

LESSON 2

Choosing a career

KEY STAGE 2

This is the second of three lessons about careers for key stage 2, designed with the support of The Careers and Enterprise Company (CEC). It is the first of two specifically for pupils in year 5 or year 6. You may be teaching this lesson following the 'Job skills' lesson for key stage 2 or using it as the start of a series of lessons on careers, if you used the 'Job skills' lesson in an earlier year. This lesson focuses on what might influence someone's career and job choice, stereotypes around jobs, and their impact.

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 how people choose a career.

Learning Outcomes

Pupils will be able to:

- identify the difference between a job and a career, and how careers change over time
- explain what can influence someone's decisions about which career to choose
- describe some common stereotypes related to work and their potential impact

Resources Required

- Box or envelope for questions
- Resource 1: *Career Choices* [one per pair]
- Resource 2: *Head, heart, hands* [one per pair]
- Resource 2a: *Head, heart, hands – sentences* [support option]
- Resource 4: *Career journeys* [one per pair]

Lesson Summary



Activity	Description	Timing (Total: 60mins)
1. Introduction	Introduce learning objective and outcomes, set up the question box and revisit ground rules.	3 mins
2. Baseline assessment	Pupils mind map why people might choose certain jobs.	10 mins
3. Career influences	Pupils discuss what could influence someone's job choice and choose what they think are the strongest influences.	10 mins
4. Career choices	Using talking heads, pupils explore the career influences of a teacher, paramedic, and dancer, and watch a film about the career paths of four women.	15 mins
5. Head, heart, hands	Pupils complete a Head, heart, hands activity about a young person hoping to become a police officer.	15 mins
6. Reflection and endpoint assessment	Pupils revisit the mind-map and make changes or add to their ideas based on their learning in the lesson.	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

Influence, stereotype, impact, personality, qualification, career path.

Baseline Assessment

Introduction (slides 1-2) - 3 mins

Set up the question box and remind pupils of the ground rules. Introduce the learning objective and outcomes. Explain that today's lesson will explore what can influence someone's career choice, and the impact that some common stereotypes might have.

Baseline assessment activity (slide 3) – 10 mins

In small groups, give pupils flipchart paper and ask them to brainstorm responses to the question: Why might people choose certain careers?

Avoid giving further prompts or explanations at this point but circulate and take note of any misconceptions or gaps in pupils' understanding. Ask pupils to put the sheets to one side and explain that they will be used later in the lesson.

Responses may include: Someone has inspired them e.g. a celebrity, what they have seen/heard about the career means they decide it suits them, it's a 'good' job (well-paid/interesting/fun/cool), it matches their interests skills or personal strengths, they think it's an 'important' career e.g. it helps others, because they have the qualifications/training needed, they like the work involved e.g. being outside/ talking to others, one of their family members or friends does the same career.

Core activities

Career influences (slides 4-5) – 10 mins



Using slide 4, briefly explain the difference between a job and a career:

A job is a work activity or role carried out, usually to earn money.

A career is someone's 'journey' through their working life, that often involves more than one job. For example, someone's job could be primary school teacher, but their career could be made up of lots of different stages and job roles, such as teaching assistant, trainee teacher, classroom teacher and then lead teacher in a subject area.

Show pupils the list of career influences on slide 5. In pairs, ask them to pick what they think are the top three influences on someone's career choice. Take feedback, asking pupils to share which they chose as the strongest influences and why. Stress that there are no right answers and that influences can be different for different people.

Support: Ask pupils to choose what they think is the strongest influence from the list.

Challenge: Ask pupils to suggest any other influences that haven't been included on the list, for example, culture/background, gender.

Career choices (slides 6-10) – 15 mins

Show pupils the three talking heads on slide 6. Assign one to each pair of pupils, using Resource 1: *Career choices* and ask them to discuss what has influenced the character's career path. Take feedback from the class, allowing pupils to look at all the examples on slides 7-9.

Pupils may suggest:

Teacher: he loved being around children, his Mum was a teacher, he had experience of helping in a school, he found working with children rewarding.

Paramedic: she wanted to work with people/help others, she had to consider what to do next once the florists closed, she wanted a job with more excitement, she saw an advert online.

Dancer: she loved movement, gymnastics and P.E. at school, her dad was very supportive, she got into performing arts school.

Once completed, ask pupils if any of the characters have overcome challenges, including the impact of stereotypes to pursue their career. Here, if necessary, briefly explain to pupils what the word 'stereotype' means, using slide 10 to show a definition: *A set idea (especially one that is wrong) that people have about what someone will be like, based on a group they belong to.* Explain that there are different kinds of stereotypes, and that they are often related to ideas about gender, race, disability, or age.

Pupils may suggest:

Teacher: being a black male teacher when most teachers are white and female.

Paramedic: being an older paramedic, and challenging the stereotype that older people can't do physical jobs.

Dancer: being a deaf dancer and facing discrimination/judgement and the assumption that she won't be able to dance.

Then, show pupils this [CBBC clip](#)¹ about four women and their jobs. Ask them to discuss in pairs any challenges, including stereotypes, that they have overcome.

Pupils might suggest: Doing jobs that are usually done by men/traditionally for men, people's assumptions about what women will or won't want to do, being the only woman on the team/being part of a small number of women on the team.

Then, ask pupils how stereotypes might impact the career someone chooses.

They may suggest: the people they see (for example, in the media) who do the job aren't like them/don't look like them (in terms of race, disability, age, cultural background etc.); gender stereotypes – if the job is usually seen as 'for men'/'for women'; they don't think they have the right education, skills, background, or are 'clever' enough to do the job.

Point out to pupils that, just like the people in the videos did, although sometimes challenging, it is possible for someone to overcome stereotypes and pursue the career they want.

¹ International Women's Day 2022: 'I like breaking boundaries!'; CBBC Newsround, video credit: Redraw the balance.

Support: When watching the film, ask pupils to focus on just one of the jobs and consider any stereotypes they have overcome using a scaffold for talk such as:

The challenge/stereotype that the fire fighter had to overcome was _____.

Challenge: Ask pupils: Where are career stereotypes seen or heard about? *Pupils might say: TV, films, social media, adverts/billboards, newspapers, magazines, from what people say.*

Head, heart hands (slide 11) – 15 mins

Introduce pupils to Priya, using slide 11, and explain that she is hoping to become a police officer, and is wondering what steps she could take to pursue the job. Ask pupils to complete Resource 2: *Head, heart, hands* in pairs, exploring what Priya might be thinking, including any stereotypes around the job, what she is feeling and what she might do or the steps she might take, recording their ideas in the head, heart and hand boxes respectively.

Take feedback. *Pupil responses might include:*

Head: *Priya might be thinking - being a police officer is a job often done by men and they often seem to be white; it's a physically demanding job/you need to be strong; the training is tough/hard; there are female police officers and police officers of colour – I've seen them in the media and in my local area.*

Heart: *Priya might be thinking- I would love to become a police officer/I'm excited about becoming a police officer; I'm determined to achieve my goal of becoming a police officer; I'm nervous about what it might take/what I might need to do to become one; I'm unsure if it's a job I can pursue/if it'll be easy to achieve my goal.*

Hands: *Priya could - talk to a teacher at school about how to pursue the job; set a goal to develop the skills she might need to do the job; use trusted sources to find out ways to become a police officer; read books about police officers; join a club that will help to develop the skills needed to become a police officer such as Scouts, Guides or Cadets.*

Support: Ask pupils to complete the activity using Resource 2a: *Head, heart, hands – sentences.*

Plenary/ Assessment for and of learning

Reflection and endpoint assessment (slide 12) – 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 revisit the question from the baseline with their group and make any changes or add to their ideas using a different colour pen.

This can be used as evidence of learning and progress, and to inform further teaching.

Signposting support (slide 13) – 2 mins

Ensure that pupils know where they can seek help, and that if they have questions or worries about careers, 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 access: www.childline.org.uk/kids

Extension activity

Extension activity (slide 14)

Give pupils Resource 3: *Career journeys* and ask them to read each profile, choose one person and explain how they have overcome or challenged stereotypes. They might suggest:

Barack Obama: He became the first African American president of the U.S.A.

Leah Williamson: She was the only girl on the football team as a child, she has raised awareness about gender stereotypes.