



**GFG**  
FOUNDATION

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**Rewise**

# GFG Foundation Student Programme Workshops

Powered by Rewise

**STEM, Digital Skills & Careers**  
**Lesson Plan**



## Key Information

Resource Type	Workshop
Venue	Libery Club, Gelati
Dates	18/3/24 - 22/3/24
Duration	5 x days 9am - 2pm
Max number of students	21, 3 groups of 5 and 1 group of 6
Facilitator	Rewise, GFG & teachers
Room setup	Large room with plenty of desk space. Desks and chairs arranged facing a screen with session presentation and connection to sound. Place learners to work in groups.
Required materials	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Retrofit steel kits x 4</li> <li><input checked="" type="checkbox"/> Spares</li> <li><input checked="" type="checkbox"/> Lesson plan</li> <li><input checked="" type="checkbox"/> Workbooks</li> <li><input checked="" type="checkbox"/> 2 x Vyond logins</li> <li><input checked="" type="checkbox"/> iPads</li> <li><input checked="" type="checkbox"/> Feedback</li> <li><input checked="" type="checkbox"/> Course pack, register, H&amp;S, checklist, risk assessments, etc...</li> <li><input checked="" type="checkbox"/> Powerpoint</li> <li><input checked="" type="checkbox"/> Interview questions template</li> <li><input checked="" type="checkbox"/> Instructions</li> <li><input checked="" type="checkbox"/> Current vs Future card game</li> <li><input checked="" type="checkbox"/> Laptops (amount to be confirmed)</li> </ul>

## Session Aims and Objectives

This course centres around the creation of a functioning model steel plant that will be retrofitting with modern, green technologies of the future. Teams explore being hands-on building and wiring each sector of the plant, learning about the sector and their jobs along the way. Participants have the opportunity to explore job roles and practise the application process by creating a digital CV and being involved in a mock interview and gain valuable experience for the future. The week's activities have a key focus on developing STEM skills, digital skills, CV writing and interview skills. The course culminates in an exhibition for teams to showcase their work and to be celebrated by their peers and staff alike.

## Learning Outcomes

1. Learners to gain knowledge about GFG careers
2. Learners to gain knowledge around the current and future steel plants
3. Learners gain knowledge around digital skills and job applications
4. Learners develop their soft skills, especially team work, communication and problem-solving
5. Learners develop their STEM (science, technology, engineering and maths) skills

Activity	Guide Timings (minutes)
Day 1	
Course introduction, ice-breaker & registration	20
Introduction to STEM skills, digital skills, CV writing & interview skills	10
Stage 1 - current vs future (steel plant)	45
Stage 2 - STEM activity: steel plant build	2 hours 30
Recap	15
Day 2	
Introduction: electricity generation, current vs future	45
Stage 3 - STEM activity: renewable electricity	1 hours 45
Stage 4 - STEM activity: retrofit	
Recap	15
Day 3	
Introduction: CV Writing & Digital Skills	45
CV writing	2 hours 45
Recap	15
Day 4	
Introduction: Interview skills	1.45
Interviews and rotation activities	1 hour
Interview reflections	45
Recap	
Day 5	
Introduction and finalisation	1 hour
Exhibition preparation & feedback	45
Exhibition & celebration	2 hours

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
20	Introduction	<p>Introduction - <b>Powerpoint slide 1</b></p> <p>Staff to introduce themselves to the students, communicating their name. Staff to use PowerPoint as a visual aid to introduce the overview of the course, and course outcomes.</p> <p>Overview - <b>Powerpoint slide 2</b></p> <p>This course centres around the creation of a functioning model steel plant that will be retrofitting with modern, green technologies of the future. Teams explore being hands-on building and wiring each sector of the plant, learning about the sector and their jobs along the way. Participants have the opportunity to explore job roles and practise the application process by creating a digital CV and being involved in a mock interview and gain valuable experience for the future. The week's activities have a key focus on developing STEM skills, digital skills, CV writing and interview skills. The course culminates in an exhibition for teams to showcase their work and to be celebrated by their peers and staff alike.</p> <p>Outcomes - <b>Powerpoint slide 3</b></p> <ol style="list-style-type: none"> <li>1. Learners to gain knowledge about GFG careers</li> <li>2. Learners to gain knowledge around the current and future steel plants</li> <li>3. Learners gain knowledge around digital skills and job applications</li> <li>4. Learners develop their soft skills, especially team work, communication and problem-solving</li> <li>5. Learners develop their STEM (science, technology, engineering and maths) skills</li> </ol> <p>Weekly Timetable - <b>Powerpoint slide 4</b></p> <ul style="list-style-type: none"> <li>• Day 1: Current vs future of the steel industry - jobs and technologies, and STEM kit build</li> <li>• Day 2: Electricity generation and renewables, and STEM build renewable generation source</li> <li>• Day 3: CV writing</li> <li>• Day 4: Interview skills</li> <li>• Day 5: Exhibition &amp; celebration</li> </ul>	Ensure that learners are engaged and listening to the introduction of the course	Powerpoint

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
	Introduction continued...	<p>Day 1 Timetable - <b>Powerpoint slide 5</b></p> <ul style="list-style-type: none"> <li>• Introduction to STEM skills, digital skills, CV writing and interview skills</li> <li>• Stage 1: STEM kit build</li> <li>• Recap</li> </ul> <p>Place participants into their teams. 3 teams of 5 and 1 team of 6.</p> <p>Safety - <b>Powerpoint slide 6</b></p> <p>Ensure that all learners are given a brief on how to use the equipment safety and to be warned about any potential dangers.</p> <ul style="list-style-type: none"> <li>- Finger traps</li> <li>- Cuts</li> <li>- Flashing lights (epilepsy)</li> <li>- Sharp pieces, risk of cuts</li> <li>- Fatigue - take breaks</li> <li>- Slips, trips and falls</li> <li>- Emergency exits, etc...</li> </ul> <p>Ice breaker - <b>Powerpoint slide 7</b></p> <p>Ask participants to partake in an ice-breaker.</p> <p>Suggested topics:</p> <p>*Possibly use the microphone and pass it around for participants to reply*</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Interesting fact</li> <li>- What is the dream job</li> </ul> <p>Social Contract - <b>Powerpoint slide 8</b></p> <p>Ask participants to come up with their own rules that they would like to see adhered to throughout the course. Write all of the rules on a whiteboard or piece of paper and ask all participants and staff to sign it. Display the social contract in the room.</p> <p>Suggested rules:</p> <ul style="list-style-type: none"> <li>- No bullying</li> <li>- Respect</li> <li>- No shouting out, etc...</li> </ul>	Ensure learners are paying attention to the safety brief	Powerpoint, Paper/whiteboard

Guide timings (minutes)	Activity	Description/Instruction	Facilitator to check learning by	Resources
10	Introduction to STEM skills, digital skills, CV writing & interview skills	<p>Introduction to STEM skills, digital skills, CV writing &amp; interview skills - <b>Powerpoint slides 9 - 13</b></p> <p>STEM skills - <b>Powerpoint slide 9</b> Engage participants in an open-discussion, asking participants if they remember what STEM stands for? Definition: Science, Technology, Engineering and Mathematics</p> <p>Digital skills - <b>Powerpoint slide 10</b> Engage participants in an open-discussion, asking the following:</p> <ul style="list-style-type: none"> <li>- Have they heard of digital skills?</li> <li>- What might digital skills cover? <ul style="list-style-type: none"> <li>- <b>Answer: The use of digital software and hardware. Example include, creating a CV, email, calendars, music software, powerpoint presentations and many more.</b></li> </ul> </li> <li>- Why are digital skills so important? <ul style="list-style-type: none"> <li>- <b>Answer: Digital skills are used in the vast majority of today's job roles. This can be from simply using email and digital calendars, to the more advance, such as product design and even space exploration.</b></li> </ul> </li> <li>- Ask participants what digital skills they have and if they use any other forms of software</li> </ul> <p>Definition: Is the ability to find, evaluate, use, share, and create content using digital devices, such as computers and smartphones.</p> <p>CV writing - <b>Powerpoint slide 11</b> Engage participants in an open-discussion, asking the following:</p> <ul style="list-style-type: none"> <li>- What is a CV? - definition to follow</li> <li>- Does anyone have a CV?</li> <li>- What do you need to include on a CV? <ul style="list-style-type: none"> <li>- <b>Answer: Contact information, personal statement, qualifications and job history, skills and hobbies, and references.</b></li> </ul> </li> </ul> <p>Definition: A CV is a document used when applying for jobs. It should include a personal statement, relevant qualifications and work-experience. As well as, skills, hobbies, volunteering and references</p> <p>Interview skills - <b>Powerpoint slide 12</b> Engage participants in an open-discussion, asking the following:</p> <ul style="list-style-type: none"> <li>- What skills does one need for an interview? <ul style="list-style-type: none"> <li>- <b>Answer: skills include, confidence, preparedness, punctuality, attention to detail, etc...</b></li> </ul> </li> <li>- How would you prepare for an interview?</li> </ul> <p>Definition: The emotional and tactical techniques that job-seekers more effective when interviewing for a new job.</p> <p>GFG Qualification - <b>Powerpoint slide 13</b> Showcase the qualifications that the participants will gain as a result of the course. Digital CV Writing: Level 1, 1 credit. Interview Skills: Level 1, 3 credits</p>	Encourage participants to engage in open discussions. Allow participants to discuss within their groups if they are shy.	Powerpoint

Guide timings (minutes)	Activity	Description/Instruction	Facilitator to check learning by	Resources
45	Stage 1: Current vs Future (Steel plant)	<p>Stage 1: Current vs Future (Steel plant) - <b>Powerpoint slides 14 - 17</b>            *Hand out workbooks, 1/participant</p> <p>GFG Video about retrofit transformation in Gelati. - <b>Powerpoint slide 14</b></p> <p>What Makes a Steel Plant? - <b>Powerpoint slide 15</b>            Engage participants in an open-discussion, using the powerpoint to cover the following:            *Possibly use the microphone and pass it around for participants to reply*</p> <ul style="list-style-type: none"> <li>- The different sectors within a steel plant               <ul style="list-style-type: none"> <li>- <b>Answers: raw material, blast furnace, steel shop, rolling/finishing and support</b></li> </ul> </li> <li>- What each sector does               <ul style="list-style-type: none"> <li>- <b>Answers: S</b></li> </ul> </li> <li>- What jobs each sector has               <ul style="list-style-type: none"> <li>- <b>Answers:</b></li> </ul> </li> <li>- Raw Materials               <ul style="list-style-type: none"> <li>- Electrical Engineer, Electrician, Metallurgical Engineer, Pile-up Preparatory</li> </ul> </li> <li>- Blast furnace               <ul style="list-style-type: none"> <li>- Electrical Engineer, Electrician, Furnace Worker, Planning Engineer</li> </ul> </li> <li>- Finishing               <ul style="list-style-type: none"> <li>- Automation Engineer, Electrician, Pickle Worker, Process Engineer</li> </ul> </li> <li>- Steel Shop               <ul style="list-style-type: none"> <li>- Electrical Engineer, Electrician, Caster Preparatory, Steel Worker</li> </ul> </li> <li>- Support               <ul style="list-style-type: none"> <li>- Accountant, Auditor, Buyer, H&amp;S specialist, Human Resources Inspector</li> </ul> </li> </ul> <p>Steel Plant of the Future? - <b>Powerpoint slide 16</b>            Engage participants in an open-discussion, covering the following:</p> <ul style="list-style-type: none"> <li>- Changes to sectors               <ul style="list-style-type: none"> <li>- <b>Answers: raw material - scrap yard, blast furnace - electric arc furnace, continuous casting and rolling - wind and solar farms, steel shop - support/ office</b></li> </ul> </li> <li>- Electric arc furnaces               <ul style="list-style-type: none"> <li>- <b>Answers: Electric arc furnaces use recycled steel and are powered by renewable electricity.</b></li> </ul> </li> <li>- Benefits of change               <ul style="list-style-type: none"> <li>- <b>Answers: The changes create a positive environmental change, which also develops worker's green skills.</b></li> </ul> </li> </ul> <p>Current vs Future Video - <b>Powerpoint slide 17</b>            Play video. Tell participants to pay attention as the video will provide answers to the up coming card game.</p>	Ensure that participants are engaged in the activities and check their answers from the card game	Powerpoint, workbooks, Card game



Guide timings (minutes)	Activity	Description/Instruction	Facilitator to check learning by	Resources
2 Hours 45	Stage 2: STEM Activity	<p>Careers Card Game - <b>Powerpoint slides 18</b>            Students tasked with matching the job title card to the matching job responsibility or qualification.</p> <p style="text-align: center;"><b>Answers</b></p> <p><b>Electrical Engineer</b> = Improves the skills level of the electrical maintenance team. <b>Electrician</b> = Maintains all rooms with electrical equipment. <b>Furnace Worker</b> = Supervises the discharge of pig iron and slag. <b>Planning Engineer</b> = Estimates costs, analyses risks and uses maintenance standards. <b>Automation Engineer</b> = Software development to improve the automation. <b>Pickle Worker</b> = Feeds the pickling line based on the manufacturing schedule. <b>Process Engineer</b> = Manufacturing process activities to increase productivity and reduce costs. <b>Steel Worker</b> = Converter handling for steel, slag, temperature sampling. <b>Casting Preparatory</b> = Performs machine control between casting sequences. <b>Metallurgical Engineer</b> = University studies in Metallurgy - Materials, Science and Engineering. <b>Pile-Up Preparatory</b> = Knows the quality characteristics of raw materials. <b>Accountant</b> = University degree in economics (accounting). <b>Auditor</b> = Develops procedures, internal audit methodology according to international standards. <b>Buyer</b> = Develops requests for quotations to selected suppliers. <b>Health and Safety Specialist</b> = Investigating accidents. <b>Human Resources Inspector</b> = Manages the personal files of active employees, insuring all necessary documents concerning, employment, suspension, termination of individual employment contracts, disciplinary sanctions.</p> <p>Stage 2: STEM Activity - <b>Powerpoint slides 19</b>            *hand out a STEM kit for each team and have spares ready.            Teams to delegate their roles of who will build each section of the STEM kit. The roles are as following:</p> <ul style="list-style-type: none"> <li>- 6 sectors - 1 sector/person</li> <li>- Sectors: Raw materials, blast furnace, steel shop, continuous casting, rolling/finishing,</li> <li>- Power plant to build and connected to the blast furnace once all other sectors have been constructed.</li> <li>- There is an additional raw material sector for team with additional team member.</li> <li>- <b>Instruction step X-X</b></li> </ul> <p>Encourage participants who have completed their section to help their peers.</p> <p>Test/troubleshoot Circuits - <b>Powerpoint slides 20</b>            Ensure that all participants circuits are working. Rewrite staff will assist.</p> <ol style="list-style-type: none"> <li>1. Connect the circuits to power (laptop, power bank or battery pack)</li> <li>2. Check to see if there are lights on all of the components (LEDs may not light up until turned on via a button)</li> <li>3. Touch all components to check if any are getting hot, be aware for any smells of smoke. If any are hot then unplug the circuit from power. The problem is likely that the positive and negative have been wired the wrong way around - refer back to instructions.</li> <li>4. For any features that do not work, firstly double check the relevant wiring with the instructions. Also use the GFG Hub for FAQs and troubleshooting.</li> </ol>	Ensure that participants are all at a similar pace. Encourage those who are faster to help their peers.	Powerpoint, workbooks, instructions, STEM kits and spares

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
15	Day 1 recap	Build sectors to be arranged in correct sequence.  Recap - <a href="#">Powerpoint slides 21</a> Engage in an open discussion with participants, covering the following topics: <ul style="list-style-type: none"> <li>- Do participants have any questions</li> <li>- Recap skills used: problem-solving, teamwork, patience, etc...</li> <li>- Congratulate participants on their efforts and perseverance</li> <li>- Recap STEM skills, Digital skills, CV writing, and Interview skills</li> </ul>		Powerpoint

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
Day 2				
45	Day 2 introduction: electricity generation, current vs future	<p>Day 2 introduction: electricity generation, current vs future - <b>Powerpoint slides 22 - 24</b></p> <p>Introduction &amp; Timetable - <b>Powerpoint slide 22</b></p> <p>Staff to welcome participants to day 2. Engage in an open-discussion with participants about what they learned yesterday and what they enjoyed the most about day 1.</p> <p>*Possibly use the microphone and pass it around for participants to reply*</p> <p>Cover the day's timetable:</p> <ul style="list-style-type: none"> <li>- What powers current steel plants</li> <li>- What powers the steel plants of the future</li> <li>- Build: renewable generation sources (wind farm and solar farm)</li> <li>- Build: retrofit steel plant</li> <li>- Recap</li> </ul> <p>Electricity Generation, Current vs Future</p> <p>What Powers the Steel Plant of the Future Video - <b>Powerpoint slide 23</b></p> <p>Play the video. Ask participants to pay attention as the video will provide answers to the following card game.</p> <p>Current vs Future Power Card Game - <b>Powerpoint slide 24</b></p> <p>*Hand out a card game pack to each team.</p> <p>Participants must work as a team to discuss which cards relate to either the 'current' or the 'future' topic card and list them underneath.</p> <p style="text-align: center;"><b>Answers</b></p> <p><b>Current:</b> fossil fuels, blast furnace, finite resources, produces CO2, traditional jobs &amp; sectors, contributes to global warming</p> <p><b>Future:</b> development of green skills &amp; jobs, wind turbines, solar farms, electric arc furnace, reduced emissions, green energy, recycled steel, sustainability</p>	Ensure that learners are engaged and listening to the introduction of the day	Powerpoint, Card game

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
1 hours 45	Stage 3: STEM Activity: renewable electricity	<p>Stage 3: STEM Activity: renewable electricity - <a href="#">Powerpoint slide 25</a>            Workbook page 7            *Hand out wind turbine kits            Now that participants have learned about what will power the steel plants of the future, their task is to build wind turbines to power their STEM kit. Teams to delegate who is going to build what. Each team is tasked to build:</p> <ul style="list-style-type: none"> <li>- 1 wind turbines each - 1/person <a href="#">Instruction step X-X</a></li> <li>- Once the wind turbines have been build, teams must wire the wind turbines together and add them to the base. <a href="#">Instruction step X-X</a></li> </ul> <p>Note that each group has 3 small turbines and 3 large turbines.</p>		Powerpoint, wind farm kits, wind turbine blades, instruction booklets, spares

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
	Stage 3: STEM Activity continued.	<p>Renewable Energy Experiments Workbook page 7.</p> <p>*Hand out a torch, hairdryer, multimeter and crocodile cables Teams use their completed wind to conduct experiments to see how many volts they can generate. Note that, if the multimeter is giving a negative reading then the positive and negative cables are connected the wrong way round, swap the cables to resolve the issue.</p> <p>Wind Farm Experiments - <a href="#">Powerpoint slide 26</a> Workbook page 5. <a href="#">Instruction step X-X</a></p> <ol style="list-style-type: none"> <li>1. Test one turbine, by connecting it to the multimeter and using the hair dryer to spin the blades</li> <li>2. Swap the turbines blades to the other options to see which set of blades is the most effective at producing electricity. There are 4 different sets of blades to test in total</li> <li>3. Connect multiple wind turbines together and retest to see how many volts can be generated as a farm.</li> <li>4. Log volts generated in the workbook, page 7.</li> </ol> <p>Can be fun to make this activity competitive by challenging the teams to see who can produce the most amount of volts.</p>		Torch, hairdryer, multimeter and crocodile cables

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
1 hours 45	Stage 4: STEM Activity: Retrofit Steel Plant	<p>Stage 4: STEM Activity: Retrofit Steel Plant - <a href="#">Powerpoint slide 27</a>            Workbook page 8. <b>Instruction step X-X</b></p> <p>Teams are tasked with retrofitting their STEM kit with the future sectors. Teams delegate who is going to build what within their team.</p> <p>Sectors:</p> <ul style="list-style-type: none"> <li>- Raw materials becomes Scrap yard (2 scrap yards for larger group)</li> <li>- Blast furnace becomes Electric arc furnace</li> <li>- Steel shop becomes Support/Office</li> <li>- 2 team members to solar farm and add wind turbines to base to complete wind farm. Once completed, connect to the electric arc furnace to replace the power plant.</li> <li>- Additional Rolling mill and continuous casting sectors can be built to complete a full 'before' and 'after' steel plant.</li> </ul> <p>Additional coding activities are available if participants finish early.</p>		Powerpoint, wind farm kits, solar farm kits, instruction booklets, spares

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
15	Day 2 recap	Recap - <b>Powerpoint slides 28</b> Engage in an open discussion with participants, covering the following topics: *Possibly use the microphone and pass it around for participants to reply* <ul style="list-style-type: none"> <li>- Do participants have any questions</li> <li>- Recap skills used: problem-solving, teamwork, patience, etc...</li> <li>- Congratulate participants on their efforts and perseverance</li> <li>- Recap on what powers current steel plants vs what powers the steel plants of the future</li> </ul>		Powerpoint

Guide timings (minutes)	Activity	Description/Instruction	Facilitator to check learning by	Resources
Day 3				
45	Day 3 Introduction: CV Writing & Digital Skills	<p>Day 3 introduction: CV Writing &amp; Digital Skills - <b>Powerpoint slides 29 - 36</b></p> <p>Introduction &amp; Timetable - <b>Powerpoint slide 29</b></p> <p>Staff to welcome participants to day 3. Engage in an open-discussion with participants about what they learned yesterday and what they enjoyed the most about day 2.</p> <p>Cover the day's timetable:</p> <ul style="list-style-type: none"> <li>- CV writing</li> <li>- Digital Skills</li> <li>- Qualification</li> <li>- Recap</li> </ul> <p>CV Writing, Digital Skills &amp; Interview skills Qualification - <b>Powerpoint slide 30</b></p> <p>Staff to use the powerpoint to recap CV writing and digital skills from day 1.</p> <ul style="list-style-type: none"> <li>- Ask participants what they remember about CV writing and digital skills from day 1</li> <li>- Recap the definitions of each:</li> </ul> <p>CV Definition: A CV is a document used when applying for jobs. It should include a personal statement, relevant qualifications and work-experience. As well as, skills, hobbies, volunteering and references</p> <p>Digital Skills Definition: Is the ability to find, evaluate, use, share, and create content using digital devices, such as computers and smartphones.</p> <p>The following powerpoint slides are used to cover the Digital CV Writing, and Interview Skills qualification questions.</p> <p>1.1 (CV Writing): What are the core elements of a CV? - <b>Powerpoint slide 31</b></p> <p>Workbook page 9.</p> <p>Staff to lead an open discussion with participants about what elements they think a CV should cover.</p> <p><b>Answers</b></p> <ul style="list-style-type: none"> <li>- contact information</li> <li>- Personal statement</li> <li>- Qualifications and employment history</li> <li>- Hobbies and interests</li> <li>- References</li> </ul> <p><b>Qualification: Participants to write a minimum of 2 elements of a CV, in their own words and using full sentences.</b></p> <p>Continued...</p>	Ensure that learners are engaged and listening to the introduction of the day	Powerpoint, laptops/tablets, workbook



Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
	Day 3 Introduction: CV Writing & Digital Skills Continued	<p>The importance of Digital Skills - <b>Powerpoint slide 32</b>            Staff to lead an open discussion with participants about what why digital skills are important, asking the following questions:</p> <ul style="list-style-type: none"> <li>- Why are digital skills important?</li> <li>-</li> <li>- What digital skills do you currently have? What computer programmes do you use?</li> </ul> <p>What jobs in the Steelworks are for me? - <b>Powerpoint slide 33</b>            Staff to use the PowerPoint as a visual aid to run-through the following jobs in each sector:</p> <ul style="list-style-type: none"> <li>- Raw Materials               <ul style="list-style-type: none"> <li>- Electrical Engineer, Electrician, Metallurgical Engineer, Pile-up Preparatory</li> </ul> </li> <li>- Blast furnace               <ul style="list-style-type: none"> <li>- Electrical Engineer, Electrician, Furnace Worker, Planning Engineer</li> </ul> </li> <li>- Finishing               <ul style="list-style-type: none"> <li>- Automation Engineer, Electrician, Pickle Worker, Process Engineer</li> </ul> </li> <li>- Steel Shop               <ul style="list-style-type: none"> <li>- Electrical Engineer, Electrician, Caster Preparatory, Steel Worker</li> </ul> </li> <li>- Support               <ul style="list-style-type: none"> <li>- Accountant, Auditor, Buyer, H&amp;S specialist, Human Resources Inspector</li> </ul> </li> </ul> <p>QR Codes - <b>Powerpoint slide 34</b>            Participants to consider the sector and job that would best suit their skillset and/or most interests them. Allow time for participants to decide.            Once participants are ready they can scan the relevant QR code (found on the different sectors of the STEM kit) to find out more information about the job role on the HUB.</p> <p>2.1 (CV Writing): Identify a job that suits own skills, qualities and goals.            1.1 (Interview Skills): Identify an opportunity that they would like to be interviewed for - <b>Powerpoint slide 35</b>            Workbook page 10.</p> <p><b>Qualification: Participants to their selected job title, in their own words and using full sentences.</b></p> <p>2.2 (CV Writing): Apply for a job - <b>Powerpoint slide 36</b>            Workbook page 10.            Task participants with applying for the job they showed interest in. They can do this by selecting the 'apply' button on the Hub (followed on from scanning the QR code earlier).  <b>Qualification: Participants will receive an automated response "Thanks for applying, please can you send us your CV for the position." This provides evidence that each participant has applied for a job.</b></p>		Powerpoint, laptops/tablets, workbook

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
2 hours 45	CV Writing	<p>1.2 (CV Writing): Produce a personal CV in a digital format - <b>Powerpoint slide 37</b>            Workbook page 9.            Participants are tasked with creating a CV using Mirosoft Word. Making it the CV relevant to the job that they have applied for. Participants can use a template to start their CV.            Display the PowerPoint slide as a guide for the participants.            Guide:</p> <ul style="list-style-type: none"> <li>- Consider use of language: clear and professional, no slang</li> <li>- Only include relevant information, think about your skills that are best suited to the job</li> <li>- CV sections:               <ul style="list-style-type: none"> <li>- Personal Information                   <ul style="list-style-type: none"> <li>- Name</li> <li>- Email</li> <li>- Address (Use Liberty Gelati) <b>Address</b></li> </ul> </li> <li>- Personal statement:                   <ul style="list-style-type: none"> <li>- 'About me'</li> <li>- Background and interests</li> </ul> </li> <li>- Qualifications and Employment History:                   <ul style="list-style-type: none"> <li>- Relevant qualifications</li> <li>- Employment</li> <li>- Volunteering</li> </ul> </li> <li>- Interests and Hobbies</li> </ul> </li> </ul> <p><b>Qualification: Participant's created CVs serves as evidence for to answer 1.2.</b></p>		Powerpoint, laptops/tablets, workbook, Microsoft Word, Digital CV Template
15	Day 3 recap	<p>Recap - <b>Powerpoint slide 38</b>            Engage in an open discussion with participants, covering the following topics:</p> <ul style="list-style-type: none"> <li>- Do participants have any questions</li> <li>- Recap skills used: problem-solving, teamwork, patience, etc...</li> <li>- Congratulate participants on their efforts and perseverance</li> <li>- Recap on the CV writing information:               <ul style="list-style-type: none"> <li>- CV sections</li> <li>- Relevant information, etc...</li> </ul> </li> </ul> <p><b>Opportunity for staff to double check participant's qualification answers. Ensuring that all the questions have been answered and that their is sufficient evidence, such as, photos, CV, full sentences, etc...</b></p>		

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
Day 4				
1 hour 45	Day 4 Introduction: Interview Skills	<p>Day 4 Introduction: Interview Skills - <b>Powerpoint slides 39 - 43</b></p> <p>Introduction &amp; Timetable - <b>Powerpoint slide 39</b></p> <p>Staff to welcome participants to day 4. Engage in an open-discussion with participants about what they learned yesterday and what they enjoyed the most about day 3.</p> <p>Cover the day's timetable:</p> <ul style="list-style-type: none"> <li>- Interview Skills</li> <li>- Mock Interviews</li> <li>- Qualification</li> <li>- Recap</li> </ul> <p>What is an interview - <b>Powerpoint slide 40</b></p> <p>Engage in an open-discussion, asking the participants about the following: *Possibly use the microphone and pass it around for participants to reply*</p> <ul style="list-style-type: none"> <li>- What is an interview and why are they used?</li> <li>- What common questions are often asked in an interview?</li> <li>- What do you remember about interview skills from day 1?</li> </ul> <p>Recap the definition of interview skills.</p> <p>Interview Skills Definition: The emotional and tactical techniques that job-seekers more effective when interviewing for a new job. Skills include, confidence, punctuality, communication, preparedness and so on.</p> <p>Interview Preparation - <b>Powerpoint slide 41</b></p> <p>Engage in an open-discussion, asking the participants about the following: *Possibly use the microphone and pass it around for participants to reply*</p> <ul style="list-style-type: none"> <li>- Why do you think it is important to prepare for an interview?</li> <li>- What and how would you prepare?</li> <li>- What are the key skills that you think will help for an interview?</li> </ul> <p>Continued...</p>	Ensure that learners are engaged and listening to the introduction of the day	Powerpoint, Workbooks

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
	Day 4 Introduction: Interview Skills Continued	<p>Day 4 Introduction: Interview Skills Continued</p> <p>1.2 (Interview Skills): Plan steps towards an interview - <b>Powerpoint slide 42</b>            Workbook page 11.</p> <p>Engage in an open-discussion, asking the participants about the following:            *Possibly use the microphone and pass it around for participants to reply*</p> <ul style="list-style-type: none"> <li>- What would be an appropriate interview outfit?</li> <li>- Questions that the interview might ask and appropriate answers</li> <li>- Relevant experience/information that it would be useful to communicate to the interviewer.</li> <li>- First impressions, confidence, etc...</li> </ul> <p>Task participants with answering this question within their workbook  <b>Qualification: Participant's written answer will provide evidence for this section.</b></p> <p>Plan steps towards an interview - <b>Powerpoint slide 43</b>            Workbook page 11.            Participants use their workbook to plan for their interviews.</p> <ul style="list-style-type: none"> <li>- Research GFG</li> <li>- Research the job role</li> </ul> <p>Staff to give participants their time slots for their mock interviews.</p> <p>Room/space set-up to conduct the mock interviews.  <b>Qualification: Every interview needs to be filmed for evidence. Interviewer to sign interview statement page in the workbook - page 12</b></p>		Powerpoint, Workbooks

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
1 Hour	Interviews and rotational activities	<p>Interviews and Rotational Activities - <b>Powerpoint slide 44</b>            Workbook page 12            4 Mock interviews to be taken at a time for a 15 minute duration. Additional, rotation activities are available for participants who are waiting for their interview or have finished their interview.</p> <p>2.1 (Interview Skills): Present information about themselves at an interview, responding to questions with relevant information and using appropriate language</p> <p>GFG staff to conduct mock interviews with the participants. Staff to rate participants performance out of 10, based on the following aspects:</p> <ul style="list-style-type: none"> <li>- Dressed appropriately</li> <li>- Preparedness</li> <li>- Knowledge of position</li> <li>- Question answers</li> <li>- Body language and attitude</li> </ul> <p>Interviewer must also sign the participant's interview statement within their workbook as evidence. Workbook page 12.</p> <p><b>Qualification: Every interview needs to be filmed for evidence. Interviewer to sign interview statement page in the workbook - Workbook page 12</b>            Scoring system for interviews in workbooks</p> <p>Rotation Activities - <b>Powerpoint slide 45</b>            *To be used whilst participants have either completed their interview or completed their interview preparation and are still waiting for their time slot.</p>		Powerpoint, Workbooks, Laptops/tablets, Microsoft PowerPoint, Interview scoring sheet

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
	Interviews and rotational activities continued	<p>Exhibition PowerPoint - <a href="#">Powerpoint slide 46</a></p> <p>Participants, in their teams, work together to create a PowerPoint to help present their work during day 5's exhibition.</p> <p>Ideas for the PowerPoint:</p> <ul style="list-style-type: none"> <li>- Photos of their STEM kit</li> <li>- Slides showing each team members CV</li> <li>- What they have learned</li> <li>- What jobs they chose to apply for, etc...</li> </ul> <p>Additional Rotation Activity</p> <p>Teams that have completed their interviews and PowerPoint can start preparing for their exhibition (see Day 5 "exhibition" in the lesson plan)</p> <p>Animation videos (4 stations)</p>		
45	Interviews Reflections	<p>2.2 (Interview Skills): Use feedback to review their performance and state what they would do differently in the future. <a href="#">Powerpoint slide 47</a></p> <p>Workbook page 13.</p> <p>Participants are tasked with reflecting on their feedback and considering what they would do differently in the future, considering the following:</p> <ul style="list-style-type: none"> <li>- Was I prepared enough?</li> <li>- Could I have dressed more appropriately?</li> <li>- Could I believe in myself more and display more confidence?</li> </ul> <p><a href="#">Qualification: Every interview needs to be filmed for evidence. Interviewer to sign interview statement page in the workbook - Workbook page 12.</a></p>		

Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
15	Day 4 recap	<p>Recap - <b>Powerpoint slide 48</b></p> <p>Engage in an open discussion with participants, covering the following topics:</p> <ul style="list-style-type: none"> <li>- Do participants have any questions</li> <li>- Recap skills used: problem-solving, teamwork, patience, etc...</li> <li>- Congratulate participants on their efforts and perseverance</li> <li>- Recap on Interview skills information:               <ul style="list-style-type: none"> <li>- CV sections</li> <li>- Relevant information, etc...</li> </ul> </li> </ul> <p><b>Opportunity for staff to double check participant's qualification answers. Ensuring that all the questions have been answered and that their is sufficient evidence, such as, photos, CV, full sentences, etc...</b></p>		Powerpoint

Guide timings (minutes)	Activity	Description/Instruction	Facilitator to check learning by	Resources
Day 5				
15	Day 5 introduction and Finalisation	<p>Introduction - <b>Powerpoint slides 49 -54</b></p> <p>Introduction and Timetable - <b>Powerpoint slide 49</b>            Staff to welcome participants to day 5 and to cover the day's timetable:</p> <ul style="list-style-type: none"> <li>- Review of week's activities</li> <li>- Final mop-up and paperwork</li> <li>- Exhibition</li> </ul> <p>Week's Recap - <b>Powerpoint slide 50</b>            Recap the following information covered by the course. Engage in an open-discussion with participants, asking the following questions:            *Possibly use the microphone and pass it around for participants to reply*</p> <ul style="list-style-type: none"> <li>- Any questions about any of the information covered by the course? - Did anything not make sense?</li> <li>- Who can tell me what digital skills are?</li> <li>- Who can tell me what information a CV should cover?</li> <li>- Who can tell me what skills are important when preparing for and conducting an interview?</li> <li>- Who can tell me what is going to power electric arc furnaces in the steel plants of the future?</li> <li>- Other questions that recaps learning from the week</li> </ul> <p>*Hand out feedback forms            Ask all participants to complete the feedback form</p> <p>Exhibition preparation - <b>Powerpoint slide 51</b>            Recap the following information regarding the exhibition:</p> <ul style="list-style-type: none"> <li>- Teams to present their STEM kit</li> <li>- Teams prepare a powerpoint/presentation to display their CVs and to talk about the jobs that they have applied for - Workbook page 10</li> <li>- Teams to talk to guests through their STEM kit               <ul style="list-style-type: none"> <li>- How it was retrofitted</li> <li>- Current steel plant vs Future</li> <li>- Sectors and jobs</li> <li>- What participants have learned</li> <li>- Answering any questions</li> <li>- Support provided by staff</li> </ul> </li> </ul> <p>Finalisation (if required) - <b>Powerpoint slide 52</b>            Participants are given the opportunity to complete any unfitted work before starting preparations for their exhibition.  <b>Also provides an opportunity for staff to double check participant's qualification answers. Ensuring that all the questions have been answered and that their is sufficient evidence, such as, photos, CV, full sentences, etc...</b></p>	Ensure that learners are engaged and listening to the introduction of the day	Powerpoint, STEM kits, display tables, Feedback forms



Guide timings (minutes)	Activity	Description/instruction	Facilitator to check learning by	Resources
2 hours	Exhibition & Celebration	<p>Exhibition - <b>Powerpoint slide 53</b></p> <p>Recap the following information regarding the exhibition:</p> <ul style="list-style-type: none"> <li>- Teams to present their STEM kit</li> <li>- Teams prepare a powerpoint/presentation to display their CVs and to talk about the jobs that they have applied for - Workbook page 10.</li> <li>- Teams to talk to guests through their STEM kit                             <ul style="list-style-type: none"> <li>- How it was retrofitted</li> <li>- Current steel plant vs Future</li> <li>- Sectors and jobs</li> <li>- What participants have learned</li> <li>- Answering any questions</li> <li>- Support provided by staff</li> </ul> </li> </ul> <p>Celebration - <b>Powerpoint slide 54</b></p> <p>Congratulate participants for their work and endeavour. Present each participant with their certificate.</p>	Support participants with their exhibitions, providing some pointers if necessary.	Powerpoint, Certificates,

### Additional Activities

#### CV Matching Game

##### Overview:

1. Green cards represent the different sections of a CV and the orange card “do not include” are topic cards. Participants are tasked with listing the grey cards under the correct topic card. The game is designed to reaffirm where certain information should be categorised or not included on a CV.
2. Extra green and orange cards have been provided along with blank, lined cards, for participants to write their own answers to practise creating their own CV.

Coding activities - to be run by Zuzanna.

