



# Energy

## Teacher notes

### Activity 1 : Jobs in the sector

**Time:** 15 mins if brainstorming or 45 mins if creating a picture board/word cloud

**Age group:** Key Stage 3, 4

**Gatsby Benchmark:** 2

**CDI Learning outcomes:** 1, 4, 7

**Learning outcomes:**

- be able to find relevant labour market information (LMI) and present it in a way to support other students
- to gain an overview of the range of opportunities in a sector

**Resources:**

- Energy 'Activity 1: Jobs in the Sector' sheet and access to IT and websites
- Local newspapers or materials from skills fairs or talks from local employers can provide useful information
- SACU word cloud, a free Career Quiz showing Careers, UCAS Courses, FE Courses, Apprenticeships, Labour Market Information, Job Vacancies – Spartan Test [https://sacu-student.com/?page\\_id=2850](https://sacu-student.com/?page_id=2850)

#### **Step 1.**

In groups, ask students to list the jobs that can be found in the sector. They could do this using the energy 'jobs in the sector' sheet or by creating a picture board/word cloud. The picture board could be used for extension work or homework.

Students use icanbea to add to their list:

<https://www.icanbea.org.uk/app/explore/sectors/energy-distribution-and-supply-96/>

<https://www.icanbea.org.uk/app/explore/sectors/nuclear-23/>

<https://www.icanbea.org.uk/app/explore/sectors/oil-gas-28/>

<https://www.icanbea.org.uk/app/explore/sectors/renewable-25/>

#### **Step 2.**

The following questions could be given out on a card or as a PowerPoint slide for the table to discuss. (This step could also be used as a plenary)

- How have they arrived at their list?
- They know someone working in the industry

- They have seen the job in action (through a work experience placement, TV programme, local news item, Suffolk Skills and Careers Festival etc)
- It's something that they are interested in
- They were on the 'Work and Skills in Suffolk' PowerPoint
- Other information

### Step 3.

Students complete their own career cloud. In pairs they discuss the key words and consider the similarities.

## Activity 2 : Research Task

**Time:** 1 hour + time for presentation

**Age group:** from Year 8

**Gatsby Benchmark 2**

**CDI Learning Outcomes:** 3, 4, 5, 7, 14

### Learning outcomes:

Students can

- use comprehensive websites to research local LMI and identify current trends in the local and regional area over the next five years
- identify and evaluate reliable sources of information, advice and support regarding their future education, training and career
- identify the research they need to do into the qualifications or experience necessary for the careers they are interested in

**Resources:** Energy 'Activity 2: Research Task' sheet and access to IT and websites

### Step 1.

Hand out the Energy 'Activity 2: Research Task' and read it through with the students.

### Step 2.

Ask students to use **icanbea** Industries - *Energy* and other career resources available/provided answer the questions and use the information to prepare one of the following; a report, podcast or webinar for your careers resource centre.

## Activity 3 : Energy Challenge

### New Growth

Students are asked to work in small groups and take on the roles of different departments within a

large garden centre company, which is trying to put environmental policies into action. They decide the various issues and decide how the company should respond.

**Time:** 1.30hrs

**Gatsby Benchmark** 2, 4 (Science, Geography, D&T, English, Maths) 5

**CDI learning outcomes:** 6, 9, 12

Students can:

- list the techniques of successful marketing and apply them to a marketing challenge whilst working with employers
- discuss the personal, social, economic and environmental impacts of different kinds of work and working life in the context of the challenge
- recognise different levels of risks and understand and observe safe working practices

**Resources:**

- Copies of the Energy '*General Briefing for Activity 3*' and Energy '*Activity 3: Environmental Policies*' sheets
- Representatives from the retail, horticulture and energy & utilities sector

### **Step 1 - 10 minutes**

Divide the class into 4 groups and give out copies of the Energy '*General Briefing for Activity 3*' to each group. Read it through with the class and explain that four departments – Marketing, Property, Distribution and Human resources – have been asked to respond to the new environmental and energy efficiency initiative that the company is trying to put into practice.

### **Step 2 - 35 mins**

The company directors want the departments to suggest ways of meeting the brief and highlighting potential barriers which fall within their departmental responsibilities. The first task is for the groups to consider what needs to be in place and then prioritise the issues and then make recommendations about how each issue should be handled in the light of the company's new commitment to the environment.

### **Step 3 – 25 minutes**

Each group presents its recommendations to the whole group (and business representative). Invite the other groups to comment, particularly if they think the recommendations affect their own department.

### **Step 4 – 15 minutes**

Finally, hold a whole group discussion using the following questions:

- Which of the recommendations are viable?
- Might the side effects of the recommended action cause further problems?
- Do most companies seem to show concern for the environment? Give examples
- How can customers put pressure on companies to take environmental action?