

Your Career Interests - Jobs in Demand or Surplus? *Lesson Plan*

Concept:

Aligning labour market opportunities to career interests - will there be a job for you when you complete your education or training?

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

NB 2, 3

NL 3, 8, 10, 13, 14, 15

NS 1, 2, 6, 9

PEI 1, 3, 4

Rationale:

As students investigate careers and plan for their entry into the labour market, it is important they explore job prospects to ensure opportunities that align with their interests and education/ training may exist when they graduate. It is also important that students recognize that as economies change the labour market will also change. Being prepared for an evolving world of work requires resilience and will prepare them in being more marketable and able to manage a transition to new opportunities. Understanding these shifts in labour market demands will help students make informed decisions about their future.

This lesson also supports (reinforces) the lesson on matching skills with job opportunities.

Inquiry Based Question (s) Related to Student Learning:

How can you determine if there will be job opportunities available that support your career interests?

How can career planning help prepare you for changes in labour market opportunities?

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 on aligning career interests with the demands that exist in the labour market. It is also important that students understand what it means when jobs are deemed surplus or industries go through significant change. This lesson can be delivered in two to three class periods.

- Representatives of government branches with responsibilities for Labour Market Information or employment advisors can be invited to present information on how to evaluate Labour Market Information to determine careers that are available, which opportunities are in demand or if specific careers are surplus due to changes in the economy. Prior to representatives visiting the classroom, students should conduct research on careers that are of interest to them and prepare questions for the guest speaker. Students can access career information using provincial or federal government LMI websites or the myBlueprint platform. Examples of information students should review as part of their investigation might include:

Outlook (undetermined/ limited/ fair/ good)

Factors that contributed to this outlook

Salary ranges

Other key factors

- Students can plan and deliver a career day at their school to support their career planning as well as that of other students. They can poll students in their high school to identify career interests and priorities. Students can also create and deliver a survey to assess the level of awareness of careers in demand/ surplus jobs to help raise awareness of why knowledge of these are important in career planning. Another option to delivering a career day in their own high school is for students to use their new knowledge in delivering presentations that are age/ grade appropriate on LMI to students in Middle/ Junior High School.
 - When planning the career day, students need to consider who will be responsible for various tasks necessary to the delivery of a successful career day. Students can brainstorm potential tasks and who will take responsibility for them. Delegated tasks could include:
 - Establishing a timeline/ follow up of progress*
 - Preparing a list of companies/ representatives (eg. union rep, elder, career advisor, and post-secondary or apprenticeship rep) to be invited to participate*
 - Creating an invitation and plan for follow up and confirmation of participation and company needs*

Providing companies with context (focus on labour market opportunities - jobs in demand and surplus jobs/ identifying skills, education and training required/ addressing retention of workers in the province and migration)

Confirming the space (tables, chairs) and addressing other needs identified by participating companies

Preparing signage and a program (list of participants with company information)

Promoting the career day

Identifying ambassadors to greet and support participating companies on career day

Establishing a schedule for students and their teachers to attend

Ensuring companies are thanked for their participation

Creating and delivering a follow up survey with students and their teachers to determine impact of the event.

- Students can compare the results of the initial survey with the follow up survey to determine change in understanding of Labour Market Information.

As students plan the career day, teachers will need to provide guidance and direction to ensure the event is inclusive and representative of students' identity and needs.

Suggestions for Evidence of Learning and Assessment:

- Students and teachers can co-construct criteria based on the career day activity and learning to be used for self-assessment or a peer assessment tool.
- Students can create promotional material on specific jobs in demand in their community/ province. The promotional material can be shared within their school to inform other high school students and uploaded to their labour market/ career portfolio as evidence of their understanding of aligning career interests with jobs in demand through their LMI investigations.
- Students can work in small groups to create and deliver LMI presentations focused on jobs in demand/ surplus jobs to other high school or Middle/ Junior High students. The presentations can be submitted to their teachers for assessment and uploaded to their labour market/ career portfolios.
- Students can upload a reflection to their labour market/ career portfolio on what they learned from the guest presentation on jobs in demand/ surplus jobs/ and exploring alternate career options. Teachers can support student reflections by providing them with guiding questions that may include:
 - What have you learned about aligning career interests and skills with jobs in demand? How could this impact your career planning?

- What surprised you about the class presentation and how could this affect your career planning?
- How could you prepare for economic changes that may impact your choice of careers?

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. In addition to Career Education courses, teachers can consider how students are able to meet cross curricular learning outcomes in other courses such as English/ French Language Arts, Multimedia, Social Studies, Fine Arts etc. A cross curricular focus also supports a unified approach in addressing the “why” of what students are learning. Students can develop an awareness of how and why what they are learning connects to them, their community and their future.