



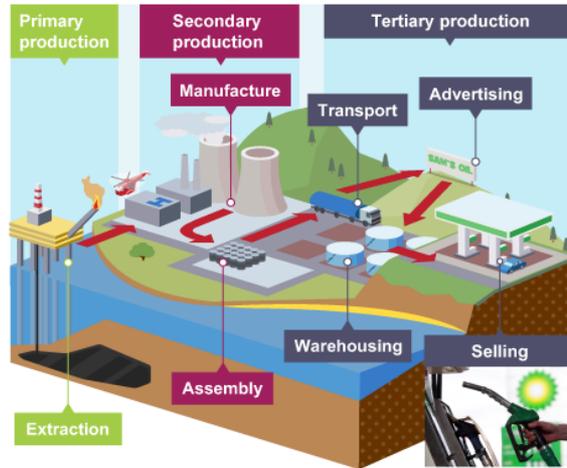
Careers Hub 2030: Y6 Lesson Plan

Pre-Event

Aims	<ul style="list-style-type: none"> • Children will have a good understanding of the Business Sector across the Black Country. • Children will understand that the Business Sector is 1 of 8 sectors. • Children will have a good understanding of the roles which exist within the Business Sector. • Children will understand the background of and roles within the chosen organisation/s. • Children will have an understanding of the transferable skills needed within the Sector.
Resources Needed	<ul style="list-style-type: none"> • Previously used Career Roadmap with the Skills Ladder (Skills Builder) printed on the back in A3 – one each • LMI Dashboard – this is the Labour Market Index for local information regarding businesses within the Business Sector. This is split into the different areas within the Black Country: Walsall, Sandwell, Wolverhampton and Dudley – one between two • Organisation Structure (Midland Metro Alliance) – one between two • Knowledge Web – one each • Skills Action Plan – use the completed version for guidance – one each. • If you have access to the Skills Builder https://www.skillsbuilder.org/, 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.
Development of essential skills	<p>Activity 1: Listening – introduce the Business Sector and use the knowledge web to make notes.</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 are needing to be developed.</p> <p>Activity 4: Staying Positive – what actions can children positively take to improve their future selves?</p>
Background	<p>This lesson will give the children all the information they need to begin to understand the Business Sector, especially in the Black Country, and the varied roles which exist and will exist in 2030 within the Business Sector. They will then go on to explore the particular company(ies) with which they will be working and the roles within them. This lesson should last around 60 minutes.</p>
Key Questions	<ul style="list-style-type: none"> • What skills are necessary for the Business Sector? Use the Skills Ladder (Skills Builder) Named to help discuss particular skills. Ask children what skill they think would be the most important and why. • What technologies do you think people rely on within the Business Sector? It is useful to discuss the use of video conferencing for



	<p>meetings, emails and online banking where money can be paid and moved using the internet which saves time.</p> <ul style="list-style-type: none">• Do you think that the roles within the Business Sector could be replaced with robots, why?• Looking forward to 2030, are there any jobs that may not be available anymore – why?
Lesson Introduction	<ul style="list-style-type: none">• Children can use the Knowledge Web to record information that they find useful relating to this sector.• Give children the Previously used Career Roadmap with the Skills Ladder (Skills Builder) printed on the back in A3 and help them to reflect on the previous event, the Manufacturing and Engineering Sector, and the skills required. Guide them to their next box and explain that they will be learning about the Business 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.• Explain to the children that they will be introduced to people who work within different roles in the Business Sector and that 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.• Explain that the Business Sector is split into three: primary, secondary and tertiary sectors.• Primary production: this is where materials are sourced (found) to be used in the business. An example would be mining the metals and coal, rubber tapped from trees, food is farmed, and oil drilled from the ground.• Secondary production: this is where the product is made and assembled. It involves making components (parts) from the raw materials that were sourced in the primary production e.g. making plastic from oil. Assembling the products means to put it together e.g. building a house by constructing the walls and putting the roof onto the house.• Tertiary production: this is the final stage and is the commercial side, it is where the products are advertised and sold to make money.



This image shows the three different stages in the Business Sector and can help the children to better understand how a business works.

- Someone who decides to create their own business whether it be selling cakes, being a nail artist or making jewellery are all called entrepreneurs. There are several reasons why entrepreneurs decide to set up their own business: they can make a profit by selling their products at a price that covers the cost of producing the item as well as a bit extra. Being able to make a difference to the community and the satisfaction of having their own business that is successful. A new business has to have a name and a product to sell. The challenge for a new business is to create a desirable business where customers want to buy the goods for a reasonable price.
- Introduce the **Organisation Structure (Midland Metro Alliance)** and discuss the different roles that make up the organisation. What roles are specific to the Business Sector and what roles appear in all businesses? Would there be an Admin Officer role in other jobs? A Business Operations Manager? A Human Resources 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?

Group Task

- Pupils to work in pairs and use the **Knowledge Web**.
- Activity 1: Children are to be introduced to the Business Sector and discuss.
- Activity 2: Children look at and discuss the **LMI Dashboard** (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 Business Sector in the local area, and the future directions. 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:
 1. Which area in the Black Country has the most amount of jobs in this sector?
 2. What is the average salary?



	<ol style="list-style-type: none">3. What do you notice about the Business Sector in comparison to other sectors?4. What are Global Industry Trends in your local area?5. What job within the Business Sector has the highest amount of vacancies?6. What should be considered at school? <p>Do the children think that the Business Sector is important in their local area? This should last around 20 minutes.</p> <ul style="list-style-type: none">• Activity 3: Pupils to be given the Skills Action Plan and to work through the first four boxes. The completed version can be used to support the children. Every question should form a discussion point so that the children are supported in creating their answers. This should last around 20 minutes.• Activity 4: Children are to write three questions on the Knowledge Web that they would like to ask people who work in the Business Sector. These questions could include:<ol style="list-style-type: none">1. What skills are necessary?2. Do you rely on technology?3. Do you earn enough money to have a nice lifestyle?4. What is your work/life balance like?5. What changes have you noticed within the past ten years in your sector?6. Do you believe that your job will be available in ten years?This should last around 10 minutes.• This sheet can then be used for the 'live event' as question prompts when discussing with visitors.• The teaching points sheet can be used to make notes on key points that can be discussed after the live event has taken place.
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