



## UNIT 5: CAREER AND COMMUNITY EXPERIENCES

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## 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<br/>Determine the advantages and disadvantages of various work alternatives.</p>  | <p><b>A</b><br/><i>for</i></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*<br/>Research and discuss career and community experience expectations and responsibilities.</p>                                                                     | <p><b>A</b><br/><i>for</i></p> <p><b>A</b><br/><i>for</i></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)**

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Prescribed Learning  
Outcomes

Suggestions for Instruction

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5.D.2\* (continued)

Research and discuss career and community experience expectations and responsibilities.

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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).

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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.

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**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.

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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 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.

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**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.

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**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)***

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Prescribed Learning Outcomes

Suggestions for Instruction

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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.

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**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.

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**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.

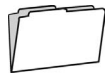
Students each review their short-term action plans and revise their Transition Plans as a result of the community experience and other personal knowledge acquired.

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).

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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.

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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?

