

CAREER-LIFE EXPLORATIONS



Career-life exploration is a mandatory part of your Career Life Connections course. Career-life exploration refers to substantive experiential learning (30 hours or more) that is intended to expand and/or deepen your exposure to career-life possibilities.

Career-life exploration experiential learning is a process of engaging in and reflecting on direct experiences beyond traditional classroom settings. Based on YOUR needs and interests, it can include:



Volunteerism



Employment



Fieldwork Projects



Entrepreneurship



Service Learning



Career-life exploration can involve many forms of experiential learning.

Below are some examples of career-life exploration possibilities--These are examples only; possibilities are not limited to these:



Volunteer



The Theatre Arts department seeks and trains senior students every year to be part of the lighting crew for performances and events. As part of this volunteer crew, the student decides to use this experience as his career-life exploration. The Theatre Arts department head and the student's mentor collaborate to develop the expectations for his participation in this career-life exploration, including transferrable skills of technical expertise, work ethic, and collaboration. The student records his reflections about learning, struggles, and successes in these areas at least once per week in a digital folder that is accessible and responded to by his mentor.



Employment



The student has a part-time job after school. She selects this employment experience as a good fit for the career-life exploration requirement. In collaboration with her mentor, the student decides to use a journal format to record her thoughts and wonderings about her experiences on the job at least once a week. She chooses to focus on the themes of customer service and professional interactions with colleagues and her manager in her journal entries. The student uses these entries to share key learnings about the selected themes with her mentor and peers during check-in discussions in CLC.



Fieldwork



Students are inspired by their Environmental Science 11 coursework and decide that they would like to collaborate on fieldwork focused on water quality at local beaches. Their Environmental Science teacher agrees to help them by connecting with the relevant municipal agency and hosting a mini-series about water-quality testing provided by the agency. The agency employee, the Environmental Science 11 teacher, and the mentor co-create the expectations and assessment criteria for this field study with the students, deciding to highlight fieldwork research and record-keeping, stewardship, and public communications. Students agree to publish their findings report on the school's website after having received feedback from their Environmental Science teacher and the municipality agency.



Volunteer / Service Learning

The student is not sure what he would like to pursue for his career-life exploration and is finding it challenging to hone in on any particular aspiration for this purpose. The student has had many conversations with his mentor over the past year. Knowing that this student is an avid soccer player, his mentor suggests connecting him with the soccer coach in an after-school program at a local elementary school to help out with skills development once a week. Using a predetermined self-reflection tool that articulates expectations for this coaching assistant role, the student self-assesses his work and has the coach sign it after each session. He shares this information with his mentor, and they use it to inform their career-life development goal-setting conversations.



Fieldwork / Service Learning

The student is passionate about his cultural heritage and traditions. He decides to pursue his career-life exploration in woodworking in his local First Peoples community to learn traditional carving techniques under the guidance of an Elder or artist with this expertise. With permissions in place from the community, the student and his mentor determine that he will tell the story of this exploration by creating a scrapbook of photos of his carving work as it progresses, including descriptive captions, and then he will share this artifact with his mentor and CLC cohort peers.



Entrepreneurship

The student has been sparked by the design thinking processes she has experienced through her Information and Communications Technology coursework. She hears that a group of students are getting together at lunch once a week to explore, design, and share game apps in Ms. Smith's classroom, and she decides to join the group to learn how to design her own apps. Her mentor agrees that this experience meets the career-life exploration requirements, as long as Ms. Smith doesn't mind confirming her attendance and participation. The student and her mentor co-create the criteria for her reflections throughout this opportunity. The student suggests that they include the design thinking principles as part of the criteria. Her mentor agrees and also suggests that she reflects on what she finds exciting and challenging about this kind of work. The student develops many apps, some that fail and others that show promise. She becomes especially invigorated and passionate about this experience and later draws on it to develop her capstone with a focus on design and entrepreneurship.





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CAREER-LIFE EXPLORATION

Confirmation of Hours

Select which theme your exploration falls into

Volunteerism

Employment

Fieldwork projects

Entrepreneurship

Service Learning

I, the undersigned confirm that

has completed _____ hours of exploration between the following dates:

_____ and _____
start date (m/d/yy) end date (m/d/yy)

Organization

Phone Number

Organizer Signature

Date

*Or a letter of reference from the organizer including the number of hours you participated.

** Please attach any related documents, visuals etc.





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CAREER-LIFE EXPLORATION

Self Evaluation and Reflection

1. Describe the nature of the exploration you did:

2. Why did you choose this theme to do a career exploration placement?
How does it fit into your career/education plans?

3. In point form, list the duties you had to perform:

4. What did you enjoy the most about this experience and why?

