

Live your dream

Pelikan Teaching Material



World of School

www.pelikan.com/kids



Accompanying material for teachers to use in class

The past, the present and the future of work life and dream jobs: Teaching material for classes with students from 8 to 9 years of age

For classes with students from 8 to 9 years of age

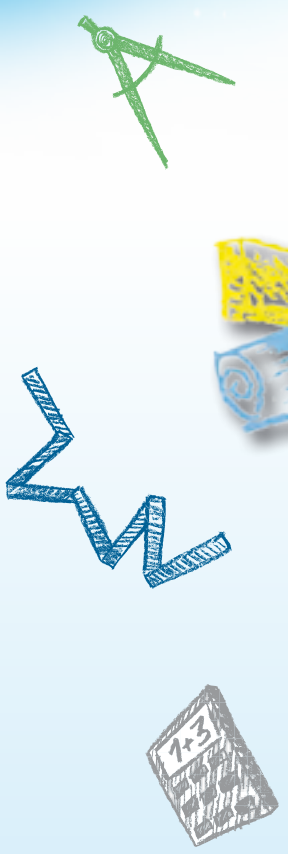
For teachers only

Accompanying material for teachers to use in class



Live your dream

Each school day is a small step to your dream job



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Live your dream

Pelikan supports the acquisition of knowledge

Elementary school students often dream of professions that they know about from books, from stories, from friends or from television. According to a survey, the most favorite jobs are being a soccer player, a policeman or a doctor, followed by being a pilot, a mechanic or a teacher. A lot of elementary school students are already aware of the special requirements that must be brought along the way in order to learn their favorite profession. Discovering these is one of the objectives of the new teaching unit by Pelikan. Beyond that, this unit is also about how professions emerge, getting to know the professional needs of today and the accompaniment to the dream job of tomorrow.

The Pelikan Project: “Live your dream”

Teaching materials for vocational preparation of elementary school students is available via the Pelikan internet portal (www.pelikan-lehrerinfo.de). Each issue of the unit "live your dream" provides two special subjects and one reflective phase focusing on the past, the present and/or the future.

All in all, the project consists of 4 main themes (A-D), to which, in each case, three special subjects are assigned. The main themes and the respective special subjects do not have to be covered consecutively or simultaneously, but can be worked on cross-linked.



Project Overview



A

Main theme A: Time Travel of mankind

- 10,000 years ago:
Hunters and gatherers / Neolithic Age
- 5.000 years ago:
Metal, the material of the future
- 240 years ago:
Steam engines take over the work
- Contemporary demands (reflection)



B

Main theme B: My interests

- Exercises at school
- Operational tasks in an enterprise
- The world of tomorrow
- Future thoughts (projection)



C

Main theme C: Machines Working

- The consequences of company reorganization
- Company organization
- Demands on a company
- What could my dream job look like? (Projection)



D

Main theme D: You and me

- Exploring the living environment
- Presenting the living environment
- Exploring products
- How a dream job depends on your environment (reflection)



Pelikan Project “Live your dream”

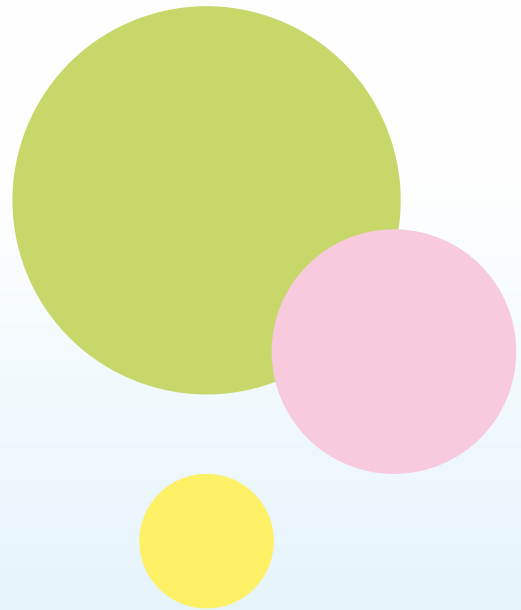
1.

Acquiring Skills

The constant development of skills already begins at elementary school. It extends over the entire school years and continues to develop qualitatively throughout one's career life. The idea is to repeatedly use the gained knowledge in different situations.

This way, the students learn a confident handling of situations and due to the repetitive exercises, they gather experiences in finding their best way of learning. Based on practical experiences in different school subjects, this can be monitored, consolidated and changed.

This approach strengthens the own personality and boosts the fun in trying out new things, learning more and developing initial career aspirations. With this teaching material, Pelikan builds on the students' ideas of a dream job, their experiences in it and what they imagine it to be like.



Technology, society and politics as content-relevant topics

The shared basic structure of this teaching unit aims at giving students between 8 and 9 years of age the opportunity to deal with the world of occupation and work. The contents focus on professional perspectives in the fields of technology, society and politics. The professional perspective "time and history" provides connecting factors for the present approach of the world of occupation and work, and the internet is used to acquire information. For the teaching material, it therefore is of importance to refer to external sources at some points and to prompt research. These are, at all times, only suggestions and can be refined further in the classroom.

Expected skills	Knowledge and abilities	Possible exercises for monitoring
<p>Technology The students can explain "further development, change and consequences of technological inventions in the course of time" by use of an example.</p>	<p>The students should explain with an example the importance and effects of a technological invention (e. g. printing, paper, vehicles, aircrafts, and household appliances), taking under consideration the changes of employment and working conditions</p>	<p>Weigh the pros and cons of technological inventions</p>
<p>Society and Politics The students know basic forms of work and have been given the first basic explanations of the effects of unemployment.</p>	<ul style="list-style-type: none"> • Know and can describe the different kinds of work, the different professions, workplaces (also voluntary) and working conditions • Know reasons and effects of unemployment (e. g. an individual, a family, social environment, region) 	<p>Can name kinds of work, distinguish between them and compare them due to selected categories</p>
<p>Search, discover and design and change local traces</p>	<p>The students can recognize important connections in the areas work, workplace and production.</p>	
<p>Living together</p>	<p>People working / Machines helping at work</p>	

Pelikan Project “Live your dream”

Professional Perspective: Technology

The students will find out more about the rules of living together, but also about basic situational contexts of science and technology, employment, politics, economy and society.

In doing so, they should recognize the tight connection between natural resources and human technology. Moreover, they can give their view to its opportunities, limits and dangers.

Professional Perspective: Society and Politics

The possible influences in the life of a student and the dependences of the world of occupation and work should be worked on appropriate to the students' age.

When examining how professions emerge, the historical perspective shows how life circumstances can change by a person's actions and that these changes lie in one's own responsibility. Approaching this topic supports the understanding of the present, the past and the future.

Based on this teaching material, it is recommended to use the media as an optional source of information. It is so much an important task, as especially the internet and the computer should be integrated into the lesson, or, respectively, into the subject combination “Human, Nature and Culture”

3.

The goal of the project

Pelikan supports elementary school students in finding their dream job.

For example, the students receive insight into how professions are created. Moreover, they are introduced to different forms of work. They learn about company structures and find out more about unemployment.

The reflective phases are linked with the students' career ideas and initiate a child-oriented discovering of their dream jobs.



4.

The concept

In this project, the journey is the destination. This means that the main themes and the respective special subjects they focus on are not covered after each other or simultaneously, but can be worked on in an interconnected way.

The following overview lists all main themes, the special subjects and the particular reflective/projective phases. With exception of the main theme C: Machines working, which includes a visit at an enterprise, each of the topics consist of three special subjects and one reflective phase, which results in many working options.

Planned main themes, contents and intentions as a basis for realization

A: Time Travel of mankind

Theme	Contents	Intentions as a basis for realization	Issue no. / approx. time needed
10,000 years ago: • Hunters and gatherers • New Stone Age	Time travel • The Stone Age village • The creation of the first “professions” • Neolithic Age	Contemporary demands • Who was needed for what? • Distribution of rolls, dream jobs!?	Issue 1 two parts, each one hour long
5,000 years ago: • Metal, the material of the future	Time travel • Villages and towns • Many professions	Contemporary demands • Who works where? • Dense population, dream jobs!?	
240 years ago: • Steam engines take over the work	Time travel • “Factory halls”, centralized work world, industrial production	Contemporary demands • The challenge “machine”: Inventor and user, changing of the work world	
Contemporary demands • Professions everywhere, relocation of work	Using the empirical world • Jobs, decentralized world of work	Reflection	

B: My interests

Theme	Contents	Intentions as a basis for realization	Issue no. / approx. time needed
Exercises at school	Studying pays • My dream job	My interests and strengths • Exploring a dream job: On site, on the internet... Presenting my dream job	
Operational tasks in an enterprise	Purchase > Production > Sales • Small enterprises • Mass production	Demands on the people • Work time models, the distribution of rolls • Effects on the family life	
The world of tomorrow	Time travel • Demands on the people • From dream to profession	Contemporary demands • What is needed? • Which weaknesses do I want to train, which strengths do I want to develop?	
Thinking about the future • How I can find my dream job and what I can do to reach it	Creating a job profile	Projection	Issue 1 two hours long

C:  **Machines Working**

Theme	Inhalte	Intentionen als Basis zur Umsetzung	Zeitbedarf / Dauer
The consequences of operational reorganization	Forms of unemployment	Seasonal, economic, technological and structural unemployment	
Company organization	The works council	Consideration of different needs and interests: • Employer <> Employee	
Visiting an enterprise [excursion]	Visiting a local enterprise with your class	Exploring the industrial opportunities Collecting information about work places, possible qualification, requirements and the like	
Company demands	Working conditions Chances and opportunities at work Distribution of rolls (women / men)	Presenting results	
What could my dream job and my future look like?	Comparing different professions and their requirements	Projection	

D:  **You und me**

Thema	Contents	Intentions as a basis for realization	Issue no. / approx. time needed
Exploring the world around you	Asking people about their jobs. The results should be analyzed and presented	Getting to know differences, differing between standards and prerequisites	Issue 1 three hours long
Presenting the world around you	Editing the contents of the survey (e. g.) and presenting them	Presenting the results	
Exploring products	Examining different products based on their country of origin Learning about the different conditions of production	Demands on the employees, examining the working conditions in other countries and comparing them to ours	
Recognizing the dependence of the living environment to a dream job	Getting to know the professions of other people and comparing their living and working conditions to ours	Reflection	

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6.

Time management and methods

All topics are designed for the single parts to be manageable within one lesson (apart from the extracurricular activities).

The approximate time requirement for one main theme is always given in the overview. Methodically, the exercises have been left open to allow for the students to work as independent as possible on the tasks given.

This open approach gives you the opportunity to offer your students the working methods and materials they are already familiar with and, on that account, enables you to tackle the content-related aspects in a goal-oriented manner.

At all times, the teacher has the option to add further methodical and organizational versions related to their teaching. Games on the subject of dream jobs, which can be used to add pep to the topic, are annexed.

Some additional information

This material should enable the students to...

- Hold a presentation in order to secure the results made
- Gradually approach the different professions in a playful way
- Compare the different professions with each other
- Learn to evaluate their own abilities
- Filter the jobs that might fit to their abilities and tendencies from the variety of professions



7.

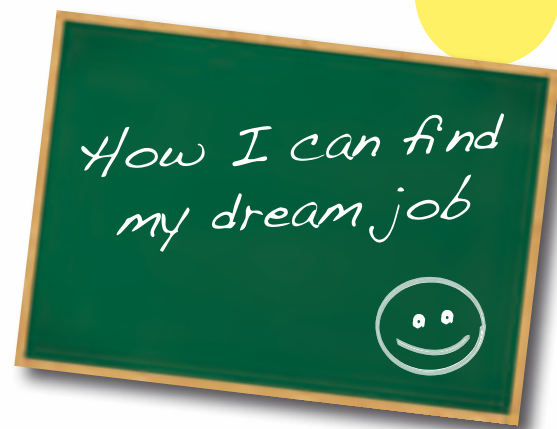
Additional material

As additional material, you will only need the regular basic essentials of a lesson:

A fountain pen, a colored pencil or marker, glue, a pair of scissors, colored paper to make posters, white draft paper and ruled paper (both annexed as a template to copy or print).

Additionally, there is a page that explains the symbols used.

Now you are ready to go!



We wish you a lot of fun and success with our materials and hope they will be of differentiated and reasonable use to you in your lesson.



Symbol Explanation



Main theme A
Time Travel of mankind



Main theme B
My interests



Main theme C
Machines working



Main theme D
You and me



Information text



Do exercise



Line to write on



*Talk about a topic –
Exchange ideas*



*Think about a topic –
Reflect*



Do crafts



I like it



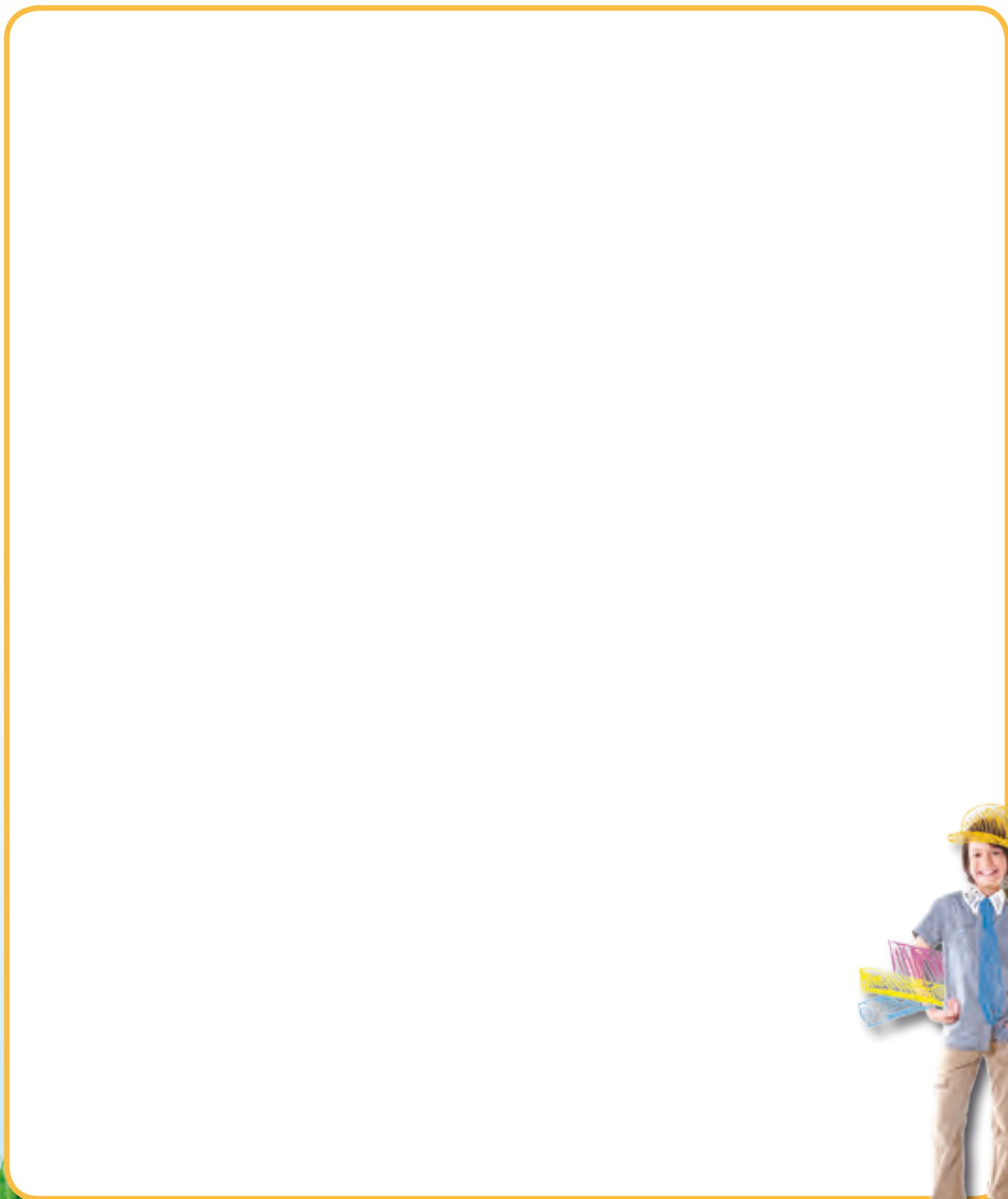
I don't like it



*Present the results
in front of the class/group*



Copying template “Draft paper”



Copying template “Writing paper”



A large writing area enclosed in a rounded orange border, featuring 20 horizontal orange lines for text entry.

