Grade: 7
Subject: Careers Education

Big Idea (What will your students **understand**):

New experiences, both within and outside of school, expand our career skill set and options.

Driving Questions (What is the big idea that your students will understand at the end):

How can we as future employees and employers gain valuable personal experiences that us to reflect and grown towards a meaningful and engaging career?

| Curricular Competencies (What will your students **be able to do**?): | Content Standards (What will your students **know**): |
|---|---|
| Appreciate the value of new experiences, innovative thinking and risk taking in broadening their career options.<br><br>Explore volunteer opportunities and other new experiences outside school and recognize their value in career development. | Volunteer opportunities |

| Core Competencies (What can **your students say about these**?):<br><br>Communication | First Peoples Principles of Learning (Which principles are **woven** into this unit):<br><br>- Learning takes patience and time |

ADST (Applied Design, Skills and Technology & Computational Thinking)

Lesson Sequence/ Student Learning Intentions (What is the **sequence of skills and con cepts** that your students are going to be learning about in this unit?):

*This could be 3-4 lessons

**Set up prior**: Send home a note to see if there are any parents that would like to come in and

speak to your class in a panel about their job and how they got there. Maybe have 5 questions lined up (class determine questions) for parents.

**Task 1:**
Start by asking the students what they want to do when they grow up.
Get them to write this down. Then ask for a couple examples.
Next watch this Tedx Video:
Tedx, "What do I want to do with my life?" -Charlie Parker
https://www.youtube.com/watch?v=Fo3e_0ITVjo

Review the point of the video and ask the students how they feel about it.

**Task 2:**
**Let's think about it again**
Student Interests: My Blueprint
Get the students to log in to MyBlueprint, go to All About Me, and then have them do the interests survey.
Once complete, see if they align with they they first determined to be their ideal job or career. Take a moment and have the students write a reflection in a journal. Maybe store this for their Capstone Project.

**Task 3:**
Ask for the parent volunteers to come in to your class: share out on their job.
Have the students establish 4-5 questions that they would like the parents to ask or share out on. Maybe make sure to have females, males, low and high paying jobs in a variety of sectors if you can. You may also ask support staff in the school to be part of the panel. As well, you might invite an elder - see Ab. Ed. role models binder.

**Task 4:**
Get the class to brainstorm job that they could volunteer at, outside and inside the school.

Ask: Which ones seem the most interesting and why? How could we contribute to a community group and make it more fun and/or better while building our own skills, gaining experiences and knowledge?

After this class discussion, decide as a class on a volunteer activity that they could do as a group.

**Task 5:**
Take the class and volunteer in an area for 30 min or 60 min.
Once complete, have the students reflect on their experience. Consider:
   1) What did they like about the experience?
   2) Why would they like or not like to do it again?
   3) What volunteer activity would they like to do next?
   4) What skills did they gain from doing the volunteer work?

Additional Resources
Videos:


Field Trips:


Website links:


Guest presenters: UVic Speakers bureau, Royal BC Museum, IMAX, Role modles binder, Coast Capital, Junior Achievement, BC Construction Foundations, South Island Partnership for InSPIRE presentations, local business in video or programming.

Formative Assessments
Co-constructing Criteria:


Descriptive Feedback:


Peer Assessment/ Feedback:


Self Assessment: Have the students self assess using a recording device, consider the core competencies. Have them post this or show this to their parents. If possible, add it to a portfolio.

Summative Assessments:
Consider choice and authentic audiences