



## Careers Hub 2030: Y2 Lesson 4

<p><b>Aims:</b></p>	<ul style="list-style-type: none"> <li>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.</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>
<p><b>Resources Needed:</b></p>	<ul style="list-style-type: none"> <li>Skills Builder Icons and Logos to be displayed on the board</li> <li>Year 12 Rucksack with the ladders stage 0-4 on the back – one each</li> <li>Draw the Job sheet</li> <li>Tallest Tower Activity</li> <li><a href="https://www.youtube.com/watch?v=fjyTkagc8BI">https://www.youtube.com/watch?v=fjyTkagc8BI</a> – ant video</li> <li><a href="https://www.youtube.com/watch?v=fjyTkagc8BI">https://www.youtube.com/watch?v=fjyTkagc8BI</a> – leader video</li> <li>Stereotype Icons – one between two</li> <li>Numbers Communication Activity - Teamwork</li> <li><a href="https://hub.skillsbuilder.org/resources/">https://hub.skillsbuilder.org/resources/</a> 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.</li> </ul>
<p><b>Background:</b></p>	<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>
<p><b>Lesson Introduction:</b></p>	<ul style="list-style-type: none"> <li>Ask the children to recap the previous four skills that they were examining: listening, presenting, problem-solving and creativity, aiming high and staying positive 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: teamwork and leadership – 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 teamwork is known as a group of people working together to achieve a common goal. The phrase, 'he/she is a good team player.' is often used to describe someone who thinks about every individual in their team and not just themselves. Ask the children if they know of any occasions when they have to show the skill of teamwork such as in PE.</li> <li>Explain that leadership is about supporting, encouraging and motivating others to achieve a shared goal. Examples of what a leader might say include, 'Fantastic idea Jake, let's use that in our presentations.'. Ask the children if they are aware of anyone who likes to be a leader in their class – how do they motivate and support their peers to be the best that they can be? Can everybody be a leader</li> <li>Suggest the link between the two essential skills that teamwork and leadership work together, even as a good leader, you need to be able to work well in a team and support your teammates.</li> <li>Explain to the children that there are many different examples of teams: a football team; a team of surgeons and doctors who perform operations; emergency</li> </ul>



services team and gymnastics team. Ask the children if they know of any other examples of teams. Is it just humans who work in teams or do animals need teamwork? Show them the video of ants working together in a team. What do the children notice about the ants, encourage them to identify that there is a leader who supports and encourages the team to achieve their shared goal.

- <https://www.youtube.com/watch?v=fjyTkagc8BI>
- Ask the children if they think it is better to work alone or in a team, why would it be better to work in a team?
- Some reasons include:
  - Ability to achieve something that cannot be done alone
  - Complete something more quickly
  - Negotiate and compromise with others
  - Support those who are finding it difficult
- Show the children this video <https://www.youtube.com/watch?v=fjyTkagc8BI> what do they notice about all of the short clips? There is a clear leader who coordinates the teamwork.
- Ask the children if they know of any jobs that require teamwork and leadership as key skills, ask them to look at the **Stereotype Icons** sheet, look at the rugby ball icon. Give the children the **Draw the Job sheet** and ask them to draw what they think a Rugby player looks like thinking about the gender, skin colour and age. Share what the children create and ask if all Rugby players are male?
- Ask the children if they think Rugby players need to use teamwork and explain that when playing a game of rugby, the team are all working towards a shared goal of winning the game and this is why they all have to work together and discuss what the role of everyone will be during the game. Ask the children if they think that there needs to be a leader in Rugby, think about the role of the captain, why are they important in a game, how do they support the whole team in achieving the shared goal?
- 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 teamwork and leadership as essential skills. Ask them to draw this person on **Draw the Job sheet** and share their ideas, why is it important to have teamwork and leadership skills 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 skills and how important the skills actually are, does anybody feel that they need to work on those skills? Does anybody feel confident in these skills?
- 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 2 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.



	<ul style="list-style-type: none"><li>• Ask children to write the name of two skills (in the top box) that they are learning about in this lesson: Leadership and Teamwork.</li><li>• Sort the children into groups of four and explain that in these groups of four, one person will need to be assigned the role of the leader, this person will encourage the rest of the group in their roles and listen to the ideas that everyone has.</li><li>• Work through the <b>Tallest Tower Activity</b> with the children.</li><li>• Using the <b>Year 1 Rucksack with the ladders stage 0-4 on the back</b> ask the children to draw what it looks like to show either Leadership or Teamwork in their 'Me in Year 1' box and then what they would like to be when they grow up in the 'Future Me' box.</li></ul>
<b>Follow up activity:</b>	<ul style="list-style-type: none"><li>• <b>Numbers Communication Activity - Teamwork</b></li></ul>