**Careers Hub 2030: Y1 Lesson 3**

|  |  |
| --- | --- |
| **Aims:** | * To embed pupils’ knowledge of the concept of skills for work using the Skills Builder Toolkit. For this lesson the skills will be aiming high and staying positive. * For pupils to learn about transferable skills and the types of activities that can help to develop them. * To feel empowered to have multiple choices/options for their future education and careers. * For teachers to explore current trends with stereotypes and discuss future jobs that are and will be available. |
| **Resources Needed:** | * Skills Builder Icons and Logos to be displayed on the board * Year 1 Rucksack with the ladders stage 0-4 on the back – one each * Draw the Job sheet * Staying Positive and Aiming High * Stereotype Icons – one between two * <https://hub.skillsbuilder.org/resources/> The Skills Builder Website can be used to assess children on their current essential skills. There are lesson resources available to boost these skills online. * Aiming High and Staying Positive Action Plan |
| **Background:** | * The children will have already been introduced to the concept of Skills Builder and will understand that these lessons focus around skills they are looking to develop and to discuss different careers. * This lesson should last around 90 minutes. |
| **Lesson Introduction:** | * Ask the children to recap the previous four skills that they were examining: listening, presenting, problem-solving and creativity, and show the icons on the *Skills Builder Icons and Logos.* * Explain that for this lesson they will begin by looking at two new skills: aiming high and staying positive – ask the children if they know what they mean. Display the *Skills Builder Icons and Logos* and point out the two that they will be looking at. * Explain that staying positive means to always think positive thoughts like, ‘I can do this’, ‘I won’t give up’. Explain that sometimes there are difficult situations and the only way to feel better about the situation is to stay positive and think about what could happen next to make it better. Give the situation of scoring a low mark on a test, what is the best thought to have: ‘I’ve had enough - I’m rubbish at this’ or ‘I think I can do better next time by practising more’. Ask the children what the problem is with thinking negatively like saying, ‘I’m rubbish at this’. Ask the children to discuss what growth mindset is and explain that people with a growth mindset believe that they learn from their mistakes and that success is created through hard work and dedication, it is essential that they show resilience and persevere. Ask them if they know what a fixed mindset is and explain that people who have a fixed mindset give up very easily when they find something hard, do not believe that they can learn from their mistakes and will struggle to listen to feedback. Do the children think that they have a growth mindset and stay positive with every task they are given? * Explain that aiming high means to always ‘think bigger’, instead of answering just two questions in a lesson, aim for four, always striving to be better than just doing what is asked. Children who aim high tend to be more aware of why they are aiming high, ‘I know that if I push myself in my English lessons, I’ll be able to communicate better when I am older’. Ask the children if anyone shows this essential skill, do they also stay positive? * Suggest the link between the two essential skills that staying positive and aiming high work together, if you stay positive in a difficult situation, it is much easier to aim high. * Ask the children if they know of any jobs that require aiming high and staying positive as key skills, ask them to look at the *Stereotype Icons* sheet, looking at the third icon down (Dancer). Give the children the *Draw the Job sheet* and ask them to draw what they think a Dancer looks like thinking about the gender, skin colour and age. Share what the children create and ask if all Dancers are female? * Ask the children if they think Dancers need to stay positive and explain that they will have to compete with other dancers for different roles and if they get told that they are not suitable for that job, it is important that they stay positive and think about the next role that they can audition for. * Ask the children to look at the rest of the icons on the *Stereotype Icons* sheet and ask them what jobs they believe will require aiming high as an essential skill. Ask them to draw this person on *Draw the Job sheet* and share their ideas, why is it important to aim high in that job? If children are able to, they can complete the ‘Can you tell us about the person in the box below’ section thinking about what skills are required and why? * 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? * Ask a child to stand up and present their *Draw the Job sheet,* what they have created, ask them what gender, age, name and skin colour they have chosen and why. |
| **Group Task:** | * Give children the *Year 1 Rucksack with the ladders stage 0-4 on the back* and ask the children to recap 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. * Sort the children into groups of four for role play. Display the *Staying Positive and Aiming High* on the board and read the scenario associated with each picture. Ask the children to show how they would react in that situation, what would show the skill of staying positive or aiming high? Can they see the importance of thinking about these two skills in every scenario? It is worth asking a group to show the opposite of aiming high and staying positive and asking the rest of the class why it isn’t showing either of those essential skills, how will those people feel after reacting with a fixed mindset? * Ask the children to write the two skills that they have been examining in the first box: staying positive and aiming high on the *Year 1 Rucksack with the ladders stage 0-4 on the back* * In the next box, the children can reflect on their own abilities when it comes to aiming high and staying positive, ask them to draw themselves showing these skills, what do they look like? Show them the back of their sheet and point to the fifth and sixth skills ladders and talk through the different steps, explain that everyone will start at step 0 and then work to step 1, 2 etc. Ask the children to write the step that they think they are next to their drawings. * 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? * Ask some children to present their *Year 1 Rucksack with the ladders stage 0-4 on the back* and talk about what skills they currently have to suggest why they may want their chosen career in the future. |
| **Follow up activities:** | * The children can use the Aiming High and Staying Positive Action Plan to set goals for the future. * Ask the children to be honest with something they find difficult such as English or gymnastics. Ask them to discuss with their table how they stay positive when having to complete something difficult. * Ask the children what they feel they need to aim higher with, whether that be a spelling test or swimming and how are they going to make sure that they aim higher. |