

# ACT/TDA Citizenship and Careers Education Activities

## Activity 2: Jobs, Jobs, Jobs

### Background

This activity explores the relevance of studying Citizenship to a range of occupations and sets learners a careers challenge.

**Age range:** Key stage 3

**Time needed:** Approximately 2 hours if used in full.

### Aims and Purpose

In following this activity learners will:

- Explore the relevance of skills, knowledge and understanding developed through Citizenship for future working lives
- Consider how a range of jobs uses Citizenship skills and knowledge
- Use enquiry skills to research an occupation in detail

## Curriculum Links

<p style="text-align: center;"><u>Citizenship</u></p> <p>This work relates to the following aspects of the <b>Citizenship Programme of Study</b> for key stage 3.</p>	<p style="text-align: center;"><u>Careers Education</u></p> <p>This work relates to the following concepts from the Key Stage 3 Programme of Study for <b>PSHE Education: Economic Wellbeing and Financial Capability</b>.</p>
<p><u>Key processes</u></p> <p><u>Critical thinking and enquiry</u></p> <p>b) research, plan and undertake enquiries into issues and problems using a range of information and sources</p> <p>c) analyse and evaluate sources used, questioning different values, ideas and viewpoints and recognising bias.</p> <p><u>Curriculum opportunities</u></p> <p>c) work individually and in groups, taking on different roles and responsibilities</p> <p>f) work with a range of community partners, where possible</p> <p>i) use and interpret different media and ICT both as sources of information and as a means of communicating ideas</p> <p>j) make links between citizenship and work in other subjects and areas of the curriculum.</p>	<p><u>Key concepts</u></p> <p><u>Career</u></p> <p>c) Understanding the qualities, attitudes and skills needed for employability.</p> <p><u>Key processes</u></p> <p><u>Exploration</u></p> <p>Pupils should be able to:</p> <p>a) use a variety of information sources to explore options and choices in career and financial contexts</p> <p><u>Enterprise</u></p> <p>Pupils should be able to:</p> <p>a) identify the main qualities and skills needed to enter and thrive in the working world</p> <p><u>Range and content</u></p> <p>b) work roles and identities</p> <p>c) the range of opportunities in learning and work and changing patterns of employment (local, national, European and global)</p> <p>e) skills and qualities in relation to employers' needs</p>

	<p><b>Statutory Guidance for Impartial Careers Education:</b> The following learning outcomes are featured in this activity:</p> <p>6.1) recognise the relevance to their future progression of the knowledge and skills they are developing at school and how these will benefit their career and working life</p> <p>6.6) are aware of how developing subject, functional and personal, learning and thinking skills will help them plan and manage their career and prepare them for enterprise, self-employment, employability and independent living</p>
	<p><b>Career, work-related learning and enterprise 11-19 – a framework to support economic wellbeing</b> The following learning outcomes are featured in this activity:</p> <p><b>Element 1</b> 'understand and demonstrate the main qualities, attitudes and skills needed to enter and thrive in the working world'</p> <p><b>Element 5</b> 'understand the importance to employers of skills, attitudes and qualifications'</p> <p><b>Element 8</b> 'understand the relevance of curriculum subjects to the world of work and to their own career development'</p>

## Preparation and resources

- Learners need to have experienced some Citizenship teaching before completing this activity.
- An artefact that has some relation to Citizenship e.g. a passport, a leaflet about an issue, a campaigning website, an identity card, a picture of a CCTV camera (optional)
- Poster paper and felt tip or marker pens in different colours
- 'What do we learn in Citizenship?' recording sheet

- 'What do we use in Citizenship - Prompt Cards' - as a full sheet or cut up (optional)
- Cards - 'Citizenship is used in every job' - cut up on paper/card and laminated if possible
- Mini poster - 'A Job in Citizenship'
- Access to the internet if possible

### **Starter** (15 minutes)

- Display a key word or phrase from Citizenship on the board. For example: social justice, diversity, campaign, law, community or environmental issues
- Learners copy the word or phrase and in pairs record as many jobs as they can that are in some way connected to this.
- In the feedback mention some less obvious jobs, if appropriate

Or

### Artefact (15 minutes)

- Show the Citizenship artefact to learners
- In groups of 4-5 they use the poster paper and pens to brainstorm all the jobs that were needed to make this artefact, perhaps as a spider diagram.
- After 2 minutes all groups leave their work and move to another table and add ideas to another group's work, using a different coloured marker pen. After another 2 minutes groups can move again and repeat the process. Continue this for as long as it seems to work well.
- When each group is back at their original table, ask each to suggest 3 jobs that they thought of and explain the link to the artefact.

## **Development of main activity**

### 'What do we learn in Citizenship education?' (15 minutes)

- In pairs, learners discuss and record everything that they can think of that Citizenship helps them to learn. Use the sheet 'What do we learn in Citizenship?' and choose skills (things we can do) and knowledge (things we learn about).
- To make this easier the 'What do we learn in Citizenship? - Prompt Cards' could be used, from which learners choose the statements they feel most apply to Citizenship
- During feedback encourage all learners to record as much as possible

on their sheets

'Citizenship is used in every job' (30 minutes)

- Working in pairs or small groups learners use the 'Citizenship is used in every job' cards.

They firstly need to decide what the job title is. If they are not sure they can write down a few suggestions. Allow some flexibility of answers when asking the learners to guess the job titles but this is what they actually are:

- 1 News reporter
- 2 MP/politician
- 3 Hairdresser
- 4 Doctor/surgeon
- 5 Receptionist
- 6 Soldier
- 7 Solicitor/lawyer
- 8 Chef
- 9 Pilot
- 10 Teacher

- On the cards (if laminated these can be used again) learners discuss and record as many ways as possible that these people will use Citizenship learning in their jobs. Learners will need to refer back to the sheets 'What do we learn in Citizenship?'
- Learners do not need to do all the cards. You could divide a set up so that each group had 4-5 each, depending on the time available
- Whole class feedback to emphasis as much as possible how skills, knowledge and understanding gained in Citizenship are used in working life.
- If there is time, introduce the job projects - see below

Job projects (optional - if access to ICT) (60 minutes)

- Learners choose one of the jobs from the cards, or any other job that is related to Citizenship in some way, and research what that job involves. They could do this individually or in pairs.
- They can use the mini poster 'A Job in Citizenship' to record what they discover or choose to present the information in a different format or medium.
- The website <http://www.connexions-direct.com/jobs4u/> is the best source of up-to-date and impartial careers information and has been

designed for young people. Other suggestions are listed in the 'Links' section

- Learners should display their posters (or other format if they prefer) around the room and tell the class
  - one great thing and one bad thing about the job they chose
  - how the job uses Citizenship skills and knowledge

## **Review, reflection and further work**

- Ask learners to reflect on 2 things they have learnt during this activity and share with a partner.
- Learners could think of the jobs that they know about from their community and consider how these link to Citizenship learning
- If you have community visitors into school e.g. police officer, magistrate, council official, ask the visitor to also talk about her/his career path to date and what is great and not so great about the job they have now.

## **Assessment opportunities**

- If learners do the job project, give them verbal feedback on what they have done well and what they could do differently or better next time.
- Peer assessment can be used by asking learners to assess a partner's understanding of the Citizenship skills used in the world of work. They could each write down as many skills as they can think of, independently on a slip of paper, and then swap the papers.
- The suggestions in 'Review, reflection and further work' will also support assessment of learning

## **Additional notes**

- The job projects activity needs a 60 minute session with internet access
- The mini poster 'A Job in Citizenship' sheets can be adapted to change the section headings

## Links

Jobs4u

<http://www.connexions-direct.com/jobs4u/>

To access a huge set of up-to-date film clips of people in a wide range of occupations to go:

<http://icould.com>

or

[www.careersbox.co.uk](http://www.careersbox.co.uk)

'What do we learn in Citizenship education?'



Citizenship skills

We learn how to ...

Citizenship knowledge

We learn about ...

Citizenship also teaches us ....

# 'What do we learn in Citizenship education?'

## Prompt cards

How to make decisions	How to spell
How to read maps	How to do percentages
How to put across an argument about something	How to research controversial topics
How to work in groups	How to debate
How to take action and bring about change	How to vote
How to solve problems	How to influence people in power
How to use IT	How to keep fit
How to plan a campaign	About Shakespeare
About human rights	About how the government works
About the law and courts	About poetry
About plants and animals	About different groups of people
About voluntary and community groups	About my rights
About fair trade	About the Romans
About how computers were invented	About chemicals
About how the local council runs	About playing a part in the local community

## Citizenship is used in every job! 1



Job Title: \_\_\_\_\_

How would this person use citizenship?

## Citizenship is used in every job! 2



Job Title: \_\_\_\_\_

How would this person use citizenship?

## Citizenship is used in every job! 3



Job Title: \_\_\_\_\_

How would this person use citizenship?

### Citizenship is used in every job! 4



Job Title: \_\_\_\_\_

How would this person use citizenship?

### Citizenship is used in every job! 5



Job Title: \_\_\_\_\_

How would this person use citizenship?

### Citizenship is used in every job! 6

Job Title: \_\_\_\_\_

How would this person use citizenship?



### **Citizenship is used in every job! 7**



Job Title: \_\_\_\_\_

How would this person use citizenship?

### **Citizenship is used in every job! 8**



Job Title: \_\_\_\_\_

How would this person use citizenship?

## Citizenship is used in every job! 9



Job Title: \_\_\_\_\_

How would this person use citizenship?

## Citizenship is used in every job! 10



Job Title: \_\_\_\_\_

How would this person use citizenship?

A Job in Citizenship: \_\_\_\_\_

Workplaces where you could  
do this job:

Skills needed:

Qualifications needed:

What would you do in a  
typical day?

Some good things about doing this job are:

Some drawbacks to doing this job are:

Studying Citizenship would help with this job because:

