



Further Education Professional Development Grant 2021/22

TLA Resources

Supported by



Department
for Education



Introduction

Staff from Waltham Forest College and Capital City College Group collaborated to create a set of versatile resources that can be adapted to diverse contexts of education and utilised in different stages of learning. By producing a set of pedagogically purposeful resources, both colleges aim to extend students' higher-order thinking, English and maths, employability and digital skills. Lecturers can explore the shared resources linked to key subject areas to enrich their curriculum and provide innovative learning opportunities for their students.

FEPDG Project Continuing Professional Development Learning Resources

Resource Information	
Resource linked to Subject Area/Topic	Teacher Training/Maths
Resource Research Materials/References	Google “statistics: school and pupil numbers Jan 2021” https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics

Please use Google “statistics: school and pupil numbers Jan 2021” <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics> to help with your search.

Use the government webpage to help you find the answers to the questions. You may also use other resources from the classroom e.g. books, research papers.

How many schools are there in the UK?	
How many schools are there in the UK?	
What % of schools in the UK are secondary?	
What age group go to Primary School?	
What age group go to Secondary School?	
What is the meaning of an independent school?	
What types of pupils go to a special school?	
What types of pupils go to a referral unit?	
How many children are there in the UK?	
How many pupils are there in school in 2021?	
Compare the number of pupils in school in 2020 to that of 2021. Has the amount increased or decreased? By what amount?	
How much money does a school get per pupil?	
Do funded Primary or Secondary schools receive more money per pupil? If so, by what amount?	
What is the biggest school in the UK?	

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What is the name of the largest school or college in the UK? Which county is that school or college in?	
Are there any problems for a pupil attending a large school?	
Academy Schools	
What % of Primary Schools in the UK are academies?	
What % of Secondary Schools in the UK are academies?	
Private Schools	
What % of pupils in the UK go to private schools?	
List 5 advantages of a pupil attending a private school.	
List 5 disadvantages of a pupil attending a private school.	

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Resource Information	
Resource linked to Subject Area/Topic	Automotive- Servicing a Car
Resource Research Materials/References	N/A

1 – Research components required in order to carry out a service on a car. You can choose your own car.

2 – Make a list of the parts and

why they are required.

2 – Make a list of the parts and

3 – Look up part suppliers (such as

Euro car parts) & obtain prices for these parts.

Product	Make & Part No	Unit Price	Quantity	Total Price
		Grand Total		

4 – Add up the prices and to reach a total. If the supplier offered you 10% off the list price, how much would it be now? Then add VAT (20%) on the total price to find a grand total. Show how you worked this out in the box below:

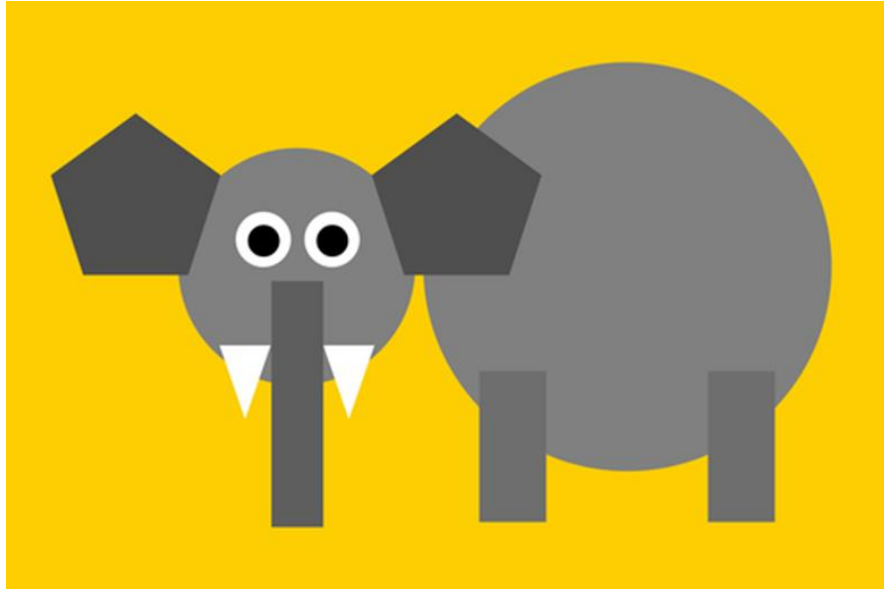
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5 – Write out a simple quote/estimate to a customer for the total cost of the service and include labour costs of your choice.

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Resource Information	
Resource linked to Subject Area/Topic	Multiple Subjects- Communication Task
Resource Research Materials/References	N/A

Communication Task



Instructions:

Without telling your partner what the image is, you need to give them clear instructions on how to draw this elephant using shapes. For example, “to the right of your paper, I want you to draw a large circle, and to the right of that circle, I want you to draw a rectangle” etc.

You have 10 minutes to complete this task. Once you have finished, you can reveal your image to your partner and for an additional 10 minutes, discuss how well you were able to communicate during this task.

1. Were your instructions clear?
2. Ask your partner if they would have done this differently to you?
3. If so, what instructions would they have used?
4. Were there any barriers to the communication?
5. If so, what were they?
6. Why is effective communication important in your desired career?
7. How can poor communication affect your progress in your desired career?

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Resource Information	
Resource linked to Subject Area/Topic	Media/Money
Resource Research Materials/References	N/A

Look at the list of the following movies. The information shows how much it cost to produce the movies and the revenue made from these movies. Did the movie make a profit or a loss? If the movie made a profit, then it was a SUCCESS! If the movie made a loss, then it was a FAILURE in terms of making a profit.

Robots take over Planet Earth

Cost to make movie: £65 million

Money made back from ticket sales: £90 million

The movie was a _____. (success/failure)

It made a _____ of _____. (profit/loss and amount)

Princesses and Ponies

Cost to make movie: £28 million

Money made back from ticket sales: £15 million

The movie was a _____. (success/failure)

It made a _____ of _____. (profit/loss and amount)

Ghost Teacher

Cost to make movie: £105 million

Money made back from ticket sales: £160 million

The movie was a _____. (success/failure)

It made a _____ of _____. (profit/loss and amount)

Warriors of the Ocean

Cost to make movie: £89 million

Money made back from ticket sales: £42 million

The movie was a _____. (success/failure)

It made a _____ of _____. (profit/loss and amount)

Resource Information	
Resource linked to Subject Area/Topic	English/Construction
Resource Research Materials/References	What is ISPACE? Twinkl Teaching Wiki

Task: Write a story where somebody you know well undergoes dramatic change **after an accident on a building site.**

Method: Use the 'ISPACED' technique to help you write your story. Write at least one paragraph in each text box.

ISPACED to help you vary sentence openers (Q5)

Try starting with:

I – and **ing** word such as 'Screaming,...'

S – a **simile** such as 'Like a thunderstorm I...'

P – a **preposition** such as 'Behind..'

A – and **adverb** (ly word) such as 'Savagely...'

C - a **connective** such as 'Meanwhile...'

E- an **ed** word such as 'Panicked I...'

D – **dialogue** such as "Shut up!" I screamed.'

So, you could use these suggestions to write the first sentence of each of your paragraphs. Begin each paragraph using the ISPACED format.

Some examples are below.

Remember: the story must be about someone you know well who changes in a dramatic way. You can invent the person or character of course.

I- Use an -ing word

Screaming, I woke up wet with sweat on my bedroom floor.

Now write another 4 sentences to develop this into a paragraph.

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S- Use a simile

Like a thunderstorm, I could hear the argument downstairs raging.

Now write another 4 sentences to develop this into a paragraph.

P- Use a preposition

Behind me, I felt the stairs starting to collapse as I dashed down.

Now write another 4 sentences to develop this into a paragraph.

A- Use an adverb

Savagely, the monster attacked my family.

Now write another 4 sentences to develop this into a paragraph.

C- Use a connective

Meanwhile, sirens screeched in the distance.

Now write another 4 sentences to develop this into a paragraph.

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E- Use a word ending with -ed

Panicked, I grabbed the nearest weapon.

Now write another 4 sentences to develop this into a paragraph.

D- Use dialogue

"Shut up!" I screamed. "I saw it move again."

Now write another 4 sentences to develop this into a paragraph

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Resource Information	
Resource linked to Subject Area/Topic	Health and Social Care/Confidentiality
Resource Research Materials/References	BTEC First Level 2 Health and Social Care textbooks (Pearson/Collins) https://www.highspeedtraining.co.uk/hub/confidentiality-in-health-and-social-care/

Starter

1. Share your understanding of the term 'confidentiality' using at least five key words or statements on a poster.
2. Choose one of the key words or statements and give an example to describe how it can be applied in a health and social care setting.

Reflection Task

1. Have you ever been given some information 'in confidence'?
2. What do you think the person giving you the information expected from you when they said this?

Share your responses...

Task 1

1. Make a list of different types of information that health and social care workers are expected to treat as confidential.
2. Compare your list with a partner.
3. Create a chart to put your list in ranking order which information is most important to be kept confidential, giving reason why.

Task 2

Read the article using the link below then answer the questions

- <https://www.highspeedtraining.co.uk/hub/confidentiality-in-health-and-social-care/>
1. Select two points then describe what confidentiality means in health and social care.
 2. Choose one legislation that covers confidentiality in health and social care then discuss giving examples how it can be applied in a named health and social care setting.
 3. Explain giving an example when you can break confidentiality in health and social care and why it is important.

Task 3

1. Working in pairs plan an activity and carryout a role play to demonstrate the use of confidentiality in a named health and social care setting. Following the role play, write a short reflection on how you have demonstrated confidentiality during the activity using the checklist provided.

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Checklist to demonstrate care values

Demonstrate Care values	Comments
Keep personal information confidential	
Not discussing one individual with another	
Not sharing written information	
Records stored correctly/securely	

Plenary

Access Microsoft Teams using the link provided and complete the quiz on confidentiality indicating whether the statements are true or false.

1. https://forms.office.com/Pages/ResponsePage.aspx?id=9gm-k0xFZUi23IK8MggS_AI9_yqKlmxHiwkQV_NbzNtUQUZDNDcwN1RDM0UzSEVGU0U2MTZVTTNMRi4u

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Resource Information	
Resource linked to Subject Area/Topic	Care/Money
Resource Research Materials/References	https://www.bbc.co.uk/bitesize/topics/z488jty/articles/zwtm2nb

1. A carer must be at work at 7:00 am. It takes her 30 minutes by bus to get there. When is the most suitable time to catch a bus and why?
2. 20 service users would like to attend a Westend show. The manager thinks that the ratio of service users to carers will be 5:1. What do you think she means?
3. Marina earns £9.50 an hour as a Carer. She has worked 30 hours this week but last week she worked 25 hours. Calculate how much she will have earned over the two weeks.
4. Signa has £20.00 left in her purse. After shopping at Aldi, her shopping totalled £18.19. How much does she have left?
5. A service user needs a few essentials from the shop. She writes a shopping list which hands over to the carer. On the list she has, mixed veg for £1.00, wheat bread for £.99p, mineral water for £2.99, toilet roll for £8.99, kitchen roll for £1.99, free range eggs £2.22, butter for £1.25, cooking oil for £1.25, oranges for 1.85 and passion fruits for £1.90. Before leaving the shop, the carer got a call from the service user to buy a birthday cake for a neighbour, costing 12.87. Because the shopping was a bit heavy to take back on the bus, the service user asked the carer to get a cab, which costed £6.50. Work out how much was spent all together.
6. Work out 10% of the total money spent in question 5. Show your calculations.

Resource Information	
Resource linked to Subject Area/Topic	Electrical/ Types of instruments and connection arrangements
Resource Research Materials/References	https://www.cityandguilds.com/-/media/productdocuments/building_services_industry/

Topic 2.4: Types of instruments and connection arrangements:

- Voltmeter
- Ammeter
- Ohmmeter
- Wattmeter

For electrical testing, there are four main quantities that we need to measure using a test instrument:

-
-
-
-

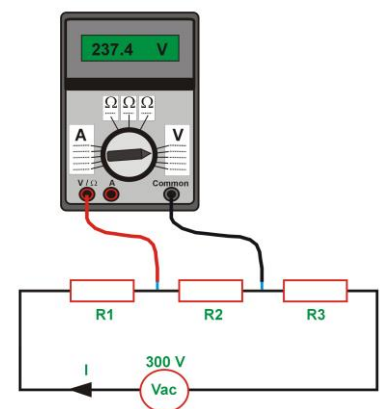
The instruments that we use in practice are often multifunctional and can measure a number, if not all, of the above quantities.

Voltage measurement:

To measure the voltage between two points in a circuit:

- set the voltmeter to the correct range
- connect the voltmeter between the two points

In this example, we are measuring the voltage across resistor R2.



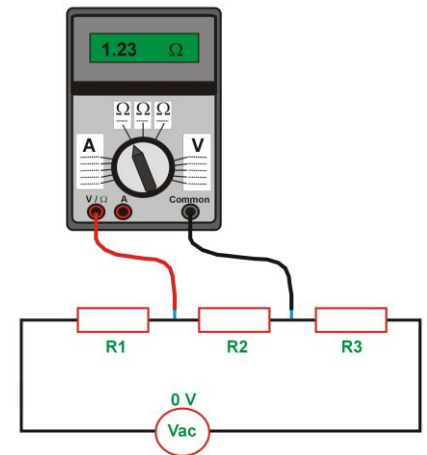
Resistance measurement:

To measure the resistance of a cable or component in a circuit:

- set the ohmmeter to the correct range
- connect the ohmmeter between the ends of the cable, or across the component.

In this example, we are measuring the resistance of R2.

Important! The supply voltage must be isolated before measuring resistance of cables or components. Also, it is better to remove components or disconnect cables to remove the chance of incorrect readings caused by parallel resistance paths.

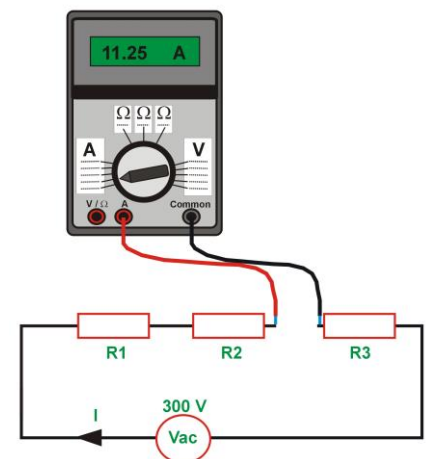


Current measurement:

To measure the current in a circuit:

- set the ammeter to the correct range
- break the circuit and connect the ammeter between the two points.

In this example, we are measuring the current flowing through the entire circuit.

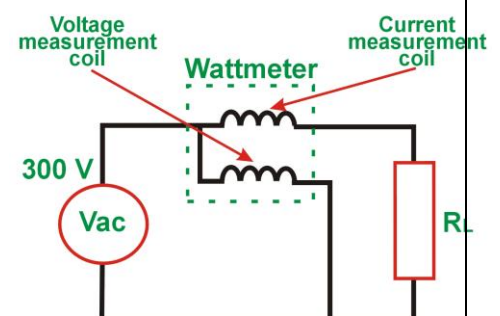


Power measurement:

Remember! Power = Voltage × Current

A wattmeter is therefore a combined voltmeter and ammeter, measuring both quantities and producing a readout that is the product of the two.

The connection arrangement is shown opposite.



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A common example of a wattmeter is the electricity meter in any home, where it has been calibrated to read power consumption in kilowatt/hours.

Types of test instrument:

Low resistance ohmmeter is used to test:

- _____
- _____
- _____

Range should cover between 0.2Ω - 2Ω

Insulation resistance tester is used to test:

- _____
- _____

Range should cover between 0.0Ω – $2000\text{ M}\Omega$

Applied test voltages; _____

Earth fault loop impedance tester is used to test:

- _____
- _____

Range should cover:

_____ (for TN & some TT earthing systems)

_____ (for TT earthing systems)

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Resource Information	
Resource linked to Subject Area/Topic	Music Production/Mixing
Resource Research Materials/References	N/A

'Stop Messing With Me' - Mix

The task aims to mix the stems of 'Stop Messing With Me' detailing the mixing process in a logbook attached to this document.



Good mixing doesn't come from having the best sounding equipment, it also doesn't come from using the best techniques out there. It all comes from your music tastes and your listening skills. You can use entry-level equipment, and as long as it doesn't detract from the quality of the recording you can get a great mix from anything. The more techniques you are familiar with, and the more you know on the science of mixing, the better decisions you are likely to make. The song you are about to mix is a blues song called **Stop Messing With Me**.

Instructions

1. **Drag and drop** the mixing stems into Logic.
2. Set **levels** on the mixer to get the right **levels** between the instruments.
3. Send your tracks to a **reverb** bus to get them all sounding like they're in the same space.
4. **EQ** your tracks to get them sounding better together, and more pronounced in their frequency ranges; bass guitar does not conflict with the piano, vocals sound clear, etc. Remember to focus on clarity of instruments so that you can hear them all clearly at the same time.
5. **Compress** instruments in two ways
 - a. Individually - To give the instruments a smaller dynamic range to make them sound more consistent.
 - b. (Extension Task) Bus compression - Compress instruments together, so make them move together and thus make them sound more musical.
6. Finish your **mix** by rendering your track as an mp3.
7. Take **screenshots** of the plugins you have used and your mixer and attach them underneath on the next page in this document. Explain each of the parameters and why you set them this way.

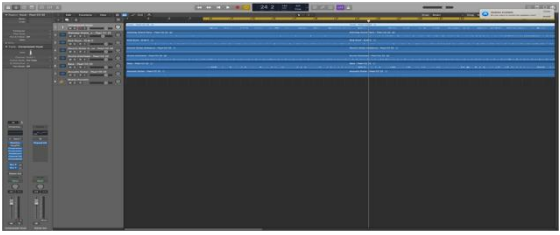
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Screenshots of Mix with explanations

This is the part to be completed by the student.

Attach screenshots underneath on the next page of everything listed. Make sure to explain your decisions behind each of the parameters. Attach the mp3 to the Teams submission with the following label **[your name] - Stop Messing With Me Mix**

You can add extra rows to this if you have included other effects on the instruments if you wish.

	Screenshot of DAW	Explanation of decisions behind parameters in the screenshot
DAW Arrange page		EXAMPLE
DAW Mixer		
Bus Reverb		
EQ on Drums		
EQ on Vocals		
EQ on Lead Guitar		
EQ on Bass		
Compressor on Drums		
Compressor on Vocals		
A compressor on Lead Guitar		
Compressor on Bass		

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Resource Information	
Resource linked to Subject Area/Topic	Law/ Idea Method
Resource Research Materials/References	https://routledge textbooks.com/textbooks/optimize/data/Contract Podcast 2.pdf

Task

Advise Rupert who is your client. Use the **IDEA method** to help you.

- Identify the issue
- Define and
- Explain the legal principles
- Apply to the question
- Repeat as many times as necessary until all issues raised in the scenario are dealt with.



Rupert is driving his car along a busy suburban road and discussing with his front seat passenger, Harry, the cricket match which they have just attended. Both have consumed a considerable amount of alcohol and Rupert, who fails to see a school crossing warden holding up the traffic, hits and seriously injures Matilda, a schoolchild using the crossing.

Rupert then loses control of the car and hits a lamp post. Harry is thrown through the windscreen and sustains severe facial injuries. He had not been wearing a seat belt.

Matilda's mother, Alice, was at the time of the accident talking to a teacher in the school playground some 30 yards from and out of sight of the crossing. She hears the screech of brakes and a child scream and, realising that Matilda may be using the crossing, rushes to the scene of the accident. Upon seeing Matilda, she collapses with shock. Weeks later, Alice is diagnosed with clinical depression as a consequence of the trauma she witnessed.

Discuss the liability of Rupert towards Matilda, Harry and Alice in the law of tort.

Extension Tasks

Consider the following questions in respect of negligence:

1. Is it right to impose liability in negligence between complete strangers? Is there any moral justification for this that you can think of?
2. What do you think of the Caparo 4-part test as an assessment for determining whether or not a duty of care arises? Is it better than the Neighbour Test set out in Donoghue? Why?
3. What do you think of the law on contributory negligence? Should this be allowed as a partial defence for the claimant? Should it exist at all?

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Maths Challenge

4. If Rupert raises the defence of contributory negligence against his passenger, Harry, what will this mean for Harry?

Assume Harry has been awarded £100,000 in total but the court believes him to be contributorily negligent and reduces damages by 15%. What amount of damages will he receive?

Be prepared to explain how you worked this out.

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Resource Information	
Resource linked to Subject Area/Topic	Computing/ Computer Programme Design
Resource Research Materials/References	Howard Gardner's Multiple Intelligences Theory

Theoretical Justification

Database application design is logic and mathematics-oriented specialist subject, requiring students to apply reasoning and calculation. Students on database programme are also expected to think conceptually, abstractly and can see and explore patterns and relationships. The course is taught through deductive logic, abstraction, pattern recognition and investigations. They need to learn and form concepts before they can deal with details.

Secondly, database development is interpersonal process- it is vital that students on database course can understand and interact with others. learning to interact with others enable them to share ideas and develop a application that meets client requirement.

Aim of Task

- To understand structure of relational database management Systems and analyse related case scenario

Intended Outcomes of the Task

After studying this topic, learner should be able to:

- Appreciate the need for relational database systems
- Define Relational data structures
- Discuss key relational database concepts
- Explain what database relations are
- Identify and define relational database concepts
- Explain what is meant by the term integrity constraints
- Explain what is meant by the term Entity relationship model
- Work in pairs to analyse relational database development case scenario

Assumption of previous knowledge

- Student should be able to demonstrate broad understanding, and skills in the database subject. This includes good understanding of key concepts, basic information research and techniques to improve own organisational skills. Majority of the students should also be able to demonstrate ability to read and present their ideas clearly in writing and speaking.

Note on Differentiation:

The current topic builds on a previous unit topic covered in previous lesson. As a result, the underling concept should be familiar to majority of the students. In addition to group discussion and case analysis, an illustrative PowerPoint slide has been prepared to help support students who may find aspects of the lesson difficult. the starter topic is designed to get student excited and engage with the key concept. Additionally, a writing frame is also prepared to help students complete the class activity due later.

Starter Task

Cypher text to decode

(Time allowed 15min)

Smart students crack code: try and see if you can decode the message hidden in the code below

a)

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1e4b19c2e	1e2e3e453e2e1e	5e5c6c5e,	2e6c	39c512e5	2e8599c	63c2e3e9c5	2e857c	4c3e1e2e	3c519c5c	5e53c3c

b)

23e2e	86c5e	46c	7e6c3e	3c519c5c	5e53c3c?

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Resource Information	
Resource linked to Subject Area/Topic	Public Services/Health/English/Maths- Lifestyle Factors
Resource Research Materials/References	N/A

Personal Profile

As a Trainee Lifestyle Consultant, you are required to work in a group to identify Mrs Pedersen's areas of development in terms of their lifestyle. You need to read the case study below, make notes on her health issues and identify relevant development strategies to improve her lifestyle. You will need to propose realistic improvement strategies considering Mrs Pedersen's personal circumstances. Once you have identified and discussed your strategies you will need to **send an email** that clearly states your recommended improvement strategies in order to inform Mrs Pedersen on the importance of having a healthy lifestyle.

Please note: All English and Maths questions should be answered as a part of this activity.

Name	Mrs Pedersen
Age	50
Occupation	Primary School Teacher
Interests	Reading Books, Pets, Listening to Music and Going for Walks
Dislikes	Sleeping Early, Running, Cold Weather



Identify and correct the 3 spelling mistakes in the above text

Case Study	
Mrs Pedersen lives in Walthamstow and works as a primary school teacher in Luton. She is required to wake up early in order to get to work on time. Mrs Pedersen has a new performance manager that prioritises punctuality and work discipline. Therefore, this puts pressure on Mrs Pedersen to ensure that she arrives to work on time. Mrs Pedersen teaches 5 days a week between the hours of 9.00am-3.30pm. Whilst at work, Mrs Pedersen has to deal with children with behavioural difficulties which can be stressful at times. Due to being stressed, she has got in the habit of binge eating. During her morning and afternoon breaks she eats chocolates and sweets. Mrs Pedersen also smokes around 10 cigarettes a day as she has been addicted since the age of 18. She has never requested professional advice to quit smoking. She normally leaves work by 4.30pm and arrives to her house at around 6.00pm. During the evenings, Mrs Pedersen drinks coffee and eats biscuits whilst watching TV. Mrs Pedersen also has a pet dog that is cared by her neighbour whilst she is at work. There is a park located opposite Mrs Pedersen's house but she does not take the dog for a walk as she cannot be bothered in the evenings. Prior to going to bed, Mrs Pedersen reads her book and goes to sleep around midnight.	
Wrong Spelling	Correct Spelling

Mrs Pedersen spends 3 hours on travelling to work per day. The cost of petrol per hour is £5.23. Mrs Pedersen travels for a total of 15 hours per week. How much money does she spend on petrol per week?

Please show your calculation below

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Resource Information	
Resource linked to Subject Area/Topic	Multiple Subjects (Adaptable Resource)- Reflective Learning
Resource Research Materials/References	N/A

Session Summary

During this session, you will be expected to undertake individual, peer and group activities to **identify the importance of health and fitness in the uniformed public services**. As a part of your group activity, **you will be required to explain the key health and fitness requirements in the Army, Police, Fire and Ambulance Service**. In addition, you will be required to reflect on your personal health and fitness levels by **identifying strengths and areas for improvement in your lifestyle**. This is an important activity as it will highlight your key areas for development which need to be addressed to increase your chances of being employed in the uniformed public services. Please ensure that you adhere to the classroom code of conduct, respect your peers' views and productively engage in all activities planned for this session. **Enjoy!**

Select 3 words from the session summary and provide their definitions below.

Words	Definitions

I would like to know the definition of...

(Please add these words into your Language Books)

Set an independent target that you would like to achieve by the end of this session.

Session Target

Did you achieve your session target? If yes, justify the ways in which this session helped you to achieve your target.

Session Target Evaluation

If you have not achieved your target today, what further actions will you take to ensure that your target is met by next week's session?

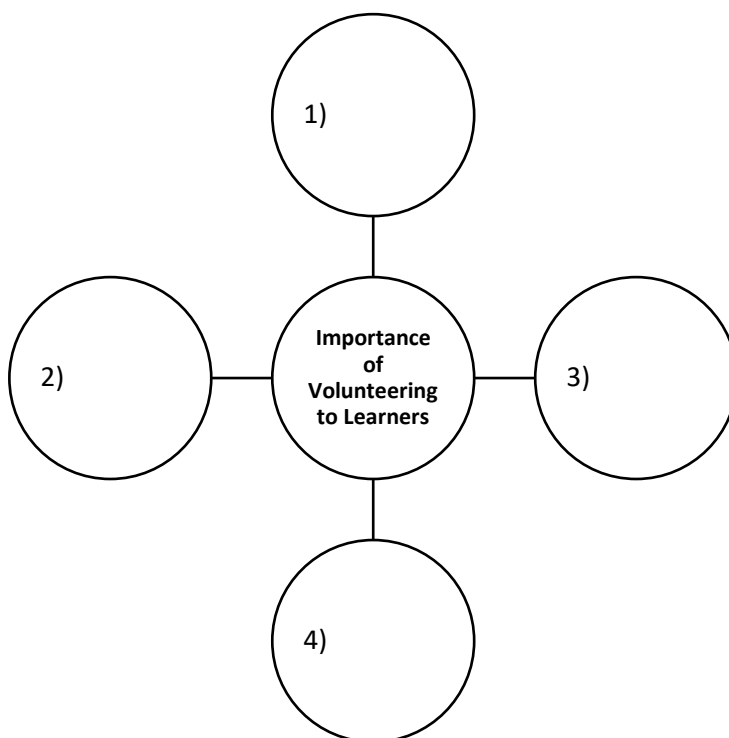
Session Target Independent Action

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Resource Information	
Resource linked to Subject Area/Topic	Multiple Subjects (Adaptable Resource)- Volunteering, English and Maths
Resource Research Materials/References	N/A

Importance of Volunteering to Learners

In pairs, discuss and identify the **importance of volunteering to learners** by completing the mind map below.



Based on the points you have made above, write a paragraph (**persuasive?**) to describe the importance of volunteering to learners (**word limit?**). You may refer to your own examples. For example, have you volunteered before? If so, how did this help you? What did you learn from it? What skills did you develop? How did this benefit the community or the organisation you volunteered for?

Importance of Volunteering to learners

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Extension Task
<p>A group of 20 students raised £10.00 each for a charity event organised by British Red Cross. What is the total amount of money raised? Show your calculation below</p>
<p>£400 was raised by 10 students for a charity event organised by Waltham Forest College. All students raised the same amount of money. How much did each student raise? Show your calculation below</p>


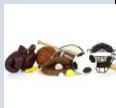







FEPDG Project Continuing Professional Development Learning Resources

Resource Information	
Resource linked to Subject Area/Topic	Multiple Subjects (Adaptable Resource)-Ice breaker linked to diversity
Resource Research Materials/References	N/A

Bingo Activity

Rules

1. Find someone who may know the answer to one of the questions below.
2. If you are satisfied with the answer, write the person's name in the box.
3. You cannot use the same person to answer more than one question.
4. Once all boxes are completed, shout out BINGO!

<p>Can list the importance of Humanism.</p> <p>Name:</p> 	<p>Explain the importance of British Values</p> <p>Name:</p> 	<p>Has a family member from a different part of the world</p> <p>Name:</p> 
<p>Speaks more than one language...</p> <p>Name:</p> 	<p>Has met someone famous...</p> <p>Name:</p> 	<p>Can name 5 Learning Theories</p> <p>Name:</p> 
<p>Who knows the meaning of Equality and Diversity...</p> <p>Name:</p> 	<p>Knows someone who uses a wheelchair...</p> <p>Name:</p> 	<p>Is a Volunteer...</p> <p>Name:</p> 

FEPDG Project Continuing Professional Development Learning Resources

Resource Information	
Resource linked to Subject Area/Topic	Multiple Subjects (Adaptable Resource)-Learning Check Quiz
Resource Research Materials/References	N/A

Learning Check Quiz Questions

Unit 21

Why are communication skills important for First Aiders?

List the key qualities required by a Refugee Support Worker.

What is the most important skill required in volunteering? Please justify your answer.

What information can be included in a Cover Letter?

Explain the importance of proofreading your Cover Letter.

Unit 20/33

Identify the key skills and qualities required by a First Aider.

List the points which need to be considered when completing an Application Form for a voluntary organisation.

What is the purpose of writing a Cover Letter?

Analyse the importance of Police Cadets (VPC) to the Metropolitan Police Service.

Evaluate the potential positive and negative aspects of working as a Refugee Support Worker.

Unit 31

Define SPORT and FITT.

Explain the importance of considering Principles of Training prior to planning a health-related physical activity programme for an individual.

Provide alternative lifestyle improvement strategies of dealing with stress.

Analyse the importance of considering individual's personal circumstances before suggesting lifestyle improvement strategies.

Write a SMART Target for an individual based on one of the lifestyle factors covered as a part of Unit 31.

Tutorial

Define SMART and explain the importance of SMART Target Setting.

List all the essential information that is required to be included in a CV.

Identify the key job application and selection processes required to be undertaken in the Public Services.

Outline the potential impacts of Anti-Semitism.

Analyse the relationship between Holocaust Memorial Day, British Values and the Prevent Strategy.

FEPDG Project Continuing Professional Development Learning Resources

Resource Information	
Resource linked to Subject Area/Topic	Multiple Subjects (Adaptable Resource)- Sustainability
Resource Research Materials/References	N/A

Scenario

Sales have been growing recently and production needs to be increased in order to keep up with demand. Ben and Jerry's have always been an ethical company and has been famous in the local community for protecting the local environment and developing the local area.

Community concerns (Vermont residents and B & J employees):

Ben and Jerry's are considering extending its factory in Vermont. The extension of the factory would partly destroy a local nature reserve and because of the increase in production, there would be more pollution. This would also lead to more heavy traffic through a built-up area of the town, where the local school is situated.

Questions:

What are the ethical concerns?

Who is being affected?

Which community do they belong to? (local/national/global?)

Why are these ethical concerns a problem for Ben & Jerry?

What is the best course of action to minimise concerns and make B & J ethically responsible?

FEPDG Project Continuing Professional Development Learning Resources

Resource Information	
Resource linked to Subject Area/Topic	Multiple Subjects (Adaptable Resource)- Sustainability
Resource Research Materials/References	N/A



1. Look at the pictures on the front cover and on this page.

What are the different environmental issues they show?

Select from the following:

Extinction, extreme weather conditions, flooding, deforestation, forest fires, pollution, melting of the polar ice caps, drought, industrial pollution, traffic congestion.

2. Work in small groups to discuss the following:

1. What, in your opinion, is the most serious environmental issue we face currently?
2. Who is most responsible for solving all these problems? Governments/ companies/individuals? Why?
3. What do you currently do to help the environment?
4. What more could you do?
5. Have you seen any stories in the news recently about environmental issues?

Task

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You read the following letter in your local newspaper:

Dear Editor,

I read with interest the article in last week's paper about the council's proposals to expand the network of cycle lanes across the borough and close more roads.

Although I have nothing against cyclists, I do feel that we already have sufficient cycle lanes, the majority of which are empty at all times. Surely it would make more sense to build more bus lanes. Not everyone is able to cycle and people doing the right thing in using public transport have to spend large amounts of time stuck in traffic as more cars are using fewer roads and, as there are fewer bus lanes now the buses get stuck too.

I also object to the amount of money being spent on these projects as this is money that could be spent more usefully; on healthcare or education, for example.

I wonder if any of your other readers agree with me?

Yours faithfully,

Aston Martin

Write a **letter** to the editor, commenting on the points raised in the letter above.

In your letter you should:

- State whether you agree or disagree with the points in the letter
- Say what you think about the council's plans
- Make any other suggestions about the council's spending

Lay your letter out correctly and pay attention to your spelling, punctuation and grammar

Write your letter in your book or on a piece of paper to give to your teacher.

FEPDG Project Continuing Professional Development Learning Resources

Resource Information	
Resource linked to Subject Area/Topic	IT- Digital Skills and Social Media
Resource Research Materials/References	https://www.thinkuknow.co.uk/14_plus/ http://advocatesforyouth.org/3rscurric/documents/7-Lesson-11-3Rs-BeingSmartStayingSafeOnline.pdf

Staying safe on Social Media

Outcomes

- Raise awareness of the risks of being on social media
- Raise awareness of how to use social media safely
- Raise awareness of what to do if they encounter risks online

Main stages of the Lesson

- Conversational warmer
- Mind mapping activity
- Reading comprehension
- Project work

Task 1: Conversation 10 minutes

Aim: Engage students in the topic of online safety

T tells students they are going to have a conversation with a partner. T demonstrates good and bad conversations and elicits what makes a good conversation. (Giving points to teams for good conversations is often a good way to get students talking more. For example: T tells students that each pair will get 7 points if the entire conversation is in English and the pair that has the best conversation will win 10 extra points for their team.) T then writes one question on the board at a time and allows students some time to discuss their ideas in pairs.

Materials required: Questions on lesson material worksheet or IWB / PowerPoint

Task 2: Mind mapping 5 minutes

Aim: Students start thinking about how to stay safe online

T asks Ss how they can stay safe online. T collects two or three ideas from the Ss and puts them up on a large sheet of paper or on the IWB. T then tells Ss that they must think of as many ways to stay safe as they can in 2 minutes. (Again, saying that the team with the most answers will win their team 5 points is usually motivating.) T collects all the ideas and writes them on the large sheet of paper / IWB. (This is important as T will come back to these later in the lesson.)

Materials required: Lesson material worksheet

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Task 4: Reading comprehension 10 minutes

Aim: Students see a model of what they will be doing for project work

T prints out one poster per team / pair. Ss must identify who the poster is for and then match the titles to the sections. Ss can complete in pairs or teams. Class checks answers together.

Task 5: Project work 40 minutes

Aim: Raise awareness of how to avoid risks and what to do if they encounter risks online

T elicits what information is on the poster. (Tips for staying safe and statistics about online activity.) T informs Ss that they're going to make a poster like the one in Task 4 but for teens. T then says that it will be a competition and decides with class which criteria will be used to decide the best poster (e.g.: most helpful, best design, nicest to look at, best English, etc.) T then goes back to the ideas from task 2 (mind mapping) and instructs class to choose their top 5 tips for staying safe for teens. T monitors as the teams choose. T then tells teams to choose their 5 favourite statistics from the running race. T tells Ss they have 5 minutes to decide on a rough draft of how their posters will look and monitors as teams design their posters. T gives each team an A3 piece of paper and coloured pencils or felt tip pens and tells teams they have 20 minutes to make their poster.

Materials required: A3 paper, coloured felt tips or markers

Extra: 10 minutes Aim: Ss choose best poster If there is any extra time, Ss can decide which poster is the best according to the criteria they chose during task 4 (project work).

They can only choose one poster in each category and they can't choose their own. T can either award a winner in each category or one overall award for the poster with the most points

FEPDG Project Continuing Professional Development Learning Resources

Resource Information	
Resource linked to Subject Area/Topic	Early Years - Health and Safety
Resource Research Materials/References	Statutory framework for the early years foundation stage (publishing.service.gov.uk)



Analyse how legislation and guidelines for health and safety inform day to day work with children.

Work out the ratios using the statutory framework for the EYFS Section 3, Safeguarding and welfare requirements. See sections 3.31—3.41

How many staff would there be in a baby room—0 to 1 year 11 months for 15 children?

In a nursery setting how many staff would be required in a room with 12 children aged two to two years 11 months?

In a maintained nursery school for children over three years old, how many staff would be required for 42 children?

What would the ratio be for teacher to children in a maintained school for reception age children?

FEPDG Project Continuing Professional Development Learning Resources

Resource Information	
Resource linked to Subject Area/Topic	English/Social Science- Identifying Bias
Resource Research Materials/References	https://www.thetimes.co.uk/article/star-hobson-murder-frankie-smith-and-savannah-brockhill-sentences-to-be-reviewed-8m33w5lqm https://www.thesun.co.uk/news/17052708/star-hobson-great-grandad-murderers-soft-sentences/

Task 1 – define the term “bias”

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Task 2 – write down at least two places where bias can take place

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STAR Hobson was murdered on September 22, 2020. She was 16 months old.

The two following links take you to two different newspapers, The Times and The Sun. They both published articles about this event. Read them, then answer the questions below.

<https://www.thetimes.co.uk/article/star-hobson-murder-frankie-smith-and-savannah-brockhill-sentences-to-be-reviewed-8m33w5lqm>

<https://www.thesun.co.uk/news/17052708/star-hobson-great-grandad-murderers-soft-sentences/>

Questions

Pick one opinion that is given in both articles	
Opinion from The Times	Opinion from The Sun
Identify words used to give that opinion	
Words used in The Times	Words used in The Sun

Do the two papers feel differently? How do you know?

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Now – write your own article on the same subject – try to avoid bias.

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FEPDG Project Continuing Professional Development Learning Resources

Resource Information	
Resource linked to Subject Area/Topic	English/Discussion Topic Cars (Automotive)
Resource Research Materials/References	N/A

Discussion Task

Why spend all that money on modifying a rubbish old car/bike when you could just buy a decent car/bike in the first place?

In your group discuss the following:

- What do you think about the above statement?
- What are the good things about modified cars?
- What are the bad things?
- Why do you think some people don't like them?
- Why are they popular or not?
- If your friend drove a similar car, what would you think?

You could think about the following:

Speed humps

Insurance

Selling it on

Negative stereotypes