

# ACT/TDA Citizenship and Careers Education Activities

## Activity 5: Jobs are changing

### **Background**

This activity explores the relevance of studying Citizenship for the future world of work. Learners consider some of the growing career areas and consider the skills that will be needed. This activity uses short film clips of real people at work.

**Age range:** Key stage 4

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

### **Aims and Purpose**

In following this activity learners will:

- Enhance learners appreciation of the skills developed through Citizenship
- Consider how Citizenship learning is relevant to all career areas
- Realise that the world of work is changing rapidly and that this has an impact on individuals and society
- Use film clips to research ideas for the future

## 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 for key stage 4</b>.</p>	<p style="text-align: center;"><u>Careers Education</u></p> <p>This work relates to the following concepts from the Key Stage 4 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, sources and methods</p> <p>c) interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias</p> <p><u>Curriculum opportunities</u></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>a) identify, select and use a range of information sources to research, clarify and review options and choices in career and financial contexts relevant to their needs</p> <p>b) recognise bias and inaccuracies in information about learning pathways, work and enterprise</p> <p>c) investigate the main trends in employment and relate these to their career plans.</p>
	<p><b>Statutory Guidance for Impartial Careers Education:</b></p> <p>The following learning outcomes are featured in this activity:</p> <p>1.1) are able to investigate opportunities for learning and work on their own</p> <p>1.2) are able to interpret information and to identify partiality and bias</p> <p>1.3) make challenging but realistic plans for their future learning and work</p> <p>2.3) understand the skills and qualifications that they need to pursue their ambitions</p> <p>3.8) understand the concept of labour markets</p>

	<p><b>Career, work-related learning and enterprise 11-19 - a framework to support economic wellbeing</b></p> <p>The following learning outcomes are featured in this activity:</p> <p>Element 1 'understand and demonstrate the main qualities, attitudes and skills needed to enter and thrive in the working world'</p> <p>Element 5 'understand the career motivations and pathways taken by individuals' 'understand the importance to employers of skills, attitudes and qualifications'</p> <p>Element 8 'understand the relevance of curriculum subjects to the world of work and to their own career development'</p>
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## Preparation and resources

- 'Post its'
- 'Jobs using Citizenship' sheet
- Powerpoint presentation - 'Jobs are changing'
- Access to internet to show film clips
- Select two films from <http://icould.com> (see suggestions in Additional Notes)
- Key Questions cards
- 'Jobs using Citizenship' diagram

## Starter (15 minutes)

- Give out 'post its' and ask learners to write down the top skill that they learn or practice in Citizenship. You may have to give them an example e.g. how to put together a good argument.
- Learners stick their suggestions onto a board or wall to be looked at later

## Development of main activity

- Explain to learners that they will be finding out about how people use Citizenship skills and knowledge in their working lives. Ask for 2 suggestions of jobs that might be linked to Citizenship and briefly discuss.

### 'Jobs are changing' (45 minutes)

- Show the powerpoint presentation 'Jobs are changing'. For each they need to guess what the job is about and how it links to Citizenship. For suggestions to help with the feedback go to Additional Notes.
- Afterwards they work in pairs, and choose one of these jobs that would best suit their partner. They should explain to each other why they have chosen that particular job and need to focus on the skills and qualities that would be needed.

### icould films (60 minutes)

- Show 2 films related to Citizenship type jobs, from the website <http://icould.com>
- After each film give out the Key Questions cards to learners in groups of 4-5. There are 6 cards but you could use two sets if you want learners to work in smaller groups.
- Each group discusses the question on their card for 3 minutes
- Whole group feedback and discussion. Question 6 on the cards asks learners to think about how impartial this information is and what else they would need to do to find out about this job. Remind them that although the 'icould' films are a good way to start researching, they need to use impartial, independent information to find out more about a particular job.
- If time permits, learners can work on the 'Jobs using Citizenship' diagram (see below)

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

- Look at some of the suggestions about Citizenship skills and knowledge that learners wrote on the 'stick its' and take a vote on the top skill.
- Ask learners to reflect on 2 things they have learnt during this activity and share with a partner.
- As an extension or homework task, use the 'Jobs using Citizenship' diagram. In the central part of the diagram learners write down any jobs that use Citizenship learning virtually all the time, then in the next layer they record jobs that might use Citizenship learning some of the time and so on. Any jobs that they can think of (probably none!) that never use any skills and knowledge linked to Citizenship curriculum, they write in the white spaces outside the diagram. Encourage learners to share their ideas and to put the work on display.

- If you have community visitors into school e.g. police officer, mayor, 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.
- Encourage learners to look at more 'icould' films
- For one of the films or powerpoint jobs, learners could be asked to find out how a person could have got to that job i.e. what previous courses, qualifications and job experience might they have. They could be set the task of drawing a fictional career path for two people in the same job who have got there via a different pathway. Display the four national learning routes below so that learners can draw out a path to the job from two of these routes.

**The four national learning routes**

- General qualifications (GCSEs, A/S levels and A Levels)
- Diplomas
- Apprenticeships
- Foundation Learning (for those at entry level and at level one)

## **Assessment opportunities**

- Ask individual learners to give you examples of Citizenship skills to check out understanding
- Learners could record some of their ideas in response to the Key Questions cards in careers folders or portfolios. These could be taken in for light-touch marking including comments and questions.
- Ask learners to assess how useful the 'icould' films are on a scale of 1-10
- The suggestions in 'Review, reflection and further work' will also support assessment of learning

## **Additional notes**

For more information on the learning pathways 14-19 go to:

[www.ceqnet.co.uk/14-19choices/](http://www.ceqnet.co.uk/14-19choices/)

In looking at the jobs included in the powerpoint presentation and on 'icould' it is important to stress that all jobs have interesting and not so interesting aspects. Some of the titles will sound glamorous and learners could be encouraged to think of pros and cons of each job.

### Powerpoint presentation - 'Jobs are changing'

In case you are not sure what some of these jobs entail, here is a quick summary:

- Corporate blogger - writes and maintains a blog and online forum for a big organisation
- Human rights activist - organises campaigns against injustice e.g. for a charity
- Laughter facilitator - no it is not a comedian - it is a type of therapist who tries to help individuals with mental health problems
- Sustainability adviser - helps companies to become greener and use less energy
- Tactical intelligence officer - works for the police force gathering information about potential crimes
- Waste minimisation officer - person in charge of recycling for a council
- Paralegal - works on law cases to support a solicitor
- Ethical trade manager - works for a large supermarket chain sourcing ethically traded products
- Image officer - nothing to do with fashion - new title for a press officer - person who tries to get good publicity in the press for her/his organisation e.g. could work for Amnesty
- Campaign intern - works for an MP as a researcher and campaigner
- Celebration manager - plans weddings and other festivities!

It is worth a look at the range of occupations covered in the icould website. It is a good idea to include one that is obviously linked to Citizenship e.g. solicitor and one that is less obvious e.g. radio producer. Use the search facility to find an relevant employment sector e.g. Courts and custodial care, law and order or voluntary. Alternatively links to films in the Links section might be worth using.

### Links

A huge set of up-to-date film clips of people in a wide range of occupations.

<http://icould.com>

or

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

To find inspiring ideas about STEM (Science, Technology, Engineering and Maths) related jobs go to

[www.sciencesowhat.direct.gov.uk](http://www.sciencesowhat.direct.gov.uk)

Trainee solicitor

<http://icould.com/videos/sonal-shah/>

Radio producer

<http://icould.com/tags/primary-skill-sector/audio-visual-industries/julie-shepherd/>

Media officer - police

<http://icould.com/videos/deborah-kuiper/>

Chair of young advisers

<http://icould.com/videos/dami-benbow/>

Project worker at a hostel

<http://icould.com/videos/aiden-bynre/>

Key Questions cards (icould) - 1

Key Question 1

Brainstorm all the tasks this person might have to do in a typical day

Key Question 2

How did this person get to do this job? What had s/he done before?

Key Question 3

What skills and qualities are needed for this job?

Key Questions cards (icould) - 2

Key Question 4

List all the great things about  
this job

Key Question 5

How does the person feel about  
her/his job?

Key Question 6

What don't you find out about  
this job from the film?  
How else could you find out about  
a particular job?

**Jobs using Citizenship**

