

Lesson plan

Broadening careers understanding: Careers in HS2

40
Minutes

14-18
Age

KS3:L12 | KS4:L4
PSHE

Learning outcomes

By the end of the lesson students will:

- Describe the range of jobs associated with the HS2 project
- Understand that job families contain many jobs which could suit an individual's skills and interests

Summary of the lesson

Students are introduced to the HS2 project through a short video. Using group work, students are encouraged to consider the job roles involved in HS2. This discussion leads to grouping the roles into job families, and helping students see the similarities between the roles in the same job families.

Note: in preparation for this session we recommend the teacher/adviser views the Jobs & skills section of the HS2 website here: <https://www.hs2.org.uk/jobs-and-skills/>

The full range of job families within the HS2 project and roles within each job family, can be found in **Careers at HS2 Ltd / Search and apply**, by selecting **See all job fields**.

Classroom requirements

- SMART board
- Paper and pens for each student
- Computer/tablet access for extension activity

Suitable for students aged:

14 - 18

Time required to complete tasks

40 mins max

Gatsby Benchmarks covered



Area of learning in CDI Careers Framework

Explore possibilities

Learning opportunity in Programme of Study for PSHE Education

KS3:L12 | KS4:L4

Skills Builder Universal Framework



Lesson activities

1. Introduction to HS2

Show the video: **HS2: More Capacity, Cutting Carbon and Better Connectivity**

The video introduces students to the most important economic regeneration project in decades. HS2 will act as a catalyst for economic growth across Britain by improving rail connections between cities and regions. Better connectivity opens up new employment and leisure opportunities for millions of people.

Use the following questions in preparation for the group task:

- How many jobs have been created so far in the building of HS2? (Answer: at least 24,800. At peak construction in 2027/28 it is estimated over 34,000 people will be needed to design and build the railway)
- How many apprenticeship opportunities will be created during the lifecycle of the HS2 project? (Answer: at least 2,000 across a wide range of disciplines and specialisms)
- What types of jobs are involved in the HS2 project? (If students need help you can suggest words such as engineers, environmentalists, scientists and lawyers to begin to get them thinking about the range of job families involved in the HS2 project).

Time
required

10
Min

Resources

Access the video here:

<https://www.youtube.com/watch?v=15ALHCAFM7w&t=13s>

2. Group task

Get students into groups of four/five and ask them to write down specific job roles that are important in the HS2 project (these can be jobs in both the building and the running of HS2) - give them 5 minutes to do this. Explain they will get a point for any job they have which no other group has thought of.

Invite groups, in turn, to come up to the board to write down jobs they have which fall in these job families: railway staff, engineers, construction, environment, finance, other.

How many jobs did each group write down in total? How many jobs did each group write down that no other group thought of?

Time
required

15
Min

Resources

Paper and pen

SMART board



2. Group task (continued)

Show the class the Job Search section of the HS2 careers website to find out which types of jobs they missed. In particular, you could highlight job families that students may be less familiar with such as:

- Health & Safety
- Commercial Management
- Business Support
- Human Resources

Resources

Visit:

<https://www.hs2.org.uk/jobs-and-skills/careers-with-hs2-ltd/>

select **Search and apply**>See all job fields

3. Job families

Question the whole class about what they think a couple of the jobs on the board might entail. Discuss day to day roles, and the skills and interests needed to do the roles.

In their groups, ask them to choose one of the job families and write down the skills needed for each job listed within that family. Show a list of skills on the board, useful resource is [here](#) (list of 28 soft skills half way down the page). Give them 5 minutes to do this.

Ask for feedback from each group on the family they chose. Write the skills they mention on the board next to the relevant family. On asking every group, duplicate skills should emerge within each family.

Ask questions to get the whole class to realise that within each family will be multiple roles that require similar skills and interests and could, therefore, be interesting to the same person. Questions could include:

- Were there any skills which you found in more than one job?
- If someone is interested in x job, do you think that y job might also seem interesting to them? (x and y should be jobs from the same family)

Ask these questions about two or three families.

Ask summarising question:

- Based on an individual's skills, different jobs within a job family, could be of interest to them. Does this have any implications for you and your career search/decision?

Time
required

15
Min

Resources

Paper and pen

Visit:

<https://zety.com/blog/hard-skills-soft-skills>
for list of skills



Differentiation



For groups who finish the job families task quickly, ask them to go through the different jobs within the job family they have chosen, and discuss what other types of organisations, projects and/or sectors they could do these jobs in. The outside segments on the world of work wheel on the last page of this lesson plan could support this work.

World of Work Wheel (available below and on the **About Me > Interests** on their Morrisby account).

Extension activities



(this requires computer/tablet access)

Students think about a job they are interested in or have considered in the past. Would their chosen job be possible in the HS2 project? What would they be doing? Where else could they do this role?

They can research, using their Morrisby account, to find the alternative sectors or projects they could work in. **Hint:** if they use the external resources in the careers profile for the job they have chosen, they can conduct further research about the job, which should give them information about where else they could work.

For students without a Morrisby account, they could use a resource such as the [National Careers Service](#) (for England), [Careers Wales](#), [My World of Work](#) (for Scotland) and [NI Direct](#) (for Northern Ireland).



World of Work Chart
(property of Morrisby Ltd)

Your personalised World of Work
The size of each segment reflects your level of interest

