



## Careers Hub 2030: Y6 Lesson Plan

### Pre-Event 2

<b>Aims:</b>	<ul style="list-style-type: none"> <li>• Children will have a good understanding of the Public Sector across the Black Country.</li> <li>• Children will understand that the Public Sector is 1 of 8 sectors.</li> <li>• Children will have a good understanding of the roles which exist within the Public 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 (A3)</b></li> <li>• <b>LMI Dashboard</b> – this is the Labour Market Index for local information regarding businesses within the Public Sector. This is split into the different areas within the Black Country: Walsall, Sandwell, Wolverhampton and Dudley.</li> <li>• <b>Organisation Structure(s)</b> printed for the children to use.</li> </ul> <p><a href="https://www.uhb.nhs.uk/trust-structures.htm">https://www.uhb.nhs.uk/trust-structures.htm</a>  <a href="http://www.armedforces.co.uk/raf/listings/I0011.html">http://www.armedforces.co.uk/raf/listings/I0011.html</a></p> <ul style="list-style-type: none"> <li>• <b>Internet Enabled Device for research</b></li> <li>• <b>Knowledge Web Recording Sheet</b></li> </ul> <p><a href="https://www.stepintothens.nhs.uk/primary-schools">https://www.stepintothens.nhs.uk/primary-schools</a> can be used for follow on resources</p>
<b>Development of essential skills:</b>	<p>Activity 1: Teamwork – how can I work well with my team to investigate the Public Sector?</p> <p>Activity 2: Staying Positive – what actions can children positively take to improve their future selves?</p>
<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 Public Sector, especially in the Black Country, and the varied roles which exist within this sector.</li> <li>• They will then go on to explore the particular company(ies) with which they will be working with and the roles within them.</li> <li>• This lesson should last around 90 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 recap the skills, what they mean in context and look at what skills are specific to different jobs within the Public Sector.</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>• Explain to the children that they will be introduced to people who work within different roles in the Public Sector and they this will be their opportunity to ask any questions they would like.</li> </ul>



- Explain that all jobs are grouped into sectors and the eight sectors include: Public, Businesses, Manufacturing and Engineering, Construction, Retail and Visitor Economies, Health and Social Care, Transport and Technologies and Environmental. Explain that every job fits into one of those sectors and that the sector we will be looking at in depth is the Public Sector. Ask the children to recall some of the jobs that are grouped into the Public Sector and ask why they are referred to as the Public Sector.
- Explain that they will be spending some time looking at the structure of two different organisations within the Public Sector: the RAF and the NHS.
- Ask the children to think about the structure of their school, who is at the top of their flowchart and what it means to be below that person. Explain that each organisation has a flowchart to show what each employee is responsible for and who their manager(s) is/are. Talk about the difference in income for the varied positions as well as the responsibilities for people at the top of the flowchart, is this where they could envisage being? Clarify the importance of the Leadership skill at the top and the skill of Teamwork throughout.
- Introduce the *Organisation Structure* and discuss the different roles that make up the organisation. What roles are specific to the Public Sector and what roles appear in all businesses?
- Children look at and discuss the *LMI Dashboard* and begin to gain an understanding of the presence and importance of the Public Sector in the local area, and its future direction. Talk through the different elements on the LMI, looking at the revenue created from the presence of the Public Sector. This will need to be heavily guided for the children to understand each aspect in detail. Questions that can be given to the children as they navigate the LMI could include:
  1. In what year were there the most jobs available in this Sector?
  2. What percentage of all jobs are in this Sector?
  3. What Sector currently has the most amount of jobs?
  4. What are the most important skills requested by Public Sector?
  5. What is the average salary in this Sector?
  6. What are the future trends and developments and what do they mean for somebody who would like to work in this Sector?
- On the reverse of the LMI is a map to show the areas in which the companies operate, the children may be interested to see the vast amount of companies operating within their area.
- Do the children think that the Public Sector is important in their local area?

## Group Task:

- Pupils to work in groups of 2-4.
- Activity 1: Pupils to be given the *Knowledge Web Recording Sheet* and ask them to record information about the NHS and/or the RAF using the *Organisation Structure*, the *LMI Dashboard*, *Internet-enable device for research* and the *Skills Ladder (Skills Builder) Named*. They will need to think about the skills necessary, the money generated within that industry and the structure of that company specifically. This should take around 20 minutes.
- Activity 2: It is then appropriate for the children to write three questions on the *Knowledge Web Recording Sheet* that they would like to ask people who work in the Public Sector. These questions could include: What skills are



	<p>necessary? Do you rely on technology? Do you earn enough money to have a nice lifestyle? What is your work/life balance like? This sheet can then be used for the 'live event' as question prompts when discussing with visitors. This should take around 20 minutes.</p>
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