**Understanding Job Categories**[**https://www.onthejob.education/**](https://www.onthejob.education/)

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**Teaching Notes**

There are many ways to categorise the labour force. The classification adhered to in *On the Job website* has been chosen to broadly cover each job.

This classification is arbitrary!

Another classification would be just as good or even better. Sometimes it is difficult to allocate a job to one particular classification. For example, the Chemical Engineer – could be in Research & Development or in Environments or in Manufacturing and Production where we have selected.

Each job has been allocated to one of the 12 classification categories as seen on the Information Desk:

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There are also **7 “Type of Work”** Categories allocated by the Job Guide [by the Australian Government] which we have adhered to as well to show the students the type of work required by each job. <https://www.onthejob.education/categories_Index.htm>

On this page, you will be able to see the information about each Type of Work category.

|  |  |
| --- | --- |
| **Artistic or Creative****Artistic or Creative** | **Clerical or Organising****Organising or Clerical** |
| **Helping or Advising****Helping or Advising** | **Nature or Recreation****Nature or Recreation** |
| **Practical or Mechanical****Practical or Mechanical** | **Scientific or Analytical****Analytical or Scientific** |
| **Service or Persuading****Service or Persuading** |  |

**NB**

If you are unsure of a particular job and where you would find it – **ALWAYS** look under “” for a full listing of the jobs on the website: <https://onthejob.education/full_job_listing.htm>

OR use our Search function 

Putting items into categories helps students with their conceptual exploration.

The following activities are for students in Years 5 - Years 8 (Primary Middle)

They cover the following Australian Curriculum General Capabilities:

****Australian Curriculum General Capability: **Critical and creative thinking**

Australian Curriculum General Capability: **Numeracy**

Australian Curriculum General Capability: **ICT Capability**

**Activity 1 – Using the Dichotomous Key**

A dichotomous key is a sequence of steps that allows the identification of an object or living thing. The key consists of a series of choices that lead the user to the correct name of the given item. The term dichotomous means that there will always be two choices in each step of the key until the object is correctly identified.

Show the students the following example of how different leaves could be identified with a simple Yes/No Question.



**Activity 1 – Using the Dichotomous Key –** Activity A - Discover which bird is which…


**Answers:**

|  |  |
| --- | --- |
| **Bird W**  |  |
| **Bird X** |  |
| **Bird Y** |  |
| **Bird Z** |  |

**Activity 1 – Using the Dichotomous Key - Activity B: Create a Dichotomous Key**

You are to make up Yes/No Questions to divide the following garden tools according to their use:

Axe; Broom; Fork; Hose; Leaf Rake; Rake; Secateurs; Shears; Spade; Shovel; Trowel; Watering can; Wheelbarrow

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**Activity 2: What’s in a Category?**

Australian Curriculum General Capability: **Numeracy**

Randomly assign to each student group, one of the 12 classification categories from ***“On the Job”:***

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Provide the student groups with an A3 sheet of paper and ask them to list jobs within their assigned category [**before** looking at *On the Job* website]. List as many jobs as possible.

Ask two groups to pair up and view each other’s list. Get the second group to add, if possible, to the first group’s list.

When the groups have exhausted their collection, you might direct the students to the Information Desk at the Careers Mall at <https://www.onthejob.education/>info.htm [go through the Entrance to the Mall to get to the Info Desk] to investigate the categories listed there.

Get the students to create a list of the jobs that they thought would be in their category.

Get the students from the second group to add to the list of jobs they thought would have been in the first group’s list but weren’t present.

Create a third list of the actual jobs.

Are there any differences?

Show the students how to create a Venn Diagram using Venn Diagram Maker and direct the students to create a Venn Diagram showing their jobs, the jobs from “On the Job” and the jobs from the second group if they are different from the first group.



<https://www.lucidchart.com/pages/examples/venn_diagram_maker>

**Activity 3: Create a Mural**

Australian Curriculum General Capability: **Critical & Creative Thinking**

Australian Curriculum General Capability: **Numeracy**

 Australian Curriculum General Capability: **ICT Capability**

1. Students are to have a look at the murals within *On the Job* – there are 7 different **right side murals** on the Activities pages.

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| --- | --- | --- |
|   |  |  |
| **Answers:**SalespersonElectrician (old representation)Fitness InstructorScientist (old representation)SecretaryHairdresserMechanicArchitectMathematicianFarmerGreen GrocerPolice Officer | **Answers:** Green GrocerTruck DriverIT ConsultantChefJudgeGarbage CollectorWaiterSports CoachArchaeologistConstruction Worker | **Answers:** Zoo KeeperKarate/Martial Arts InstructorJournalistReal Estate AgentTravel AgentLocal Government InspectorHorticultural Assistant |
|  |  |  |
| **Answers:** BricklayerButcherSocial WorkerPhotographerDancerMinister of ReligionBakerVeterinary SurgeonHome Entertainment Store Assistant (old representation) | **Answers:**Environmental ScientistEarly Childhood EducatorManagement ConsultantNewsagentLawyerCorporate TrainerDirectorAccountant | **Answers:** Fire FighterParamedicPostal Worker *(old representation)*PainterArtistDentistTeacherPhysiotherapist |
|  |  | **Answers:**JewellerTaxi DriverMusicianFisherFlight AttendantBeauticianPharmacistAutomotive Electrician |

2. Get the students to list all the jobs within their selected mural.

1. Categorise each job shown into one of the 12 classification categories.

|  |  |
| --- | --- |
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1. Are any categories represented more than others? Male/Female ratio? Is it balanced? Ethnicity – is this covered? Are there any jobs shown twice? Has the Scientist cartoon changed? Why do the students think this has happened?
2. For different reasons, why has the Electrician’s image been changed?
3. Go to each job and write up the “type of job” categories (see below) for each job within one mural. Are the 7 Type of Job Categories well represented? Is there any imbalances?

|  |  |  |
| --- | --- | --- |
| Service or Persuading | Practical or Mechanical | Clerical or Organising |
| Nature or Recreation | Helping or advising | Artistic or Creative |
|  | Analytic or Scientific |  |

6. Create a Bar Graph to show the differences using– Online Bar Graph Maker

<https://nces.ed.gov/nceskids/graphing/classic/bar_pie_data.asp?ChartType=bar>

**EXTENSION:**

7. Give the students a large sheet of paper, some pencils and crayons. The groups are to create a mural that captures their classification category - those that are not included in any of the murals.

Ask the students to include fine detail in their artwork.

When all illustrations are complete they could be:

* displayed around the classroom. The full display gives the students a feel for the variety of careers particular to each classification career category.
* scanned, sent as a jpeg file (no bigger than 600 x 500 pixels) to

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