Power Changers

STEM Lessons for Primary Schools in the UK and Ireland

Jobs for the Future

sse | For a better world of energy

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INTRODUCTION

Welcome to SSE's 'Power Changers' suite of STEM lessons for primary aged pupils across the United Kingdom and Ireland.

We are delighted to align our primary school suite with some of the key elements which our future workforce and consumers can influence and shape on our journey to supporting net zero. We hope these vibrant lessons help pupils understand their role and the exciting possibilities available to them in their future. As an inclusive employer, SSE understands the benefits of inspiring everyone to consider the energy sector and the wide range of green skills we will require.

The change of the scale and nature needed to achieve net zero brings social consequences, impacting people – employees, consumers, communities, suppliers, and wider society – in many different ways. Our Just Transition Strategy provides a framework of 20 principles, helping to guide our decision-making and influence greater fairness for those impacted by the decline of high-carbon economic activity and increase the opportunities of climate action.

We know that STEM-based education for pupils at the primary phase is incredibly important. The lessons found in this booklet teach children much more than science, technology, engineering and mathematical concepts; they also focus on hands-on learning and real-world application, building the essential skills such as Listening and Creativity in order for them to effectively apply these concepts.

We truly hope you will enjoy delivering these interactive lessons and together we can inspire a whole new generation of innovative and inquiring minds.

Sam Greer, Education & Employability Manager, SSE

Facilitators should be aware of the following pieces of information before delivering these lessons:

All lessons in this suite are designed to be delivered in a normal classroom setting, although facilitators could adapt them for use in an assembly.

Each lesson plan contains information about how it can be adapted to suit pupils with SEND provision.

Each lesson plan builds one essential skill step from the Skills Builder Framework for essential skills. This Framework provides a common language for defining and developing eight essential skills. You can explore the Framework here.

Lesson slide decks, worksheets and knowledge organisers for each lesson can all be found in the appendix ready for download at SSE's STEM website.

The lessons can be delivered by an in-class teacher or delivered by SSE volunteers. To contact SSE about this opportunity, please email stem@sse.com. It is suggested that if only one lesson is to be delivered, that this is the first lesson in the topic.

Please share your pupils' work on social media, tagging @SSE on Twitter or @SSEplc on Instagram and using the #STEMatSSE tag.

KS2 JOBS FOR THE FUTURE

AGE 9 – 12 YEARS

Title	Length	Subject Links	Essential Skills
Moving with the Times	1 hour	English / History / PSHE	**Step 5** – I listen to others and record important information as I do
Changing Careers for Changing Times	1 hour	English / History / PSHE	**Step 9 -** I develop ideas by asking myself questions
Celebrating Ourselves	1 hour	English / History / PSHE	**Step 5** – I speak effectively by using appropriate language

OVERVIEW OF LESSON SET

The 'Jobs for the Future' lesson set contains three lessons that firstly help pupils understand the term 'career' and how the range of careers that are available today are different to those in the past and those they might be doing in the future. They will understand how jobs have changed over time and will develop an awareness of career pathways. They'll consider their own skills and how these can be applied to real-world jobs.

OVERVIEW OF RESOURCES REQUIRED

Moving with the Times	- Interactive whiteboard - Knowledge organiser - Worksheet provided
Changing Careers for Changing Times	- Interactive whiteboard - Knowledge organiser - Scrap paper and pens - Worksheet provided
Celebrating Ourselves	- Interactive whiteboard - Knowledge organiser - Scrap paper and pens - Worksheet provided - Electronic tablet/iPad (optional)

Delivery materials can be found in the appendix.

Remember to share your pupils' work with SSE and schools across the country on social media!

@SSE

@SSEplc

#STEMatSSE

Would you like a volunteer at SSE to facilitate these lessons? Contact **stem@sse.com** to request delivery support. More information about SSE's Just Transition programme can be found at https://careers.sse.com/homepage.

MOVING WITH THE TIMES

Moving with the Times	Key Stage 2 (Year 5-6)	English, History, PSHE

Curriculum Links

English NC

English

- Composing and rehearsing sentences orally (including dialogue).
- Asking questions to improve their understanding
- Opportunities to write for a range of real purposes and audiences
- Noting and developing initial ideas, drawing on reading and research where necessary
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Prepare readings, with appropriate intonation
- Provide reasoned justifications for their views
- Assessing the effectiveness of their own and others' writing

History

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Address and devise historically valid questions about change, cause, similarity and difference, and significance
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between…cultural, economic…and social history; and short- and long-term timescales

Scottish NC

Expressive arts

- Express themselves in different ways and be creative
- Prepare the advanced learning and future careers by building foundations for excellence in the expressive arts
- Work co-operatively and communicate with other, and show initiative, dependability, leadership and enterprise

Health and wellbeing

- Identify when they need additional support
- Be equipped to explore different options for life beyond school and be supported so that they can make successful transitions into work, education or training

Languages

- Develop their ability to communicate their thoughts and feelings and respond to those of other people
- Develop the high level of skills in listening, talking, reading, and writing which are essential for learning, work and life
- Use different media effectively for learning and communication
- Exercise their intellectual curiosity
- Develop an awareness of audience and register, communicating successfully in ways that are appropriate to different situations

Sciences

- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture

Social studies

- Establish firm foundations for lifelong learning and, for some, for further specialised study and careers

Technologies

- Develop an understanding of technologies and their impact on society – in the past, present and future
- Experience work-related learning
- Promote enterprising behaviour and ways of learning that prepare young people for their future lives and careers

Welsh Curriculum

- Humanities
- Science and technology
- Languages, literacy and communication
- Learning about local, national and international contexts

Northern Irish Curriculum

- Languages and literacy
- The world around us
- Personal development and mutual understanding

Republic of Ireland Curriculum

- Social environment and scientific education
- Primary language
- Social, personal and health education

Big Picture:

This is the opening lesson in the Jobs for the Future learning sequence. This lesson sets the scene for the rest of the unit, focusing on prior knowledge of changes in the past and how these link to careers. Pupils will gain an understanding of the term 'career' and how the range of careers that are available today are different to those in the past and those they might be doing in the future. They will understand how jobs have changed over time and will develop an awareness of career pathways. They will be introduced to the work of SSE and some of the careers they include. In the lessons that follow, pupils will become aware of the roles in SSE and how these are developed to meet changes to needs and changing technologies. Pupils will then produce a mock job application, celebrating their existing skills and interests.

Lesson Objective:	Assessment:	Resources:
'To understand how careers change over time.' *'To listen to others and record important information – Listening Step 5*	Pupils' existing knowledge of the terms career and job can be explored in the initial talk thread and then the introduction. It is important to explore children's awareness of why people might have a particular career. Facilitators can then identify how well children understand careers in the past, present and future and if they are able to understand how knowledge and skills link to what is required in a particular career.	Facilitators will need to display 'lesson 1' PowerPoint on a large display screen. Pupils should also be provided with the Venn diagram resource (one per group or pair, as preferred) and each individual child should receive a print out of the table resource. All children should be able to see the knowledge organiser provided for the lesson and copies should be provided for specific children who would benefit from their own copy.

Lesson Plan

Key vocabulary for the lesson:

Job, career, career pathway, skills, knowledge, qualification, change, modernisation, innovation, technology, past, present, future, listening

Additional Adult Role:

Additional adults should support children with lower prior knowledge of careers and who may have less awareness of careers today.

Timing	Facilitator	Pupil
5 mins	**Do Now:** Slide 3: Introduce the talk thread/discussion starter: 'a career is a job' Ask pupils to discuss their responses to this. Explain to the children that at this stage, you want to gauge their understanding of the two words career and job- as they are important in the lessons on jobs for the future.	Children to discuss in pairs and then share ideas with the facilitator. Take ideas from the children and identify if children can see the key differences. Ensure this information is recorded onto a shared display so it can be referred to later in the session.
Check	Take ideas from the children about the similarities and differences between a career and a job. Are children able to give examples of a career and / or a job?	
20 mins	**Introduction**: Slide 4: Introduce the key words for today: Job and career. Facilitator to make it clear that a job is a single role and tends to be shorter term whereas a career is longer term and is something you do because it's your purpose. Can children give an example of a career that someone may have?	

Slide 5:

Show slide focusing on careers vs jobs. It is important that children do not confuse a career with a job. Spend some time focusing on the differences between the two terms and build in discussion about what children think a career pathway is.

Slide 6:

Show the task to the children and ask them to complete the statements to review their understanding.

You might have a career in _____ and your role could be as a trainee nurse, a nurse, a doctor, a surgeon or a consultant. You could have a career in education and have the position of...You might have a career in sport and your role could be…

Explain that in this unit. Children will be considering what jobs in the future might look like. In order to do this, we need to consider jobs from the past and how jobs have developed over time.

Slide 7:

Show 3-part Venn diagram with headings of past, present, future. Use two examples to discuss where they might go – teacher is something that is from the past, present and future so would go in the middle. Youtuber would go in present and future. Facilitator may wish to add their own examples or children's.

Important to give clarity on the term 'past' and ensure children are aware that for this task, we are considering 50+ years ago.

Children then to add the remaining ideas to their own Venn diagrams (this could be on whiteboards / rough paper or the facilitator could print a copy of the slide).

If any children complete this task, they are able then to add their own ideas to the Venn diagram.

Slide 8:

Introduce Listening as the receiving, retaining and processing of information or ideas.

Explain that during the lesson the children will be using their Listening skills to record important information that is shared with them about jobs and careers.

Check

What is a career? How is it different to a job? (Give example of how someone could have a career in teaching but teaching at a particular school is a job).

What is the purpose of a career? Why do they exist? Why might someone choose a career?

How can recording important information help you to listen?

15 mins

Provide Model:

Slide 9:

Reflect on the previous task – why is it so difficult to come up with careers that belong in the 'future only' section of the Venn diagram? Explain that this is why the big question is so important: how do we prepare for careers that may not even exist yet?

Take ideas from the children from the Venn diagram task and display this. Ask if the roles that are two or all three of past, present, future have remained the same. Discuss the example of teaching and how this might have changed over time e.g. using technology, changing behaviour management etc.

Slide 10:

	Show example of past career and career from modern-day. Discuss with the children what is changing in each image (mechanic shown with an old-fashioned engine, a modern, petrol engine and an electric car with laptop). Discussion should also be extended to what will be the same (e.g. all require training, skill, patience…) Slide 11 Show table for the pupil practise session – model using a familiar example of how a career in this area might have changed (use car mechanic as example – past focusing on older, less reliable cars; present developing understanding of electronics and fuel efficiency; future may focus on electric cars, solar powered etc.). Take ideas from the children. Clicking on the slide reveals suggested responses.	Children to share their ideas with the facilitator about what is changing in each image. Children will understand that the careers available to them in 10 years' time may not even exist yet however there are trends that we can see. They will see how the development of technology and important issues lead to new careers. Children to suggest ideas of other professions and how they might have changed during this stage of the input. Important that they giving rationale behind their ideas for how things might have changed in the future.
Check	Through discussion on the 'do together' modelling, are children able to consider how the changes shown in the images link to the knowledge / skills needed to do that particular role. Facilitator will also check whether children could apply the same process to other example(s). Recognise when children are recoding important information as they listen.	
15 mins	**Pupil Practise:** Slide 12: Show pupil practise sheet on the interactive whiteboard showing the mechanic example and two others. Show the ideas suggested so children are able to see that on the social media influencer, 'did not exist' is recorded in the 'past' section as this was not a career until recently. (Click to reveal the answers in the second two examples: social media influencer and engineer on the slide, as these are covered to allow discussion)	Children to examine examples of careers available and how they have changed over time as well as predicting how they might change over time. Children are able to select the careers they have come up with on their Venn diagram task or can use the pre-written options. In some boxes, they will write 'did not exist' or 'will not exist' if they think this is appropriate. GD: children to consider any roles that may not exist yet but will do in the future.
Check	Facilitator to ensure children are making sensible decisions about the careers they are choosing to include in their tables, focusing on whether they have the existing knowledge to add their ideas. Consider whether children are starting to see patterns with the changes to the careers and the skills needed to do that role. Recognise when children are recoding important information as they listen.	
5 mins	**Review of Learning:** Slide 13: Explain to the children that careers will continue to change however there are many things that all careers need – even ones that don't exist yet – which we all have. Ask the children to consider the questions shown. Slide 14: Finally, show video of SSE apprenticeship. Explain to the children that one person's career pathway can be very different to another's. The best thing about being an SSE apprentice? – YouTube https://youtu.be/QgRW1kzNG9w Tell the children that they are going to be looking in more detail about SSE. Slide 16:	How have careers changed? How do you predict they will change in the coming years? Will career pathways be very different because of these changes? Slide 14: Give each child a post-it and ask them to write what their key take away is from today's lesson. There are some suggestions of sentence starters shown on the slide but children can also choose their own.

Ask the reflection questions to help children understand and communicate the skill they have focussed on alongside their knowledge. Use the children's answers to judge their understanding of Listening Step 5

Check

Pupils' completed work will show how well children have understood how careers have changed over time including some of the roles that may have been added e.g. forensic scientist for police. The exit tickets show if children have been able to understand key difference between a job and a career and if they can see trends in how careers have developed over time.

Use the children's answers to the Listening reflection questions to judge their understanding of Listening Step 5 – I listen to others and record important information as I do.

Considerations for inclusive and adaptive teaching:

Pupil practise table given in two forms so facilitators can give children more guidance on the careers they choose. More able children may be given the blank version for greater choice. Extension task also provided so children can consider examples of careers that they think will be created in the future but are not available today.

Pre-teach of career-related vocabulary vital for new to English children. An adapted format of resource is available for these children where they focus on three careers available in the present and with discussion prompt to consider if they were available in the past and how they were the same / different.

Children learning EAL or with SEND may benefit from pre-teaching using the knowledge organiser for this lesson too.

CHANGING CAREERS FOR CHANGING TIMES

Changing Careers for Changing Times	Key Stage 2 (Year 5-6)	English, History, PSHE

Curriculum Links

English NC

English

- Composing and rehearsing sentences orally (including dialogue).
- Asking questions to improve their understanding
- Opportunities to write for a range of real purposes and audiences
- Noting and developing initial ideas, drawing on reading and research where necessary
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Prepare readings, with appropriate intonation
- Provide reasoned justifications for their views
- Assessing the effectiveness of their own and others' writing

History

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Address and devise historically valid questions about change, cause, similarity and difference, and significance
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between…cultural, economic…and social history; and short- and long-term timescales

Scottish NC

Expressive arts

- Express themselves in different ways and be creative
- Prepare the advanced learning and future careers by building foundations for excellence in the expressive arts
- Work co-operatively and communicate with other, and show initiative, dependability, leadership and enterprise

Health and wellbeing

- Identify when they need additional support
- Be equipped to explore different options for life beyond school and be supported so that they can make successful transitions into work, education or training

Languages

- Develop their ability to communicate their thoughts and feelings and respond to those of other people
- Develop the high level of skills in listening, talking, reading, and writing which are essential for learning, work and life
- Use different media effectively for learning and communication
- Exercise their intellectual curiosity
- Develop an awareness of audience and register, communicating successfully in ways that are appropriate to different situations

Sciences

- Recognise the impact science makes on their lives, on the lives of others, on the environment and on culture

Welsh Curriculum

- Humanities
- Science and technology
- Languages, literacy and communication
- Learning about local, national and international contexts

Northern Irish Curriculum

- Languages and literacy
- The world around us
- Personal development and mutual understanding

Republic of Ireland Curriculum

- Social environment and scientific education
- Primary language
- Social, personal and health education

Social studies

- Establish firm foundations for lifelong learning and, for some, for further specialised study and careers

Technologies

- Develop an understanding of technologies and their impact on society – in the past, present and future
- Experience work-related learning
- Promote enterprising behaviour and ways of learning that prepare young people for their future lives and careers

Big Picture:

This lesson builds upon lesson 1, in which children explored jobs, careers and how these have changed from the past and continue to do so. Children will develop an understanding of a range of careers, particularly focused on some of the current roles within SSE. They will know what SSE do and how they are an example of an organisation that offers a number of careers. They will know that different roles and these careers are changing and will be different when they are looking at potential careers in the future.

In this lesson, children will examine how the need for these careers are created, looking at different types of technology. They will build on prior knowledge in LKS2 and KS1 on how things change over time and will examine some of the key technologies / resources at work at SSE e.g. wind turbine. They will then learn about some of the people responsible for developing and maintaining these. Pupils will be examining the technology used in SSE renewables and considering the roles required to develop, maintain and improve these. They will understand that the technology – and the predicted developments of this and future technology – are major driving forces in the roles required. This will link to the final lesson where the children will start to consider their own strengths and why they might want to consider a particular career pathway.

Lesson Objective:

'To identify a range of roles needed to develop or maintain vital technology'

'To develop ideas by asking questions – Creativity Step 9'

Assessment:

Prior knowledge will be demonstrated through the 5,4,3,2,1 starter activity.

The mind map developed in the pupil practise part of the lesson will show the children's understanding of the roles needed to maintain difference technologies.

Resources:

Facilitators will need to display 'lesson 2' PowerPoint on a large display screen.

The do together resource will need to be printed off so that each pair has a copy.

Access to mini whiteboards or rough paper is required for every child.

All children should be able to see the knowledge organiser provided for the lesson and copies should be provided for specific children who would benefit from their own copy.

Lesson Plan

Key vocabulary for the lesson:

Technology, resources, wind turbine, hydro-electric, career, career pathway, maintain, develop, skills, knowledge

Additional Adult Role:

Additional adults should support children through aiding their discussion and help them consider the work needed to develop, maintain and improve technologies.

Timing	Facilitator	Pupil
5 mins	**Do Now:** Slide 3:	5,4,3,2,1 Children talk in pairs / small groups with: 5 examples of careers available today

	Explain the 5, 4, 3, 2, 1 task to the children where they will be recapping the previous lesson- recalling their learning as prompted on the slide.	4 examples of careers which were available in the past 3 things you remember about the work of SSE 2 types of technology which is important for this work 1 key difference between a job and a career Through this, children will be accessing their prior learning.
Check	Through taking the children's ideas from this task, the facilitator will be able to identify any misconceptions and also if they have the vital knowledge for this session which is understanding that technology has a major impact on what careers are available and that there are a number of careers that do not yet exist.	
10 mins	**Introduction**: Slide 4: Discuss key words for the session: solar power, hydroelectricity and renewable. Slide 5: Explain that today, we are going to be looking at an organisation called SSE to help us better understand Jobs for the Future. Share the video We Power Change - YouTube Take ideas from the children and record this on a shared display. Explain to the children that SSE have a vision for the future but in order to achieve this, they need to have people doing the roles. Slide 6: Share the big question and ask the children to consider this in relation to the development of technology at SSE. Slide 7: Introduce Creativity as the skill used to think of new ideas. Explain that throughout the lesson, children will be using their Creativity skills, particularly by asking questions to develop ideas.	Children given a structure to help take in the key details about SSE: • Who are they? • What are they trying to achieve? • What do they do? • What are their aims for the future? • What makes SSE special / unique?
Check	• What is SSE's vision? Why is this important? • What roles do you think are important to SSE? • Can you think of any skills or attributes people need to have a career with SSE? • What sort of questions are likely to help to improve your ideas?	
15 mins	**Provide Model:** Slide 8: Show example of technology developed or maintained by SSE through showing the children the video up to 2m30seconds Hydro: Power a Net Zero Future (SSE COP26 Exhibition) - YouTube Slide 9: Show mind map structure on the slide with image of hydro-electric plant in the middle. Ask the children to	

	give ideas of the roles needed to create, maintain and improve this. Take ideas from the children and add this to the mind map. Complete the mind map with as much detail as possible. Important that children are questioned to go further with thinking. e.g. is it working as efficiently as it can? How do we protect habitats in the surrounding areas? Highlight to children that questioning is being used to develop their ideas, which is an aspect of the Creativity skill.	Children to devise ideas for the careers, skills, questions, technology needed for SSE to consider running a hydroelectric plant. Work in pairs or small groups for this.
Check	Through questioning, facilitator to dig deeper with the children to help them suggest further ideas and ensure they are aware of the depth they can go to with task. Example questions are: • How was it built initially? • What could go wrong if it isn't maintained / repaired / improved? • Could technology be used to make maintaining this safer?	
20 mins	**Pupil Practise:** Slide 10: Show the video on wind turbines and hydro SSE Renewables ¦ For a better world of energy - YouTube Explain that children have already looked at hydro and they will now consider the jobs, skills, questions and technology needed to develop, maintain and improve the wind turbines.	Slide 11: Children will create a graphic organiser to form a basic structure around SSE wind turbines They will have made decisions on the roles of people key to developing and maintaining this. Children to work in pairs to record their ideas. Going deeper task: children to consider how the roles and skills needed would change as wind turbines are initially built, maintained and then improved.
Check	In a way similar to the pupil practise part of the lesson, facilitator to dig deeper with the children to help them suggest further ideas and ensure they are aware of the depth they can go to with task. Recognise when children are using questioning to develop their ideas.	
10 mins	**Review of Learning:** Slide 12: Finish the session with a discussion-focused activity: would you rather. The facilitator can use four parts of the teaching space with each part being A, B, C or D. Alternatively, they could ask children to show their selection in another way (e.g. whiteboards, hands up). Show the statement and options on the slide and then take ideas from the children for why they have chosen that option. Slide 13: Ask the children how they used their Creativity skills. Open a class discussion around the questions on screen. This will help children understand and communicate the skill they have built alongside their knowledge	Children to respond and feedback to the facilitator on: Would you rather…? A: choose a career now and stick to your plan B: concentrate on building up lots of different skills C: think about how careers are changing and work towards that D: something else

Check

Throughout this lesson, children will have shown on their worksheet whether they can see the connection between the development of technology and careers.

The discussion task will also show the facilitator if the children can see the connection between the changes to careers and the skills they will need in the future.

The reflection questions will show the facilitator the children's understanding of Creativity Step 9.

Considerations for inclusive and adaptive teaching:

The do together task is recommended to be done in mixed ability pairings. Where this isn't possible, additional adult support should be given to support children with the key terms.

A vocabulary help sheet is provided for children who will need additional support for the 'do together' task. This could also be used to support pre-teaching for children who may lack the background knowledge of this vocabulary.

Children learning EAL or with SEND may benefit from pre-teaching using the knowledge organiser for this lesson too.

CELEBRATING OURSELVES

Celebrating Ourselves	Key Stage 2 (Year 5-6)	English, History, PSHE

Curriculum Links

English NC

English

- Composing and rehearsing sentences orally (including dialogue).
- Asking questions to improve their understanding
- Opportunities to write for a range of real purposes and audiences
- Noting and developing initial ideas, drawing on reading and research where necessary
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Prepare readings, with appropriate intonation
- Provide reasoned justifications for their views
- Assessing the effectiveness of their own and others' writing

History

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
- Address and devise historically valid questions about change, cause, similarity and difference, and significance

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between…cultural, economic…and social history; and short- and long-term timescales

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- Personal development and mutual understanding

Republic of Ireland Curriculum

- Social environment and scientific education
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Big Picture:

This lesson builds on the knowledge gained from the first two lessons on what is meant by a career pathway and how careers are formed by the needs of an organisation or society as a whole, including some of the work of SSE. They will understand the link between need and supply in terms of labour. This final lesson of the unit takes a closer look at the connection between skills and career pathways. It examines the idea of soft skills and hard skills and how some of these are present at the start of someone's career whereas others develop over time. Children will think about how important school is in preparing them for their future career pathway and how they will already have skills that will help them in their future career. Pupils will view a number of short videos showing employees of SSE explaining their roles and their career pathways. From this, children will identify the skills shown by these people. They will then create a piece of work showing why they would want to work for SSE and why SSE would want them. This will give the children an opportunity to celebrate their many strengths and gives a good opportunity to showcase the understanding they have gained.

Lesson Objective:	Assessment:	Resources:
'To understand that career pathways are dependent on a wide range of skills.' *'To speak effectively by using appropriate language – Speaking Step 5'*	Children will show their understanding of the skills needed to succeed in a career through their applications. The questioning and verbal responses at the end of the session reviews the children's understanding of the key concepts explored in the learning sequence.	Facilitators will need to display 'lesson 3' PowerPoint on a large display screen. All children should be able to see the knowledge organiser provided for the lesson and copies should be provided for specific children who would benefit from their own copy. Small whiteboards or rough paper. Small groups to have one resource sheet per pair AND three additional resource sheets for the full group. 1x application resource per child One iPad or alternative, per pair (if choosing to make video application).

Lesson Plan

Key vocabulary for the lesson:

Application, career, career pathway, qualifications, soft skills, characteristics, strengths, personality, preferences, interests, speaking

Additional Adult Role:

Support children in recording the key details focused on working for SSE. Where possible, work with groups to ensure they are picking out the details relevant to each part of the worksheet.

Timing	Facilitator	Pupil
5 mins	**Do Now** Slide 3: Show images of hydroelectricity and wind turbines. Ask the children to think about the roles of the people who are essential to developing, maintaining and improving these assets.	Children to work in pairs or small groups to discuss prior knowledge and access the learning from the last lesson.
Check	When they have had sufficient discussion time, feedback some suggestions to the facilitator. The facilitator can then follow up their suggestions with further questions.	
15 mins	**Introduction**: Slide 4: Introduce the key words for this lesson: career pathway, attributes, essential/desirable. Slide 5: Share the big question and ask the children to share their ideas based on their previous learning.	

Slide 6:

Tell children that they are going to have the opportunity to listen to a range of people who have different roles at SSE. Explain to the children that they are going to watch the first video and they need to make notes about the person speaking about working for SSE on their whiteboards.

Show the first video (Mark, project manager)

Slide 7:

Introduce Speaking as the skill used to transmit information or ideas.

Explain that throughout the lesson, children will be practising their Speaking skills by using appropriate language in their video CVs. Encourage children to consider what kind of language they heard Mark use in the previous video.

Children to record notes based on the video using the prompts of who, what, when, where, why, how.

It is important to say to the children that they might not get information for every detail.

Once they have done this, the children should then be given time to share what they noted with their partner or group.

Check

- What did you find out about their career pathway?
- What do they do in their role?
- Did the images show you anything about their role?
- How does the language we use change in different settings?

20 mins

Provide Model:

Slide 8:

Show writing / notes structure. Shared write as example to reflect the SSE colleague shown in the first video. Important that none of this includes personal information e.g. gender, ethnicity – good teaching opportunity about equality and diversity in the workplace.

Using the Mark Beaman video (top left) as an example, complete the shared structure based on their role, background, what their role entails, vital skills, why this role is important, any other information.

Groups then need to watch the videos in turn and work together to complete the statements for each of the SSE employees.

Slide 9, 10, 11:

- Claire Russell, digital improvement lead
- Steph Walker, energy transition
- James Archer, business change manager

Check

The resource created in the last task is aimed at showing that there are a range of skills and a number of different roles available. Ask the children:

- What did these videos show you about career pathways?
- Did it make you think differently about your own future career?
- Are there skills needed for these roles that you know you have? Are these skills only important in these roles?

15 mins

Pupil Practise:

Slide 12:

Explain to the children that they are going to think about what they would need to do / have in order to get a role in the future with SSE. They are going to make a video application for one of the roles.

Say that when you are looking for a job / career, it is vital to think why the employer would want to work with you but it is just as important to think about why you would want to work for the employer.

Show the two questions: why would you want to work for SSE? Why would SSE want to work with you?

Children then to work independently to form notes for why SSE would want to employ them and also why they would want to work for SSE. This can then be filmed in pairs using iPads or another alternative based on what is available.

This would be a good opportunity to point out positives within the class such as them being hard working, being caring, communicating calmly etc.

Other options for the written task (would need a longer session) are:

- Could also write a cover letter
- Another option is a NCR of the roles that are available at SSE / persuasive piece 'Are you thinking…?'

Check

Throughout this time, children can write notes or write their ideas in full if they prefer. It is important that facilitators discuss children's ideas with them and encourage them to be positive about each other too. This activity is a good opportunity for positive reinforcement and celebration of individual and shared strengths. It is also important to help them understand that a job application is best possible time to show confidence in themselves and point out what they are most proud of.

Recognise when children are using appropriate language in their video CVs.

5 mins

Review of Learning:

Slide 13:

Use the end of this session to review the previous 3 sessions with key questioning.

NB after the session, children should be given the opportunity to watch their video applications back.

1) What is a job, career and career pathway?
2) How have jobs changed over time?
3) What do all employers look for in people they recruit?
4) How can you prepare today for the jobs you will be doing in the future?
5) Is there anything else you will take away from these lessons?

Slide 14:

Use the reflection questions to guide discussions around how children have used their Speaking skills during the lesson. This discussion will help children understand and communicate the skill they have focussed on alongside their knowledge.

Slide 15:

Reflect on the big question as a group.

Check

Through their applications, children need to demonstrate their understanding that there are some skills that are relevant to any position and also some that are unique to particular roles. Evidence of this in children's applications and discussion throughout will show a good understanding of the unit. This will be reinforced by the understanding shown in the verbal responses to the questions in the final task.

Use the Speaking reflection questions to assess children's understanding of Speaking Step 5.

Considerations for inclusive and adaptive teaching:

Whether children are recording notes in preparation for a video application or completing a full written task, it is important that the writing expectations are adapted based on what is a realistic outcome for children. It may be appropriate for children to write key words only (possibly with support) and use these as their notes. Alternatively, pictures could be used as an alternative.

Children learning EAL or with SEND may benefit from pre-teaching using the knowledge organiser for this lesson too.

APPENDIX

LESSON MATERIALS

You can access all lesson materials, including PowerPoint presentations, worksheets, and knowledge organisers at SSE's careers website below or by scanning the QR code.

https://careers.sse.com/sse-stem-primary