CYBER SECURITY

ELEMENT 4: WORKPLACE VISIT

PASSPORT TO DIGITAL

DURATION: 1 VISIT MINIMUM

YEAR GROUP: KS3/4 OR 5

STUDENTS WILL:

> Understand the workings of the Digital industry
> Have a real-life visit of the skills and subjects covered over the unit
> Meet employers and employees within the Digital sector
> Hold 2-way conversation and ask questions around employment
> Possibly have a go at the skills developed over the unit in a real-life setting
> Life skills
> Develop employability skills for future employment
> Acquire and develop an appropriate vocabulary in written and spoken language
> Listen to and understand spoken language and use spoken Standard English whenever and wherever appropriate.

ADDITIONAL NEEDS:

> Teachers to differentiate according to need

SKILLS USED FROM SKILLS BUILDER:

> Listening
> Speaking
> Problem Solving
> Teamwork
> Aiming High
> Creativity
> Staying positive

KEY WORDS:

> Digital
> IT
> Technology
> Employment
> Workplace Visit
> Experience
> Careers

RESOURCES FOR ALL LESSONS:

> Transport
> Location to visit
> Pre-prepared pupil questions

SESSION 1:
INDUSTRY VISIT

STAYING POSITIVE | CREATIVITY | PROBLEM SOLVING | AIMING HIGH | LISTENING | SPEAKING | TEAMWORK

ACTIVITIES TO SUPPORT LEARNING	LEARNING OUTCOMES	DIFFERENTIATION AND RESOURCES
1. The visit to a Digital setting for this unit must include somewhere that covers the subjects within the unit. The session plan for this is not structured and will be determined by the following, time at location, access to the location, who and how much you can see at the setting, if you can just look or have a hands-on activity. Therefore, the following is simply suggestions to look at: > Ensure student prepare some questions to ask about the Digital sector and the roles covered in the Unit. > Ensure all areas, if possible, can be explored not just what the customer sees but a behind the scene view gives a reality to the role. > Ensure you have done a pre site visit or conversation on what and where the students can visit, this will allow you to plan your visit with intent and impact. > Find out from the students what they expect to see and learn. At the end of the visit, take time to reflect and see if they found anything out that didn't meet their expectations and thoughts. > Complete the end of unit questionnaire, ensure it is on the same questionnaire that was completed at the start of the unit, so that a comparison in learning can be seen.	> Understanding of the role in a real-life setting > Understand the difference between soft and hard skills used in each role > Employer encounter > To hold a conversation with an adult within industry > To investigate the Digital industry > To reflect upon their experience	> Transport > Questionnaire