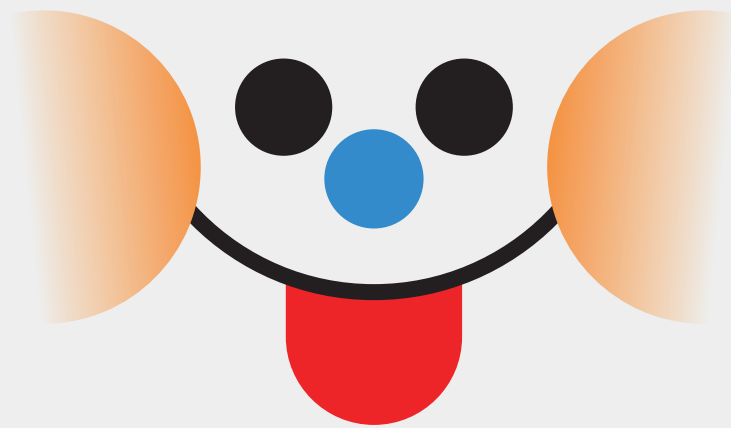


How would the world be without
LANGUAGE?



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.

FIRST LANGUAGE

Spanish, Italian, Greek, Romanian

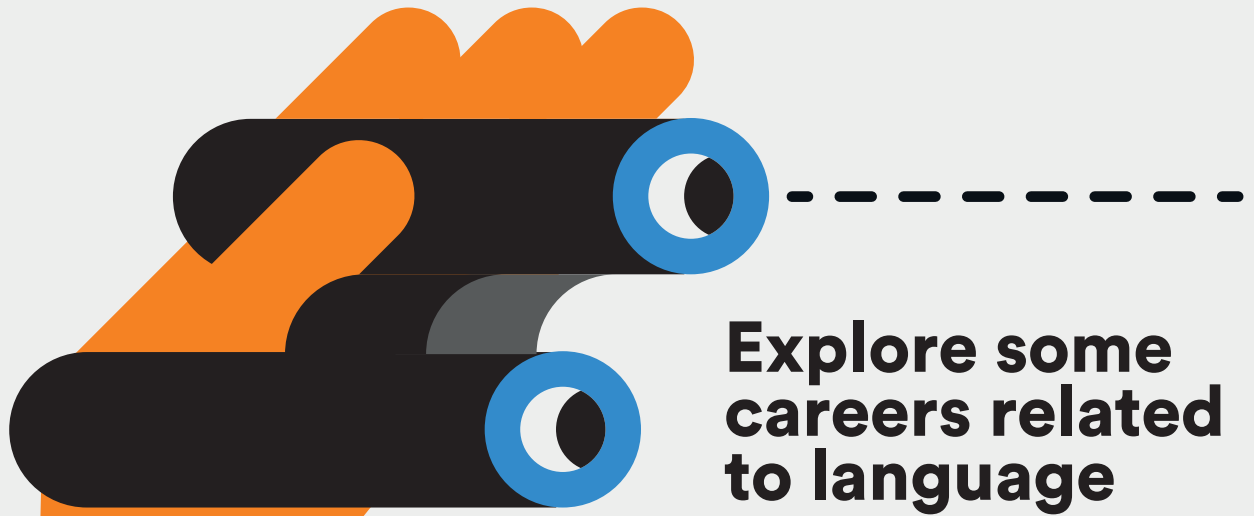


Aim: Helping students to recognize the importance of your subject.

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 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:

● **Teacher**

Text: Hello, I'm Carol, and in my job I use Italian every day. I use this language to talk with many young people, of different ages. I manage relationships with families, colleagues and other experts. The tool I can never part with is the grammar textbook!

Clues: This professional

- Uses language
- Has to do with children
- Is able to clearly explain concepts
- Asks questions

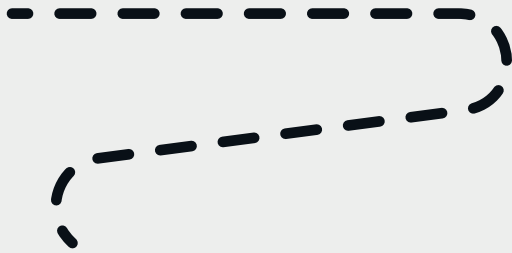
Name of the job role:

● **Politician**

Text: Hi, I'm Denis and in and in my job I use Italian every day. Through this language I create laws, pass budgets, and make decisions that have a major impact on society. I also relate with a great many professionals and talk about important issues such as world hunger. The tool I can never part with is my phone to stay up to date with world news!

Clues: This professional

- Uses language
- Needs to know laws
- Is able to work with many different other professionals
- Is persuasive



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:

● **Content Creator**

Text: HI, I'm Armando and in my job I use Italian every day to create new content! I can do many things with my work, but two aspects are important: communication and creativity. I am in charge of shaping content. The tool I can never part with is my laptop!

Clues: This professional

- Use language
- Draw
- Explain concepts
- Influence the actions or decisions of others
- Uses computer programs for graphics and video making

Name of the job role:

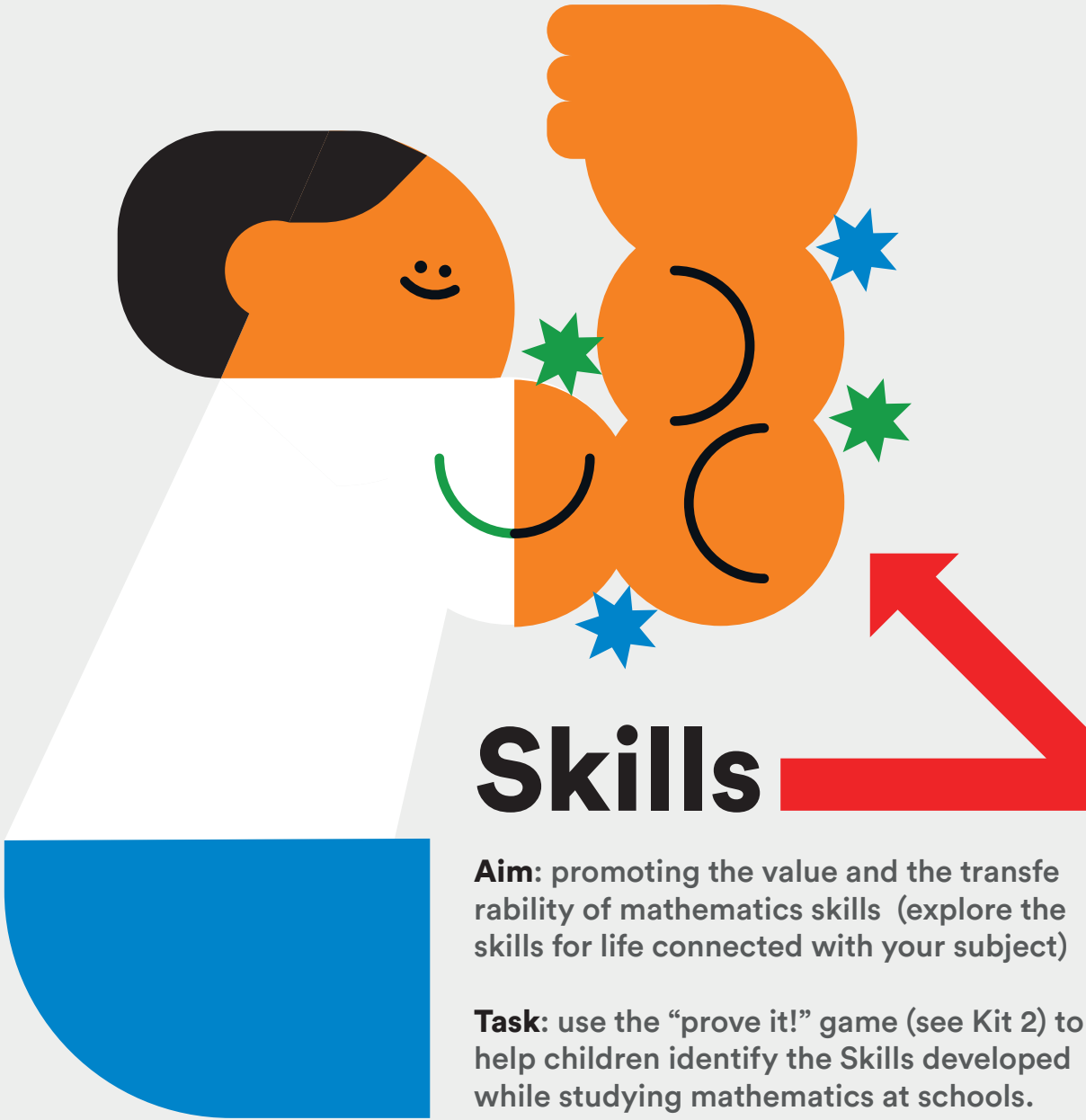
● **Receptionist**

Text: Hello! I'm Eloise and in my job I use Italian every day to accommodate people. I help them get settled, and I listen to their every request. The tool I can never part with is my calendar!

Clues: This professional

- Use language
- Providing assistance to users and customers
- Give useful information on breakfast times, check in and check out
- Knowing how to plan and calendar commitments
- Being able to speak multiple foreign languages





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:

