



Ontario Association for Geographic and Environmental Education
Association pour l'enseignement de la géographie et de l'environnement en Ontario

Date: _____

Name: _____

ACTIVITIES FOR OAGEE POSTER: "Geography – go somewhere"

AUTHOR TOURISM SECURITY FORESTER MAP CURATOR MAP GRABBER LAND SURVEYOR PARK RANGER PUBLIC POLICY ANALYST ECOLOGIST TOWN PLANNER MINING FASHION DESIGN MILITARY PILOT
FOOD TECHNICIAN ARCHITECTURE INSURANCE ADVENTURE FILMS LAW ENFORCEMENT RESOURCE MANAGEMENT WASTE MANAGEMENT SOCIAL PLANNING GIS ANALYST HOSPITALITY URBAN PLANNER MEDICINE GEOLOGIST
POLITICAL ANALYST HAZARD ASSESSMENT IMMIGRATION OFFICER REMOTE SENSING SPATIAL DATA ANALYST ARCHEOLOGIST PHOTO ANALYSIS STATISTICIAN CONSERVATION OFFICER OUTDOOR GUIDE EDUCATION SOCIAL SERVICES
INTELLIGENCE HISTORIC PRESERVATIONIST ECOTOURISM MARKET RESEARCH WEATHER FORECASTER LAND DEVELOPMENT HYDROLOGIST AERIAL PHOTOGRAPHY GOVERNMENT CIVIL SERVICE SURVEYING
MARKET RESEARCH MARINE BIOLOGIST NATURE INTERPRETER ENGINEERING INFORMATION SERVICES PROPERTY MANAGEMENT LOGISTICS PLANNING AGRICULTURE
DEMOGRAPHER INTERNATIONAL AID & DEVELOPMENT CARTOGRAPHER POLLUTION CONTROL CONSULTANT INDIAN & NORTHERN AFFAIRS DISASTER MANAGEMENT

Ontario Association for Geographic & Environmental Education
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OGCA Ontario Geography Consultants Association

GEOGRAFX design

Major in something that will get YOU a **Good Job**.

Get a **Good Job** after YOU graduate.

Do something that YOU **Love**.

Do both.

Enjoy work, get paid for it, and have a real impact
on the world.

Make a Difference.

IF YOU REALLY DO KNOW WHERE YOU WANT TO GO

GEOGRAPHY

CAN TAKE YOU THERE

adapted from a poster at www.aag.org



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Geo-Career Investigations

(How to Get Careers into A Geography Course?)

A useful resource for teachers and students of geography is the website of the Royal Geographical Society at www.rgs.org.

Instructions: Use this url:

(<http://www.rgs.org/OurWork/Schools/Careers+and+Further+Study/Careers+with+geography/Careers+with+geography.htm>) to access case studies detailing geographical careers for further investigations. Take a quick look at the highlighted careers from each of the 12 categories. Once you have decided on a career that most interest you, answer the questions below for your selected "Geo-career".

Career Category:

Name of person interviewed:

Company and position:

What does your role entail? (summarize the key responsibilities of this career)

How do you use your geographical skills? (summarize how geography either directly or indirectly impact this career)

Advice to someone thinking of taking geography further?



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Geo-Careers and the Concepts of Geographic Thinking

Instructions: From the interviews of people working in a geo-career from the Royal Geographical Society's website (<http://www.rgs.org/OurWork/Schools/Careers+and+Further+Study/Careers+with+geography/Careers+with+geography.htm>), select one interview to answer the following questions for each of the four concepts of geographic thinking. Provide specific examples for each of your answers from the interview.

Career Category:

Name and Position of Person Interviewed:

Spatial Significance: How important is Place to a career? Explore the connections between a location and a career by using the ideas of What's Where? and Why There?

Patterns & Trends: What natural and/or human characteristics repeat themselves (Patterns) when it comes to a Geo-Career? Do these characteristics give the career tendencies (Trends) over time? Why Care?

Interrelationships: What are the career connections within/between the natural and human environment? What's Where? and Why There?

Geographic Perspective: How do environmental, economic, political, and/or social implications impact issues, events, phenomena and/or a Geo-Career? Why Care?



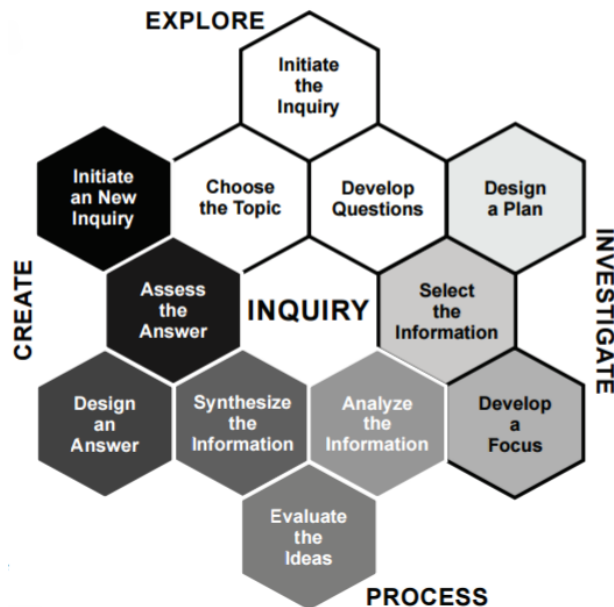
Date: _____

Name: _____

Geo-Career: A Plan of Action

Local to global topics/events have a geographic and career focus. Keeping informed will give opinions validity and link geography to events and careers.

Instructions: View the video “*Why I Love Geography*” at <http://www.schoolsworld.tv/node/1732> . Use a Geo-Inquiry to formulate questions, gather and organize information, interpret and analyze data, evaluate and draw conclusions, and logically communicate a plan of action for a Geo-Career. Use the “template” provided to complete your Geo-Inquiry.



Topic/event of interest presented in the video:

Geo-Career related to the selected topic/event:

The “Big” question relevant to your selected topic/event for this geo-inquiry:



Date: _____

Name: _____

Geo-Career: A Plan of Action

The Geo-Inquiry:

Explore: (Formulate questions you want answered relating to your topic/event and geo-career of interest? What is the “big” question?)

Investigate: (Gather and organize information from a variety of sources to answer your questions. What direct and indirect geo-careers would be integral to answering your big question?)

Process: (Interpret and analyze data, evaluate and draw conclusions to answer your questions.)

Create (A Plan of Action): (Describe and explain the steps you need to complete to obtain employment in your selected geo-career.)



Date: _____

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Geo-Literacy Activity: Engaging in reading and reading between the lines to connect prior knowledge and experiences to the text to make good guesses about what is happening, may have happened, or what will happen in the future.

“Ripped from the Headlines”:

Instructions: Select 2 of the following “headlines” to analyze 2 news stories of interest. You can “google” the “headline” to find relevant articles online for this activity. Once you have read at least 2-3 articles directly related to your selected “headline”, complete the organizer to analyze the news story through a geographical lens.

Use the **organizer** provided to analyze your selected news stories by:

1. determining how Geography is involved. Use the heading *Is Geography Involved?* by framing the story in terms of *What is Geography? What do Geographers do? What/How do Geographers study?*
2. determining the *Scale* of the event. Is the story local, provincial, national, continental, or global in scale?
3. linking the news story to the *Concepts of Geographic Thinking* (Spatial Significance, Patterns & Trends, Interrelationships, Geographic Perspective) and the *GeoQuestions* (What's Where? Why There? Why Care?).
4. researching all the *roles (careers)* that would be involved with the story.

Possible Headlines:

Calbuco Volcano Erupts in Chile
Alberta Wildfires Cut Oil Sands Production
Woolly Mammoth Genome Decoded
Fracking Causes Earthquakes in Alberta
Zoo Animals Escape During Tbilisi Flood
Canadian Troops Sent to Western Ukraine
Mideast Air Strikes Continue
Human Trafficking Crisis in Mediterranean
Canadian Pacific Announces High Quarterly Profits
Ontario To Spend \$130 Billion On Transportation
Where Will the Phoenix Coyotes Go?
China Hopes to Boost Panda Population

Or a local headline of your choice



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“Ripped from the Headlines” Organizer:

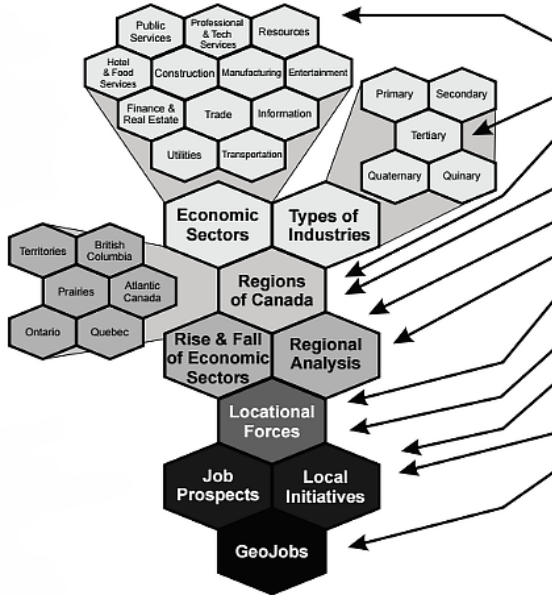
Selected Headline	
Is Geography involved?	
At What Scale? (Local to Global)	
With Which GeoConcepts? GeoQuestion?	
Roles and Careers?	
Selected Headline	
Is Geography involved?	
At What Scale? (Local to Global)	
With Which GeoConcepts? GeoQuestion?	
Roles and Careers?	



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Name: _____

A Unit Plan/Independent Study with BIG Questions



2. A Unit Plan/Independent Study with BIG Questions

1. From the *Economic Sectors* (Transportation, Resources, Manufacturing, ...), identify key industries in each Economic Sector (e.g. Transportation: Canadian National Railway).
2. In each *Economic Sector*, what *Type of Industry* does each specific industry belong to?
3. Identify three specific Economic Sectors in the regions of Canada (Atlantic, Quebec, Ontario, Prairies, British Columbia, Territories).
4. Overall, which *Type of Industry* dominates each region of Canada?
5. Determine how a specific industry changed through time.
6. What future economic and societal *Job Trends* might impact an industry?
7. Select a specific industry and explain its location in Canada. Compare the locational factors with other students that used other Economic Sectors. Which locational criteria are most/least important?
8. Do some regions provide better advantages than other regions of Canada?
9. What *Job Prospects* exist for Canadians at the local, regional, national, and international levels for a specific industry?
10. How would local initiatives bolster an economy sector and the employment situation?
11. Analyze a specific *Geojob* that you might be interested in (See next column).

Instructions: Using the image and questions above, you will develop a unit plan/independent Study focusing on the interrelationships of Canada's physical and human geographies. An example of a *partially completed* organizer has been provided for reference. You will need to make multiple copies of the full organizer depending on the number of "Economic Sectors" you are planning on investigating in detail.

Organizer (partial example)

Economic Sector:	<i>Transportation</i>
Example of a key Industry in this sector:	<i>Canadian National Railway</i>
Type of Industry this specific industry belongs to:	<i>Secondary</i>
What region of Canada is this specific industry dominant?	<i>B.C, Prairies, Atlantic Canada, Ontario and Quebec</i>
How has this specific industry changed through time?	<i>Rail was the major form of long distance transportation from the 19th century to the 20th century, but has been greatly replaced with air and truck transport.</i>
What future economic and societal job trends might impact this specific industry?	<i>If Canada continues to lose manufacturing jobs, need for rail might decrease. New jobs in Canada tend to be in technology and business thus requiring faster modes of transportation such as air.</i>



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A Unit Plan/Independent Study with BIG Questions - Organizer

Economic Sector:	
Example of a key Industry in this sector:	
Type of Industry this specific industry belongs to:	
What region of Canada is this specific industry dominant?	
How has this specific industry changed through time?	
What future economic and societal job trends might impact this specific industry?	
Identify this industry's location. Which locational criteria are most/least important?	
Do some regions provide better advantages than other regions of Canada?	
What job prospects exist for Canadians at the local, regional, national and international levels for this specific industry?	
How would local initiatives bolster an economy sector and the employment situation?	



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Geo-Literacy Activity: Graphical text forms (such as diagrams, photographs, drawings, sketches, graphs, schedules, videos, charts, timelines and tables) are intended to communicate information in a concise format and illustrate how one piece of information is related to another. Providing students with an approach to reading graphical text also helps them to become effective readers and more efficient at “mining” graphical texts for information and meaning.

“Geo Jobs”

Many jobs require elements of geography, be it large or small. Careers, listed on the front of this poster, all relate to geography.

Instructions:

1. research a career that you might be interested in pursuing.
2. develop a career profile of a particular job of your choice
3. interview someone in that career and determine what role geography plays

Online Resources

1. Career Opportunities http://www.cag-acg.ca/en/student_opportunities.html
2. Career Profiles of Geographers <http://www.aag.org/cs/careerprofiles>
3. Salary Data and Trends for Geography Careers <http://www.aag.org/cs/salarydata>
4. Trends in GeoJobs
http://www.aag.org/cs/jobs_and_careers/geography_can_take_you_there
5. Career News: Spotlight on Geographers <http://www.aag.org/cs/careerspotlight>

Multimedia Resources

1. Posters: Do you enjoy or are good at Geography?
https://docs.education.gov.au/system/files/doc/other/do_you_enjoy_or_are_you_good_at_geography_-_a4c.pdf
2. YouTube: Going Places with Geography Part 1
<https://www.youtube.com/watch?v=27p2k1oot80>
Part 2 <https://www.youtube.com/watch?v=ExB7-xzAVLc>
3. YouTube: Investigating Geography <https://www.youtube.com/watch?v=XG3l1seYryY>
4. Job Profiles (PowerPoint) <http://www.aag.org/cs/careersppt>
5. Career Videos and Multimedia Resources <http://www.aag.org/jobsmultimedia>



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Geo Jobs

Part One: Research a Career

Find a top job for you on the poster and put this job as the top rung of your ladder. Now, plan the lower rungs. What do you need to get to the top job? End with the lowest rung which should be your high school course(s). Other rungs might include work, volunteer, and/or university/college choices. Plan from the top down.

	Research A Career
	Top Job:
	Other work/volunteer:
	University/college Choices:
	High School Courses:

Part Two: Make a Report /Career Profile

1. Indicate whether or not there will be:

- a strong demand for that career in the future?

- enough local jobs or will relocation be necessary?

- skills, education, languages, and experiences that would be necessary?



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- a salary with benefits?
- job satisfaction?
- the effort to make this a successful career?

2. Describes a typical day on that job.

Part Three: Conducting an Interview

1. Please identify your job title, place of work, and location.

- _____
- _____
- _____

2. Give a brief description of your job.

- _____
- _____

3. What did you think of geography when you were in school?

- _____
- _____

4. Has your idea of geography changed since leaving school?

- _____
- _____



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5. Does your job relate to what you did in geography at high school?

- _____

6. What additional training did you do after high school?

- _____

7. What role has geography played in your career?

- _____

8. What are some interesting tasks that you perform at work?

- _____

9. What are some of the perks of your job?

- _____

10. How do you see your job changing in the future?

- _____

11. How has travel influenced you on the job and your leisure time?

- _____

12. What advice would you give to a high school students about geography?

- _____
