

# K-8 CAREER EXPLORATION



Career Exploration Resources for K-8 Teachers



BRITISH  
COLUMBIA

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# Why engage in career exploration?

*Employer engagement in education works.*

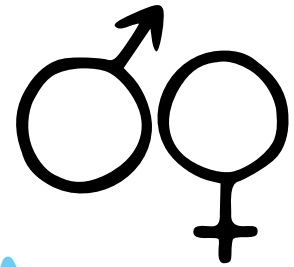
*Education and Employers' internationally-recognised research, alongside other field leaders including the OECD, shows that encounters with people from the world of work:*



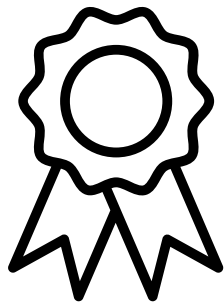
*Broaden young people's horizons and raise their aspirations.*



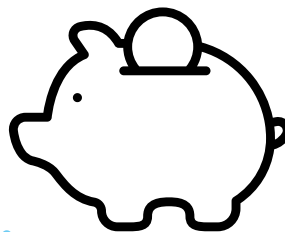
*Excite children about subjects, increasing motivation, confidence and attitude to learning.*



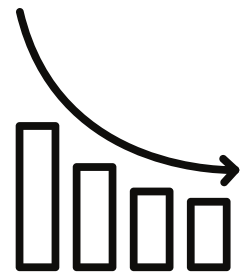
*Challenge gender and social stereotypes.*



*Improve academic attainment.*



*Increase young people's earning potential.*



*Reduce the likelihood of young people becoming NEET (not in education, employment or training).*

Please see [educationandemployers.org/research](https://educationandemployers.org/research) for more details, or click through the links below:

## Drawing the Future

[Watch short video](#)

[Read full report](#)



20,000 children

20 countries



## Scaling Up

[See key findings](#)

[Read full report](#)



330 schools

## Starting Early

[See key findings](#)

[Read full report](#)



10,000 children

Browse through the sections of our Career Exploration Handbook for a variety of educator guides to support planning career exploration activities in schools and bring learning to life in the classroom. Click any heading to skip straight to a specific section in the handbook.

## **A** *Activity guides*

Get inspiration, ideas, and resources to use flexibly with K-8 students, with printable worksheets, editable PowerPoints and teacher guides.

### **Live encounters with volunteers**

3. 'What's My Line?'
4. Classroom Chats
5. Transitions

### **Warm-up activities**

6. Drawing the Future
7. Redraw the Balance
8. Job Description

### **Reflection activities**

9. Head, heart, bag, feet
10. A day in the life
11. Job description
12. Thank Volunteers

### **Challenging Stereotypes**

13. Caring Futures
14. Building Futures

## **B** *Volunteer guides*

Find advice and resources in the Volunteer Guides to support educators in recruiting volunteers and preparing them to speak to your students in engaging and interactive ways during Live Encounters.

- 15 a) Recruitment
- b) Employer engagement
- c) Parent/Guardian engagement
- 16 a) Briefing Volunteers
- b) Volunteer Guides
- c) Volunteer Handbook



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## What's My Line?

 1-3 volunteers  Approx. 20-30 mins  Age recommended: Grade K-8



'What's My Line?' is a fun guessing game you can play with students, which gets them thinking about the volunteers' different jobs, brings learning to life, and challenges stereotypes.

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## Curriculum Links

### Connecting and engaging with others

Students take turns to ask relevant questions to discover more detail about a volunteer's job role.

### Analyzing and Critiquing

Students evaluate the evidence gathered from questioning the volunteers to make judgements and conclusions on what their job role or profession may be.

### Building Relationships

Students speak to volunteers with respect, taking turns with their peers to speak and ask questions.

### Valuing diversity

Students are inclusive in their language and behaviour and recognize that everyone has something to contribute.

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## Resources

### **What's my Line? activity format guide**

PDF

A 5 step guide to hosting a 'What's My Line' activity. For younger grades, consider hosting with 1 volunteer. Increase to 3 volunteers for the Middle Years, as concentration span increases. Consider adding Reflection and Warm-up Activities to increase impact of career exploration.

### **Question Prompts**

PDF

Printable question guide to support students during the live encounter.

### **What's my Line? Powerpoint**

An editable Powerpoint to support with hosting a What's My Line activity.

Asking volunteers to provide images relevant to their talk can help bring their job role to life for the students and improve engagement.

## Classroom Chats

 **1-3 volunteers**  **Approx. 20-45 mins**  **Age recommended: Grade K-8**



Classroom Chats is an interactive activity where students learn more about different jobs through listening to volunteers talk about their work and asking them questions. Children can draw links between what they learn at school and the world of work.

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## Curriculum Links



### Focusing on intent and purpose

Students communicate with purpose, using intentional questions to draw inspiration from conversations with the volunteers.



### Questioning and investigating

Students ask open-ended questions to explore and gather information about the volunteers' job roles to help consider their future options.



### Building Relationships

Students speak to volunteers with respect, taking turns with their peers to speak and ask questions.



### Valuing diversity

Students are inclusive in their language and behaviour and recognize that everyone has something to contribute.

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## Resources



PDF

### Classroom Chats activity format guide

A 5 step guide to hosting a 'Classroom Chats' activity. For younger grades, consider hosting with 1 volunteer. Increase to 3 volunteers for the Middle Years, as concentration span increases. Consider adding Reflection and Warm-up Activities to increase impact of career exploration.



PDF

### Question Prompts

Printable question guide to support students during the live encounter.




### Classroom Chats Powerpoint

An editable Powerpoint to support with hosting a Classroom Chats activity. Asking volunteers to provide images relevant to their talk can help bring their job role to life for the students and improve engagement.

## Transitions

 **1-3 volunteers**  **Approx. 1 hour**  **Age recommended: Transitional grades**

 Transition is an adaptation of a standard 'Classroom Chats' careers question and answer activity with a thematic focus on the skills and qualities to make successful transitions - recommended use with grades transitioning to a new school.

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## Curriculum Links

### **Focusing on intent and purpose**

Students communicate with purpose, using intentional questions to learn from the volunteers about their experience of transitions.

### **Questioning and investigating**

Students ask open-ended questions to explore and gather information about the volunteers' job roles to help consider their future options.

### **Self-Advocating**

Students speak about upcoming changes and worries and prepare themselves to act confidently in a variety of different situations.

### **Self-regulating**

Students listen to real-life examples of the importance in developing patience and perseverance and consider how they might regulate their emotions in difficult situations.

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## Resources



### **Transitions activity format guide**

A 5 step guide to hosting a Transitions activity. Use with any grade transitioning to a new school. For younger grades, consider hosting with 1 volunteer. Increase to 3 volunteers for the Middle Years, as concentration span increases.



### **Question Prompts**

Printable question guide to support students during the Live Encounter.




### **Transitions Powerpoint**

An editable Powerpoint to support with hosting a Transitions activity.


Asking volunteers to provide images relevant to their talk can help bring their job role to life for the students and improve engagement.

## Drawing the Future

 **Approx. 15-30 minutes**



**Age recommended: Grade K-8**

 Drawing the Future sparks conversations about aspirations by asking students to consider and discuss a job they would like to do when they are older, before drawing a picture of themselves doing this in the future.

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### Curriculum Links

#### **Supporting group interactions**

Students engage with each other, listen actively, take turns in discussions, and acknowledge others' contributions, learning from their peers and relating to different hobbies/interests.

#### **Generating and incubating**

Students generate ideas based on their skills, characteristics and interests, taking inspiration from a wide range of inspiration in their local community and career exploration experiences.

#### **Identifying personal strengths and abilities**

Students identify their likes and dislikes, their interests, and strengths, etc. They use these to form ideas about what future jobs they may aspire to.

#### **Recognising personal values and choices**

Students recognize that their values and interests can influence their future career journeys.

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### Resources

#### **Drawing the Future worksheet**

**PDF**


A printable worksheet for students to complete individually. For younger grades, consider a short discussion and drawing activity. Extend to include discussions around strengths, abilities and values.

#### **Drawing the Future data report**

**PDF**

A report detailing an international survey of 20,000 childrens' aspirations

 [Watch short video](#)



**Drawing the Future** Education Employers

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_ How I feel: \_\_\_\_\_ Please not to say

When I grow up I would like to be a \_\_\_\_\_  
Draw a picture of what job you would like to do when you grow up. You can use me as part of your picture, if you wish.

Why do you think you would like this job interesting?  
\_\_\_\_\_

Do any of your family or friends do this job? Yes ( ) No ( )


If yes, who? \_\_\_\_\_

If no, how do you know about this job?  
\_\_\_\_\_

What is your favourite subject at school?  
\_\_\_\_\_



## Redraw the Balance

 **Approx. 15-30 minutes**



**Age recommended: Grade K-8**



Redraw the balance is an interactive activity which tackles gender, social and socio-economic stereotypes by asking children to draw a profession. They then get to meet a volunteer from that profession in a Classroom Chats 'Live Encounter,' helping to show that no matter your background - you can do any job.

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## Curriculum Links

### **Supporting group interactions**

Students engage with each other, listen actively, take turns in discussions, and acknowledge others' contributions.

### **Generating and incubating**

Students generate ideas about the job role(s) based on the limited information given, showing their ideas through drawings and labeling.

### **Valuing diversity**

Students demonstrate knowledge and appreciation of the importance of diversity in future jobs and career paths.

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## Resources



### **Redraw the Balance guide**



A 5 step guide to hosting the Redraw the Balance activity. For younger grades, consider a short discussion and drawing activity. Extend for older grades to include conversations around skills, personal characteristics, and stereotypes.



[Watch a video of Redraw the Balance in action in the UK](#)

[Watch a video of Redraw the Balance in action in British Columbia](#)

Pathways & Partnerships



with thanks to

Pathways & Partnerships



for recreating the 'Redraw the Balance' video in the Greater Victoria District. [Click here](#) to find out more about their fantastic career-related work.

## Job Description

 **Approx. 30-45 minutes**



**Age recommended: Grade 4-8**



The Job Description activity as a Warm-up Activity prompts students to think about the skills, knowledge, and personal qualities that might make someone a good fit for a job and encourages introspection of their own characteristics.

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## Curriculum Links



### Focusing on intent and purpose

Students take time to consider what the purpose of meeting the volunteers from the world of work is, and prepare intentional conversation starters to make the most of the learning opportunity.



### Questioning and investigating

Students plan open-ended questions to explore and gather information about the volunteers' job roles to support their writing task and consider their future options.



### Identifying personal strengths and abilities

Students consider their likes and dislikes, their interests, and strengths, etc. They consider how these personal traits may influence their career choices.



### Recognising personal values and choices

Students recognize that their values and interests can influence their future career journeys.

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## Resources



### Job Description Powerpoint

An editable Powerpoint to support this Warm-Up Activity, with question prompts and examples.

Follow this Warm-Up Activity with:

**Live encounters with volunteers**

**Reflection Activities**



### Job Description worksheet

A printable worksheet for students to reflect on their learnings.

## Head, Heart, Bag, Feet



Approx. 10-20 minutes



Age recommended: Grade K-8



The Head, Heart, Bag, Feet Reflection Activity, enables individuals/groups/the whole class to reflect after their Live Encounter and summarize the key learnings and takeaways from meeting the volunteers from the world of work.

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### Curriculum Links



#### Supporting group interactions

Students engage with each other, listen actively, take turns in discussions, and acknowledge others' contributions.



#### Reflecting and assessing

Students reflect on their experience meeting the volunteers from the world of work, sharing what they have learned.



#### Recognizing personal values and choices

Students consider their values and interests and how these might influence their future career journeys.

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### Resources



#### Head, heart, bag, feet worksheet

A printable worksheet for students to complete. For younger grades, consider a group discussion with adult scribing. Extend to individual writing task for older grades.



## A day in the life

 **Approx. 20-60 minutes**



**Age recommended: Grade K-3**



A day in the life Reflection Activity enables students to reflect on their Live Encounter by bringing what they learnt to life and explore different job roles through drawing, craft, acting and role play.

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## Curriculum Links

### **Acquiring and presenting information**

Students explore job roles through different mediums, using knowledge acquired from the live encounter.

### **Creating and innovating**

Students use creativity to provoke reflection and enhance a new perspective into different job roles.

### **Generating and incubating**

Students generate ideas through role play to explore different job roles,

### **Valuing diversity**

Students break down stereotypes by engaging in career-related role play.

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## Resources



### **A day in the life worksheet**

A printable worksheet for students to complete individually or in small groups, a completed worksheet example and a role play and prop guide for adults.

For older grades, consider hot-seating role play interviews or creative writing challenges.



## Job Description

 **Approx. 30-45 minutes**



**Age recommended: Grade 4-8**



The Job Description activity as a Reflection Activity encourages students to reflect on their learnings during the Live Encounter, about the skills, knowledge, and personal qualities and experiences that led the volunteers to their job role.

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## Curriculum Links



### Supporting group interactions

Students engage with each other, listen actively, take turns in discussions, and acknowledge others' contributions.



### Reflecting and assessing

Students reflect on the job roles they learned about during the Live Encounter, and consider the information that the volunteers shared with them.



### Recognizing personal values and choices

Students consider their values and interests and how these might influence their future career journeys.

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## Resources

**Prelude this Reflection Activity with:**

**Warm-up Activity**

**Live encounters with volunteers**



**Job Description Powerpoint**


**Return to Live Encounter guides**



**Job Description Reflection worksheet**

A printable worksheet for children to complete individually, or as a group task in the middle years. Children use the questions they wrote in the warm-up activity, and the answers they discovered during their Live Encounter to reflect on their learnings.

## Thank Volunteers

 **Approx. 10-20 minutes**



**Age recommended: Grade K-8**



The Thank Volunteers Reflection Activity allows students to reflect on what they learned through meeting the volunteers during their Live Encounter in a purposeful manner. A summary of learnings from students also helps volunteers feel like they've made a positive impact, and continue supporting career exploration.

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### Curriculum Links



#### Acquiring and presenting information

Students communicate positively and present information clearly.



#### Reflecting and assessing

Students reflect on their experience meeting the volunteers from the world of work, sharing what they have learned.



#### Building relationships

Students understand that volunteers from the world of work have given their time freely to engage in your Career Exploration activity, and show respect through sending thanks.



#### Contributing to community and caring for the environment

Students develop a positive relationship with the volunteers, and by doing so encourage them to keep supporting career exploration in schools in the community.

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### Resources



PDF

#### Thank you worksheet

A printable worksheet for students to complete individually, or in small groups.

For younger grades, consider a short discussion and the teacher send thanks using the email template below.



PDF

#### Thanking Volunteers email template

An email template to enter details about your students' unique takeaways from the Live Encounter.

Thank you! Education and Employers

When I grow up I would like to be a


I liked the volunteers coming in because

I learnt that

Thank you so much!


Name:

## Caring Futures

 **Approx. 15-30 minutes**



**Age recommended: Grade 4-8**

 The Caring Futures activity can be used as a Warm-Up or Reflection Activity to encourage discussions about gender stereotypes and job aspirations. Students practise applying Math skills to a real-life problem, giving them the chance to consider the gender imbalance in the healthcare sector.

## Curriculum Links



### Connecting and engaging with others

Students engage in conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.



### Reflecting and assessing

Students discuss the gender statistics discovered through this activity, sharing thoughts and reflections on these, either in conversation or in written form.



### Recognizing personal values and choices

Students consider their values and interests and how these might influence their future career journeys.

## Resources



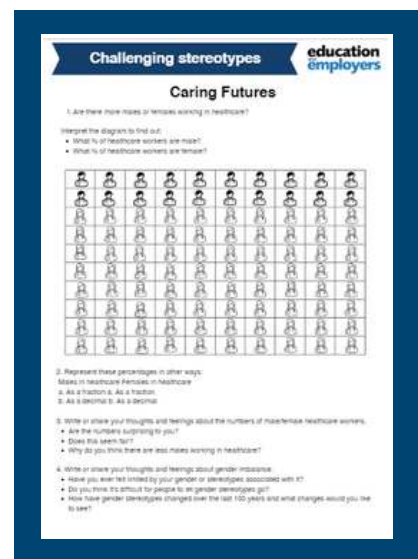
### Teacher guide

A guide for teachers, focusing on breaking down gender bias, with background research, question prompts and optional extensions.



### Caring Futures worksheet

A printable worksheet for children to complete individually or in pairs, depending on Grade and Math attainment.



## Building Futures

 **Approx. 30-45 minutes**



**Age recommended: Grade 4-8**



The Building Futures activity can be used as a Warm-Up or Reflection Activity to encourage discussions about gender stereotypes and job aspirations. Students practise applying Math skills to a real-life problem, giving them the chance to consider the gender imbalance in the construction sector.

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## Curriculum Links

### **Connecting and engaging with others**

Students engage in conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives.

### **Reflecting and assessing**

Students discuss the gender statistics discovered through this activity, sharing thoughts and reflections on these, either in conversation or in written form.

### **Recognizing personal values and choices**

Students consider their values and interests and how these might influence their future career journeys.

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## Resources

### **Teacher guide**

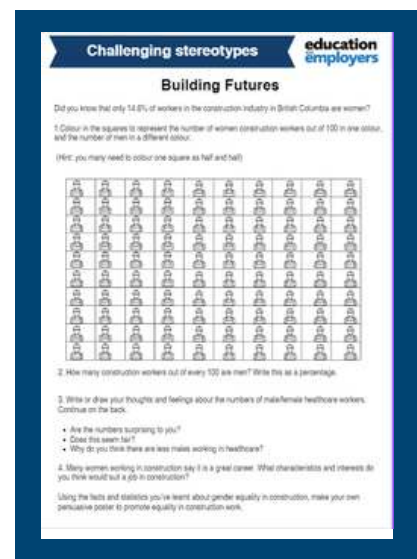
**PDF**

A guide for teachers, with the background research links, question prompts and optional extensions.

### **Building Futures worksheet**

**PDF**

A printable worksheet for children to complete individually or in pairs, depending on Grade and Math attainment.





## Recruitment

As educators, it's important to facilitate opportunities for students to meet different role models from all walks of life, as each person can share their unique story and career pathway. Our research shows that young adults who have 4 or more contacts with employers while at school are less likely to become NEET (not in education, employment or training) and can expect to earn more than peers who did not, when in full-time employment.

In order to do this, it's important to reach out in your local communities to encourage people from the world of work to volunteer an hour of their time to speak to the students in your school, and build up a varied database of job roles available.



Contact your School District coordinator to discuss creating or accessing a volunteer database for Career Exploration. If there is a central database, then schools across the district can collaborate recruitment efforts and share volunteers to create impactful encounters.

## Employer engagement



Reach out to local companies and employers to engage their workforce in volunteering in schools. Career Exploration activities and volunteering in education is advantageous, not just for the children, but also the employer and the employee. Share the following resources with Employers to highlight the research and benefits.



**Employer engagement**

## Parent/Guardian engagement



Communicate the importance of Career Exploration to parents/guardians and encourage them to be involved in Career Exploration Live Encounters. You have a whole community of adults at your fingertips, among which you'll find a variety of roles and professions. Tapping into these can inspire fantastic opportunities, and it is really beneficial to share these between schools in a communal database in the district, where possible.



**Parent/Guardian engagement**

## Briefing volunteers

It's important to share as much information with the volunteers as possible to help them feel more prepared, ensure the greatest impact for your students, and that safeguarding policies are followed.



### Briefing Volunteers



A teacher guide to the information helpful to share with volunteers before an activity.

## Volunteer guides

For volunteers who aren't used to being around or speaking to young children, it might feel quite overwhelming coming into schools to share about their job role. Be explicit about the age groups of the children; share the following guidance of how to adapt language for different audiences, suggestions for keeping the presentation interactive, and any extra tips you have tailored to your particular cohort to maximize engagement.



### How to present



A volunteer guide to adapting language to speak to children, including interactivity.

The volunteers will want to feel like they are making the greatest impact that they can during the activity. Share the following guide to encourage volunteers to prepare their career talk and include concrete props and visual aids to bring their jobs to life and ignite children's interest. Remember that the volunteers are giving up their time to speak to your students, and some will have more capacity for preparation than others.



### What to present



A volunteer guide to preparing a career talk, including visual aids and props.



### Volunteer Powerpoint

An editable Powerpoint to help volunteers to create their career exploration presentation.

## Volunteer Handbook



[Download](#) the entire handbook to send to the volunteers to support their preparation for the activity.

