



Exploring careers and workplace skills

Facilitated session

Age range: 7-11

 **BARCLAYS** | LifeSkills



Session overview

Time	Key learning outcomes	Resources
30-80 mins	<p>By the end of the activity pupils will be able to:</p> <ul style="list-style-type: none"> • Explore a range of jobs and sectors, and hear from different people who do them • Match core transferable skills to different jobs • Identify the skills they already possess, and which they could develop further • Reflect on the best parts of different jobs and sectors, and the skills that will help 	<ul style="list-style-type: none"> • Exploring careers and workplace skills presentation slides • Exploring careers and workplace skills pupil worksheet

This session has been developed for pupils aged 7-11 to help them explore the wealth of career opportunities available to them, start building their own career aspirations and think about which skills might help them succeed in these jobs.

Activities in this lesson are mainly discussion based but there is an optional writing activity where pupils create a mind map around what they have learnt. If this would benefit your group please let this be known at the time of booking so the facilitator can be prepped and mind map templates printed.

Contents

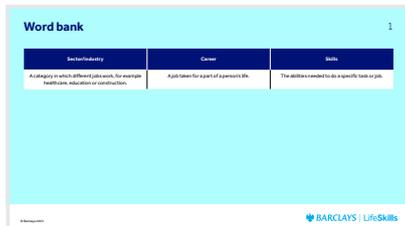
Activities	Time	Page
Activity one: Exploring different jobs	30 mins	3
Activity two: Guess the job	30 mins	5

Word bank

- **Sector/industry:** A category in which different jobs work, for example healthcare, education or construction
- **Career:** A job taken for a part of a person's life
- **Skills:** The abilities needed to do a specific task or job

Activity one

Exploring different jobs



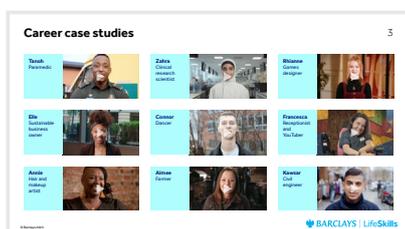
Begin the lesson by introducing any volunteers you may have to support the session and ask them describe job and what it involves. It would also be helpful for them to highlight any previous roles they have done and how the skills developed enabled them to move to different roles, especially helpful to include any part-time roles done when they were young to help pupils relate.

Next spend some time going through the word bank on **slide 1**. To assess prior knowledge for each word ask pupils to use a thumbs up or thumbs down for 'new word' or 'not new word' making it clear that either way is fine.

Before sharing the word bank examples, ask pupils if they can suggest any where relevant?

Next using **slide 2**, introduce pupils to the seven core transferable skills. You can also show your pupils [this short animation](#) (you can also play the film from the slide) that outlines the set of core transferable skills which the LifeSkills programme focuses on. Teamwork is also included in this animation as the eighth transferable skill. Explain that these are skills that they are developing now in their school work, and they will continue to build as they move into secondary school and beyond.

Before moving onto the film activity carry out an icebreaker activity. In pairs, ask the pupils to write out the alphabet, from A to Z, on a piece of paper (in a list format). Then give them 7 minutes to try and think of a job/career to each letter of the alphabet, ie: A for Architect, B for Banker, C for Carpenter etc. They cannot use brand names, ie: they can't say "Amazon worker". The team who finishes first wins. After 7 minutes, stop and go through the alphabet with the class. Either do quick fire answers for each letter of the alphabet (so pupils shout out the job), or ask the first pair to share what they wrote for A, then the second table to share what they wrote for B etc.



Explain you will now carry out an activity and some of the jobs the group came up with might feature. The activity contains BBC Bitesize career case study films. There are nine films, also displayed on **slide 3**, that highlight a diverse range of people in different jobs, and their day-to-day tasks. As a class, ask pupils to choose up to three career case study films to watch. Ask them to think about jobs they may be interested in, or ones they haven't heard of before and would like to find out more about.

You can explore other [case study videos from Bitesize here](#) and choose jobs more suited to your class.

Based on the names of the jobs only, ask pupils the following questions. They can discuss their answers in pairs or small groups:

What do you think the person in this job does day to day?
Based on what you think you know about this job, would you be interested in it as a career?

Activity one

Exploring different jobs (cont'd)



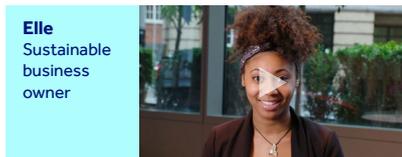
Tanoh
Paramedic



Zahra
Clinical
research
scientist



Rhianne
Games
designer



Elle
Sustainable
business
owner



Connor
Dancer



Francesca
Receptionist
and
YouTuber



Annie
Hair and
makeup
artist



Aimee
Farmer



Kawsar
Civil
engineer

After you have watched the films, ask pupils to think back at their answers to the earlier questions.

Were you right about the day-to-day tasks this job involves?

Are you still interested/not interested in this career?



Activity two

Guess the job

Now pupils have watched some of the career films and answered questions around them in activity one pupils will now complete an activity which requires them to describe the skills, interests and challenges of a profession without actually having to say what the profession is. The facilitator and/or volunteer should demonstrate the activity first.

Show **slide 4** and put pupils into pairs to come up with a job and skills, interests and challenges which belong to a job they have thought of.

They will then be asked to present these to the class without saying the job name, the class has to guess what the profession is. So, for example, a pair might choose a dentist (they should be encouraged to think creatively and choose a profession that others won't also choose or easily guess). They will then have to describe the key skills that a dentist has, the challenges and the interests. The class will then need to guess what the profession is.

What skills are used in this job?

What interests might the person doing this job have?

What are the challenges of this job?

If there is time after the job has been revealed, ask the students further questions about the profession such as how does someone become a dentist and where would they work? Now show **slide 5**, as a group match any of the skills shown which may or may not have been mentioned previously to the jobs pupils described. Remind pupils of what core transferable skills are special because we use these skills in everyday life, at school in the world of work is they can be used in any industry and almost any job.

Extension

Click the link on **slide 6** to launch the [Job Board interactive tool](#). The tool displays 50 different jobs, some pupils may have heard of and others they might not know much about. As a class, decide and click on a job to find out more and see which skills best suit it.

What do you know about this job already?

What do you think would be most enjoyable about this job?

Would you be interested in doing this job? Why/why not?

What are the skills needed for this job?

How can you develop these skills further now?

Ask pupils to discuss in pairs or small groups some key things that they have learnt from the session, e.g. are there any new skills that they have learnt or things they now know which they didn't know at the start of the lesson? Alternatively, if a writing activity would benefit your group, pupils should spend some time completing the mind map template answering these questions.

To close the lesson carry out a plenary asking pupils to share key things that they have learnt from the session, is there anything they know now which they didn't know at the start of the session?