









Aiming High: Jobs and Skills

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| <p>Aim:</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>I can identify the skills and attributes needed to do certain jobs.</p> | <p>The Big Questions:</p> <p>What kind of jobs do people do?</p> <p>What kind of skills and attributes would we need to do these jobs?</p> | <p>Resources:</p> <p>Lesson Pack</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p> |
| <p>Success Criteria:</p> <p>I can talk about types of jobs that I know.</p> <p>I can identify some skills that would be important for each job.</p> <p>I can discuss things that might influence people's career choices.</p> | <p>Key/New Words:</p> <p>job, role, skill, attribute, strength, CV, Curriculum Vitae, information, employer, qualifications, experience, responsibilities</p> | <p>Preparation:</p> <p>Job Cards – one card per group</p> <p>Career Choices Matching Cards – one per pair</p> <p>My CV Activity Sheet – one per child</p> <p>CV Word Mat – one per pair</p> <p>Tell Me about Your Job Sheet – as required</p> |


Prior Learning


It will be helpful if children have previously discussed jobs they know.


Learning Sequence


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|  | <p>Reconnecting – Butcher, Baker, Soldier, Sailor...: Display the Big Questions on the Lesson Presentation and ask the children to think quietly about how they might answer these, based on their own knowledge and experience. Next, ask the children to sit in a circle (remain at desks if easier). Explain that they are going to each take a turn to name a job they know. The aim is to have no repeat answers. To add an extra challenge, they could all try to answer in a set time. If this type of activity will cause any uncomfortable feelings for the children, feel free to alter the activity to ensure all children enjoy the activity (e.g. writing jobs on a whiteboard) or gather ideas in small groups.</p> |  |
|  | <p>Exploring – Different Skills: Assign each group a card from the Job Cards and ask them to list all the skills or attributes they think someone doing that job would need in order to do the job well. Explain that many different jobs require similar skills. Using the skills displayed on the next slide of the Lesson Presentation, play a game where the children stand up if the skill that appears on the board is one they think is necessary for the job their group discussed. Notice which skills suit which job and the fact that many of the skills are needed for many different jobs.</p> |  |
|  | <p>Exploring – How to Choose? Discuss that there are many factors that can influence a person's choice about what job to do, including what skills and strengths they have. Distribute the Career Choices Matching Cards, one per pair, and invite the children to read through the cards, matching the person and their statement to the career choice that their statement may lead them to make. Read through the Lesson Presentation and discuss the correct match. Identify that people may also choose to do more than one job in their working life.</p> |  |
|  | <p>Reflecting – I Love My Job Because...: Read through the Lesson Presentation and discuss how lots of factors may influence a person's job choice but everyone should have the same opportunities, as part of their human rights. It is our responsibility to make sure everyone is treated with respect and kindness. One at a time, show the children the speech bubbles on the Lesson Presentation and ask them to read and discuss each one with their partner. Who might be saying this about their job? Why do they think that? After children have had some time to talk to their partner, share and discuss each one as a class. Return to the Big Questions and assess the children's learning.</p> |  |

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

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|  | <p>Consolidating – My CV: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Using the Lesson Presentation, explain to children what a CV is, what CV stands for, when a CV is used and what information about ourselves we put on one. Children then use the My CV Activity Sheet to create their own CVs, including information about their achievements to date, things they enjoy and are good at and roles or responsibilities they have or have had in the past.</p> |
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|  | <p>Supporting: Children could use the CV Word Mat for support with vocabulary to include in their CVs and with the spelling of these words.</p> |
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|  | <p>Extending: Encourage children to swap their CVs with each other and to read someone else's, then give feedback on it. What do they think stands out about the person they read about? What jobs do they think that person might be good at, having read their skills and strengths?</p> |
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|  | <p>Developing: Children could use the Tell Me about Your Job Sheet to interview a family member, a friend or even a member of staff about the job they do and the skills and attributes they need for their role.</p> |
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Learning Environment:

Follow these guidelines to prepare a safe and positive climate for learning when you are preparing to teach PSHE and Citizenship.

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| <p>Policies:</p> <p>Rules:</p> <p>Expect:</p> <p>Procedures:</p> <p>Ask:</p> <p>Respond:</p> <p>Enable:</p> | <p>If, at any time, you have any concerns about a child's safety or wellbeing, consult your school's safeguarding and child protection policies.</p> <p>Remind children of the class agreement or ground rules for discussion.</p> <p>Anticipate sensitive issues and plan how you will respond in the event of a spontaneous disclosure, so you are prepared to protect children from revealing personal information to others, while not discouraging them from seeking support.</p> <p>Ensure that all children know what steps to follow to seek help and support if they feel uncomfortable or anxious during or after the lesson, within and outside of school.</p> <p>Encourage children to ask any questions they may have, before, during or after the lesson, and provide a Question Box for children to submit questions anonymously if they prefer.</p> <p>Always set aside time to explore any questions that are raised, either with the whole class, or separately if more appropriate.</p> <p>Be aware of any individual circumstances that may mean that children need extra support to enable them to participate in this lesson.</p> |
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