

# University of Lethbridge



## Enhancing the Lives of Young People: Career and Mental Health Obstacles and Opportunities

CASS Annual Conference

March 18, 2026

Dr. Kerry Bernes



# Presentation Overview

- Obstacles
- Opportunities
- Career Education Research
- Ministerial Mandates
- Questions





# Adolescent Mental Health

- Adolescent mental health is worse now than in previous generations, with increases in depression, anxiety, and emotional problems

## Contributing Factors:

- **Social Media and Digital Technology:** Increased screen time and social media use are linked to higher anxiety and depression
- **Academic and Social Pressures:** Schoolwork pressure and academic expectations have risen, contributing to stress
- **Societal Changes:** Family dynamics, economic uncertainty, and broader societal stressors play a role
- **COVID-19 Pandemic:** The pandemic accelerated existing negative trends, but increases began before 2020



# Career Satisfaction

- Although rates vary by country, age, and occupation, many studies suggest that 15–35% of adults are dissatisfied with their job.
- Only 15% of workers worldwide are genuinely satisfied with their jobs, implying that **85% are not fully satisfied**. This includes those that report disengagement to those who are actively dissatisfied.
- Dissatisfaction rates among healthcare workers is even higher, with some studies suggesting 27–53% report being dissatisfied with their jobs.



# Career and Mental Health

- **Job Satisfaction and Mental Health:** There is a strong, consistent link in that higher job satisfaction predicts better mental health, while dissatisfaction increases risk for depression, anxiety, and stress.



# Changes in the World of Work

- Changes in the world of work from 30 years ago:
  - Advanced Technology
  - Global Economy
  - Demographics
- Results of Changes in the World of Work
- Survival Skills to Manage in the Changing World of Work



# Advanced Technology

- “The power of computers to store information and speed operations doubles every 18 months, and the cost of computing is cut in half every three years” (Foot & Stoffman, 1996, p.68).
- “As recently as the early 1980s, it was cheaper to add workers than to add machines. But by the 1990s, the cost of labour in Canada was twice the cost of machines...” (Foot & Stoffman, 1996, p.68).
- “Technology continues, at a relentless pace, to destroy far more jobs than it creates” (Foot & Stoffman, 1996, p.69).



# Advanced Technology

- Jeremy Rifkin, in his book The End of Work, estimates that 90 million jobs in the United States, out of a potential labour force of 124 million, are vulnerable to elimination by machines.
- “The first jobs to go were the ones requiring minimal skills” (Foot & Stoffman, 1996, p.69).





# Global Economy

- Increased competition
- Leaner and flatter organizations
- Increased focus on customer
- Increased focus on results





# Demographics

- The baby boom in the late 1940s and early 1950s has resulted in too many people competing for too few jobs.
- It's like trying to push a rectangle up an increasingly smaller triangle.
- Therefore, career development has to include options other than upward mobility, i.e., across, down, out and enrichment both within and outside of one's job.





# Results of Changes in the World of Work

1. The content of work is changing, e.g., computer monitoring instead of physical monitoring
2. Accelerated rate of change
3. The forms that work may take are changing, e.g., contracting, outsourcing, multi-tracking, downsizing
4. The skill sets needed are constantly changing.
5. The level of responsibility for outcomes are increasingly being shared by all employees.



# Survival Skills to Manage in the Changing World of Work

1. Assess demand.
2. Assess self.
3. Create bridges/planning.
4. Self-monitor and self-market.
5. Think of yourself as self-employed and your current employer as your customer.
6. Keep your knowledge and skills up to date.
7. Increase your personal capacity to cope effectively with change.
8. Be flexible about where and how your skills are applied.
9. Realize that managing your career is an ongoing process of self-assessment, continuous learning and adaptation.



# Changes in the World of Work

## Now

- Artificial Intelligence – estimates of 25-50% of jobs to be eliminated in the next 3-5 years.
- Computer programmers and office workers—roles traditionally seen as secure in a tech-driven economy—are among the most vulnerable, according to the StatCan analysis. About 31 per cent of employees in Canada fell into this group as of May 2021. While these occupations perform complex tasks, AI is advancing to perform these tasks just as effectively. (CTV News, September 2024)
- Jobs not affected – Manual labor/Trades
- Jobs to benefit – Healthcare, engineering and teaching



# Changes in the World of Work

## Now

- Elon Musk – “the number of robots will vastly exceed the number of humans, there will be 2-3 robots for every human on earth. They will mow your lawn, clean your house, look after your pets, your children, they will learn to do what you want/need them to do.”
- Gellatt - principle of positive uncertainty





# Background

- Career Needs Research Project
  - Two major findings:
    - **Students throughout junior and senior high are actively thinking about their career plans and interested in exploring future possibilities.**
    - **The vast majority of students in junior and senior high do not perceive those working in the educational system as particularly helpful in assisting them in their career planning.**
  - Conclusion: Students require more effective career development support offered within the school system.

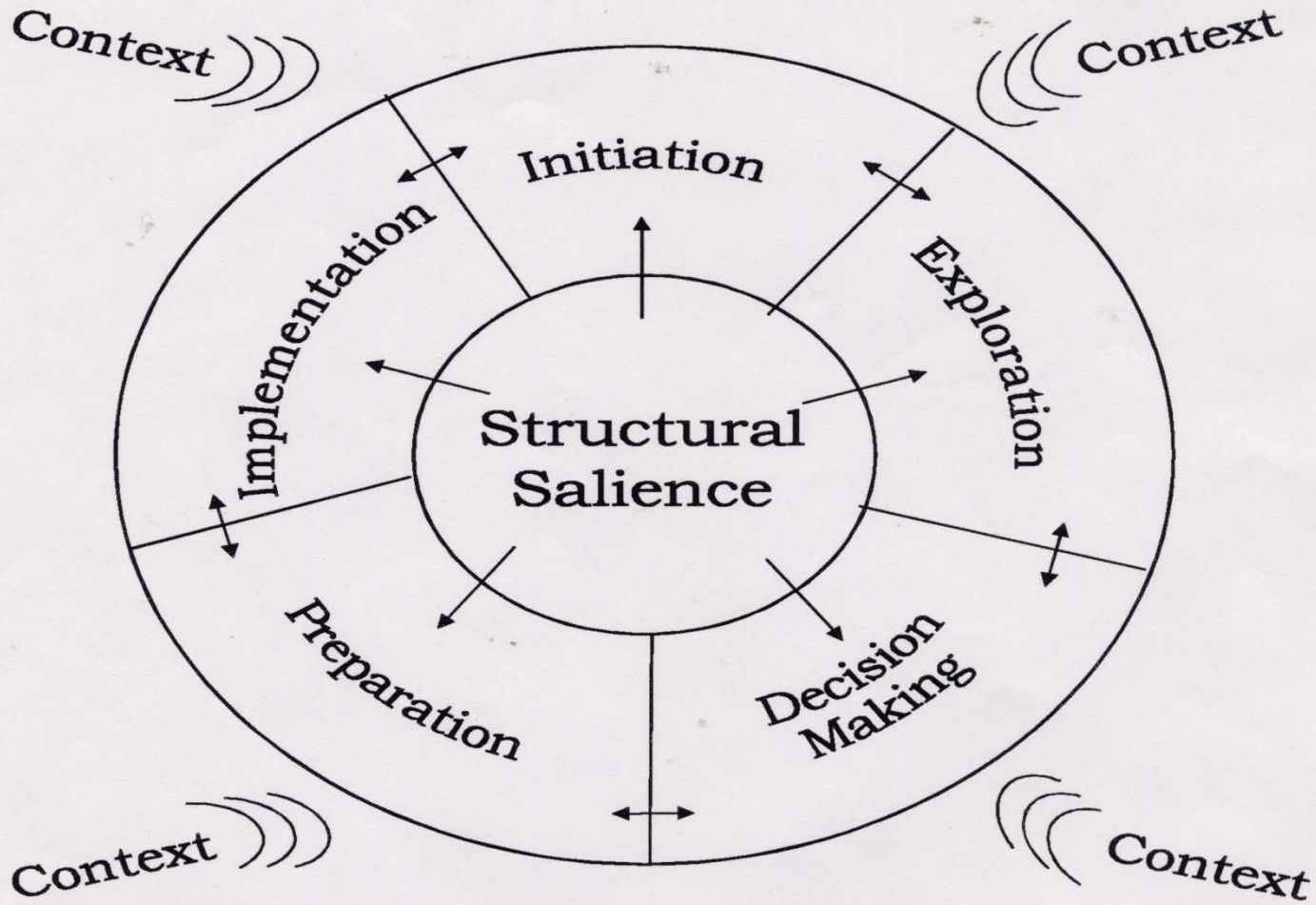


# Background Cont.

- *Career Coaching Across the Curriculum: Integrating Career Development Strategies in Classroom Instruction* proposed
- Funded by **Alberta Education** and the **Canadian Career Development Foundation.**
- Two main components:
  - Career Education elective course
  - PSIII Practicum placement in elementary, junior and senior high schools.



# FIVE PROCESSES OF CAREER PLANNING



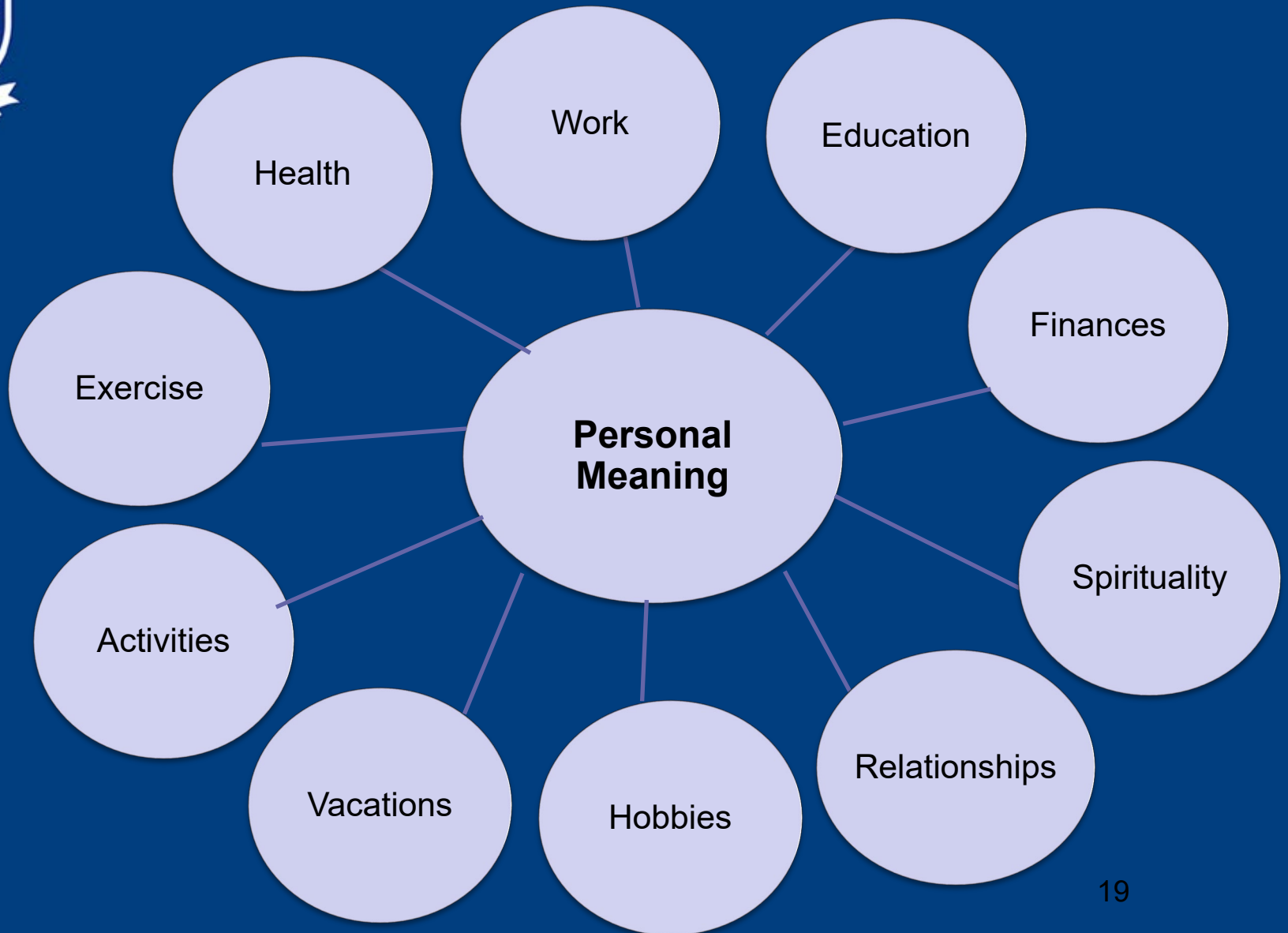


# Adolescent Development

- *They are egocentric dreamers – so let's put some productive structure to their dreaming*
- *Dream, Plan, Do*
- *The most happy and successful people have:*
  - *a clear goal/dream that is personally highly meaningful and based in in-depth self-awareness*
  - *well-informed and well-researched plans and goals for achieving it*
  - *very specific plans for implementation.*



# What is Meaningful to You?





- Frank Parsons (1854-1908)
  - The Father of Vocational Guidance
    - **Knowledge of self**
    - **Knowledge of the world of work**
    - **Apply True Reasoning**



- Alfred Adler (1870-1937)
  - Universal Goals: Identity and Belonging
    - **Attachment / Fit**
    - **Achievement / A sense of Purpose**
    - **Finding our people, our thing**





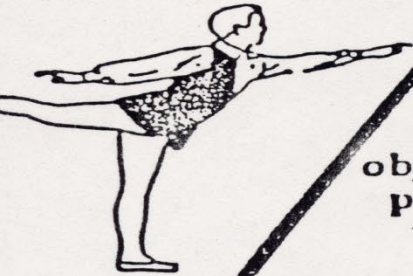
- Donald Super (1910-1994)
  - Career Immaturity – Adolescents lack career exposure





- John Holland (1919-2008)
  - Holland Occupational Themes –  
Congruence to Improve Job Satisfaction

1



People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants, or animals, or to be outdoors

2

People who like to observe, learn, investigate, analyze, evaluate, or solve problems



# The Party

People who like to work with data, have clerical or numerical ability, carrying things out in detail or following through on other's instructions

People who have artistic, innovating or intuitional abilities, and like to work in unstructured situations, using their imagination or creativity

3



People who like to work with people — influencing, persuading or performing or leading or managing for organizational goals or for economic gain

People who like to work with people — to inform, enlighten, help, train, develop, or cure them, or are skilled with words



5

4



# Integrated Career Education Outcomes

**Increased student engagement:** students are more likely to see the importance of what they are learning and how it is relevant for their futures

- Students' academic performance and attendance increase as they become more motivated and interested in the subject matter
- Potentially dry subject material can be made more interesting, relevant, and accessible to all students
- **Foster rapport** between students and teachers, as students are encouraged to explore their personal lives and their career objectives in a safe, caring environment



# Integrated Career Education Outcomes

**Increased self-awareness:** Students gain a better idea of who they are as individuals (skills, interests, talents), and how their unique attributes could be matched to a potential career

- Students learn to make decisions for themselves that are based on their personal realities rather than the social realities imposed by their friends and families

- **Enhanced career planning skills:** Students learn the cyclical process of career planning, and recognize that this process could be used many times in their lives to adapt to life and career changes
- **Overall,** students become better prepared to make life-altering decisions because they have exercised their career planning skills from a young age



# Student Comments

- It made me more focused on school now that I did research on my career and that I did the presentation. It really made my marks go up quite a bit and gave me a kick in my butt for knowing which subjects I need for my career.
- It helped me to learn about my identity and know what I want in the future.
- I liked how we were allowed time to research what we wanted to do and see if our personalities matched our career choice.
- I liked how much I learned about university and my future. It was good getting an understanding of certain programs I could get into.
- I liked the way the unit was organized. The activities were arranged in a logical way that made sense and was easy to follow.
- I like that it helped me decide what I want to do after high school when I had no idea before.
- It really helped me find out what I want to be and how to get there. It made me think about the future, because I tend to procrastinate and not want to think about it. It was fun and helpful.



# Results

- The results described in this presentation are taken from five cohorts of pre-service teachers in the Practicum experience (N=54).
- As a result of this pilot project, 1291 students in the K-12 education system in Alberta have experienced an infusion of career education intervention into their regular curriculum.





# Method

- Pre- and post-test of knowledge and perceptions
- Formative evaluation of lectures
- Summative evaluation
- Interviews during practicum
- K – 12 student questionnaires





# Course Content

- Career theorists
- Career counselling skills
- General counselling process
- Career counselling skills triad exercise
- World of work in the 21<sup>st</sup> century
- Career counselling outcomes
- Career counselling process
- Initiation strategies
- Guided imagery exercise
- 99 year old question
- Pride story exercise
- Exploring past experiences exercise
- Formal career assessments
- Semi-formal career assessments
- Informal career assessments
- Self-portraits exercise
- Career decision-making process
- Exploration strategies
- Decision-making strategies
- Preparation strategies
- Implementation strategies





# Formative Evaluation

**Indicate the extent to which you participated in the following activities/lectures:**

- (1) Didn't participate
- (2) Somewhat participated
- (3) Participated fully

**How useful did you find the exercises/topics?**

- (0) Not useful
- (1) Not really useful, but almost there
- (2) Minimally useful (but still ok, otherwise it would be a 0 or 1)
- (3) Somewhere between minimally useful and extremely useful
- (4) Extremely useful



# Formative Evaluation Cont.

<b>Content: Weekend #1</b>	<b>Mean Scores</b>
Career counselling triads exercise	3.8 (extremely useful)
Career counselling skills	3.7 (extremely useful)
General counselling process	3.7 (extremely useful)
Career counselling process	3.7 (extremely useful)
Career counselling outcomes	3.6 (extremely useful)
Career theorists	3.5 (extremely useful)
World of work	3.3 (minimally useful/extremely useful)



# Weekend #1

## Participant Comments

- *Starting with theorists was great for me. I like knowing theory and how to work from that. Practicing in triads with the counselling skills was very effective and a lot of fun.*
- *I liked hearing about the career theories because it gave me an idea of what people considered important about the career/life planning process. It was nice to be able to compare and discuss my own ideas and experiences relative to these theories. I also really liked the counselling exercise because we were able to try practicing some of the skills and ideas we learned in a practical way.*



# Formative Evaluation Cont.

Content: Weekend #2	Mean Scores
Guided imagery exercise	3.8 (extremely useful)
Pride story exercise	3.8 (extremely useful)
“99 years old” question	3.8 (extremely useful)
Initiation strategies	3.7 (extremely useful)
Informal career assessments	3.7 (extremely useful)
Past experiences exercise	3.6 (extremely useful)
Semi-formal career assessments	3.5 (extremely useful)
Formal career assessments	3.5 (extremely useful)



# Weekend #2

## Participant Comments

- *The group work exploring “pride story”, “exploring past experiences”, “guided imagery” and the “99 year old question” provided me with an entire picture of initiation and intentional career counselling.*
- *I really enjoyed doing the initiation strategies/informal assessment”. Doing these helped me to find my passions and I realized how by truly listening to other people tell stories it is easier to understand them and determine their personal meaning and passion.*



# Formative Evaluation Cont.

<b>Content: Weekend #3</b>	<b>Mean Scores</b>
Self-portraits exercise	3.8 (extremely useful)
Decision-making process	3.8 (extremely useful)
Exploration strategies	3.8 (extremely useful)
Decision-making strategies	3.8 (extremely useful)
Preparation strategies	3.8 (extremely useful)
Implementation strategies	3.7 (extremely useful)





# Weekend #3

## Participant Comments

- *I really enjoyed the self-portraits exercise – I can see how it would be beneficial for students to use as a way of becoming more aware of goals and tools needed.*
- *I really liked the discussion on the decision-making strategies because they are not only useful for deciding on a career but also with any sort of life decision.*
- *I really liked doing the self-portraits. I found it particularly effective in visualizing my goals and how I will get there. The financial planning was also great information.*



# Formative Evaluation Cont.

Weekend	Participation Mean	Usefulness Mean
#1	2.8 (Participated fully)	3.6 (Extremely useful)
#2	2.8 (Participated fully)	3.7 (Extremely useful)
#3	2.9 (Participated fully)	3.8 (Extremely useful)
<b>Overall</b>	<b>2.8 (Participated fully)</b>	<b>3.7 (Extremely useful)</b>





# Summary Evaluation

Consider the following items. Then ask yourself the following question as it applies to each item:

**Knowing what you know now, how would you rate yourself before taking this course, and how would you rate yourself now? In responding to the questions, please use a two-step process. First, decide whether the characteristic in question is acceptable or unacceptable, then assign the appropriate rating:**

- (1) Unacceptable (not OK)
- (2) Not really acceptable, but almost there (not OK, but getting close)
- (3) Acceptable (OK)
- (4) Somewhere between acceptable and excellent (good)
- (5) Excellent



# Summary Evaluation Cont.

Outcome	Before	After	Diff
Confidence in my ability to integrate career education into curriculum	1.6	4.7	3.1
A clear understanding of how career theories influence practice	1.4	4.3	2.9
Knowledge of processes involved in effective career self-management	1.8	4.7	2.9
A clear understanding of the theories of career development	1.4	4	2.6
A clear understanding of how to get students involved in, and excited about, the importance of career planning	2.2	4.7	2.5
Knowledge of resources available to students and teachers to assist students in their career planning	2.0	4.5	2.5
Understanding of the importance of lifelong career self-management	2.7	4.8	2.1
Understanding of the impact a teacher can have on the career development of students	2.9	4.8	1.9
<b>Overall Shift</b>	<b>2.0</b> Minimally acceptable	<b>4.6</b> Exceptional	<b>2.6</b>



# Summary Evaluation Cont.

To what extent would you say that any changes depicted in the summary evaluation were the result of taking Career Education, and to what extent were they a function of other factors in your life?

Mostly other factors	Somewhat other factors	Uncertain	Somewhat this course	Mostly this course
0 (0%)	0 (0%)	0 (0%)	3 (7%)	43 (93%)





# Summary Evaluation Cont.

## Participant Comments

- *I found this course to be an incredibly valuable experience that provides teachers with the knowledge, skills, and resources to teach career/life planning effectively!*
- *This was the most impactful, creative, and useful education course I have taken.*
- *This has been one of the most helpful, interesting, and applicable courses that I have taken in the four years of my university career. Everything I learned can be applied to the classroom environment and is very relevant to students.*
- *Life changing course! Most valued course throughout entire university education experiences!*
- *This was honestly the best class I have taken in this degree. The information we learned was very meaningful and I believe will have a huge impact on students.*



# Internship Interview #1

What were the most significant things you learned in the Career Education elective course (N=40)?

Themes	%
Learning about, and practicing activities to help students increase self-awareness (personal meaning, strengths)	78%
Importance of selecting career path on the basis of passion/personal meaning	33%
Career planning can be done effectively with people across the curriculum and across the lifespan	30%
Learning about the career planning process	28%
Importance placed on the fact that effective career planning is contingent on thorough knowledge of self	20%
Career planning is life planning	18%



# Internship Interview #1 Cont.

How do you intend to integrate the strategies you learned in the Career Education course into your practicum teaching experience (N=40)?

Themes	%
Raise students' understanding/knowledge of self (i.e., skills, abilities, passion, meaning)	83%
Expose students to a wide array of occupational options	38%
Assist students in researching career options (on-line, in-person, etc.)	35%
Assist students in articulating career dreams/visions/preferred futures	25%
Provide links between expressed passion/interests and potential career options	20%
Teach goal-setting skills	15%



# Internship Interview #1 Cont.

What obstacles do you think you will face in integrating career development interventions and concepts into your teaching (N=40)?

Themes	%
Time/curriculum pressures	50%
Lack of student enthusiasm/engaging students	25%
Difficulty making connections between curriculum topic being taught and career planning	10%
Resistance from other teachers/school	10%





# Internship Interview #1 Cont.

How do you intend to effectively deal with barriers to successful integration of career education strategies (N=40)?

Themes	%
Modify lessons/plan effectively	40%
Communicate/demonstrate importance of integrating career planning into curriculum to other teachers	15%
Collaborate with other teachers or paraprofessionals	15%
Build interventions around student interests	13%
Look for strategic curriculum fits	13%
Engage in regular evaluation to encourage participation and obtain meaningful feedback	8%
Utilize “teachable moments” to deliver career interventions	8%



# Internship Interview #1 Cont.

What outcomes/impacts do you hope to achieve through your lesson plans/unit plans/school wide interventions (N=40)?

Themes	%
Increased self-awareness (personal meaning)	60%
Enhance knowledge/excitement about the vast array of career possibilities (beyond well-known options)	38%
Increased excitement about their futures/better understanding of their own potential	30%
Enhanced sense of self-efficacy/confidence/self-esteem	18%
Enhanced sense of purpose/direction (future-thinking)	13%



# Internship Interview #2

Now that you've had an opportunity to use the material you learned in the Career Education class, what aspects of the course have you found most valuable (N=40)?

Themes	%
Learning all the initiation activities (visualization, dreaming, pride stories, Holland's party, etc) to help students raise self awareness	35%
Practicing/applying initiation activities	33%
Learning about the career planning process	33%
Learning how easily career education strategies can be effectively implemented across curriculum and across grade levels	25%





# Internship Interview #2 Cont.

What outcomes did you achieve through your career education interventions (N=40)?

Themes	%
Greater self-awareness	55%
Greater awareness of career possibilities	30%
Students became excited about researching potential occupations	25%
More clearly defined goals and a better understanding of how to achieve them	20%
Greater clarity about preferred future	20%



# Internship Interview #2 Cont.

What activities/interventions did you use that you found to be very effective (N=40)?

Themes	%
Initiation strategies designed to clarify preferred future and personal meaning	53%
Providing opportunities for students to research/explore careers of interest to them	40%
Providing profiles of, or having students research, career possibilities related to curriculum topics	18%
Activities designed to help students gain clarity about personal attributes/characteristics	15%
Bringing in guest speakers to talk about/showcase careers	15%



# Internship Interview #2 Cont.

How do you know your career education interventions were effective (N=40)?

Themes	%
Students commented (and showed) that were very excited about the career lessons	38%
Observed that students were on-task/engaged/attentive/motivated	35%
Feedback surveys indicated that students found the lessons valuable	25%
Student comments/interactions with teachers revealed that they developed a good understanding of the career content taught	13%
Students submitted high quality work products	10%





# Internship Interview #2 Cont.

Did you achieve any unexpected outcomes? If so, what unexpected outcomes did you achieve (N=40)?

Themes	%
Students really enjoyed (were highly engaged during) the career education lessons	50%
Student goals/dreams were often well defined	10%
Student relationships/group cohesion improved	8%





# Student Questionnaires

Students were asked: Please indicate if you did the following activities.

Degree of participation	f	%
Didn't participate	675	8%
Participated	7698	92%
Total	8373	100%

\* 92% of students indicated that they fully participated in the career education interventions.



# Student Questionnaires Cont.

Students were asked: Please indicate if you thought the activity was helpful by circling whether you thought it was “not good at all”, “good” or “great”.

Usefulness of activities	f	%
Not at all good	671	9%
Good	2715	37%
Great	4010	54%
Total	7396	100%

\* 91% of career education interventions were rated as either “good” or “great”.



# Student Questionnaires Cont.

Students were asked: Please indicate how much you agree with the following statements by putting a checkmark in the box that best describes how you feel

Outcomes	I Don' t Agree	I' m Not Sure	I Agree
This intervention helped me to learn a lot about myself	121 (10%)	346 (29%)	<b><u>707 (60%)</u></b>
This intervention helped me to learn a lot about careers	72 (6%)	266 (23%)	<b><u>803 (70%)</u></b>
This intervention made me excited about what I could do with my life.	81 (7%)	259 (23%)	<b><u>804 (70%)</u></b>
This intervention made me want to learn more about different careers	110 (10%)	281 (25%)	<b><u>740 (65%)</u></b>

- 66% of students agreed that all of the learning outcomes were met
- n = 1170, discrepancies due to unanswered statements



# Student Comments

- *I learned things about myself that I didn't know. I also learned things about my friends that I didn't know.*
- *I liked the 99 year-old question because it made me think about all the stuff I might do in my life and it also made me think about some stuff I might not have thought about had I not done the project.*
- *I liked that we got/found good resources for the future.*
- *I liked learning about myself and knowing what I want to do later in my life.*
- *The good part about it was we got to think about our future and what we have to do to achieve it.*
- *I got to think of the fun jobs I can do in the future. I got to remember all of my moments where I was really proud.*
- *I liked the fact that I got to explore my favorite careers and it was really cool having our guest speakers come in.*
- *I liked how it gave you the chance to share stories and imagine your future life.*



# Discussion of Findings

As a result of participating in the *Career Coaching Across the Curriculum* pilot project pre-service teachers:

- Grew substantially in their knowledge of career development theory and practice.
- Experienced important perceptual shifts and insights.
- Increased their confidence.



## Discussion of Findings cont.

- Attributed the growth they experienced in their career education knowledge, skills, and attitudes to their participation in the Career Education class.
- Provided high quality career education lessons, unit plans and school-wide interventions to students in their internship experiences.
- Achieved important career development outcomes with students.

University of  
Lethbridge



# A Grade 1 Classroom Example.

Union  
Education

Library

Physical Plant  
Architectural Plans



# Career Planning Integration with Language Arts, Social Studies, Art, Information and Communication Technology and Health at the Grade 1 Level

- Career Planning Unit consisted of 8 lesson plans
- Met learning outcomes from Alberta Learning for grade 1
  - English Language Arts
  - Social Studies
  - Fine Art
  - Information and Computer Technology
  - Health and Life Skills





# Learning Outcomes of the Career Planning Unit

- Identify personal interests, strengths and skills;
- Recognize that each and every person is unique and that differences should be embraced;
- Recognize that each of their peers are a valuable member of society;
- Demonstrate skills of cooperation and consensus building;
- Recognize ways that people perform responsibilities in the community;
- Explore ways that people can help one another;
- Identify what makes a person a hero;
- Recognize that it is important for people to consider their interests, strengths and skills when choosing a career;
- Enhance various skills in English Language Arts.



# Learning Activities and Feedback

- Within each lesson, specific learning activities were identified
- Activities were linked to the unit learning outcomes
- Activities were rated by students at the end of the unit by asking questions about:
  - Participation
  - Helpfulness
- The overall unit was rated by indicating the amount of agreement with four outcome questions



# Learning Activities

- All About Me Poster
  - Read story *Chrysanthemum*, by Kevin Henkes to class
  - Discussed what makes everyone unique
  - Searched for clipart and magazine clippings that reflected their interests and favourite things
  - Collaged clippings on a poster board
  - Stamped a handprint and a thumbprint onto the poster



# Learning Activities

- Giving and Getting Compliments
  - Read story *The Berenstain Bears and Too Much Teasing*, by Stan and Jan Berenstain
  - Discussion about being kind to others, considerate of feelings and being cooperative
  - Everyone is unique and special
  - Stood in a circle and exchanged/received thoughtful and original compliments from the person to the right of them each



# Learning Activities

- Heroes & Pride Stories
  - Discussed what characterizes someone as a hero
  - Read story *Horton Hatches the Egg*, by Dr. Seuss
  - Discussed how Horton was a hero
  - Students closed eyes and reflected on a time they did something they were proud of – when they were a hero
  - Shared stories with partners and a few students then with the whole class
  - Viewed the last segment of a video called *Reading Rainbow: Max* (a short song about everyday heroes)



# Learning Activities

- Guest Speaker & Field Trips
  - Discussion about community helpers
  - Coloured pictures of different community helpers
  - Read story *The Top Job*, by Elizabeth Cody Kimmel
  - Discussion about different jobs
  - Read story *I want to be a Firefighter*, by Firefly Books
  - Firefighter came to the class to discuss his job and talk about fire safety
  - Took two fieldtrips: police station and auction mart
  - Students wrote about their experiences on each fieldtrip





# Learning Activities

- Career Cut-Out
  - Students asked to imagine what they would like to do when they grew up
  - Provided with a template and variety of materials to decorate their future ‘career’ selves
  - Presented their cut outs to the class and described the name and job chosen and clearly describe their job choice



# Learning Activities

- Letter to the Future
  - Students asked to think about their future selves when they are 25 years old
  - Prompted to think about where they would live what they would do with their free time etc.
  - Filled in a letter template 'to their future selves'
  - Encouraged students to read them in the future



# Student Evaluations

Students were asked: Please indicate if you did the following activities.

Learning Activities	Did not Participate	Participated
All About Me Poster	1 (5%)	20 (95%)
Giving and Getting Compliments	1 (5%)	20 (95%)
Heroes & Pride Stories	1 (5%)	20 (95%)
Guest Speaker & Field Trips	0 (0%)	21 (100%)
Career Cut-Out	3 (14%)	18 (86%)
Letter to the Future	1 (5%)	20 (95%)
Average Participation	5.67%	94.33%

\*94.33% of the students participated in the career planning activities



# Student Evaluations Cont.

Students were asked: Please indicate if you thought the activity was helpful by circling whether you thought it was “not good at all”, “good” or “great”.

Activity	Not good at all	Good	Great
All about me Poster	1 (5%)	7 (35%)	12 (60%)
Giving & Getting Compliments	1 (5%)	1 (5%)	18 (90%)
Heroes & Pride Stories	2 (10%)	3 (15%)	15 (75%)
Guest Speaker & Field Trips	0 (0%)	1 (5%)	20 (95%)
Career Cut-out	0 (0%)	1 (6%)	17 (94%)
Letter to the Future	1 (5%)	2 (10%)	17 (85%)



# Student Evaluations Cont.

Students were asked: Please indicate how much you agree with the following statements by colouring the face that most accurately describes how you feel about the unit:

Outcomes	I Don' t Agree	I' m Not Sure	I Agree
This unit plan helped me to learn a lot about myself	0 (0%)	0 (0%)	<u>21 (100%)</u>
This unit plan helped me to learn a lot about careers	0 (0%)	3 (14%)	<u>18 (86%)</u>
This unit plan made me excited about what I could do with my life.	0 (0%)	0 (0%)	<u>21 (100%)</u>
This unit plan made me want to learn more about different careers	0 (0%)	2 (10%)	<u>19 (90%)</u>



# Student Comments

- Sometimes, even during other lessons from other units, students would mention what they would like to be when they grow up and/or other aspects or comments about their lives in the future.
- A way that one student suggested that the unit could be improved 'was to have more time for the unit' indicating interest in career planning
- Students did comment about 'when I grow up...' indicating that students continued to think about the information from the career planning activities even after the activities were completed.



# Discussion of Findings

- Exposed to aspects of the Alberta Program of Studies
- Worked towards developing valuable career and life skills
- Gained self-awareness
- Recognized unique abilities and talents
- Chance to take a closer look at themselves than they otherwise would have
- Recognized their and their peers interests and abilities
- Realization that everyone is valuable and has something to offer
- Increased confidence in their abilities
- Extremely well received by the students



# Ministerial Mandates

- Advance the design and implementation of an apprenticeship system (similar to Germany's model) for high school-age students interested in pursuing vocational education and training in the skilled trades.
- Develop and conduct a high school-targeted advertising campaign and increase career fairs to promote high demand careers to students, with a special focus on trades education and apprenticeships.
- Working cooperatively with the Minister of Advanced Education, design and launch an online career counselling website for students and parents to assist with career and education road mapping.
- In partnership with industry, ensure the construction and operation of additional mobile Career and Technology labs to promote careers and the trades to students.



# Ministerial Mandates

- Continue collaboration with the Minister of Mental Health and Addiction to better target mental health supports for students.
- Work with educators and parents to strengthen ways parents can provide more input into school policies and learning options for students.
- Continue work towards implementation of the new and approved K to 12 curriculum and explore ways to implement additional basic life and home maintenance skills and financial literacy training into the high school curriculum or appropriate.
- Work cooperatively with the Minister of Assisted Living and Social Services to review, assess and better support and manage students with complex needs in our education system.



# Ministerial Mandates

- Working with the Minister of Advanced Education as lead, continue to champion the skilled trades and professions to ensure, as early as junior high, that this education track has parity of esteem as a desirable education pathway that will lead to highly rewarding careers. This includes giving junior and high school students increased exposure to trades education and employment opportunities.





# Questions/Comments



University of  
Lethbridge



# Thank You!

## Dr. Kerry Bernes

B.Ed., M.Sc., Ph.D., R.Psych. (AB, NS), C.Psych. (ON, PEI), ABPP

Board Certified in Clinical Psychology (American Board of Professional Psychology)

Professor

Faculty of Education

University of Lethbridge

Email: [kerry.bernes@uleth.ca](mailto:kerry.bernes@uleth.ca)

Union  
Education

Library

Business School  
Arts and Sciences