

# Lesson Plan OA4

focus on careers  
learning resources

Theme: **Occupational Areas**

Aimhigher...  
west area partnership

## Objective

To recognise that organisations have a range of occupations and that these are interdependent.

## Pre-learning

Identify a television programme (factual or fiction) that portrays people working in a multidisciplinary team and list the occupations (e.g. CSI, Grey's Anatomy, Holby City, The Bill).

## Activity

Organise students into groups of three.

On the plain paper, list all the occupations you can think of that are found in a school.

Collate ideas on the board, e.g. teaching, learning support, administration, library, site maintenance, catering, IT, etc.

If teaching and learning is the primary function of a school, how does that depend on other occupations? In threes – one is the teacher; the two other students, take one of the supporting jobs each. Together, briefly discuss how those two jobs support teaching and learning. Feed back ideas to the class.

Reflection: those support jobs are usually classified in other sectors, i.e. not education. What might the appeal of working in a school be for (eg) someone with an IT qualification? Has anyone who doesn't want to go into teaching thought they might still find themselves working in a school? Occupational sectors cut across business sectors, e.g. engineering companies don't just employ engineers, hospitals don't just employ doctors and nurses.

## Post-learning / Self study

Think about other kinds of large employers, e.g. hospitals, hotels, armed forces, local councils.

List all the different jobs you might find in one of these organisations.

Take three or more of those jobs and draw a chart to try to show how they relate together, e.g. in a hospital – a specialist diagnoses your condition – a surgeon performs your operation – a nurse looks after you while you are recovering, a cleaner will clean the environment to keep it safe.

## Curriculum mapping

Careers Education and Guidance (CEG) National Framework:

Career exploration:

- Use appropriate vocabulary and organise information about work into standard and personally devised groupings.

## Resources

- Plain A3 paper