



## Careers Hub 2030: Y4 Lesson Plan

### Pre-Event 2

<b>Aims:</b>	<ul style="list-style-type: none"> <li>• Children will have a good understanding of the Environmental Sector across the Black Country.</li> <li>• Children will understand that the Environmental Sector is 1 of 8 sectors.</li> <li>• Children will have a good understanding of the roles which exist within the Environmental 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>Knowledge Web</b> – one each</li> <li>• <b>Year 4 Career Roadmap</b> - from the previous lesson</li> <li>• <b>Job Examples</b> – one between two</li> <li>• <a href="https://www.youtube.com/watch?v=B5NiTN0chj0">https://www.youtube.com/watch?v=B5NiTN0chj0</a> video for discussion about sustainability and why someone may choose to work in the Environmental Sector.</li> <li>• See Environmental video on the website to share with the children what it is like to work for Walsall Council and the varied roles that appear.</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 Environmental 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 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>• Give children the <b>Knowledge Web</b> and explain that they need to write down the information that they find out about the Environmental Sector.</li> <li>• Explain to the children that they will be introduced to people who work within different roles in the Environmental Sector and they this will be their opportunity to ask any questions they would like.</li> <li>• Explain that all jobs are grouped into sectors and the eight sectors include: Public, Businesses, Manufacturing and Engineering, Construction, Retail and Visitor Economy, Health and Social Care, Transport and Technologies and Environmental. Explain that every job will fit into one of those sectors and that the sector they will be looking at in depth is the Environmental Sector. Give children a couple of minutes to think about what jobs there are in the Environmental Sector and list these on a board for all to refer to – why are they all grouped into this sector?</li> <li>• Give children the <b>Job Examples</b> sheet and ask them to look at the pictures of different people in their job roles. What do they all have in common?</li> </ul>



	<p>What skills do they think would be essential for them to have? Do all of the jobs just look after the earth? Are all of the people male? Is everyone young? It is important that the children understand that they are able to work in any sector regardless of age, ethnicity or gender.</p> <ul style="list-style-type: none"> <li>• Why is it important that we have the Environmental Sector? What would happen if we didn't have people working in this sector?</li> <li>• Explain to the children that they will be visiting the Environmental Depot in Pelsall to meet people who work in this sector. The main themes that they will be working around throughout the day are:             <ol style="list-style-type: none"> <li>1. Waste collection and street cleansing</li> <li>2. Tarmac and gritting</li> <li>3. Forest school activities</li> <li>4. Litter collection</li> </ol> </li> <li>• Ask the children to think about the four themes. Ask what is meant by street cleansing and why might it change, they may need to think about the impact of technology. What is gritting used for? Is there a way in which technology may assist in this in the future?</li> </ul>
<p><b>Group Task:</b></p>	<ul style="list-style-type: none"> <li>• Pupils to work in groups of 2-4.</li> <li>• Activity 1: Pupils to be given a job role within the Environmental Sector using the <b>Job Examples</b> sheet and told to discuss what they think it would look like to work in that role. They need to think about what the purpose is of that role such as a wildlife biologist who studies animals in their natural environment and looks at the impact of humans on certain creatures, the children need to think what the three most important skills are to be able to work in that job. Explain that the children will then be performing in their groups in that job role to the rest of the class and talk about what they think are the important skills are and why. The rest of the children can then ask questions about the role. This should last around 30 minutes.</li> <li>• Activity 2: It is then appropriate for the children to write three questions on the <b>Knowledge Web</b> that they would like to ask people who work in the Environmental Sector. These questions could include: What skills are needed in this sector? Do you rely on technology? Do you earn enough money to have a nice lifestyle? What is your work/life balance like? It is useful to discuss the purpose of these questions with the children and ask them if they understand what is meant by 'work/life balance' and 'qualifications'. This sheet can then be used for the 'live event' as question prompts when discussing with visitors. This should take around 20 minutes.</li> </ul>