply different strategies to key tasks
 | Some resources available on Learning Skills section of MoodleClass discussion on different types of revision strategies and how these link to learning stylesPair/group work – identify different types of revision strategies and feedback what strategies each group uses to prepare effectively for examinationsExamples of how to condense notes and prepare effective revision notes | Discussion; Q&AFeedback from group task | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 13 | Revision Strategies continuedStudents should be able to: * Create a revision timetable
* Outline the importance of using past papers and mark schemes when answering exam questions
* Understand the importance of time management within an exam setting
 | Some resources available on Learning Skills section of MoodleTeacher to go through example of revision timetableDiscussion on importance of past papers and mark schemesExample of how to use time effectively within an exam setting | Students to produce revision timetableStudents to access and download past papers and mark schemes for own subjects | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 14 | AS Mock WeekChristmas Activities – link to nativity | Students/Teachers to devise Christmas quiz/activities – could also be done via kahootStudents could be placed into teams to answer and then swap answers to mark. | Q&AKahoot |  |
| 15 | AS Mock weekChristmas Activities and quizzes | Students/Teachers to devise Christmas quiz/activities – could also be done via kahootStudents could be placed into teams to answer and then swap answers to mark. | Q&AKahoot |  |
|  | Christmas Break | Christmas Break | Christmas Break |  |
| 16 | Personal health and well-beingStudents should eb able to:* Define the term ‘healthy eating’
* Outline examples of healthy eating and a healthy diet
* Describe the dangers of fad dieting
* Describe the use of BMI as used by health practitioners in deciding healthy weight
 | Refer to resources on Moodle under the Personal Lifestyle & Well-being sectionIndividual activity – show me boards, students to define the term healthy eating. Teacher to identify key themes on whiteboardQ&A – examples of healthy eating and a healthy dietExposition: Eatwell plate and current guidelines for healthy eatingClass discussion on what is a fad diet and why they can be dangerous and not effectiveExposition – explanation of what BMI is and how this is used to determine healthy weight – link to numeracy | Individual activityFeedback from Q&ADiscussionMake notes of BMI and healthy weight etc | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 17 | Personal Health and well-beingBenefits of physical exercise for health and well-beingStudents should be able to:* Identify different types of physical exercise
* Describe the barriers to participating in physical activity
* Outline the recommended amount of physical activity per week
* Outline how physical exercise can be beneficial for health and well being e.g. reducing stress
 | Personal Lifestyle & Well-being:Physical ExerciseClass discussion, video clips on different types of physical activityGroup/pair work – outline the strengths and also barriers to physical activityGroup work – review how much physical activity students currently participate inQuestion: How much physical activity do you think is recommended for individuals each week?Exposition on current guidelines for physical activity and how this is useful for reducing stress. Discussion on how to fit physical activity into weekly routine | Feedback from class discussionPair/Group workQ&ADiscussion |  |
| 18 | Personal health and well-beingHealthy relationshipsStudents should be able to:* Define the term ‘healthy relationship’
* Outline why forming relationships are important
* Identify the different types of relationships
* Identify common relationship problems and possible solutions
* Explain the consequences of being in an unhealthy relationship
 | Personal Lifestyle & Well-being:Healthy relationshipsQuestion: What is meant by the term ‘healthy relationship’?Exposition – different definitions of what a relationship is and what is meant by a healthy relationshipGroup activity – identify different types of relationships that exist and outline of why relationships are important in lifeDiscussion on common relationship problems Q&A on what does an unhealthy relationship look likeExposition consequences of an unhealthy relationship and where to seek help | Q&AGroup activityDiscussionQ&A |  |
| 19 | Global responsibilityHuman Rights, War and Conflict Students should be able to:* Understand what is the holocaust memorial day
* Define the term genocide
* Research case studies of survivors of the holocaust
* Discuss concept of human rights and consequences of the holocaust
 | Global ResponsibilityHolocaust Memorial Day 27th JanThere are loads of resources available online about the holocaust memorial day and video clips – just insert this into a google search – some resources can be found on links below:<https://www.hmd.org.uk/learn-about-the-holocaust-and-genocides/><https://www.hmd.org.uk/resource/what-is-holocaust-memorial-day/>  | Discussion and debate Independent/group researchQ&A |  |
| 20 | Personal health and well-beingExploring talking therapies and their effectiveness Students should be able to:* Define the term ‘talking therapy’ and outline some examples
* Describe the effectiveness of talking therapies in reducing stress e.g. cognitive behavioural therapy
* Describe mindfulness and explain how mindfulness can be used in reducing stress and promoting health nd well being
* Participate in a mindfulness activity
 | Resources and useful websites on the Personal Lifestyle & Well-being section of MoodleTime to Talk Day 7th Feb 2020 Discussion on what is a talking therapy and what therapies have they heard of?Various video clips on YouTube to illustrate what talking therapies are and their benefitsPair/Group activity – research some statistics on the benefits of talking therapies Discussion on mindfulnessWhole class participation in mindfulness activity – also could illustrate via vide clip on you tube etcSignpost wellbeing officers in college and where to go if need help/support | DiscussionPair/Group activityParticipation in mindfulness activity |  |
| 21 | Employability Skills Part 1Skills and qualities needed for the workplaceStudents should be able to:* Outline the skills needed for the workplace including: including problem solving, communication , team working
* Describe the soft skills needed for employment
* Complete a skills audit of own employability skills
 | Various resources available on Moodle under the ‘Enterprise & Employability’ sectionClassroom review and evaluation questionnaire open 12th Feb-8th MarchDiscussion on employability skillsQ&A what is meant by a ‘Soft skill’ and why these are importantComplete skills audit  | DiscussionQ&ACompletion of employability skills audit |  |
|  | Half-term | Half-term | Half-term |  |
| 22 | Welsh cultureStudents should be able to:* Outline the culture of Wales
* Identify Welsh traditions and key events e.g. Urdd, Rugby, St Davids Day, Welsh Music etc
* Describe the history of St David’s Day
* Outline the importance of the welsh language and also link with welsh language statistics
 | A wealth of resources available on Cymraeg@NPTCG section of Moodle St David’s Day 1st March 2020Discussion on what it mean to be Welsh?Q&A welsh customs, traditions and eventsExposition on history of St Davids day or students to research history and feedback in groupsIdentification of different areas of WalesResearch Welsh language statistics – how many welsh speakers are there?Importance on maintaining Welsh language | DiscussionQ&AGroup researchDiscussion |  |
| 23 | Welsh CultureWelsh LanguageAdvantages of BilingualismContinued aims and objectives from previous week | Cymraeg@NPTCG: St David’s Day 1st March 2020Continuation from previous week e.g. What it means to be Welsh etc |  |  |
| 24 | Apprenticeships and higher apprenticeships Vs UniversityAlternative routes to HEStudents should be able to:* Identify the various progression routes available to them following college e.g. HE, apprenticeships and higher apprenticeships, employment
* Describe the strengths and weaknesses associated with each
* Conduct research into various progression route and identify progression route for themselves
 | Enterprise & Employability section of MoodleNo smoking Day 13th March Various YouTube video clips on apprenticeships and benefits and also benefits of HEClass discussion on various optionsStudents to conduct own research and identify the benefits and drawbacks of eachFeedback to rest of classIndependent research – students to identify progression route for themselves | DiscussionGroup workFeedbackIndependent research |  |
| 25 | Employability Skills part 2Career ready part 2: preparing a CV and preparing for interview:Students should be able to:* Outline sections of a CV
* Produce own CV
* Understand the importance of preparing for an interview (before, during and after)
* Identify common interview questions
 | Various resources available on Enterprise & Employability section of MoodleNutrition and Hydration Week 16th-22nd MarchExposition and example of a typical CVStudents to create own CV and continue outside of tutorialDiscussion on preparation for an interviewVarious vide clips on YouTube of example interviews e.g. could show example of good and bad interviewPair work – identify common interview questions | Produce own CVDiscussionQ&A |  |
| 26 | Global Responsibility: Climate changeStudents should be able to:* Define the term ‘sustainability’
* Participate in a discussion on genetically modified crops
* Outline the strengths and weaknesses of genetically modified crops
* Discuss solutions that help develop biodiversity
 | Resources available on the Global Responsibility section of MoodleClass discussion on what is meant by the term ‘sustainability’This could be delivered in a number of ways e.g. research genetically modified crops, constructing a class debate on strengths and weaknessResearching solutions that help biodiversity | DiscussionGroups researchClass debateIndependent research |  |
| 27 | Global responsibility: Consumption & WasteStudents should be able to:* Compare ethical and non-ethical versions of similar products
* Trace origins of well-known products and their origin
* Evaluate the rise of the use of plastics
 | Global ResponsibilityClass discussion on ethical business and comparison of similar productsResearch origins of certain productsResearch the rise and use of plastics and participate in class discussion | Class discussionResearchQ&A |  |
|  | Easter Break | Easter Break | Easter Break |  |
| 28 | Resilience part 3: Re-cap and ReflectionStudents should be able to:* Reflect on own resilience skills that they have developed
* Reflect on what it means to be a resilient learner
* Describe how resilience can help to manage exams/stressful situations
* Complete a resilience Kahoot quiz
 | Personal Lifestyle & Well-being:Resilience – PowerPoint available on MoodleTutor to access PowerPoint which will take you through – discussion on resilience, Q&A for learners etc | Complete reflection activities on resilienceAnswer questions on what it means to be a resilient learnerComplete resilience quiz |  |
| 29 | Revision strategies continuedAS Teaching ends 1st May 2020Students should be able to:* Revisit and identify different types of revision strategies
* Identify the revision strategies which work best for them e.g. link with learning style
* Produce revision timetable
* Utilise past papers and mark schemes effectively top enhance revision
 | Learning Skills: Class discussion on different types of revision strategies and how these link to learning stylesPair/group work – identify different types of revision strategies and feedback what strategies each group uses to prepare effectively for examinationsExamples of how to condense notes and prepare effective revision notesGo through an example of effective revision timetable | Identification of revision strategies that are effectiveStudents to produce revision timetableStudents to access and download past papers and mark schemes for own subjects |  |
| 30 | AS Exams commence 5th May | AS Examination period | AS Examination period |  |
| 31 | AS Examination period | AS Examination period | AS Examination period |  |
| 32 | AS Examination period | AS Examination period | AS Examination period |  |
|  | Half-term | Half-term | Half-term |  |