

Lesson Plan

Year 10 | Session 5 'Speaking up at work'

Learning objectives

1. Identify different pay-related issues
2. Demonstrate the skills to stand up for rights at work
3. Explain sources of support

Resources needed for the lesson [worksheets, print-outs etc]

- Resource 1-Resolving work issues
- Resource 2-Pay problems scenarios matching card set

Activity	Description (and reference to additional resources not included in the deck)	Timing
LO 1 - Identify different pay-related issues		
Starter	Students write a list of the pay issues might people experience at work	3 mins
Understanding Real Wages	Maths moment, where students calculate the change in an employee's real wages, given a stated nominal wage increase and rate of inflation. Students should understand here that even though someone's wage is increasing, it doesn't necessarily make them better off. This point is drawn out from the follow-up questions.	7 mins
LO 2 - Demonstrate the skills to stand up for rights at work		
Making a case for a pay rise	Students are put into pairs to read through Jonathan's scenario. They must then identify the points in the scenario that support his efforts to receive a pay rise. Once they have done this, they must then write a pitch for the pay rise, and pitch it to their partner.	10 mins
	Can apply whole class assessment for learning by asking students to show with hands how many factors they identified (out of 5).	5 mins
LO 3 - Explain sources of support		
Useful Organisations	Students will match the organisation to the definition of the organisation	10 mins
Resolving pay problems	Students will read each scenario, and identify the appropriate organisation to contact in order to deal with the problem. Give students time to work through 8 scenarios. Option to use as card sort. If time is short, use slight animation and targeted questioning or mini whiteboards to assess student learning.	7 mins
Well-being	Emphasize to students that there are many options to seek support and people should use these services.	3 mins
Optional Paired role play	Students are put into pairs. Student A reads one of the scenarios to Student B, who should then try to stand up for themselves in an appropriate manner. Student A then gives feedback on Student B's response, before the pair swap roles.	7 mins
Plenary and signposting	Students to write down 3 things they've learnt, 2 skills practised and 1 question that they still have. Then walk through key organisations to contact.	5 mins