



## UNIT 3: LEARNING AND PLANNING

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## 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

	Suggested Time Allotments
■ 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.

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

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Prescribed Learning Outcomes

Suggestions for Instruction

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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"

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

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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.

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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.

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

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

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### Prescribed Learning Outcomes

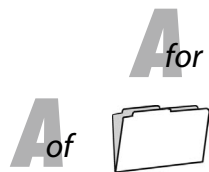
### Suggestions for Instruction

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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.

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\* **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).

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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.)

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#### 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.

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#### 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.

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**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.

