



## UNIT 2: CAREER EXPLORATION

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## UNIT 2: CAREER EXPLORATION

### Assessment Plan

Assessment Target: GLO D: Locate and effectively use life/work information. SLOs 2.D.1–2.D.8

#### Assessment for Learning:

- Review completed “Job or Occupation?” chart. Students complete exit slips giving an example of a job and an example of an occupation. (2.D.1)
- Provide feedback on students’ lists of three undesirable occupations. Students complete exit slips listing three occupations that would match their skills, interests, values, and attitudes, giving the reasons why. (2.D.2)
- Students write journal entries about the pros and cons of self-employment and whether they will consider it. (2.D.3)
- Have students describe their ideal working conditions in print or drawn format, and provide feedback. (2.D.6)

#### Assessment of Learning:

- Students write short reports or create charts summarizing information about their selected high demand occupations, including years of education/training necessary, salary average, and the reasons why these occupations are in high demand.

Assessment Target: GLO E: Understand the relationship between work and society/economy. SLOs 2.E.1–2.E.4

#### Assessment for Learning:

- Students discuss the results from their work values inventories and revise them when appropriate. (2.E.1)
- After the business plan has been implemented, the class reflects on the success of the business. Students write exit slips describing something surprising learned about running a business. (2.E.2)
- Have students write a short thank-you note to the local business owner that includes a description of an important point learned during the talk. (2.E.3)

#### Assessment of Learning:

- Have students summarize their work values inventory and evaluate how their inventory fits with the two occupations compared in the learning activities for 2.D.8. (2.E.1)

Assessment Target: GLO F: Maintain balanced life and work roles.  
SLOs 2.F.1–2.F.5

**Assessment for Learning:**

- Provide feedback on students' Venn diagrams and on their lists of roles experienced throughout life. Students write exit slips listing three responsibilities that show up most frequently in their various life roles. (2.F.1–2.F.3)

**Assessment of Learning:**

- As a culminating activity, have students write a report, comic book, or short story to illustrate links between work/school roles and family roles. Have students include both present day and future components in their stories.

Assessment Target: GLO G: Understand the changing nature of life/work roles. SLOs 2.G.1–2.G.6

**Assessment for Learning:**

- Students write reflective journal entries about whether they would prefer a more traditional nine-to-five job or one or more of the worker roles examined in groups. (2.G.1)
- Have students write exit slips reflecting on what they perceive to be the role change that will have the most impact on them in their futures. Provide verbal or written feedback. (2.G.2)
- Check student definitions of stereotyping, prejudice, scapegoating, and discrimination for accuracy. Provide peer and teacher feedback on students' stories/comic so that students can create short sequels, showing how dealing with the limiting behaviour opened doors or opportunities for their characters. (2.G.3)
- Students write reflective journal entries about generalizations they have made and at what point such a generalization could become a stereotype or prejudice. Students complete exit slips citing biases they hold that they would like to overcome, describing how they put limits on their future career possibilities. (2.G.4)
- Provide feedback to students about their ability to deal with diversity in the workplace, as shown in their role plays. (2.G.5)
- Provide feedback on students' ideas about the rewards of work. (2.G.6)

**Assessment of Learning:**

- As a culminating learning activity, have students complete a research essay on either the changing roles of men or women in the labour force or the historical changes in human rights legislation.

## UNIT 2: CAREER EXPLORATION

### Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	23 hours
■ Locate and Effectively Use Life/Work Information	11 hour
■ Understand the Relationship between Work and Society/Economy	4 hours
■ Maintain Balanced Life and Work Roles	3 hours
■ Understand the Changing Nature of Life/Work Roles	5 hours

#### **GLO D: Locate and effectively use life/work information.**

##### Prescribed Learning Outcomes

##### Suggestions for Instruction

###### 2.D.1

Compare differences between work, jobs, occupations, and careers.

**A**  
for

###### **Understanding Terms**

Provide students with definitions of the following terms: *work*, *job*, *occupation*, and *career* (see Appendix A for BLM 13). Students review the definitions and examples and complete the “Job or Occupation?” chart (see Appendix A for BLM 14). Review the completed “Job or Occupation?” chart in class.

After reading the handout “Life/Work Designs” (see Appendix A for BLM 15), students each speculate in a journal entry (see Appendix B) about what their career might turn out to be. They should imagine two scenarios: one if they purposefully design their life/work and one if they just let it happen.

**A**  
for

Students each complete an exit slip (see Appendix B) giving one example each of a job and an occupation.

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**GLO D: Locate and effectively use life/work information. (continued)**

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**Prescribed Learning Outcomes****Suggestions for Instruction**

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2.D.2  
Identify how interests, knowledge, skills, values, and attitudes relate to work.

**Information about Myself**

Students each complete an admit slip (see Appendix B) listing three occupations that they would not want and reasons why.

In small groups, students share some of their reasons and explore what these say about their interests, values, and attitudes. For example, if a reason for not wanting to work in a restaurant is the frequency of evening shifts, one might be said to value a social life.

Using an online career exploration program, students identify their interests and the skills they have developed or are currently developing.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

**A**  
for

Students each complete an exit slip (see Appendix B) listing three occupations they think would match their skills, interests, values, and attitudes and giving the reasons why.

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2.D.3  
Determine how self-employment differs from working for others.

**Information about Self-Employment**

Invite a panel of three self-employed guest speakers to give a presentation about self-employment. Have students prepare in advance questions about working conditions, earnings, challenges, and benefits of working for oneself.

In small groups, students discuss the personal qualities and values needed to enjoy self-employment and the pros and cons of being self-employed.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

**A**  
for

Students each write a reflective journal entry (see Appendix B) about the pros and cons of being self-employed and whether they will consider it.

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2.D.4  
Use various sources to identify local employment opportunities.

**Information about Local Employment Opportunities**

In small groups, students research and generate a list of all the local businesses and agencies that provide services and products to the area. Students can use a variety of resources such as telephone books, community newspapers, the Internet, and local employment agencies. What positions might be available at each of these businesses and agencies?

Students each write an exit slip (see Appendix B) listing three local employment opportunities that they would like to investigate further.

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## GLO D: Locate and effectively use life/work information. (continued)

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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2.D.5

Demonstrate an understanding of how one's interests, knowledge, skills, values, and attitudes are transferable to various work roles.

#### Skills and Interests in Various Occupations

Review (from 2.D.2) how people select occupations according to their interests, skills, values, knowledge, and attitudes.

Using the information about interests and skills discovered earlier (2.D.2), students explore the National Occupational Classification (NOC) to match individual personal skills and interests with different occupations. Students each fill in the "Matching Interests and Skills with Occupations" chart outlining five occupations that would fit with their interests and skills (see Appendix A for BLM 16).



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

In small groups, students discuss the variety of occupations to choose from that match their skills and interests.

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2.D.6

Describe one's ideal working conditions.

#### Ideal Working Conditions

Using jigsaw groupings (see Appendix B), each group reads and discusses the working conditions portrayed in one of the pieces found on the CBC website, *The Way We Work, Where We Work: From the Dump to the Call Centre* at [www.cbc.ca/news2/work/](http://www.cbc.ca/news2/work/). The groups reconfigure and share the various stories.

Individually, students revisit their printouts from the NOC Career Handbook (2.D.5), focusing on the Environmental Conditions part of the Profile Summary. Do the working conditions add to or take away from the appeal of these five occupations?

Students each write or draw a description of their ideal working conditions, which they list on their AEPs. Provide feedback.



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## GLO D: Locate and effectively use life/work information. (continued)

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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2.D.7

Identify how a variety of factors have an impact on work opportunities (include supply and demand for workers, demographic changes, environmental conditions, and geographic location).

#### Work Opportunities—Factors Influencing Trends

Students read the handout “Labour Market Trends” (see Appendix A for BLM 17). In small groups, students discuss how these trends will influence the future opportunities in the occupations in which they are interested.

Students review a list of high demand occupations in Manitoba—a report is regularly provided by the Labour Market Information Unit of Manitoba Jobs and the Economy, and the National Occupation Classification also categorizes occupations according to whether prospects are “good.”



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

A field trip to a career symposium will also give students the opportunity to acquire helpful information about which occupations are in need of workers.

From the list(s), students each select six occupations in which they are interested, but these should be selected from a variety of sectors/types of occupations (e.g., management, health, sales, arts and culture, primary industry, trades, applied sciences, etc.) and be ones requiring a range of education/training (e.g., on-the-job, high school, trade/apprenticeship, community college, university, etc.).

Students each write a short report or create a chart summarizing information about their selected high demand occupations, including years of education/training necessary, salary average, and the reasons why these occupations are in high demand. Students attach these reports/charts to their AEPs.



2.D.8

Develop criteria to compare occupations (including skills, interests, values, personal style, family background, lifestyle, and goals).

#### Using Information to Choose an Occupation

Students each complete an admit slip (see Appendix B) listing three factors they consider important when they are choosing an occupation. The teacher compiles a class list from the admit slips.

Students each identify key factors in their own choice of occupation (these may have changed since seeing the full class list). Students then research two different occupations and prepare a comparative assessment of their two occupations in chart form (see Appendix A for BLM 18).



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

Arrange for a community visitor or a guest speaker from the local employment office to assist students in their research.

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## GLO E: Understand the relationship between work and society/economy.

### Prescribed Learning Outcomes

### Suggestions for Instruction

2.E.1

Determine the value of work for oneself.

#### The Value of Work

Students each complete an online work values inventory and print off results.



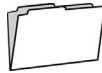
Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

**A**  
for

In small groups, students discuss their results and revise them when appropriate.



Students each list their top five work values on their AEPs.



Students save their printed results for their Career Portfolios.

**A**  
of

In a short report, students each summarize their work values inventory and evaluate how their inventory fits with the two occupations compared in the learning activities for 2.D.8.

2.E.2

Explore how a business operates (e.g., how money is made, overhead costs).

#### The Business of Work

Students research information about the operation of a business by using online sources and interviewing local businesses.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

Invite a guest speaker from Junior Achievement to talk about small business plans.

The class designs and implements a business activity for the school like a hot dog day or pizza day, using a business plan. (See Appendix A for BLM 19: "Small Business Plan Guide" or use materials from *Senior 3 Visions and Ventures: An Entrepreneurship Practicum: A Foundation for Implementation* by Manitoba Education and Training, Appendices Q to T.)

Follow up with a discussion and evaluation of the activity. How smoothly did the business run? What should have been adjusted on the business plan? How much profit was made?

**A**  
for

Students each write an exit slip (see Appendix B) describing something they learned about running a (small, one-time) business that surprised them.

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**GLO E: Understand the relationship between work and society/economy. (continued)**

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Prescribed Learning Outcomes

Suggestions for Instruction

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2.E.3

Describe how the community, the economy, and technological advances have an impact work and work roles.

**Community, Economy, and Technology**

Students interview an adult from a previous generation about how the community, the economy, and technology have had an impact on their work and work roles. What jobs existed in the past that have now disappeared? How have some positions changed? Students take what they discover in the interviews as starting points for researching more details about our current economy.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

Invite a business owner from the local community to talk about how the economy has an impact on local work and work roles.

**A**  
for

Students each write a thank-you note to the presenter that includes a description of an important point learned during the talk.

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2.E.4

Evaluate how one can contribute to the community (e.g., family, school) through work.

**Contributing to the Community**

In small groups, students discuss how students and adults contribute to the community (e.g., their family and their school) through work. Groups record their results on chart paper and post them after sharing them with the class.

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## GLO F: Maintain balanced life and work roles.

### Prescribed Learning Outcomes

### Suggestions for Instruction

2.F.1

Identify skills in work-related activities in the home.

**A**  
for

#### Transferable Skills

In small groups, students brainstorm activities done at home that can provide transferable skills and knowledge to paid work positions. Students each create a Venn diagram where one part of the Venn is strictly for skills used at home, one is for workplace skills, and the shared area is for shared skills (see Appendix A for BLM 20). Provide feedback on Venn diagrams.

2.F.2

Illustrate the links between one's work roles and one's family roles.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).



Students add their transferable skills to their AEPs (if not already listed).

2.F.3

Examine different life roles and evaluate the responsibilities associated with each of them.

**A**  
for

#### Life Roles and Responsibilities

Students make a list of the roles that they will experience throughout their lives. In pairs or small groups, students share roles and brainstorm responsibilities associated with each role. (See Appendix A for BLM 21.) Provide feedback on lists of roles and associated responsibilities.

Students each write an exit slip (see Appendix B) listing three responsibilities that show up most frequently in their various life roles.

2.F.4

Identify and plan leisure activities that relate to own considered or preferred lifestyle.



#### Leisure as Part of Life/Work

Students each keep a log of their leisure activities for one week, and analyze the activities afterward to evaluate their relevance to future lifestyles. (See Appendix A for BLM 22, Parts 1 to 4.)

Students attach their leisure activities action plan (Part 4 of BLM 22) to their AEP.

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**GLO F: Maintain balanced life and work roles. (continued)**

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Prescribed Learning  
Outcomes

Suggestions for Instruction

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2.F.5

Demonstrate how various life and work roles have an impact on the attainment of future goals.

**Life/Work Roles and Future Goals**

Students each write a reflective journal entry (see Appendix B) commenting on the relative importance of each of their life roles (see BLMs 21–22). Which of these roles and the responsibilities and skills that go with it will be most important to their future lives? Which can be part of an action plan for attaining goals? Explain.

Students each create a timeline of their lives, including both past and future “chapters.” They draw a horizontal line through the middle of a page and write dates along with corresponding ages, chapter titles, and life roles (e.g., 1992–1994, pre-school, daughter/son, playmate). Students extend their timelines into the future, planning future chapters and life roles.

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**Linking Roles**

**A**  
*of*

As a culminating learning activity, students each write a report, comic book, or short story to illustrate links between work/school roles and family roles. Students should include both present-day and future components in their stories.

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## GLO G: Understand the changing nature of life/work roles.

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 2.G.1

Compare how work and occupational roles have changed.

#### Changing Worker Roles

Using a jigsaw grouping procedure (see Appendix B) and a vocabulary strategy, small groups of students study and discuss the following worker roles: contract work, multiple jobs, work sharing, job-sharing, working from home/teleworking, flextime, permanent part-time, compressed work week, self-employment, leave time (maternity leave, personal leave, etc.), and phased retirement.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

**A**  
for

Students each write a reflective journal entry (see Appendix B) about whether they would prefer a more traditional nine-to-five job or one or more of the worker roles examined in groups.

#### 2.G.2

Discover the changing life roles of men and women in work and family settings (e.g., men at home, women in non-traditional work roles).

#### Changing Roles of Women and Men

Provide students with a definition of “gender role,” such as the following:

“Gender roles” are the attitudes, behaviors, rights, and responsibilities that a society associates with each sex. (Konrad)



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

**A**  
for

Using questions generated by the class, students interview parents and grandparents (or other adults from different generations) about the changing life roles at work and in the home.

In small groups, students role-play “That Was Then, This Is Now” scenarios, demonstrating the different roles women and men have had and now have in the home and at work. After class discussion of the scenarios, groups prepare “This Will Be” scenarios of future gender roles.

Students each complete an exit slip (see Appendix B) describing what they perceive to be the role change that will have the most impact on them in their futures. Provide verbal or written feedback.

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**GLO G: Understand the changing nature of life/work roles. (continued)**

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**Prescribed Learning Outcomes****Suggestions for Instruction**

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**2.G.3**

Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for women and men in certain work roles.

**Opening, Not Closing, Doors**

Students each complete an admit slip (see Appendix B) describing an experience where someone was discriminated against in the school or community. This could be a personal experience, an observed experience, or one that students read or viewed in a text. Volunteers share their experiences with the class.

**A**  
*for*

Using a jigsaw grouping procedure (see Appendix B) and a vocabulary strategy, students define the following terms: *stereotyping, prejudice, scapegoating, and discrimination*. Check student definitions for accuracy.

Once students have a clear understanding of the terms, they each write a story or draw a comic strip portraying an incident in a workplace where some kind of stereotyping, prejudicial attitude, or discriminatory behaviour limited a person's opportunity to assume a particular work role.

**A**  
*for*

After receiving peer and teacher feedback on their stories/ comic, students create a short sequel, showing how dealing with the limiting behaviour opened doors or opportunities for the character.

**Human Rights Commission**

In small study groups, using materials from the Canadian Human Rights Commission and the Manitoba Human Rights Commission, students identify the regulations that are in place to deal with unfair and discriminatory employment and work-site practices. Students make posters of the various regulations to post in the classroom.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

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## **GLO G: Understand the changing nature of life/work roles. (continued)**

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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2.G.4

Acknowledge one's own stereotyping, biases, and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles.

#### **Me Biased? No Way!**

In small groups, students share personal experiences about how people respond to differences in race, religion, sex, age, appearance, culture, and abilities.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr10\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html).

As a class, discuss how stereotypes and prejudices are formed, how human thought processes naturally take details and make generalizations from them.

**A** for Students each write a reflective journal entry about a generalization they have made and at what point such a generalization could become a stereotype or prejudice. For example, perhaps someone has known three red-haired people, and all three were very quick tempered. This may lead the person to think that all red-haired people are quick tempered—what would it take to adjust this way of thinking?

Students look back at jobs/occupations they had identified as ones they would not like (see learning activities for 2.D.2). Students, in writing or small group discussion, examine their reasons for dismissing particular jobs. Were the reasons based in any part on personal biases? For example, did a student dismiss a career in engineering because she saw that as more of a male profession?

**A** for Students each complete an exit slip (see Appendix B) citing one bias they hold that they would like to overcome, describing how it is putting limits on their future career possibilities.

2.G.5

Verbalize and demonstrate the ability to work with people who are different from oneself.

#### **Diversity in Life/Work**

Hand out to students the “Styles of Conflict Management” (see Appendix A for BLM 23). Students read about the different styles of dealing with conflict and fill in one example of each.

The class reads recent news articles related to diversity in the workplace and conflicts that arise. Small groups of students each choose one situation, and role-play ways to resolve the conflicts.

**A** for Provide feedback to students about their ability to deal with diversity in the workplace, as shown in the role plays.

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**GLO G: Understand the changing nature of life/work roles. (continued)**

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**Prescribed Learning Outcomes****Suggestions for Instruction**

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2.G.6

Examine and acknowledge the positive impact work has on self.

**A**  
for

**The Rewards of Work**

In small groups, students discuss the positive impact of work. They identify the psychological, emotional, social, and economic aspects (see Appendix A for BLM 24).

Students share their ideas with the class. Provide feedback.

**A**  
of

**Research Essay**

As a culminating activity, students each complete a research essay on either the changing roles of men and women in the labour force or the historical changes in human rights legislation.

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