

LESSON 1

Job Skills

KEY STAGE 2

This is the first of three lessons about careers for key stage 2, designed with the support of The Careers and Enterprise Company (CEC). This lesson is designed to be used flexibly as an introduction to careers, for any year group in key stage 2. You could use it to briefly introduce concepts in year 3 or 4 or teach it immediately before the two lessons specifically designed for year 5 and 6. The lesson focuses on skills, and how they can be used in different jobs.

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 the skills needed for different jobs.

Learning Outcomes

Pupils will be able to:

- identify different types of skills
- explain how a range of skills are used in different jobs
- identify some skills to develop and set personal goals

Resources Required

- Box or envelope for questions
- Resource 1: *Skills bank* [one per pair or small group]
- Resource 2: *Job skills* [one per small group]
- Resource 3: *A Day in the Life* [one per pair]
- Resource 4: *WHO* [one per pupil requiring support]

Lesson Summary

Activity	Description	Timing (Total: 60mins)
1. Introduction	Introduce the learning objective and outcomes, set up the question box and revisit ground rules.	3 mins
2. Baseline assessment	Pupils respond to a conversation about skills needed for work.	10 mins
3. Which skills?	Pupils explore a range of skills and match them to different jobs.	10 mins
4. A Day in the Life	Pupils read the 'Day in the Life' for different jobs, and consider the skills needed to carry out different tasks.	15 mins
5. Developing skills	Pupils suggest a new skill they would like to develop, and plan how they will achieve it using a WHOOP model.	15 mins
6. Endpoint assessment	Pupils revisit the questions from the baseline assessment and consider how to develop or improve skills.	5 mins
7. Signpost support	Remind pupils who they can talk to if they have any questions or worries about careers.	2 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 establishing 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

Skill, task, develop, manage, client.

Baseline Assessment

Introduction (slides 1-2) – 3 mins

Remind pupils of the agreed ground rules and make them aware of the question box, which will be available throughout and after the lesson. Explain that if they have questions or worries that they don't want to raise in front of the class, they can write their question on a piece of paper, with or without their name, and put it in the question box.

Introduce the learning objective and outcomes and tell pupils that today's lesson will focus on skills, how they can be used in different jobs and how to set goals for themselves.

Baseline activity (slide 3) – 10 mins

Show pupils the scenario between Faro's family members on slide 3.

Faro's uncle, granny, mum and stepdad are all discussing the different jobs they do and the skills they need to practise at work.

- What do Faro's family members mean by 'skills' needed for work?
- What skills do you think they might be talking about?

Ask pupils to write their ideas in their exercise books. Whilst they are working, circulate the room to gauge pupils' level of understanding, and note any misconceptions.

Pupils may be able to identify some skills at this stage of the lesson, but they may be limited in breadth, or unclear how these skills are applied to different roles. Throughout the lesson, ensure pupils are exposed to a wide range of skills and various ways these can be applied in different careers, to support their understanding.

Core activities

Which skills? (slides 4-5) – 10 mins

Introduce pupils to a range of skills that might be needed for different jobs using Resource 1: *Skills bank*. Allow some time to explain any that are new to pupils, using slide 4 to support. Then, give small groups of pupils one of the jobs from Resource 2: *Job skills* and ask them to suggest which skills someone would need to do that job.

Take feedback from each group. *Pupils might suggest:*

Postal worker: Organisation, communication, literacy skills, resilience, teamwork.

Web developer: Computing/tech skills, creative skills, problem solving, leadership.

Fashion designer: Creative skills, problem solving, adaptability, leadership.

Lawyer: Problem solving, communication, literacy skills, leadership.

Hairdresser: Creative skills, communication, listening, teamwork, organisation.

Plumber: Problem solving, numeracy skills, communication, adaptability.

Nursery worker: Teamwork, resilience, creative skills.

Sport's coach: Leadership, communication, organisation.

Challenge: Ask pupils to name any other strengths or interests needed for the different jobs mentioned, for example, *Nursery worker – patience, caring, likes children.*



A Day in the Life (slide 6) – 15 mins

Ask pairs of pupils to read one of the examples from Resource 3: *A Day in the Life* and identify what the person does in their job e.g., the work or tasks. Pupils then decide which skills are needed for each task, and add these to the 'skills' column, using Resource 1: *Skills bank* to help them.

Pupils may suggest one or more skills for each task, for example:

Postal worker:

Task - I meet with my colleagues about the rota for the following day.

Skills – Communication and organisation.

During feedback, highlight that while these examples are very different in terms of the work and tasks involved, many of the skills needed are the same, for example, communication. Explain that often these skills are referred to as 'transferable' – as they can be used from one job to another.

Support: Provide pupils with the same job that they worked on in the previous activity, so they are already familiar with the example.

Challenge: Ask pupils to choose two of the jobs from the 'Day in the Life' activity and list the similarities and differences between them. *For example: Nursery worker and hairdresser*

Similarities: Teamwork and creative skills are needed for both jobs, both jobs involve working with others.

Differences: The nursery worker works mostly with children, the hairdresser mostly works with adults, the nursery worker works in a nursery/school, the hairdresser works in a salon, the nursery worker starts early (e.g. 8.00 am) and the hairdresser starts later at 9.30 am.

Developing skills (slides 7-8) – 15 mins

Show pupils slide 7 and ask them, 'How did Faro work on and improve his leadership skills?'

Pupils might suggest: by thinking about what makes a good leader, asking for advice, getting to know everyone on the team, listening to others' problems, going to all the training sessions, learning about team tactics.

Then, ask pupils to think of a skill they'd like to develop – they could use Resource 1 for ideas or suggest a new skill they want to have in the future. Using slide 8, introduce them to the WHOOP model for setting goals, (Wish, How, Outcome, Obstacle, Plan) and read through each step as a class:

Wish - decide on a skill to improve/to have in the future

How - think about how to work on the skill

Outcome - how would it look and feel to achieve this?

Obstacles - consider anything that could hold you back from reaching this goal.

Plan - if or when there are obstacles, how could you respond? e.g. If _____ happens, then I will _____.

Then, ask pupils to set their own goal using 'WHOOP' in their exercise books. As this is a reflection task, there is no need for pupils to share their goals with the rest of the class.

Support: Pupils focus on the first three points – Wish, How and Outcome, using Resource 4. *WHO* to write or draw their ideas. Prompts have been provided on this sheet to support their ideas.

Plenary/ Assessment for and of learning

Endpoint assessment (slide 9) – 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, ask pupils to return to the questions in the baseline assessment, and add to or amend their ideas using a different colour pencil. In addition, ask pupils to respond to the following in their exercise books:

How can someone develop or improve their skills for work?

Signposting support (slide 10) – 2 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.

Pupils could also contact ChildLine:

0800 1111 to speak to someone, or accessing: www.childline.org.uk/kids

Extension Activity

Extension activity (slide 11)

Ask pupils to think of a job or role in school that children can have, for example, playground buddy, library monitor, peer mentor or classroom helper. What skills would someone need to carry out this job well?

