



Introduction/Summary

This Groupwork aims to introduce to Year 9 pupils the concept of Job Families i.e. how different jobs demonstrate specific characteristics e.g. fire-fighter -> Practical/Active. In addition Year 9 pupils should be able to identify occupational areas that reflect their strengths and interests. Having identified these occupational areas the session will then aim to emphasise the importance of using Careers Library resources to find information on Job areas that interest pupils.

Duration: 50 mins Intro <-> (5 mins)

Aim (i) To Introduce the concept of Job Families / occupational areas

- a. Outline the concept of Job Families / occupational areas
- b. Explain the Grid Box exercise and list. The point of this exercise is to get the pupils to fit the occupations listed into the appropriate Grid. When explaining the exercise pupils can be involved e.g. Ask pupils by the way of example which position on the grid or particular occupation is best placed.
- c. Get the pupils to complete exercise.
- d. Short feedback session. This can be used to explain the purpose of the exercise i.e. concept of Job families and to overcome any queries. For example pupils will probably discover that a particular occupation can be fitted into more than one place on the grid.

Objectives for Aim (i)

By the end of the exercise the group will have identified and placed various occupations in Job Families.

Aim (ii) To introduce to pupils the importance of Self Awareness e.g. Likes/Dislikes, Strengths and Weaknesses when considering which occupational area to progress into.

- a. Outline the importance of looking at what you the pupil as a person would like to do. Class could be involved at this stage by asking pupils what job ideas they have had. At the same time self-awareness could be checked by asking pupils why they think a particular job would suit them.

Year 9 Groupwork:

Job Families

- b. Explain and hand out exercise (exercise aims to help pupils identify which occupational areas could be suited to them).

Pupils first go through “Pair Sheet” ticking one letter from each pair. Pupils then go to sheet 2 and record the number of ticks for each letter A – K. This will give pupils an indication of which ‘Job areas’ could suit them. This exercise also leads onto the third aim of encouraging pupils to research more information on Job areas that reflect their strengths and interests.

- c. Short feedback session + explain purpose of exercise
- Check understanding
 - Get pupils to feedback their scores
 - Get pupils to look at their score on alphabet – what it means.

Objective for Aim (ii)

By the end of the exercise pupils will have chosen specific tasks and placed them into Job families.

Aim (iii) To briefly highlight the Importance of wide ranging occupational knowledge and where to find this information.

- a. Outline the fact that there are many and varied occupations in particular occupational areas e.g. someone who has discovered doing the second exercise that they are literary, artistic and interested in social service will need to explore jobs in these areas.
- b. Briefly introduce the library as a resource (the library will be fully introduced within PSE) to explore job families / Also flag up Careerscape, Kudos and Odyssey Plus.
- c. Reiterate importance of wide ranging occupation knowledge e.g. keeps options open.

Objective for Aim (iii)

Pupils will be aware of the need for wide ranging occupational knowledge and have an idea where to find information.

Conclusion

Summary of points covered (1 – 3) Stress importance of researching careers information that reflects their strengths and interests.

Year 9 Groupwork: Job Families

From each block **Tick ONE Task** that interests you

A Test blood samples for diseases

B Operate a telephone switchboard

K Survey land for a building project.

E Read and mark essays

J Care for animals in a zoo

F Draw Cartoons

H Join metal by welding

G Check statistics and draw graphs

C Take orders by phone

D Demonstrate goods to customers

E Write your opinion of a new film

B Help people with speech problems

A Test eyesight for defects

E Study books and collect information

K Explore sunken wrecks

F Prepare an arrangement of flowers

J Protect animals on an estate

G Record data on a visual display unit

H Repair leaking pipes on taps

D Persuade people to give money to charity

F Design jewellery

A Study the stars and planets

G Prepare a set of accounts

K Remove and deliver furniture

D Buy and sell second hand goods

J Feed clean and exercise horses

B Look after young children

H Bake bread and cakes

G Work out ways of saving money

A Find new ways of treating rust

D Help to control a riot

K Patrol area as a traffic warden

B Help homeless families

I Control and train dogs

D Argue for peoples rights

A Study fingerprints of criminals

B Help at an old folks home

K Knock down old buildings

B Help with meals on wheels

A Plan special diets for patients

C Issue and receive library books

B Look after people in hospital

Year 9 Groupwork: Job Families

Go back to the first part of Items (the first block) if you picked the A item place a tick in the box marked A below if you picked the K item, place a tick in the box marked K below.

Work Through the rest of the pairs in this way. Only tick the box if you have put a circle around that letter. You should **end up with 45 ticks in all.**

		Ticks	Total
A	Scientific Working out how or why things happen investigating and researching	<input type="checkbox"/>	<input type="checkbox"/>
B	Social Service Helping and understanding people who are in difficulty	<input type="checkbox"/>	<input type="checkbox"/>
C	General Service Serving the general public in some way	<input type="checkbox"/>	<input type="checkbox"/>
D	Persuading & Influencing Persuading people to accept ideas, goods, services, or even orders	<input type="checkbox"/>	<input type="checkbox"/>
E	Literary Getting ideas and facts across to people	<input type="checkbox"/>	<input type="checkbox"/>
F	Artistic Using ideas, shapes, colour, etc. Arranging or designing thing.	<input type="checkbox"/>	<input type="checkbox"/>
G	Computational Checking, coding, and calculating facts and figures.	<input type="checkbox"/>	<input type="checkbox"/>
H	Practical Making, mending, or assembling things by hand or using machines	<input type="checkbox"/>	<input type="checkbox"/>
J	Nature Working with plants or animals	<input type="checkbox"/>	<input type="checkbox"/>
K	Outdoor Physically active work that is often outside in all weathers	<input type="checkbox"/>	<input type="checkbox"/>

Do not read on until the score sheet has been completed and the scores have been totalled.

1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If all the scores are the same, or nearly the same, this is most unusual!! It could mean you have no strong preferences or that you like lots of things. Take a walk around the block and then do the exercise again.

Year 9 Groupwork: Job Families

Accountant

Actor

Airline Pilot

Architect

Bank Clerk

Bar Staff

Beauty Therapist

Bricklayer

Chef Computer Operator

Doctor

Engingeering

Technician

Farm Worker

Fire-Fighter

Florist

Gardener

Hairdresser

Nursery Nurse

Painter and Decorator

Secretary

Teacher

Traffic Warden

Translator

Travel Agency

Clerk

Veterinary Surgeon

Year 9 Groupwork: Job Families

Scientific <i>(How and why things work)</i>	
Working with People	
Artistic	
Work Involving Words and/or Figures	
Practical	
Nature – Plants and Animals	
Outdoor / Active	