

Made in Britain?

Lesson Two: The Future of a Manufacturing Industry in the UK

Starter Activities:

Classes can begin with a think, pair, share exercise on different possible ways in which manufacturing is good for the UK. Students should begin by thinking on their own, and then merge the lists with a partner's before sharing their ideas with the whole class. Students can then be given Impacts of Manufacturing Ranking Exercise. Working with a partner they should place the cards in an order from most important, to the UK, to least. This can lead to further class discussions about those impacts which were most important during the industrial revolution and those which are more important today. Students can also discuss whether some of the impacts may be reversed in some countries (i.e. be thought of as negative), as some developing nations may wish to restrict their manufacturing base in order to make them less peripheral compared to other countries.

Main Teaching:

Students can be shown the Challenges to UK Manufacturing Presentation. Using each picture as a clue, students should try to think of a reason why it is now difficult for manufacturing to develop in the UK. Weaker sets of students can be given the reasons first and asked to match them to the correct picture. The final picture can lead into a further discussion: How many of the students might want to go into a career working in a factory? Amongst their perceptions there may be reasons such as low pay, dirty, difficult work or a low status. For each of the main challenges students can suggest reasonable ways of overcoming those problems. The final slide on the presentation gives some key words which might be used as prompts for those who find idea generation difficult.

Plenary Activities:

Splitting the class into three groups, students should research one of the three British enterprises featured in the 21st Century Challenge:

- Brompton Bicycle
- Fab Labs
- The Shackleton brand

Students should prepare a mini case study on the enterprise citing how as a British venture their chosen enterprise has tried to overcome some of the challenges that have already been highlighted. Creating a 'sales pitch' students should try to persuade a panel of three staff in a 'Dragon's Den' style why their business model is best at overcoming the challenges created by trying to reindustrialise the UK and why they are most worthy of further investment. Multimedia within presentations should be encouraged.

Extension / Homework Activities:

Using the data in Employment by Sector and Region Handout, students can suggest a graphical way of trying to show whether there is a north/south divide in the UK by employment type. The data suggests a variance between London and the rest of the UK, but not necessarily a north/south divide and this can be discussed. The data also shows little variance in secondary employment across the UK, and students might like to suggest reasons for this. Depending on time students could be asked to actually complete this graphical representation.
