How would the world be without

MATHEMATICS?

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?

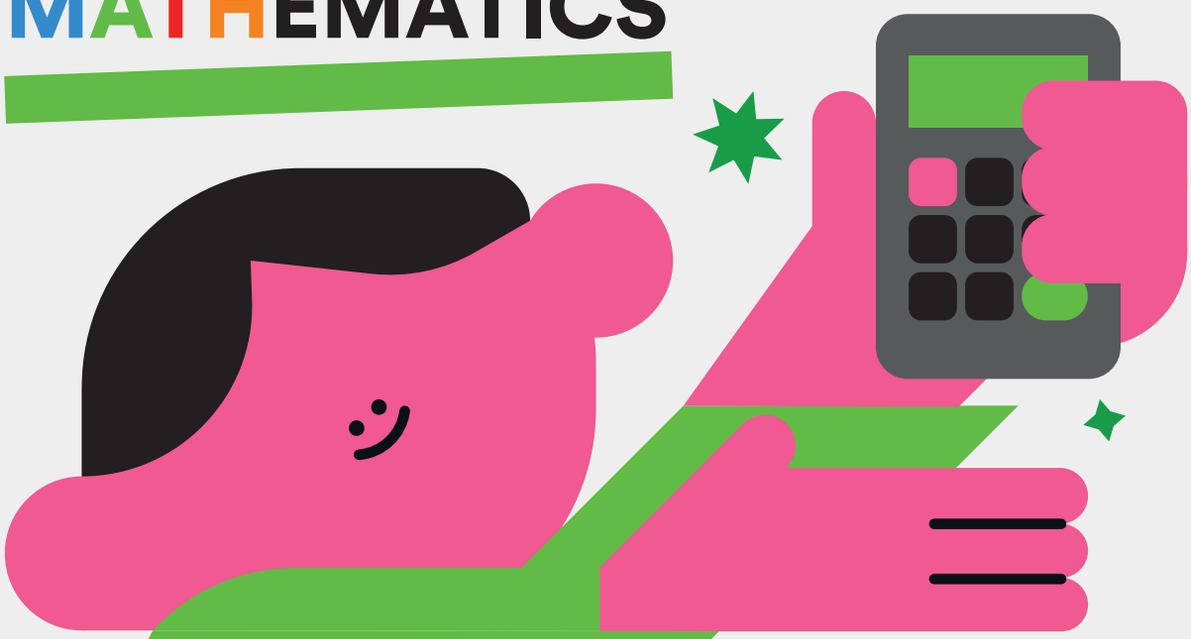
Young people critically need **support** to see and understand their future. Ensuring that **careers learning** is delivered in all subjects has benefits clearly aligned to the school priorities and to **positive outcomes for students**.

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.

MATHEMATICS



Why study mathematics? How would the world be without mathematics?

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 mathematics

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 (see KIT 1!) the job starting from the clues. Once guessed, ask students to specify how mathematics is used in each profession.

Name of the job role:
● **Game designer**

Text: Hi, I'm Juli and in my job I use math every day to analyze and code data. Usually, I use a lot of creativity in my work to invent new stories and characters. The tool I can never part with is the computer, I always carry it with me when I work. The beauty of my work is.... being able to create the rules of the game!

Clues: This professional
- ○ Uses mathematics
- ○ Uses Coding
- ○ Is creative
- ○ Has to do with games

Name of the job role:
● **Chef**

Text: Hello! I'm Alex and in my job I use math every day to make proportions and to calculate time. Combining flavors and colors is my job, to create many deliciousnesses.

The tool I can never part with is my cookware set, I use it all the time in my work!

Clues: This professional
- ○ Uses mathematics
- ○ Works standing
- ○ Often works in weekends
- ○ Has to do with food

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:
Ceramist

Text: Hi, I’m Charlie and in my job I use math every day To do so many things. I need the numbers to create the right mixture for my creations, calculate the right oven temperature, and calibrate the time needed to bring beautiful objects to life. The tool I can never part with is my lathe!

Clues: **This professional**

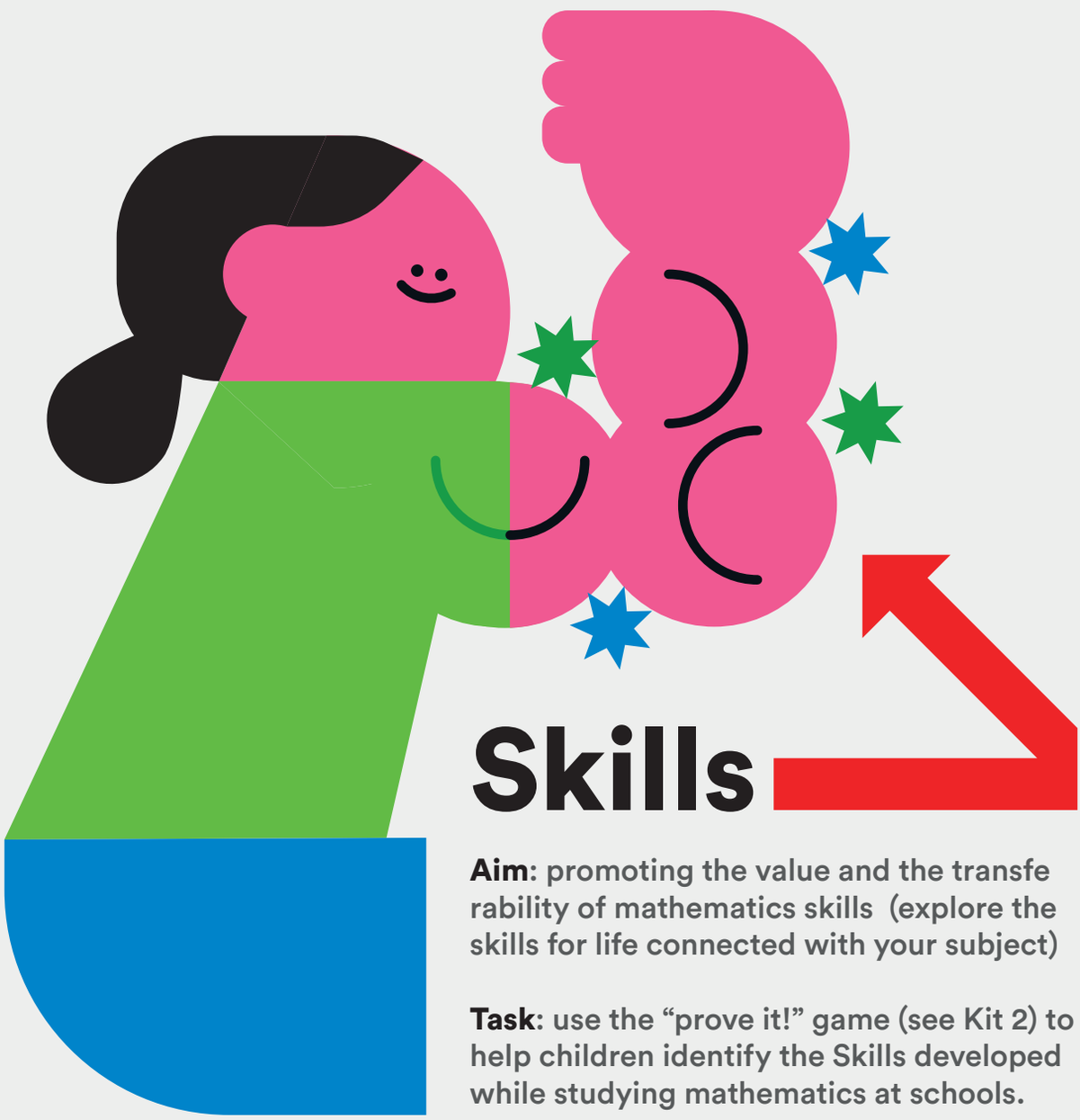
- Uses mathematics
- Uses Coding
- Is creative
- Has to do with games

Name of the job role:
Geologist

Text: Hi, I’m Clair and in my job I use math every day to study elements such as rocks, crystals, sediments and fossils. I need to use numbers to measure the size, depth and every change to study the globe. The tool I can never part with is my GPS system//compass!

Clues: **This professional**

- Uses mathematics
- Knows about rocks, crystals, fossils, etc.
- Has to do with science
- Use tools like a GPS system



Skills

Aim: promoting the value and the transfe rability 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:

_____

_____


PRIME