

EMBEDDING CAREERS

by linking career exploration to the curriculum, co-curricular activities and standalone career education



Resources and guides for educators



StrongerBC

Education and Employers are delighted to have been a part of this Career Exploration initiative alongside the British Columbia Ministry for Education, as part of the Stronger BC Future Ready Action Plan, as we are huge advocates of embedding career exploration in elementary education to broaden horizons and raise aspirations without providing specific career advice. As a charity, working internationally and sharing our expertise is incredibly important to us, and we are delighted to have worked with over 100 fantastic schools in British Columbia since 2022.

Our research has found that early exposure to the world of work positively impacts academic attainment, motivation, and challenges gender stereotypes. Our recommendations for success include inviting volunteers, delivering tailored exploration learning programs, organizing educational trips, and leveraging online materials. Ultimately, the goal is to help children connect their learning experiences to future opportunities, fostering confidence and a clear understanding of the relevance of the wider world of work to their education.

The following guide will hopefully help you, as an educator, with inspiration, tips and guidance for careers education within your own school. Covering format guides, ideas for inviting volunteers into school, and resources we have used previously in the UK and beyond, we hope it will provide you with the necessary tools to inspire your students and broaden their horizons.

Part one provides tools to support the basics of careers in school. This part two will help you delve deeper and embed careers into your curriculum.

A particular thank you to Bonnie Alexander, SD61 District Career Coordinator- Pathways & Partnerships, for her support and work with us in BC over the last two years, and to all the educators who have attended our virtual activities and training sessions.

I hope this guide provides you with the tools to continue this inspiring work into the next academic year and beyond.

Nick Chambers
CEO at Education and Employers

Browse through Part Two of our Career Exploration Handbook for a variety of educator guides and resources to inspire educators to embed careers into the curriculum for Grades K-8.

For guides on how to format an activity, or invite volunteers from the world of work into your school, see Part One

Career exploration can enhance students' career learning, development, and wellbeing by being taught both as a dedicated subject and integrated into other subjects. It can be embedded in subject learning and delivered through co-curricular activities, increasing motivation across the curriculum, and promoting overall personal and social development.

The three main delivery methods include:

A ***Organizing career exploration through co-curricular activities***

4. Embedding careers

B ***Providing careers education as a standalone subject***

5. Grades K-3

7. Grades 6-7

6. Grades 4-5

8. Grade 8

C ***Incorporating careers into other subjects***

9. English

13. ADST

10. Math

14. Further Inspiration - links

11. Science

between jobs and subjects, and

12. Physical & Health careers literature

Education

Recommendations for how to embed:

- Ensure senior management and whole school buy in
- Agree a nominated lead within the school to take things forward
- Consider your key aims and objectives
- Tailor and customize activities to school needs and priorities
- Little and often: bring the outside world into the classroom
- Engage parents and the community as much as possible
- Make it fun, exciting and interactive to spark children's curiosity!

Co-curricular activities

- Organize employer encounters linked to enrichment activities and clubs connected to the curriculum.



For example, inviting in volunteers that have jobs connected to music to a choir club or orchestra.

- Request to hear from a variety of employees about their different roles when on field trips.



If visiting a farm as part of formal curriculum learning, you could organise to hear from a variety of roles there to raise awareness of other job roles eg Veterinarian, Agricultural Engineer, Crop Manager, Farm Accountant etc.

- Invite volunteers in as part of awareness days to increase the amount and variety of roles students are introduced to



For example, if you are hosting a World Book Day event, you could invite volunteers to speak to your students (virtually or in-person) to expand their knowledge of jobs outside of author and illustrator, to include editors, publishers, marketing and distribution teams, etc.

- Find small links to the world off work in what you are teaching already - we always say 'a little and often' helps!



If your students are making props for a school play, for example, spend 5 minutes at the start of your lesson discussing the variety of jobs in theatre and design



Grade K-3 curriculum links



Big Ideas

- Confidence develops through the process of self-discovery.
- Communities include many different roles requiring many different skills.
- Learning is a lifelong enterprise.

Curricular Competencies

- Identify and appreciate their personal attributes, skills, interests, and accomplishments.
- Recognize the importance of positive relationships in their lives.
- Recognize the basic skills required in a variety of jobs in the community.

Resources



You in the spotlight

Students develop their self-awareness and consider their strengths, challenges, values, emotions and hopes for the future.



Jigsaw Jobs

Students have the opportunity to draw pictures of jobs in jigsaw pieces to create an inspiring display of a broad array of future possibilities.



Parent/carer interview role play

A guide for families to complete a mock interview at home to further embed career-related learning and support children to find out more about jobs in a fun and interactive way.

Live encounters with volunteers

Invite volunteers from different job roles and sectors in to speak to your students (in-person or virtually) to share their career journey. Ask volunteers to link their talks to the Curricular Competencies.



Grade 4-5 curriculum links



Big Ideas

- Public identity is influenced by personal choices and decisions.
- Exploring our strengths and abilities can help us identify our goals.
- Good learning and work habits contribute to short – and long-term personal and career success.

Curricular Competencies

- Identify and appreciate their personal attributes, skills, interests, and accomplishments and their growth over time
- Recognize the need for others who can support their learning and personal growth
- Appreciate the influence of peer relationships, family, and community on personal choices and goals

Resources



PDF

You in the spotlight

Students develop their self-awareness and consider their strengths, challenges, values, emotions and hopes for the future.



PDF

Skilled Futures

Students consider the soft skills they already have, which are important in different job roles, and reflect on the importance of each.



PDF

Careers Ladders

Students find out the career journeys of two people, filling in the steps of the ladder with education, training, and/or different job roles.

Live encounters with volunteers

Invite volunteers from different job roles and sectors in to speak to your students (in-person or virtually) to share their career journey. Ask volunteers to link their talks to the Curricular Competencies. See Live Encounter guides for tips on formats and engagement.



Grade 6-7 curriculum links



Big Ideas

- Leadership represents good planning, goal-setting, and collaboration.
- Our personal digital identity forms part of our public identity.

Curricular Competencies

- Recognize their personal preferences, skills, strengths, and abilities and connect them to possible career choices
- Question self and others about how their personal public identity can have both positive and negative consequences
- Set realistic short- and longer-term learning goals, define a path, and monitor progress
- Demonstrate leadership skills through collaborative activities in the school and community

Resources



Leadership Matters

Students develop their leadership skills through role-play or mind-mapping different scenarios, emphasizing effective communication and collaboration.



Goal Setting

Students set goals around soft skill development, considering the skills they already have, and where it would be beneficial to develop skills further.



World of Work Profile

Students consider how they want to present their self professionally online and reflect on the choices they make.

Live encounters with volunteers

Invite volunteers from different job roles and sectors in to speak to your students (in-person or virtually) to share their career journey. Ask volunteers to link their talks to the Curricular Competencies.



Grade 8 curriculum links



Big Ideas

- Our career paths reflect the personal, community, and educational choices we make.
- Reflecting on our preferences and skills helps us identify the steps we need to take to achieve our career goals.
- Adapting to economic and labour market changes requires flexibility.

Curricular Competencies

- Use self-assessment and reflection to develop awareness of their strengths, preferences, and skills.
- Recognize the influence of curriculum choices and co-curricular activities on career paths.
- Question self and others about how individual purposes and passions can support the needs of the local and global community when considering career choices.

Resources



Personal Preferences

Students think about their preferences in everyday life and reflect on how these help shape their identity and career goals.



Diamond Nine Values

Students consider what would might motivate them to do a job in the future, ordering them from most important to least important.



Labour Market

Students research and discuss a variety of occupations within a variety of sectors, to broaden their knowledge of the labour market, and jobs available locally.

Live encounters with volunteers

Invite volunteers from different job roles and sectors in to speak to your students (in-person or virtually) to share their career journey. Ask volunteers to link their talks to the Curricular Competencies.

See Live Encounter guides for tips on formats and engagement.



English Case Study: Grade 1

Big Idea: Everyone has a unique story to share. Through listening and speaking, we connect with others and share our world.

Curricular competency: Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community. Recognize the importance of story in personal, family, and community identity.

Employer encounter:

- Engineers

Activity rationale:

Here is an example of how teachers in Grade 1 can use the delightful storybook "Rosie Revere Engineer" by Andrea Beaty to not only promote literacy skills but also to use story exploration to inspire young students to consider the possibilities within engineering. To enhance the learning experience, teachers can plan an engaging activity centered around meeting real-life engineers from the world of work.

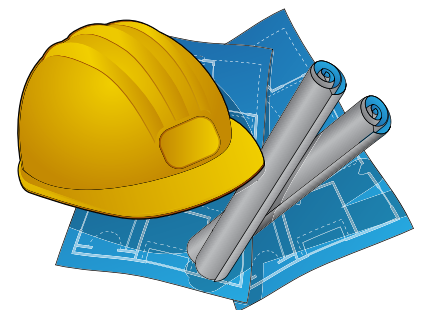
Format of activity:

To immerse the students into the world of Rosie Revere, teachers can begin the topic by inviting three engineers from different backgrounds to speak to the Grade 1 classes virtually. Volunteers take turns reading the story remotely to the Grade 1 class.

After the story reading, each engineer can share their own personal journey, emphasizing how they became engineers and recounting any challenges they faced along the way. For example, one engineer might speak about their love for building things from a young age, another about their fascination with solving puzzles, and another about the joy of creating something new. Each volunteer could focus on different elements to ensure stories are not only diverse but also relatable to the young audience.

In a previous session, one student excitedly asked, "Did you ever make a mistake like Rosie, and how did you fix it?" allowing the engineers to share instances where failures led to even better solutions. Another child asked, "What's the coolest thing you've ever built?" Each engineer proudly shared their most exciting projects, capturing the imagination of the young learners.

The activity aims to not only enrich the students' understanding of storytelling but also plant the seeds of aspiration, connecting the world of literature with the real-life narratives of the engineers who, just like Rosie Revere, dared to dream and create.



Prompts for educators:

- Which English learning objectives do you think could be enhanced with a workplace volunteer?
- Explore ways to align volunteer activities with targeted learning outcomes.
- How might you ensure that visitors speak not just about their subject expertise, but also about their job and career journey?
- Think about the who/what/when/where/how of hosting your own English linked career activity.
- What could you replicate from this activity?



Math Case Study: Grade 3

Big Idea: Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.

Curricular competency: Engage in problem-solving experiences connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures.

Employer encounter:

- Grocery Store Manager
- Architect
- Financial Analyst

Activity rationale:

Some Grade 3 teachers have reported facing challenges in improving their students' motivation in Math lessons. This activity invites professionals into the school who actively apply math in their daily work, to demonstrate the practical applications of mathematical skills, foster a deeper understanding among students and establish connections between the classroom learning and real-world math applications,

Format of activity:

The 'Morning of Math' begins with the visitors from the world of work introducing themselves and their job roles to the students. For example, a local Grocery Store Manager could share how math is vital in inventory management, and for a smoothly-run store. An Architect can offer a glimpse into the world of architectural design, guiding the students through a project of a high-end house design, showcasing lots of exciting images that the children delighted over. Or a Financial Analyst could bring the world of finance into the classroom, introducing ideas around saving, budgeting and investing money.

After a break, students can rotate through hands-on activities with each of the volunteers to deepen their understanding of practical applications of math and foster connections between classroom learning and real-world scenarios. For example, an architect activity could task the children with designing dream houses and applying multiplication to calculate room areas, sparking spatial thinking and creativity.

The session concludes with a reflective discussion, where students share the insights gained from the professionals. The employer encounters not only provide a glimpse into the real-world applications of math but also aim to spark excitement and curiosity among Grade 3 students. The practical activities not only improve computational fluency but also foster a deeper appreciation for the relevance of math in various professions.



Prompts for educators:

- Which Math learning objectives do you think could be enhanced with a workplace volunteer?
- Explore ways to align volunteer activities with targeted learning outcomes.
- How might you ensure that visitors speak not just about their subject expertise, but also about their job and career journey?
- Think about the who/what/when/where/how of hosting your own Math linked career activity.
- What could you replicate from this activity?



Science Case Study: Grade 4

Big Idea: All living things sense and respond to their environment.

Curricular competency: Demonstrate curiosity about the natural world.

Employer encounter:

- an ecologist
- an environmental scientist
- a conservationist

Activity rationale:

This activity is designed for a school that specifically wants to enhance their Science curriculum, bring learning life and help students' make connections with both the natural world and the world of work, outside the classroom. The lead teacher can challenge stereotypes and showcase diverse career paths within the natural sciences.

Format of activity:

Teachers can adapt the Classroom Chats format guide to suit their needs. This case study features an ecologist, environmental scientist, and conservationist. To begin the activity should be introduced to students, highlighting the relevance of real-world connections to classroom learning.

Each of the volunteers can then share personal career journeys, fostering a deeper understanding between students' interests, passions and potential career paths. Following this, students can engage in hands-on activities, delving into environmental conversations and experiments. For example the ecologist might show a map of deforestation and the impact on wildlife habitats, where the children can see how they are working to protect grizzly bear populations, while keeping humans safe.

Students should be encouraged to actively participate in discussions, offering insights into conservation and concluding the activity with the chance to ask the volunteers a range of questions, which could include topics such as, "How did you get into your job?" and "Do you think predictions about climate change are correct?"

Students should not only make connections between the job roles and their learning in the classroom, but also engage in meaningful conversations about potential career paths.



Prompts for educators:

- Which Science learning objectives do you think could be enhanced with a workplace volunteer?
- Explore ways to align volunteer activities with targeted learning outcomes.
- How might you ensure that visitors speak not just about their subject expertise, but also about their job and career journey?
- Think about the who/what/when/where/how of hosting your own Science linked career activity.
- What could you replicate from this activity?



Physical & Health Case Study: Grade 6

Big Idea: Learning about similarities and differences in individuals and groups influences community health.

Curricular competency: Describe and assess strategies for responding to discrimination, stereotyping, and bullying. Describe and apply strategies for developing and maintaining healthy relationships.

Employer encounter:

- Inclusion and Diversity Lead
- Human Resource Manager
- Community Outreach Coordinator

Activity rationale:

Teachers can organize three employer encounters for Grade 6 students to showcase real-world examples of advocating for health and well-being across diverse contexts, enriching their understanding of the impact of similarities and differences on community health.

Format of activity:

Two of the encounters suggested can take place remotely on a platform like Zoom or Teams, while the third could involve an in-person visit. Each professional should share their career journey, emphasizing the significance of their work. They can present concrete examples of successfully navigating discrimination, stereotyping, and bullying within their workplaces and in the broader community. For example, the Inclusion and Diversity Lead could highlight the value of diversity, using visual aids to showcase inclusivity. The Human Resource Manager could discuss workplace relationships, addressing discrimination and anti-bullying strategies. The Community Outreach Coordinator could share experiences advocating for community well-being and addressing social issues.

Following each session, a Q&A can take place, enabling students to pose a range of questions.

By bringing their learning about diversity to life, students will gain invaluable insights into the importance of celebrating differences and fostering well-being across diverse settings; outside of the classroom and in the community.



Prompts for educators:

- Which Physical & Health learning objectives do you think could be enhanced with a workplace volunteer?
- Explore ways to align volunteer activities with targeted learning outcomes.
- How might you ensure that visitors speak not just about their subject expertise, but also about their job and career journey?
- Think about the who/what/when/where/how of hosting your own Physical & Health linked career activity.
- What could you replicate from this activity?



ADST Case Study: Grade 8

Big Idea: Design can be responsive to identified needs.

Curricular competency: Gather expert feedback and inspiration.

Use materials in ways that minimize waste.

Employer encounter:

- Woodworker
- Project Lead in Manufacturing

Activity rationale:

This case study is aimed at Grade 8 teachers who would like to infuse real-world relevance into the Applied Design, Skills, and Technologies curriculum. Recognizing the power of hands-on, real-world experiences, the activity enables students to not only grasp the design process but also understand how classroom learning connects with the diverse career opportunities in the field of applied design and woodworking.

Format of activity:

Students are set a challenge to design and create an educational wooden toy in their ADST topic. They can begin by researching various educational toys and identifying a design opportunity in the market. Groups can create mind-maps of potential ideas, considering factors like educational value, safety, and sustainability.

The employer encounter could be strategically scheduled during the prototyping phase. For example, a woodwork and manufacturing professional could visit the classroom, sharing insights into their daily work, the tools they use, and the importance of sustainable practices in their profession. Students will learn about the intricacies of woodworking and the organisation involved in the manufacturing process.

The highlight of the encounter involves the students presenting their prototypes to the experts for feedback. Throughout the project, students can immerse themselves in the practical application of design thinking, experiencing the challenges and triumphs of bringing an idea to life. The employer encounter aims to broaden students' perspectives on career options, and give them real world experience of sharing and reflecting on their products.



Prompts for educators:

- Which ADST learning objectives do you think could be enhanced with a workplace volunteer?
- Explore ways to align volunteer activities with targeted learning outcomes.
- How might you ensure that visitors speak not just about their subject expertise, but also about their job and career journey?
- Think about the who/what/when/where/how of hosting your own ADST linked career activity.
- What could you replicate from this activity?



Further inspiration

Careers linked to English:

- Book editor
- ESL teacher
- Insurance broker
- Author
- Journalist
- Librarian
- Paralegal
- Social Media Manager
- Archivist
- Reporter
- Publisher
- Screen writer

Books linked to English:

- *Blastoff Series: Reporters* by Kieran Downs
- *What Do You Do With an Idea?* by Kobi Yamada

Careers linked to Math:

- Astronomer
- Carpenter
- Chemist
- Computer programmer
- Data Analyst
- Fine Furniture Maker
- Interior designer
- Architect
- Researcher
- Accountant
- Meteorologist
- Sales manager

Books linked to Math:

- *Blastoff Series: Coding in Video Games* by Elizabeth Noll
- *What Can I Do When I Grow Up?: A young person's guide to careers, money and the future* by The School of Life

Careers linked to Science:

- Biologist
- Archaeologist
- Electrician
- Engineer
- Geologist
- Ethnobotanist
- Microbiologist
- Nutritionist
- Pharmacist
- Volcanologist
- Conservation Manager
- Environmentalist

Books linked to Science:

- *What Can I Be?- STEM Careers from A-Z* by Tiffani Teachey
- *Rosie Revere, Engineer (The Questioners)* by Andrea Beaty

Careers linked to ADST:

- App designer
- Creative designer
- Engineer
- Entrepreneur
- Landscape architect
- Philanthropist
- Plumber
- Product designer
- Welder
- Manufacturing Manager
- Sculptor
- Set Designer

Books linked to ADST:

- *Innovation Nation: How Canadian Innovators Made the World Smarter, Smaller, Kinder, Safer, Healthier, Wealthier, Happier* by David Johnson and Tom Jenkins

Careers linked to Physical & Health

- Physiotherapist
- Occupational therapist
- Personal trainer
- Nutritionist
- Coach
- Psychologist
- Social worker
- Counsellor
- Youth worker
- Therapist
- Special Ed Teacher
- Well-being coordinator

Books linked to Physical & Health:

- *National Geographic Readers: Helpers in Your Neighborhood*
- *The Hospital: The Inside Story* by Christle Nwora
- *Be the Change- The Future is in Your Hands* by Eunice Moyle and Sabrina Moyle

Wherever you are on your career exploration journey - whether you are getting started, ready to further embed, or somewhere in between - we wish you the best of luck in broadening your students' horizons.



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