

A Journey into LMI:

Group work activities for Key

Stage 4





Introduction to the Lesson Plans

"A Journey into LMI" has been developed to support schools in **promoting an understanding of changes in the world of work and how this may affect young people.**

The lesson plans also support the Safeguarding requirements on schools to address 'British Values' by ensuring that diversity and equal opportunity for all are promoted to students.

The activities are aimed largely at Key Stage 4 (KS4) students; however, the suitability of the lessons will depend on the cohort of students you are working with and, as good practice, the activities should be adapted to suit their individual needs and provide differentiation.

The activities could be embedded cross-curricular as follow up activities in subject areas. Examples include:

- Industrialisation within history, linked to the effects of changes of working practices and patterns.
- Impact of changes in populations studied in geography, citizenship or RE. What impact this would have on the labour market?
- Subject links, such as environment and global change in geography and science, linked to the growth of green technologies.

Contents

Lesson Plan 1 – The future is now!

Looks at how labour market trends can have an influence on future employment opportunities.

Lesson Plan 2 – Local Labour Market and STEM Employers

Considers different ways of working in starter activity. Students explore local employment opportunities, particularly looking at STEM jobs.

Lesson Plan 3 – Starting out in the Local Labour Market

Raises awareness of some of the apprenticeship opportunities in the local area; looks at some of the main national employment trends and what employers look for.

Lesson Plan 4 – Skills, Skills, Skills

Introduces students to the skills required by employers and gets them to think about how they can develop their own skills.

Lesson Plan 5 – Travelling to Work or Study

This lesson aims to raise aspirations by encouraging students to consider travelling to work or study.

Lesson Plan 1 – The future is now!

Aim: To understand how labour market trends can have an influence on future employment opportunities.

Outcomes:

Students will be able to:

- name two jobs that are growing and two that are declining
- name three reasons why jobs are changing
- name three sectors that will be important in the future

	Time:	Resources:	Method:	Teachers notes:
Starter activity	10 minutes	"Hot jobs, cold jobs" warm up activity	<ul style="list-style-type: none"> • As a whole class, go through the list of job titles (using PowerPoint or just calling out). Students to indicate whether they think a job is growing or declining by holding up red or blue cards (or other method). Teacher explains each one in turn. 	'Hot jobs, cold jobs' teacher's answers
Main body	15 minutes	'The future is now!' worksheet	<ul style="list-style-type: none"> • Students to answer the questions on the 'The future is now!' worksheet. • Go through the answers as a group. 	'The future is now! What is changing?' answers
	20 minutes	'The future is now! What is changing?' worksheet	<ul style="list-style-type: none"> • In small groups (or pairs) ask students to match job titles with the 'What is changing?' statement. • Ask the pairs or groups to team up with another pair or group and compare their answers. • Students are then to think about which of those jobs might be available locally and which jobs they might have to travel to reach. <p>NB. Some jobs may appear in more than one category.</p>	
Summary	5 minutes		<ul style="list-style-type: none"> • Come back as a group and discuss. • Teachers can use the job descriptions on the National Careers Service website to provide answers to any questions the students may have about the jobs. 	Search for National Careers Service website online > careers advice > job profiles



Hot jobs, cold jobs



Some of these jobs are on the up and some are declining.

Identify which jobs are hot, and which jobs are cold?

- Admin Assistant
- Cyber Security Analyst
- Engineer
- Factory Assembler
- Fighter Pilot
- Home Healthcare Nurse
- 3D VFX Layout Artist
- Personal Trainer
- Physics Teacher
- Printer Recycling Officer
- Social media Manager
- Social Worker
- Supermarket Checkout Operator
- Theme Park Attendant
- Travel Information Adviser



Hot Jobs, Cold Jobs – Teacher Notes

Teachers note: a hot job might be in demand in the future despite being in a sector that is often referred to as declining (for example, engineer).

Hot Jobs

Home Healthcare Nurse

- People are living longer so need more care
- 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

Physics teacher

- In the UK, we need more scientists to allow us to compete globally
- The government is offering incentives to graduates to teach STEM (science, technology, engineering and maths) subjects

Engineer

- In the UK, we need more engineers to compete with countries in the developing world that are getting better at designing and creating new and exciting products. How many different types of engineers can you name? <https://www.engineerjobs.co.uk/careers-advice/where-to-start/the-different-types-of-engineering-sectors>

Cyber Security Analyst

- Increase in threat to national security and security of sensitive data held by companies
- 'Holes' in computer security systems need closing to protect companies against hackers and fraudsters
- The tech sector needs 134,000 new recruits each year so employers need to attract young people into tech careers

Recycling Officer

- The UK has environmental targets to meet, and one way of helping the environment is to reduce waste
- Recycling strategies and new initiatives need developing in big businesses

Personal Trainer

- More people are aware of the benefits of a healthy lifestyle
- More people can afford the services of a personal trainer

Theme Park Attendant

- More people want to holiday in the UK and visit tourist attractions
- We want to encourage more overseas visitors to the UK

3D VFX Layout Artist

- Demand for skilled people who can create 3D images from 2D storyboards
- Growing number of UK opportunities in the creative sector

Social Media Manager

- More marketing being done online through social media
- More people interacting with each other online

Social Worker

- There is a greater focus on child protection requiring more trained social workers

Cold Jobs

Admin Assistant

- Advances in technology means jobs such as data entry and filing are less in demand

Factory Assembler

- Robotics and other forms of technology are used more frequently to assemble products

Travel Information Adviser

- New technologies at bus stops or bus and train stations mean less need for face-to-face contact
- More price comparisons, route finders and ticket purchases done online and via apps

Printer

- More publishing and printing done on home computers
- Cheaper printing and better quality can be done in-house
- During a recession, the printing budget is one of the first resources to be cut

Fighter Pilot

- Moving towards automated pilotless aircraft – “Unmanned Aerial Vehicles” (UAVs) or drones in the armed forces.
- Pilots, however, for passenger flights are in demand globally

Supermarket Checkout Operator

- New technologies mean more self-service tills and less need for face-to-face contact

The future is now! Worksheet



1. I am more likely to be able to get a job in the future if ...

2. There will be fewer jobs available to people who ...

3. The three biggest sectors in my area today are

a)

b)

c)

4. Name three different ways of working



a)

b)

c)

The World of Work – The Future is Now! What is changing?

Take a look at the table which gives four reasons as to why jobs are changing. Can you match the jobs listed below to the right statement? Some jobs may appear in more than one place!

What is changing?	How can it affect jobs?	Which jobs?
<p>New technology is being developed all the time.</p> 	<p>New technology is the main reason for old jobs disappearing.</p>	
<p>People are living longer.</p> 	<p>People will need more healthcare and social care.</p>	
<p>The skills of people around the world are improving.</p> 	<p>There is more competition from the rest of the world in areas such as science, creative and media, and technology.</p>	
<p>We must take more care of the environment.</p> 	<p>More research into saving energy and developing greener technologies.</p>	

Games Developer Civil Engineer **Recycling Officer** Science Teacher **Welder** **Community Nurse**

3D Web Designer **Motor Vehicle Technician** Care Home Assistant **Systems Analyst**

Pharmacologist **Dental Hygienist** Biomedical Scientist **Electricity Generation Worker**

The World of Work – The Future is Now! Job matching exercise answers

What is changing?	How can it affect jobs?	Which jobs?
New technology is being developed all the time.	New technology is the main reason for old jobs disappearing.	Games Developer Civil Engineer 3D Web Designer Motor Vehicle Technician Systems Analyst Welder
People are living longer.	People will need more health care and social care.	Community Nurse Dental Hygienist Biomedical Scientist Pharmacologist Care Home Assistant
The skills of people around the world are improving.	There is more competition from the rest of the world in areas such as science, creative and media, and technology.	Games Developer Civil Engineer Science Teacher 3D Web Designer Systems Analyst
We must take more care of the environment.	More research into saving energy and developing greener technologies.	Civil Engineer Recycling Officer Motor Vehicle Technician Electricity Generation Worker Welder

More information on these jobs can be found in the National Careers Service website job profiles.

A local perspective:

These jobs will be available locally:

Science Teacher
Motor Vehicle Technician
Care Home Assistant
Community Nurse
Dental Hygienist

These jobs might be available locally:

Civil Engineer
Electricity Generation Worker
Welder
Recycling Officer
Systems Analyst
Pharmacologist
3D Web Designer

These jobs are more often found in or around a large city:

Biomedical Scientist
3D Web Designer
Games Developer
Pharmacologist

Lesson Plan 2 – Local Labour Market and STEM Employers

Aim: To make students aware of different ways of working and local employment opportunities, highlighting STEM jobs.

Outcomes:

Students should be able to:

- list three different ways of working
- give the names of three places of work in the local area
- list three local STEM employers

	Time:	Resources:	Method:	Teachers Notes:
Starter activity	15 minutes	Worksheet above; Different Ways of Working section	From the worksheet provided use the headings, create an online poll (instructions provided for Doodle.com) or get students to design a table in Word or Excel as a way of showing different ways of working and which sectors might use these arrangements (or provide a prepared grid)	'Create a Doodle poll' instructions www.doodle.com 'Local employment opportunities' teacher suggestions STEM jobs suggestions – see www.futuremorph.org
Main body	40 minutes	Use of Google Earth (earth.google.co.uk) to provide map of local area	Show students a photograph or map of the local area or nearest large town or city and ask them to pick out any employers without giving them clues (teacher can use the labels feature if using Google Earth, which may suggest more). Students can compile a list in groups under the heading on the teacher suggestions sheet. <ul style="list-style-type: none"> ○ Are there any sectors they have not already considered that are around locally? ○ Explain what STEM means. Out of the employers they have found, how many employ people who would need STEM skills. ○ Are there some jobs that are not available in the locality that students may need to travel to work for? 	
Summary	5 minutes		Sum up findings as a group.	

Lesson Plan 2 – Local Labour Market and STEM Employers: Starter Activity

Creating a poll

1. Create a poll
2. Give the poll a title and description (you can omit location)
3. You will need an email address to be able to edit the poll NEXT
4. Select 'free text'
5. Add the choices for different ways of working (see list below) NEXT
6. Basic poll NEXT
7. Check your email for the Doodle poll participation link (web address). Either email it to students or write it down and give it to them.

Instructions for students

1. Access the poll by using the poll web address (participation link)
2. Where it asks for 'name' type in the type of work you have chosen or beengiven (see suggested list below)
3. Tick the different ways you might be able to work in this job
4. Click on save

Different ways of working:

- Flexi-time working
- Temporary work
- Freelance or consultant
- Shift work
- Part-time
- Full-time
- Teleworking
- Running your own business

Suggested jobs:

- Production line assistant in factory
- Admin assistant
- Graphic designer
- Hotel receptionist
- Hairdresser
- Research scientist
- Cabin crew
- Sales assistant
- Copywriter
- Accountant

Example

Different ways of working

Poll initiated by Careers adviser | 👤 10 | 💬 0 | ⌚ less than a minute ago

How many different ways you can you work in a job?



10 participants

	Flexi-time working	Temporary work	Freelance work or consultant	Shift work	Part time	Full time	Teleworking	Running your own business
Production line assi		✓		✓	✓	✓		
Admin assistant	✓	✓			✓	✓		
Graphic designer	✓		✓		✓	✓	✓	✓
Hotel receptionist				✓	✓	✓		
Hairdresser			✓		✓	✓	✓	✓
Research scientist	✓		✓		✓	✓		
Cabin crew				✓	✓	✓		
Sales assistant		✓			✓	✓		
Copywriter	✓		✓		✓	✓	✓	✓
Accountant	✓		✓		✓	✓	✓	✓
Your name	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5	3	5	3	10	10	4	4

Local employment opportunities - teacher suggestions

Hair and beauty

Local hairdressers, beauty sections in department stores, spas and gyms

Construction

Local painters and decorators, electricians and plumbers, architects, local town planning department

Retail

Local shops

Engineering

Power stations, railways, construction companies

Media, print and publishing

Local newspaper, radio station, photographic studios, design agencies

Health and social care

Local hospitals, care homes, dentists, GP surgeries

Catering and hospitality

Local restaurants, fast food outlets, hotels, catering departments within large organisations such as schools and hospitals

Leisure, sport and tourism

Local leisure centers, gyms, tourist attractions, museums, travel agencies

Lesson Plan 3 - Starting out in the local labour market

Aim: To raise awareness of some of the apprenticeship opportunities in the local area. To look at some of the main national employment trends and what employers are looking for.

Outcomes: Students will be able to:

- name the three sectors for which there are apprenticeship vacancies locally
- give two examples of how work is changing in the local area or nationally
- list three things employers might be looking for in a worker

	Time:	Resources:	Method:	Teachers notes:
Starter activity	15 minutes	Access to IT	<p>Students to access 'Find an Apprenticeship' website (www.gov.uk/apply-apprenticeship) to look at local opportunities.</p> <ul style="list-style-type: none">• On the main website, scroll down until you find 'Find out more and apply'• Students to type in their nearest town in 'your location'• Select within '2 miles' and note the number of apprenticeships found; increase the distance to 5 and then 10 miles noting the number (students can choose to search for intermediate or advanced level depending on their situation).• Ask students to produce a chart from the results. For example, a pie chart in Excel or a bar chart on graph paper.• Students are to identify and record three sectors which had apprenticeship vacancies.	<p>Teachers' notes: This activity can be adjusted to look at different nearby towns instead of distances or levels.</p>

<p style="text-align: center;">Main body</p>	<p>25 minutes</p>	<p>'Anytown' map</p> <p>'What Was Said' statements</p> <p>'Who Said What and Where' worksheet</p>	<p>Divide students into groups of three or four and give out the 'Anytown' maps.</p> <ul style="list-style-type: none"> ▪ Provide each group with the 'What was said' statements. These could be cut out and divided up between the groups to shorten the activity. ▪ Group to read the statements and try to identify which employer on the Anytown map might have said this. ▪ Students to fill in the 'growing?' column for each workplace. 	
<p style="text-align: center;">Summary</p>	<p>10 minutes</p>		<p>Come back as a whole group to discuss the answers.</p> <p>Ask students to give two examples of how work is changing in the local area or nationally. Ask them to give some examples of skills that employers are looking for.</p>	

'What was said' Statements

1. 'There aren't many jobs at the moment because companies in China are making clothes a lot cheaper. If I'm going to employ someone they need to be able to problem solve. If they haven't already got the skills I need they have to be able to learn new skills quickly.'

2. 'We employ lots of people in their 50s who'll be retiring in the next few years. There are also more people aged 60-plus in our area than there used to be who need to be looked after. I hope we'll have enough people with the right people skills and medical qualifications to replace them. They will also need to be confident using our computer systems.'

3. 'People and businesses need to care more for the environment these days and have to be more careful with their waste and energy use. Our business has grown and we're advertising for more people who must be team workers.'

4. 'The only way I can get this project completed on time is by employing a lot of self-employed workers who have the skills I need. I'm mostly looking for people qualified to Level 3 with experience but there are roles for labourers who are reliable and have good time-keeping. Work is very up and down at the moment.'

5. 'I need more people who can work flexible hours, because the amount of work depends on how busy we are. They need to have good communication and organisation skills. I am looking to take more people on in the near future.'

6. 'A lot of the work here is seasonal. There are fewer jobs because the supermarkets are squeezing my prices. I'm looking for people who are motivated and can work well in a team. I am looking at attracting visitors as a way of expanding my business.'

7. 'Since we opened, more people are coming here wanting to buy high-quality goods. I need people who can work part-time, are motivated and have an understanding of business and customer awareness. They need to have basic number and literacy skills – at least to level 2.'

8. 'If you come and work for us, we can offer you more training and qualifications as you work. You could move up to supervisor level quite quickly if you can show initiative and are willing to learn. We will be opening a new branch soon.'

9. 'We're looking for people who are willing to work towards a Level 3 qualification, have problem solving and team work skills and who enjoy working with young children.'

10. 'There are fewer jobs for admin staff and for roles such as gardener and traffic warden because of recent cuts. We still need people with higher levels of specific skills such as town planner and accountant.'



'What was said' Worksheet

What was said	Where	Growing sector? (yes / no / hard to say)
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		



'What was said' Answers

What was said	Where	Growing sector? (yes / no / hard to say)
1	Textile factory	No (although some manufacturing coming back to the UK)
2	NHS Hospital	Hard to say (but lots of retiring workers)
3	Recycling company	Yes
4	New housing estate	Hard to say (housing is needed but more commercial building happening compared to domestic)
5	Hotel and conference center	Yes
6	Farm	No but skilled workers needed
7	Out of town shopping center	Yes (but online retail is gaining momentum)
8	Fast food outlet	Yes
9	Day nursery	Yes
10	Council offices	No (for some jobs – could change in the future)

It is hard to say in many cases whether a sector is growing or not because things are changing all the time. Government policy has a large influence on future jobs. There will always be some jobs in all sectors due to some workers leaving or retiring.

MAP OF ANYTOWN



Lesson plan 4- Skills, skills, skills!

Aim: To introduce students to the skills required by employers.

Objectives:

- ☐ Students understand the concept of skills and the seven main competencies (according to the CBI).
- Identify skills required for a specific job and raise student’s awareness of the National Careers Service website.
- ☐ Identify where and how skills can be developed.

	Time:	Resources:	Method:	Teachers Notes:
Introduction	10 minutes	Preparation	<ul style="list-style-type: none"> • Preparatory homework – read the sector pages, <i>Skills, Skills, Skills</i> and <i>Employers like someone who...</i> sections of ‘What Work’. • In groups, students to discuss how else they could demonstrate that they have those skills. 	<p>Teachers Notes: NB this activity may be used to support the work experience process. Encourage students to think about the impact of work experience including preparation (e.g. what skills may they need to use in their work placement) and reflection after completion (e.g. what new skills have they developed)</p>
Investigate the skills required for a job	15 minutes	Access to ICT Post it notes	<p>This may be a paired or small group activity or individual if IT access permits.</p> <ul style="list-style-type: none"> • Ask students to think about a job they may be interested in, or a job someone they know does. • Students are to find the job using the National Careers Service website (search online for National Careers Service) or a job directory from library resources. • From the information provided, students are to identify at least two skills required for this job and note on post- it notes. There may need to be some discussion around what is a skill and what is a quality. Evaluation and Reflection sheets can be provided to support this 	
Knowledge of skills and competencies	15 minutes	Flip chart paper CBI Time Well Spent competencies	<ul style="list-style-type: none"> • Using flip chart paper- title seven sheets each with one of the seven competencies from the CBI Time Well Spent document : – <i>Self-management; team working; business and customer awareness; problem solving; communication and literacy; application of numeracy; application of information technology.</i> • Ask students to match the skills they have researched to one of the competencies. Students place the post-it note containing a skill on the appropriate competency flipchart sheet. 	

		“My Skills” record sheet	<ul style="list-style-type: none"> • Class discussion around the range of skills identified under each of the competencies. Highlight the importance of competencies and any similarities and differences. • Students are to record at least one example of a skill under each competency 	
Summary	10 minutes		<p>As a class discuss:</p> <ul style="list-style-type: none"> • Where these skills may be developed and the importance of evidencing their skills. • Summarise the importance of skills. 	
Homework or extension activity		My skills record sheet	<ul style="list-style-type: none"> • Ask students to complete the “My skills record sheet” considering: <ul style="list-style-type: none"> ○ What lessons or subjects can develop these skills. ○ What initiatives or activities in school can develop skills, e.g. mock interview days, enterprise days, raising money for charities ○ How can skills be developed outside school, think of voluntary activities, part time jobs, work experience, interests (such as playing in a band, being a member of a sports group), work experience ○ Encourage students to think how they might evidence these skills to employers and the importance of transferable skills 	

Skills, skills, skills

Employers especially look for the skills which job applicants can demonstrate

Communication, Team working, Problem solving

These are usually referred to as ‘employability’ or ‘transferable’ skills because you can use them in many different jobs.

Communication

Speak up! Join in with discussions, express your opinions thoughtfully, and listen to others. You might have delivered a presentation in school; you can explain how you presented it and why you delivered the presentation.

Team working

Good proof of teamwork is being able to demonstrate that you can work well with others; examples can include playing in a team sport, being in a drama production, or other similar activity.

Problem solving

Explain how you would identify a problem and how you might solve it. You could demonstrate ways of approaching the problem to be able to solve it, identifying who could help with this. If you can show an example of how to tackle a difficult issue this can show that you are not afraid of a challenge.

Experience

The benefits of work experience!

Employers really value work experience; studies show that you are more likely to be successful in a job application if you have had some experience of a working environment. Universities also value applicants who can show evidence of work experience. As well as learning new skills and understanding how to apply these in different situations, a workplace can also help you to see how suited this type of work is for you. This could set you on the best career path for you!

What they say

“Being an administration assistant gave me the opportunity to experience office life; this included attending meetings, inputting data to the computer, and writing reports. Work experience helped me to prepare for a working environment, as well as helping me to mature personally. I learned about different departments and that there is more to an office than working with computers.”



The attributes, skills and knowledge that constitute employability (Time Well Spent)

Having defined in broad terms what employability represents, we set out to establish a more detailed list of the attributes, skills and knowledge that make up employability. This process started with the compilation of a suggested list of competencies by an internal CBI working party. CBI members were consulted on the appropriateness of items on the list through a survey (see section 4) and discussion at CBI member committees. We also discussed the competencies with a number of school teachers and students.

We were mindful of the development work in schools on enterprise capability, defined by the DfES as "...creativity, innovation, risk - management and risk - taking, and a can-do attitude and the drive to make ideas happen". Following these consultations, we set out below the core attributes, skills and knowledge that we conclude make up employability.

A positive attitude is the key foundation of employability. This can be summed up as a 'can-do' approach, a readiness to take part and contribute, openness to new ideas and a drive to make those ideas happen. An attitude of this kind underpins the following seven-point framework:

- **Self-management** – readiness to accept responsibility, flexibility, resilience, self-starting, appropriate assertiveness, time management, readiness to improve own performance based on feedback/reflective learning
- **Teamworking** – respecting others, co-operating, negotiating/ persuading, contributing to discussions, awareness of interdependence with others
- **Business and customer awareness** – basic understanding of the key drivers for business success – including the importance of innovation and taking calculated risks – and the need to provide customer satisfaction and build customer loyalty
- **Problem solving** – analysing facts and situations and applying creative thinking to develop appropriate solutions
- **Communication and literacy** – application of literacy, ability to produce clear, structured written work and oral literacy, including listening and questioning
- **Application of numeracy** – manipulation of numbers, general mathematical awareness and its application in practical contexts (eg measuring, weighing, estimating and applying formulae)
- **Application of information technology** – basic IT skills, including familiarity with word processing, spreadsheets, file management and use of internet search engines.

Taken from *Time Well Spent*. CBI



My skills record sheet



This sheet is to be used to:

- record the skills identified under each of the headings after the class activity.
- Identify where subjects and education can develop skills
- Identify how extracurricular activities, hobbies, volunteering, part time jobs and work experience can develop skills
- Identify skills that need to be developed

Skill	How do you rate your skills? (1 poor, 5 excellent) give examples to support this	How can you develop these skills in subjects?	How can you develop these skills outside school?
Self-management			
Team working			
Business and customer awareness			



Skill	How do you rate your skills? (1 poor, 5 excellent) give examples to support this	How can you develop these skills in subjects?	How can you develop these skills outside school?
Problem-solving			
Communication and Literacy			
Application of number			
Application of IT			

Lesson plan 5 – Travelling to work or study

Aim: To raise aspirations by encouraging students to consider travelling to work or study.

Objectives:

- Students will be able to say how and why jobs have changed over the years
- Student will be able to consider why certain types of jobs are more concentrated in cities.
- Students will identify the advantages and disadvantages of travelling to work or study.
- Students will identify what influences their decisions and any barriers

	Time:	Resources:	Method:	Teachers Notes:
Warm up activity	15 minutes	Refer to 'Lesson 1' and 'The future is now! What is changing'	<ul style="list-style-type: none"> • Using information from lesson 1 students to create a timeline showing how jobs have changed over the years. This can be a pictorial representation or written. <ul style="list-style-type: none"> ○ What do they notice about the number of jobs available to people today? ○ How have the industries changed? E.g. now more service industries ○ What factors have affected jobs over the centuries? ○ Why might you find clusters of certain types or jobs in the city or country? (for example closeness to transport links, universities, natural resources) ○ Which way might jobs go in the future? <p>Discuss as a group and include in discussion whether some of the jobs included on the timeline for today and the future are available in the local area.</p>	Teachers timeline suggestions sheet

Role model clip from Icould	20 minutes	Projector/white board and access to Internet.	<p>Show students the clip from “Icould”: http://icould.com/videos/scott-l/ It can be stopped after 3 minutes.</p> <ul style="list-style-type: none"> • Class discussion on the clip. Refer to the separate sheet. • Add any extras onto the advantages/disadvantages sheet 	icould role model sheet
Methods to overcome barriers- Travel	10 minutes		<ul style="list-style-type: none"> • Class discussion re: travel arrangements. Ask students: <ul style="list-style-type: none"> ○ Who has travelled into a city / another area? ○ What was the experience like? ○ How did they get there? ○ If they chose to work or study away from the local area how would they plan and manage the travel arrangements? <p>NB if you are using the extension activity ask students to imagine a place they may want to travel to</p>	
Summary	5 minutes		<p>Summarise the session with students highlighting:</p> <ul style="list-style-type: none"> • Local differences in job opportunities mean that students may have to travel to have greater access to certain job. For example in an area such as science, there can often be more variety in terms of opportunities in cities. • Increases in sectors such as green (low carbon) technologies, the creative and media industries and healthcare mean that degree level qualifications are required (e.g. nursing now requires a degree). Students will therefore need to consider progression to colleges and universities outside of their local area. • Emphasize lifestyle benefits and differences. 	
Extension or Homework Activity			<ul style="list-style-type: none"> • Ask student to click into Traveline (www.traveline.info) and plan a route agreed earlier. For example postcodes of the main employers in your area. • Can students identify any financial support could they receive? <ul style="list-style-type: none"> ○ Consider the benefits of the reductions of a seasonal pass. How much money would be saved? What might be the social benefits of having such a pass? 	



Timeline suggestions

1700s – 1820

Farming (horse plough)

Horticulture

Trading - canals, ships.

Traditional crafts – weaving, blacksmith

Deliveries (passenger and goods) - horse and cart

Food and drink production

Stage acting

1830 – 1920

Railways

Agriculture - tractors

Industrial revolution – large, dirty factories

Textiles manufacture - mills

Tin mining

Hospitals

Late 1880s – photography

1897 radio invented

1900s – first films

Horse-drawn trams

Banking - paperwork

1920 – 1970

Late 1920s - Televisions in people's homes

1944 free secondary education

1960's – supermarkets begin to take off

1969 Concorde's first flight

Car production factories

1970 – today

1978 – first test tube baby

1989 World Wide Web invented

High-tech production lines – motor vehicle robots, precision equipment etc

Self-service in shops

Online banking and shopping

Forcing fruit and veg using polytunnels



Role Model- Teacher's Sheet

<http://icould.com/videos/scott-l/>

Scott Lockyer

Job Role: Team Leader, Materials

Age at filming: 36-45

Employer's name: E.ON

Job location: Nottingham

Brief Summary:

Scott enjoyed helping his dad take things apart and fix them and he found a way of turning this into a fulfilling career in engineering. He was one of the few in his area to attend university, and in his current role as Team Leader, he can combine his interests in practical work, problem solving, research and development and management. Travel and family have a strong influence on his life too.

- **Potential discussion points:**

- What influences the person on the clip? What influences students personally?
- Explore the concept of risk taking and relate back to the clip. E.g., Scott travelled 20 miles to attend a college course. How has the decision to travel outside his area affected his opportunities and life chances? What were the benefits? How would his life be different now if he had not taken that risk?
- Scott was from a small village and one of the first to attend university. How might he have felt about this? What might have affected his decisions?
- Scott describes the importance of a work and life balance. Why is this important to consider? Think about lifestyles and values- how would this affect decisions about work?
- Identify any barriers, e.g., "I want to work in X but opportunities are in Y"; "I don't know how to get to Y"; "How will I afford the travel costs?"; "To get the job I want I need to go to university but that will mean moving".