

# VWIS Lesson Plan

Online session with Employer

<b>Theme 1</b> 1 hour	<b>EXPLORING CAREER OPPORTUNITIES</b>
	<b>Labour Market Information (LMI)</b>

Activity Title	Notes for Facilitators
<b>Aims</b>	<ul style="list-style-type: none"> <li>● Inspire students about the career opportunities in Suffolk and beyond.</li> <li>● Introduce key terminology regarding sectors and the Labour Market.</li> <li>● Motivate students to think about the opportunities and how they can explore jobs in demand key sectors.</li> <li>● By the end of this lesson students will understand what sectors are and the definition of a Growth sector.</li> </ul>
<b>Links to Gatsby Benchmark</b>	<ol style="list-style-type: none"> <li>2. Learning from career and labour market information.</li> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees.</li> </ol>
<b>Links to Skills Builder</b>	Listening, staying positive, problem solving and aiming high.
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>● Explain different types of business organisational structures, how they operate and how they measure success.</li> <li>● Be able to find relevant labour market information (LMI) and know how to use it in your career planning.</li> <li>● Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction.</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	<ol style="list-style-type: none"> <li>1. PowerPoint from SfS Google Classrooms.</li> <li>2. Access to internet and SfS Google Classrooms</li> <li>3. Rough paper for groups to work out their responses.</li> <li>4. Access to the Discover Your Future Student Workbook</li> <li>5. Suffolk Work and Skills Booklets</li> </ol>
<b>Preparation required from the teacher</b>	<ul style="list-style-type: none"> <li>● Familiarise yourself with the activities, presentation, and workbook.</li> <li>● Ensure access to workbooks for all students.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Know the name of the VWIS Employer Ambassador and the company/s they represent so you can introduce them to the class</li> </ul>
<b>Teacher role:</b> <b>Introduction &amp; lesson objectives</b> (5 mins)	<ul style="list-style-type: none"> <li>• Remind them about the Keynote presentation that took place recently on this theme.</li> <li>• Please introduce the class to the VWIS Employer Ambassador and say that we will be hearing from them shortly, about their job role and company</li> <li>• Read 'Aims' of the lesson to the students from the slides.</li> <li>• Please facilitate students asking questions when the VWIS employer has finished. If none are forthcoming, please ask some questions yourself, suggestions include. <ul style="list-style-type: none"> <li>▶ <b>What are the opportunities within your sector?</b></li> <li>▶ <b>What do you enjoy about your sector?</b></li> <li>▶ <b>What is the best thing about your job?</b></li> <li>▶ <b>How did you end up working in this sector?</b></li> <li>▶ <b>What could young people do to get into this sector?</b></li> </ul> </li> </ul>
<b>The VWIS Employer</b> (10 mins)	<p><b>VWIS Employer Ambassador/s to introduce themselves</b>, their job role and overview of their company.</p> <p><b>Make reference</b> to anything from the keynote session that they think is relevant.</p> <p>VWIS employer to talk about</p> <ul style="list-style-type: none"> <li>▶ What they do</li> <li>▶ What their sector is</li> <li>▶ What is it like to work in the sector?</li> <li>▶ Any future opportunities or trends that might interest young people.</li> </ul>
<b>Starter / Icebreaker:</b> <b>A-Z of Jobs Challenge</b> (10 mins)	<ul style="list-style-type: none"> <li>• Introduce the 'A-Z of jobs challenge'.</li> <li>• Working in pairs, students have 5 minutes to think of and write in a job for every letter of the alphabet.</li> <li>• After 5 minutes, each pair must quickly provide an answer.</li> <li>• What letters did they struggle with? What job roles in the examples had they not heard of? Anyone want to do a job they have listed?</li> <li>• Does the VWIS employer have any alternative job roles in their sector – especially for some of the difficult letters?</li> <li>• There are examples on slide 5 of job roles that you may wish to ask the students to identify and ask further questions about.</li> </ul>
<b>Activity 1</b> (15 mins)	<b>Explore their Area</b> <b>Split the class into pairs or small groups.</b>

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	<p><b>Ask the students</b> to open their <i>Discover Your Future</i> booklet and for the first activity to spend 5 minutes listing the businesses and services within a 5-mile radius of their school.</p> <p>They should answer the following questions.</p> <ul style="list-style-type: none"> <li>• What do they do?</li> <li>• How many people do they think they might employ?</li> <li>• What industry / sector are they in?</li> </ul> <p><b>Please note: ‘Type of business’ is for Theme 3 – leave blank.</b></p> <ul style="list-style-type: none"> <li>▶ Groups to discuss their lists and explore the question “What is a sector?”</li> <li>▶ Groups to discuss and determine what a “Growth Sector” is. Refer to slide 8 which includes a description of a Growth Sector. Highlight to the students that slides 9-11 include the three Growth Sectors in Suffolk, Clean Energy, Agri Food / Tech, and ICT Digital.</li> <li>▶ They can use Suffolk Work and Skills to find out more about other sectors in Suffolk.</li> </ul>
<p><b>Activity 2</b> (10 mins)</p>	<ul style="list-style-type: none"> <li>▶ Ask the students to list which sectors are of interest to them. They can use the diamond nine grid and sector to record with 1 being the sector of most interest and 9 being the sector of least interest.</li> <li>▶ Students should record three sectors of interest in their booklet.</li> </ul>
<p><b>Plenary</b> <b>And finally...</b> (5 mins)</p>	<ul style="list-style-type: none"> <li>• <b>Revisit the aims of the session</b> and ask the students to highlight one thing they would tell people at home about today.</li> <li>• <b>VWIS employer</b> - could add something they have learnt / or feedback they are going to share with their work colleagues about today.</li> <li>• <b>Teacher</b> – thank VWIS employer/s – remind students that they will follow this session up in the offline class on <a href="#">xxx day/date</a>.</li> </ul>
<p><b>Differentiation</b></p>	<p><i>Some of the examples have been started in the booklet. Complete as many of the activities as relevant or of interest.</i></p>
<p><b>Key messages</b></p>	<p><b><i>The job market is changing all the time and there are many jobs and careers available.</i></b></p> <p>Students should understand that there are a number of sectors within in Suffolk that will be experiencing growth and have lots of opportunities - especially within the three growth sectors of Agri-Tech, ICT/Digital and Clean Energy.</p>
<p><b>Extra Activities</b></p>	<ul style="list-style-type: none"> <li>▶ Using <a href="http://www.icanbea.co.uk">www.icanbea.co.uk</a> find local employers who are in the key growth sectors. See if they can find one for each sector.</li> </ul>

## A – Z of Jobs- Some suggestions

<b>A</b>	Accountant, Aviation Engineer, Artist, Actuary, Administrator, App Designer, App Tester, Art Buyer, Art Director	<b>N</b>	Nurse, Neurologist, Network Technician, Network Manager
<b>B</b>	Brand Engagement Manager (Consultant/ Designer) Business Analyst, Business Operations Consultant	<b>O</b>	Optician, Occupational Therapist, Operations Manager
<b>C</b>	Civil Engineer, Creative Content Director, Customer Service Advisor, Call Centre Manager, Community Relations Manager, Cartographer	<b>P</b>	Programmer, Paramedic, Prison officer, Police Officer, Phlebotomist, Publicist
<b>D</b>	Dentist, Doctor, Dietician, Data Analyst, Digital Empowerment Manager, Dispatch Operative	<b>Q</b>	Quality controller, Quantity Surveyor, Quality technician
<b>E</b>	Event manager, E-Commerce Business Analyst, Environmental Health Officer, Ecologist	<b>R</b>	Recruitment Consultant, Research Assistant, Reliability Engineer
<b>F</b>	Facilities manager, Florist, Fashion Designer, Fitness Instructor	<b>S</b>	Sales Manager, Sports coach, Sports Development Officer, Solicitor, Service technician
<b>G</b>	Graphic Designer, Games Developer, Geologist	<b>T</b>	Teacher, Television Presenter, Trainer, Translator, Technical Manager, Transport Planner, Transport manager
<b>H</b>	Human Resource Manager, Housing Officer	<b>U</b>	Undertaker, Underwriter
<b>I</b>	IT Systems Administrator, IT Technician, Insurance Advisor, Interior Designer	<b>V</b>	Vet, Volunteer Coordinator
<b>J</b>	Judge, Joiner, Journalist, Job Centre Adviser, Junior Software Engineer	<b>W</b>	Web Designer, Warehouse Operative, Waste Collector
<b>K</b>	Kitchen Porter, Key Account Manager	<b>X</b>	X-Ray Technician, Xylophone Player
<b>L</b>	Librarian, Laboratory Technician, Legal Secretary, Logistics Manager	<b>Y</b>	Youth Worker, yacht builder
<b>M</b>	Marketing Assistant, Maintenance Engineer	<b>Z</b>	Zoo Keeper, Zoologist, zigzag stitcher