

# LESSON: Job skills (Head Chef)

YEAR 5-6/KEY STAGE: 2

This is one of two lessons written for key stage 2 about different careers. This lesson explores the skills, interests and experiences relevant to future career paths. It is intended for use in a comprehensive PSHE programme of study and is best used within a year 5 or year 6 unit on work and careers. This lesson can be adapted for year 3 and 4, guidance for which can be found in this pack.

|                      |  |   |        |
|----------------------|--|---|--------|
| Learning objective   | Pupils will learn: <ul style="list-style-type: none"> <li>about the different skills needed for a job</li> </ul>   |   |        |
| Learning outcomes    | By the end of the lesson, pupils will be able to: <ul style="list-style-type: none"> <li>identify a range of jobs</li> <li>describe the skills and experience needed for a specific job</li> <li>demonstrate the role of decision-making in the workplace</li> </ul>   |   |        |
| Resources required   | <ul style="list-style-type: none"> <li>Box for anonymous questions</li> <li>A4 paper (blank)</li> <li>Pens and pencils</li> <li>Video of interview with Head Chef</li> <li>Resource 1: <i>Different jobs</i></li> <li>Resource 2: <i>Job skills worksheet</i></li> <li>Resource 3: <i>Workplace dilemma scenarios</i></li> <li>Resource 4: <i>Job description</i></li> </ul>                               |   |        |
| Lesson summary       | Activity   | Description   | Timing |
|                      | <b>1. Introduction</b>   | Establish or reinforce ground rules and introduce learning outcomes   | 5 min  |
|                      | <b>2. Baseline assessment activity</b>   | Using images of people at work as stimuli, pupils write down the <i>skills, interests</i> and <i>experiences</i> associated with each job | 10min  |
|                      | <b>3. Job skills</b>   | Pupils watch a video and complete a worksheet reflecting on the role of Head Chef   | 15 min |
|                      |  | Pupils apply this thinking to a career of their choice  | 10min  |
|                      | <b>4. Workplace Dilemmas</b>   | Pupils consider how to manage challenging scenarios at work   | 10min  |
|                      | <b>5. Endpoint assessment</b>  | Pupils return to the images from the baseline assessment and add or make changes as a result of their learning                            | 5min   |
|                      | <b>6. Signposting</b>  | Pupils find out where they can get further information and who they can talk to about the world of work                                   | 5min   |
| Climate for learning | A safe learning environment helps pupils feel comfortable with sharing their ideas and will help teachers to manage discussions confidently. The topic of careers may be particularly sensitive for some pupils, as their families may be affected by unemployment or unstable employment. There may not only be economic implications, but also impacts on pupils' mental health or their aspirations for |   |        |

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|                 | <p>the future. It is important to consider sensitivities and prior knowledge about specific pupils' circumstances.</p> <p>Ground rules are fundamental to creating and maintaining a safe teaching and learning environment, and should be negotiated with pupils. Add or emphasise any ground rules that are especially relevant to this lesson i.e. <i>a non-judgemental approach, make no assumptions, keep the conversation in the room, the right to pass.</i></p> <p>Invite pupils to write down any questions they have anonymously, and collect them in using an anonymous question box or envelope. You may wish to set aside some time at the end of the lesson to address the questions raised.</p>   |
| Key words       | Job, workplace, career, skills, interests, experiences, qualities, role, decision-making, leadership, teamwork, problem solving, job description, dilemma, sustainable, eco-friendly, waste, budget, diet, vegetarian, vegan   |
| Introduction    | <p><b>Introduction</b> <span style="float: right;"><b>5 min</b></span></p> <p>Establish or reinforce existing ground rules and highlight any rules that are especially relevant to the lesson. Introduce the learning objective and outcomes for the lesson.</p>   |
|                 | <p><b>Baseline assessment activity</b> <span style="float: right;"><b>10 min</b></span></p> <p>On A3 print outs, display the sheets from <b>Resource 1: Different Jobs</b> around the classroom. In groups, pupils move around the room and add to each one underneath the headings <i>skills, interests</i> and <i>experiences</i>. Prompt questions could support thinking and ensure the pupils' understanding of the headings.</p> <ul style="list-style-type: none"> <li>• What might someone need to be able to do in this job? What skills would they need?<br/><i>E.g. The website developer would need computing skills</i></li> <li>• What interests might someone have to do this job?<br/><i>E.g. The mechanic might be interested in cars (or bikes)</i></li> <li>• What experiences might someone have to do this job?<br/><i>E.g. The sports person might have been part of a sports club at school</i></li> </ul> <p>The purpose of this activity is to enable you to find out pupils' existing knowledge and attitudes. Collect in and note any responses and misconceptions that may need addressing through the lesson.</p> |
| Core activities | <p><b>Job skills</b> <span style="float: right;"><b>25 min</b></span></p> <p>Explain to pupils that this activity will focus on some of the skills needed to be a Head Chef. Pupils start by watching the interview of the Head chef talking about their job. Introduce <b>Resource 2: Job Skills worksheet</b> and ask pupils to write down <u>how</u> the chef applies each of the skill areas at work. For example:</p> <p><i>Leadership: managing the kitchen, ordering the produce, taking care of the team, ensuring the restaurant makes a profit, ensuring customers are happy</i></p> <p><i>Teamwork: working together, understanding others (empathy), building friendships</i></p> <p><i>Decision-making: about where ingredients come from, buying sustainable products, how much to charge customers</i></p> <p><i>Problem solving: making sure what is offered appeals to everyone including being aware of different diets (vegetarian/vegan), being sustainable, avoiding waste, dealing with accidents or emergencies</i></p>   |
|                 |  |

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|   | <p><b>Additional note:</b> The video in this lesson describes the route to becoming a Head Chef through gaining an NVQ, a work-based qualification under the old NQF system. These have now been translated into awards, certificates or diplomas. Further information about this career route can be accessed here: <a href="https://nationalcareers.service.gov.uk/job-profiles/chef">https://nationalcareers.service.gov.uk/job-profiles/chef</a>.</p> <p>Once completed for the Head Chef, pupils then complete the same worksheet for a job of their choice (using an idea from the baseline assessment or a different one they may want to do in the future, for example).</p> <p><b>Support:</b> Pupils could focus on just two or three skill areas: <i>Leadership, Teamwork and Decision-making</i></p> <p><b>Challenge:</b> For both jobs, pupils could add examples of the skills gained <b>in school</b> such as maths (to help with budgeting), and the skills gained <b>out of school</b> such as managing a team</p> |
|   | <p><b>Scenarios: Workplace dilemmas</b> <span style="float: right;"><b>10 min</b></span></p>  |
|   | <p>Using <b>Resource 3: Workplace dilemma scenarios</b>, pupils work on one scenario per group and consider how the dilemma could be solved. Ask pupils to respond to the following questions and feedback to the class:</p> <ul style="list-style-type: none"> <li>• What is the dilemma?</li> <li>• What needs to change?</li> <li>• What skills do the characters need to solve the dilemma?</li> <li>• What decisions need to be made and by whom?</li> </ul> <p><i>Encourage pupils to think positively and focus on problem solving rather than placing blame. Draw out the importance of communication, decision-making, working as a team and how the efforts of everyone working together make for a more effective workplace.</i></p>   |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Plenary / Assessment for and of learning</p> | <p><b>Endpoint assessment</b> <span style="float: right;"><b>10 min</b></span></p>  |
|   | <p>Pupils revisit their <b>Different Jobs</b> baseline assessment completed at the beginning of the lesson and, using a different colour pen/pencil, change or add to their ideas as a result of their learning in this lesson. Pupils could discuss whether some of the same skills are needed for a variety of jobs, and which skills are more specific to each role.</p>   |
|   | <p><b>Reflecting on today's learning and signposting support</b> <span style="float: right;"><b>5 min</b></span></p>  |
|   | <p>It is important that pupils feel comfortable learning about jobs and careers and don't feel worried about their own job prospects or those of their family. Ensure pupils know they can talk to a trusted adult if they have questions about the world of work. Remind pupils that they don't need to decide a future career right away and that there will be further lessons and support available at secondary school.</p>  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Extension activity</p>                       | <p><b>Extension activity – Create a job description</b></p>   |
|   | <p>Explain to pupils that a job description is a summary of all the tasks and responsibilities of a job and the skills needed. Pupils could use <b>Resource 4: Job Description</b> to create one for a Head Chef or for their chosen job from earlier in the lesson. Explain that <i>qualities</i> could mean personal strengths, or personality traits e.g. good with numbers or calm under pressure. These could form part of a school display about careers and the world of work.</p>   |

### Chef



### Skills

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### Experiences

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### Interests

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### Doctor



### Skills

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### Experiences

Empty rounded rectangular box for writing experiences.

### Interests

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### Professional Sportsperson



**Skills**

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**Experiences**

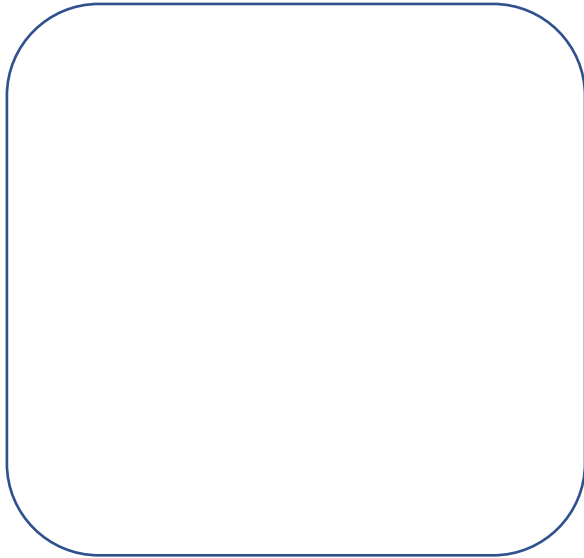
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**Interests**

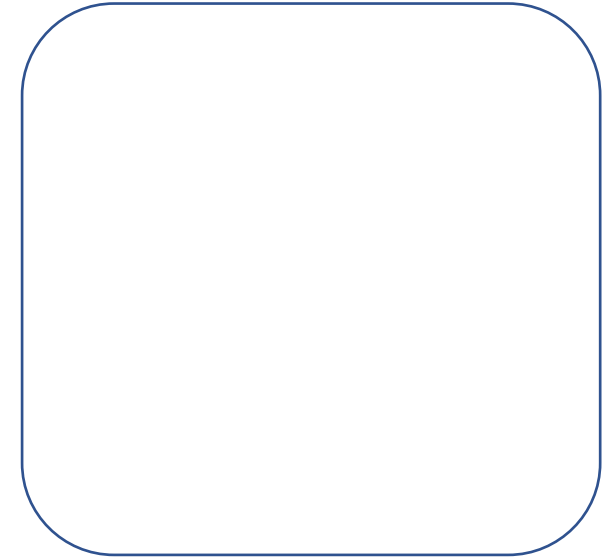
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## Business Owner

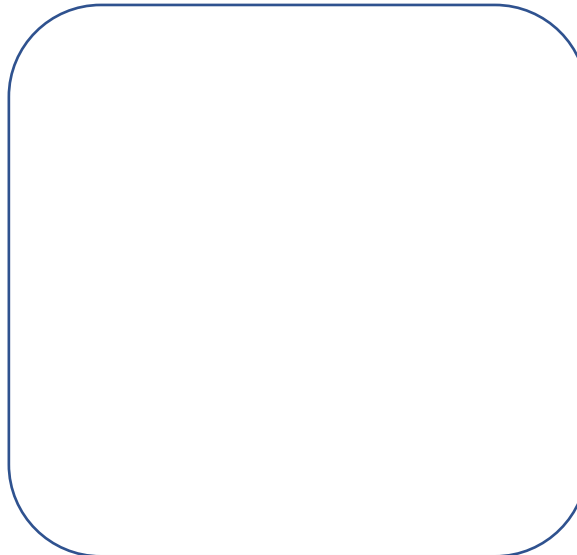
**Skills**



**Experiences**



**Interests**



### Mechanic

#### Skills



#### Experiences

#### Interests



### Website designer

**Skills**



**Experiences**

**Interests**

### Farmer

#### Skills



#### Experiences

#### Interests



**Leadership:**

**Teamwork:**

**Decision-making:**

**Problem solving:**



**Leadership:**

**Teamwork:**

**Decision-making:**

**Problem solving:**

Sam has started working in a bank in town. He works well in the team and is excellent with customers. However, the manager has noticed that Sam arrives late to work every day.

Skye works in a busy shop. The other team members have been neglecting their tasks and duties and taking long breaks. One day, Skye had to clear and tidy the shop alone. Skye likes the other people at work but is getting frustrated with the situation.

Lea was really excited about her new job working in an office for a big company. However, everyone she works with is always very busy and the manager doesn't have much time to help or answer questions. Lea has become quite nervous about going into work and often goes to lunch alone.

Zan is a Head Chef. To make the restaurant more eco – friendly, Zan spoke to the team about not wasting ingredients and recycling packaging. This worked well for a few months, but after that people started forgetting to recycle and just putting packaging in the general rubbish.

Elliot runs a small business with a team of four people. The team do not get on, and are often arguing and blaming each other when things go wrong.

Amina manages a café. One team member has phoned to say they are sick and can't come to work. One team member is also on holiday. The café is very busy and customers are starting to complain about waiting.

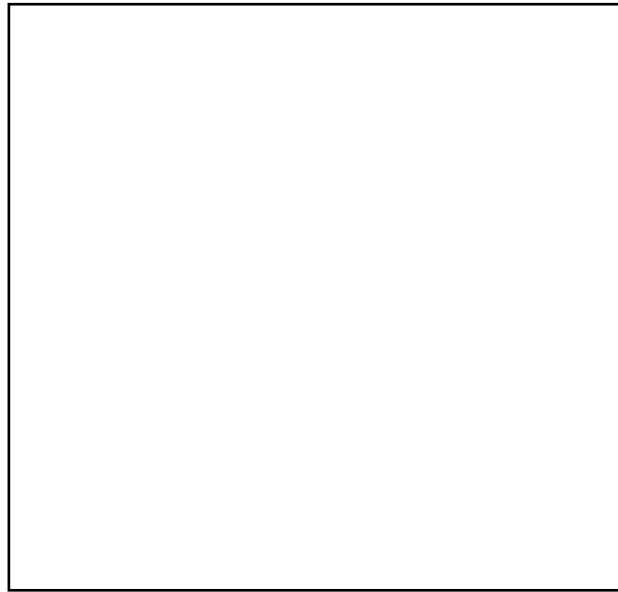


**Head Chef**

**Main responsibilities:**

**Skills required:**

**Other qualities:**



**Main responsibilities:**

**Skills required:**

**Other qualities:**