

Career Research Lesson Plan (Middle/ Junior High School)

Concept:

Career Research can provide students with valuable insight into career requirements, duties, responsibilities and work environments to help students determine if the career aligns with their interests and skills.

Rationale:

Students completed self-assessments to gain deeper insight into who they are, their needs and strengths, their skills, their interests and aptitudes. Students can use this knowledge to help them research a career that is of interest to them, aligning what they know of themselves with that career. This introduces students to the importance of matching interests, aptitudes and skills with careers as they begin their career planning. Students can also learn about the requirements (skills, education and training) needed to successfully enter and progress in a career. Teachers from different curricula can engage students in this learning activity. For example, Science teachers may ask students to research jobs that may be related to a Science field.

Inquiry Based Question (s) Related to Student Learning:

How can your understanding of your learning styles, personality, motivations and interests help you identify careers that may be a good match for you?

How can research support your career exploration?

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

Teachers can support student research of careers through the facilitation of this lesson. Through their research, students will learn about the requirements for entering a career, what a day in the life of that career could look like and salaries associated with that career. Students will learn how their understanding of careers can benefit them in their learning, in planning for their transition to high school and eventually, the world of work. This lesson can be delivered in two to three class periods.

- Teachers can invite a guest speaker into the classroom from a local employment centre/ company to talk to students about why it is important to

explore and research careers at a young age. This can be done in person or virtually.

- Working in a small group, students can brainstorm what information they would want to know to proceed with their career research. If a guest speaker is coming into their class, they can prepare questions to ask of the guest speaker to add to what they have brainstormed.
- Teachers can engage students in a debrief of the presentation, recapping and discussing what they learned about career opportunities in their community and province. Based on what they have learned, students can collaborate and collectively decide on the types of information they will need to gather when conducting their research. Students can access career information through the myBlueprint platform, the provincial and federal Labour Market Information websites, job banks or company websites. Students can prepare a report representative of their career research and present their findings to their classmates and teacher.
- Students can interview a family or community member to learn more about their careers, what their job is all about and the requirements for getting that job. As a class, students can prepare questions to be asked in the interview.

Suggestions for Evidence of Learning and Assessment:

- Students will upload their career research to their myBlueprint portfolio as evidence of their learning associated with this concept. Students and teachers can co-construct criteria for assessing student career presentations.
- Students can submit their completed interview assignment for assessment. They can create a pro/ con list for the career and share with their classmates what they learned about the career and whether or not it could be a career in the future. The pro/ con list can help them explain why or why not.
- Teacher observation can also inform student assessment. As students are engaged in classroom discussion, teachers can determine their level of understanding to identify where additional explicit instruction may be needed for the whole class or for individual students. Teachers can have formal or informal one on one discussions with students to review self-assessment findings and to provide students with feedback. In using probing questions as part of the discussions with students, students can be more deeply engaged in reflective practice.