

## Dispelling Industry Sector Career Stereotypes *Lesson Plan*

### Concept:

A broad range of career opportunities exist in various industry sectors

Student learning associated with this concept can support achievement of provincial learning outcomes:

**NB 2, 3**

**NL 1, 7, 8, 14**

**NS 2, 6, 7, 10**

**PEI 3, 5**

### Rationale:

Misconceptions often exist about the types of jobs that are available in different industry sectors. When hearing the term “industry sector”, the perception of the types of jobs that may be available in a sector can be very narrow. This also extends to the types of skills needed for entry into those jobs.

For students to understand the depth of opportunities for employment and advancement in Atlantic Canada that may be available to them, it is important for them to gain insight into the sectors that are predominant in each of their provinces and what they may have to offer.

### **Inquiry Based Question Related to Concept and Student Learning:**

*How can you learn about career opportunities in industry sectors that may be unknown to you but may be related to your interests?*

*How can skills from one sector be transferable to another sector?*

Teachers should register students for a myBlueprint account to support learning associated with this lesson.

Teachers can support student learning through the facilitation of the following lesson; the delivery of this lesson may require a couple of class time periods:

- Teachers will provide explicit instruction on what an industry sector is and how industry sectors contribute to the economy. Teachers can access [information on sectors through the Government of Canada website](#) and by browsing provincial sites or by specific industry sectors in their own province or Atlantic Canada.

- Following the introduction to what an industry sector is, students can brainstorm the many different types of industry sectors in their own province. As an extension to this brainstorming, students can also identify the types of careers they believe can be found in each industry sector. This can help teachers observe and gauge student awareness of sectors and types of opportunities available in those sectors in their own province.
- Sector presence, influence and needs may vary between provinces; the list below can be used to initiate and support student learning. Teachers or students can add to the list to make it more specific to student learning needs. Working individually, with a partner or in a small group students can choose a specific sector to learn more about. Students can analyse information about sectors found on federal, provincial and/ or industry sector websites to create a profile on the sector they have selected. When students analyse they are gathering and selecting appropriate, valid and relevant information, identifying perspectives and communicating findings. Their findings will be represented in their sector profiles and should include an overview that describes the nature of the sector and its presence in their province. Students can generate a list of the career options available in that sector. Where information is available, students can also identify whether there is a shortage of workers or surplus of workers in that sector.

Agriculture	Business Services	Construction
Energy	Health	Manufacturing
Natural Resources	Oceans	Service
Technology	Tourism	Utilities

- Students can share their learning about their industry sector with classmates. As a class, students can do a comparison of the types of careers found in each sector; when students compare they explore similarities and differences, and make connections. This allows students to see the depth of opportunities in sectors that they may not have previously understood or recognized.
- To recap class learning related to sector findings, teachers can prompt student discussion using the following questions:
  - What have you learned about career options in the sectors that was new or surprising to you?
  - What did you learn about skills and training/ education required for the careers in your sector?
  - How would you describe the importance of being able to transfer skills between sectors?
  - What did you learn about career opportunities that are available to you in your home province that was new to you?

- As an extension to learning about sectors in their provinces, students can investigate specific companies that make up some of these sectors. A starting point could be for students to examine the list of [Atlantic Canada's Top Employers](#). Students can further show their understanding of sectors by grouping the companies by sector. They can choose to select a sector in which they see themselves working or one of the Top Employers to do additional research on career opportunities. Teachers and students can collaborate on criteria for research and upload their completed investigations to their labour market/ career portfolio.

Suggestions for collecting Evidence of Learning and Assessment:

- Students can reflect on what they have learned about industry sectors in their province and the types of career opportunities available in different industry sectors. When students reflect, they are sharing how new knowledge, experiences, and understandings impact their perspective. Teachers may choose to provide guiding questions to assist students in their reflections. Questions may include:
  - Before you were introduced to the topic of industry sectors, what was your understanding of an industry sector? What did you learn about industry sectors that was new to you? How can this information help you in your career planning?
  - What career opportunities were most appealing to you and what sector could they be found in? Why did they hold the most appeal?
- Students can deliver a presentation to the class and their teacher on their sector and career research. Students and teachers can co-construct the assessment criteria for their presentation.
- Students can initiate contact with a specific company or sector that they have learned about to continue their investigation of career opportunities, the skills required for careers in that field and information on any required education or training. Students should prepare a set of interview questions in advance to support them in their discussion with the company/ sector representative. The questions and responses can be included in the students' labour market/ career portfolio as evidence of their ongoing career exploration and planning.

Teachers can access resources to support delivery of this lesson in the Resources/ Teaching Strategy Folder.

This lesson presents an opportunity for teachers to collaborate in supporting student learning about the role of self-assessments in career planning. Cross curricular learning will help students understand the why and relevance of their learning.