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Guide to kit 3

Career-related reflection in disciplines

Overview of the kit

This kit consists of a set of learning units to help teachers and students discover the great potential of disciplines in terms of career development.

While teaching maths, the country language and English as a foreign language, and the other school subjects, students not only learn specific aspects related to the disciplines but they represent precious occasions to learn about themselves and to build bridges with careers and the outside world.

These units are compiled in a leaflet for teachers and we hope this can be an inspiring starting point for teachers to transform their daily practice while infusing it with career-related reflections.

The methodological framework of reference is the Career Management Skills framework as presented in the PRIME Handbook. In particular, this set of learning units refers to the macroarea labelled as “exploring new horizons” and “monitoring and reflecting on your own experience”.

The macroarea “exploring new horizons” is about exploring career opportunities and understanding the complexity of the socio-economic scenario including reflecting on the ethical and sustainable impact of career choices. Within this area, the focus is on learning outcomes related to:

- Understanding careers and the labour market. Giving students the chance to explore knowledge about different career opportunities in the labour market means letting them explore different areas of professional profiles and go beyond stereotypes. Promoting this skill also means to make students able to reflect on future careers and understand how the labour market and careers change over time. Understanding careers also means to let students be receptive to how they can describe careers, also in uncommon ways.

The other main area of skills which guided these learning units refers to the area called “monitoring and reflecting on your own experience”. Since the future of work is constantly changing, it is necessary for students to be able to activate themselves to monitor and reflect on past experiences in order to design their future. Learning to attribute meaning to past experiences, both positive and negative, is important for planning, designing and redesigning one's life, study and work goals. This area focuses on the individual's active engagement in monitoring and reflecting on the career path, on results of learning and achievements. While for older students this encompasses a variety of subareas, with primary school children this opens up the possibility to help them reflect on their learning achievements and help them link these achievements to future perspectives. In particular, this area relates to the ability to analyse the skills required to act a certain role or to accomplish a certain task at school. This awareness is then widened by another layer of reflections where students are supported to link the same skills they act to careers and possible futures. Activities built with this aim powerfully work to help them feel empowered to access possible futures. Moreover, these activities design a protected space to boost self-efficacy and self-awareness while building bridges between schools and the outside world.

The kit is composed by:

Learning unit 1. Why is this subject important? How would the world be without it?

Learning unit 2. Explore careers related to that subject

Learning 3. Skills for life

Learning 4. Reality tasks and career-related reflections

Curriculum mapping: This set of learning units was built after a thorough review of primary school curricula and was developed to be used transversally. They were thought to be used transversally when teachers teach maths, the country language or a foreign language. The units were piloted in several contexts including different age groups and linked to different school subjects.

Learning Unit 1. Why is this subject important? How would the world be without it?

Methodological framework: Career management skills with a special focus on the areas “exploring new horizons” and “monitoring and reflecting on your own experience”

Learning outcomes: Reflecting on what learnt in a specific activity while exploring the complexity of the world.

Timing: 60 minutes

Activities: the aim of this activity is to help students recognise the importance of school subjects. Use examples from both inspirational elements and everyday life to help students understand how these subjects are important to their lives and the lives of those around them. In the activity, teachers are invited to watch in class a video (see leaflet) and to comment the video. The debate technique could be used to guide the discussion.

Supporting material: kit 4 leaflet

Training materials: teachers are invited to review the leaflet first and to structure the activity in terms of timing and groups dynamics.

Role of the teacher: to support the activity which sees the students as protagonists.

Assessment and evaluation tools: teachers are invited to structure a reflective moment at the end of the activity where students can explicitly phrase what

learnt.

Short guidelines for teachers and educators: this is recommended to be done at the beginning of the school year as an opening to a certain discipline.

Learning Unit 2. Explore careers related to that subject

Methodological framework: Career management skills with a special focus on the areas “exploring new horizons” and “monitoring and reflecting on your own experience”

Learning outcomes: Reflecting on careers related to certain subjects

Timing: 30 minutes

Activities: the aim of this activity is to encourage all students to see the opportunities available, regardless of gender, race or academic ability. Teachers are invited to choose 4 jobs (or to use the 4 jobs proposed in the leaflet) that are not often considered and ask students to guess the job starting from the clues. Once guessed, teachers should ask students to specify how the subject is used in each profession.

As an extra task, teachers could then ask students to interview the professional and collect the info with the ID of a professional from kit 1 or propose an external resource as a video in which a professional presents himself/herself.

Supporting material: kit 4 leaflet

Training materials: teachers are invited to review the leaflet first and to structure the activity in terms of timing and groups dynamics. An interesting supporting material is this web resources which focuses on the same task from the opposite perspective:

Maths, Why Bother? | MYPATH Careers Resources

The 'Maths, Why Bother?'...

mypathcareersuk.com

Role of the teacher: to support the activity which sees the students as protagonists.

Assessment and evaluation tools: teachers are invited to structure a reflective moment at the end of the activity where students can explicitly phrase what learnt.

Short guidelines for teachers and educators: NA

Learning Unit 3. Skills for life

Methodological framework: Career management skills with a special focus on the areas “exploring new horizons” and “monitoring and reflecting on your own experience”

Learning outcomes: Reflecting on transversal skills learnt while learning disciplines.

Timing: 30 minutes

Activities: the aim is to promote the value and transferability of what learnt during disciplines (explore the skills for life connected with a certain subject). The activity is called “prove it” and is structured to help students identify the Life Skills developed while studying mathematics/languages at schools. To do so, the table below is provided. This requires the teachers and the students to identify the skills. Based on the skills identified, students are challenged to think of situations where they proved them. Situations can only be chosen from settings related to lessons in a specific discipline. For example, how can you prove emotional management thinking of your behaviours during maths classes?

SKILL TO BE PROVEN	OCCASION WHERE YOU HAVE PROVEN IT	BADGE

Supporting material: kit 4 leaflet and reference to the skills framework.

- <https://publications.jrc.ec.europa.eu/repository/handle/JRC130003>, this framework refers to this set of skills:
 1. self-awareness,
 2. emotion management,
 3. stress management,
 4. effective communication,

5. effective relationships,
6. empathy,
7. creative thinking
8. critical thinking,
9. decision-making skills,
10. problem-solving skills

- Another possibility (with more supporting materials) is to use the skills framework used in this document:
https://resources.careersandenterprise.co.uk/sites/default/files/2022-08/1558_My%20Learning%20My%20Future_Maths_Completed.pdf

Training materials: this unit refers to a process of linking skills to experiences. Kit number 2 of the PRIME results can be useful as a reference.

Role of the teacher: to support the activity which sees the students as protagonists.

Assessment and evaluation tools: this activity is built as a reflective moment itself but it is recommended to dedicate an ad hoc time for final reflection at the end of the task.

Short guidelines for teachers and educators: NA

Learning Unit 4. Infusing reality tasks/authentic evaluation with career-related learning

Methodological framework: Career management skills with a special focus on the areas “exploring new horizons” and “monitoring and reflecting on your own experience”

Learning outcomes: exploring careers related to school subjects.

Timing: depending on the reality task.

Activities: during authentic evaluation task used by teachers, teachers are invited to refer to specific work contexts and to explicitly link to certain professional profiles involved. These can be further explored.

Define your topic	Es. division
Explain the theory	Es. theory of division
Reality task (The problem/situation should be contextualised within a workplace and related to the specific skills of the practitioner)	For the Christmas party, a pastry chef has baked 30 cream puffs to fit into 5 gift boxes. How many cream puffs does each box contain?
Connect the professional role to the problem	Find out more about that job, interview a professional or listen to a professional's story about the use of mathematics in their work



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