



What's going on this week?

The number of schoolchildren with a part-time job has fallen by a fifth in the past five years, new figures show. Jobs for young people aged 13-15 years old – including waiting tables, newspaper rounds and leaflet delivery – require child employment permits, and the number of those issued has fallen by a fifth since 2012 across 140 local authorities. Not having a Saturday job could impact on a young person's prospects later in life. A 2015 study found those who did not take part in part-time work during their school years were not ready for full-time employment.

Main question:

Should young people have jobs?

Listen, think, share

- 🍏 Ask the children if they can think of any teenagers or young people who have part-time jobs. What type of jobs and do they enjoy them?
- 🍏 Explain to the children that in the last five years, there are a lot less young people between the ages of 13 and 15 with part-time jobs. Talk about why we think this might be?
- 🍏 Explain that some people think that it's because there's more paper work to fill in if people are hiring younger people and others have said younger people don't need to work as hard as older people might have needed to. What do you think?
- 🍏 Ask the children what they think would be hard about having a job alongside school work and what they think the benefits might be. Talk through things like gaining experience of working with others, organising time to work and complete school work, having money of your own and learning about life in the working world!
- 🍏 Can we think of any disadvantages of working at a young age? Would it affect our school work or time with friends?
- 🍏 Look at the assembly resource and read through the different statements and decide if each is a disadvantage or a benefit in relation to having a part-time job as a young person.
- 🍏 Would you like to get a job when you are still at school? Do you think having a job as a young person will affect anyone else around you? Is it important to consider others in this situation?

Reflection

Having a good attitude towards work is important, whether this is for a paid job or towards work we do at home or at school. It's important to do our best and set high standards for ourselves!



KS1 Focus

Question:

What makes us good at different jobs?

Listen, think, share

- 🍏 Talk about the different jobs that people do. Talk about jobs where people work inside and jobs where people work outside. Talk about jobs where people are very active and jobs where people move very little.
- 🍏 Encourage the children to think of things that they are good at and then consider why our own skills could make us better at certain jobs.
- 🍏 Look at the people in the photographs from the KS1 resource and discuss the jobs they do using clues from what they are wearing and where they are.
- 🍏 Talk through the different skills and interests each of the workers might need to be good at their job.
- 🍏 Which jobs do you think you would find the most enjoyable and which do you think you would find most difficult? Are our responses all the same? Why do you think we have different answers?

Reflection

When we grow up, we will make lots of choices including jobs we might choose to do. We should think about things we like and that we are good at as this will help us to enjoy work when we are older!



KS2 Focus

Question:

Why are less young people taking on jobs?

Listen, think, share

- 🍏 Ask the children to list reasons why they think that the numbers of young people, between the ages of 13 and 15, are not taking on part-time jobs. Do we think it's because they don't want to work, or do we think it might be harder to get a job in modern times? Why might this be the case?
- 🍏 What types of jobs do you think are suitable for young people? Consider things like the hours they can work (around the school day) and responsibilities that they can have.
- 🍏 Exam pressures are often the cause of a lot of young people saying they don't want to work. Why might this lead to young people not wanting to take on part-time work?
- 🍏 Read through the stories from the KS2 resource and talk through the experiences of the young people. Do we think the people that had a part-time job benefited from working at a young age?

Reflection

Young people may be taking on less jobs, but it doesn't mean they are working any less! Whether or not we get a part-time job, we can still work hard at home and school.



Picture News

KS2 Cross-Curricular Ideas

English: Ask the children their opinion about whether they think children should work or not. List points for and against. Use these to create a discussion text.

Maths: Explain one of the benefits of working is learning money sense and budgeting. Discuss the items children may wish to save up for. Trainers, toys, clothes, first car, deposit on a house etc. Research how much these cost. There is no minimum wage for children under the age of sixteen. Ask the children to imagine they were paid £3.95 per hour. How long would it take to save up for the item they wanted to purchase.

History: Compare life for children now to a time in the past such as Victorian Britain or children during Viking times. Look at the jobs they may have had and how children lived and were treated.

Geography: Explain that there are children around the world who have to work. In India and parts of Africa some children do not attend school and often have to work to support their families. Locate these countries on the map and find out more about the lives of the children who have to work.

SMSC: Ask the children to consider their future. What might they like to do or be? Encourage them to think about the things they and their peers are good at and the things they enjoy.

DT: Entrepreneurial skills! Give children a budget to come up with a way of raising some money for either charity or school. This is a great time of year to hold a Christmas themed event. Games, crafts etc.



Picture News

KS1 Cross-Curricular Ideas

English: Following on from the KS1 assembly, ask the children to use pictures, words and/or sentences to share a job they might like to do when they grow up. Encourage them to explain what they like about it and why they want to do it.

Maths: Explain that people are usually paid for the jobs and work they do with money. Look at coins. Ask children to identify 10 pence, a pound etc. How many ways could you make a total of 12 pence using the coins? Move onto looking at simple problems involving money.

Role-play: Create a 'jobs' area. Encourage children to bring in any dress-up items they have that show different jobs such as doctor, farmer, policeman etc. You could focus on a different job each day. Maybe some of the parents will come in and share what they do with the children!

Dance: Create a dance inspired by jobs! Give groups of children a job to focus on such as fire brigade, waiter, builder. They can create actions that link to the jobs e.g. climbing a ladder, washing plates, digging. Select a piece of music children in your class enjoy.

Art: Ask the children to use pencils, paint or different textures to create a picture of themselves doing a job they might like to do when they are older.

History: Encourage the children to find out if their parents/carers had a job as a child. What was it? How old were they? What about grandparents? Look at the types of part-time jobs children do now. Compare similarities and differences.



Picture News

This Week's Useful Websites

This week's news story

<http://bit.ly/2AwSjJz>

Should you have to earn pocket money?

www.bbc.co.uk/newsround/22040003

This Week's Useful Videos

Australian video clip about jobs for young people

<http://ab.co/2BQaaLE>