



Equal Choices

Equal Chances



Learning area 5: Job done!

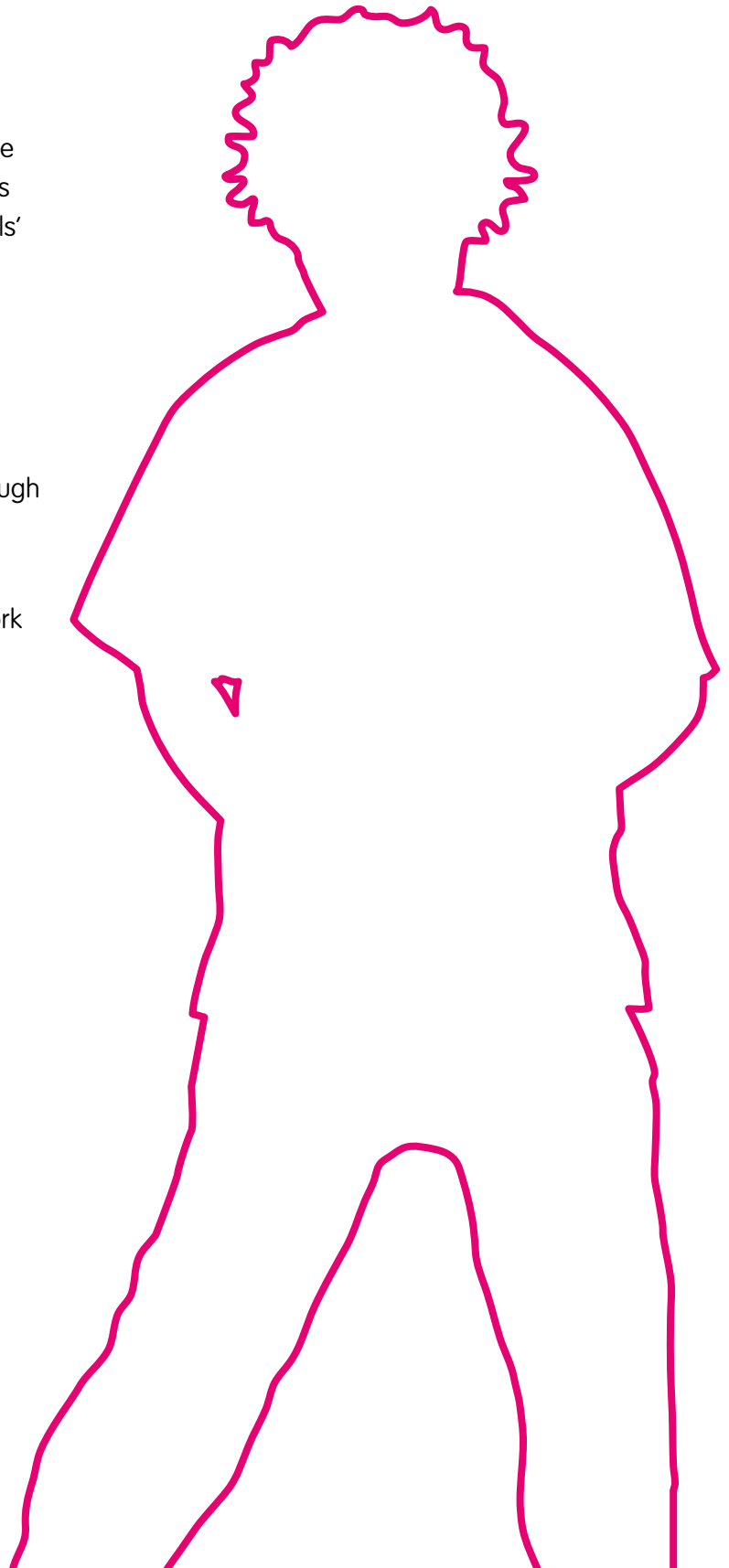
Overview

'Job done!' gives pupils the opportunity to reflect on everything they have learnt about careers, education and equality. Pupils recap through an extension to the work they did on their storybook in learning area 1, as well as through art and drama-based activities. Pupils' hard work on the project is also acknowledged and rewarded here.

Learning outcomes

Pupils:

- summarise and recap on learning creatively, through drama and / or art
- share what we have learnt with others
- feel proud of achievements and acknowledge work and success.





Equal Choices

Equal Chances



Activity 1: My storybook – what have I learnt?

Learning objectives

Children will learn:

- = To summarise and recap on learning through pictures and words.

Links to the ACEG framework (KS2)

- = Identify how you have benefited as a learner from career and work-related learning activities and experiences.

Subject links

- = PSHE
- = English
- = Citizenship
- = Art

Resources

- = PPT: Learning area 5
- = Worksheets 1 – 2: What have I learnt

- 1 Hand out worksheets 1 and 2 which are the final templates for the storybooks that children created in learning area 1.
- 2 Templates feature prompts to get pupils reflecting on what they have learnt and exploring a particular job. Pupils can either choose a job to write about, or you may like to allocate each pupil a specific job to talk about, some of which could be 'against type'.
- 3 Ask pupils to complete their storybook pages.
- 4 See support notes for prompts / information on what should be discussed with pupils both in this activity and the subsequent activities in this section. These can also be found on the slides.
- 5 Discuss as a class afterwards. What have pupils learnt? What did they find interesting about the job they wrote about? Did anybody write about jobs that surprised them in some way? What was surprising about these jobs?

Alternative: Pupils make a poster about their chosen job. Display pupils' posters on the classroom wall.

Activity 2: Talking heads

Learning objectives

Children will learn:

- = To recognise and show respect for similarities and differences
- = To take turns in speaking and respond appropriately to others.

Links to the ACEG framework (KS2)

- = Describe what you are like, what you are good at and what you enjoy doing.

Subject links

- = PSHE
- = English
- = Citizenship
- = Art

Resources

- = PPT: Learning area 5
- = Worksheet 3 – 4: Talking heads

- 1 Ask pupils to draw a self portrait with a speech bubble, or hand out worksheet 3 or 4 which features a 'Talking head' template.
- 2 Pupils colour and decorate their 'talking heads' and write a short statement about what they have learnt and / or something that surprises them about what they have learnt (e.g. a man can work as a nursery nurse) inside.
- 3 See support notes for reminder of learning points to consolidate in this learning area.
- 4 These 'talking heads' can then be displayed in the classroom or around school.



Equal Choices

Equal Chances



Activity 3: Job done – school play

Learning objectives

Children will learn:

- = To summarise and recap on learning creatively, through drama.

Links to the ACEG framework (KS2)

- = Identify how you have benefited as a learner from career and work-related learning activities and experiences.

Subject links

- = PSHE
- = English
- = Citizenship
- = Drama

Resources

- = PPT: Learning area 5
- = Pass it On video

- 1 Depending on pupil ability, ask children to script and put on a play for the rest of the school covering what they have learnt about the world of work and education.
- 2 Pupils should be encouraged to cover off issues around stereotypical thinking with regards to both the world of work and further / higher education.
- 3 See support notes for reminder of learning points to consolidate in this learning area.
- 4 Pupils could:
 - Role-play a living 'timeline of me' (learning area 1)
 - Use some of the scenarios from the discrimination role-play (learning area 2)
 - Turn Molly's story into a play (learning area 2)
 - Role-play one of the 'day in the life of' sheets (learning area 3)
 - Share some of their community interviews (if they filmed them), or simulate them on stage (learning area 4).
 - Use the list of learning points in the support notes to create a summary of what they have learnt.
- 5 The play could take place during assembly or after school with parents invited in to watch.
- 6 You might want to introduce the play by showing the Pass it On video.
- 7 **Alternative:** If group is lower ability, you may need to develop the script yourself. Pupils can however be encouraged to input into this. Have a class brainstorm before you start scripting, where pupils are given the opportunity to suggest what should feature.

Activity 4: Job done – rewarding pupils

Learning objectives

Children will learn:

- = To celebrate achievements and acknowledge work and success.

Links to the ACEG framework (KS2)

- = Identify how you have benefited as a learner from career and work-related learning activities and experiences.

Subject links

- = PSHE
- = Citizenship

Resources

- = PPT: Learning area 5
- = Certificate of participation

- 1 Download certificates of participation for all pupils.
- 2 Hand out certificates in class or assembly, acknowledging any particularly exceptional work.



Equal Choices

Equal Chances



Learning area 5: Support notes

Prior learning

- = Explore identities, similarities and differences, membership of different groups (learning area 1).
- = Understand stereotypes and discrimination and how to challenge them (learning area 2).
- = Know about a wide range of jobs, and how to challenge preconceptions about who does certain jobs (learning area 3).
- = Understand the meaning of community and know about jobs in the local community (learning area 4).

Preparation and planning

- = Photocopy enough copies of all worksheets for pupils.
- = Review the PowerPoint slides and tailor them to suit your teaching and class ability. One set of slides is provided for all activities within the learning area.
- = Activity 3 (job done – school play) will need plenty of preparation and planning. You will need to either script the play yourself or schedule a number of lessons in advance where pupils can script and practice the play themselves. Props / costumes may need to be sourced, and an appropriate time / place will need to be agreed for the showing of the play. You may like to invite parents to watch the pupils' production.
- = Be sure to thank all parents who take part in the careers fair.

Support notes

This learning area is all about consolidation of pupils' learning. Pupils are asked to explore their new knowledge, as well as any thoughts and feelings they have about the future that may have changed following the work they've done. Pupils will come up with some of the following answers (in not too many words) and you may need to help them to draw out the learning points.

- 1 There are similarities and differences between everybody.
- 2 We are all special individuals.
- 3 Different things contribute to our identity, including our membership of different groups.
- 4 Hopes and dreams are shared by children of all identities.
- 5 Everybody deserves the same opportunities in life.
- 6 Nobody should be limited by their identity when thinking about jobs or education (for example, by race, disability or religion).
- 7 You don't have to do the same things that your parents or carers did.
- 8 It is not right to stereotype or to discriminate against people because of who they are.
- 9 There is no such thing as a job which people of a certain race or religion can't do. Race and Religion should not stop us from achieving the job we want to do.
- 10 You have to work hard to get what you want.
- 11 There are thousands of different and exciting jobs out there, lots of which you can see examples of in the local community.





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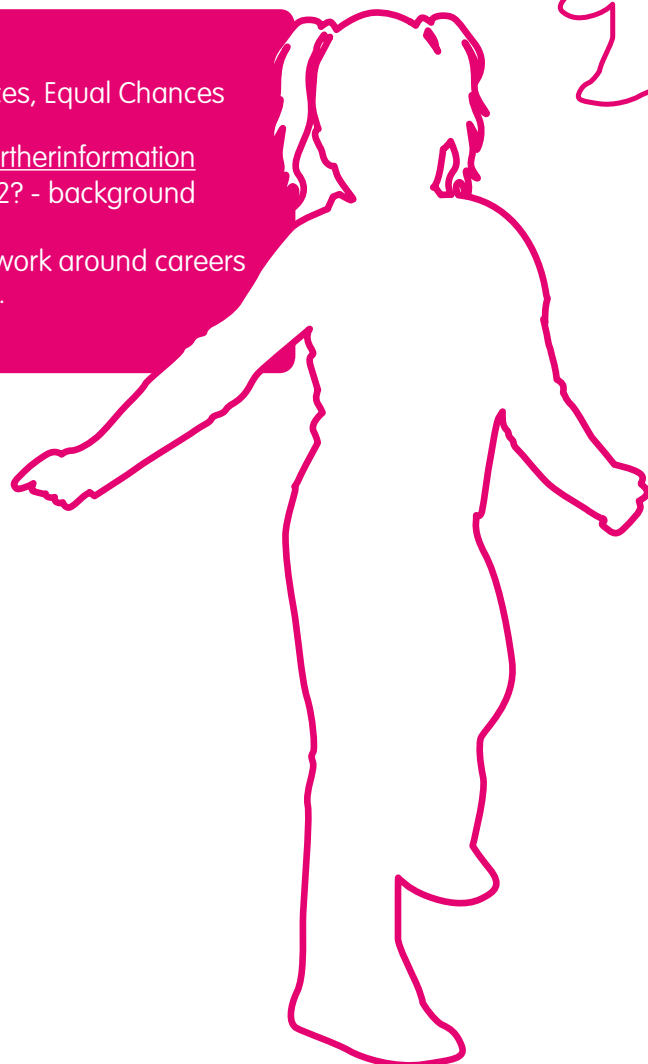
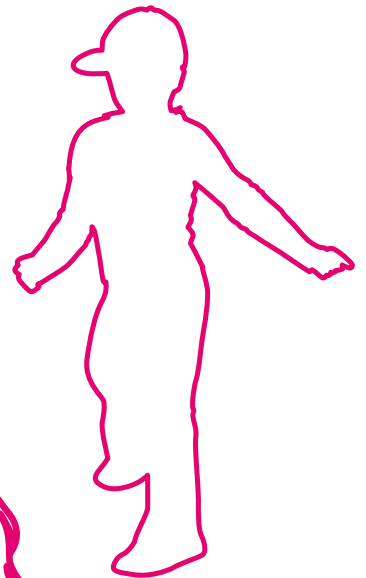
Equal Chances



- 12 Sometimes, because of different things that happen in their lives, some people may choose not to work.
- 13 Nowadays, many people combine work and caring for children or older relatives and many jobs offer flexible working opportunities to support this.
- 14 Everybody has different skills and these skills might mean they are really well suited to certain jobs.
- 15 We should all try to do our best in whatever it is we do.
- 16 There are different pathways to reaching the various different jobs out there. These include college, university and apprenticeships.
- 17 There are lots of different reasons for working.
- 18 Sometimes, because of different things that happen in their life, people don't work. For example if they have children or an older relative to look after.
- 19 Sometimes people work for reasons other than getting money (for example, working for free for a charity because they believe in the work the charity is doing, or working to get experience).
- 20 Jobs don't have to be for life.
- 21 Jobs have changed a lot over history.

Additional ideas

Pupils could run a careers fair for others in the school, setting up stalls featuring the work they have done during the unit of work, and talking to younger pupils about the project.



Useful links / further information

Visit the useful information section of Equal Choices, Equal Chances to access the following information:

www.equalityhumanrights.com/equalchoices/furtherinformation

- Why teach careers and equality at Key Stage 2? - background information and statistics
- Case studies - Other schools that have done work around careers and equality have shared their stories with us.
- Pupil glossary - Key career words for pupils.