

## PHSE/Life Skills Thematic Rubric Autumn 2 2022

### 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](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.

	B2P4-6	B2P7-8	B2NC Step 1 & 2
<b>Key learning: Understanding marketing, production development and design.</b>			
<b><u>Subject specific knowledge</u></b>	<p>Know that people buy things by exchanging money for an item</p> <p>Know different places where people can different items</p> <p>Know that there is a step by step process in making items</p> <p>Know how to check and identify problems with an item they have made through</p> <p>Know, and accept, that items they are supporting to make will be sold to other people.</p> <p>Know that some equipment should be used to keep them safe when producing items e.g. apron, oven gloves, glasses.</p>	<p>Knows that some shops sell specific things.</p> <p>Knows why certain shops sell certain items</p> <p>Knows that safety items should be work when undertaken some tasks and is able to simply describe why they are used.</p>	<p>Know why certain shops sell certain items</p> <p>Knows and understands that shops provide a service for the public</p> <p>Know that they need to make a profit when selling items</p> <p>Knows and understands what 'profit' is.</p> <p>Knows why certain materials/ingredients are used and can explain why.</p> <p>Is able to generate design proposals that match the criteria</p>
<b><u>Subject specific skills</u></b>	<p>Is able to use scissors to cut out a simple template with adult support.</p> <p>Is able to match picture to picture to identify specific equipment required for an activity.</p> <p>Is able to explore a range of materials and textures with hand over hand support.</p> <p>Is able to verbal, gestural and pictorial instructions to assist in the construction process of an item.</p>	<p>Is able to draw own pattern to design decorations</p> <p>Is able to talk about their ideas and share their likes and dislikes.</p> <p>Is able to evaluate their product by looking at appearance using symbols to support.</p> <p>Is able to suggest suggest how to improve their product using symbols to support</p>	<p>Is able to work out if profit has been made with support from an adult.</p> <p>Is able to use money (Coins and notes) to pay for items.</p> <p>Is able to generate ideas and plan what to do next, suggesting things that they could do better in the future.</p> <p>Is able to identify the team leader within their group</p> <p>Is able to make changes to a plan based on research undertaken.</p>

	<p>Is able to point to or look at a symbol to state if they have liked or disliked an activity</p> <p>Is able to work alongside peers when an adult is present</p>	<p>Is able to take part in a simple market research activity e.g. collecting views of preference using a tally chart or pictogram.</p> <p>Is able to engage with different positions on a production line.</p> <p>Is able to evaluate and identify which position they perform best at in a production line</p> <p>Is able to exchange money to buy items</p>	<p>Is able to generate design proposals that match the criteria</p> <p>Is able to select appropriate ingredients or equipment and processes, explaining their choices when prompted</p> <p>Is able to evaluate their design and give some ways they can improve it.</p> <p>Is able to identify the role of a person at different positions of a production like.</p> <p>Is able to evaluate and identify which position both themselves and peers perform best at in a production line</p>
--	--	---	--

<p><b><u>Personal development</u></b></p>	<p>Developing skills for life, independence, Financial/budgeting, work experience, team building skills.</p>
---	--

**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 PSHCE lead each half term for evaluation. These should be clearly annotated and dated.**