

# **Grade 12 Career Development: Life/Work Transitioning**

Manitoba Curriculum Framework of  
Outcomes and A Foundation for  
Implementation





GRADE 12 CAREER DEVELOPMENT:  
LIFE/WORK TRANSITIONING

Manitoba Curriculum Framework of Outcomes and  
A Foundation for Implementation

Manitoba Education and Training Cataloguing in Publication Data

Grade 12 career development : life/work transitioning : Manitoba curriculum framework of outcomes and a foundation for implementation

Includes bibliographical references.

This resource is available in print and electronic formats.

ISBN: 978-0-7711-7590-9 (print)

ISBN: 978-0-7711-7591-6 (pdf)

1. Career education—Manitoba—Curricula.
  2. Career development—Study and teaching (Secondary).
  3. Career development—Study and teaching (Secondary)—Manitoba.
  4. Vocational guidance—Study and teaching (Secondary).
  5. Vocational guidance—Study and teaching (Secondary)—Manitoba.
- I. Manitoba. Manitoba Education and Training.  
370.113

Copyright © 2017, the Government of Manitoba, represented by the Minister of Education and Training.

Manitoba Education and Training  
School Programs Division  
Winnipeg, Manitoba, Canada

Every effort has been made to acknowledge original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Manitoba Education and Training. Errors or omissions will be corrected in a future edition. Sincere thanks to the authors, artists, and publishers who allowed their original material to be used.

All images found in this resource are copyright protected and should not be extracted, accessed, or reproduced for any purpose other than for their intended educational use in this resource.

Schools are encouraged to share this resource with parents, guardians, and communities, as appropriate.

Brand names and companies that appear in this document provide students with a sense of real-world application and are in no way intended to endorse specific products.

Any websites referenced in this resource are subject to change without notice. Educators are advised to preview and evaluate websites and online resources before recommending them for student use.

Print copies of this resource (stock number 80616) can be purchased from the Manitoba Learning Resource Centre. Order online at [www.mtbb.mb.ca](http://www.mtbb.mb.ca).

This resource is available on the Manitoba Education and Advanced Learning website at [www.edu.gov.mb.ca/k12/cur/cardev/](http://www.edu.gov.mb.ca/k12/cur/cardev/).

*Disponible en français.*

Available in alternate formats upon request.

# CONTENTS

---

<b>Acknowledgements</b>	<b>vii</b>
-------------------------	------------

---

<b>Introduction</b>	<b>1</b>
Rationale and Philosophy	2
Career Development Framework	3
Roles and Responsibilities	7
Career and Community Experiences	10
Manitoba’s Career Development Curricula	11
Grade 12 Career Development: Life/Work Transitioning— General and Specific Learning Outcomes	12
Curricular Connections	19
Assessment	19

---

<b>Document Organization</b>	<b>21</b>
Document Organization and Format	21
Guide to Reading the Units	21
Document Format	23

---

<b>Unit 1: Personal Management</b>	<b>25</b>
Assessment Plan	27
■ GLO A: Build and maintain a positive self-image.	27
■ GLO B: Interact positively and effectively with others.	27
■ GLO C: Change and grow throughout life.	28
Achieving the Learning Outcomes	29
■ Introduction to Course	29
■ GLO A: Build and maintain a positive self-image.	30
■ GLO B: Interact positively and effectively with others.	33
■ GLO C: Change and grow throughout life.	34

<b>Unit 2: Career Exploration</b>	<b>35</b>
Assessment Plan	37
■ GLO D: Locate and effectively use life/work information.	37
■ GLO E: Understand the relationship between work and society/economy.	37
■ GLO F: Maintain balanced life and work roles.	37
■ GLO G: Understand the changing nature of life/work roles.	38
Achieving the Learning Outcomes	39
■ GLO D: Locate and effectively use life/work information.	39
■ GLO E: Understand the relationship between work and society/economy.	41
■ GLO F: Maintain balanced life and work roles.	43
■ GLO G: Understand the changing nature of life/work roles.	44
<hr/>	
<b>Unit 3: Learning and Planning</b>	<b>45</b>
Assessment Plan	47
■ GLO H: Participate in lifelong learning supportive of life/work goals.	47
■ GLO I: Make life/work enhancing decisions.	47
■ GLO J: Understand, engage in, and manage own life/work building process.	48
Achieving the Learning Outcomes	49
■ GLO H: Participate in lifelong learning supportive of life/work goals.	49
■ GLO I: Make life/work enhancing decisions.	52
■ GLO J: Understand, engage in, and manage own life/work building process.	53
<hr/>	
<b>Unit 4: Seeking and Job Maintenance</b>	<b>55</b>
Assessment Plan	57
■ GLO K: Secure/create and maintain work.	57
Achieving the Learning Outcomes	59
■ GLO K: Secure/create and maintain work.	59

<b>Unit 5: Career and Community Experiences</b>	<b>65</b>
Assessment Plan	67
■ GLO D: Locate and effectively use life/work information. (SLOs 5.D.1–5.D.3)	67
■ GLO J: Understand, engage in, and manage own life/work building process.	67
■ GLO D: Locate and effectively use life/work information. (SLOs 5.D.4–5.D.5)	68
Achieving the Learning Outcomes	69
<i>Before Career and Community Experience</i>	
■ GLO D: Locate and effectively use life/work information.	69
<i>During Career and Community Experience</i>	
■ GLO J: Understand, engage in, and manage own life/work building process.	71
<i>After Career and Community Experience</i>	
■ GLO J: Understand, engage in, and manage own life/work building process.	72
■ GLO D: Locate and effectively use life/work information.	74
■ Conclusion to Course	75
<hr/>	
<b>Appendix A: Blackline Masters: Units 1–5</b>	<b>77</b>
<hr/>	
<b>Appendix B: Strategies for Instruction and Assessment</b>	<b>151</b>
<hr/>	
<b>Bibliography</b>	<b>163</b>





## ACKNOWLEDGEMENTS

Manitoba Education and Training gratefully acknowledges the contributions of the following individuals in the development of *Grade 12 Career Development: Life/Work Transitioning: Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation*.

<b>Principal Writer</b>	Doug Muir	Independent Consultant	
<b>Development Team Members</b>	Vern Anderson	Frontier School Division	
	Jacqueline Chamberland	Division scolaire franco-manitobaine	
	Don Cilinsky	Pembina Trails School Division	
	Joe Di Curzio	Winnipeg School Division	
	Sharon Doerksen	Interlake School Division	
	Alan Havard	Manitoba Association of Parent Councils	
	Doug Krochak	River East Transcona School Division	
	Kirk Kupperts	Pembina Trails School Division	
	Janie McNish	Brandon School Division	
	Leanne Mihalicz	Brandon School Division	
<b>Contributor</b>	Beverlie Stuart	Manitoba Food Processors Association	
	Dawn Sutherland	Independent Consultant	
	<b>Manitoba Education, Citizenship and Youth Staff 2009</b>	Lee-Ila Bothe Coordinator	Document Production Services Educational Resources Branch
		Gilbert Michaud Consultant	Bureau de l'éducation française Division
		Aileen Najduch Project Manager/ Director	Instruction, Curriculum and Assessment Branch
		Ken Nimchuk Consultant	Learning Support and Technology Unit Instruction, Curriculum and Assessment Branch
		Marjorie Poor Publications Editor	Document Production Services Educational Resources Branch
		Tom Prins Project Leader	Learning Support and Technology Unit Instruction, Curriculum and Assessment Branch
		Lindsay Walker Desktop Publisher	Document Production Services Educational Resources Branch

**Manitoba Education and  
Training  
2017**

Louise Boissonneault  
Coordinator

Document Production Services  
Educational Resources Branch

John Finch  
Coordinator

Learning Support and Technology Unit  
Instruction, Curriculum and Assessment Branch

Lynn Harrison  
Desktop Publisher

Document Production Services  
Educational Resources Branch

Ian Mullins  
Research Assistant

Learning Support and Technology Unit  
Instruction, Curriculum and Assessment Branch

Marjorie Poor  
Publications Editor

Document Production Services  
Educational Resources Branch

Ruth Stargardter  
Project Leader

Learning Support and Technology Unit  
Instruction, Curriculum and Assessment Branch

## INTRODUCTION

The economy of the twenty-first century will need workers who can respond and adapt to change and who are lifelong learners. Canada is on the verge of a workforce shortage that will create many new job opportunities. The ability to predict jobs or work of the future is becoming more and more challenging. Our knowledge-based economy requires more highly skilled workers at a time when the demographics of our country reveal a shrinking workforce and the underutilization of many of our workers. Work has been altered by factors such as

- globalization
- rapid spread of information and communication technology
- workforce population decline
- aging population

Canada is shifting to a new career-building paradigm that recognizes that career development is a lifelong process of skills acquisition and growth through a continuum of learning and mastery (Jarvis). People will need to play a greater role in the construction and development of their own careers. Canadians will need to develop a new set of career-building skills that will enable them to

- be flexible
- be adaptable
- be self-reliant in order to construct and manage their lives and careers
- access labour market information
- be able to use this information effectively

The boundary between work and life is becoming fuzzy, and people will need to understand and create a balance in their lives. In the new career paradigm, career development is the process of managing life, learning, and work. It means one's whole life, not just one's occupation. This paradigm requires Canadians to learn and develop a set of career-building skills that enable them to be self-reliant and able to construct and manage their lives and careers.

## Rationale and Philosophy

The career development curricula have been designed to connect school learning with workplace and labour market realities; this connection will then contribute to increasing the number of students graduating from high school in Manitoba. The courses will provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. These courses will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteerism to community placements through which students have opportunities to gain knowledge and learn skills that are sometimes not available to them in their school setting.

The time allotted for community-based activities varies with the course level, with more time assigned to the higher grades. The following departmental curricula is available:

Grade 9	Career Development: Life/Work Exploration
Grade 10	Career Development: Life/Work Planning
Grade 11	Career Development: Life/Work Building
Grade 12	Career Development: Life/Work Transitioning

With career information and experience, students will acquire enhanced self-confidence, motivation, and self-knowledge, and a greater sense of direction and responsibility.

# Career Development Framework

Manitoba's career development curricula use the competencies outlined in the national *Blueprint for Life/Work Designs* as the foundation for student learning outcomes. The *Blueprint for Life/Work Designs* is the result of the work of the National Life/Work Centre, Canada Career Information Partnership, and Human Resources Development Canada, along with partners in every province and territory. The *Blueprint* was piloted across Canada via a four-year process that included diverse public and private sector agencies in all regions of Canada.

The *Blueprint for Life/Work Designs* model for comprehensive career development programming, as shown below, emphasizes the relationship of content, process, and structure. Each of these elements is equally important to the successful implementation of career development curricula.



## Content

In Manitoba, the content of the career development courses is arranged into five units, with general learning outcomes (GLOs) indicated for each unit:

### **Unit 1: Personal Management**

GLO A. Build and maintain a positive self-image.

GLO B. Interact positively and effectively with others.

GLO C. Change and grow throughout life.

### **Unit 2: Career Exploration**

GLO D. Locate and effectively use life/work information.

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

GLO F. Maintain balanced life and work roles.

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

### **Unit 3: Learning and Planning**

GLO H. Participate in lifelong learning supportive of life/work goals.

GLO I. Make life/work enhancing decisions.

GLO J. Understand, engage in, and manage own life/work building process.

### **Unit 4: Job Seeking and Job Maintenance**

GLO K. Secure/create and maintain work.

### **Unit 5: Career and Community Experiences**

This unit draws upon all student learning outcomes, targeting those that individual students need to focus on. In addition to individual learning outcomes, the following GLOs will be revisited:

GLO D. Locate and effectively use life/work information.

GLO J. Understand, engage in, and manage own life/work building process.

These outcomes include the employability skills employer groups suggest are lacking in too many prospective employees, particularly youth. In fact, work habits and attitudes strongly influence early adult earning, so education and training need to emphasize work behaviours as much as they emphasize job skills. Self-reliance grows out of the acquisition of these skills.

## Processes

Processes are the approaches used to actually deliver the content. Some may be more suitable than others to particular settings. Processes could include the following:

- Outreach—provides ongoing information to individuals about the career development services and resources available to them.
- Instruction/Facilitation—includes group activities, career-related curricula, and peer support groups that help students acquire the knowledge, skills, and attitudes outlined in the career development outcomes. Experiential learning is also an effective method to engage students in career development.\*
- Counselling—focuses on the interaction between an individual or a small group and a professional counsellor; helps students and adults explore personal issues related to life/work decisions; examines how to apply information and skills learned to personal plans; and facilitates the building of individualized career plans.
- Assessment—involves the administration and interpretation of a variety of formal and informal measures and techniques to help individuals gain an understanding of their skills, abilities, attitudes, interests, achievements, prior learning experiences, personal style, learning style, work values, and lifestyle needs.
- Life/Work Information—encompasses a variety of resources that provide current, unbiased information about work roles, educational programs, and work opportunities. Such resources include computer-based career information delivery systems, the Internet, print and media materials, informational interviews, workplace speakers, and more.
- Work Experience—provides opportunities for students and adults in actual work settings to test life/work decisions and develop effective work attitudes and behaviours. Internships, youth apprenticeships, co-op programs, service projects, volunteerism, and paid work are some examples.
- Placement—organizes resources and offers assistance so that individuals can make successful transitions from the program to work or further education and training.
- Consultation—assists staff, administrators, trainers, employers, and others in areas of needed expertise related to career development.
- Referral—develops a network of outside educational institutions, agencies, and other organizations to offer additional services needed by students and adults.
- Follow-up—establishes and maintains long-term contact with individuals who have made transitions to determine effectiveness of life/work decisions.
- Mentorships—provide one-to-one support and role models for students.

---

\* Information about experiential learning techniques can be found at the following website:  
[www.njaes.rutgers.edu/learnbydoing/weblinks.html](http://www.njaes.rutgers.edu/learnbydoing/weblinks.html).

## Structure

A solid organizational structure is the framework that supports the course's activities. Key components include

- leadership—a management team usually led by a counsellor or career development professional who assumes the role of program coordinator
- management—a process for organizing planning, clarifying staff roles and responsibilities, securing resources, monitoring course implementation, and revising the course
- personnel—other staff, community resource persons, paraprofessionals, and volunteers who can help serve the wide range of individual career development needs through direct involvement or linkages with other organizations
- facilities—adequate space, materials, and equipment that ensure the delivery of high quality career development services
- resources—sufficient funds to purchase materials, equipment, and other items to implement career development courses



## Roles and Responsibilities

### Principals

As the school leader, the principal needs to understand the goals and structure of career development courses. There is a need to coordinate the guidance and career education courses with the overall school program, assigning suitable staff and communicating with parents and the larger community about the courses. These responsibilities should include

- establishing a school advisory team
- implementing and supervising career education courses
- in-service development of staff members responsible for course implementation
- developing a career education plan for the school
- arranging for physical facilities, resources, and staff necessary for the successful implementation of the courses
- ensuring adequate time is scheduled in the school timetable to allow students to participate in all aspects of the courses
- coordinating partnerships in the school community and broader local community
- ensuring workplace safety and health regulations apply to student training and placement

### Students

Student responsibilities increase as students proceed through the school system. These include

- taking responsibility for their learning
- taking responsibility for managing their behaviour
- getting along with others in a variety of settings in the school or community
- demonstrating social responsibility
- developing and setting educational goals
- completing their education plans and portfolios
- complying with workplace safety and health regulations

## Parents\*

Parents have an important role to play in their children's learning. They can encourage their children's learning by

- working collaboratively with the school to help students develop their education plans and portfolios
- supporting and helping students with critical decision making
- supporting the students' educational and occupational goals
- monitoring students' progress and reviewing their progress toward the completion of their Transition Plans
- maintaining contact with the students' teachers
- supporting and taking an interest in all of their children's assignments and activities, both inside and outside school

## Teachers

In addition to the usual duties conducted by the subject area classroom teacher, career education teachers should

- monitor the overall academic progress of their students
- monitor the completion of the students' education plans
- review the education plans with parents and students throughout the year
- refer students who require individual assistance or short-term counselling to a guidance counsellor in accordance with the school process
- register students participating in career and community experiences in advance of placement
- invite community partners to provide a variety of career exploration activities for their students
- provide work-site orientation that includes workplace safety and health education
- conduct a work-site safety evaluation at the beginning of a placement
- visit each student work site at least once and not less than every 20 hours of student participation
- participate in the ongoing review and evaluation of the career education course

---

\* In this document, the terms *parent* and *parents* refer to both parents and guardians. The term *parents* is used with the recognition that in some cases only one parent may be involved in a child's education.

## Community Partners

Community partners include

- sector councils, employers, and workers within the wider school community who participate in school-based curricular activities and facilitate educational visits
- social and community agencies that might offer skilled staff to lead or support small-group instruction
- staff from local and regional post-secondary educational and training institutions

Principals and teachers should work with their communities to facilitate collaboration and opportunities for involvement through such means as

- in-school visits by community-based representatives
- community-based mentorships
- consultations with sector councils and employers to prepare students for employment
- placements for job shadowing, work experience, community service, internship, and school-work transition activities

Community partners must provide safe and healthy workplaces and any specific safety training required.

## Career and Community Experiences

One of the main goals of education is to aid students in their transition to the workplace. Community experiences can be used in a variety of ways. They are an extension of formal education beyond the confines of the school building, enabling students to become familiar with the workplace and enabling employers to participate in education. They make school more responsive to the needs of students, industry, and labour. Both school-sponsored career exploration and community-based work experience are intended to help prepare students for the transition from secondary school to the world of work or further education and training. A community experience provides students with an opportunity to apply classroom learning in a context outside of school and to bring back to the classroom new perspectives about their learning. Community experiences also provide students with the chance to gain new skills that can be used in future work.

*Preparing students for a career and community experience:*

Successful career experience placements in the community require that students be prepared for the expectations of work sites. Students should be knowledgeable about what to expect and what is expected of them. Students must understand that they need to adapt to the workplace environment and not perceive it as an extension of the school environment. Students need to know what work sites require in terms of behaviour, clothing, and workplace safety.

*Considerations for placing students in community experience:*

Community placements should match the interests and abilities of each student. Educators should decide whether a student is adequately prepared to participate in a community-based placement. Educators should provide each student with an adequate knowledge and understanding of the placement before the student begins any on-site visit.

*Community experience workplace safety:*

Students must have an in-school orientation that includes work-site safety awareness. This should prepare students to identify, observe, and apply their knowledge to health and safety issues in the workplace. Students should know the following before being placed:

- potential dangers at the job site and how they will be protected
- the right to refuse work if they feel it is unsafe
- hazards (such as noise or chemicals) and what they should know to avoid these hazards
- site-specific safety orientation and training they will receive before they start work
- safety gear they are expected to wear and who is responsible for providing the gear

- emergency procedures for events such as fire, chemical spills, or robbery
- location of fire extinguishers, first aid kits, and other emergency equipment
- workplace health and safety responsibilities
- procedures if injured on the work site
- who the first aid attendant is and how he or she can be contacted

## Manitoba's Career Development Curricula

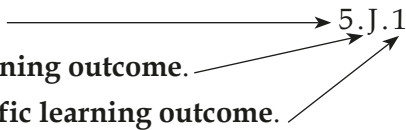
Each career development curriculum is divided into five themes: Personal Management (Unit 1), Career Exploration (Unit 2), Learning and Planning (Unit 3), Job Seeking and Job Maintenance (Unit 4), and Career and Community Experiences (Unit 5). Grade 9 and Grade 10 curricula place greater emphasis on personal introspection and career exploration while Grade 11 and Grade 12 curricula focus more on community experiences and transition planning.

All four curricula provide learning outcomes that are necessary for a successful transition into life/work experiences for the future. The higher the grade level, the greater the expectations are that students will be able to acquire, apply, and personalize learning outcomes to assist their life/work transitions. The Grade 9 curriculum provides students with an overview of career development outcomes with emphasis on building a positive self-esteem, exploring self-assessment, locating work information, and selecting high school courses. The Grade 10 curriculum places a greater emphasis on student outcomes related to communication skills, work information, work trends, self-assessment, matching personal skills to occupations, stereotyping and discrimination in the workplace, and work-search tools. The Grade 11 curriculum focuses student learning on personal management skills, life/work balance, and transition from high school. In Grade 11, students will have up to 46 hours to apply the specific learning outcomes during their Career and Community Experiences unit. The Grade 12 curriculum gives students opportunities to internalize all the learning outcomes in a classroom setting and spend up to 80 hours applying and personalizing these outcomes in their career and community experience. The Grade 12 emphasis is on the transition from high school to post-secondary training and preparation for employment.

The four career development curricula are optional and can be offered in sequence or independently of each other. The learning outcomes of each curriculum build on prior curricula, and key topics are revisited to deepen understanding and extend application. Schools may choose to offer any or all of the career development courses, based upon local needs, priorities, resources, et cetera. Because of the nature and focus of the courses, adjustments are recommended if only one or two courses in career development are offered, particularly if at the Grade 11 or 12 level. If a school chooses to offer a career development course at Grade 12 only, it is recommended that the Career and Community Experiences part of the course be limited to a maximum of 68 hours to allow sufficient time to develop the knowledge and skills that will be needed to make the experience in the community effective.

## Key to Understanding the Learning Outcome Code

All specific learning outcomes are identified with a sequence of characters (numbers and letters) separated by dots. These characters code the unit, the general learning outcome, and the specific learning outcome.

- The first number indicates the **unit**. 
- The letter indicates the **general learning outcome**.
- The last number indicates the **specific learning outcome**.

## Grade 12 Career Development: Life/Work Transitioning— General and Specific Learning Outcomes

### Unit 1: Personal Management

The learning experiences in this unit provide students the knowledge and skills to help them build and maintain a positive self-image and learn how self-image influences their lives. The theme assists students in developing the knowledge and skills necessary for effective communication, teamwork, and leadership. The students will learn to build successful relationships in all aspects of their lives. This section also helps students to discover and learn how to respond to change and personal growth as they pass through the various stages of their lives. These personal management skills are needed for success in work, learning, and life.

General Learning Outcome (GLO) A: Build and maintain a positive self-image.

#### Specific Learning Outcomes (SLOs):

Students will be able to:

- 1.A.1 Identify personal characteristics that reflect on the general life/work learning outcomes needed for career management.
- 1.A.2 Identify own characteristics such as interests, skills, and values.
- 1.A.3 Compare habits and choose experiences that maintain or improve personal resiliency.
- 1.A.4 Determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals.
- 1.A.5 Build self-image in order to contribute positively to life and work.

General Learning Outcome (GLO) B: Interact positively and effectively with others.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 1.B.1 Integrate personal management skills such as time management, problem solving, stress management, and life/work balance into own life and work roles.

General Learning Outcome (GLO) C: Change and grow throughout life.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 1.C.1 Adopt habits and engage in experiences that maintain or improve mental and physical health.
- 1.C.2 Improve life/work management strategies.

## Unit 2: Career Exploration

The learning experiences in this unit will assist students with the knowledge and skills needed to be able to locate and effectively use life/work information and to understand the relationship between work and society and the economy. Students will discover the importance of post-secondary education and explore the numerous post-secondary education and training opportunities. They will learn about the interrelationship of life/work roles and the changing career patterns of men and women. The career exploration section provides students with information that allows them to explore issues around occupational choice, the meaning of work, and the impact of these choices on their lives.

General Learning Outcome (GLO) D: Locate and effectively use life/work information.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.D.1 Use career information resources to learn about the realities and requirements of various occupations.
- 2.D.2 Communicate with key personnel in selected occupations to clarify and confirm the accuracy of information researched.

General Learning Outcome (GLO) E: Understand the relationship between work and society/economy.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.E.1 Determine the impact of society's needs and functions and of the global economy on labour market trends.
- 2.E.2 Analyze the impact of social, demographic, occupational, technological, industrial, and environmental trends on labour market trends.
- 2.E.3 Determine the importance of work in own life.

General Learning Outcome (GLO) F: Maintain balanced life and work roles.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.F.1 Examine own preferred work situation and leisure activities that support goals of a well balanced life.
- 2.F.2 Analyze the factors (such as socio-economic status, culture, values, work choices, and work habits) that influence or have an impact on lifestyle.



General Learning Outcome (GLO) G: Understand the changing nature of life/work roles.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.G.1 Identify and summarize how to contribute to eliminating gender bias and stereotyping.
- 2.G.2 Examine the opportunities and obstacles related to non-traditional work roles.

### Unit 3: Learning and Planning

This unit has been designed to help students develop the ability to make effective decisions, set goals, make plans, and act on, evaluate, and modify plans to adjust to change. Students will be required to engage in and manage their own life/work building process. They review the various components of the high school curricula, reflect on personal experiences, and use this knowledge in developing a Transition Plan and a Career Portfolio. Students will learn about the changing nature of life/work roles, factors involved in making life/work enhancing decisions, lifelong learning, and its contribution to one's life and work. Students will understand and experience the process of life/work building.

General Learning Outcome (GLO) H: Participate in lifelong learning supportive of life/work goals.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 3.H.1 Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.
- 3.H.2 Evaluate the impact of attitudes on life/work successes.
- 3.H.3 Assess the value of lifelong learning.
- 3.H.4 Prepare short-range goals and long-range goals to achieve personal and professional goals through educational training paths.

General Learning Outcome (GLO) I: Make life/work enhancing decisions.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 3.I.1 Evaluate the impact of personal decisions on self and on others.
- 3.I.2 Analyze financial resources required to meet personal career goals. (Include information about bursaries, scholarships, student aid, etc.)
- 3.I.3 Examine scenarios and alternatives in given decision-making situations, and determine if they support personal values and goals.

General Learning Outcome (GLO) J: Understand, engage in, and manage own life/work building process.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 3.J.1 Refine self-perception (based on life/work experiences) and evaluate its impact on decisions or choices.
- 3.J.2 Analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans.

## Unit 4: Job Seeking and Job Maintenance

This unit gives students the opportunity to develop the skills and knowledge necessary to find jobs that are available at a local, provincial, national, and international level. They will develop the necessary skills needed for preparing resumés, completing job application forms, writing cover letters, and mastering job interviews. Students will acquire career management skills that will enable them to succeed in the labour market. The students will also acquire knowledge about unions, safe workplaces, and Manitoba labour practices.

General Learning Outcome (GLO) K: Secure/create and maintain work.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 4.K.1 Identify and collect evidence demonstrating use of the employability skills and essential skills necessary to obtain and maintain work. (Include the skills and attitudes employers deem important.)
- 4.K.2 Identify personal set of skills, knowledge, and attitudes that contribute to seeking and obtaining work.
- 4.K.3 Identify and practise the skills, knowledge, and attitudes used in preparing personal marketing documentation (e.g., resumés, portfolios, cover letters, application forms).
- 4.K.4 Identify and practise the skills, knowledge, and attitudes necessary for a successful work interview, educational interview, or behavioural interview.
- 4.K.5 Explore volunteering as a proactive job search or personal development strategy.
- 4.K.6 Recognize and articulate labour legislation and standards for Manitoba employees.
- 4.K.7 Recognize and acknowledge the development and purpose of labour unions.
- 4.K.8 Demonstrate an understanding of workplace safety and health regulations.

## Unit 5: Career and Community Experiences

This unit has been developed to provide students with community experiences that will assist them in better understanding the realities of the workplace and post-secondary educational and training institutions. Grade 9 and Grade 10 experiences could be limited to field trips, community guest speaker presentations, job shadowing, presentations by post-secondary educators, and private school training presentations. Ideally, Grade 11 and Grade 12 students would benefit from a longer time in the community to enhance previously taught generic work skills and to gain exposure to specific occupational experiences.

The specific learning outcomes for this unit are chosen for individual students based on their particular needs and interests. They can be chosen from any of the student learning outcomes in the course, but the following SLOs under GLOs D and J will be included.

General Learning Outcome (GLO) D: Locate and effectively use life/work information.

### Specific Learning Outcomes (SLOs):

Students will be able to:

- 5.D.1 Determine the advantages and disadvantages of various work alternatives.
- 5.D.2 Research and discuss career and community experience expectations and responsibilities.
- 5.D.3 Arrange and participate in a community placement interview.
- 5.D.4 Reflect on and revise strategies to locate, interpret, evaluate, and use life/work information.
- 5.D.5 Evaluate the admissions procedures of post-secondary institutions and/or the entry process of potential work opportunities.

General Learning Outcome (GLO) J: Understand, engage in, and manage own life/work building process.

### Specific Learning Outcomes (SLOs):

Students will be able to:

- 5.J.1 Refine self-perception based on recent work placement experiences, and evaluate its impact on decisions or choices.
- 5.J.2 Reflect on the concept of life/work building.
- 5.J.3 Analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans.

## Curricular Connections

### Grade 12 Physical Education/Health Education

Teachers should be aware that some of the specific learning outcomes included in the Life/Work Planning curriculum are similar to some in the Grade 12 Physical Education/Health Education curriculum. The learning outcomes may be similar but are dealt with in different ways in the respective curricula. Teachers are encouraged to consult each other to ensure a minimum of overlap. The overlapping topics include

- stress management
- safe and healthy lifestyle practices
- goal setting
- development of an action plan

## Assessment\*

The effectiveness of the career development courses will be determined by students' achievement of learning outcomes and through ongoing communication with parents and community partners. All four career development courses require the students to complete and/or revise Annual Education Plans (or, in Grade 12, a Transition Plan), compile a Career Portfolio, and participate in community activities. Teachers and students must continually observe, assess, and evaluate achievement of learning outcomes in all components of the courses. Teachers will also consult with community placement supervisors/mentors as to student performance at the community sites.

Information from assessment will help improve student learning and identify areas for course improvement. It will help teachers and guidance counsellors determine how well their planned career exploration activities are working. It will also provide them with feedback of how other components of the career education courses are working and help them make any changes to assist students in achieving their goals. It is important that teachers have students review their learning progress and plans for improvement and that this is reflected in the Transition Plans and Career Portfolios. It is especially important that parents be involved in discussions regarding their children's progress. Teachers and guidance counsellors should gather information from parents and consult with them when assessing a student's adjustment to school, achievement of goals, and plans for future education.

---

\* Ideas in this section are drawn from *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning* by Manitoba Education, Citizenship and Youth.

The assessment plan for each unit has been designed from the perspective that assessment *for* learning and assessment *of* learning are equally important. (Note that, in this document, assessment *for* learning includes assessment *as* learning, which involves student reflection aimed at developing metacognition.) Therefore, the assessment ideas and guidelines for this course will reflect an attempt to balance both purposes of student assessment.

Teachers should, when gathering information for **assessment *for* learning**, observe, read, and/or listen for specific evidence that shows how close the students are to achieving the specific learning outcomes that are targeted for that learning activity. Teachers should use this information to plan further instruction and to differentiate learning (i.e., adjust grouping practices, instruction, and/or resources). Teachers should also provide descriptive feedback to students about why their response is appropriate and what they have achieved, along with prompts or suggestions for ways to improve. Students should reflect on their own learning, considering their progress toward their goals and how they can move further toward them. The completion and revision of their Transition Plans provide opportunities for this reflection and goal setting.

**Assessment *of* learning** is designed to provide evidence of student learning and achievement to students, parents, educators, and perhaps employers or other educational institutions. This is the part of assessment that becomes public and is used to decide the future of students, so it is vital that all assessment of learning is done in a fair and accurate manner. Methods used in assessment of learning need to allow students to demonstrate their understanding and to give a variety of kinds of information and evidence of student learning. In the career development courses, one key tool used to make assessments of learning is the Career Portfolio, which will contain such items as work experience journals and reports, certificates of achievement, samples of work demonstrating various employability and occupational skills, resumés and cover letters, and so on, all of which will provide evidence of student achievement of the learning outcomes.

Assessment is an integral part of the entire learning process, and needs to be carefully planned and followed through on. Therefore, each unit begins with a proposed assessment plan that covers both assessment for learning and assessment of learning, as well as suggestions for materials that may be collected in student Transition Plans and Career Portfolios. The following icons are used to indicate when a particular learning activity provides a good opportunity to assess students' progress:



Assessment *for* Learning



Annual Education Plan



Assessment *of* Learning



Career Portfolio

## Document Organization and Format

The assessment plans and suggestions for instruction for each of the five units suggest ways to provide opportunities for students to achieve the learning outcomes of this course. *Grade 12 Career Development: Life/Work Transitioning* is organized according to the five units:

- Unit 1: Personal Management
- Unit 2: Career Exploration
- Unit 3: Learning and Planning
- Unit 4: Job Seeking and Job Maintenance
- Unit 5: Career and Community Experiences

In addition to the unit sections, there is an appendix of blackline masters (BLMs), an appendix of strategies to use in instruction and assessment, and a bibliography.

## Guide to Reading the Units

The unit sections are organized as follows:

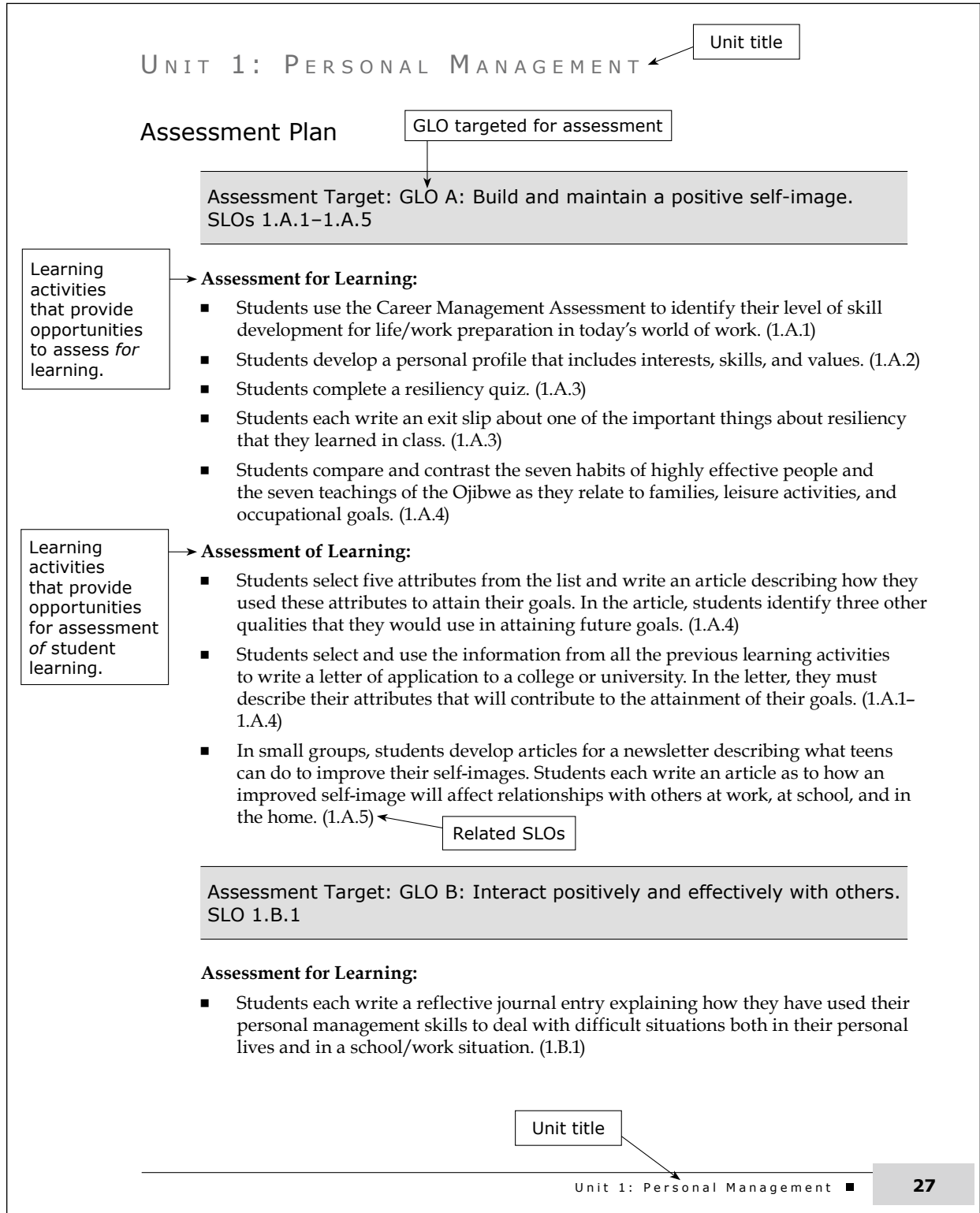
- An **Assessment Plan** points out particular learning experiences that provide opportunities for assessment for and/or assessment of student learning of each targeted general learning outcome (GLO). The related specific learning outcomes (SLOs) are indicated in parentheses after each learning experience.
- The **unit title**, identified in a main heading and in the footers on each page, provides the focus of instruction for the identified GLOs and SLOs.
- In the section **Achieving the Learning Outcomes**, suggested time allotments for each of the GLOs in the unit are given. The **Suggestions for Instruction**, a sequence of learning experiences, relate directly to the GLO under which they are grouped and to the SLOs listed beside them. When it worked within the sequence of the SLOs, the SLOs are grouped together to be taught in an integrated way.
- **Icons** beside the learning experiences indicate which ones provide opportunities for assessment for and assessment of learning—as stated on the Assessment Plan—as well as which will result in additions or revisions to students' Transition Plans and Career Portfolios. Within certain learning experiences, there is an icon to indicate that supporting website addresses are available on the Manitoba Education and Training Career Development website at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**Note:** Even though in this document there is often a one-to-one correspondence between learning experience and SLO, it is still understood that single learning outcomes are rarely taught in isolation—opportunities to demonstrate other SLOs will almost always be integrated in any one learning experience or sequence of experiences. For example, opportunities for students to demonstrate an SLO such as 1.A.5 (“Build self-image in order to contribute positively to life and work”) could be given whenever students reflect on newly acquired skills and knowledge. Because this document follows a particular sequence of SLOs and learning experiences, this clustering of outcomes is not always demonstrated throughout the units.

See the following pages for a detailed clarification of reading the Assessment Plan format and the Achieving the Learning Outcomes format.



# Document Format



## Achieving the Learning Outcomes

Targeted GLO continued from previous page

### GLO A: Build and maintain a positive self-image. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

Suggestions for student learning experiences

1.A.1 Identify personal characteristics that reflect on the general life/work learning outcomes needed for career management.

A of

#### Personal Career Management Assessment

Students use the Career Management Assessment found in Appendix A (BLM 1) to identify their level of skill development for life/work preparation in today's world of work.

If students are taking this course as their first course, more explanation may need to be given for them to understand the scale. This exercise can be used as a benchmark as students will be required to do this exercise again near the end of Unit 5. (The *Blueprint* wall charts could be used to assist some students in determining approximate level of readiness.)

Title of learning experience

Specific learning outcomes define what students are expected to achieve

Suitable for assessment of learning

#### Personal Profile of Interests, Skills, and Values

Using online and print resources, students each develop a personal profile that includes interests, skills, and values.

Description of the learning experience

Suitable for assessment for learning

Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

Supporting websites

Career Portfolio Selection

Some students may want to use the school online career information system (e.g., *Choices Planner*, *Career Cruising*, *Choices Explorer*).

If students have done the exercise in previous years, ask them to try to explore their characteristics using different assessment tools.

Results should be recorded in the Transition Plan (see Appendix A, BLM 2) and a copy of the profile should be stored in their Career Portfolios.

Add to Transition Plan

### GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes

Suggestions for Instruction

Beginning of targeted GLO

1.B.1 Integrate personal management skills such as time management, problem solving, stress management, and life/work balance into own life and work roles.

#### Effective Personal Management Skills

Students use improvisation to demonstrate management skills in various life/work scenarios.

Students each write a reflective journal entry (see Appendix B) explaining how they have used their personal management skills to deal with difficult situations both in their personal lives and in a school/work situation.



# UNIT 1: PERSONAL MANAGEMENT

## Assessment Plan

- GLO A: Build and maintain a positive self-image. 27
- GLO B: Interact positively and effectively with others. 27
- GLO C: Change and grow throughout life. 28

## Achieving the Learning Outcomes

- Introduction to Course 29
- GLO A: Build and maintain a positive self-image. 30  
SLOs 1.A.1–1.A.5
- GLO B: Interact positively and effectively with others. 33  
SLO 1.B.1
- GLO C: Change and grow throughout life. 34  
SLOs 1.C.1–1.C.2



## UNIT 1: PERSONAL MANAGEMENT

### Assessment Plan

Assessment Target: GLO A: Build and maintain a positive self-image.  
SLOs 1.A.1–1.A.5

#### Assessment for Learning:

- Students use the Career Management Assessment to identify their level of skill development for life/work preparation in today’s world of work. (1.A.1)
- Students develop a personal profile that includes interests, skills, and values. (1.A.2)
- Students complete a resiliency quiz. (1.A.3)
- Students each write an exit slip about one of the important things about resiliency that they learned in class. (1.A.3)
- Students compare and contrast the seven habits of highly effective people and the seven teachings of the Ojibwe as they relate to families, leisure activities, and occupational goals. (1.A.4)

#### Assessment of Learning:

- Students select five attributes from the list and write an article describing how they used these attributes to attain their goals. In the article, students identify three other qualities that they would use in attaining future goals. (1.A.4)
- Students select and use the information from all the previous learning activities to write a letter of application to a college or university. In the letter, they must describe their attributes that will contribute to the attainment of their goals. (1.A.1–1.A.4)
- In small groups, students develop articles for a newsletter describing what teens can do to improve their self-images. Students each write an article as to how an improved self-image will affect relationships with others at work, at school, and in the home. (1.A.5)

Assessment Target: GLO B: Interact positively and effectively with others.  
SLO 1.B.1

#### Assessment for Learning:

- Students each write a reflective journal entry explaining how they have used their personal management skills to deal with difficult situations both in their personal lives and in a school/work situation. (1.B.1)

Assessment Target: GLO C: Change and grow throughout life.  
SLOs 1.C.1–1.C.2

**Assessment for Learning:**

- Students each write an exit slip identifying their personal coping skills and explaining why they are so important to mental and physical health. (1.C.1)

**Assessment of Learning:**

Students each create a personal chart that outlines time commitments and life/work management strategies. (1.C.1–1.C.2)

# UNIT 1: PERSONAL MANAGEMENT

## Achieving the Learning Outcomes

	<b>Suggested Time Allotments</b>
■ Overview	8 hours
■ Build and Maintain a Positive Self-Image	5 hours
■ Interact Positively and Effectively with Others	1 hour
■ Change and Grow throughout Life	2 hours

### **Introduction to Course**

#### **Prescribed Learning Outcomes**

#### **Suggestions for Instruction**

Understand the purpose of this course, which is to examine the various aspects of career development, to develop and implement short-term goals, and to plan long-term goals.

Students each have five minutes to complete an admit slip (see Appendix B), answering the questions, "What am I planning to do next year? Where? How? Why?"

The class discusses issues such as questioning by parents, friends, and relatives about the future plans, the pressure felt by some students about making educational/training choices beyond Grade 12, and the perceived need to have a specific detailed plan.

Provide students with the understanding that, since career development is the process of managing life, learning, and work over one's life span, it is very difficult to provide others with a simple answer about future plans. This course helps students look at the various aspects of career development and assists them in developing and implementing their short-term goals and planning some of their long-term goals.

## GLO A: Build and maintain a positive self-image.

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 1.A.1

Identify personal characteristics that reflect on the general life/work learning outcomes needed for career management.

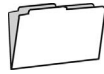
**A**  
for

#### **Personal Career Management Assessment**

Students use the Career Management Assessment found in Appendix A (BLM 1) to identify their level of skill development for life/work preparation in today's world of work.

If students are taking this course as their first career development course, more explanation may need to be given for them to understand the scale. This exercise can be used as a benchmark as students will be required to do this exercise again near the end of Unit 5.

In small groups, students compare how their career management skills rate with their peers.



Students save their Career Management Assessments in their Career Portfolios so they can compare these results with end-of-course results.

Class discusses how these skills/outcomes relate to work, leisure, and personal life goals.

#### 1.A.2\*

Identify own characteristics such as interests, skills, and values.

**A**  
for

#### **Personal Profile of Interests, Skills, and Values**

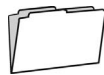
Using online and print resources, students each develop a personal profile that includes interests, skills, and values.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

Some students may want to use the school online career information system (e.g., *Career Cruising*).

If students have done the exercise in previous years, ask them to try to explore their characteristics using different assessment tools.



Results should be recorded in the Transition Plan (see Appendix A, BLM 2) and a copy of the profile should be stored in their Career Portfolios.

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.



---

## GLO A: Build and maintain a positive self-image. (continued)

---

### Prescribed Learning Outcomes

### Suggestions for Instruction

---

1.A.3

Compare habits and choose experiences that maintain or improve personal resiliency.

#### Protective Factors of Personal Resiliency

The class brainstorms answers to the following questions: What is personal resiliency? How can protective factors derived from school environment, families, and individual characteristics enhance reaching one's goals?

More information about resiliency can be found in *Resiliency: What We Have Learned* by Bonnie Benard.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

A  
for

Students assess their own personal resiliency using The Resiliency Quiz (see Appendix A, BLM 3).

After a follow-up class discussion identifying the various resiliency characteristics, students each create a personal list of qualities they can build on to facilitate resiliency.

A  
for

Students each write an exit slip (see Appendix B) about one of the important things that they learned about resiliency in this class.

---

1.A.4\*

Determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals.

#### Life Principles for Success

One half of the class works in jigsaw groups (see Appendix B) to research and discuss Stephen Covey's seven habits of highly effective people.

The other half of the class works in jigsaw groups to research and discuss the seven teachings of the Ojibwe people: love, courage, wisdom, respect, honesty, humility, and truth.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

A  
for

The whole class regroups and representatives from each half share their findings. After a class discussion, students each compare and contrast these two philosophies as they relate to families, leisure activities, and occupational goals using a Venn diagram (see Appendix A, BLM 4).

---

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

---

## GLO A: Build and maintain a positive self-image. *(continued)*

---

### Prescribed Learning Outcomes

### Suggestions for Instruction

---

#### 1.A.4\* *(continued)*

Determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals.



#### **Attitudes and Behaviours to Achieve Goals**

In groups of two, students share with each other three personal successes. Each group develops a list of personal attitudes and behaviours that led to those successes.

The groups share the lists with the class.

Students each select five attributes from the list and write an article describing how they used these attributes to attain their goals. In the article, students identify three other qualities that they would use in attaining future goals. These articles should be stored in their Career Portfolios and a summary of the observations recorded on their Transition Plans.

#### **Letter of Application to College or University**

Students select and use the information from the previous learning activities to write a letter of application to a college or university (see Appendix A, BLM 5). In the letter, they must describe their attributes that will contribute to the attainment of their goals.



---

#### 1.A.5

Build self-image in order to contribute positively to life and work.

#### **Improving Self-Esteem**

In a class brainstorming session, students clarify and describe the following:

- the difference between a low self-esteem and a healthy self-esteem
- where self-esteem comes from
- how our self-esteem/self-image is related to how we see ourselves and how others view us
- how our feelings of worthiness derive from what we think is important (our values)
- how one can develop a positive self-image

Students read about “Three Steps to Better Self-Esteem” (Counseling and Mental Health Center) found at <https://cmhc.utexas.edu/selfesteem.html#8>.

In small groups, students develop ideas for articles for a newsletter describing what teens can do to improve their self-images.

Students each write an article about how an improved self-image will affect relationships with others at work, at school, and in the home. (See Appendix A, BLM 6 for a sample newsletter format.)



---

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

## GLO B: Interact positively and effectively with others.

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 1.B.1

Integrate personal management skills such as time management, problem solving, stress management, and life/work balance into own life and work roles.

#### **Effective Personal Management Skills**

Students use improvisation to demonstrate management skills in various life/work scenarios.

Divide the class into two teams with one team demonstrating effective use of the skills and the other team demonstrating an ineffective use of the management skills. Use the following scenarios:

- employee is feeling stressed because the manager is bullying him
- boyfriend is being bullied by his girlfriend
- friend discusses a problem he is having with his teacher
- employee is being asked to work overtime several times and lately it has coincided with her ball game
- work assignments are not being completed due to lack of time

After the scenarios are acted out, facilitate a follow-up class discussion about behaviours and consequences of the different actions.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
*for*

Students each write a reflective journal entry (see Appendix B) explaining how they have used their personal management skills to deal with difficult situations both in their personal lives and in a school/work situation.

## GLO C: Change and grow throughout life.

### Prescribed Learning Outcomes

### Suggestions for Instruction

1.C.1\*

Adopt habits and engage in experiences that maintain or improve mental and physical health.

#### **Adapting to Change and Stress**

As a class, discuss and develop ideas around and the definition for stress and review information about the three stages of stress and the effects on one's health.

Identify and discuss the differences between stressful responses and normal responses.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

In small groups, students identify various causes of stress in the workplace, at home, and in an educational setting. (Include conflicts with co-workers and management, doing other people's jobs, too much work in too little time, interruptions, client problems, meetings, preparing for an exam, following family expectations, etc.)

The class discusses why life changes and decisions produce additional stress for many people.

Students each write an exit slip (see Appendix B) identifying their personal coping skills, including eating, sleeping, and exercise habits, and explaining why they are so important to mental and physical health.

**A**  
for

1.C.2

Improve life/work management strategies.

#### **FISH! Philosophy™ System as a Management Strategy**

Divide the class into four groups, giving each one a FISH!™ practice to research. Each group improvises a scene demonstrating how to put their principle into practice in a workplace and performs it for the rest of the class.

As a class, discuss how the FISH!™ Philosophy system would have an impact on working conditions.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

#### **Charting Management Strategies**

Students each create a chart to outline their time commitments and strategies they use to improve their life/work management.

Students retain their life/work management charts for their Career Portfolios.

**A**  
of





## UNIT 2: CAREER EXPLORATION

### Assessment Plan

- GLO D: Locate and effectively use life/work information. 37
- GLO E: Understand the relationship between work and society/economy. 37
- GLO F: Maintain balanced life and work roles. 37
- GLO G: Understand the changing nature of life/work roles. 38

### Achieving the Learning Outcomes

- GLO D: Locate and effectively use life/work information. 39  
SLOs 2.D.1–2.D.2
- GLO E: Understand the relationship between work and society/economy. 41  
SLOs 2.E.1–2.E.3
- GLO F: Maintain balanced life and work roles. 43  
SLOs 2.F.1–2.F.2
- GLO G: Understand the changing nature of life/work roles. 44  
SLOs 2.G.1–2.G.2



## UNIT 2: CAREER EXPLORATION

### Assessment Plan

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

#### Assessment for Learning:

- Students make presentations to the class, identifying resources and describing the type of information available from these resources. (2.D.1)
- Students each prepare a detailed profile of two occupations they would like to pursue. These occupational profiles are added to the students' Career Portfolios. The profiles include records of follow-up phone calls made to individuals in the occupations to verify the information obtained from other sources. (2.D.1–2.D.2)

Assessment Target: GLO E: Understand the relationship between work and society/economy. SLOs 2.E.1–2.E.3

#### Assessment for Learning:

- Groups report to the class about the different labour market trends identified and how societal needs and the global economy brought about these trends. (2.E.1–2.E.2)
- Students write reflective journal entries about what they learned and how they can use their learning about trends. (2.E.2)
- Students complete work importance indicator assessments. (2.E.3)

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

#### Assessment for Learning:

- Students make list of their present leisure activities and those they would like to pursue in the future. They identify which activities will contribute to a balanced life. Lists should be stored in their Career Portfolios. (2.F.1)
- Class develops a list of factors that have an impact on one's lifestyle. (2.F.2)

#### Assessment of Learning:

- Students write a reflective journal entry about how they plan to maintain a balanced life/work role within the constraints identified. (2.F.1–2.F.2)

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

**Assessment for Learning:**

- Small groups report a summary of their discussions about stereotypes, discrimination, and media to the class. (2.G.1)

**Assessment of Learning:**

- Students write articles about what they can do to eliminate stereotyping and gender bias. (2.G.1)
- Students research characteristics of non-traditional work and write a reflective journal entry about why they would or would not choose this type of non-traditional work. (2.G.2)
- Students create a brochure that targets a non-traditional population and explains why a particular non-traditional occupation would be suitable. (2.G.2)



## UNIT 2: CAREER EXPLORATION

### Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	10 hours
■ Locate and Effectively Use Life/Work Information	3 hours
■ Understand the Relationship between Work and Society/Economy	3 hours
■ Maintain Balanced Life and Work Roles	2 hours
■ Understand the Changing Nature of Life/Work Roles	2 hours

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

##### Prescribed Learning Outcomes

##### Suggestions for Instruction

###### 2.D.1\*

Use career information resources to learn about the realities and requirements of various occupations.

###### Identifying Resources for Occupational Information

In small groups, students identify and prepare a chart listing what types of occupational information is needed to help make an occupational decision.

Using jigsaw grouping (see Appendix B), students research and discuss where this information can be found.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

Students may choose to explore their school's online career information system for the research project.

**A**  
for

In small groups, students make presentations to the class, identifying resources and describing the type of information available from these resources. Assess these presentations using the Presentation Rubric (see Appendix A, BLM 7).

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

---

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

---

### Prescribed Learning Outcomes

### Suggestions for Instruction

---

#### 2.D.1\* *(continued)*

Use career information resources to learn about the realities and requirements of various occupations.



#### **Realities and Requirements of Occupations**

Using an online career exploration program, students research various occupations.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

Students each prepare a detailed profile of two occupations they would like to pursue. A chart such as the Occupation Profiles Chart (see Appendix A, BLM 8) may be used. Students add these occupational profiles to their Career Portfolios.

---

#### 2.D.2\*

Communicate with key personnel in selected occupations to clarify and confirm the accuracy of information researched.



#### **Interviewing Selected Occupational Personnel**

After completion of occupational profiles, students each consult with at least one adult in each profiled occupation to determine the accuracy of their research. Students should be able to use community resources such as the telephone book, employment office, career symposiums, the Internet, and community networking to find appropriate personnel.

Students each record appropriate information in their Transition Plans.

In small groups, students identify and discuss the advantages and disadvantages of the work assignments in their preferred occupations.

Students each write an exit slip (see Appendix B) identifying what else they would still like to know.

---

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

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

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 2.E.1

Determine the impact of society's needs and functions and of the global economy on labour market trends.

#### 2.E.2

Analyze the impact of social, demographic, occupational, technological, industrial, and environmental trends on labour market trends.

#### **Society's Impact on Labour Market Trends**

Provide students with a definition of trend as being "a long-term change in social direction broad in scope and identified by many sources" (O'Reilly, glossary.htm).

Small groups are assigned to complete the Labour Market Trends Chart (see Appendix A, BLM 9) by adding three or four additional technological, economic, social, and/or demographic trends using the local newspapers, magazines, and Internet sites as resources. Groups also analyze how those trends result in specific labour market trends.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
for

Small groups report to the class the different labour market trends identified and how societal needs and the global economy brought about these trends.

The class creates a wall chart listing labour market trends.

#### 2.E.2\*

Analyze the impact of social, demographic, occupational, technological, industrial, and environmental trends on labour market trends.

#### **Factors Having an Impact on the Labour Market**

Review The Evolving World of Work handout (see Appendix A, BLM 10).

Present information and facilitate a class discussion about the changing demographics in Canada using the Canadian Demographics information sheet (see Appendix A, BLM 11).

Students review the labour market trends wall chart completed in the previous learning activity, and identify which factors such as demographic, occupational, technological, environmental, or industrial shift are connected to employment changes.

In small groups, students discuss how these recent trends have affected various occupations and how the changes have an impact on future learning and work opportunities.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
for

Students each write a reflective journal entry (see Appendix B) answering the following questions:

- How can I apply or use what I have learned for my future work?
- What observations did I make about market trends?

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

---

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

---

Prescribed Learning  
Outcomes

Suggestions for Instruction

---

2.E.3\*  
Determine the importance  
of work in own life.

**The Importance of Work**

In a brainstorming session, the class discusses the various factors involved in determining the importance of work for oneself. Why do we work? What do we get out of it? The discussion should include the importance to a person's independence and self-esteem, the well-being of the community/province/country, and the opportunity for gaining respect.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).



Students each complete a work importance indicator assessment and record results in their Transition Plans.

Work importance assessment tools can be found at the following websites:

- O\*Net Resource Center Work Importance Locator  
<http://www.onetcenter.org/WIL.html>
  - Manifest Your Potential: Do I Have to Work for a Living?  
[http://www.manifestyourpotential.com/work/take\\_up\\_life\\_work/quiz\\_do\\_i\\_have\\_to\\_work.htm](http://www.manifestyourpotential.com/work/take_up_life_work/quiz_do_i_have_to_work.htm)
- 

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

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

### Prescribed Learning Outcomes

### Suggestions for Instruction

2.F.1

Examine own preferred work situation and leisure activities that support goals of a well balanced life.

#### Balancing Life/Work Roles

Students each complete an admit slip describing how their choices for ideal work situations and leisure activities support their preferred future goals.

In small group discussions, students identify various leisure activities and what they get out of them (e.g., challenge, recognition, relaxation, social interaction, education, stress relief, exercise).



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).



Students each compile a list of their present leisure activities and those they would like to pursue in the future. They identify which activities will contribute to a balanced life. These lists should be stored in their Career Portfolios.

2.F.2

Analyze the factors (such as socio-economic status, culture, values, work choices, and work habits) that influence or have an impact on lifestyle.



#### Factors Influencing Lifestyle

In a class discussion, students develop a list of factors that have an impact on one's lifestyle. (Include culture, values, socio-economic status, work choices, work habits, leisure activities, etc.)

Working in small groups, students each complete the Lifestyle Factors Table (see Appendix A, BLM 12) to analyze whether the factors have a positive or negative effect on their lifestyles.



#### Maintaining a Life/Work Balance

In a reflective journal entry (see Appendix B), students each write about how they plan to maintain a balanced life/work role within the constraints identified.

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

### Prescribed Learning Outcomes

### Suggestions for Instruction

2.G.1

Identify and summarize how to contribute to eliminating gender bias and stereotyping.

#### **Eliminating Gender Bias and Stereotyping**

Students each complete a Y-chart (see Appendix B) reflecting on any gender-related stereotypes they may hold (e.g., Where do you picture a group of men and what do you think they are talking about? Where do you picture a group of women and what do you think they are talking about?) and thinking about any situations involving gender bias that they have personally experienced.

Students volunteer to share their experiences with the class, and the class develops and posts a list of ways to eliminate gender bias.

**A**  
*for*

In small groups, students discuss why stereotypes often lead to discrimination and how media plays a role in perpetuating these behaviours. The small groups report a summary of their discussions to the class.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
*of*

Students each write a short article about what they can do to eliminate stereotyping and gender bias.

2.G.2\*

Examine the opportunities and obstacles related to non-traditional work roles.

#### **Advantages and Disadvantages of Traditional and Non-traditional Occupations**

In small groups, students discuss the meaning of non-traditional occupations. For discussion purposes, identify a non-traditional occupation for a worker as one where more than 75 percent of the workforce is of the opposite gender. Students identify types of jobs where male workers are the majority and ones where female workers are the majority. Students discuss why people would choose non-traditional occupations and examine the special benefits and obstacles of non-traditional work.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
*of*

Students each research a non-traditional work position and write a reflective journal entry about why they would or would not choose this type of non-traditional work.

#### **Non-traditional Work Brochure**

**A**  
*of*

Students each create a brochure that targets a population and explains why a particular non-traditional occupation would be suitable for that population. Distribute a memo (see Appendix A, BLM 13 for a sample) to outline the task and assessment criteria.

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.



## UNIT 3: LEARNING AND PLANNING

### Assessment Plan

- GLO H: Participate in lifelong learning supportive of live/work goals. 47
- GLO I: Make life/work enhancing decisions. 47
- GLO J: Understand, engage in, and manage own life/work building process. 48

### Achieving the Learning Outcomes

- GLO H: Participate in lifelong learning supportive of live/work goals.  
SLOs 3.H.1–3.H.4 49
- GLO I: Make life/work enhancing decisions.  
SLOs 3.I.1–3.I.3 52
- GLO J: Understand, engage in, and manage own life/work building process.  
SLOs 3.J.1–3.J.2 53





## UNIT 3: LEARNING AND PLANNING

### Assessment Plan

Assessment Target: GLO H: Participate in lifelong learning supportive of life/work goals. SLOs 3.H.1–3.H.4

#### Assessment for Learning:

- Students create personal lists of skills and activities that have contributed most to their learning successes. (3.H.1)
- Students use improvisation techniques to act out three situations using a good attitude and bad attitude in each situation. Provide feedback about the short-term and long-term outcomes from the different attitudinal approaches used in the improvisations. (3.H.2)
- At the end of the graffiti activity, the groups summarize and present what they found on their sheet. (3.H.2)
- Students interview adults to discuss the significance of lifelong learning. (3.H.3)

#### Assessment of Learning:

- Students each write a newsletter article about how one's beliefs/attitudes about the High Five Plus One have an impact on life/work success. (3.H.2)
- In their Career Portfolios, students record their personal reasons for valuing continuous learning. (3.H.3)
- Students list the short- and long-term goals related to school and outside school to

Assessment Target: GLO I: Make life/work enhancing decisions. SLOs 3.I.1–3.I.3

#### Assessment for Learning:

- Students each write a reflective journal entry about how personal decisions affect themselves and others. (3.I.1)
- In small groups, students develop an alternative educational/work plan that would support their values and goals. In exit slips, students identify the changes and examine the impact the changes would have on their lives. (3.I.3)

#### Assessment of Learning:

- Students complete financial analyses and prepare budgets for post-secondary bound or employment bound pathways. (3.I.2)

Assessment Target: GLO J: Understand, engage in, and manage own life/work building process. SLOs 3.J.1–3.J.2

**Assessment for Learning:**

- Students write reflective journal entries recounting what they have learned about themselves through life/work experiences since leaving junior high and describing the impact their ideas about themselves have had on their decisions or choices. (3.J.1)

**Assessment of Learning:**

- Students construct detailed three-year plans illustrating how they will attain their preferred future including both their first and alternative choices. The plans should include short- and long-term goals. The class creates a rubric to assess presentations. The students present their first-choice plans and their alternative or backup plans to the class. (3.J.2)

## UNIT 3: LEARNING AND PLANNING

### Achieving the Learning Outcomes

	<b>Suggested Time Allotments</b>
■ Overview	9 hours
■ Participate in Lifelong Learning Supportive of Life/Work Goals	4 hours
■ Make Life/Work Enhancing Decisions	3 hours
■ Understand, Engage in, and Manage Own Life/Work Building Process	2 hours

#### **GLO H: Participate in lifelong learning supportive of life/work goals.**

##### Prescribed Learning Outcomes

##### Suggestions for Instruction

###### 3.H.1\*

Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.

###### **Learning Strategies for Improving Academic Skills**

In a class brainstorming session, students discuss and reflect on their experiences preparing for a driver's test, developing a skill for a particular sport, or studying for a test, and the learning skills used.

Students each use computer-assisted assessment tests to identify where and how they learn best. Students also use feedback from past experiences to identify strengths and weaknesses in their personal learning styles.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).



Students each rate their top three learning styles and record them on their Transition Plans.

Students each create a personal list of skills and activities that have contributed most to their learning successes. These lists should be stored in their Career Portfolios.



\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

---

**GLO H: Participate in lifelong learning supportive of life/work goals. (continued)**

---

Prescribed Learning Outcomes

Suggestions for Instruction

---

3.H.2\*  
Evaluate the impact of attitudes on life/work successes.

**Positive Attitudes for Life/Work Success**

Class volunteers define the meaning of the word attitude. A sample definition is "state of mind or feeling, disposition." In a brainstorming session, the class lists nouns and adjectives to describe a "good" attitude.

In small groups, students assess their attitudes about school, work, and communicating with others.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

The class uses improvisation techniques to act out three situations using a positive attitude and negative attitude in each situation.

Situations could include the following:

- asking for time off work to attend a funeral
- being told by an employer that you did not get the promotion
- asking a friend about whether you should date his/her "ex"

**A**  
for

Provide feedback to students about the short-term and long-term outcomes from the different attitudinal approaches used in the improvisations.

**A**  
for

Review the High Five Plus One (see Appendix A, BLM 14). Students do a graffiti activity. Students are separated into six groups. To begin, each group is given one large flip chart sheet with one of the High Five Plus One principles printed at the top. Using markers, students can draw and write to express themselves about how each of these factors has an impact on their decisions. After three minutes, the groups pass the flip chart paper to the next group. They must contribute to all six sheets. At the end of the graffiti activity, the groups summarize and present what they found on their original sheet.

**A**  
of

Students each write a newsletter article about how one's beliefs/attitudes about the High Five Plus One have an impact on life/work success.

---

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

---

**GLO H: Participate in lifelong learning supportive of life/work goals. (continued)**

---

Prescribed Learning Outcomes

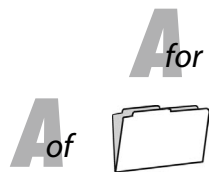
Suggestions for Instruction

---

3.H.3  
Assess the value of lifelong learning.

**The Value of Lifelong Learning**

Students each complete an admit slip (see Appendix B), listing reasons why lifelong learning is valuable. In small groups, students discuss these reasons and add to their lists. Groups share their results with the class.



Students each interview adults to discuss the significance of lifelong learning. Students add any new ideas to their list.

Students each write a short report describing their personal reasons for valuing continuous learning and keep their reports in their Career Portfolios.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

3.H.4\*  
Prepare short-range goals and long-range goals to achieve personal and professional goals through educational training paths.

**Planning Long-Term and Short-Term Educational/Training Goals**

Review Goal-Setting Guidelines (see Appendix A, BLM 15).



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).



Students each prepare a list of short-term goals and long-term goals needed to achieve the desired educational/training choice for school and outside high school (completing applications, financial planning, occupational related experience, academic performance, etc.).

Students each add short-term goals to their Transition Plans and store long-term goals in their Career Portfolios.

---

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

## GLO I: Make life/work enhancing decisions.

### Prescribed Learning Outcomes

### Suggestions for Instruction

3.I.1

Evaluate the impact of personal decisions on self and on others.

#### Impact of Personal Decisions on Self and Others

Students each draw a diagram to illustrate the impact their decision to take or not take training/education beyond high school graduation has on others. Each student draws a small circle on the centre of a piece of paper to represent the self. From the centre, like spokes on a wheel, students attach the names of all the people that will be affected by making that decision. On the line joining the centre, students indicate what the impact is on that person. The spokes should represent family, friends, and community people.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
for

Students each write a reflective journal entry (see Appendix B) about how personal decisions affect themselves and others.

3.I.2

Analyze financial resources required to meet personal career goals. (Include information about bursaries, scholarships, student aid, etc.)

**A**  
of

#### Financial Planning for Personal Career Goals

Students each review their career goals and the steps they will take to achieve them.

Students each complete a financial analysis and prepare a budget appropriate to their plan (see Appendix A, BLMs 16A and 16B for sample guides for post-secondary education/training and directly-to-employment plans—not all categories will apply to all students).



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

3.I.3

Examine scenarios and alternatives in given decision-making situations, and determine if they support personal values and goals.

**A**  
for

#### Developing an Alternative Educational Plan

The class discusses how sudden or unexpected changes in one's plans can happen (e.g., family moves out of the province, work experience reveals the occupation of choice not acceptable, injury prevents one from going into the occupation of choice).

Explain to students how many universities and colleges in Canada encourage students to move between the institutions to acquire degrees and diplomas to better prepare them for the future.

In small groups, students each develop an alternative educational/work plan that would support their values and goals.

Students each complete an exit slip (see Appendix B) identifying possible changes and examining the impact the changes would have on their lives.

**GLO J: Understand, engage in, and manage own life/work building process.**

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.1

Refine self-perception (based on life/work experiences), and evaluate its impact on decisions or choices.

**A**  
*for*

**Impact of Life/Work Experiences on Future Choices**

Students each write a reflective journal entry (see Appendix B) recounting what they have learned about themselves through life/work experiences since leaving junior high and describing the impact their ideas about themselves have had on their decisions or choices.

3.J.2

Analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans.



**Three-Year Plan**

The class discusses the most important considerations for one's preferred future. (Include factors such as lifestyle, work, learning, and leisure activities.)

Students each construct a detailed three-year plan illustrating how they will attain their preferred future including both their first and alternative choices. The plans should include short-term and long-term goals.

The class creates a rubric to assess presentations of plans.

The students each present their first-choice plans and their alternative or backup plans to the class.

Students each record the components of their three-year plans in their Transition Plans.







## UNIT 4: JOB SEEKING AND JOB MAINTENANCE

### Assessment Plan

- GLO K: Secure/create and maintain work. 57

### Achieving the Learning Outcomes

- GLO K: Secure/create and maintain work. 59  
SLOs 4.K.1-4.K.8



## UNIT 4: JOB SEEKING AND JOB MAINTENANCE

### Assessment Plan

Assessment Target: GLO K: Secure/create and maintain work.  
SLOs 4.K.1–4.K.8

#### Assessment for Learning:

- Students chart the Essential Skills and examples of how they have demonstrated their proficiency in each one. They include these charts in their Career Portfolios. (4.K.1)
- Students record activities that demonstrate their proficiency with Employability Skills and include these activities in their Career Portfolios. (4.K.1)
- Students use their lists and discussions with employers to identify and define their personal set of skills, knowledge, and attitudes required to seek and obtain work. Their reflective journal entries should be included in their Career Portfolios. (4.K.2)
- Students complete a vocabulary exercise on personal marketing. (4.K.3)
- Students write reflective journal entries summarizing their learning about personal marketing documentation. (4.K.3)
- Students write reflective journal entries identifying what they would change to improve future interviews. (4.K.4)
- Students complete exit slips identifying possible volunteering situations that they can use to gain experience for their personal and/or career goals. (4.K.5)
- In small groups, students discuss and compile a list of the advantages and disadvantages of working in a unionized environment. (4.K.7)
- Students fill out Y-charts, reflecting on how workplace safety and health regulations will apply in the specific occupations they are interested in. (4.K.8)

### Assessment of Learning:

- Students prepare resumés for a job interview or for work placement, and in pairs, have partners use the resumé assessment questions to provide feedback about ways to improve their resumés. (4.K.3)
- Students prepare three different cover letters to accompany their resumés for three different job opportunities. (4.K.3)
- Students examine *The Employment Standards Code* for Manitoba employees and prepare an article describing the following issues: general holidays, rate of pay, minimum wages, employee leave entitlements, notice of termination, working alone, and discrimination. (4.K.6)
- Student separate into groups and hold a debate or do a Take a Stand activity over issues related to the *Standards Code*: whether or not to set a minimum wage, whether or not stores should be allowed to be open on holidays like Christmas and Easter, and so on. (4.K.6)





# UNIT 4: JOB SEEKING AND JOB MAINTENANCE

## Achieving the Learning Outcomes

### Suggested Time Allotments

- Overview 15 hours
- Secure/Create and Maintain Work 15 hours

### GLO K: Secure/create and maintain work.

Prescribed Learning Outcomes	Suggestions for Instruction
<p>Students will be able to:</p> <p>4.K.1* Identify and collect evidence supporting use of the employability skills and essential skills necessary to obtain and maintain work. (Include the skills and attitudes employers deem important.)</p>	<p><b>Essential Skills</b></p> <p>InEssential Skills</p> <p>Students review the Essential Skills (see Appendix A, BLM 17).</p> <p> Supporting websites can be found at <a href="http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html">www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html</a>.</p> <p>Students each develop a two-column chart with the first column identifying the essential skill and the second column listing an example of how they have demonstrated their level of proficiency in each one. These charts should be added to their Career Portfolios.</p> <p><b>Employability Skills</b></p> <p>Students each review the Employability Skills 2000+ (see Appendix A, BLM 18) and record activities that demonstrate their proficiency with employability skills. Students each include their records of these activities in their Career Portfolios.</p>
<p><b>A</b> for </p>	<p> Supporting websites can be found at <a href="http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html">www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html</a>.</p>
<p><b>A</b> for </p>	

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

---

## GLO K: Secure/create and maintain work. *(continued)*

---

### Prescribed Learning Outcomes

### Suggestions for Instruction

---

4.K.2

Identify personal set of skills, knowledge, and attitudes that contribute to seeking and obtaining work.



#### **Personal Skills for Seeking and Obtaining Work**

In small groups, students develop lists of common skills and attitudes that employers are looking for in selecting employees.

Each group reports the results of their discussions with the class. Through class discussion, the best ideas are identified.

Students each visit an employer in one of the occupations profiled in Unit 2 (SLO 2.D.1, “Realities and Requirements of Occupations”) to discuss the importance of essential skills, employability skills, and employee attitudes needed in that occupation.

Students each write a reflective journal entry (see Appendix B) identifying their personal set of skills, knowledge, and attitudes used to seek and obtain work. The reflective journal entries should be stored in their Career Portfolios.

---

4.K.3

Identify and practise the skills, knowledge, and attitudes used in preparing personal marketing documentation (e.g., resumés, portfolios, cover letters, application forms)



#### **Personal Marketing**

In a class brainstorming session, students develop ideas around the meaning and strategies of personal marketing. The discussion should include attitudes, self-promotion, preparation, time investment, common sense, and good manners.

If time permits, invite a guest speaker from an employment agency to talk about personal marketing.

Students each complete a vocabulary exercise on personal marketing.

#### **Personal Marketing Documentation**

Using the jigsaw grouping strategy (see Appendix B), students research resumé writing styles, cover letter formats, and print and online application forms.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).



Students each write a reflective journal entry (see Appendix B) summarizing what they have learned about each of the topics that were researched.

---

---

## GLO K: Secure/create and maintain work. *(continued)*

---

### Prescribed Learning Outcomes

### Suggestions for Instruction

---

#### 4.K.3 *(continued)*

Identify and practise the skills, knowledge, and attitudes used in preparing personal marketing documentation (e.g., resumé, portfolios, cover letters, application forms)

**A**  
*of*

#### **Personal Marketing Documentation *(continued)***

Students each prepare a resumé for a job interview or for work placement and three different cover letters to accompany their resúmes for three different job opportunities.

In pairs, students share their resúmes and cover letters with their partners to receive feedback about ways to improve their resúmes (see Appendix A, BLM 19, for resumé assessment questions). The class discusses what type of revisions can be made to improve resúmes, and students each make any additional revisions required.

Class discusses the use of the Internet in a job search. In small groups, students identify the advantages and disadvantages of looking for work on the Internet and the idiosyncrasies of completing an electronic application. Groups share their conclusions with the class.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

#### 4.K.4

Identify and practise the skills, knowledge, and attitudes necessary for a successful work interview, educational interview, or behavioural interview.

#### **Interview Skills**

In small groups, students research and identify the key skills, knowledge, and attitudes needed for a successful interview. The research should include behavioural interviews, educational interviews, and job interviews. The groups report their findings to the class. The class develops a master list of interviewing skills from the small group reports.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

Invite a guest employer to conduct mock interviews with the students, or conduct mock interviews with each student being interviewed by two classmates.

As a class, students discuss what techniques and behaviours could be used to improve future interviews.

**A**  
*for*

Students each write a reflective journal entry (see Appendix B) identifying what they would change to improve their future interviews.

---

---

## GLO K: Secure/create and maintain work. (continued)

---

### Prescribed Learning Outcomes

### Suggestions for Instruction

---

4.K.5

Explore volunteering as a proactive job search or personal development strategy.

#### **Volunteering as a Strategy for Job Search and Personal Development**

In small groups, students discuss why volunteering is useful and develop lists of possible volunteer situations where one could gain experience related to their personal and career goals.

Invite a community volunteer agency representative to make a presentation to the class about volunteering.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
of

Students each complete an exit slip (see Appendix B) identifying possible volunteering situations that they can use to gain experience for their personal and/or career goals.

---

4.K.6\*

Recognize and articulate labour legislation and standards for Manitoba employees.

#### **Understanding Employment Standards for Manitobans**

Students each examine *The Employment Standards Code* for Manitoba employees and prepare an article describing the following issues: general holidays, rate of pay, minimum wages, employee leave entitlements, notice of termination, working alone, and discrimination. Students will include any regulations/standards that would apply specifically to their present part-time jobs and/or future occupational choices. *The Employment Standards Code* is available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/e110e.php>.

**A**  
of



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

#### **Debating Employment Standards for Manitobans**

Students separate into groups and hold a debate (see Appendix A, BLM 20) or do a Take a Stand activity (see Appendix B) over issues related to the *Standards Code*: whether or not to set a minimum wage, whether or not stores should be allowed to be open on holidays like Christmas and Easter, and so on.

**A**  
of

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.



---

## GLO K: Secure/create and maintain work. *(continued)*

---

### Prescribed Learning Outcomes

### Suggestions for Instruction

---

4.K.7\*

Recognize and acknowledge the development and purpose of labour unions.

#### **The Labour Movement in Manitoba**

Provide a presentation about the Winnipeg General Strike and the impact it had on workers.

In a class brainstorming session, students identify and discuss the legacy of the early union movements and the impact on today's labour market.

Invite a guest speaker from the Manitoba Federation of Labour to talk about the purpose of the labour movement today.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
for

In small groups, students discuss and compile a list of the advantages and disadvantages of working in a unionized environment.

---

4.K.8\*

Demonstrate an understanding of workplace safety and health regulations.

#### **Student Workplace Safety and Health**

Students review workplace safety and health regulations and guidelines, by working through the *SAFE Work Student Program* (available at [https://www.safemanitoba.com/Page%20Related%20Documents/uploads/programs\\_student.pdf](https://www.safemanitoba.com/Page%20Related%20Documents/uploads/programs_student.pdf)) or by reading sections of *Manitoba Regulation 217/2006: Workplace and Safety Health Regulation* (available at [http://www.umanitoba.ca/admin/human\\_resources/ehso/media/WSHRegs2007ConsolidatedVersion.pdf](http://www.umanitoba.ca/admin/human_resources/ehso/media/WSHRegs2007ConsolidatedVersion.pdf)).



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
for

Students each fill out a Y-chart (see Appendix B), reflecting on how these workplace safety and health regulations will apply in the specific occupations they are interested in.

---





## UNIT 5: CAREER AND COMMUNITY EXPERIENCES

### Assessment Plan

- GLO D: Locate and effectively use life/work information. 67
- GLO J: Understand, engage in, and manage own life/work building process. 67
- GLO D: Locate and effectively use life/work information. 68

### Achieving the Learning Outcomes

#### *Before Career and Community Experience*

- GLO D: Locate and effectively use life/work information. SLOs 5.D.1–5.D.3 69

#### *During Career and Community Experience*

- GLO J: Understand, engage in, and manage own life/work building process. SLO 5.J.1 71

#### *After Career and Community Experience*

- GLO J: Understand, engage in, and manage own life/work building process. SLOs 5.J.1–5.J.3 72
- GLO D: Locate and effectively use life/work information. SLOs 5.D.4–5.D.5 74
- Conclusion to Course 75



## UNIT 5: CAREER AND COMMUNITY EXPERIENCES

### Assessment Plan

Assessment Target: GLO D: Locate and effectively use life/work information. SLOs 5.D.1–5.D.3

#### Assessment for Learning:

- Students review Transition Plans and Career Portfolios to identify preferences and the advantages and disadvantages of various occupations to determine the best possible occupational match to their preferred work alternatives. (5.D.1)
- Students complete profiles of duties and responsibilities that they expect to encounter during their placements. (5.D.2)
- Students role-play scenarios demonstrating responsible behaviour at work sites. (5.D.2)
- Students use online resources to clarify information about duties and responsibilities. (5.D.2)

Assessment Target: GLO J: Understand, engage in, and manage one's own life/work building process. SLOs 5.J.1–5.J.3

#### Assessment of Learning:

- Students keep daily logs of their work experiences, and community supervisors provide feedback throughout the placements. (5.J.1)
- Students fill out a Y-chart, reflecting on what they learned during the panel presentation by former graduates. (5.J.2)

#### Assessment of Learning:

- Students complete a minimum of five reflective journal entries responding to the daily work experience. (5.J.1)
- Students present their work experience to their peers. (5.J.1)
- Student use the Career Management Assessment to compare their current career management skills with results from the beginning of the course. Students identify, discuss, and write short paragraphs on the differences from the beginning of the course until now and store these paragraphs in their Career Portfolios. (5.J.3)

Assessment Target: GLO D: Locate and effectively use life/work information. SLOs 5.D.4–5.D.5

**Assessment for Learning:**

- Students revise and update their Career Portfolios using the form My Career Portfolio and the GLOs to ensure that they demonstrate their achievement of each of the GLOs. (5.D.4)
- Students interview admissions officers and/or human resources personnel to evaluate admissions procedures of post-secondary institutions and/or entry processes of potential work opportunities. Students attach a chart of next steps with deadlines to their Transition Plans. (5.D.5)
- Students write reflective journal entries about this course and what they have learned and accomplished during it. (Conclusion to Course)

**Assessment of Learning:**

- Students create an opening statement that explains all the recent revisions made to their Career Portfolios. Students are interviewed by the teacher or another adult (parent, school staff, etc.) about the content of their portfolios, explaining why particular items were selected and what they demonstrate. (5.D.4)

# UNIT 5: CAREER AND COMMUNITY EXPERIENCES

## Achieving the Learning Outcomes

### Suggested Time Allotments

- |  |           |
|--|-----------|
| ■ Overview                               | 68 hours  |
| ■ Before Career and Community Experience | 1–2 hours |
| ■ During Career and Community Experience | 65 hours  |
| ■ After Career and Community Experience  | 1–2 hours |

### Before Career and Community Experience

All students must be registered with Manitoba Education and Training for Workers Compensation **before** commencing a career and community experience. Work Placement Registration Forms and instructions on how to properly complete and submit forms are available at [www.edu.gov.mb.ca/k12/policy/work\\_ed.html](http://www.edu.gov.mb.ca/k12/policy/work_ed.html).

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

Prescribed Learning Outcomes	Suggestions for Instruction
<p>5.D.1 Determine the advantages and disadvantages of various work alternatives.</p>	<p><b>Identify Suitable Community Placement</b></p> <p>Students each review their Transition Plans and Career Portfolios to identify their preferences and the advantages and disadvantages of various occupations to determine the best possible occupational match to their preferred work alternatives.</p> <p>Using research and contact resources including telephone books, employment offices, community organizations such as the Lions Clubs, Chamber of Commerce, Rotary Clubs, and so on, students each decide upon three possible work placements.</p>
<p>5.D.2* Research and discuss career and community experience expectations and responsibilities.</p>	<p><b>Duties and Responsibilities for Community Placement</b></p> <p>Students each complete profiles of duties and responsibilities that they expect to encounter during their placements.</p> <p>In small groups, students role-play scenarios demonstrating responsible behaviour at work sites. Include behaviours such as tardiness, maintaining a suitable appearance, speaking appropriately with co-workers, following workplace health and safety guidelines, and keeping information confidential when required.</p>

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

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

---

Prescribed Learning  
Outcomes

Suggestions for Instruction

---

5.D.2\* (continued)  
Research and  
discuss career and  
community  
experience expectations  
and responsibilities.

**A**  
for

Students use their school's online career information system or other online resources to clarify information about duties and responsibilities.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

---

5.D.3\*  
Arrange and participate in  
a community placement  
interview.

**Community Placement Interview**

Using the Career Research Interview Questionnaire (see Appendix A, BLM 21) as a reference, the class discusses how to conduct a career information interview. Students each decide on additional questions they may add to the questionnaire that will be directly related to their occupational choices.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

Using community resources identified in 5.D.1 and networking allies, students each contact their community placement representatives for an interview.

The interviews can be set up in a variety of ways depending on the school situation and the individual student. The most common approach is to have the teacher contact the employer in advance and make arrangements for the student to set up the interview. Sometimes students are asked to arrange interviews with their site supervisors (employers) on their own. Some schools choose to contact the site supervisors or employers by mail or email and have students conduct follow-up interviews.

---

**All students must be registered with Manitoba Education and Training before being placed in any career and community experience.** Registration forms are available at [www.edu.gov.mb.ca/k12/policy/work\\_ed.html](http://www.edu.gov.mb.ca/k12/policy/work_ed.html).

Each school division has its own policy with regard to student career and community experiences. When developing a career and community experience agreement form for students and their parents to sign, use the Career and Community Experience Expectations Agreement Guidelines (see Appendix A, BLM 22). Contact local division personnel about divisional procedures.

---

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.



**GLO J: Understand, engage in, and manage own life/work building process**

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.1

Refine self-perception based on recent work placement experiences, and evaluate its impact on decisions or choices.

**Community Placement**

Students each participate in career and community placements. During the placements, students should focus on the enhancement and development of their employability skills and the specific skills related to their career interests.

**A**  
*for*

Students each keep a daily log (see Appendix A, BLM 23, for a sample log format) in order to record their community placement experiences. In their logs, students include observations, reflections on attitudes, procedures, skills, and so on. These logs should be collected, copied, and reviewed on a regular basis.

**A**  
*of*

Students each complete a minimum of five full-page reflective journal entries (see Appendix B) responding to the daily work experience.

If a placement is not suitable, be sure to move the student to an occupational setting that better suits his/her career goals.

**A**  
*for*

Community supervisors provide feedback to students throughout their placements. Sample forms for planning, recording, and evaluating the career and community experience can be found in Appendix A (BLMs 24 to 26).

**GLO J: Understand, engage in, and manage one's own life/work building process.**

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.1 (*continued*)

Refine self-perception based on recent work placement experiences, and evaluate its impact on decisions or choices.

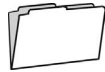
**A**  
of

**Evaluating the Impact of Community Placement**

Upon completing the career and community experiences, students each make classroom presentations about what they have learned about themselves and their placements that will help them when making future decisions. The presentations should include the following:

- description of workplace
- variety of jobs and work performed there
- work skills, attitudes, and behaviours of co-workers observed
- self-learning such as task performance, skill development, and training
- personal likes and dislikes, long-term and short-term suitability of the position
- how the experience will have an impact on their future decisions

If students have participated in two or more placements, a comparison between two sites should be included in the presentation.



These presentations should be conducted with visual aids such as pictures, slides, or electronic projections (such as PowerPoint). The presentations should be stored in the students' Career Portfolios.

5.J.2

Reflect on the concept of life/work building.

**A**  
for

**Panel of Experience**

Invite a group of former high school graduates to participate on a panel to tell about their career journeys since graduating from high school. The panel members should be at least two to five years out of high school, and they should have followed a variety of routes that include community college, apprenticeship, university, and employment directly after high school. Students are provided time to ask panel members questions.

The local home and school association may be able to assist with contacting former graduates.

Students each fill out a Y-chart (see Appendix B) reflecting on the important things that they learned during the panel presentation.

**GLO J: Understand, engage in, and manage one's own life/work building process. (continued)**

---

Prescribed Learning Outcomes

Suggestions for Instruction

---

5.J.3

Analyze preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust short-term action plans.



**Analysis of Preferred Future**

In a classroom discussion, students describe how their community experiences have resulted in change, modification, or confirmation of their short-term action plans to achieve their preferred futures.

Students each use the Career Management Assessment (see Appendix A, BLM 27) to compare their current career management skills with their results from the beginning of the course (1.A.1).

In pairs, students identify and discuss any differences that may have occurred. Students each write a short paragraph identifying differences and store these paragraphs in their Career Portfolios.

---

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

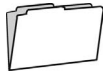
Prescribed Learning Outcomes

Suggestions for Instruction

5.D.4

Reflect on and revise strategies to locate, interpret, evaluate, and use life/work information.

**A**  
for



**Revisions to Transition Plans and Career Portfolios**

In small groups, students determine what tangible evidence gained from the community placement could be incorporated into their Career Portfolios.

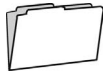
Students each review their short-term action plans and revise their Transition Plans as a result of the community experience and other personal knowledge acquired.

Students each revise and/or update their Career Portfolios, using the form My Career Portfolio and the GLOs (see Appendix A, BLM 28) to ensure that students demonstrate their achievement of each of the GLOs.



Supporting websites can be found at [www.edu.gov.mb.ca/k12/cur/cardev/gr12\\_found/supporting.html](http://www.edu.gov.mb.ca/k12/cur/cardev/gr12_found/supporting.html).

**A**  
of



**Presenting Career Portfolios**

Students each create an opening statement that explains all the recent revisions made to their Career Portfolios.

Students are each interviewed by the teacher or another adult (parent, school staff, etc.) about the content of their portfolios, explaining why particular items were selected and what they demonstrate.

5.D.5

Evaluate admissions procedures of post-secondary institutions and/or the entry process of potential work opportunities.

**A**  
for



**Post-Secondary Plans**

Students each arrange for interviews with post-secondary admissions officers or apprenticeship branch representatives or human resources personnel to discuss routes of entry and procedures necessary to begin the next step to start their journeys.

Students each attach a chart of next steps with deadlines to their Transition Plans.

## Conclusion to Course

### Prescribed Learning Outcomes

Reflect on the learning and goals achieved during this course and the benefits gained by completing it.

**A**  
for

### Suggestions for Instruction

#### **Now That It's Over**

Students each write a reflective journal entry (see Appendix B) responding to the following:

- What did I get out of this course?
- Have I accomplished the goals I set out for myself?
- What else would I still like to know?
- The course (or series of courses) would have been more interesting if . . .
- What could I have done to learn this more effectively?





# APPENDIX A

Blackline Masters: Units 1–5

# Blackline Masters

## Unit 1

- **BLM 1:** Career Management Assessment (1.A.1)
- **BLM 2:** Transition Plan (1.A.2)
- **BLM 3:** The Resiliency Quiz (1.A.3)
- **BLM 4:** Venn Diagram (1.A.4)
- **BLM 5:** Application to Wright College (1.A.1–1.A.4)
- **BLM 6:** “Okay to Be You” Sample Newsletter (1.A.5)

## Unit 2

- **BLM 7:** Presentation Rubric (2.D.1)
- **BLM 8:** Occupation Profiles Chart (2.D.1)
- **BLM 9:** Labour Market Trends Chart (2.E.1)
- **BLM 10:** The Evolving World of Work (2.E.2)
- **BLM 11:** Canadian Demographics (2.E.2)
- **BLM 12:** Lifestyle Factors Table (2.F.2)
- **BLM 13:** Brochure Memo (2.G.2)

## Unit 3

- **BLM 14:** High Five Plus One (3.H.2)
- **BLM 15:** Goal-Setting Guidelines (3.H.4)
- **BLM 16A:** Monthly Budget: Post-secondary Education/Training (3.I.2)
- **BLM 16B:** Monthly Budget: Directly to Employment (3.I.2)

## Unit 4

- **BLM 17:** Essential Skills—The Foundation for Success (4.K.1)
- **BLM 18:** Employability Skills 2000+ (4.K.1)
- **BLM 19:** Resumé Assessment (4.K.3)
- **BLM 20:** Debate Rubric (4.K.6)

## Unit 5

- **BLM 21:** Career Research Interview Questionnaire (5.D.3)
- **BLM 22:** Career and Community Experience Expectations Agreement Guidelines (5.D.3)
- **BLM 23:** Career and Community Experience Student Log (5.J.1)
- **BLM 24:** Career and Community Experience Training Plan (5.J.1)
- **BLM 25:** Career and Community Experience Evaluation Form—General (5.J.1)
- **BLM 26:** Career and Community Experience Evaluation Form—Specific Skills (5.J.1)
- **BLM 27:** Career Management Assessment (5.J.3)
- **BLM 28:** My Career Portfolio and the GLOs (5.D.4)



## Career Management Assessment

In the first column on the right, rate your strength as described in the statement on the left. In the next column, rate your fellow employees/classmates as you perceive their strengths. Use a scale from 1 to 5, where 1 is low and 5 is high.

<b>Descriptive Statements</b>	<b>Rating Myself</b>	<b>Rating Colleagues</b>
<p><b>1. I have a positive self-image.</b> (My self-confidence helps me influence other people in my life. I am able to find ways to maintain my self-confidence in difficult or new situations.)</p>		
<p><b>2. I can interact effectively with others.</b> (When I interact with other people, I ask questions because I want to learn about them. I listen more than I talk about myself in communication with others. I do not try to control situations or others.)</p>		
<p><b>3. I can adapt to change and personal growth.</b> (I have developed good health habits. I have been able to manage stress and express my feelings. I use strategies to adapt to changes.)</p>		
<p><b>4. I participate in lifelong learning.</b> (I understand how skills are transferable. I demonstrate behaviours and attitudes that contribute to achieving my goals. I undertake continuous learning activities.)</p>		
<p><b>5. I can effectively use career information.</b> (I know how to interpret and use labour market information. I know how my interests, knowledge, skills, beliefs, and attitudes can be transferable to various work roles. I know what working conditions I want for myself.)</p>		
<p><b>6. I can understand the relationship between the economy and society.</b> (I understand how work can satisfy our needs. I understand the effect of work on people's lifestyles. I understand how society's needs and functions affect the supply of goods and services.)</p>		
<p><b>7. I can create, secure, and maintain work.</b> (I know the importance of personal qualities to create, get, and keep work. I know how to locate, interpret, and use labour market information. I have developed work search tools and skills—resumés, portfolios, etc.)</p>		
<p><b>8. I can make career-enhancing decisions.</b> (I understand how my personal beliefs and attitudes affect my decision-making process. I know how to apply problem-solving strategies. I know how to develop a range of creative scenarios supportive of my preferred future. I am able to demonstrate skills, knowledge, and attitudes required to assess work and learning opportunities.)</p>		

---

## Career Management Assessment (2)

<b>Descriptive Statements</b>	<b>Rating Myself</b>	<b>Rating Colleagues</b>
<b>9. I can effectively balance life and work roles.</b> (I am aware of my various life roles and the responsibilities linked to them. I understand how those work and life roles have an impact on our preferred future or lifestyle. I understand the kind of work, family, and leisure activities I feel will contribute to a balanced life.)		
<b>10. I can recognize reasons for life/work changes.</b> (I understand the changing life roles of men and women in work and family settings. I understand how contributions both inside and outside the home are important to family and society. I demonstrate attitudes, behaviours, and skills that contribute to the elimination of gender bias and stereotyping.)		
<b>11. I am able to plan and manage my life and work future.</b> (I demonstrate behaviours and attitudes that reflect the High Five Plus One messages: change is constant, learning is ongoing, follow your heart, focus on the journey, access your allies, and know yourself. I set life/work goals that reflect my preferred future. I know how to plan and apply coping strategies or new life/work scenarios during transition periods.)		

# Transition Plan

## Life/Work Transitioning

Name	_____	Year of Graduation	_____
Address	_____	School	_____
Phone Number	_____	Parent/Guardian	_____
Date	_____	Grade Level	_____

### Goals for achievement

A. Set goals and plan action:

List your top three reasons why work is important. (See 2.E.3)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List your top three learning styles. (See 3.H.1)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List your top five skills. (See 1.A.2 and 4.K.1)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List your top five interests. (See 1.A.2)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



List your top five values. (See 1.A.2)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Transitioning

List the top two areas in which you prefer to work. (See 2.D.2)

\_\_\_\_\_  
\_\_\_\_\_

List some qualities that reflect your personal temperament. (See 1.A.2)

\_\_\_\_\_  
\_\_\_\_\_

List three behaviours/attitudes that you displayed in completing a successful activity. (See 1.A.4 )

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

List short-term goals related to school (e.g., course selection for Grade 12, academic performance, participation in extra-curricular activities related to future goals, attendance, applications for post-secondary institutions). (See 3.H.4)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Post-secondary applications should include a backup plan.)

## Transition Plan (2)

List short-term goals related to activities outside school (e.g., find part-time work or volunteer work in related occupations, save money for post-secondary education or training, interview a person in an occupation of interest). (See 3.H.4)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

### Summary of High School Course Work

<b>Courses</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
English LA				
Mathematics				
Social Studies				
Science				
Physical Education/ Health Education				
Option				
Option				
Option				
Option				
Option				
<b>Total Credits</b>				

## Transition Plan (3)

**Plan 1:** Three-year–post-secondary training/work plan. (See 3.J.2)

	Year 1	Year 2	Year 3
<b>Program/Work</b>			
<b>Location</b>			
<b>Expenses</b>			
Living accommodations and food expenses			
Tuition fees/ occupational expenses			
Miscellaneous expenses (health care, clothing, communications, etc.)			
Transportation costs			
<b>Total expenses</b>			
<b>Income</b>			
Sources of income			
<b>Total income</b>			
<b>Difference: Total income – total expenses =</b>			

## Transition Plan (4)

**Plan 2:** An alternative plan or backup plan if Plan 1 doesn't work. This may be the result of changes in the economy, the labour market, personal circumstances, or personal choice. (See 3.J.2)

	Year 1	Year 2	Year 3
<b>Program/Work</b>			
<b>Location</b>			
<b>Expenses</b>			
Living accommodations and food expenses			
Tuition fees/ occupational expenses			
Miscellaneous expenses (health care, clothing, communications, etc.)			
Transportation costs			
<b>Total expenses</b>			
<b>Income</b>			
Sources of income			
<b>Total income</b>			
<b>Difference: Total income – total expenses =</b>			

---

## Transition Plan (5)

This plan should be reviewed regularly and revised as needed. Teachers instructing this course should share the student's Transition Plan with parents/guardians and request their signatures and comments. The school should save a copy of this document for the student's file and the student should retain the original in his or her portfolio.

Parent/Guardian Signature

Date

---

---

Student Signature

Date

---

---

Student Comments:

Parent/Guardian Comments:





---

## The Resiliency Quiz

### Part 1

People bounce back from tragedy, trauma, risks, and stress by having certain conditions in their lives. These conditions are listed below. The more times you answer “yes” to the statements below, the greater the chances are that you can bounce back from your life’s problems “with more power and more smarts.”

And doing that is one of the surest ways to increase your self-esteem.

Answer “yes” or “no” to the following. Then celebrate your “yes” answers and decide how you can change your “no” answers to “yes.”

#### 1. Caring and Support

- \_\_\_\_\_ I have several people in my life who give me unconditional love, who listen to me without judging, and who I know are “there for me.”
- \_\_\_\_\_ I am involved in a school-, work-, faith-related, or other group where I feel cared for and valued.
- \_\_\_\_\_ I treat myself with kindness and compassion, and take time to nurture myself (including eating right and getting enough sleep and exercise).

#### 2. High Expectations for Success

- \_\_\_\_\_ I have several people in my life who let me know they believe in my ability to succeed.
- \_\_\_\_\_ I get the message “You can succeed” at work or school.
- \_\_\_\_\_ I believe in myself most of the time, and generally give myself positive messages about my ability to accomplish my goals—even when I encounter difficulties.

#### 3. Opportunities for Meaningful Participation

- \_\_\_\_\_ My voice (opinion) and choice (what I want) are heard and valued in my close personal relationships.
- \_\_\_\_\_ My opinions and ideas are listened to and respected at my work or school.
- \_\_\_\_\_ I provide service through volunteering to help others or for a cause in my community, faith organization, or school.

#### 4. Positive Bonds

- \_\_\_\_\_ I am involved in one or more positive after-work or after-school hobbies or activities.
- \_\_\_\_\_ I participate in one or more groups (such as a club, faith community, or sports team) outside of work or school.
- \_\_\_\_\_ I feel close to most people at my work or school.

---

## The Resiliency Quiz (2)

### 5. Clear and Consistent Boundaries

- \_\_\_\_\_ Most of my relationships with friends and family members have clear, healthy boundaries (which include mutual respect, personal autonomy, and each person in the relationship both giving and receiving).
- \_\_\_\_\_ I experience clear, consistent expectations and rules at my work or in my school.
- \_\_\_\_\_ I set and maintain healthy boundaries for myself by standing up for myself, not letting others take advantage of me, and saying "no" when I need to.

### 6. Life Skills

- \_\_\_\_\_ I have (and use) good listening, honest communication, and healthy conflict resolution skills.
- \_\_\_\_\_ I have the training and skills I need to do my job well, or I have all the skills I need to do well in school.
- \_\_\_\_\_ I know how to set a goal and take the steps to achieve it.

## Part 2

People also successfully overcome life difficulties by drawing upon internal qualities that research has shown are particularly helpful when encountering a crisis, major stressor, or trauma.

The following list can be thought of as a "personal resiliency-builder" menu. No one has everything on this list. When "the going gets tough," you probably have three or four of these qualities that you use most naturally and most often.

It is helpful to know which are your primary resiliency builders, how have you used them in the past, and how can you use them to overcome the present challenges in your life.

You can also decide to add one or two of these to your resiliency-builder menu if you think they would be useful for you.

---

## The Resiliency Quiz (3)

### Personal Resiliency Builders

#### Individual Qualities that Facilitate Resiliency

Put a plus sign (+) by the top three or four resiliency builders you use most often. Ask yourself how you have used these in the past or currently use them. Think of how you can best apply these resiliency builders to current life problems, crises, or stressors.

- Relationships—I am sociable/able to be a friend/able to form positive relationships.
- Humour—I have a good sense of humour.
- Inner Direction—I base choices or decisions on internal evaluation (I have an internal locus of control).
- Perceptiveness—I have an insightful understanding of people and situations.
- Independence—I am able to distance myself from unhealthy people and situations. I have autonomy.
- Positive View of Personal Future—I am optimistic. I expect a positive future.
- Flexibility—I can adjust to change and can bend as necessary to positively cope with situations.
- Love of Learning—I have a capacity for and connection to learning.
- Self-Motivation—I have internal initiative and positive motivation from within.
- Competence—I am “good at something.” I have personal competence.
- Self-Worth—I have feelings of self-worth and self-confidence.
- Spirituality—I have a personal faith in something greater.
- Perseverance—I keep on despite difficulty. I don’t give up.
- Creativity—I express myself through artistic endeavour.

### You Can Best Help Yourself or Someone Else Be More Resilient by . . .

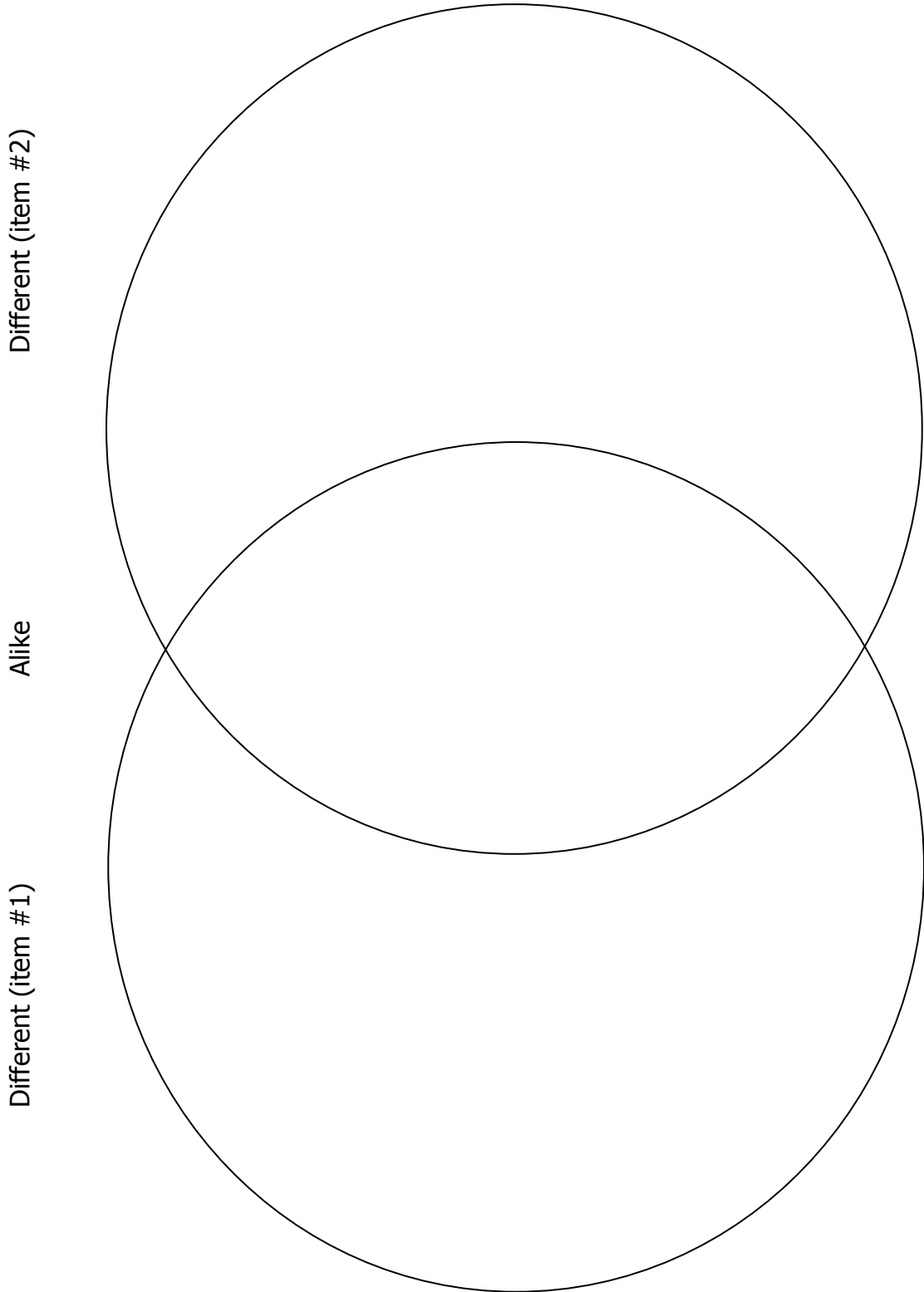
- Communicating the Resiliency Attitude: “What is right with you is more powerful than anything that is wrong with you.”
- Focusing on the person’s strengths more than problems and weaknesses, and asking “How can these strengths be used to overcome problems?” One way to do this is to help yourself or another identify and best utilize top personal resiliency builders listed in The Resiliency Quiz, Part 2.
- Providing for yourself, or another, the conditions listed in The Resiliency Quiz, Part 1.
- Having patience—successfully bouncing back from a significant trauma or crisis takes time.



---

## Venn Diagram

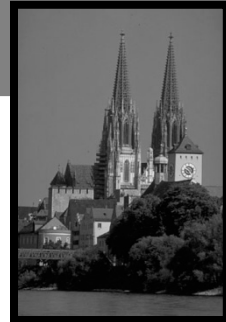
Comparing \_\_\_\_\_ and \_\_\_\_\_.  
(item #1) (item #2)





## Application to Wright College

# APPLICATION TO WRIGHT COLLEGE



### Letter of Application

Welcome to Wright College, the place you want to be. As part of the application to this institution you must include a two-page, typed letter of introduction. The letter is an opportunity for us to get to know you and the attributes you may have that will help you to succeed at our highly competitive college.

The structure of the letter is simple and must be followed so that all letters in the application competition can be compared fairly. Use the following headings:

- Introduction
- Personal Attributes that Ensure Success
- Personal Goals Already Met
- Personal Goal(s) Established
- Anticipated Barriers to Success and Possible Solutions

### Scoring

Each of the responses will be scored using the following criteria and mark allotments:

- Provides a detailed and reflective portrayal of oneself. /10
- Identifies personal strengths and how these have contributed to goals met and goals set. /10
- Explains the possible barriers that may impede success and has identified a few possible solutions to deal with these barriers. /10

Total /30

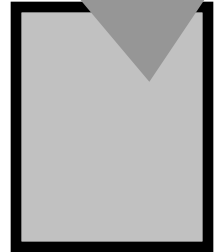






Newsletter Date  
Volume 1, Issue 1

# OK TO BE YOU



## What I Have Learned about Myself since Grade 7

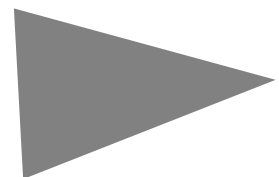
Grade 7 can be a pretty rough grade. There are so many different events happening in your life: sometimes a change in school, new friends to be made, old friends to let go of, more demanding school work, and more freedom to venture outside of the house. All of these circumstances play havoc with your feelings about yourself and how you will react to new situations. Feeling self-confident helps you make good choices when there are decisions placed in front of you, such as a common dilemma: to follow my friends or to stick to what I think is right.

Here are some personal reflections from a group of Grade 12 students who have reflected on what they have learned through some of their experiences in Grade 7 through Grade 11. We hope you will learn from some of these reflections and be able to make positive decisions as well.



## Personal Storyline

Write a paragraph that would contribute to this newsletter and describe what you think teens can do to improve their self-images. Within the article, describe how an improved self-image will affect relationships with others at work, at school, and in the home.





## Presentation Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Content</b> (resources used in the presentation and research)	<ul style="list-style-type: none"> <li>There is no presentation of resources that could be used in researching the occupations.</li> </ul>	<ul style="list-style-type: none"> <li>There is a presentation of resources that could be used in researching the occupations.</li> <li>The presentation is not clear.</li> </ul>	<ul style="list-style-type: none"> <li>There is a presentation of resources that could be used in researching the occupations.</li> <li>The presentation was clear.</li> </ul>	<ul style="list-style-type: none"> <li>There is a presentation of resources that could be used in researching the occupations.</li> <li>The presentation was very clear.</li> </ul>	<ul style="list-style-type: none"> <li>There is a presentation of resources that could be used in researching the occupations.</li> <li>The presentation was very clear and detailed.</li> </ul>
<b>Organization</b> (clear introduction, development and conclusion, clear focus, within time limits)	<ul style="list-style-type: none"> <li>Sequence of information is difficult to discern.</li> <li>Big ideas are missing or not highlighted.</li> <li>The presentation is within time limits.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence is difficult to follow—it may jump around too much.</li> <li>Big ideas are missing or not highlighted.</li> <li>Presentation may not be within time limit.</li> </ul>	<ul style="list-style-type: none"> <li>The sequence is somewhat clear.</li> <li>Transitions may be missing.</li> <li>Big ideas are missing or not highlighted.</li> <li>Presentation may be over time limit.</li> </ul>	<ul style="list-style-type: none"> <li>The sequence is clear.</li> <li>Transitions are smooth.</li> <li>Big ideas are identified.</li> <li>Presentation may be over time limit.</li> </ul>	<ul style="list-style-type: none"> <li>The sequence is clear.</li> <li>Transitions are smooth</li> <li>Big ideas are highlighted.</li> <li>The group is not over the time limit.</li> </ul>
<b>Creativity</b> (stimulating, original, involves audience)	<ul style="list-style-type: none"> <li>Presentation does not include an initial hook or activator to engage audience.</li> <li>There is no originality to the presentation.</li> <li>The audience is not involved.</li> </ul>	<ul style="list-style-type: none"> <li>The hook for the presentation is not engaging.</li> <li>Some parts of the presentation are original.</li> <li>The audience is not involved or is slightly involved.</li> </ul>	<ul style="list-style-type: none"> <li>The hook for the presentation is engaging.</li> <li>Many parts of the presentation are original.</li> <li>The audience is somewhat involved.</li> </ul>	<ul style="list-style-type: none"> <li>The hook for the presentation is engaging.</li> <li>Many parts of the presentation are original.</li> <li>The audience is involved.</li> </ul>	<ul style="list-style-type: none"> <li>The hook for the presentation is engaging and contains a WOW factor.</li> <li>The presentation is original and involves the audience to a large degree.</li> </ul>
<b>Communication Skills</b> (eye contact, use of visuals, volume and pace of voice)	<ul style="list-style-type: none"> <li>Students read from papers and offer no eye contact.</li> <li>There are no visuals used.</li> <li>Voices may not be easily heard.</li> </ul>	<ul style="list-style-type: none"> <li>There is some loss of eye contact.</li> <li>Few visuals are used to assist in the organization of presentation.</li> <li>Some members of the group are difficult to hear.</li> </ul>	<ul style="list-style-type: none"> <li>There is some reference to notes but mostly eye contact is maintained.</li> <li>Visuals are used but could be more effective.</li> <li>Most members of the group are heard clearly.</li> </ul>	<ul style="list-style-type: none"> <li>There is no reference to notes and eye contact is maintained.</li> <li>Visuals are used effectively.</li> <li>Everyone is clearly heard.</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact is maintained at all times.</li> <li>The visuals are used effectively.</li> <li>All voices are clear.</li> </ul>



---

Occupation Profiles Chart

<b>Occupation</b>	<b>1.</b>	<b>2.</b>
<b>Salary Range</b>		
<b>Education/ Training Required</b>		
<b>Work Prospects</b>		
<b>Working Conditions (hours, indoor/outdoor, alone/with others, etc.)</b>		
<b>Duties</b>		
<b>Other Important Information</b>		



## Labour Market Trends Chart

**Trend:** A long-term change in social direction, broad in scope, and identified by many sources.

Trends affect us in a number of different ways, in our personal life, in our jobs, and as consumers.

There are consequences and effects on the economy from what we may think of as very simple trends. For example, an **aging population** can lead to more products and services (such as housing and television programming) geared to seniors.

**Directions:**

1. Examine the examples filled in the chart below. Add to the lists of changes and opportunities.
2. Identify three more trends that have developed in the last five to ten years.
3. Identify the type of trend each is—social, demographic, technological, environmental, economic, et cetera.
4. List the changes that have occurred as result of each of these trends.
5. Identify work or lifestyle opportunities that have opened up because of each of these changes.

Trend	Type of Trend	Changes	Opportunities
Aging population	Demographic	More seniors, more retired people	Special tours/travel, stores, and recreation aimed at seniors
Emphasis on health and fitness	Social	More prevention education	Fitness centres, organic foods and produce, stores that distribute prevention products





---

## The Evolving World of Work

### **Information Sheet** **Overview of the Evolving World of Work**

- The world of work is in constant flux. Work and occupations are not created out of the ether. They are created out of needs for goods and services. Over time, needs shift and change. New technologies, global influences, changes in demographics of the population and spending habits of families all affect the number and type of occupations in countries and in communities.
- Ask parents to think about occupations that they have seen disappear over their own lifetime (e.g., telegraph operators, bank tellers [practically], personal secretaries). As they disappear they are replaced by new occupations (e.g., financial advisors, software developers, radiology specialists). In another 100 years, people will be doing work we can only dream about now.
- Most of us aren't concerned about the next 100 years—at least it does not preoccupy our daily thoughts. We do care, however, about the next five or ten years as it relates to our own career futures and those of our children.
- As we look at the global economy at the beginning of the 21st century, what do we now see? Global trends include
  - highly competitive trade—easy movement of people and products globally
  - increased deregulation and privatization of industry
  - information technology is a dominant force
  - multinational companies moving to all parts of the world
- As we focus more specifically on Canada, we can identify areas where demand is expected to be high. These include
  - the information technology sector—huge growth but for a relatively small and specialized number of people
  - business, financial advisory, and personal services—significant growth for much larger numbers of people as organizations contract out services, and families buy needed services now that two-income earners have become increasingly the norm
  - health and education—predicted to be on the rise after a long period of decline
  - skilled trades people—in demand
  - tourism—large growth as baby boomers age and have disposable incomes
  - small business—huge growth here and in the services small business needs to survive
- These are general across the country. One needs, of course, to look in one's own province and region to see which of these trends is growing fastest at home.

---

## The Evolving World of Work (2)

- There has been a lot of doomsaying about the future of work and a lot of speculation about a jobless future. Many studies are now showing that there is little substance to these predictions. Predicting the future of work is risky business and a very inexact science. This is why we need to place so much emphasis on personal research. There are no certain answers—only signposts along the way.
- We know that while some areas of work disappear, others are created. And many suggest that the future workplace will be more challenging, more competitive, and less accessible for unskilled people and/or those with outdated skills who do not upgrade and pursue training to stay current. This has huge implications for our teens.
- The labour market outlook for youth is always particularly challenging. Youth unemployment has long been significantly above the adult unemployment rate and remains a national concern. There are important work challenges and difficulties for youth in Canada now. If we understand some of these, we can begin to think about how to “inoculate” our teens insofar as we can and how to help them manoeuvre cleverly, understanding where the vulnerabilities are and preparing themselves accordingly.

So let's start with the bad news first, remembering that these are only trends and not necessarily facts!

- There is a growing polarization in the Canadian labour market affecting both youth and adults—a gap between who gets work and who doesn't, who is rich and who isn't.
- In a 1990 survey, one in six Canadians described himself as poor; one in 20 as wealthy; the rest clustered in the middle. In 1995, over 20% of those who had been “better off” reported being less well off; 64% of the “poor” were also less well off.
- The youth share of the Canadian population was 13.4% in 1996 but their unemployment rate was 25%.
- Young people who do not have training beyond Grade 12 face significant obstacles in accessing good jobs and making enough money to live above the poverty line. While there are jobs for unskilled workers, they are most often low pay, low security, and “dead-end.” Youth need the tools to do well in entry jobs, learn from them, and move forward. Some of these tools are attitude and the capacity to move cleverly and strategically; another key tool is training.
- Many youth can expect delayed entry to adult roles. Youth are staying in school longer (which is good). They lack work experience (which is not good). The time it takes for them to access work that provides sufficient income to let them leave home is longer. In 1996, 44% of males between the ages of 25 to 29 were living at home; 33% of females were as well. There are many implications of this trend for families, parents, and youth.

---

## The Evolving World of Work (3)

- Among youth, an important issue is underemployment. We need to be very concerned about this. As we emphasize education, we imply that if youth complete schooling successfully, there will be challenging interesting work that is “big enough for their spirit” waiting for them. In a 1992 survey, 31% of high school graduates and 20% of university graduates reported being overqualified for their jobs seven years after graduation. While university graduation still remains a good insurance policy against unemployment, those in non-professional faculties (e.g., humanities and sciences) tend to find work, but not necessarily in their field and not using their talents and skills to their full potential. Many, indeed most, do eventually find work in their field but it takes longer—and it takes effort. For those in professional faculties (e.g., engineering), this is much less the case. This points to the advantage of post-secondary training in a profession or skilled trade area, at least in the short term.
- The issue of “quality work” for youth is also a serious concern. Government policies have focused on creating entry-level jobs and on raising the employment rate for youth. There has been much more of a focus on increasing the quantity of jobs than on what Graham Lowe calls “quality jobs.” Yet survey after survey indicates that youth want quality, not just quantity. Quality jobs are those that offer enough challenge, interest, decent people to work with, reasonable compensation, and some level of security. Youth need to understand quality, know how to seek it out and become their own quality control managers. This is critical to manoeuvre. Part of this is to become clever and strategic about terms like “flexible” and “just-in-time” workforce. These can offer huge advantages for those who know how to manoeuvre; for those who do not, however, they can benefit only the employer who can get their work done, provide low wages, no training, no benefits, and let youth go “just in time.”

So that is the bad news. There is also good news . . . and a good amount of it!

- The work that is being created seems to be distributed across levels of training and education approximately equally—30% requiring university; 30% requiring post-secondary training and skilled trades training; 30% requiring grade 12; and 12% less than grade 12. Most jobs still require “moderate” levels of skill to enter. This is not what we tend to hear in the media where technology hype makes it sound like all workers need to be technological wizards. High skill jobs in the information technology sector remain a relatively small percentage of the overall workforce. Interestingly enough, a majority of Canadians have more computer ability than is actually required for the jobs they do. The vulnerability of the 12% who do not complete secondary school (and even those who do complete it but do not pursue additional training) is a concern for certain. Both need to learn to be clever and to manage their learning in order to progress. With the right skills and strategies, it is possible.
- Youth seek and want quality jobs. They want challenging and meaningful work, AND they have a strong work ethic when the work “matters.” Again this is contrary to how youth are often depicted.

---

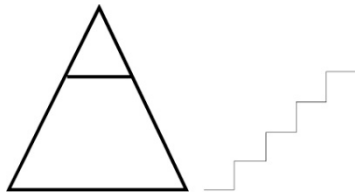
## The Evolving World of Work (4)

- Small business is a huge growth sector in Canada and presents enormous opportunity for youth with an entrepreneurial spirit and/or who want to work for entrepreneurs. Small business needs most of the services of big business, just on a smaller scale. So, whether youth want to manage their own small business or service an existing one, there is opportunity.
- Finally, by 2010 demographics should work strongly in favour of youth. By then, there will be fewer youth entering the workforce and many baby boomers will have exited. Workers are expected to be in high demand and youth may become hot commodities. When commodities are hot, there is competition and employers must invest in training and incentives to attract good people. We already see this now in the high tech sector. We are beginning to see it in other sectors as well, even the retail sector. So demographics will help.

## The Evolving World of Work (5)

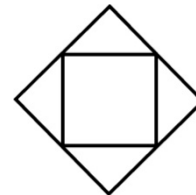
### Information Sheet The Pyramid and the Diamond

#### Traditional Pyramid



- lots of opportunities to enter at the bottom; lots of possibilities to stay there too
- more people at the bottom, less at the top
- opportunities are mostly hierarchical
- knowledge and decision making are mostly in the top triangle—opportunity for the patient and loyal ones
- skill requirements are clear—specialists abound
- considerable differentiation between “blue collar” labourers and “white collar” professionals
- focus is on occupations/job titles

#### Emerging Diamond



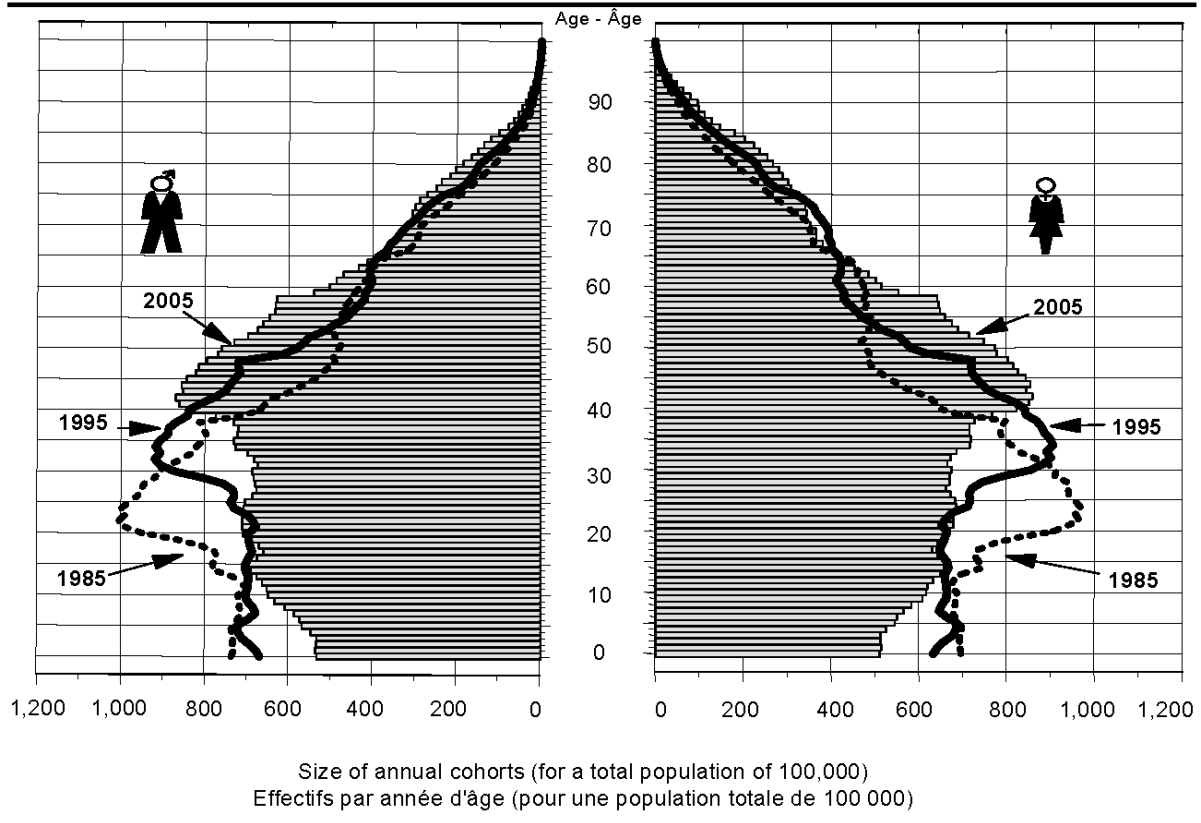
- constricted base means limited opportunity for low skill/inexperienced—assumption of basic skills
- more people in the middle, less at the bottom and top
- opportunities are mostly lateral
- knowledge and decision making are mostly in the big square—lots of opportunity for self-starters and risk takers
- transferable skills become necessary—generalists who are transferable/mobile and with ongoing learning skills and attitudes will mostly succeed
- crumbling differentiation—“aqua collar” workers are emerging as tasks expand and distinctions blur
- focus is on skills and sectors



## Canadian Demographics

The following "age pyramid" chart shows how Canada's population has been aging.

Chart 4 Age pyramid of the population for July 1, 1985, 1995 and 2005, Canada  
Graphique 4 Pyramide des âges de la population au 1<sup>er</sup> juillet 1985, 1995 et 2005, Canada



Source: Statistics Canada. *Annual Demographic Statistics 2005 = Statistiques démographiques annuelles 2005*. Catalogue no. 91-213-XIB. Ottawa, ON: Statistics Canada, 2005. 6.

Statistics Canada information is used with the permission of Statistics Canada. Users are forbidden to copy the data and disseminate them, in an original or modified form, for commercial purposes, without permission from Statistics Canada. Information on the availability of the wide range of data from Statistics Canada can be obtained from Statistics Canada's Regional Offices, its World Wide Web site at [www.statcan.gc.ca](http://www.statcan.gc.ca), and its toll-free access number 1-800-263-1136.

Look across the chart at various ages to see the differences in population in the different years.

---

## Canadian Demographics (2)

### **The Impact of Demographics on Employment**

The composition of society affects the need for goods and services industries.

#### ***Baby Boomers***

The “baby boomer” population has influenced the growth in fitness and leisure activities, the purchase of educational technology at home and at work, the emphasis on health care, prevention-related goods and services, and holistic alternative forms of medicine.

#### ***Baby Boom Echo***

The children of baby boomers have affected the changes in the children’s market for clothing, toys, music, and books.

#### ***The Blessed Ones***

As sophisticated shoppers at the top of their income-earning power, they emphasize value over conspicuous consumption. They have created a niche market for RSSP, mutual funds, estate planning, and home renovations (to increasingly accommodate aging and disabled occupants). They offer unprecedented opportunities for companies that can offer them the kind of goods and services they will want and need.

#### ***Golden Oldies***

The population over 65 has changed our emphasis on health care, and the technology, goods, and services related to that care. In addition, home care and community care services have changed and increased. These changes will continue to influence the labour market, as the baby boomers reach retirement.

#### ***Cultural Diversity***

The cultural diversity in Canada today affects products and services geared to visible minorities, immigrants, and refugees. Services may include language training, translation services, and immigrant settlement services. Products may be geared to specific groups or subsets of the market (e.g., language-specific newspapers and television programs, food services and goods). Ethnic diversity has led to growth in a number of industries and occupations.

Can you think of industries or occupations that may be affected by baby boomers? by cultural diversity? Discuss.



---

## Canadian Demographics (3)

### ***Labour Market Supply***

The supply of workers to fill jobs in the labour market is related to three factors:

- birth rate: Canada's birth rate is below replacement level.
- labour force growth: Canada's population is aging, and both the rate and absolute level of increase in the labour force will slow.
- rate of immigration: Immigration can help to minimize the population decline, but cannot realistically offset the shifting age structure of Canada. Total immigrant arrivals for Canada in 1994 did not meet the target 250 000 level planned by the federal government.

### ***Immigration***

New immigrants will take longer to adjust to the labour market because of a number of basic adaptation needs (Immigrant Services Society of BC):

- survival needs: food, shelter, clothing, language, health care orientation
- safety needs: adjustment/settlement counselling (trauma, culture shock), interpretation, translation, employment preparation, legal orientation
- social needs: being accepted and belonging
- esteem needs: gaining approval, respect, and access to programs and services

### ***Designated Groups***

The inclusion of groups that have been under-represented in the labour market, and the limitation of certain groups formerly overrepresented in the market, will have an impact on the number of workers and types of skills available to employers. The inclusion of people with disabilities will bring about a change in the work environment and in the attitudes of co-workers and employers. Changes will affect hiring procedures, and thus rearrange the composition of the labour force. If Canada is to have a labour force skilled enough to compete in the global economy, it is necessary to make effective use of all our human resources. Regulations are now being reviewed to improve legislation that helps employers identify and eliminate barriers to employment for designated group members: Aboriginal people, persons with disabilities, visible minorities, and women.

The *Employment Equity Act* is the current legislation in effect to administer and implement inclusive recruitment and retention in personnel practice. The Act ensures that employers with 100 or more employees prepare and carry out action plans to achieve a workforce in which designated group members are fairly represented.

The intent of employment equity is also to increase representation of the designated groups in occupational groups. A classic example of this is women in non-traditional occupations and in higher level management positions. Traditionally, women have been excluded from these types of positions because of their gender, not their ability. The purpose of the Act is remedial and not intended as punitive in any way towards any groups traditionally in these occupations.

Employment equity provides a new context in that the pool of applicants for jobs and for promotions will become more competitive, with more inclusive advertising and recruitment. Employment equity is sometimes blamed for problems related to the labour market, problems that are not related to equity initiatives and strategies.

What are the implications for employment for people from the designated groups? What are the implications for employment for people not in the designated groups? Discuss.







## Brochure Memo

### Interoffice Memorandum

To: Advertising Department  
 From: Leslie Krown, CEO and President  
 cc:  
 Date:  
 Re: Brochure

The Government of Canada has provided us with a grant to develop several brochures that encourage workers to consider non-traditional careers. The brochures must be creative and accurately reflect the career but also explain why the career may be suitable to a variety of individuals. The brochure could explain why, up until now, the career pathway has been dominated by a specific sector of the population.

The brochure must

- be on one double-sided page—software packages usually have a brochure template you can use
- provide an accurate description of the career, explaining the appropriate schooling and additional training required
- include a section on how the industry is changing to meet the needs of non-traditional workers, or perhaps how it is not changing and some of the challenges the non-traditional worker may face

Each of the brochure proposals will be considered using the following criteria:

Provides an accurate description of the career	1	1.5	2	2.5	3	3.5	4	4.5	5
Explains the necessary requirements for the career	1	1.5	2	2.5	3	3.5	4	4.5	5
Describes the changing nature of the industry or challenges	1	1.5	2	2.5	3	3.5	4	4.5	5
Organizes the information in the brochure so it is easy to read	1	1.5	2	2.5	3	3.5	4	4.5	5
Is written clearly and legibly	1	1.5	2	2.5	3	3.5	4	4.5	5
<b>Total</b>	<b>/25</b>								



## High Five Plus One

No matter what career path is chosen, there are some things that remain constant for all people. Canadian career development specialists originally called these constants the “High Five.” Some children have already learned about the High Five in school. A sixth principle has been recently added, giving us the “High Five Plus One.”

### **Change Is Constant**

We change constantly, and so does the world around us—including the working world. Chances are that a single occupation will no longer take workers from the beginning to the end of their working lives. Adaptability is an important skill to carry into the world of work.



### **Learning Is Ongoing**

Graduating from high school or a post-secondary program doesn't mean that your education is complete. Education is not limited to classrooms in a school. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

### **Focus on the Journey**

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all of its pitfalls, sidetracks, opportunities, and highways to new destinations.



### **Follow Your Heart**

Dreaming about your future can help you to understand what you really want in life. Knowing what you want and keeping it in mind can give you the motivation you need to deal with life's challenges. Listen to your inner voice.

### **Access Your Allies**

The journey of life is not taken alone. Life is like a team sport, and your team members are your friends, family, teachers, and neighbours. Any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.



### **Know Yourself**

The career planning constant or principle “Know Yourself” is the latest addition to the High Five Plus One. Knowing your true self by examining your values, beliefs, and interests in as much detail as possible will help you with career decisions as you travel along your career path.





---

## Goal-Setting Guidelines

1. Determine what is important to you, that is, what your values are.
2. Decide what you want in terms of a career, and make sure that this is in line with your values. This is your long-term goal.
3. List the benefits or rewards you will receive when you reach your goal. This will help to motivate you along the way.
4. Determine the steps you need to take to get to your long-term goal(s). These are your short-term goals.
5. Set deadlines for and ways to measure your short-term goals. This way you will know when you achieve them and can celebrate your successes.
6. Determine which goals should be achieved first, and focus on them.
7. Write your goals down. This way you can read them over frequently to remind yourself of your short- and long-term goals and the benefits of achieving them.



## Monthly Budget: Post-secondary Education/Training

Expenses			Income	
<b>Monthly Bills</b>	rent		<b>Wages</b>	
	utilities (water, gas, electricity, etc.)		<b>Savings</b>	
	communications (telephone, Internet, cable TV, etc.)		<b>Scholarships</b>	
	other		<b>Loans</b>	
<b>Daily Living</b>	groceries		<b>Other</b>	
	toiletries		<b>Total</b>	
	other			
<b>Transportation</b>	car loan		<p><b>Note:</b> Not all items on this list will be applicable to everyone.</p> <p>Calculate for a 12-month period that includes both in-school months and out-of-school months.</p>	
	gas/fuel			
	insurance			
	repairs			
	public transportation			
<b>School-Related</b>	tuition			
	books			
	student fees			
	other			
<b>Medical</b>	dentist			
	prescriptions			
	glasses			
	other			
<b>Entertainment</b>	books/magazines			
	videos/music			
	movies/plays			
	restaurants			
	concerts/clubs			
	other			
<b>Recreation</b>	gym fees			
	sports equipment			
	team dues			
	other			
<b>Personal</b>	clothing			
	gifts			
	salon/barber			
	other			
<b>Financial Obligations</b>	loans			
	credit cards			
	income tax			
	other			
<b>Total</b>				

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_  
 Total income                      Total expenses



## Monthly Budget: Directly to Employment

<b>Expenses</b>		<b>Income</b>	
<b>Monthly Bills</b>	rent	<b>Wages</b>	
	utilities (water, gas, electricity, etc.)	<b>Savings</b>	
	communications (telephone, Internet, cable TV, etc.)	<b>Scholarships</b>	
	other	<b>Loans</b>	
<b>Daily Living</b>	groceries	<b>Other</b>	
	toiletries	<b>Total</b>	
	other		
<b>Transportation</b>	car loan	<b>Note:</b> Not all items on this list will be applicable to everyone.	
	gas/fuel		
	insurance		
	repairs		
	public transportation		
<b>Medical</b>	dentist		
	prescriptions		
	glasses		
	other		
<b>Entertainment</b>	books/magazines		
	videos/music		
	movies/plays		
	restaurants		
	concerts/clubs		
	other		
<b>Recreation</b>	gym fees		
	sports equipment		
	team dues		
	other		
<b>Personal</b>	clothing		
	gifts		
	salon/barber		
	other		
<b>Financial Obligations</b>	loans		
	credit cards		
	income tax		
	other		
<b>Total</b>			

$$\text{Total income} \quad - \quad \text{Total expenses} \quad = \quad \underline{\hspace{2cm}}$$



---

## Essential Skills – The Foundation for Success

Industry Training Partnerships defines essential skills for the workplace in Manitoba as “the reading, writing, numeracy, communication, teamwork, thinking, learning and computer skills required to successfully perform in the workplace and to maximize the use of other types of training.”

Employees at all levels must be able to

- read and understand a range of text from written work orders to online and print-based technical and policy documents
- utilize complicated workplace documents including technical manuals, blueprints, and health and safety regulations
- fill out and compose forms, work orders, and reports
- clearly speak and carefully listen in one-on-one and group settings
- know when and how to use numbers accurately whether measuring, converting imperial measurements to metric, or developing budgets and reports
- navigate through print and online sources to find information specific to a task
- think through workplace problems and challenges
- work as a team, whether on the plant floor or in company or union meetings
- keep learning and adapting to changes such as introducing International Standards Organization (ISO) requirements, and new technology






## Employability Skills 2000<sup>+</sup>

### Employability Skills 2000<sup>+</sup>

*The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.*

These skills can also be applied and used beyond the workplace in a range of daily activities.

<b>Fundamental Skills</b> The skills needed as a base for further development	<b>Personal Management Skills</b> The personal skills, attitudes and behaviours that drive one's potential for growth	<b>Teamwork Skills</b> The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul> <p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> </ul> <p><b>Use Numbers</b></p> <ul style="list-style-type: none"> <li>• decide what needs to be measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> </ul> <p><b>Think &amp; Solve Problems</b></p> <ul style="list-style-type: none"> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• implement solutions</li> <li>• check to see if a solution works, and act on opportunities for improvement</li> </ul>	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p><b>Demonstrate Positive Attitudes &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li>• work independently or as a part of a team</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</li> </ul> <p><b>Learn Continuously</b></p> <ul style="list-style-type: none"> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for and achieve your learning goals</li> </ul> <p><b>Work Safely</b></p> <ul style="list-style-type: none"> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> </ul>	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p><b>Work with Others</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's diversity, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> <p><b>Participate in Projects &amp; Tasks</b></p> <ul style="list-style-type: none"> <li>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• work to agreed quality standards and specifications</li> <li>• select and use appropriate tools and technology for a task or project</li> <li>• adapt to changing requirements and information</li> <li>• continuously monitor the success of a project or task and identify ways to improve</li> </ul> <div style="text-align: right; margin-top: 20px;">  <p>The Conference Board of Canada</p> <p>255 Smyth Road, Ottawa                      ON K1H 8M7 Canada                      Tel. (613) 526-3280                      Fax (613) 526-4857                      Internet: <a href="http://www.conferenceboard.ca/education">www.conferenceboard.ca/education</a></p> </div>



---

## Resumé Assessment

Ask the following questions when assessing your own resumé or the resúmes of others.

1. Are unique qualities, or personal accomplishments, clearly expressed?
2. Will the reader see and understand the accomplishments presented within the first few seconds of looking at the resumé?
3. Does the resumé address the needs of the target employers by showing that the applicant has solved problems similar to the ones the employers are experiencing?
4. Does the resumé convey the applicant's ability to make an impact by outlining accomplishments in a clear and compelling manner?
5. Does the resumé have a sense of action and movement? Are action verbs used wherever possible?
6. Does the resumé design draw the eye to key information? Is the page clean and uncluttered? Is the resumé easy on the eye?
7. When you read the resumé, are you impressed?



## Debate Rubric

Criteria	Mastery	Above Standard	Standard	Approaches Standard	Below Standard
Opening and closing statements	<ul style="list-style-type: none"> <li>extremely thorough, well organized presentation of arguments and evidence</li> <li>opening statement engages the interest of audience; closing statement leaves no unanswered issues and resonates with the audience</li> </ul>	<ul style="list-style-type: none"> <li>well organized and complete presentation of arguments and evidence</li> <li>opening statement successfully frames the issues; closing statement summarizes many arguments made in the debate</li> </ul>	<ul style="list-style-type: none"> <li>organized and generally complete presentation of arguments and evidence</li> <li>opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate</li> </ul>	<ul style="list-style-type: none"> <li>somewhat organized presentation of arguments and evidence</li> <li>opening statement minimally outlines arguments; closing argument briefly restates the ideas offered in the opening statement</li> </ul>	<ul style="list-style-type: none"> <li>arguments are unorganized, incomplete, or completely lacking in evidence</li> <li>opening statement and closing statements do little more than state the position of the team</li> </ul>
Rebuttals	<ul style="list-style-type: none"> <li>responds to issues raised by opponents with concise, accurate, logical answers</li> <li>effectively challenges the arguments made by opponents with argument and evidence</li> </ul>	<ul style="list-style-type: none"> <li>responds to issues raised by opponents with accurate and generally concise answers</li> <li>challenges the arguments made by opponents; challenges are generally effective</li> </ul>	<ul style="list-style-type: none"> <li>responds to most of the issues raised by opponents with generally accurate answers</li> <li>offers arguments, but no evidence, to counter the arguments made by opponents</li> </ul>	<ul style="list-style-type: none"> <li>seems to be caught off-guard by opponents; offers tentative, somewhat accurate, but possibly vague or illogical responses</li> <li>attempts to challenge arguments of opponents</li> </ul>	<ul style="list-style-type: none"> <li>is unable to respond to issues raised by opponents in a meaningful or accurate way</li> </ul>
Effective use of historical evidence/content knowledge	<ul style="list-style-type: none"> <li>demonstrates a sophisticated understanding of the issues, events, and facts relevant to the topic</li> <li>demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a sophisticated understanding of the issues, events, and facts relevant to the topic</li> <li>demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a basic and accurate understanding of the issues, events, and facts relevant to the topic</li> <li>relevant to the topic</li> <li>make basic connections between facts and concepts</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a generally accurate understanding of relevant issues, events, and facts, but may exhibit minor confusion or misunderstandings</li> <li>seems to understand general ideas, but does not support ideas with relevant facts; OR, seems to understand facts but is unable to connect them into coherent arguments</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an inadequate understanding of the history/content relevant to the topic</li> <li>supports statements with vague or irrelevant information, or no information at all</li> </ul>
Use of persuasive appeals	<ul style="list-style-type: none"> <li>makes deliberate and effective use of logical, emotional, and ethical appeals in order to persuade</li> </ul>	<ul style="list-style-type: none"> <li>uses logical, emotional, and ethical appeals to enhance effectiveness of argument</li> </ul>	<ul style="list-style-type: none"> <li>uses some appeals to make argument more persuasive, but may not include a mix of logical, emotional, and ethical appeals</li> </ul>	<ul style="list-style-type: none"> <li>makes minimal use of persuasive appeals</li> </ul>	<ul style="list-style-type: none"> <li>does not use persuasive rhetoric</li> </ul>
Language use	<ul style="list-style-type: none"> <li>uses language that is stylistically sophisticated and appropriate</li> <li>uses literary devices to enhance the argument</li> </ul>	<ul style="list-style-type: none"> <li>uses language that is appropriate</li> <li>uses literary devices to add interest</li> </ul>	<ul style="list-style-type: none"> <li>uses language that is appropriate</li> <li>attempts to use literary devices to add interest</li> </ul>	<ul style="list-style-type: none"> <li>generally uses language that is appropriate</li> <li>uses basic but clear language</li> </ul>	<ul style="list-style-type: none"> <li>uses colloquial, overly simplistic language</li> <li>uses language and syntax that is unclear</li> </ul>
Performance	<ul style="list-style-type: none"> <li>exhibits confidence, energy, and passion in the course of the debate</li> <li>maintains respectful tone</li> <li>accesses preparation materials with ease</li> </ul>	<ul style="list-style-type: none"> <li>exhibits confidence and energy in the course of the debate</li> <li>maintains respectful tone</li> <li>uses preparation materials effectively</li> </ul>	<ul style="list-style-type: none"> <li>appears nervous, yet somewhat confident</li> <li>maintains respectful tone</li> <li>use of preparation materials does not distract</li> </ul>	<ul style="list-style-type: none"> <li>lacks confidence</li> <li>maintains respectful tone</li> <li>use of preparation materials distracts from quality of performance</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little or no preparation</li> <li>fails to maintain respectful tone</li> </ul>



---

## Career Research Interview Questionnaire

Student Name	
Employer/Mentor Name	
Name of Company	
Job Title	

### Suggested Questions

- What are the daily routines and responsibilities of this occupation? Could you describe a typical day on the job?
- Is every day basically the same or is there a lot of variety?
- How much of your day is spent working with other people?
- What specific education or employment experience is necessary to work in this occupation?
- Why did you choose this occupation? Why are you still in it?
- What changes have you seen in this occupation over the past five or ten years?
- Did you have experience in other occupations or volunteer positions that assisted you in advancing to your present position? Please explain.
- What opportunities for other positions or advancement are there in this occupation?
- What qualities and skills do you possess that make you successful in your present position?
- What other qualities and/or skills do you think will be necessary in the future?
- What are the working conditions and personal benefits in this position (e.g., salary scale, dress code, hours of work, pension plans, health care plans)?
- Are you required to travel? work evenings and weekends?
- Many occupations have mundane duties or some unpleasant working conditions. What are some, if any, of the duties and working conditions you dislike about this occupation?
- What procedures does this organization follow in the hiring of new employees for this position?
- What personal qualities and abilities is your organization looking for in someone starting out in this occupation?
- How do you see this occupation changing in the next five years? Will demand for workers increase or decrease?
- What advice do you have for a young person considering this occupation?

Please include at least **three** additional questions that you would like to ask.





---

## Career and Community Experience Expectations Agreement Guidelines

When schools and/or school divisions develop a career and community experience agreement form for students and their parents to read and sign, they should address the following issues in their terms of agreement:

- waiving of wages or remuneration for work done as part of a career and community experience
- coverage under *The Workers Compensation Act* by Manitoba Education and Training
- health and safety precautions as determined by the school division and community placement, in accordance with school division safety and liability policies
- permission to share personal information about students
- attendance requirements (e.g., notification of planned absences in advance)
- transportation to and from community sites
- compliance with community placement requirements
- costs to the student related to the community placement
- teacher supervisor site visitations at least once every 20 placement hours
- additional requirements of particular work sites (e.g., criminal record checks, child abuse registry check, agreement of confidentiality)



## Career and Community Experience Student Log

Student name: \_\_\_\_\_ Community Site: \_\_\_\_\_

School: \_\_\_\_\_ Community Supervisor: \_\_\_\_\_

Teacher/Monitor: \_\_\_\_\_

<b>Date</b>	<b>Task(s)</b>	<b>Equipment used</b>	<b>Comments/Reflections (on attitudes, skills, procedures, and on my expectations and goals)</b>

Additional Comments:

Date \_\_\_\_\_ Student \_\_\_\_\_ Community Supervisor \_\_\_\_\_  
(signature) (signature)



## Career and Community Experience Training Plan

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Site (Business Name):	School Address:	Community Site Fax Number:  Community Site Email Address:

Student Area of Interest: \_\_\_\_\_

Description of employer safety orientation provided: \_\_\_\_\_

Day/Hours to be worked: \_\_\_\_\_

General outline:

*[Description of nature of activities to be performed during the community experience placement (e.g., participate in all facets of working in a clothing retail store, including customer relations, money management, and store inventory)]*

### Community Placement Specific Skills/Duties/Tasks

The following duties will be observed or performed alone or with assistance, and these workplace skills will be developed. The student will also receive a rating on a scale of 1 to 5:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

<b>Skill/Duty</b>	<b>Observed</b>	<b>Performed with help</b>	<b>Performed alone</b>	<b>Rating</b>
Handle customer payments	—	—	—	—
Provide quality customer service	—	—	—	—
Stock shelves	—	—	—	—
Create displays	—	—	—	—
Handle customer complaints	—	—	—	—
Demonstrate knowledge of stock	—	—	—	—
Maintain displays	—	—	—	—
Price merchandise	—	—	—	—
Maintain general store	—	—	—	—
Inventory store stock	—	—	—	—
Order stock	—	—	—	—
Follow store policies	—	—	—	—

*The above list of duties for work site training competencies has been determined in consultation with three retail clothing stores: Swanson, Neroes, and the Den.*

Community Supervisor Comments:

## Career and Community Experience Training Plan (2)

**Employability Skills:**

The student recognizes and respects people's diversity, individual differences, and perspectives.

*Performed with help*

*Performed alone*

*N/A*

----

----

----

The student is willing to change preferred way of doing things.

----

----

----

The student is able to recognize when something needs to be done without being told.

----

----

----

The student is able to function effectively under pressure.

----

----

----

The student is able to act in accordance with personal and group health and safety practices.

----

----

----

The student is able to make difficult decisions in a timely manner.

----

----

----

The student is thorough (i.e., complete and accurate) in work.

----

----

----

Additional Community Supervisor Comments:

Teacher/Monitor Comments:

**Related Courses Taken/Planned:**

- a) in school \_\_\_\_\_
- b) \_\_\_\_\_
- c) in the community \_\_\_\_\_

By their signatures, the parties below signify their agreement with the terms of the Training Plan above:

School:	Student/Parent or Guardian:	Community Site:
Contact Name (print): _____	_____ (student signature)	Contact Name (print) : _____
_____ (signature)	_____ (parent/guardian signature)	_____ (signature)
Date:	Date:	Date:

Career and Community Experience Evaluation Form—General

Student: \_\_\_\_\_  
 Course: \_\_\_\_\_  
 Teacher: \_\_\_\_\_  
 School: \_\_\_\_\_

Dates of Placement—Evaluation Time Frame:  
 from: \_\_\_\_\_  
 to \_\_\_\_\_ 20\_\_\_\_  
 Community site:  
 \_\_\_\_\_  
 Tel: \_\_\_\_\_  
 Fax: \_\_\_\_\_  
 Supervisor:  
 \_\_\_\_\_  
 Type of Placement:  
 \_\_\_\_\_

Please evaluate this student in the sections that are applicable to this type of placement and discuss this evaluation with the student.

Please indicate your level of satisfaction with the student’s participation in the career and community placement experience by placing an (X) in the appropriate box.

	5	4	3	2	1	n/a
<b>Evaluation Criteria</b> <b>Personal Management Skills</b>	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
The student interacts well with others.						
The student demonstrates reliable behaviour patterns in attendance and punctuality.						
The student demonstrates a positive attitude toward the job and the organization.						
The student is able to determine when to ask for help and when to complete the task independently.						
The student is able to learn new skills.						
The student’s appearance, personal neatness, and grooming are appropriate.						
The student has demonstrated the ability to orally give and exchange thoughts and information about the on-site experiences.						
The student has demonstrated the ability to listen and clarify thoughts and information sent out by others.						

Career and Community Experience Evaluation Form—General (2)

Please indicate your level of satisfaction with the student’s participation in the career and community experience by placing an (x) in the appropriate box.

	5	4	3	2	1	n/a
<b>Evaluation Criteria</b>	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
<b>Employability Skills</b>						
The student is respectful of others.						
The student has demonstrated honesty and integrity at the community location.						
The student accepts constructive criticism.						
The student demonstrates the ability to adapt to new tasks/situations.						
The student shows initiative (is a self-starter) while learning and working on tasks.						
The student stays on task and completes assignments in a responsible way.						
The student demonstrates the ability to make difficult decisions in a timely manner.						
The student is able to function effectively under pressure and maintain self-control in the face of hostility or provocation.						
The student understands and follows safety procedures.						
The student has gained knowledge and technical expertise commensurate with the time spent at the work site.						

Strengths/Abilities	Areas Requiring Improvement
---------------------	-----------------------------

Comments
----------



Career and Community Experience Evaluation Form—General (3)

	5	4	3	2	1	n/a
<b>Evaluation Criteria</b> <b>Other Essential Skills</b>	Strongly Agree	Agree	Ambivalent	Disagree	Strongly Disagree	
The student reads and understands information from print and digital sources.						
The student reads and uses information from a variety of displays (e.g., graphs, tables, schematics).						
The student demonstrates responsible use of technology and digital media.						
The student is able to use numbers and to apply, interpret, and communicate mathematical information.						
The student is able to use a computer and standard software packages (e.g., word processing, email, spreadsheets) to communicate.						
The student is able to convey information effectively using handwritten or typed/keyed text.						
The student demonstrates thinking skills such as problem-solving skills and decision-making skills.						
The student exchanges thoughts and information with others orally.						
The student is able to complete tasks independently.						
The student is able to plan, organize, and effectively implement tasks and projects.						
The student works as part of a team, accomplishing tasks through cooperative efforts.						
The student demonstrates the ongoing process of acquiring skills and knowledge.						
The student is aware of and sensitive to cultural differences.						

Note: Also use Career and Community Experience Evaluation Form—Specific Skills when students participate in longer term placements.

This evaluation has been discussed with the student participating in the program. Yes/No

**Community Supervisor** \_\_\_\_\_  
(signature) (date)

**Teacher/Monitor** \_\_\_\_\_  
(signature) (date)

**Student** \_\_\_\_\_  
(signature) (date)

**Parent/Guardian** \_\_\_\_\_  
(signature) (date)

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Comments:

Sample

## Career and Community Experience Evaluation Form— Specific Skills

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Supervisor Name:	School Address:	Community Site Fax Number:  Community Site Email Address:

Student Area of Interest: \_\_\_\_\_

Evaluation Time Frame:

Starting from \_\_\_\_\_

until \_\_\_\_\_.

### Community Placement Specific Skills/Duties/Tasks

The list of duties/skills for this community site placement was developed in consultation with three clothing retail stores: Store A, Store B, and Store C. These duties were observed or performed alone or with assistance, and these workplace skills were developed. The student has been rated on a score of 1 to 5 to indicate skill proficiency:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

Skill/Duty	Observed	Performed with Help	Performed Alone	Rating
<i>Examples:</i>				
Handling customer payment	X	X	X	5
Stocking shelves	X	X	X	4
Providing quality customer service	X	X	X	3
Ordering stock				1

---

Career and Community Experience Evaluation Form—  
Specific Skills (2)

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Reflections on the Experience:

Future Directions:

Community Supervisor \_\_\_\_\_  
(signature) (date)

Teacher/Monitor \_\_\_\_\_  
(signature) (date)

Student \_\_\_\_\_  
(signature) (date)

Parent/Guardian \_\_\_\_\_  
(signature) (date)

## Career Management Assessment

In the first column on the right, rate your strength as described in the statement on the left. In the next column, rate your fellow employees/classmates as you perceive their strengths. Use a scale from 1 to 5, where 1 is low and 5 is high.

<b>Descriptive Statements</b>	<b>Rating Myself</b>	<b>Rating Colleagues</b>
<p><b>1. I have a positive self-image.</b> (My self-confidence helps me influence other people in my life. I am able to find ways to maintain my self-confidence in difficult or new situations.)</p>		
<p><b>2. I can interact effectively with others.</b> (When I interact with other people, I ask questions because I want to learn about them. I listen more than I talk about myself in communication with others. I do not try to control situations or others.)</p>		
<p><b>3. I can adapt to change and personal growth.</b> (I have developed good health habits. I have been able to manage stress and express my feelings. I use strategies to adapt to changes.)</p>		
<p><b>4. I participate in lifelong learning.</b> (I understand how skills are transferable. I demonstrate behaviours and attitudes that contribute to achieving my goals. I undertake continuous learning activities.)</p>		
<p><b>5. I can effectively use career information.</b> (I know how to interpret and use labour market information. I know how my interests, knowledge, skills, beliefs, and attitudes can be transferable to various work roles. I know what working conditions I want for myself.)</p>		
<p><b>6. I can understand the relationship between the economy and society.</b> (I understand how work can satisfy our needs. I understand the effect of work on people's lifestyles. I understand how society's needs and functions affect the supply of goods and services.)</p>		
<p><b>7. I can create, secure, and maintain work.</b> (I know the importance of personal qualities to create, get, and keep work. I know how to locate, interpret, and use labour market information. I have developed work search tools and skills—resumés, portfolios, etc.)</p>		
<p><b>8. I can make career-enhancing decisions.</b> (I understand how my personal beliefs and attitudes affect my decision-making process. I know how to apply problem-solving strategies. I know how to develop a range of creative scenarios supportive of my preferred future. I am able to demonstrate skills, knowledge, and attitudes required to assess work and learning opportunities.)</p>		

## Career Management Assessment (2)

<b>Descriptive Statements</b>	<b>Rating Myself</b>	<b>Rating Colleagues</b>
<b>9. I can effectively balance life and work roles.</b> (I am aware of my various life roles and the responsibilities linked to them. I understand how those work and life roles have an impact on our preferred future or lifestyle. I understand the kind of work, family, and leisure activities I feel will contribute to a balanced life.)		
<b>10. I can recognize reasons for life/work changes.</b> (I understand the changing life roles of men and women in work and family settings. I understand how contributions both inside and outside the home are important to family and society. I demonstrate attitudes, behaviours, and skills that contribute to the elimination of gender bias and stereotyping.)		
<b>11. I am able to plan and manage my life and work future.</b> (I demonstrate behaviours and attitudes that reflect the High Five Plus One messages: change is constant, learning is ongoing, follow your heart, focus on the journey, access your allies, and know yourself. I set life/work goals that reflect my preferred future. I know how to plan and apply coping strategies or new life/work scenarios during transition periods.)		

## My Career Portfolio and the GLOs

**Directions:** Beside each GLO in the chart below, describe the schoolwork, extracurricular activities, work (volunteer and paid), hobbies, and community involvement you have done that show how you have achieved the GLO. Have you included evidence for each GLO in your Career Portfolio? If not, be sure to add some.

<b>General Learning Outcome (GLO)</b>	<b>Evidence Showing Achievement</b>
GLO A: Build and maintain a positive self-image.	
GLO B: Interact positively and effectively with others.	
GLO C: Change and grow throughout life.	
GLO D: Locate and effectively use life/work information.	
GLO E: Understand the relationship between work and society/economy.	
GLO F: Maintain balanced life and work roles.	
GLO G: Understand the changing nature of life/work roles.	
GLO H: Participate in lifelong learning supportive of life/work goals.	
GLO I: Make life/work enhancing decisions.	
GLO J: Understand, engage in, and manage own life/work building process.	
GLO K: Secure/create and maintain work.	







## APPENDIX B

### Strategies for Instruction and Assessment

- Admit Slips and Exit Slips
- Y-Charts
- Prompts for Reflection or Reflective Journal Entry
- Jigsaw Grouping
- Freewriting
- Gallery Walk
- Mind Maps
- Checklists
- Take a Stand



## ADMIT SLIPS AND EXIT SLIPS

Admit slips are filled in by students at the beginning of class, ideally before they enter, but realistically in the first few minutes of class. Exit slips are filled in by students at the end of class before they are allowed to leave.

### Purposes:

- to help students focus on what they expect to learn in class
- to help students reflect on what they have learned
- to provide the teacher with information on student learning

### Procedure:

#### Admit slip

1. At the beginning of class, students write
  - questions that were not answered for them in the previous class
  - an observation about where they are in the current unit or sequence of learning experiences
  - a focus statement about what they expect from this class
2. The teacher reads the admit slips as they are handed in, and responds whenever appropriate throughout the class.

#### Exit slip

1. Before leaving at the end of class, students write
  - one of the important things they learned during the class
  - a question that remains unanswered
2. The teacher responds to any questions from the exit slips at the beginning of the next class.

---

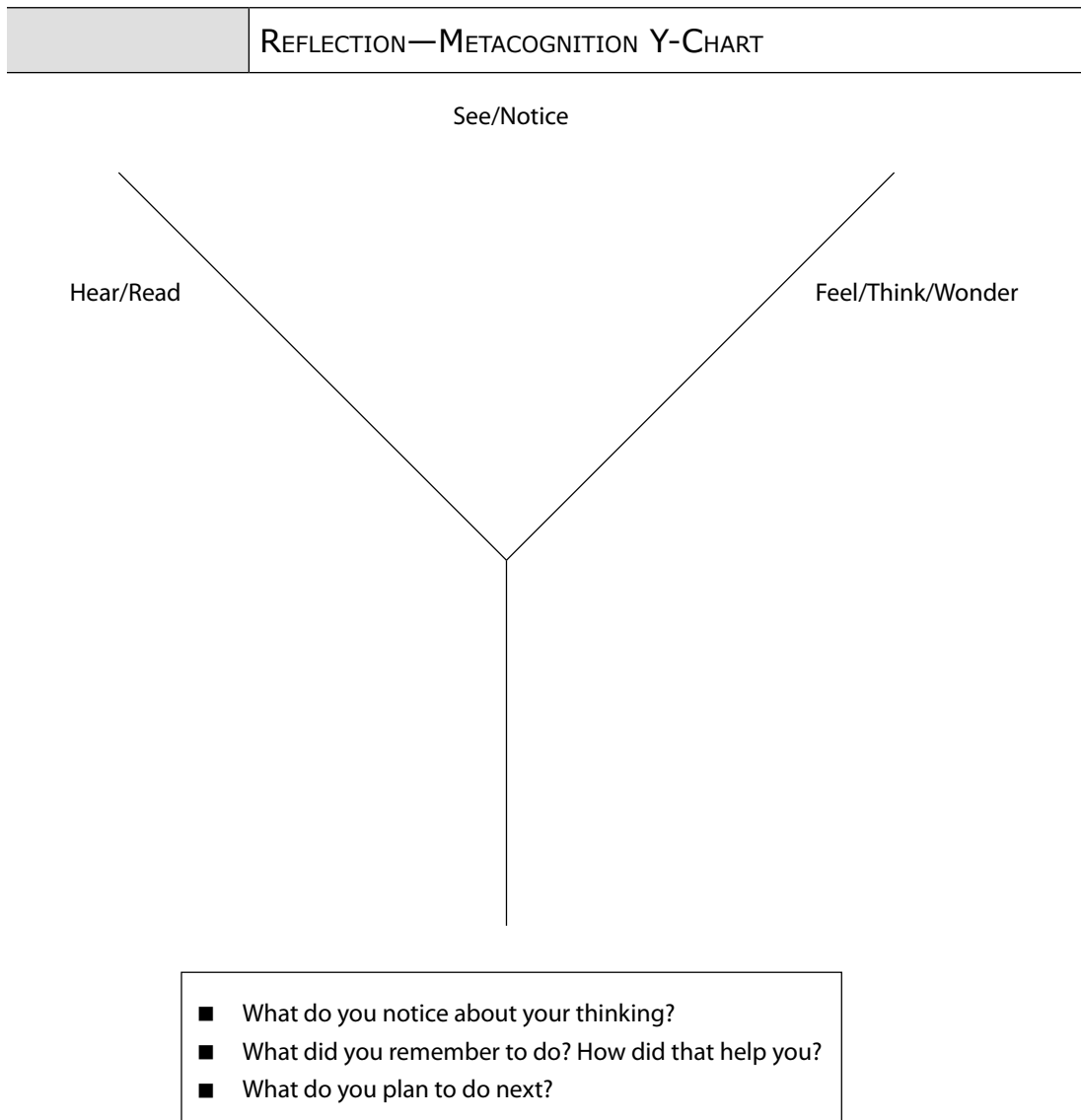
#### References:

Gere, Anne Ruggels, ed. *Roots in the Sawdust: Writing to Learn Across the Disciplines*. Urbana, IL: National Council of Teachers of English, 1985.

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction—A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

## Y-CHARTS

A Y-chart is a graphic organizer that can be used for a variety of purposes. Originally, this organizer was used to help students identify what a particular behaviour sounds like, feels like, and looks like, but it has also been used for reflective purposes, where students think back on a learning experience and identify the aspects of the experience that contributed to their learning. An example of a Reflection—Metacognition Y-Chart is given below:



Reference: Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003. BLM 1.

## PROMPTS FOR REFLECTION OR REFLECTIVE JOURNAL ENTRY

Student (and teacher) reflection on learning is a big part of assessment for learning. By developing their metacognitive skills (or by thinking about thinking), students are engaged in their own learning. They learn about how they learn and when to use what strategies, and they are able to improve their learning through setting goals and monitoring their achievement of these learning goals. Students pay attention to what they are learning and use what they have learned to make adjustments and changes in their thinking—they actively construct knowledge.

Select from the following general prompts to use and/or customize for class and small group reflection and for written reflective journal entries. One or two at a time can also be used on admit and/or exit slips.

- What is the purpose of learning these ideas and/or skills?
- What do I know about this topic?
- What strategies do I know that will help me learn this?
- Am I understanding these ideas?
- I now understand . . .
- What I just learned connects with . . .
- What are the criteria for improving my work?
- What have I learned about \_\_\_\_? (content and strategies)
- How have I learned about \_\_\_\_? (content and strategies)
- How can I apply/use/change what I have learned to/in/for my future work?
- I'm still wondering . . .
- I still don't understand . . .
- What problems do I still have?
- What did I get out of this learning experience/project?
- What does what I've learned mean to me?
- How am I now thinking about these ideas? How is this different from how I used to think of them?
- I feel \_\_\_\_\_. Why?
- What observations did I make about \_\_\_\_?
- How does what I've learned connect to other courses or subjects?
- How does what I've learned fit with what I already knew?
- I was surprised to read/hear/observe that . . .
- Describe the learning strategy or process we used. How effective was it?

- What questions do I have?
- Have I accomplished the goals I set for myself?
- How could I have learned this in a different way?
- What is another way to do this?
- Would I do it the same way next time? Why or why not?
- How will knowing this help me to do better work?
- What else would I still like to know?
- The task/learning experience would be more interesting if . . .
- What could I have done to learn this more effectively?

---

References:

Atwell, Nancie. *In the Middle: Writing, Reading, and Learning with Adolescents*. Portsmouth, NH: Heinemann, 1987.

Grant, Gerald. ed. *Review of Research in Education*. Washington, DC: American Educational Research Association, 1992.

Manitoba Education and Training. *Skills for Independent Living (Senior 2) Interim Guide*. Winnipeg, MB: Manitoba Education and Training, 1993.

———. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.

## JIGSAW GROUPING

Jigsaw was developed in 1978 (Aronson, Blaney, Silkes, and Snapp) and has since been modified in various ways. This cooperative learning strategy is one in which students become experts on part of a topic, which they then share with their group.

In the jigsaw grouping strategy, students belong to groups that are expected to learn a topic. Each member of each student team is given a different subsection of topic materials that is comprehensible on its own. To master this material, each team member meets with students from other teams who have been assigned the same material to learn. They also discuss means of teaching the material to their respective team members. The original teams re-form, and each student teaches the others his or her segment of the material.

---

### References:

- Aronson, E., N. Blaney, C. Stephan, J. Silkes, and M. Snapp. *The Jigsaw Classroom*. Beverly Hills, CA: Sage, 1978.
- Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

## FREEWITING

Freewriting is a write-to-learn strategy that is helpful in detailing what one already thinks and knows and needs to know about a topic. The main rule to freewriting is to write without stopping for a set period of time (usually five or ten minutes). If students get stuck, they should repeat either the opening phrase or the last word written or even “can’t write” until something comes to them. The trick is to keep the pen moving.

By not stopping to think, students are able to concentrate on ideas rather than on grammar or spelling or other issues of expression. It is a process of discovery for the students—they may know or think things they didn’t realize they knew or thought.

---

### References:

- Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. 2nd ed. New York, NY: Oxford University Press, 1998.
- Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Boston, MA: Shambhala Publications, 1986.

## GALLERY WALK

The gallery walk strategy can be used in various ways—it can be used to activate interest in a topic, to acquire understanding of lesson content, and to demonstrate and assess learning. In a gallery walk, students are given the opportunity to learn through a process of observation, discussion, and reflection.

One basic gallery walk process is as follows:

1. Students or teachers set up stations or focus areas with visual or verbal material displayed together with a sheet asking one or two focus questions with space for various responses. Material (e.g., photographs, graphs, quotes, maps, posters, dioramas) may be selected by the teacher to provide particular information or may be work that students completed in an earlier learning activity. If the material is student work, one of the students who worked at creating it may remain at the station to act as curator, answering questions and providing explanations as the other students visit. (The role of curator should be rotated so that all students have an opportunity to circulate among the displays.)
2. In pairs or small groups, students visit the displays, one pair/group at each display. While visiting a display, students carefully observe the display, address the focus questions (and the responses of previous visitors if they were not the first), discuss their responses, and record their responses and questions on the sheet provided. Focus questions for student work could include What did you learn from this display? and What do you like best about this display?
3. After a set period of time, students are directed to move on to the next display and repeat the process of observation, discussion, and response.
4. When all groups of students have visited all of the displays, each group returns to the first station it visited. The student groups read through all of the responses to that station and create a summary of the responses, which they share with the class.

Gallery walk gets students up and moving around, talking to each other, and building on the ideas of each other.

---

### References:

BC Ministry of Education. "Fine Arts K-7: Glossary and Approaches to Instruction." 8 July 1998. [www.bced.gov.bc.ca/irp/fak7/apf2.htm](http://www.bced.gov.bc.ca/irp/fak7/apf2.htm) (9 Nov. 2007).

Brownlie, Faye, and Susan Close. *Beyond Chalk & Talk: Collaborative Strategies for the Middle and High School Years*. Markham, ON: Pembroke Publishers, 1992.

Council of Chief State School Officers. "Additional Strategies to Promote a Culture of Literacy in the Content Area Classroom." Aug. 2007. [www.ccsso.org/content/pdfs/FINAL%20CCSSO%20Additional%20Strategies.doc](http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20Additional%20Strategies.doc) (9 Nov. 2007).

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4*. Winnipeg, MB: Manitoba Education and Training, 1996.

Morrison, Liz. "Historical Overview Gallery Walk Lesson." [www.jimcrowhistory.org/resources/pdf/hs\\_lp\\_gallery\\_walk.pdf](http://www.jimcrowhistory.org/resources/pdf/hs_lp_gallery_walk.pdf) (9 Nov. 2007).



## MIND MAPS

There are many kinds of mapping strategies used for many kinds of learning purposes. The mind mapping strategy referred to in this document is also called graphic mapping. It is different from clustering, webbing, concept mapping, semantic mapping, or information mapping in that it includes visual elements such as pictures, shapes, symbols, codes, and colour, as well as lines and words. Adding graphics helps students tap into different ways of thinking/different parts of the mind.

Student-created mind maps can be used to generate ideas about a topic, to process ideas from a reading or presentation, or to present one's understanding of a topic. However they are used, mind maps encourage a deeper understanding.

One process for creating a mind map follows (Manitoba Education and Training, *Senior 4 ELA 4-118*):

1. Set your paper horizontally and draw a key image, using colour. Images may trigger more associations than words, and colour appeals to the brain.
2. For each idea you associate with this image, draw a line from the image, and then print a word or short phrase on the line. Add images as they occur to you.
3. Before you add new ideas to the mind map, consider which words you associate them with. Make this association clear by placing new ideas on lines that branch from existing ideas, or by using arrows or colour codes.
4. Emphasize important ideas through colours, variations in size, lines, images, and spacing

Examples of a variety of mind maps can be found online at websites such as [www.topicscape.com/mindmaps/](http://www.topicscape.com/mindmaps/).

---

### References:

Buehl, Doug. *Classroom Strategies for Interactive Learning*. 2nd ed. Newark, DE: International Reading Association, 2001.

Buzan, Tony, with Barry Buzan. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York, NY: Penguin Books, 1993.

Claggett, Fran, with Joan Brown. *Drawing Your Own Conclusions: Graphic Strategies for Reading, Writing, and Thinking*. Portsmouth, NH: Boynton/Cook Publishers, 1992.

Manitoba Education and Training. *Senior 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 2000.

## CHECKLISTS

Checklists are a simple and effective way to monitor and provide feedback on student participation and learning.

List students' names down one column, and list the various criteria to consider when assessing a particular learning activity in other columns.

**Example:**

Date: \_\_\_\_\_

Student Names	Listened attentively and respectfully to ideas of others	Spoke respectfully when presenting ideas to others
Joe		
Jane		
Bob		
Sue		
Kelly		

Specific comments can be written at the bottom of the page or on the reverse side.

## TAKE A STAND

The strategy Take a Stand is a less formal variation of a debate. This strategy works well when students are thinking about and discussing topics that could be controversial or subject to a variety of opinions.

One procedure for using the Take a Stand strategy follows:

1. Choose two opposing topics or statements that are subject to different opinions.
2. Ask students who agree with the statement to move to one corner of the room, students who disagree to move to another corner of the room, and students who have mixed opinions or no firm opinion to move to another corner of the room.
3. Students in the “agree” group work together to formulate their reasons for agreeing, and students in the “disagree” group work together to formulate their reasons for disagreeing. Students in the other group discuss what aspects they agree or disagree with and what further information they would need to have a firmer opinion. If groups are too large, students should split into smaller groups to encourage more active participation.
4. A spokesperson from the “agree” group is asked to present their reasons to the rest of the students, trying to especially sway some of the undecided students over to their way of thinking. Any students who are convinced by the arguments of the “agree” group should move to that corner of the room.
5. A spokesperson from the “disagree” group is then asked to present their reasons to the rest of the students, trying to especially sway some of the undecided students over to their way of thinking. Any students who are convinced by the arguments of the “disagree” group should move to that corner of the room.
6. The class debriefs, discussing how successful the strategy was at bringing to light various viewpoints around a topic or issue.

---

### References:

Concord High School. “Take a Stand.” *A+ Teaching Strategies*. [http://highschool.concord.k12.in.us/aplus\\_strategies.html](http://highschool.concord.k12.in.us/aplus_strategies.html) (27 June 2008).

McLaren, Angelene. Rev. of *Taking Sides, Clashing Views in World History, The Ancient World to the Pre-Modern Era*, Volume 1. 3rd ed., by J. R. Mitchell and H. B. Mitchell. *World History Connected*. 5.3 June 2008. [http://worldhistoryconnected.press.uiuc.edu/5.3/br\\_mclaren.html](http://worldhistoryconnected.press.uiuc.edu/5.3/br_mclaren.html) (27 June 2008).

University of Delaware. “Strategies for Teaching Social Studies: Take a Stand.” Delaware Social Studies Education Project. 25 Mar. 2008. [www.udel.edu/dssep/teaching\\_strategies/takestand.htm](http://www.udel.edu/dssep/teaching_strategies/takestand.htm) (27 June 2008).





# BIBLIOGRAPHY



## BIBLIOGRAPHY

- Allen, Janet. *Words, Words, Words: Teaching Vocabulary in Grades 4–12*. York, ME: Stenhouse Publishers, 1999.
- Aronson, E., N. Blaney, C. Stephan, J. Silkes, and M. Snapp. *The Jigsaw Classroom*. Beverly Hills, CA: Sage, 1978.
- Atwell, Nancie. *In the Middle: Writing, Reading, and Learning with Adolescents*. Portsmouth, NH: Heinemann, 1987.
- BC Ministry of Education. "Fine Arts K-7: Glossary and Approaches to Instruction." 8 July 1998. [www.bced.gov.bc.ca/irp/fak7/apf2.htm](http://www.bced.gov.bc.ca/irp/fak7/apf2.htm) (9 Nov. 2007).
- Benard, Bonnie. *Resiliency: What We Have Learned*. San Francisco, CA: WestEd, 2004.
- Bezanson, Lynne, and Sareena Hopkins. "The Evolving World of Work." *Blueprint Implementation Guide*. Lorraine Haché and Clarence de Schiffart. National Life/Work Centre, Canada Career Information Partnership, and Human Resources Development Canada, September 2002. Appendix A12/1-3.
- Brownlie, Faye, and Susan Close. *Beyond Chalk & Talk: Collaborative Strategies for the Middle and High School Years*. Markham, ON: Pembroke Publishers, 1992.
- Buehl, Doug. *Classroom Strategies for Interactive Learning*. 2nd ed. Newark, DE: International Reading Association, 2001.
- Buzan, Tony, with Barry Buzan. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York, NY: Penguin Books, 1993.
- Chan, Adrienne, for Canadian Guidance and Counselling Foundation, Human Resources Development Canada, British Columbia Ministry of Education, Skills and Training, and Centre for Curriculum and Professional Development. *Facilitator's Guide: Making Career Sense of Labour Market Information*. Victoria, BC: BC Ministry of Education, Skills and Training, 1995.
- Claggett, Fran, with Joan Brown. *Drawing Your Own Conclusions: Graphic Strategies for Reading, Writing, and Thinking*. Portsmouth, NH: Boynton/Cook Publishers, 1992.
- Concord High School. "Take a Stand." *A+ Teaching Strategies*. [http://highschool.concord.k12.in.us/aplus\\_strategies.html](http://highschool.concord.k12.in.us/aplus_strategies.html) (27 June 2008).
- Conference Board of Canada. *Employability Skills Profile 2000+*. Ottawa, ON: Conference Board of Canada, 2000. Available online at [www.conferenceboard.ca/education/learning-tools/employability-skills.htm](http://www.conferenceboard.ca/education/learning-tools/employability-skills.htm).
- Council of Chief State School Officers. "Additional Strategies to Promote a Culture of Literacy in the Content Area Classroom." Aug. 2007. [www.ccsso.org/content/pdfs/FINAL%20CCSSO%20Additional%20Strategies.doc](http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20Additional%20Strategies.doc) (9 Nov. 2007).

- Counseling and Mental Health Center, University of Texas at Austin. "Three Steps to Better Self-Esteem." *Self-Esteem*. 2015.  
<https://cmhc.utexas.edu/selfesteem.html> (19 Dec. 2016).
- Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. 2nd ed. New York, NY: Oxford University Press, 1998.
- Fletcher, Louise. "Resume Assessment." *The Complete Guide to Resume Writing: Free Help from Professional Resume Writer*. Blue Sky Resumes. 2007.  
[www.freeresumehelp.net/resume\\_assessment.html](http://www.freeresumehelp.net/resume_assessment.html) (11 July 2008).
- Gere, Anne Ruggels, ed. *Roots in the Sawdust: Writing to Learn Across the Disciplines*. Urbana, IL: National Council of Teachers of English, 1985.
- Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Boston, MA: Shambhala Publications, 1986.
- Grant, Gerald. ed. *Review of Research in Education*. Washington, DC: American Educational Research Association, 1992.
- Greece Central School District. "Debate Rubric." *Standard-based Rubrics*.  
<http://web001.greece.k12.ny.us/academics.cfm?subpage=479> (1 Apr. 2009).
- Haché, Lorraine, Dave E. Redekopp, and Phil Jarvis. *Blueprint for Life/Work Designs*. Saint-Joseph, NB: National Life/Work Centre, 2000.
- Haché, Lorraine, and Clarence de Schiffart. *Blueprint Implementation Guide*. National Life/Work Centre, Canada Career Information Partnership, and Human Resources Development Canada, September 2002.
- Henderson, Nan. "The Resiliency Quiz." *Resiliency in Action*. 2004.  
[www.resiliency.com/htm/resiliencyquiz](http://www.resiliency.com/htm/resiliencyquiz) (21 Apr. 2008).
- Industry Training Partnerships, Manitoba Competitiveness, Training and Trade. "Essential Skills—The Foundation for Success."  
[www.gov.mb.ca/tce/itp/fact\\_sheets/essential.pdf](http://www.gov.mb.ca/tce/itp/fact_sheets/essential.pdf) (19 March 2007).
- Jarvis, Phillip S. "Career Management Skills: Keys to a Great Career and a Great Life." *Working Connection: The Pan-Canadian Symposium on Career Development, Lifelong-Learning and Workforce Development, November 17–18, 2003*. Ottawa, ON: Canadian Career Development Foundation, 2003.
- Manitoba. *The Workplace Safety and Health Act*. C.C.S.M. c. W210. Regulation 217/2006. Winnipeg, MB: Queen's Printer—Statutory Publications, 2006. Available online at  
<https://web2.gov.mb.ca/laws/regs/current/217.06.pdf>.
- Manitoba Education and Training. *Career Development*.  
[www.edu.gov.mb.ca/k12/cur/cardev/index.html](http://www.edu.gov.mb.ca/k12/cur/cardev/index.html) (20 Dec. 2016).
- . *Senior 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 2000.



- . *Skills for Independent Living (Senior 2) Interim Guide*. Winnipeg, MB: Manitoba Education and Training, 1993.
- . *Success for All Learners: A Handbook on Differentiating Instruction – A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.
- . “Work Placement.” *Policy and Planning*.  
[www.edu.gov.mb.ca/k12/policy/work\\_ed.html](http://www.edu.gov.mb.ca/k12/policy/work_ed.html) (6 Mar. 2017).
- Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003.
- Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.
- McLaren, Angelene. Rev. of *Taking Sides, Clashing Views in World History, The Ancient World to the Pre-Modern Era*, Volume 1. 3rd ed., by J. R. Mitchell and H. B. Mitchell. *World History Connected*. 5.3 June 2008.  
[http://worldhistoryconnected.press.uiuc.edu/5.3/br\\_mclaren.html](http://worldhistoryconnected.press.uiuc.edu/5.3/br_mclaren.html) (27 June 2008).
- Morrison, Liz. “Historical Overview Gallery Walk Lesson.”  
[www.jimcrowhistory.org/resources/pdf/hs\\_lp\\_gallery\\_walk.pdf](http://www.jimcrowhistory.org/resources/pdf/hs_lp_gallery_walk.pdf) (9 Nov. 2007).
- O’Reilly, Elaine. *Making Career Sense of Labour Market Information*. 2nd ed. Ottawa, ON: Canadian Career Development Foundation, 2001.
- Rutgers New Jersey Agricultural Experiment Station. *Websites on Experiential Learning*.  
<http://njaes.rutgers.edu/learnbydoing/weblinks.html> (20 Dec. 2016).
- Statistics Canada. *Annual Demographic Statistics 2005 = Statistiques démographiques annuelles 2005*. Catalogue no. 91-213-XIB. Ottawa, ON: Statistics Canada, 2005.
- University of Delaware. “Strategies for Teaching Social Studies: Take a Stand.” Delaware Social Studies Education Project. 25 Mar. 2008.  
[www.udel.edu/dssep/teaching\\_strategies/takestand.htm](http://www.udel.edu/dssep/teaching_strategies/takestand.htm) (27 June 2008).
- Workers Compensation Board of Manitoba. *SAFE Work Student Program*. Winnipeg, MB: Workers Compensation Board of Manitoba. Available online at  
<https://www.safemanitoba.com/Resources/Pages/students.aspx>.







Printed in Canada  
Imprimé au Canada