Transcript of Envisioning the Future: Creative Career Exploration in the Afterschool Setting

Amy Moritz:

Good afternoon, my name is Amy Moritz, youth development coordinator with Pennsylvania's 21st Century Community Learning Centers Program at the Center for Schools and Communities. I will be your moderator for today. School counselor and blogger, Rebecca Lallier, will be our presenter for today.

It's my pleasure to welcome you to the Envisioning the Future: Creative Career Exploration in the Afterschool Setting Webinar. It's my pleasure now to welcome Rebecca Lallier. Rebecca is a school counselor at the Dothan Brook School in White River Junction, Vermont and an implementation coach and trainer for Vermont PDIS. Through her leadership, Dothan Brook has been recognized as a school of distinction by the American School Counselor Association, one of only five schools to achieve this award.

As an Exemplar School for improving academics and behavior by Vermont PDIS, she frequently provides educator trainings focused on career and college awareness, behavioral supports and child abuse prevention. Rebecca was named the 2016 Vermont School Counselor of the Year and is a finalist for the 2017 American School Counselor of the Year Award. At this point I will turn the microphone over to Rebecca.

Rebecca Lallier:

Hi everyone and I'm so pleased to be here. As we get started, I hope that you would please share what grade levels you work with your afterschool program. I do believe that you have the choice to choose more than one. While you're sharing that information, I'll just give a little background about what we're going to be doing today.

First, we're going to talk about some foundational information about career exploration, then how to go about creating a career exploration at your site. We'll cover the type of content that you need to help students learn about themselves and about a variety of careers and we'll give examples of final products that help bring the career exploration process to life and make it meaningful for kids. We'll have some questions for you to make it fun along the way.

Okay, it looks like a pretty close to even spread, great, perfect. Okay, oops, I don't have ... Here we go. Marion Wright Edelman gave this quote which is really just perfect for thinking about career exploration "You can't be what you can't see." Many of our kids aren't exposed to a variety of careers and there are a variety of careers you and I and they have never heard of. That's what career exploration is really all about.

Why do it? It's really to help broaden awareness of all the possibilities and to build our kids' aspirations. Those aspirations about career and also post-secondary aspirations form when kids are actually elementary age and this is also when their hopes and beliefs about their future develop. Don't despair if

you're one of the middle or high school folks, they can still be worked on, but it's important even if you have those youngest kids to begin doing career exploration.

In many places, they are not able to do that in school because of limitations at school. It's really about opening up possibilities for kids' future and that's especially important for kids whose parents have not had a lot of job opportunities or who did not complete any post-secondary education. Those kids have a more difficult time knowing what's available to them because their parents haven't tread that path yet.

The other thing that's really important is to correct those mismatches between what kids aspire to and what they expect will happen and their beliefs about the world of work, particularly around the importance of school and the realities of the labor market. There have always been lots of kids that said, "It's fine. I'm just going to be a professional athlete or a music star," and now of course, we have kids saying, "Well, I'm just going to be a YouTuber." We need to help them to see the realities of that and how they can match their interest to an exciting future.

Why have it be at afterschool? I think, as I said, school bus and often have time and space and staff to do that. However, after schools are really great fit. It's a fun time. It's very youth-centric. You guys know all about that and you give them time to explore and discover the world around them. Career exploration is really engaging because kids' favorite topic, it's all about me.

What does career expiration involve? It really involves learning about a wide variety of careers. Being able to identify the skills and education and experiences that you need to be able to take on this career. But in addition to thinking about careers themselves, is really exploring your own interests and skills and then imagining yourself in a future career or multiple future careers. It's about goal setting and planning and then it's also about hands-on practice and that can span from your youngest kids, who are playing, to doing related activities, to volunteering or internships or even paid work.

It's also about developing the 21st century skills, which are also heard about as transferable skills or soft skills and those are around communication, collaboration, flexibility, managing yourself, solving problems and having curiosity and imagination. Those pieces, also, it's not just learning about careers. It's learning about themselves and gaining the other skills that will help them be employable and easy to work with.

You see from this little image here that it's about knowing yourself, exploring options, getting focused and taking action and even the youngest kids can take action and that would be those play or practice kinds of activities.

We're going to start with how to actually go about creating a career program. The most important thing to remember is to make it meaningful. It should really be an engaging student-driven process. That means it's coming from their interests. They are doing the interesting work to gather information to think about it, to think

about themselves, to think about different careers and they're constructing their own knowledge as opposed to sitting there and just listening or watching to learn.

We need to give them authentic learning opportunities that are productive that result in something that shows the meeting for them and builds toward something really interesting. Even if they never take on that career, it needs to be authentic and real for them. Need to provide some real-world activities to tie it to the world at work and help them make the connections. When you make it meaningful they gain a sense of ownership and empowerment.

This picture here, they are fourth-graders actually and two of those three kids are actually pretty typically, were anyway, pretty typically disengaged in day-to-day learning: one real withdrawn and one really skilled actor-outer. You can see there that they are all really engaged. They are interviewing a veterinarian, always a high interest of kids. You can see that they're writing and they're asking really good questions and they're engaged because it's meaningful.

When you're training these activities, you need to be really planful about it and organized. You need to come up for ... The adults need to understand the clear learning and outcome goals and those learning and outcome goals need to be evident to the kids. At the beginning you say, "This is what we're going to do and this is how we're going to know we did it successfully and you learned a lot and you had a good time."

You need to develop lesson plans and you need to make sure that all the materials you need are available. I've got a lot of links for you here to make that all a lot easier. You need to give them challenging content. Yes, it needs to match their age, but they don't need to be bored. They need to be challenged and they can rise to the occasion when they're really interested in something.

There's a lot of stuff out there that are bingo games and crossword puzzles and things like that. While they can be an important piece of what you do, if that's of interest to those kids that in itself is not content or is not challenging, certainly not challenging. You need to give them hands-on and practice activities. They've had a long day at school by the time they get to you. They need to be really doing some active stuff.

You need to give them feedback about what they're doing and checking for understanding to make sure that they're really getting it and they're not just going through the motions because we want them ... The ultimate outcome is for them to be really, truly exploring careers, truly expanding their knowledge and if you don't check-in with them about "Hey, what are you learning and what about that career and how could you use that and how does that tie to what your interests are?" they might not actually be understanding.

Again, it's going to result in a product for a real world audience and that can be an actual, tangible thing or it can be an event and we'll talk more about that later. You need to make sure that there's sufficient time for all of this. There's some

really important concepts that you should include and that is understanding that some jobs do not yet exist, so we can't just say, "I'm going to be a fill in the blank," because that job, that particular job may not exist in the future or may not have a lot of demand. But in the same way, there's jobs that haven't been invented yet, so we do need those soft skills. We need a lot of other skills that could be transferred into another job.

It's really important to know what kinds of jobs are in demand and which ones are declining so that kids can be planful and even if they are interested in a job that's in decline, you can say, "That's great and let's look into it and let's look into some other jobs that could be similar that's a better demand for," and I'll show you how to access that information.

People need to know about potential earnings and how those relate to their lifestyle preferences. Of course, really opening up non-traditional jobs and looking beyond gender stereotypes and make sure what you're showing kids represents all sorts of people, people that look like them and people that don't look like them.

They also need to know that many activities can be a really important part of your life without being your job. You can play basketball and be in a league and have a great time or you can play video games or whatever it is or you can be in plays, they may or may not be part of your job but it's another rich part of your life.

You always need more than one plan and that is the answer to the kids that say, "Oh, I'm just going to be a football player professionally." I always say ... Instead of saying, "No you won't," which probably they won't, but instead of that say, "That's great. Usually that only lasts to a certain age and then you need to have another job." If they say, "Well, I'm just going to make so much money I won't need another job," then my come back to that is, "Yeah, but you're going to have all that money and you're going to make sure that you don't get cheated out of your money, so you probably want to become a financial planner or learn about business or something like that," and that can help get past that stuck place of being an athlete or a YouTuber.

There are some developmental considerations. Of course, this is fluid, depending on the developmental and learning needs of your kids, you can use some of these lower activities or higher activities with kids depending on their needs. It's really easy to differentiate career exploration for kids at different levels.

At the early elementary school, generally at the early elementary school level, it's about really a wide range of exploration and themes and play-based activities and they may be really thinking, "Wow, I want to be something that's probably really not likely," but it's okay for them to have those kind of pretend things. It's okay all the way through, but it's really okay for them to just really get out there and explore. A lot of kids want to be veterinarians. Not many kids are going to grow up into veterinarians. They might be vet techs. They might just enjoy their

pets at home, but there's no reason that they can't explore that and play about it and think a lot about it when they're young.

At upper elementary and middle school, you're really looking at a deeper exploration, still looking widely and then starting to look at that required education. You might do college explanation and education pathways, other kinds of post-secondary kind of stuff there and that's a whole other topic on its own, post-secondary exploration. They might also use it for planning for high school classes and activities.

Then in high school, it's that deep exploration. They should learn, know a lot about themselves and really get some good ideas about a couple of places that they would like to go and seeing how they could get real life experiences that are related to those careers they're interested in and again, a lot of post-secondary planning.

Your program design, I promise that upcoming slides have more pictures. When you're designing your program, here you want to decide at the very beginning what outcomes you want. Here are some examples of them. They will be identified ... Able to identify careers that match their current interests; able to identify tasks and responsibilities related to that job. Those are just a couple of examples.

You want to think about how will the outcome be visible? That's where you get to that final product or the final event or activity. You want to know how will we know that the program's been effective and how will we know that students have learned about themselves and careers? You'll also need to think about what content and what resources to access that content you'll need to meet the outcome.

That is online career information, guest speakers, field trips, books, interest inventories, videos and I've got a lot of links for that for you today. Then thinking about what activities are really going to help bring that content alive and make it meaningful for kids and then what resources do we need to students to create their final products?

Some design considerations here. They need to have something known as "a tight focus." You're really not loose. You really know what your outcomes are and you've been planful. You're going to work towards either a final product or event or work on a specific skill set. That would be more likely for older students, your high school students. It could be, "We're going to work on this skill set of video production," or "We're going to work on a skill set of business plan development," or "Maybe, we're going to set up a tech coaching for seniors, little business or public service activity, something like that. What do you need to be able to do that? For most kids, it's broader than a specific skill set, but that's an important piece, too.

You need to think about the duration, how long you're going to work on this. There's that fine line of given enough time, but not making it go on so long that it loses its umph. Then you need to think, "Are you going to do a broad exploration of just any kind of career that there is or really pick a substantive theme?" Examples of that would be technology or animals or health careers, something like that.

For high school level, you need to have some staff with substantive knowledge if you're going to do a substantive theme. If you're going to take on engineering, you ought to have somebody there that knows about engineering. For the younger grades you can probably manage with activities that you can access otherwise. It's very much fun. You'll like it.

This is an example of an introduction that I have done with older elementary school students, also really appropriate for middle school. I introduced this unit with a video about roller coasters and we're not going to look at it now, but there's the link that you can follow to see it. It's very relatable. Almost everybody loves roller coasters or at least the idea of roller coasters and this video shows this mechanical engineer, who's interest as a kid was in building models and he built a lot of models of roller coasters actually. He actually says in there, "That's what got me started," and it really gives you that segue to say to kids, "Okay, now think about what are your interests right now?"

Right now, if you would think about your interests and what did you like to do as a kid that relates to your career now? While you're answering I just tell you for myself when I was a kid I loved to write plays and sometimes they were for kids if I could round up my brother and friends or I would make puppets out of clothes pins and do puppet shows. My stories were always pretty dramatic. They were orphans or they had no friends and they overcame adversity or they would be a fairytale from a different perspective.

I think when I started to think about that in this way I think imagining those different possibilities and how people overcome adversity actually does really fit school counselor. Elementary school counselor was not a job that existed when I was a kid, so that's something that's interesting there. I don't know, Amy can you see any responses there?

Amy Moritz: Well, I'm anxiously waiting. Yvette, where is my first response? She's always the one that jumps in. Okay, well it looks like Tonya jumped in and said, "Babysitting and tutoring," which, of course, relates. Rebecca, we'll just give them another minute or two. Sometimes it takes a while for people to type.

Rebecca Lallier: And think about it.

Amy Moritz: And think about it. Okay, Sherry said, "I wanted to be a teacher. I spent countless hours playing school. I educated many stuffed animals." I'm with you, Sherry. I did the same thing. Pamela said that she used to play teacher.

Rebecca Lallier:	Yeah, but I know a lot of teachers who played teachers. That's one of those jobs that I think people always knew.
Amy Moritz:	I'm here with Kara. She said she did that, too, with her dolls. It looks like we all have that in common. Okay, we have just a couple more responses here. Sherry said, "I wanted to be a school psychologist." Wow Sherry, I'm surprised you knew what that was as a kid. I don't think I knew what a psychologist was. Contrelle said, "I played school with my siblings at home." Barb said, "I wanted to be a coach and I ended up coaching for 18 years." I think we got some. One last one just popped in from Jean. She said, "I always wanted to be a social worker." Tanya, thanks for joining the conversation. Tonya said she played school with her brothers and sisters and Nicholas said, "I wanted to be a psychologist."
Rebecca Lallier:	Yeah, so all related, right? You're using psychology in your coaching and teaching every day. We're going to talk a little bit about content activities and we're going to talk about doing some self-understanding through multiple intelligences. Multiple intelligences are the idea is based on Howard Gardner's theory of multiple intelligences and you can see them in that wheel up on the top, intrapersonal, which can also be called "self-smart." We tend to use the inside words with younger kids and the outside words with older kids or adults, but it doesn't matter. They mean the same thing.
	The idea is that incentive us having a single IQ, this theory says that there's an understanding that there are multiple types of intelligence and help us process information in different ways. We have them all. Some are stronger than others and we can work on always developing them to get them stronger.
	The Smartles here are ... It's hard to see here, but if you follow the link to The Smartles, you'll see that these characters, they are from Québec and they're in French, but they are characters that personalize those different smarts and there's a video. That's a really fun video. It's in French. It's a music video. The kids love it. They can read the subtitles or they can actually figure it out without the subtitles. It's really fun and catchy. Here's Marek Bennet is a cartoonist and he's linked there, too. He shares some really great ways of understanding multiple intelligences through comics and comics, of course, is another tool that kids can use to make a final product, so it's a kind of nice match there.
	There are some fantastic multiple intelligence self-assessments and there's online ones and there's paper ones, including one that you can see here that's with pictures, so you can use with kids who really can't read yet or have more difficulty reading. Here are some links to some of them that are online. That's actually my results there, so nice to know I'm talking today and my linguistic smarts are pretty strong and my intrapersonals are strong. It's a fun way to see that this is would actually match your job. They are fun to take. It doesn't take very long and I certainly suggest if you're going to do this with kids that you go ahead and do it for yourself. They'll be interested in that, too.

There are also printable self-assessments. This graphic here shows how kids can make a graph themselves of their different multiple intelligences. Again, you can use those principle ones for older kids, too, just really look at your own kids' needs and see what they need. Here we have another question. What do you think, this is a tricky one, what do you think a smart contact app developer does?

It could be develop solutions to help streamline and merge contact list across different accounts. (B) Develops contact lenses that superimpose information on the wearer's field of view. (C) Develops interactive features that integrate communication across different social media platforms or (D) develops customer messaging and conversation platforms.

Let's see? This is an example of one of those jobs that didn't used to exist and I'm seeing the numbers come in. I don't want to say what's coming out in the first because I don't want to blow it away, okay. All right, it's changing a little bit. The correct answer is (b), developing the contact lenses that you could get information in your visual field. I didn't know that either, but that's a fun one to share with kids, too. Good job, but actually a lot of people got fooled, as I got fooled, too, when I didn't realize what it was either.

You talk about multiple intelligences. That's a great place to start because it starts with them, "What about me?" and kids are super interested in themselves and is pretty exciting when they see their multiple intelligences and start making connections to their interests and what they like to do. Now let's talk about contact activities that are really about career exploration.

Content sources come from a variety of places. Lots and lots of stuff online now, it's so much better than it used to be. There are videos, online exploration sites, books, interviews and of course, doing field trips are always a great source of content. I've given you a lot to resources here so that you can just go to those and see. My suggestion would be to take a look at what's in each of those links and take the kinds of links or even particular videos that you want to make available to your kids.

A couple of things I want to tell you is to not be scared off by the fact that two of these have the word "girls" in them. They're Career Girls and Sci Girls. They have interesting videos about interesting jobs that are appropriate for both boys and girls and it gives you a great opportunity to talk about breaking down those traditional gender stereotypes and that's why those exist because of that previous ...

How it has been and continues to be in certain fields different for women than for men. Career Girls also has some lesson plans. There are several different PBS links there and they have some linked activity, so they're worth checking out. Depending on what you have available kids can be one to one or in small group to one or if you need to use, you need to project for kids to see you can also choose to project some videos and work that way.

There are a couple of really good sites here that I like to use with kids. The ones I think are great for elementary and then some for middle school come from Virginia. That's their state career website: Virginia Career View. The Kid Search there on the left is for elementary age and the one to the right, Who R U, is a middle school age, but again you can see what works. It's another way of understanding themselves with interest inventories. They put in what they're interested in, their favorite subjects or their activities that they like and it spits out a list of careers that they can link to some information to find out more about.

On this slide we see some sites from middle and high school, although fifth grade could potentially use some of these. My Next Move and your own Pennsylvania Career have again some more ways of kids understanding themselves with self-assessments and interest inventories that then link right to career information.

The Occupational Outlook Handbook is from the government and it looks at all the jobs that are listed in the country, all the jobs that exist and the educational requirements for them, the pay range and you can search by a lot of different subject matter. If you just want jobs, if you want pay, you can look at the outlook, like, "Is it a growing field and where in the country is it a growing field?"

My Next Move and Occupational Outlook Handbook are also in science. You can see them, just the screenshots of what they look like there. They're very easy to navigate and give you a couple of options. Really, really, important caveat for online career research. The activity should be active, active activity. More than just passive viewing or browsing. Our kids are really good at passive viewing and clicking through to other things, so you want to find a way to help make it be active for them and that would be by providing them a brief questionnaire or scavenger hunt. If you're one to one with your technology, it can be an online kind of response tool or they can use a career exploration log.

Something that shows that they're actually doing it and they're getting some information from it. Without it being a burden of work. It should be pretty easy. You can incentivize it by saying, "Oh, you can earn badges," or whatever for numbers or every five careers you explore. If they're submitting those with information, a few pieces of information, that can also spur them on. Although, actually, they like it so much that sometimes they don't need that incentive, but you would need to figure that out for your particular kids.

All sites should be explored by staff ahead of time so that you're familiar with what information is available and how to navigate. You need to, of course, check those external links and make sure that the site and the activity meet your guidelines for your agency or your school or whoever runs your program. While it's happening, the staff needs to be circulating and actively engaged with the students, just as actively engaged as they need to be actively engaged, asking questions, helping them make connections, "Oh, hey, you're interested in ..."

Notice that you're always, I don't know, building or "You really like to do that," or "You're such a physical person. That seems like a good job for you," or "What

made you interested in this in the first place?" "Why did you watch this particular video?" Helping, keeping them on task and making connections and staying engaged.

Books about careers. There's a lot of stuff that's out there that's kind of outdated. Every kindergartner probably wants to read a firefighter book, but they need to know about a lot more things than that, but I did list some of my favorites here. They really need to include a range of careers and non-traditional careers.

Here's a few examples. They can be used with older kids, particularly if you have mixed ages or if you have a younger age at a different ... Perhaps you have them at a different location, you could ask them to review and evaluate the books and that's a way to get them some of the information or they could be reading them with younger kids. The Iggy Peck and Rosie Revere and Ada Twist books have some activities online and some companion activity books about engineering and architecture and science.

Another important thing to include is having guest speakers. Whether you do that as a career café, just inviting one person at a time and having a chat with kids who are particularly interested or if you have a career day and more people come all at once, it doesn't matter. Again, it could be in person or via Skype or some other online platform. Again, it needs to be student-driven not just received knowledge.

As you can see here in this picture these kids are actually interviewing, this is a naturalist who is visiting and they have a list of questions that they practiced in advance of actually how to interview and information they got. Even though they're writing there they didn't have to write a lot and they were really interested in the information.

You could set up whatever their interview form or information collection is based on your kids and their needs and what you can do in your program. But you should pre-teach the kids something about the person or the career or expectations, certainly expectations about the activity and they should really practice those interviewing and professional skills. The professional skills of a friendly greeting with eye contact and shaking hands and thanking the person afterwards. There is an opportunity to practice some of those soft skills.

The expectations around just behavior and how to act with a person are really important to go over. For practice interviewing, a great way to do that is to just use one of the staff members as a guinea pig and have the kids go through their process of interviewing. They will learn things about you that they didn't know, probably like what you liked to do as a kid or whatever your questions are and that will be of interest to them.

Another active way of getting information is through field trips but again, with an active learning component not just standing there while people talk at them because a lot of them will tune it out. It needs to be, again, student-driven. You

can have them gather information to bring back and use in some way. They can, again, use the same kind of information collection form that they would use in a setting like a career café. They could document what they learned with photos or videos and then put them together later. That could potentially be a final product. They could have some kind of scavenger hunt.

You could go on a field trip to see a specific job or you could go to one site with many jobs like a museum or someplace that develops products. We have near us King Arthur Flower that you might be familiar with and so they have marketing and production and a store and distribution and product development, design, all that kind of stuff. These kids happen to be at Dartmouth College, which is near us and yet a world away from our population, but they took some pictures about what they got in different places and then came back and put that together.

Here's an example of a way of gathering. I'm sorry it doesn't come through very clearly, but a way of gathering information while they're investigating and this is what I call the Career Investigation Survey. That's pretty high interest is to say "investigation" to fifth-graders. Looking at this is the kind of information that I have these kids in this activity gather. It gives you an idea that this doesn't have to be exactly what it is, but the job title, the education required, the job characteristics like what attitudes, skills and knowledge are needed.

Attitudes, skills and knowledge are easy to remember because they make the acronym ASK or and a way of doing it for younger children is to say, "What do I need to be able to do? If I am a veterinarian or if I am a computer technician or if I am a chef, what do I need to be able to do?" That's the skill, "And what do I need to learn about?" is the knowledge. The attitudes are sometimes a little harder for younger kids.

I always tie the multiple intelligence pieces in and I have them just make a guess, "What do you think the multiple intelligences, the top three, what do you think would be really important for this job?" Again, it doesn't matter what the answer is. It just gets them thinking about the job and about their own multiple intelligences. Salary range is another interesting thing to find out, although before you interview somebody if they're doing it through a video or some other search that's okay. They need to know it's not polite to ask people about their salary.

Here's another question for you: what do you wish you had known about careers when you were a kid? I am old enough to have had a stay at home mom and all my friends had stay at home moms. I wish I had known that careers would be interesting. I thought you worked because you had to. I didn't know ... I thought you did other interesting things in your life and that a job wasn't necessarily interesting. Amy, what do you wish you had known about careers when you were a kid?

Amy Moritz: Actually, I just wish I had known about more careers. I only knew a handful of what my parents did. They were both engineers, what my friends' parents did and

what I saw on television. I just think there's such an interesting world out there for careers, it would have been nice to know about more of them.

Pamela said, "She wish she had known more about the schooling needed." Tonya said, "I would have liked to have known about the variety of jobs and how to pursue different jobs that were outside of the box," so I think similar to what I was saying, like it would have been nice to know this whole array of all these possibilities. Erin said, "I wish I had known about many unique opportunities in the non-profit sector. I think many students want to help others, but they have a limited view of what it means to do so." Nicholas said, "The demand and location of the country where there is a plethora of openings." That's a good one, Nicholas and Barb said, "How budgets would eventually affect the availability of teaching positions."

Rebecca Lallier: I think thinking about your career café or career day or who you Skype with or who you visit, I really try to have careers that kids haven't heard of. You almost always have to have a veterinarian if you have elementary kids, but I try to get a vet tech or something that's related so that they can see that there's something else besides veterinarian. But we've had medical illustrators and people that do ... archaeologists and ethno-musicologists and if you have a college you can find some really interesting things that maybe there's not going to be a lot of job openings for, but they understand that there's a lot of different things.

Of course, any kind of jobs related to sports a really interesting, like to have a statistician and to have people that are marketing from a company that has sports or running events or things like that. I think those jobs, product development, all those kinds of things that kids haven't heard of. They've heard of what they've heard of, so it's really important stretch and really try to find those people.

Usually, when they come, I tell them, "You don't have to do anything, bring something that ... you can bring your computer and show them something that's related to their work or bring something that shows them if that's easy for you and you want to do it." Usually, they do. They bring a product or they bring a model. They usually bring something, but they don't have to.

I put the work on the kids, so that helps you get people to attend because a lot of people, they don't really want to talk about their job. That's stressful to them and they have to prepare, but if you make it so all they really have to do is come and the kids will do the work, the kids will answer their questions. I send them the questions in advance, but they're not very difficult. I'm mostly sending them in advance to reduce any anxiety that they have.

Amy Moritz: Rebecca, can I just wrap up with a couple more that came in and then we can move on? Sherry said that she wished she had known the cost of schooling with all that included. Contrelle said, "He wished he had known he could actually own his own business." Anthony posed an interesting question. He said, "Europe has

taken the US model of interesting careers to children starting in grade 3. Why do you think America moved away from the very model they creating?"

Rebecca Lallier: That's a really good question and I don't know the answer to it. I do know it some places, Switzerland in particular, they have a very, very strong apprenticeship program and so they are leading kids in that direction. They're doing a little more tracking there that we are but they're internship program, 68% or some huge number of high school students actually do internships or apprenticeships I mean. It may be we have changed from that.

What was introduced in this country was limited. It was originally my field was guidance counseling and it was ritually about vocational, getting people to fill the jobs that were needed. I don't know if the pressures of time? I don't know? It's a really good question though. I'd like to pose that out to my school counseling community and see if people know the answer to it.

Let's also talk about final product activities. It shouldn't be anxiety-provoking. This is how you really make the content meaningful. I work with younger kids, so my pictures are mostly of younger kids, but you can make this meaningful in the same kind of way for older kids, too. It's really about personalizing what they've learned and building their own self-knowledge and their passion. Even when they're young, a passion for something, it may change but right now they have it and they remember, they remember. Years later they'll say, "Oh, I wanted to be a medical illustrator." "I definitely want to be ..."

I have a kid that wanted to be a dancer with Alvin Ailey company and he's in high school now and still talking about that. Maybe actually not such a stretch for him, but a very hard thing to do, but they really make that connection. They do remember years later. It's funny. There's a lot that they don't remember from elementary school.

Then finding a way to share it with others. Here's one example here. This kid had done actually a lot of work and figured out that he was really interested in being an architect. We also had a college and post-secondary exploration unit along with it, so he had chosen a college actually here in Vermont and he decided he was going to major in renewable energy and ecological design, before going on to architecture school.

This is a green screen. You can see the wrinkles in there because I just use green plastic tablecloth from The Party Store for my green screen and he took a picture of himself. We had a hard hat and we had some big paper for him to look like he was holding plans and he found this picture and plunked himself in front of it. It was for him, it was part of a larger project but that could be something in and of itself. Really fun to display for other kids to see and for parents to see.

Here are some other final product examples. Kids can make avatars. This one, this kid was a pilot, this Voki one over on the right-hand side. They can record their voice over it. They can outfit themselves. I usually tell them to be, "Okay,

you're 30," or pick some number like that in your career so they can tell the things that they ... however you've built your unit. I usually have them say, "This is what I was interested in as a kid and this is what I do now. This is my job. This is the education I got, so that I could have the job. This is what I love about my job."

You could have them say anything. I give them some guidelines for what to say. Also, you need to give them guidelines about, "Okay, you're going to pick an actual person, not some zombie," because there's a lot of choices in these avatar programs and that you need to dress them appropriately for their job. This one, he happened to find a pilot-looking one.

Other options are making videos, either with photos they've taken or stuff they've gathered from other places. This one, this girl Ava just talked about her whole process of everything she learned about for herself. The top one that says "Word Smarts" that's actually a slideshow that this kid made. He had one for each of the intelligences and he went and showed ways that he used each of these intelligences.

It was a smaller group. I have them do some more stuff on multiple intelligences along with it, along with our career unit because they needed a boost in particular he, for some of those kids that are really not engaged and don't understand how school fits into their lives, doing some of that can really help and it really boosted his confidence so it was nice.

This other is an example of a trading card that somebody made about this engineer that they came and visited and he's always a really popular visitor. They can also make trading cards about themselves in the future. They could make a resume if they're older, webpages about careers or about their own career. They can make infographaics, comics, all kinds of things that they can do and, of course, posters and all of that. That's just fine. If you have the access to do some of the stuff that involves technical products that's also helpful.

Then, of course, there is project-based learning. In project-based learning kids work for an extended period of time, investigating and responding to some kind of complex, engaging question or problem or challenge and they spend a lot of time working together on that to develop these. I've got some examples here for you with some links. The first three I'm going to talk about and a couple in the next slides.

It could be like they develop a business. Whatever would be appropriate for your particular group, what kind of business they could maybe create and then how do they create their product or their service? How do they market it, sales, financials? This will be, of course, with older kids generally speaking.

They might do a service learning project. Again, it might be around painting a mural or it might be around something else, but to do the piece that links to career development you might say, "Okay, well, let's do a needs assessment and

communication and event coordination," publicity. Somebody's got to document it. There's the activity itself and what does that involve and then look at the impact of it following. You can tie some other career type activities that kids would have to know. They would have to break up into groups based on their interests to get all the tasks done for a service learning kind of activity.

This is really interesting. This is Gigniks. They realize that there was not enough access and knowledge available for students in LA about jobs and so this is actually a program where they came together. They taught them. They had that substantive focus and they learned a specific skill around video production.

They did research, so they saw the need for it and they have a lot of career videos now that are good for anybody. It's a really good example of project-based learning that this program has actually continued and kids are continuing to make these videos. So not only are they useful for watching to learn about careers, but they're also a great example of project-based learning around careers.

This link and it's back to slides on the link above, this was actually a kindergarten that created a museum. I put the job on here. They didn't actually tie it to careers, but it could be tied to careers. You can easily do it and it's really worth reading what she does. They made a bakery, really interesting. You could do it with kids as young as five, but you can certainly do it in a more advanced way with older kids.

I just want to say a few words about STEM activities because this is one where there's actually research that shows that increased interest and pursuit of STEM-related careers in post-secondary training, direct affect from STEM-related afterschool activities. If you do those, if you have activities that you're just doing that our STEM activities or you want to do that, in and of themselves, great, tie them to careers, bring people in to talk about their careers, have them do video research about careers to tie that in and then there's a couple of links there for you also.

Another thing I wanted to just mention is if you have a range of ages, you can use your youth there as career mentors in a number of different ways. Again, you need to have clear learning objectives for the older kids, like what are the outcomes you want for them and for younger students? The older kids might help the younger create their career projects.

They might teach younger kids about careers. They might put together a career fair of sorts. They might help staff develop a career theme or unit with staff. They might create, as I said, create an experience for younger kids. Older kids might end up then using this activity as career expiration or resume-building experience themselves to say, "I did this. This is on my resume. I now have some work experience, even though I'm still in high school."

How are you going to get more information and more stuff? Making partnerships, I'm sure you're used to doing it. It's really important. The first thing I suggest is

get in contact with the school counselors from your sending schools. They very likely have resources and they very likely don't have enough time to provide as much as they would like to to the students that you share, so they might be a source of information, ideas, resources for you. I'm sure they would love to hear that you're doing that work.

Your local career and tech center, I linked them. It was easy to find. There they are in Pennsylvania. Find out what they're doing, go visit, go on a field trip there, have their students come to visit you, have their admissions people come to visit you. That's a really exciting possibility, too. Your local college or university and whether that's a technical college or a community college, another kind of college or university has a lot of resources. Your Chamber of Commerce, human resources at local employers, your service organizations and of course, your library, where research is their forte so they can always help you with that, too.

Your Department of Education there in Pennsylvania has clear standards and these are those resources that schools are using, but it might be helpful for you to reference that, so I put that in there. We're almost out of time. You could share this or you can just think about it. What's one thing you will do to create or enhance your career exploration program?

While you're thinking about that I'll just say thank you very much. That's me. I did want to be ... It's not actually be, but I did want to be some of those things and not anymore. School counselor wasn't up there, so I hope it's helpful. I know we went through it fast, but it gave you a lot of links, so hopefully that will be helpful for you in developing your program or enhancing what you already have.

Amy Moritz: Thank you so much, Rebecca. We'll just wait and see if a few responses come in. I know this is a tough question. People really have to plan ahead, but I wanted you to thank you for such a thorough presentation and I see why you were the school counselor of the year in Vermont so congratulations on that. That was really, really good. Everybody, if you want to just maybe think about one thing you can do and we'll hear from a few folks before we wrap up for today. Jean said, "She's going to host her yearly career week in her afterschool program."

Rebecca Lallier: That's a great idea of that time limitation, that duration, she's got a week planned knowing that at the beginning.

Amy Moritz: Contrelle chimed in and said, "Thank you," so I'm passing that along.

Rebecca Lallier: You are welcome.

Amy Moritz: Let's see if we get any more responses?

Rebecca Lallier: One thing I think I hope you will do is take a look at some of those career videos. Take a multiple intelligences survey for yourself. It doesn't take very long. They are really fun and once you start looking at those resources you'll probably get some great ideas that fit for your program and your kids.

Amy Moritz: Wow, nothing else has come in so my guess is that people are thinking hard about this one and maybe not quite ready to share, but I'm sure all the stuff that you gave them will give them a lot to think about. Anthony did just right in and he said, "He wants to continue introducing third through fifth graders to the different careers that they may never have thought of," so great job Anthony and good luck with that.

I think we will go ahead and wrap up. For those of you who aren't always comfortable using the questions box to submit a question, of course, you know that you can send your questions to your TA provider or to Rebecca and we'll be glad to try to help you with that. There's, of course, a ton of links in this webinar, so feel free to check those things out. Rebecca, hopefully, it's okay if people reach out to you with some questions?

Rebecca Lallier: It is. I'm not always the fastest respondent with how busy I am at school, but I do my best.

Amy Moritz: Okay, great, thank you so much. Thanks everyone for joining us today and I appreciate those of you that participated. It always makes it more fun when we get to hear from lots of people. A lot of people are writing in now, "Rebecca, I'm thinking you for such a great webinar, especially for all those really nice resources."

Just a reminder to everyone, a lot of times we get inquiries about the archived webinars, so just let your colleagues know if they weren't free to join us today usually within a day or two, the archived webinar is posted online and so that way other people can listen to Rebecca's explanation about the slides. You will get that electronic evaluation that I mentioned within usually an hour of the webinar and, of course, that Act 48 Form if you are interested, so you will look forward to receiving your feedback. Rebecca, thanks again for your time, thanks everyone for joining us. This concludes today's webinar.

Rebecca Lallier: Thank you.