



## Careers Hub 2030: Y2 Lesson 2

<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 problem solving and creativity.</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>Skills Builder Icons and Logos to be displayed on the board</li> <li>Year 2 Rucksack with the ladders stage 0-4 on the back – one each</li> <li>Stereotype Icons – one between two</li> <li>Draw the Job sheet – one each</li> <li>Problem-solving resource Year 2 – one between two</li> <li>Firefighter diversity to be displayed on the board after task</li> <li>Follow up activities: Bus Stop Ordering Resource</li> </ul>
<b>Background:</b>	<ul style="list-style-type: none"> <li>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.</li> <li>This lesson should last around 90 minutes.</li> </ul>
<b>Lesson Introduction:</b>	<ul style="list-style-type: none"> <li>Ask the children to recap the previous two skills that they were examining: listening and presenting and show the icons on the Skills Builder Icons and Logos.</li> <li>Explain that for this lesson they will begin by looking at two new skills: problem-solving and creativity – 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.</li> <li>Explain that problem-solving means finding the solution to a difficult problem like solving a difficult jigsaw. Give the children the Problem-solving resource Year 2 in pairs and explain that they will be using the clues to try and work out what colour each shape has to be by using the clues provided. Read through the sentences and ask if anybody thinks it is really easy or if they need to use their problem-solving skills to try and complete.</li> <li>Ask the children if they know of any jobs that require problem-solving as a key skill, ask them to look at the Stereotype Icons sheet, looking at the sixth icon (Firefighter). Give the children the Draw the Job sheet and ask them to draw what they think a Firefighter looks like thinking about the gender, skin colour and age. Share what the children create and ask if all Firefighters are the same age? All the same gender or even the same race? Show the Firefighter diversity and ask what the children notice.</li> <li>Ask the children if they think Firefighters need problem-solving and explain that they are regularly presented with problems such as where a fire has started and if there are people who need to be taken to safety.</li> <li>Point at the icon for creativity on the Skills Builder Icons and Logos and ask the children if they know what it means, explain that creativity means using our imagination or new ideas to create something. Give the children five minutes to use resources on their table and around the classroom to tell a short story of their choice and explain that this is an example of being creative.</li> </ul>



	<ul style="list-style-type: none"> <li>• Ask the children to look at the second row of icons on the <b>Stereotype Icons</b> sheet and label each one with what the associated job may be (Scientist, Firefighter, Dress Maker and Mountaineer). Ask children which job they think would require creativity and why, ask them to draw this person on <b>Draw the Job sheet</b>. 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?</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>• 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.</li> </ul>
<p><b>Group Task:</b></p>	<ul style="list-style-type: none"> <li>• Give children the <b>Year 2 Rucksack with the ladders stage 0-4 on the back</b> 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.</li> <li>• Ask the children to write the two skills that they have been examining in the first box: problem-solving and creativity and to draw two scenes to show what problem-solving looks like and what creativity looks like.</li> <li>• In the next box the children can reflect on their own abilities when it comes to problem-solving and creativity, ask them to draw themselves showing these skills, what do they look like? Show them the back of their sheet and point to the third and fourth 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>• Ask some children to present their <b>Year 2 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> </ul>
<p><b>Follow up activities:</b></p>	<ul style="list-style-type: none"> <li>• Problem-solving: <b>Bus Stop Ordering Resource</b>, similar to the <b>Problem-solving resource Year 2</b> to embed the problem-solving skills.</li> <li>• Creativity: Give the children Lego resources and ask them to recreate a known story using the Lego, this will give them opportunity to use their imagination and resourcefulness to create a range of scenes.</li> </ul>