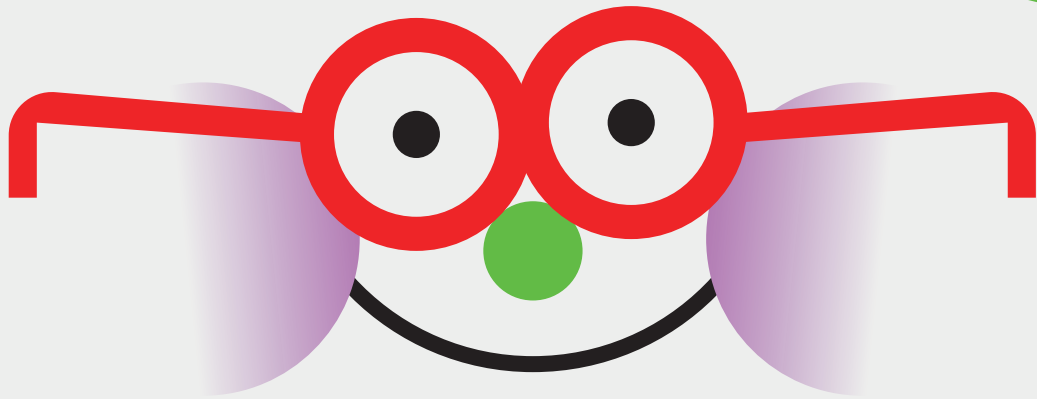


How would the world be without
ENGLISH?



Career-related
reflection on
disciplines

Instructions for the **teacher**

Start from the didactic material of your discipline.
What topic are you focusing on with your class now?
Have you ever thought that you could link the topic with careers?

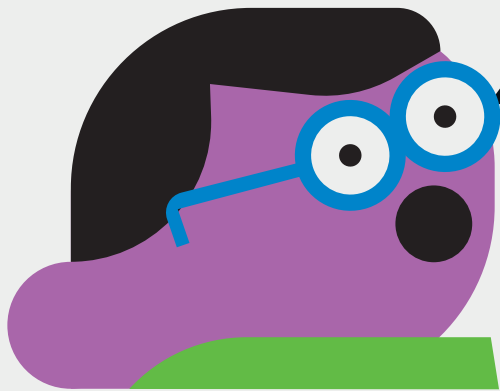
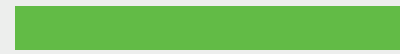
Young people critically need **support** to see and understand their future. Ensuring that **careers learning** is delivered in all subjects has benefits clearly aligned to the school priorities and to **positive outcomes for students**.

Highlighting **relevant careers stories**, or relating topics or essential skills in your subject to careers and **future opportunities** is easy to embed and can be really powerful. This goes towards a culture that inspires **young people about their future**.

● **There are 5 different recommendations to follow when linking careers in the curriculum:**

- **Highlight the relevance of your subject** (applicable skills and competences) to future careers and opportunities.
- **Set curriculum learning** within the context of careers and the world of work.
- **Deliver curriculum learning through employer encounters**, experiences of work and/or extra-curricular opportunities.
- **Start a lesson topic** with a link to a career that uses the knowledge or skills your students are about to learn.
- **Share personal career experiences** by talking to students about your own study routes and previous jobs.

ENGLISH



Why **study** english? How about a world where people do not speak a second language?

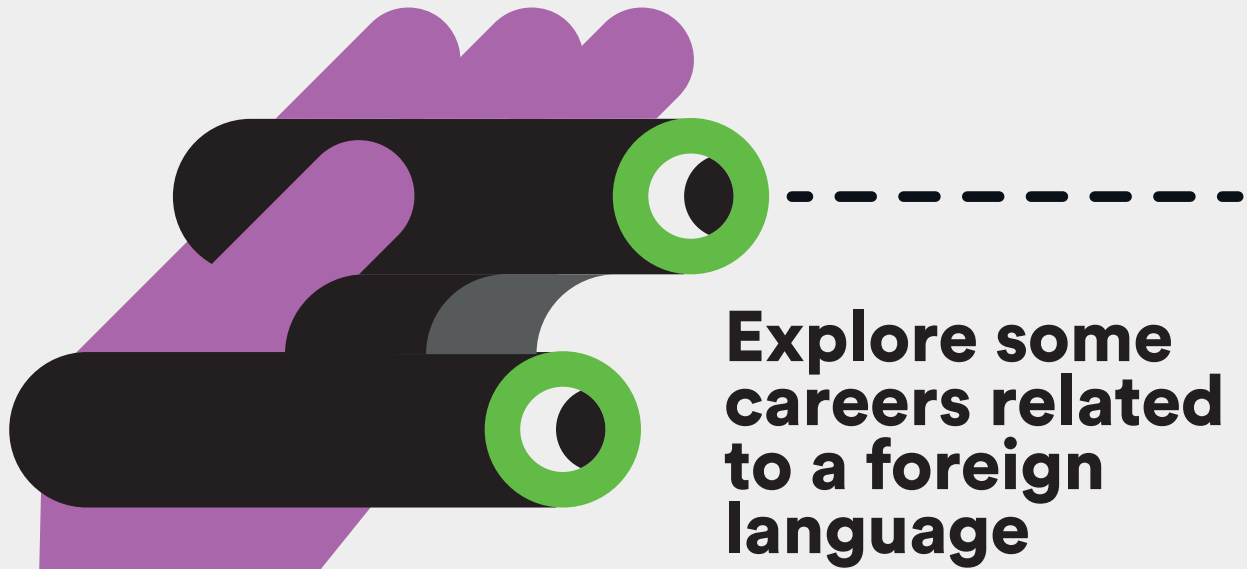


Aim: Helping students to recognize the importance of your subject.

Use examples from both inspirational elements and everyday life to help students understand how this subject is important to their lives and the lives of those around them.



Task: watch and comment on a video/text and try to find some examples which connect the use of mathematics and jobs.



Explore some careers related to a foreign language

Aim: Encourage all students to see the opportunities available, regardless of gender, race, academic ability and background.

Task: find 4 professions that are not often considered and ask students to guess the job starting from the clues. Once guessed, ask students to specify how language is used in each profession.

Name of the job role:

● **Tour Operator**

Text: Hello, I'm Claudine and in my job I use English every day To guide people on paths of artistic and cultural education. My job is to raise awareness of the artistic and scenic beauty of the area and bring visitors closer to the history and culture of a particular place. The tool I can never part with is my geographic map of the city!

Clues: This professional

- Use English
- Asking questions to obtain information
- Working in the evenings or on weekends
- Presenting ideas and information in front of groups of people
- Carrying out a physical activity while standing

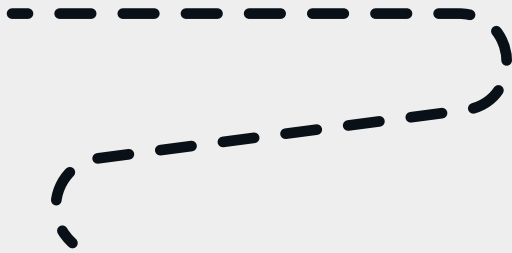
Name of the job role:

● **Copywriter**

Text: Hi, I'm Daline and in my job I use English every day To Playing with words and write creative texts. I write effective texts for different communication channels (print, digital, radio and television). The tools I can never part with are my books!

Clues: This professional

- Use English
- Collect and analyze information
- Influencing the actions or decisions of others
- Understand and value people's feelings, opinions, and behaviors



Extra task: ask students to interview the professional and collect the info with the “ID OF A PROFESSIONAL” in Kit1) or propose an external resource as a video in which a professional presents himself/herself.

Name of the job role:

● **Environmental engineer**

Text: Hi, I'm Francesco and in my job I use English every day to communicate with my team. Together with my team we are in charge of assessing the environmental impact of the constructions (buildings, monuments, etc.) that will be built. My company works on many European territories and therefore we use a common language to speak, English. The tool I can never part with is my gamer computer!

Clues: This professional

- Use English
- Be interested in the construction techniques of buildings, roads, etc.
- Improve or protect the environment
- Be interested in earth sciences
- Work with technical drawings and graphics

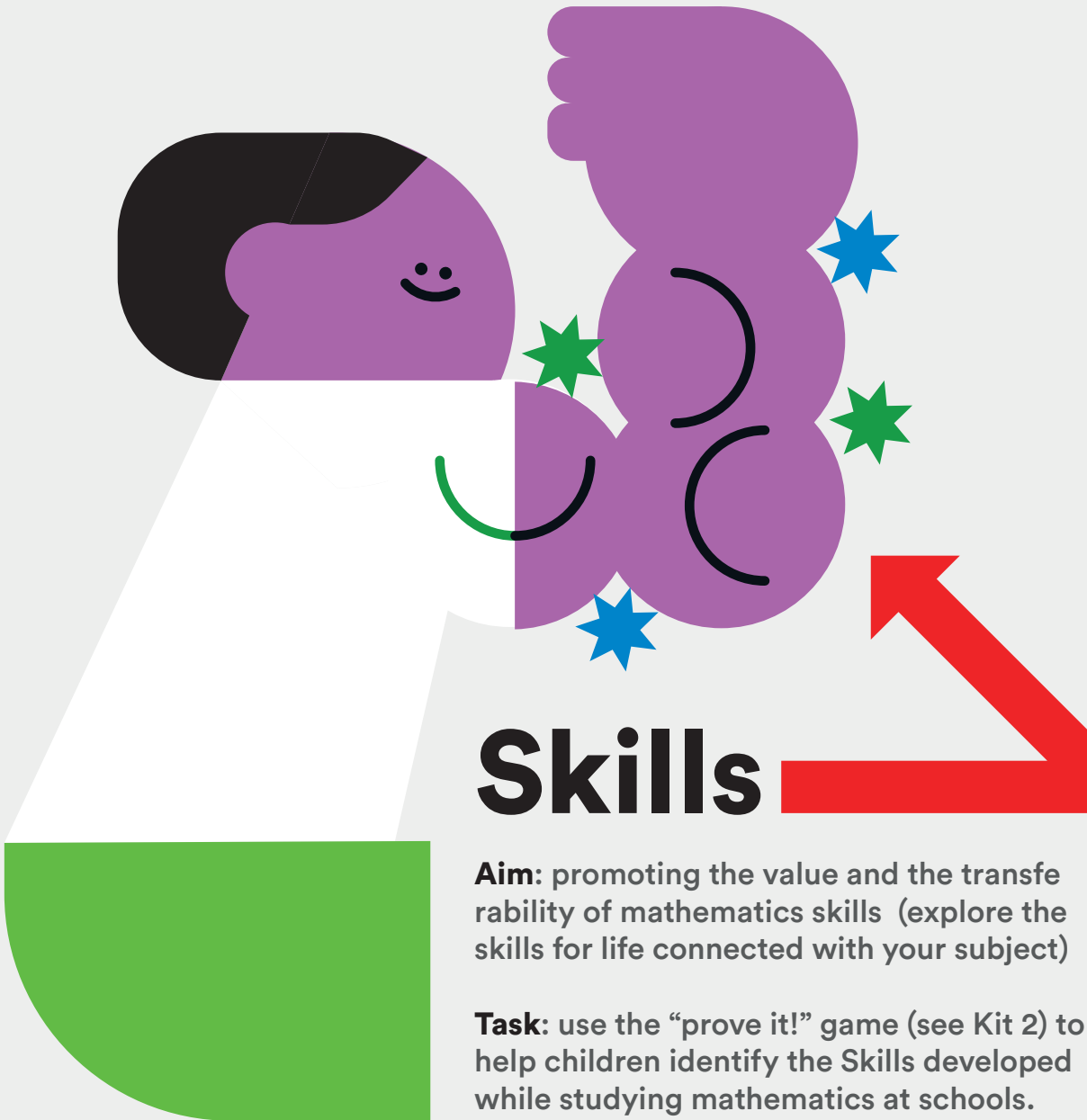
Name of the job role:

● **Set Designer**

Text: Hello, I'm Jamal and in my job I design and curate the creation of scenes and environments in the film, television, theater, and exhibition industries, taking into consideration the theme or script, budget, facilities, and technical equipment. The tool I can never part with is my block notes!

Clues: This professional

- Use English
- Creating design, styles and trends
- Working in the production, organization and management of music, theater and dance performances
- Working with technical and graphic designs



Skills

Aim: promoting the value and the transferability of mathematics skills (explore the skills for life connected with your subject)

Task: use the “prove it!” game (see Kit 2) to help children identify the Skills developed while studying mathematics at schools.

Skill to be proven

Occasion where you have proven it

Skill Badge

**Infusing REALITY TASKS / AUTHENTIC EVALUATION
with career-related learning**

Define your topic: _____

Explain the theory: _____

Reality task (The problem/situation should be contextualised within a workplace and related to the specific skills of the practitioner)? _____

Connect the professional role to the problem:

