

# The Character Curriculum

Flourishing for Life



<p><b>Y4: Careers</b> L1 - Why do people work?</p>	<p><b>Learning objective:</b></p> <ul style="list-style-type: none"> <li>- Identify why people work.</li> </ul>	<p><b>Key vocabulary:</b> Work, positive, negative, prioritise, training, route, career, university, apprenticeship <b>Key virtues:</b> Motivation, curiosity, citizenship</p>
<p><b>Resources:</b></p> <p>Different professions biographies (resource 1).</p> <p>PowerPoint</p>	<p><b>Statutory links:</b> Relationships Education (2020)</p> <ul style="list-style-type: none"> <li>- In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.</li> </ul>	
<p><b>Key questions:</b></p> <p>What do you think of when you hear the word 'work'?</p> <p>Why do people work?</p> <p>What is the difference between a 'good job' and a 'bad job'?</p> <p>What different routes might people take into work?</p>	<p><b>Learning activities:</b></p> <p><b>Starter:</b> Work</p> <p>What do you think of when you hear the word 'work'? Create a class brainstorm on the board.</p> <p>Discuss:</p> <ul style="list-style-type: none"> <li>- Are the associations mostly positive or negative?</li> <li>- Why do you think this is?</li> </ul> <p><b>Activity 1:</b> Why do people work?</p> <p>Ask children to make a list of 3-5 reasons that they want to do a particular job (or work) and then prioritise them.</p> <p>Encourage them to share their ideas with a partner.</p> <p>Are they the same/different? Are there any reasons that surprised them?</p> <p>What do you think the difference between a 'good job' and a 'bad job' is?</p>	

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## **Activity 2:** Routes into work

The law says that, until their 18th birthday, all young people must be in education or training. After that, there are lots of different routes you can take.

The teacher should demonstrate their journey into their current job, highlighting the virtues they needed.

Give children the short biographies of people in different professions and ask them to draw a career map for them.

Explain that there are lots of different routes into work, and we can make choices based on our skills, interests and character

## **Plenary:** 10 years from now

In 10 years from now, most of the children will be 18/19. What do they think they would like to do once they leave education/training? What virtues will they need? What might they need to do now to help them get there?

