UNIT 2
Identifying and Investigating Jobs

Helps pupils to explore the wider range of job types carried out in the local community and by people they know. This exploration will provide a basis for pupils to begin to make informed and realistic choices about where their own interests lie.
## Unit 2: Identifying and Investigating Jobs (W1, C8, C9)

### Learning Intentions

By the end of this unit the pupils will have had the opportunity to:
- identify/explore a variety of jobs;
- investigate a variety of jobs and job roles:
  - within the school;
  - of family and friends;
  - within local organisations;
  - within the wider community.

### Suggested Teaching & Learning Activities

<table>
<thead>
<tr>
<th>Pupils in pairs or groups:</th>
<th>SKILLS DEVELOPMENT OPPORTUNITIES</th>
<th>RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify jobs and job roles within the school using staff photographs and a map of the school. This could contribute to a classroom wall display.</td>
<td>Thinking, Problem solving, Decision making</td>
<td>Map of school</td>
</tr>
<tr>
<td>2. Play the Deduction Game using Activity Sheet 2[a] Occupation Pictures. See Teacher Briefing Sheet Deduction Game</td>
<td>Working with Others</td>
<td>Photographs of staff, Digital Camera</td>
</tr>
<tr>
<td>3. Pupils investigate the job role of a person they know from inside or outside the school by using Activity Sheet 2(b) Hot-Seat: Timeline. See Teacher Briefing Sheet Hot-Seat</td>
<td>Thinking, Problem solving, Decision making</td>
<td>Teacher Briefing Sheet Deduction Game, Teacher Briefing Sheet Hot-Seat</td>
</tr>
<tr>
<td>4. Pupils visit a local shopping area and identify and list the range of shops and services using Activity Sheet 2(c) Range of Shops &amp; Services. Pupils visit one retail outlet and identify the different job titles and what each job involves using Activity Sheet 2(d) Job Titles (photographic evidence may be appropriate here for class display)</td>
<td></td>
<td>Activity Sheet 2[a] Occupation Pictures, Activity Sheet 2(b) Hot-Seat: Timeline, Activity Sheet 2[c] Range of Shops &amp; Services, Activity Sheet 2[d] Job Titles</td>
</tr>
<tr>
<td>5. Pupils name businesses that are familiar to them using Activity Sheet 2[e] Local Job Opportunities and classify jobs into occupational sectors using Activity Sheet 2[f] Local Businesses</td>
<td></td>
<td>Activity Sheet 2[e] Local Job Opportunities, Activity Sheet 2[f] Local Businesses</td>
</tr>
</tbody>
</table>
Unit 2: Identifying and Investigating Jobs (W1, C8, C9)

Teacher Guidelines
The following clues can be read to a class. Pupils (either in groups or individually) can try to identify the correct occupation in the least number of clues.

WHO AM I?
1. I wear a waterproof outfit.
2. I work with children.
3. You will see me beside a road.
4. I hold a large stick shaped like a lollipop.
5. I help people cross the road.
Answer: Lollipop man

WHO AM I?
1. I wear a uniform.
2. I carry a large bag.
3. I do a lot of walking.
4. I go to people’s houses.
5. I deliver the mail.
Answer: Postman/woman

WHO AM I?
1. I work with clients.
2. People make appointments to see me.
3. I use a special chair.
4. I use scissors.
5. I cut hair.
Answer: Hairdresser

WHO AM I?
1. I work in a shop.
2. I sell things.
3. I cut things up.
4. I weigh things.
5. I wear an apron.
Answer: Butcher

WHO AM I?
1. I work in a shop.
2. I scan things.
3. I pack things in bags.
4. I speak to customers.
5. I take money.
Answer: Checkout operator

WHO AM I?
1. I wear tight clothing.
2. People watch me.
3. I am good at balancing.
4. I hold a long pole.
5. I work in a circus.
Answer: Tight rope walker

WHO AM I?
1. I wear overalls.
2. I work in people’s houses.
3. I change the colour of things.
4. Sometimes I use a roller.
5. Sometimes I use a paintbrush.
Answer: Painter

WHO AM I?
1. I wear my own clothes.
2. I use my voice.
3. People listen to me.
4. Sometimes I dance.
5. I use a microphone.
Answer: Pop singer

WHO AM I?
1. I get up very early.
2. I drive a float.
3. I go to people’s houses.
4. I carry bottles.
5. I don’t cry over spilt something!
Answer: Milkman

WHO AM I?
1. I wear my own clothes.
2. I talk a lot.
3. Sometimes I shout.
4. I work in a room.
5. I work with pupils.
Answer: Teacher
Unit 2: Identifying and Investigating Jobs (W1, C8, C9)

WHO AM I?
1. I wear a uniform.
2. I have a lot of qualifications.
3. I go to different places.
4. I control something.
5. I speak to air traffic control.

Answer: Pilot

WHO AM I?
1. I wear a white coat.
2. I work with people.
3. I have a special chair.
4. I use a drill.
5. People don’t like going to me.

Answer: Dentist

WHO AM I?
1. I wear a white coat.
2. I use a special table.
3. I listen to heartbeats.
4. I give injections.
5. I work with animals.

Answer: Vet

WHO AM I?
1. I can be a man or a woman.
2. I wear a white coat.
3. I carry a stethoscope.
4. I give injections.
5. I have patients.

Answer: Doctor

WHO AM I?
1. I can be a man or a woman.
2. I sort out trouble.
3. Sometimes I walk, cycle or drive.
4. I wear a uniform.
5. I am a member of a force.

Answer: Policeman/woman

WHO AM I?
1. I wear black and white clothes.
2. I talk to customers.
3. I write things in a notebook.
4. I work in a place with a lot of tables.
5. I deal with food.

Answer: Waitress/waiter

WHO AM I?
1. I wear a uniform.
2. I am based in a station.
3. I travel in a red vehicle.
4. I use a hose.
5. I put out fires.

Answer: Firefighter

WHO AM I?
1. I work outside.
2. I walk a lot.
3. I use a brush.
4. I pick up rubbish.
5. I keep the streets tidy.

Answer: Road sweeper

WHO AM I?
1. I get up very early.
2. I work outside.
3. Sometimes I work with animals.
4. I live in the country.
5. Sometimes I drive a tractor.

Answer: Farmer

WHO AM I?
1. I work outside.
2. I am strong.
3. I use a trowel.
4. I build things.
5. I work with bricks.

Answer: Bricklayer
Unit 2: Identifying and Investigating Jobs (W1, C8, C9)

Teacher Guidelines

Explain to the class that as part of this lesson, they will be participating in a hot-seating activity with a visitor to find out how he/she has planned his/her career. This could be a member of your school’s staff or a visitor from outside the school. Then as a class, discuss and agree what they wish to find out.

Discuss the types of questions that could be asked, for example, open and closed questions. Place the students in small groups and have them prepare a number of questions.

Decide on the order of each group’s questions.

Have each group decide on who will ask the questions and who will keep notes.

Carry out the hot-seating activity, allowing each group to pose its questions to the visitor. Then have each group complete Activity Sheet 2(b) Hot-Seat: Timeline.
UNIT 2: IDENTIFYING AND INVESTIGATING JOBS
Activity Sheet 2(a): Occupation Pictures (1 of 4)
UNIT 2: IDENTIFYING AND INVESTIGATING JOBS
Activity Sheet 2(a): Occupation Pictures (2 of 4)
UNIT 2: IDENTIFYING AND INVESTIGATING JOBS

Activity Sheet 2(a): Occupation Pictures (3 of 4)
UNIT 2: IDENTIFYING AND INVESTIGATING JOBS

Activity Sheet 2(a): Occupation Pictures (4 of 4)
In your groups, complete this timeline by listing (in order) the most important experiences and actions taken by the person in the hot-seat.
UNIT 2: IDENTIFYING AND INVESTIGATING JOBS
Activity Sheet 2(c): Range of Shops & Services

Shopping Area...

Name of Shop

Service it Provides
**UNIT 2: IDENTIFYING AND INVESTIGATING JOBS**

**Activity Sheet 2(d): Job Titles**

**Shopping Area...**

<table>
<thead>
<tr>
<th>Job Titles</th>
<th>What do they do?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EDUCATION FOR EMPLOYABILITY**

**KEY STAGE 3 MLD**
### UNIT 2: IDENTIFYING AND INVESTIGATING JOBS

**Activity Sheet 2(e): Local Job Opportunities (1 of 2)**

<table>
<thead>
<tr>
<th><strong>WORK PLACE</strong></th>
<th><strong>NAME OF BUSINESS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>A place where:</td>
<td></td>
</tr>
<tr>
<td>a) Customers can buy birthday cards</td>
<td></td>
</tr>
<tr>
<td>b) People can buy postage stamps</td>
<td>Post Office</td>
</tr>
<tr>
<td>c) Cars are serviced</td>
<td></td>
</tr>
<tr>
<td>d) You can make a will</td>
<td></td>
</tr>
<tr>
<td>e) You can buy clothes</td>
<td></td>
</tr>
<tr>
<td>f) Old people are cared for</td>
<td></td>
</tr>
<tr>
<td>g) Under 5’s can play safely together</td>
<td></td>
</tr>
<tr>
<td>h) You can have your teeth checked</td>
<td></td>
</tr>
<tr>
<td>i) You can deposit/withdraw money</td>
<td></td>
</tr>
<tr>
<td>j) More than 100 people work</td>
<td></td>
</tr>
<tr>
<td>k) You can buy new carpet</td>
<td></td>
</tr>
<tr>
<td>l) Everyone wears a uniform</td>
<td></td>
</tr>
<tr>
<td>m) An assembly line produces goods</td>
<td></td>
</tr>
</tbody>
</table>
### UNIT 2: IDENTIFYING AND INVESTIGATING JOBS

#### Activity Sheet 2(e): Local Job Opportunities (2 of 2)

<table>
<thead>
<tr>
<th>WORK PLACE</th>
<th>NAME OF BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A place where:</td>
<td></td>
</tr>
<tr>
<td>n People are helped if they are ill</td>
<td></td>
</tr>
<tr>
<td>o Young people learn</td>
<td></td>
</tr>
<tr>
<td>p There are typists</td>
<td></td>
</tr>
<tr>
<td>q You can buy a television</td>
<td></td>
</tr>
<tr>
<td>r You can buy wallpaper</td>
<td></td>
</tr>
<tr>
<td>s You can see a film</td>
<td></td>
</tr>
<tr>
<td>t You can have a meal</td>
<td></td>
</tr>
<tr>
<td>u You can buy plants and shrubs</td>
<td></td>
</tr>
<tr>
<td>v You can borrow books</td>
<td></td>
</tr>
<tr>
<td>w People have their hair cut</td>
<td></td>
</tr>
<tr>
<td>x Pets are taken for treatment</td>
<td></td>
</tr>
<tr>
<td>y You can book a holiday</td>
<td></td>
</tr>
<tr>
<td>z You can buy a house</td>
<td></td>
</tr>
</tbody>
</table>
List the businesses from your area under the following 'Occupations Sectors'.

- Construction
- Entertainment & Leisure
- Administration & Finance
- Retail
- Public Health, Medical & Social Services
- Arts, Media & Publishing
- Farming, Plants & Animal Care
- Manufacturing
- ICT