

**Date:** Monday 2 March to Friday 6 March 2026

**Location:** [bbc.co.uk/bitesize/careers](http://bbc.co.uk/bitesize/careers)

**What:** Short classroom activities for secondary schools and learners aged 11 to 16. Ideas and videos that can be used for a quick classroom activities and discussion starters or adapted into full lessons using the follow-up suggestions provided.

The fun, themed days from Monday to Friday are designed to inspire your students to think about a range of jobs and what could be the right pathway for their future career.

There is a pre-planned activity for each day as outlined in the activity guide, ready to use in your classroom. Simply follow the steps below to join in during the week. If that's not possible, the content will remain online and available for you to use flexibly at any time.

- **Step 1:** Use this guide to help **plan** your lessons or form time in advance.  
*\*Please note, you will need access to the internet and a screen.*
- **Step 2:** From Monday 2 March, visit the [‘Tips and inspiration’](#) page on the Bitesize Careers website each weekday.
- **Step 3:** Click on the links provided on the website or below to access the content and follow the suggested discussion topics with your students.

### Curriculum links

These resources are suitable for teaching careers education in secondary schools for students aged 11 to 16. The collection of content can be used as part of your wider careers programme and has been designed with an educational consultant.

## MATCHDAY MONDAY – 2<sup>ND</sup> MARCH

### *Careers in sport and football*

### Quiz - Making it all happen.

To help you think about the range of jobs in sport, get into groups and think about all the jobs involved in making next summer's FIFA World Cup happen.

Ask each group for their total. Then ask the group with the most to read out their list.

Emphasise that jobs in sport won't all involve playing professional sport. There's the business, finance, marketing, technology. Other industries are involved too e.g. construction, & security.

Watch the BBC Bitesize video on [careers in sport](#)

### Follow up activity/questions:

What positive impact can sport have on a community?

In what way do you think the sports industry could be impacted by AI in the future?

### Want more?

If there's a job [within the sports industry](#) that appeals to you, take the time at home to research it further. What skills and qualifications might be needed to do the role? What might be the impact of AI on the job?

### Also watch

[How to have a career in football.](#)

[How to become a sports professional.](#)

## JUSTICE TUESDAY – 3<sup>RD</sup> MARCH

### *Careers in law*

Quiz - What's the difference?

There are a wide range of jobs in law. But how much do you know?

In small groups or pairs, discuss:

1. the difference between a Barrister and Solicitor
2. the difference between a Paralegal and Solicitor
3. the difference between a Paralegal and Legal Executive
4. the difference between a Paralegal and Legal Secretary

Watch the video on [careers in law](#)

If you have time you can also watch videos on [specific careers in law](#), especially the ones the students are less familiar with.

Emphasise that you don't have to go to university for some of these roles. You can start as an apprentice or join a law firm as a legal secretary which will give individuals a useful insight into law before deciding whether to gain further qualifications.

### **Follow up activity/questions:**

What do you think are the biggest challenges of a career in law?

In what way do you think the law industry could be impacted by AI in the future?

### **Want more?**

For students interested in law, encourage them to:

- Visit a law court, sit in the public gallery and observe proceedings.
- Research the different routes into law and the skills and qualities needed to succeed.

Why not invite a lawyer into the school to speak to students about their job?

### **Also watch**

[How to become a lawyer](#)

## **WISDOM WEDNESDAY – 4<sup>TH</sup> MARCH**

### *Careers in education*

#### **Activity A - It's not all about teaching:**

Watch the Bitesize video on [careers in education](#)

Explain that it's not only teachers who work directly with students. As a group, come up with as many other professionals who work in the school or occasionally visit the school to work with students. Examples include careers advisers, education psychologists, social workers.

Emphasise that all these jobs are within education, influencing the lives of young people.

#### **Activity B - Think globally:**

Watch this BBC video on the importance of [quality education](#). Share your understanding of teaching abroad as a possible option, giving you the opportunity to travel as well.

### **Follow up activity/questions:**

In what way do you think education could be impacted by AI in the future?

If you could change anything about the education system, what would it be?

To what extent do you feel that school prepares you for the outside world?

Explain:

If you care about education, there are jobs in teaching students directly, but also jobs that influence and shape how and what children are taught.

For example, working for:

- The Department for Education
- An exam board
- Multi-Academy Trusts (MATs) or education providers

### **Want more?**

Turn the tables:

Allow the students to ask you questions about what it's really like being a teacher, including outside of the classroom.

### **Also watch**

[How to become a teacher.](#)

## **TECH TACTICS THURSDAY – 5TH MARCH**

### ***Careers in engineering***

To introduce this job sector, ask the group - who can define engineering?

Watch a video on careers in engineering

Read out the following engineering job definitions and ask the students to guess the name of that type of engineer. You could also have the answers up on a screen, then read out the definitions to see if they can find the right job.

- a) Design and manage construction projects, such as buildings, bridges, flood defences and transport links
- b) Design, test, build and maintain aeroplanes spacecraft and satellites
- c) Develop ways to turn raw materials into everyday products

- d) Design, build and maintain electrical systems machinery and equipment in lots of different Industries
- e) Design, build and install machinery used in Industries like power, engineering, transport and manufacturing
- f) Build and repair boats, ships, submarines, offshore platforms, and drilling equipment
- g) Research and develop ways to generate sustainable power from wind, solar, hydrogen and biomass resources
- h) Help to design and build large structures and buildings like hospitals, sports stadiums and bridges
- i) Design develop and maintain medical equipment used to diagnose illness and treat patients
- j) Build, service and repair agricultural, horticultural and forestry machinery and equipment

Answers:

- a) Civil Engineer
- b) Aeronautical Engineer
- c) Chemical Engineer
- d) Electrical Engineer
- e) Mechanical Engineering
- f) Marine Engineer
- g) Renewable Energy Engineer
- h) Structural Engineer
- i) Agricultural Engineer

Explain that there are many other types of engineer. The industry is very broad!

**Follow up activity/questions:**

In what way do you think engineering could be impacted by AI in the future?

What impact does engineering have on our community/world?

Take a look at the [UN Sustainable Development Goals](#) and ask the class to identify the goals that engineering could impact. Watch one of the videos to see how.

**Want more?**

Encourage students to research:

- the impact of engineering on the [UN Sustainable Development Goals](#) in their own time
- the range of [careers in engineering](#)

**Follow up activity/questions:**

In what way do you think engineering could be impacted by AI in the future?

What impact does engineering have on our community/world?

Take a look at the [UN Sustainable Development Goals](#) and ask the class to identify the goals that engineering could impact. Watch one of the videos to see how.

### **Want more?**

Encourage students to research:

- The impact of engineering on the [UN Sustainable Development Goals](#) in their own time.
- The range of [careers in engineering](#).

### **Also watch**

[How to become an engineer.](#)

## MEDICAL MARVELS FRIDAY – 6TH MARCH

### *Careers in healthcare and medicine*

Watch the video on [careers in healthcare](#)

#### **Activity A:**

A footballer collapses on the pitch during a game and has stopped breathing? Who is involved in saving their life and aiding their recovery?

Write their answers on a whiteboard or screen.

Some might say doctor, nurse etc. Emphasise that there's a wide range. They won't know most of these but that's the point:

- **First aider or coach** – Starts CPR
- **Sports medic / physiotherapist** – Assesses and stabilises
- **Paramedic** – Uses a defibrillator, gives emergency treatment
- **Ambulance crew** – Rapid transport to hospital
- **Emergency doctor**
- Emergency nurse**
- **Healthcare assistant**
- **Porter** (moves patient quickly between departments)
- **Cardiac nurse**
- **Physiotherapist**
- **Pharmacist**
- **Cardiac rehabilitation specialist**
- **Clinical coder** – Records what happened
- **Medical engineer** – Maintains defibrillators
- **Hospital cleaner** – Infection prevention
- **IT technician** – Keeps monitoring systems running
- **Medical receptionist** – Coordinates follow-ups

OR

#### **Activity B:**

Read out these job definitions and see if students can guess the job title:

1. I help people who have difficulties carrying out day-to-day activities because of a disability, illness, trauma, ageing, and a range of long-term conditions.  
A - Occupational therapist
2. I translate the science of nutrition into everyday information about food and advise people on their food and nutrition choices.

A - Dietitian

3. I'm often the first to arrive when a patient needs help. It's a fast-paced and vital role where I need to quickly take charge of the situation to save lives.

A - Paramedic

4. I check and maintain medical equipment to make sure it is safe to use and operating correctly.

A - Clinical engineer

5. I treat people by examining their experiences and exploring underlying issues.

A - Counselling psychologist

6. I provide life-changing treatment, support and care for children and adults who have difficulties with communication, eating, drinking and swallowing.

A - Speech and language therapist

7. I safeguard NHS data and protect systems and networks from cyber-attack.

A - Cyber security staff

8. I take blood samples from patients which are examined in a laboratory. The results can be used to quickly diagnose diseases and conditions.

A - Phlebotomist

9. I monitor patients' hearts to support decisions around treatment and any additional care needed.

A - Cardiographer

10. I help patients to run, walk better or simply stand without pain. I give back the power of movement to patients, in a way that's as pain-free as possible.

A - Prosthetist/Orthotist

Explain - not all of these jobs are patient facing jobs e.g. cyber security jobs or clinical engineering. So there's work for a wide range of people within healthcare.

### **Follow up activity/questions:**

In what way do you think healthcare could be impacted by AI in the future?

### **Want more?**

Find out more about the global issues related to [good health and well being](#)

### **Also watch**

[How to become a doctor.](#)

[How to become a nurse.](#)

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