

PSCHE/Life Skills ASD & Experiential Rubric Autumn 2 2020

Mini Enterprise **Article 6, 24 & 28**

C.Flanagan (2020)

In this unit pupils will develop their skills and knowledge of basic life skills and preparation for employment. Pupils will learn how to work as part of a team to choose, design, make and sell an item for the Christmas fair/brochure.

Pupils will understand that items cost money, and in order to receive something an exchange should take place.

RRS Articles: This unit of work is linked to **Article 28** of the UN Convention on the Rights of the Child. The pupils need to be taught about their right and the right of all children to an education and to have healthy lifestyle during this unit.

See the link for a summary of the Rights Of the Child

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_summary-1.pdf?_ga=2.257847304.2018

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

	<u>B2P Step 1 - 3ii</u>	<u>B2P Step 4-6</u>	<u>B2P Step 7 - 8</u>	<u>B2NC Step 1 & 2</u>
Key learning: Understanding healthy portions and nutrition				
<u>Subject specific knowledge</u>	<p>Pupils will understand that in order to receive an item, something has to be exchanged.</p> <p>Pupil will be able to sort images of shops e.g. food shops, toy shops, hardware etc.</p> <p>Pupils will work alongside at least one other pupil with Adult support.</p>	<p>Know that people buy things</p> <p>Know different places that people can buy things</p> <p>Will be able to work alongside at number of others when an adult is present</p> <p>Will identify the team leader within their group</p>	<p>Knows that some shops sell specific things.</p> <p>Knows why certain shops sell certain items</p> <p>Can make changes to a plan based on research undertaken.</p> <p>Is able to evaluate their design and give some ways they can improve it.</p> <p>Pupils explore familiar products say who might buy it and why and communicate views about them when prompted</p>	<p>Know why certain shops sell things</p> <p>To understand that shops provide a service for the public</p> <p>Know that they need to make a profit</p> <p>Will select appropriate ingredients or equipment and processes, explaining their choices when prompted</p> <p>Participate in decision making</p> <p>Explore familiar products and communicate views about them when prompted.</p> <p>Will generate design proposals that match the criteria</p>
<u>Subject specific skills</u>	<p>Will tolerate an adult supporting them to explore new materials.</p> <p>Will visually explore new items/materials.</p> <p>Will observe others constructing an item.</p> <p>Will answer simple yes or no questions.</p>	<p>Uses scissors to cut out a simple template.</p> <p>Collect specific equipment required.</p> <p>With hand over hand support with explore a range of materials and textures.</p> <p>With adult support will follow verbal, gestural and pictorial instructions to assist in the construction process of an item.</p> <p>Pupils will point to or look at a symbol to state if they have liked or disliked an activity</p>	<p>Draw own pattern to decorate decorations</p> <p>Evaluates their product by looking at appearance</p> <p>Can change item to attract a wider audience</p> <p>Pupils can suggest how to improve their product</p>	<p>Will be able to estimate and with support work out if a profit or loss has been made.</p> <p>Will use money (Coins and notes) to pay for items.</p> <p>Pupils will generate ideas and plan what to do next, suggesting things that they could do better in the future.</p> <p>Pupils will talk about their ideas, saying what they like and dislike</p> <p>Pupils identify what they could have done differently or how they could improve their product</p>

Personal development

Developing skills for life, independence, Financial/budgeting, work experience, team building skills.

This topic is taught during the Autumn term, please use week 1 to discuss and create your class charter. See KS3 Rubric Autumn 1 for more guidance

Suggested activities

Explore a range of materials being used in your enterprise project
Explore/research a range of ideas collating a 'ideas board' of things that can be made in your enterprise
Estimate costings
Work out costings
Sequence instructions
Make item in stages
Design a poster
Evaluate your item
Create a game for the Christmas fair
Explores different turn taking games
Take part in group activities
Research and test different games available on the market
Plan a game, design and build
Evaluate game

Online resources

Evidencing Work

Where appropriate the following should be available as evidence:

- Notes on discussions pupils have had
- Written/symbol supported pupil work
- Recipe sheets/instructions
- Worksheets
- Photo/video evidence

Please submit 3 pieces of work from Higher, middle and lower ability in your class to the PSICHE lead each half term for evaluation. These should be clearly annotated and dated.