



## Careers Hub 2030: Y2 Lesson 6

<b>Aims:</b>	<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, all eight skills will be revisited and embedded.</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>Before the lesson, every child's name needs to be written on a small piece of paper and put into a box for each child to choose another child's name.</li> <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 – used from previous lesson.</li> <li>Special Qualities</li> <li>Staying Positive Diary</li> <li>Stereotype Icons</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>
<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 70 minutes.</li> </ul>
<b>Lesson Introduction:</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Ask the children which skills they feel most confident in and the skills that they feel they need to develop further.</li> <li>Explain to the children that for today, they are going to celebrate each other, what their 'special qualities' are. Ask the children if they think they understand what is meant by 'special qualities'. Explain that these are things that make us unique, choose a child and suggest that one of their special qualities is that they are hard-working or positive and this helps to build our eight essential skills. Ask another child in the class to suggest a special quality for a member of their class team, how does it make them feel to celebrate a child in their class?</li> <li>It will help to display the different special qualities on the board: strong, determined, hard-working, supportive, loyal, co-operative, generous, responsible, honest, kind, a good listener, fair, thoughtful, loving, funny, patient, careful, grateful, positive, friendly, respectful and to discuss the meaning behind each one so that the children understand what they are writing.</li> <li>Ask a child to take a name from the box and, without telling anyone, write one special quality on this piece of paper, continue doing this until all have finished and then ask the children to move and place their paper on the child's desk.</li> </ul>



- When the children are back at their desks, ask them to read their chosen special quality and choose a child to explain why they think that word has been chosen to describe them.
- Ask all of the children how it makes them feel hearing that someone else has noticed one of their special qualities and explain that this is all part of staying positive one of our eight essential skills.
- Remind the children that staying positive means focussing on the good things and remaining hopeful for the future. It means looking for the good, even in difficult situations, there is always something positive to think about and this makes it easier to complete even the most difficult tasks. Remind the children that linked with staying positive is aiming high and that we all achieve more when we stay positive and aim high. This should take around 20 minutes.
- Give children the **Special Qualities** sheet and ask them to write down the quality that was chosen by their friend at the top and then write other special qualities that they believe they have in the star, they can ask their learning partners for support if they are struggling to think, this will help children to celebrate each other and reflect on what they need to develop. Ask the children to share their sheet on the table so that other children can add to it. This should take around 20 minutes.
- Reiterate to the children how important it is to stay positive and that they are going to be using a **Staying Positive Diary** to write at least one positive thing that has happened every day for a week, there may be more than one reason to stay positive and it is important to think about all of the positive things happening every day. Give the children the **Staying Positive Diary** and discuss what the first entry could look like. This could be something to continue with if the children are supported in the development of their positive mental health.

## Group Task:

- Give children the **Stereotype Icons** sheet and point to any of the icons, ask the children if you have to be male/female to have this job, young/old, black/white etc.
- Explain that as long as we have a positive learning attitude, our ambitions and goals can be achieved, it is all about aiming high.
- Give children the **Year 2 Rucksack with the ladders stage 0-4 on the back** from the previous lesson and turn to the rucksack side. Ask them to write what they think stereotype means in the top box, this could be as simple as, 'Anyone can be a firefighter, a man or woman.' to capture their understanding.
- In the 'Me in Year 2' box, ask the children to draw themselves now, using two of the skills that they feel most confident in, this could be any of the eight essential skills, remind the children of their names on the rucksack.
- In the 'Future Me' box, the children need to draw themselves in the job they currently think they want in the future. Ask them if it is alright to have changed their mind throughout the careers lessons and reassure them that even adults change their minds, as long as they are developing their essential skills. It is very likely to be the case that they will have more than one job in their lifetime.
- Explain that there will be jobs available in the future that are not even around now and that some jobs have only recently been introduced such as drone operators and manufacturing driverless cars. Technology is changing constantly, and this means that there are always new jobs, there may even be new essential skills involving the use of technology in the future.



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|  | <ul style="list-style-type: none"><li>• Children to present their rucksacks to the class. This should take around 30 minutes.</li></ul> |
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