



Career Education and the SDGs

supporting learning that imagines career-life futures

People in our Neighbourhood

supporting learning that imagines career-life futures

Your local community is home to numerous local businesses, community organizations, and citizens who depend on both personal and economic relationships. These partnerships ensure that services, employment opportunities, and recreational experiences are available to members of the community.

In this learning experience, students will explore who lives, works, plays, and contributes to the experiences of people in their neighbourhood. Understanding how people contribute to, and benefit from, neighbourhood life is an important part of observing career-life development opportunities. This experience will give students the opportunity to consider interpersonal connections in the community while providing teachers an opportunity to connect Career Education, Social Studies, and Arts Education curriculum.

There are three phases in this learning experience:

PREPARE

Teacher previews the *Redraw the Balance* video to look at how gender bias could be present in common language.

GATHER

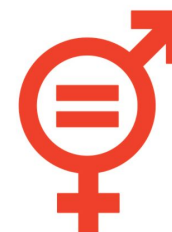
Students document (write, draw, etc.) a variety of people who work, live, or play in various settings in the community.

EXPLORE

Discuss, share, and write about ways these people improve the experience of others in the community.

The most important message for teachers is that this learning experience is intended to be combined with other areas of learning and can be customized to meet the interests, needs, and context of students where they are.

5 GENDER EQUALITY



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Prepare: Previewing *Redraw the Balance*

This video resource introduces an approach to question and challenge perceptions about gender and various occupations. Teachers are encouraged to preview the video to observe the ways that language is used by children. If you're teaching older students, this video could be viewed by students as a discussion prompt.

Gather: Generate ideas of people, occupations, and roles in the community

Depending on the students' age and how the learning experience could be connected with other curriculum, there are several ways to document students' thinking and ideas. Ideas could be drawn from the stories, personal experiences, and families of students. The ideas could be documented in a list, a collection of drawings, and/or other forms. Depending on how the learning will be connected to other learning experiences, the ideas could be collected during a single brainstorming discussion or accumulate over several days.

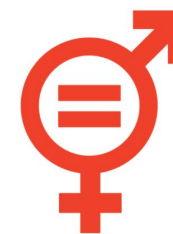
Explore: Consider the relationships and shared experience of living, working, and playing in one community

In this phase of the learning, students can build awareness of how people in their neighbourhood support one another through their occupational and social roles. An important assessment will be to observe students' use of language in naming an occupation without gender-specific terms. For those teachers who like to spend time learning outside, this phase of the learning could include neighbourhood walks to see firsthand different settings in the community.

This could include:

- Classroom Gallery - documenting statements to accompany artwork about the people in the neighbourhood
- Neighbourhood Walk 'n' Talk - hold class or small-group discussions around the neighbourhood
- Image Inquiry - looking at photos of the neighbourhood and talking about the people, places, and experiences seen in the image(s)

5 GENDER
EQUALITY



17 PARTNERSHIPS
FOR THE GOALS



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Thinking about curricular connections?

Here are some Big Ideas and learning standards from other areas of learning for possible consideration. This is by no means an exhaustive list, but is a sample of learning standards where cross-curricular learning opportunities await.

Language Arts	Stories and other texts can be shared through pictures and words. (Kindergarten - Grade 2) Recognize the importance of story in personal, family, and community identity (Grade 1) Show awareness of how story in First Peoples cultures connects people to family and Community (Grade 1, Grade 2)
Social Studies	Healthy communities recognize and respect the diversity of individuals and care for the local environment. (Grade 1) Explain the significance of personal or local events, objects, people, or places (Kindergarten - Grade 3) Characteristics of the local community that provide organization and meet the needs of the community (Grade 1)
Arts Education	Express feelings, ideas, stories, observations, and experiences through the arts (Kindergarten) Explore personal experience, community, and culture through arts activities (Grade 2) The arts connect our experiences to the experiences of others. (Grade 3)

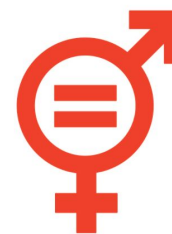
The following resources could also be helpful reference points for you or your students.

[Teach SDGs](#) - website supporting a network of educators engaging the UN Sustainable Development Goals in the classroom

[People in Your Neighborhood](#) - children's book

[Take Action for the SDGs](#) - UN website with information and details on the UN Sustainable Development Goals

5 GENDER EQUALITY



17 PARTNERSHIPS FOR THE GOALS



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Walk, Work, and Wonder

supporting learning that imagines career-life futures

TEACHER GUIDE

British Columbia's redesigned curriculum includes the implementation of K-12 Career Education. In support of this curriculum, this learning resource connects students to the volunteer and employment opportunities that exist in their community. At the same time, this learning resource makes a connection to UN Sustainable Development Goal 8: Decent Work and Economic Growth, facilitated by principles of Goal 4: Quality Education.

8 DECENT WORK AND ECONOMIC GROWTH



4 QUALITY EDUCATION



Some instructional considerations

- | | |
|---------------|---|
| Reach Out | It could be helpful to connect with the businesses and organizations in the area where students will explore. They may be interested in welcoming your students' questions. |
| Take a Walk | Getting out of the classroom to take an up-close look at opportunities is a critical element of this learning experience. |
| Walk and Talk | Prime students to focus conversations on their interests and ways they imagine engaging with their community. |

Get to know the SDGs

Teachers around the world are invited to engage with the work of the United Nations Sustainable Development Goals. The [TeachSDGs](#) network is a fantastic way to learn more and share resources and ideas that can enhance your teaching with new applications for student learning.

Walk, Work, and Wonder

supporting learning that imagines career-life futures

Your local community is made up of numerous local businesses, community organizations, and citizens, all who depend on both personal and economic relationships. These relationships ensure that services, employment opportunities, and recreational experiences are available to members of the community.

In this learning experience, you'll explore a sample group of businesses, organizations, and opportunities that exist in your community. Understanding how you contribute to, and benefit from, these neighbours is an important part of researching career-life development opportunities. This experience will give you a chance to match your interests, passions, and personal strengths with volunteer, employment, and social possibilities.

There are three critical steps in this learning experience:



You can use the following pages to map out and organize the information you gather and the ideas you generate.

8 DECENT WORK AND ECONOMIC GROWTH



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Walk, Work, and Wonder

supporting learning that imagines employment futures

8 DECENT WORK AND ECONOMIC GROWTH



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Step 1: Go out for a walk in your community!

Find a grouping of businesses and organizations. This might be a city block, a plaza, or a neighbourhood retail area. Take a photo of the area and document the names of the businesses and organizations you're going to research.

What is the location of these businesses and organizations?



Which business or organization interests you most?

Make a list of at least 5 of the businesses and organizations you'll research...

Step 2: Think about the work it takes for those businesses and organizations to run effectively.

Use the space below to create a graphic organizer with research details of the career-life experiences these businesses and organizations offer.

A large, empty rounded rectangular box with a red border, intended for creating a graphic organizer. The box is light gray and occupies most of the page below the instructions.

Step 3: Select three career-life experiences available from these businesses and organizations that interest you. Be sure to match your selections with self-identified personal qualities, strengths, and interests. You could also mention any course planning or personal development required to turn these opportunities into a reality.

I'm interested in...	I'm a good fit because...	I plan to...	I'm already...

Community Asset Mapping

supporting learning that imagines career-life futures

TEACHER GUIDE



British Columbia's redesigned curriculum includes the implementation of K-12 Career Education. In support of this course, this learning resource connects students to the volunteer and employment opportunities that exist in their community. At the same time, this learning resource makes a connection to UN Sustainable Development Goal 11: Sustainable Cities and Communities and Goal 15: Life on Lands, facilitated by principles of Goal 4: Quality Education.

Some instructional considerations

Pre-Reading

- [UCLA Centre for Health Policy Research - Community Asset Mapping](#)
- [Canadian Community Economic Development Network](#)
- [A Guide to Community Asset Mapping by the Tamarack Institute](#)

Setting a Definition

While some students might need the provided definition to begin the process, others may find it valuable to have a class discussion to establish a definition and identify some examples in their own community.

Students could consider some self-reflection as part of the process of identifying the people, places, and things of value in their community by answering some of the questions below. The resource works effectively on its own, but if your students like a pre-learning chat, these might be helpful.

In the past week, what asset made your life easier?

What assets does your family depend on?

Is there any **former** asset that you miss having in the neighbourhood?

Is there somewhere in the neighbourhood where you could easily get a job?

Mapping Activity

Given that students might all live in different corners of the neighbourhood, they may each have different ideas of neighbourhood boundaries. Based on what you know about your students, you may choose to provide a map of a uniformly defined neighbourhood, but you may alternatively provide a few maps to choose from or allow students to set the boundaries on their own.

The goal of the mapping activity is to get students thinking about the collection of assets nearby. The goal is not to identify a strict number of assets and then move on. It is so important for students to make use of the idea bank as a tool for checking how broadly the definition is being applied.

Making Connections

The content in the idea bank is home to meaningful connections with other curricular areas. This learning experience is a good opportunity for students to think about how they might present a community connection as part of their Capstone Project.

Learning about our community often means learning about how we fit into that community. Consider positioning this learning experience alongside activities that have students take inventory of their career or academic interests, skills, aptitudes, and goals.

The questions in the closing section of the learning resource are specifically intended to infuse empathy in the conversation. Communities are made up of a broad diversity of people, each with their own worldview and collection of experiences. Encouraging active listening and a thoughtful approach to inclusion will help make the most of the exchange of ideas and perspectives.

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Community Asset Mapping

supporting learning that imagines career-life futures

Envisioning a future for ourselves involves imagining who we want to be, how we want to live, and what we will need to be part of a secure, supported, and sustainable community. Community Asset Mapping is a process of considering how a community will meet the needs of the people living in the neighbourhood.

In this learning experience, you will identify community assets in your own neighbourhood and generate a list of personal needs you'll look for when choosing where and how you want to live.

So what is a community asset?

The UCLA Center for Health Policy Research defines a community asset as “anything that improves the quality of community life.” While this may seem like a very broad definition, consider this list of examples offered to help us think about the people, places, and things that improve our quality of life...

- The capacities and abilities of community members.
- A physical structure or place. For example, a school, hospital, or church. Maybe a library, recreation center, or social club.
- A business that provides jobs and supports the local economy.
- Associations of citizens. For example, a Neighborhood Watch or a Parent Teacher Association.
- Local private, public, and nonprofit institutions or organizations.

Reference: https://healthpolicy.ucla.edu/programs/health-data/trainings/Documents/tw_cba20.pdf

City planners, municipal governments, and members of the public all contribute to how our communities evolve to meet changing needs. They do this by making decisions about the location of community assets. These decisions can range from locations of parks, bus stops, and libraries to zoning restrictions or the location of emergency services.



Community Asset Mapping

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GETTING STARTED

Make a list of all the community assets you **need** in your neighbourhood.
Wondering where to start? Take a look at the *idea bank* at the bottom of the page.

Retail
Health
Education

Personal services
Social spaces
Wellness

Financial services
Transit
Housing

Recreation
Employers
Food

11 SUSTAINABLE CITIES AND COMMUNITIES



4 QUALITY EDUCATION



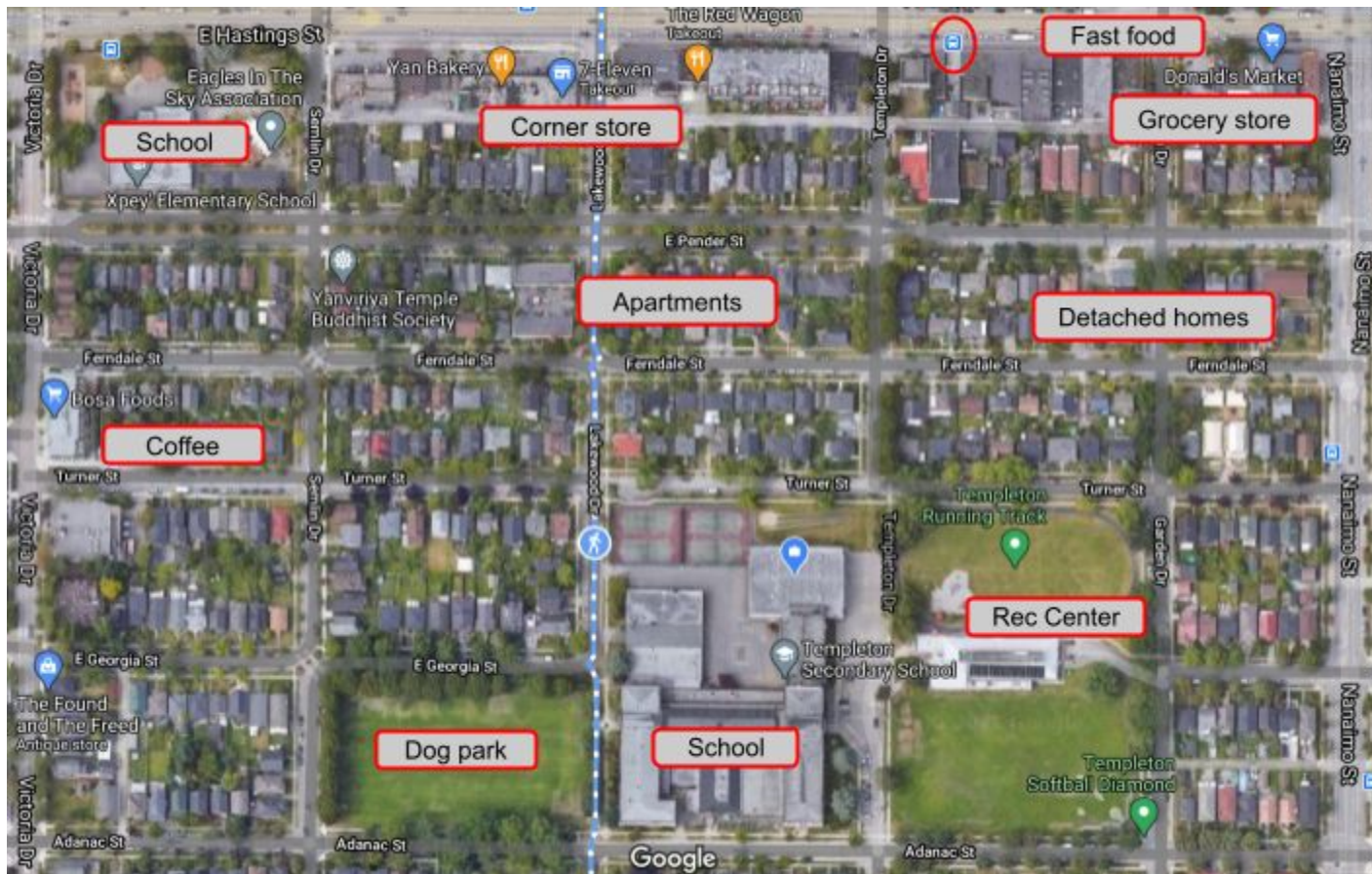
Community Asset Mapping

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TAKE A LOOK AROUND

Go online, get a map of your neighbourhood, and print it out. Using the map and your list of needs, mark all the community assets on the map that meet your needs.

Here's an example of what your map could look like. Be sure to add as much detail as you can.



11 SUSTAINABLE CITIES AND COMMUNITIES



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SO WHAT'S YOUR VISION?

If we are aware of our needs and aware of our surroundings, we can start to imagine how we'd like to see our neighbourhood and community evolve. To continue this activity, let's think out loud about how we can consider and advocate for changes to a community that promotes inclusion, sustainability, and improved quality of life for all.

In pairs, groups, or as a class, use these questions to frame the conversation and think about your needs and the needs of others.

1. What needs aren't being met by the current assets in your neighbourhood?
2. If you could add one person, place, or service to your neighbourhood, what would you add? Why?
3. What assets are designed to proactively include and support Black, Indigenous, and People of Colour individuals in your community?
4. What assets are designed to proactively include and support young children, Newcomers to Canada, and senior citizens?
5. Are there assets that focus on equity-seeking groups, people experiencing homelessness and/or poverty, or those facing food insecurity?
6. Reviewing the items from the idea bank, what would be the three most important types of asset for each member of your family.

Retail

Health

Education

Personal services

Social spaces

Wellness

Financial services

Transit

Housing

Recreation

Employers

Food



Click here to learn more about the **UN Sustainable Development Goals** and ways to contribute to making your community a better place for all people.

11 SUSTAINABLE CITIES AND COMMUNITIES



4 QUALITY EDUCATION

