

# VWIS Lesson Plan

Online session with Employer

<b>Theme 2</b>  <b>1 hour</b>	<b>UNDERSTANDING THE KEY SKILLS SUFFOLK EMPLOYERS NEED</b>
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Activity Title	Notes for Facilitators
<b>Aims</b>	<ul style="list-style-type: none"> <li>● Students understand the concept of skills and the different types.</li> <li>● Students can recognise their own skills and how to develop them.</li> <li>● Students can identify that skills can be transferable across a variety of sectors and job roles.</li> </ul>
<b>Links to Gatsby Benchmark</b>	<ol style="list-style-type: none"> <li>2. Learning from career and labour market information.</li> <li>3. Addressing the needs of each pupil</li> <li>4. Linking curriculum learning to careers</li> <li>5. Encounters with employers and employees.</li> </ol>
<b>Links to Skills Builder</b>	Listening, Aiming High.
<b>CDI Framework learning outcomes</b>	<ul style="list-style-type: none"> <li>● Discuss the skills involved in managing your own career.</li> <li>● Show how you are developing the qualities and skills which will help you to improve your employability</li> </ul>
<b>Resources / Equipment / worksheets needed</b>	<ol style="list-style-type: none"> <li>1. PowerPoint from Google Classrooms.</li> <li>2. Access to internet and SfS Google Classrooms</li> <li>3. Rough paper for groups to work out their responses.</li> <li>4. Access to the Discover Your Future Student Workbook</li> <li>5. Post it Notes and sheets of A3 paper.</li> </ol>
<b>Preparation required from the teacher</b>	<ul style="list-style-type: none"> <li>● Familiarize yourself with the activities, presentation, and workbook.</li> <li>● Ensure access to workbooks for all students.</li> <li>● Know the name of the VWIS Employer Ambassador/s and the company/s they represent so you can introduce them to the class</li> </ul>
<b>Teacher role: Introduction &amp; lesson objectives (5 mins)</b>	<ul style="list-style-type: none"> <li>● Remind them about the Keynote presentation that took place recently on this theme.</li> <li>● Please introduce the class to the VWIS Employer Ambassador and say that we will be hearing from them shortly, about their job role and company</li> <li>● Read 'Aims' of the lesson to the students from the slides.</li> </ul>

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	<ul style="list-style-type: none"> <li>Please facilitate students asking questions when the VWIS employer has finished. If none are forthcoming, please ask some questions yourself, suggestions include. <ul style="list-style-type: none"> <li>▶ <b>What skills &amp; qualities do you use to do your role?</b></li> <li>▶ <b>What is the best thing about your job?</b></li> <li>▶ <b>What did you do after school?</b></li> </ul> </li> </ul>
<p><b>The VWIS Employer</b> (10 mins)</p>	<p><b>VWIS employer/s to introduce themselves</b>, their job role and overview of their company.</p> <p><b>Make reference</b> to anything from the keynote session that they think is relevant.</p> <p>VWIS employer to talk about</p> <ul style="list-style-type: none"> <li>▶ Their job role and company they work for</li> <li>▶ What skills they use in their role</li> </ul>
<p><b>Starter / Icebreaker:</b> (10 mins)</p>	<p>Teacher to divide the class into groups of no more than five and give each group a piece of A3 paper and a pack of post it notes. Students have to think what skills an employee needs to have in the current job market and write down a single skill on a post it note and stick to the A3 piece of paper. Students should come up with a minimum of ten skills during the 5 min exercise. Each A3 paper with post it notes should then be displayed on the wall of the classroom.</p>
<p><b>Activity 1</b> (10 mins)</p>	<p><b>Show the slide with main skills – communication, numeracy, teamwork, problem solving, creativity.</b></p> <p>Taking the skills one at a time ...</p> <ul style="list-style-type: none"> <li>• <b>Ask students to suggest a job where that skill is important</b> – e.g., numeracy – nurse: reading patient graphs, dispensing medicine, problem solving – engineer: communication – teacher.</li> <li>• Teacher to write down job suggestions on the board- students can't repeat a job. Should have a long list of jobs at the end.</li> <li>• Repeat for each skill depending on time/engagement.</li> </ul>
<p><b>Activity 2</b> (15 mins)</p>	<ul style="list-style-type: none"> <li>• Students complete <b>Skills Audit from Workbooks</b>. Feedback to employer on one skill they are good at and one they want to develop.</li> <li>• Employer to ask student to think how they might develop those skills – emphasise the importance of skills developed in and out of school – e.g., enterprise days, sports day, part time work, volunteering, helping at home, playing sports</li> <li>• Students can record these ideas in their workbook.</li> </ul>
<p><b>Differentiation</b></p>	<p><i>Students can circle icons. Students to complete as many sections of the audit as relevant or of interest to them.</i></p>

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<p style="text-align: center;"><b>Plenary</b>  <b>And finally...</b>            (5 mins)</p>	<ul style="list-style-type: none"> <li>• <b>Revisit the aims of the session</b> and ask the students to reflect on what they have learnt and what skills they used.</li> <li>• <b>VWIS employer</b> - could add something what they have learnt or what skills they used today.</li> <li>• <b>Teacher</b> – thank VWIS employers – remind students that they will follow this session up in the offline class on xxx day/date.</li> </ul>
<p><b>Key messages</b></p>	<p>The key messages are that <b><i>businesses need people in many different roles and with a huge range of skills if they are going to be successful.</i></b></p> <p>If students understand how important transferable skills are to employers, they will be able to manage, plan and respond to the changes they will face in their career.</p>
<p><b>Extra Activities</b></p>	<p>You may also have follow-up discussions around which lessons or subjects can develop skills.</p>