



Careers Hub 2030: Y6 Lesson Plan

Pre-Event

Aims:	<ul style="list-style-type: none"> • Children will have a good understanding of Manufacturing and Engineering across the Black Country as well as in their local area (Walsall, Sandwell, Wolverhampton and Dudley). • Children will understand that Manufacturing and Engineering is 1 of 8 Sectors. • Children will have a good understanding of the roles which exist within the Manufacturing and Engineering 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"> • Skills Ladder (Skills Builder) Named (A3) with the Year 6 Career Roadmap can be used from previous session so that the children can reflect on their journey. • Skills Action Plan • LMI Dashboard – 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. • Organisation Structure(s) (In-Comm) printed for the children to use. • Knowledge Web Recording Sheet
Background:	<ul style="list-style-type: none"> • This lesson will give the children all the information they need to begin to understand the Manufacturing and Engineering Sector, especially in the Black Country, and the varied roles which exist within this 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 90 minutes dependent on how much guidance the children require with their discussion.
Key Questions:	<ul style="list-style-type: none"> • Children can use the Knowledge Web Recording Sheet to record information that they find useful relating to this Sector. • What is Manufacturing? Explain that manufacturing means actually creating something using lots of different parts such as making a car in a factory using all of the different parts such as the car door and windows etc. It can also be related to creating paper from the raw materials from which paper is made. It is creating a final product on a large scale. Refer to https://www.shopify.co.uk/encyclopedia/manufacturing for the three different purposes of production. • What is Engineering? Explain that engineers make things work and then try to make it work even better. They use the skills of creativity and problem solving to design solutions to the world's problems. Engineers work in every area that affect



	<p>people including making new things like prosthetic limbs for people who have lost body parts. Engineers also build the world around us including buildings, roads and schools. Refer to https://www.youtube.com/watch?v=bipTWWHya8A for a video capturing different jobs that fit into this Sector – these jobs utilise technology.</p> <ul style="list-style-type: none"> • What skills are necessary for this Sector? Use the Skills Ladder (Skills Builder) to recap the skills, what they mean in context and look at what skills are specific to different jobs within the Manufacturing and Engineering Sector. • What technologies do you think people rely on within this Sector? • Do you think that the roles could be replaced with robots, why? • Looking forward to 2030, are there any jobs that may not be available anymore – why?
<p>Lesson Introduction:</p>	<ul style="list-style-type: none"> • Explain to the children that they will be introduced to people who work within different roles in the Manufacturing and Engineering Sector and that this will be their opportunity to ask any questions they would like. • Recap that all jobs are grouped into Sectors and ask the children if they can remember the names of any of the other Sectors. Children should be able to discuss the Public Sector after experiencing the first event. • Introduce the Organisation Structure(s) and discuss the different roles that make up the different organisations. Ask the children to relate it to the structure of their school with the Head Teacher having the most amount of responsibilities and therefore the highest salary and then how the other roles work in relation to this. Are all roles specific to Manufacturing and Engineering or are there other roles crucial to running a business such as Human Resources, Sales and Marketing and Finance. Do these people have to work in this Sector or are their roles suitable in other industries? • Children look at and discuss the LMI Dashboard with guidance from the teacher. Explain that there are many different aspects that people are interested in when they are looking at different Sectors. Ask the children if they can use the LMI to answer the following questions about the Manufacturing and Engineering Sector in their local area: <ol style="list-style-type: none"> 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 Advanced Manufacturing Businesses? 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 Manufacturing and Engineering Sector is important in their local area?
<p>Group Task:</p>	<ul style="list-style-type: none"> • Pupils to work in groups of 2-4.



	<ul style="list-style-type: none">• Activity 1: Children to complete the first column in the Skills Action Plan. They should be able to think specifically about the eight essential skills for the world of work on the Skills Ladder (Skills Builder) Named. This should take around 15 minutes.• Do any of the children currently participate in groups that help to develop skills suitable for the Manufacturing and Engineering Sector? Do they know anyone who works in that Sector? Are there any skills from Skills Ladder (Skills Builder) Named that they may need to further develop if they wanted to work in that Sector?• Activity 2: Using the Knowledge Web Recording Sheet, what questions would they like to ask people who work in this Sector? Explain that this is their opportunity to ask them anything about their job role. Questions could include:<ul style="list-style-type: none">• 1. What are your working hours?• 2. Do you earn enough money to give you a 'nice lifestyle', what is your idea of a 'nice lifestyle'?• 3. What is the one piece of equipment that you couldn't work without?• 4. Do you ever have to present in front of people?• 5. Do you get to take holidays when you want to?• 6. What qualifications do you have to have in your role?• 7. What do you predict will change about the job by 2030?This should take around 20 minutes.
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