



Where *do you* want to go?
We'll get you there.



Career Education Guide



GRADE 8-9



Career Education Guide: Grade 8 -9

A Guide for teaching Career Education in grade 8-9 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 with in the classroom in both direct and integrated learning approaches.

The Table of Contents shows

- Introduction
- 8-9 Themes
- Appendix

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

Career Education Themes are

- Self-Awareness
- Positive Community Engagement
- Exploring Possibilities

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
- SD 73 Mediagraphy suggestions



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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 explore 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 9 builds optimism 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 expands an awareness of options and challenges stereotypes by expanding horizons and building aspirations. In grades 10-12 career development continues to support the development of sense of self and starts to focus on exploring and pursuing preferred futures to support next step transitions after secondary school.

Kindergarten to Grade 9

K-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.



6-9 Building Foundations and Exploring Possibilities

6-9 Continues to recognize self-awareness and connections to community and relates these foundations to exploring possibilities – exploring multiple possible future selves.

8-9 Continues to explore diverse perspectives and opportunities through career cluster and career path explorations. Students start to make decisions and explore possibilities about next steps in their education when entering the graduation program grades 10-12.

Gr. 6-9 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 and next steps in their education.

- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Recognize personal preferences, skills and strengths and expand on self-awareness by exploring public identity and respectful, ethical, and inclusive behaviour
- Apply decision-making strategies and to adjust strategies for new situations
- 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
- Explore career paths, opportunities, and connections to the graduation program (grades 10-12).

(See Appendix E Career Education Curriculum Structure)

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

Career Education and Curriculum Integration

All educators are career influencers in all subjects as they are informally providing career-related advice, guidance and or counselling. Career Education and curriculum integration encourages educators to influence with purpose as all learning impacts students and supports them to make decisions along their career-life pathway.

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.

(see Appendix E)

- Self-Awareness
- Positive Community Engagement
- Exploring Possibilities



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

- 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 B).

- 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 Grade 8 and 9

Gr 8-9 student career development deepens their understanding of how interests, strengths, values, and needs affect career decision making. They develop an understanding of the steps needed to achieve multiple possible life pathways and connect these steps to the graduation program in Grade 10-12.



This 8-9 framework 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 and begin to make decisions for their next steps in education as they approach the graduation program. 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 8-9: Curriculum Connections

Self-Awareness

Big Ideas

- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.
- Achieving our learning goals requires effort and perseverance.

Curricular Competencies

- Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills
- Demonstrate respect, collaboration, and inclusivity in working with others to solve problems
- Set and achieve realistic learning goals with perseverance and resilience
- Take an idea, create a plan (including timeline and resources), put the plan into action, and reflect on the process.

Content

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

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 choose artifacts to represent key 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 8-9: 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** and 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** is a reflection tool to show belonging, mastery, generosity and independence, see [SD 73 Aboriginal Resources](#).
- **Set Personal Goals** to 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 8-9: Curriculum Connections

Positive Community Engagement

Big Ideas

- The value of work in our lives, communities, and society can be viewed from diverse perspectives.
- Our career paths reflect the personal, community, and educational choices we make.

Curricular Competencies

- Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices
- Recognize the impact of **personal public Identity** in the world of work
- Recognize and **explore diverse perspectives** on how work contributes to our community and society
 - question and challenge career perceptions and possible career paths and analyze the relationships between work, society, and the economy
- Appreciate the value of a network of resources and **mentors** to assist with career exploration
- Question self and others about the role of family expectations and traditions, and of community needs in career choices
- Demonstrate safety skills and appreciate the importance of workplace safety, including hazards, rights and responsibilities, and emergency procedures

Content

- personal public identity
 - digital presence/footprint
 - diction and body language
 - 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 community jobs
- 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 8-9: Positive Community Engagement Strategies

Activities that Explore How We Interact With Community

Select, Create, Share, and Celebrate

- **Inquiry Hero Project** Give examples of how career choices ultimately support the well-being of the self, the family, and the community. This can be done by exploring 'Heros' and their contributions that people have made to our local and the larger world.
 - ⦿ Try "Go Show the World" by W Kinew or "Stories for Kids who Dare to Be Different" by B Brooks.
- **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.
 - ⦿ Invite an Elder as a guest, and explore how Elders are mentors.
 - ⦿ 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.
- **Inquiry Needs and Opportunities** Explore how the world is changing
 - ⦿ Create questions about how the world is changing. Include the role of technology, social justice, environmental stewardship, and sustainability. Try using the [Sustainable Development Goals](#) for inspiration.
 - ⦿ Invite guests to talk about change (older student, principal, elder, parent...)
 - ⦿ Create a mock court where the need and opportunity challenges
 - ⦿ **Community Improvement Proposals** Ask students to pitch a new community amenity or update a current one, include how it meets community needs and creates opportunities.
 - ⦿ 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.
- **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
 - ⦿ Invite organizations as guests see [Juniour Achievement](#)
 - ⦿ Try a competition with [Skills Canada Competitions](#) or a [MoneyFair](#)
- **Kindness Activities** Try a [kindness project](#) or [gratitude activity](#).
- **Student mentoring** with partner classes or Spirit Buddies, see [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 8-9: Curriculum Connections

Exploring Possibilities

Big Ideas

- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.
- Adapting to economic and labour market changes requires flexibility.
- Our career paths reflect the personal, community, and educational choices we make.

Curricular Competencies

- Set and achieve realistic learning goals with perseverance and resilience
 - Challenge stereotypes, broaden horizons, and build aspirations
- Recognize the influence of curriculum choices and co-curricular activities on **career paths**; include direct to work, apprenticeships, college, or university
- Apply a variety of **research skills** to expand their knowledge of diverse career possibilities and understand **career clusters**
 - Career clusters are a group of careers that share common skills and training
 - Research skills include interviewing, investigating, exploring, experiencing, etc.
 - learning can come from memory, history, and story
- Apply decision-making strategies to a life, work, or community problem and adjust the strategies to adapt to new situations
- Explore volunteer and other new learning experiences that stimulate **entrepreneurial** and **innovative** thinking
 - Take risks in order to create opportunities
 - Original, creative; taking an existing idea and making it better

Content

- graduation requirements
- goal-setting strategies and reflection
- self-assessment for career research
- problem-solving and decision-making strategies
- project management
- volunteer opportunities
- Local and global change
- 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 8-9: Curriculum Connections

Exploring Possibilities

Challenge and Aspire

➤ Explore 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 A)

➤ 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, and in turn improve the condition of our world?

➤ Secondary School Exploration, see Appendix B.

- 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 game developer or graphs like a geotech
 - Build social awareness like a sustainable development manager or journalist
 - Collaborate like a physical therapist or a marine biologist
- 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 politician or an actor
 - Plan an event through the lens of occupational health and safety or project manager

Grade 8-9 Career Education Resources

Self Awareness

Picture Book

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

Series

Grow your Mind by Alice Harman or Izzi Howell
Fueling Your Future by Robin Johnson

Journal

Big Life Journal for Teens



Positive Community Engagement

Picture Book

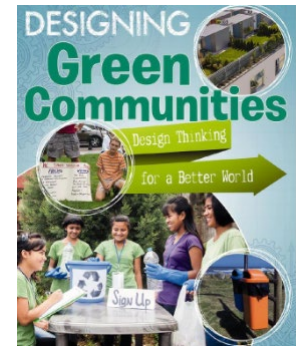
I am Human by Susan Verde
Go Show the World by Wab Kinew

Series

Design Thinking for a Better World, by Sheri Doyle
Stories for Kids who Dare To be Different by Ben Brooks

CBC Kids News

Want to bring about positive change? Tips from kid activists



Exploring Possibilities

Picture Book

What You Do Matters by Kobi Yamada

Series

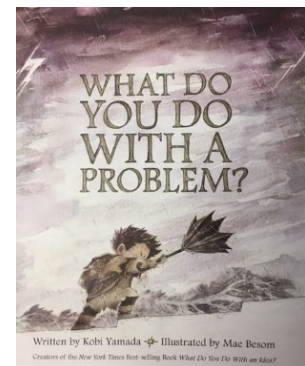
Career Zones in BC Industry,
Cutting Edge Careers in STEM, by Chris Oxlade
Engineering in Action by Anne Rooney
Green-Collar Careers by Ruth Owen
Your Start-Up Starts Now! by Helen Mason

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
Let's Talk Science
Work BC
WorkSafeBC





Where *do you* want to go?
We'll get you there.