



Careers Hub 2030: Y2 Lesson 5

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| Aims: | <ul style="list-style-type: none"> To embed pupils' knowledge of the concept of skills for work using the Skills Builder Toolkit. For this lesson, all eight skills will be revisited and embedded. 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: | <ul style="list-style-type: none"> Skills Builder Icons and Logos to be displayed on the board Year 2 Rucksack with the ladders stage 0-4 on the back – one each Special Teams Listening Partner 1 Listening Partner 2 Stereotype Icons Draw the Job 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. |
| Background: | <ul style="list-style-type: none"> 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: | <ul style="list-style-type: none"> Ask the children to recap the previous eight skills that they were examining: listening, presenting, problem-solving, creativity, aiming high, staying positive, leadership and teamwork and show the icons on the Skills Builder Icons and Logos. Explain that for this lesson they will begin by reflecting on the skills in order – ask the children if they can remember what each skill actually means. Display the Skills Builder Icons and Logos and point at each skill to give the children a visual aid in answering the question. Ask the children to look at their Year 2 Rucksack with the ladders stage 0-4 on the back and ask them to think about the ladder stages one by one. Discuss the title of each skill and the steps, ask them to tick the stage they think they are at currently. The children will be thinking about how they can improve in their skills and who can help them and who has helped them so far. Explain that for today, the children will be thinking about how they can think about where they are for each skill and how they can improve together. Write on the board, 'Together Everyone Achieves More' and explain that similarly to the previous lesson, they will be thinking about how teamwork and supporting each other can help everyone in their achievements, especially improving in their essential skills. Ask children what teams they belong to, offer the answer of family and explain that this is the first team we all belong to, how does a family support each other – discussion. Explain what is meant by extended family and how they are part of their team. |



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| | <ul style="list-style-type: none"> • Are there any other teams that we are a part of? Offer the idea that the children are all wearing something to show that they are part of the same team: their uniform. • Explain that every person is a member of different teams, we have different families, different clubs that we attend and that this is ok – all teams are special. Ask children to draw their Special Teams that they belong to, thinking of all clubs, religions, schools etc. The children can use the rectangle box to draw everyone on their team. They can list people in the ‘Who is on my team?’ box and explain why these people are special to them for the ‘Why are they special to me?’ box. Display different ideas on the board for the children to choose from: Rainbows, Church, Swimming, Dance, Football, Cubs, Gymnastics, Breakfast Club etc. • When the children have completed the first two questions, ask them all, ‘why is it important to be part of different teams?’ and encourage them to think about their different roles in different teams, they can ask their parents for help in tasks at home, their teachers help them to learn but they can also be helpful in their friendship teams and with their parents. What do they learn from different groups? • Ask the children to build on their presenting skills by presenting their completed work to their partners – it may be useful to ask a resilient child to present theirs first as an example to reiterate what good presenting looks like, as well as good listening. This should take around 30 minutes. |
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Group Task:

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| | <ul style="list-style-type: none"> • Explain that one of the most important skills in life is listening and that they will be building on this with their partner through a listening activity. • Ask the children what shows good listening skills, good eye contact, not talking and sitting still. Why do they think listening is important? Has anyone improved on this skill and how? • Before handing out the resources to the children, read the instructions on the Listening Partner 1 but do not reveal the picture to them and explain that it is really important that their partner does not see the picture. • Give the children Listening Partner 1 or Listening Partner 2 making sure that each partner has a different sheet. • Explain that if the child is drawing, they can ask for the instruction to be repeated and praise those for good listening behaviours. • When the children have finished, ask them to share the pictures with each other and reflect on what they found easy/what they found difficult and why. This should take around 30 minutes. • Give children the Stereotype Icons sheet and direct them to the hairdresser icon (green colour on the final row) and ask the children if they believe that listening is an essential skill for being a hairdresser, why is it important? Discuss the other seven essential skills with the children, asking if they are all needed in hairdressing. • Give children the Draw the Job sheet and ask them to draw what they believe a hairdresser should look like, thinking about gender, age, ethnicity etc. Ask them to write some details of what they have drawn below the image. Ask the children if they can remember what the definition of stereotype is: 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 |
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wish to regardless of their gender, age, race and religion. Ask the children if they have any questions and discuss.

- Reflecting upon this definition, ask the children to refer back to the **Stereotype Icons** sheet, looking at the icon next to the hairdresser icon, the beautician icon. Ask the children what they believe a beautician looks like and to draw this next to their hairdresser picture on the **Draw the Job** sheet. Ask the children to write details of what they have drawn below the image. Compare two images that show obvious differences and ask the children if it is alright that the two beauticians look different, can anybody be a hairdresser or beautician? Does it matter what age, race, religion someone is? It is important that children are understanding that they can aspire to have any job.
- This should take around 30 minutes.
- The children will use the front of the **Year 2 Rucksack with the ladders stage 0-4 on the back** in the next lesson.