



Career Education Guide



KINDERGARTEN TO GRADE 7



Career Education Guide: Kindergarten to Grade 7

A Support Framework for Career Education in K-7 classrooms

Inspiring students to expand their horizons and build multiple possible career-life aspirations.

How This Guidebook Is Organized

This guidebook is written to give educators ideas for career education strategies and vetted resources to support career education curriculum within the classroom in both direct and integrated learning approaches.

The Table of Contents shows

- Introduction
- Grades Groups
- Appendix

The Introduction describes

- What Career Education is
- Key Stages of Career Development
- Curriculum Integration

There are Three Grade Groupings

- Kindergarten - grade 3
- grades 4-5
- grades 6-7

Career Education Themes are

- Self-Awareness
- Positive Community Engagement
- Exploring Possibilities

Each Theme has five sections

- An introduction to students' Career Development Stage
- Curriculum that specifically connects to the guiding theme.
- Core Competency Illustrations with hyperlinks
- Strategies
- Career Education Resources

The Appendix has additional information on

- SD 73 and Career Education
- Indigenous Knowledge and Perspectives
- Guiding Curriculum and Additional Pedagogy
- Career Education Curriculum
- Career Education Learning Maps

Icon used in this guide



Indicates the integration of Aboriginal Education content or a connection to the First Peoples Principles of Learning.



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Appendix A: SD 73 and Career Education
SD 73 and Career Education

Appendix B: Indigenous Knowledge and Perspectives
Indigenous Knowledge and Perspectives: Career Education K-12 Curriculum

Appendix C: Guiding Curriculum and Additional Pedagogy
The Educated Citizen
The Guiding Principles of Career Development
A Career Development Tool Kit “The High Five of Career Development”
The Core Competencies
First Peoples Principles of Learning
CAST Universal Design for Learning Guidelines
OECD 7 Principles of Learning
OECD Learning Compass 2030

Appendix D: Career Education Curriculum
Career Education Curriculum
C³: Career Curriculum Companion
Continuous Views - The Big Ideas
Continuous Views – Curricular Competences
Continuous Views - Content

Appendix E: Career Education Learning Maps
K-3 Learning Map
4-7 Learning Map
Triangulation of Assessment

Appendix F: Mediagraphy
SD 73 Career Education Mediagraphy Suggestions



Career Education Kindergarten to Grade 7

Career Education – A Lifelong Journey

Career-life development with intent is a lifelong journey for students to be and become *who* they want to be in the world. Students are encouraged to develop a positive outlook for their *multiple possible future selves* by initiating and exploring how they can *participate* and make meaningful contributions in their communities in an ever-changing world.

- *Who* do I want to be?
- How do I want to *participate* in my community?
- I have many possible future-selves

Career Development in Kindergarten to Grade 7 builds optimism and self-knowledge by asking students to *identify* and *develop* a sense of self, their personal interests and passions, and their skills and competencies through learning experiences in their school and their community. Career development encompasses reciprocal relationships, local and global needs and opportunities, and cultural and social awareness. It challenges stereotypes by expanding horizons, building aspirations, and creating more awareness of multiple career-life options.

What does Career-Life Development look like in Kindergarten to Grade 7?

Career Education fosters lifelong learning in relation to students intellectual and social development. In K-7, like intellectual and social development, career development should be tailored to students' conceptual level. (See Appendix D: Career Education Curriculum Structure)

Primary students start with the foundations – self-awareness and connecting to the community. Self-awareness focuses on developing an awareness of their curiosities, strengths, and values through self-discovery and exploration. Students also develop connections to the community by exploring the roles and responsibilities of family, school, and community members and how these roles integrate career-life responsibilities and opportunities. This learning is rooted in play and curiosity.

Intermediate students continue with foundational development and start to explore how every student has more than one possible future self and the value of relationships and contexts that affect these options.

Career-Life Development in Kindergarten to Grade 7

- *The Foundations*
 - ⦿ Self-Awareness
 - ⦿ Connecting to Community
- *Explore Possibilities*
 - ⦿ Connects and expands on multiple possible career-life choices and factors that affect possibilities such as relationships and the changing world



Kindergarten to Grade 5: Developing Foundations

K-3 Starts with self-awareness and connecting to community

- Self-discovery and exploration
- Effective collaboration and learning routines
- Goal-setting, risk taking, and reflect on learning
- Connecting to community (at home, at school, and in the community)
- Exploring and learning about many different roles and skills people offer their communities through careers and volunteerism
- Challenge stereotypes by showing anyone can perform a particular job, regardless of gender and cultural differences

K-3 student development is characterized by their use of play, imagination, and fantasy to understand the world of work.

4-5 Continues to build upon self-awareness, emerging leadership skills, influences on personal choices, and deepens connections to community

- Expanding sense of self, including their digital identity and respectful behaviour
- Emergent leadership skills, problem-solving and decision making strategies
- Positive community engagement (in-school and to the larger community) and respecting differences and generational roles and responsibilities
- Reflection on learning and goal-setting in both short term and long term success
- Appreciate the influence of peers, family, and community
- Deepen the exploration and learning about many different roles and skills people offer their communities through careers and volunteerism
- Continue to challenge stereotypes by showing anyone can perform a particular job, regardless of gender and cultural differences

Gr. 4-5 student development is characterized by starting to learn about why and how others chose their jobs. They become familiar with the role of interests, strengths, values and needs in career decision making.



6-7 Building Foundations and Exploring Possibilities

6-7 Continues to recognize self-awareness and connections to community and relates these foundations to exploring possibilities – exploring multiple possible future selves

- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Recognize personal preferences, skills and strengths.
- Expand on self-awareness by exploring public identity and respectful, ethical, and inclusive behaviour
- Demonstrate leadership and project management skills and use innovative thinking and entrepreneurship skills to solve problems
- Explore networking, reciprocal relationships, and ways in which family, mentors, and community networks support their continued career-life development
- Recognize the responsibilities of individuals to contribute to community and the world and the benefits of diversity and perspectives in multiple career roles
- Explore multiple possibilities by appreciating the value of new experiences, innovative thinking, and risk-taking
- Deepen the understanding of particular careers and as well as the vocational and academic routes available
- Recognize factors that affect different types of jobs and the role of technology in learning and the changing world of work

Gr. 6-7 student development deepens their understanding of how interests, strengths, values and needs affect career decision making. They also begin to take perspectives on the steps needed to achieve multiple possible life pathways.

[\(B.C. Career Education Curriculum\)](#)

Career Education and Curriculum Integration:

The **C³: Career Curriculum Companion** supports the integration of career education into everyday practice. Every time students build self-awareness, make positive connections to the community, and explore possibilities they develop career competencies.

(see Appendix C)

- Self-Awareness
- Positive Community Engagement
- Exploring Possibilities



Key B. C. Ministry of Education Documentation (See Appendix C and D)

- Career Education Kindergarten to Grade 7 Curriculum
- Continuous Views – Career Education
- Indigenous Knowledge and Perspectives in K-12 Curriculum – Career Education K-12
- The Core Competencies

Suggested Further Reading

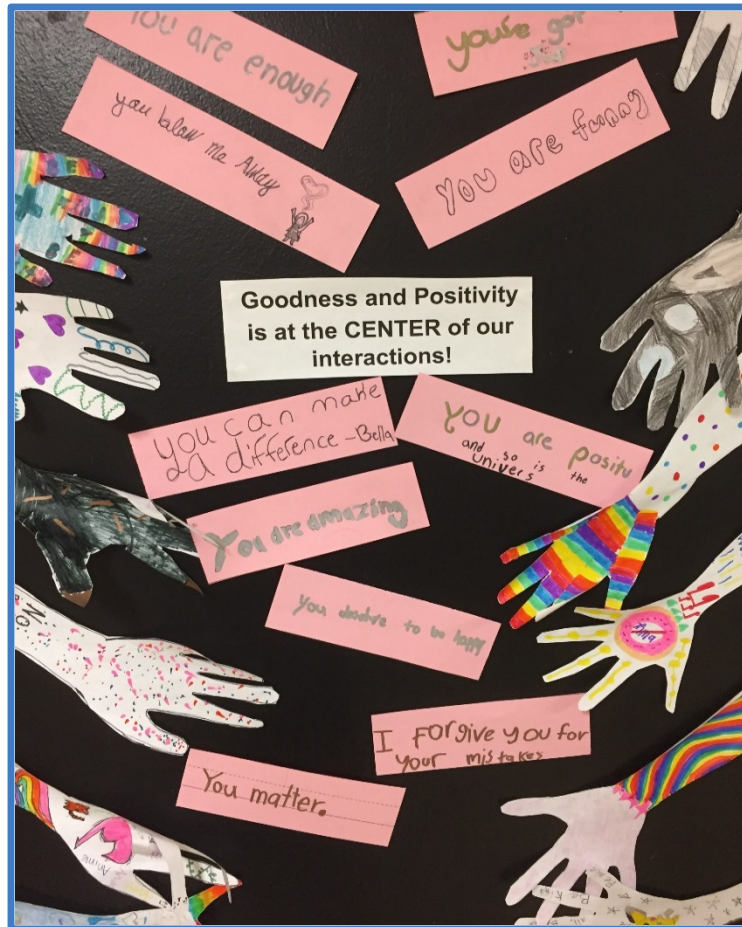
- M Cahill & E Furey (2017). *The Early Years: Career Development for Young Children – A Guide For Educators*. CERIC
- K Howard & S Dinius (2019). *Children's Reasoning about Career Development: The Conceptions of Career Choice and Attainment Model: Career Theories and Models at Work*
- E Kashefpakdel & J Rehill (2018). *What Works? Career-Related Learning in Primary Schools: Education and Employers Research*
- D Redekopp & B Day & M Robb (1996) *The "High Five" of Career Development*

Additional Pedagogy (See Appendix C)

- A Career Development Tool Kit "The High Five of Career Development"
- CAST Universal Design for Learning Guidelines
- First Peoples Principles of Learning
- The Guiding Principles of Career Development
- OECD 7 Principles of Learning
- OECD Learning Compass 2030

Career Education Kindergarten to Grade 3

Stage 1: K-3 Starts with self-awareness and connecting to community and is characterized by their use of play, imagination, and fantasy to understand the world of work.



This K-3 guide has three thematic sections with relating curriculum connections, core competency illustrations, and sample strategies followed by suggested Career Education resources. The themes are

Self-Awareness: Students start to develop an awareness of their curiosities, strengths, and values through self-discovery and exploration. Students are being asked to identify the steps to achieve short-term goals. They are invited to take risks such as trying a new activity, making a new friend, volunteering to ask and answer a question, and speak in front of people. They are also encouraged to develop effective work habits.

Positive Community Engagement: Students are asked to identify sources of support at home, at school, and in the community, acknowledge cultural differences, and honour indigenous traditions.

Exploring Possibilities: Students explore and learn about the many different roles and skills people offer their communities through careers and volunteerism. Through career learning, students challenge stereotypes and expand aspirations by showing anyone can perform a particular job, regardless of gender and cultural differences. They develop positive and affirming expectations for the future.

K-3: Curriculum Connections

Self-Awareness

Big Ideas

- Confidence develops through the process of self-discovery.
- Everything we learn helps us to develop skills.

Curricular Competencies

- Identify and appreciate their personal attributes, values, skills, interests, and accomplishments
- Set and achieve realistic learning goals for themselves
- Demonstrate effective work habits and organizational skills appropriate to their level of development (including completing assignments and staying on task)
- Work respectfully and constructively with others to achieve common goals
- Share ideas, information, personal feelings, and knowledge with others

Content


- goal-setting strategies
- growth mindset
- risk taking and its role in self-exploration:
 - trying a new activity
 - making a new friend
 - volunteering to ask/answer a question
 - speaking in front of others

Self-Awareness Activities that Connect to the Core Competency Illustrations

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

 [How Names Were Given](#) Students learn about the story behind their names from their family and compiled a class book: inspired by Okanagan First Nation story called, "How Names Were Given".

[Journal Entries about Being Kind](#) A student creates journal entries with pictures about being kind to others.

[Number Talk](#) A class has been developing an understanding that mathematicians make mistakes, take risks, ask questions, work alone and together, and reflect – students do too.

[Partner Play Plans](#) Student are paired with a 'daily partner' to get to know each other. Together, they create and reflect on a daily partner plan.

[The Importance of Running](#) A young student became aware of his need to be active and healthy. He now understands how running helps him be stronger.

[Waiting is Not Easy](#) After reading the book "Waiting is Not Easy!" students reflect on the times when they needed to wait.

Many learning opportunities can happen organically and spontaneously in the context of other activities in and outside the classroom.

See these links as examples:

[Asking for Math Help](#)

[Checking Blood Glucose Level](#)

[You Mud?](#)

[Kindness and Empathy](#)

K-3 Self-Awareness Strategies

Activities that Select, Create, and Share – Who Are You?

Select, Create, and Share

- 👤 **Artifacts** Ask students to share 1-3 artifacts that show personal attributes and preferences. This can be a song, a picture, a toy... Prompt this activity by sharing items and asking students what they can 'see' about you. For example, a picture of a bike shows that you [the student] like to exercise and explore the outdoors.
- **"I am"** Create a product such as a [poem](#) or art that shows values, connections, accomplishments, curiosities, hopes, worries, feelings...
- **Super Skills** Create a shape such as a super hero cape or the outline of a hand that show students 'super' skills. Try using a core competency book such as "Be You" by Peter H Reynolds as a prompt and create a word list to support students.
- **Wonderment** Encourage interests and curiosities by having a class 'wonder jar' or 'wonder time' using loose parts, images, or a writing journal. Create a curiosity wall. Try the "Now You Know Series", [Learn 360](#) or "[Mystery Doug](#)" Youtube videos as prompts.
- 👤 **Values and Personal Attributes** Explore values through anchor books such as the "Our Values Series", "I Care About Series", "All Kinds of People" series or Adrienne Gear's writing activity "[The Best Part of Me](#)" as prompts.

Create Opportunities for Observations and Conversations

Observations and Conversations

- 👤 **Access out of classroom activities** through prompts and questions. For example, a student could describe how they built something, new experiences from a holiday, practiced a skill such as learning a new piano song... The in-school learning would be the recognition of interests, skills, and values through reflection, try journals or images.
- **Small Talks** Create unscripted 'small talk' to find out how students see the world. Explore fears, goals, growing up... Try the series "[Small Talk](#)", Curio.ca as prompts.
- **Use Spontaneous Moments** and spotlight student learning. For example, a student describing how they tried something new during center time. Why did they do it? What did they feel while trying?

Everyday Self-Awareness - Goal Setting and Reflecting

Goal-Setting and Reflecting

- Identify steps required to help achieve short-term goals thematically with subjects.
 - ⦿ What do I need to do to ...? or How do I...?
 - ⦿ Use "I" statements to set goals.
Try [Core Competency](#) or [Skills Builder Universal Framework](#) "I Statements".
- Growth Mindset, reframe *I can't* to *I can* or *I'll try again in another way*.
 - ⦿ Have red and green bean bags to generate statements that can be reframed.
- Set Personal Goals with *My Weekly Goals* and reflect on Fridays.
 - ⦿ Try a new activity
 - ⦿ Make someone smile
 - ⦿ Make a new friend
 - ⦿ Keep trying when something is hard
 - ⦿ Volunteer to ask/answer a question
 - ⦿ Speak in front of others



K-3: Curriculum Connections

Positive Community Engagement

Big Ideas

- 👤 Communities include many different roles requiring many different skills.
- 👤 Strong communities are the result of being connected to family and community and working together toward common goals.
- 🕒 Effective collaboration relies on clear, respectful communications.

Curricular Competencies

- 👤 Identify and appreciate the roles and responsibilities of people in their schools, families, and communities – and challenge stereotypes by introducing diverse and wide range of roles and responsibilities
- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others
- 👤 Work respectfully and constructively with others to achieve common goals

Content

- 👤 roles and responsibilities at home, at school, and in the local community
- 👤 cultural and social awareness:
 - 👤 explore self-identity
 - 👤 acknowledge cultural differences
 - 👤 honour indigenous traditions

Core Competencies: Positive Community Engagement

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Fulfilling Needs](#) Students discuss how the needs of their community are met - belonging, fun, power and freedom.

[Oyster Farming](#) A student and his father make an interactive presentation about the oyster business.

[Roles, rights and Responsibilities](#) Students explored and reflected on their roles in their friendships, and the rights and responsibilities they have to themselves and others.

[We Are All Related](#) Students represent their personal interests, abilities, and family relationships on a poster and explored their choices; inspired by “We Are All Related”.

[We Can Be Different](#) Students explored similarities and differences by making personal connections with “It’s OK to Be Different” by Todd Parr. They created self-portraits.

[What is a Family?](#) Students investigated the question, “What is a family”. They reflected on their own families and began to compare their families with families around the world.

Many learning opportunities can happen organically and spontaneously in the context of other activities in and outside the classroom.

For example:

[Developing Positive Friendships](#)

👤 [Nature Walks](#)

[Showing Love](#)

K-3: Positive Community Engagement Strategies

Activities that Explore Community

Select, Create, Share, and Celebrate

- **Classroom Career Clusters** Ask students to interview their parent(s) guardian, or Elder. What do they do for work? How do they help the community? Create a class list and organize into clusters based on how careers help our community. Expand on this with tools. What tools do people use to help our community? Create a class mural.
- **Explore Needs and Wants** Ask students what needs and wants are? Who helps us meet our needs and wants? Use “All Kinds of People” series as prompts.
- **The Role of Kindness** Try “Fill a Bucket: A Guide to Daily Happiness...” by McCloud and Martin to explore needs and kindness or “Kind” by Alison Green.
- 👤 **Favourite Places:** Ask students to share 1-3 artifacts or images of their favourite place.
- 👤 **“I Noticed” Community Walk** Walk around the school, to a park, or nearby neighboring area to ‘notice’. Ask students to draw or write how they see how people, place, and objects interact with each other? For example, a student may notice a bird feeder in someone’s yard to show that people care about animals or a safety sign. Make a collective “I Noticed” product. Try “Gumboots Kids”, Curio.ca for outside inspiration.
- 👤 **Who is your Community?** Explore communities, family, school, or the neighbourhood.
 - ⦿ Ask students to create an image of their family, art it up by making a frame for it, such as a popsicle stick frame. Extend this by exploring who else students are connected to outside their family. Can they add the extended connections onto the frames? Do some connections belong outside the frame? Do students need to make more than one community frame? For example, maybe a student wants to make a sports team frame. Alternatively, explore with a community a play mat
 - ⦿ Try [Build a Community Kit](#) or [Communities Kit](#), HGEC Library Learning Commons

Activities that Build Community

- **Activities with older Buddies or Buddy Classes.** Invite a secondary school student to volunteer or show an interesting project such as a capstone project.
- **Class Community Days** Focus on building relationships through special days.
 - ⦿ Birthdays
 - ⦿ Day of Suwentwecw, Anti-Bullying Day, Earth Day...
 - ⦿ Learning outside days - read under a tree, draw the alphabet in the snow
- **Classroom Roles**
 - ⦿ Read ‘The Sharing Circle’ by Theresa Larsen-Jonasson, focus on duties and jobs
- **Design and Make It** Ask students to collaboratively design prototypes.
 - ⦿ Utilize the design thinking process from ADST
- **Gratefulness** Find things that you are grateful for: a person, a place, a family adventure, a favourite view spot...Try “The Thankful Book” by Todd Parr or “The Grateful Book” by Angela Kohler for inspiration.
 - ⦿ Write a thank you letter or tell a parent, friend, elder...what you are grateful for
 - ⦿ Create an art product that shows you are grateful and place it in a special spot
- 👤 **Spirit Buddies** a group of 2-4 students meet with each other at the start of the day. (see [Spirit Buddies](#) with Aberdeen Elementary School or [UDL @ Nasis](#))
- **Team Movement Games** ribbon of sound, mirror, or code each other around the room.



K-3: Curriculum Connections

Exploring Possibilities

Big Ideas

- 👤 Communities include many different roles requiring many different skills.
- 🌐 Everything we learn helps us to develop skills.
- 👤 Learning is a lifelong enterprise.

Curricular Competencies

- 👤 Identify and appreciate the roles and responsibilities of people in their schools, families, and communities - and challenge stereotypes
- Recognize the basic skills and competencies required in a variety of jobs in the community
- Recognize the importance of learning in their lives and multiple future career possibilities

Content

- jobs in the local community
- 👤 roles and responsibilities at home, at school, and in the local community

Core Competencies: Exploring Possibilities

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Cleaning Up the Beach](#), A student explains the effects of garbage on the beach and his concerns.

[Designing Animal Habitats](#) Students use classroom materials to design models of animal habitats.

[Lego Creations](#) Students while exploring 3D shapes created different; inspired by “Changes, Changes” by Pat Hutchin.

[Making a Book for Younger Children](#) A student creates a new book that will be suitable for “babies.”

[Exploring Factors that Effect Motion](#) Students collaboratively create ramps to explore the forces that effect motion.

[Making Wings](#) Over the course of three days, a student works to create wings during free exploration time. She even inspires seven of her peers to create their own wings.

[Making Unique Dough](#) Students measured, communicated, read, problem solved, collaborated, and persevered as they created unique

[The Nail Salon](#) A child and her friend create an elaborate series of activities, over several weeks, connected to an imaginary nail salon.

[What Matters](#) Inspired by “What Matters” students reflect on their daily lives and brainstormed small acts that they could do and possible ripple effects for each small act.

These examples show students exploring possibilities in diverse play-based learning activities that build positive, ambition affirming expectations for their future. To strongly connect these examples to career education the learning in each example can be connected to numerous careers and guest volunteers that work within these careers. For example, if a student is building wings, have an ornithologist or an aviation engineer visit, or go on a nature walk to look at birds.

K-3: Exploring Possibilities Strategies

Challenge and Aspire

Explore and Engage in

- **Career^x Talks** Invite local guest speakers to talk about their career and try some hands on activities with students. Try inviting people with different jobs in your school too. Often young students do not know what a principal or a custodian does.
- **Cool Tools** Explore careers through the different things people build to help the world. Try “What We’ll Build”, by Oliver Jeffers or “10 Cool Inventions”, by [National Geographic for Kids](#).
- **Increase Students Knowledge of Careers** How can students aspire to be something they do not know? Focus on very visual easy to know local jobs in the community and move into expanding into lesser known jobs. Try career stimulations to ‘do’ jobs to build an understanding of the variety of jobs. Try “100 Things to Be When You Grow Up”, by National Geographic, “Meet My Neighbour...” series, by Marc Crabtree, or the video series “I Love My Job Because...”, by Learn 360.
- **Inspiring the Future - ReDrawing the Balance** This program invites students to draw what they see as a jobs and then invites guest speakers to challenge the stereotype for that job. For example, if you ask students to draw a police officer the stereotypes of today’s norms encourage students to draw male police officers so invite a female officer to visit the class. See [Inspiring the Future – Redraw the Balance](#) for the original or [Redrawing the Balance in British Columbia, Canada](#).
- **Fantasy Play** encourage students to play many different roles, be detectives, engineers, unicorns, teenage mutant ninja turtles... Try creating ‘future me’ art.
- **Explore Outside and Connect with Nature and Place** Experiencing nature and make getting outdoors a regular classroom routine. Try “Gumboots Kids”, [Curio.ca](#).

Connect Everyday Learning to Multiple Careers

Guiding question: How can learning be applied to the world of work?

Ask student to think in the multiple ways that people in the world of work do. For example,

- Let’s design like an architect
- Let’s colour like a colourist
- Let’s explore bugs like an entomologist

Craft learning centers with careers that connect to them. For example,

- Explore connection to place and land in learning centers
- Add inspirational quotes from local and world perspectives
- Career props such as tools or clothes while engaging in the center
- Change learning centres from ‘kitchens’ to a barista, from hospital to search and rescue

Review learning activities where you can bring in specific guests. For example, invite

- an archeologist on a class nature walk
- an actor to provide speaking tips for presentations
- a cartographer for numeracy learning

K-3: Career Education Resources

Self Awareness

Picture Book

Be You, by Peter Reynolds

Series

Be Your Best Self, by Bobbie Kalman

I Care About, by Liz Lennon

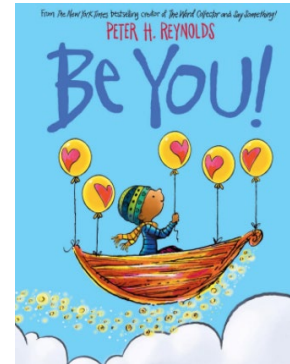
Step Forward – series, by Shannon Welbourn or Reagan Miller

Our Values – series, by Kritsy Holmes, Grace Jones, or Stepffi Cavell-Clarke

Videos

“Now You Know”, [Learn 360](#)

“Mystery Doug”, [Youtube Channel](#)



Positive Community Engagement

Picture Book

 *The Sharing Circle*, by Theresa “Corky” Larsen-Jonasson

Series

All Kinds of People, by Anita Ganeri or Judith Heneghan

My World, by Bobbie Kalman

Be The Change, by Megan Kopp, Lisa Dalrymple, or Shannon Welbourn



Exploring Possibilities

Picture Book

I Want to Be a Lot, by Ashley Savage

When I Grow Up, by Weird Al Yankovic

What We'll Build, by Oliver Jeffers

Series

Be An Engineer, by Kylie Burns

Meet My Neighbour, by Marc Crabtree

Full Steam Ahead, by Robin Johnson

Books

100 Things to Be When You Grow Up, by [National Geographic](#)

10 Cool Inventions, by [National Geographic](#)

Videos

Gumboots Kids, by Curio.ca

I Love My Job Because..., by [Learn 360](#)



Career Education Grade 4 and 5

Stage 2: Gr. 4-5 Student development is characterized with students starting to learn about why and how others chose their jobs. They become familiar with the role of interests, strengths, values and needs in career decision making.



This 4-5 guide has three thematic sections with relating curriculum connections, core competency illustrations, and sample strategies followed by suggested Career Education resources. The themes are

Self-Awareness: Students continue to build upon their self-awareness and expand their sense of self, including their digital identity, and how their actions represent themselves and their community. They develop positive and affirming expectations for themselves and future self.

Positive Community Engagement: Students build an awareness of and an appreciation for the influence of peers, family, and community in decision making. They initiate and explore positive community engagement (in-school and with the larger community). They continue to learn about many different roles and skills people offer their communities through developing respect for differences in cultural and societal contributions as well as generational roles and responsibilities in career and volunteer work. Through positive community engagement, students learn to challenge stereotypes and expand horizons by learning about a diverse and wide range of roles and responsibilities.

Exploring Possibilities: Students start to explore possibilities through emergent leadership skills, problem-solving and decision making strategies, as well as reflection on learning and goal-setting in both short term and long term success. They continue to challenge stereotypes and develop positive expectations by learning that they can have numerous careers, regardless of gender, cultural, and social economic differences.



Grade 4-5: Curriculum Connections

Self-Awareness

Big Ideas

- Exploring our strengths and abilities can help us identify our goals.
- Good learning and work habits contribute to short- and long term personal and career-life success.

Curricular Competencies

- Identify and appreciate their personal attributes, values, skills, interests, and accomplishments and their growth over time
- Make connections between effective work-life habits and success in both next steps in learning and future career-life
- Set realistic short- and longer- term learning goals define a path, and monitor progress. These can be intellectual, personal, and social emotional goals.

Content

- goal-setting strategies
 - steps to achieve short and long term goals
 - S.M.A.R.T goals
- growth mindset
- emergent leadership skills
 - communication
 - motivation
 - direction
 - support
 - initiative
- problem-solving and decision-making strategies

Core Competencies: Self-Awareness

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[I am from the Leeson and Faithful Family](#) The teacher shared the model of an “I Am From” poem with a class. Students then wrote their own “I Am From” poems and then worked to create a mixed media self-portrait that reflected the imagery and information in their poems.

[Identity Recipes](#) Students created an “Identity Recipe” to represent who they are. Students participated in multiple activities designed to help them explore their cultural backgrounds, family, and ancestors, such as family trees, identity bags, crest designs for a paddle, timelines, and pieces on the important people and places in their lives.

[Trees and Me](#) Students in a class each chose a tree seedling to adopt. During the year, they investigated their trees’ needs and growth. They reflected to compare their trees’ ‘identity’ with their own.

[Personality Trees](#) After exploring competencies through picture books, students imagined themselves as trees and created “personality trees” .

Many learning opportunities can happen organically and spontaneously in the context of other activities in and outside the classroom.

For example:

[Asking for Math Help](#)
[Balancing Homework, Hobbies, and Family Responsibilities](#)

Grade 4-5: Self-Awareness Strategies

Activities that Select, Create, and Share – Who Are You?

Select, Create, and Share

- **Accomplishments** Ask students to share 1-3 artifacts or accomplishments that show personal attributes and preferences, draw a comic, or write about a proud moment.
- **“I am”** Explore values, beliefs, and hopes through anchor book such as “Happy Dreamer” by Peter H Reynolds. Create a product such as a poem or an ‘All About Me’ poster that shows values, connections, accomplishments, curiosities, hopes, worries, feelings, or learning goals.
- **Emergent Leadership Skills** Create art that celebrates leadership skills. See [Leadership Skills Builder Universal Framework](#).
 - Create a hand print with ‘I am’ in the middle and five power words per finger
 - Create the outline of a body and label the qualities of a leader
 - Generate power words around symbolic animals that students connect with
- **Making Mistakes** Explore how mistakes help us learn by sharing ‘epic fails’. Try “The Girl Who Never Made Mistakes” by Prett and Grubinstein, or “Famous Failures” by Big Life Journal, or invite an older student to share when they learned from a mistake.
- **Growth Mindset Activities** Try activities from the “Big Life Journal for Kids” or the “Step Forward” series by Shannon Welbourn.
- **Curiosities** Encourage interests and curiosities with ‘Wonder Time’ or [‘Genius Hour’](#).

Create Opportunities for Observations and Conversations

Observations and Conversations

- 👤 **Access out of classroom activities** For example, a student could describe how they participated in an extra-curricular activity or how a family holiday went. The in-school learning would be the recognition of interests, skills, and values through reflection.
- **Use Spontaneous Moments** Spotlight student learning.
 - Emergent leadership skills – how does a student manage a conversation, shared resources, or support other students
 - Problem-solving and decision making strategies – creating plans to solve problems or thinking about the numerous outcomes around decisions

Everyday Self-Awareness - Goal Setting and Reflecting

Goal-Setting and Reflecting

- **Identify Strategies** Help achieve short-term goals thematically with subjects.
 - How do I make decisions?
 - SMART goal setting or review what steps are needed to learn...?
 - “I” statements from [Core Competencies](#) or [Skills Builder Universal Framework](#)
- 👤 **The Medicine Wheel** is a reflection tool to show belonging, mastery, generosity and independence (see [SD 73 Aboriginal Resources](#)).
- **Set Personal Goals** with weekly goals and reflect on Fridays to support social emotional learning (SEL) in combination with effective work-life habits.
 - Aiming high, staying positive, teamwork, trying, good listening
- **Scale Reflections** on interest, values, and skills, 1 is ‘I need to grow’ and 4 is ‘I have’.



Grade 4-5: Curriculum Connections

Positive Community Engagement

Big Ideas

- Leadership requires listening to and respecting the ideas of others.
- Public identity is influenced by personal choices and decisions.
- Family and community relationships can be a source of support and guidance when solving problems and making decisions.

Curricular Competencies

- Appreciate the influence of peer relationships, family, and community on personal choices and career-life goals - and challenge career stereotypes
- Demonstrate respect for differences in the classroom and career-life community contributions - there are numerous ways to participate in community
- Demonstrate safe behaviours in a variety of environments
- Recognize the intersection of their personal and public digital identities and the potential for both positive and negative consequences
- Recognize the need for others who can support their learning and personal growth

Content

- cultural and social awareness:
 - explore self-identity
 - acknowledge cultural differences
 - honour indigenous traditions
- emergent leadership skills
 - communication
 - motivation
 - direction
 - support
 - initiative
- generational roles and responsibilities
- problem-solving and decision-making strategies
- safety hazards and rules at school, at home, and in the community

Core Competencies: Community Connections and Positive Engagement

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Developing a Classroom Constitution](#) my class developed a Classroom Constitution - a code of expectations, responsibilities, values and beliefs.

[Developing Ground Rules for Literature Circles](#) Students reflect on their previous experiences with collaboration in order to develop ground rules to use in Literature Circles.

[Community Outreach](#) Students collaborate to support community organization's needs.

[Teaching younger Students How to Use an App](#) Older students teach younger students how to use an app 'Shadow Puppet' to represent their learning.

[You hold Me Up](#) Inspired by the book, *You Hold Me Up*, students take photos of each other and then superimpose words that represent positive traits each student brings with them.

Many learning opportunities can happen organically and spontaneously in the context of other activities in and outside the classroom.

For example:

[Making Domino Chains](#)

Grade 4-5: Positive Community Engagement Strategies

Activities that Explore How We Interact With Community

Select, Create, Share, and Celebrate

- **Network Exploration and Appreciation**
 - ⦿ Network Web - Generate a list of everyone that a student knows. Have students select 5-10 people who have the most impact on them and create a network web
 - ⦿ Interviews – Students select 1-3 people to interview about the role of positive relationships, career choices, roles and responsibilities, and the pursuit of happiness in life. Interview questions can be created together. Share discoveries as a class in a talking circle or presentation format. Highlight careers and experiences that challenge stereotypes, expand horizons, and build aspirations
 - ⦿ Appreciation – Students can write thank you letters to people in their networks for the positive influences they have
- **Public and Private Identity** Create a Digital Citizenship Pledge, see [Common Sense Education](#) or [Media Smarts](#) for tools and resources. (Review school FOIPPA policies and procedures).
 - ⦿ Personal and public digital identities, including positive and negative consequences for individuals and communities
 - ⦿ See [SD73 Digital Skills & Awareness](#) Grade 3-5 Collection for lessons
- 👤 **Helping Our Community** use prompts such as “The Flight of the Hummingbird” by M Yahgulanaas or “I am One” by S Verde and explore how people can make a difference.
 - ⦿ Explore how generational roles and responsibilities help our community for example, what is the role of an elder? How can youth contribute to our community? Interview someone younger and someone older to ask them how they help our community
 - ⦿ Create individual, team, or whole class projects to help our community. From invasive weed picking at a park to playing a game with a senior citizen
- **Safety Tips** Have students create safety tips in the format of a video or poster for at home, school, in the community, or online activities.

Activities that Build Community

- **Positive Behaviour Support (PBS) and Social and Emotional Learning (SEL)**
- **Class or School Community Days** Focus on building relationships through special days or events.
 - ⦿ Sustainable Development Activities, see [Planet Protector Academy](#)
 - ⦿ Pink Shirt Day, Day of Secwépemc
 - ⦿ School and district activities: Science Fair, Heritage Fair, or Robotics
- **Classroom Roles** Have formal ‘career titles for roles in your class. For example, the student who gathers and distributes classroom resources can be the project manager.
- **Kindness Activities** Try having a school wide kindness week or a [kindness project](#).
- **Partner Classes** Partner different ages to develop mentorship and mentees
- 👤 **Spirit Buddies** Rotating groups of 3-4 students meet with each other at the start of the day (see [Spirit Buddies](#) with Aberdeen Elementary School or [UDL @ Nasis](#))
- **Team Games** Incorporate movement and reaction with each other.
 - ⦿ Pass it On, Mirror, Atoms, the 10-Second Machine, Touch and Tell Coding



Grade 4-5: Curriculum Connections

Exploring Possibilities

Big Ideas

- 👤 Exploring our strengths and abilities can help us identify our goals.
- 👤 Family and community relationships can be a source of support and guidance when solving problems and making decisions.
- 👤 Good learning and work habits contribute to short- and long term personal and career success.

Curricular Competencies

- Make connections between effective work habits and career-life success
- Use innovative thinking when solving problems
- Set realistic short- and longer- term learning goals, define a path, and monitor progress
- Question self and others about the role of technology in the changing workplace
- 👤 Recognize the need for others who can support their learning and personal growth

Content

- 👤 cultural and social awareness
- emergent leadership skills
- goal-setting strategies
- problem-solving and decision-making strategies

Core Competencies: Exploring Possibilities

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Genius Hour](#) This is a time when students can pursue their own interests by working on projects of their own choosing.

[Making Submersibles](#) A class was conducting an inquiry on what technology was needed to explore extreme environments such as the depths of the ocean and then made submersibles.

[Making Newspaper Shoes](#) Students design newspaper shoes

[Mars Mission](#) Students present their application for the Mars One project, explaining how they would be suited to the project and how they would deal with issues they would likely face.

[Pull-Tab Snake](#) Students were given the challenge of creating an artistic piece inspired by something from the animal world but constructed from mass-produced objects.

[Running Water for a Model House](#) This student made a model house for Science Fair project.

[Inquiry: How Do Artists Best Express How They Think or Feel?](#) A student inquired into how artists express themselves, and produced a piece of her own.

Incorporate numerous careers in project-based and inquiry learning activities to create positive future explorations and expectations for students. For example, if a student is building newspaper shoes explore careers that connect to shoes (podiatrist, designer, entrepreneurship), engage a guest speaker, or virtually tour a shoe company.

Grade 4-5: Curriculum Connections

Exploring Possibilities

Challenge and Aspire

Explore and Engage in

- **Career Talks** Invite diverse local guest speakers to talk about their career and try some hands on activities with students. Increase students' knowledge of careers. Focus on building awareness of jobs, start local and expand to the lesser known jobs. Try career stimulations where possible. Use careers from "100 Things to Be When You Grow Up", by [National Geographic](#) as prompts. Record and reflect on learning and try finalizing reflections with a vision board.
- 👤 **Career Clusters** Ask students to investigate what their parent(s) guardian, a friend, or an Elder does. What Career Area do they work in and how do they help the community? Create a class list and organize into clusters based on how careers help our community. Create a collaborative classroom mural to depict all of the community contributions from each career cluster. Alternatively explore careers through industry sectors. [See Industry and Sector Information](#) WorkBC or search by sector with [Let's Talk Science](#).
- **Design and Make It** Ask students to collaboratively design prototypes or products to give opportunity for them to build leadership, team working and collaboration skills. Try "Be A Maker" – series or watch "David Saint-Jacques unveils Canada's best little inventors", CBC Kids News as prompts or for aspiration. Review leadership skills, goal-setting strategies, problem solving, and decision making. Apply for a district [Maker Grant](#) for funding.
- **Entrepreneurship** Explore how business are created. Try a [Junior Achievement](#) program or apply for a district Entrepreneurship grant.
- **Create a Best Day x 3**, Try "Imagine A Day" by S Tomson or "When I Grow Up" by A Yankovic as prompts and create three possible future best days that show both career and life choices. These can be in 5, 10, 20... years' time.
 - 🕒 **Explore Sustainable Development Goals** Encourage students to consider – and shape – the world they live in. Try the [Teachers'Toolkit](#) Unesco Schools Network in Canada.
 - 👤 Use 'How do you want to participate in the world?' as a guiding question
 - 🕒 What are the global problems or opportunities that need your attention?
 - 🕒 What are your talents and experiences that may help address these problems, and in turn improve the condition of our world?
 - 🕒 What technology do you think will change the world?

Connect Learning to Multiple Careers

How can we connect current subject or thematic learning activities to careers?

- Ask students to think in the multiple ways that people in the world of work do. For example
 - 🕒 Think like a forensic engineer or a creative writer
 - 🕒 Build like construction craft worker or interior designer
 - 🕒 Explore like a climbing arborist or tour guide
- Review learning activities where you can bring in specific guests. For example
 - 👤 Walk in nature with a silviculturist or and learn indigenous plant knowledge
 - 🕒 Learn angles and make connections to numeracy with a designer
 - 🕒 Exercise with a kineseiologist

Grade 4-5 Career Education Resources

Self Awareness

Picture Book

Happy Dreamer, by Peter Reynolds

The Girl Who Never Made Mistakes, by Mark Prett and Gary Grubinstein

Series

Grow your Mind - series by Alice Harman or Izzi Howell

Step Forward - series, by Shannon Welbourn or Reagan Miller

Be Your Best Self – series Bobbie Kalman

Journal

Big Life Journal For Kids



Positive Community Engagement

Picture Book

 “The Flight of the Hummingbird” by Michael Yahgulanaas

“I am One” by Susan Verde

Series

Remarkable Lives Revealed - series by Klinda Barghoon, Ellen Rodger, Kelly Spence, Adrianna Morganelli, or Kylie Burns

Working in Canadian Communities – series by Diane Bailey

Your Positive Digital Footprint - series by Megan Kopp or Anastasia Suen

Programs

Planet Protector Academy

Juniour Achievemnt British Columbia

CBC Kids News

David Saint-Jacques unveils Canada’s best little inventors

Want to bring about positive change? Tips from kid activists



Exploring Possibilities

Picture Book

Imagine a Day by Sarah Tomson

Maybe by Kobi Yamada

When I Grow Up, by Weird Al Yankovic

Series

Be An Engineer – series by Kylie Burns

Math on the Job – series by Richard Wunderlich

Well Made, Fair Trade – series by Helen Greathead

Be A Maker – series by Sarah Levet, Rebeca Sjonger, Megan Kopp, or James Bow

Books

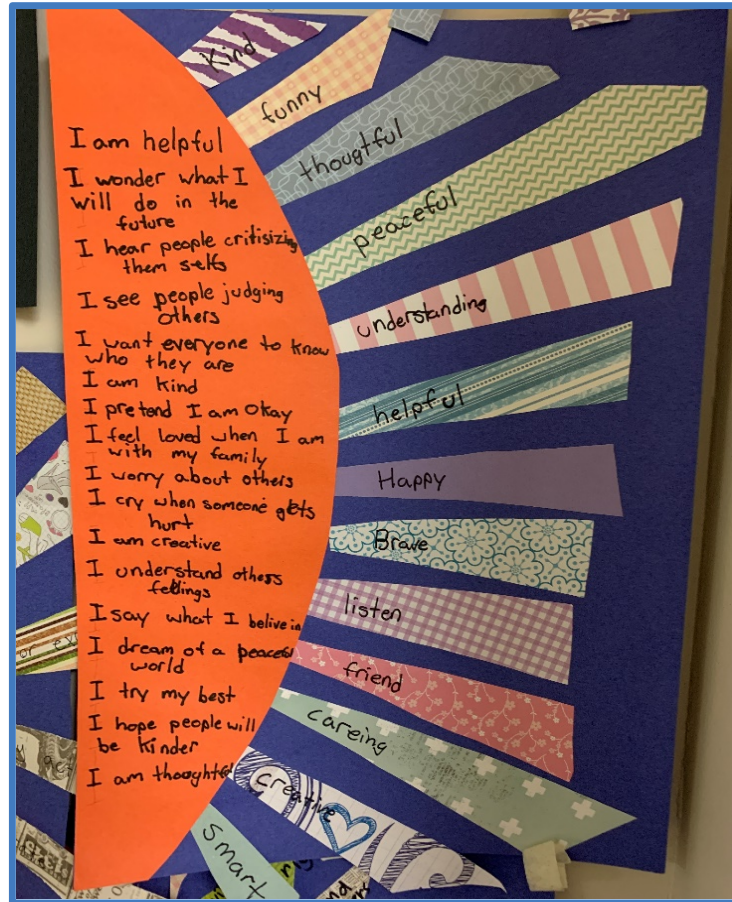
100 Things to Be When You Grow Up, by National Geographic

10 Cool Inventions, by National Geographic



Career Education Grade 6 and 7

Stage 3: Gr 6-7 Student career development deepens their understanding of how interests, strengths, values, and needs affect career decision making. They also begin to take perspectives on the steps needed to achieve multiple possible life pathways.



This 6-7 guide has three thematic sections with relating curriculum connections, core competency illustrations, and sample strategies followed by suggested Career Education resources. The themes are

Self-Awareness: Students set realistic short- and longer-term learning goals, define a path, and monitor progress. They also recognize and reflect on personal preferences, values, skills and strengths and expand on self-awareness by exploring public identity and respectful, ethical and inclusive behaviour.

Community Connections: Students explore networking, reciprocal relationships, and ways in which family, mentors, and community networks support their continued career-life development. They recognize the responsibilities of individuals to contribute to community and the world and the benefits of diversity and perspectives in multiple career roles.

Exploring Possibilities: Students explore multiple possible future selves by appreciating the value of new experiences, innovative thinking, and risk-taking. They continue to develop both positive and ambition affirming expectations for the future. They demonstrate leadership and project management skills to solve problems. They also deepen their understanding of particular careers, the vocational and academic routes available, and factors that affect different types of jobs such as role of technology in learning and the changing world of work.



Grade 6-7: Curriculum Connections

Self-Awareness

Big Ideas

- Our attitudes toward careers and life are influenced by our view of ourselves as well as by our friends, family and community.
- Leadership represents good planning, goal setting, and collaboration.

Curricular Competencies

- Recognize their personal preferences, values, skills, strengths, and abilities – and challenge stereotypes
 - Personal preferences include: understanding that learning is holistic, reflective, reflexive, experiential, and relational – focused on connectedness, reciprocal relationships, and a sense of place)
- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Recognize the influence of peers, family, and communities on career choices and attitudes toward work
 - Habits of mind and motivation are strongly influenced by models, both positive and negative.

Content

- goal-setting strategies
- growth mindset
- self-assessment
 - preferences
 - skills
 - personal attitudes
 - values
 - interests

Core Competencies: Self-Awareness

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

Artifacts of Who We Are Students use artifacts to represent aspects of their identities.

Creating a Whirligig To demonstrate personal journeys students made personal whirligigs, mobiles, or ya-ya boxes; inspired by Paul Fleischman's novel "Whirligig" by Paul Fleischman and viewing "Pay it Forward".

Life is What You Make It Students were introduced to the story "A Boy in the Ditch" and responded to the prompt "Life is What You Make It." Both before and after the story to demonstrate growth in their assessment of their thinking and self-awareness.

Narrative Essay Students were provided with a variety of topics for narrative essays. All topics related to aspects of the students' lives. This illustration is an outline for an essay that responded to the prompt of "How We Know Who We Are".

Persistence Students were using Art Costa's 'Habits of Mind' to help them identify and use common language around expected behavior in their learning community. Listening with Understanding and Empathy, Managing Impulsivity, and Persisting and Thinking Flexibly were the focus, this student discussed persistence.

Poems About Perseverance Students read and discussed famous poems about perseverance, resilience, and emancipations, such as Walt Whitman's "Oh Me! Oh Life!" and W.E. Henley's "Invictus".

Grade 6-7: Self-Awareness Strategies

Activities that Select, Create, and Share – Who Are You?

Select, Create, and Share

- **Dependable Strengths** Ask students to share accomplishments that show personal attributes and preferences. Try the dependable strengths activity:
 - 👤 Tell a story about something you feel you did well, enjoyed doing, are proud of...
 - 🔵 Elicit power words 'dependable strengths' from these stories – note the interests, values, skills, and passions as well as personal qualities
 - 🔵 Summarize in a shape story. For example, if the story is from a baseball game, in the shape of a baseball have a title, the story, and the 'dependable strengths'
- 👤 **"I am"** Poems and art or **"Artifacts of Me"** that explore interests, values and skills
- **Would you Rather** Try "This or That" by [National Geographic](#) for prompts.
- **Build Your Best Day** See [Build Your Best Day](#) Reflect on what this day shows about preferences, interests, values and skills.
- 👤 **Making Mistakes** Explore how mistakes help us learn by sharing 'wonderful mistakes'
- **Growth Mindset Activities** Try activities from the "Big Life Journal for teens" or the "Grow your Mind" series by A Harman or I Howell, or "A Big Mistake" by R Lovegrove.
- **Curiosities** Encourage interests and curiosities with '[Genius Hour](#)' or inquiry projects.
- 👤 **Circle of influence** Create circles of influence with an inner and outer circle showing positive influences and things student can control and negative influences which are often things students cannot control.

Create Opportunities for Observations and Conversations

Observations and Conversations

- 👤 **Access out of classroom activities** For example, a student could describe how they participated in an activity or a holiday. The in-school learning would be the recognition of interests, skills, and values through reflection.
- **Use Spontaneous Moments** Spotlight student learning.
 - 🔵 Growth mindset – how does a student manage a problem, collaborate, or support other students
 - 🔵 Goal setting strategies – creating plans to solve problems or thinking about the numerous outcomes around decisions

Everyday Self-Awareness - Goal Setting and Reflecting





Goal-Setting and Reflecting

- **Goal setting** with visual posters that can be revisited regularly.
 - 🔵 SMART goals, immediate, short term, to long term goals
 - 🔵 Decision making strategies
 - 🔵 "I" statements from [Core Competencies](#) or [Skills Builder Universal Framework](#)
- 👤 **The Medicine Wheel** A reflection tool to show belonging, mastery, generosity and independence (see [SD 73 Aboriginal Resources](#))
- **Set Personal Goals** Support social emotional learning (SEL) and effective life habits.
 - 🔵 Aim high, stay positive, be agile, try something new, to perseverance
- **Scale Reflections** on interest, values, and skills, 1 is 'I need to grow' and 4 is 'I have'.

Grade 6-7: Curriculum Connections






Positive Community Engagement

Big Ideas

-  Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community.
-  Our personal digital identity forms part of our public identity.
-  Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.
-  Safe environments depend on everyone following safety rules.

Career choices ultimately support the well-being of the self, the family, and the community

Curricular Competencies

- Question self and others about how their personal public identity can have both positive and negative consequences
-  Examine the importance of service learning and the responsibility of individuals to contribute to the community and the world
-  Appreciate the importance of respect, inclusivity, and other positive behaviours in diverse, collaborative learning, and work environments
-  Question self and others about the reciprocal relationship between self and community
- Demonstrate safety skills in an experiential learning environment
-  Recognize the influence of peers, family, and communities on career choices and attitudes toward work
 -  Learning involves generational roles and responsibilities

Content

- Personal public identity
 - ⦿ digital presence/footprint
 - ⦿ representing self and communities
-  cultural and social awareness
 -  acknowledging cultural differences
 -  honouring indigenous traditions
- global citizenship
- local and global needs and opportunities
 - ⦿ social justice
 - ⦿ environmental stewardship
 - ⦿ sustainability
 - ⦿ effective use of resources
- factors affecting types of jobs in the community
-  role of mentors, family, community, school, and personal network in decision making
- technology in learning and working

Core Competencies: Positive Community Engagement

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Clean Energy – Site C](#) A class was exploring Environmental Sustainability as it pertains to current resource management topics and problems facing Canada.

[Interviewing an Older Adult](#) Students were asked to interview an “older adult from the community” and this student chose to interview a long-time neighbour.

[Just Jeans](#) A class worked on exploring the ‘story behind the seams’ – issues related to the manufacturing of jeans in sweatshops.

[Writing a Story for Kindergarten Buddies](#) Students wrote stories for their Kindergarten buddies.

Grade 6-7: Positive Community Engagement Strategies

Activities that Explore How We Interact With Community

Select, Create, Share, and Celebrate

- **Heroes** Explore contributions people have made to our local and the larger world.
 - 👤 Try “Go Show the World” by W Kinew, “Stories for Kids who Dare to Be Different” by B Brooks
 - 🕒 Create a product, poster, text to celebrate a hero and connect to self awareness
- **Network Exploration: Mentors and Mentee Agency**
 - 🕒 Network Web - Generate a list of everyone that a student knows. Have students select 5-10 people who have the most impact and create a network web
 - 🕒 Mentors and Mentee – Students select 1-3 people to interview about the role of networks, mentorship, and mentee agency in career choices, Interview questions can be created together
 - 🕒 Share discoveries as a class in a talking circle or presentation format. Highlight careers and experiences that expand horizons, and build aspirations
- **Personal Public Identity** Create a digital plan for learning, communication, health and wellness, and personal entertainment. See [Common Sense Education](#) or [Media Smarts](#) for tools and resources. (Review school FOIPPA policies and procedures).
 - 🕒 See [SD73 Digital Skills & Awareness](#) Grade 6-8 Collection for lessons
- **Panel Discussion - Needs and Opportunities** Explore how the world is changing
 - 👤 Invite 3 guests to be panelists (older student, principal, elder, parent...)
 - 🕒 Create questions about how the world is changing. Include the role of technology, social justice, environmental stewardship, sustainability, and effective use of resources
- **Facility Proposals** Ask students to pitch a new facility for the city to build.
 - 🕒 Explore what the local municipality and greater region offers through web searches or field trips. For example, book the Water Treatment Centre, tour the inside of the cenotaph, or get a behind the scenes look at the Sandman Centre
 - 🕒 Create a pitch for a new facility for the city to build and include how it meets community needs and creates opportunities
- **Safety ‘How To...’** Have students create a safety ‘How To...’ in the format of a video or poster for at home, school, in the community, or online activities. How To’s can be connected to a passion, a job they do, or for something new they want to try.

Activities that Build Community

- **Class or School Community Days** Such as Orange Shirt Day or SOGI celebrations
 - 👤 Orange Shirt Day or SOGI celebrations
 - 🕒 Invite organizations as guest see [Planet Protector Academy](#) or [Junior Achievement](#)
 - 🕒 Try a competition with [Skills Canada Competitions](#) or a [MoneyFair](#)
- **Kindness Activities** Try a [kindness project](#).
- **Student Mentoring** Mentor with partner classes or Spirit Buddies
 - 👤 see [Spirit Buddies](#) with Aberdeen Elementary School or [UDL @ Nasis](#)
- 👤 **Talking Circles or Morning Check-ins**
- **Team Building Exercises** Incorporate movement with drama team games.
- **Positive Behaviour Support (PBS) and Social and Emotional Learning (SEL)**



Grade 6-7: Curriculum Connections

Exploring Possibilities

Big Ideas

- 👤 Our attitudes toward careers are influenced by our view of ourselves as well as by our friends, family and community.
- 🕒 Practising respectful, ethical, inclusive behaviour prepares us for the expectations of the workplace.
- 🤝 Leadership represents good planning, goal setting, and collaboration.
- 🌐 New experiences, both within and outside of school, expanded our career skill set and options.

Curricular Competencies

- Connect personal preferences, values, skills, strengths, and abilities to multiple possible career-life choices and multiple pathways (vocational and academic)
- Appreciate the value of new experiences, innovative thinking and risk taking in broadening their career-life options
 - Risk taking involves exploring new activities to develop skills, interests, and passions, such as applied skills, arts, athletics, and academics.
- Apply project management skills to support career-life development
- Use entrepreneurial, risk-taking, and innovative thinking to solve problems
 - Taking risks in order to create opportunities
 - Original, creative; taking an existing idea and making it better
- Demonstrate leadership skills through collaborative activities in the school and community
- Explore volunteer opportunities and other new experiences outside school and recognize their value in career development

Content

- goal-setting strategies
- self-assessment
- project management
 - taking an idea, creating a plan (including timeline and resources), putting the plan into action, and reflecting on the process.
- leadership
- problem-solving and decision-making strategies
- volunteer opportunities
- 👤 factors affecting and changing types of job opportunities
- technology in learning and changing the world of work

Core Competencies: Exploring Possibilities

C Communication
[Communication](#)
[Collaborating](#)

T Thinking
[Creative Thinking](#)
[Critical & Reflective Thinking](#)

PS Personal and Social
[Personal Awareness & Responsibility](#)
[Positive Personal and Cultural Identity](#)
[Social Awareness and Responsibility](#)

[Exploration of Future Careers](#) Students were asked to imagine themselves and to think about a career they might want to pursue.

[Hold High the Torch](#) Students organized a Veterans Appreciation Lunch.

[Inquiry and Action](#) Students pursued their own personal inquiry topic.

[Roller Coaster](#) An exploration of the design cycle and mechanical engineering.



Grade 6-7: Curriculum Connections

Exploring Possibilities

Challenge and Aspire

Explore and Engage in

➤ The High Five Principles

- Know yourself, believe in yourself, and follow your heart, change is constant, learning is ongoing, Focus on the journey, access your allies (see Appendix C)

➤ Career Talks Invite local guest speakers to talk about their careers and try some hands on activities with students to increase students' knowledge of careers.

- 👤 Focus on building awareness of jobs, start local and expand to the lesser known jobs
- Try career stimulations where possible
- Record and reflect on learning and try finalizing reflections with a vision board

➤ Career Clusters Explore careers through career sectors or clusters.

- Explore careers through industry sectors. [See Industry and Sector Information](#) WorkBC or search by sector with [Let's Talk Science](#)

- Create a cluster with collective class word webs under various themes such as 'Tinker' or 'Helper'. How many jobs can students list that tinkers or helpers do?

➤ Project Management and Innovation Design current or future prototypes or businesses.

- Design and Make It, Ask students to collaboratively design prototypes. Try "Be A Maker" – series or watch "David Saint-Jacques unveils Canada's best little inventors", CBC Kids News as prompts. Apply for a district [Makers Grant](#) for funding

- Entrepreneurship, Explore how business are created or make a business pitch. Try a [Junior Achievement](#) program or apply for a district Entrepreneurship grant

➤ Sustainable Development Goals Encourage students to consider and shape the world they live in. Try the [Teachers' Toolkit](#) Unesco Schools Network in Canada, "Issues 21" (available at HGEC), or "Want to bring about positive change? Tips from kid activists", CBC. What are your talents and experiences that may help address these problems?

➤ Secondary School Exploration

- What is the graduation program? What is the difference between a credit and a course?
- What are career development options at school and district levels?

➤ Create 3 Create three possible future selves that show both career and life choices.

- Draw, make a poster, write a letter
- What are your interests, values, and skills that each possible future you show?

➤ Volunteerism Explore the value of volunteering and different organizations.

- Create and engage in opportunities to volunteer
- Real or mock interviews for volunteer positions

Connect Subject Learning to Multiple Careers

How can we connect current subject or thematic learning activities to careers?

- Ask student to think in the multiple ways that people in the world of work do. For example
 - Use angles like a camera operator or graphs like an environmental scientist
 - 👤 Build social awareness like a conservation officer or community planner
 - Collaborate like a social worker or a managing editor
- Review learning activities where you can bring in specific guests. For example
 - 👤 Walk in nature as a geocaching specialist or as a wild fire manager
 - Practice communicating like a dispatcher or an advertising marketer
 - Plan an event through the lens of occupational health and safety or an event planner

Grade 6-7 Career Education Resources

Self Awareness

Picture Book

Who Do I Want To Become? By Rumeet Billan
Trying Kobi Yamada

Series

Grow your Mind - series by Alice Harman or Izzi Howell
This or That? By National Geographic

Journal

Big Life Journal for Teens



Positive Community Engagement

Picture Book

"I am Human" by Susan Verde

Series

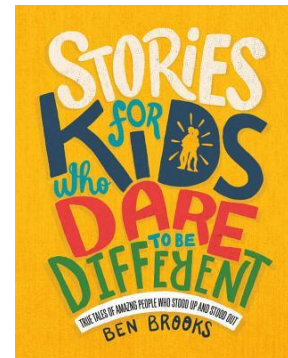
Consumer Nation How to Shop to Change the world - series
Design Thinking for a Better World – series Janice Dyer et al...

Books

Stories for Kids Who Dare to Be Different
Stories for Boys Who Dare to Be Different
Goodnight Stories for Rebel Girls

CBC Kids News

Want to bring about positive change? Tips from kid activists



Exploring Possibilities

Picture Book

What You Do Matters Kobi Yamada

Series

Cutting Edge Careers in STEM by Colin Hyson et al...
Engineering in Action by Robert Snedden et al...
Green-Collar Careers by Ruth Owen et al...
Science in Action by Megan Kopp et al...
Your Start-Up Starts Now! by Helen Mason et al...

Book

Activism and Volunteering by John Wood
100 Things to Be When You Grow Up, by National Geographic

Programs

Canadian Foundation For Economic Education (CFEE)
Junior Achievement British Columbia (JABC)
Let's Talk Science

 WorkBC and Work BC Indigenous Peoples: Career Resources

