

Career Education Integration into English Language Arts at the Grade 6 Level

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Implementing career education in the early stages of life is important in helping students develop increased self-awareness and explore different careers. The current paper details the components of a career planning unit that was implemented by a preservice teacher. The unit was integrated with English language arts (ELA) in a Grade 6 classroom of 28 students in southern Alberta. Students completed a variety of career planning activities that involved self-reflection, expressive writing and small-group discussion. After finishing the unit, students completed evaluation surveys to determine the effectiveness of the unit. Students rated the unit and reported on whether it has helped them to learn more about themselves and careers, as well as whether the unit made them excited about their lives and if it made them want to learn more about different careers. The results highlight the effectiveness of this career education project in ELA at the Grade 6 level. The strengths, limitations and future directions of the project are discussed.

Background

To help situate the current research, an overview of how career planning became integrated into the Alberta curriculum is provided. To begin, a comprehensive career needs survey (CCNS) was developed by Magnusson and Bernes (2002) to gain a better understanding of students' career needs. The CCNS is a collaborative initiative between the Southern Alberta Centre of Excellence for Career Development at the University of Lethbridge Faculty of Education, the Chinook Regional Career Transitions for Youth Project and the Southwestern Rural Youth Career Development Project (2002). The aim of the survey was to

capture students' perceptions of career development and planning needs as well as any perceived gaps that might be present in existing services (Magnusson and Bernes 2002; Witko et al 2006). The survey included both quantitative and qualitative responses, and they were distributed to 54 junior high and senior high schools in the southern Alberta region by classroom teachers (Witko et al 2006). The survey results indicated that some of the most pressing needs for junior and senior high school students were finding their interests and abilities, discovering their passions, gaining support for their career plans and postsecondary education, and gaining financial information (Magnusson and Bernes 2002). Additionally, the surveys implied that beginning career planning earlier (in junior high or even before) could be more effective in assisting students through the process of career decision making (Witko et al 2006). Given these results, it was evident that career planning was an important component that was lacking from students' educational experiences in southern Alberta.

Based on the results obtained from the CCNS, a career education pilot project, Career Coaching Across the Curriculum, was created and implemented (Slomp, Gunn and Bernes 2014). Alberta Education and the Canadian Career Development Foundation supported the project by providing funding to train 50 preservice teachers in career education, which allowed them to go into schools in Alberta and implement career education across the K-12 curriculum. The pilot project consisted of two components (2014). First, the Career Education course was provided to the preservice teachers over four weekends (2014). The first three

weekends provided preservice teachers with the knowledge and skills necessary for integrating career interventions into the regular curriculum, and then the fourth weekend allowed preservice teachers to share their lesson plans, unit plans and schoolwide interventions they developed to their classmates (2014). Second, after successfully completing the four-weekend Career Education course, students completed a 12-week internship where they could transfer their newly acquired knowledge and skills into elementary, middle or high schools in southern Alberta (2014). The larger data set has already been published (2014) and thus, the current paper aims to detail an example of one of the specific classroom implementations from the larger study and explore the research question, "What is the effectiveness of the career planning unit in Grade 6 ELA?"

Career Education

Career education is "a systematic attempt to influence the career development of students and adults through various kinds of educational strategies, including providing occupational information, worksite-based experiences, career planning courses, and infusing career-related concepts into the academic curriculum" (Hoyt et al 1972, as cited in Niles and Harris-Bowlsbey 2017, 13). According to Knight (2015), implementing career education in elementary school can assist students in making important connections between their education and potential future success. Moreover, when this connection is realized, it can act as a motivation factor for students' academic performance (Knight 2015). Given this information, it seemed appropriate to integrate career education into Grade 6 as it allows students to make this connection well in advance before having to make career decisions in high school. In the career planning unit, career education was implemented into the *English Language Arts K-9 Program of Studies* (Alberta Learning 2000) with a series of journal response activities and self-directed exercises. Through individual and small-group work, the students explored their personal attributes and learned more about how they could apply them to potential careers. The intention of the unit was to stimulate students to think about and use their passions and interests and recognize the common themes that held meaning for them in their

lives. Additionally, this unit was designed to help students focus on personal meaning and realize its importance as a guide for a meaningful, rewarding future, as opposed to making a career decision.

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Career Planning

Career planning is a lifelong process that assists individuals in making career-related decisions that are personally relevant and meaningful (ALIS 2022). Furthermore, it entails identifying core skills, interests and abilities, as well as feelings about work and life (ALIS 2022). Career planning can be achieved within the context of English language arts because career development is enhanced through storytelling and written expression (McMahon and Watson 2013; Meijers and Lengelle 2012; Lengelle and Meijers 2014). Through storytelling, students can recognize their situations within their ecological systems (for example, family, school, community), engage in self-reflection, and develop senses of meaning making and personal agency. Furthermore, expressing one's stories facilitates the identification of prominent themes and insights that can then be used to shape career development. Since expressive writing and storytelling are natural features of ELA courses, such processes could be easily integrated into ELA.

According to Super (1984), different vocational tasks can be accomplished at each stage of life. In the growth stage, which occurs from birth to 14 years of age, children can visualize what kind of person they are, develop an orientation toward the world of work and develop an understanding of what work means (Hoffman and McDaniels 1991; Super 1984). Even at a young age, students can make decisions about their interests and preferences, which shape their career aspirations (Magnuson and Starr 2000). Elementary students

benefit from having extended periods of time to explore and investigate potential careers of interest long before they are pressured to make life-defining decisions in high school (Porfeli and Lee 2012). Elementary students are developmentally able to engage in career development, and they are at an opportune stage in their academic career to do so. Thus, it seems fitting to integrate this career planning unit into Grade 6 to encourage students to gain a holistic understanding of themselves before advancing into the next stage of vocational development, exploration, where students will begin to learn more about the different opportunities that are available to them.

Context of the Teaching Environment

In Canada, there is no one standard approach when it comes to teaching career education. Moreover, career education differs significantly across provinces (Connelly et al 2013, as cited in Welde et al 2016). In Alberta specifically, career education is integrated into all levels of education (Welde et al 2016). For instance, in elementary and middle school, it is delivered through the Health and Life Skills (HLS) curriculum, whereas in high school, there is a mandatory course for students known as Career and Life Management (CALM) (2016). Because guidance counsellors do not have the resources to teach career education, teachers often take over this role (Connelly et al 2013, as cited in Welde et al 2016). Thus, career practitioners advocate for teachers to effectively integrate career education (Connelly et al 2013, as cited in Welde et al 2016) into the disciplines they teach to enhance students' career development resources. This integration is important to consider as it serves students with a greater connection to their education and helps them to see the relevance their education has in their future endeavours (Welde et al 2016).

This unit was integrated with a class of 28 Grade 6 students in an urban school located in a large city in southern Alberta. The students were aged 11 to 12; therefore, they were legally too young to work in Alberta, and they were not in a position to make and implement career-making decisions at this time. Instead the teacher felt that the resources and strategies she taught them would aid students in their decision-making process in all areas of their

lives. Throughout the unit, the preservice teacher indicated that it was important for each student to go at their own pace, as this contributed to a more authentic and comfortable learning process.

Cross-Curricular Integration

This career planning unit was combined with the ELA 6 program of studies (Alberta Learning 2000), as the main themes of the career unit were addressed through reading, writing and discussing. To address the ELA 6 program of studies, students completed exercises that coincided with the learning outcomes described below.

Discover and Explore

Discover and Explore is a learning outcome listed in the ELA program of studies. To demonstrate this outcome, students can “read, write, represent, and talk to explore and explain connections between prior knowledge and new information in oral, print, and other media texts [and] engage in exploratory communication to share personal responses and develop own interpretations” (Alberta Learning 2000, 10). These learning outcomes were reinforced by the career planning unit's emphasis on self-reflection and self-exploration.

Clarify and Extend

Another outcome in the ELA program of studies is Clarify and Extend. To express this learning outcome, students can “select from the ideas and observations of others to expand personal understanding [and] use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding” (Alberta Learning 2000, 14). In a Pride Story activity, students shared stories with one another to express stories of personal meaning and learn from their peers' feedback.

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Career Education Outcomes

The teacher also designed several career education outcomes that students can achieve. During the career planning unit, students

- identified personal interests, passions and hobbies;
- applied processes of career planning to develop and achieve current goals; and
- discovered how their desires, aptitudes, temperament and assets all play a major role in career planning.

Furthermore, the teacher emphasized that each student had strengths that they were encouraged to focus on when determining a career and should not settle for what someone else wants them to be. According to Tiedeman and Miller-Tiedeman (1984), when individuals pursue an action because they want to, they are living a life in align with their own personal realities. On the other hand, however, if individuals are settling for a path that others think they should pursue they are living life according to social reality (1984). If one finds themselves stuck living in a world of social reality, they may experience significant pressures and find that they are unable to fulfill their own meaning in life (1984). Thus, it is imperative that students understand the importance of choosing a path that brings them meaning and purpose. Overall, students learned that career planning is an ongoing and highly personalized process that should consider one's personal characteristics and goals.

Detailed Description of the Unit Plan

This career planning unit spanned over a four-week period with four 85-minute classes each week. There was no shortening or replacement of other Grade 6 units, as the career planning unit was simply integrated with the other Grade 6 curriculum content. Students completed activity sheets (Appendices A–F) throughout the unit that included guided reflection questions, dream exercises, small group activities and free write options. All the activities described below were designed to help students participate in self-exploration.

Introduction

In the introduction lesson, the teacher introduced the career planning unit to the students. The teacher outlined what the unit was about, why it was being taught and an overview of how the unit would proceed. This introduction was followed by an extensive class discussion that addressed the students' perceptions of career planning, fears about career planning and their dreams for the future. The teacher used this discussion to gain an understanding of the students' past career planning experiences and their unique needs and concerns that could be directly targeted throughout the unit. At the end of this discussion, the teacher distributed a list of inspirational quotes, important factors to consider when career planning, and a list of online career planning resources (Appendix A) that students could consider and refer to throughout their career planning experiences.

Holland's Party

In the Holland's Party activity, the teacher introduced students to an activity sheet (K Bernes, personal communication, June 2010) that detailed Holland's (1994) six career typologies in terms of how each type would be represented at a party full of people. On this activity sheet, each of Holland's six themes were represented by a description of what the individuals who adhered to that theme would be like. Each description represented a room full of like-minded individuals that were attending a party. These descriptions, taken directly from the activity sheet, are listed as follows:

- **Realistic:** People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors
- **Investigative:** People who like to observe, learn, investigate, analyze, evaluate or solve problems
- **Artistic:** People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations using their imagination or creativity
- **Social:** People who like to work with people to inform, enlighten, help, train, develop or cure them, or are skilled with words
- **Entrepreneurial:** People who like to work with people to influence, persuade or perform, or lead or manage for organizational goals or for economic gain

- **Conventional:** People who like to work with data, have clerical or numerical ability, carry things out in detail or follow through on other's instructions

Each student generated a list of at least five careers that would suit each theme. Students then told each other about which room they would spend the most time in, if they were at the party. They then wrote a journal entry to explain their decision. In the journal, students discussed how they decided on which room they would spend most of their time in. They were also welcomed to incorporate their interests, skills, aspirations and so forth.

99-Year-Old Question

In the next activity, students responded to a writing prompt in their journals (Appendix B). This journal prompt asked students to imagine that they were 99 years old and everything in their lives had gone perfectly according to plan. They reflected on their lives and described everything that had happened that they were proud of and happy about. The teacher reinforced that the activity could include anything and everything that students wanted to achieve in life. On completion of the activity, students broke into partners and shared their lists of accomplishments and dreams with their partners. They were encouraged to ask questions and help to provide greater detail to their partners' aspirations.

Perfect Day Visualization

The teacher led students through a guided imagery script (Appendix C), and students imagined every detail of a perfect day in the future. This visualization included elements such as what students were doing, where they were, who they were with and how they felt. Students wrote down the details of their perfect day. The class was divided into small groups of three students to complete this activity so that everyone had an opportunity to share their visualizations with their peers. Group members helped one another to identify aspects of their day that they may not have originally considered and extended their ideas to provide a fuller picture of their visualizations. While students in this class were comfortable in discussing and sharing their perfect day, it is possible that other students in future classes may not be as comfortable. Some

suggestions to adapt this unit to suit the comfort levels of all students include having students read each other's perfect day as opposed to sharing it verbally, placing students in pairs instead of groups to ease the pressure of having to share with multiple people or placing students with peers they are most comfortable with.

Pride Story

In this activity, students wrote pride stories to describe accomplishments in their lives that they were proud of (Appendix D). After writing their stories, students shared them with their peers in their small groups. In each group, students listened carefully to the speaker's story, and when the class returned to the large group, group members shared a pride story that had been told by one of their peers. The teacher noted that students' faces lit up when they heard their neighbours telling the class about their pride stories.

In the next class, students returned to the pride story activity. The students identified positive character traits that came to surface through the pride stories. Students recalled their stories to the class, and then walked around with pieces of paper taped to their backs. Their classmates wrote positive attributes that had been demonstrated by each speaker on their back. The class then returned to their seats and read through the words that their peers had written about them. By doing this activity, students discovered and honed in on what was personally relevant and meaningful to them.

Personality Quiz

Students responded to a series of questions asking them to describe their personal characteristics (Appendix E). These questions addressed how students were best able to learn, their favourite school subjects, and their ideal work situations. This activity was designed to help students think about their personal characteristics that would be important to consider when thinking about possible future careers.

Career Journals

To build on the self-exploration activities that students had completed in previous activities, the students used what they had learned about

themselves to start finding careers of interest. Students brainstormed different careers that suited their personal characteristics and dreams. They wrote about their dream careers through a series of journal prompts (Appendix F). Students also reflected on what they had learned from working with their group members. Students then completed evaluation forms to describe the career unit's overall effectiveness (Appendix G). This activity encouraged students to explore a variety of potential careers they could envision themselves doing in the future, which is a vital part of career planning. According to Magnusson and Bernes (2002), it is important to provide career support all throughout students' K-12 educational experiences. This assists students in learning about their own skills, interests and passions, which help to inform their career decision making before being pressured to decide at the end of high school. Additionally, if children begin to make decisions about themselves at a young age, they will begin to develop skills that are necessary for effective life career planning (Magnuson and Starr 2000).

Method of Evaluating the Unit's Effectiveness

Summative Assessment

On conclusion of the unit, students filled out summative evaluation forms to provide feedback about the unit (Appendix G). The forms evaluated students' participation, ratings of helpfulness, general comments (for example, what they liked most about the unit and what could be improved) and their perceptions of the unit's adherence to four standardized learning objectives.

Results

Summative Assessment Results

A total of 23 students in the class completed the survey. Uncompleted surveys were attributed to student absence. Participation results are presented in Table 1. Helpfulness ratings are described in Table 2, and ratings of agreement with the four learning outcomes are presented in Table 3. Students' open-ended comments are described in the Discussion section.

TABLE 1

Part 1: Completion of Activities

ACTIVITIES	I DIDN'T DO IT	I DID IT
A. The Party	0 (0%)	23 (100%)
B. 99-Year-Old Question	1 (4%)	22 (96%)
C. Pride Story	3 (13%)	20 (87%)
D. Personality Quizzes	5 (22%)	18 (78%)

Note: 90% of the students completed all the activities (n=23).

TABLE 2

Part 2: Helpfulness of the Activities

ACTIVITIES	NOT GOOD AT ALL	GOOD	GREAT
The Party	2 (9%)	8 (35%)	13 (57%)
99-Year-Old Question	0 (0%)	5 (23%)	17 (77%)
Pride Story	1 (5%)	6 (30%)	13 (65%)
Personality Quizzes	0 (0%)	7 (39%)	11 (61%)

Note: 97% of the students surveyed rated the activities as either Good or Great (n=23).

TABLE 3

Part 3: Agreement with Learning Outcomes

LEARNING OUTCOME	I DON'T AGREE	I'M NOT SURE	I AGREE
This lesson, unit plan or schoolwide intervention helped me to learn a lot about myself.	0 (0%)	7 (33%)	14 (67%)
This lesson, unit plan or schoolwide intervention helped me to learn a lot about careers.	4 (19%)	6 (29%)	11 (52%)
This lesson, unit plan or schoolwide intervention made me excited about what I could do with my life.	0 (0%)	7 (33%)	14 (67%)
This lesson, unit plan or schoolwide intervention made me want to learn more about different careers.	3 (14%)	7 (33%)	11 (52%)

Note: On average, 60% of the students surveyed agreed that this unit met all of the objectives (n=23).

Discussion**Strengths**

The students enjoyed the career planning unit as 97 per cent of students rated the unit as good or great. Students agreed that the unit had helped them to learn more about themselves and made them excited about what they could do with their lives. Agreement with these objectives reinforces students' comments that they found the unit useful. For example, one student commented, "[This unit gave me] the chance to see who I really was and learn about different careers and my dream job." Such comments highlighted the unit's effectiveness and the potentially powerful influence that it could have on students' career planning processes.

Despite the students' initial reticence toward engaging in the 99-Year-Old Question activity, the teacher reported that this activity ended up being the most effective activity. With the teacher's encouragement, students jumped into the activity and commented on how they had learned things about themselves that they had never thought of before. Their eyes were opened to the multitude of possibilities that they had in their futures, especially if they were willing to align their career planning strategies with their desired life accomplishments. Students also enjoyed being able to share their projected accomplishments with their peers, and one student commented that a highlight of the unit was learning more about their classmates.

Another useful feature of the unit was the format of the activity sheets and journal response activities. With the written, private format, the students felt comfortable sharing intimate details about themselves with their teacher and then engaging in daily one-on-one communication with the teacher. Additionally, this format was highly conducive to ELA learning outcomes, as the teacher was able to assess students' written responses in terms of their stylistic and grammatical conventions, and provide written feedback as appropriate. Therefore, this unit was effective for helping students to share details about themselves in a safe manner while improving their ELA communication skills.

Challenges and Future Directions

One limitation of this project that bears mentioning is that the summative evaluation survey did not capture all of the activities that were completed in the unit. Therefore, the data that were available for analysis did not accurately represent the variety of activities that were included in the unit plan. Future projects should ensure that all activities are adequately addressed in the evaluation survey to ensure that the activities are comparable to one another to assess their relative effectiveness. Additionally, it is important to note that the surveys were distributed by the preservice teacher who also taught the unit, which has the potential for biases and power dynamic influences in students' responses. For instance, students may have felt more inclined to respond positively depending on their

relationship they had with the teacher. Moreover, a teacher is seen to have higher authority and knowledge; therefore, students may have also felt more inclined to say that the unit has helped them learn as that is one of the teacher's main priorities.

Students were less likely to indicate that the Holland's Party activity was good or great. The teacher suspected that students struggled with this activity due to its advanced language and potentially unexciting activity sheet format. In the future, it may be worthwhile for teachers to create physical stations that represent Holland's themes and then provide time at each station. For example, students at the "artistic" station could spend time drawing a picture, whereas students at the "conventional" station could work at solving math equations. This modification would bring Holland's themes to life and make this activity more enticing.

Students recommended that future versions of the project include more activities, games and hands-on activities. The revised Holland's themes activity above would likely help to address these recommendations. The unit could be further enhanced if the teacher could include even more interactive, enjoyable activities. The activities described in this unit plan could be easily integrated into other areas of the Grade 6 ELA program of studies. For example, the 99-Year-Old Question could be tied into novel studies or stories that the students were examining. Furthermore, the activities could be completed individually or as a string of cohesive lessons. Even if students were only exposed to one of these activities, they would still be better prepared for career planning skills than if they had not completed the activity. To maximize the benefits that career education has to offer, it may be helpful to expose students to career planning activities across different courses over an extended period.

Conclusion

Students recognized their common life themes, passions and interests that encourage them to make better decisions regarding their option classes and core streams in middle and senior high school. Students are better acquainted with the career decision-making process and more equipped to make career decisions. The findings from this unit also carry implications for curriculums outside of Alberta and across the globe. For

instance, other provinces and countries may integrate career education into their ELA programs and align (and modify if necessary) the activities within this unit to match their own ELA outcomes. Furthermore, teachers may view alternative ways to integrate this unit into other subject areas aside from ELA. Taken together, career planning is an important integration that helps to enhance students' self-awareness, their meaning and relevancy of the curriculum and their exposure to the variety of opportunities that are available to them. 📖

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Appendix A

List of Inspirational Quotes

What would you attempt to do if you knew you would not fail?

—Robert Schuller

The supreme accomplishment is to blur the line between work and play.

—Arnold Toynbee

Do not follow where the path may lead. Go instead where there is no path and leave a trail.

—Ralph Waldo Emerson

Destiny is not a matter of chance. It is a matter of choice: It is not a thing to be waited for, it is a thing to be achieved.

—William Jennings Bryan

Your work is to discover your work and then with all your heart give yourself to it.

—Anne Bancroft

The future belongs to those who believe in the beauty of their dreams.

—Eleanor Roosevelt

The secret of success in life is to be ready for opportunity when it comes.

—Benjamin Disraeli

The best career advice: Find out what you like doing best and get someone to pay you for doing it.

—Katharine Whitehorn

I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times I've been trusted to take the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed.

—Michael Jordan

Success usually comes to those who are too busy to be looking for it.

—Henry David Thoreau

Things to Consider During Career Planning

- Fits with personal values
- Connects with personal interests
- Matches satisfying skills
- Team or independent environment
- Future growth potential
- Matches with personal satisfaction
- Fits with long-term goals
- Work-life balance
- Responsibilities and duties
- Required education
- Cost of education
- Available educational facilities
- Location
- Advancement opportunities
- Mobility
- Benefits available
- Vacation time
- Peak times of business
- Ongoing training available
- Time commitment
- Salary
- Hours

Useful Websites for Career Planning

- www.youth.gc.ca
- www.uwaterloo.ca
- www.usask.ca
- www.jobbank.gc.ca/home
- <https://alis.alberta.ca/>
- www.ulethbridge.ca/career-bridge
- www.uottawa.ca/en

Appendix C

Guided Imagery Script

IDEAL LIFESTYLE VISUALIZATION

Script

This is your visualization. It will help you to dream of what you truly want in your career and lifestyle. Try to imagine that anything is possible. Visualize whatever it is that makes you truly happy.

Close your eyes, take a deep breath and relax. Notice if you have any tension in your body. If you do, let it go.

Think of yourself as an adult. You have completed any education or training needed to get your dream job.

Imagine that you are waking up in your bedroom in the morning. Look around the room before you even get out of bed. What does the room look like? Is there anyone else in the room? Now, imagine yourself getting out of bed and head down to the kitchen for breakfast. What does your kitchen look like? Is there anyone else in the kitchen, a spouse or children perhaps?

[Pause for 10 seconds.]

Now that you have eaten, it is time to get dressed for work. Go to your closet and look through your wardrobe. What are you going to wear to work today? Casual wear, a business suit? Perhaps you will be wearing a nurse or police uniform.

[Pause for 10 seconds.]

Now it is time to go to work. Choose whether you prefer to go to a workplace or work at home. If you choose to stay at home, think of what this area of your home might look like. If you leave home, think about the type of transportation you will use to get there. Think about what the trip to get there looks like; is it a long scenic trip or a short trip? What do you see along the way to work?

[Pause for 10 seconds.]

Now you are in your place of work. Before going in, look around your place of work. Is it a small building or a large building? Do you work inside or outside? Is it an institution such as a university or a hospital? As you enter your workplace, envision who you will see there. Who greets you? Who do you talk to? What is the atmosphere like? Is the atmosphere slow paced and relaxing or fast paced and hectic? Are there a lot of people at your workplace or only a few people? Perhaps you work alone.

[Pause for 10 seconds.]

As you start the day's activities, think about what you will do at work that day. Do not try to think of a specific job title, but rather the types of tasks you will be doing and the skills you will be using. Will you work with people: teaching, curing, managing or consulting? Are you doing something more hands-on: designing, writing or drawing?

[Pause for 10 seconds.]

Now it is time for lunch. How will you spend your lunch hour? Consider the options: you bring a lunch to work or you meet up with friends for lunch. Are you so busy that you work right through your lunchtime? Do you have a specific activity you would like to do?

[Pause for 10 seconds.]

The afternoon has begun. Will you return to work? Will you return to the same place of employment or will you do a different job? Consider where you will go and what you will do. What types of activities and tasks do you perform? How do these differ from the ones you did in the morning? Who surrounds you at your workplace?

[Pause for 10 seconds.]

It is the end of the working day. See yourself getting ready to leave. Think back over your day and come up with one thing that gives you a sense of accomplishment.

[Pause for 10 seconds.]

How will you spend the rest of your evening? Will you go out to dinner or go home? Do you spend your time with others or are you alone? Think about all the activities you could do in the evening. Have you brought work home? Will you take a course or maybe teach a class?

[Pause for 10 seconds.]

Now it is time for bed. As you turn off the lights in your home, have one last look around. As you drift off to sleep, think of one thing you look forward to doing tomorrow.

[Pause for 10 seconds.]

The visualization is now finished. Take a moment to come back to reality. When you are ready, open your eyes and write down what you imagined during the visualization.

Appendix E

Personal Characteristics Exercise

Your personal characteristics tell you what kind of person you are, and in what kinds of situations you are most productive and satisfied. The following questions will help you to better understand your personal characteristics.

1. Do you learn best when you hear explanations from a person or when you read explanations that are written out?

2. Do you learn best through working with others and engaging in the give-and-take of discussion, or do you learn best when you are left alone with a problem?

3. Do you learn best when you see the whole picture or when you see step-by-step procedures?

4. Do you learn best when you are allowed to adapt to the outcome of doing things or when there is one clear "right way" to follow?

5. What was the last subject that you learned a lot of information in?

6. What is your favourite subject?

7. What do you like about it?

8. Do you work best alone or as part of a team?

9. Think of your ideal work situation:
 - a) What are you doing? _____

 - b) Are you alone or with others? _____
 - c) Are you talking or silent? _____
 - d) What is the setting? Indoors Outdoors Urban Rural
 - e) Are you in a big room? _____ Do you have your own office/space? _____

Appendix F

Career Journal Prompts

What have I learned about myself during this unit?

My group members have taught me...

I am excited for the future because...

One thing that scares me about the future is...

One career I would like to learn more about is...

Appendix G

Student Evaluation Survey

Thank you for participating in this lesson/unit plan/schoolwide intervention! I would like to know if it was helpful and how it could be made better. Please answer the questions on this sheet to help me with this.

Part 1: Please let me know if you did the activities.

ACTIVITIES	I DIDN'T DO IT	I DID IT
The Party	<input type="checkbox"/>	<input type="checkbox"/>
99-Year-Old Question	<input type="checkbox"/>	<input type="checkbox"/>
Pride Story	<input type="checkbox"/>	<input type="checkbox"/>
Personality Quizzes	<input type="checkbox"/>	<input type="checkbox"/>













Part 2: Please let me know if you thought the activity was helpful by circling whether you thought it was "not good at all," "good" or "great."

ACTIVITIES	NOT GOOD AT ALL	GOOD	GREAT
The Party	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99-Year-Old Question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pride Story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personality Quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What did you like about this lesson, unit plan or schoolwide intervention?

How could this lesson, unit plan or schoolwide intervention be made better?

Part 3: Please tell me how much you agree with the following statements by putting a checkmark in the box that best tells me how you feel.

	I DON'T AGREE	I'M NOT SURE	I AGREE
This lesson, unit plan or schoolwide intervention helped me to learn a lot about myself.			
This lesson, unit plan or schoolwide intervention helped me to learn a lot about careers.			
This lesson, unit plan or schoolwide intervention made me excited about what I could do with my life.			
This lesson, unit plan or schoolwide intervention made me want to learn more about different careers.			

Thank you very much for your help!