

# Lesson Plan

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<b>Programme of Study:</b> YSBR	<b>Year Group:</b> 7-10	<b>Date:</b>
<b>Knowledge, Skills and Understanding:</b> How money is obtained, understanding how to achieve different jobs/careers, understanding barriers to success i.e. mindset	<b>Grouping:</b> 7-26	<b>Duration:</b> 1 hr
	<b>Activity:</b> Your Future – Money Lesson Plan	

## Learning Intentions:

To be able to identify different routes to desired professions, grasp a basic understanding of financial independence i.e. earning a wage, realise barriers to success. Certification of participation & awareness for each pupil

## Progression of Learning and Teaching: Key Teaching Points

### Introduction:

- Introduce the concept of job vs career (difference between)
- Show vision board example – explain use in terms of jobs/career/life/dreams/goals
- Allow students to talk about their hopes for the future, encourage the development of ideas

### Activities and Experiences:

- Introduce the subject of money, discuss how money is obtained i.e. employment, investing
- Discuss varying differences of geographical wages, allowing students to discuss average wage, minimum wage etc...
- Discuss the differences between salary, zero contract hours etc...
- Discuss positions the students see themselves doing in their future and encourage discussion on routes to achieving
- Include fixed and growth mind-set into session, show videos, provide self-questionnaire sheets to help the student gauge which they are and the importance of it

## Points to Remember: Key Learning & Teaching Strategies

### Resources:

Mindset quiz, mindset homework, relevant internet searches and YouTube, magazines, paper, scissors, glue, pens and pencils

### Key Vocabulary:

Money, career, job, progression

### Key Questions:

What are your aspirations? How can you achieve them? What are the barriers to success? What mindset do you have?

### Differentiation:

Group discussion, video footage, work-sheets /writing /colouring / reading / cutting and sticking (creating vision boards)

### Assessment Methods:

Student led journal entry

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## Conclusion/Plenary:

At the end of the session students should be given a personal folder to which they will use as their journal and be explicitly for them to put their YSBR paperwork into, which can then to be checked by the teacher. The end of the session should be used to allow the students to re-cap the session using some form of written quiz if appropriate to the session, allowing time for creativity should however be prioritised, as long as it directly relates to the topic i.e. Creating a vision board poster - Time management is key to ensuring there is enough time at the end of each session to re-cap and engage in creative learning, which crucially informs future learning

## Evaluation/Next Steps:

## Cross Curricular Links:

Group discussion / Debate, Literacy, Art, KS4 Citizenship: how the UK fits with the rest of the world; KS3&4 Geography: awareness of sustainable development and impact of human society on environments; KS3&4 Maths: explore mathematical situations, obtaining relevant information and using ICT where appropriate for solutions and justification, The Five Pillars of: High Expectations, Choice & Commitment, Power to Lead, Inquisitiveness, Independence, Perseverance, Financial Independence

## Success Criteria:

Students should be able to explain why vision boards are used and their benefit, have a basic understanding of the differences between regional wages, different methods of obtaining money, routes to career and be able to give a definition of the differences between a growth and fixed mindset

## Extra Notes: