



TOOLKITS FOR MANAGING EMPLOYER-LED INPUTS INTO SCHOOLS AND COLLEGES



Toolkit 5: Employers into the curriculum – a lesson-based activity

Outline of activity

Arranging an employer to come into a curriculum-based lesson can help young people to understand the links between what they are taught in school and its relevance to the workplace. This can help them to understand topics better, to engage more in their subjects, and to gain an understanding of where their subject could lead. Additionally, it can also help to keep teachers' knowledge up to date.

There are lots of opportunities for implementing this type of activity. For example, it can support a specific topic within a curriculum subject, or it can be linked to learning about a particular career or job sector. The lesson should include an introduction, a short presentation, an activity linked to the topic or career that the students take part in, followed by a conclusion and review.

Here are some examples and ideas of curriculum topics that could be delivered by an employer or university, and the relevant subject area:

Learning about forces	Science (Physics)
What is Civil Engineering?	Science (Physics)
Human Resources – its function within business	Business Studies
What do Mechanical Engineers design?	Design and Technology
Learning about human rights – the lawyer's role	Religious Studies, PSHE, Citizenship, Sociology
How are languages used in the workplace	MFL
A Physiotherapist to explain how the major muscles of the body work	Physical Education, Biology

If the lesson is about a particular career or sector, it could be extended to encourage teachers to deliver a broader session on careers linked to their subject.

This activity is particularly relevant, but not limited, to vocational subjects, where an employer can be used to engage with students around a particular topic or assignment.

Resources and materials needed

- IT equipment: internet access, projector, screen, sound.
- Resources will vary depending on the activity: you may need to consider the space needed for the activity and what materials are needed for the students to use e.g. will they need materials to construct something. The employer may be able to bring the resources.
- Evaluation forms.

Activity considerations

- This activity requires careful planning.
- The brief needs to be clear and specific about what you are hoping to achieve and how it will run on the day.
- If possible, arrange for the employer to visit in advance to discuss with the teacher/s the format, what will be included, the timings, pace of delivery, the materials needed and how the teacher/s will support the employer e.g. introduction, set the scene, student behaviour and participation etc.
- If this activity is repeated with other classes through the day, there may be time for self-reflection to improve.
- The employer will need to be escorted and accompanied at all times when in school or college. If they are delivering multiple lessons, consider what the employer will do during gaps.
- If the employer is attending across break or lunch times, consider refreshments and explain to the employer what you will provide.

SMART objectives for students

- ✓ Students can see the link and relevance between lesson topics, subjects and the world of work.
- ✓ Students learn about a career or sector from someone within that field of work.

How to measure success:

- Through verbal feedback.
- Through student evaluation forms.
- Possibly through assessment of assignments, projects or coursework.

Feedback from similar activity

Employer comment: *"The experience was very valuable for us and I hope that we managed to find the right balance between talking about civil engineering and the practical task. We were also very impressed with some of the ideas and particularly with the teamwork." "We would definitely be happy to run the workshop again next year (if not personally then by encouraging other colleagues)."*

Timeline of activities



3 months before	<ul style="list-style-type: none"> • Check dates for other events. • Plan activity: when and how will it fit with the curriculum and which year group? • Who can help? Ask colleagues? Contact employer with a brief of what you are trying to achieve, the address, year group and timings. • Advise all staff and update school calendar. • Who can take photographs? • Arrange for a member of staff to help escort guest.
Month before	<ul style="list-style-type: none"> • Meet with the employer to discuss the format, pace and timings, the materials needed and how it will run on the day, including support. • Book resources. • Put a contingency plan in place. • Ensure teachers that are supporting activity are fully briefed.
Week before	<ul style="list-style-type: none"> • Contact employers to confirm attendance/times. • Ensure students are made aware that a guest is coming in and what is expected etc. • Send any printing to Reprographics. • Purchase/gather materials. • Ensure teachers supporting the activity are reminded/updated.
Day Before	<ul style="list-style-type: none"> • Remind all teaching staff, Reception staff and students about what is happening and is expected etc. • Collect printing /materials.
On the Day	<ul style="list-style-type: none"> • Set up room. • Greet employers, offer water, tea or coffee. • Advise where toilets are and the fire alarm procedure. • Brief teachers about any changes. • Introduce activity. • Manage behaviour, ensure participation. Keep time. • Thank employers at the end of the activity/day.
Day After	<ul style="list-style-type: none"> • Email thank you to employers, ask if they would consider taking part again/in other activities. • Gain verbal feedback/evaluation form.
Week After	<ul style="list-style-type: none"> • Teachers review experience and reinforce learning. Plan and deliver a follow up lesson. • Review evaluation forms and feedback, what went well/needs improving, make recommendations for following year. • Check permission for photographs. • Write up newsletter/website article.