Introduction

In every province and territory, schools are restructuring to better meet the needs of student, business and community stakeholders. A key element of the restructuring should be a comprehensive career development program that begins in the elementary grades and extends through high school and beyond. The establishment of an effective career development program will require, in many cases, that counsellors broaden their own expertise and spheres of activity. It will also require that counsellors engage others in the process. Teachers, administrators, school support staff, parents, business and the community must join together in partnership to deliver career development programs that ensure students are adequately prepared to meet the challenges of today’s workplace. In other cases, someone other than a counsellor may lead the initiative—work experience/cooperative education coordinators, career development teachers or school administrators may take the lead.

The Blueprint provides an excellent starting point for schools establishing or redesigning a K-12 career development program. The Blueprint's competencies and indicators (see Appendix A) can be adopted or adapted as the framework around which to build the content of a local program. The Blueprint also suggests a three-part strategy for moving forward with the program that includes planning, development/redesign and implementation activities (See Chapters 3-5.)
Getting Started

Clearly, the first step is to gain commitment from your administration for the implementation of a comprehensive career development program. Next steps include conducting a career development needs assessment and establishing both a career development Steering Committee and an Advisory Committee. See Appendix C for sample needs assessment survey forms. They can be modified to accommodate surveys for teachers, students, parents, business, the community and other groups you might identify. Use the results to identify priorities for program content and encourage stakeholder buy-in.

COMMITTEES
You may determine that establishing separate career development program committees is not practical in your school since there are already many committees in operation. Aligning with your school improvement or restructuring committee and other existing committees that address career development content is an effective approach. Consider the following examples of typical high school committees and their associated career development competencies from the Blueprint:

School-to-Work
- All of the career development competencies.

Drop-Out Prevention
- Understanding the influence of a positive self-concept.
- Skills to interact positively with others.
- Understanding the relationship between educational achievement and career planning.
- Understanding the need for positive attitudes toward work and learning.
- Skills to locate, evaluate, and interpret career information.
- Skills to prepare to seek, obtain, maintain, and change work.
- Skills to make decisions.
- Understanding the interrelationship of life roles.
- Skills in career building.
Conflict Resolution
- Understanding the influence of a positive self-concept.
- Skills to interact positively with others.
- Skills to make decisions.
- Understanding the continuous changes in male/female roles.

Gender Equity
- Understanding the influence of a positive self-concept.
- Understanding the impact of growth and development.
- Understanding the relationship between educational achievement and career planning.
- Skills to locate, evaluate and interpret career information.
- Understanding how societal needs and functions influence the nature and structure of work.
- Skills to make decisions.
- Understanding the continuous changes in male/female roles.
- Skills in career planning.

Drug-Free Schools
- Understanding the influence of a positive self-concept.
- Skills to interact positively with others.
- Understanding the impact of growth and development.
- Skills to make decisions.
- Understanding the interrelationship of life roles.
- Understanding the continuous changes in male/female roles.

If you are in a small school, you may find no committees such as the ones above. In that case, establishing a career development program committee, even if a small one, may be quite useful.
Outreach to Stakeholders

Outreach provides ongoing information to students about the career development services and resources available to them. Outreach activities should also be directed to teachers, parents, administrators, business and the community to keep them apprised of the program’s progress and facilitate their continued support, input and involvement. Some ideas for outreach to the various stakeholder groups are listed below.

OUTREACH TO STUDENTS

- Career development program orientation meeting with students early in school year.
- Counsellor visits to classrooms—ongoing.
- Home-room announcements about career development activities.
- Include career development program information in school-wide morning announcements.
- Develop a “career resource centre” in the library and highlight career development resources during library orientation.
- Career development bulletin board displays throughout the school year.
- Student-created video about career development.
- Career development column in the school newspaper.
- Student open-house events in the guidance office.
- School-wide career poster contest.
- School-wide career essay contest.
- Recognize students’ career development accomplishments during awards assemblies.
- Other...
OUTREACH TO TEACHERS/ADMINISTRATION

- Program announcement and endorsement memo from principal.
- Write career development program articles for principal's or superintendent's monthly newsletter.
- Have a written career development program plan and share it with principal and teachers.
- Attend school board meetings and provide program updates.
- Provide program orientation during staff meeting.
- Meet with teams of teachers, department meetings—ongoing.
- Flyers to teachers announcing career activities, new resources.
- Create a career resource centre for teachers.
- Open-house events for teachers in the guidance office.
- Teacher orientation to the career resource centre in the library.
- Invite teacher suggestions in ordering career resource materials.
- Informal, personal contacts with individual teachers.
- Provide teachers with information about work roles that are related to their subject area(s).
- Post career development program information and related announcements in teacher’s cafeteria/lounge.
- Distribute sample career development infusion lesson plans.
- Provide staff development for teachers.
- Attend meetings of various school committees and present relevant information about career development connections.
- Involve teachers and administrators in program development, design and implementation.
- Teach teachers how to integrate career development into their day-to-day schooling activities.
- Other...
OUTREACH TO PARENTS/COMMUNITY/BUSINESS

- Write career development program articles for principal’s or superintendent’s newsletter.
- Attend Parent Advisory Group meetings and make presentations about the program.
- Present career development program information at meetings of Chamber of Commerce, Rotary, and other service clubs and groups.
- Participate in parent open-house events.
- Send informational flyer to all parents.
- Write articles for local newspaper.
- Invite parents to participate as career speakers.
- Invite parents to attend career fairs.
- Make career resource centre and materials available to parents one evening a month.
- Actively engage parents in the development of student career portfolios and individual educational and career plans.
- Take advantage of public service announcement (PSA) spots on local radio and television stations.
- Create or purchase informational brochures for parents on various career development topics.
- Begin a “Take Your Student/Child to Work” event.
- Participate in Canada Career Week events organized by your provincial or territorial Career Information Partnership.
- Conduct a career development needs assessment survey for parents and community members.
- Invite parents, community members and local business representatives to participate on advisory committee.
- Encourage parent volunteerism and hold recognition event.
Activity Selection and Design

You, or you and the Steering Committee, will take the leadership role in providing direction for activity selection and design ensuring that the developmental needs of students at each grade level are met. Use the results of the needs assessment(s) to verify selection of the competencies and indicators that are most appropriate for your students. As you begin to define the scope of the career development program, keep in mind your school’s capabilities and resources. Successful programs often begin in a small way and build on experience.

Career development programming is delivered through a combination of several processes or methods. In addition to the process of “outreach” discussed above, other approaches include: counselling, assessment, instruction, career information, work experience, consultation, referral, placement and follow-up. Each student-focused activity should relate to a Blueprint competency and include a local standard that states how and at what level the student is expected to achieve a specific indicator. The measure or method of evaluation is also described. Appendix C contains several sample activity selection and design forms, lesson plan forms, a sequence of delivery form and a program plan form to assist you.
Instruction Process—Sample Activities

The process of “instruction” is used here to illustrate how program activities might be documented. In the instruction approach, career development programming is delivered through group activities, career-related lessons that are infused into the academic curricula, classroom life/work simulation and role-playing activities and peer support groups. The examples that follow use different lesson plan formats, but each contains all of the essential elements for proper program sequencing and documentation.

Note:
You are encouraged to forward your own examples of lesson plans for subsequent editions of the Blueprint. Simply use the plan format on the following pages, add your name, address, phone, fax, e-mail address and school name, and label your submission “Blueprint Sample Activities - K-12.”

Deliver it to the National Life/Work Centre by one of the following means:

By fax: (506) 758-0353
By e-mail: lifework@nbnet.nb.ca
By mail: Attention: Blueprint Project
National Life/Work Centre
Memramcook Institute
488 Centrale St., Memramcook
NB E4K 3S6
EXAMPLE 1
ELEMENTARY SCHOOL

TITLE: That's Me Collage

SUBJECT AREAS: Art.

GRADE LEVEL: 5.

LIFE/WORK COMPETENCY 1: Build a positive self-image while discovering its influence on self and others.

LIFE/WORK INDICATOR: The student will identify positive characteristics (skills, interests, personal qualities and strengths) about self as seen by self and others.

INSTRUCTIONAL OBJECTIVE: The student will present their personal interests using a collage.

ACTIVITY: Discuss the collage as an art form that can be used to express feelings, share information, deliver a message, etc. Invite students to share with the class some of their hobbies, favourite school subjects, interests, clubs they belong to, etc. Have students cut pictures from magazines and create a collage that illustrates their personal likes and interests. Display the collages on a class bulletin board. Have the students try to guess what collage belongs to each classmate.

STANDARD: Each student will create a collage that illustrates their personal interests. Each student will list their top five likes and dislikes.

RESOURCES: Magazines, art supplies, career portfolio.

TIME REQUIRED: 2 class periods.

*Adapted from Linda Kobylarz & Associates. Used with permission
TITLE: I’m an Ally

SUBJECT AREAS: Health or Social Studies.

GRADE LEVEL: 4, 5 or 6.

LIFE/WORK COMPETENCY 2: Interact positively and effectively with others.

LIFE/WORK INDICATOR: Discover and demonstrate positive group membership skills, knowledge and attitudes.

STANDARD: In a given week, students will display more positive group membership skills than negative ones.

MATERIALS: Paper and pens or pencils.

ACTIVITY: Put the following on the board, flipchart or overhead: “At home...”, “At school...” and “In the community...”. Ask students to list these as headings on their paper. Then, ask them to list ways that they help out others under each category (e.g., “At home...I do my chores; I feed my baby sister; I take clear telephone messages.” “At school...I pay attention in class, most of the time; I help keep the classroom neat; I read with my Grade 1 buddy; I do school patrol once a week.” “In the community, I help Mrs. X carry in her groceries; I collect money for UNICEF at Halloween; my club helps recycle products.”). Hold a brief discussion about how students feel when they contribute in these settings.


SUBJECT AREAS: Language Arts.

GRADE LEVEL: 6-7.

LIFE/WORK COMPETENCY 1: Build a positive self-image and understand its influence on one's life and work.

ACTIVITY: Students will explore success and understand how it is achieved.

Conduct discussion on the various definitions of success.

- Have students describe at least three success stories they have had.
- Have students write what they had to do to achieve these successes (e.g., study, practice piano, practice baseball).
- Have students write out at least one of their success stories and include why the success was especially important to them.

STANDARD: Students will have written their success stories and shared how they were accomplished.

MATERIALS: Paper, and pens or pencils.

*Adapted from the Oklahoma Department of Vocational and Technical Education, Career Development Services Division. Used with permission.
CAREER DEVELOPMENT ACTIVITY

EXAMPLE 4*
MIDDLE/JUNIOR HIGH SCHOOL

TITLE: Nontraditional Careers for Women

SUBJECT AREAS: English, Social Studies.

GRADE LEVEL: 7-8.

LIFE/WORK COMPETENCY 10: Explore nontraditional life/work and its issues.

LIFE/WORK INDICATOR: The student will investigate advantages and challenges of entering nontraditional work roles.

INSTRUCTIONAL OBJECTIVE: The student will research on nontraditional careers for women and present a report on the subject.

ACTIVITY: Discuss the term nontraditional career. Have students review the Nontraditional Careers for Women occupations list handout. Divide students into groups of 3 to 4. Assign each group one of the occupations listed on the handout and have them write a short report that addresses the following questions:

1. Why is this job considered nontraditional for women?
2. In your opinion, why do you think there are so few women in this job?
3. List advantages for women entering this occupation.
4. List obstacles that you believe women would have to overcome to enter this occupation.
5. List any women you know who have this job or a similar one.

Have students present the findings of their reports to the entire class.

STANDARD: Students will complete a research report as noted above.

RESOURCES: Nontraditional Careers occupations list, National Occupational Classification.

TIME REQUIRED: Two or three class periods.

*Adapted from the GIRLS AT WORK project, Chicago Women in Trades. Used with permission.
EXAMPLE 5*
MIDDLE/JUNIOR HIGH SCHOOL

TITLE: Jobs, Occupations, Careers

SUBJECT AREAS: Health, Career and Life Management/Career and Personal Planning/Work Experience.

GRADE LEVEL: 7, 8 or 9.

LIFE/WORK COMPETENCY 5: Locate and effectively use life/work information.

LIFE/WORK INDICATOR: Students will discover differences between jobs, occupations, work and careers.

STANDARD: In a unit quiz given at the end of the unit, students will correctly define three of the four terms above.

MATERIALS: Three sheets of paper, one with “JOB”, one with “OCCUPATION” and one with “CAREER” written in large letters on it, and masking tape.

ACTIVITY: Tape each labelled sheet to a wall, putting the three on three different walls. Tell students that you are going to give an example of work, and they are to move to the sign that they think defines the work (i.e., if they think you’ve identified a “job”, they should walk to the “job” sign, etc.). Get them all standing and then call out:
  * “Waiter” (which is an occupation)
  * “Doctor” (which is an occupation)
  * “Nursing at All Saints Hospital” (which is a job)
  * “Teacher at ACM E High School” (which is a job)
  * “Automotive technician” (which is an occupation)

After each call, ask several students in each group to explain why they chose the sign they did. Discuss the issues of status, longevity, “professionalism” and education that invariably come up. Debrief by explaining the three terms.

RESOURCES: Robb M. Engage: Leader’s Guide (Book)

CAREER DEVELOPMENT ACTIVITY

EXAMPLE 6*
HIGH SCHOOL

TITLE: Personal Characteristics

SUBJECT AREAS: Language Arts.

GRADE LEVEL: 10.


OBJECTIVE: Students will explain what is meant by the term “personal characteristics.”

MATERIALS: Chalkboard, chalk.

ACTIVITY: Have students brainstorm personal characteristics. Try to think of both positive and negative characteristics. List these on the board. Divide students into groups of three to four and have them discuss personal characteristics they believe they have, those they would like to further develop and those they would not want.

COMMENTS: This activity should be repeated in grade 12.

PERFORMANCE INDICATORS: The high school student will be able to identify and appreciate personal interests, skills, values and attitudes.

STANDARD: Students will have developed a list of personal characteristics and discussed what those characteristics mean. They will then identify those they have developed, those they want to develop further and those they do not want to develop.


*Adapted from the Vocational Studies Center, University of Wisconsin—Madison, School of Education. Used with permission.
TITLE: Good Tools for Great Work—Work Behaviours & Business Outcomes

SUBJECT AREAS: Career and Life Management/Career and Personal Planning/Work Experience.

GRADE LEVEL: 11.

LIFE/WORK COMPETENCY 8: Engage in life/work decision-making.

LIFE/WORK INDICATOR: Students will explore how values may influence one's choices and actions.

STANDARD: In a unit quiz given at the end of the unit, students will correctly identify 8 out of 10 value based activities.


ACTIVITY: Describe the importance of relating one's work behaviours to the needs and outcomes of the organization. Point out how easy it is for people to just “do their job” without really thinking about why they are doing what they are doing. Habits are great, but sometimes they get in the way of adaptability.

Have participants complete the “How do I Contribute?” Handout. They may need help with the term “value-add” (contributing by reducing costs, recruiting customers, maintaining customers, increasing sales). NOTE: If some students have never worked, have them complete the form as if the school is the organization. Activities like “vandalism” do not add value; activities such as “being polite at school functions that involve the public” do add value!

Hold a discussion on the importance and/or purpose of being able to answer the questions effectively. Ask students if there were questions that they could not answer or questions that they did not think were important. Discuss any issues that arise. End by pointing out that all decisions they make and activities they undertake, whether as workers, students or citizens, come from a value base.


HOW DO I CONTRIBUTE

Below are a number of questions that are important to answer if you are going to make conscious decisions about your actions.

1. How does my role add value to or make a profit for the organization (school)?

2. What, if anything, do I do in my work that doesn’t add value to or make a profit for the organization (school)?

3. How could I more effectively do my job to add value to or make a profit for the organization (school)?

4. Who could help me assess the value of these activities, listed in #3?

5. How could I modify my job or improve my skills to add value to or make a profit for the organization (school)?

6. Who, if anyone, needs to give me approval to make these value-adding, profit-making changes?
CAREER DEVELOPMENT ACTIVITY

EXAMPLE 8*  
HIGH SCHOOL

TITLE: Introduction to Work Categories in Career Directions

SUBJECT AREAS: Career and Life Management/Career and Personal Planning/Work Experience.

GRADE LEVEL: 11 or 12.

LIFE/WORK COMPETENCY 5: Locate, interpret, evaluate and use life/work information.

LIFE/WORK INDICATOR: Students will explore and demonstrate use of various classification systems that categorize work roles and industries.

STANDARD: In a unit assignment, students will find and explain at least 3 systems for classifying work roles and industries.

MATERIALS: Career Directions for each student.

ACTIVITY: Introduce Career Directions to students by first having them look at and talk about the eight categories by which the work roles are sorted.

Create eight groups of two or more youth or, if working with a smaller group, create four groups of two or more youth. Assign a category or two to each group.

Ask each group to read the information about the categories provided in Career Directions and review some of the work roles in the categories. Have each group prepare a brief (2-3 minutes) verbal summary of their categories to present to the other groups. Have each group present to the other groups.

RESOURCES: Career Directions (Book), Human Resources Development Canada.

*Adapted from a draft of the 1999 version of Career Directions. Ottawa, ON: Human Resources Development Canada. Used with permission.
Learning From Others—Sample Programs

In every province and territory there are many excellent, comprehensive career development programs in schools at all levels, K-12. Described below are several that can be used as models. More will be added to the Blueprint over the years.
K-12 School Programs

Bev Facey Composite High School

CONTACT PERSON:

Dale Gullekson
Work Experience Co-ordinator
Bev Facey Composite High School
99 Colwill Boulevard
Sherwood Park AB T8A 4V5
Ph: (780) 467-0044
Fax: (780) 467-3467

DESCRIPTION OF PROGRAM

All students, not just those with special needs, are embraced by the career education program at Bev Facey Composite High School. In response to students' needs, increased career planning and employment education are incorporated into the schools' activities. Through sequential career education programming in Grades 10 through 12, educators aim to increase students' awareness and to enhance their career decision-making skills. Depending on their level of motivation and certainty of career directions, students undertake a variety of different career education activities.

Bev Facey's comprehensive career education program relies on the support and involvement of many key players. Administrators, counsellors, a work experience co-ordinator, employers, teachers and parents are all active participants in this program.

The heart of this comprehensive program is students' career planning. According to work experience co-ordinator Dale Gullekson, "When students focus on specific goals beyond high school, they generally demonstrate better time management and better coping skills, resulting in better achievements.”

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1 This and the following description are adapted from Alberta Education's Mission Possible document, a compilation of exemplary career development programs in Alberta.
Educators at Bev Facey encourage students to look forward to future goals. The high school diploma is portrayed as a transition toward student career goals as opposed to an end goal in itself. Rather than simply completing the minimum credits stipulated for the diploma, students are encouraged to take as many courses and semesters as are necessary to meet their long term goals.

A knowledge base of labour market trends, work search skills, personal reflections and hands-on experience provides students with the means to look forward. The work experience program includes a work preparation component. Job shadowing is supported and co-ordinated by the parent advisory committee with the help of advanced software designed at Bev Facey. Parents use their networks to help students find suitable job shadowing sites.

Comprehensive student profiles are an essential component in facilitating students’ goal setting. Profiles are initiated with students in Grade 10 and are updated at regular intervals throughout their high school years. Students develop their individual profiles with the help of teachers and counsellors.

Profiles include students’ values, interests and possible work interests, as well as a checklist of career planning activities and assessment instruments that students can complete throughout high school. From preparing these evolving profiles, students begin to understand how self-awareness and work exploration promote goal setting.
**Crescent Heights High School**

**CONTACT PERSON:**

Rosalyn Spiritus  
Work Experience Co-ordinator  
Crescent Heights High School  
1019 1 St NW  
Calgary AB T2M 2S2  
Ph: (403) 276-5521  
Fax: (403) 277-8798

**PROGRAM DESCRIPTION**

“It’s great.”  
“It helps us learn what work is really like.”  
“The only drawback is that there isn’t more of it.”

These are the comments of students enrolled in the career education program at Crescent Heights School. Thirty percent of the students are learning disabled, special placement or have English as a second language. A large ethnic mix, many single families and low income families means career educators at Crescent Heights face unique challenges.

The school’s stimulating career education program was developed in response to students’ unique requirements. Rosalyn Spiritus, the vibrant work experience co-ordinator meets students at their level, providing programs and activities tailored to meet students’ needs. An innovative computer program facilitates work experience placements. An English as a second language program fosters the development of non-English speaking students. A pre-employment component prepares students for their work experience placements. Students with low self-confidence are nurtured and supported in the work experience setting. At-risk students are encouraged to try the work experience program before dropping out.
The program’s ambience is one of comfort and ease. Students wander freely in and out of the work experience co-ordinator’s office, stopping by for last minute instructions or simply words of encouragement. The co-ordinator walks the hallways often, casually chatting with students, giving reminders, inquiring about their plans.

Almost all school departments, administrators and counsellors, as well as several outside organizations are involved in the school’s comprehensive career program. The Fashion Career Institute offers a mini-program for students. The Multicultural Liaison Services works with the ESL work study program. Business partners NO VA Corporation and O xford Development support student projects.
CONTACT PERSON:

Suzanna Eppich  
School District 35  
4875 222 St  
Langley BC  V3A 3Z7

PROGRAM DESCRIPTION

Strong district support has enabled schools within Langley to increasingly infuse career development into all aspects of school functioning. Teachers and counsellors from Grades 1-12 have been trained in numerous career development initiatives including Everyday Career Development (a career development infusion workshop for teachers, originally created by Alberta Education), Engage (a career development and learning-to-learn system, originally created within the Stay-in-School initiative), Engage at Work (a work site career development and learning-to-learn system, originally created within the Stay-in-School initiative) and Voices/Choices (a career development program for mothers and their Grade 4-7 daughters, originally created within the Stay-in-School initiative), to name but a few.

Energetic and dedicated district consultants spend more time in schools than in their district offices, teaching students, teaching teachers, consulting to educators at all levels, providing resources, linking people and, in general, choreographing the career development initiatives of the district. They facilitate communication between parents, employers, school administrators, educators and students, ensuring that career development becomes an integral part of all educational activities focussed on meeting community needs.
Submit Your Own Program

If you lead or know of a terrific career development program at the K-12 level, please submit a description of it for the next edition of the Blueprint. Please make sure your submission contains the following information:

• Your name
• Program title (if applicable)
• Program leader’s/contact’s name (if different than yours)
• Program leader’s/contact’s title
• School name
• School address
• School telephone number
• School facsimile number
• Program leader’s/contact’s e-mail address
• School or program’s website address (if applicable)
• Description of the program (somewhere between 150 and 500 words), including pertinent information such as the types of students targeted by the program, the program’s activities, program outcomes and examples of successes

Please label your submission **Blueprint Sample Programs Submission: K-12** and deliver it by one of the following means:

By fax: (506) 758-0353

By e-mail: lifework@nbnet.nb.ca

By mail: Attention: Blueprint Project
National Life/Work Centre
Memramcook Institute
488 Centrale St.
Memramcook, NB
E4K 3S6
Life/Work Competencies and Indicators for School Students

Because of the developmental nature of the competency levels, it is suggested that Elementary Schools focus on level one of each competency, that Middle/Junior High Schools focus on level two of each competency and that High Schools focus on level three of each competency. However, it is important to mention that each school is responsible for evaluating the true needs of their students. Some Elementary classes may be ready to work on some indicators from a level two competency, just as a High School class may need to work on indicators from a level one competency. There are two important things to remember:

1. The mastering of each competency will be best ensured if the developmental learning process is respected;

2. Students will be more motivated if the learning objectives correspond to their learning level.

All competencies and indicators for each school level are presented in Appendix A.