



Relevance - Career Choice

Foundation House - Classes 5&6



Independence (Pestalozzi Approach)

Instructions to Participants:

Choose a job out of those listed which you think you would like to do and would be able to do. Try to be realistic and choose jobs which you are likely to do.

Create a presentation for our younger students and other Pestalozzi centres.

Explain why you have chosen this job, explain where and how you would study in order to be able to do the job, explain how the job would benefit you, your home and your country, say whether the job is more a 'Head', 'Heart' or 'Hands' job and why.

Students to choose how to present ideas to peers/younger children or other centres using all the information they have gathered over previous lessons.

Key things for students to consider:

How would you present this information to avoid language barriers.

How would you make the presentations visually appealing?/engaging to your audience

The importance of this job in the community/world.

How does it link to the skills/education you have experienced at Pestalozzi.

Ideas for further discussion:

- Share with other campuses on drive if students are comfortable.
- Discuss how these will differ based on individuals and the community.
- Peer assessment - encourage students to provide feedback to others using 2 stars and a wish based on the presentation skills and content.

Materials Needed

- Question prompts
- Discussion prompts
- Recording sheet

Online Resources

- **Presentation:**
- **Prompts for talking**
- **Recording sheet**



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Foundation House - Classes 5&6 Part 2

Independence (Pestalozzi Approach)

Students to brainstorm all the different jobs that they can think of while a student writes them on the board.

Instructions to Student Groups (of three):

- Look at the list of jobs and discuss which of them your country most needs people in
- List the jobs in order of priority. If you consider some jobs to be equally important, they should be written side by side.

Instructions to Participants:

- Decide which of the jobs you have listed the village, town or city you come from most badly need specialists in
- List at least five jobs and write down why specialists in the job area are needed.

For example: 'I live in a village. The local school needs a Maths Teacher because there is a shortage of teachers in the area', or 'I live in a city. We need an Urban Environmentalist to work on pollution control since the vehicles' exhaust is choking us.'



Ideas for further discussion:

Share with different campuses social media/ Canto if students are comfortable. Discuss how these will differ based on individuals, community and country.

Materials Needed

- Question prompts
- Discussion prompts
- Recording sheet

Online Resources

- [Presentation:](#)
- [Prompts for talking](#)
- [Recording sheet](#)



Students discuss all the jobs picked out as most needed and decide on the ten most needed by their country and why. These are listed on a blank sheet of paper displayed on the wall.



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Foundation House - Classes 5&6 Part 2

Pestalozzi wanted education to help students to be realistic about their futures rather than set up unrealistic expectations. He wanted students to be well prepared for what is likely to be their future lives and careers. He wanted education to help people to think for themselves, and so be able to stand on their own feet, and to be relevant to their own needs and to the needs of their communities.

For further information about Pestalozzi's Head, Heart and Hands philosophy refer to the bold typeface at the end of the Teaching Idea 'Head, Heart and Hands (4) - The Importance of Our Actions.



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AI/ Tech enhancement:

Market Data Integration:

Students connect career choices with actual trends and opportunities.

How to use it:

- Use AI or online dashboards (e.g., British Council career toolkits) to pull recent data on:
 - Job growth
 - Salary ranges
 - Skill shortages

“What jobs are emerging fastest in the [location] over the next decade and what skills do they need?”

Students integrate this data into their plans.

Why this matters:

- Students develop a greater understanding of realistic demand and future viability of careers
- Prepares students for informed choices

Digital Career Maps

Turn students' career futures from static worksheets into living digital tools.

- Students create digital timelines or plans in apps like Google Sheets, Canva, Miro or Notion.
- They can include:
 - Education pathways
 - Skills milestones
 - Work experience goals
 - Contingency plans (“Alternative paths if first choice changes”)
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AI enhancement:

Ask AI to suggest resources for each stage:

“What qualifications and training are typical for someone wanting to be an engineer in the UK?”

Students then edit and refine the AI outputs.

Why this matters:

This supports future planning and builds organisation, decision-making and self-direction skills, which are core to realistic career preparation.