



# Aston Fields Middle School

Striving for Excellence - Learning for Life



**Year 8 Learning for Life Rotation – our Year 8 pupils complete units on Careers, Engineering, Politics and Government, First Aid & Healthy Lifestyles as well as developing pupils character through Character Education. Each unit last approximately 7 weeks. Below are outlines for each unit.**

## Careers

Lesson title / Objective	Overview
Why do we need a careers lesson in Y8? How can what I'm interested in lead to a career in the future?	Discussion point around why career planning is important. Pupils complete a career quiz to identify the sector or work they would be best suited for based on their interests at this stage.
What careers are there? How can I know if a job is suitable for me?	Pupils will get first hand advice and information from watching video interviews of people in a selection of career paths. They are to answer questions and compare the different job sectors.
What is a learning pathway? How can I make decisions on my future career?	Pupils investigate what careers celebrities had in the past and the qualifications they received. The class then discuss the different learning pathways to a career they are interested in, including apprenticeships, vocational and technical qualifications, university and college.
How to select the right job. What skills and qualities do I have?	Pupils complete a worksheet and guess the different job roles based on the description. They are to create a poster of qualities and skills they currently have.
Why is it important to know about money? How can I make sure my chosen career will be suitable financially for me?	Pupils are to investigate different costs of a normal UK household. They are to collect this information from the internet and factor in Tax other costs at the end.
What is a job interview? Why are these necessary? How can you ensure a successful job interview	Pupils will spend the lesson researching and preparing for a mock job interview. They are to research a career they are interested in ready for a mock interview the following week.

How can you be confident at a job interview? Mock interviews	Pupils will take it in turns to interview each other. They will be observed and scored on their performance.
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## Government, Politics & Law

Week	Objective	Key aspects of lesson
1	To understand Britain's democratic system	<ul style="list-style-type: none"> <li>• Definition of democracy</li> <li>• Elections</li> <li>• Parliament</li> <li>• Referendums</li> <li>• Compare with other countries' political systems.</li> </ul>
2	To compare British political parties	<ul style="list-style-type: none"> <li>• Policies of different political parties and how they can change depending on issues at a certain time.</li> </ul>
3	To create a new political party	<ul style="list-style-type: none"> <li>• Pupils work in pairs/groups to create a new party. They need to think of: <ul style="list-style-type: none"> <li>• A name</li> <li>• 5 key policies</li> <li>• Create a logo</li> </ul> </li> <li>• Pupils present ideas to the group.</li> </ul>
4	To research a political issue in the news	<ul style="list-style-type: none"> <li>• Chromebooks needed. Pupils use BBC News to research a political issue. Presentations to be made and delivered.</li> </ul>
5	To understand the importance of protests	<ul style="list-style-type: none"> <li>• Discuss protests that pupils know of.</li> <li>• Discuss why protests are important in Politics.</li> <li>• Discuss why some governments around the world suppress protests.</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupils use information to find out about a different protest past and present. They should find out about the issue, methods used and whether it was successful.</li> </ul>
6	To know what our human rights include	<ul style="list-style-type: none"> <li>• Video about our Universal declaration of Human Rights.</li> <li>• Pupils presented with a list of Human Rights. Discuss which they think are the most important.</li> <li>• Pupils create their own Human Rights poster with 5-10 rights they believe are important.</li> </ul>
7	To understand the role played by courts of law	<ul style="list-style-type: none"> <li>• Give an overview of different courts including Magistrates, Crown, Court of Appeal, Youth Courts, County courts, Supreme court.</li> <li>• Pupils given information about a fictional case. They decide which court it would be dealt in and why. Discuss as a class.</li> </ul>
8	To examine the powers police possess	<ul style="list-style-type: none"> <li>• Look at police powers in particular with stop and search and why this is so controversial.</li> <li>• Discuss with pupils about police abusing powers. Consider well known examples.</li> <li>• Discuss with pupils why this makes the news when it happens. Important for pupils to remember most police officers are professional and protect the communities they serve.</li> </ul>
9	To consider the best response to youth offending	<ul style="list-style-type: none"> <li>• Remind pupils of youth courts and what they do.</li> <li>• Discuss age of criminality with a case study.</li> <li>• Compare British response to youth offending in the UK to other countries - BBC video about how youth offending is tackled in Spain.</li> <li>• Pupils decide on what the best way to tackle youth offending is.</li> <li>• Examine a fictional case study and consider all those affected.</li> </ul>
10	To stage a mock trial	<ul style="list-style-type: none"> <li>• Use last year's Magistrates competition case to examine the role of the prosecution and defence.</li> <li>• Act out the different roles with a script.</li> </ul>

## Engineering – STEM

Introduction to Engineering & Careers in STEM	<ul style="list-style-type: none"><li>• What is engineering?</li><li>• What do engineers do?</li><li>• Engineering through the eyes of NASA.</li><li>• Test your own skills</li></ul>
Practical Activity	<ul style="list-style-type: none"><li>• The squashed tomato Challenge</li></ul>
Practical Activity	<ul style="list-style-type: none"><li>• Engineering &amp; Design</li><li>• Building the future begins with play</li></ul>
Practical Activity	<ul style="list-style-type: none"><li>• Wind Turbines</li><li>• Practical STEM activity from the University of Worcester</li></ul>
Practical Activity	<ul style="list-style-type: none"><li>• Bridge Building</li><li>• Practical STEM activity linked to civil engineering</li></ul>
Practical Activity	<ul style="list-style-type: none"><li>• Floating Garden Challenge</li><li>• Looking for solutions to the problems caused by climate change</li></ul>
Careers in Engineering	<ul style="list-style-type: none"><li>• From jeans to genes, the possibilities are endless</li><li>• Technical and vocational qualifications</li></ul>

## First Aid & Healthy Lifestyles

Introduction to first aid	<ul style="list-style-type: none"><li>• What is first aid and what it is not?</li><li>• Why should we learn first aid?</li><li>• What would you do?</li><li>• Calling for help?</li></ul>
Minor accidents	<ul style="list-style-type: none"><li>• First aid for cuts, bruises and other minor accidents</li></ul>
Major incidents	<ul style="list-style-type: none"><li>• The recovery position</li><li>• Calling for help</li><li>• Resuscitation</li></ul>
Keeping ourselves healthy	<ul style="list-style-type: none"><li>• The importance of physical and mental wellbeing</li><li>• The choices we make</li></ul>
The importance of sleep	<ul style="list-style-type: none"><li>• Why we sleep?</li><li>• How much sleep should we get?</li><li>• Sleep experiment</li></ul>
Food & Drink	<ul style="list-style-type: none"><li>• Sugar, salt, water and other key issues to maintaining a healthy lifestyle</li></ul>
Exercise	<ul style="list-style-type: none"><li>• The benefits of an active lifestyle</li><li>• Enjoyment</li><li>• Mental health and wellbeing</li></ul>

## Character Education

<p>Talents, skills and virtues. What are the differences between these and how can they be recognised and developed?</p>	<p>Pupils participate in a range of team-building games to highlight various skills and to celebrate current strengths. They look to the impact that virtues have within personal development.</p>
<p>The 'Good Life'. What makes for a life well-lived and can you have too much of a good thing?</p>	<p>Pupils discuss their own personal thoughts and desires for life and compare this to surveys and quotes from older members of our community who have reflected upon their journey and decisions. Role-play activities explore this further.</p>
<p>Signs of 'Flourishing'. What did Aristotle say were the signs and how would they impact upon life choices/behaviour?</p>	<p>Pupils look at the eight signs of a 'flourishing' life, according to Aristotle. Through group work and collaborative art activities, they look at how these signs would be put into practice in the world.</p>
<p>Into adulthood. What is on our 'wheel of life' and will the wheel to continue to turn in the same way?</p>	<p>Pupils look at a series of things which may prove 'important' or 'significant' in their life and use pie charts to reflect upon their level of importance. They also look to virtues and values and complete this task. This is repeated and differences discussed as they consider adulthood.</p>
<p>Circumstances and living. How much of our life is circumstance and how much is 'living'? What can we learn from the example of others?</p>	<p>Pupils look at a range of scenarios and debate the extent to which we are all 'victims of circumstance'. They discuss, question and challenge our ability to create our own path in life.</p>
<p>The emotions. How can we recognise emotions in ourselves and others? How do various situations impact upon emotions and can we control/manage these?</p>	<p>Pupils look to a range of visual stimuli and the emotional response which are triggered. They test their skills at 'recognising emotions'. They look at examples of individuals who have managed emotions to achieve specific outcomes and the impact this has had on their life.</p>
<p>Using emotions to help us decide. Looking at red and blue decisions- what different outcomes are generated?</p>	<p>Pupils look at red and blue emotional responses and the difference to outcomes in a given scenario, depending on the chosen colour focus. Pupils create group cartoons and role-play the different outcomes.</p>
<p>Using emotions to change the world.</p>	<p>Pupils link Character Virtues to emotions and how emotional responses can be used 'for good'. Each virtue is considered</p>

What is the link between emotion and thought? How does this lead to 'action'?	and pupils look to the 'superhero' version of that attribute. What sort of hero can they relate to the most?
Social Change How have people made a difference to the world and how can we?	Pupils look at modern examples of people who have demonstrated character virtues for good and the impact this has had on society. How could we use what we have learnt for this? What should an 'AFMS superhero' be doing?
Evaluation. What have we learnt through this process? What sort of 'character' are we and what sort of character do we want/need to be?	Reflect and discuss- creating a new 'Character Education at AFMS' display.