

LESSON 2

Different Jobs

KEY STAGE 1

This is the second of two lessons about careers for key stage 1, designed with the support of The Careers and Enterprise Company (CEC). This lesson explores different jobs, including those in the community, the work involved and how they help people to earn money.

No lesson should be taught in isolation, but always as part of a planned, developmental PSHE education programme. These lessons would work well as part of learning about living in the wider world, alongside topics such as economic wellbeing and money.

Learning Objective

To learn about different jobs and work that people do.

Learning Outcomes

Pupils will be able to:

- describe a range of different jobs, including jobs in the community
- identify the different types of work involved in some jobs
- explain how jobs help people to earn money

Resources Required

- Box or envelope for questions
- Flipchart paper with the alphabet written down one side
- Post-it notes
- Resource 1: *Jobs in the community* [one per pupil or pair requiring support]
- Resource 2: *Job names* [one per pupil or pair requiring support]
- Resource 3: *Talking Heads* [one example per small group]

Lesson Summary

Activity	Description	Timing (Total: 60mins)
1. Introduction	Introduce the learning objective and outcomes, set up the question box and revisit ground rules.	2 mins
2. Baseline assessment	Pupils complete an A-Z challenge to suggest a range of jobs they know.	10 mins
3. In the community	Pupils use an image of a local environment to explore a range of jobs in the community.	15 mins
4. Talking heads	Pupils examine the work involved in some of these jobs and consider how they help others in the community.	15 mins
5. What are jobs for?	Pupils discuss the purpose of jobs, including doing voluntary work.	10 mins
6. Endpoint assessment	Pupils return to the A-Z activity from the baseline assessment and add their new learning about the work involved in different jobs.	5 mins
7. Signpost support	Remind pupils who they can talk to if they have any questions or worries about jobs.	3 mins

Climate for Learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include relevant subject knowledge and guidance on creating a safe learning environment and inclusive teaching. Be aware that pupils will have different experiences of people's careers and



having a job, and that some of their families may be affected by long-term unemployment or unstable employment.

Key Words

Job, community, work, earn, voluntary.

Baseline Assessment

Introduction (slide 2) – 2 mins

Introduce the learning objective and outcomes. Explain that today's lesson will explore different jobs and work that people do, including how jobs help people to earn money.

Set up the question box and remind pupils of the ground rules.

Baseline assessment activity (slide 3) – 10 mins

Before the lesson, make a list of the letters A-Z on the lefthand side of some flipchart paper. Give pupils some post-it notes and ask them to write any names of jobs they can think of, for any letter of the alphabet. Then, ask pupils to come up to the front and put their sticky notes next to the relevant letter on the flipchart paper.

For example, *A: actor, artist, ambulance care assistant, astronaut, acrobat.*

Avoid further explanation or prompting while pupils write down their ideas and leave the flipchart paper up so all pupils can see the different job ideas – these will give you an indication of the jobs pupils are already aware of, and can be revisited at the end of the lesson.

Core Activities

In the community (slide 4) – 15 mins

Show pupils the image on slide 4 and explain that this activity will focus on jobs in the community. Briefly explain the meaning of community as a group of people living in the same area. In pairs, ask pupils to discuss the different jobs that people might do here (if needed, prompt pupils by pointing to the different locations on the image – the hospital, school etc). Collate pupils' feedback onto a mind-map on the whiteboard or flipchart paper.

They may suggest:

Hospital: nurse, doctor, surgeon, receptionist, paramedic.

School: teacher, headteacher, learning support assistant, midday supervisor, learning mentor, receptionist, play worker, lollipop person.

Restaurant: chef, waiter, dishwasher, manager, host/receptionist.

Fire station: firefighter.

Police station: police officer.

Shop: shop worker, cashier, shop manager.

Bank: bank worker, cashier, bank manager.

Then, ask pupils, what other jobs might people do in the community?

Pupils might suggest: builder, office worker, cleaner, librarian, mayor, park keeper.

Support: Give pupils Resource 2: *Job names* and ask them to match each job name to the correct image by drawing a line.

Challenge: Ask pupils to recall the pathways from the previous lesson, and then decide which of the career pathways the community jobs match to. *For example, nurse – Helping others pathway.*

Talking Heads (slides 5-7) – 15 mins

Give small groups one of the job examples from Resource 3: *Talking heads*. Allow pupils some time to read and then ask them to underline the tasks or things that each person does in their job. Take feedback from the groups, using slides 5-7 to support. Pupils may have underlined:



Teacher: plan and teach lessons, help children learn, mark books.

Nurse: look after people who are ill, give medicine, visit people in their home.

Bank worker: meet customers, help people organise their money, help people to plan for the future.

Once completed, explain that these jobs are important because they help people who live in the local community. Then, ask pupils to suggest how each job helps people in the community, for example:

Teacher: helps children learn new things.

Nurse: looks after sick people.

Bank worker: keeps people's money safe.

What are jobs for? (slides 8-9) – 10 mins

Ask pupils to think back to the previous activity about the different jobs in the community. Then ask: 'Why do people have jobs?' Allow some time for pupils to discuss in pairs before taking feedback from the class and writing their ideas onto the whiteboard or flipchart.

Pupils might suggest: to earn money to pay for things (like food or housing/to live on/to support their families), for fun, to feel good/for enjoyment, to help others in the community, to improve their skills, to be proud of themselves.

If not already mentioned, highlight that someone can earn money from a job, often called a salary. Explain that some jobs are unpaid – this is called voluntary work and it's when people might spend time helping, for example, at a charity, a school, or for an event. Show pupils slide 9 - another talking head. Read together as a class and then ask, why someone might do voluntary work, even if they don't get paid?

Pupils might suggest: to help animals or other people/to help the community, to make a difference, to feel good/ confident, to keep busy/have a full life, to learn new skills.

Emphasise that both paid and unpaid work is important to help people in the community live and get help with things they need, such as learning, shopping, being cared for, maintaining their homes, or getting treatment from a doctor or nurse. In addition, explain that not everyone has a job such as the ones discussed in the lesson. Many people take on other roles, such as caring for family and that some people don't work for health or age reasons. Everyone's contribution to the community is valuable and important.

Challenge: Ask pupils whether there are any jobs that children their age can do. Ideas might include e.g. doing chores/jobs at home, helping to get things ready to sell at a car boot/school fete.

Ask pupils to also consider jobs that older children/young people could do, for example, looking after pets, babysitting, cleaning cars, mowing the lawn, helping younger children with their schoolwork or homework, selling things they have made e.g., jewellery.

Plenary/ Assessment for and of learning

Endpoint assessment (slide 10) – 5 mins

Check the question box and respond to any questions that have not already been answered by the content in the lesson.

To show how their understanding has developed during the lesson, pupils return to the flipchart paper with the A-Z of jobs from the baseline assessment. Ask them to choose a job and add anything they can about the work that someone might do in that job and the strengths and interests they might need to do the job, onto the post-it note (or on a new post-it note) using a different colour pen. This can be used as evidence of learning and progress, and to inform further teaching. They might also be able to add more jobs they had not been aware of at the start of the lesson, on another sheet of flipchart paper.

Signposting support (slide 11) – 3 mins

Ensure that pupils know where they can seek help, and that if they have questions or worries about jobs, it is important that they talk to an adult they trust at home, outside the family, or at school.

Extension activity

Extension activity (slide 12)

Pupils create a mini job advert for one of the jobs from this lesson or the previous one. They could include:

- the work or tasks involved in the job
- the interests or strengths that would suit the job
- why someone might want to do the job

