Grade 11 Career Development: Life/Work Building

Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation

Manitoba

GRADE 11 CAREER DEVELOPMENT: LIFE/WORK BUILDING

Manitoba Curriculum Framework of Outcomes and
A Foundation for Implementation

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I NTRODUCTION

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

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

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

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

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

Rationale and Philosophy

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

The time allotted for community-based activities varies with the course level, with more time assigned to the higher grades. The following departmental curricula 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 program, as shown below, emphasizes the relationship of program content, processes, 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 own life/work building process.

Unit 4: Job Seeking and Job Maintenance

GLO K. Secure/create and maintain work.

Unit 5: Career and Community Experiences

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

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

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

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

Processes

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

- Outreach—provides ongoing information to individuals about the career development services and resources available to them.

- Instruction/Facilitation—includes group activities, career-related curricula, and peer support groups that help students acquire the knowledge, skills, and attitudes outlined in the career development outcomes. Experiential learning is also an effective method to engage students in career development.*

- Counselling—focuses on the interaction between an individual or a small group and a professional counsellor; helps students and adults explore personal issues related to life/work decisions; examines how to apply information and skills learned to personal plans; and facilitates the building of individualized career plans.

- Assessment—involves the administration and interpretation of a variety of formal and informal measures and techniques to help individuals gain an understanding of their skills, abilities, attitudes, interests, achievements, prior learning experiences, personal style, learning style, work values, and lifestyle needs.

- Life/Work Information—encompasses a variety of resources that provide current, unbiased information about work roles, educational programs, and work opportunities. Such resources include computer-based career information delivery systems, the Internet, print and media materials, informational interviews, workplace speakers, and more.

- Work Experience—provides opportunities for students and adults in actual work settings to test life/work decisions and develop effective work attitudes and behaviours. Internships, youth apprenticeships, co-op programs, service projects, volunteerism, and paid work are some examples.

- Placement—organizes resources and offers assistance so that individuals can make successful transitions from the program to work or further education and training.

- Consultation—assists staff, administrators, trainers, employers, and others in areas of needed expertise related to career development.

- Referral—develops a network of outside educational institutions, agencies, and other organizations to offer additional services needed by students and adults.

- Follow-up—establishes and maintains long-term contact with individuals who have made transitions to determine effectiveness of life/work decisions.

- Mentorships—provide one-to-one support and role models for students.

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

Students

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

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

Parents*

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

- working collaboratively with the school to help students develop their education plans and portfolios
- supporting and helping students with critical decision making
- supporting the students' educational and occupational goals
- monitoring students' progress and reviewing their progress toward the completion of their 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

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

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

Preparing students for a career and community experience:

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

Considerations for placing students in community experience:

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

Community experience workplace safety:

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

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

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

Manitoba's Career Development Curricula

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

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

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

Key to Understanding the Learning Outcome Code

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

- The first number indicates the **unit**. ⎯⎯⎯⎯⎯⎯⎯⎯⎯→ 5.J.1
- The letter indicates the **general learning outcome**. ⎯⎯⎯↗
- The last number indicates the **specific learning outcome**. ↗

Grade 11 Career Development: Life/Work Building—General and Specific Learning Outcomes

Unit 1: Personal Management

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

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

Specific Learning Outcomes (SLOs):

Students will be able to:

1.A.1 Evaluate the impact of self-image on self and others.

1.A.2 Identify own interests, skills, work values, learning styles, and work preferences.

1.A.3 Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.

Specific Learning Outcomes (SLOs):

Students will be able to:

1.B.1   Illustrate how we show respect for the feelings and values of others.

1.B.2   Understand and apply appropriate skills, knowledge, and attitudes when responding to positive and negative criticism.

1.B.3   Demonstrate personal management skills such as time management, problem solving, stress management, and life/work balance.

1.B.4   Demonstrate openness to the diversity (of lifestyles, abilities, etc.) in the world.

1.B.5   Identify various communication skills, and adopt those that are culturally appropriate.

1.B.6   Explore all possible sources of financial aid for post-secondary education and training using personal management skills. (Include grants, bursaries, bank loans, band sponsorship, government financial assistance, other loans, work options, scholarships, and family assistance.)

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

Specific Learning Outcomes (SLOs):

Students will be able to:

1.C.1   Examine own communication skills and adopt those that are culturally appropriate.

1.C.2   Determine own work, family, and leisure activities, and recognize their impact on mental, emotional, physical, and economic well-being.

1.C.3   Explore and identify stressful behaviour, potential causes, and coping strategies.

Unit 2: Career Exploration

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

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

Specific Learning Outcomes (SLOs):

Students will be able to:

2.D.1   Identify various sources that provide occupational information about the many different occupations that exist. (Include Internet, networking, and local community resources.)

2.D.2   Use career information resources to learn about the realities of occupational ladders within work clusters.

2.D.3   Match own current skills, interests, and work preferences to the realities and requirements of various work roles.

2.D.4   Examine how individuals in various work roles serve as sources of information, role models, and/or mentors.

2.D.5   Compare and discuss the occupational differences of being self-employed and working for someone.

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   Analyze how local and global trends have an impact on work and learning opportunities.

2.E.2   Determine the importance of work in our lives.

Specific Learning Outcomes (SLOs):

Students will be able to:

2.F.1   Determine how volunteering and extracurricular activities can be a way to explore occupational opportunities.

2.F.2   Examine work, lifestyle, and leisure scenarios that reflect the changes in life stages.

Specific Learning Outcomes (SLOs):

Students will be able to:

2.G.1   Examine the opportunities and challenges of participating in a non-traditional employment role.

Unit 3: Learning and Planning

This unit has been designed to help students develop the ability to make effective decisions, set goals, make plans, and act on, evaluate, and modify plans to adjust to change. Students will be required to engage in and manage their own life/work building process. They review the various components of the high school curricula, reflect on personal experiences, and use this knowledge in developing 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.

Specific Learning Outcomes (SLOs):

Students will be able to:

3.H.1   Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.

3.H.2   Evaluate the significance of the High Five Plus One career development principles to life/work successes.

3.H.3   Review high school graduation requirements.

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

Specific Learning Outcomes (SLOs):

Students will be able to:

3.I.1   Evaluate how decisions about school, family, leisure, and work affect other decisions and have an impact on one's life.

3.I.2   Complete the steps required to plan for a transition from school to post-secondary education/training or work. (Include a budget.)

3.I.3   Examine alternative life/work scenarios, and evaluate their impact on life.

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   Develop and pursue plans in light of own ideal life/work scenarios.

3.J.2   Plan ways to experience different roles through work experience, volunteering, social events, and so on.

3.J.3   Review the purpose and content of a Career Portfolio.

Unit 4: Job Seeking and Job Maintenance

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

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

Specific Learning Outcomes (SLOs):

Students will be able to:

4.K.1   Identify and evaluate personal qualities needed to acquire and maintain work.

4.K.2   Demonstrate Employability 2000+ skills and knowledge necessary to acquire and maintain work.

4.K.3   Identify and assess own essential skills.

4.K.4   Explore skills and knowledge that are transferable from one occupation to another.

4.K.5   Demonstrate an understanding of workplace safety and health regulations. (Include rights, responsibilities, and hazard recognition and control.)

4.K.6   Recognize and discuss labour legislation and standards for Manitoba employees.

4.K.7   Describe the development and purpose of labour unions.

4.K.8   Identify and use work-search strategies required to seek work.

4.K.9   Identify and use work-search strategies to obtain and maintain work.

4.K.10 Recognize that work opportunities often require flexibility and adaptability.

Unit 5: Career and Community Experiences

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

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

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

Specific Learning Outcomes (SLOs):

Students will be able to:

5.D.1   Analyze education plans to match suitable occupations with career goals.

5.D.2   Research and discuss career and community experience expectations and responsibilities.

5.D.3   Identify, using community resources and networking, a potential employer with whom to conduct a placement interview.

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   Evaluate different occupations through career and community experiences, and determine how such experiences have an impact on own life/work decisions.

5.J.2   Explain how learning about self and the work site is important to the life/work building process.

5.J.3   Reflect on and revise own strategies to locate, interpret, evaluate, and use life/work information.

Curricular Connections

Grade 11 Physical Education/Health Education

Teachers should be aware that some of the specific learning outcomes included in the Life/Work Building curriculum are similar to some in the Grade 11 Physical Education/Health Education curriculum. The learning outcomes may be similar but are dealt with in different ways in the respective curricula. Teachers are encouraged to consult each other to ensure a minimum of overlap. These overlapping topics include

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

Assessment*

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

Information from assessment will help improve student learning and identify areas for course improvement. It will help teachers and guidance counsellors determine how well their planned career exploration activities are working. It will also provide them with feedback 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 outcomes that are targeted for that learning activity. Teachers should use this information to plan further instruction and to differentiate learning (i.e., adjust grouping practices, instruction, and/or resources). Teachers should also provide descriptive feedback to students about why their response is appropriate and what they have achieved, along with prompts or suggestions for ways to improve. Students should reflect on their own learning, considering their progress toward their goals and how they can move further toward them. The completion and revision of their 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 tool used to make assessments of learning is the Career Portfolio, which will contain such items as work experience journals and reports, certificates of achievement, samples of work demonstrating various employability and occupational skills, resumés and cover letters, and so on, all of which will provide evidence of student achievement of the learning outcomes.

Assessment is an integral part of the entire learning process, and needs to be carefully planned and followed through on. Therefore, each unit begins with a proposed assessment plan that covers both 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:
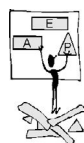
*A*_{for}	Assessment *for* Learning		Annual Education Plan
*A*_{of}	Assessment *of* Learning		Career Portfolio

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 11 Career Development: Life/Work Building* is organized according to the five units:

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

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

Guide to Reading the Units

The unit sections are organized as follows:

- An **Assessment Plan** points out particular learning experiences that provide opportunities for assessment for and/or assessment of student learning of each targeted general learning outcome (GLO). The related specific learning outcomes (SLOs) are indicated in parentheses after each learning experience.

- The **unit title**, identified in a main heading and in the footers on each page, provides the focus of instruction for the identified GLOs and SLOs.

- In the section Achieving the Learning Outcomes, suggested time allotments for each of the GLOs in the unit are given. The **Suggestions for Instruction**, a sequence of learning experiences, relate directly to the GLO under which they are grouped and to the SLOs listed beside them. When it worked within the sequence of the SLOs, the SLOs are grouped together to be taught in an integrated way.

- **Icons** beside the learning experiences indicate which ones provide opportunities for assessment for and assessment of learning—as stated on the Assessment Plan—as well as which will result in additions or revisions to students' 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/gr11_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.1 ("Illustrate how we show respect for the feelings and values of others") could 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 pages for a detailed clarification of reading the Assessment Plan format (page 23) and the Achieving the Learning Outcomes format (page 24).

Document Format

U NIT 1: P ERSONAL M ANAGEMENT

Assessment Plan

GLO targeted for assessment

Assessment Target: GLO A: Build and maintain a positive self-image.
SLOs 1.A.1–1.A.3

Learning activities that provide opportunities to assess *for* learning.

Assessment for Learning:

- Students each write a reflective journal entry describing how their personal self-images differ from others' perceptions of them and evaluating how their own perceptions of themselves may have an impact on how others see them. (1.A.1)

- Using the data collected from the Personal Silhouette form, students each create a table or chart or use a Venn Diagram to compare their own perceptions with the perceptions of others. From the analysis, students identify one differing perception that they would like to discuss in a group setting. (1.A.1)

- Students each develop a three-column chart to create a profile of their strengths and preferences. Students list strengths in one column and work preferences in the second column. They use the third column on the chart to list activities previously performed as evidence. (1.A.2)

- Students each complete an exit slip about their own behaviours and attitudes that help them to overcome obstacles. (1.A.3)

- Students each complete a self-assessment of their significant seven life skills. Students reflect on what they learned and how they can improve their skills. (1.A.3)

- Students each complete an exit slip commenting on the significance of these life skills and how they'd like to improve their skills. (1.A.3)

- Students each use the information they have gathered to write a reflective journal entry describing how to build their own resiliency. (1.A.3)

Learning activities that provide opportunities for assessment *of* student learning.

Assessment of Learning:

Related SLOs

- Using the information from the previous lessons, students respond to the following scenario:

  Your employer is currently considering you for a promotion, but the new position requires an ability to think logically and quickly. Using all the information you know about your strengths, write a letter to your employer highlighting why you should be promoted.

Unit title

Unit 1: Personal Management ■ 27

Achieving the Learning Outcomes

Targeted GLO continued from previous page

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

Prescribed Learning Outcomes	Suggestions for Instruction

Suggestions for student learning experiences

1.A.3
Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.

Specific learning outcomes define what students are expected to achieve.

Add to AEP

Suitable for assessment *of* learning

A of

Resiliency/Protective Factors

Title of learning experience

Provide students with the definition of resiliency as "being able to recover from difficulties or being able to bounce back."

In small groups, students research and generate lists of personal characteristics and protective factors involved in resiliency.

Once the students have completed the research, facilitate a follow-up class discussion about what increases the likelihood of resiliency (protective factors) and what decreases it (risk factors). The class should develop a chart listing personal qualities found in resilient youth and the major factors that contribute to putting youth at risk.

Students each use the information they have gathered to write a short reflective journal entry (see Appendix B) describing how to build their own resiliency.

For example, students could address a question such as the following: How will knowing this help me be more successful?

Description of the learning experience

GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes	Suggestions for Instruction

Beginning of targeted GLO

1.A.3
Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.

Career Portfolio Selection

Supporting websites

Suitable for assessment *for* learning

A for

Circle of Courage and Three Spheres of Life

In small groups, students examine the Circle of Courage (see Appendix A, BLM 9) and list the values stressed in it. Students compare these values to those that were revealed in the Three Spheres of Life forms and discuss how various activities reveal the spirit of generosity or the spirit of belonging or the spirit of mastery or the spirit of independence. Remind students that small group discussions are a good opportunity to practise showing respect for the feelings and values of others.

As a class, discuss any personal insights gained. What did students learn about their own values? the values of their classmates? Was anyone surprised by how different or how similar their values were? How easy was it to show respect for the feelings and values held by others, especially when they were different from one's own?

Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Using a checklist (see Appendix B), provide feedback to students about how they participated in the small group and class discussions and how they were respectful of feelings and values held by others.

U NIT 1: P ERSONAL M ANAGEMENT

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.3

Assessment for Learning:

- Students each write a reflective journal entry describing how their personal self-images differ from others' perceptions of them and evaluating how their own perceptions of themselves may have an impact on how others see them. (1.A.1)

- Using the data collected from the Personal Silhouette form, students each create a table or chart or use a Venn Diagram to compare their own perceptions with the perceptions of others. From the analysis, students identify one differing perception that they would like to discuss in a group setting. (1.A.1)

- Students each develop a three-column chart to create a profile of their strengths and preferences. Students list strengths in one column and work preferences in the second column. They use the third column on the chart to list activities previously performed as evidence. (1.A.2)

- Students each complete an exit slip about their own behaviours and attitudes that help them to overcome obstacles. (1.A.3)

- Students each complete a self-assessment of their significant seven life skills. Students reflect on what they learned and how they can improve their skills. (1.A.3)

- Students each complete an exit slip commenting on the significance of these life skills and how they'd like to improve their skills. (1.A.3)

- Students each use the information they have gathered to write a reflective journal entry describing how to build their own resiliency. (1.A.3)

Assessment of Learning:

- Using the information from the previous lessons, students respond to the following scenario:

  Your employer is currently considering you for a promotion, but the new position requires an ability to think logically and quickly. Using all the information you know about your strengths, write a letter to your employer highlighting why you should be promoted.

Assessment for Learning:

- Students each write a reflective journal entry, reflecting on how different people value different areas of life, and how it is important to recognize the validity of these different focuses.

- Using a checklist, provide feedback to students on how they participated in the small group and class discussions and were respectful of feelings and values held by others. (1.B.1)

- Students each complete an exit slip about how they can show respect for others whose values and feelings are different than theirs. (1.B.1)

- Students each complete a Y-chart reflecting on the role plays and what students learned about effective ways to handle criticism. (1.B.2)

- Students peer assess their group mates on communication skills used in the presentation of the jigsaw information. (1.B.3)

- Students each complete an exit slip about using the four management skills in real-life situations either at home or at work, now and in the future. (1.B.3)

- Students each complete an exit slip defining respect and describing how to be respectful in a culturally diverse classroom. (1.B.4)

- Students each write a reflective journal entry about the obstacles one can encounter in a cross-cultural dialogue. (1.B.5)

Assessment of Learning:

- Students each write a report based on their research, identifying the best sources of financial aid for their post-secondary choices. When the reports are completed, the students share them with the class. Students store their reports in their Career Portfolios. (1.B.6)

- Based upon information collected, students create a two-to-three-year financial plan that will support their post-secondary goals (this would include the balance of any RESPs, possible grants or bursaries, and the amount of financial aid required). Assess these financial plans using a rubric. (1.B.6)

Assessment Target: GLO C: Change and grow throughout life.
SLOs 1.C.1–1.C.3

Assessment for Learning:

- In small groups, students identify factors that have created change in their communication skills since starting school. Students each create a timeline showing the factors and acquisition of skills. (1.C.1)

- In groups of three, students participate in the Communication Feedback exercise to receive feedback on their communication strengths. (1.C.1)

- Students each complete an exit slip describing the communication skills information they found most useful and areas they plan to improve on in the future. (1.C.1)

- In small groups, students share their answers to the Wheel of Life discussion questions. (1.C.2)

- Students each draw a diagram of their ideal Wheel of Life. (1.C.2)

- Students write a reflective journal entry about ways of coping with stress. (1.C.3)

Assessment of Learning:

- Students write a speech they would give at their own retirement. The speech would reflect upon the three areas covered in the GLO C section: communication, balanced lifestyle, and coping with stress.

  Students create their own rubrics for this task and justify the criteria and weighting of the scale. (1.C.1–1.C.3)

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
Recognize the purpose of this course and the meaning of career development (i.e., life/work building).	**Career Management Expert** Introduce students to today's world of work using some of the questions from "Who Wants to Be a Career Management Expert?" (see Appendix A, BLM 1). These questions can be distributed as a handout or presented using a program such as PowerPoint. Additional questions about local job market conditions can be added. **Ice-breaking** Provide the students with a definition for career development: "Intentional career development is creating the life one wants to live and the work one wants to do." In small groups, the students discuss the meaning of the definition and share why they decided to take this course and what they hope to learn. Groups share their thinking with the class. Explain to the students that the course will be used to help them develop career goals, revise or develop an Annual Education Plan, and build a Career Portfolio. They will spend more time in a community setting than they would have in Grade 9 or 10 career development courses.
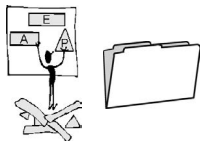
GLO A: Build and maintain a positive self-image.

Prescribed Learning Outcomes	Suggestions for Instruction
1.A.1 Evaluate the impact of self-image on self and others.	**Personal Silhouette** Students each complete the Personal Silhouette form (see Appendix A, BLM 2). Each student is to obtain self-image assessments by a parent and two friends. *A for* After the Personal Silhouette forms are completed, students each write a reflective journal entry (see Appendix B) describing how their personal self-images differ from others' perceptions of them, and evaluating how their own perceptions of themselves may have an impact on how others see them. *A for* Using the data collected from the Personal Silhouette forms, students each create a table or chart or use a Venn Diagram (see Appendix A, BLM 3) to compare their own perceptions with the perceptions of others. From the analysis, students identify one differing perception that they would like to discuss in a group setting. In small groups, students discuss others' perceptions of them and how those influence their own self-images. Students identify some of the common misunderstandings that are discovered from others' perceptions.
1.A.2 Identify own interests, skills, work values, learning styles, and work preferences.	**Self-Image Building with Self-Assessment Instruments** Students self-assess their interests, skills/abilities, work values, learning styles, and preferences for working with data, people, or things using a number of online career exploration sites such as the following: ■ Quizzes: http://work911.com/planningmaster/Career_Quizzes_And_Self_Assessment/ ■ Work Values Assessment: www.quintcareers.com/workplace_values.html *A for* Students each include other personal attributes that have been identified from their previous year's portfolio as part of their self-assessment. Students each develop a three-column chart to list their strengths in the first column and work preferences in the second column. They use the third column on the chart to list activities previously performed as evidence. Students store the chart in their Career Portfolios and record the results of their assessment in their Annual Educational Plans (see Appendix A, BLM 4).
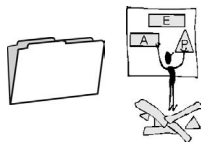
GLO A: Build and maintain a positive self-image. *(continued)*

Prescribed Learning Outcomes	Suggestions for Instruction
1.A.3 Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.	**Behaviours and Attitudes that Facilitate Achievement of Goals** Using a jigsaw grouping procedure (see Appendix B), each group of students reviews and shares information about the personal career of a different successful Canadian (such as Shania Twain, Michael Ondaatje, Mario Lemieux, Roberta Bondar, or Meg Tilly) focusing on the behaviours and attitudes that helped them to achieve their goals. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. The class discusses the behaviours and attitudes demonstrated by these well known Canadians in pursuit of their goals. The class compiles a list of common personal characteristics these individuals have displayed to overcome obstacles. *A for* Students each complete an exit slip (see Appendix B) about their own behaviours and attitudes that help them to overcome obstacles. **Significant Life Skills and Beliefs** Present Significant Life Skills and Beliefs (see Appendix A, BLM 5). In small groups, students discuss each of the Significant Life Skills and Beliefs and for each skill develop a list of practical examples or definitions of what these beliefs and skills mean to them (see Appendix A, BLM 5). Results are shared with the class. *A for* Individually, students complete self-assessments of their significant life skills and beliefs on a 1 to 5 scale (see Appendix A, BLM 5). Students each reflect on what they learned from this and how they can improve their life skills. *A for* Students each complete an exit slip (see Appendix B) commenting on the significance of these life skills and how they'd like to improve their skills.

Prescribed Learning Outcomes	Suggestions for Instruction
1.A.3 *(continued)* Determine behaviours and attitudes conducive to reaching personal, social, and educational goals.	**Resiliency/Protective Factors** Provide students with the definition of resiliency as "being able to recover from difficulties or being able to bounce back." In small groups, students research and generate lists of personal characteristics and protective factors involved in resiliency. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Once the students have completed the research, facilitate a follow-up class discussion about what increases the likelihood of resiliency (protective factors) and what decreases it (risk factors). The class should develop a chart listing personal qualities found in resilient youth and the major factors that contribute to putting youth at risk. Students each use the information they have gathered to write a short reflective journal entry (see Appendix B) describing how to build their own resiliency. For example, students could address a question such as the following: How will knowing this help me be more successful?
	Letter Applying for Promotion Using the information gathered in the previous lessons, students each respond to the following scenario: Your employer is currently considering you for a promotion but the new position requires an ability to think logically and quickly. Using all the information you know about your strengths, write a letter to your employer highlighting why you should be promoted. Provide a sample memo from a fictitious employer explaining this opportunity for a promotion (see Appendix A, BLM 6). Assess the letters using a rating scale (see Appendix A, BLM 7).

GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes	Suggestions for Instruction
1.B.1 Illustrate how we show respect for the feelings and values of others.	**Three Spheres of Life Values** Students each complete a Three Spheres of Life form (see Appendix A, BLM 8). When the forms are completed, set up a gallery walk (see Appendix B), where half the students display and act as curator to their work and the other half walk around and ask the following question: What do your activities reveal about your values (that is, about what you think is important in life)? Students switch roles so that everyone is given the opportunity to display and to view the displays. *A for* Students each write a reflective journal entry (see Appendix B), reflecting on how different people value different areas of life, and how it is important to recognize the validity of these different focuses. **Circle of Courage and Three Spheres of Life** In small groups, students examine the Circle of Courage (see Appendix A, BLM 9) and list the values stressed in it. Students compare these values to those that were revealed in the Three Spheres of Life forms and discuss how various activities reveal the spirit of generosity or the spirit of belonging or the spirit of mastery or the spirit of independence. Remind students that small group discussions are a good opportunity to practise showing respect for the feelings and values of others. As a class, discuss any personal insights gained. What did students learn about their own values? the values of their classmates? Was anyone surprised by how different or how similar their values were? How easy was it to show respect for the feelings and values held by others, especially when they were different from one's own? *A for* Using a checklist (see Appendix B), provide feedback to students about how they participated in the small group and class discussions and how they were respectful of feelings and values held by others. *A for* Students each complete an exit slip (see Appendix B) about how to show respect for others whose values and feelings are different.

Prescribed Learning Outcomes	Suggestions for Instruction
1.B.2 Understand and apply appropriate skills, knowledge, and attitudes when responding to positive and negative criticism.	**Responding to Criticism** In a class brainstorming session, develop a list of strategies to deal with various forms of criticism in an effective manner. The class lists effective ways of responding to criticism, using likely outcomes and consequences as a method of identifying best responses. In small groups students role-play a few scenarios where someone is criticized. Examples: ■ Someone suggests you cheated on a test. ■ Boss tells you that you are always late for work. ■ A friend makes fun of your clothing. ■ A friend tells you that you have not told the truth. *A for* Students each complete a Y-chart (see Appendix B) reflecting on the role plays and what students learned about effective ways to handle criticism.
1.B.3 Demonstrate personal management skills such as time management, problem solving, stress management, and life/work balance.	**Personal Management Skills** Using the jigsaw grouping strategy (see Appendix B), the class is divided into small groups with each group assigned one of the following management skills: ■ time management ■ problem solving ■ stress management ■ life/work balance Each group develops a definition and lists characteristics of the assigned management skill. Students regroup to share what they've learned with other groups. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. *A for* Students peer assess their group mates on communication skills used in the presentation of the jigsaw information (see Appendix A, BLM 10). *A for* Students each complete an exit slip (see Appendix B) about using the four management skills in real-life situations either at home or at work, now and in the future.

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

Prescribed Learning Outcomes	Suggestions for Instruction
1.B.4 Demonstrate openness to the diversity (of lifestyles, abilities, etc.) in the world.	**Openness to Diversity** Every student finds someone in the room whom they do not know well. They introduce themselves to each other, and spend five to ten minutes talking about respect: What does it mean for you to show respect, and what does it mean for you to be shown respect? After the allotted time, students return to their seats for a class sharing and discussion of any ideas they generated. (EdChange, activity1.html) As a class, students discuss the multicultural makeup of Canada and identify the multicultural makeup of their class. *A* *for* Students each complete an exit slip (see Appendix B) defining respect and describing how to be respectful in a culturally diverse classroom. **Knowing the Community** Students sit in a circle (or two, if necessary). Each student is given a list of questions (see Appendix A, BLM 11). Before answering the questions themselves, students should think about how a classmate or two might answer the questions. Students do not have to share these predictions, but the process may give them some insight into how they formulate ideas about people. Students each write answers to the questions on their form, and then each person briefly shares their answers with the group (set a time limit of a minute or two). The group as a whole then discusses what students learned from this exchange. (EdChange, activity2.html)
1.B.5 Identify various communication skills, and adopt those that are culturally appropriate.	**Obstacles to Cross-Cultural Communication** The class discusses differences in the ways various cultures communicate due to differences in language, learning styles, family structure, religion, and conflict management styles. In small groups, students develop a list of obstacles that could arise between two people from different cultures. The groups report back to the class about the obstacle list they developed. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html. *A* *for* Students each write a reflective journal entry (see Appendix B) about the obstacles one can encounter in a cross-cultural dialogue.

Prescribed Learning Outcomes	Suggestions for Instruction
1.B.6 Explore all possible sources of financial aid for post-secondary education and training using personal management skills. (Include grants, bursaries, bank loans, band sponsorship, government financial assistance, other loans, work options, scholarships, and family assistance.)	**Financial Aid Resources** Every student researches potential sources of revenue for post-secondary education and training including grants, bank loans, other loans, scholarships, band sponsorships, government financial assistance, work options, and family assistance. Remind students of the various opportunities for post-secondary programs, especially the combinations of university and college programs. Students compare and contrast the various financial sources. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Ask guest speakers such as post-secondary institution representatives, Apprenticeship Branch representatives, and/or Manitoba Student Aid Branch representatives to present to the class. **Best Sources of Financial Support Report** Students each write a report based on their research, identifying the best sources of financial aid for their post-secondary choices. When the reports are completed, the students share them with the class. Students store their reports in their Career Portfolios. **Financial Plan** Based upon the information gathered in their research, students create a two-to-three-year financial plan that will support their post-secondary goals (this would include the balance of any RESPs, possible grants or bursaries, and the amount of financial aid required). Assess these financial plans using a rubric (see Appendix A, BLM 12). Students attach their completed financial plans to their AEPs.
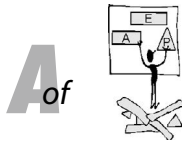
GLO C: Change and grow throughout life.	
Prescribed Learning Outcomes	**Suggestions for Instruction**
1.C.1 Examine own communication skills and adopt those that are culturally appropriate.	**Personal Communication Skills** Using a jigsaw grouping procedure (see Appendix B) and a vocabulary strategy, students research definitions for the terms *listening skills*, *active listening*, *communication barriers*, and *effective self-expression*. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. The class discusses the results and develops a chart to record composite definitions. In small groups, students identify factors that have created change in their communication skills since starting school. Students each create a timeline showing the factors and acquisition of skills. **Communication Feedback** In groups of three, students participate in the Communication Feedback exercise (see Appendix A, BLM 13) to receive feedback on their communication strengths. When students have completed their role plays, the class discusses and analyzes what was learned about communication skills. Students each complete a self-administered communication skills test online at a website such as the following: ■ Communication Test www.queendom.com/tests/relationships/communication_skills_r_access.html Students each complete an exit slip (see Appendix B) describing the communication skills information they found most useful and areas they plan to improve on in the future.

Prescribed Learning Outcomes	Suggestions for Instruction
1.C.2 Determine own work, family, and leisure activities, and recognize their impact on mental, emotional, physical, and economic well-being. *A*for *A*for	**Wheel of Life Inventory** Give each student the Wheel of Life Inventory (see Appendix A, BLM 14). The class discusses the meaning of twelve factors identified in the Wheel of Life chart. Students each complete the Wheel of Life Inventory (see Appendix A, BLM 14). In small groups, students share their answers to the Wheel of Life discussion questions. Volunteers share answers to the following question in a class discussion: What, if any, changes will you need to make in the future to maintain or improve your mental, emotional, physical, and economic well-being? Students each draw a diagram of their ideal Wheel of Life.
1.C.3 Explore and identify stressful behaviour, potential causes, and coping strategies. *A*for	**Coping with Stress** Students complete an online stress vulnerability test at a website such as the following: Resiliency Quiz—How Resilient Are You? www.resiliencyquiz.com/index.shtml In a class brainstorming session, elicit examples of good and bad stress. Students identify stressful behaviour and potential causes. The class develops and posts a list of strategies for coping with stress at work and in school. Students each write a reflective journal entry (see Appendix B) about ways of coping with stress. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html.
*A*of	**Upon My Retirement, I Can Say This** Students each write a speech they would give at their own retirement. The speech would reflect upon the three areas covered in the GLO C section: communication, balanced lifestyle, and coping with stress. Students create their own rubrics for this task and justify the criteria and weighting of the scale.

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.5

Assessment for Learning:

- Using a jigsaw procedure, students use four different types of sources to gather information about different occupations. Students each complete and revise an Evaluating Sources chart to compare the usefulness of the different types of sources. Students store their charts and the information researched in their Career Portfolios. (2.D.1)

- Students each complete an exit slip describing the significance of career ladders in career exploration. (2.D.2)

- Students each compare the differences in the two occupations using a Venn diagram or compare/contrast frame. (2.D.4)

- Students each complete an exit slip identifying what they learned about interviewing. (2.D.4)

- After the guest speaker has presented, students participate in a Take a Stand activity where they decide whether they would prefer to be self-employed or working for someone else. (2.D.5)

Assessment of Learning:

- Students present to the class the information collected about their five occupations of interest and why those particular occupations were selected. Provide feedback on the student presentations using the Presentation Assessment rubric. (2.D.3)

- Have students respond to the following RAP:

  Role: You are the group leader of a local Boys and Girls Club.

  Audience: The girls and boys in your group want to start looking for information on different careers available to them.

  Problem: Prepare a speech you would give to the students about the benefits and drawbacks to finding information from different types of sources. Include sources such as the following: Internet, personal communications (such as interviews and speakers), and books and pamphlets prepared by the industry.

  Provide feedback on the student speeches using a RAP speech rubric. (2.D.1–2.D.5)

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

Assessment for Learning:

■ Students use the Gallery Walk strategy to present their research about global trends affecting local markets. (2.E.1)

■ Students each freewrite on the topic of global trends having an impact on their future in Manitoba. Students share their freewrites in class, and the class discusses the similarities and differences between Manitoba trends and world trends. (2.E.1)

■ Students each write a reflective journal entry describing what impact they believe work will have on their lives. (2.E.2)

Assessment of Learning:

■ Students each choose a career that was in high demand in the past but is not any longer. Students each describe how society and the economy have had an impact on that career making it obsolete (e.g., the impact of technology in the banking or retail industry, the impact of cell phones on the telecommunications industry). Assess student descriptions using a rating scale. (2.E.2)

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

Assessment for Learning:

■ Students each write a summary paragraph identifying five areas they could pursue through participating in school activities and volunteering in the community that could help them achieve their future goals. (2.F.1)

■ Students each make a list of short-term goals, one goal for each of the areas they reviewed in the "Wheel of Life" exercise in Unit 1. Then the students each rank order the short-term goals with number 1 being extremely important and 12 being of minor importance. Then students also rank each item as to its long-term importance. (2.F.2)

■ Students each rank order their personal goals again after their discussions with a family member. (2.F.2)

Assessment of Learning:

■   Students each create a short written narrative or comic strip explaining why the family members' rankings are the same or different than theirs and how discussing rankings with others influenced students' own rankings. Assess how well the narrative demonstrates the students' reflection on their goals and how others' ideas help to clarify student thoughts. (2.F.2)

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

Assessment for Learning:

■   Students each complete a Y-chart identifying the challenges and opportunities one would likely encounter in a non-traditional work setting. (2.G.1)

UNIT 2: CAREER EXPLORATION

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	15 hours
■ Locate and Effectively Use Life/Work Information	8 hour
■ Understand the Relationship between Work and Society/Economy	3 hours
■ Maintain Balanced Life and Work Roles	2 hours
■ Understand the Changing Nature of Life/Work Roles	2 hours

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

Prescribed Learning Outcomes	Suggestions for Instruction
2.D.1 Identify various sources that provide occupational information about the many different occupations that exist. (Include Internet, networking, and local community resources.)	**Sources of Occupational Information** Using a jigsaw procedure (see Appendix B), students in groups of four examine four different types of sources for occupational information. Once the initial research is done, each student fills out the Evaluating Sources chart (see BLM 15 in Appendix A) to compare and contrast the resources as to their usefulness. Then the groups re-form into groups of students who looked at Internet sources, other groups of students who looked at career computer programs, other groups of students who looked at a local newspaper, and other groups of students who interviewed people to compare notes and impressions. Students then go back to their original groups and revise their charts as appropriate. Students store their charts and the information gathered in their Career Portfolios. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html.

Prescribed Learning Outcomes	Suggestions for Instruction
2.D.2 Use career information resources to learn about the realities of occupational ladders within work clusters.	**Occupational Families or Ladders** In a class discussion, the students learn how occupations are often found in general areas of skill types (work clusters) but that these occupations are different in specific skills and training. For example, one occupational family could include the following: electrician's helper, electrician, electronic technologist, electrical technologist, and electrical engineer. Students each complete an exit slip describing the significance of career ladders in career exploration. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html.
2.D.3 Match own current skills, interests, and work preferences to the realities and requirements of various work roles.	**Matching Skills with Work Roles** Students use the computer tool Skills Profiler to identify personal skills and to select occupations. Skills Profiler can be found at www.careerinfonet.org/acinet/skills/default.aspx?nodeid=20. Students review their Career Portfolios and their AEPs to add to the skill sets and occupational interests previously recorded. **Realities of Work** In small groups, students conduct research into five occupations of interest and record working conditions, current and future job prospects, National Occupational Classification sector designation, salary or annual wages, skills required, education level, and entry or admission requirements. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html. Each group of students presents to the class the information collected about their five occupational choices and why those particular occupations were selected. Provide feedback on the student presentations using the Presentation Assessment rubric (see BLM 16 in Appendix A). Students store the information they collected in their Career Portfolios. New information should be added to their AEPs.
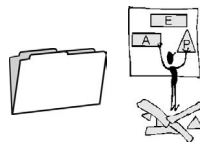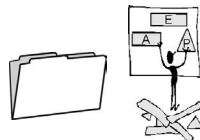
GLO D: Locate and effectively use life/work information. *(continued)*

Prescribed Learning Outcomes	Suggestions for Instruction
2.D.4 Describe the working conditions of different occupations (inside/outside, dangerous, 8 to 4, 5 days a week, etc.).	**Occupational Information Interviews** Students each conduct information interviews with role models in two occupational fields of interest. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Students each compare the differences in the two occupations using a Venn diagram (see BLM 3 in Appendix A) or a compare/contrast frame. Students each complete an exit slip identifying what they learned about interviewing.
2.D.5 Compare and discuss the occupational differences of being self-employed and working for someone.	**Self-Employment versus Salaried Employee** Provide guest speakers to discuss self-employment and salaried employment. Guest speakers could include local entrepreneurs, representatives from Junior Achievement Youth Leaders of Tomorrow, local business people, and so on. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. **Take a Stand** After the guest speakers have presented, students participate in a Take a Stand activity (see Appendix B) where they decide whether they would prefer to be self-employed or working for someone else.
	RAP—Advice on Sources Have students respond to the following RAP: **Role:** You are the group leader of a local Boys and Girls Club. **Audience:** The girls and boys in your group want to start looking for information on different careers available to them. **Problem:** Prepare a speech you would give to the students about the benefits and drawbacks to finding information from different types of sources. Include sources such as the following: Internet, personal communications (such as interviews and speakers), and books and pamphlets prepared by the industry. Provide feedback on the student speeches using a RAP speech rubric.

A for

A for

A for

A of

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

Prescribed Learning Outcomes	Suggestions for Instruction
2.E.1 Analyze how local and global trends have an impact on work and learning opportunities.	**Global Trends Have a Local Impact** In small groups, students research information about technological, demographic, social, industrial, and occupational global trends, and how these trends have an impact on Manitoba's labour market needs. Assign one global trend to each group. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Students use the Gallery Walk strategy (see Appendix B) to present their research. **Hearing from the Expert** Invite a speaker from the local employment office make a presentation about the impact of global trends on work and learning opportunities on the local Manitoba labour market. Students each freewrite (see Appendix B) on the topic of global trends impacting on their future in Manitoba. Students share their freewrites in class, and the class discusses the similarities and differences between Manitoba trends and world trends.
2.E.2 Determine the importance of work in our lives.	**Importance of Work** In a brainstorming session, the class develops a list of different ways people can view the value of work. Discussion could include values such as achievement, independence, relationships, recognition, working conditions, and support. How does work have an impact on our lifestyles, that is, how does it affect factors such as income, family, leisure time, and so on? Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Students each complete the *Work Importance Profiler* and use the results to explore various occupations. The *Work Importance Profiler* can be found at www.collegetoolkit.com/Career-Search/careerWorkImpIntro.aspx. Students store the results of their findings in their Career Portfolios. Students each write a reflective journal entry (see Appendix B) describing what impact they believe work will have on their lives. Students add any new work values and preferences to their AEPs.
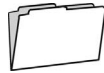
GLO E: Understand the relationship between work and society/economy. *(continued)*

Prescribed Learning Outcomes	Suggestions for Instruction
*A*_{*of*}	**Changing Demands** Students each choose a career that was in high demand in the past but is not any longer. Students each describe how society and the economy have had an impact on that career making it obsolete (e.g., the impact of technology in the banking or retail industry, the impact of cell phones on the telecommunications industry). Assess each description using a rating scale (see BLM 17 in Appendix A).

GLO F: Maintain balanced life and work roles.

Prescribed Learning Outcomes	Suggestions for Instruction
2.F.1 Determine how volunteering and extracurricular activities can be a way to explore occupational opportunities.	**Opportunities to Explore Occupations** The class brainstorms a list of all the possible places to volunteer in the community including teams, clubs, organizations, hospitals, companies, and businesses, and in the areas of art, music, dance, drama, and so on. Small groups discuss how these special interests could lead to occupational opportunities related to career goals. Still in small groups, students identify all extracurricular activities offered by the school and discuss how they could be related to career goals. Students each write a summary paragraph identifying five areas they could pursue through participating in school activities and volunteering in the community that could help them achieve their future goals. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Students each note their short-term yearly goals on their AEPs.

Prescribed Learning Outcomes	Suggestions for Instruction
2.F.2 Examine work, lifestyle, and leisure scenarios that reflect the changes in life stages. *A*_{for}	**Examining Short-Term Goals—At My Stage of Life** In a class discussion, students examine what they want to do with their time at this stage of their lives. Students each list short-term goals that include all the areas they reviewed in the "Wheel of Life" exercise in Unit 1 (see BLM 14 in Appendix A). Then the students each rank order the short-term goals with number 1 being extremely important and 12 being of minor importance. Then students also rank each item as to its long-term importance.

	Examining Short-Term Goals—At Other Stages of Life Students each interview a family member to learn how their lifestyle and leisure activities have changed over time. How has work had an impact on their choices of activities and lifestyle? Do they see more changes in the future? The class discusses the differences in rankings by family members and students.
*A*_{for}	Students each rank order their personal goals again after their discussions with a family member.
*A*_{of}	Students each create a short written narrative or comic strip explaining why the family members' rankings are the same or different than theirs and how discussing rankings with others influenced students' own rankings. Assess how well the narrative demonstrates the students' reflection on their goals and how others' ideas help to clarify student thoughts.

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

Prescribed Learning Outcomes	Suggestions for Instruction
2.G.1 Examine the opportunities and challenges of participating in a non-traditional employment role.	**Definitions of Non-traditional Work** In a brainstorming session, the class develops ideas around non-traditional work and a definition for it. The class develops a list of a few occupations that employ 25% or less of one gender. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html. **Opportunities for Non-traditional Work** In small groups, students identify potential volunteer opportunities for non-traditional work. **Challenges of Non-traditional Work** Students role-play some scenarios that could involve prejudice, stereotyping, and discrimination as it relates to working in non-traditional work roles. Examples of possible scenarios: ■ a woman working as a mechanic in a garage ■ a man working as a secretary in a school The class discusses long-term effects from negative work experiences as well as ways to combat negative behaviour and attitudes. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html. Students each complete a Y-chart (see Appendix B) identifying the challenges and opportunities one would likely encounter in a non-traditional work setting.

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.3

Assessment for Learning:

- Students each complete an admit slip explaining their understanding of lifelong learning and its importance in life/work. The teacher provides feedback on the ideas in the admit slips. (3.H.1)
- Students each write an exit slip identifying personal strategies or new strategies they will use in the future to become better learners throughout their lives. (3.H.1)
- Students each write a reflective journal entry about how the High Five Plus One principles might apply to their future plans. (3.H.2)
- Students each record in their AEPs (on page 4 of the form) their high school credits earned up to now, course selections they are presently taking, and those they are planning to take in the future. (3.H.3)

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

Assessment for Learning:

- Students each write a reflective journal entry about why people sometimes have difficulty making decisions and how poor decision making has an impact on school, leisure activities, work, and family life. (3.I.1)
- Students create a chart to identify all the factors to be considered in developing a transition plan. (3.I.2)
- Students each write an admit slip giving a few possible setbacks that could happen to cause someone to change one's life/work goals. Students share and discuss their ideas with the class. (3.I.3)

Assessment of Learning:

- Students each develop a three-year plan for post-secondary training/work that will include living accommodations, food expenses, tuition fees, transportation costs, financial income, employee expenses, program of study, clothing expenses, and so on. Students each record plans in their AEPs. (3.I.2)

- Students revisit the High Five Plus One principles, and students each develop an alternative plan (Plan 2) in case something interferes with Plan 1. Students each include a comprehensive written or oral report about their alternative plan (Plan 2) explaining why it might be needed and how their lives would be different as a result. Students each keep a print copy or audio recording of their reports in their Career Portfolios.

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

Assessment for Learning:

- Students each list short-term and long-term goals with details about school planning and extracurricular activities. Students update their goals on their AEPs. (3.J.1)

- Students each create a chart listing activities, organizations, businesses, and community agencies that they can use to gain experiences for their Plan 1 (3.I.2) and Plan 2 (3.I.3). (3.J.2)

- Each group of students creates a classroom poster outlining the purpose and content of an effective Career Portfolio. (3.J.3)

Assessment of Learning:

- Interview each student about their plans, asking the following questions:
  - What is the career direction you have set for yourself?
  - Describe the actions you have taken and will take in the future to meet your career goals.
  - How will you deal with the anticipated challenges you may face trying to reach your goals?
  - Explain why it is necessary to have an alternate plan in your circumstance.
  - How can your extracurricular activities contribute to your career development?

  Students should use their Career Portfolios to elaborate on achievements, skills, and plans as they respond.

  Assess interview responses using the Rubric for Assessing Interview Responses. (3.I.2–3.J.3)

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	12 hours
■ Participate in Lifelong Learning Supportive of Life/Work Goals	3 hours
■ Make Life/Work Enhancing Decisions	4 hours
■ Understand, Engage in, and Manage Own Life/Work Building Process	5 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 Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.	**Strategies for Lifelong Learning**
A for	Students each complete an admit slip (see Appendix B) explaining their understanding of lifelong learning and its importance in life/work. The teacher provides feedback on the ideas in the admit slips.
	Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html.
	In small groups, students develop lists of strategies for learning that have been acquired in high school.
	Groups report to the class, and a class chart listing strategies for becoming a better learner is created and posted.
A for	Students each write an exit slip identifying personal strategies or new strategies they will use in the future to become better learners throughout their lives.
3.H.2 Evaluate the significance of the High Five Plus One career development principles to life/work successes.	**High Five Plus One Principle**
	Provide students with the High Five Plus One career development principles (see BLM 18 in Appendix A) and review them.
	The class discusses how these principles govern attitudes and behaviours in school, work, and family life.
A for	Students each write a reflective journal entry about how the High Five Plus One principles might apply to their future plans.
	Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html.

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

Prescribed Learning Outcomes	Suggestions for Instruction
3.H.3 Review high school graduation requirements.	**High School Graduation Requirements** Using resource materials such as the local school handbook or the Manitoba Education and Training website on graduation requirements (at www.edu.gov.mb.ca/k12/policy/grad_require.html), students review requirements for a high school diploma. Invite the school counsellor to make a presentation about graduation requirements to provide students the opportunity to clarify issues or concerns they may have. Students each record in their AEPs (on page 4 of the form) their high school credits earned up to now, course selections they are presently taking, and those they are planning to take in the future.

GLO I: Make life/work enhancing decisions.

Prescribed Learning Outcomes	Suggestions for Instruction
3.I.1 Evaluate how decisions about school, family, leisure, and work affect other decisions and have an impact on one's life.	**Decision-Making Consequences** Students each freewrite (see Appendix B) about a few major decisions they or someone they know has made in the past year or two. Then students each create a flowchart outlining how one particular decision affected future decisions. Students should also chart the effects of the decision not made (the opposite decision). For example, if a student decided to buy a car, that decision may have led to others about how much time to spend earning money. If the student had decided against buying a car, that might have led to different choices about how to spend leisure time. The class discusses how particular decisions may broaden future options, while others may narrow them. Students each write a reflective journal entry (see Appendix B) about why people sometimes have difficulty making decisions and how decisions have an impact on school, leisure activities, work, and family life.

Prescribed Learning Outcomes	Suggestions for Instruction
3.I.2 Complete the steps required to plan for a transition from school to post-secondary education/training or work. (Include a budget.)	**Transition Planning** Invite the school counsellor to talk with the class about different types of career transitions including school to post-secondary education, school to work, school to on-the-job training positions, school to starting own business, and school to work to education/training. In small groups, students discuss the factors that have to be considered in developing individual transition plans for after high school. The small groups report to the class about the factors they identified. *A for* — Students each create a chart to identify all the factors to be considered in developing a transition plan. Students each create a chart to identify all the factors to be considered in developing a transition plan. *A of* — Students each develop a three-year plan for post-secondary training/work (Plan 1 on page 2 of AEP) that will include living accommodations, food expenses, tuition fees, transportation costs, financial income, employee expenses, program of study, clothing expenses, and so on. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Other resources include the school's online career information system, employment counsellors, and career symposia.
3.I.3 Examine alternative life/ work scenarios, and evaluate their impact on life.	**A Back-Up Plan** *A for* — Students each write an admit slip (see Appendix B) giving a few possible setbacks that could happen to cause someone to change one's life/work goals. Students share and discuss their ideas with the class. *A of* — Students revisit the High Five Plus One principles (see BLM 18 in Appendix A) and each student develops an alternative plan (Plan 2 on page 3 of AEP) in case something interferes with Plan 1. Students each include a comprehensive written or oral report about their alternative plan explaining why it might be needed and how their lives would be different as a result. Students each keep a print copy or audio recording of their reports in their Career Portfolios. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Other resources include the school's online career information system, employment counsellors, and career symposia.

GLO J: Understand, engage in, and manage own life/work building process.	
Prescribed Learning Outcomes	**Suggestions for Instruction**
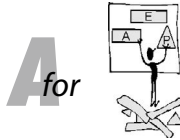
3.J.1 Develop and pursue plans in light of own ideal life/work scenarios. *A for*	**Setting Goals for Life/Work Building** Students each write a short narrative or draw a comic strip speculating on what they will be doing 10 years from now. Students consider the type of work they'll be doing, where they will live, what their lifestyle will be like, and who their family will be. While keeping their future scenarios in mind, students each list short-term and long-term goals that will help them to get there. These goals should include details about school planning and extracurricular activities. Students each update their lists of goals in their AEPs. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.
3.J.2 Plan ways to experience different roles through work experience, volunteering, social events, and so on. *A for*	**Obtaining Work Experiences** The class brainstorms alternative ways to acquire experience to assist with future plans. Students each create a chart listing activities, organizations, businesses, and community agencies that they can use to gain experience for their Plan 1 (3.I.2) and Plan 2 (3.I.3). Students each use networking, contacts with local community resources, the local telephone book, and Internet websites to identify contact people who might be approached about providing opportunities to gain experience. Students each record contact information in their Career Portfolios. This information will be used when completing outcome for Unit 5, SLO 5.D.1.

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

Prescribed Learning Outcomes	Suggestions for Instruction

3.J.3
Review the purpose and content of a Career Portfolio.

Purpose and Content of a Career Portfolio

In small groups, students read or skim through the document *A Self-Managed Career Portfolio Guide* to review the purpose and content of a Career Portfolio. The guide is available at www.edu.gov.mb.ca/k12/docs/support/c_portfolio/.

A for

Each group creates a classroom poster outlining the purpose and content of an effective Career Portfolio.

Students each update their existing portfolios and organize them effectively.

Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Interview Responses

A of

Interview each student about their plans, asking the following questions:

- What is the career direction you have set for yourself?
- Describe the actions you have taken and will take in the future to meet your career goals.
- How will you deal with the anticipated challenges you may face trying to reach your goals?
- Explain why it is necessary to have an alternative plan in your circumstance.
- How can your extracurricular activities contribute to your career development?

Students should use their Career Portfolios to elaborate on achievements, skills, and plans as they respond.

Assess interview responses using the Rubric for Assessing Interview Responses (see BLM 19 in Appendix A).

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.10

Assessment for Learning:

■ Students each freewrite about personal qualities they are taking to the workforce. When they are finished writing, students each make a two-column chart with one column of the chart for their personal qualities and the other column for examples of how they used these qualities. (4.K.1)

■ Students each review the Employability Skills 2000+ and a write summary of the employability skills that they have acquired, providing an example of how they have successfully demonstrated each one. Students each add their summaries to their Career Portfolios. (4.K.2)

   Or

   Students work through the skills inventory section in *A Self-Managed Career Portfolio Guide*. Students each document evidence of where and how they have acquired proficiency in each of the 11 employability skills. Students each add their results to their Career Portfolios. (4.K.2)

■ Students each complete a reflective journal entry identifying and assessing their strongest essential skills. (4.K.3)

■ Students identify and record in their Career Portfolios three occupations that match with their strongest essential skills. (4.K.3)

■ Students each write an exit slip describing how the three occupations from one of the areas required similar skills and knowledge. (4.K.4)

■ Students write an exit slip giving two specific examples of how Manitoba employment standards have had an impact on workers and working conditions. (4.K.6)

■ Students each complete an admit slip giving two reasons that people belong to labour unions. Provide feedback and elaboration on student responses. (4.K.7)

■ Students each fill out a Y-chart reflecting on their observations and thinking about labour unions. (4.K.7)

■ Students each write an exit slip listing three telephone skills needed for effective job searching. (4.K.8)

■ Students each write a reflective journal entry speculating on whether their research reflects these patterns of job advertising. (4.K.8)

- Students each write a reflective journal entry speculating about the reasons for downsizing, outsourcing, part-time and temporary work positions, contract work, continuous learning, mobility, and wage flexibility. (4.K.10)

- Students each write an exit slip giving two specific examples of flexibility and adaptability in the workplace. (4.K.10)

Assessment of Learning:

- Students each write a brief report comparing and contrasting their essential skills with their employability skills. Students also comment on which skills they would like to improve in order to pursue their careers of interest. (4.K.2–4.K.3)

- Using the career information websites, students each choose three of the ten occupational areas. In each of those three areas, students each look at three specific occupations. The occupations chosen must require at least two of the student's strongest transferable employability skills. Students each record their findings on the Transferable Skills and Knowledge form. With the help of the school counsellor, students also identify high school courses that will provide transferable skills and knowledge for admission into post-secondary training in these areas. (4.K.4)

- After expert groups have reported back to original groups, students each write a quiz to determine their understanding of workplace safety and health. (4.K.5)

- Students each write a resumé for particular job opening. (4.K.9)

- Students each write a specific cover letter for their resumés. (4.K.9)

- Students participate in mock interviews for the jobs they targeted with their resumés and cover letters completed earlier in this section. (4.K.9)

Achieving the Learning Outcomes

Suggested Time Allotments

- Overview   20 hours
- Secure/Create and Maintain Work   20 hours

GLO K: Secure/create and maintain work.

Prescribed Learning Outcomes	Suggestions for Instruction
Students will be able to: 4.K.1 Identify and evaluate personal qualities needed to acquire and maintain work.	**Evaluating Personal Qualities for Work** In small groups, students generate a list of personal qualities one needs to be successful at acquiring and maintaining work. The small groups share and post their lists. Students use improvisation techniques to create and demonstrate scenarios about taking directions, receiving constructive criticism, being adaptable, and exhibiting self-motivation and initiative. Divide the class into two improv teams. One team acts out sample scenarios demonstrating the wrong way to respond to the situation and the other team acts out a better way to deal with the situation. Some sample situations include the following: ■ Explain to your boss why you are late for work. ■ You do not understand the instructions that your supervisor has just given you. ■ You are going to let your boss know that you can't work in this area because it is unsafe. ■ Your supervisor tells you that you are not doing the job correctly. ■ You have completed your work assignment and you have nothing to do. ■ In a job interview, you are asked to describe some of your achievements. ■ During a job interview, you are asked why you left your last job. Following the improvisations, students analyze the behaviour and actions of the participants in relation to what personal qualities were effective and what were not.

Prescribed Learning Outcomes	Suggestions for Instruction
4.K.1 *(continued)* Identify and evaluate personal qualities needed to acquire and maintain work. *A for*	Students each freewrite about personal qualities they are taking to the workforce. When they are finished writing, students each make a two-column chart with one column of the chart for their personal qualities and the other column for examples of how they used these qualities. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.
4.K.2 Demonstrate Employability 2000+ skills and knowledge necessary to acquire and maintain work. *A for*	**Employability Skills 2000+** Students each review the Employability Skills 2000+ (see BLM 20 in Appendix A) and a write summary of the employability skills that they have acquired, providing an example of how they have successfully demonstrated each one. Students each add their summaries to their Career Portfolios. Or Students work through the skills inventory section (pages 25 to 31) in *A Self-Managed Career Portfolio Guide*, available at www.edu.gov.mb.ca/k12/docs/support/c_portfolio. Students each document evidence of where and how they have acquired proficiency in each of the 11 employability skills. Students each add their results to their Career Portfolios.
4.K.3 Identify and assess own essential skills. *A for* *A for* *A of*	**Essential Skills** The class reviews and discusses the Essential Skills (see BLM 21 in Appendix A). Students each go to the Essential Skills website at https://www.canada.ca/en/employment-social-development/programs/essential-skills.html to explore their essential skills further and to match their essential skills with occupations of interest. Students each complete a reflective journal entry (see Appendix B) identifying and assessing their strongest essential skills. Students identify and record in their Career Portfolios three occupations that match with their strongest essential skills. Students each write a brief report comparing and contrasting their essential skills with their employability skills. Students also comment on which skills they would like to improve in order to pursue their careers of interest.

Prescribed Learning Outcomes	Suggestions for Instruction
4.K.4 Explore skills and knowledge that are transferable from one occupation to another.	**Transferable Skills and Knowledge** In small groups, students explore the following websites: ■ National Occupational Classification http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16 ■ Job Bank www.jobbank.gc.ca/home-eng.do?lang=eng www.jobbank.gc.ca/report_skillknowledge-eng.do?action=search_form While exploring the websites, students learn how to find information about the skills and knowledge required for specific occupations and for related occupations. Using these websites, students each choose three of the ten occupational areas. In each of those three areas, students each look at three specific occupations. The occupations chosen must require at least two of the student's strongest transferable employability skills. Students each record their findings on the Transferable Skills and Knowledge form (see BLM 22 in Appendix A). With the help of the school counsellor, students also identify high school courses that will provide transferable skills and knowledge for admission into post-secondary training in these areas. The Transferable Skills and Knowledge forms are added to students' Career Portfolios. Students each write an exit slip (see Appendix B) describing how the three occupations from one of the areas required similar skills and knowledge.

Prescribed Learning Outcomes	Suggestions for Instruction
4.K.5 Demonstrate an understanding of workplace safety and health regulations. (Include rights, responsibilities, and hazard recognition and control.)	**Understanding Workplace Safety and Health** Present general sections of *Manitoba Regulation 217/2006: Workplace and Safety Health Regulation* (such as Part 2: General Duties, Part 4: General Workplace Requirements, Part 5: First Aid, Part 6: Personal Protective Equipment, Part 10: Harassment, and Part 11: Violence in the Workplace). Other sections and guidelines may also be presented, depending on the types of occupations students are interested in. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Using a jigsaw grouping procedure, students study the following areas of workplace safety and health in depth: ■ rights and responsibilities ■ hazard recognition—physical and ergonomic ■ hazard recognition—chemical and biological (include information about Workplace Hazardous Materials Information System [WHMIS]) ■ hazard controls and emergency procedures Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. *A of* After expert groups have reported back to original groups, students each write a quiz (see BLM 23 in Appendix A) to determine their understanding of workplace safety and health.
4.K.6 Recognize and discuss labour legislation and standards for Manitoba employees.	**Employment Standards for Manitoba Employees** Students read *A Quick Guide to Employment Standards*, available at www.gov.mb.ca/labour/standards/doc,quick_guide,factsheet.pdf to learn about standards regarding wages, benefits, holidays, working alone, and so on. Invite a Manitoba labour representative to give a presentation and answer questions about employment standards. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. *A for* Students write an exit slip (see Appendix B) giving two specific examples of how Manitoba employment standards have had an impact on workers and working conditions.

Prescribed Learning Outcomes	Suggestions for Instruction
4.K.7 Describe the development and purpose of labour unions.	**Purpose of Labour Unions** Students each complete an admit slip (see Appendix B) giving two reasons that people belong to labour unions. Provide feedback and elaboration on student responses. Invite a representative from a Manitoba labour union to make a presentation about the history and the importance of the labour movement. In small groups, students discuss and chart the costs and benefits of working in a unionized environment. A student from each group presents the group's chart to the class. Students each fill out a Y-chart (see Appendix B) reflecting on their observations and thinking about labour unions. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html. *Let Us Rise! An Illustrated History of the Manitoba Labour Movement* by Doug Smith provides information about the history of the labour movement in Manitoba.
4.K.8 Identify and use work-search strategies required to seek work.	**Work-Search Strategies: Cold Calls** Present the concept of cold calls to students with the Cold Calling handout (see BLM 24 in Appendix A). In pairs, students practise cold calling, with one student acting as the employer and one calling for a particular purpose. Students switch roles so that everyone has a chance to make a cold call. Students each write an exit slip (see Appendix B) listing three telephone skills needed for effective job searching. **Work-Search Strategies: Networking** Students each prepare a list of three to seven people they know who are currently employed in occupations of interest to students. Students contact these people to find out if they know of any available jobs.

Prescribed Learning Outcomes	Suggestions for Instruction
4.K.8 *(continued)* Identify and use work-search strategies required to seek work.	**Work-Search Strategies: Go to the Source** Divide the class into four groups, with each group using a different kind of source to research job opportunities: ■ the Internet—find out how many of what kind of jobs are listed on various job-search websites ■ professional networking media—look to see how many of what kinds of jobs are advertised ■ employers—ask them how they seek people for job vacancies ■ local employment agencies—learn how they match people to the job listings Each group reports their findings to the class. Provide students with the information that some experts indicate that 60–80% of jobs are hidden, 25% are advertised in the newspapers, on the Internet, and so on, and 15% are listed by public employment agencies. *A for* Students each write a reflective journal entry (see Appendix B) speculating on whether their research reflects these patterns.
4.K.9 Identify and use work-search strategies to obtain and maintain work.	**Job Applications** Students each practise completing three or four job application forms—at least one should be an online application form. In small groups, students discuss some of the advantages and disadvantages of completing a job application online. Supporting websites can be found at www.edu.gov.mb.ca/ k12/cur/cardev/gr11_found/supporting.html.

Prescribed Learning Outcomes	Suggestions for Instruction
4.K.9 *(continued)* Identify and use work-search strategies to obtain and maintain work.	**Resumés** Present information about types of resumés, including skills-based (functional), chronological, and combination resumés, and the need to design a resumé for a specific job opening. In small groups, students review five sample resumés (see BLM 25 a–e in Appendix A) and identify which ones are better and why. Students use the Resumé Assessment handout (see BLM 26 in Appendix A). Class discusses the important components of a good resumé. In small groups, students compare the advantages and disadvantages of the previously described resumé types. *A of* Students each write a resumé for particular job opening and assess it using the Resumé Assessment handout (see BLM 26 in Appendix A). Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. **Cover Letters** Review the purpose of writing a cover letter with a resumé. *A of* Students each write a specific cover letter for their resumés. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. **Interviews** Review preparation for job interviews and interview skills. *A of* Students participate in mock interviews for the jobs they targeted with their resumés and cover letters completed earlier in this section. Different configurations of interviewee and interviewer can be formed. For example, one student can be interviewed by two peers for a particular job. Every student should have the opportunity to be interviewed and be an interviewer. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Prescribed Learning Outcomes	Suggestions for Instruction
4.K.10 Recognize that work opportunities often require flexibility and adaptability.	**Work Opportunities Require Flexibility and Adaptability** *A for* Students each write a reflective journal entry (see Appendix B) speculating about the reasons for downsizing, outsourcing, part-time and temporary work positions, contract work, continuous learning, mobility, and wage flexibility. (Provide definitions of each if necessary.) Students share their thinking with the class and discuss why flexibility and adaptability are part of today's workplace. Students each interview someone who has been working for more than three years and find out how flexibility and adaptability have played a role in the person's work. Students share their results with the class. *A for* Students each write an exit slip (see Appendix B) giving two specific examples of flexibility and adaptability in the workplace.

UNIT 5: CAREER AND COMMUNITY EXPERIENCES

Assessment Plan

Achieving the Learning Outcomes

Assessment Plan

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

Assessment for Learning:

■ Students each compile a list of duties and responsibilities that they expect to encounter during their career and community experience placements. (5.D.2)

■ Students each complete a Y-chart (see Appendix B) about how important it is to behave appropriately in the workplace. (5.D.2)

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

Assessment of Learning:

■ During their career and community experiences, students each keep a daily log of their duties, activities, and any skill-based training. (5.J.1)

■ Students each write a reflective journal entry in which they identify and explain any personal insights gained during the career and community experiences. They should also outline what their next steps should be to achieve their career goals. (5.J.3)

■ In small groups, students discuss how the tangible evidence gained during their career and community experiences could be incorporated into their Career Portfolios. (5.J.3)

Assessment of Learning:

■ During and toward the end of the placements, supervisors should be asked to evaluate the students placed in their work sites. (5.J.1)

■ Upon completion of career and community experiences, students each make a classroom presentation about five things they liked about the occupation and five things they disliked about the occupation. They also are to include what they would look for in their next occupational placement. Assess using a presentation rubric. (5.J.1)

- Students each write a report that includes the following:
  - an analysis of why the placement was or was not suitable for them personally
  - a comparison of their work skills, attitude, and behaviour with those of their co-workers
  - a description of what one must learn to do to be successful at that work site
  - a summary of what they learned about themselves and their placements
  - a reflection on how their learning will help them in their life/work building process

Before writing the reports, help the class to create an assessment rubric for the report. Use this rubric to assess the reports. (5.J.2)

U N I T 5 : C A R E E R A N D C O M M U N I T Y E X P E R I E N C E S

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	46 hours
■ Before Career and Community Experience	3–4 hours
■ During Career and Community Experience	40 hours
■ After Career and Community Experience	2–3 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 D: Locate and effectively use life/work information.

Prescribed Learning Outcomes	Suggestions for Instruction
5.D.1 Analyze education plans to match suitable occupations with career goals.	**Matching Local Occupations with Career Goals** Students each review their Annual Education Plans and Career Portfolios to determine if their personal qualities, interests, and life/work goals match with occupations they will visit in the community. Students each use the community contacts recorded in Unit 3, SLO 3.J.2, to form the basis of their community outreach. Students who have recently changed life/work goals need to plan and investigate new areas. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.
5.D.2 Research and discuss career and community experience expectations and responsibilities.	**Career Research Interviews** The class brainstorms ideas about what information they can obtain through a career interview. In small groups, students read and discuss the Career Research Interview Questionnaire (see BLM 27 in Appendix A) and determine extra questions they would like to ask. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html. Students each conduct career interviews to research information about careers they are interested in and the duties involved.

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

Prescribed Learning Outcomes	Suggestions for Instruction
5.D.2 *(continued)* Research and discuss career and community experience expectations and responsibilities.	Other available resources for student research include the school's online career information system, local telephone books, and local employment offices. **Placement Expectations and Responsibilities** *A*for Students each compile a list of duties and responsibilities that they expect to encounter during their career and community experience placements. Provide students with a list of general expectations for responsible behaviour at the work site. The list includes behaviours such as punctuality, suitable appearance, appropriate dialogue with co-workers, safe workplace issues, and the handling of confidential information. Students role-play the possible consequences of inappropriate behaviour. *A*for Students each complete a Y-chart (see Appendix B) about how important it is to behave appropriately in the workplace. **Agreeing on Expectations** 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 (e.g., notification of planned absences in advance) ■ transportation to and from community sites ■ compliance with community placement requirements ■ costs to the student related to the community placement ■ teacher supervisor site visitations at least once every 20 placement hours ■ additional requirements of particular work sites (e.g., criminal record checks, child abuse registry check, agreement of confidentiality)

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

Prescribed Learning Outcomes	Suggestions for Instruction
5.D.3 Identify, using community resources and networking, a potential employer with whom to conduct a placement interview.	**Community Placement Interview** Using the information gathered at the beginning of this unit (5.D.1–5.D.2), students each contact one or more community representative to set up placement interviews to find suitable placements for their career and community experiences. The interviews can be set up in a variety of ways depending upon the school situation and the individual student. The most common approach is to have the teacher contact the employer in advance and make arrangements for the student to set up the interview. Sometimes students are asked to arrange interviews with their site supervisor (employers) completely on their own. Some schools choose to contact the site supervisors or employers by mail or email and have students conduct follow-up interviews. Possible placements could include post-secondary institutions/ training centres (e.g., apprenticeship, community college, university) as well as work sites. **Community Placement** Once students have found suitable placement sites and talked to the site supervisors, students each ask their career and community experience employer to confirm the placement (see BLM 28 in Appendix A for a Sample Employer Confirmation Form). **All students must be registered with Manitoba Education and Training before being placed in any career and community experience.** Registration forms are available at www.edu.gov.mb.ca/k12/policy/work_ed.html.

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

Prescribed Learning Outcomes	Suggestions for Instruction
5.J.1 Evaluate different occupations through career and community experiences, and determine how such experiences have an impact on own life/work decisions. *A*for *A*of	**Community Placement and Ongoing Evaluation** Students participate in career and community experience placements. During their placements, students focus on the enhancement and development of their employability skills and of specific skills related to their career interests. Students and their supervisors should plan their training at the beginning of the placement (see BLM 29 in Appendix A for a sample training plan form). During their career and community experiences, students each keep a daily log of their duties, activities, and any skill-based training (see BLM 30 in Appendix A for a sample log format). During and toward the end of the placements, supervisors should be asked to evaluate the students placed in their work sites (see BLMs 31 and 32 in Appendix A for general and specific sample evaluation forms). **If a placement is not suitable, move the student to an occupational setting that better suits his or her career goals.**

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

Prescribed Learning Outcomes	Suggestions for Instruction

5.J.1 *(continued)*
Evaluate different occupations through career and community experiences, and determine how such experiences have an impact on own life/work decisions.

A of

What I Liked and Disliked

Upon completion of the career and community experiences, students each make a classroom presentation about five things they liked about the occupation and five things they disliked about the occupation. They also are to include what they would look for in their next occupational placement. Assess using a presentation assessment rubric (adapt BLM 16: Presentation Assessment in Appendix A to fit this assignment).

5.J.2
Explain how learning about self and the work site is important to the life/work building process.

A of

Community Placement Suitability Report

Students each write a report that includes the following:

- an analysis of why the placement was or was not suitable for them personally
- a comparison of their work skills, attitude, and behaviour with those of their co-workers
- a description of what one must learn to do to be successful at that work site
- a summary of what they learned about themselves and their placements
- a reflection on how their learning will help them in their life/ work building process

Before writing the reports, help the class to create an assessment rubric for the report. Use this rubric to assess the reports.

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

Prescribed Learning Outcomes	Suggestions for Instruction
5.J.3 Reflect on and revise own strategies to locate, interpret, evaluate, and use life/work information.	**Reflection on Career and Community Experience and Integration of Experience to Life/Work Plan** Students each write a reflective journal entry (see Appendix B) in which they identify and explain any personal insights gained during the career and community experiences. They should also outline what their next steps should be to achieve their career goals. In small groups, students discuss how the tangible evidence gained during their career and community experiences could be incorporated into their Career Portfolios. Students each revise and or update their Career Portfolios and Annual Education Plans. Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.
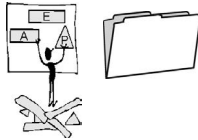
APPENDIX A

Blackline Masters: Units 1–5

Blackline Masters

Unit 1

- **BLM 1:** Who Wants to Be a Career Management Expert? (Introduction)
- **BLM 2:** Personal Silhouette (1.A.1)
- **BLM 3:** Venn Diagram (1.A.1)
- **BLM 4:** Annual Education Plan (1.A.2)
- **BLM 5:** Significant Life Skills and Beliefs (1.A.3)
- **BLM 6:** Promotion Memorandum (1.A.1–1.A.3)
- **BLM 7:** Rating Scale for Promotion Letter (1.A.1–1.A.3)
- **BLM 8:** Three Spheres of Life (1.B.1)
- **BLM 9:** Circle of Courage (1.B.1)
- **BLM 10:** Peer Assessment of Communication Skills (1.B.1)
- **BLM 11:** Knowing the Community (1.B.4)
- **BLM 12:** Rubric for Financial Plan (1.B.6)
- **BLM 13:** Communication Feedback (1.C.1)
- **BLM 14:** Wheel of Life Inventory (1.C.2)

Unit 2

- **BLM 15:** Evaluating Sources (2.D.1)
- **BLM 16**: Presentation Assessment (2.D.3)
- **BLM 17:** Rating Scale: Impact of Society and Economy on Careers (2.E.2)

Unit 3

- **BLM 18:** High Five Plus One (3.H.2)
- **BLM 19:** Rubric for Assessing Interview Responses (3.I.2–3.J.3)

Unit 4

- **BLM 20:** Employability Skills 2000+ (4.K.2)
- **BLM 21:** Essential Skills (4.K.3)
- **BLM 22:** Transferable Skills and Knowledge (4.K.4)
- **BLM 23:** Workplace Safety and Health Quiz (4.K.5)
- **BLM 24:** Cold Calling (4.K.8)
- **BLM 25:** Resumé Samples (4.K.9)
- **BLM 26:** Resumé Assessment (4.K.9)

Unit 5

- **BLM 27:** Career Research Interview Questionnaire (5.D.2)
- **BLM 28:** Sample Employer Confirmation Form (5.D.3)
- **BLM 29:** Career and Community Experience Training Plan (5.J.1)
- **BLM 30:** Career and Community Experience Student Log (5.J.1)
- **BLM 31:** Career and Community Experience Evaluation Form—General (5.J.1)
- **BLM 32:** Career and Community Experience Evaluation Form—Specific Skills (5.J.1)

Who Wants to Be a Career Management Expert?

1. The seven major post-secondary institutions financed by the provincial government in Manitoba are listed below. Indicate the order of establishment from the earliest to the most recent by writing 1 (for the earliest) through 7 (for the most recent) in the spaces provided. For bonus points, indicate the year each institution was established.

   _____ Université de Saint-Boniface
   _____ Red River College
   _____ Brandon University
   _____ Assiniboine Community College
   _____ University of Winnipeg
   _____ University College of the North
   _____ University of Manitoba

2. The focus of the Grade 11 Career Development curriculum document is _____.

   a. Life/Work Exploration
   b. Life/Work Transitioning
   c. Life/Work Planning
   d. Life/Work Building

3. The Career Development: Life/Work Building curriculum has 11 general learning outcomes and is organized into _____ different units.

   a. 7   b. 3   c. 5   d. 4

4. According to the Canadian Council on Learning, what percentage of jobs now require some level of post-secondary education (e.g., college, university)?

   a. 50%   b. 70%   c. 90%   d. 35%

5. How many occupational titles are there in the Canadian labour force, as listed by Human Resources and Skills Development Canada?

   a. 15 000   b. 25 000   c. 35 000   d. 5000

6. According to Statistics Canada, the Canadian unemployment rate for 2007 was 6%. The province with the lowest 2007 unemployment rate was _____.

   a. Newfoundland and Labrador   b. Manitoba   c. Alberta   d. Ontario

7. The Career Development: Life/Work Building curriculum has _____ general learning outcomes to assess people's abilities.

   a. 93   b. 11   c. 3   d. 44

Who Wants to Be a Career Management Expert? (2)

8. "Janitor" is a(n) _____.

   a. job title   b. career title   c. occupational title   d. all previously listed

9. According to Green and Riddell (37), each additional year of education boosts an individual's annual wage by an average of_____.

   a. 4.1%   b. 8.3%   c. 6.2%   d. 2.7%

10. According to Bliss & Associates Inc., the minimum cost for a company to replace an employee making $50,000 is _____.

    a. $25,000   b. $50,000   c. $75,000   d. $150,000

11. According to Service Canada, which of these four occupations will have the least demand in the near future?

    a. registered nurse   b. pharmacist   c. firefighter   d. web designer

12. The Conference Board of Canada has developed a list of skills people need to enter, stay in, and progress in the world of work. These skills are called _____.

    a. National Occupational Classification
    b. Employability Skills
    c. Essential Skills
    d. Skills for Independent Living

13. Why are career management skills necessary for people in today's work force?

    a. Workers need to be able to respond and adapt to change.
    b. Workers find it more difficult to predict what jobs or work will be available.
    c. Workers will have to change their jobs throughout their careers.
    d. Our knowledge-based economy requires more highly skilled workers.
    e. all of the above

Who Wants to Be a Career Management Expert? (3)
Answers

1. The seven major post-secondary institutions financed by the provincial government in Manitoba are listed below. Indicate the order of establishment from the earliest to the most recent by writing 1 (for the earliest) through 7 (for the most recent) in the spaces provided. For bonus points, indicate the year each institution was established.

    __1__ **Université de Saint-Boniface   1871**
    __5__ **Red River College   1948 (Manitoba Technical Institute)**
    __3__ **Brandon University   1899**
    __6__ **Assiniboine Community College   1961**
    __4__ **University of Winnipeg   1938 (United College)**
    __7__ **University College of the North   1966 (Keewatin Community College)**
    __2__ **University of Manitoba   1877**

2. The focus of the Grade 11 Career Development curriculum document is _____.

    d. Life/Work Building

3. The Career Development: Life/Work Building curriculum has 11 general learning outcomes and is organized into _____ different units.

    c. 5

4. According to the Canadian Council on Learning, what percentage of jobs now require some level of post-secondary education (e.g., college, university)?

    b. 70%

5. How many occupational titles are there in the Canadian labour force, as listed by Human Resources and Skills Development Canada?

    b. 25 000

6. According to Statistics Canada, the Canadian unemployment rate for 2007 was 6%. The province with the lowest 2007 unemployment rate was _____.

    c. Alberta 3.6% (Manitoba 4.8% ; Newfoundland & Labrador 16.7%; Ontario 6.7%)

7. The Career Development: Life/Work Building curriculum has _____ general learning outcomes to assess people's abilities.

    b. 11

Who Wants to Be a Career Management Expert? (4) Answers

8. "Janitor" is a(n) _____.

    c. occupational title

9. According to Green and Riddell (37), each additional year of education boosts an individual's annual wage by an average of_____.

    b. 8.3%

10. According to Bliss & Associates Inc., the minimum cost for a company to replace an employee making $50,000 is _____.

    c. $75,000

11. According to Service Canada, which of these four occupations will have the least demand in the near future?

    c. firefighter—future outlook viewed as fair

12. The Conference Board of Canada has developed a list of skills people need to enter, stay in, and progress in the world of work. These skills are called _____.

    b. Employability Skills

13. Why are career management skills necessary for people in today's work force?

    e. all of the above

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———. *Labour Force Characteristics, Unadjusted, by Economic Region (3 Month Moving Average) (Ontario).* 4 Apr. 2008. http://www40.statcan.ca/l01/cst01/lfss05d.htm (8 May 2008).

Personal Silhouette

This form is to be completed by parent or friend of _____.

Name _____ **Relationship** _____

These questions will help the above named student gain insight into how he or she is perceived by others. The student has chosen you because he or she believes your observations are important. This information will be used in assisting the student with the planning of his or her future.

1. Using a scale of one to five how easily do you believe this person is able to make new friends? Please explain.   5 = effortlessly   1= with difficulty   1   2   3   4   5
    _____
    _____

2. In your opinion, what do you see as this person's strengths?
    _____
    _____

3. Do you think this person can make independent decisions in group situations? Please explain.
    _____
    _____

4. What do you think are the person's major interests?
    _____
    _____

5. What do you know about this person that he or she doesn't seem to know about him- or herself?
    _____
    _____

6. Have you seen changes in this person over the last few years? If yes, what?
    _____
    _____

7. Do you believe this person's behaviour is consistent with his or her career goals? Please explain.
    _____
    _____

8. Based on your knowledge of this person, do you have any specific career suggestions? If yes, what are your suggestions?
    _____
    _____

9. What do you think this person needs to make appropriate work/life choices?
    _____
    _____

Venn Diagram

Comparing _____ and _____ .
(item #1)   (item #2)

Different (item #2)

Alike

Different (item #1)
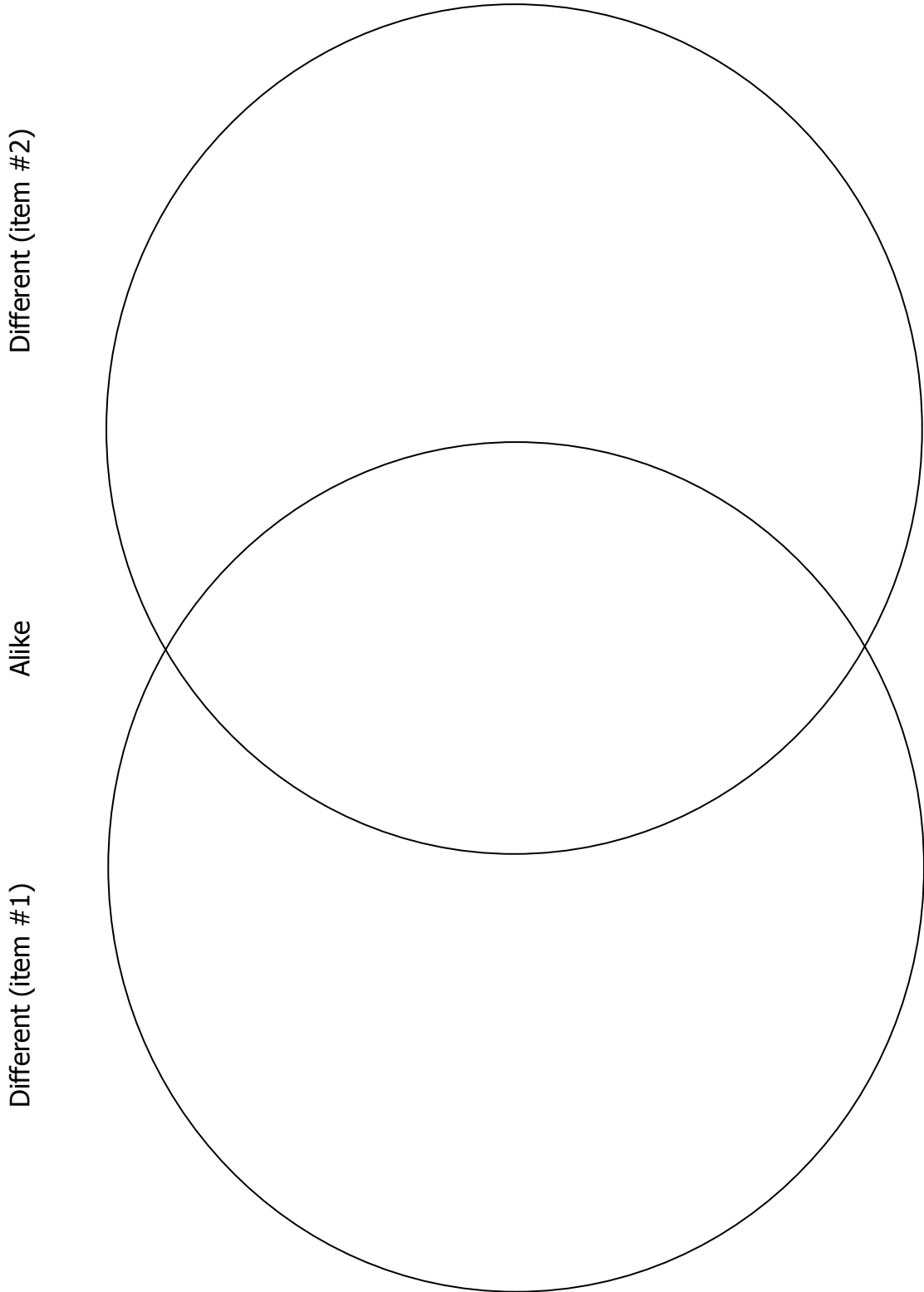
Annual Education Plan

Life/Work Building

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 work values.
(see 1.A.2 and 2.E.2)
_____
_____
_____
_____
_____

List your top three learning
styles. (see 1.A.2)
_____
_____
_____

List your top five skills.
(see 1.A.2, 2.D.3, and 4.K.2)
_____
_____
_____
_____
_____

List your top five interests.
(see 1.A.2)
_____
_____
_____
_____
_____

List your top work preferences.
(see 1.A.2 and 2.E.2)
_____
_____
_____
_____
_____
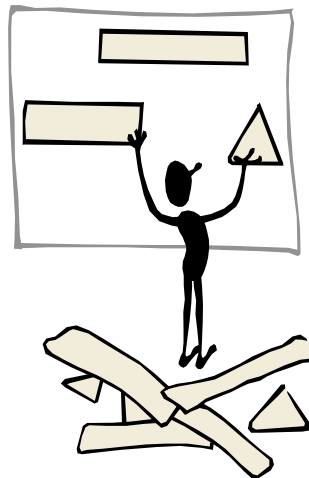
Building

List short-term yearly goals related to school (e.g., course selection for Grade 12, academic performance, participation in extracurricular activities related to future goals, attendance). (see 2.F.1 and 3.J.2)

_____
_____
_____
_____

List short-term yearly goals related to activities outside school (e.g., find part-time work or volunteer work in related occupations, save money for post-secondary education or training, interview a person in an occupation of interest). (see 2.F.1 and 3.J.2)

_____
_____
_____
_____
_____

Annual Education Plan (2)

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

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

Annual Education Plan (3)

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

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

Annual Education Plan (4)

B. Four-Year High School Education Plan (See 3.H.3)

Courses	Grade 9	Grade 10	Grade 11	Grade 12
English				
Mathematics				
Social Studies				
Science				
Physical Education				
Option				
Option				
Option				
Option				
Option				
Total Credits:				

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

Parent/Guardian Signature   Date

_____   _____

Student Signature   Date

_____   _____

Student Comments:

Parent Comments:

Significant Life Skills and Beliefs

Being successful includes doing well in your school subjects, making and keeping friends, being involved in school life (sports, drama, etc.), managing your changing relationship with your parents, and earning and managing your economic resources.

Successful people are not always the smartest, the wealthiest, or the hardest working. Research (Glenn and Nelsen 49–50) has shown that successful people possess the following significant perceptions and life skills:

1. a belief in their ability to learn and to work
2. a belief that they are important
3. a belief they have the ability to change their lives
4. the ability to understand their emotions and to control their behaviour
5. the ability to communicate with others
6. the ability to take responsibility for their actions and adapt to situations
7. the ability to make decisions based upon universal values and principles

Group Task:

As a group read and discuss each of the **significant life skills and beliefs** and, for each, develop a list of practical examples or definitions of what these mean to you.

Sample list of answers for each of the significant beliefs and life skills:

1. confidence, put in an effort
2. belong to something, feel loved
3. control, power, talented, skilled
4. self-control, self-disciplined
5. find out how others feel, respect, listen, valued
6. stand up for what they believe, consequences, rewards, flexibility
7. moral life, believe in what they do and say, respect others and their views

Individual Task:

On the following sheet, assess your significant life skills and beliefs on a scale of 1 to 5 (1 being that you are starting to develop the skill or belief and 5 being that you exhibit the skill or belief on a daily basis). These are highly personal and individual assessments, and you are not required to share them with others.

Reference: Glenn, H. Stephen, and Jane Nelsen. *Raising Self-Reliant Children in a Self-Indulgent World: Seven Building Blocks for Developing Capable Young People.* Rocklin, CA: Prima Publishing and Communications, 1989.

Significant Life Skills and Beliefs (2)

Individual Assessment of the Significant Life Skills and Beliefs

Name _____ Date _____

For each, rate your current level using the following scale:

1. Starting to develop
2. Developing
3. Developed
4. Use on occasion
5. Use on a daily basis

Skill:	**Rating:**				
1. a belief in your ability to learn and to work	1	2	3	4	5
2. a belief that you are important	1	2	3	4	5
3. a belief that you have the ability to change your life	1	2	3	4	5
4. the ability to understand your emotions and control your behaviour	1	2	3	4	5
5. the ability to communicate with others	1	2	3	4	5
6. the ability to take responsibility for your actions and adapt to situations	1	2	3	4	5
7. the ability to make decisions based upon universal values and principles	1	2	3	4	5

Reflection:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Promotion Memorandum

Peterson Industries Winnipeg

M E M O R A N D U M

To: All Junior Managers
From: Quinn McDuff, President and CEO
Copy: Priscilla Flett, Human Resources
Date: April 10, 2008
Re: Promotion from Junior to Senior Manager

The office of the President is currently looking to hire three senior managers for the North Kildonan Plant. These positions will be filled by individuals currently in the Junior Management position. There are a few qualities necessary to be considered for the position of senior management.

- Logical thinker: The prospective senior manager must think logically and solve problems. In your letter, explain how you have these qualities and what you have done to demonstrate them.

- Quick decision making: Decisions need to made quickly and wisely. In your letter, explain how you know you are able to fulfill this requirement.

- Other strengths: There are areas of strengths the President may not have thought about that would be beneficial to this position. Highlight other areas of strength you may have that would contribute to your management abilities.

Only applicants whose letters are clearly written will be considered for this position.

Sincerely,

Quinn McDuff
President and CEO
Peterson Industries
Winnipeg

Rating Scale for Promotion Letter

Name of Student: _____

Student explains how he or she has demonstrated logical thinking, describing specific situations.	1	1.5	2	2.5	3	3.5	4	4.5	5
Student explains how he or she has demonstrated the ability to make quick and wise decisions, describing specific experiences.	1	1.5	2	2.5	3	3.5	4	4.5	5
Student identifies other characteristics that contribute to the management skills needed for this promotion.	1	1.5	2	2.5	3	3.5	4	4.5	5
Students explain how he or she has demonstrated these other characteristics that contribute to the management skills needed for this promotion.	1	1.5	2	2.5	3	3.5	4	4.5	5

_____ /20

Comments

_____

_____

_____

_____

_____

_____

_____

_____

_____

Three Spheres of Life

Instructions: List activities from your own life in each of the three spheres below. Activities that belong in more than one sphere should be written in the overlapping part of the appropriate circles. Share your results and discuss with a partner or small group.

Leisure
discretionary time

Work
paid and unpaid

Learning
formal and informal

**Relationships with others and our culture
will influence the three spheres.**

Source: de Schiffart, Clarence. "Three Spheres of Life." *Blueprint for Life/Work Designs Implementation Guide*. Lorraine Haché and Clarence de Schiffart. Ottawa, ON: National Life/Work Centre, 2002. 26–27, Appendix A5. Adapted with permission of National Life/Work Centre.

Circle of Courage

The Spirit of Generosity:
Character is cultivated by concern for
others so that the child can say,
"I have a purpose for my life."

Circle of Courage
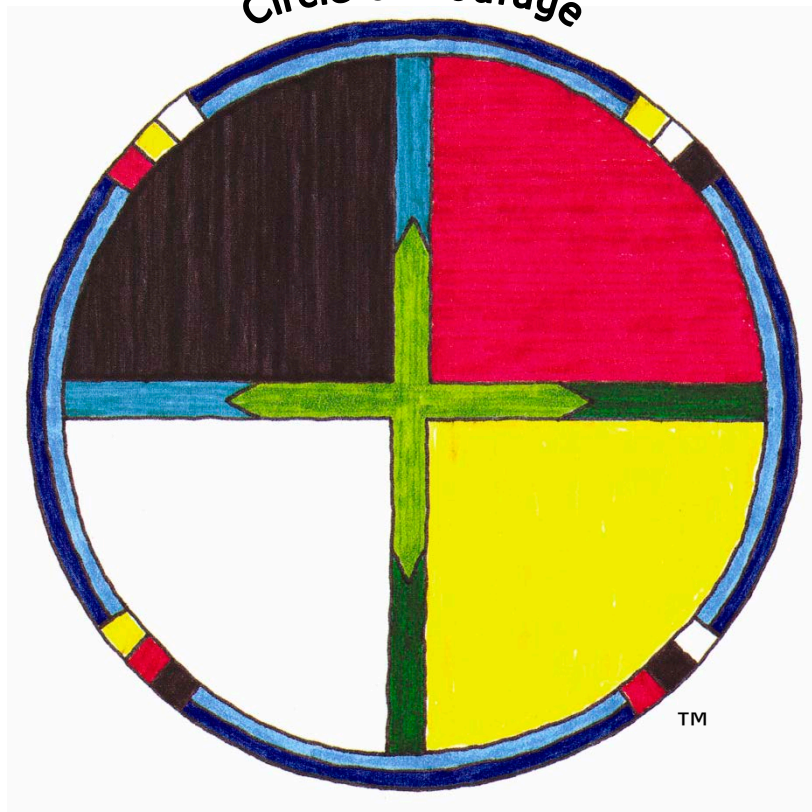
**The Spirit of
Independence:**
Free will is cultivated
by responsibility so
that the child can
say, "I have the
power to make
decisions."

**The Spirit of
Belonging:**
The universal
longing for human
bonds is cultivated
by relationships of
trust so that the
child can say,
"I am loved."

™

The Spirit of Mastery:
The inborn thirst for learning is
cultivated; by learning to cope with the
world, the child can say, "I can succeed."

Circle of Courage (2)

Circle of Courage Philosophy

The Circle of Courage is a model of positive youth development first described in the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern. The model integrates Native American philosophies of child-rearing, the heritage of early pioneers in education and youth work, and contemporary resilience research. The Circle of Courage is based in four universal growth needs of all children: belonging, mastery, independence, and generosity.

Anthropologists have long known that Native Americans reared courageous, respectful children without using harsh coercive controls. Nevertheless, Europeans colonizing North America tried to "civilize" indigenous children in punitive boarding schools, unaware that Natives possessed a sophisticated philosophy that treated children with deep respect. These traditional values are validated by contemporary child research and are consistent with the findings of Stanley Coopersmith who identified four foundations for self-worth: significance, competence, power, and virtue. These are summarized below:

Belonging

In Native American and First Nations cultures, significance was nurtured in communities of belonging. Lakota anthropologist Ella Deloria described the core value of belonging in these simple words: "Be related, somehow, to everyone you know." Treating others as kin forges powerful social bonds that draw all into relationships of respect. Theologian Marty observed that throughout history the tribe, not the nuclear family, always ensured the survival of the culture. Even if parents died or were not responsible, the tribe was always there to nourish the next generation.

Mastery

Competence in traditional cultures is ensured by guaranteed opportunity for mastery. Children were taught to carefully observe and listen to those with more experience. A person with greater ability was seen as a model for learning, not as a rival. Each person strives for mastery for personal growth, but not to be superior to someone else. Humans have an innate drive to become competent and solve problems. With success in surmounting challenges, the desire to achieve is strengthened.

Independence

Power in Western culture was based on dominance, but in tribal traditions it meant respecting the right for independence. In contrast to obedience models of discipline, Native teaching was designed to build respect and teach inner discipline. From earliest childhood, children were encouraged to make decisions, solve problems, and show personal responsibility. Adults modelled, nurtured, taught values, and gave feedback, but children were given abundant opportunities to make choices without coercion.

Generosity

Finally, virtue was reflected in the pre-eminent value of generosity. The central goal in Native American child-rearing is to teach the importance of being generous and unselfish. In the words of a Lakota Elder, "You should be able to give away your most cherished possession without your heart beating faster." In helping others, youth create their own proof of worthiness: they make a positive contribution to another human life.

Peer Assessment of Communication Skills

Name of Presenter: _____

Name of Assessor: _____

Provide some helpful feedback to your peers about their presentation skills.

Presentation: (Is presenter's voice audible? expressive? Does the presenter make eye contact? Is the presenter's speech well paced? Does the presenter use appropriate body language? Does the presenter project his or her personality and show enthusiasm? Is appropriate language used?)

Organization: (Is there a clear introduction? Are ideas developed fully and clearly? Does the conclusion leave the audience with a clear and powerful impression? Is there a clear focus to the presentation? Was the presentation given within the assigned time limits?)

Knowing the Community: Sharing Activity

Answer the following questions to share with your classmates. Note: You do not have to share anything you are not comfortable sharing with others.

1. What is your full name?

   _____

2. Do you have a nickname? If so, what is it?

   _____

3. What is your ethnic background?

   _____

4. Where were your parents born?

   _____

   _____

5. For how many generations has your family lived in Canada?

   _____

   _____

6. What is one custom or tradition that your family practises?

   _____

   _____

   _____

   _____

   _____

   _____

Rubric for Financial Plan

Criteria	Developing	Adequate	Accomplished
Financial plan identifies sources of financial aid	Financial plan identifies one source of financial aid. The procedure for applying to the source may be described.	Financial plan identifies at least one to three sources of financial aid. The procedures for applying to each source are described.	Financial plan identifies at least one to three sources of financial aid. The procedures for applying to each source are clearly described in detail.
Financial plan matches savings goals with saving needs	Financial plan goals do not match needs. There is no explanation provided.	Financial plan goals match needs. The explanation provided is somewhat clear.	Financial plan goals match needs. The explanation provided is clear.
Financial plan discusses approaches to meeting gaps in savings	The financial plan does not discuss an approach to meeting gaps.	The financial plan discusses one approach to meeting gaps.	The financial plan discusses several approaches to meeting gaps.
Financial plan is clearly written	The financial plan contains spelling and grammar errors that result in unclear communication.	The financial plan may contain some spelling and grammar errors that do not impact communication significantly.	The financial plan is clearly written.

Communication Feedback

Instructions:

1. Designate one member of your group to begin the exercise as Speaker A, one to be Listener B, and one to act as Observer C.
   Speaker A's role is to explain his or her feelings and thoughts about the situation to Listener B.
   Listener B's role is to try to understand and clarify the thoughts and feelings of Speaker A.
   Observer C's role is to watch the scenario and, when the role play is completed, to provide feedback to the Speaker and Listener about their communication using the Communication Feedback Rules listed below.

2. Choose a scenario to role-play from the ones provided on the reverse or from your own experience or imagination.

3. Play the roles assigned as you enact your scenario.

4. Change roles and choose another scenario to role-play.

5. Change roles again so that each group member has had a chance to take on each of the three roles and choose another scenario to role-play.

6. Once you have completed role-playing three scenarios taking on each of the three roles, think about and note some comments about what you've learned about your communication skills to share in a class discussion.

Communication Feedback Rules

1. Talk about the specific behaviours you can see and hear (e.g., body language, facial expression, tone of voice, choice of words).
2. Be direct and be sure your feedback is relevant.
3. Tell how the behaviour made you feel.
4. Give your reactions—don't judge or give advice.
5. Focus on behaviours that can be changed.
6. Give the other person a chance to explain his or her behaviour.
7. Give your feedback caringly. Feedback is not useful when it is meant to hurt.
8. Avoid sarcasm or a condescending manner when giving feedback.
9. **Share the positive**.

Communication Feedback (2)

Possible Scenarios

Scenario 1

Rob and Jeff are very good friends. Lately, Jeff has noticed that Rob has changed from being very easygoing to being very irritable and quick to anger. Jeff knows that Rob is under a lot of pressure to perform well on the football team, and he suspects that Rob may be taking some form of steroids. Jeff is worried about Rob and wants to talk to him about it, but he knows he has to be very careful about how he brings up the topic.

Scenario 2

Mary has decided that she will work at a local retail store for at least two years after graduation before she thinks about going to university. She knows her parents expect her to attend university and to eventually study medicine, but she does not feel ready to begin that long process just yet. Mary is going to talk to her mother about this and try to get her onside with this decision.

Scenario 3

Joan is a great reader and collector of books, and she values each of her books a great deal. She lent one of her favourite books to Joe, who, after reading it, passed it on to Julie who read it and passed it on to Ted to read. By the time the book was returned to Joan, it was very worn and tattered. Joan is going to explain to Joe why she is reluctant to lend him any more books.

Scenario 4

Susan was absent from school for a week early in the year due to illness, and she missed some important instruction in her math class. As a result, she has been feeling somewhat lost, but she is not used to having to ask for extra help from teachers because she has always been very quick to learn, especially in math. In addition, she doesn't feel that she knows this year's math teacher very well, so she is really not comfortable requesting help from her. Susan has decided that she needs to ask for some help sooner rather than later, though, so she is staying after class to talk to her teacher.

Scenario 5

John and Kelly have been friends since they started school in Kindergarten. Kelly also gets along very well with John's girlfriend, Sara. Over the past couple of months, John has been seeing a girl from another school, and Kelly has covered for him a couple of times by telling Sara that they were out together "with the boys." Kelly is very uncomfortable lying to Sara and has decided to tell John that he will not do it any more.

Wheel of Life Inventory

The Wheel of Life is a tool that many life coaches use to help their clients see how balanced the various areas of their lives are. Life's activities are always shifting and so perfect balance cannot be achieved and maintained, but there are times when one area of your life may be requiring so much energy and time that other areas are suffering, and you feel your life is out of balance or even out of control. At these times, it helps to take a look at the big picture and to get some perspective.

To create your own personal Wheel of Life, you will examine your satisfaction with the various areas of life described below.

- **Physical Well-Being:** Feeling good about the condition of one's body and one's efforts to maintain health through exercise, sleep, eating habits, and so on.

- **Money/Finances**: Being able to match one's income with one's personal needs.

- **Relationships**: Being open to a loving and responsible relationship.

- **Home/Family:** Contributing responsibly to one's home life and successfully getting along with family members.

- **Fun and Recreation:** Participating in individual and group activities that provide one with enjoyment and self-fulfillment.

- **Self-Esteem**: Feeling good about oneself; being alert and ready to respond to life's challenges in ways that reflect thought and sound judgment.

- **Energy/Enthusiasm:** Feeling full of energy and ready to experience life to the fullest.

- **Emotional Health**: Recognizing one's feelings and expressing them appropriately.

- **Friendship**: Sharing common interests, experiences, and feelings with a trustworthy companion.

- **Work/School**: Developing and implementing plans for future education, training, and occupational goals.

- **Contentment:** Being content with who one is, what one values, where one fits, and where one is going.

- **Achievements/Successes:** Accomplishing noteworthy actions, performances, goals, and so on.

Wheel of Life Inventory (2)

1. Using a scale from 0 to 10, where 1 represents very low satisfaction and 10 represents very high satisfaction, rate your satisfaction with each of the areas of your life. This does not mean the amount of time you spend on each area, but how satisfied you are with the quality of each area.

Physical Well-Being _____
Money/Finances _____
Relationships _____
Home/Family _____
Fun and Recreation _____
Self-Esteem _____
Energy/Enthusiasm _____
Emotional Health _____
Friendship _____
Work/School _____
Contentment _____
Achievements/Successes _____

2. Plot each rating on the appropriate spoke of the circle graph below. The centre of the circle represents 0 and the outside circle represents 10.
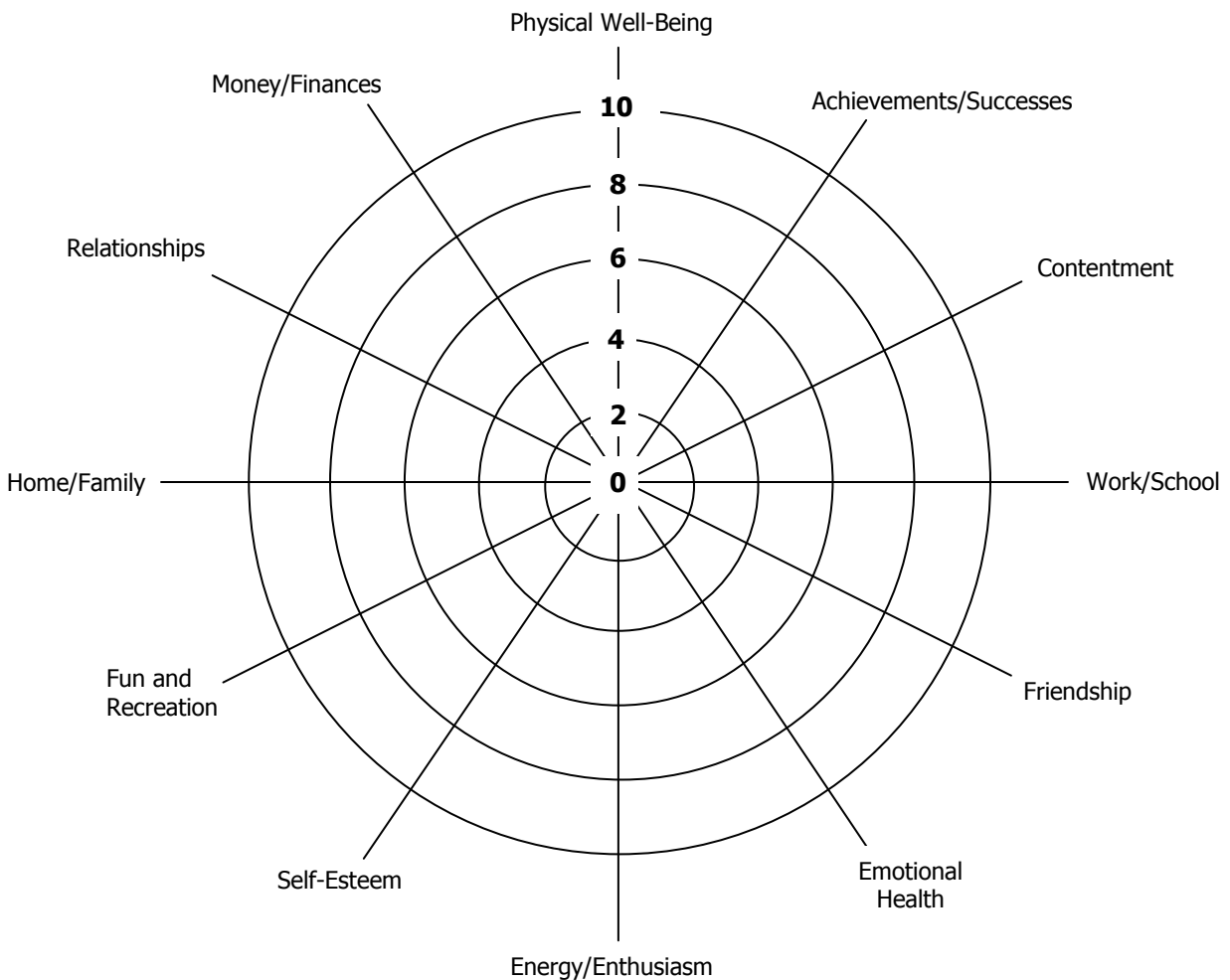
Wheel of Life Inventory (3)

3. Connect the points you've plotted on each spoke, and shade in the area that reaches toward the centre of the wheel.

4. To prepare for a group discussion, reflect upon and note answers to the following questions:
   - How balanced is your wheel?
   - What did you notice while shading the wheel?
   - In what areas were the results a surprise?
   - How have changes had an impact on you?
   - How do you think these areas of life will change as you grow older?
   - What would it take to move one of the numbers up a level or two?

References:

Droar, Dave. "Concept: The Wheel of Life." *arrod.co.uk.* www.arrod.co.uk/archive/concept_wheel_of_life.php (15 Apr. 2008).

Field, Marlena. "The Wheel of Life." *Co-creative Coaches Co.* www.co-creativecoaches.com/wheel_of_life.html (15 Apr. 2008).

Mind Tools Ltd. "The Wheel of Life." www.mindtools.com/pages/article/newHTE_93.htm (15 Apr. 2008).

New Oceans. "Wheel of Life." www.new-oceans.co.uk/new/wheel2.htm (15 Apr. 2008).

Evaluating Sources

Name: _____   **Date:** _____

Directions:

On the chart below, fill in the following:

- In the first column, note the sources you looked at.
- In the second column, note whether you found all of the information you were looking for, some of the information, or little or no information.
- In the third column, note how easy it was to find the information from that source. Did you find it quickly and easily? Did you find some information, but it took quite a bit of time? Did you spend a long time with the source only to come up with little or no information?
- In the fourth column, comment on the currency and reliability of the source. How up-to-date is the information you found? How reliable is the source—is it produced by a government or educational institution? How accurate is the information—did you find the same facts from more than one source? Is the source biased? How do you know?

Source	Information Found	Ease of Use	Currency, Reliability, Accuracy
Internet source: _____			
Career computer program: _____			
Local newspaper: _____			
Person (phone or face-to-face or email interview): _____			

Presentation Assessment

	1	2	3	4	5
Organization (clear introduction, development of ideas, and conclusion, clear focus, within time limits)	▪ Sequence of information was difficult to discern. ▪ Presentation was much shorter than the time limit allowed.	▪ Sequence was difficult to follow, often jumped around too much. ▪ Presentation may not have been on time.	▪ Sequence was somewhat clear. ▪ Transitions were sometimes missing. ▪ Presentation may have run overtime.	▪ Sequence was clear. ▪ Transitions were smooth. ▪ Presentation may have run overtime.	▪ Sequence was clear and logical. ▪ Transitions were smooth. ▪ Presentation did not run overtime.
Content (describes and explains the five occupational choices)	▪ Five occupational choices were not identified. ▪ Big ideas were missing or not highlighted. ▪ Representations of the occupations were not accurate.	▪ Five occupational choices were identified. ▪ Big ideas were missing or not highlighted. ▪ Representations of the occupations were not always accurate.	▪ Five occupational choices were clearly identified. ▪ Big ideas may have been missing or not highlighted. ▪ Representations of the occupations were somewhat accurate.	▪ Five occupational choices were clearly identified. ▪ Big ideas were identified. ▪ Representations of the occupations were accurate.	▪ Five occupational choices were clearly identified. ▪ Big ideas were highlighted. ▪ Representations of the occupations were accurate and detailed.
Creativity (stimulating, original, involves audience)	▪ Presentation did not include an initial hook or activator to engage audience. ▪ No originality evident. ▪ Audience was not involved. ▪ No visuals used.	▪ Hook for the presentation was not engaging. ▪ Some parts of the presentation were original. ▪ Audience was involved slightly. ▪ Few visuals were used.	▪ Hook for the presentation was engaging. ▪ Many parts of the presentation were original. ▪ Audience was somewhat involved. ▪ Visuals were used but could be more effective.	▪ Hook for the presentation was engaging. ▪ Many parts of the presentation were original. ▪ Audience was involved. ▪ Visuals were used effectively.	▪ Hook for the presentation was engaging and contained a WOW factor. ▪ Presentation was original and involved the audience to a large degree. ▪ Visuals were used effectively and creatively.
Vocal Impact and Body Language (volume and pace, eye contact, gestures and posture)	▪ Students read from papers and offered no eye contact. ▪ Speech was too fast or too slow.	▪ Students lost eye contact frequently. ▪ Some members of the group were difficult to hear.	▪ May have been some reference to notes, but students mostly maintained eye contact. ▪ Most members of the group were heard clearly.	▪ Students made no reference to notes and maintained eye contact. ▪ Voices carried and everyone was clearly heard.	▪ Eye contact was maintained at all times. ▪ Voices carried and everyone was clearly heard. ▪ Gestures effectively enhanced content.
Resources (resources used in the research)	▪ No presentation of resources that could be used in researching the occupations was given.	▪ Unclear presentation of resources that could be used in researching the occupations was given.	▪ Clear presentation of resources that could be used in researching the occupations was given.	▪ Very clear presentation of resources that could be used in researching the occupations was given.	▪ Very clear and detailed presentation of resources that could be used in researching the occupations was given.

Rating Scale: Impact of Society and Economy on Careers

How well does the student

Identify a career that has been impacted by society	1 2 3 4 5
Describe how society has had an impact on the career	1 2 3 4 5
Explain how the career has changed	1 2 3 4 5
Identify how the qualifications for that career have changed	1 2 3 4 5

Total   / 20

Comments:

High Five Plus One

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

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

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

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

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

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

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

Rubric for Assessing Interview Responses

	Developing	**Adequate**	**Accomplished**
Clarity of Response	The response was disjointed and difficult to follow.	The response was clear and organized.	The response used language that enhanced clarity and a format that was structured.
Focus of Response	There were some points made in the response, but they were not put into a framework.	The points used in the responses were specific to the questions.	The points were very specific and highly organized according to the questions.
Elaboration of Points	There was little elaboration used in each response.	Each response contained an elaboration using examples from experience or from Career Portfolio.	Each response contained an elaboration using examples from experience and from Career Portfolio.
Thoughtfulness	The response showed little thoughtfulness or reflection.	The response contained some personal reflections.	The response was appropriately reflective and contained some personal references.
Body Language	The interviewee seemed uncomfortable in the interview.	The interviewee was prepared and comfortable during the interview.	The interviewee seemed very self-confident throughout the interview process.

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

The Conference Board of Canada

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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

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Transferable Skills and Knowledge

Directions: Choose three occupational areas and record the information gathered for three occupations in each.

Occupational Area	Occupations	Transferable Skills and Knowledge	Plan to Develop Skills and Knowledge
Management Occupations	1. 2. 3.		
Business, Finance, and Administration Occupations	1. 2. 3.		
Natural and Applied Sciences and Related Occupations	1. 2. 3.		
Health Occupations	1. 2. 3.		
Occupations in Social Science, Education, Government Service, and Religion	1. 2. 3.		
Occupations in Art, Culture, Recreation, and Sport	1. 2. 3.		
Sales and Service Occupations	1. 2. 3.		
Trades, Transport, and Equipment Operators and Related Occupations	1. 2. 3.		
Occupations Unique to Primary Industry	1. 2. 3.		
Occupations Unique to Processing, Manufacturing, and Utilities	1. 2. 3.		

Workplace Safety and Health Quiz

1. The three basic rights in the workplace that any employee has are

   ▪ the right to _____

   ▪ the right to _____

   ▪ the right to _____

2. The four main types of hazards in a workplace are

   ▪ _____

   ▪ _____

   ▪ _____

   ▪ _____

3. The three main types of ways to control hazards in a workplace are

   ▪ _____

   ▪ _____

   ▪ _____

4. Employers are responsible for providing which of the following? (Check all that apply.)
   - ❑ safety training
   - ❑ personal protective equipment
   - ❑ meals during workday
   - ❑ clean safe working environment
   - ❑ supervision to ensure workers are following safety procedures

5. Employees are responsible for doing which of the following? (Check all that apply.)
   - ❑ following safety rules and procedures
   - ❑ supervising co-workers
   - ❑ reporting hazardous conditions
   - ❑ using required personal protective equipment
   - ❑ operating equipment safely

Workplace Safety and Health Quiz (2)

6. If injured on the job, the first thing an employee should do is

   ❑ tell the supervisor

   ❑ get first aid

   ❑ fill out a form for Workers Compensation

   ❑ go to the hospital or a doctor if necessary

7. Workplace Hazardous Materials Information Systems (WHMIS) involves which of the following? (Check all that apply.)

   ❑ identifying biological and chemical hazards

   ❑ the labelling of controlled products

   ❑ the use of Material Safety Data Sheets (MSDS)

   ❑ training workers to store, handle, and use controlled products

8. List three questions about workplace safety and health that a person should ask a potential employer.

   ▪ _____

   ▪ _____

   ▪ _____

Workplace Safety and Health Quiz – Answers (3)

1. the right to know, the right to participate, the right to refuse

2. biological, chemical, physical, ergonomic

3. control hazards by making the equipment or environment safer, by following safety rules and procedures, and by wearing personal protective equipment

4. safety training, personal protective equipment, clean safe working environment, supervision to ensure workers are following safety procedures

5. following safety rules and procedures, reporting hazardous conditions, using required personal protective equipment, operating equipment safely

6. get first aid

7. identifying biological and chemical hazards, the labelling of controlled products, the use of Material Safety Data Sheets, training workers to store, handle, and use controlled products

8. any three of the following:

   - What are the hazards of my job?

   - What are the company's safety and health rules?

   - When will I receive training in job safety and the Workplace Hazardous Materials Information System (WHMIS)?

   - Is there a safety and health committee or a worker representative? Where is the safety and health bulletin board located?

   - Do I need to wear safety gear and when will I be shown how to use it?

   - When will I be trained in emergency procedures?

   - Where is the emergency equipment located?

   - What do I do if I get hurt? Who is the first aid person? Is this workplace covered by Workers Compensation?

   - Who do I ask if I have a health or safety question?

   - What are my safety and health responsibilities?

Cold Calling

A **cold call** is a telephone call made during a job search to a potential employer that did not advertise any positions. Many job opportunities are never advertised, so cold calls are an effective work-search strategy.

Purposes of a cold call can include asking for a job interview, asking for an informational interview, asking about internships, asking about freelance work, and obtaining the names of additional contacts or leads for other job openings.

Suggested Procedure

1. Before calling a potential employer, research the company or organization to find out as much as you can about what it does, its philosophy, and its reputation in the community.

2. Find a contact person to talk to when you call the organization, preferably the manager of the area you are interested in. A quick phone call to the general receptionist can usually get you this information.

3. Prepare yourself to answer questions about why you are interested in working for that organization, what skills and experience you have, what your goals are, and so on.

4. When you call, be courteous and ask if this is a good time or if you can set a time to call back later.

5. When you talk to your contact, be sure to explain clearly and concisely why you are calling.

6. Be enthusiastic and professional throughout your conversation. Keep your questions clear and your responses focused and brief, and be sure to take notes so that you remember important details. Don't be afraid to ask for the correct spelling of names.

7. Follow up on your conversation, sending any materials that were requested.

8. Write a thank-you note, thanking the person for taking the time to provide you with information or an interview.

References:

Carnegie Mellen University. "Cold Calling and Telephone Interviews." *Career Center.*
www.studentaffairs.cmu.edu/Career/CareerBriefs/calls.html (8 July 2008).

Hansen, Randall S. "Cold Calling: A Time-Tested Method of Job-Hunting." *Quintessential Careers.*
www.quintcareers.com/cold_calling.html (8 July 2008).

Arlene Kelly

145 Burrin Avenue
Winnipeg, Manitoba R2X 0S3   (204) 555-8677

Job Objective: Work with troubled youth in residential youth care facility

WORK HISTORY

Waitress F/T   Ciociara Pizzeria   2013–2016
Responsibilities: Serving customers, answering telephones, accurately handling cash and credit transactions, cleaning premises to meet health regulations

Waitress F/T   Partners Restaurants   2010–2013
Responsibilities: Serving customers, answering telephones, accurately handling cash and credit transactions, cleaning premises to meet health regulations

Gas Attendant F/T   Domo Gas Bar   2008–2010
Responsibilities: Serving customers, answering telephones, accurately handling cash and credit transactions, stocking shelves, checking fuel readings

Security Guard P/T   Barnes Security   2007–2008
Responsibilities: Ensuring buildings and property were secure, writing up incident reports, contacting law enforcement personnel

EDUCATION

Residential Youth Worker Program   Red River College   2015
Grade XII University Entrance   Garden City Collegiate   2008

VOLUNTEER ACTIVITIES

Three years as a part-time Activity Worker with children with exceptional needs at the St. Amant Centre.

INTERESTS

Tae Kwon Do, skiing and reading

Resumé Samples (2)

PAMELA BROCK

569 Talbot Avenue
Winnipeg, Manitoba R3G 2K8   *(204) 555-9636*

Job Objective: Housekeeping/Cleaning

HIGHLIGHTS OF QUALIFICATIONS

♦   Experienced in general janitorial and housecleaning procedures

♦   Friendly, outgoing and able to work well independently and responsibly

♦   Follow directions well and like to keep workplaces clean and sanitary

Hardworking   **Fast Learner**   **Punctual**

RELEVANT EXPERIENCE

Cleaning Skills

▪   Clean kennels, dog runs, and floors and take out the garbage

▪   Collect, sort, clean and organize laundry

▪   Sterilize medical and surgical tools, animal cages, dog runs and counter tops

▪   Change sterilizing fluid for cleaning the floors

▪   Experienced and knowledgeable in the following: vacuuming, dusting, floor washing, dish washing and cleaning bathrooms, kitchens and dining areas

▪   Perform custodial duties in a responsible and reliable manner

WORK HISTORY

Janitorial Cleaning (contract)	Seven Oaks Veterinary	2014–2015
Child Care Provider	Self–Employed	2010–Present
Gas Jockey	Domo Gas Bar	2010

EDUCATION/TRAINING

Grade 12 Diploma	Elmwood High School	2012

REFERENCES AVAILABLE UPON REQUEST

B E T S Y   D U E C K
BOX 148 · LORETTE, MB · R0E 1J0
PHONE (204) 555-4700 · EMAIL BETDUECK@HOTMAIL.COM

OBJECTIVE

To gain employment with a reputable company and work hard.

EMPLOYMENT

2015–2016   Camp Red Rock   Whiteshell, MB
Interim Director of Operations
- ✎ Served in an interim Director position. Served the year-round guests
  in a host capacity, making sure all their needs were met

2014–2015   Sears   Winnipeg, MB
Sales Associate/Manager On Duty/Customer Service Manager
- ✎ I began my time as an associate and worked my way up to Customer
  Service Manager.

2010–2014   Masters Players   Masters College
Team Leader
- ✎ Covenant Players is a drama and music company. I worked as a
  Team Leader and Drama Director.

2009–2010   Sears   Winnipeg, MB
Sales Associate
- ✎ Assisted Customers with their purchases.

EDUCATION

2009   Kildonan East Collegiate   Winnipeg, MB
                                             High School Diploma

Resumé Samples (4)

Thomas McBride

9 Brookshire Crescent
Winnipeg, Manitoba R2P 1S9   (204) 555-5934

Job Objective: Park Attendant

HIGHLIGHTS OF QUALIFICATIONS

- Active member of Scouts Canada 32nd St. Bernadettes Venturers
- Certified 1st Level Blue Cross First Aid and Life Guard
- Five years hiking/camping experience and knowledge
- Extensive navigation and cartographical skills

RELEVANT EXPERIENCE

Camping/Hiking Skills

- Camping and hiking experience includes trips that were 2-5 days to Yellowstone National Park, Epinet Trail, Birds Hill, Adam Lake, Kenora, Grand Beach and Falcon Lake
- Exceptional knowledge of wildlife and wildlife behaviour, including the following wildlife:
    - Raccoons
    - Bears
    - Coyotes
    - Wolves
- Can effectively teach packing strategies that quickly and efficiently save space and waterproof backpacks

Navigational Skills

- Extremely accurate with a compass and map with the ability to pinpoint locations
- Extensive navigation and cartographical skills (including geographical maps)

Organizational Skills

- Strong group coordination and organizational skills (camp and hike coordinating)
- Capable of leading 10-20 person hikes
- Planned successful camps/hikes by
    - creating meal plans for up to 20 people
    - planning routes in advance
    - researching hiking/camping locations prior to leaving—checking fire hazards, local precipitation within the last two weeks of leaving and inquiring about bear activity levels

WORK HISTORY

Cook   McDonalds   2015–2016

EDUCATION/TRAINING

Grade 11   JH Bruns Collegiate   2016
1st Level First Aid   Blue Cross   2012

VOLUNTEER ACTIVITIES

MS Walkathon 2015 and 2016, GoldEyes Pancake Breakfast

REFERENCES AVAILABLE UPON REQUEST

KOORA GARNEAU
Casino Dealer/Slot Machine Attendant

Fisher River Site #44, Manitoba R4M 0D9   (204) 555-1246

HIGHLIGHTS OF QUALIFICATIONS

♣ Experienced as a **Casino Dealer/Slot Machine Attendant**

♦ Passed Effective Casino Dealer course through the Canadian Gaming Institute

♥ Excellent manual dexterity and able to stand for long periods of time

♠ Professional appearance and love to work evening shifts and weekends

♣ Amazing customer service and consistently tipped beyond house average

Trustworthy   Entertaining   Reliable

RELEVANT EXPERIENCE

Casino Dealer/Slot Machine Attendant Skills

- Developed thorough knowledge of rules of games of chance
- Dealt thousands of hands of: Keno, Blackjack, Baccarat, Texas Holdum, Seven Card Stud Poker and Pai Gow Poker
- Operated Roulette and Pai Gow Tiles gambling tables
- Determined winners, paid out winning bets and collected losing bets
- Handled large sums of money per shift and never had a cash flow discrepancy
- As a slot machine attendant, ensured over 60 slot machines were working correctly which includes
  - ✓ resetting them if they were "tilted"
  - ✓ dealing out payouts
  - ✓ machine readings and hopper fills
- Worked a variety of shifts but most were between 3 p.m. and 3 a.m. including weekends

Koora Garneau   **Page 2**

Customer Service Skills

- Entertained customers with humour and upbeat, positive personality
- Well known for keeping bus tour and convention groups laughing and enjoying the gambling experience
- Experienced at calming patrons and diffusing situations when disagreements occurred

WORK HISTORY

Casino Dealer	South Beach Casino	2015–2016
Casino Dealer	White Bear Casino	2014–2016
Casino Dealer (part-time)	Northern Lights Casino	2013–2014
Serving Personnel (part-time)	Earl's Restaurant	2012–2014
Actor (part-time)	Thompson Theatre	2011–2013

EDUCATION/TRAINING

Effective Casino Dealer course (5 wks)	Peguis Gaming Commission Fisher River, Manitoba	2014
GED	Job Works	2011

REFERENCES AVAILABLE UPON REQUEST

Resumé Assessment

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

1. Are unique qualities, or personal accomplishments, clearly expressed?

2. Will the reader see and understand the accomplishments presented within the first few seconds of looking at the resumé?

3. Does the resumé address the needs of the target employers by showing that the applicant has solved problems similar to the ones the employers are experiencing?

4. Does the resumé convey the applicant's ability to make an impact by outlining accomplishments in a clear and compelling manner?

5. Does the resumé have a sense of action and movement? Are action verbs used wherever possible?

6. Does the resumé design draw the eye to key information? Is the page clean and uncluttered? Is the resumé easy on the eye?

7. When you read the resumé, are you impressed?

Career Research Interview Questionnaire

Student Name	
Employer/Mentor Name	
Name of Company	
Job Title	

Suggested Questions

- What are the daily routines and responsibilities of this occupation? Could you describe a typical day on the job?

- Is every day basically the same or is there a lot of variety?

- How much of your day is spent working with other people?

- What specific education or employment experience is necessary to work in this occupation?

- Why did you choose this occupation? Why are you still in it?

- What changes have you seen in this occupation over the past five or ten years?

- Did you have experience in other occupations or volunteer positions that assisted you in advancing to your present position? Please explain.

- What opportunities for other positions or advancement are there in this occupation?

- What qualities and skills do you possess that make you successful in your present position?

- What other qualities and/or skills do you think will be necessary in the future?

- What are the working conditions and personal benefits in this position (e.g., salary scale, dress code, hours of work, pension plans, health care plans)?

- Are you required to travel? work evenings and weekends?

- Many occupations have mundane duties or some unpleasant working conditions. What are some if any of the duties and working conditions you dislike about this occupation?

- What procedures does this organization follow in the hiring of new employees for this position?

- What personal qualities and abilities is your organization looking for in someone starting out in this occupation?

- How do you see this occupation changing in the next five years? Will demand for workers increase or decrease?

- What advice do you have for a young person considering this occupation?

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

Sample Employer Confirmation Form

Employer Name	Business	Address
Contact Name	Telephone Number	Fax Number/Email

Student Name	Grade Level	School
Placement Dates	School Supervisor	Telephone Number

Employer Responsibilities:

1. The Employer will provide the Student with a safe and healthy workplace and include any special safety instruction required for participating at the site.

2. The Employer will provide the student with instruction and supervision in the areas agreed upon by the School Supervisor and the Employer.

3. The Employer will notify the School Supervisor if a Student is absent from the work site without prior notification/explanation.

Student Responsibilities:

1. The Student must notify the Employer and School Supervisor in advance if unable to attend the work site during the scheduled period.

2. The Student agrees to maintain in the strictest confidence information that comes to his/her knowledge during the community experience. If required, the Student signs an agreement of confidentiality.

3. The Student must fulfill all safety and health precautions as may be directed by the division in consultation with the community placement.

4. The Student will follow the work-site expectations as agreed upon by the Employer and the School Supervisor.

I agree to participate in the program upon the terms set out above.

_____   _____
(Employer's signature)   (Date)

_____   _____
(Student's signature)   (Date)

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 (2)

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 and Community Experience Evaluation Form—General

Student: _____

Course: _____

Teacher: _____

School: _____

Dates of Placement—Evaluation Time Frame:
from:_____
to_____20_____

Community site:
_____

Tel: _____
Fax: _____

Supervisor:
_____

Type of Placement:
_____

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

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

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

Career and Community Experience Evaluation Form—General (2)

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

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

Strengths/Abilities	Areas Requiring Improvement

Comments

Career and Community Experience Evaluation Form—General (3)

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

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

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

Community Supervisor _____
                        (signature)   (date)

Teacher/Monitor _____
                        (signature)   (date)

Student _____
                        (signature)   (date)

Parent/Guardian _____
                        (signature)   (date)

Career and Community Experience Evaluation Form—General (4)

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 (2)

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Reflections on the Experience:

Future Directions:

Community Supervisor _____
　　　　　　　　　　　　　　　　　(signature)　　　　　　　　　　　　　　　　(date)

Teacher/Monitor _____
　　　　　　　　　　　　　　　(signature)　　　　　　　　　　　　　　　　(date)

Student _____
　　　　　　　　　　　　　　(signature)　　　　　　　　　　　　　　　　(date)

Parent/Guardian _____
　　　　　　　　　　　　　　(signature)　　　　　　　　　　　　　　　　(date)

Aᴘᴘᴇɴᴅɪx B

Strategies for Instruction and Assessment

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

ADMIT SLIPS AND EXIT SLIPS

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

Purposes:

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

Procedure:

Admit slip

1. At the beginning of class, students write
   - questions that were not answered for them in the previous class
   - an observation about where they are in the current unit or sequence of learning experiences
   - a focus statement about what they expect from this class

2. The teacher reads the admit slips as they are handed in, and responds whenever appropriate throughout the class.

Exit slip

1. Before leaving at the end of class, students write
   - one of the important things they learned during the class
   - a question that remains unanswered

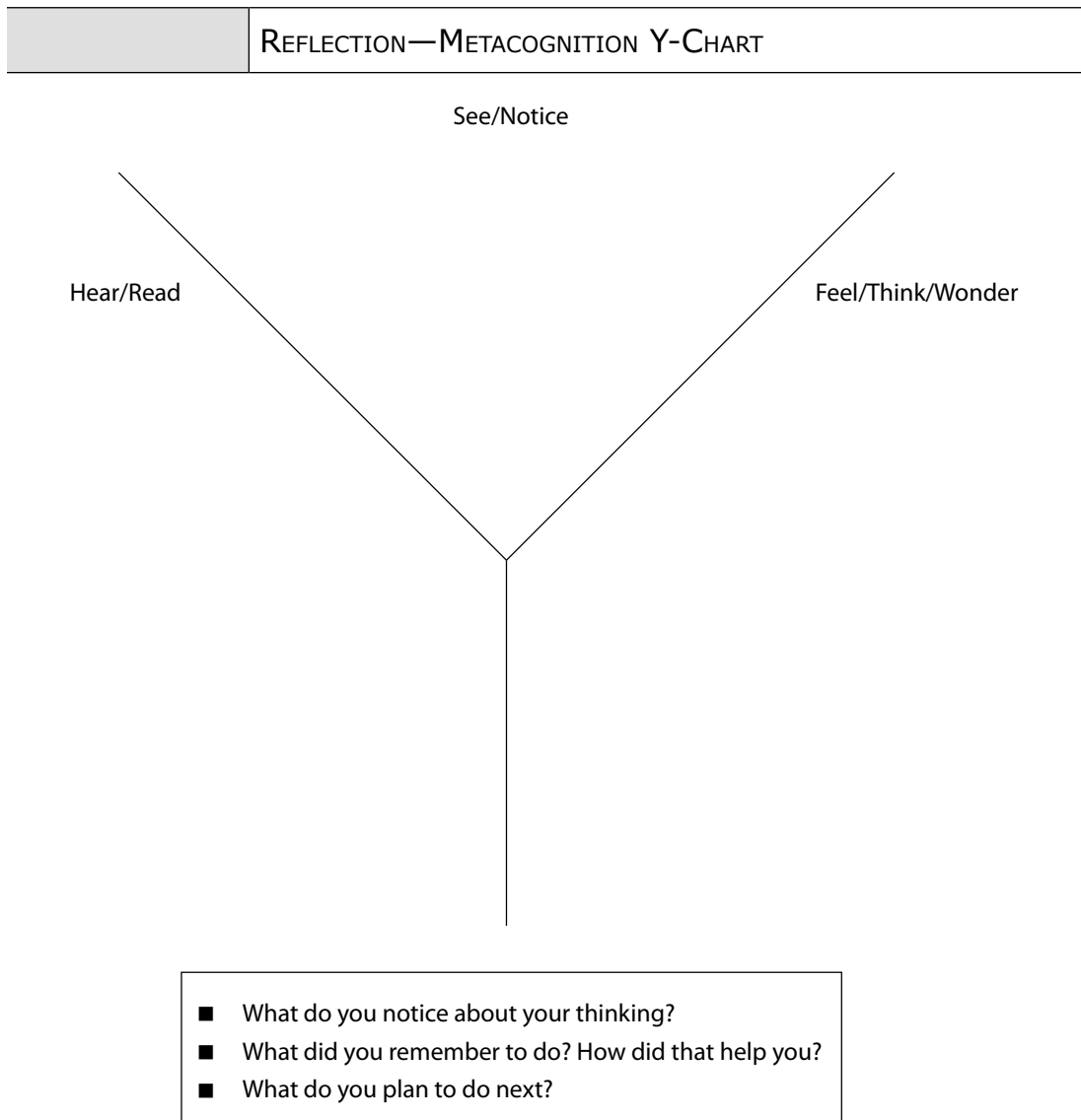2. The teacher responds to any questions from the exit slips at the beginning of the next class.

References:

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

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

Y-CHARTS

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

	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?

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

Prompts for Reflection or Reflective Journal Entry

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

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

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

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

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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.

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JIGSAW GROUPING

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

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

References:

Aronson, E., N. Blaney, C. Stephan, J. Silkes, and M. Snapp. *The Jigsaw Classroom*. Beverly Hills, CA: Sage, 1978.

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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.

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GALLERY WALK

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

One basic gallery walk process is as follows:

1. Students or teachers set up stations or focus areas with visual or verbal material displayed together with a sheet asking one or two focus questions with space for various responses. Material (e.g., photographs, graphs, quotes, maps, posters, dioramas) may be selected by the teacher to provide particular information or may be work that students completed in an earlier learning activity. If the material is student work, one of the students who worked at creating it may remain at the station to act as curator, answering questions and providing explanations as the other students visit. (The role of curator should be rotated so that all students have an opportunity to circulate among the displays.)

2. In pairs or small groups, students visit the displays, one pair/group at each display. While visiting a display, students carefully observe the display, address the focus questions (and the responses of previous visitors if they were not the first), discuss their responses, and record their responses and questions on the sheet provided. Focus questions for student work could include What did you learn from this display? and What do you like best about this display?

3. After a set period of time, students are directed to move on to the next display and repeat the process of observation, discussion, and response.

4. When all groups of students have visited all of the displays, each group returns to the first station it visited. The student groups read through all of the responses to that station and create a summary of the responses, which they share with the class

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

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

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

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MIND MAPS

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

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

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

1. Set your paper horizontally and draw a key image, using colour. Images may trigger more associations than words, and colour appeals to the brain.

2. For each idea you associate with this image, draw a line from the image, and then print a word or short phrase on the line. Add images as they occur to you.

3. Before you add new ideas to the mind map, consider which words you associate them with. Make this association clear by placing new ideas on lines that branch from existing ideas, or by using arrows or colour codes.

4. Emphasize important ideas through colours, variations in size, lines, images, and spacing

Examples of a variety of mind maps can be found online at websites such as www.topicscape.com/mindmaps/.

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

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CHECKLISTS

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

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

Example:

Date: _____

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

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

TAKE A STAND

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

One procedure for using the Take a Stand strategy follows:

1. Choose two opposing topics or statements that are subject to different opinions.

2. Ask students who agree with the statement to move to one corner of the room, students who disagree to move to another corner of the room, and students who have mixed opinions or no firm opinion to move to another corner of the room.

3. Students in the "agree" group work together to formulate their reasons for agreeing, and students in the "disagree" group work together to formulate their reasons for disagreeing. Students in the other group discuss what aspects they agree or disagree with and what further information they would need to have a firmer opinion. If groups are too large, students should split into smaller groups to encourage more active participation.

4. A spokesperson from the "agree" group is asked to present their reasons to the rest of the students, trying to especially sway some of the undecided students over to their way of thinking. Any students who are convinced by the arguments of the "agree" group should move to that corner of the room.

5. A spokesperson from the "disagree" group is then asked to present their reasons to the rest of the students, trying to especially sway some of the undecided students over to their way of thinking. Any students who are convinced by the arguments of the "disagree" group should move to that corner of the room.

6. The class debriefs, discussing how successful the strategy was at bringing to light various viewpoints around a topic or issue.

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