

## **Exploring Careers – Passions and Pathways**

Description	This lesson plan is designed to support students in identifying interesting and relevant extracurricular after-school and summer opportunities. Students often need support in discovering the career and life exploration options that exist outside of school. Through this lesson, educators can scaffold students' skills in searching for beneficial opportunities.	Notes
Curriculum Connections	AB/NWT: Career and Life Management (General Outcome 3: Career and Life Choices - Students will develop and apply processes for managing personal, lifelong career development) BC/YK: Career Education 10-12 (Career-Life Connections, Experience Competency) MB: Grade 10 Career Development: Life/Work Planning (2.D.2 Identify how interests, knowledge, skills, values, and attitudes relate to work) NB: Personal Development and Career Planning 9-10 (Outcome 3.5: By the end of grade 10, students will be expected to develop a personal career plan incorporating knowledge of self, decision making, and the world of work) and Personal Development and Career Planning 11-12 (Outcome 3.2: By the end of grade 12, students will be expected to apply effective decision-making strategies that incorporate an awareness of what is personally important and what labour market options are available) NL: Career Education 2202 (GCO 5: Life/work information - Students will be expected to effectively locate, evaluate, interpret, and use life/work information) NS: Life/Work Transitions 10 (Students will be expected to: 1.2 identify the knowledge, academic and work skills, attitudes, and external assets that can help achieve life/work goals and 1.3 locate, interpret, evaluate, and use life/work information) NU: Aulajaaqtut: wellness and safety; physical, social, emotional and cultural wellness; goal setting; volunteerism; survival – note: this resource is not a Nunavut-approved curriculum or teaching resource	



	ON: Discovering the Workplace, Grade 10 (Exploration of Opportunities: Researching Information) and Designing Your Future, Grade 11 (Personal Knowledge and Management Skills: Self-Knowledge; Interpersonal Knowledge and Skills: Connecting With the Community) PE: Career Exploration and Opportunities CEO401A (Learners are expected to explore their career development through self- discovery) QC: Secondaire, 2e cycle > Domaine du développement professionnel > Exploration de la formation professionnelle/ Exploration of Vocational Training (COMPÉTENCE 1 : Exploiter différentes ressources d'information scolaire et professionnelle; Competency 1 : Consults different sources of academic and career information) SK: Life Transitions 20, 30 (Explore and interpret the world using various literacies; Module 30: Project - Create an incremental plan for life after graduation)	Notes
Objective/Guiding Question	After completing this lesson, students will be able to answer the question, "How can I find programs and events that will help me to learn more about myself and my career path outside of school?"	
Materials	<ul> <li>Internet-connected computers with ability to search websites outside of your school district, including www.careereducationsource.ca</li> <li>Publications for guidance and career counsellors like Canadian School Counsellor and/or Career Education Sourcebook</li> <li>Post-it notes</li> </ul>	
Introduction	<ul> <li>Tell students about the objective and overall purpose of the lesson. Key points include:</li> <li>It's usually easy to know what we like, but it often takes experimentation and exploration to discover what motivates and interests us. Liking is usually about an object or idea, while motivation and interest can be about how we use or explore that object or idea.</li> <li>Knowing more about our motivations and interests can help us to identify career and life paths that we want to pursue.</li> <li>One of the ways in which we can learn more about our motivations and interests is through extracurricular after-school and summer programs and events. We can learn more about what grabs us, and what we are interested in doing when there is no mark or grade associated with our work.</li> </ul>	
Educator Modelling	<ul> <li>Think aloud about your interests, passions, and what you're curious about. For example, you might be interested in robotics and seeking to learn more about possible summer options on that topic.</li> <li>Model creating a list of search terms/key words for your students. The list could include the topic/subject (e.g. robotics, entrepreneurship), the location (e.g. your town, your province or territory, or pan-Canadian), the timing (e.g. after-school, summer), and the duration (e.g. weekly, month-long). Put each of these on a post-it note and place them on an accessible wall or other surface.</li> </ul>	



	<ul> <li>Execute your search online or using one of the guidance counsellor publications. Choose one of the search results and explore it with your students, thinking aloud about what questions you might have (e.g. cost of the program) and noting the aspects of the program that you find most valuable (e.g. long-term benefits).</li> <li>Model for students what their next steps would be if they found a program of interest. That may be signing up for a notification list, emailing someone for more information, noting the program name to discuss with their parents, or reaching out to a peer who has gone through the same experience.</li> </ul>	Notes
Guided Practice	<ul> <li>Ask students how they would categorize your search terms. They might say "topic," "location," etc.</li> <li>Using their categories, label your post-it notes by creating a title post-it note for each group.</li> <li>Ask students if they can think of any other categories and, if appropriate, add new title post-it notes around the classroom.</li> </ul>	
Collaborative Learning	<ul> <li>Have students work in pairs to come up with search terms, putting one each on a post-it note.</li> <li>When students have a full set of search terms (at least one for each category), ask them to place their post-it notes on the wall near yours, under the appropriate categories.</li> <li>Have students walk around the room, visiting categories and noting new terms that they may wish to incorporate in their own searches.</li> </ul>	
Independent Application	<ul> <li>Students now get to start their searches! If available, students can search online (e.g. using a class set of laptops and/or their personal devices) or use available publications.</li> </ul>	
Closure	<ul> <li>Ask 2-3 students to share the programs that are of interest to them.</li> <li>Remind students of possible next steps: signing up for a notification list, emailing someone for more information, noting the program name to discuss with their parents, or reaching out to a peer who has gone through the same experience.</li> <li>Remind students of the overall purpose of the lesson and encourage them to keep experimenting and exploring.</li> </ul>	
Extensions	<ul> <li>If available, a school librarian can help think of more search terms and categories.</li> <li>If available, you or your students may want to reach out to a program alum to learn more.</li> <li>If one of your students is interested in applying for a competitive program, it may be helpful to support them through the application process. We have a lesson plan on written applications available online.</li> </ul>	
Notes	• If your students aren't able to do an online search at school and you don't have any publications available, students can note the search terms that are of interest to them and then complete the search as homework. Your in-class debrief could focus on new search terms rather than which programs are of interest.	

