

## Key Stage 3

### English Career Resources for Teachers

(Career Education Guidance Objects 4, 5, 8 and 13)

#### World of work unit

##### Assignments:

- To analyse different representations of the world of work
- To produce and deliver a PowerPoint presentation

In this unit learners will address the following **work related aims**: they will:

- Recognise stereotyped and misrepresented images of people, careers and work and how their own views of these issues affect their decision making (4)
- Recognise and respond to the main influences on their attitudes and values in relation to learning, work and equality of opportunity (5).
- Identify and use a variety of sources of careers information, including ICT(8)
- Identify, access and use the help and advice they need from a variety of sources. (13)

In addition they will have opportunities to meet learning objectives of the Framework for Secondary English at KS3 with particular emphasis on Reading

Reading: pupils will engage with and respond to, a rich variety of print, electronic and multimodal texts, developing analysis and awareness of the forms and purposes of writing, and the contexts and cultures within which they were written

<b>Strands</b>	<b>Substrands</b>
5. Reading for meaning,, understanding and responding to print, electronic and multi-modal texts	5.1 Developing and adapting active reading skills and strategies
	5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts
	5.3 Reading and engaging with a wide variety of texts

They will also have opportunities to meet objectives in speaking and listening, writing and language

Speaking and Listening: pupils will explore, develop and respond to a range of skills and strategies in a variety of context, adapting language according to task, audience and purpose

Writing: pupils will write a wide range of texts on paper and on screen for different purposes and audiences, adapting features and techniques to create a range of effects and impact

Language: Pupils will explore the significance of English and the variations in its use and development, and comment on how language is used across a variety of contexts and situations.

## Teachers' Notes

In this unit students will examine media representations of the world of work, through contexts for work popularly represented on TV and in film. They will learn to begin to explore different genres and the codes and conventions that lead audiences to distinguish between 'fiction' and 'real-life'. They will address issues of stereotyping and ways in which these influence their own expectations and decisions.

Representations of the police force have been taken as the focus of this unit for two reasons:

1. The ubiquity of the police on TV where the most frequently screened contexts for work are police stations and law courts. Dramas involving police work, detectives, secret agents, and the justice system have been a mainstay of broadcast television since the early days of broadcasting.
2. The useful work the police have done on issues of representation and misrepresentation.

Other contexts for work (e.g. hospitals, catering) might equally be used.

### 1. Expectations

Introduce the unit as an examination of the way aspects of law enforcement are represented in the media. To quickly demonstrate the prior knowledge which students bring to this subject, they should list the variety and range of occupations associated with the law/law enforcement. Point out that most of this knowledge will have come from their experience of watching TV.

The next task is to examine and categorise the range of TV programmes. Using TV schedules in magazines and newspapers, students should create collages of different law/law enforcement programmes, grouping them in different categories e.g. police procedural dramas, police docudramas, court dramas etc.

**Key words: expectations, assumptions, categories, appeal, realistic**

Record class feedback on a continuum between opposite ends of the spectrum 'most true-to-life' and 'most unlike life'.

### 2. Evidence

Expectations and assumptions need to be based on evidence. What do the police say about themselves? How are they represented in drama, comedy, docudrama?

**1. On the electronic whiteboard (EWB) show recruitment material from police force:**

<http://www.policecouldyou.co.uk/>

As a class, take the challenges to check your judgement. How does this fit in with your expectations?

As they watch students should be considering the emphasis of the appeal, how convincing it is, who it is aimed at and how we know that.

**2. Police on TV .**

Give out the analysis sheet: explain that they will have time to complete it in between each screening.

The following are suggestions. It is important that they select their own extracts and are prepared to respond to discussion which will arise. Five minute extracts from:

- *The Bill* <http://www.thebill.com/>
- *The Thin Blue Line* <http://www.youtube.com/watch?v=6jYEHsT3-i4>  
(this extract raises notions of stereotyping and political correctness in its opening sequence)
- *Traffic Cops* Download torrent  
[www.youtube.com/watch?v=LmfVx3s3WUU](http://www.youtube.com/watch?v=LmfVx3s3WUU) or  
[www.youtube.com/watch?=xclYt2LBnnw](http://www.youtube.com/watch?=xclYt2LBnnw)
- Or use *Helicopter Heroes*  
[http://www.youtube.com/watch?v=m\\_j1lrjzxCA](http://www.youtube.com/watch?v=m_j1lrjzxCA)

There are a number of 'fly on wall' documentaries following helicopter crews' of the emergency services.

*Chopper Coppers* (ITV)

*Helicopter Heroes* (BBC)

*Police Interceptors* (Five)

*Highland Emergency* (Five)

*Sky Cops* (BBC)

Students should have time to complete the analysis sheet in between screening.

You may or may not want to draw attention to media language.

Follow up with class feedback and discussion:

- What do they have in common?
- In what ways are they different?
- How do they relate to the promotional material they have seen?
- How can they be placed on the continuum used earlier?

**Key words: evidence, proof, drama, documentary**

### **3. Research- getting the facts right**

Ensure that students have internet access and/or access to print material provided by careers services. Their task is to research two or three jobs in this sector which interest them.

Discuss the main resources available for research. This could be developed with a discussion of primary and secondary sources.

**Key words:** *select, collate, edit*

### **4. Summing up**

The final task is to make a PowerPoint presentation (if possible multi-media) about these jobs, with reference to media influences which may have inspired/informed them.

Most students will have learned how to make a PowerPoint presentation as part of their ICT studies. It would be helpful to use an electronic whiteboard for class presentation.

**Key words:** *inform, explain, describe*

# ASSIGNMENT

## The world of work: investigating the police

### Expectations

What do you know?

1. List as many jobs as you can connected with the law/law enforcement.
2. Using the TV schedules provided, find examples of police shows and any other programmes involving crime solving and law enforcement.
3. Put the programmes you have found into categories - you yourself will have to decide on these categories. Put the programmes which you think are most life-like or factual on one side, and the ones which seem most made-up, or fictional, on the other. If you're not sure they can go in the middle.

### Evidence

You now have a lot of information – but where has it come from?

Start with the focus of our investigation: the police.

- You will be shown some recruitment material from police force.  
<http://www.policecouldyou.co.uk/>  
Could you? Test your decision making... have *you* got what it takes?
- Look at the home page. The main image and the main message changes. Why?
- What are they emphasising? How convincing are they? What representations do they offer? Who are they trying to convince, and why?
- Make a quick note of the main messages of this website.
- You are going to watch the following extracts from TV police shows:  
**(\*Teachers Note: INSERT HERE LIST OF EXTRACTS ON OFFER)**  
e.g. The Bill, Thin Blue Line, Traffic Cops etc.
- While you are watching complete the analysis sheet.
- After you've watched all the extracts and completed the analysis, talk about the following:
  - What do these extracts have in common?
  - In what ways are they different?

- How do they relate to the police promotional material you have seen?

### **Research: getting the facts right.**

Your next task is to research two or three jobs in this sector that interest you. Use as many different sources as you can.

Make a list of resources you can use to help you.

### **Summing up**

When you have researched two or three different jobs, choose one you find particularly interesting, and prepare to make a PowerPoint presentation explaining what the job is, and what you have learned by reflecting on it.

Your presentation will need to include the following:

- What does the job involve? Think about the different aspects of the work – does it mean working with people, and if so, in what ways? Is it office-based, or out and about in the community? What sorts of personal skills would you need to develop?
- What qualifications do you need? Does the job require specialist training and skills, and if so, what sorts of training will you need?
- Why does it interest you? What particular aspects of the work appeal to you in particular, and why?
- What can you say about the way this work is represented in the media? Which different TV programmes feature this type of work, and how do they portray the sorts of skills, experience and decisions involved in the job?

Is the work presented differently in fiction and factual/non-fiction shows?

How do these programmes 'sell' you the idea of this type of work?

## Analysis Sheet

Media language: Name of show	Genre What kind of show is it? Would you/do you watch it?	Iconography What can you see that tells you it's a police show?	Sound image What can you hear that you connect with the police?	Expectations What sort of thing will happen in this show?
1.				
2.				
3.				