

Lesson Plan & Worksheets

PAWS in JOBLAND

Grades 3 - 5



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Lesson Plan 2 - Role Play



Group activity: 45 minutes plus performance time.

Learning objectives:

- To be able to communicate effectively with other students; to be able to work as part of a team; to become familiar with database exploration

Curriculum links: English – drama/communication, Technology - database exploration.

Resources needed/preparation:

- Photocopies of Worksheet 2
- Writing materials

Background: This activity is a fun way of getting to know some of the jobs in Paws in Jobland. It is also an ideal activity for introducing the program to the whole class. Used in conjunction with Getting to Know Paws in Jobland, it should ensure that all students have become familiar with Paws in Jobland and have started to think and talk about the world of work.

Introduction/guidelines for students:

- Introduce students to Paws in Jobland if they don't already know about it. The details from Getting to Know Paws in Jobland (Worksheet 1) should help you with the introduction.
- Divide the class into groups of about four students each. Allocate a different environment/area of Paws in Jobland to each group. (e.g. hospital, theatre)
- Ask them to spend time with the program looking at their assigned area. They should then choose a job from that environment. If they have a copy of the worksheet in front of them, this will help to shape the knowledge they will need to effectively communicate aspects of the job to their classmates.
- You could specify a time for each group to look at their job (10 minutes should be sufficient) so that there is time for other groups to use the program, as well as time for preparation.
- When everyone has looked at their environment and chosen a job, ask each group in turn to role play that job for the rest of the class. You may need to explain the term role play. They could imagine that they are acting in a play as someone who does that particular job. Within each group, one person could act out the job while the others are colleagues, clients, etc. Alternatively all members of the group could be doing the job.
- Ask the rest of the class to guess which job they are seeing, and to which environment it belongs.
- Compile a list on the chalkboard of the environments and jobs as they are guessed.

Ideas for further development:

- To make the role play harder, the students could mime the actions of the person in the job so that there are no verbal clues.
- Each person within the group could have their own job (i.e. four jobs per group) so that the other students have to guess all four jobs.
- Ask groups to allocate jobs to each other without you knowing and see if you can guess them.
- It may be interesting to see which jobs are played by boys and which by girls. This could be an opportunity to address gender stereotyping.

Ideas for making the activity easier:

- This activity doesn't have to be done as a guessing game. Each group could announce to the others what their job is and perform it to show what the job entails.
- Instead of role play, this activity could be done with each group drawing a picture on the chalkboard or a poster to stick on the wall. The others could guess the job and the environment to which it belongs.

Display ideas:

See the advertising poster idea on the Getting to Know Paws in Jobland Lesson Plan 1. This activity could generate pictures of jobs in their environments to be displayed alongside the poster.

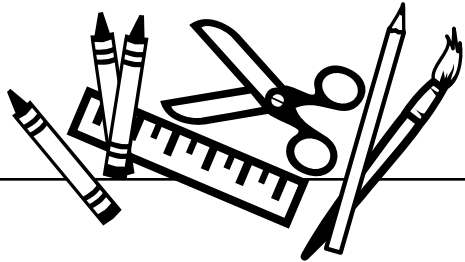


Worksheet 2 - Role Play

My Name: _____ Date: _____

Materials/Resources Needed:

- Photocopies of Worksheet 2
- Writing Materials



Directions for Activity:

Look at all of the jobs in the _____ area of Paws in Jobland.

Choose one of the jobs.

- You are going to pretend that you do this job.
- Think about the job. If you were doing the job...



What would you talk about?

Do you use a telephone or two-way radio?

What information do you need?

What actions would you do?

Do you use tools or equipment?

Do you move about a lot or sit still?

Where would you work?

Are you mostly outside or inside?

Do you work with others or by yourself?

What would you wear?

Do you wear a uniform?

Do you need things like a helmet or goggles?

Do you dress casually or do you need to dress formally for work?

• Thinking about these questions will help you to work out a scene, like a short play.

• You will act this out in front of the class.

• See if the class can guess what the job is!



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