**Youth Explore Trades Skills Core Module – Careers**

# Career Search Infographic

## Description

In this activity plan, students create an infographic based on research gathered from a career of interest.

## Lesson Objectives

Students will be able to:

* chose a career of interest
* research pertinent information about the career
* illustrate career information in an infographic

## Terminology

**Apprentice:** someone who works for a skilled or qualified person in order to learn a trade or profession.

**What is an apprenticeship?**

An apprenticeship is a combination of on-the-job training and classroom learning that leads to a trade credential—or “ticket.” Once you complete your apprenticeship and receive your ticket,

you are qualified to work in a skilled trade. You can be an apprentice during high school, or after you graduate.

Apprenticeship training helps you get a Certificate of Qualification (CoQ), which is accepted across BC. About 50 trades also offer an Interprovincial (IP) Red Seal, which certifies you to work across Canada.

## Estimated Time

3 hours

## Facilities

Computer lab with access to the Internet or class set of tablets. Or, classroom with computer and Internet access.

If possible, have students go to job sites (or phone or video chat) in order to interview people in career(s) that interest them.



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## Materials

* Poster board, markers, pens, old magazines to cut out images, glue or glue sticks
* Or drawing software to make a digital infographic or PowerPoint

## Resources

[WorkBC Labour Market Outlook](https://www.workbc.ca/Labour-Market-Industry/B-C-s-Economy/Reports.aspx) [SkilledTradesBC Youth Apprenticeship](https://skilledtradesbc.ca/become-an-apprentice#accordion--pid-185)  [Career Zones](https://www2.gov.bc.ca/gov/content/education-training/administration/kindergarten-to-grade-12/career-and-skills-training/toolkit/create-a-strategy/career-exploration/career-zones)

[Career Trek](http://www.careertrekbc.ca/)

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# Student Activity

## Procedure

1. As a class, spend 5-10 minutes brainstorming potential careers in the various trades and technologies.
2. Individually or in pairs, have students identify a career of interest to research (trades, technology, food industry, etc.).
3. Tell them they will be creating an infographic based on their research that illustrates:
   1. high school course prerequisites
   2. education/apprenticeship path
   3. range of possible jobs,
   4. labour market outlook (where the jobs are located, salary, employability outlook for this career).
4. Project images of a variety of infographics (Google: images). Discuss what makes the design and content interesting? How are fonts, colours, and graphics used to best present the information? What about white space?
5. After completing their research, students create an infographic that cover the four main topic areas above.
6. Students present their infographics to small groups or to the class.

## Reflection

Have students answer the following reflection either in writing or verbally:

1. Does the career you researched still interest you as a possible career path? Why or why not?
2. Did another student’s infographic interest you or make you consider another career? Explain how?
3. What has this research led you to consider about careers that you had not thought of before?

## Assessment

* Infographic covers all four research topics.
* Student actively participates in activity.
* Student answers reflection thoughtfully.

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