

New, free online resources for secondary schools available from Monday 4 March

Date: Monday 4 March to Friday 8 March 2024

Location: bbc.co.uk/bitesize/careers

What: 10-minute classroom activities for secondary schools and learners aged 11 to 16. Activity ideas and videos that can be used for a quick activity, adapted into an entire lesson, or developed into a longer activity using the follow-up suggestions provided.

Join us on Monday 4 March for a week of jobs and careers themed daily activities, lesson starters and video content to get your students thinking about future careers and the right path for them.

We will have themed days from Monday-Friday during the week. There is a pre-planned activity for each day as outlined in this 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 4 March, visit the [‘Tips and inspiration’](#) section on the Bitesize Careers website each week day.
- **Step 3:** Click on the links provided on the website or below to access the content and follow the suggested discussion topics with your learners.

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 to help schools meet the [Gatsby Benchmarks for careers guidance](#). They cover a range of topics that can be mapped against benchmarks 2 to 6.

The learning outcomes include:

- Learners will be clearer on what they want from a career even if they don't yet know which specific path they want to follow.
- Learners will be aware of the importance of considering in demand 'careers of the future' and how they might relate to issues they care about.
- Learners will know how they can investigate the needs of the future and then be clear about the subjects that might be relevant to meeting these needs when making choices.

How to use the resources:

- **On Monday 4 March**, a series of videos, quizzes and articles will be available on the [Bitesize Careers website](#) to support teachers to deliver careers themed activities in lessons or form time. The videos will remain available afterwards to be used as a teaching resource whenever you need.
- These videos and resources have been curated into short, approximately 10-minute length activities that you could use with students during tutor time, form time, or at the beginning or end of a lesson. If you wish, the ideas can be adapted for a quick activity, an entire lesson or developed into a longer activity using the follow-up activity ideas.
- The activities can be used flexibly in your timetable, for example teachers may wish to do an activity each day in order, or instead might choose one activity from the selection that best fits your class, time and subject. You can also encourage students to investigate the discussion points and website suggestions further in their own time, as well as discuss it with a parent/carer.
- Please note, you will need access to the internet and a screen.
- There are short, student facing videos, quizzes, classroom activities, all centred around the world of jobs, careers and apprenticeships.
- To add to the fun, we've broken the week down into daily themes, but these are suggestions only and resources can be used at any time, on any day.

Motivation Monday – exploring job **motivations**, which jobs students may enjoy and why.

Talented Tuesday - linking **passions** to possible **future jobs**.

Working World Wednesday – behind the scenes of **real jobs**.

Throwback Thursday - stories of young people who've turned their long-loved **hobbies** and interests **into jobs**.

Your Future Friday - identifying **career goals** and how to achieve them.

[Click here from Monday 4 March to access all the National Careers Week resources outlined below.](#)

MOTIVATION MONDAY

This content below will introduce National Careers Week by encouraging students to explore their job motivations, jobs they think they'd enjoy and the reasons why.

VIDEO: As a class, view the short, video podcast **The Bitesize Careers Podcast**, episode '[How do I find a job I'll enjoy](#)'. It will introduce your class to the theme of job motivations, encourage them to think about jobs they'd find enjoyable and what factors would keep them motivated at work.

ACTIVITY: As a follow up activity, you could then ask your students to write down a list of their 'must-haves' and their 'must-not haves' in a job, as well as their main motivations.

Follow-up activities and teacher notes:

1. It doesn't matter if students don't know what specific career path they want to follow at this stage, but they can think about their ideal criteria for a good career. Understanding 'must-haves' and 'must-not haves' is a good starting point to help students understand what they want from a career.
2. If students are struggling to think of what their career 'must-haves' might be, you could give them some suggestions. Here are some career drivers and motivations: financial reward, sense of purpose, good work relationships, security, creativity, independence, work-life balance, challenge, sense of power or influence, being hands-on, status, working outdoors. Ask them to choose their top three.
3. If they have a job idea, ask them to discuss in pairs whether they feel that job will give them their career 'must-haves'.
4. Ask the students to discuss in pairs how they can find out more about their job ideas, to see if it will give them their 'must-haves'. They can use the online resource '[BBC Bitesize Careers A-Z: Find your perfect job](#)', and you could encourage them to research someone who does the role, possibly through family and friend contacts. Real-life career conversations are an important part of searching for a career.
5. Ask the students to come up with ideas of professionals they would like to come into the school to talk about their job, possibly in an assembly. There could even be a parent who is willing to come in and talk about their career.

TALENTED TUESDAY

This content will encourage learners to think about how their talents and passions could be used within their future career.

VIDEO: As a class, view this video podcast **The Bitesize Careers Podcast**, episode '[Turning my passion into my job](#)' to find out how students can recognise their passions to help inform their future career choice.

ACTIVITY: Following this, you could ask your students what they're passionate about (e.g. sport, gaming, baking, etc.) and ask them to make a list of all the jobs they think they could do associated with that passion (e.g. a passion for sport could lead to physiotherapy, coaching, etc.).

Follow-up activities and teacher notes:

1. Encourage students to think broadly about their passion. For example, if they are passionate about sport, they should think beyond the playing aspect. For example, if an individual has skills in business, finance, computing, event organising or design, how could they use them in the sports industry?
2. Watch the closing credits of a TV programme on the [CBBC section of BBC iPlayer](#) and ask the students to see how many job titles they remember. Choose a volunteer to recite them. This will demonstrate the range of possible jobs within one sector, the media industry.
3. Discuss why some people might not want to do a job related to their passion. For example, some people might want to keep it as a hobby.
4. Encourage students to find people who have the same passion that they are using in their job. They could use research online for this or explore family contacts. Ask the students to come up with a list of useful questions they would ask them to find out more.

WORKING WORLD WEDNESDAY

This content will showcase a variety of jobs and encourage students to consider what types of roles would suit them in the real world of work.

VIDEO: As a class, view this video [‘Celebrity Job Swap Challenge’](#) which sees NHS hospital doctor, Dr Ranj Singh and Radio 1 DJ Charlie Tee, swap jobs to explore transferable skills and job motivations.

VIDEO: If you have time, as a class, view the video on the website [‘Where can you work with Taylor Swift, Sir David Attenborough and Cristiano Ronaldo all in one day?’](#) about engineering apprentices working at popular UK attractions. This features real-life stories and accounts of young people undertaking engineering apprenticeships, what is involved and the skills that are used.

QUIZ: As a follow-up or homework activity, take the fun quiz, [‘Which career could be perfect for you?’](#), where students can find out more about the types of jobs they might enjoy and the different careers they could consider.

THROWBACK THURSDAY

This content below will illustrate real-life examples of young people who have turned their childhood passion and interest into a job they love.

VIDEO: As a class, view this video [‘How can you turn your passions and interests into a job?’](#) which tells the stories of three young people who have turned their hobby, interest or passion into a career. Jayden uses his love of computers and programming as a software engineer, Brandina loved colouring and drawing and is now an artist, and Rebecca’s passion for dogs helped her become an apprentice dog groomer.

ACTIVITY: As a follow-up activity, you could ask your students to discuss in pairs the following questions to help them unearth their passions:

- What do you love to do in your spare time?
- What do you love to talk about/discuss?
- When was the last time you had fun and what were you doing?
- What do you tend to spend most of your pocket money on?
- What makes you lose track of time when you’re immersed in it?

QUIZ: If you have time or as homework, students could take this fun quiz, [‘Can you guess the job?’](#), which showcases young people in jobs and how they use the subjects they previously studied at school in their day-to-day role.

YOUR FUTURE FRIDAY

This content and activity will encourage students to identify their career goals and consider jobs that would align well to these.

VIDEO: As a class, view this video podcast The Bitesize Careers Podcast, episode [‘What’s my future job?’](#) which will help students consider what they want their career to look like in the future.

ACTIVITY: You could ask your students about what problem or world issue they want to help solve in the future and what careers could help them achieve this.

QUIZ: As a follow-up or homework activity, take the [fun quiz, ‘The Big Careers Quiz’ to explore your job opinions](#) (available online from 4 March on the Tips and Inspiration page.) From dream companies to thoughts on AI at work, students can explore which job area they might like to work in, find out which jobs teenagers want to do the most, and loads of interesting insights about motivations, ambitions, and the world of work.

Follow-up activities and teacher notes:

1. You could look at the [UN Sustainable Development Goals](#) as a group and ask the students to choose the goals they would like to relate to their future career. Identifying goals that matter to them can help them to find purpose in their work, knowing that they are making a positive difference.
2. Ask them to think about the subjects that might be relevant for that particular goal. This could help them to decide what they might want to study after Year 11/National 5.
3. If they have a specific job idea in mind, ask them to see which of the goals it relates to. You may conclude that many jobs will fit into at least one of the goals but they may need to adapt (e.g. plumbers fitting heat pumps rather than boilers into domestic premises or car mechanics repairing electric cars rather than petrol or diesel vehicles).
4. Open a discussion about how some jobs might change in the future because of technology or AI. You could refer to the BBC article [‘Will a robot take your job?’](#). The article was from 2015, but you can see if much has changed since then.
5. Open a discussion about the changes they may have already noticed in the world of work in recent years (e.g. working from home, some shops closing on the high street, video calling usage reducing the need for travel). What could be the pros and cons of such changes?

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