Same but different

Aims
• To help young people understand that some skills and values developed at school are linked to the world of work
• To compare and contrast school and work

Learning intention
• I will learn ways in which the world of work is similar to and different from being at school

Success criteria
• I can list things I do in school and how they link to the world of work
• I can identify my likes and dislikes

Before you start
• Go to myworldofwork.co.uk and register as a Primary teacher
• Register your class to use myworldofwork.co.uk/ican
• Consider completing Skills and qualities before this activity

Resources
• A day in the life of Suzanne or watch A day in the life of Ben
• At school I like/ dislike worksheet
• PowerPoint presentation

Duration
These are suggested timescales and will vary dependent on your group:
45 - 60 minutes

Suitable for
This lesson is suitable for Second level

Suggested activities
• Read A day in the life of Suzanne or watch A day in the life of Ben and ask young people to take note of as many of the activities in her/ his day as possible
• Ask young people to add to the list by thinking of things they do at school
• Individually, young people complete At school I like/dislike worksheet
• In groups of four/five discuss and suggest for each group member a possible job linked to the individual likes and dislikes highlighted in worksheet activity e.g. likes monitoring infants – nursery nurse or teacher, likes PE – a sports instructor
• In their groups young people should discuss and suggest four ways that work is different from being at school and four ways it is similar
• Discuss findings with class and record on a chart showing similarities and differences in work and school

Next steps and related activities
• Write a brief report on the positives and negatives of school and work
• Pupils should ask their parents/carers what their day looks like and discuss differences
• Further discussion could be had around how everyone can get the best from each other in the classroom
• Pupils can go to myworldofwork.co.uk and use their Profile to record what skills they have used taking part in this lesson
### Career Management Skills

<table>
<thead>
<tr>
<th>Career Management Skills</th>
<th>Strengths</th>
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<tbody>
<tr>
<td></td>
<td>I am aware of my skills, strengths and achievements</td>
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<tr>
<td></td>
<td>I build on my strengths and achievements</td>
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</tbody>
</table>

### Experiences and outcomes

<table>
<thead>
<tr>
<th>Health and wellbeing across learning</th>
<th>Mental, emotional, social and physical wellbeing HWB 2-10a</th>
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<tbody>
<tr>
<td></td>
<td>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</td>
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<tr>
<td>Planning for choices and changes HWB 2-20a</td>
<td>I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life.</td>
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<tr>
<td>Literacy across learning</td>
<td>Listening and talking LIT 2-29a</td>
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<td>I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence</td>
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### Career Education Standard ‘I can’ statements

<table>
<thead>
<tr>
<th>Second level</th>
<th>• I can discuss the relevance of skills to the wider world and make connections between skills and the world of work</th>
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<tbody>
<tr>
<td></td>
<td>• I can recognise the skills I have and need for work</td>
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<tr>
<td></td>
<td>• I own and can manage my profile and can use use it to help me discuss my interests, strengths and skills with my parents/ carers and others</td>
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