



Jobs for Everyone Session Plan

(Please also refer to the Teachers' Guide v6 (2024))

Document Key: PP = PowerPoint

TR = Teacher Resources

RP = Role Play Printables

Session	Objectives	Activities	Resources
Project Introduction (10-15 minutes)	To explain what the children should expect for the project being undertaken during the term	Very quick activity that can be done during carpet time Introduction as outlined in the Teachers' Guide	Refer to page 2-3 of the Teachers' Guide See Document: TR1 Introductory Letter to Parents and Carers (2024)
When Isaac Broke His Leg (30 minutes)	To introduce the topic in a way the children can relate to and give exposure to a range of different job roles To begin introducing diversity and dispelling stereotypes via the characters in the story	Read the story in class. Also ask children to read this story at home with their parents/carers	Refer to page 4 of the Teachers' Guide E-book for Whiteboard See Document: PP1 When Isaac Broke His Leg



<p>Questioning Skills (30 minutes with a short recap before jobholder visits)</p>	<p>To develop questioning skills and prepare questions in preparation for visits by jobholders</p>	<p>Teacher-led session introducing question words and what they mean. Followed by group discussion to develop questions for jobholder visits</p> <p>Children can record some questions on the worksheet (with help if needed)</p>	<p>Refer to pages 5-7 of the Teachers' Guide</p> <p>See Documents: TR3 Question Word Posters TR4 Question Word Worksheets</p>
<p>Diversity - We Are All Different and the Same (Up to 1 hour but can be split)</p>	<p>To build an understanding of diversity through fun, interactive activities and group discussions exploring differences and similarities amongst people</p> <p>To dispel stereotypes attached to particular job roles by promoting the key messages:</p> <ul style="list-style-type: none"> • Jobs for Everyone • No type of person to do a particular job • Anyone can aspire to any job • Who we are comes from within, it is not what we 	<p>Teacher-led session</p> <p>Different Outside, Same Core</p> <p>Different Eggs, Same Inside</p> <p>Exploring Skin Colours</p> <p>What I am interested in...</p> <p>What I am good at...</p> <p>What We Look Like Inside (Main Organs)</p> <p>Learn the Working in a Hospital</p>	<p>Refer to pages 8-12 of the Teachers' Guide</p> <p>Recommended but optional props:</p> <p>A variety of different apples A variety of different eggs A variety of different coloured nylon tights/stockings etc.</p> <p>Worksheet with diversity images and a human body poster that can also be displayed on the whiteboard.</p>



<p>Diversity (Continued)</p>	<p>look like</p> <ul style="list-style-type: none"> Everyone has something to celebrate about themselves 	<p>Song (repeat practice)</p>	<p>Words and link to sing-along video for the song provided on page 11 of the Teacher's Guide and for sharing on a separate song sheet</p> <p>See Documents:</p> <p>TR5 Diversity - We Are All Different and the Same TR6 Human Body Poster TR7 Working in a Hospital Lyrics and YouTube Link</p>
<p>I Am Not a Doctor or a Nurse Parts 1 & 2 (2 x 15-30 minute sessions plus homework)</p>	<p>To introduce a wide range of job roles, many of which will be unfamiliar to the children To promote equality and diversity via the illustrations</p>	<p>Recap over key learning points from the project and read Part 1 in class. Ask the children to read this at home with their parents/carers.</p> <p>Repeat with Part 2 giving enough time for them to absorb each section and not to overload with too many job roles at once.</p>	<p>Refer to page 13 of the Teachers' Guide</p> <p>E-books for whiteboard, printing or use on your home learning platform</p> <p>See Documents:</p> <p>PP3 I'm not a Doctor or a Nurse Part 1 PP4 I'm not a Doctor or a Nurse Part 2</p>
<p>If I worked in health and social care</p>	<p>To encourage the children to</p>	<p>Children to draw a picture on</p>	<p>Refer to pages 14 of the Teachers'</p>



<p>I would be... (30 minutes rotating with role play)</p>	<p>consider their own future career</p> <p>To understand the jobs the children may be attracted to following the above learning</p>	<p>worksheet and share ideas with the class</p>	<p>Guide</p> <p>See Document:</p> <p>TR10 If I worked in Health and Social Care Worksheet</p>
<p>Where could I work? (10 minutes)</p>	<p>To introduce the range of settings that people can work in within health and social care</p>	<p>Teacher-led session</p>	<p>Refer to pages 14 of the Teachers' Guide</p> <p>E-document for whiteboard or as a handout</p> <p>See Documents:</p> <p>TR11 Where Could I Work Prompt Sheet</p>



<p>Child & parent/carer homework activity (up to 1.5 hours)</p>	<p>To engage parents/carers in the topic</p> <p>To encourage creativity</p>	<p>Children are asked to make a junk model with their parent/carer to represent something from the topic. An explanation and examples are given on the worksheet</p>	<p>Refer to page 15 of the Teachers' Guide</p> <p>Hand-out to be printed or shared on your home learning platform</p> <p>Note: some schools invite parents in for this activity</p> <p>See Documents:</p> <p>TR12 Child Parent or Carer Homework Activity Sheet</p>
<p>Parent/Carer Assembly (Approx 30 minutes)</p>	<p>To help embed learning from the topic</p> <p>To enhance parent engagement</p> <p>To share and celebrate the topic learning</p>	<p>Suggested content:</p> <p>To sing the Working in a Hospital Song</p> <p>To role play a scene with different jobs</p> <p>To share creations from the homework project</p>	<p>Additional preparation time</p> <p>Refer to page 16 of the Teachers' Guide</p>



<p>Care Home Visit (up to 2 hours depending on travel)</p>	<p>To help embed learning from the topic</p> <p>To engage with the community in a social care setting</p> <p>To meet some people working within the care home</p>	<p>To sing the Working in a Hospital song to residents</p> <p>Subject to preference of the care homes additional songs may also be sung to create a mini concert for residents</p> <p>Meet staff from the care home</p>	<p>Refer to page 17 of the Teachers' guide</p>
<p>Jobholder Visits (30-60 minutes per session and set up time)</p>	<p>To meet a real person working in health and social care and help to embed the learning from the topic</p>	<p>Schools are encouraged to arrange visits from people in their community working in health & social care roles. Children should be given the opportunity to ask questions as prepared in the questioning skills session</p>	<p>Refer to page 18 of the Teachers' Guide</p> <p>Jobholder Guidance sheet provided to be shared with the jobholders in advance of their visit</p> <p>See Document:</p> <p>TR13 Jobs for Everyone Jobholder Guidance</p>



<p>Role Play</p>	<p>To help embed the learning and to make it fun and memorable for the children</p>	<p>Schools encouraged to set up an appropriate role play area</p> <p>Schools may choose to create a structured role play activity</p> <p>Schools may also use role play within the parent/carer assembly</p>	<p>Refer to page 19-20 of the Teachers' Guide</p> <p>See Documents:</p> <p>RP1-11 Role Play Printables TR6 Human Body Poster</p>
<p>Photo Job Cards (to use flexibly as choose in addition to I'm Not a Doctor or a Nurse)</p>	<p>To introduce a wide range of job roles, many of which will be unfamiliar to the children</p> <p>To promote equality and diversity via the photographs</p> <p>To embed vocabulary and understanding of different role through fun games and activities</p>	<p>40 job roles with photos and definitions that can be displayed on whiteboard or as posters</p> <p>Guidance provided on games/activities to embed learning and vocabulary</p>	<p>Refer to page 21-22 of the Teachers' Guide</p> <p>40 A4 Job Cards for use on whiteboard or to print as posters</p> <p>40 A6 Job Cards to print to use in games/activities</p> <p>See Documents:</p> <p>TR14 40 A4 Job Cards TR15 40 A6 Job Cards</p>
<p>Programme completion certificate</p>	<p>To celebrate completion of the programme and learning</p>	<p>Print certificates to give out to children in recognition of their participation</p>	<p>See Document:</p> <p>TR16 Project Completion Certificate</p>

Timings are estimates and flexible to meet school needs. Total pupil contact approximately 10 hours if all activities are undertaken.