Grade 9 Career Development: Life/Work Exploration

Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation

Manitoba

GRADE 9 CAREER DEVELOPMENT: LIFE/WORK EXPLORATION

Manitoba Curriculum Framework of Outcomes and
A Foundation for Implementation

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ACKNOWLEDGEMENTS

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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 attempt to 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 will be 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 a comprehensive career development curriculum, 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
- Personal Management
- Learning and Work Exploration
- Life/Work Building

Processes
- Outreach
- Instruction/Facilitation
- Counselling
- Assessment
- Life/Work Information
- Work Experience
- Placement
- Consultation
- Referral
- Follow-up
- Mentorships

Structure
- Leadership
- Management
- Personnel
- Facilities
- Resources

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 one's 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 one's 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 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 course 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.

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* Information about experiential learning techniques can be found at the following website: 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
- offering professional learning opportunities for 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

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

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 towards the completion of their Annual Education 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

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* 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 life after graduation. 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, or 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 can he/she be contacted

Description of the 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 11/12 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**. ———————————→ 5.J.1
- The letter indicates the **general learning outcome**. ——
- The last number indicates the **specific learning outcome**. ——

Grade 9 Career Development: Life/Work Exploration—General and Specific Learning Outcomes

Unit 1: Personal Management

The learning experiences in this unit provide students with knowledge and skills to help 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 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 Recognize how positive characteristics are the basis of a positive self-image.

1.A.2 Describe and practise how self-image influences behaviour.

1.A.3 Describe and recognize how personal behaviours influence the feelings and behaviours of others.

1.A.4 Demonstrate behaviours that will build self-esteem in self and others.

1.A.5 Use computer-based activities to explore skills, learning styles, interests, and values.

1.A.6 Explore and discuss own strengths, interests, attributes, and values.

1.A.7 Identify and compare areas of strength.

1.A.8 Recognize the purpose and use of self-assessment for career education.

1.A.9 Develop an individual profile.

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

Specific Learning Outcomes (SLOs):

Students will be able to:

1.B.1   Identify and demonstrate effective communication skills.

1.B.2   Explore sources and effects of peer pressure.

1.B.3   Explore the implications, effects, and consequences of helping others.

1.B.4   Acknowledge and respect own unique character.

1.B.5   Describe and demonstrate the importance of working together with others.

1.B.6   Explore and practise financial management skills.

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

Specific Learning Outcomes (SLOs):

Students will be able to:

1.C.1   Determine that change and growth have an impact on mental and physical health.

1.C.2   Identify and develop strategies for dealing with change.

1.C.3   Identify and review stress management techniques used in response to life situations.

1.C.4   Recognize and explore ways to express personal feelings.

1.C.5   Articulate how the Aboriginal "Circle of Courage" areas and general learning outcomes are complementary.

Unit 2: Career Exploration

This theme 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   Identify role models and their personal attributes.

2.D.2   Locate various sources of work information.

2.D.3   Collect and share information on the work of family members, neighbours, school personnel, and other community members.

2.D.4   Select and review information resources that provide career information.

2.D.5   Describe the working conditions of different occupations (inside/outside, dangerous, 8 to 4, five days per week, etc.)

2.D.6   Locate and compare apprenticeship training, college and university programs, technical schools, private schools training program, Canadian Forces opportunities, and other work site training programs.

2.D.7   Explore potential opportunities in the areas of entrepreneurship and self-employment.

2.D.8   Investigate how and why personal skills and interests should be matched within various occupations.

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   Explore the products and services of local employers and related occupations.

2.E.2   Explore the impact of work on personal, social, economic, and environmental problems.

2.E.3   Identify the factors that affect the availability of career opportunities.

2.E.4   Decide how work can satisfy personal needs.

2.E.5   Determine the value of work for self.

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

Specific Learning Outcomes (SLOs):

Students will be able to:

2.F.1   Recognize how families and team members depend on one another, work together, and share responsibilities.

2.F.2   Discuss the changing interrelationship of life and work roles in the past, present, and future.

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 discuss factors changing career patterns of men and women.

2.G.2   Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for people in certain work roles.

2.G.3   Identify and investigate advantages and challenges of entering non-traditional work.

Unit 3: Learning and Planning

This theme 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 an Annual Education 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   Discover the importance of preparing for life and work paths.

3.H.2   Determine what the requirements are for graduation.

3.H.3   Explore alternative ways of earning credits for graduation.

3.H.4   Identify exams and other evaluation criteria for a high school diploma.

3.H.5   Explore subject area strengths as well as areas to improve.

3.H.6   Explore the relationship of ability, attitude, and effort with achievement.

3.H.7   Study and evaluate effective learning styles for school achievement.

3.H.8   Identify and demonstrate what the essential skills are and demonstrate them in a classroom setting.

3.H.9   Generalize how academic and practical skills are transferable in a variety of work alternatives.

3.H.10 Match present transferable skills to sector-related skills.

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

Specific Learning Outcomes (SLOs):

Students will be able to:

3.I.1   Identify what might interfere with attaining goals.

3.I.2   Demonstrate use of a decision-making process.

3.I.3   Recognize how choices are made.

3.I.4   Make decisions and take responsibility for them.

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   Explore the concept of goal setting as a source of inspiration and motivation in life and work.

3.J.2   Review the "High Five Plus One."

3.J.3   Develop an education plan for high school graduation.

3.J.4   Identify and plan volunteer work and leisure activities that relate to occupational interests.

3.J.5   Review Annual Education Plan and identify need for prerequisite courses and graduation requirements.

3.J.6   Initiate or update a career development portfolio.

Unit 4: Job Seeking and Job Maintenance

This theme is for students to develop the skills and knowledge necessary to find jobs that are available at local, provincial, national, and international levels. They will develop the 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   Explore personal qualities that are needed to obtain and retain work.

4.K.2   Discover how co-operation among workers can help accomplish a task.

4.K.3   Recognize the importance of being able to work with people who are different from self.

4.K.4   Re-examine own life or work experience and determine abilities and attitudes that have an impact on the outcomes.

4.K.5   Interpret the language describing employment and other work opportunities and conditions.

4.K.6   Find job opportunities both advertised and hidden.

4.K.7   Determine the purpose of and compose resumés and covering letters.

4.K.8   Demonstrate the ability to complete a job application form.

4.K.9   Effectively participate in a job interview process.

4.K.10 Research the significance of workplace safety and health regulations.

4.K.11 Identify and discuss the basic employment legislation.

4.K.12 Summarize the contribution of Manitoba labour unions.

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 outcomes in the course, but the following SLOs under GLOs J and D will be included.

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   Determine suitable community experiences to explore occupational goals.

5.J.2   Revise and complete Annual Education Plan.

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

Specific Learning Outcomes (SLOs):

Students will be able to:

5.D.1   Discuss and describe short-term job placement expectations and responsibilities.

5.D.2   Describe and assess attitudes, skills, and procedures observed at work placement.

Curricular Connections

Grade 9 Physical Education/Health Education

Teachers should be aware that some of the specific learning outcomes included in the Life/Work Exploration curriculum are also included in the Grade 9 Physical Education/Health Education curriculum. The learning outcomes may be similar but are dealt with in different ways in the respective curriculum. Teachers are encouraged to consult each other to ensure a minimum of overlap. Some of these topics that are similar include

- personal attributes and talents
- communication skills
- stress management techniques
- safe and healthy lifestyle practices
- goal setting
- occupational options and career building
- employability skills
- relationship building

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, 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 on 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 Annual Education 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.

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* 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 (formative assessment) and assessment *of* learning (summative assessment) are equally important. Therefore, the assessment ideas and guidelines for this course will reflect an attempt to balance both formative and summative aspects 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 outcome that is 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 Annual Education 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 method 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 formative and summative assessment elements, as well as suggestions for materials that may be collected in student Annual Education Plans and Career Portfolios. The following icons are used to indicate when a particular learning activity provides a good opportunity to assess students' progress:

*A*_{for}	Assessment *for* Learning	🛳	Annual Education Plan
*A*_{of}	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 9 Career Development: Life/Work Exploration* 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 the 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' Annual Education Plans (AEPs) 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/gr9_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.B.5 ("Describe and demonstrate the importance of working together with others") would be given whenever students work in partners or groups. 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 page for a detailed clarification of reading the Assessment Plan format and the Achieving the Learning Outcomes format.

Document Format

UNIT 1: PERSONAL MANAGEMENT

Assessment Plan

Assessment Target: GLO A: Build and maintain a positive self-image.
SLOs 1.A.1–1.A.9

Assessment for Learning:

Provide students with the opportunity to identify instances in their own life that exhibit a positive self-image and reflect or respond to activities that require self-reflection (e.g., positive self-image, self-assessment) by having them complete an exit slip for the activities (1.A.1, 1.A.3, 1.A.5). Students will represent their thoughts on values, interests, and skills in a variety of ways (1.A.6, 1.A.8) and identify how these attributes relate to career education.

Assessment of Learning:

As a culminating activity for this section, students will refer to all self-awareness activities and create an individual profile (1.A.9) that demonstrates how they plan to build and maintain a positive self-image. They will identify their top 10 interests and values and explain how these relate to career awareness. This profile should be included in their Career Portfolios.

Assessment Target: GLO B: Interact positively and effectively with others.
SLOs 1.B.1–1.B.6

Assessment for Learning:

Students complete a Y-chart reflecting on their observations of various communication skills used in group work (1.B.1). Provide students with the opportunity to respond to the "Ten Pieces of Me" (1.B.4) activity by completing a reflective journal entry or exit slip on the following: Describe the role that would cause the most change in your life if you had to give it up and explain why.

Assessment of Learning:

Students create a budget using the provided form (1.B.6).

As a culminating activity for this section, create a scenario that requires students to apply the information obtained on positive and effective communication in different situations (e.g., peer pressure, respect, and teamwork) and have the students write a response describing how they would handle the situation.

Achieving the Learning Outcomes

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

Prescribed Learning Outcomes	Suggestions for Instruction

Suggestions for student learning experiences

1.A.8
Recognize the purpose and use of self-assessment for career education.

Specific learning outcomes define what students are expected to achieve

Add to AEP

Self-Image and Career Education ← Title of learning experience

Class discusses how knowing oneself helps one decide on jobs and hobbies.

Students explore how personal values are related to work satisfaction through doing the "Increasing Self-Awareness" exercise. Class brainstorms answers to the question "What makes work satisfying?" Each student sorts responses into four categories (values, skills, interests, and life/work preferences). (See Appendix A for BLM.)

Description of the learning experience

Students reflect (see Appendix B) on how these values, interests, skills, and preferences relate to career goals. Students fill in their top five values and top five work values on their AEPs.

A for

1.A.9
Develop a profile.

Career Portfolio Selection

Individual Profile

Students review their top 10 values, top 10 interests, and top skills, and combine these to develop an overall Top Ten.

Students each include results in their Career Portfolios and on their AEPs.

Students each write a summary statement about who they are, using the Top Ten as the basis for their description.

Suitable for assessment *of* learning

A of

Small groups discuss and compare their results with others.

GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes	Suggestions for Instruction

Beginning of targeted GLO

1.B.1
Identify and demonstrate effective communication skills.

Group Communication Skills

Indicate that this course will revolve around individual and group communication.

Class reviews listening skills, giving and receiving feedback, group decision-making skills, problem solving, respecting others, etc.

Supporting websites

Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.

Facilitate a group activity such as "Marooned" to demonstrate students' ability to use communication skills. Divide the class into teams of approximately five students each, and give each team a copy of the Marooned BLM (see Appendix A).

Suitable for assessment *for* learning

A for

Students each complete a Y-chart (see Appendix B) reflecting on observations of various communication skills used in their group work.

34 ■ Grade 9 Career Development: Life/Work Exploration

UNIT 1: PERSONAL MANAGEMENT

Assessment Plan

Achieving the Learning Outcomes

Assessment Plan

Assessment Target: GLO A: Build and maintain a positive self-image.
SLOs 1.A.1–1.A.9

Assessment for Learning:

Provide students with the opportunity to identify instances in their own life that exhibit a positive self-image and reflect or respond to activities that require self-reflection (e.g., positive self-image, self-assessment) by having them complete an exit slip for the activities (1.A.1, 1.A.3, 1.A.5). Students will represent their thoughts on values, interests, and skills in a variety of ways (1.A.6, 1.A.8) and identify how these attributes relate to career education.

Assessment of Learning:

As a culminating activity for this section, students will refer to all self-awareness activities and create an individual profile (1.A.9) that demonstrates how they plan to build and maintain a positive self-image. They will identify their top 10 interests and values and explain how these relate to career awareness. This profile should be included in their Career Portfolios.

Assessment Target: GLO B: Interact positively and effectively with others.
SLOs 1.B.1–1.B.6

Assessment for Learning:

Students complete a Y-chart reflecting on their observations of various communication skills used in group work (1.B.1). Provide students with the opportunity to respond to the "Ten Pieces of Me" (1.B.4) activity by completing a reflective journal entry or exit slip on the following: Describe the role that would cause the most change in your life if you had to give it up and explain why.

Assessment of Learning:

Students create a budget using the provided form (1.B.6).

As a culminating activity for this section, create a scenario that requires students to apply the information obtained on positive and effective communication in different situations (e.g., peer pressure, respect, and teamwork) and have the students write a response describing how they would handle the situation.

Assessment for Learning:

Provide verbal feedback on the group presentation describing the list of strategies to deal with change (1.C.2) and have each student complete an exit slip noting one new strategy to try when dealing with personal change. Have students reflect on the role plays and what they show about effective ways to handle stress (1.C.3). Students share highlights of small group discussions on ways to express personal feelings. Provide feedback on the small group discussions (1.C.4).

Assessment of Learning:

Complete a Compare/Contrast sheet on the "Circle of Courage" and the general learning outcomes (1.C.5).

Note: "Circle of Courage" and general learning outcomes posters are included with this document.

As a culminating activity for this section, create a scenario that requires students to apply the information obtained on dealing with change, managing stress, and expressing personal feelings. Students write or role-play a response showing how they would handle the situation.

Unit 1: Personal Management

Achieving the Learning Outcomes

Suggested Time Allotments

- Overview   22 hours
- Introduction   1 hour
- Build and Maintain a Positive Self-Image   11 hours
- Interact Positively and Effectively with Others   6 hours
- Change and Grow throughout Life   4 hours

Introduction to Course	
Prescribed Learning Outcomes	Suggestions for Instruction
Students will be able to: Introduction: Explore the scope of career development and the range of personal competencies one needs.	**Career Education** Provide the students with a definition for career education: "Career education is the development of competencies and skills needed to make appropriate decisions to prepare for life and work." **Ice-breaking** Give each student a handout outlining the GLOs (see Appendix A). Ask students to choose one GLO that is important in life. Students then introduce themselves by giving their names and explaining what they hope to do for a career and how their chosen GLO will be important to that career. **Planning** Explain that this course will provide every student with the opportunity to develop an Annual Education Plan (AEP) and create a Career Portfolio. These instruments will be used for short-term and long-term planning of career goals.
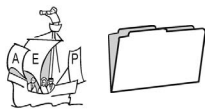
GLO A: Build and maintain a positive self-image.

Prescribed Learning Outcomes	Suggestions for Instruction
1.A.1 Recognize how positive characteristics are the basis of a positive self-image. **1.A.2** Describe and practise how self-image influences behaviour.	**Self-Image Discussion** Small groups discuss the characteristics of someone who has a positive self-concept and explore the characteristics and behaviours of someone with a negative self-concept. Class brainstorms examples of situations where someone exhibited a positive self-concept. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. Small groups discuss how activities in school affect self-concept. Whole class discusses the links between positive characteristics and a positive self-image. Students each complete an exit slip (see Appendix B: Strategies for Instruction and Assessment) identifying instances in their own life that show a positive self-image. **Self-Image in Action** Students role-play situations that demonstrate individuals with a positive self-image and show individuals with poor self-images. Help students identify behaviours and attitudes displayed. Students fill out a Y-chart (see Appendix B: Strategies for Instruction and Assessment) reflecting on their observations and thinking.
1.A.3 Describe and recognize how personal behaviours influence the feelings and behaviours of others.	**Cultural Self-Image** The class discusses how different cultures have an impact on peoples' behaviours and feelings. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. Students write exit slips (see Appendix B), identifying examples of how these differences can be misunderstood (e.g., no eye contact when talking, wife walking behind husband) and how such misunderstandings can affect self-image.
1.A.4 Demonstrate behaviours that will build self-esteem in self and others.	**Building Self-Image** Facilitate the "I am . . ." exercise to give students an understanding of how self-concept develops (see Appendix A for BLM). Students tape the "I am . . ." sheets on their backs and mingle around the room receiving positive feedback. Students work in small groups discussing ideas for building a positive self-concept.

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

Prescribed Learning Outcomes	Suggestions for Instruction
1.A.5 Use computer-based activities to explore skills, learning styles, interests, and values.	**Exploring Aspects of Self that Build Self-Image** Students use computer-assisted techniques or other self-assessment activities. They visit career exploration websites such as the following: ■ whatever subscription-based career exploration website school subscribes to (e.g., *Career Cruising*, *Choices Planner*) Students print and save results for their Career Portfolios and fill in the appropriate areas on their Annual Education Plans (AEPs) (see Appendix A for AEP form). Class discusses how the various skills can be used in learning, leisure, and work situations. Students each complete an exit slip (see Appendix B) reflecting on their skills, learning styles, interests, and values.
1.A.6 Explore and discuss own strengths, interests, attributes, and values.	**Knowing Me, Knowing You** Facilitate the "Knowing Me, Knowing You" mingling exercise (see Appendix A for BLM) to help students start discussing interests, values, and strengths. Class discusses benefits of the exercise. Students each write a reflective journal entry (see Appendix B) on how the answers to the questions relate to their AEPs. Students each fill in the interests, values, and skills sections on their AEPs.
1.A.7 Identify and compare areas of strength.	**Strengths Built through Volunteering** Students each prepare a list of personal and group volunteer activities and achievements. Students list the personal skills acquired during these activities. Small groups discuss the lists in order to compare and contrast individual differences in terms of strengths and weaknesses.

Prescribed Learning Outcomes	Suggestions for Instruction
1.A.8 Recognize the purpose and use of self-assessment for career education.	**Self-Image and Career Education** Class discusses how knowing oneself helps one decide on jobs and hobbies. Students explore how personal values are related to work satisfaction through doing the "Increasing Self-Awareness" exercise. Class brainstorms answers to the question "What makes work satisfying?" Each student sorts responses into four categories (values, skills, interests, and life/work preferences). (See Appendix A for BLM.) Students reflect (see Appendix B) on how these values, interests, skills, and preferences relate to career goals. Students fill in the top five values and top five work values on their AEPs.
1.A.9 Develop an individual profile.	**Individual Profile** Students review their top 10 values, top 10 interests, and top skills, and combine these to develop an overall Top Ten. Students each include results in their Career Portfolios and on their AEPs. Students each write a summary statement about who they are, using the Top Ten as the basis for their description. Small groups discuss and compare their results with others.
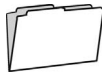
GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes	Suggestions for Instruction
1.B.1 Identify and demonstrate effective communication skills.	**Group Communication Skills** Indicate that this course will revolve around individual and group communication. Class reviews listening skills, giving and receiving feedback, group decision-making skills, problem solving, respecting others, etc. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. Facilitate a group activity such as "Marooned" to demonstrate students' ability to use communication skills. Divide the class into teams of approximately five students each, and give each team a copy of the Marooned BLM (see Appendix A). Students each complete a Y-chart (see Appendix B) reflecting on observations of various communication skills used in their group work.

GLO B: Interact positively and effectively with others. *(continued)*

Prescribed Learning Outcomes	Suggestions for Instruction
1.B.2 Explore sources and effects of peer pressure.	**The Effects of Others** Class discusses peer pressure, where it comes from, and the effects it has on individuals. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr9_found/supporting.html. Students brainstorm in small groups to develop strategies to deal with peer pressure.
1.B.3 Explore the implications, effects, and consequences of helping others.	**Helping Others** In small groups, students generate names and activities of community organizations that help people. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr9_found/supporting.html. Class discusses the effects and consequences of these activities. Also see Volunteer Opportunities, Unit 3, 3.J.4
1.B.4 Acknowledge and respect own unique character. *A for* *A for*	**Ten Pieces of Me** Facilitate the "Ten Pieces of Me" exercise (see Appendix A for BLMs) to demonstrate each student's individual uniqueness. Students each write a reflection or complete an exit slip (see Appendix B) examining how environment, spirituality, culture, and genetics play a role in making us different as shown in the "Ten Pieces of Me" exercise. Students each list five characteristics that make them unique, and add them to their Annual Education Plans. Students each write a reflective journal entry (see Appendix B) about how their unique characteristics contributed to the group work done above (1.B.1).

Prescribed Learning Outcomes	Suggestions for Instruction
1.B.5 Describe and demonstrate the importance of working together with others.	**Electricity** Students demonstrate the effectiveness of people working together by doing the following "Electricity" exercise (Haché and de Schiffart, 24–25): 1. Divide the class into two equal teams. 2. Have members of each team line up in two parallel lines, with a member of one team sitting or standing across from a member of the other team. Place a ball on a chair at the head of the line, between the first two participants. Position yourself at the end of the line, between the last two participants—have a coin in your hand. 3. Have members of each team join hands. The first member of each team looks at the ball. The last member of each team looks at the coin. Other team members close their eyes. 4. Flip the coin. If "tails" is showing, the participants do nothing. If "heads" is showing, the last person on each team squeezes the second last person's hand, who in turn squeezes the third last person's hand, and so on in a ripple effect up the line. When the team member at the head of the line feels his or her hand being squeezed, he or she reaches for the ball. The team that first picks up the ball is the winner of the round. 5. Participants on the winning team rotate one position; that is, the person at the front of the line moves to the back of the line, and the participants each slide forward one seat. The first team to return to the "start position" is the winner of the game. 6. If a team member accidentally squeezes on "tails" and the front person picks up the ball, the team must rotate one position in reverse order for that round. Class discusses what seemed to allow some teams to complete the task faster than others.
1.B.6 Explore and practise financial management skills.	**Financial Management** Class discusses the handling of money. Who would be considered spenders? Why? Who would be considered savers? Why? How can others help you to manage money? *A* of Students do the "Creating a Budget" exercise, making a monthly budget plan based on a suggested salary and typical monthly expenses (see Appendix A for BLMs). Provide updated information about income tax, Canada Pension Plan, and Employment Insurance. **Applying Effective Communication Skills** *A* of As a culminating activity for this section, create a scenario that requires students to apply the information obtained on positive and effective communications in different situations (relating to peer pressure, respect, teamwork, and financial management). Students write or role-play a response showing how they would handle the situation.

GLO C: Change and grow throughout life.

Prescribed Learning Outcomes	Suggestions for Instruction
1.C.1 Determine that change and growth have an impact on mental and physical health. 1.C.2 Identify and develop strategies for dealing with change.	**Change throughout Life Stages** Class reviews the life stages as outlined by Erikson. (See Appendix A for handout.) Using a jigsaw approach, one small group each studies one life stage and the mental and physical impacts change has during that stage, and then teaches it to the other groups. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. Students each write a reflective journal entry (see Appendix B) about how they have dealt with changes in the life stages so far in their lives. **Strategies to Deal with Change** Class discusses ways we deal with change all through our lives. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. *A*for Small groups develop and post a list of strategies to be used. Provide verbal feedback on the group presentations of lists of strategies. Students each complete an exit slip (see Appendix B) noting one new strategy to try when dealing with personal change.
1.C.3 Identify and review stress management techniques used in response to life situations. *A*for	**Change and Stress** Students role-play scenarios related to work, school, peers, and community. Students each write a reflection or complete a Y-chart (see Appendix B) reflecting on the role plays and what they show about effective ways to handle stress.
1.C.4 Recognize and explore ways to express personal feelings. *A*for	**Personal Feelings** In a class brainstorming session, students identify ways one expresses feelings. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. Small groups discuss expressing feelings in a respectful and responsible manner. In groups, identify times when it is difficult to express feelings and ways of doing it effectively. Share highlights of small group discussions.

Prescribed Learning Outcomes	Suggestions for Instruction
1.C.5 Articulate how the Aboriginal "Circle of Courage" areas and general learning outcomes are complementary.	**Circle of Courage** Present the "Circle of Courage" components and assist students in comparing components with course general learning outcomes (GLOs). (A Circle of Courage poster is included with this document.) *A of* Students complete a Compare/Contrast sheet or a Venn Diagram comparing the GLOs with the "Circle of Courage" areas. *A for* Students each write a reflective journal entry (see Appendix B) about how the "Circle of Courage" areas and the GLOs help them to grow and change.
	Growing by Dealing with Change *A of* As a culminating activity for this section, create a scenario that requires students to apply the information obtained on dealing with change, managing stress, and expressing personal feelings. Students write or role-play a response showing how they would handle the situation and how they would grow as a result.

UNIT 2: CAREER EXPLORATION

Assessment Plan

Achieving the Learning Outcomes

Assessment Plan

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

Assessment for Learning:

Have students reflect on interviews conducted using class-brainstormed questions with role models by responding to the following question: What information do you think you missed in the interview and how would you modify your questions to gain more insight? Justify your answer. Provide students with feedback on their responses. (2.D.3)

Provide feedback on the table compiled by student groups that indicates sources of career information and their benefits (2.D.4).

Students compare three different occupations based upon the working conditions and academic requirements (ones from different occupational areas, such as the service industry or manufacturing, and one entrepreneurial-related occupation). (2.D.5)

Assessment of Learning:

As a culminating activity for this section, students create a table that identifies their top personal skills and 10 possible occupations that match their skills. Then students rank the occupations according to their current interests. Finally, students select three of these occupations as their current top three and write a justification for why these occupations are the most interesting to them. (2.D.8)

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

Assessment for Learning:

Provide comments on student charts summarizing the evolving world of work (2.E.3).

Discuss with students the website "Work vs. Life" and have them write an exit slip that responds to the following: Would you like to stay in the same career for your entire life and why? Look at the exit slips for use of the article and justified statements. (2.E.5)

Assessment of Learning:

Have students write an essay that discusses the impact of a particular career area on the economy, society, and the environment.

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

Assessment for Learning:

Students write a reflective journal entry describing how their families and/or teams presently work together and how they could work together more (2.F.1). Students write an exit slip identifying how the roles have changed from great grandparents to parents in their own family (2.F.2).

Assessment of Learning:

Students write a guide to maintaining a balance of work and life roles, based on what they have learned from other generations and their own observations.

Assessment Target: GLO G: Understand the changing nature of life/work roles. SLOs 2.G.1–2.G.3

Assessment for Learning:

The "Fair Play—Fair Pay" activity gets the students thinking about changing career patterns and opportunities for men and women. Have students reflect on this activity using one of the discussion questions and provide some comments on their reflections (2.G.1).

Assessment of Learning:

As a culminating activity to this section, students each write a research report on a non-traditional occupation.

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	24 hours
■ Locate and Effectively Use Life/Work Information	12 hour
■ Understand the Relationship between Work and Society/Economy	6 hours
■ Maintain Balanced Life and Work Roles	3 hours
■ Understand the Changing Nature of Life/Work Roles	3 hours

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

Prescribed Learning Outcomes	Suggestions for Instruction
Students will be able to: 2.D.1 Identify role models and their personal attributes.	**Inukshuk** As part of the Inukshuk exercise, students list traits of someone they admire and compare these traits with their own (see Appendix A for BLMs). Save results for Career Portfolio.
2.D.2 Locate various sources of work information.	**Locating Sources of Work Information** In small groups, develop a list of sources for work information (e.g., Internet, television, newspapers, people, libraries, digital professional networks, employment centres, social media, government resources, digital job opportunity repositories). Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr9_found/supporting.html. Class compiles a list of all the sources from each group.

Prescribed Learning Outcomes	Suggestions for Instruction
2.D.3 Collect and share information on the work of family members, neighbours, school personnel, and other community members. *A*_{for}	**Interviewing as a Source of Information** Class brainstorms to develop a set of interview questions to use to learn more about an individual's work. Be sure to address areas such as work done during school, work done upon graduating from school, parental expectations, personal goals and hopes, how technology has changed the working world, any influential role models, and educational background. Students each conduct interviews with adults/role models to learn about their work. They share interview results in class. Students reflect on the interviews. Ask them, "What information do you think you missed and how would you modify your questions to gain more insight?" Provide descriptive feedback on responses.
2.D.4 Select and review information resources that provide career information. *A*_{for}	**Selecting and Reviewing Information** Students find and list career information resources by going online, to local career symposiums, and/or on field trips to employment centres. Online sources include the following: ■ Manitoba Jobs and Skills Development Centres www.gov.mb.ca/wd/ites/contact.html ■ Manitoba Career Prospects www.manitobacareerprospects.ca ■ Government of Canada, Job Bank www.jobbank.gc.ca/home-eng.do?lang=eng ■ *The Manitoba Current* www.gov.mb.ca/jec/lmi/publications.html Students identify the best resources and make statements about what makes them better. Each group creates a table or chart of the sources of career information and their benefits. Provide feedback on the student tables.

Prescribed Learning Outcomes	Suggestions for Instruction
2.D.5 Describe the working conditions of different occupations (inside/outside, dangerous, 8 to 4, 5 days a week, etc.).	**Information about Working Conditions** Students use the Internet or a commercial computer career exploration program to research the working conditions of various occupations. Websites such as the following provide useful information: ■ Canadian Centre for Occupational Health and Safety www.ccohs.ca/oshanswers/legisl/responsi.html ■ whatever subscription-based career exploration website school subscribes to (e.g., *Career Cruising*) ■ Manitoba Career Prospects: Explore Career Opportunities in Manitoba www.manitobacareerprospects.ca/career-opportunities.asp ■ Environmental Careers www.eco.ca ■ Manitoba Employment Standards: Fact Sheets www.gov.mb.ca/labour/standards/factsheet.html *A for* Students each create a chart comparing three different occupations based upon the working conditions and academic requirements (ones from different occupational areas, such as the service industry or manufacturing, and one entrepreneurial-related occupation). Provide feedback. Students each write a report describing the working conditions of three different occupations they are interested in. Students fill in the list on AEP and attach the report.

Prescribed Learning Outcomes	Suggestions for Instruction
2.D.6 Locate and compare apprenticeship training, college and university programs, technical schools and private schools training programs, Canadian Forces opportunities, and other work site training programs.	**Information about Training** Using websites (such as those listed below) and other sources, students locate information about and compare training and educational opportunities in apprenticeship programs, university programs, community college programs, technical and private schools training programs, work site training programs, and Canadian Forces programs. ■ Apprenticehship Manitoba www.gov.mb.ca/wd/apprenticeship/ ■ SchoolFinder program www.schoolfinder.com ■ National Defence www.forces.ca ■ Canadian Universities www.univcan.ca/universities/ ■ Community Colleges http://cset.sp.utoledo.edu/canctcol.html Students research and write a review of a training program of one occupation of interest from each of three different areas (i.e., business, labour, education). Students add reviews to their Career Portfolios.
2.D.7 Explore potential opportunities in the areas of entrepreneurship and self-employment programs.	**Information about Entrepreneurship** Students research available programs for entrepreneurship and self-employment. Visit websites such as the following: ■ Entrepreneurship Manitoba www.entrepreneurshipmanitoba.ca ■ Young Entrepreneurs www.gov.mb.ca/cyo/youth/businesses/youngentrepreneurs.html Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. Class discusses how entrepreneurship and being self-employed would be different from seeking regular employment. Small groups discuss potential opportunities for self-employment and entrepreneurship. *Entrepreneurship for Canadians: The Spirit of Adventure* by the Canadian Foundation for Economic Education is a video and print package that provides useful information and exercises on entrepreneurship.
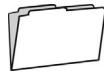
GLO D: Locate and effectively use life/work information. *(continued)*

Prescribed Learning Outcomes	Suggestions for Instruction
2.D.8 Investigate how and why personal skills and interests should be matched within various occupations.	**Information about Skills** Students investigate the particular skills needed for particular jobs using the following resources: ■ Government of Canada, National Occupational Classification 2016 http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16 ■ Government of Canada, Career Handbook http://noc.esdc.gc.ca/English/CH/Welcome.aspx?ver=06&ch=03 Using their top personal skills, students identify 10 occupations that reflect one or more of these skills. Students save this list for their Career Portfolios. Class discusses how skills in various jobs are transferable and why interests are important when making career choices. Small groups discuss the relationships among occupational areas, skills, and interests.
A of	**Top 10 Occupations** As a culminating activity for this section, students create a table that identifies their top personal skills and 10 possible occupations that match their skills. Tables should include sources of information. Then students rank the occupations according to their current interests. Finally, students select three of these occupations as their current top three and write a justification for why these occupations are the most interesting to them. Students add these to their Career Portfolios and AEPs.
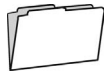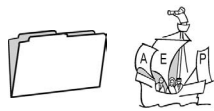
GLO E: Understand the relationship between work and society/economy.

Prescribed Learning Outcomes	Suggestions for Instruction
2.E.1 Explore the products and services of local employers and related occupations.	**Occupations in the Local Community** In teams, students canvass the community to determine what services and products local employers provide. Students can take field trips, listen to guest speakers, and consult newspapers and telephone directories. Assign some students to services and others to products. Discuss the results in class and identify the occupations represented in the area.
2.E.2 Explore the impact of work on personal, social, economic, and environmental problems.	**Social, Economic, and Environmental Concerns** Invite a community speaker to class to describe community work prospects and implications for social and environmental concerns. Students each write a report or a short story about the impact of work on economic, personal, environmental, and social problems.
2.E.3 Identify the factors that affect the availability of career opportunities. *A for*	**The Evolving World of Work** Discuss today's labour market conditions—globalization, economy, technology, and population demographics—by having students read Information Sheet: Overview of the Evolving World of Work and filling in the Notes form (see Appendix A). Provide comments on the student notes summarizing the evolving world of work.
2.E.4 Decide how work can satisfy personal needs.	**The Satisfaction of Work** Present "Abraham Maslow's Hierarchy of Human Needs" (see Appendix A for BLM). Describe how the bodily needs such as air, food, and water must be met before one can focus on the other needs. Class discusses the different needs that revolve around work.
2.E.5 Determine the value of work for self. *A for*	**Work versus Life** Class discusses the value of one's work for the community, the country, and the individual. Students visit the CBC website *Work vs. Life: What We Want from Work* at www.cbc.ca/news2/work/workvslife/. Discuss the site with students and have them write an exit slip (see Appendix B) that responds to the following: Would you like to stay in the same career for your entire life and why? Look at the exit slips for students' use of the website and justified statements.
A of	**Work's Impact on Economy, Society, and Environment** Have students write an essay that discusses the impact of a particular career area on the economy, society, and the environment.

GLO F: Maintain balanced life and work roles.

Prescribed Learning Outcomes	Suggestions for Instruction
2.F.1 Recognize how families and team members depend on one another, work together, and share responsibilities. *A*for	**Families and Teams Work Together** Class discusses how family and team members share responsibilities. In small groups, students describe the different ways individuals work with other family members and how individuals share responsibilities with other team members. Students write a reflective journal entry (see Appendix B) describing how their families and/or teams presently work together and how they could work together more.
2.F.2 Discuss the changing interrelationships of life and work roles in the past, present, and future. *A*for	**Life/Work Interrelationships through the Years** Class briefly discusses how the interrelationships of life and work roles are changing. In small groups, students hypothesize how the interrelationships of life and work roles may change in the future. Students interview family members from different generations, asking about sharing responsibilities and differences in life and work roles between present and past. Students each write an exit slip (see Appendix B) identifying how the roles have changed from great grandparents to parents in their own family.
*A*of	**How to Balance Work and Life** Students write a guide to maintaining a balance of work and life roles, based on what they've learned from other generations and their own observations.

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

Prescribed Learning Outcomes	Suggestions for Instruction
2.G.1 Identify and discuss factors changing career patterns of men and women.	**Fair Play—Fair Pay** Class examines today's changing career patterns (what is men's work, what is women's work, gender equity, etc.) by doing the "Fair Play—Fair Pay" exercise (see Appendix A for BLMs). 1. Students individually fill out Men's Work or Women's Work. 2. Go over the handout with the class, challenging students to identify particular skills or abilities they think are associated with male or female. Through discussion, try to come up with a class consensus, with all items listed under the "Both" heading. 3. Students each complete Reflecting on Gender Facts BLM. 4. Distribute Gender Equity: Facts and Figures or a more up-to-date compilation of your own, and have students confirm or correct their answers. 5. Students reflect on this activity using one of the following discussion questions: ▪ Is it important for women and men to have equal opportunity to work at all jobs? Why or why not? ▪ Is it important for men and women to be paid equally for equal work? Why? 6. Provide comments on their reflections. Invite an Employment Diversity speaker to talk to the class about gender equity issues.
2.G.2 Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for people in certain work roles.	**Unfair Limitations in Work Roles** Small groups discuss stereotypes, biases, and discriminatory behaviour that limit opportunities for people in the workplace. Invite a guest speaker (e.g., employment counsellor, member of the Chamber of Commerce, someone from the Human Rights Commission) to speak on these matters.

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

Prescribed Learning Outcomes	Suggestions for Instruction
2.G.3 Identify and investigate advantages and challenges of entering non-traditional work	**Non-traditional Work Roles** Class discusses what would be considered non-traditional work. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. From a female point of view, non-traditional work has been defined as "any job in which women comprise 25% or less of the total employed" (Wider Opportunities for Women). Extending that definition to men would mean any job in which men comprise 25% or less of the total employed. Students each select one non-traditional occupation and research the challenges and advantages of entering that field. If possible, students each interview an individual in this occupation. **One Non-traditional Career** Students each write a report on the non-traditional occupation studied, and include information on what makes it non-traditional, any stereotypes or biases that add to the challenges of it, and the advantages of such a career.

U NIT 3: L EARNING AND P LANNING

Assessment Plan

Achieving the Learning Outcomes

Assessment Plan

> Assessment Target: GLO H: Participate in lifelong learning supportive of life/work goals. SLOs 3.H.1–3.H.10

Assessment for Learning:

Have students reflect on their own preferences of learning methods (they can refer to the My Learning Style Survey for justification) and identify some of the successful learning strategies they have used in the past (3.H.7). Provide comments on these reflections, possibly from personal observations of the students in the classroom. Using the materials provided, have the students create a plan describing how to provide evidence for each of the nine essential skills and the employability skills. Provide feedback on this plan. (3.H.8)

Assessment of Learning:

Students complete an open-book test about graduation requirements (3.H.2). As a culminating activity in this section, students each create a written action plan that identifies a sequence of steps to achieve goals and indicates the possible factors affecting each stage of the sequence. Plans should include both in-school and outside-of-school steps. They can depict the sequence as a chart or in written form. Students attach their plans to AEPs.

> Assessment Target: GLO I: Make life/work enhancing decisions. SLOs 3.I.1–3.I.4

Assessment for Learning:

Provide suggestions for student-created tables on factors affecting goal attainment (3.I.1). Have students respond to a critical incident as a group. Students each reflect on the process on an exit slip. Provide comments on their responses. (3.I.2–3.I.4)

Assessment of Learning:

Have students use the decision-making process blackline master to individually demonstrate their ability to apply the process when choosing a course or courses.

> Assessment Target: GLO J: Understand, engage in, and manage own life/work building process. SLOs 3.J.1–3.J.6

Assessment for Learning:

Provide support and comments on "My Preferred Lifestyle" and "My Goals" activities (3.J.1). Have students reflect on goal setting and whether it has a motivational effect (3.J.1). Have students write a paragraph describing their subjects of interest and justifying their choices using their previous career development information. Provide feedback on the paragraph. (3.J.3)

Assessment of Learning:

Students each prepare a report that identifies education plans, leisure activities, volunteer activities, and part-time work that would provide the learning skills and experience consistent with their occupational interests.

Assessment of Short-Term Goal Planning:

At the end of this unit students submit their final Annual Education Plans.

Assessment of Long-Term Goal Planning:

Students begin work on their Career Portfolios.

U N I T   3 :   L E A R N I N G   A N D   P L A N N I N G

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	22 hours
■ Participate in Lifelong Learning Supportive of Life/Work Goals	12 hours
■ Make Life/Work Enhancing Decisions	4 hours
■ Understand, Engage in, and Manage Own Life/Work Building Process	6 hours

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

Prescribed Learning Outcomes	Suggestions for Instruction
3.H.1 Discover the importance of preparing for life and work paths.	**Preparing for Lifelong Learning** Introduce the importance of lifelong learning as part of planning and preparing for the future by having students complete the Lifelong Learning and Career Planning Anticipation Guide (see Appendix A for BLM). Students discuss their initial responses in small or whole-class groups, and then fill in their "After" responses with the reasons why their response did or did not change. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.
3.H.2 Determine what the requirements for graduation are. 3.H.3 Explore alternative ways of earning credits for graduation. 3.H.4 Identify exams and other evaluation criteria for a high school diploma.	**Graduation Goals** Using the local school student handbook and the Manitoba Education, Citizenship and Youth publication *Focus on the Future: Your Grad Planner*, give a presentation about graduation requirements. Conduct a class question and answer period with a follow-up discussion about the credit system. Using a jigsaw grouping strategy (see Appendix B for explanation), students explore the variety of ways they may earn credits (e.g., private music option, student-initiated projects, dual credits, challenge for credit, alternative programs, credit for community service, Senior Years apprenticeship option, Advanced Placement and International Baccalaureate programming) by reading the department documents and information available at www.edu.gov.mb.ca/k12/policy/grad_require.html. Invite the school counsellor to class to present the local school division graduation expectations and Manitoba Education and Training requirements (e.g., provincial examinations). Students complete an open-book test about graduation requirements.

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

Prescribed Learning Outcomes	Suggestions for Instruction
3.H.5 Explore subject area strengths as well as areas to improve.	**Learning Goals** Students each choose a partner to discuss subject area strengths and areas in need of improvement. Using the Learning Goals BLM in Appendix A, students each list three areas of strength and three goals for improvement. Students attach the Learning Goals BLM to their AEPs.
3.H.6 Explore the relationship of ability, attitude, and effort with achievement.	**What It Takes to Achieve Goals** View a movie where characters achieved big goals, and discuss the main character's ability, effort, and attitude as it related to his or her degree of success. Small groups discuss how effort, ability, and attitude are major factors in achievement, using evidence from own experience as well as the film.
3.H.7 Study and evaluate effective learning styles for school achievement.	**What Is My Learning Style?** In small groups, students discuss past learning experiences, addressing questions such as ■ When did I learn something well? ■ What helped me to learn it? (e.g., teacher, hands-on practice, observation, trial and error, etc.) Students reflect on and identify learning approaches that were most successful by doing a learning style inventory such as the Barsch Learning Style Inventory. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. Students record their preferred learning styles in their AEPs and save the inventory printouts for their Career Portfolios. Class discusses individual preferences and identifies successful learning strategies used for school and in the community.

Prescribed Learning Outcomes	Suggestions for Instruction
3.H.8 Identify the essential skills and demonstrate them in a classroom setting. 3.H.9 Generalize how academic and practical skills are transferable in a variety of work alternatives.	**Skills Needed to Achieve Goals** Introduce *Employability Skills 2000+* and Essential Skills (see Appendix A for outlines of each). Class discusses how those skills are used in a school setting. Students complete Employability Skills Self-Assessment, Parts 1 to 3 (see Appendix A). Students review school work habits by completing Part 4: Report Card Performance Analysis (see Appendix A). Small groups discuss how performance in school (both knowledge of specific subject content and more general work habits) can be transferred to a variety of work situations. Students develop plans for providing evidence of employability skills and essential skills proficiency in their school performances and in a variety of work situations. Provide feedback on these plans. Students attach their plans to their AEPs and save their plans for their Career Portfolios.
3.H.10 Match present transferable skills to sector-related skills.	**Occupation-Related Skills** Students explore the National Occupational Classification website at http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16 and note the skills required for a variety of occupations. Small groups discuss similarities and differences of skills within occupational sectors or areas (such as business, health, arts, transportation, etc.). Students each match personal transferable skills (two or more) with three occupations from the 10 occupational categories listed on the National Occupational Classification website at http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16. They then add their results to their Career Portfolios.
	Plan to Achieve Goals As a culminating activity in this section, students each create a written action plan that identifies a sequence of steps to achieve goals and indicates the possible factors affecting each stage of the sequence. Plans should include both in-school and outside-of-school steps. They can depict the sequence as a chart or in written form. Students add the basic plan to their AEPs and attach any extra charts.

GLO I: Make life/work enhancing decisions.

Prescribed Learning Outcomes	Suggestions for Instruction
3.I.1 Identify what might interfere with attaining one's goals. *A*_{for}	**Factors to Consider in Decision Making** Class brainstorms factors affecting goal attainment. On the Factors Affecting Goal Attainment chart, each student lists factors involved in attaining a specific goal, categorizing factors under the various headings (see Appendix A for BLM). Provide suggestions for charts of factors affecting goal attainment.
3.I.2 Demonstrate use of a decision-making process. 3.I.3 Recognize how choices are made. 3.I.4 Make decisions and take responsibility for them. *A*_{for}	**Using a Decision-Making Model** As Present a decision-making model (e.g., page 19 of *Focus on the Future: Your Grad Planner*). Provide a critical incident/scenario and have students respond as a group. The class discusses how choices are made. Encourage students to recognize values, attitudes, information available, and the influence of others as major factors in the process (e.g., purchase of a new car). Small groups discuss what decisions students should make for themselves. In what areas do they not make their own decisions and why not? How does one learn about responsibility? Students each reflect on the decision-making process in an exit slip (see Appendix B). Provide comments on these reflections.
*A*_{of}	**Making Decisions about Courses** Students use the decision-making process to decide on a course or courses to take. Include factors (values, attitudes, information available, influence of others) that went into the process.

	GLO J: Understand, engage in, and manage own life/work building process.	
Prescribed Learning Outcomes	**Suggestions for Instruction**	

3.J.1
Explore the concept of goal setting as a source of inspiration and motivation in life and work.

Goal Setting

Small groups discuss the importance of setting goals. What do students want from life? Students examine their sense of purpose and commitment, their desire for excellence, and their thoughts on happiness by doing the "My Preferred Lifestyle" exercise (see Appendix A for BLM). Students individually fill out the My Preferred Lifestyle form and then discuss their responses in small groups.
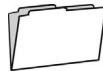
Students save the forms for their Career Portfolios.

Explain short-term goals as compared to long-term goals. Students each identify one short-term goal and one long-term goal that fit with their preferred lifestyles. Using the My Goals BLM (see Appendix A), students each consider the energy, time, and money needed to reach those goals. Students may need to gather information from Internet sources or community members to assess the time, energy, and money needed.

Provide support and comments on "My Preferred Lifestyle" and "My Goals" activities. How realistic are the students' estimates? What sources did students consult to gather information?

Students each reflect (in a Y-chart or a reflective journal entry—see Appendix B) on whether the exercise of setting goals had a motivational effect upon them. Students attach the My Goals form to their AEPs.

3.J.2
Review the "High Five Plus One."

High Five Plus One

Class discusses the "High Five Plus One": "follow your heart, change is constant, learning is ongoing, access your allies, focus on the journey, and know yourself."

Students write reflective journal entries (see Appendix B) answering the question: What do the "High Five Plus One" principles mean for career planning?

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

Prescribed Learning Outcomes	Suggestions for Instruction
3.J.3 Develop an education plan for high school graduation.	**Planning Courses** Students each decide upon their subject(s) of interest with regard to school programming. Students each develop a plan to support future career goals. The plan should include Grade 9, 10, 11, and 12 course selections. Students each write a paragraph describing their subjects of interest and justifying their choices using previous career development information. Provide feedback on the paragraph. Descriptions should be attached to the students' Annual Education Plans.
3.J.4 Identify and plan volunteer work and leisure activities that relate to occupational interests.	**Volunteer Opportunities** Small groups discuss opportunities for volunteering and part-time work. Each group makes a list of possible community career experiences and shares it with the class. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr9_found/supporting.html.
3.J.5 Review Annual Education Plan, and identify need for prerequisite courses and graduation requirements.	**Annual Education Plan—Life Work Opportunities** Students complete Annual Education Plan—Life/Work Exploration, filling in any blanks, particularly the Four Year Education Plan (Part B), using the details decided upon in 3.J.1 and/or 3.J.3 above. Students review their finalized AEP with teacher and parents, and add any other courses or graduation requirements. Students add their plan to their Career Portfolios, and they review the information gathered so far in their Career Portfolios.

Prescribed Learning Outcomes	Suggestions for Instruction
3.J.6 Initiate or update a career development portfolio.	**Career Portfolios** Present what a portfolio is, what it is not, and what it may be by having students fill out the true/false quiz, What a Career Portfolio Is (and Is Not). (See Appendix A for BLM.) Discuss answers with the class after students fill out the form. Have students explore how the general learning outcomes (GLOs) can be used in developing a portfolio, by filling in the chart My Career Portfolio and the GLOs. (See Appendix A for BLM.) The Manitoba Education, Citizenship and Youth document *A Self-Managed Career Portfolio Guide* is available online at www.edu.gov.mb.ca/k12/docs/support/c_portfolio. Have students refer to this guide when gathering their evidence and assembling their Career Portfolios to ensure that they do a thorough and thoughtful job.
	Report on the Future Students each complete the Plan to Gain Skills and Knowledge form (See Appendix A for BLM.). Using the information and ideas recorded on the form, students each prepare a report that identifies education plans, leisure activities, volunteer activities, and part-time work positions that would provide the experience and learning of skills consistent with their occupational interests.
	Assessment of Short-Term Goal Planning: Students submit their final Annual Education Plans.
	Assessment of Long-Term Goal Planning: Students assemble Career Portfolios—they should include learning style preferences, plans to provide evidence of GLOs and essential skills, and completed AEP.
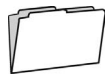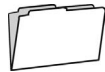
UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Assessment Plan

Achieving the Learning Outcomes

Assessment Plan

> Assessment Target: GLO K: Secure/create and maintain work.
> SLOs 4.K.1–4.K.11

Topic: What we need to obtain and maintain work

Assessment for Learning:

Provide comments to some of the self-reflection activities students do in this unit such as the personal qualities you bring to work activity (4.K.1) and the Broken Squares activity (4.K.2), as well as past work/volunteer experiences (4.K.4).

Have students complete an exit slip (see Appendix B) reflecting on some of the benefits our country has derived from the various cultures. How do different cultures working together have an impact on the labour market? How does this benefit Canada worldwide? (4.K.3)

Topic: Work opportunities and conditions

Assessment for Learning:

Have students write reflective journal entries about the type of work that matches their lifestyle and personality best (4.K.5).

Assessment of Learning:

Students each create a table that describes the training requirements and work responsibilities for three occupations of their choice (4.K.5).

Topic: The process of applying for and securing work

Assessment for Learning:

Provide feedback on the admit slips about the importance of resumés and cover letters, confirming and extending ideas and clarifying any misconceptions (4.K.7).

Provide feedback on videotaped job interviews (4.K.9).

Assessment of Learning:

Students each create a resumé and cover letter (4.K.7).

Assessment for Learning:

Have students reflect on the presentation about the workplace safety (4.K.10).

Assessment of Learning:

Students each create a research report into safety regulations relating to one career of interest (4.K.10).

In partners, students make labour legislation brochures targeted toward youth under the age of 18 (4.K.11).

Unit 4: Job Seeking and Job Maintenance

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	20 hours
■ Secure/Create and Maintain Work	20 hours
■ What we need to obtain and maintain work	5 hours
■ Work opportunities and conditions	4 hours
■ The process of applying for and securing work	6 hours
■ The rules of work	5 hours

GLO K: Secure/create and maintain work.

Prescribed Learning Outcomes	Suggestions for Instruction

Topic: What we need to obtain and maintain work

Students will be able to: 4.K.1 Explore personal qualities that are needed to obtain and retain work.	**Personal Qualities** In small groups, students brainstorm to identify personal qualities needed to get and keep work. Students identify personal qualities one brings to school that are also needed for work (e.g., dependability, punctuality, getting along with others, etc.). *A for* Students each complete an exit slip (see Appendix B) listing three qualities they have that are demonstrated in school and are needed for work. For each quality, give one example/piece of evidence to demonstrate it (e.g., for dependability, give an instance where group members depended on the student to complete part of the presentation preparation). Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr9_found/supporting.html.

Prescribed Learning Outcomes	Suggestions for Instruction

Topic: What we need to obtain and maintain work (continued)

4.K.2
Discover how co-operation among workers can help accomplish a task.

A for

Teamwork Skills

Students participate in the "Broken Squares" activity to see why teamwork skills are needed. Teacher instructions are found in Appendix A.

After the "Broken Squares" activity, observers report on their findings, and groups discuss what behaviours and actions were observed. How easy was it to give but not take pieces of the puzzle? How easy was it to refrain from talking or signalling?

Students each fill out a Y-chart (see Appendix B), reflecting on their observations and thinking. What made one team more successful than the others? What are the challenges and benefits of working in a team?

4.K.3
Recognize the importance of being able to work with people who are different from oneself.

A for

Respect, Appreciation, and Tolerance

Connect the benefits of teamwork with the benefits of a multicultural society. The class brainstorms the advantages of having a multicultural society.

Students each write a brief report on the ancestral origins of one's family, focusing on what their culture brings to Canada. Students share reports in class.

Students each write a reflective journal entry (see Appendix B) about some of the benefits our country has derived from the various cultures. How do different cultures working together have an impact on the labour market? How does this benefit Canada worldwide?

4.K.4
Re-examine one's life or work experience and determine abilities and attitudes that have an impact on the outcomes.

A for

Abilities and Attitudes

Small groups discuss and review past work experiences and volunteer activities to analyze abilities and attitudes that were demonstrated and whether or not those abilities and attitudes were helpful. Students each complete the My Experience chart (See Appendix A).

Students each complete an exit slip (see Appendix B) giving two examples of an ability and/or attitude that served them well and one example of an ability and/or attitude that did not.

Prescribed Learning Outcomes	Suggestions for Instruction

Topic: Work opportunities and conditions

4.K.5
Interpret the language describing employment and other work opportunities and conditions.

Types of Work

Small groups each work with one of the following terms: contract work, temporary work, part-time work, self-employment, shift work, and seasonal work. Each term is defined, examples of jobs that fit that term are listed, and advantages and disadvantages are discussed and recorded. Using a jigsaw approach (see Appendix B for description), groups share the information about the terms.

Afor Students each write a reflective journal entry (see Appendix B) about the type of work that matches their lifestyle and personality best.

In groups of three, students explore websites such as National Occupational Classification at http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16 to find three occupations that require different approaches for training (e.g., university education, apprenticeship training, on-the-job training). What work opportunities and conditions does each one have?

Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.

Aof Students each create a table that describes the training requirements, work conditions, and opportunities for three occupations of their choice.

4.K.6
Find job opportunities both advertised and hidden.

Where to Find Work

Small groups develop lists of resources where job opportunities can be obtained. This could be a take-home assignment so that students can talk to adults about potential sources.

The class discusses and reviews lists and adds additional resources, such as local newspapers, and websites such as the following:

- *Labour Market Information and Labour Mobility* at www.gov.mb.ca/jec/lmi/index.html
- *Job Bank* at www.jobbank.gc.ca/
- *A Guide to Planning Your Career* at www.manitobacareer development.ca/CDI/docs/plan_your_career.pdf

Students each freewrite (see Appendix B) on the topic of the hidden job market. Students share their freewrites in class, and the class discusses how to access this hidden market. Cover such ideas as networking, researching organizations and local markets, visiting career fairs, writing letters to potential employers, and so on.

Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.

Prescribed Learning Outcomes	Suggestions for Instruction

Topic: The process of applying for and securing work

4.K.7 Determine the purpose of and compose resumés and cover letters. *A*_{*for*} *A*_{*of*}	**Resumés and Cover Letters** Students each complete an admit slip explaining why resumés and cover letters are important. Provide feedback on the responses, confirming and extending ideas and clarifying any misconceptions. Provide a variety of resumés for students to examine in small groups. As a class, develop the criteria and outline the components of an effective resumé. Students each complete a personal resumé and cover letter. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.
4.K.8 Demonstrate the ability to complete a job application form.	**Job Applications** Provide a variety of job application forms for students to examine in small groups. As a class, list the kinds of information applicants will need to have handy to complete job application forms (e.g., dates and employers' names and contact information for any previous jobs and/or volunteer work, names and contact information for references, etc.). Students each complete three job application forms using hard copies or online forms.
4.K.9 Effectively participate in a job interview process. *A*_{*for*}	**Job Interviews** Small groups each research and compile brief guidelines on one of the various elements of a successful job interview (e.g., applicant preparation, applicant appearance, interview presentation, punctuality, etc.). Post the guidelines in the class. Students prepare for job interviews by reviewing common interview questions such as those given at www.gov.mb.ca/cyo/youth/services/interview_preparing.html. Students role-play a variety of effective and ineffective interviews. Videotape the interviews and provide feedback on the various elements.

Prescribed Learning Outcomes	Suggestions for Instruction

Topic: The rules of work

4.K.10 Research the significance of workplace safety and health regulations *A*_{of} *A*_{for}	**Workplace Safety and Health** Arrange for a presentation by a guest speaker from the Workers of Tomorrow to explain workplace safety and health regulations and practices. Students each create a research report (print, oral, or multimedia) on the particular safety regulations of one career of interest. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html. Students each fill out a Y-chart (See Appendix B) reflecting on their observations and thinking about workplace safety and health regulations.
4.K.11 Identify and discuss the basic employment legislation. *A*_{of}	**Labour Legislation** Students read the various fact sheets available on the Employment Standards website at www.gov.mb.ca/labour/standards/. Each student chooses one fact sheet to respond to in a reading journal—the student responds to the information from three different perspectives (employer, manager, young employee). In partners, students make labour legislation brochures targeted toward youth under the age of 18. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.
4.K.12 Summarize the contribution of Manitoba labour unions.	**Manitoba Labour Unions** Ask a guest speaker from the Manitoba Federation of Labour to give a presentation about the Manitoba Labour Movement. Students each speculate in a reflective journal entry (see Appendix B) on what our society would be like if unions did not exist. What kind of rules or legislation would there be? Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.

UNIT 5: CAREER AND COMMUNITY EXPERIENCES

Assessment Plan

Achieving the Learning Outcomes

Assessment Plan

Before Career and Community Experience

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

Assessment for Learning:

Have students reflect on the presentations and field trips.

Assessment of Learning:

Have students each identify two possible community experiences for placement and write a one-page proposal for each, justifying their value as good placement opportunities.

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

Assessment for Learning:

Through individual student-teacher conferences, students each use their AEPs to determine specific learning outcomes to target during their career and community experiences.

During Career and Community Experience

Assessment Target: GLO D: Locate and effectively use life/work information. SLO 5.D.2

Assessment for Learning:

Assessment for Learning: Have students each keep a log of their career and community experiences.

Assessment of Learning:

Students each meet with their community supervisors to review their performances of skills, duties, and learning outcomes, as recorded on their Training Plans.

Assessment Target: GLO D: Locate and effectively use life/work information. SLO 5.D.2

Assessment for Learning:

As a culminating activity, students each submit a report explaining how the employment experience had an impact on their values, skills, and interests, using their log as a reference.

Assessment Target: GLO J: Understand, engage in, and manage one's own life/work building process. SLO 5.J.2

Assessment for Learning:

Have students write a reflective journal entry (see Appendix B) about the activities and experiences in the classroom and community throughout this whole course.

Assessment of Learning:

Students each submit their revised Annual Education Plans as part of their Career Portfolios. Students also add their reports about the career and community experiences to their Career Portfolios.

U NIT 5: C AREER AND C OMMUNITY E XPERIENCES

Achieving the Learning Outcomes

Suggested Time Allotments

- Overview   26 hours
- Before Career and Community Experience   6–7 hours
- During Career and Community Experience   10–12 hours
- After Career and Community Experience   4–5 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.

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

Prescribed Learning Outcomes	Suggestions for Instruction
5.J.1 Determine suitable community experiences to explore occupational goals.	**Finding My Community Placement** Students review their AEPs and Career Portfolios to refresh their minds about their career interests and goals. Students canvass their local community and use online sources and local telephone directories to conduct research into possible career and community experiences. Organize community field trips, career symposiums, business community guest speakers (from the local Chamber of Commerce, for example), mentorship arrangements, and presentations by post-secondary institutions and apprenticeship and technical training organizations. *A for* Students write reflective journal entries (see Appendix B) about their research, the presentations, and the field trips, and on how various possible career experiences available in their community fit with their occupational goals. *A of* Students each identify two possible community experiences for placement, and write a one-page proposal for each, justifying their value as good placement opportunities.

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

Prescribed Learning Outcomes	Suggestions for Instruction
5.D.1 Discuss and describe short-term job placement expectations and responsibilities.	**What to Expect from My Community Placement** Schools and/or school divisions need to develop a career and community experience agreement form for students and their parents to read and sign. Terms of agreement addressing issues such as the following should be included:

What to Expect from My Community Placement

Schools and/or school divisions need to develop a career and community experience agreement form for students and their parents to read and sign. Terms of agreement addressing issues such as the following should be included:

- waiving of wages or remuneration for work done as part of a 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

- transportation to and from community sites

- costs to the student related to the community placement

- additional requirements of particular work sites (e.g., criminal record check, child abuse registry check, agreement of confidentiality)

Once community placements are set, students each contact their community experience supervisors to discuss expectations and responsibilities for their short-term placements. Arrange presentations about expectations and responsibilities for each placement.

Expectations and responsibilities are recorded on the Career and Community Experience Training Plan form (see Appendix A), which becomes part of the students' career and community experience log.

A for Through individual student-teacher conferences, students each use their AEPs to determine specific learning outcomes to target during their career and community experiences. A list of these learning outcomes is attached to each student's Career and Community Experience Training Plan.

All students must be registered before any career and community experience. Registration forms are available at 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
5.D.2 Describe and assess attitudes, skills, and procedures observed at work placement.	**Logging My Experience and Observations**

A *for*

Students each keep a log for every day at their career and community experience sites. A sample format for student logs is provided in Appendix A.

Student logs include observations and reflections on the attitudes, skills, and procedures demonstrated at their work placements and how these match with expectations and goals.

Assessing My Experiences

A *of*

Students each meet with their community supervisors to review their performances of skills, duties, and learning outcomes, as recorded on their Training Plans. Two sample evaluation forms (Career and Community Experience Evaluation Form—General and Career and Community Experience Evaluation Form—Specific Skills) are provided in Appendix A.

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

Prescribed Learning Outcomes	Suggestions for Instruction
5.D.2 Describe and assess attitudes, skills, and procedures observed at work placement.	**Reporting My Experience**

Students each write a report about their community site experiences, and the worker attitudes, worker skills, and workplace procedures that they observed. Students each explain how the employment experience has had an impact on their values, skills, and interests, using their log as a reference.

A *of*

Each report includes an assessment of the suitability of the placement and any effect it has had on the student's future plans.

GLO J: Understand, engage in, and manage one's own life/work building process.	
Prescribed Learning Outcomes	**Suggestions for Instruction**
5.J.2 Revise and complete Annual Education Plan.	**Reflecting on the Career and Development Course** Students each write a reflective journal entry (see Appendix B) about the activities and experiences in the classroom and community throughout this whole course. What was the most useful skill, piece of knowledge, or attitude they've learned? What was the most surprising? What do they still need to learn?
	Revising Plans Students review their proposed Annual Education Plans and revise their course selection, short-term goal setting, and long-term goal setting where necessary. Students discuss any revisions with parents, teachers, and the school counsellor. Students add their AEPs and other reports related to career and community experiences to their Career Portfolios.
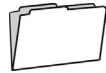
Appendix A

Blackline Masters: Units 1–5

Blackline Masters

Unit 1

- **BLM 1:** Grade 9 Career Development General Learning Outcomes (Intro)
- **BLM 2:** I Am (1.A.4)
- **BLM 3:** Annual Education Plan (1.A.5)
- **BLM 4:** Knowing Me, Knowing You (1.A.6)
- **BLM 5:** Increasing Self-Awareness (1.A.8)
- **BLM 6:** Marooned (1.B.1)
- **BLM 7:** Ten Pieces of Me (1.B.4)
- **BLM 8A:** Creating a Budget, Part A (1.B.6)
- **BLM 8B:** Creating a Budget, Part B (1.B.6)
- **BLM 9:** Erik Erikson and the Stages of Psycho-Social Development (1.C.1, 1.C.2)

Unit 2

- **BLM 10:** Inukshuk Exercise (2.D.1)
- **BLM 11:** The Evolving World of Work (2.E.3)
  - Information Sheet: Overview of the Evolving World of Work
  - Information Sheet: The Pyramid and the Diamond
  - The Evolving World of Work Notes
- **BLM 12:** Abraham Maslow's Hierarchy of Human Needs (2.E.4)
- **BLM 13:** Fair Play—Fair Pay (2.G.1)
  - Men's Work or Women's Work
  - Reflecting on Gender Facts
  - Gender Equity: Facts and Figures

Unit 3

- **BLM 14:** Lifelong Learning and Career Planning Anticipation Guide (3.H.1)
- **BLM 15:** Learning Goals (3.H.5)
- **BLM 16:** Employability Skills 2000+ (3.H.8)
- **BLM 17:** Essential Skills—The Foundation for Success (3.H.8)

- **BLM 18A:** Employability Skills Self-Assessment, Part 1: Personal Management Skills (3.H.9)
- **BLM 18B:** Employability Skills Self-Assessment, Part 2: Teamwork Skills (3.H.9)
- **BLM 18C:** Employability Skills Self-Assessment, Part 3: Fundamental Skills (3.H.9)
- **BLM 18D:** What's Your Score? (3.H.9)
- **BLM 18E:** Employability Skills Self-Assessment, Part 4: Report Card Performance Analysis (3.H.9)
- **BLM 19:** Factors Affecting Goal Attainment (3.I.1)
- **BLM 20:** My Preferred Lifestyle (3.J.1)
- **BLM 21:** My Goals (3.J.1)
- **BLM 22:** What a Career Portfolio Is (and Is Not) (3.J.6)
- **BLM 23:** My Career Portfolio and the GLOs (3.J.6)
- **BLM 24:** Plan to Gain Experience and Skills (3.J.6)

Unit 4

- **BLM 25:** Broken Squares—Teacher Instructions (4.K.2)
- **BLM 26:** My Experience (4.K.4)

Unit 5

- **BLM 27:** Career and Community Experience Training Plan (5.D.1)
- **BLM 28:** Career and Community Experience Student Log (5.D.2)
- **BLM 29:** Career and Community Experience Evaluation Form—General (5.D.2)
- **BLM 30:** Career and Community Experience Evaluation Form—Specific Skills (5.D.2)

Grade 9 Career Development General Learning Outcomes

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

GLO B:
Interact positively
and effectively
with others.

GLO C:
Change and
grow throughout
one's 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 one's
own life/work building
process.

GLO K:
Secure/create
and maintain
work.

I Am

I am . . .

Write one positive and true quality of this person in the form of an adjective. (Leave room for everyone else to write an adjective.)

Move on to others in the class and write on their sheets and allow them to write on your sheet.

I Am

Reflection

1. Take the paper off of your back, and read the list of positive and true qualities attributed to you by your classmates.

2. Reflect on this experience by answering the following questions:

   - How did you react to the descriptions?
   - Were you surprised by any of the qualities?
   - What positive and true qualities do you have that were not listed?
   - How did it feel to write compliments about your classmates? How did it feel to receive compliments from your classmates?

3. Reflect on how this activity connects with self-image or self-concept by answering the following questions:

   - How often in life do we receive that kind of positive feedback?
   - How often do we receive negative feedback?
   - Who are the people that usually give us feedback?
   - If we received this amount of positive feedback every day, how would if affect our behaviour?

Annual Education Plan (1)

Life/Work Exploration

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 five interests.
(see 1.A.5)

_____
_____
_____
_____
_____

List your top five values.
(see 1.A.5 and 1.A.6)

_____
_____
_____
_____
_____

List your top five
personal skills. (see 1.A.5)

_____
_____
_____
_____
_____

List your top five work
values. (see 1.A.8)

_____
_____
_____
_____
_____

Exploration

List five characteristics or personal
likes that make you unique. (see 1.B.4)

_____
_____
_____
_____
_____

List your top five qualities that you
bring to school everyday. (see 4.K.1)

_____
_____
_____
_____
_____

List three types of working conditions that you would enjoy. (see 2.D.5) _____
_____
_____
_____

List your learning styles in order of strongest to weakest. (see 3.H.7) _____
_____
_____

Annual Education Plan (2)

List three potential long-term occupational goals and the training options that would get you there.

i) Occupation _____
    Training route(s) _____
    _____
    _____

ii) Occupation _____
    Training route(s) _____
    _____
    _____

iii) Occupation _____
    Training route(s) _____
    _____
    _____

Develop plans required to achieve short-term goals—(**examples in school**) course selection for Grade 10, academic performance, participation in extracurricular activities related to future goals, attendance, etc. (see 3.J.1).

_____
_____
_____
_____
_____

Develop plans required to achieve short-term goals—(**examples outside school**) volunteer in work-related occupations, save money for post-secondary education, interview a person in an occupation of interest, etc. (see 3.H.8 and 3.J.1).

_____
_____
_____
_____
_____

Annual Education Plan (3)

B. Four Year Education Plan (see 3.J.1, 3.J.3, 3.J.5):
   School registration forms or student registration guides/handbooks may be required.

Grade 9 Courses	Grade 10 Courses	Grade 11 Courses	Grade 12 Courses
Compulsory	Compulsory	Compulsory	Compulsory
Optional	Optional	Optional	Optional

This plan should be reviewed regularly and revised as needed.

Parent/Guardian's Signature   Date

_____   _____

Student's Signature   Date

_____   _____

Comments:

Knowing Me, Knowing You
(also known as the Mingle Exercise)

Directions:

1. Mingle with your classmates, and when someone is unoccupied, ask him or her one of the five questions below. Have the person sign his or her answer.
2. After that person responds, answer the same question yourself in the space provided.
3. Find someone else who is unoccupied, and ask another question. Continue until all questions have been answered.

If you won $2,000,000, what would be one thing you would like to do? Why?	
Answer by _____:	My answer:

If you could be any animal, what would you be? Why?	
Answer by _____:	My answer:

If you could describe yourself in one or two positive words, what would they be? Explain briefly.	
Answer by _____:	My answer:

If you could turn any activity in the world into a job, what would it be? Explain briefly.	
Answer by _____:	My answer:

If you could imagine yourself in the future as a grandparent, what accomplishments would you like your grandchild to know about? What would you like to be remembered for?	
Answer by _____:	My answer:

Increasing Self-Awareness
Career Planning Process Diagram

What characteristics would describe satisfying work for you?

Life/Work
Preferences

Interests
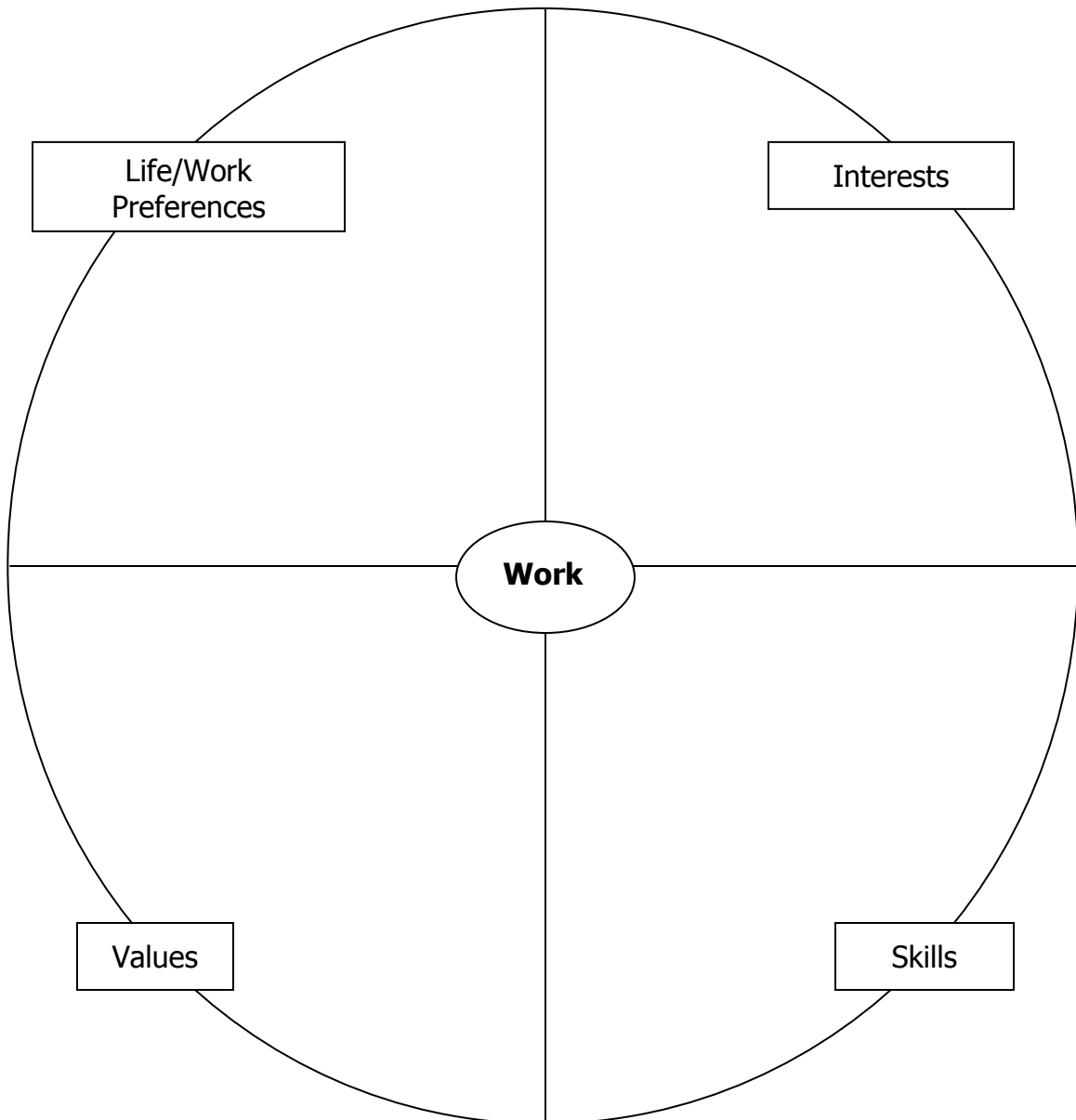
Work

Values

Skills

Work that accommodates our skills, interests, values, and personal preferences will bring us the most satisfaction.

Marooned

Your team is marooned on an island. What five items would you have brought with you if you knew there was a chance that you might be stranded? You are allowed only five items per team, not per person.

Write your five items and your reasons for choosing them in the chart below. Be prepared to defend your choices to the class.

Item	Reasons
1.	
2.	
3.	
4.	
5.	

Source: Donald Clark. www.nwlink.com/~donclark/leader/icebreak.html. Adapted with permission.

Ten Pieces of Me

Instructions:

Part A: I am a . . .

1. Tear the "I am a . . ." handout into 10 pieces.
2. Write a different one of your roles in life on each piece. For example, "I am a student" or "I am a friend."
3. Think about what you've written, and make any changes you wish.
4. Pick up your ten pieces of paper.
5. Put down the one piece that describes a role you feel you could give up with the least change in your life. How do you feel about that?
6. Continue to put down one piece at a time, pausing to think about it.
7. Look through the pieces again, and change the order if you wish.

Part B: I am . . .

1. Tear the "I am . . ." handout into 10 pieces.
2. On each piece, write one of your personal characteristics or qualities.
3. Match each of your characteristics or qualities to one of the roles you identified in Part A.
4. Reflect on the discoveries you made during this activity. Which of your roles are most important to how you see yourself? Which of your qualities or characteristics help or hinder you in those roles?

Ten Pieces of Me (Part A)

I am a . . .	**I am a . . .**
I am a . . .	**I am a . . .**
I am a . . .	**I am a . . .**
I am a . . .	**I am a . . .**
I am a . . .	**I am a . . .**

Ten Pieces of Me (Part B)

I am . . .	**I am . . .**
I am . . .	**I am . . .**
I am . . .	**I am . . .**
I am . . .	**I am . . .**
I am . . .	**I am . . .**

Creating a Budget, Part A

Instructions: Preview and review monthly expenses cited below, and make realistic financial adjustments to better fit your individual plans. Use local newspapers as a source of information.

Name	Monthly Expenses	Expenditures
Groceries	Not less than $250 per month	$250
Clothing	Include boots, shoes, coats, and work and leisure clothes for all year around and divide by 12.	
Accommodations	Monthly rent or mortgage payment Household bills: heat, electricity, taxes, water, telephone, TV, etc. (30% of monthly accommodation cost)	$600 + $180
Transportation	Monthly payments (for vehicles) If using vehicle will need monthly parking fees. Maintenance: 20% of vehicle cost for fuel, Manitoba Public Insurance, and repairs Other transportation costs (bus, taxi, etc.)	$300 older vehicle $60 less than 2 tanks filled per month Parking not included
Miscellaneous	Toiletries, haircut, dry cleaning, household items, pet care	$45
Leisure	Movies, video games, eating out, and expenses for other leisure activities	$150
Other items	Computer, cell phone, boat, cottage, snow mobile, etc.	????
Savings	Life insurance, travel, retirement, etc.	????
Total monthly expenses		$1585

Creating a Budget, Part B

Instructions: Select an occupation and the average hourly wage from the list at
www.jobfutures.ca. An annual wage can be calculated by
multiplying 40 x 52 x the average hourly wage. Divide this by 12 to
determine a monthly income.

Complete the following table:

Name	Occupation
A) Gross Monthly Income	
B) Income Tax	
C) EI and CPP Deductions	
D) Net Monthly Income A − (B + C) = D	
Total Monthly Expenses	
Preliminary Monthly Balance (if negative, adjust expenses until balance is $0 or more)	
Unexpected expenses (new microwave, dental work, wedding present, etc.)	
Final Monthly Balance	
Bank Account (savings)	

Erik Erikson and the Stages of Psycho-Social Development

Erik Erikson was a very influential German psychologist and psychoanalyst known for his theory of human development that explored the development of identity over eight stages of life from birth to death. Each stage is concerned with a particular conflict that must be resolved and a particular event or issue around which this conflict resolves itself. The following chart outlines the various stages:

Stage	Age Range	Conflict	Event/Issue
1	birth to one year old	trust versus mistrust	feeding
2	one to three years old	autonomy versus doubt	toilet training
3	three to six years old	initiative versus inadequacy	independence
4	six to twelve years old	industry versus inferiority	school
5	twelve to eighteen years old	identity versus confusion	peer relationships
6	eighteen to forty years old	intimacy versus isolation	love relationships
7	forty to sixty-five years old	productivity versus stagnation	parenting
8	sixty-five years old until death	integrity versus despair	acceptance of one's life

Inukshuk Exercise

Instructions:

1. Think of the person you most admire. Reflect on this person and why you chose him or her.

2. Write one quality of this admired person in each of the stones of the inukshuk on the handout (11 qualities in total).

3. Often, we are drawn to people who have some of the same qualities we have. Write the words "I am" at the top of your inukshuk, and think of yourself as possessing all of the qualities you have written down.

4. Reflect in writing below about how accurately the qualities describe you. Which qualities need to be developed more for you to become the kind of person that you admire? How might you develop these qualities?

Inukshuk Exercise
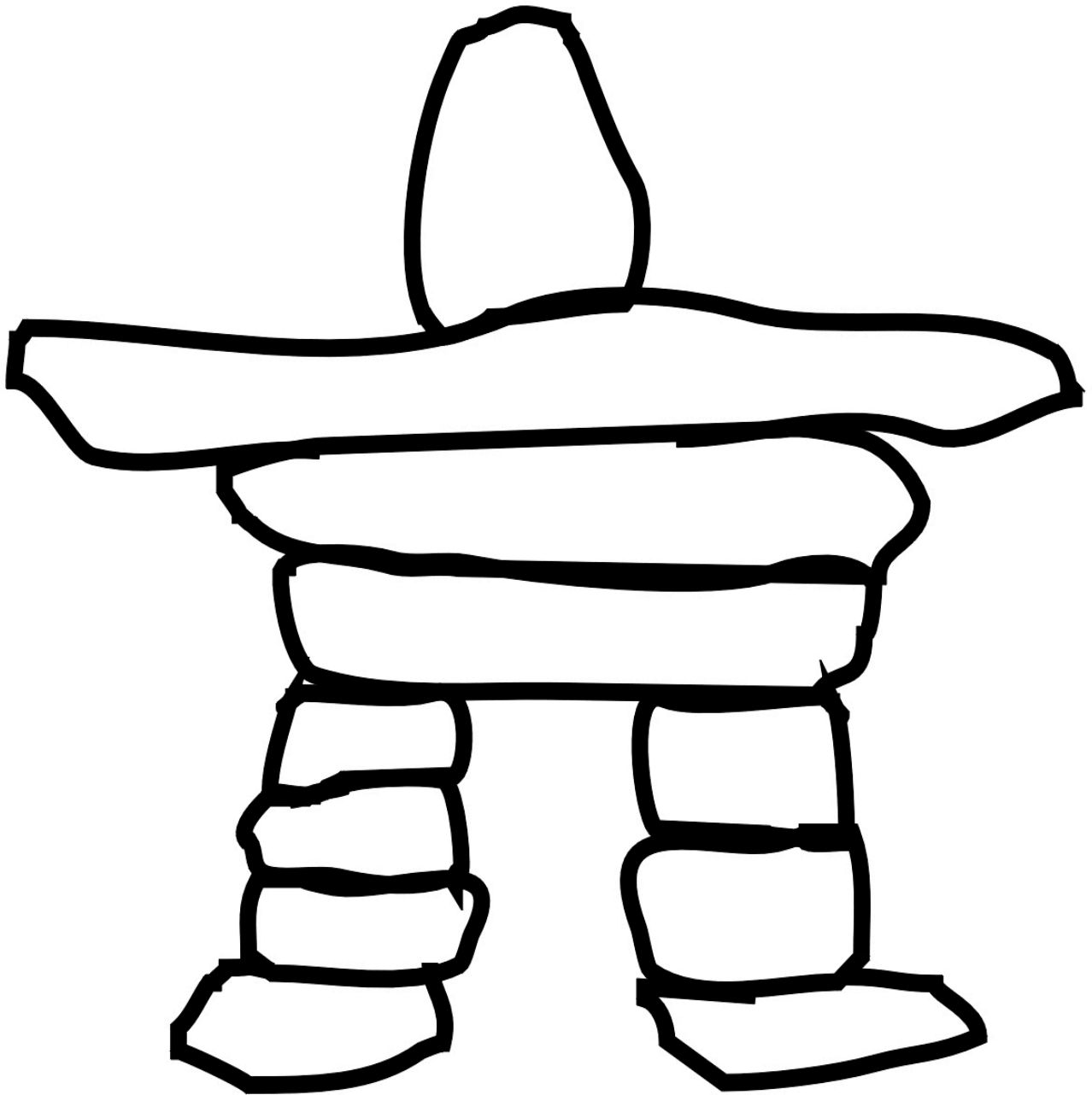
INUKSHUK

The Inukshuk is a stone monument guiding travellers in northern Canada. It acts as a symbol of greeting and direction.

The Evolving World of Work (1)

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 <u>less</u> well off; 64% of the "poor" were also <u>less</u> 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. <u>Youth need to understand quality, know how to seek it out and become their own quality control managers</u>. 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, <u>AND</u> 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	**Emerging Diamond**
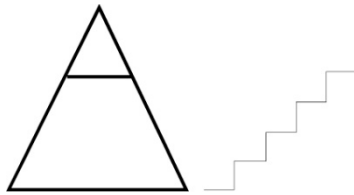
- lots of opportunities to enter at the bottom; lots of possibilities to stay there too

- 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
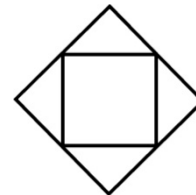
- constricted base means limited opportunity for low skill/ inexperienced—assumption of basic skills

- 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

The Evolving World of Work (6)

"The Evolving World of Work" Notes	
Factors That Affect the Number and Type of Occupations Available	
Trends in the Global Economy	
Occupational Areas Where Demand Is Expected to be High in Canada	
Tools Youth Need to Advance Careers	
Characteristics of a Quality Job	
Trends That Will Benefit Youth in Near Future	

Reflection: How do you think the various factors and trends will affect the way you learn and develop in response to the changing world of work?

Abraham Maslow's Hierarchy of Human Needs

Abraham Maslow was a psychologist who studied human motivation. His main claim to fame is his "Hierarchy of Human Needs" theory. In this theory, he categorized and ordered all of the needs people have to fulfill in order to feel satisfied and motivated in life. The following diagram illustrates the categories:

Level	Description
self-actualization	(reaching potential through creativity, morality, problem solving, acceptance, etc.)
esteem	(self-esteem, confidence, achievement, respect)
love, belonging	(friendship, family, intimacy)
safety	(security of health, of employment, of property, etc.)
physical needs	(food, water, shelter)
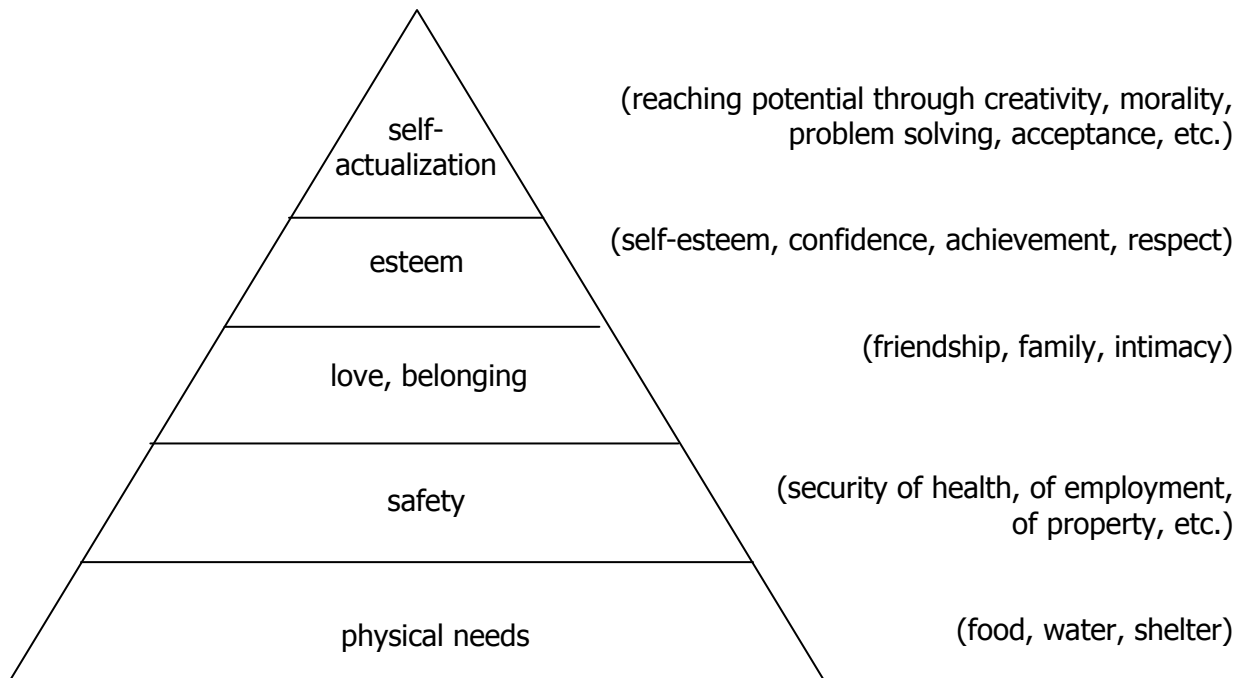
Moving from the bottom up, each level of need must be met before a person can focus on the next level. For example, a person will not worry about what they are achieving in life (esteem need) if they do not have enough food to eat (physical need).

Fair Play – Fair Pay

Men's Work or Women's Work?

Which of these occupations and household activities most suit males? Which most suit females? Which can be done well by both?

Occupation	Male	Female	Both
Cook			
Plumber			
Pilot			
Carpenter			
Nurse			
Doctor			
Forklift Operator			
Electrician			
Ironworker			
Mechanic			
Primary School Teacher			
Cashier			
Flight Attendant			
Receptionist			
Secretary			
Politician			
Salesclerk			
Engineer			
Architect			
Taxi Driver			

Activity	Male	Female	Both
Paying Bills			
Housecleaning			
Cooking			
Child Care			
Grocery Shopping			
Laundry and Ironing			
Taking Out the Garbage			

Source: *Real Times, Real Life—Facilitator's Guide* in Lorraine Haché and Clarence de Schiffart. *Blueprint Implementation Guide*. National Life/Work Centre et al., 2002. Appendix A8. Reproduced with permission of National Life/Work Centre.

Fair Play – Fair Pay

**Reflecting
on Gender Facts**

	TRUE	FALSE
In today's workplace, men and women receive equal pay for equal work.		
Equal numbers of men and women are found in all occupations.		
In two-income families, both partners earn equal incomes.		
Women are starting businesses at three times the rate of men.		
Household work in Canada is valued at $285 million annually.		
Sexual harassment in the workplace only applies to women.		
Women working full-time earn, on average, 72 cents for every dollar men earn.		
Between 1981 and 1994, the number of self-employed women in Canada increased by 97.8%.		
Most single-parent families are headed by men.		
Employment equity means that men and women are considered equally for jobs.		

Gender Equity: Facts and Figures

WOMEN AND EDUCATION

0%	10%	20%	30%	40%	50%

University Degree

Post-secondary Education

Some Post-secondary Education

High School

Less than Grade 9
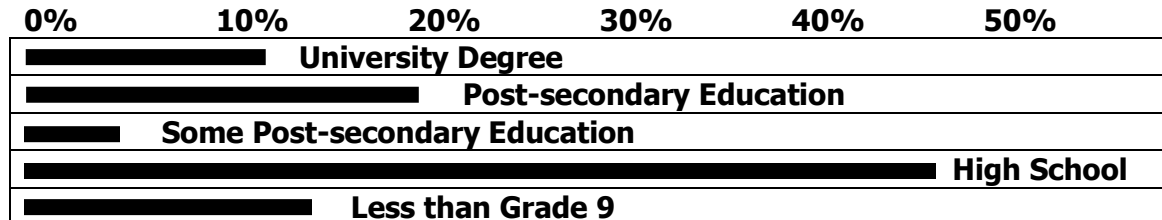
WOMEN AT WORK

In 1991, 71% of women were employed in just five occupational groups:

0%	10%	20%	30%	40%	50%

Clerical

Service

Sales

Nursing Health

Teaching
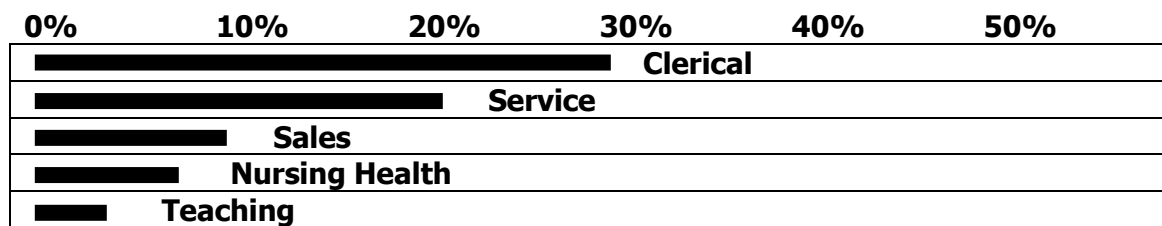
Families with Dependents — Conflicting Responsibilities

"I can't take on those extra work projects."	**F 16% M 12%**
"I can't accept that job or promotion or transfer."	**F 12% M 8%**
"I can't make it to the business meeting."	**F 14% M 9%**

Women are starting small businesses at three times the rate of men, and are more successful.

0	1	2	3
F			
M			
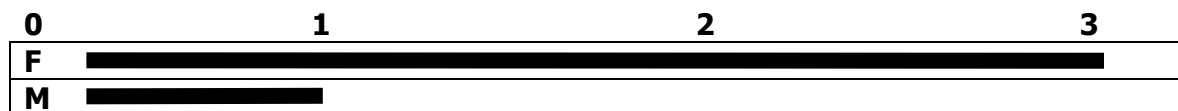
Women working full time earn on average $0.72 for every $1.00 men earn.

0		$0.50	$0.75	$1.00
F				
M				
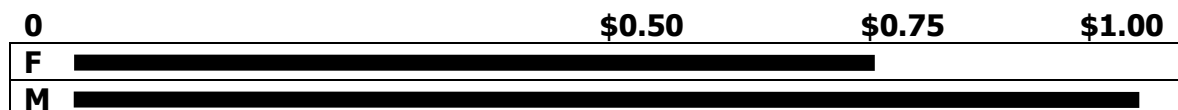
Husbands earned more than wives in 75.4% of all dual earner families. In 2% of families, earnings of both spouses were the same.

Source: *Real Times, Real Life—Facilitator's Guide* in Lorraine Haché and Clarence de Schiffart. *Blueprint Implementation Guide*. National Life/Work Centre et al., 2002. Appendix A10. Reproduced with permission of National Life/Work Centre.

For information about The Be Real Game, visit www.realgame.ca/en/games/TBRG/index.html.

Lifelong Learning and Career Planning Anticipation Guide

Directions: Read the statements below. For each statement, write your initial response, whether you agree or disagree with the statement. Be prepared to defend your response.

After the discussion, fill in your "After" response, and explain why your responses have or have not changed.

Statements	Your Response
It is important to choose your lifetime career goals while you are in high school so that you can prepare accordingly.	Initial:
	After:
	Why:
It is important to be flexible about the occupation you choose.	Initial:
	After:
	Why:
You need to know yourself before you can make work-related decisions.	Initial:
	After:
	Why:
Chances are good that you will have to change your occupation approximately four to six times in your working life.	Initial:
	After:
	Why:
The way to survive in a changing world is to learn how to learn.	Initial:
	After:
	Why:

Learning Goals

Name: _____   Date: _____

Subject Area	I am very good in this area	I am not bad in this area	I could improve in this area	Evidence (How I know)
English language arts				
mathematics				
physical education/health education				
science				
social studies				
arts (art, drama, music)				
business education and marketing				
computer education				
industrial arts/ technology education				
languages				
social sciences (home economics)				

Learning Goals

Areas of Strength	Goals for Improvement
1.	1.
2.	2.
3.	3.

Employability Skills 2000⁺

Employability Skills 2000+

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.

Fundamental Skills
The skills needed as a base for further development

You will be better prepared to progress in the world of work when you can:

Communicate
- read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)
- write and speak so others pay attention and understand
- listen and ask questions to understand and appreciate the points of view of others
- share information using a range of information and communications technologies (e.g., voice, e-mail, computers)
- use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas

Manage Information
- locate, gather and organize information using appropriate technology and information systems
- access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)

Use Numbers
- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools and technology
- make estimates and verify calculations

Think & Solve Problems
- assess situations and identify problems
- seek different points of view and evaluate them based on facts
- recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem
- identify the root cause of a problem
- be creative and innovative in exploring possible solutions
- readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions
- evaluate solutions to make recommendations or decisions
- implement solutions
- check to see if a solution works, and act on opportunities for improvement

Personal Management Skills
The personal skills, attitudes and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

Demonstrate Positive Attitudes & Behaviours
- feel good about yourself and be confident
- deal with people, problems and situations with honesty, integrity and personal ethics
- recognize your own and other people's good efforts
- take care of your personal health
- show interest, initiative and effort

Be Responsible
- set goals and priorities balancing work and personal life
- plan and manage time, money and other resources to achieve goals
- assess, weigh and manage risk
- be accountable for your actions and the actions of your group
- be socially responsible and contribute to your community

Be Adaptable
- work independently or as a part of a team
- carry out multiple tasks or projects
- be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done
- be open and respond constructively to change
- learn from your mistakes and accept feedback
- cope with uncertainty

Learn Continuously
- be willing to continuously learn and grow
- assess personal strengths and areas for development
- set your own learning goals
- identify and access learning sources and opportunities
- plan for and achieve your learning goals

Work Safely
- be aware of personal and group health and safety practices and procedures, and act in accordance with these

Teamwork Skills
The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project or team when you can:

Work with Others
- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group
- recognize and respect people's diversity, individual differences and perspectives
- accept and provide feedback in a constructive and considerate manner
- contribute to a team by sharing information and expertise
- lead or support when appropriate, motivating a group for high performance
- understand the role of conflict in a group to reach solutions
- manage and resolve conflict when appropriate

Participate in Projects & Tasks
- plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes
- develop a plan, seek feedback, test, revise and implement
- work to agreed quality standards and specifications
- select and use appropriate tools and technology for a task or project
- adapt to changing requirements and information
- continuously monitor the success of a project or task and identify ways to improve

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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 Self-Assessment
Part 1: Personal Management Skills

Employers want people who demonstrate
► positive attitudes and behaviour ► responsibility ►adaptability
These are your Personal Management Skills.

Check the most appropriate answer:

1. I take on projects with confidence and know that I can do a good job.

   a) Always _____

   b) Sometimes _____

   c) Never _____

2. I tell the truth no matter what the consequences are.

   a) Sometimes _____

   b) Most of the time _____

   c) Never _____

3. I volunteer for extra-curricular activities and look for opportunities to learn new things.

   a) Always _____

   b) Only if it interests me _____

   c) Never _____

4. I find it difficult to continue with tasks, at home and at school, when problems arise.

   a) Most of the time _____

   b) Sometimes _____

   c) Never _____

5. I look for new challenges at school and in my spare time.

   a) Most of the time _____

   b) Mainly at work _____

   c) Mainly in my spare time _____

6. I like to set goals and objectives for myself.

   a) Always _____

   b) Sometimes _____

   c) Never _____

7. People tell me I am well organized.

   a) Most of the time _____

   b) Sometimes _____

   c) Never _____

8. I get upset when things change.

   a) Always _____

   b) Sometimes _____

   c) Never _____

9. I like it when people do things differently than I do.

   a) Usually—I learn from them _____

   b) Never—they don't do it properly _____

   c) It depends _____

10. I like to think up new and better ways to get my work done.

    a) Never _____

    b) Sometimes _____

    c) Always, it keeps life interesting and improves my productivity _____

Employability Skills Self-Assessment
Part 2: Teamwork Skills

Employers want people who can work with others

► in a team   ► to contribute to the organizations' goals

►to achieve team results   ► and respect their thoughts and opinions

These are your Teamwork Skills.

Check the most appropriate answer:

1. In your work, do you make an effort to understand and contribute to the goals of the school?

   a) Sometimes   _____

   b) Never   _____

   c) Always   _____

2. Working in a group

   a) makes me nervous   _____

   b) helps me to get the job done   _____

   c) never works   _____

3. When you work with a group, do you find it hard when you can't do things your own way?

   a) Sometimes   _____

   b) Never   _____

   c) Always   _____

4. Can you plan and make decisions with others?

   a) Most of the time   _____

   b) Sometimes   _____

   c) Never   _____

5. Do you respect the thoughts and opinions of others?

   a) It depends   _____

   b) Always   _____

   c) Usually   _____

6. Do you mind when other people offer you their ideas of how to solve a problem or take on a task?

   a) No, I like it   _____

   b) It depends   _____

   c) I would rather figure it out by   _____
   myself

7. Are you comfortable asking others for help and advice?

   a) Most of the time   _____

   b) If I know them   _____

   c) Never   _____

8. Would you like to take charge of a group of people, if they are working on something you know a lot about?

   a) I'd rather not, but I will   _____

   b) I couldn't   _____

   c) Absolutely   _____

9. Do you think others see you as someone they can turn to for help or advice?

   a) I don't know   _____

   b) Yes   _____

   c) No   _____

10. If you had a problem with a task and you knew a fellow student had the answer, would you ask him/her for help?

    a) Always   _____

    b) Never   _____

    c) Sometimes   _____

Employability Skills Self-Assessment
Part 3: Fundamental Skills

In today's competitive environment, employers need people who can

▶ communicate: ▪ orally and in writing ▪ read and understand instructions ▪ listen well

▶ think: ▪ solve problems ▪ analyze issues ▪ use technology ▪ apply skills

These are your Fundamental Skills.

Check the most appropriate answer:

1. Can you understand and speak English and/or French?
   a) English _____
   b) French _____
   c) Both _____

2. Have you been told that you are a good listener?
   a) Sometimes _____
   b) Never _____
   c) Often _____

3. Do you enjoy reading?
   a) I read when I have to _____
   b) I love reading _____
   c) I don't like reading _____

4. Can you read, understand, and use written material (for example, reading a map, or following a recipe or a set of instructions to assemble something)?
   a) Yes _____
   b) No _____
   c) It depends _____

5. Do you write well in English and/or French (for example, letters to friends, memos, instructions, or lists)?
   a) It depends _____
   b) Writing is a challenge _____
   c) Yes, always _____

6. Do you like making decisions?
   a) Most of the time _____
   b) Sometimes _____
   c) I find it difficult _____

7. Do people come to you to help them solve problems at school and/or at home?
   a) Never _____
   b) All the time _____
   c) Sometimes _____

8. Can you solve problems that require basic math skills (e.g., balancing a cheque book, making change, working with measurements)?
   a) No problem _____
   b) Math scares me _____
   c) I can with effort _____

9. Can you use technology like computers or fax machines?
   a) I'm trying to learn _____
   b) Never used _____
   c) I use them all the time _____

10. Do you have a special knowledge or skill that may help you with a future career?
    a) Training in music, athletics, or some other field _____
    b) Computer skills _____
    c) No special knowledge or skill _____

Employability Skills Self-Assessment
What's Your Score?

Personal Management Skills	Teamwork Skills	Fundamental Skills

Personal Management Skills	Teamwork Skills	Fundamental Skills
1. a – 5 b – 3 c – 0	1. a – 3 b – 0 c – 5	1. a – 3 b – 3 c – 5
2. a – 3 b – 5 c – 0	2. a – 3 b – 5 c – 0	2. a – 3 b – 0 c – 5
3. a – 5 b – 3 c – 0	3. a – 0 b – 3 c – 5	3. a – 3 b – 5 c – 0
4. a – 0 b – 3 c – 5	4. a – 5 b – 3 c – 0	4. a – 5 b – 0 c – 3
5. a – 5 b – 3 c – 2	5. a – 0 b – 5 c – 3	5. a – 3 b – 0 c – 5
6. a – 0 b – 5 c – 3	6. a – 5 b – 3 c – 0	6. a – 5 b – 3 c – 0
7. a – 5 b – 3 c – 0	7. a – 5 b – 3 c – 0	7. a – 0 b – 5 c – 3
8. a – 0 b – 3 c – 5	8. a – 3 b – 0 c – 5	8. a – 5 b – 0 c – 3
9. a – 5 b – 0 c – 3	9. a – 3 b – 5 c – 0	9. a – 5 b – 0 c – 5
10. a – 0 b – 3 c – 5	10. a – 5 b – 0 c – 3	10. a – 5 b – 3 c – 0

Total:_____   Total:_____   Total:_____

Employability Skills Self-Assessment
Part 4: Report Card Performance Analysis

Introduction:

Here you sit looking at your report card. As you gaze down at your grades, do you know what caused you to **earn** these grades? Do you know why you are successful? Do you know why you are struggling? Complete the following analysis that will allow you to relate your marks to your current work habits.

Instructions:

Read each statement. For each statement check off one of the three responses provided: **Hardly ever, Sometimes**, or **Most always**. After you have completed checking off all of your responses, read over each response and rate it as either a positive work habit or a negative work habit. After you have classified each habit, complete the reflection on the following page, the Work Habit Action Plan, by listing things you are going to **start doing, continue doing**, and **stop doing** so as to improve your report card next time.

Statement	Hardly ever	Sometimes	Most always	+ / - Habit
1. I use all my late slips each month.				
2. I bring all the supplies I need to each class.				
3. I start and complete my assignments as soon as I get them.				
4. I listen when the teacher is talking.				
5. I study for my tests.				
6. I write all homework in my agenda.				
7. I try to study a bit each day.				
8. I keep my subject notebooks organized.				
9. I take notes when the teacher is talking.				
10. I use my spares to complete assignments.				

Employability Skills Self-Assessment
Part 4: Report Card Performance Analysis

Statement	Hardly ever	Sometimes	Most always	+ / - Habit
11. I actively participate in class discussions.				
12. I usually write a "rough copy" of an essay.				
13. I proofread and spell-check all my assignments.				
14. I ask the teacher if I have trouble understanding.				
15. I get eight hours of sleep each night.				
16. I rush my homework so I can get to my part-time job.				
17. I catch up on work that I missed when I am absent.				
18. I make every effort to get to class.				
19. I sit in the hallway when I have a spare.				
20. I put an effort into learning every day.				

Employability Skills Self-Assessment
Part 4: Report Card Performance Analysis

Work Habit Action Plan

Start	
Continue	
Stop	

Factors Affecting Goal Attainment

Describe a specific goal: _____

_____

_____

_____

Factors that **Help** me attain my goal	**Factors** that make it a **Challenge** to attain my goal	**Factors** I can **Control**	**Factors** that are **Uncontrollable**

My Preferred Lifestyle

Instructions:

1. Close your eyes and imagine your ideal life. What do you really want? Where do you live? Are you working or going to school? Who are your friends and who are members of your family? What are they like? How do you spend your leisure time? What are your favourite belongings?

2. Complete the first column in the chart below.

3. Look at your responses, and ask yourself what your preferred life says about what you think is important in life, about your values. Complete the second column of the chart.

4. Be prepared to discuss your answers.

My Preferred Life (What would my life be like for me to be most fulfilled—my dream?)	What Is Important to Me (What does my preferred lifestyle say about my values?)
Where will I work? What will I do?	
Where will I live? What will my home be like?	
Who will my friends be? When and where will I see them?	
Who will my family be? How will I spend time with them?	
What will I own?	

Reference: Federal/Provincial Consumer Education and Plain Language Task Force. *Project Real World: Economic Living Skills for High School Students*. "Module II: Your Economic Decisions." 1991. 14.

My Goals

Instructions:

1. Write down one short-term goal and one long-term goal in the chart below.

2. For each goal, determine the time, the energy or effort, and the money needed to reach that goal. Gather information from Internet sources or community members to help you assess the amounts of time, energy, and money required. Write your estimates in the appropriate places on the chart below.

3. On the back of your form, note any sources of information you consulted.

	How much time will I need to reach the goal? **(time needed)**	**What do I have to do to achieve the goal?** **(energy/effort needed)**	**How much will it cost to reach the goal?** **(money needed)**
Short-Term Goal (can be achieved in days or weeks)			
Long-Term Goal (can be achieved in months or years)			

Reference: Federal/Provincial Consumer Education and Plain Language Task Force. *Project Real World: Economic Living Skills for High School Students*. "Module II: Your Economic Decisions." 15–16.

What a Career Portfolio Is (and Is Not)

Instructions: Write True or False in the blank space following each statement to indicate your agreement or disagreement with the statement. Be prepared to discuss the reasons behind your answers.

True or False

1. An effective Career Portfolio is at least four inches thick and contains every bit of documentation available from Kindergarten to Grade 12. _____

2. An effective Career Portfolio will prepare you to participate in a job- or career-seeking process. _____

3. A Career Portfolio is something you use in an interview. _____

4. A Career Portfolio is a collection of samples of work that demonstrate your skills and qualities. _____

5. An effective Career Portfolio is well organized and has a clear Table of Contents. _____

6. An effective Career Portfolio is a self-marketing tool. _____

7. You must take your time and pay careful attention to detail when assembling your Career Portfolio. _____

8. An effective Career Portfolio, together with your resumé and cover letter, is part of a useful job-seeking package. _____

9. A portfolio of some kind is becoming mandatory in many fields of work. _____

10. You should distribute your Career Portfolio to prospective employers before an interview to give them the opportunity to read it before meeting you. _____

11. Creating a Career Portfolio may be a project of self-discovery. _____

12. You can explore your skills, aptitudes, attitudes, and ideas while creating your Career Portfolio. _____

13. Your Career Portfolio gives potential employers visual proof of your skills and experience. _____

14. An effective Career Portfolio celebrates the experiences and qualities that make you who you are today. _____

15. An effective Career Portfolio must be accurate and honest. _____

16. A Career Portfolio is part of a lifelong process. _____

17. A Career Portfolio is a collection of documents that showcases your accomplishments and personal development. _____

18. You should be proud of your Career Portfolio. _____

19. You must use professional language in your Career Portfolio. _____

20. You should use a lot of flashy design features so that your Career Portfolio is not boring to look at. _____

My Career Portfolio and the GLOs

Directions: Choose five of the Grade 9 Career Development: Life/Work Exploration General Learning Outcomes (GLOs) listed below that you think you have achieved.

Beside each chosen GLO, describe the schoolwork, extracurricular activities, work, hobbies, and community involvement you have done that show how you have achieved the GLO.

General Learning Outcome (GLO)	Evidence Showing Achievement
GLO A: Build and maintain a positive self-image.	
GLO B: Interact positively and effectively with others.	
GLO C: Change and grow throughout one's 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 one's own life/work building process.	
GLO K: Secure or create and maintain work.	

Plan to Gain Experience and Skills

Name: _____   Date: _____

Occupation I'm interested in: _____

Skills and Knowledge Required*	Where I Can Gain Skills and Knowledge**

*   Look back at the information you gathered from online sources such as the National Occupational Classification website (3.H.10).

**   Consider specific school courses, leisure activities, volunteer activities, and part-time work positions.

Broken Squares

Teacher Instructions:

1. Make a set of broken squares.

A set consists of five envelopes containing pieces of cardboard cut into different patterns which, when properly arranged will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" x 6". Place the squares in a row and mark them as below, pencilling the letters lightly so they can be erased.
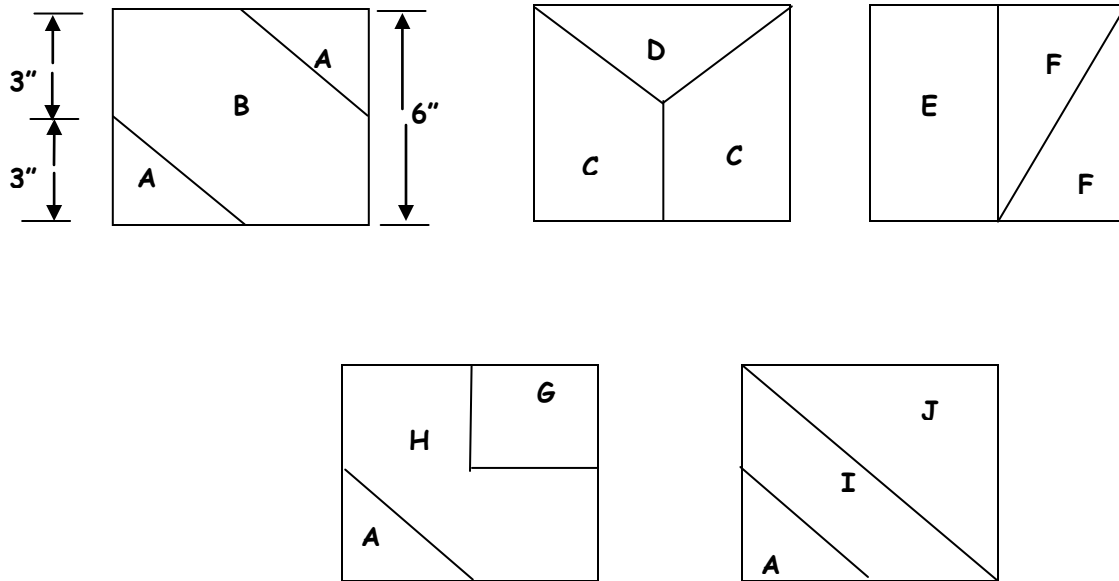
The lines should be drawn in a way that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" x 6". After drawing the lines on the squares and labelling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes 1, 2, 3, 4, and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 has pieces I, H, E; 2 has A, A, A, C; 3 has A, J; 4 has D, F; and 5 has G, B, F, C.

Erase the pencilled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different colour of cardboard.

Broken Squares

2. **Divide the class into groups of five students.**

   If there are extra participants ask them to assist you in distributing puzzle envelopes and making observations of one small group.

3. **Give one set of five envelopes to each group of students.**

   Each participant is responsible for one envelope but cannot open it until all of the instructions have been given and groups are directed to begin.

4. **Explain the activity to the class.**

   Goal: to re-assemble the five squares before the other teams do. The task is completed when each team member has completed his/her square.

   Rules:

   - You are not allowed to talk or give hand signals.
   - You cannot take a piece from any of your team members, but you can give one piece at a time to any of your team members.
   - You cannot place the piece in a square for another team member.
   - If your team completes the task, remain at your work station and silently observe the other teams.

   Ask observers to silently watch one team and be prepared to report what they observed.

5. **Tell the class to begin.**

   Participants may need to be reminded about not giving verbal instructions and hand gestures during the exercise.

   The activity will end when at least three teams have completed the task.

6. **Discuss the process:**

   Ask the observers to report their observations. Call upon participants' observations.

My Experience

Jobs I Have Had and Volunteer Work I Have Done	Abilities or Attitudes I Demonstrated on the Job	Did this ability or attitude help me or hinder me on the job? Explain.

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

Skill/Duty	Observed	Performed with help	Performed alone	Rating
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

Employability Skills:	Performed with help	Performed alone	N/A
The student recognizes and respects people's diversity, individual differences, and perspectives.	----	----	----
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 Student Log

Student name: _____   Community Site: _____

School: _____   Community Supervisor: _____

Teacher/Monitor: _____

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

Additional Comments:

Date_____ Student _____ Community Supervisor_____
                          (signature)   (signature)

Career 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.

Evaluation Criteria **Personal Management Skills**	5 Strongly Agree	4 Agree	3 Okay	2 Disagree	1 Strongly Disagree	n/a
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 Community Experience Evaluation Form—General

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
Evaluation Criteria **Employability Skills**	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
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 considerable knowledge and technical expertise.						

Strengths/Abilities	Areas Requiring Improvement

Comments

_____

Career Community Experience Evaluation Form—General

Evaluation Criteria **Other Essential Skills**	5 Strongly Agree	4 Agree	3 Okay	2 Disagree	1 Strongly Disagree	n/a
The student reads and uses information from textual and digital sources.						
The student reads and uses a variety of information displays (e.g., graphs, tables, schematics).						
The student demonstrates responsible use of technology and digital media.						
The student is able to read numbers and think in terms of quantities.						
The student is able to use a computer and standard software packages (e.g., word processing, email, spreadsheets).						
The student is able to think analytically, conceptually, and strategically.						
The student demonstrates problem-solving skills.						
The student demonstrates decision-making ability.						
The student is able to gather and disseminate diagnostic information.						
The student is able to plan, organize, and effectively implement tasks and projects.						
The student is willing and able to learn independently.						
The student is able to express ideas clearly and persuade intended audiences using the written word.						
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)

Career Community Experience Evaluation Form—General

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Comments:

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
Examples:				
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

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)

A PPENDIX   B

Strategies for Instruction and Assessment

- Admit Slips and Exit Slips
- Y-Charts
- Prompts for Reflection or Reflective Journal Entry
- Jigsaw Grouping
- Freewriting

A DMIT S LIPS AND E XIT S LIPS

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

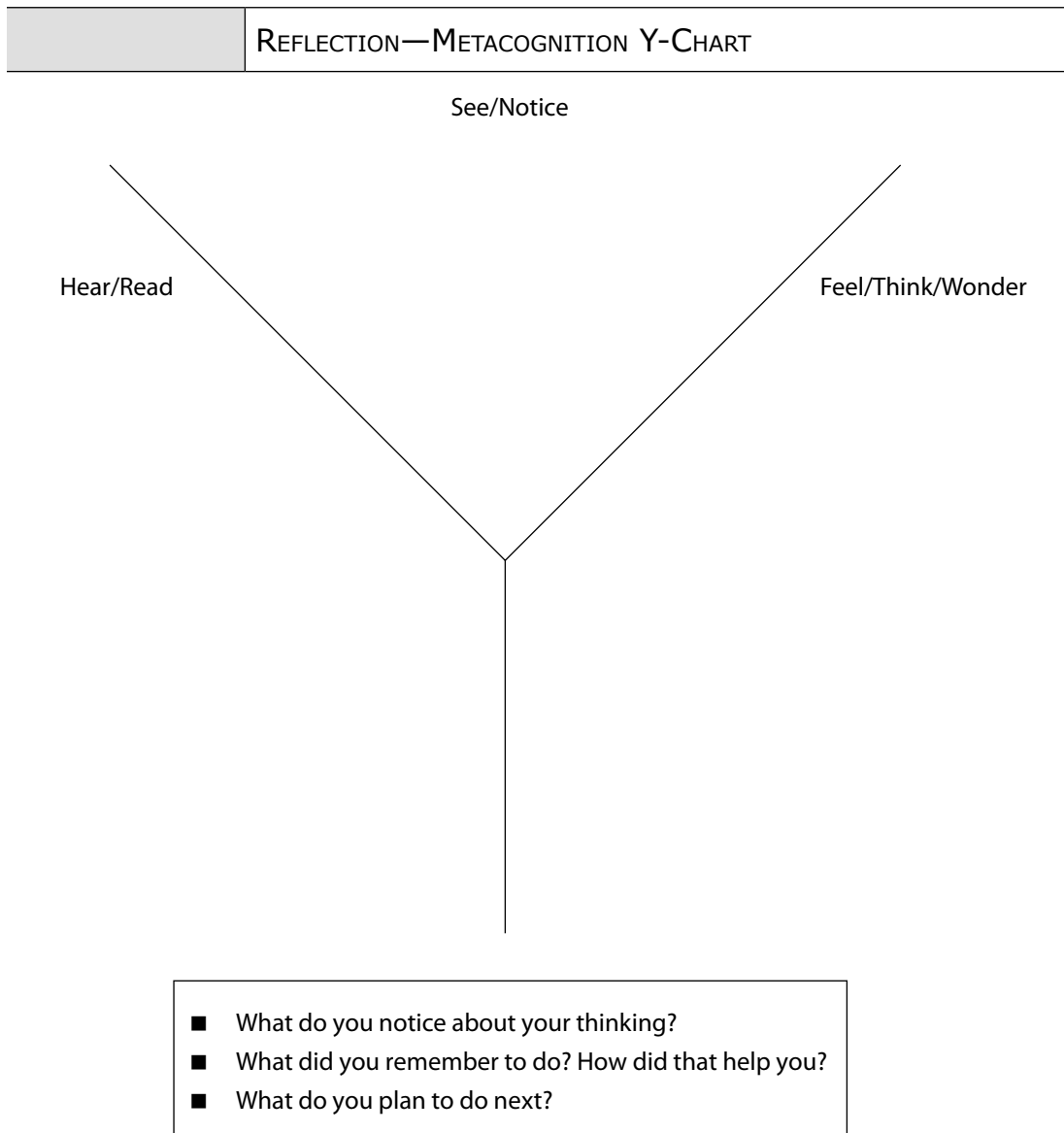2. The teacher responds to any questions from the exit slips at the beginning of the next class.

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:

	REFLECTION—METACOGNITION Y-CHART

See/Notice

Hear/Read   Feel/Think/Wonder

- What do you notice about your thinking?
- What did you remember to do? How did that help you?
- What do you plan to do next?

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.

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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 co-operative 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.

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FREEWRITING

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.

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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.

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