

VWIS Lesson Plan

Follow up offline session

Theme 1 1 hour	EXPLORING CAREER OPPORTUNITIES
	Career and Labour Market Information

Activity Title	Notes for Teachers
Aims	<ul style="list-style-type: none"> ● Students to understand what the labour market is and how it changes. ● Students to understand how using career and labour market information (LMI) can support them in making decisions about their future. ● Students to understand how they can access career and labour market information.
Links to Gatsby Benchmark	2. Learning from career and labour market information. 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees.
Links to Skills Builder	Listening, staying positive, problem solving and aiming high.
CDI Framework learning outcomes	<ul style="list-style-type: none"> ● Explain different types of business organisational structures, how they operate and how they measure success. ● Be able to find relevant labour market information (LMI) and know how to use it in your career planning. ● Explain how work and working life is changing and how this may impact on your own and other people's career satisfaction.
Resources / Equipment / worksheets needed	1. PowerPoint from S4S Google Classrooms. 2. Access to internet and SfS Google Classrooms 3. Access to the Student Workbook for each student 4. Post it Notes (optional)
Preparation required from the teacher	<ul style="list-style-type: none"> ● Familiarize yourself with the activities, presentation, and workbook. ● Ensure access to workbooks for all students.

Activity Title	Notes for Teachers
<p>Introduction & lesson objectives (5 mins)</p>	<ul style="list-style-type: none"> Remind them about the Keynote presentation that took place recently on this theme and the online lesson with the VWIS Employer Ambassador. Gain feedback from the Keynote and online session – what did they learn? What interested them about the session content / employer / organisation? Tell students what the aims of the lesson are.
<p>Starter: LMI Challenge (10-15 mins)</p>	<ul style="list-style-type: none"> Play the “Labour Market Information Video” link in Google classroom Separate the students into groups or pairs. Thinking about the video how many types of information do you think LMI could include. This could include – job vacancies, average salaries, skills that are in demand, career progression opportunities, workplace culture.
<p>Activity 1 (15 mins)</p>	<p>Hot Jobs/ Cold Jobs</p> <p>Teacher reiterates that the labour market changes all the time.</p> <p>Students go through the list of jobs or images from the PPT and vote whether they think this is a hot job – one that is going to be in demand in the future, or a cold job – one that will be in decline.</p> <p>Can students give one reason for each decision.</p> <p>Teacher’s notes overleaf.</p>
<p>Activity 2 (25 mins)</p>	<p>Log onto https://www.icanbea.org.uk/career-o-meter/</p> <p>Either from the jobs suggested in their workbook or using ideas from students see how much information you can find using career-o-meter.</p> <p>NB: Not every job in on career-o-meter. Could have a discussion about where else they might look for this information e.g. start with the resources listed at the back of their booklet, but could also ask other people e.g. employers.</p> <p>They can also use the Work and Skills booklets.</p> <p>Discussion: which bits of LMI are most useful to them?</p>
<p>Differentiation</p>	<p><i>Examples have started in the workbook. Students to complete as many activities relevant or of interest to them.</i></p>
<p>Key messages</p>	<p>Careers and Labour Market Information shows you where jobs are, in which sectors and what skills are needed for them. LMI can help you to understand the skills you will need in the future, the types of work that will be demand and support you to make informed and realistic career decisions.</p>
<p>Extra Activities</p>	<p>▶ Students to visit the National Careers Website - https://nationalcareers.service.gov.uk/ and explore some of the career profiles focussing on the “What it Takes” section of a job role to understand the skills needed for the role.</p>

Hot jobs, cold jobs – teacher's notes

Some of these jobs are on the up and some are declining. Some jobs may be in demand because people are needed to replace those who leave, not just because new jobs are being created.

Hot jobs

Home healthcare nurse: People are living longer: Full-time residential care is extremely expensive so people want to stay at home. : People have more money in retirement to pay for home care nurses.

Teacher : In the UK we have a shortage of both primary and secondary education teachers especially around STEM subjects (science, technology, engineering and maths).

Wind Turbine engineer: Need to switch to clean energy to meet climate change targets: increase in consumer pressure to work towards reducing impact on the environment.

Cyber security expert: 'Theft, fraud and threats to business and national security using technology is increasing and criminals becoming more sophisticated in their methods.

Drone Operator: cheap method of doing visual surveys: high quality images: less environmental impact.

Social Media Marketing Consultant: Social media marketers plan search engine optimisation (SEO) strategies that will work across multiple platforms; reach the target audience easily: cheaper than TV or press advertising.

Chef : Chefs are in huge demand in the UK with over one quarter of businesses struggling to find qualified people. Brexit means less chefs able to work in UK.

Cold Jobs

Admin assistant: Advances in technology means jobs such as data entry and filing are needed less: Business functions such as payroll are being outsourced or shared: People working from home have to do own admin.

Factory assembler: Robots and other forms of technology are used more frequently to assemble products.

Travel agent: New technologies less need for face-to-face contact: Price comparisons, route finders and ticket purchases done online: 'virtual advisers' which can be accessed from any location.

Printer: A lot of publishing and printing done on home devices: Cheaper printing at a good quality can be done in-house: Environmental concerns mean less demand for print: People can access information online.

Fighter pilot: Moves towards automated pilotless aircraft: Changes in way defence budgets are spent.