# Career-Life Education Instructional Sample

## Introduction

Would you relocate to wherever your career dream takes you? Or will you first decide where you want to live, and then choose a career?

In this exercise, students will reflect on and investigate the impact of place and connections to the land on career-life planning. As part of their investigation, students will create interview questions and interview community members. This investigation will help students reflect on the role of place in their career-life planning process. As well, they will determine the costs and benefits (personal/professional/financial/social/emotional) of considering place and connections to the land as priorities in their planning.

When introducing the unit, consider and explore the concept of place and one’s connections to the land. Discuss/co-create the I Can statements (or use those provided, below).

### Recognizing a Personal Sense of Place and Connections to the Land

Students may have difficulty defining their relationship to place and their connections to the land and how it might affect their career-life planning for preferred futures. Some suggestions for assisting them in identifying their perspectives are:

* Have the student reflect on their current hopes for life after graduation. What do they picture? What would be the best outcome?
* When they think of that outcome, do they imagine themselves in a particular place? You can also have them consider their happiest moments, or the times they feel content. Where are they?
* Is there any connection to a particular place when they are feeling at their best? Does this suggest a degree of the importance their place has for them?

**Note to the educator:** This activity has students defining key values for themselves. Explicitly acknowledging their reflections can help them identify and develop Core Competencies.

## Big Ideas

* Finding balance between personal and work life promotes well-being.
* Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options.

## Learning Standards

### Curricular Competencies

* Collaborate with supportive community members to explore the reciprocal  
  influences of career-life choices
* Identify career-life challenges and opportunities, and generate and apply strategies

### Content

Career-Life Development

* Self-assessment and reflection strategies

**Connections with Community**

* Factors that both inform career-life choices and are influenced by them,  
  including personal, environmental, and land use factors
* Ways to contribute to community and society that take cultural influences  
  into consideration

**Career-life Planning**

* Financial planning tools, pre- and post-graduation opportunities, and local  
  and global labour and market trends

### Core Competencies

Personal and Social: Positive Personal and Cultural Identity

* Recognizing personal values and choices
* Identifying personal strengths and abilities

Communication: Communicating

* Acquiring and presenting information
* Connecting and engaging with others

Thinking: Critical and Relfective Thinking

* Questioning and investigating

### First Peoples Principles of Learning

* Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
* This learning experience involves the whole student as they consider their future well-being and career-life choices, and how they are tied to community and place, including their connections to the land where they reside.
* Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
* This learning experience offers students opportunities to reflect on others in their community and their relationship to a sense of place, and gauge for themselves the importance of place in making future career-life decisions.
* Learning requires exploration of one’s identity
* Students will explore their identity in relation to their place in the world, in relation to their family and their community.
* Learning involves recognizing the consequences of one’s actions
* Every action has a consequence, both intended and unintended. Students will explore the effect that place and connections to the land may have on potential career-life planning decisions.

### Resources

Video: Change with Roy Henry Vickers

<https://media.openschool.bc.ca/osbcmedia/fns12/video/fn124sum1v_rhvchange_m.mp4>

WorkBC Regional Profiles

<https://www.workbc.ca/Labour-Market-Industry/Regional-Profiles.aspx>

I Can Statements:

Teacher-mentors may choose to use the following I Can Statements or co-create them  
with students. The I Can Statements will provide students with benchmarks to guide their learning as they think more deeply about role of place and connections to the land in their  
in future career-life options.

|  |  |  |
| --- | --- | --- |
| **Activity:** | **Curricular Competency:** | **Working towards:** |
| 1. Reflection on the Roy Vickers video  2. Interview Process: preparing interview questions, conducting interviews, synthesizing results. | * Identify career-life challenges and opportunities and generate and apply strategies * Collaborate with supportive community members to explore the reciprocal influences of career-life choices | I can identify the importance of place and connections to the land to my future career-life goals and plans and make decisions about how that might influence my future career-life choices.  I can ask community members how their choice of place and connections to the land are or have been impacted by, or have an impact on, their career-life values and goals.    I can ask community members for their perspective on career-life opportunities in their community.  I can self-reflect on my research to help inform my learning and perspectives.  I can discover how place and connections to the land influence career-life decision-making and apply that knowledge to my own career-life planning process.  I can find out career opportunities and demands in regions that interest me and use that information to help inform decisions about my future career-life plans – particularly, where I might want to live and work, and why. |
|  | **Content:** |
|  | * Self-assessment and reflection strategies * Factors that both inform career-life choices and are influenced by them, including personal, environmental, and land use factors * Ways to contribute to community and society that take cultural influences into consideration * Financial planning tools, pre- and post-graduation opportunities, and local and global labour and market trends |

## Activity 1

Video: Change  
Roy Henry Vickers – Artist, Order of Canada, Order of BC – Change.

“The more time you spend on the land, the more your imagination works.” The phases  
of life – entering the Elder phase, “It all happened so fast.”

<https://media.openschool.bc.ca/osbcmedia/fns12/video/fn124sum1v_rhvchange_m.mp4>

1. Students watch the video, *Change*, in which Roy Henry Vickers relates the importance of the land and place to his perspective, while he reflects on changes through the stages of life. He also explores what young people can learn from asking questions. The video can act as a prompt for students to consider the importance of place in their future lives and career-life decisions.
2. Teacher-mentor guides a whole-class discussion based on the video. Suggested prompts or questions are:

* What influence does Vickers feel the land has on young people?  
  (Answers will vary but may include, “It offers them a unique perspective. Grows the imagination.”)
* How does your relationship to the land influence or inform your perspective? (Answers will vary)
* What does Vickers feel can help you step into the next stage of your life? (Answers will vary but may include, “Listen to Elders and have the courage to ask questions and find out things now that will help you as you step into the next phase of your life.”)

1. Ask students to discuss their thoughts on developing career-life plans when considering place and their connections to the land. This may be done in pairs or in small groups. Suggested prompts include:

* Would you want a career-life plan that lets you live where you wanted, or would you move to pursue a career that you couldn’t have where you live? (For example, moving from a small town to a big city for employment, or vice versa?)
* If you would move somewhere for your career-life plan, what sort of cultural differences might you encounter? How would they challenge you?
* Do you think the impact of place might be so significant that it was more important than how you felt about your job? What would this mean for your future decisions?

### Reflection Activity

Students then practice their self-reflection skills by considering the information they have gathered through watching the video, participating in the whole-class discussion, and contributing to the small-group sharing. Begin by offering examples of what self-reflection might look like, and as a group co-create the criteria for this activity. (For example, will this be a free-write, or will students be responding to prompts, or reflecting in another manner?)

Students then take time to self-reflect, using the format determined. As a group, determine how the reflections will be shared. (For example, with the teacher-mentor who will provide descriptive feedback, or with others in small groups, again for descriptive feedback, or in some other manner.)

### Post-Reflection Activity

Gather students to discuss their reflections. Offer opportunities to share their thoughts (if appropriate). What questions/wonderings have arisen through their self-reflection and subsequent sharing? Record these questions/thoughts for the group, as these will help them create their interview questions.

Some questions that might have arisen through their reflection process might be:

* “What if I don’t know what’s more important to me – the land or what I am doing – or if they’re equally important?”
* “What if I don’t want to leave where I live, but my career-life choices are best pursued in another location?”

## Activity 2

Creating their Interview Questions

Each student’s reflective process will help guide the creation of their interview questions. For example, they may have discovered through their reflection activity that their connections to the land are strong, and they wish to stay where they currently live. If so, then perhaps they may wish to interview someone from the community who made this same choice, or they may wish to gain a different perspective by interviewing someone who relocated.

As students develop interview questions related to career-life decisions and connections  
to the land and place, you may suggest that they refer to the earlier brainstorming sessions and reflective exercises to help in the creation process. There will be benefit from brainstorming as a class part-way through the creation of their questions. They could receive feedback on questions they created so far and hear questions other students  
have generated.

Examples of some questions might be

* How has the sense of place, and the community, informed or reinforced career-life decisions?
* What have the challenges and rewards been for prioritizing place or connections to the land when making decisions about career-life choices?

Interviewing a community member

Students then find someone from their community to interview (such as an elder or other community members). For example, they may choose to interview someone who:

* Works in the information sector but works online and from home
* Started a business where they currently live
* Moved to a new location for their relationship or their career

Spend time as a group discussing the protocol with regards to the interview process. Some questions to consider

* What is the polite way to greet the person?
* Should there be pleasantries first, or should they start straight into the interview questions?
* How will they explain the project they are working on?
* How will students record answers to the questions?
* Will they take notes, or will they record the interview?
* Have they received permission to record/take notes/ share information?
* How will they be conducting the interview? Will it be in person?  
  Over the phone? Via email?
* Will the person come to the school?
* Will the student be meeting the person they are interviewing in the community?  
  If so, what are the safety and travel requirements?

In your role as teacher-mentor, check in with students to discuss and reflect together on their interview questions.

Formative Assessment of Self-Reflection Activity – Descriptive Feedback

While providing descriptive feedback on the development of their interview questions, some suggested reflective prompts are:

* Do their interview questions reflect their purpose and intent? Have they defined their purpose and intention?
* Have they developed enough interview questions to gather information from the interviewee? For example, do they know where they came from, why they decided to do the work they’re doing?
* How did place and connections to the land influence their interviewee’s decision-making processes? What questions will they use to determine this?
* What questions will they use to find out how their interviewee decided to start their business/find a job/plan their future, and what was needed to do so?
* What role did place/connections to the land play in the relationships they formed? Did they move for a relationship? What was the impact of this?

### Post-Interview

Now that students have answers to their interview questions, it is suggested that they review and summarize their information. Some options that teacher-mentors may choose are to have students create a presentation, or write a summary, or to self-reflect on what they heard, or perhaps share with peers. As a class, you may choose to gather trends to general questions, to see overall what students discovered. Did community members as a whole prioritize place and connections to the land in their career-life decision-making, or did other factors play a more important role?

### Personal Investigation

Next, students consider their own career-life plans for preferred futures and, based on the options they are considering, determine whether they think they may be influenced by place.

To inform their considerations, they may find research on career opportunities and career needs in various communities helpful. For example, they may choose to look at WorkBC Regional Profiles, which supplies labour market information in a specific region. They could then compare what they find with their own career-life planning for preferred futures, considering their personal strengths, aptitudes and interests, to determine whether place and connections to the land may play a role in their future career-life plans.

**Note to the educator:** explicitly acknowledging students’ strengths and abilities and considering how those help them in the future is practicing and reinforcing core competency development and awareness.

Questions to prompt and guide research might include:

* Do the career-life opportunities in your region lead you to think your career-life preferred futures could be pursued where you are?
* Do you see an opportunity to grow a career-life opportunity you hadn’t previously considered?
* Do you see place and connections to the land playing a role in considering your preferred career-life futures?

Formative Assessment – Individual Interviews Between Teacher-Mentor and Student

As teacher-mentor, arrange to meet with each student individually. During your reflective conversations, you may wish to consider some of the following as part of your discussions:

* Determine if students have reviewed WorkBC regional profiles of their  
  region and considered the information they found about what career-life opportunities may be available there
* Have students discovered any connections between their strengths, aptitudes and interests and the information they find?
* If there are none, does the information gathered provide them with pre- or post-graduation suggestions to develop the necessary skills to match their career-life preferred futures?
* Have students looked at the labour market information in their region?  
  Have they looked at other regions?
* Did the labour market information give them ideas about what career-life opportunities would fill a need in the community?
* If their abilities and preferences aren’t reflected in career-life opportunities within the region, have they considered being willing to move for career-life opportunities in another region? Why or why not?
* Have they considered what service or product they might bring to the region that it doesn’t already have? Would there be demand for it? How could they find out?

### Overall Assessment Considerations

There are no summative assessments for these activities, as they are meant to be a  
step in the students’ ongoing process of learning about themselves and how their attitudes, values, and interests must shape their future lives. These activities also guide students to explore diverse perspectives on how career-life options are influenced by a variety of factors, including place and connections to the land. Any assessments should be informal, formative, through discussion and/or the sharing of written reflections, or some other agreed-upon format.

Students may also find that the information discovered in this exercise helps inform, and may be used, in their capstone.

## Cross-Curriculum Connections

The video in this resource also has the potential to have cross-curricular connections. Here is a highlight of some possible connections to other learning standards.

EFP: Literary Studies + Spoken Language 11 Learning Standards

Big Ideas

* The exploration of oral text and story deepens understanding of one’s identity, others and the world

Curricular Competencies

* Express and support an opinion with evidence
* Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking
* Demonstrate speaking and listening skills in a variety of formal and informal contexts for a range of purposes

BC First Peoples 12 Learning Standards

Big Ideas

* The identities, worldviews, and language of BC First Peoples are renewed, sustained, and transformed through their connection to the land.

Curricular Competencies

* Assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an action, event, decision, or development (cause and consequence)
* Assess the connectedness or the reciprocal relationship between people  
  and place (cause and consequence)
* Explain and infer perspectives and sense of place, and compare varying perspectives on land and place (perspective)

Content

* Traditional territories of the BC First Nations and the relationships  
  with the land

Physical and Health Education 10

Big Ideas

* Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

Curricular Connections

* Evaluate and explain strategies for promoting well-being
* Explore and describe factors that shape personal identities, including  
  social and cultural factors

Content

* Influences of physical, emotional, and social changes on identities  
  and relationships