



## Careers Hub 2030: Y4 Lesson Plan

### Introductory Lesson

<b>Aims:</b>	<ul style="list-style-type: none"> <li>To introduce children to the concept of skills specifically looking at the different skills needed for work using the Skills Builder Toolkit.</li> <li>For pupils to learn about transferable skills and the types of activities that can help to develop them.</li> <li>For pupils to identify which skills they already possess, and which activities have helped to develop these skills.</li> <li>For pupils to aim high, explore a vast range of jobs/careers likely to be available to them in 2030 and the skills required.</li> <li>To feel empowered to have multiple choices/options for their future education and careers.</li> </ul>
<b>Resources Needed:</b>	<ul style="list-style-type: none"> <li>Skills Ladder Stages 0-4 (A3) – one each</li> <li>Skills Builder Icons and Logos – to be displayed on the board</li> <li>Year 4 Career Roadmap (A3) – one each</li> <li>Skills Action Plan – see completed version for guidance – one each</li> </ul>
<b>Background:</b>	<ul style="list-style-type: none"> <li>This is an introductory lesson to introduce the idea of career skills and skills needed for the future to the children.</li> <li>This lesson should last around 90 minutes.</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 prior to completing the Careers Hub lessons.</li> </ul>
<b>Lesson Introduction:</b>	<ul style="list-style-type: none"> <li>Explain to the children that in Year 4 they will be introduced to different people who work in the Environmental Sector in the Black Country. Sector means grouping jobs together when they have something in common such as everyone who works in the Environmental Sector all working to look after the environment whether that be recycling or looking after the forests. The Environmental Sector is the name given to people who all work to help protect the environment, the names of jobs that exist in this sector include waste management, marine biologist, recycling officer, town planner and water quality scientist. Ask the children if they know anybody who may have a job in this sector. Explain that as they progress through school, they will be introduced to different sectors and throughout these sessions they will be able to look at the different skills needed, how to develop these skills and what their job roles involve.</li> <li>Explain that as they are introduced to the different people who work in the Environmental Sector, they will also be looking into the different technologies that will be available in 2030 such as the use of drone technology and driverless cars that have been recent developments. Explain that there will be technologies around in 2030 that we do not know of yet and that they will be working with technologies when they enter the world of work, so it is important to look towards the future.</li> </ul>



	<ul style="list-style-type: none"> <li>• Introduce the <b>Year 4 Career Roadmap</b> resource, explain that they will have a new version each year and, on each version, there will be different sectors that they will be exploring. Explain that they will be adding skills specifically for the sector that they are looking into – Environmental Sector.</li> </ul>
<p><b>Key Questions:</b></p>	<ul style="list-style-type: none"> <li>• Why is it important to find out about different jobs?</li> <li>• Why is it important to look at skills that you currently have, and which skills are needed to be developed?</li> <li>• Why are we looking at technology in 2030?</li> </ul>
<p><b>Group Task:</b></p>	<ul style="list-style-type: none"> <li>• Display the <b>Skills Builder Icons and Logos</b> on the board for the children to look at the icons that will link to the different skills. It is useful to have the <a href="https://www.skillsbuilder.org/">https://www.skillsbuilder.org/</a> website open so that you can refer to the definitions online and assess the class as a whole for their starting points.</li> <li>• Activity 1: Give children the <b>Skills Ladder Stages 0-4</b> and read aloud the title of each skill and ask the children to discuss what they think each skill actually means. Ask them what the skill might look like and why it is important that they know about these skills. Explain that as they talk through the skills, they will be rating themselves to see where they need to develop. It is useful to model this for the children with ‘thinking out loud’ to show being honest in how to best rate themselves, they can then tick the step that they believe they are currently at. This can then be used throughout the year for the children to focus on progressing through the stages. The children can work as a class to rate themselves with the trickier skills such as staying positive and aiming high, work with their learning partners to discuss leadership and teamwork, new learning partners for listening and presenting and then back together for creativity and problem solving. It is useful to note that the steps are aligned to the year group, step 4 is where Year 4 would be expected to be. This should last around 20 minutes.</li> <li>• Activity 2: Pupils to work in groups of 2-4. Children to use their <b>Year 4 Career Roadmap</b> and ask them to think about what activities they complete outside of school such as football, gymnastics etc. Ask them what essential skills these activities can help to build such as teamwork and aiming high. Do any of them have responsibilities at home or part of clubs in school? If children are struggling to think about activities that they take part in, they can write what they would like to take part in to help them understand what their next steps will be. They can then write this into their ‘My Outside School Activities’ box on the <b>Year 4 Career Roadmap</b>. Are there any skills from <b>Skills Builder Icons and Logos</b> that the children may need to further develop? This can form a discussion in small groups, some children may be able to offer ideas to others such as joining a club that they are involved in. This should last around 15 minutes.</li> <li>• Activity 3: Pupils to then think about their travel aspirations, explain that this means where they would like to work or live for some or all of their adult life. Explain that there are many people who choose to</li> </ul>



travel around different parts of the world to experience different cultures. Ask them to discuss if they know of anyone who has travelled or if they would like to. They can then complete the 'My Travel Aspirations' box on the **Year 4 Career Roadmap**. This should last around 10 minutes.

- Activity 4: Share **Skills Action Plan** and explain that the purpose of this is to allow the children to look at the skills they need to develop over the next year and how they are going to develop these. Children to complete the first column in the **Skills Action Plan**, they will complete the final column after the 'live event'. The completed version can be shown to the children to guide them. This should last around 20 minutes.

