

# CREATING YOUR FUTURE

## THEME OF THE DAY CAREER EXPERIENCE AND WORKPLACE EXPOSURE

Grades: Primary/Grades K-2

Atlantic Canada  
**Career  
Week 2016**



### CURRICULUM CONNECTIONS

- Language Arts
- Art
- Health/Personal Development
- Social Studies

### ACTIVITY

This theme of the day is Career Experience and Workplace Exposure. The goal is to help students gain a virtual or in-person experience of a workplace. There are two activities described below, and one may work better than the other depending on your classroom and your students.

#### ACTIVITY 1: STORYTELLING

In the curriculum for your current grade, or in previous grades, choose an approved book, story, or video that you find provides a description of an occupation or a variety of occupations. Reread the book or watch the video, drawing your students' attention to occupations that are described in the book, story, or video. Use the book to have a discussion with your students about occupations and workplaces.

#### ACTIVITY 2: LEARNING WITH YOUR FEET

This activity is structured into two parts, with students asked to inform themselves of a family member or family friend's occupation, and to think of their own preferences.

In the first part, ask students to pick one person whom they know well (parent, extended family member, family friend, etc.), and to think about that person and his or her occupation. The questions may also be distributed a few days in advance of the activity so that the student has an opportunity to chat with this person about his/her occupation. Students should discover things such as the following: does the person work mostly indoors or outdoors; does the person work during the day or during the evening; did the person go to school for their job or did they receive on-the-job training; do they work in a team or do they work alone; do they do lots of physical movement during their day or do they work sitting down, etc. Teachers may come up with additional questions.

Standing either in the front of or in the middle of the class, designate areas of the classroom to correspond with the one of two answers to each question. For example, the front of the class could represent "working mostly indoors" and the back of the class "working mostly outdoors". With each question, ask students to go to the area that represents their answers.

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In the second part, ask students to think about how they like to spend their time, and to answer the same questions as in part 1 for themselves. Ask students to answer each question by heading to the various areas of the classroom you have designated as the various possible responses to these questions.

As a debriefing for part 1 or the activity as a whole, ask students to return to their desks and discuss what kind of work environment they think they would like in the future, and why they feel that way.

### FORMATIVE EVALUATION

- Regardless of which activity is used, the goal is to help students realize the variety of occupations that exist, and also to realize their own personal preferences for the nature of the occupation they see themselves preferring, and why.