



Learning Outcomes	Activities	Teaching points	Resources
<p>To develop understanding of jobs, careers and higher education</p> <p>To learn new vocabulary associated with, careers and higher education</p> <p>To explore a variety of jobs and careers</p> <p>To understand that many jobs require skills and qualifications</p>	<p>1) <u>Match the word to the correct definition</u></p> <ul style="list-style-type: none"> Give children the worksheet and display supporting slide in the presentation. Ask children to discuss in small groups, the meanings of these words and try to match up the words with the correct definitions Feedback and discuss correct meanings / address misconceptions. Reveal answers on the next slide. <p>2) <u>Exploring jobs</u></p> <ul style="list-style-type: none"> In small groups, ask children to mind map as many jobs as they can think of, on a large piece of paper. Can they write a caption for each job to explain what a person in that job would do? Ask groups to feedback – how many jobs did they come up with? Can they briefly explain what they think that job involves? Address any misconceptions. 	<p>Job – a job is an activity that somebody is regularly paid for.</p> <p>Career – a career is a long-term or life-long job. It is often made up of a series of different jobs, with opportunities to progress to between them.</p> <p>Qualification – a qualification is a special skill, knowledge or ability that makes someone suitable for particular jobs.</p> <p>Further Education – this is the education that happens from ages 16-18. It is compulsory and usually takes place in colleges.</p> <p>Higher Education – this is the education that happens from age 18 upwards. It usually takes place at universities. People can choose to go and those that do are usually awarded a Degree (a degree is a type of qualification).</p> <p>To aid thinking, display presentation slide with different buildings – who might work in these places?</p> <p>Possible extension activity – what skills might particular jobs require?</p>	<p>‘Definitions’ worksheet</p> <p>Power point presentation</p> <p>Paper and pens</p> <p>Power point presentation</p>
<p>To think about words that describe my personality and character</p> <p>To think about the skills I have</p>	<p>3) <u>Exploring skills</u></p> <ul style="list-style-type: none"> Ask the class what they think we mean by the word ‘skill’? Provide definition, and model some examples of skills you use as a teacher Display the soft skills and discuss what soft skills are and why they’re important. Can the class think of any other examples not on the slide? 	<p>Model some examples e.g. A teacher needs good communications skills to teach the students well, and to work with parents.</p>	<p>‘Exploring my skills’ worksheet</p> <p>Power point presentation</p>



<p>To find out what talents other people think I have</p>	<ul style="list-style-type: none"> • Give children some quiet reflection time to complete the 'describe me' section of the worksheet (they can use the skills on the slide to help complete this section) • Have a quick class discussion about the subjects/activities that children enjoy doing – children to complete relevant section of the worksheet • For the final section of the worksheet, ask children to find three other people in the room (could be other children, the teacher, or teaching assistants) and ask them what skills or talents they think they have – fill in the final section of the worksheet 	<p>Remind children that sometimes we are good at things we don't even realise ourselves. By asking another person that knows us, we might find out something new about ourselves.</p>	
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