



Bitesize Careers – Embedding careers in the curriculum

Planning for careers

The aim for this section is to focus on planning for careers in your classroom and department.

Slide 3 builds on the research introduced in the 'Roles in careers provision' session by looking at some of the issues around introducing careers in subject lessons. The main point being that special careers lessons are not a requirement and careers can be included as context for subject lessons. By including more contexts and examples linked to curriculum content, students will get used to a wider range of examples and become more comfortable with applying their subject knowledge in different ways.

The next 2 slides (slide 4 and 5) emphasise the need to plan careers information in the curriculum rather than thinking of things during the lesson. As a department this could include highlighting careers links in schemes of work at an appropriate timescale. Schools are also encouraged to look at the resources they have outside the school such as:

- The parent/family body
- Past pupils
- Careers Enterprise Company Advisers and STEM Ambassadors

Activity 1 (slide 6) encourages the use of images as a stimulus for careers discussion. The example shown is the Gateshead Millenium Bridge but teachers could easily use their own local contexts instead. The activity asks teachers to consider curriculum links to the image and to think about what careers might be involved. Slide 7 provides some possible STEM links both from the subject and curriculum perspectives.

Activity 2 (slide 8) goes on to ask teachers to find a local image that pupils would recognise and then use this to develop their own link to physics topics and careers.

The next quick exercise aims to highlight the first thoughts that students might have about particular occupations. Advancing the slide reveals that these roles are not gender stereotypical. Teachers could ask student to describe what these two people might be like – their characteristics before revealing the detail. Links to EDI.

As previously mentioned in other sessions, there are many stereotypical views about physics and teachers should not encourage them by producing images like the one shown in slide 10. The next four slides (slides 11-14) provide some useful ideas about how to display careers information in novel ways.

Slides 15 and 16 encourage the use of careers, company information and news stories as contexts for questions in class. Could you showcase local companies?

Finally, Activity 3 on slide 17 encourages you to consider your next steps by making some simple action plans to take forward in your setting.

Links:

<https://www.flickr.com/photos/58212595@N00/354510876/>

<http://mrhowardlearningtoteach.blogspot.co.uk/2017/08/i-created-these-posters-to-show-my.html>

<http://historywoman.weebly.com/birthdays.html>

<https://www.thoughtco.com/famous-women-scientists-3528329>

https://todayinsci.com/5/5_08.htm

<https://stemettes.org/>

<https://www.wisecampaign.org.uk/>

<https://academicinfluence.com/rankings/people/women-scholars/physics>

<https://photos.google.com/share/AF1QipP->

[ikvlt4edaCPhop_iT63pMXCpLrDuWZP5i0ITneHulRyPtuNOeyAhB4kK9DZdtA?key=b0Vvdk5FS19sNURIMXRCN2F4NkhHb0ICMnVLQ05n](https://photos.google.com/share/AF1QipP-ikvlt4edaCPhop_iT63pMXCpLrDuWZP5i0ITneHulRyPtuNOeyAhB4kK9DZdtA?key=b0Vvdk5FS19sNURIMXRCN2F4NkhHb0ICMnVLQ05n)

<https://www.bbc.co.uk/news/science-environment-64540696>

<https://www.bbc.co.uk/news/science-environment-64473574>