# Dream Big job hunt

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| Learning objective(s)  * To explore and identify a variety of jobs * To discuss aspirations and possible career choices | | |
| Success criteria  * I can identify different jobs * I can group jobs according to given criteria * I can express that job choice is not dependent on gender | | |
| National curriculum objective(s)  * Listen and respond appropriately to adults and their peers * Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments | | Gender equality objective(s)  * Understand that job choice is not dependent on gender * Express in own words that a person can choose any job regardless of gender |
| Resources  * 12 job flashcards (provided by NLT) * 3 or 4 large images representing jobs recognisable by the children (can use the flashcard images) * Corresponding slides: “Pre-visit lesson” | | Key vocabulary:  * Job, career, role * Builder, journalist, doctor, scientist, chef, shopkeeper, bus driver, firefighter, fashion designer, receptionist, computer programmer, care worker * Salary, money * Gender, fair, equal |
| Lesson starter (15 min) | Show the children some images of people at work (can use the flashcards provided – choose 3 or 4 that you think the children will recognise). Ask the children to identify what each person is doing in the pictures and discuss any other jobs that they know of.  Introduce the concept of earning money from working so that the children know that can be a motivation to work.  Ask the children to share what job they would like to do when they are older.  *N.B. Keep a written note of this as part of the evaluation process, we will ask pupils this again at the end of the programme*. | |
| Main teaching and learning task (15 min) | Part 1: Job hunt within school/local community: children to be lead in small groups around school (and/or the local area around school if possible) to see how many adults they can find doing different jobs (e.g. head teacher, assistant head teacher, teaching assistant, maintenance staff, office staff, kitchen staff). If children know their parents’ occupations, they can share this. Teacher to record the findings. Part 2: Provide the 12 job flashcards to each pair or group of 3 children. Ask the children to sort the cards by answering these questions:  * Which jobs do you know/recognise? * Which jobs would you like to do? * Which jobs require a hat/protective clothing? * Which jobs require a vehicle/transport? * Which jobs require a uniform/special clothes? * Which jobs are for men and which are for women?   Use the question about jobs for men and women to facilitate a class discussion about how any of them could do any of the jobs. Some may have organised the flashcards according to the gender of the person in the picture or some may have preconceived ideas – try to break these down if they come up. | |
| Plenary (5 min) | Present the children with the story of a girl named Tara who dreams of being a computer programmer one day. She is upset because some children in her class were teasing her and told her that she could not do that because everyone knows that computing and computer games are for boys.  **Think-pair-share** – What advice would you give to Tara?  Feedback and discuss. | |
| Suggested follow-up writing activities **When I grow up I want to be…**  Children draw a picture of themselves in their future career (can use flashcards for reference if needed) and write what is involved in this job as well as why they want to do it.  **Focus on one profession to find out more**  After class research/exploration, children write sentences to identify where this person works, what they do, what they need to wear, what time of day they work.  **Focus on one skill/attribute that is required in different jobs**  Teacher selects a skill/attribute to focus on and define with the children (e.g. caring for others, time keeping, being polite). Children to write what this skill/attribute means and who needs to show this.  **Give advice to a child who thinks they cannot do a job because of their gender**  Use the scenario suggested in the plenary activity or another similar scenario that depicts a child who believes their future job choice is limited by their gender. Ask the children to explain that this is wrong and to write about men/women doing any jobs they want. | | |