

Aiming High: Jobs for All

<p>Aim: R23. to recognise the ways in which they are the same and different to others</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L16. different jobs that people they know or people who work in the community do</p> <p>L17. about some of the strengths and interests someone might need to do different jobs</p> <p>I can understand that it is a person's interests and skills that make them suited to doing a job.</p>	<p>The Big Questions: Are some jobs for some people and not others?</p> <p>Can we give reasons for our opinions?</p>	<p>Resources: Lesson Pack</p> <p>Coloured pens and pencils</p> <p>It is recommended that this unit is taught alongside the accompanying Learning Journey Record Resource Pack.</p>
<p>Success Criteria: I can sort jobs into different groups.</p> <p>I can share what I think and explain why I think that.</p> <p>I know which skills are needed to do different jobs.</p>	<p>Key/New Words: job, gender, men, women, attributes, communication, determined, hard-working, creative</p>	<p>Preparation: Job Sorting Cards – one set per pair</p> <p>Guess the Job Picture Sheet – one sheet per pair</p> <p>Job Activity Sheet – one per child</p>

Prior Learning

It will be helpful if children have previously discussed what jobs exist in their local community.

Special Considerations

Prior to the lesson, consider any families facing employment issues and identify how you will manage this.

Learning Sequence

	<p>Reconnecting – Who Are These Jobs For? Display the Big Questions in the Lesson Presentation. Ask the children to share with a partner the jobs the people they know do and the jobs that people in the local community do. Then, put the children into pairs and provide each pair with one set of the Job Sorting Cards. Ask them to look carefully at their cards and then in the time given, sort them into two different groups. Invite the children to share how they have sorted the different jobs and to explain their thinking. Discuss any teaching points arising from the children's responses. Using the given information, highlight that anybody can do any job if they have the right skills and interests, regardless of who they are, their gender, where they are from or how they choose to live their life.</p>	
	<p>Exploring – Jobs for All! Read the information given in the Lesson Presentation and explain that we will now think more about what skills, interests and abilities are needed to do each job by playing a game. Provide each pair with a Guess the Job Picture Sheet and explain that they need to use their Job Sorting Cards, placed between them face down, to take it in turns to select a card and using only a description of the skills, interests and abilities needed, describe the job on their card to their partner. Their partner must identify the job being described by pointing to the picture sheet. After the children have had a few turns each at the game, invite them to share examples of the types of words they were using to describe skills and interests. Using the Lesson Presentation, reinforce that anybody can do any job if they have the right skills and interests, regardless of who they are, their gender, where they are from or how they choose to live their life.</p>	
	<p>Reflecting – Who Would Do a Job Like This? Invite children to pair with another pair to form a small group and look at their Job Sorting Cards again. Would they like to change anything about their sorting from earlier in the lesson based on the discussions we have had? Offer groups some time to discuss how else the jobs could be sorted. Take some feedback. If necessary, guide the discussion so that children realise we can look for the qualities needed for a job, such as an interest and ability with numbers for an accountant, or good communication skills for a teacher. When you are confident that children are clear about the task, invite them to re-sort their own packs so that they are organised by qualities or skills you would need for the job. They can sort them into as many groups as they feel they need. Highlight again that anybody can do any job if they have the right skills and interests, regardless of who they are, their gender, where they are from or how they choose to live their life. Return to the Big Questions and ask the children to share their thoughts with a partner and assess what the most important thing they have learnt is.</p>	

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

	<p>Consolidating - Jobs: This is an optional activity to fit between the Exploring and Reflecting activities if there is time available. Display the slide on the Lesson Presentation and read through it as a class. Explain that on their Job Activity Sheet, children are now going to draw a picture of two of the jobs they have discussed today and label them with the skills and interests that would be needed for someone to do that job.</p>
	<p>Supporting: Ensure children are working in mixed ability groups and pairs.</p>
	<p>Extending: Challenge children to think of other jobs that might be typically stereotyped and write job descriptions to consider attributes required.</p>
	<p>Developing: Children can look around their local area and make a class list of the roles they see. They can add the qualities they think would be necessary for each job, to the class list.</p>

Learning Environment:

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

<p>Policies:</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>Rules:</p>	<p>Remind children of the class agreement or ground rules for discussion.</p>
<p>Expect:</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>Procedures:</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>Ask:</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>Respond:</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>Enable:</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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