

## Preparing for Skills London 2017 - Lesson Plan and Notes

Your group visit to Skills London is fast approaching; ensure your students are fully prepared with this lesson plan and accompanying PowerPoint presentation. Recent research shows that; *positive impacts can be expected to be optimised when young people are well prepared for careers events and undertake follow up activities after the activity*<sup>1</sup>.

This lesson plan is approximately 1 hour with an additional piece of homework and suggestions for debriefing activities after the event. Please feel free to adapt this plan over a few shorter lessons or a group assembly if preferred.

If your students are allowed to use their phones at the event, we encourage them to take photos of the activities they have tried, interact with our social media channels and enter our social media competitions (details are included at the end of the presentation).

### Activities contribute to:

- Learning areas of the CDI Framework for Careers, Employability and Enterprise Education<sup>2</sup>
  - Self-awareness
  - Investigating jobs and labour market information (LMI)
  - Making the most of careers information, advice and guidance
  - Identifying choices and opportunities
- Gatsby Benchmarks<sup>3</sup>
  - 2: Learning from career and labour market information
  - 5: Encounters with employers and employees
  - 7: Encounters with further and higher education

### Learning objectives:

1. Students reflect on what they could potentially do in the future by thinking about what they enjoy, where their strengths lie and how they could apply these skills to a career.

---

<sup>1</sup> How to make the most of careers events with employers: Education and Employers Taskforce: July 2017  
<http://www.educationandemployers.org/research/how-to-make-the-most-of-careers-events-with-employers/>

<sup>2</sup> Career Development Institute: <http://www.thecdi.net/New-Careers-Framework-2015>

<sup>3</sup> The Gatsby Foundation: Good Career Guidance  
<http://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf>

2. Students improve their knowledge of industry sectors, possible career pathways, future career predictions and the skills gap in the labour market. This will enable them to make an informed career decision.
3. Students and teachers become familiar with the Skills London online resources and utilise them effectively prior to their visit (i.e. careers information, exhibitor list, floorplan, Get Skilled stands and features at the event).
4. Students feel inspired about their future, prepared for the event and have the confidence to think differently about their own career paths.

**Set-up required:**

- Projector screen to show accompanying PowerPoint presentation and videos
- Access to the internet as a group or individual screens to view the Skills London online resources

Slide No	Notes	Timings
1	<p><b>Preparing for Skills London 2017</b></p> <p>Inform students that they are due to visit the UK's biggest jobs and careers event on Friday 24<sup>th</sup> November at the ExCeL, to expand their horizons and explore their career options under one roof.</p>	10 minutes
2	<p><b>What is Skills London all about?</b></p> <p>View the Skills London 2016 highlights video to give students an insight into the event.</p>	
3	<p><b>What are your career ambitions?</b></p> <p>Ask students whether they have a career ambition with a raise of hands. Encourage discussion and ask the students what they want to do. Use the following points to prompt further discussion:</p> <ul style="list-style-type: none"> <li>- What have they based their career decision on (if they have one)?</li> <li>- Do you they know what qualifications they need to achieve their chosen career path?</li> </ul>	
4	<p><b>What are the options post 16?</b></p> <ul style="list-style-type: none"> <li>• Will you stay in education at sixth form or college?</li> <li>• Will you look for an apprenticeship, a job with training or a traineeship?</li> <li>• You could also think about starting your own business or volunteering alongside your studies?</li> </ul>	15 minutes

	<p><b>What are your options post 18?</b></p> <ul style="list-style-type: none"> <li>• Will you pursue an apprenticeship, a job with training or a traineeship?</li> <li>• Will you study a work-related course or move into higher education?</li> <li>• Will you apply for a job?</li> </ul> <p>Refer to the online resources on the Skills London website as a group or individually  <a href="http://www.skillslondon.co.uk/About/Resources/CareersInformation.aspx">http://www.skillslondon.co.uk/About/Resources/CareersInformation.aspx</a></p>	
5	<p><b>What career sectors will be at Skills London?</b></p> <ul style="list-style-type: none"> <li>- Ask the students if they have considered what it would be like to actually work in their chosen sector and what would they be doing (if they have one).</li> <li>- Pick a few of the sector videos to show the students what it is like to work in the various sectors.</li> </ul> <p>Refer to <a href="http://www.skillslondon.co.uk/Videos/Sectorfilms.aspx">http://www.skillslondon.co.uk/Videos/Sectorfilms.aspx</a> (each film is approximately 2 mins)</p>	10 minutes
6	<p><b>What does the future job market look like?</b></p> <p><b>Talk about what makes London different to many other areas of the UK:</b></p> <ul style="list-style-type: none"> <li>○ Hundreds of thousands of people move into, around and out of the city, with many commuters travelling for over two hours every day</li> <li>○ A higher percentage of the London workforce is qualified to a high level than elsewhere</li> <li>○ London’s population has been increasing over a number of years and that is set to continue</li> <li>○ Wages are higher as are prices (especially housing costs)</li> <li>○ Most workers provide a service rather than manufacture goods</li> <li>○ Few people are involved in agriculture or fishing</li> <li>○ The creative industries are very important to London – contributing over 11% of the value of all goods and services for the capital</li> </ul> <p><b>Talk about what is likely to happen in the London job market looking back at previous years:</b></p> <ul style="list-style-type: none"> <li>○ In the last five years, employment has grown by 16.1%, which equates to an annual average growth rate of 3% or 158,000 jobs per year</li> <li>○ This contrasts to a total growth of 6.9%, or an annual average growth rate of 0.2% or 7,900 jobs per year, over the 40-year history from 1971 to 2011</li> <li>○ At the same time, however, in the five years since 2011 output in London has grown by an average annual rate of 3.0%, which</li> </ul>	5 minutes

	<p>compares to the estimated 2.3% per annum experienced between 1971 and 2011</p> <ul style="list-style-type: none"> <li>○ The number of jobs in London will continue to grow to almost 7 million</li> <li>○ Jobs in the professional, real estate, scientific and technical sectors will grow very strongly</li> <li>○ There will also be big increases in employment in; administrative and support services, accommodation and food services, information and communication sectors, education, and health sectors</li> </ul> <p><b>Talk about the potential issues:</b></p> <ul style="list-style-type: none"> <li>○ Will there be enough skilled workers for all these new high level jobs?</li> <li>○ Will wages have to rise as employers compete for those with the right skills?</li> <li>○ What should you be doing to help you to compete for the best jobs? (Carry on learning to the highest level you can both now, and throughout your working life).</li> </ul> <p>Extension activity – ask students to volunteer ideas about the range of careers they might expect to find in each of the sectors that are set to grow.</p>	
7	<p><b>What to do at the event?</b></p> <p>There is plenty to do at the event including hands on activities, trying new skills, attending Career Ready Talks, visiting and engaging with exhibitors and checking out the event features.</p> <p>Ask the students to prepare a plan for their visit:</p> <ul style="list-style-type: none"> <li>- Which exhibitors do they want to see? Refer to the exhibitor list <a href="http://www.skillslondon.co.uk/Visit/ExhibitorList.aspx">http://www.skillslondon.co.uk/Visit/ExhibitorList.aspx</a></li> <li>- Will they have a go at the Get Skilled stands? Refer to the Get Skilled list <a href="http://www.skillslondon.co.uk/Visit/WhatsOn/GetSkilled.aspx">http://www.skillslondon.co.uk/Visit/WhatsOn/GetSkilled.aspx</a></li> <li>- Which zones will they visit? Refer to the floorplan <a href="http://www.skillslondon.co.uk/Visit/Floorplan.aspx">http://www.skillslondon.co.uk/Visit/Floorplan.aspx</a></li> <li>- Which Career Ready talks will they go to? Refer to What's On section <a href="http://www.skillslondon.co.uk/Visit/WhatsOn/Whatson-Schedule.aspx">http://www.skillslondon.co.uk/Visit/WhatsOn/Whatson-Schedule.aspx</a></li> </ul> <p>If the students are travelling to the event independently, ask them to plan their route and timings. Refer to <a href="http://www.skillslondon.co.uk/WhereWhen.aspx">http://www.skillslondon.co.uk/WhereWhen.aspx</a></p>	15 minutes
8	<p><b>What questions will they ask exhibitors?</b></p>	5 minutes

	<ul style="list-style-type: none"><li>• What does your company do?</li><li>• What careers do you offer?</li><li>• What qualifications do I need?</li><li>• How much can I earn?</li><li>• What is a typical day like?</li><li>• What are the progression opportunities?</li><li>• How do I apply?</li></ul>	
--	---	--

**Homework:** A resources pack has been sent to your school / college. Within this, each student will have a career match card that contains a link to a career quiz to enable students to understand what sectors their strengths and interests are suited to. Students are encouraged to bring the results to the event and use this as an icebreaker to start conversations with exhibitors.

## Post-event debriefing:

### Skills London: What did you do to follow up your experiences at Skills London?

Preparation – ask students to bring in all examples of literature or other items they collected during their visit. Ensure all students have the contact details for the school / college careers adviser or careers team.

- Ask students to compile a graph or chart to show how many types of item they collected (leaflets, booklets, pens, bags, other giveaways)
- Vote on the “best” or most useful
- Discuss (either in groups or as a class)
  - Has anyone followed up and contacted any of the organisations after the event?
  - Who discussed the event with their family?
  - How many have already / will be talking to a careers adviser about how their plans have been influenced by Skills London?

### Skills London: What difference did it make?

- Ask for a show of hands – who tried out a new activity? Ask for a few volunteers to describe what they did. Was it fun / educational / difficult?
- Split into discussion groups. Use the topic; ‘What difference did the visit to Skills London make to future plans?’ Ask a volunteer to feed back the views of the group using the following prompts:
  - I had no clear ideas before I attended – now I have been inspired to find out more about ..... (career area / learning option)
  - I had a firm idea about what I want to do next, but my mind was changed by ... (activity / employer / education provider)
  - I had pretty much decided what I want to do next; my visit to Skills London confirmed that I am on the right track, especially when I spoke to ... (employer / education provider).

Extension activity: Students compile a brief report for the careers section of the school/college website on their experiences.

Please share any feedback of the event or the resources used by emailing [fiona.whitewood@prospects.co.uk](mailto:fiona.whitewood@prospects.co.uk)