



## Careers Hub 2030: Y5 Lesson Plan

### Pre-Event

<b>Aims</b>	<ul style="list-style-type: none"> <li>• Children will have a good understanding of the Retail and Visitor Economy Sector across the Black Country.</li> <li>• Children will understand that the Retail and Visitor Economy Sector is 1 of 8 sectors.</li> <li>• Children will have a good understanding of the roles which exist within the Retail and Visitor Economy Sector.</li> <li>• Children will understand the background of and roles within the chosen organisation/s.</li> <li>• Children will have an understanding of the transferable skills needed within the Sector.</li> </ul>
<b>Resources Needed</b>	<ul style="list-style-type: none"> <li>• Previously used Career Roadmap with the Skills Ladder (Skills Builder) printed on the back in A3 – one each</li> <li>• LMI Dashboard – this is the Labour Market Index for local information regarding businesses within the Retail and Visitor Economy Sector. This is split into the different areas within the Black Country: Walsall, Sandwell, Wolverhampton and Dudley. – one between two</li> <li>• Organisation Structure (Dudley Museum) – one between two</li> <li>• Knowledge Web – one each</li> <li>• Skills Action Plan – use the completed version for guidance – one each.</li> <li>• Retail and Visitor Economy video</li> <li>• If you have access to the Skills Builder <a href="https://www.skillsbuilder.org/">https://www.skillsbuilder.org/</a>, it is useful to assess the children on their essential skills throughout the Careers Hub lessons to track their progress and use the mini tasks to help the children work towards their goals.</li> </ul>
<b>Development of essential skills</b>	<p>Activity 1: Listening – watch the video and discuss the sector using the knowledge web</p> <p>Activity 2: Problem-solving – LMI dashboard – what does it all mean?</p> <p>Activity 3: Leadership – leading own learning by discussing current skills on the skills builder and where skills and needing to be developed</p> <p>Activity 3: Staying Positive – what actions can children positively take to improve their future selves?</p>
<b>Background</b>	<p>This lesson will give the children all the information they need to begin to understand the Retail and Visitor Economy Sector, especially in the Black Country, and the varied roles which exist and will exist in 2030 within this sector.</p> <p>They will then go on to explore the particular company(ies) with which they will be working and the roles within them.</p> <p>This lesson should last around 60 minutes.</p>



<h2>Key Questions</h2>	<ul style="list-style-type: none"><li>• What skills are necessary for the Retail and Visitor Economy Sector? Use the <b>Skills Ladder (Skills Builder) Named</b> to help discuss particular skills. Ask children what skill they think would be the most important and why.</li><li>• What technologies do you think people rely on within this sector? It is useful to discuss the use of self-service checkouts in supermarkets, was this technology used ten years ago? Why would managers be keen to invest in technology, can this help them to save money?</li><li>• Do you think that the roles could be replaced with robots, why?</li><li>• Looking forward to 2030, are there any jobs that may not be available anymore – why?</li></ul>
<h2>Lesson Introduction</h2>	<ul style="list-style-type: none"><li>• Children can use the <b>Knowledge Web</b> to record information that they find useful relating to this sector.</li><li>• Give children the <b>Previously used Career Roadmap with the Skills Ladder (Skills Builder) printed on the back in A3</b> and help them to reflect on the previous event, the Construction Sector, and the skills required. Guide them to their next box and explain that they will be learning about the Retail and Visitor Economy Sector. Have their original career options changed and why? Are they taking part in any other outside school activities, have their travel aspirations altered? If children have changed their original ideas, they can edit their roadmap to reflect this.</li><li>• Explain to the children that they will be introduced to people who work within different roles in the Retail and Visitor Economy Sector and they this will be their opportunity to ask any questions they would like, to understand what is involved within this area of work and what skills are key – are these skills that the children already feel confident in or areas that they may need to create an action plan for.</li><li>• Explain that the Visitor Economy Sector relates to tourism and that they will be looking specifically at tourism within their area. Give the example that people who come to visit England and explore the country will spend money whilst they are visiting such as buying gifts, food and tickets to visit museums or places of interest, like we would if we were to go on holiday. Explain that when people visit the country, they help to keep people in jobs by buying from them and therefore it is important that people want to visit the country to boost the economy of that country.</li><li>• Explain that the Retail Sector links well with the Visitor Economy Sector as retail means shops that sell goods such as River Island, Morrisons, PC World etc. It is any business that sells products in exchange for money. Ask the children if they think that the Retail Sector is important in the world of work.</li><li>• Introduce the <b>Organisation Structure (Dudley Museum)</b> and discuss the different roles that make up the organisation. What roles are specific to Retail and Visitor Economy Sector and what roles appear in all businesses? Would there be an Admin Officer role in other</li></ul>



	<p>jobs? A Business Operations Manager? It's important for the children to understand that some roles will appear in all companies. What roles would only appear in this business?</p>
<b>Group Task</b>	<ul style="list-style-type: none"><li>• Pupils to work in pairs and use the <b>Knowledge Web</b>.</li><li>• Activity 1: Children are to watch the <b>Retail and Visitor Economy video</b> to introduce them to the sector and spark discussion.</li><li>• Activity 2: Children look at and discuss the <b>LMI Dashboard</b> (the local area LMI can be used alongside the Black Country overview as a comparison) and begin to gain an understanding of the presence and importance of the Retail and Visitor Economy Sector in the local area, and the future direction. Talk through the different elements on the LMI with the children so that they can understand what each section is responsible for explaining. Some questions to help the children better understand could include:<ol style="list-style-type: none"><li>1. Which area in the Black Country has the most amount of jobs in this sector?</li><li>2. What is the average salary?</li><li>3. What do you notice about the Retail and Visitor Economy Sector in comparison to the other sectors in the area?</li><li>4. What are Global Industry Trends in your local area?</li><li>5. What job within the Retail and Visitor Economy Sector has the highest amount of vacancies?</li><li>6. What should be considered at school?</li></ol>Do the children think that the Retail and Visitor Economy Sector is important in their local area? This should last around 20 minutes.</li><li>• Activity 3: Pupils to be given the <b>Skills Action Plan</b> and to work through the first four boxes. Every question should form a discussion point so that the children are supported in creating their answers. This should last around 20 minutes.</li><li>• Activity 4: Children are to write three questions on the <b>Knowledge Web</b> that they would like to ask people who work in the Retail and Visitor Economy Sector. These questions could include:<ol style="list-style-type: none"><li>1. What skills are necessary?</li><li>2. Do you rely on technology?</li><li>3. Do you earn enough money to have a nice lifestyle?</li><li>4. What is your work/life balance like?</li><li>5. What changes have you noticed within the past ten years in your sector?</li><li>6. Do you believe that your job will be available in ten years?</li></ol>This should last around 10 minutes.</li><li>• This sheet can then be used for the 'live event' as question prompts when discussing with visitors.</li><li>• The teaching points sheet can be used to make notes on key points that can be discussed after the live event has taken place.</li></ul>