

v6 (2024)

Jobs for Everyone Teachers' Guide (Reception Year & Key Stage 1)



This Teachers' Guide should be read in conjunction with the associated Jobs for Everyone Session Plan v6 (2024) which outlines the timings and directs you to the relevant resources for each section.

The project introduces reception (FS2) and Key Stage 1 (Years 1&2) children to jobs in the NHS and Social Care. Feedback and evaluation from a small pilot in early 2020 showed that the project was well received by the children and teaching staff and that there had been an increase in knowledge in relation to the subject matter. The next phase of the project was launched in 2021/22 with new and improved resources aligned to the EYFS Framework (2021) and PSHE curriculum for KS1. In 2021/22 40 schools engaged with the project rising to almost 120 schools in 2022/23. Learning evaluations and feedback has been extremely positive. From April 2024 Jobs for Everyone is available to all primary schools as a self-service, non-managed project.

Jobs for Everyone will help you meet:

- EYFS Framework Understanding the World ELG: Past and Present;
- EYFS Framework Expressive Arts and Design; ELGs Creating with Materials and Being Imaginative and Expressive;
- PSHE Curriculum for KS1 - L5, L14, L16 and L17.

Before you start...

In preparing to complete the topic teachers need to be aware of a number of things.

Whilst most resources are provided electronically you will need the following additional resources for the diversity session:

- Different coloured apples
- Different coloured eggs
- A variety of different coloured nylon tights or knee highs to represent different skin tones

However, if you are unable to source these resources the session can be run using the whiteboard e-resources and worksheets.

There are a number of role play resources and an end of topic certificate to print in school.

You will also need to:

- Inform parents and carers of the project (template letter provided)
- Arrange visits from people working in NHS or Social Care roles - this may be parents/carers or others from your community
- Arrange the visit with your local care home
- Arrange Parent/Carer assembly
- Communicate the junk modelling homework activity to parents/carers

Introducing the topic

Tell the class that their school has chosen to participate in a special project which will take place over the course of the half term. We want them to share what they are learning with their parents and carers and they will be asked to do this at different times during the topic.

Explain to the class that they may be familiar with the better-known job roles such as doctor, nurse, dentist etc. but will probably not know what the NHS and Social Care means or how many different jobs there are in this area. Tell them that during the topic we are going to use fun and interactive activities and they will learn:

People Who Work in the NHS and Social Care:

- Help you to be healthy
- Help you to develop
- Try to make you better when you are poorly or injured
- Care for you when you need extra help to live safely and be comfortable
- And lots more....

Key Learning Objectives:

- There are lots of different jobs - not just doctors and nurses
- There are jobs for everyone
- Everyone is different and why this is a good thing
- You can choose the job you want to do
- You can work in lots of different places

You will be provided with a full resource pack including an overall session plan, guidance for delivering each session/activity and electronic/printable resources. You are encouraged to set up a role play area designed to engage children and enhance learning (see guidance later in this document). There are various opportunities to involve parents, carers and your local community too.

Tell the class that they will have the opportunity to meet real people who work in the NHS and Social Care and to ask them questions. Tell the class in advance about key visits such as your visit to a care home and the jobholder visits.

It is also expected that the class will learn a song entitled 'Working in a Hospital' to perform during the parent/carer assembly or for the care home residents. You will need to plan in time to teach the song and you should ask the children to practise this at home. A sing-along video is provided and you are encouraged to share this with your children and their families. A link to the song is provided but this is also public and searchable on YouTube entitled "Jobs for Everyone Song: Working in a Hospital".

Explain that they will have the opportunity to undertake a creative pupil/parent/carer homework activity and showcase their creation in class or at the parent/carer assembly (if applicable).

Let the class know that, on completion of the topic, they will all receive a certificate of learning.

Guide to the story: “When Isaac broke his leg”

(Note that this is fully illustrated in the children's resources and there is an e-book version to use on the whiteboard)



Explain that you are going to read a story about a little boy who breaks his leg. During the story we will see who helps Isaac following his accident. It will introduce the children to some of the different jobs they could do when they are older.

After reading the story talk about what they have learnt. Before the accident Isaac was a happy and healthy little boy. He was able to do lots of things for himself as he is growing up and no longer a baby. Normally he did not need to go to hospital or have any extra care.

When he had the accident he needed help straight away and lots of people were involved in his care to make him better. At first Isaac had to go to hospital for emergency care. Once he was able to walk with crutches he was allowed to go home but that was not the end. He still needed more care. The people who care for patients at home or in the medical centre are community workers. Isaac had care from a rehabilitation assistant, a dietitian and a physiotherapist in the community. Set a homework task to take the story home and read this story with their parents/carers (this may be shared via your home learning platform). They should try to read it together a few times. Children might like to have a go at reading it themselves rather than being read to if they are able to.

Note: the more difficult words, such as the job titles have phonics sounds in brackets to assist with pronunciation.

Ask some questions to see what the children can remember:

- What number did mummy call on her phone to get help?
- What or who came to help Isaac in the park and take him to hospital?
- Who met them at the emergency department?
- Can you remember who took an x-ray of Isaac's leg?
- Can you remember the funny name of the person who took Isaac's blood for testing?
- Who talked about the foods to help Isaac's leg heal?
- Can you remember any of those foods?
- What did Isaac need extra help with?
- What jobs can you remember from this story?
- What did they like about the story?

GUIDE TO SESSION ON QUESTIONING SKILLS

Aim of the session: To improve the children's ability to ask questions to visitors coming to talk about their job roles.

Resources:

- 2 Worksheets
- Printable A4 Posters with Questioning Words and Pictures (also for use on the whiteboard)

Display the posters in the classroom.

Introduce the key questioning words and explain what they mean using the posters (optional to display these on the whiteboard while explaining the words and/or share as a worksheet):

What? - objects, activities, actions, jobs, colours, shapes, materials

Where? - places eg. hospital, care home, office, medical centre/clinic, houses/homes, schools

When? - time, day, night, seasons, months, years

Who? - people and what they are like, different job roles (eg. doctors, nurses, radiographers, care workers etc.)

Why? - reason

How? - method eg. how something happened or was done

Explain how important it is to ask questions that will get the information you need. The wrong question will lead to the wrong answer.

Explain it is also important to listen carefully to an answer to your question. If you don't listen properly you may only hear part of the answer. Also, it will be more difficult to understand or remember the answers.

Group Exercise

In groups of up to 6 children ask them to talk about the things they would like to find out about when someone visits to talk about their job.

Give them the posters with pictures as a visual reminder of what each of the words means.

Ask each child to think of at least 2 questions they would like to ask a visitor about their job.

Get them to write these on their worksheet. If the children are unable to write the questions themselves the teacher or teaching assistant can do this for them.

Ask the children to share one or more of their questions with the person next to them to practise the question.

Before any jobholder visits take place have a short recap session and identify children to ask one of their questions to the visitor. Repeat the question with them several times so that they remember it.

It is not expected that all children will be able to ask their questions at every visit. Neither are they all expected to remember their questions.

It may be useful for the teacher to keep a list of each child's chosen questions and act as a facilitator during the questioning session with the visitors to try to get a range of interesting questions. The aim of the pre-teaching on questioning skills is to help improve the quality and structure of their questions so that appropriate and relevant questions will be asked of visitors. This can be something that children in this age group might struggle with if they have not been given the prior learning. Children should also be allowed to ask spontaneous questions during visits and not just the pre-prepared ones.

Example Questions

What?

- What is your job?
- What do you wear at work?
- What equipment do you use?
- What did you have to learn to do your job?
- What did you have to learn at school?
- What do you like best about your job?
- What is hard about your job?
- What age do you have to be to do your job?

Where?

- Where do you work?
- Where do you have lunch?
- Where did you learn to do your job?

When?

- When do you start work? (or what time?)
- When did you start your job (or what age / how long ago?)
- When did you first find out about this job?

Who?

- Who can do your job?
- Who are your patients?
- Who do you work with?

Why?

- Why did you choose your job?
- Why do you like your job?
- Why do you work in a hospital/care home etc?
- Why do people go to hospital?

How?

- How did you learn about your job?
- How can I be a ...?
- How do you make people better?
- How do you get to work?



Guide to Diversity Session: We are all Different and the Same

Note that there are e-resources for the whiteboard for this session and if possible teachers' should source the physical resources for the exercises

Children will learn:

- We are all different and the same
- We need people to be different
- Everyone has different skills or talents
- There is no one type of person who can do a certain job
- People may not be what you first think, it is not just what you look like
- Who you are comes from the inside
- We need to celebrate differences

Quote:

"You can be anything you want to be as long as you are trained"
Reception Child aged 5

Activities:

Different Outside, Same Core

Children will be shown 3 apples of different colours. Ask them to examine the apples and identify what is different about them (eg. colour, size, weight). Then cut open the apples to show the children that they all look the same on the inside. They all have a core and pips. Real apples can be used and/or the pictures shown on the whiteboard.



Different Eggs, Same Inside

A similar exercise can be undertaken using different looking eggs. They may be different colours or sizes but when you crack them open, they all have a white and yolk that look the same.



Exploring Skin Colours

Use different colour nylon tights/knee highs to demonstrate different skin colours. Ask children to find a colour that looks the same colour as their skin and put this on their hand/arm. Then ask them to find a colour that is different to them and put this on. Ask them to think about whether the colour is darker or lighter than their own skin. Identify that there are lots of different skin colours which helps make us all unique but no colour is better or worse than another. Sometimes people in the same family have different coloured skin.



Brother and Sister



Cousins



Note: All pictures are also available to display on the whiteboard

Explain that what the children have seen in the exercises also applies to people. Ask them to identify what is different about each other (hair, height, eye colour, skin colour, disabilities etc). Then ask them what is the same inside (heart, brain, lungs, liver etc). Show them a picture of the human body with internal organs identified and explain that we all have these inside our bodies (human body poster also to be provided electronically).

Discussion

Ask children to talk about what they are interested in and what they are good at. Ask them to share with the class/group. Explain to the children that this shows they all like different things and are good at different things which is true when we go to work too. Explain that we need people with different interests and skills so that people can do all the different jobs. We need the people to do jobs that they will be good at. If we have the best people for each job the service or care will be the best it can be.

End the discussion by saying everyone is unique and we need to celebrate everything that is different, such as skin colour, age, skills etc. Everyone has something to celebrate about themselves whether they are black or white, tall or short, large or thin, have red, blonde or brown hair, brown or blue eyes, are able-bodied or have a disability etc. Everyone should be proud of who they are and what they are good at.

There is a worksheet to write a few words or draw a picture about their interests and what they are good at.

Diversity Song

Learn the "Jobs for Everyone Song: Working in a Hospital"

Words are also provided in a separate pdf file

The tune is Twinkle, Twinkle Little Star

Link to sing-along video: <https://www.youtube.com/watch?v=2uazFt4TPu8>

(Also public and searchable on YouTube)

**Working in a hospital
There are jobs for us all
Doctor, nurse, receptionist
Porter, cook, or scientist
Working in a hospital
There are jobs for us all**

**Working in a hospital
You might be short or tall
Black or white, large or thin
Who you are is within
Working in a hospital
There are jobs for us all**

**Working in a hospital
You might be a boy or girl
You can do anything
From clinical to admin
Working in a hospital
There are jobs for us all**

**Working in a hospital
What you do it's your call
Midwife, accountant, dietitian
Human resources or optician
Working in a hospital
There are jobs for us all**

We are hoping you will be able to arrange for children to visit a local care home to meet some of the people who work there and sing the song to the residents. See further guidance later in this document.

It may be appropriate to sing a number of songs during the visit and this should be agreed on an individual basis with the care homes. If additional songs are requested it would be suggested that you try to pick songs connected to health and social care. Some familiar songs include:

- Head, Shoulders, Knees, and Toes
- Miss Polly had a Dolly
- Dem Bones or Dry Bones

You may if you wish also invite parents/carers in to hear the class singing “Working in a Hospital” either in assembly or in the classroom. You are encouraged to send the song words and video home for the children to share and learn with their families.



I Am Not a Doctor or a Nurse Introduction

Note that this section is fully illustrated and will be available electronically to use on the whiteboard, your home learning platform or for printing.

Doctors and nurses play an important role. Remind the children they have been learning about many other jobs people do to:

- Help us to be healthy
- Help us to develop
- Try to make us better when we are poorly or injured
- Care for us when we need extra help to live safely and be comfortable
- And lots more....

Everybody works together in a team which includes doctors and nurses.

Some people work providing care to patients while others work in support roles or services but everyone has something to contribute to the NHS and Social Care.

Remember...

- There are jobs for everyone
- You can choose the job you want to do
- There is no 'type' of person that can do a certain job
- We need people to do jobs they are good at and interested in
- You can work in lots of different places including hospitals, schools, care homes, offices, cafes/canteens, people's homes, doctors' surgeries, laboratories, medical centres/clinics, pharmacies etc.

Explain that you will tell them about some of the amazing job roles in the NHS and Social Care. Display Part 1 on the whiteboard and read through it with the class. Ask them to read this section with their parents/carers over the course of a week. You will need to provide a printed version or upload on to your home learning platform as homework. The following week, repeat this with section 2. It is deliberately separated into 2 parts so as not to overload children in one session and it is hoped that they will maintain their attention sufficiently for each section if delivered at different times.

If I worked in the NHS and Social Care

I would be...

On the worksheet, there is a space for children to draw a picture of the job they think they would like to do if they work in the NHS and Social Care when they grow up. Ask children to share their pictures and say why they chose that job.

Where Could I work?

Explain that there are lots of different places people work when doing the jobs we have been talking about. You can display this on the whiteboard when talking about it and explain that some jobs might take place in the hospital but also in the community but other jobs might just be in one place.

For example:

You could be a nurse in a hospital working on a ward or in a clinic but some nurses visit people in their own homes. Also, there are nurses working in doctors' surgeries, schools, and care homes. The children will have met the school nurses when they have had their flu nasal spray. They will probably have seen the nurse at the doctors' surgery when they have had their jabs.

Care workers work in hospitals and people's homes to help keep them well. They do lots to help at home such as making a lovely meal, washing, dressing and they may even go out shopping with them.

Sometimes you might visit a speech and language therapist at the hospital but they may also come to see you at home or at school.

Support staff like accountants or human resources might have an office in the hospital or it could be in a separate office block.

A lot of midwives work in a hospital. However, they also visit mummies and babies at home or at the doctors' surgery. Often babies are born in hospital but they could be born at home so the midwives go to help with this.

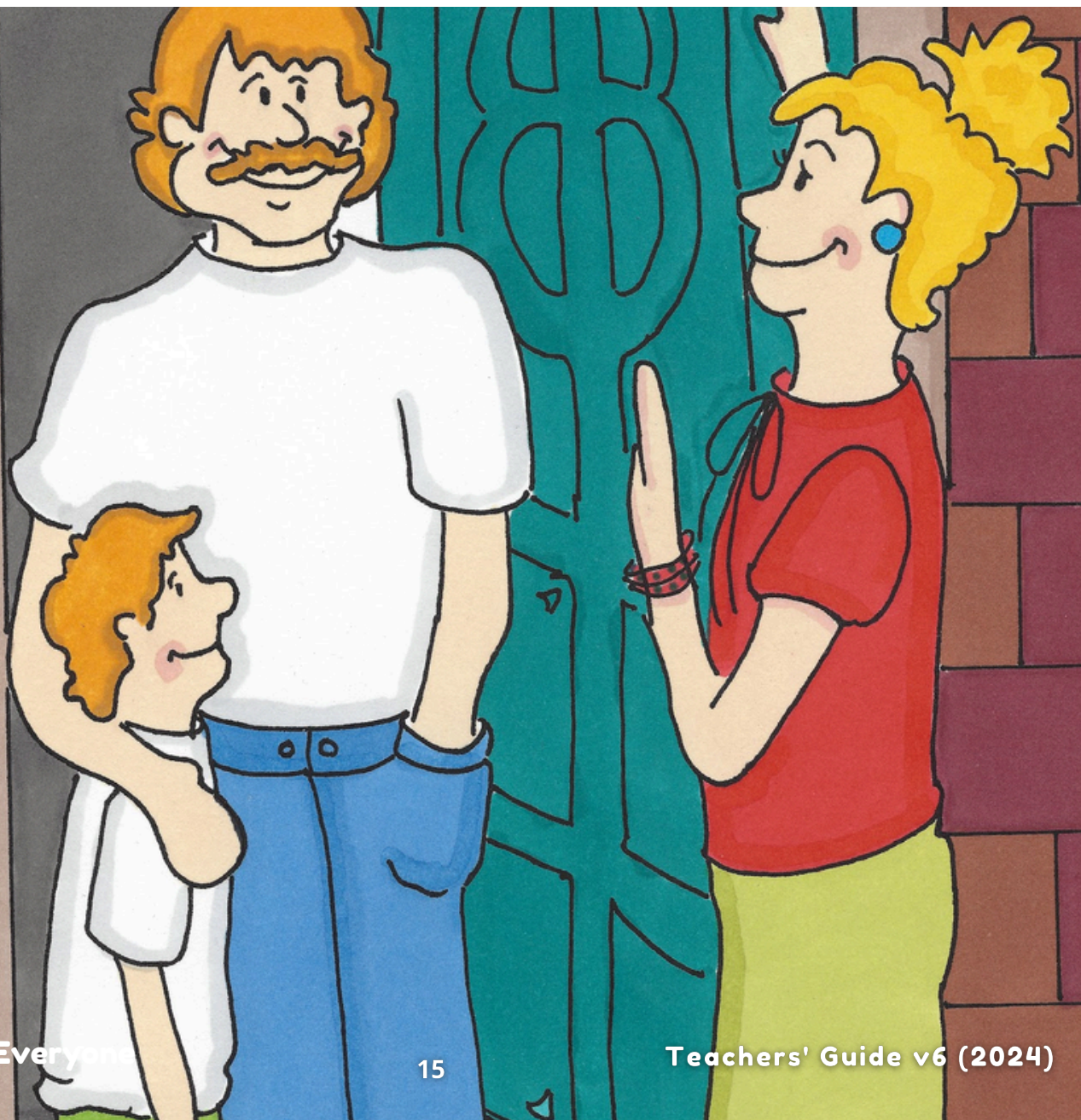
Radiographers tend to work in hospitals. They need a lot of specialist equipment such as x-ray machines or scanners that they could not take around with them to other places.

Social Workers may work in a hospital but they may be based in an office and visit people in their homes, a care home, or at school.

Child & Parent/Carer Homework Activity

A worksheet is provided that can be printed or shared via your home learning platform. The activity is designed to help parents/carers to be involved in the project and for the children together with their parents/carers to be creative. They can choose anything they like to make and share this with their class. It is not a competition and all children should be praised for their efforts. As it is a joint activity there will be variations to how much input is made by the child verses their adult but this is to be expected and perfectly fine.

This activity should be explained to parents/carers early in the topic to give them plenty of time to complete the task. They need to know when to bring it into school and any arrangements for how their creations will be shared. This may be an assembly or in the classroom at the convenience of each school. The extent to which the children present their creation rather than just having them on display for everyone to look at is at the discretion of the schools.



Jobs for Everyone Parent/Carer Assembly

Once your pupils have completed the Jobs for Everyone project perhaps you might wish to showcase their learning through a topic focussed parent assembly. Evidence shows that parent/carer engagement with their child's career learning can impact positively on future career choices and destinations. We may also influence a new career choice for a parent/carer too, resulting in positive impacts for our local communities as well as the NHS and Social Care workforce.

Therefore, in addition to sharing some of the resources through homework activities, schools are encouraged to invite parents/carers to an assembly which may take place in person or virtually.

An assembly of up to 30 minutes would allow the children to share some of the fun activities and learning they have been undertaking throughout the project such as:

- Singing the 'Working in a Hospital' song
- Showing the junk models
- Using role-play resources, maybe act out a short scene incorporating some different NHS and Social Care job roles
- Children may share something they have learnt, a job that they think they would like to do, or a fact about one of the job holders they met
- Presentation ceremony – to hand out the end of project certificates

We would love you to share your pictures from your parent/carer assembly or any other aspect of the project on your social media channels.



Jobs for Everyone Care Home Visit



The Jobs for Everyone project introduces children to roles across the NHS and Social Care. The package includes an optional activity to enhance your children's understanding of Social Care.

Everyone's a winner! Evidence shows that children's learning is enhanced by exposure to a wide range of experiences and care home residents benefit enormously from social interaction with young children.

Your visit to the care home may need to be Covid restricted – options are to visit in the garden or undertake a virtual session.

It is hoped that your school will form a lasting relationship with the care home and this will be the first visit of many over the coming years.

Preparation in advance of commencing the project

- Identify your local care home (s) – you may already have one that you link with as a school.
- Approach the Care Home Manager by phone or email to explain the project and ask if they would be willing to participate.
- Agree on dates and communicate this to parents (also an opportunity to co-opt volunteers to accompany the children!)
- Hopefully, the care home is within walking distance of your school. If not, you may need to arrange transport.



What would a 'good' visit look like?

- Care Home Manager to greet the children to tell them what a care home is; who lives there and why
- Tour or virtual of the home (if appropriate)
- Who works there, what do they do & meet some actual jobholders
- Children to sing the 'Working in a Hospital' song to residents and others identified by teachers' and practised with the children to make a short concert

Now your relationship is established how about visits at Christmas, Eid, or Diwali. Some schools may also like to set up a 'pen pal' arrangement where children can write or send pictures to the residents.

Jobs for Everyone Jobholder Visits

To help bring the learning to life and to introduce some positive role models, schools are encouraged to arrange jobholder visits from people working in NHS or Social Care roles. This may be parents/carers or other contacts from the school community.

The duration of each visit should be determined by the school, but it often works well with up to 30 minutes or a bit longer where jobholders are able to include lots of props or interactive activities. Jobholders may choose to attend individually or in pairs. You may prefer them to visit a single class of up to 30 children and repeat this for multiple classes. Sometimes schools prefer to combine multiple classes within the same session. You should make jobholders aware of how many children they will be speaking to and the duration of each session when arranging the visits.

It is recommended that an opportunity should be given for the children to ask questions. This can be difficult for this age group and teachers will need to help keep the children on track with relevant questions. Please also refer to the Questioning Skills module earlier in this guide to help prepare the children ahead of any visits.

A guidance sheet is included in the resource pack that you can share with jobholders to help make the visits as successful as possible.



What the Role Play Kits Might Include

Physical Props (often available online at a reasonable cost or can be collected/donated)

- Gender-neutral Nurse and/or Midwife Outfits - blue tunic or scrub top
- Scrub top to represent social care roles in care homes and people's houses (any colour)
- High Vis Vests - to use for Paramedics, Estates Engineers etc.
- Lab Coats - to use for Doctors, Scientists, Catering Assistants, Optometrist etc.
- Hair Nets for Catering Assistants
- First Aid Bags
- Working Stethoscope
- Thermometer
- Sling/Wrist Support (mock plaster cast)
- Plastic Syringes
- Bandages/plasters
- Novelty glasses (for Eye Test Clinic or scientists etc.)
- Pill Pots (for use with printable labels)
- Green Sweatshirt for Paramedics

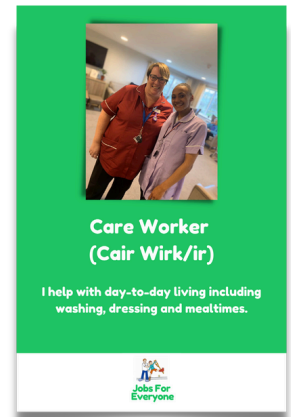
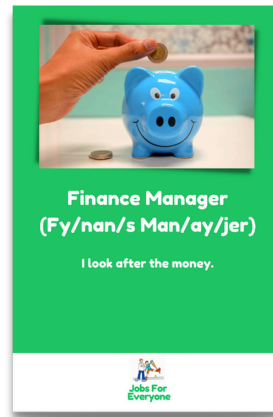
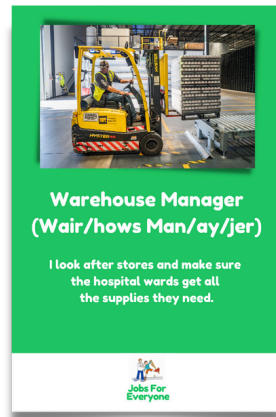
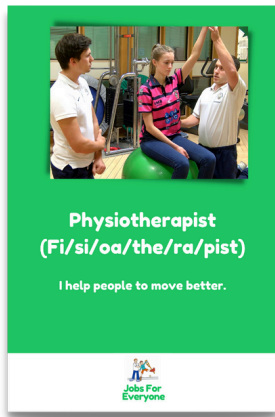
Printable Role Play Resources. Where possible it is recommended that these should be laminated.

- Job Badges - to use as stickers or lanyards
- Department/Place Signs e.g. Reception, Emergency Department, Dining Room etc
- Patient Record Form
- Optometrist's Eye Test Chart
- Dietitian's Healthy/Unhealthy Food Charts
- Hand X-ray
- Chest X-ray
- Labels for Medicine Bottles
- Medicines, Pills, and Blister Pack Images - to cut out
- Human Body Poster
- Care Plans

Additional Items Schools May Have:

- Clipboards
- Telephone
- Post trays
- Mock computer
- Office supplies
- Tools/Tool Belt/Hard Hat
- Toy Food/Cutlery/Plates/Bowls etc
- Toy Medical Kit

Photo Job Cards



You have been provided with a set of 40 job cards to help your children learn about a wide range of roles and use games to embed their learning from the overall Jobs for Everyone project. In the downloadable resource pack there are 2 PDF files:

- A4 images of the job cards that can be displayed on your whiteboard or printed as posters
- A6 images of the job cards that can be printed on card for games/activities (you may wish to laminate the cards for added durability)

Here are some suggestions of how you might help the children learn the job titles/descriptions and embed the vocabulary.

Whiteboard Teaching Resource (A4 size)

The job cards compliment the "I'm not a doctor or a nurse" resources with many roles featuring in both, but with the cards having additional jobs. We recommend that you use this as a teaching resource or homework as described earlier in the Teachers' Guide. Remember to break it down in to smaller chunks to avoid overloading the children with too many complex job titles and descriptions.

Card Games (A6 size printed)

These are some examples of games and activities you could undertake and generally rely on pre-learning of the job titles or role descriptions with the aim of the games being to embed this learning. You may need multiple sets of cards for different groups or duplicate cards for some of the activities.

Quiet-Loud

Hold the job card in front of you and squat down. Whisper the job title. Rise up slightly. Say the job title quietly and rise up more. Say the word in a regular voice. Continue rising and repeating the word a little louder each time. When you are holding the card above your head and are standing up straight the pupils shout the word.

Slow Reveal

Use a blank piece of paper to cover the job card. Slowly slide the cover paper to reveal a small part of the card at a time. Pupils can shout out and guess what it is.

Pairs (2 sets of cards)

Lay all cards face down. Players take turns to turn over two cards to try and find a matching pair. If not, they are turned back down for the next person to have a go. Encourage the children to say the job title on the cards as they turn them over. The winner is the player with the most pairs once all the cards have been collected up.

Say It Fast, Say It Slow, Say It High, Say It Low

Hold up the card and say the job title. Play with your voice as you say it. Pupils should repeat the word how you say it. They will have lots of fun while learning these tricky words.

Grab a Job

Best to play in small groups. Spread out job cards on the floor. Shout out a job title and the children have to find the card and grab or pick it up. The child who gets the card keeps it. The winner is the child with the most cards when they have all been collected. Alternatively, return the cards into play after each turn so job titles can be repeated. In this version, a point should be awarded to the child who grabs the card in each round.

Headbands

Children are given a headband with a job card on to wear on their head, without knowing what is on the card. They each take turns for classmates to give them clues about the job to try and guess what it is.

Simon Says

Distribute some job cards around the classroom. Depending on the group size you may need duplicate cards. Explain that children should follow your instructions only when you start by saying "Simon says...". Begin by saying "Simon says find the [job title]". Repeat this for different jobs, sometimes leaving out "Simon says". If they go for a card when you have not said "Simon says" you can give them a forfeit such as doing 5 star jumps, hop on one leg or pretend to be a kangaroo etc. If you think the children are able, you can give them a turn at giving the instructions as this will help them practice saying the job titles.

Snap (At least 2 of each card)

Deal the cards so that each player has a pile face down, leaving one card face up. Players take it in turns to place a card face up on top of the face up pile. When 2 matching cards are placed on top of one another players should attempt to slam their hand onto the cards and shout 'snap'. The first player to do this collects the cards and adds them to the bottom of their pile. If a player runs out of cards they are out. This continues until one player wins all the cards and they are announced as the winner. To help with learning the job titles you can ask the children to shout out the job each time they place down a card or alternatively, if this is too difficult for them, tell them the name of the job each time there is a 'snap'.

We would like to thank the following for their support in the on-going development of the Jobs for Everyone Project:

Westways Primary School and Windmill Hill Primary School for undertaking the Jobs for Everyone pilot phase and sharing their feedback to inform our learning and the development of the project resources

Ms Joanne Cameron, Social Care Integration Lead - South Yorkshire Integrated Care System, as the consultant for Social Care Inclusion

Haylea Weiss for the vibrant project illustrations authentically capturing a wide range of NHS and Social Care job roles for the resources

The Health Education England Careers Team for their initial support funding the project pilot

Health Education England for funding the growth and sustainability phase of the project enabling us to open the project up to schools more widely across the South Yorkshire region and beyond

