**Session Plan: Cabinet of Occupational Curiosities**

Year: 4 or 5 Format: 60 to 120 minutes per group, per session Date: Teacher: Designated by school

Support: Mixed ability, teacher to confirm SEND/Vulnerable pupil requirements prior to delivery.

Resources: Scrap Paper, Job Profile Cards, Student Worksheet, Teacher Qualification Guide, Teacher Evaluation, Student Evaluation

Aims: Help students explore the range of occupations which are available, think creatively, raise aspirations and consider how education affects the type of jobs they can do.

Objective: All students to understand the depth and breadth of work the world offers.

NOTE: The sessions can be extended to be run over two consecutive half days/periods (as Session 1 and then Session 2) or condensed to be run in one afternoon or morning.

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| Introduction: Aims and Objectives | 5min |
| Opening: Discussion  Whole group discussion- Has anyone heard of the terms **occupation**, **qualification** and **career**. Discuss what they know and clarify.  Put these words on the white board – with brief definition next to each. Linking to online dictionaries can be useful here such as: <https://kids.wordsmyth.net/we/>  Explain how these words may come up in today’s activities. | 10min |
| Session 1: Creative Thinking  Recent evidence shows that creative thinking will be the third most important employability or transferable skill which employers will be seeking by 2020 (<https://www.ideatovalue.com/inno/nickskillicorn/2016/09/leaders-agree-creativity-will-3rd-important-work-skill-2020/>).  This activity helps to develop the skill of “thinking outside the box” whilst also developing additional skills (depending on students’ needs) such as comprehension, presentation or visual language skills.   * Decide whether students will work in small groups of 4/5, pairs or individually. * Introduce the Cabinet of Occupational Curiosity which contains objects related to people’s occupations and the world of work. * Each group/pair/individual to come up to the cabinet and choose an object of their choice to take back to their table. * Ask each group to consider what the object is for- encourage them to be as IMAGINATIVE as possible. Is the object part of an alien spaceship or used by a medieval doctor in their operations!? * Ask each group/pair/individual to imagine up to five different uses for their object and write these down on scrap paper. * Once completed, ask them to either (depending on your class focus and wider curriculum needs): * **Write a short story, showing what the object is for and who uses it (whether aliens or otherwise)** * **Paint a picture of the same** * **Put on a short play/sketch of the same** * Present back ideas to the teacher/class as required. Note: We are looking for thinking outside the box and flexibility of thought. | 45–105min |
| Session 2: Clarifying and exploring  We now need to find out what jobs these objects actually relate to and what qualifications are needed   * Hand out the Job Profile cards to each group/pair/individual to read through and accompanying student worksheet. Ask them to fill in the handout and identify the key facts from each card. * For students who require additional reading support make sure a TA is on hand to support if needs be. * If you have the available resources in school this activity can be widened out into exploration through online tools. * **Note: online career tools are currently very limited in the primary sector. We have added some suggested links below which may be useful (depending on the ability of pupils).** * **Before using the suggested links, it is advisable to check whether they can be used with your schools internet security levels, and for you to check the resources to ensure you are happy with the suggestions.** * <https://nationalcareersservice.direct.gov.uk/job-profiles/home> * <https://www.careersbox.co.uk> * <https://kidzania.co.uk/panorama> * Once students have filled in their worksheets, it is time to feedback what they know: * If aiming for a shorter session, this can be done via Q&A class feedback. * If extending (running over two longer sessions), ask students to make a poster of what they have discovered and then feedback. * During feedback map what the pupils discover regarding qualifications onto the white board/flip chart (by drawing the routes) (use the Teacher Qualification Guide to help you if needed). * Once mapped, clarify what each of the qualifications are and how completion of the prior level is needed before advancing onto the next. You should end up with a map showing how there are a range of ways into “work” depending on the job you do, with some routes being more practical than others. * **Note: Don’t worry about precise details of grades required as entry criteria may change in the future. Our activity is mainly aimed at raising aspirations and increasing opportunity awareness of the ways into work, as well as the diversity of jobs available.** * Through Q&A check that each student understands what each qualification means and the difference between work based and non-work based study. | 45-105min |
| Activity: Plenary (checking learning)  Ask questions of the class and discuss:   * What did the class think about the range of roles available? Did they know there was so many? Keep in mind that there are hundreds more! * Were there any jobs which didn’t need Maths (Numeracy) or English (Literacy)? * How important is education/school in the development of a career? * Do all jobs require the same level of qualification/study? * Are there any jobs which they think can only be done by a man or women? * Note: most jobs can be done by anyone, but there are a few situations where this isn’t the case, such as gender specific roles within acting, religious leaders of some faiths, and roles where safety is important (such as refuges for women). * Reinforce how most jobs are open to anyone, regardless of gender. If needed take note of Mark Harris (who is a male midwife: <https://birthingawareness.com/about/> and <http://www.telegraph.co.uk/men/11884688/A-male-midwifes-guide-to-the-birth-process.html> ) * What has been the most useful/interesting thing they found out in the session(s)?   Note: Future learning can be expanded by linking knowledge to the wider curriculum and themes in school.  Encourage students to discuss careers with their parents/carers, grandparents, uncles, aunts and parents/carers of friends. Help them to discover what other people do, thereby widening their understanding of the range of work available; this is very important for career development when they are older.  **If you require further support for CEIAG within the Primary sector, please contact us at CXK:** [**www.cxk.org**](http://www.cxk.org) | 15min |