

Lesson plan

Broadening careers understanding: Careers in a zoo



35
Minutes

11-14
Age

KS3:L12
PSHE

Learning outcomes

By the end of the lesson students will:

- Describe the range of careers in a zoo
- Understand that job families contain many jobs which could suit an individual's skills and interests

Summary of the lesson

Students are introduced to a zoo through a short video. Using group work, students are encouraged to consider the job roles involved in a zoo. This discussion leads to grouping the roles into job families, and helping students see the similarities between the roles in the same job families.

Classroom requirements

- SMART board
- Pen and paper per group
- Computer/tablet per student (for extension activity only)

Suitable for students aged:

11 - 14

Time required to complete tasks

35 mins

Gatsby Benchmarks covered



Area of learning in CDI Careers Framework

Explore possibilities

Learning opportunity in Programme of Study for PSHE Education

KS3: L12

Skills Builder Universal Framework



Lesson activities

1. Overview of London Zoo

Play the video. It gives an overview of what working in a zoo involves. Give a brief introduction to it; include words such as zoo keeper, marketing/finance team and customer services to begin to get them thinking about the range of job families involved.

**Time
required**

**10
Min**

Resources

Video:

<https://www.youtube.com/watch?v=22MVZhS-zbc>

2. Group task

Get students into groups of four/five and ask them to write down jobs that would be needed to run a zoo - give them 5 minutes to do this. Explain they will get a point for any job they have which no other group has thought of.

Invite groups, in turn, to come up to the board to write down jobs they have which fall in these job families:

- Customer service
- Animal care
- Maintenance
- Office workers
- Other

How many jobs did each group write down in total? How many jobs did each group write down that no other group thought of?

**Time
required**

**15
Min**

Resources

Pen and paper per group

SMART board

This link outlines some of the roles in a zoo:

<https://www.aza.org/types-of-zoo-and-aquarium-jobs>



3. Job families

Question the whole class about what they think a couple of the jobs on the board might entail. Discuss day to day roles, and the skills and interests needed to do the roles.

In their group, ask them to choose one of the job families and write down the skills needed for each job listed within that family. Put a list of skills on the board, useful resource is [here](#)). Give them 5 minutes to do this.

Ask for feedback from each group on the family they chose. Write the skills they mention on the board next to the relevant family. On asking every group, duplicate skills should emerge within each family. Ask questions to get the whole class to realise that within each family will be multiple roles that require similar skills and interests and could, therefore, be interesting to the same person.

Questions could include:

- Were there any skills which you found in more than one job?
- If someone is interested in x job, do you think that y job might also seem interesting to them? (x and y should be jobs from the same family);

Ask these questions about two or three families. Ask summarising question:

- These jobs with similar skills are interesting. What do you think this means for you and your career search/decision?

Time
required

10
Min

Resources

Pen and paper per group

Differentiation

For groups who finish the job families task quickly, ask them to go through the different jobs within the job family they have chosen, and discuss what other types of organisations and/or sectors they could do these jobs in. The outside segments on the world of work wheel on the last page of this lesson plan could support this work.

World of Work Chart (available below and on the **About Me > Interests** tab on their Morrisby account).



Extension activities



(this requires computer/tablet access)

Students think about a job they are interested in or have considered in the past. Thinking about the roles within a zoo, would their chosen job be available? What would they be doing? Whether it does or does not exist in a zoo, where else could they do this role? Can they research, using their Morrisby account to find out the alternative sectors they could work in. For students without a Morrisby account, they could use a resource such as the [National Careers Service](#) (for England), [Careers Wales](#), [My World of Work](#) (for Scotland) and [NI Direct](#) (for Northern Ireland).

Hint: if they use the external resources on the careers profile for the job they have chosen, they can conduct further research about the job, which should give them information about where else they could work.

World of Work Chart

(property of Morrisby Ltd.)

