

ACTIVITIES FOR CAREER EDUCATION

GRADE 7

Here are a few suggested activities/projects that your Grade 7 student can work on in order to get thinking about career paths.

All activities are connected to the Saskatchewan Career Education 7 curriculum:

<https://www.edonline.sk.ca/webapps/moe-curriculum-BBLEARN/CurriculumHome?id=204>

- Be sure to talk your student through the purpose of each activity and guide him/her through decisions of how to get started.
- Check to ensure that the student understands specific words that are important to understanding the concept being studied.
- Suggest that the student begins at the end! Ask:
 - When you have completed this activity, what will it look like?
 - Who could you share it with?
 - How can you share what you create?

SELF-IMAGE & DECISION-MAKING

- 1 Think of a role model in your life.
 - a. Create a list of this person's positive traits.
 - b. Consider the qualities that make this person someone others want to work with and have a positive relationship with.
- 2 Write or type a schedule for a day when you are not at school. This will help you practice your skills in time management, adaptability, responsibility, and life/school balance.
 - Consider how the activities in your schedule will help you reach present and future goals (academics, social, etc.), keep you healthy (exercise, time outdoors, regular eating schedule), and allow you to take some time for yourself (relax, read, time away from screens, etc).
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 - a. Imagine what you want your life to look like when you are working in a career path that will make you very happy. Consider what your occupation would be and how that work will help you create a lifestyle that you would want.
 - What will your occupation be?
 - Describe what your lifestyle will be like. You may consider your daily schedule, what you do with your time off, where you will live, etc.

Extra challenge! If you are away from school for an extended period of time, what would a schedule for your week look like? Get a parent or guardian to approve it, try your best to stick to it, make adjustments if needed.



- b. Before moving on, think about the advantages and disadvantages of secondary and post-secondary programs that will help you meet your career goals including **university**, **college**, **apprenticeship**, and **entrepreneurship**.
- c. If you haven't done so already, share your ideas with an adult.
- d. Create a visual representation of your preferred future by using various media (e.g., presentation software, digital video, computer software, drawings or staged photographs) of your preferred future.

ROLES

(COULD BE USED AS A “DAY IN THE LIFE” PROJECT!)

- 1 Interview a family member or family friend to understand how his/her different roles at work, in the community, and with family affect his/her quality of life. Ask about:
 - What different roles does this person have in his/her life?
 - What does his/her schedule look like on a work day, from the time he/she wakes up until bedtime.
 - Do the different roles require different amounts of energy?
 - How does this person stay motivated to do their best at each role, especially if they are not feeling well?
- 2 After completing the interview listed above:
 - What kind of mental skills does each role take?
 - What physical skills are required?
 - Do the different roles challenge affect his/her emotions in different ways?

CAREERS, THE WORKPLACE, & YOUR COMMUNITY

- 1 Imagine that you are the boss of your own business.
 - a. What would your business be?
 - b. Describe what type of leader you would be. Consider how you would get your employees to work hard every day and respect you as their leader.
- c. Write a script that shows a conversation that you (as the boss) have with an employee who is having a difficult time understanding how to do something at work. How would you help this person so that the situation has a positive result?



- 2 What is a **sector** that you could see yourself working in when you are ready to start your career? A “sector” may be something like manufacturing, agriculture, business, or mining.
 - a. Research the skills, knowledge and abilities needed to work in this sector. Use a tool such as myblueprint.ca or alis.alberta.ca to help your search.
 - b. Create a list of the skills, knowledge, and abilities needed to succeed.
 - c. Identify one item from your list that you could start working on right away. How can you build this quality?
- 3 Using *Relevance* magazine’s job chart, research and report on some key occupations available in the various economic sectors in Saskatchewan.
 - a. Download the latest issue of *Relevance* (in English or French) [here](#).
 - b. Access the job chart in the middle of the magazine.
 - c. Download the “Classroom/Discussion Guide” on the same *Relevance* site and follow the steps on the last page to help navigate the job chart.
- 4 Choose one of the careers that you have researched in the Relevance Job Chart (see above):
 - a. List a few guesses as to how this career has connections to people and businesses outside of Saskatchewan. For example, you may consider how workers in this career may import or export products from different countries. You may also consider if people in other countries depend on products or services that are provided in this sector.
 - b. Check how accurate your guesses are by researching a specific Saskatchewan business online and/or by speaking with an adult.
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 - a. Search Google Images for examples of:
 - A job application (perhaps from a business like McDonald’s or Tim Horton’s)
 - A resumé
 - A career portfolio
 - A cover letter
 - b. If you had to fill out a job application form, what kind of information would you need?
 - c. How can a good quality resumé, portfolio, and/or cover letter help a person get a job?

Note: Samples of resumés and cover letters are also located [here](#), but Grade 7 students are not expected to create their own.