ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: A savage encounter TERM: Spring 1 YEAR GROUP: 5

THE BIG QUESTION	
What makes me the person I am? What type of person will I be in the future?	
END OF UNIT OUTCOME	For children to produce a booklet all about themselves to use as part of the transition process to their new year group.
OBJECTIVES	- That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime - That some jobs are paid more than others and some may be voluntary (unpaid) about the skills, attributes, qualifications and training needed for different jobs - That there are different ways into jobs and careers, including college, apprenticeships and university - How people choose a career/job and what influences their decision, including skills, interests and pay - How to question and challenge stereotypes about the types of jobs people can do How they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions
CONCEPT: Conflict	Conflict can arise between people's goals, values, stereotypes, expectations, and real-life challenges. Pupils explore how internal and external conflicts influence choices, careers, and personal identity.
LESSON 1 QUESTION	**What qualities and strengths help people succeed?**
KEY KNOWLEDGE	Everyone has different personal qualities and strengths Strengths can help people overcome challenges and achieve goalsQualities such as resilience, determination, confidence and teamwork can be developed over time
RICH TASK	Introduce The Big Question – what do they already know? Pupils watch the video of the interview with boxer Anthony Ogogo. Pupils write down the qualities and strengths that helped Anthony to achieve his goal. Which were most important? Why? Children then write down their own qualities and strengths. Share with a friend. What qualities/strengths would they add for you? Children ask a friend to add qualities/strengths in a different colour.
SUPPORT AND CHALLENGE	**Support:** • Word bank of strengths and qualities • Sentence starters: *"One of my strengths is…"* **Challenge:** • Explain how a strength could help in a future career • Identify a strength they would like to develop and why

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: A savage encounter TERM: Spring 1 YEAR GROUP: 5

KEY VOCABULARY	strengths, qualities, resilience, determination, confidence, perseverance, skills	**RESOURCES**	https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe
LESSON 2 QUESTION	How do goals help shape our future?		
KEY KNOWLEDGE	Goals can be short-term or long-term Long-term goals are achieved by breaking them into smaller steps People may face obstacles and need support to reach goals		

RICH TASK	**Retrieval Activity: "Strengths Snap"**
	
	• On the board, display 5–6 qualities (e.g. resilience, teamwork, confidence, determination).
	• Ask pupils to:
	  ○ Put a thumbs up when they hear a quality they have
	  ○ Choose one and explain to a partner how it could help someone achieve a goal
	
	What are short term goals? Long term goals? How do they help us? Give children goal cards to sort into long/short term.
	What is your long term goal? How will you achieve it? Who can help you? Model using the mountain template on setting a long term goal with short term goals to get there. Pupils then create their own long term goal with steps to get there on the mountain template. Who could help you achieve these goals? What might stop you? At the end of lesson if children wish to they can share their goals.		

SUPPORT AND CHALLENGE	**Support:** • Pre-filled examples on mountain template • Adult support in goal setting **Challenge:** • Link goals to possible careers • Explain how setbacks could be managed		
KEY VOCABULARY	goal, short-term, long-term, ambition, steps, obstacles, support	**RESOURCES**	Goal cards to sort Mountain template.
LESSON 3 QUESTION	What skills do different jobs require?		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: A savage encounter TERM: Spring 1 YEAR GROUP: 5

<table>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Different jobs require different skills and attributes

Skills include teamwork, problem solving, leadership and decision making

People use their skills in different ways depending on their role</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval Activity: “Strengths Snap”

• On the board, display 5–6 qualities (e.g. resilience, teamwork, confidence, determination).
• Ask pupils to:
  ○ Put a thumbs up when they hear a quality they have
  ○ Choose one and explain to a partner how it could help someone achieve a goal

Place different job roles around the room and explain each role. Pupils move around the jobs in pairs/trios and add one skill, experience or interest that you would need to do that job (cannot write down one that is already there).
Collect in roles and go through looking at any misconceptions.
Watch chef film.
How does the chef apply his skills in his work? Discuss as a class under the headings (problem solving, team work, decision making, leadership).</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support:

• Skill prompts on tables
• Adult questioning

Challenge:

• Match skills to multiple jobs
• Explain why some skills are transferable</td></tr>
<tr><td>KEY VOCABULARY</td><td>skills, teamwork, leadership, problem solving, decision making, experience</td><td>RESOURCES</td><td>https://primary-careers.careersandenterprise.co.uk/resources/linking-career-related-learning-pshe

job sheets

chef skills sheet</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 4 QUESTION</td><td colspan="3">How do people solve problems and conflicts at work?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Workplaces can face dilemmas and conflicts

Problems are best solved through communication and cooperation

Decisions often involve weighing different viewpoints</td></tr>
</table>

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: A savage encounter TERM: Spring 1 YEAR GROUP: 5

<table>
<tr><td>RICH TASK</td><td colspan="3">Retrieval Activity: “Skill Match”

• Write 4 skills on the board (teamwork, problem solving, leadership, decision making).
• Say a job aloud (e.g. chef, teacher, builder).
• Pupils point to or say which skill would be most important and why.

Pupils to work in small groups. In group is to have a work dilemma and answer the following questions: What is the dilemma? What needs to change? What skills do the characters need to solve the dilemma? What decisions need to be made and by whom?
Children discuss in groups and share with class.
Should we blame people for the dilemma/ what would be more helpful? How could we stop it happening again?</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support:

• Guided questions
• Adult facilitation

Challenge:

• Identify alternative solutions
• Link dilemmas to real workplaces</td></tr>
<tr><td>KEY VOCABULARY</td><td>dilemma, conflict, decision, cooperation, responsibility, compromise</td><td>RESOURCES</td><td>Work dilemma scenarios</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 5 QUESTION</td><td colspan="3">How do stereotypes influence career choices?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Stereotypes are unfair or incorrect beliefs about groups of people

Stereotypes can limit opportunities and cause conflict

Jobs should be open to everyone regardless of gender or background</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval Activity: “What Would Help?”

• Present a short work dilemma verbally (e.g. “Two people want to be the leader”).
• Pupils choose:
  ○ A skill needed to solve it
  ○ A decision that should be made

Partner talk:
“Why would that help solve the problem?”

Read John and Ellen’s story to the class.</td></tr>
</table>

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: A savage encounter TERM: Spring 1 YEAR GROUP: 5

	Play stereotype PowerPoint. Which twin does each of the listed activities? Why do you think that? Play rest of PowerPoint on stereotypes. Discuss the scenarios – what is the stereotype? As a class discuss the scenarios and how we could prevent this stereotype.		
SUPPORT AND CHALLENGE	**Support:** • Sentence stems • Adult-led discussion **Challenge:** • Create an anti-stereotype message • Link stereotypes to conflict and inequality		
KEY VOCABULARY	stereotype, equality, fairness, discrimination, opportunity	**RESOURCES**	Stereotype PowerPoint
LESSON 6 QUESTION	How do my strengths, choices and experiences shape who I am becoming?		
KEY KNOWLEDGE	Revision of key knowledge - Personal qualities, goals, skills and choices shape identity - People may experience conflict when making decisions about the future - Reflecting on strengths helps prepare for change and transition		
END OF UNIT OUTCOME	**Retrieval Activity: "True or False?"** Read out statements such as: • "Some jobs are only for men or women." • "Stereotypes can stop people from choosing jobs they enjoy." Pupils show: • Thumbs up = true • Thumbs down = false **Follow-up question:** "How could this affect someone's future choices?" Outcome linked to The Big Question What links to our concept have you found?		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: A savage encounter TERM: Spring 1 YEAR GROUP: 5

<table>
<tr><td></td><td colspan="3">Go through who am I PowerPoint. Children then create their own who am I booklet. These can be shared with their year 2 buddies during book swap.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">Support:

• Booklet templates
• Adult conferencing

Challenge:

• Explain how they might overcome future challenges
• Link choices to long-term goals</td></tr>
<tr><td>KEY VOCABULARY</td><td>identity, strengths, choices, goals, conflict, future, transition</td><td>RESOURCES</td><td>Who Am I PowerPoint
Booklet templates</td></tr>
</table>