



Lesson plan 1— Introducing Careerpilot



Gatsby 1,2,3

Title of lesson	Introducing Careerpilot to Year 7
Overview	Students are introduced to the Careerpilot website and how it can be used from Year 7-13 in order to find out more information about careers, courses and options at 14, 16 and 18.
Learning Objectives	<p>By the end of this lesson, learners should:</p> <ul style="list-style-type: none"> • Be able to register on the Careerpilot website • Know where to find out information about jobs and careers
Starter Activity	Students are asked what the 4 people do in the photographs (on the PPT). This could be extended to get them to think of how many different jobs there are in total. Ask the students what the robot does, which will then lead onto a discussion about how jobs might change in the future with drones, Artificial Intelligence etc.
Main Activity	Students are shown the key areas of the website using the PPT. They are shown how to register and then asked to work through the 5 suggested activities. Students work through the activities, focussing in particular on the Job sectors part of the site— bookmarking the ones that they are particularly interested in
Extended Activity	Any students that finish early could be shown the Careerometer and use it to compare jobs. Get students to find out the highest paid jobs or jobs with the longest working hours & rank them
Plenary	<p>Ask students if they found any unfamiliar jobs? Jobs that had the highest salaries? Jobs that had the longest hours?</p> <p>Hands up or Stand Up / Sit Down—Ask students what they want to be when they are older? Get feedback</p>
Resources Required	Careerpilot—Year 7 Presentation



Lesson plan 2 — Using Careerpilot to research jobs of the future



Gatsby 1,2,3

Title of lesson	Using Careerpilot to research jobs of the future
Overview	Students use Careerpilot to find out more about jobs and careers and work out which jobs might change in the future due to changes in technology
Learning Objectives	<p>By the end of this lesson, learners should:</p> <ul style="list-style-type: none"> • Know how to use Careerpilot to find out information on Jobs and Careers • Be able to use Labour Market Intelligence (LMI) to predict which jobs will grow / decline in the future
Starter Activity	Students are given a time limit of 10 minutes to come up with an A-Z of jobs. i.e. they need to think of a job that begins with each letter of the alphabet— e.g. Accountant, Banker, Chiropodist, Dentist, Electrician etc. If there are gaps show the students the missing jobs that they could have chosen— Activity 2.1
Main Activity	Students are shown Jobs Profile pages within the Careerpilot site that show Labour Market Intelligence data— Explain what the figures mean in terms of growth and decline. Students try to find 5 jobs that are going to decline and 5 that are set to increase and draw a poster to show the information graphically.
Extended Activity	Any students that finish early could be asked to suggest reasons for why the changes are predicted to happen and add this information to their poster
Plenary	Introduce the students to 5 new jobs of the future and see if the students can guess what they involve—this could be done as a card sort—students have to match up the description to the job. - Activity 2.2 Students could be asked to find out more ‘jobs of the future’ for homework.
Resources Required	<p>Colouring Pens , poster paper, glue etc.</p> <p>A-Z of jobs Activity 2.1</p> <p>Card Sort Activity 2.2</p>



Lesson plan 3 — Using Careerpilot to explore Green careers



Title of lesson	Using Careerpilot to explore Green Careers
Overview	Students use Careerpilot to find out more about green careers and start to think about why these types of jobs might be important for the future
Learning Objectives	<p>By the end of this lesson, learners should:</p> <ul style="list-style-type: none"> • Be able to explain the term ‘green careers’ • Know where to research information on ‘green careers’
Starter Activity	Show the students the Real Cool Futures video showing ‘green careers’. Ask students at the end of the video if they can remember any of the jobs that were highlighted - Innovation Executive at EDF energy, Recycling Liaison Officer, Customer Services, Solar Panel Fitter, Communications Officer, Operations Manager etc.
Main Activity	Using Careerpilot students (working in groups) research the job sectors that were shown in the video clip. Choosing a selection of jobs from each job sector students need to find out: What the job involves?, What qualifications are required?, Is the job likely to grow or decline? - Activity Sheet 3.1
Extended Activity	Any students that finish early could be asked to find if there are any current job vacancies in those areas by using a job search site—e.g. https://www.environmentjob.co.uk/jobs or https://www.greenjobs.co.uk
Plenary	<p>Ask students if they found any unfamiliar jobs? Jobs that had the highest salaries? Jobs that had the longest hours?</p> <p>Hands up or Stand Up / Sit Down—Ask students what they want to be when they older? Get feedback</p>
Resources Required	<p>Real Cool Futures— Video https://www.youtube.com/watch?v=BP4-0MMFRYE</p> <p>Activity Sheet (3.1) - Comparing Green Careers</p>



Lesson plan 4 — How to choose a career: Understanding decision making



Gatsby 1,2,3

Title of lesson	How to choose a career: Understanding decision making
Overview	Students are introduced to the idea of career planning and how to start at an early age.
Learning Objectives	By the end of this lesson, learners should: <ul style="list-style-type: none"> • Know where to find information about jobs and careers • Start to think about the type of jobs that they would like to do in the future & how to make decisions
Starter Activity	Students are shown a number of video clips of people doing different types of jobs. They then think about the people around them who work—what types of jobs are they aware of? What is important when choosing a particular job? i.e. Location / Salary / Qualifications needed / Indoor or Outdoor / Office or Practical work?
Main Activity	Try to get students to think about what they would like to do and why? What is important to them? Are they good at making decisions? Students complete Understanding Decision Making activity— Activity 4.1
Extended Activity	If students finish early they can research the following people online to see what jobs they did before they became famous; Kanye West (worked in Gap) , Simon Cowell (post boy for a record company) , Zoella (worked in New Look) or Stormzy (apprenticeship) or choose somebody they would like to know more about.
Plenary	Students could be asked to prepare some interview questions so that they can go away and interview an adult or older sibling about their career choices. Worksheet available for students who are unable to do this. Ask them to come back to the next lesson with results from their interview
Resources Required	Understanding decision making—Activity 4.1 Interview an adult about their choices—Activity 4.2



Lesson plan 5 — Careerpivot Quiz Time



Gatsby 1,2,3

Title of lesson	Careerpilot Quiz Time
Overview	How quickly can students find information on the Careerpivot website?
Learning Objectives	By the end of this lesson, learners should: <ul style="list-style-type: none"> • Know where to find out information about jobs and careers on the Careerpivot website
Starter Activity	In groups students are asked to guess how many different jobs there are in existence? Explain that there are approx. 1.5 million different types of jobs around the world and that statistically they will have 10 different jobs over their lifetime. The Office for National Statistics (UK) listed 27,966 different job titles in 2015.
Main Activity	Students are given the Year 7 Careerpivot Quiz to complete—they need to try to find out the answers to 12 questions using the Careerpivot website. Once finished the answers can be swapped and marked by a different group. Small prize for the winning group or if a draw a decider question can be asked.— Activity 5.1
Extended Activity	If any students finish quickly either give them extra questions to find out or ask them to complete the Jobs Wordsearch (Activity 5.2)
Plenary	Students are asked for the last time to suggest what they what to do as their job when they get older. Record as a tally chart on the board, including any that don't know. See if there are any job sectors that are more popular than others. Has anyone changed their mind since Lesson 1?
Resources Required	Year 7 Careerpivot Quiz (Activity 5.1) Jobs Wordsearch (Activity 5.2)