

Lesson Plans & Worksheets

# PAWS IN JOBLAND

Grades 3 - 5





## Lesson Plan 5 - Shopping Centre Quiz

### Individual activity

#### Learning objectives:

- To develop research skills and the use of computer-based information
- To understand the variety of jobs there are in one area of work

**Curriculum links:** English, Technology - database exploration.

#### Resources needed/preparation:

- Photocopies of Worksheet 5
- Writing materials

**Background:** Paws in Jobland covers only a selection of the different jobs that exist. However, the idea behind the clusters/areas in Jobland is to demonstrate the link between jobs within a particular area. This quiz concentrates on jobs in one area of Jobland, partly to develop a greater understanding of each of the jobs in that area and partly to demonstrate that a variety of tasks, skills and experience can be found within a limited environment.

#### Introduction/guidelines for students:

- Explain that jobs in one area of work have similarities and differences. You could use your school as an example, describing how the work of the school secretary, the caretaker, the crossing guard, the principal, and yourself is different; but you are all linked by the fact that you work in and around a school.
- Ask the students to think of jobs that they know of that involve buying and selling. They will probably come up with some of those in the Marketing, Sales and Service area, but may not think of all of them.
- Hand out the worksheets and ask them to look for answers in Paws in Jobland.

#### Ideas for further development:

- An extension of the theme could involve students performing a role play exercise. They may have seen some of the jobs portrayed by actors in television programs. You could ask them to write a script involving some or all of the jobs mentioned, giving the characters suitable and/or humorous names. The plot could involve customers as well as people doing the jobs, and could revolve around some of the situations mentioned in the quiz. It would be interesting to see which roles the children take. Do they see certain jobs as being traditionally male and others as traditionally female? You could address this issue with them.
- Students could write a story to tell about experiences in this area – "When Dad went to the cosmetologist", "The longest shopping trip ever", "My best haircut", etc.

#### Ideas for making the activity easier:

- The activity could be done in pairs or small groups.
- Difficulties with reading or writing could be overcome by working with the student and reading the worksheet questions, asking them to reply verbally once they have seen and heard about the job in Paws in Jobland.

#### Display ideas:

"A Day in the Life of a Shopping Centre" - with a large picture showing some of the shops and people. These could be drawn or cut out of magazines, then displayed along with some items from the stores. Quiz sheets could be displayed for other students to try.

#### Answers

- 1) Hairdresser
- 2) To make sure the store earns money, to pay staff and rent
- 3) Valentine's Day, Mother's Day, Christmas
- 4) Cosmetologist
- 5) Good eyesight, a steady hand, strong hands
- 6) Flowerpots, seeds, potted plants and dried flowers
- 7) Salesperson



## Worksheet 5 - Shopping Centre Quiz

My Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Materials/Resources Needed:

- Photocopies of Worksheet 5
- Writing Materials



The answers to all of these questions can be found in Paws in Jobland. Look in the **Marketing, Sales and Service** area.



- Who uses scissors and combs?
- Why do store owners have budgets?
- Can you name three special days when a florist might be very busy?
- Who works with mascara, nail files, tissues and nail varnish?
- Name two physical qualities a jeweller must have.
- What other things does a florist sell besides flowers?
- Who takes inventory?



Bridges Transitions Inc. Suite 205 - 1726 Dolphin Ave. Kelowna, BC V1Y 9R1  
1-800-281-1168 • [www.bridges.ca](http://www.bridges.ca) • [tech-support@xap.com](mailto:tech-support@xap.com)

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