  

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 guide  Welcome to college talks  Lit/Num/Dig Lit screening  Icebreakers – getting to know you  Where to get help/support, information on safeguarding/Wellbeing Officers  Introduction 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 errors  Q&A Discussion  Ice breaker activities – group/pairs – examples are on induction section of Moodle  Tour of campus/Quiz  Fresher’s fair  Resilience resources available on Personal Lifestyle and Wellbeing section of Moodle | Responses to Q+A  Discussion  Answers to quiz/tour of campus  Screening results | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
|  | Induction Continued  Outline of behaviour and expectations  College policies: understand process of student absence and lateness  Introduction to On-track  Outline 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 procedures  Q+A student involvement opportunities |  |
| 3 | Understanding the importance of target setting  Define Minimum Expected grades and use of Alps  Describe 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 Moodle  Q+A: students to identify MEGs for each subject  Learning styles/resources on Moodle  Discussion e.g. Honey and Mumford learning style questionnaire | Student responses to Megs and use of Alps  Identification of subject Megs  Student responses to discussion  Identification of preferred learning style | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 4 | Online safety and how to protect yourself online  Students to be aware of how to protect themselves online and via social media e.g. online reputation  Students to understand the importance of passwords and consequences of phishing | World’s Biggest Coffee Morning 27th Sep 2019 Macmillan Cancer Support  Numerous 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 show  Activities on creating secure passwords, security jargon, copyright free searches  Useful links on Moodle to safer internet centre, childline: online grooming etc. | Quiz on digital responsibility  Discussion  Q&A  Creation 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 are  Introduction to equality and diversity | BLC resources on e-step under Global responsibility section of Moodle  Teacher exposition and discussion on British values  Student group activity identifying what their value are  PowerPoint available on equality and diversity on personal lifestyle and wellbeing section of e-step  Equality and Diversity kahoot quiz  Student activity on testing your biases | Discussion  Q&A  Identification of own values  Discussion  Completion of quiz and activity |  |
| 6 | Mental Health Awareness  Students 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 2019  Various resources on Personal Lifestyle and Wellbeing section of Moodle  Discussion on what is mental health and identification of mental health conditions  Look for YouTube videos showing case studies of celebrities discussing mental health  Q&A | Discussion and understanding of different types of mental health conditions and spotting the symptoms  Feedback from discussion  Student answers in being able to identify where to get help and support |  |
| 7 | Introduction to prevent: what is it what does it mean  Students 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 do  Group/paired work – definition of different types of extremism – look for you tube videos on ‘Harvesting extremism’ students to listen and make notes and feedback  Discussion on the impact of extreme right wing groups and impact on British values  Link to run hide and tell video | Discussion  Responses to group/pair work  Q&A |  |
| 8 | Prevent Continued  Students 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 discussion  Q&A  Feedback from discussion |  |
|  | Half-term | Half-term | Half-term |  |
| 9 | Stress awareness  Students 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 November  Personal Lifestyle & Well-being: Stress response resources and also resilience resources on MOODLE  Look for various vide clips on stress response and also stress management techniques  Discussion on spotting early signs of stress  Students in pairs to identify stress management strategies and feedback to group  Discussion on where to get help | Q&A  Feedback from discussion  Feedback from pair activity |  |
| 10 | Anti-bullying week  Students 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 bullying  Class discussion over what bullying and when/where it can take place  Identify some case studies of behaviour and in pairs students to decide whether or not this is bullying behaviour  Exposition 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&A  Q&A |  |
| 11 | Wealth & Poverty: Homelessness  Students 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 Responsibility  National Hunger and Homelessness Awareness Week 16th-24th Nov  This 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 numeracy  There are also various homelessness videos on YouTube and identify Wales specific videos  Discussion  Q&A | Paired work – independent research into homelessness and statistics  Presentation and feedback  Feedback from discussion of videos | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 12 | Revision strategies  Students 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 Moodle  Class discussion on different types of revision strategies and how these link to learning styles  Pair/group work – identify different types of revision strategies and feedback what strategies each group uses to prepare effectively for examinations  Examples of how to condense notes and prepare effective revision notes | Discussion; Q&A  Feedback from group task | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 13 | Revision Strategies continued  Students 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 Moodle  Teacher to go through example of revision timetable  Discussion on importance of past papers and mark schemes  Example of how to use time effectively within an exam setting | Students to produce revision timetable  Students to access and download past papers and mark schemes for own subjects | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 14 | AS Mock Week  Christmas Activities – link to nativity | Students/Teachers to devise Christmas quiz/activities – could also be done via kahoot  Students could be placed into teams to answer and then swap answers to mark. | Q&A  Kahoot |  |
| 15 | AS Mock week  Christmas Activities and quizzes | Students/Teachers to devise Christmas quiz/activities – could also be done via kahoot  Students could be placed into teams to answer and then swap answers to mark. | Q&A  Kahoot |  |
|  | Christmas Break | Christmas Break | Christmas Break |  |
| 16 | Personal health and well-being  Students 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 section  Individual activity – show me boards, students to define the term healthy eating. Teacher to identify key themes on whiteboard  Q&A – examples of healthy eating and a healthy diet  Exposition: Eatwell plate and current guidelines for healthy eating  Class discussion on what is a fad diet and why they can be dangerous and not effective  Exposition – explanation of what BMI is and how this is used to determine healthy weight – link to numeracy | Individual activity  Feedback from Q&A  Discussion  Make notes of BMI and healthy weight etc | cid:c82f4a11-cc4c-4ab0-b9ab-5745b9a96918 |
| 17 | Personal Health and well-being  Benefits of physical exercise for health and well-being  Students 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 Exercise  Class discussion, video clips on different types of physical activity  Group/pair work – outline the strengths and also barriers to physical activity  Group work – review how much physical activity students currently participate in  Question: 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 discussion  Pair/Group work  Q&A  Discussion |  |
| 18 | Personal health and well-being  Healthy relationships  Students 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 relationships  Question: What is meant by the term ‘healthy relationship’?  Exposition – different definitions of what a relationship is and what is meant by a healthy relationship  Group activity – identify different types of relationships that exist and outline of why relationships are important in life  Discussion on common relationship problems  Q&A on what does an unhealthy relationship look like  Exposition consequences of an unhealthy relationship and where to seek help | Q&A  Group activity  Discussion  Q&A |  |
| 19 | Global responsibility  Human 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 Responsibility  Holocaust Memorial Day 27th Jan  There 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 research  Q&A |  |
| 20 | Personal health and well-being  Exploring 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 Moodle  Time 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 benefits  Pair/Group activity – research some statistics on the benefits of talking therapies  Discussion on mindfulness  Whole class participation in mindfulness activity – also could illustrate via vide clip on you tube etc  Signpost wellbeing officers in college and where to go if need help/support | Discussion  Pair/Group activity  Participation in mindfulness activity |  |
| 21 | Employability Skills Part 1  Skills and qualities needed for the workplace  Students 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’ section  Classroom review and evaluation questionnaire open 12th Feb-8th March  Discussion on employability skills  Q&A what is meant by a ‘Soft skill’ and why these are important  Complete skills audit | Discussion  Q&A  Completion of employability skills audit |  |
|  | Half-term | Half-term | Half-term |  |
| 22 | Welsh culture  Students 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 2020  Discussion on what it mean to be Welsh?  Q&A welsh customs, traditions and events  Exposition on history of St Davids day or students to research history and feedback in groups  Identification of different areas of Wales  Research Welsh language statistics – how many welsh speakers are there?  Importance on maintaining Welsh language | Discussion  Q&A  Group research  Discussion |  |
| 23 | Welsh Culture  Welsh Language  Advantages of Bilingualism  Continued aims and objectives from previous week | Cymraeg@NPTCG:  St David’s Day 1st March 2020  Continuation from previous week e.g. What it means to be Welsh etc |  |  |
| 24 | Apprenticeships and higher apprenticeships Vs University  Alternative routes to HE  Students 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 Moodle  No smoking Day 13th March  Various YouTube video clips on apprenticeships and benefits and also benefits of HE  Class discussion on various options  Students to conduct own research and identify the benefits and drawbacks of each  Feedback to rest of class  Independent research – students to identify progression route for themselves | Discussion  Group work  Feedback  Independent research |  |
| 25 | Employability Skills part 2  Career 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 Moodle  Nutrition and Hydration Week 16th-22nd March  Exposition and example of a typical CV  Students to create own CV and continue outside of tutorial  Discussion on preparation for an interview  Various vide clips on YouTube of example interviews e.g. could show example of good and bad interview  Pair work – identify common interview questions | Produce own CV  Discussion  Q&A |  |
| 26 | Global Responsibility: Climate change  Students 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 Moodle  Class 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 weakness  Researching solutions that help biodiversity | Discussion  Groups research  Class debate  Independent research |  |
| 27 | Global responsibility: Consumption & Waste  Students 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 Responsibility  Class discussion on ethical business and comparison of similar products  Research origins of certain products  Research the rise and use of plastics and participate in class discussion | Class discussion  Research  Q&A |  |
|  | Easter Break | Easter Break | Easter Break |  |
| 28 | Resilience part 3: Re-cap and Reflection  Students 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 Moodle  Tutor to access PowerPoint which will take you through – discussion on resilience, Q&A for learners etc | Complete reflection activities on resilience  Answer questions on what it means to be a resilient learner  Complete resilience quiz |  |
| 29 | Revision strategies continued  AS Teaching ends 1st May 2020  Students 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 styles  Pair/group work – identify different types of revision strategies and feedback what strategies each group uses to prepare effectively for examinations  Examples of how to condense notes and prepare effective revision notes  Go through an example of effective revision timetable | Identification of revision strategies that are effective  Students to produce revision timetable  Students 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 |  |