

What's My Line

This is a short and interactive activity appropriate for assemblies or as part of a lesson about careers. It engages multiple businesses and challenge students about career stereotypes and aspirations. The volunteer will need to find 5-6 colleagues or other volunteers to take part.

The format includes a panel of 5-6 guests and students can ask 'Yes/No' questions to work out the job that each guest has. Once the children have asked questions, they guess each guest's job. Guests leave the stage and return wearing their uniform or carrying a piece of equipment that demonstrates what they do (e.g. stethoscope=doctor; spade=gardener etc.) Each guest describes what they do.

This activity tends to work best for smaller numbers (up to 40) so that most children are able to ask questions. It could be combined with the 'Career Carousel' activity to make a full lesson or careers day.

Age Group	KS1 and KS2	
Delivery	Face to face classroom hall assembly	
Preparation time	Time to find and coordinate volunteers	
Delivery Time	45 minutes	
Printing req.	No	
People Required	Facilitator	Volunteers
	Volunteer	5-6 additional volunteers
Resources	Each volunteer will need to bring uniform or tools that they use for work	

Learning Objectives for pupils:

- To find out about possible future jobs.
- To increase aspirations and broaden horizons.
- To build self confidence.
- To explore the stereotypes children have about different job roles and discuss/ correct this.
- To understand the skills required to do different jobs whilst developing their own essential skills.
- To link what they are learning in school to real life examples.
- To provide access to positive role models from local companies to inspire and motivate pupils to raise attainment.

Skills development

It is vital that pupils in Primary school children start to develop the essential skills that they need to be successful in the future. The current activity has been rated as supporting the following essential skills and will help the pupils work towards skills step levels indicated below (see <https://www.skillsbuilder.org/universal-framework> for more information on the steps):



Subject / Curriculum Links:

- English: speaking, listening, writing for information and sharing ideas.
- PSHE: Living in the wider world, Identifying and practicing skills for success.

What's My Line Instructions:

What's my Line? Is a short and interactive activity appropriate for assemblies or as part of a lesson about careers. It engages multiple businesses and challenge students about career stereotypes and aspirations.

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Factors to consider

1. Try to ensure a good mix of guests from a range of different sectors and employability levels. Try to include a mix of men, women, younger people, apprentices, graduates etc.
2. Will you hold an employer brief at the start of the event to highlight the aims and objectives of the day and thank them?
3. Where possible offer tea, coffee and snacks to the business volunteers.
4. School alumni and parental networks can be excellent sources of local employers.
5. If time allows, consider running the 'What's my line?' assembly activity first.

Example Invitation

Dear XXX,

We are running a careers event with our Year X students to try and raise awareness of the career opportunities in the county and ultimately raise aspirations. I was wondering if you or someone from your business would be available to take part?

We'd like you to be on our panel of guests to answer students' questions about what you do – the idea is that they try to guess your job; hence the title of the activity – 'What's my line?'

This event will be held at our assembly on (Date and time) and will last for about 45 minutes.

Let me know if you have capacity for this and I will book you in.

Kind regards,

Your name

Example Timetable for a group of 30 students

8.45-8.55	Welcome to the event. Explain the rules of the exercise. Introduce guests by their first name only.
8.55-9.15	Questions and guesses
9.15-9.30	Guests leave stage and return wearing their uniform and explain what they do.