



# Building a future: the world of work

## **U** Upper

- Lesson 1: Why work?
- Lesson 2: Jobs in school
- Lesson 3: Who can solve it?
- Lesson 4: Jobs in the community
- Lesson 5: My skills
- Lesson 6: Criteria for choosing a job
- Lesson 7: Stereotypes about work
- Lesson 8: My aspirations
- Lesson 9: Finding the right job

# Lesson 9: Finding the right job



30-45 mins

## Aim

To show how individual abilities and personal skills may be relevant for particular jobs and help children to think about what might be the right job for them.

## Learning outcomes

Children should be taught:

- to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- to recognise their worth as individuals by identifying positive things about themselves and their achievements ... and setting personal goals;
- to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future;
- to resolve differences by looking at alternatives, making decisions and explaining choices.

## Resources

- **Activity sheet BFWW9a:** *The right person for the job*

## Activity

Remind children about some of the things that have already been discussed about having career aspirations and about different types of work available. Ask:

### Key Questions ?

*What are the main things to consider when choosing a job?*

Remind pupils that in choosing a career or seeking a job, they need to be clear about their own ambitions, abilities, character and interests. They also need to consider:

- the demands of any particular job, such as the qualifications necessary to do it;
- the qualities needed to do a particular job;
- the availability of vacancies.

Then, use the first part of **Activity sheet BFWW9a:** *The right person for the job* to consider some of the vacancies listed and for each one invite suggestions on:

- what specific qualifications and experience are needed;
- what general personal qualities are needed (consider things such as good judgement, a sense of responsibility, tolerance of others, honesty, punctuality, perseverance and reliability);
- what specific personal qualities are necessary (for instance, factors such as: clear speech; clean and tidy appearance; the ability to think quickly or to adapt to changing situations; the ability to work well with other people; any health factors including a height or weight limit, good eyesight and hearing, etc.).

Children then work in pairs or small groups to complete the second part of the activity sheet, working out the sorts of qualities relevant to the performance of particular jobs. Their findings can be discussed in a plenary session.

## Further suggestions

Ask the children to choose any career that they might be interested in and to list any talents and qualifications that they might need in order to be able to pursue it. In a sentence or two, they could then explain what they could do to make themselves better able to do the job.

Children could choose a member of their family and say what job he or she does. They could find out what skills and training the person needed and whether he or she considers it a rewarding job.

## Differentiation

By outcome.

**SEN:** These children will require help in understanding what some jobs are about and what they involve. So too, the vocabulary concerning the different types of interests may need explanation.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### The right person for the job



1. Read this selection of job advertisements from the Vacancies page of The Daily Citizen. For each one, think about the specific qualifications for each job (e.g. must be able to drive), general personal skills concerning the ability to do the job (e.g. good judgement, honesty, punctuality, etc.) and specific personal qualities concerning appearance or health (e.g. clean and tidy, clear speech, good eyesight, well-dressed, etc.) that may be needed for any would-be applicant.

## The Daily Citizen Jobs Section

### Humpty Dumpty Day Nursery

requires permanent and full-time play assistant to work in this rapidly expanding unit. Have you got the right personality? If so, phone Clare Jenner for an initial chat about the vacancy.

**Part-time Nanny** required to provide pre-school and after-school care for five-year-old twins in their own home. References required.

**Broadhurst Private School** requires part-time helper to work in Design Technology area, organising materials and assisting pupils. Term-time only, twenty hours a week. Other duties as required.

**EllisDrive** require **Driving Instructors**. Train on the job as an Instructor and earn £25K, plus bonuses.

**Earn Money Fast** Permanent employment available, offering excellent basic + bonuses + incentives. Previous experience unnecessary. For an immediate start and quick earnings, ring us free at the number below.

**IT Manager** required Due to early retirement, we are looking to recruit an experienced IT professional to manage all aspects of our IT equipment, including hardware. A working knowledge of

local area networks and of the range of new products on the market is essential. An excellent package is available to a candidate with the right approach. Applications, including CVs, should be e-mailed or faxed to the Managing Director, John Gofar.

**Legal Secretary** Secretary required for office of large City law centre. Knowledge and experience of legal work an advantage, but not essential. Please apply in writing to Judgson and Co.

**Qualified nurse** required for local doctors' practice. The right person will be able to work as part of a large team providing a full range of medical services in the area. Apply in writing to the head of practice, Dr D Nuttall.

**Matron** needed, for private residential home for the elderly. This expanding care facility is now ready to recruit a full-time person to take overall responsibility for the medical care and supervision of our short- and long-term residents. Good rewards for suitable applicant.

**Murray's Stores** require a range of staff to work in their new city centre store. Vacancies exist in all retail departments, as well as in accounts. We specialise in offering the

highest standards of customer services and pride ourselves on our good relations with the general public. Apply in writing to the Personnel Officer, Mrs J Wellbeloved.

**Hill Sanver Investments** require a full time **marketing assistant** to perform a range of tasks within the department. The person appointed will be in regular contact with media outlets and will deal with some of our most prestigious clients. Phone Rebecca Davies for further details of this outstanding business opportunity.

**Shipman's Residential Lettings Group** have vacancies for a **lettings manager** who is able to drive a busy existing business forward. Experience essential, attractive package available.

**Plumber** required for large Midlands heating company, to cover extensive area of central England. We specialise in insurance work, covering mainly emergency repairs to pipes and heating appliances. Experience of domestic plumbing and drainage, and car, essential.

**Cleaner** needed to work in large retail store, two hours per morning, six days a week, plus occasional evenings.

2. Now match the interests and skills listed below with the jobs listed. In some cases, you may find that more than one set of interests and skills are relevant to a particular job. Put the appropriate letter(s) after each job.

- a. **Artistic interests**, covering design, drama, music and the visual arts
- b. **Technical skills**, involving working with tools and making/mending things
- c. **Scientific interests**, including knowing how and why things happen
- d. **Clerical/Office skills**, such as an interest in handling and organising information and paperwork
- e. **Linguistic interests**, such as an interest in words and languages
- f. **Social concern interests**, caring for people as individuals, wanting to help them to get the most out of their lives
- g. **Animal welfare interests**, wishing to work with or on behalf of animals
- h. **Persuasive skills**, involving a desire to influence other people, and wanting to take a leading role in society and put across a special message

Building worker	<input type="checkbox"/>	Welder	<input type="checkbox"/>
Hotel manager	<input type="checkbox"/>	Youth leader	<input type="checkbox"/>
Clothing designer	<input type="checkbox"/>	Dental technician	<input type="checkbox"/>
Hairdresser	<input type="checkbox"/>	Jewellery maker	<input type="checkbox"/>
Caterer	<input type="checkbox"/>	Sales manager	<input type="checkbox"/>
Poultry farmer	<input type="checkbox"/>	Marine biologist	<input type="checkbox"/>
Orchestral performer	<input type="checkbox"/>	Office secretary	<input type="checkbox"/>
Laboratory technician	<input type="checkbox"/>	Television presenter	<input type="checkbox"/>
Politician	<input type="checkbox"/>	Advertising copywriter	<input type="checkbox"/>
Warden of an old people's home	<input type="checkbox"/>	Furniture upholsterer	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Garage mechanic	<input type="checkbox"/>
Vicar	<input type="checkbox"/>	Insurance claims clerk	<input type="checkbox"/>

Building a future: the world of work  
Let's recap (1 of 4)

Key Stage 2  
Part 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Let's recap: Building a future: the world of work**

**Task 1**  
Name five jobs done by people in school:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Task 2**  
Who in your school does:

- the cleaning of the building?  
\_\_\_\_\_
- the ordering of books?  
\_\_\_\_\_
- presenting children with awards?  
\_\_\_\_\_
- repairs to broken doors or windows?  
\_\_\_\_\_

**Task 3**  
Name two of the jobs people who visited your class talked to you about:

- \_\_\_\_\_
- \_\_\_\_\_

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Building a future: the world of work  
Let's recap (2 of 4)

Key Stage 2  
Part 2

**Task 4**  
List four of your skills:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Task 5**  
List three important considerations you may think about when choosing a job:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Task 6**  
What is meant by stereotyping?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Task 7**  
Can you think of any jobs that:

- men  
\_\_\_\_\_
- women  
\_\_\_\_\_

are unable to do or are not allowed to do?

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Building a future: the world of work  
Let's recap (3 of 4)

Key Stage 2  
Part 2

**Task 8**  
List three of your 'dream jobs'. What do they involve and why would you choose them?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Task 9**  
What sort of abilities, interests and skills would you need to be:

- a teacher  
\_\_\_\_\_  
\_\_\_\_\_
- a shop assistant  
\_\_\_\_\_  
\_\_\_\_\_
- a driving instructor  
\_\_\_\_\_  
\_\_\_\_\_
- a hotel receptionist?  
\_\_\_\_\_  
\_\_\_\_\_

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Building a future: the world of work  
Let's recap (4 of 4)

Key Stage 2  
Part 2

**Task 10**  
List two good things and two disadvantages of being either:

- a hospital nurse  
\_\_\_\_\_  
\_\_\_\_\_
- a carer for an elderly person  
\_\_\_\_\_  
\_\_\_\_\_

**Task 11**  
Have your ideas been in any way affected by what you have learned and talked about in this unit: **The world of work**? Has anything surprised you?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What can I do and what have I learned?

Outcomes	Pupil	Teacher
I understand the reasons why most people must work and the benefits that can be gained from having a job.		
I have begun to understand that there are a range of jobs within any organisation, including my school.		
I have begun to build an understanding that any organisation needs to have people working there in a range of different jobs, for it to run well.		
I can show I understand that there are many roles to perform within the community and lots of jobs that need to be done.		
I understand that we all have talents and can all, in our different ways, make a valuable contribution to the society we live in.		
I can recognise that there are a variety of reasons for choosing a job and that they are not necessarily the same for everyone.		
I have started to understand stereotypes and stereotyping, and how it can impact on people's working lives.		
I know that if I set myself goals, it will help me achieve my ambitions.		
I have started to think about what the best sort of job for me will be, by matching it to my skills.		