**Year 8 LMI – four x ten minutes discussions for registration time**

Brief – the 4 power points could be used during registration time as discussions. Each power point has lots of discussion based activities, and stretch & challenge questions are included in the tale below.

Each lesson should last 10 – 15 minutes max. If additional/written activities are needed to make each topic into a longer lesson up to an hour, suggestions are given in the last column.

Over-arching learning aim: ***Exploring possibilities within Cumbria so you can plan your future.***

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| Lesson  Number | Key question for discussion | Activities | Related activities - suggestions |
| 1 | How can we use LMI to help us choose our career path? | 1. Explain that this lesson will build from their year 7 lessons where they looked at choosing a career. Use slide 2 & 3 to recap the previous topic on ‘why do people work?’ Run through key question and objectives.  2. Slide 6 – Ask the students what they might look for when buying their first car? Show suggestions on slide 7 if needed. Note down responses. Could ask which would be the most important factor?  3. Slide 8 – ‘’what should we consider when picking a career?’’ Share the scenario with the students – they’ve just watched a police TV drama and think it would be cool to become a police officer – but ask what else they would like to know before deciding if it would be right for them – note down answers.  Use slide 8 and 9 to explain that students can use Labour Market Information (LMI) to help them chose a career path – so they can combine their interests and passions, with information about the local and national economy. Show the students the definition on slide 9.  **Stretch & challenge:**   * **Are TV dramas a good way to search for a career?** * **What might be missing if a student just used TV to search for careers?** * **Which piece of LMI does each student find the most useful?** * **How can they use this information in the future?**   **Can watch video from the National Careers Service website if time – the video explains what LMI is and how it can be used.** | Students can write down the definition of ‘Labour market information’ from the board.  Students could create a display on LMI for other students – such as what LMI is, what to look for when choosing a career. |
| Link to Year 7 LMI lessons  Lesson 1 builds on from lesson 1 and 4 in the Year 7 LMI scheme of work. In year 7 students looked a ‘motivators’ for why people why. In year 8, students can now start to understand how they can combine their interests with LMI to make an informed decision about their future. |

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| 2 | How can we find Labour Market Information? | 1. Recap previous lesson – what is LMI? Why is it important?  2. Slide 6 – Show students the picture of the glass-maker – ask the class what information they would need to know first before deciding to become a glass-maker – note down ideas.  3. Slide 8 – explain that the Careers Pilot website is a useful tool to find out more about a particular job. Including routes into the job, areas of the country where jobs are highest, live vacancies, and qualifications needed.  Slide 8 – 11 show the different information about being a glass-maker and how useful the Careers Pilot website could be.  **Stretch and challenge:**   * **Why is this information useful?** * **Emphasise importance of English and maths** * **Is this type of information on the website more important than other factors such as interests/hobbies?** * **Would you take a job just because there will be lots of demand for that job in the future?** * **Is there anything else you would want to know before making a decision (emphasise work experience)**   4. Slide 12 – using the careers pilot link on the slide, ask the class for suggestions of other jobs they would like to explore – could compare their choices with the Glass-maker profile to make a +/- or pros/cons table. | Students could use the Careers Pilot website to make a job profile for a job which is of interest to them. Noting down key information:   * Pay * Hours of work * Qualifications needed * Routes into the job – college or university? * Where in the country is their job based? * Live vacancies * Duties of the job   Ask students to do an extended writing piece or debate about what information will effect their careers choices the most – personal motivators such as money/reward, or using LMI such as qualifications needed/job prospects. |
| Link to Year 7 LMI lessons  In year 7, students looked at picking jobs/careers linked to their own personal interests/likes/  hobbies.  This lesson will introduce LMI as another factors when making a choice. |

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| 3 | Where can I find local job vacancies? | 1. Recap previous lesson – How can we find LMI (link back to Career Pilot website). Introduce today’s question and key objectives.  2. Slide 5 – Explain that another important piece of LMI is Working Patters (fixed term vs permanent). Ask if the students have heard of the phrases on the slide.  Talk through each slide to explain the key word.  **Stretch and challenge:**   * **Could Flexi-time be used for every job? Would you like the freedom of flexi-time? Would it put you of a job or make you want a job more?** * **Why do some jobs need to work in shifts?** * **What are the +/- of working shifts?** * **Why might some people be placed on a fixed term contract? Is a fixed term contract fair? Would anyone like a fixed term contract? Which industries might use them?**   3. Slide 10 – explain that job vacancy search sites can also be a useful tool to find out about current jobs in demand, current pay rates, skills and qualifications needed, and which sectors are most in demand.  Use slide 11 – 13 to show how to find sectors high in demand.  4. Slide 14 – Share a typical job advert with the students to highlight the key information they may wish to take from it. Let the class do the same for the job advert on slide 15. | Students could write down each key work definition and re-write it in their own words. Students could also crate a careers ‘key words’ board where they describe each working pattern but also write down the pros/cons of each method.  Students could use the job vacancies websites suggested in the lesson to research LMI in their areas, such as:   * Sector with the highest vacancies * Range of pay/salary (link to maths) * Most sought after skill * Companies looking for the most staff * Research a company who is recruiting |
| Link to Year 7 LMI lessons  In year 7, students looked at matching their interests and likes to a job.  This lesson will introduce get students to try and match this to live vacancies and see how much demand there is. |

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| 4 | How many jobs are there in Health Care? | 1. Recap previous lesson – Where can I find vacancies – introduce today’s objectives and key question.  2. Slide 5 – Explain that Health Care is a growth sector due to an Ageing Population – and that the NHS is the biggest employer in the Cumbria.  3. Slide 6 – Show Danny’s story video to highlight all the different people who supported Danny when he was ill. Show all 19 on slide 7.  4. Slide 8 – Explain that in the NHS there are over 350 different roles within the NHS, not all medical or involved in care.  5. Slide 9 – show the picture of the NHS careers page and follow the link to find videos on different roles within the NHS.  9. Slide 10 – ask students about the importance of knowing that the NHS is a growth sector. | Students could write down each key work definition and re-write it in their own words. Students could also crate a careers ‘key words’ board where they describe each working pattern but also write down the pros/cons of each method.  Students could use the job vacancies websites suggested in the lesson to research LMI in their areas, such as:   * Sector with the highest vacancies * Range of pay/salary (link to maths) * Most sought after skill * Companies looking for the most staff * Research a company who is recruiting |
| Link to Year 7 LMI lessons  In year 7, students looked at ‘an ageing population’ as a driving force behind economic growth in Cumbria.  This lesson will discuss health care, and the different possibilities in this sector. |