

# VWIS Lesson Plan

Follow up offline session

<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 Teachers
<b>Aims</b>	<ul style="list-style-type: none"> <li>● Students understand the concept of skills and the different types.</li> <li>● Students are aware that skills are transferable from one job to another.</li> <li>● Students are aware of how skills can be developed in curriculum subject areas.</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. Discover Your Future Student Workbook for each student.</li> <li>4. Suffolk Work and Skills Booklets</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> </ul>
<b>Teacher Role: Introduction &amp; lesson objectives (5 mins)</b>	<ul style="list-style-type: none"> <li>● Remind them about the employer presentation that took place recently on this theme.</li> <li>● Read 'Aims' of the lesson.</li> </ul>
<b>Starter / Icebreaker: (10 mins)</b>	Play the students the clip of video about transferable skills " <i>How to identify your transferable skills</i> " (approx. 1 minute) which details the

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	skills employers are looking for. Lead a discussion on what transferable skills are. Are there others not mentioned in the clip?
Activity 1	Remind students of priority sectors for New Anglia – or get them to look at content pages in the Suffolk Work and Skills book. Ask them to choose 3 sectors of interest and list the top three skills for each.
Differentiation	<i>Pick one sector and work through as a class.</i>
Activity 2 (15 mins)	<p><b>‘What should I do?’ case studies</b> in student workbook.</p> <p>There are 5 case studies available for small group work or pairs. The teacher could ask them to look at either one case study per group or pair or give them the full range.</p> <p>Ask students to think about what skills each person in each case study has and if they are transferable to other roles.</p> <ul style="list-style-type: none"> <li>● <b>Joe - Pharmaceuticals</b> Joe could work in a large chain like Boots, could set up his own pharmacy, and could work for a pharmaceutical company or even a biotech start up. He could change direction completely; he has a science based degree so many options open. Other roles in NHS, More information available on <a href="http://icanbea.co.uk">icanbea.co.uk</a> website for pathways from pharmacy.</li> <li>● <b>Ayan - Call Centre</b> Ayan could follow up on her marketing interest in a variety of sectors. She has strong customer service experience in a commercial setting so could look at applying directly for a marketing, business development or operations role within a company. Ayan could also look at developing her staff management skills. More information on marketing related roles on <a href="http://icanbea.co.uk">icanbea.co.uk</a></li> <li>● <b>Sarah - Accountant</b> Sarah needs to consider what type of organisation she works for before moving on. Would she be happier in a more dynamic environment? A sales role with commission-based pay might provide a more direct link for Sarah between her contribution to the business. Sarah has not tried many different work settings as she went straight from school to this job so may need to explore her wider options. She can demonstrate that she has the capacity to pass exams.</li> <li>● <b>George – Platform Host</b> George could look at mechanical or maintenance courses at college or in the workplace or use his customer service skills in other settings e.g. a transport museum, tourist office.</li> <li>● <b>Sam - Electrician</b> Sam could develop a building services career or could take a higher-level qualification leading to a management role in the construction industry. Roles could include quantity surveyor, project management or construction manager. They have the possibility of continuing their professional training while employed and developing new</li> </ul>

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	specialism or work for a smaller organisation to gain a wider set of experiences.
<b>Differentiation</b>	<i>Students to look at one case study as a class and complete with support of the teacher.</i>
<b>Key messages</b>	The key messages are that <b>businesses need people in many different roles and with a huge range of skills</b> if they are going to be successful. Transferable skills will be very important as jobs change and new jobs are created.
<b>Extra Activities</b>	You may also have follow-up discussions around which sectors they are interested in and whether students are already developing those key skills.