
Correlating Career Education with a Globalizing World: Teaching Advanced Career-Planning Skills in Grade 10 Social Studies

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The central premise of traditional education systems is to prepare students for the future (Jones 1994), but how prepared are teachers to help their students achieve this goal?

Teachers should provide their students with the necessary foundations of understanding, critical thinking and skill development needed for the future, but research has shown that students' understanding of the career-development process is insufficient (Borgen and Hiebert 2006; Magnusson and Bernes 2002). By the time students have finished junior high school, they are mere years away from making difficult choices about their future career paths. Teachers arguably have an obligation to provide learning opportunities for students that will help them develop the knowledge and skills necessary to be successful when choosing a career (Gitterman, Levi and Ziegler 1993).

As Magnusson and Bernes (2002) suggest, young people are actively thinking about their future and the types of jobs they hope to obtain upon graduation; however, they graduate from high school without skills that can assist them in picking career paths that will lead to happier, more fulfilling lives. Rural adolescents are in a unique position to benefit from career education (Lapan et al 2003).

Social studies can play a role in career education. According to Erikson (2014), lesson planning in social studies, whether a single-day lesson or a two-week unit, should be part of a much greater vision. Teachers should

not just focus on meeting social studies curriculum objectives but should also encourage learners to participate in and interact with social studies as a whole.

This means that teachers should demonstrate what Erikson calls "joyful learning." Joyful learning encourages students to acquire knowledge and skills that will result in greater pleasure and happiness.

Additionally, as Erikson notes, teachers can help students further their conceptual growth by reflecting on questions related to social studies, such as, Why do people do what they do? and, Who makes the decisions? Encouraging students to engage in the social studies curriculum in a more personal and meaningful way will help them develop deeper connections and life skills.

A study of students enrolled in university-level social studies courses found that they demonstrated high levels of career maturity with regard to self-knowledge, career decision making and career implementation (Jawarneh 2016). Therefore, they were more prepared to make educated and age-appropriate choices and were more aware of what was required in order to make career-related choices.

Thus, it can be assumed that high school social studies students would also develop greater self-knowledge that would help them identify their talents, skills and interests in relation to future opportunities and careers. Furthermore, Fearon et al (2018) reported that making students more aware of their personal values can prevent them from

becoming lost and confused in career planning and decision making. Thus, providing students with the ability to develop deeper connections to the social studies curriculum in relation to personal meaning may help them achieve more fulfilling and meaningful lives.

Through courses that address career planning, teachers can aid students in exploring and identifying their interests, values, beliefs and skills for the purpose of helping them make more-informed choices. This article describes how a group of teachers sought to correlate career-planning skills with the Alberta high school social studies curriculum. The authors recognized that Grade 10 students enrolled in Social Studies 10-1 participate in diverse learning activities focused on improving self-awareness, identifying strengths, recognizing personal limitations and exploring meaningful career options associated with (but not limited to) the topic of globalization. This article describes the context of the learning environment, cross-curricular correlation objectives and the learning activities correlated with the unit on career planning. In addition, it includes data on the effectiveness of the unit, curricular outcomes and results, and future directions.

Background

To situate this research, here is an overview of how career planning became integrated into the Alberta curriculum.

To begin, Magnusson and Bernes (2002) developed a comprehensive career needs survey (CCNS) to gain a better understanding of students' career needs. The CCNS was a collaborative initiative between the Southern Alberta Centre of Excellence for Career Development, Faculty of Education, University of Lethbridge; the Chinook Regional Career Transitions for Youth Project; and the South-Western Rural Youth Career Development Project.

The CCNS aimed to capture students' perceptions of their career-development and career-planning needs, as well as perceived gaps in existing services (Magnusson and Bernes 2002; Witko et al 2006). The survey included both quantitative and qualitative responses and was distributed to students in 54 junior high and senior high schools in southern Alberta (Witko et al 2006).

The results indicated that pressing needs for students included

- 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 results implied that beginning education in career planning earlier (in junior high or even before) could be more effective in helping 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 lacking in students' educational experiences in southern Alberta.

Based on the results of 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 (CCDF) 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.

As Slomp, Gunn and Bernes (2014) outline, the pilot project consisted of two components: a career education course and an internship experience. The career education course was delivered to preservice teachers over four weekends. The first three weekends provided them with the knowledge and skills necessary for integrating career interventions into the regular curriculum. On the fourth weekend, the preservice teachers shared with their classmates lesson plans, unit plans and schoolwide interventions they had developed. After completing the course, the preservice teachers participated in a 12-week internship in which they transferred their newly acquired knowledge and skills into elementary, middle and high schools in southern Alberta.

The larger data set from this pilot project has already been published (Slomp, Gunn and Bernes 2014). This article aims to detail a specific classroom implementation from the larger study.

Acknowledging the Shift of Focus in Education

Recent literature suggests that education is shifting from what students should *learn* to what they should *become*—a shift that many scholars do not favour. Biesta and Priestley (2013) claim that this new trend places too much emphasis on competencies and capacities, which poses several risks to students and their education.

First, it results in a disjointed curriculum that places too much focus on “the production of long and detailed lists of all the things that individuals apparently need to obtain and master in order to perform a particular task well or to be competent at their job or profession” (Biesta and Priestley 2013, 42).

Second, there is the question of whether such capacities or competencies are sufficient. For instance, while some competencies are necessary in order to effectively perform a task, something more may be required, such as the ability to judge which capacities should be used in specific situations.

Third, “a focus on the competencies and capacities that students need to acquire and master may reintroduce behaviourist ways of thinking and doing” (Biesta and Priestley 2013, 44). In other words, too much emphasis is placed on performance and behaviour, and very little focus is placed on “thinking, understandings, reflection and judgement” (p 44). Although competency-focused learning may help students function well in certain situations, it will not adequately prepare them for using such skills and competencies when faced with different situations.

In short, the focus is now on preparing students for careers instead of providing them with the necessary skills for thinking, understanding, reflecting and judging.

Given that this article draws connections between career education and social studies, it might seem that we too are shifting toward this focus on competencies and capacities; however, that is not the case. Rather, our focus here is to explore how social studies can be made more meaningful, relevant and applicable to students’ learning, their lives and their future, in a way that complements career education.

Thus, we approached this study from the perspective of encouraging deeper reflection on personal meaning with respect to life enhancement. This means that although students partook in career planning, the focus was not on obtaining a checklist of skills required for a specific occupation or deciding on a particular career. Instead, students were encouraged to reflect on how the skills and knowledge they were gaining in social studies could provide them with greater meaning that would enhance their life across all domains (relationships, health, activities, work, education and so on).

In this unit on career planning, students engaged in extensive reflection on and evaluation of their interests, strengths, weaknesses and goals to help them further explore their growth and development. As Biesta and Priestley (2013) assert, students require more thinking, understanding, reflecting and judging. As reported later in this article, students were able to reflect on the knowledge and skills they had gained in order to learn more about themselves, the curriculum and future opportunities. Additionally, the assessment focused not on how well students completed the unit (performance) but, rather, on what they had learned and how their knowledge of social studies and career planning had been heightened.

Context of the Teaching Environment

This unit was conducted in a Social Studies 10-1 classroom of 26 students in a relatively small public high school in southern Alberta, Canada.

The high school comprised approximately 240 students in Grades 10–12. It was located in a rural community with a population of approximately 4,000. Most people in the community were members of The Church of Jesus Christ of Latter-day Saints.

The students in the targeted classroom were 15 or 16 years old, 12 students were female and 14 were male, and 25 students were of Caucasian descent and one was of Indigenous descent. They were all from middle-class families and were consistently active in the school and local community. Generally, the students had established strong relationships with their peers, which could be attributed to growing up together in a small rural community and to being involved in the church.

Cross-Curricular Integration

The unit on career planning was cross-curricular in design, correlating lesson content and outcomes from Social Studies 10-1 (Alberta Education 2005) with the career and life management (CALM) curriculum (Alberta Learning 2002). According to Case (1991, 220), *correlation* refers to “drawing connections and noting parallels between elements that remain separately taught.”

Much of the material covered encompassed various aspects of the topics of globalization and living in a global community.

Correlating the Social Studies Curriculum

Social Studies 10-1 revolves around the topic of globalization—more specifically, capital markets and their far-reaching international influence, which has resulted in the world’s citizens becoming increasingly connected and interdependent.

To achieve an effective content correlation, social studies topics focusing on globalization were correlated with the unit on career planning to allow students to explore careers on an international scale and also to address social studies learning objectives.

The unit targeted the following social studies specific outcomes (Alberta Education 2005, 23):

- “Recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization” (3.1)

- “Analyze factors contributing to the expansion of globalization since the Second World War (international agreements, international organizations, transnational corporations, media and transportation technologies)” (3.5)

Correlating CALM Outcomes

Incorporating CALM outcomes was a critical component of this unit, as students were expected to evaluate their own interests, strengths, weaknesses and goals in order to develop a personal profile that documented their growth and development of skills.

The unit targeted the following CALM learning outcomes (Alberta Learning 2002, 11):

- C1. examine the components of effective career development as a lifelong process . . .
 - relate present daily living skills and experiences to career aspirations
 - explain the importance of ongoing self-assessment and self-appraisal . . .
- C3. examine the relationship among career planning, career decisions and lifestyles
 - explain how decision making, goal setting and planning are ongoing, integrated actions
 - demonstrate the use of a decision-making process as part of the career planning process
 - describe various factors that can affect opportunities for education and careers

Learning Outcomes of the Unit

The following learning outcomes were proposed for this unit:

Students will:

- Identify their personal qualities, skills and interests
- Identify career choices that are amenable to their personal qualities, skills and interests
- Identify how their potential career is connected to the global community

Detailed Description of the Unit

The unit on career planning focused on students developing and enhancing their self-awareness and translating that awareness into a foreseeable career- and life-planning path. The emphasis was on identifying personal interests, values and skills, as well as potential career opportunities

and goals. Furthermore, the unit was designed to engage students in careers situated in the realm of a globalized world.

Student portfolios were used to track students’ progress and formally assess outcomes.

The unit consisted of six lessons, which were completed over three weeks. Each lesson was allotted one hour and six minutes, with the exception of the sixth lesson, which was allotted an hour and half.

Lesson 1: What Do You Desire?

This lesson served as an introduction to the unit and allowed students to begin the process of self-exploration and goal setting.

Self-Exploration

To begin, students watched a brief video on YouTube that incorporated an Alan Watts lecture asking, “What do you desire?” and “What would you like to do if money were no object?”¹ Students responded to this question in writing and then shared their response with a partner. The teacher then led a class discussion, asking, “What factors influenced your response to Alan Watts’s question?”

The goal of this activity was not only to get students to think critically about their interests but also to prompt them to reflect on their personal values.

Following the writing activity, students received a workbook to serve as a portfolio for storing their assignments for the unit. The workbook allowed them to record information about themselves from each activity and document their personal growth throughout the unit. It was also a tool for the teacher to formatively assess students’ work. The teacher collected the workbooks at the end of each lesson.

Goal Setting

The second activity of this lesson focused on the process of developing goals.

In small groups, students brainstormed the qualities of a good goal. Each group then created a poster that included those qualities and shared it with the class. The class then evaluated all of the qualities and determined which three were the most important in establishing a good goal.

Students then formulated goals for Social Studies 10-1 and for something they wished to achieve outside of school by using the criteria established by the group. Students wrote those goals in their workbook.

The purpose of this activity was for students to develop basic skills in goal setting, which would help them choose a meaningful and practically attainable goal for their career path.

Lesson 2: Further Self-Exploration

In this lesson, students engaged in further self-exploration and reflected on their personal skills and values.

Reflecting on Skills and Values

For the first activity, students listed activities they enjoyed and then identified two or three skills they possessed that pertained to each activity. They selected the three activities that were the most meaningful to them, listed them on a worksheet (Appendix A) and responded to the questions on the worksheet.

The intent of this activity was for students to identify skills they possessed that allowed them to participate in meaningful activities and to think critically about why they found those activities meaningful.

The 99-Year-Old Question

Students then participated in an activity that had them dream of things they wished to accomplish by the time they reached 99 years of age.

The teacher posed the question, “If you saw me 99 years down the road, what things in your life would you like to have accomplished by that time?” Students were then given five minutes to write down as many things as they could think of.

Students then chose five things from their list to share with a partner. While sharing, they explained why each accomplishment was important to them.

This activity was designed to engage students in the dreaming process. It allowed them to engage in further self-exploration and to think critically about why some interests or values were more important to them than others.

Lesson 3: Personal Experiences

By this point in the unit, students were starting to make connections between their interests. For this lesson, they reflected on their past experiences and extrapolated meaning from them to develop future goals.

Pride Story

Students were asked to think of a time when they experienced a moment of pride.

In pairs, they shared their pride stories with each other. The listener identified and wrote down the positive qualities the storyteller had demonstrated throughout their pride experience. The students then switched roles and repeated the process. They then provided feedback to each other.

Students then presented their pride stories to the class. As a class, they brainstormed words or phrases that represented the qualities each student had displayed. Each

student then chose the five words or phrases they felt were the most pertinent to their story.

Exploring Past Experiences

Students completed a worksheet on exploring past experiences (Appendix B). This worksheet was correlated with the unit, so students were able to critically analyze their experiences in order to fully develop a sense of self-awareness.

Students selected and expounded on four personal experiences they had either enjoyed or found challenging. This activity was intended to enhance their awareness of their personal strengths and areas for improvement.

Students then completed a brief personal reflection on this learning experience, considering the following:

- What personal strengths did you identify?
- Name two significant personal experiences where your personal strengths were required.
- What skills do you need to work on? How will you work on them?

The purpose of this lesson was to have students reflect on their past experiences and start to identify the knowledge, skills and meaning they gained from those experiences. Furthermore, it served as a transition lesson in which they could make a connection between their self-knowledge (lessons 1 and 2) and future career opportunities (lesson 4).

Lesson 4: A Global Workforce

This lesson was devoted to analyzing potential jobs that could be done on an international scale.

Technology, Innovation, Transportation and Globalization

To begin the lesson, students were shown commercials for transnational corporations (such as Coca-Cola or Nike). From previous units, they had a solid grasp of the concept of transnational corporation. After watching the commercials, they discussed the types of jobs that might exist in transnational corporations and how those jobs extended throughout the world. Moreover, they looked at ways in which technology and transportation contributed to the rapid spread of globalization.

Students then chose five careers in a transnational corporation and filled out a worksheet (Appendix C) that helped them identify how technology, innovation or transportation made each career possible on a global scale.

The purpose of this activity was to introduce students to a variety of careers that extended well beyond the borders of their local community and even the country.

Generating Questions About Careers

This activity required students to generate questions about careers associated with transnational corporations. The purpose was to encourage them to begin exploring future career prospects and understand how globalization created certain careers.

Individually, students generated a number of questions and explored career opportunities based on their own interests, skills and knowledge. They wrote down five questions about careers made possible by globalization. These questions could be about anything, as long as they were within the scope of globalization. For example, a student could ask the following questions:

- How much money can I make in this career?
- Has this career contributed to the growth of globalization?
- What education is required to obtain this career?
- Does this career fit with my interests?
- Does this career provide me with the chance to work in different countries?
- What types of things will I be doing in this career?

Then, students conducted Internet research on specific careers to answer their questions. They were given a list of websites (Appendix D) to help them start their research. They then documented their findings on a worksheet (Appendix E) and added the worksheet to their workbook.

Lesson 5: Transnational Case Study

In this lesson, students further analyzed a specific transnational corporation and the wide range of careers offered by that company.

Identifying Careers

In small groups, students investigated one of the following transnational corporations:

- Nike
- Coca-Cola
- Walmart
- ExxonMobil
- McDonald's
- Toyota

They conducted Internet research to identify the types of careers available at their assigned company and then created a mini-presentation. In the presentation, they answered questions about the company (Appendix F).

The purpose of this activity was to allow students to explore how specific transnational corporations have been responsible for generating careers out of a demand for specialized skills.

Choose Possible Careers

In this activity, students chose careers they had become interested in while researching their assigned transnational corporation.

In their workbook, students identified three careers and provided a rationale for their interest in each career. They explained how the career could be personally meaningful, suited to their skills and in line with their interests.

The purpose of this activity was for students to begin making connections between their personal interests, values and skills and their career choices.

Lesson 6: Go to Work for a Day

The final activity allowed students to simulate a day in the life of their selected career in a transnational company.

Each student took on the role of an employee in a newly established transnational company. Their career choices varied and were highly diverse.

They were given a scenario to guide them through the activity (Appendix G). They demonstrated the duties of their jobs throughout the class until presenting the final product to the teacher.

This activity was meant to expose students to duties their potential career choices might involve. Furthermore, it required them to exhibit the skills and knowledge they had identified over the previous five lessons. They used the skills they had discovered and developed throughout the unit to help them select a career that genuinely interested them and navigate that career in a hypothetical setting.

Methods

First, it is important to note that before we collected any data, the study had undergone proper institutional ethics approval.

To evaluate the effectiveness of the unit, we used a mixed methods approach, including both quantitative and qualitative measures. Quantitative data included the completion rate of the activities, as well as students' perceptions of the helpfulness of the activities, the number of objectives fulfilled and the unit's outcomes. Qualitative data was collected through open-ended questions that encouraged students to reflect on what they liked and did not like about the unit and how the unit could be improved.

Formative and Summative Assessment

For most of the unit, students engaged in activities that were formatively assessed. They maintained a workbook,

to which they continually added their assignments and reflections. Moreover, they were asked to engage in multiple self-reflections as exit slips. The reflections were stored in the workbook with the rest of the unit's assignments. The purpose of the workbook was to document students' growth over the course of the unit. Students were asked to regularly hand in their workbooks so that the teacher could ensure that they were completing the activities.

For the summative assessment, students were given participation marks based on whether they had completed the activities. This was assessed when students handed in their workbooks. Furthermore, part of the summative mark was based on the final project.

Student Evaluation

Finally, students filled out an evaluation form that was used to determine, from their perspective, how effective the unit was in correlating career coaching with the social studies and CALM curricula.

The mixed method design divided the evaluation form into three parts.

The first part asked students to indicate the activity they were required to accomplish and check off a box to show the teacher that they had completed the activity.

The second part asked students to rate the helpfulness of each activity using a Likert scale method. Students circled a happy face (*great*), a neutral face (*good*) or a sad face (*not good at all*). Helpfulness was defined by each activity's effectiveness in

- increasing students' self-awareness,
- enhancing students' awareness about their career path and
- helping students comprehend the content presented throughout the unit.

In addition, a qualitative piece was included to allow students to respond to two open-ended questions. The first asked students what they liked or did not like about the unit. The second asked students how the unit could be improved.

In the third and final part of the evaluation, students indicated whether the unit had achieved the following outcomes:

- "This unit plan helped me learn a lot about myself."
- "This unit plan helped me learn a lot about careers."
- "This unit plan made me excited about what I could do with my life."
- "This unit plan made me want to learn more about different careers."

Using a Likert scale method, students circled *I don't agree*, *I'm not sure* or *I agree*.

Data Collected and Results

Formative Assessment Results

Most students were noticeably engaged throughout the unit. They demonstrated their enthusiasm consistently when engaged in large-group discussion, small-group discussion and one-on-one conversation with the teacher. Students were generally eager to share their thoughts and discoveries openly with the class. This sharing often led to students engaging in further exploration into their chosen career path.

At the beginning of the unit, students were unsure about certain activities, such as identifying what they would do if money were no object (lesson 1). As the unit progressed, they began to identify the significance of the self-exploration activities and how the activities were connected to their choice of a potential career.

The quality of students' work, their engagement in the activities and their motivation to explore career choices were clearly evident in the student discussions and teacher-student interactions.

Summative Assessment Results

The first part of the student evaluation form asked students to indicate which activities they had completed. As shown in Table 1, all 26 students in the class completed every activity.

TABLE 1. Completion of Activities

Activity	I didn't do it	I did it
What Do You Desire?	0 (0%)	26 (100%)
Further Self-Exploration	0 (0%)	26 (100%)
Personal Experiences	0 (0%)	26 (100%)
A Global Workforce	0 (0%)	26 (100%)
Transnational Case Study	0 (0%)	26 (100%)
Go to Work for a Day	0 (0%)	26 (100%)

Note: The aggregated rating of the questions has 100% of students confirming that they completed all the activities.

Table 2 shows students' perceptions of how helpful each activity was (the second part of the evaluation form).

TABLE 2. Helpfulness of Activities

Activity	Not good at all	Good	Great
What Do You Desire?	1 (4%)	10 (38%)	15 (58%)
Further Self-Exploration	2 (8%)	7 (27%)	17 (65%)
Personal Experiences	0 (0%)	5 (19%)	21 (81%)
A Global Workforce	0 (0%)	8 (31%)	18 (69%)
Transnational Case Study	0 (0%)	3 (12%)	23 (88%)
Go to Work for a Day	0 (0%)	4 (15%)	22 (85%)

Note: The aggregated rating of the questions has 98% of students rating the activities as either *good* or *great*.

Table 3 shows whether students felt the unit achieved its intended outcomes (the third part of the evaluation form).

TABLE 3. Objectives Fulfilled

	I don't agree	I'm not sure	I agree
This unit plan helped me learn a lot about myself.	2 (8%)	5 (19%)	19 (73%)
This unit plan helped me learn a lot about careers.	1 (4%)	2 (8%)	23 (88%)
This unit plan made me excited about what I could do with my life.	0 (0%)	5 (19%)	21 (81%)
This unit plan made me want to learn more about different careers.	0 (0%)	0 (0%)	26 (100%)

Note: The aggregated rating of the questions has 86% of students agreeing that the unit met all the objectives.

Perceived Effectiveness of the Unit

The process of self-exploration worked particularly well in this unit. Students' interest levels increased once they were given the opportunity to explore not only their interests, strengths, skills and knowledge but also associated career opportunities. They were consistently engaged in the activities and were eager to share their findings about themselves with the class. This especially became apparent when students who rarely contributed were actively involved in group discussions.

Allowing students to explore numerous careers in relation to transnational corporations motivated them to further research the types of careers available to them. Once they grasped the foundational understanding of being able to identify personal aspects (such as their strengths and interests), they became more motivated to explore what careers connected with their individuality. Such findings were supported by the larger study from which this study stemmed.

The most memorable part of the unit was seeing students' surprise and heightened sense of interest when they realized that a variety of careers were available to them, rather than just the conventional career choices they had been aware of before the unit.

An important finding was that the unit was effective at building rapport between the students and the teacher. Because of the large amount of time spent on personal exploration, the unit allowed the teacher to effectively coach a number of the students one-on-one (at their request).

Many students revealed that they felt pressure from their family and friends to undertake specific career paths, and they were uncertain about or afraid of disclosing their real interests. Even involvement in sports caused distress for some students, particularly those who had aspirations in the arts but felt they had to compromise or even sacrifice their personal interests for the interests of their parents and peers. These students expressed that, as a result of the unit's activities and the teacher's coaching, they were able to effectively explicate and justify their interests to their peers and family members.

Time was the greatest limiting constraint of the unit. The heavy workload in Alberta's high school social studies curriculum made it difficult to provide the time needed for each activity. Students who indicated that they did not like a particular activity or that they were unsure or did not agree that the unit had achieved its objectives specified that they did, in fact, enjoy the unit but thought that it could have been extended to allow for greater exploration of themselves and of careers. In the future, the unit should be implemented over six or seven weeks instead of three.

Another limitation was that the unit was implemented in only one classroom, with only 26 students. Given this small sample size, the findings are not transferable to other classrooms or to schools in other regions.

A limitation to using a mixed method design was the consistency required in connecting the findings from the quantitative data and the qualitative data. Further research is warranted to determine the generalizability of the results.

Conclusion

From observations throughout the unit, it was clear that students became more engaged in the course material when it was made personally relevant (Knoster and Goodboy 2021). Correlating career-planning skills with the unit made the material not only more interesting to students but also more relatable.

Career education can be easily correlated with the curriculum if the learning outcomes are effectively discussed and elucidated with students. Correlating aspects of career education with the Social Studies 10-1 curriculum helped students see why learning the material could be valuable to their future. To sustain students' interest and motivation throughout any unit, it is critical to ensure that the material stimulates their sense of identity.

Appendix A: Analysis of Meaningful Activities

	Meaningful activity 1	Meaningful activity 2	Meaningful activity 3
What do you value most about this activity? (Provide at least two or three values.)			
Why is this activity meaningful to you?			
How has this activity shaped who you are today?			
Does this activity make you happy? Why?			

Appendix B: Exploring Your Past Experiences

Select four experiences from your past history that you enjoyed or found to be challenging. If possible, two of these experiences should be work related and two not work related. Analyze your experiences using these headings.

	Experience 1	Experience 2	Experience 3	Experience 4
Experience (job, hobby, university, significant experience)				
Describe what you did in this experience, the environment and the people.				
Knowledge and skills developed or used in the experience				
What did you like about the experience?				
What didn't you like about the experience?				
What gave you a sense of accomplishment or achievement?				

Appendix C: Global Careers

Select five careers that are within the realm of a transnational corporation. Provide a brief description of that career and how advances in technology and transportation can have an impact on your chosen career. Once you have completed the assignment, share your results with your elbow buddy.

Career Choice 1 _____

Career Choice 2 _____

Career Choice 3 _____

Career Choice 4 _____

Career Choice 5 _____

Appendix D: List of Career Websites to Explore

Use these career websites to help you start your research. Once you have navigated your way through these sites, feel free to explore other sites on your own. Good luck!

Note: Some of these websites are no longer available.

www.cdm.uwaterloo.ca

www.students.usask.ca/support/employment/

www.roadtripnation.com

<http://alis.alberta.ca>

<http://jobfutures.ca/en/career.shtml>

Appendix E: Career Research Assignment

Record your five burning questions in the space below. Then conduct research using the list of career websites you have been given. Use the information from the websites to help you answer the following questions in regards to your exploration of careers.

- What types of skills are involved in this career?
- What tasks are involved in this career?
- Does this career have global connections? How so?
- Why did you decide to choose this career?
- Does this career utilize your strengths?

Your Five Burning Questions

- _____
- _____
- _____
- _____
- _____

Appendix F: Transnational Case Study

After you have been assigned your transnational company to do research on, you need to create a five-minute presentation on your company to present to the class.

You have the opportunity to be creative with your presentation. Some of the ways that you can present the information to the class can be through a PowerPoint presentation, video or Prezi. If you choose to do something else, be sure to consult Mr Gilbert before doing so.

Within your presentation, you need to answer the following questions:

- What types of products does your transnational company manufacture?

- What countries of the world is your company located in?
- Approximately how many people does your company employ?
- What is the mission statement of your company?
- What are the types of careers available within the company?

Appendix G: A Day in the Life of Your New Career

Scenario

Bauer Hockey has hired you under your selected career choice.

Concussions have become a major problem within hockey, and Bauer Hockey is trying to create a new type of helmet that will help prevent and limit the severity of concussions on hockey players. With the information you have gained about your career choice, you need to work with the staff of Bauer Hockey and try to design a helmet that will achieve the desired project outcome.

Every person has a specific career choice within Bauer Hockey, so it's important for everyone to properly do the task required by his or her career or this project will fail.

Enjoy your first day on the job!

Notes

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1. The particular video the students watched is no longer available. However, many similar videos exist.

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