**Year 9 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 | What are the good things about living and working in Cumbria? | 1. Explain that this lesson will build from their year 8 lessons where they looked at what Labour Market Information is and where to find it. Use slide 2 to recap their year 8 work – using job adverts online to find LMI. Explain what the lessons in year 9 will focus on opportunities in Cumbria specifically. Introduce this lesson’s key question and objectives.  2. Slide 5 – ask the students what they like about living in Cumbria? Note down responses.  3. Slide 6 – show the students the YouTube clip, ask them to watch out for reasons the young people in the video enjoy living in Cumbria and what opportunities there are.  **Stretch & challenge:**   * **What was the biggest reason for living and working in Cumbria?** * **Did the video highlight any negative parts of living in Cumbria?**   4. Slide 7 Students could link living to Cumbria with a ‘work-life balance’ – may need to define this to begin with and why it is important. | Students could make a World War 2 style recruitment style poster which highlights all the benefits of living and working in Cumbria. |
| Link to Year 7 LMI lessons  Lesson 1 builds on from the LMI lessons in year 7 and 8 by highlighting opportunities to young people right here in Cumbria.  Previously students had thought about their own interests and talents, but can now link them to local growth areas. |

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| 2 | What are the biggest employment opportunities in Cumbria? | 1. Recap previous lesson – what are the benefits of living and working in Cumbria? Introduce this lesson’s key question and objectives.  2. Slide 5 & 6 – explain that the students will be looking at opportunities within the local area. Use slide 5 + 6 to run through some key headlines.  3. Myths - use slides 7 – 11 to highlight some common myths young people may have heard or think. Show the headlines on the myth busting page to highlight some of the biggest opportunities and growth areas for young people to consider.  3. Slide 12 & 13 – show the students the jobs which were most in demand in Cumbria.  **Stretch and challenge:**   * **What does the range of jobs suggest about living in Cumbria?** * **Did anything surprise you today?** * **What did you think would be the most sought-after job in Cumbria?** * **What do you think will be the top 10 jobs in a few years’ time?**   . | Students could use the myths slide to make their own ‘myths and facts’ displays for other in the class.  Students could make a parents guide on the local opportunities to research with their child.  Students could work in pairs and each research a different employer from the top 10 list – looking at what the business does, the different roles, and routes into that business.  Students could research one of the top 10 jobs, making a job profile for the role and research the routes into that job, the skills needed and the qualifications required. |
| Link to Year 7 LMI lessons  In year 7 & 8, students looked at sources of LMI and looked at how jobs have changed in the last decade.  This lesson will identify the most in demand jobs in Cumbria and the employers most looking to recruit. |

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| 3 | What are the key skills employers want? | 1. Recap previous lesson – What are the biggest opportunities within Cumbria for work and jobs – use slides 3 & 4 to recap. Introduce this lesson’s key question and objectives.  2. Slide 7 – explain that the research shows that young people may chance their jobs between 10 – 15 times. Connect this to the importance of transferable skills, such as team work and communication skills, which can be important in a range of sectors and roles.  3. Nurse Vs Web designer – use slide 8 to introduce the task. On slide 9, show the 12 different skills and ask the students to think about which skill is linked with each role. Show answers on slide 10.  **Stretch and challenge:**   * **Pick one skill and give an example of when you have shown it.** * **Which skill are the most important for each role?** * **Could any skill be used in both roles?**   4. On slide 11, remind the students of the top 10 jobs in Cumbria. Ask the students to think about the top skills needed for one of the jobs.  On slide 12, show the top skills that employers in Cumbria were looking for. Could ask the students to think about which of the top skills they have strengths in, or when they have shown them.  **Stretch and challenge:**   * **Which skills will the subjects you are thinking about/picked for GCSE help you develop.** * **Which jobs are linked with the different skills?** * **Which Cumbria Growth Sector are the skills linked with?** | Students could pick different job roles and use the Career Explorer search tool on the National Careers Service website. Then make a poster on the top skills needed for that role.  As a class, could link the school’s extra curricula activities and the skills they would build – then link it to a job.  Each student could take one of the top skills Cumbria employers are looking for, and then do a poster on that skilo which describes the skill and gives examples of ways to build/show that skill. |
| Link to Year 7 LMI lessons  In year 7 and 8, students considered jobs based on their interests and talents.  This lesson students will consider the skills employers in Cumbria are looking for. |

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| 4 | What skills have you developed? | 1. Recap previous lesson – What are the essential skills employers want? Discuss what are transferable skills and what are the 8 essential skills employers want.  2. Slide 7 – Ask the students if they can think what skills they have developed in Science lessons (there is a list on next slide).  3. Slide 8 – The list of skills used in Science, you can expand on this to see if students understand all these skills and have wider discussions.  4. Slide 9 – Ask the students if they can think what skills they have developed in History lessons (there is a list on next slide)  5. Slide 10 – The list of skills used in History, you can expand on this to see if students understand all these skills and have wider discussions.  9. Slide 11 – Self-Assessment. Each student on a piece of paper can write each skill down and rate themselves on each of these skills and how they have used that skill. | * Using lists of skills used in History and Science, students could work in pairs and write down different careers that would use these skills. * Working in pairs – pick 2 other subjects and see if students can list skills used in those subjects. * Slide 11 extension – use the other 4 essential skills and rate themselves and comment how they use those skills   A group of signs with text  AI-generated content may be incorrect. |
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