

BA6 Stereotypes

Exploring stereotypes using
the Talking Jobs Randomiser

Small group, class size, one to one
Suitable for KS3, KS4, Post 16, NEET

Tutor Guide

This activity uses the easy to use Talking Jobs Randomiser found on both the www.talkingjobs.net and TES Growing Ambitions website. Its purpose is to help challenge young people's assumptions about who does what in the world of work. The Randomiser uses content from the Original Talking Jobs Module with 40 people asked 32 questions about life learning and work. Users cannot control what they see next, but can control some of elements what's shown on-screen such as job title and question. Before running this activity, spend a couple of minutes getting familiar with how the Randomiser works. Given how flexible this tool is we'd be interested to know how you use it, and perhaps what you'd like to see change; comments to contact@talkingjobs.net.

ACEG Framework: Elements of careers and work-related education

Self-development through careers and work-related education

- Self-improvement as a learner

Finding out about careers and the world of work

- Valuing equality, diversity and inclusion

Functional Skills

Functional ICT Level 1 Skill

- Interact with and use ICT systems to meet requirements of a straightforward task in a familiar context

Functional English (Writing) Level 1 Skill

- Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience

Instructions

1. Hand out the worksheet for students to complete (for as many clips as time permits).
2. Launch the Talking Jobs Randomiser found on www.talkingjobs.net.
3. Once the intro animation has stopped un-check both 'Show job title' 'and question' checkboxes.
4. Ask your group to write down the interviewee job title, and question asked, in each clip.
5. Click on the 'Mix it up' button to start the Randomiser.
6. Once you have played back as many clips as time allows (why not try 10) stop the randomiser using either the play/pause.
7. Click in the 'i' button to open the control panel and check the 'Show job title' 'and question' checkboxes.
8. Now close the control panel and click on the 'Back to start' button to see the clips again, this time with information showing. Use the skip forward button if you need.
9. Your group can mark their own sheets or swap with a neighbour.
10. Discuss findings as a group before asking students to complete the self assessment form.
 - o What have I learned from today's session?
 - o Describe how stereotyping might impact on somebody's career?
 - o How does it relate to me, or any people that I know?

AFL

- Self-Evaluation

AOL

- Discussion
- Marked Worksheet

Resources

Computers with internet access to www.talkingjobs.net, pens/ pencils, printed worksheets for each student including the student instructions, worksheet with self-evaluation form and list of jobs and questions from the Original Talking Jobs module.

Student Instructions

1. Launch the Talking Jobs Randomiser found on www.talkingjobs.net.
2. Once the intro animation has stopped un-check both 'Show job title' 'and question' checkboxes.
3. As you go through try guess and write down the interviewee job title and question asked in each clip.
4. Click on the 'Mix it up' button to start the Randomiser.
5. Once you have played back as many clips as time allows (why not try 10) stop the randomiser using either the play/pause.
6. Click in the 'i' button to open the control panel and check the 'Show job title' 'and question' checkboxes.
7. Now close the control panel and click on the 'Back to start' button to see the clips again, this time with information showing. Use the skip forward button if you need.
8. Discuss findings before completing the self-assessment form below

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Worksheet & self-Evaluation Form

Name:
Form:
Tutor:
Date:

Worksheet for students using the Randomiser

#	Record your guesses here
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Self-Evaluation Form

What have I learned from today's session?
Try and describe how stereotyping might impact on somebody's career?
How does it relate to me, or any people that I know?

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The Original Talking Jobs Module – Jobs and Questions

Jobs

1. Architect
2. Barrister
3. Building Surveyor
4. Bus Depot Manager
5. Butcher
6. Chartered Accountant
7. Chef
8. Child Minder
9. Civil Servant
10. Dentist
11. Doctor
12. Engineer
13. Farmer
14. Graphic Designer
15. Hairdresser
16. Internet Developer
17. IT Support Analyst
18. Lab Manager
19. Lecturer (FE College)
20. Librarian
21. Management Consultant
22. Mechanic
23. Midwife
24. Musician
25. Plumber
26. Police Officer
27. Producer
28. Programmer
29. Recycling plant operative
30. Risk Manager
31. Robotics Engineer
32. Security Guard
33. Social Worker
34. Speech Therapist
35. Sports Centre Manager
36. Teacher (secondary)
37. Theatre Manager
38. Train Driver
39. Weather Forecaster
40. Welder

Questions

1. Please tell us your name, and what you do for a living.
2. Please describe a normal day....
3. What made you want to become a [job title]?
4. What do you most enjoy about your job and why?
5. Describe the importance (or not) of teamwork in your job.
6. What's the hardest thing about your job and why?
7. What do you least like about your job and why?
8. What working hours do you keep?
9. If you had not become a [job title] what else might you have done?
10. Before becoming a [job title] did you have any other careers?
11. How does your job effect, or impact on, your life outside work?
12. What are the next steps you would like to take to get on in your career?
13. How would you describe your standard of living?
14. As a child what did you want to be when you grew up?
15. Tell us about your time at school; what did you think of it?
16. What did you enjoy most, and least, about school?
17. What qualifications did you have when you left school?
18. What kind of training did you do to become a [job title]?
19. How long did it take you to train as a [job title]?
20. What did you enjoy most about your training?
21. What was the hardest thing about your training?
22. What didn't they tell you about being a [job title] during your training?
23. Tell us something about your family background.
24. What sort of work did your parents, or carers, do?
25. How important were education or getting qualifications considered to be by your family (carers)?
26. Who (if anybody) gave you the most encouragement about your schoolwork?
27. Please tell us something about your life situation.
28. What do you do in your spare time?
29. Do you have any personal goals that you are working towards?
30. What would you say to young people, still at school, just starting to explore the world of work?

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31. What do you think makes for a happy working life?
32. If you had one piece of advice to offer young people watching this, what would it be?