



## Careers Hub 2030: Y1 Lesson 1

<b>Aims:</b>	<ul style="list-style-type: none"> <li>• To introduce pupils to the concept of skills for work using the Skills Builder Toolkit. For this lesson the skills will be listening and presenting.</li> <li>• For pupils to learn about transferable skills and the types of activities that can help to develop them.</li> <li>• To feel empowered to have multiple choices/options for their future education and careers.</li> <li>• For teachers to explore current trends with stereotypes and discuss future jobs that are and will be available.</li> </ul>
<b>Resources Needed:</b>	<ul style="list-style-type: none"> <li>• <b>Skills Builder Icons and Logos</b> to be displayed on the board</li> <li>• <b>Year 1 Rucksack with the ladders stage 0-4 on the back</b> – one each</li> <li>• <b>Stereotype Icons</b> – one between two</li> <li>• <b>Draw the Job</b> – one each, pupil voice can be scribed onto the back of this sheet for children who are unable to write.</li> <li>• Follow up activity: <b>Year 1 Listening Activity Sheet</b></li> </ul>
<b>Background:</b>	<ul style="list-style-type: none"> <li>• This is an introductory lesson to introduce the idea of career skills and skills needed for the future to the children.</li> <li>• This lesson should last around 90 minutes.</li> <li>• If you have access to the Skills Builder <a href="https://www.skillsbuilder.org/">https://www.skillsbuilder.org/</a>, it is useful to assess the children on their essential skills prior to completing the Careers Hub lessons.</li> </ul>
<b>Lesson Introduction:</b>	<ul style="list-style-type: none"> <li>• Explain that the children will be looking at skills and this means things that you learn that help you to do other things such as being able to listen helps you to learn how to add and take away.</li> <li>• Explain that for this lesson they will begin by looking at two skills: listening and presenting – ask the children if they know what they mean. Display the <b>Skills Builder Icons and Logos</b> and point out the two associated logos that they will be looking at.</li> <li>• Explain that listening literally means sitting in silence and listening to everything that someone is telling you, like they have to do when at school in order to know what they need to do. Reflecting on what someone has said and understanding what is said, are all part of good listening.</li> <li>• Ask the children if they know of any jobs that require listening as a key skill, suggest Doctors who have to listen to patients when they visit, Shop Assistants who have to help customers find the items they want to buy and Gardeners who need to find out what people want their gardens to look like.</li> <li>• Allow the children to reflect on the skill and how important the skill actually is, does anybody feel that they need to work on that skill? Does anybody feel confident in that skill?</li> <li>• Point at the icon for presenting on the <b>Skills Builder Icons and Logos</b> and ask the children if they know what it means, explain that presenting is standing up and talking about something such as teachers who have to stand and present a lesson to the children and they have to be clear and confident to make sure that everyone is listening and understanding.</li> </ul>



	<ul style="list-style-type: none"> <li>• Ask the children if they know of any jobs that require presenting as a key skill, suggest Politicians who have to talk about the country to decide what is going to happen, Tour Guides who introduce people to new places and Newsreaders who present the news on television.</li> <li>• Again, allow the children to reflect on the skill and how important the skill actually is, does anybody feel that they need to work on that skill? Does anybody feel confident in that skill?</li> </ul>
<p><b>Group Task:</b></p>	<ul style="list-style-type: none"> <li>• Activity 1: Pupils to work in pairs with one <b>Stereotype Icons</b> and <b>Draw the Job sheet</b>.</li> <li>• Ask children to look at the first icon on the <b>Stereotype Icons</b> and talk about what job they think it may be such as a Footballer. Ask them to use the <b>Draw the Job sheet</b> to draw what they think a Footballer looks like thinking about their hair, eyes, skin colour, work clothes and give them a name.</li> <li>• When the children have finished, explain that they will be using the two skills that have been discussed this lesson: listening and presenting, to look at and talk about what has been created.</li> <li>• Activity 2: Ask a child to stand up and present what they have created, ask them what gender they have chosen and why, discuss female Footballers and show them the Female England Team: <a href="http://www.thefa.com/england/womens-seniors">http://www.thefa.com/england/womens-seniors</a>. Ask the children if you would need listening and presenting to be a Footballer, discuss the team talk given by the Coach and that if you are the Captain, you are expected to tell your team the tactics.</li> <li>• Activity 3: Ask the children to look at the second icon on the <b>Stereotype Icons</b> and ask what they think it could represent, suggest a Teacher. Ask them to use the <b>Draw the Job sheet</b> to draw what they think a Teacher looks like thinking about their hair, eyes, skin colour, work clothes and give them a name.</li> <li>• When the children have finished, explain that they will be using the two skills that have been discussed this lesson: listening and presenting, to look at and talk about what has been created.</li> <li>• Activity 4: Ask a child to stand up and present what they have created, ask them what gender, age, name and skin colour they have chosen and why, discuss that there are male and female Teachers and ask if they all look the same, wear the same clothes etc. Ask the children if you would need the skills discussed to be a Teacher, do they need to be able to listen and present? Ask for examples of where they may have seen their own Teacher listen and present.</li> <li>• Activity 5: Give children the <b>Year 1 Rucksack with the ladders stage 0-4 on the back</b> and explain what stereotype means: stereotype is an unfair belief that all Footballers are male and all Nurses are female or that all Doctors are young or that all Artists have the same skin colour, explain that nobody should ever feel held back by stereotypes and that they can aspire to become whatever they wish to regardless of their gender, age, race and religion. Ask the children if they have any questions and discuss.</li> </ul>



	<ul style="list-style-type: none"><li>• Ask the children to write the two skills that they have been examining in the first box: listening and presenting and to draw two scenes to show what listening looks like and what presenting looks like.</li><li>• In the next box the children can reflect on their own abilities when it comes to listening and presenting, ask them to draw themselves showing these skills, what do they look like? Show them the back of their sheet and point the top two skills ladders and talk through the different steps, explain that everyone will start at step 0 and then work upwards, ask the children to write the step that they think they are next to their drawings.</li><li>• In the final box children draw what they currently think they want to do in the future, do their future aspirations involve the skills that have been discussed today?</li><li>• Activity 6: Ask some children to present their <b>Year 1 Rucksack with the ladders stage 0-4 on the back</b> and talk about what skills they currently have to suggest why they may want their chosen career in the future.</li><li>• The children will complete the <b>Year 1 Rucksack with the ladders stage 0-4 on the back</b> after each skills lesson and this will give opportunity for the children to examine skills that closely relate to certain jobs. The children will self-mark the 0-4 grids for where they think they are at – this can be ticked or highlighted. For maximum impact, all work should be kept in a Careers 2030 folder to follow the children through school so that they can reflect on their journey and refer back to previous lessons.</li></ul>
<b>Follow up activities:</b>	<ul style="list-style-type: none"><li>• Listening: Simon Says, the children must listen to one person at a time and if they start their sentence with 'Simon says...', the children must complete the action from the sentence. If the speaker's sentence does not start with 'Simon says...', the children do not follow the command. This shows children the importance of listening to instructions carefully.</li><li>• Listening: This activity requires each child to have a copy of <b>Year 1 Listening Activity Sheet</b>, pencil, and access to a red, yellow, green and blue pencil. Read aloud the following instructions to children, repeating each instruction once only. Explain the importance of keeping silence to allow everyone to hear.<ol style="list-style-type: none"><li>1. Colour the top window red</li><li>2. Colour the door handle blue</li><li>3. Colour the window in the door yellow</li><li>4. Colour the rest of the door green</li><li>5. Colour the last window red</li><li>6. Colour the rest of the house green</li></ol>Ask children to share their completed sheets and discuss how they had to concentrate. Both thinking about and understanding what they heard is to be a good listener.</li><li>• Presenting: Children to prepare a one-minute presentation to discuss something that interests them, it could be anything from football to baking a cake. Explain that the purpose of the activity is to speak clearly and explain why they enjoy the activity; who would they recommend it to and be able to answer questions.</li></ul>

