



## Careers Hub 2030: Y5 Lesson Plan

### Pre-Event 1

<b>Aims:</b>	<ul style="list-style-type: none"> <li>• Children will have a good understanding of the Retail and Visitor Economies Sector across the Black Country.</li> <li>• Children will understand that the Retail and Visitor Economies Sector is 1 of 8 sectors.</li> <li>• Children will have a good understanding of the roles which exist within the Retail and Visitor Economies 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>• <b>Skills Ladder (Skills Builder) Named</b></li> <li>• <b>LMI Dashboard</b> – this is the Labour Market Index for local information regarding businesses within the Retail and Visitor Economies Sector. This is split into the different areas within the Black Country: Walsall, Sandwell, Wolverhampton and Dudley.</li> <li>• <b>Organisation Structure (Dudley Museum)</b></li> <li>• <b>Knowledge Web Recording Sheet</b></li> <li>• <b>Internet Enabled Device</b> to research their local business.</li> </ul>
<b>Background:</b>	<ul style="list-style-type: none"> <li>• This lesson will give the children all the information they need to begin to understand the Retail and Visitor Economies Sector, especially in the Black Country, and the varied roles which exist and will exist in 2030 within this Sector.</li> <li>• They will then go on to explore the particular company(ies) with which they will be working and the roles within them.</li> <li>• This lesson should last around 60 minutes.</li> </ul>
<b>Key Questions:</b>	<ul style="list-style-type: none"> <li>• What skills are necessary for this Sector? Use the <b>Skills Ladder (Skills Builder) Named</b> to help discuss particular aspects. 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?</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>
<b>Lesson Introduction :</b>	<ul style="list-style-type: none"> <li>• Children can use the <b>Knowledge Web Recording Sheet</b> to record information that they find useful relating to this Sector</li> <li>• Explain to the children that they will be introduced to people who work within different roles in the Retail and Visitor Economies Sector and they this will be their opportunity to ask any questions they would like.</li> <li>• Explain that the Visitor Economies Sector relates to tourism in the UK, people who come to England to explore the country and therefore buy gifts, food and tickets to visit museums or places of interest, like we would if we were to go on holiday. Explain that</li> </ul>



	<p>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.</p> <ul style="list-style-type: none"><li>• Explain that the Retail Sector links well with the Visitor Economies 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 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?</li></ul>
<b>Group Task:</b>	<ul style="list-style-type: none"><li>• Pupils to work in pairs and use the <b>Knowledge Web Recording Sheet</b>.</li><li>• Activity 1: Children look at and discuss the <b>LMI Dashboard</b> 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></li><li>• Do the children think that the Retail and Visitor Economy Sector is important in their local area?</li><li>• Activity 2: Pupils to continue adding to the <b>Knowledge Web Recording Sheet</b> using the <b>Internet Enabled Device</b> to find out more information about the Construction Sector and specifically the employers who will be visiting. This should last around 20 minutes.</li><li>• Activity 3: It is then appropriate for the children to write three questions on the <b>Knowledge Web Recording Sheet</b> that they would like to ask people who work in the Construction 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></ol>This should last around 15 minutes.</li></ul>



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|  | <ul style="list-style-type: none"><li>• This sheet can then be used for the 'live event' as question prompts when discussing with visitors.</li></ul> |
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