

Career Development 2201

Career Education



Government of Newfoundland and Labrador
Department of Education

A Curriculum Guide (Interim)

(September 2010)

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Section I

Program Overview and Rationale

Background

The **Career Development 2201** course is based on the *Foundation for the Newfoundland and Labrador Career Education Curriculum (2006)* document. The teacher is directed to this document for specific information that forms the basis for this and other career education curricula in the province of Newfoundland and Labrador.

The Career Development 2201 course has been developed to assist students with understanding the value and transferability of their learning, knowledge and skills to their personal and career development.

Overview and Rationale (The Nature of Career Development)

Career development is a lifelong, ongoing process through which learners integrate their personal, family, school, and community learning experiences to facilitate career and lifestyle choices and to help them transition through life and work stages (Cahill, 2001). A career is a life story and defines how one sees oneself in the context of one's social environment- in terms of one's future plans, one's past accomplishments, or failures, and one's present competencies and attributes (Raynor and Entin, Undated).

Career entails the totality of one's life experiences over one's lifespan and career development refers to the factors and influences that help shape one's life story. These factors are multifaceted and complex and include psychological, sociological, educational, economic, physical and unplanned variables. Career education is an important sociocultural process in the preparation for, transition to, and integration into the workplace.

Purpose of Curriculum Guide

The purpose of the curriculum guide is to provide the teacher with a clear picture of student expectations in the course. As well the guide provides suggested learning and teaching strategies, suggested assessment and evaluation strategies and resources to assist students in meeting these expectations.

Context for Learning and Teaching

The main question posed by those reflecting on the topic of career education was, "What occupation(s) are you interested in?" Today, the process of career choice is the focus - "why are you interested in that occupation?" Career education should be considered learning for life rather than learning for school. It ought to be a planned process, designed and delivered in a holistic rather than fragmented manner that attends to all the needs of the individual with the aim to facilitate good mental health, as well as economic wellbeing. The best career exploration programs are developmental, linking learning to life experiences, with students, teachers, parents, counsellors and community.

Career education is not a point-in-time event, rather, it is an unfolding process and its curricula and programs must be universal, ongoing and age appropriate. In developmental career education, there has been a shift from individual differences and matching to occupations, to understanding how individuals develop their work/life roles. A developmental approach is necessary to assist the intellectual, social, emotional, and career development success in the present and future.

Two key concepts in career development are salience (the importance of work roles), and maturity (readiness to make career decisions). When work salience is high, youth view work as meaningful opportunities for self expression. When work salience is low, youth lack motivation and career adaptability. Youth with low career salience may benefit from education and experiences that increase the relative importance of work in their lives. All young people are expected to make choices regarding their future, immature youth will make choices that have a higher probability of being distorted. Career education can assist these youth increase their self knowledge and occupational knowledge.

Career education must focus on, but not be limited to, assisting students with the development of:

- Self-agency (self-confidence, self-responsibility, self-reliance, self-inspiration, self-motivation and initiation)
- Self-efficacy (pursue challenging activities with high levels of interest and involvement and figure out ways to exert control over their environments within constraints)
- Self-esteem
- Clarity (purpose, choices)
- Consistency (within the individual)
- Realism
- Resilience
- Competence

Meeting the Needs of All Learners

Career Development 2201, as a mandatory senior high course, is designed for the entire high school student population. This curriculum guide and many of the referenced resources provide the teacher with guidance that will assist them with delivering the course to a wide range of learners and a range of learning styles. There is great opportunity for the teacher to incorporate a variety of resources that will appeal to and engage the student in active career development learning.

Teacher-developed assessments and evaluations have a wide variety of uses, such as:

- providing feedback to students
- determining whether curriculum outcomes have been achieved
- certifying that students have achieved certain levels of performance
- setting goals for future student learning
- communicating with parents about their children's learning
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment

Effective Assessment and Evaluation Practices

Assessment is the systematic process of gathering information about student learning. In planning assessments, teachers should use a broad range of strategies in an appropriate balance to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. Many types of assessment strategies can be used to gather such information, including, but not limited to:

- formal and informal observations
- work samples
- anecdotal records
- conferences
- teacher-made and other tests
- learning journals
- questioning
- performance assessment
- portfolio maintenance
- peer and self-assessment

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information and making judgments or decisions based upon the information gathered. Evaluation involves teachers and others in analysing and reflecting upon information about student learning gathered in a variety of ways. The process requires:

- development of clear criteria and guidelines for assigning marks or grades to student work
- synthesis of information from multiple sources
- weighing and balancing all available information
- utilization of a high level of professional judgment in making decisions based upon provided information

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes. It involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have a special responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning.

Narrative reports on progress and achievement can provide information on student learning that letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support.

Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. Other means include the use of conferences, notes, and phone calls.

Criteria for Assessment

Throughout the delivery of Career Development 2201, teachers should assess and evaluate the students' understanding of course content by strategically using criteria such as:

- accuracy of information
- range and scope of information
- understanding of the material
- communication style/skills
- quality of report and other materials
- level of language and indication of technological literacy
- group and individual dynamics
- • accountability of individuals within the group

Section II

Curriculum Design and Components

Program Components

Career Development 2201 is a two-credit senior high school course that is aligned with the Essential Graduation Learnings, General Curriculum Outcomes and Key Stage Curriculum Outcomes defined in the *Foundation for the Newfoundland and Labrador Career Education* document.

Outcomes Structure

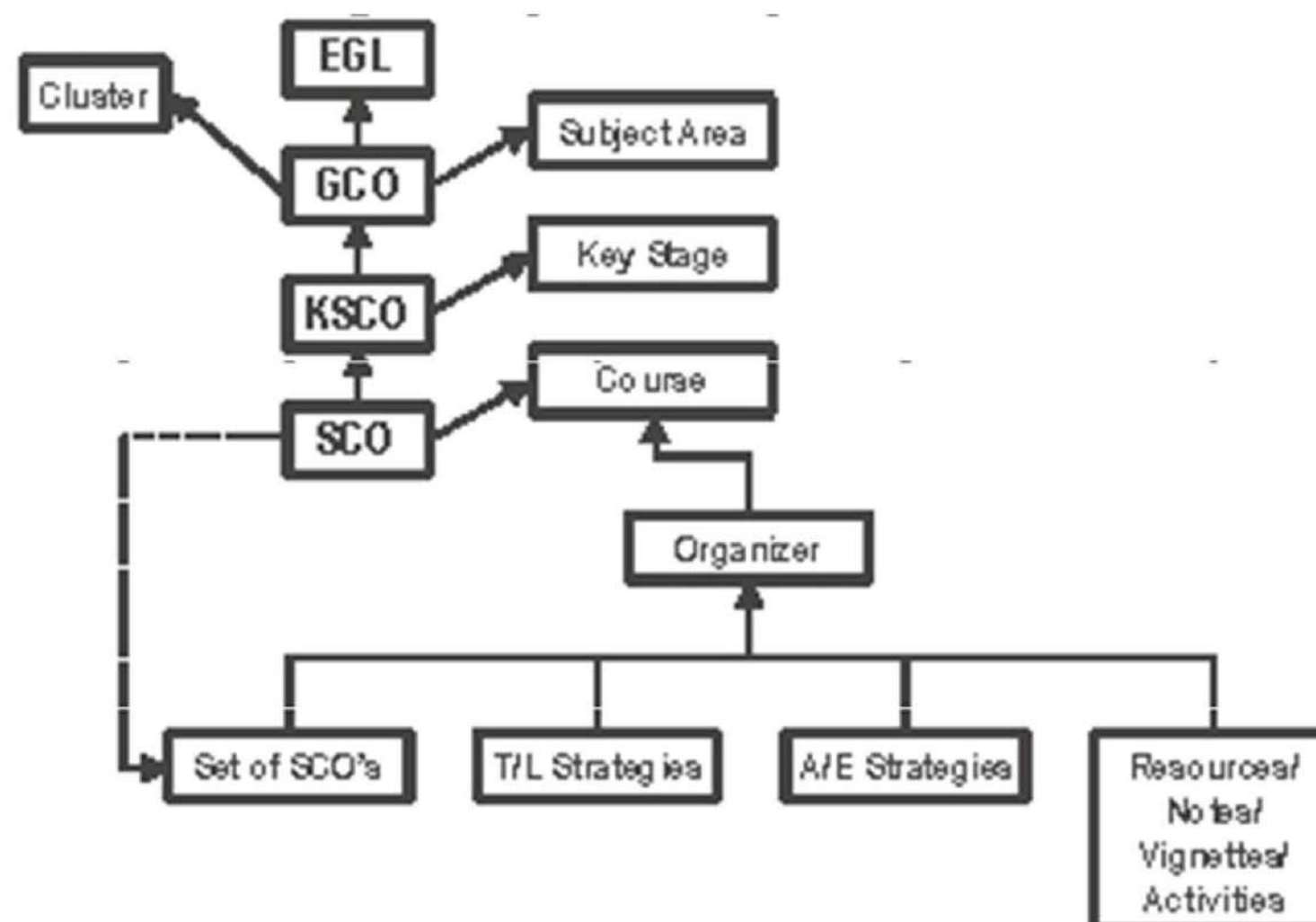
Curriculum content and student activities are defined with respect to a structure of curriculum outcomes (Figure 1, page 8). The essential components of the outcomes structure are:

EGL's. Essential Graduation Learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school.

GCO's. General Curriculum Outcomes are statements that identify what students are expected to know and be able to do upon completion of study in a curriculum area.

KSCO's. Key Stage Curriculum Outcomes provide additional detail for each of the GCO's. There are four Key Stages - Key Stage 1 (K-Grade 3), Key Stage 2 (Grades 4-6), Key Stage 3 (Grades 7-9), and Key Stage 4 (Grades 10-12). Key Stage Curriculum Outcomes provide a means to quickly assess progress in a subject area at the end of a level of schooling.

SCO's. Specific Curriculum Outcomes are statements which describe knowledge, skills, and attitudes, in measurable terms, that students should possess upon completion of a grade level or course (e.g., Career Development 2201).



Curriculum Guide Structure

Curriculum Guides are developed for a course of study and this guide contains the SCO's and associated information for the Career Development 2201 course (Section III). Content is presented in four columns that span two pages. Each set of two pages has an Organizer stated at the top. An Organizer may be a topic or some other statement which is employed to create a discrete component of the course. The four columns of content include:

- I **Specific Curriculum Outcomes.** The set is one or more SCO's from the course that will be addressed through the organizer. Each SCO also contains a listing of the KSCO's it directly relates (the relative KSCO's are included in brackets). The KSCO's would be those for the subject area the course fits.
- II **Suggested Teaching and Learning Strategies.** Suggested Teaching/Learning Strategies are recommendations for implementing the curriculum. This section could include *Organization and Preparation* and *Sample Student Activities* sections.

- III Suggested Assessment and Evaluation Strategies.** Suggested Assessment and Evaluation Strategies are recommendations for determining student achievement. Suggestions are provided to assist the teacher with the evaluation and assessment of student activity.
- IV Resources/Notes.** This column provides additional information that may be of help to the teacher in lesson planning. References to teacher and student texts, appendix material, and other resources will be included here. Website references were current at the time of printing.

Essential Graduation Learnings

The Essential Graduation Learnings for (EGL's) are:

- **Aesthetic Expression.** Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.
- **Citizenship.** Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.
- **Communication.** Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.
- **Personal Development.** Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.
- **Problem Solving.** Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, and mathematical and scientific concepts.
- **Technological Competence.** Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.
- **Spiritual and Moral Development.** Graduates will be able to demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct

General Curriculum Outcomes (GCO's)

Career Education curriculum in Newfoundland and Labrador is defined in terms of eight general curriculum outcomes (GCO's). These eight general curriculum outcomes articulate what students are expected to know and be able to do upon completion of study in career education. They provide a concise description of the students as a career literate and capable citizen. They are divided among three strands:

Personal Management

- **GCO 1: Self Awareness and Positive Interactions.** Students will be expected to enhance their knowledge of strategies for building and maintaining a positive self-image and understand its influence on building positive relationships in one's life and work.
- **GCO 2: Change.** Students will be expected to learn to respond to change and growth in their life/work.

Career Exploration/Learning and Work Exploration

- **GCO 3: Life-long Learning:** Students will be expected to link learning to one's career building process.
- **GCO 4: Relationship of Work to Society and the Economy:** Students will be expected to enhance their understanding of the influence of societal and economical needs on the nature and structure of work.
- **GCO 5: Life/Work Information.** Students will be expected to learn to effectively locate, evaluate, interpret and use life/work information.

Career Preparation: Life/Work Building

- **GCO 6: Life/Work Roles:** Students will be expected to link lifestyles/ life roles and life stages to life/work building and understand and overcome stereotypes and bias in life/work.
- **GCO 7: Decision Making:** Students will be expected to engage in life/work decision making.
- **GCO 8: Independent Management of Life/Work Building Process:** Students will be expected to recognize and take charge of their own life/work building process.

Key Stage Curriculum Outcomes (KSCO's)

Key Stage Curriculum Outcomes (KSCO's) expand the intent of the GCO's and summarize what is expected of students during each of the four Key Stages. The Career Development 2201 course adheres to the KSCO's at the Key Stage 4 level (Levels I-III).

Key Stage 4 Curriculum Outcomes listed are organized according to each of the eight General Curriculum Outcomes (GCO's) for the Newfoundland and Labrador Career Education Curriculum.

Personal Management

By the end of grade 12, students will have achieved the outcomes for entry to grade 9 (Key Stage 1, Key Stage 2 and Key Stage 3) and will also be expected to:

GCO 1

Self Awareness and Positive Interactions

- 1.401 discover how individual characteristics, behavior and attitudes influence the feelings and behaviors of others and affect school and family situations and life and work roles
- 1.402 discover how a realistic and positive self-image contributes to self-fulfilment both in life and work
- 1.403 adopt behaviors that reflect a positive attitude about self and in turn contribute positively to one's life and work and help build positive relationships with others

GCO 2

Change

- 2.401 discover how change that occurs in the physical, psychological, social and emotional development of an individual impacts both their present and future life and work
- 2.402 recognize how an individual's overall flexibility and adaptability to cope with change directly

impacts on workplace satisfaction and productivity

- examine one's work, family and leisure activities and acknowledge their impact on one's mental, emotional, physical and economical well-being
- adopt habits and engage in experiences, further work, family and leisure activities that contribute to one's mental, emotional, physical and economic well-being

Career Exploration/Learning and Work

By the end of grade 12, students will have achieved the outcomes for entry to grade 9 (Key Stage 1, Key Stage 2 and Key Stage 3) and will also be expected to:

GCO 3

Life-long Learning

- | | |
|-------|---|
| 3.401 | understand how current and future academic performance may influence the selection of high school programs/courses and impact future work and life choices, respectively |
| 3.402 | <p>understand the relationship between personal skills, personal achievements, academic performance, and attitudes and their influence on life and work-related choices and successes</p> <ul style="list-style-type: none"> • recognize that work and community related experiences influence personal, educational, and occupational goals |
| 3.403 | <p>explore the skills, knowledge and attitudes required in specific work sectors that influence one's changing work role characteristics</p> <ul style="list-style-type: none"> • engage in life-long learning strategies supportive of one's life/work scenarios. |

GCO 4 <i>Relationship of Work to Society and the Economy</i>	4.401	develop strategies for locating, understanding and using life/work information - discover differences between work, jobs, occupations and careers and the classification of work roles and alternatives (e.g., self-employment, contracting, multitasking) - explore various work settings, roles and working conditions - explore economic/work sectors - demonstrate an understanding of the value of networking in career development - understand the importance of workplace safety - demonstrate knowledge of basic job seeking and maintenance skills (e.g, résumé, portfolio, job interviewing skills, etc.)
	4.402	demonstrate an understanding of the importance of transferable employability skills development to further employment and education
	•	
GCO 5 <i>Life/Work Information</i>	5.401	demonstrate an understanding of how changing economic and social conditions, and technological advances affect the evolving world of work - understand how organizations operate (e.g., how money is made, overhead costs, profit, etc.) - explore the importance of work to a community - engage in work experiences that contribute to one's community (e.g., home, school, community)

Career Preparation: Life and Work Building

By the end of grade 12, students will have achieved the outcomes for entry to grade 9 (Key Stage 1, Key Stage 2 and Key Stage 3) and will also be expected to:

GCO 6

Life/Work Roles

- 6.401 demonstrate how one's various life and work roles impact the attainment of one's future goals
- explore the interrelationships among family, work and leisure decisions
 - examine how personal goals can be satisfied through a combination of work, community, social and family roles
 - understand the importance of creating a balance between work and leisure
- 6.402 recognize how stereotyping may affect occupational choices, work opportunities and personal achievement for oneself and for others

GCO 7

Decision Making

- 7.401 engage in decision-making respectful of oneself and supportive of one's goals
- 7.402 develop a well defined plan to achieve future views of self by setting realistic short, medium and long term educational and occupational goals
- 7.403 demonstrate an ability to evaluate one's own progress toward attaining a goal

GCO 8

Independent Management of Life/Work Building Process

- 8.401 re-examine and re-assess one's preferred future using newly acquired information about self and the world of work as criteria
- 8.402 create and maintain one's life/work portfolio

Section III

Specific Curriculum Outcomes

Overview

The Specific Curriculum Outcomes (SCO's) for the Career Development 2201 Curriculum Guide are derived from Key Stage 4 (Grade 10-12) Key Stage Curriculum Outcomes (KSCO's) outlined in the *Foundation for the Newfoundland and Labrador Career Education Curriculum* document. The SCO's are organized into four units:

- • **Unit 1:** Introduction and Course Organization
- • **Unit 2:** Personal Management
- • **Unit 3:** Career Exploration - Learning and Work
- • **Unit 4:** Career Preparation - Life and Work Building

SCO's in each unit are listed within Unit topics.

•

Unit 1: Introduction and Course Organization

- • **Topic 1:** Course Management
- • **Topic 2:** What is Career Development?
- • **Topic 3:** Why is Career Development So Important?
- • **Topic 4:** Adapting to Change
- • **Topic 5:** Community Contribution
- • **Topic 6:** Employability Skills

•

Unit 2: Personal Management

- • **Topic 1:** Self-awareness
- • **Topic 2:** Positive Interactions
- • **Topic 3:** Personal Growth and the Impact of Change
- • **Topic 4:** Financial Planning

Unit 3: Career Exploration - Learning and Work

- • **Topic 1:** Balancing Lifestyle and Life Roles
- • **Topic 2:** Linking Lifelong Learning to One's Career Development
- • **Topic 3:** Accessing and Assessing Life/Work Information
- • **Topic 4:** Personal Safety
- • **Topic 5:** Networking
- • **Topic 6:** The Influence of Society and the Economy on the Nature and Structure of Work
-

Unit 4: Career Preparation - Life and Work Building

- • **Topic 1:** Personal Aspirations, Motivation and Success
- • **Topic 2:** Creating, Securing and Maintaining Work
- • **Topic 3:** Reflection

The 4-column Lay-out

Each topic has one or more SCO's associated with it. Suggested Teaching/Learning Strategies and Assessment/Evaluation Strategies for each topic are designed to provide introductory material for the teacher and foster lesson preparation.

The 4-column layout in the curriculum guide spans two pages and presents the necessary information to the teacher to deliver a particular course topic to the student. The 4-column layout consists of:

- **I Specific Curriculum Outcomes.** The set is one or more SCO's from the course that will be addressed by the organizer. Each SCO also contains a listing of the KSCO's it directly relates (the relative KSCO's are included in brackets). The KSCO would be those for the subject area the course fits.
- **II Suggested Teaching and Learning Strategies.** Suggested Teaching/Learning Strategies are recommendations for implementing the curriculum. This section could include *Organization and Preparation* and *Sample Student Projects and Activities* sections.
- **III Suggested Assessment and Evaluation Strategies.** Suggested Assessment and Evaluation Strategies are recommendations for determining student achievement. Suggestions are provided to assist the teacher with the evaluation and assessment of student activity.
- **IV Resources.** This column provides additional information that may be of help to the teacher in lesson planning. References to teacher and student texts, appendix material, and other resources will be included here.

The teacher is encouraged to expand and elaborate upon the information presented in columns II, III and IV, as the information provided in those columns is meant to be suggestions.

Unit 1

Introduction and Course Organization

Overview

Purpose

The purpose of this unit is to provide students with a solid introduction to the Career Development 2201 course and the key aspects the study of career development entails. Students will develop knowledge pertaining to the following topics:

- **Topic 1:** Course Management
- **Topic 2:** What is Career Development?
- **Topic 3:** Why is Career Development So Important?
- **Topic 4:** Adapting to Change
- **Topic 5:** Community Contribution
- **Topic 6:** Employability Skills

Profile

Students will have opportunity to explore the underlying principles of career development and gain a greater appreciation for the importance of understanding career development as an influence upon their future success in life. Several course management tools and resources are also introduced in this unit to ensure students are able to employ them effectively throughout the course.

Suggested Timeline

Implementation

Unit 1 should be completed at the beginning of the school year as it sets the learning context for the remainder of the course. Teachers will have opportunity to engage students in lively discussion and guide them toward the development of positive attitudes toward the career development process. The introductory unit provides the teacher opportunity to establish course management procedures with the students that will be implemented on an ongoing basis throughout the course.

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Unit 1 will typically require approximately 20% of the total course time allocation.

The timeline noted below is provided as guidance for the teacher.

- **Topic 1: Course Management**
 - SCO 1.01: 2 classes
- **Topic 2: What is Career Development?**
 - SCO 1.02: 2 classes
 - SCO 1.03: 2 classes
- **Topic 3: Why is Career Development So Important?**
 - SCO 1.04 - 1.05: 3 classes
- **Topic 4: Adapting to Change**
 - SCO 1.06: 2 classes
 - SCO 1.07: 2 classes
 - SCO 1.08: 2 classes
 - SCO 1.09: 2 classes
- **Topic 5: Community Contribution**
 - SCO 1.10: 2 classes
 - SCO 1.11: 2 classes
- **Topic 6: Employability Skills**
 - SCO 1.12 -1.13: 3 classes
 - SCO 1.14: 1 class (ongoing)

Outcomes and Strategies

Topic 1: Course Management

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

1.01 develop and maintain a course content portfolio (CCP) [3.402, 7.402, 7.403, 8.402]

Teacher Preparation

The Course Content Portfolio (CCP) is a significant course management tool for both teachers and students and is an “inclusive course activity management tool” that will contain all assignments completed throughout the course. It is anticipated most students will maintain such a portfolio in the form of a hard-shell binder.

Students should understand that the CCP will be assessed periodically for content and it will be presented for final evaluation at the end of the course. Its contents can represent a significant portion of the course evaluation and this should be expressed to students at the beginning of the course. The Course Content Portfolio should include:

- the Community Contribution Activity Record (CCAR)
- the student’s personal idea journal
- job shadowing records (if applicable)
- class notes
- inventories
- other class assignments and projects

To be effective, students will need to organize material as it is completed and understand how this portfolio reflects their ongoing progress in the course. The CCP may also assist students with the completion of their Employability Skills Portfolio.

Suggested Student Activity

Students could:

- Brainstorm an organizational structure to be used by the class. This should include the development of tabs to be used in the portfolio.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Course Content Portfolio

- The Course Content Portfolio should be assessed and evaluated periodically throughout the school year. Prior to student submission of portfolios for assessment, teachers may wish to develop a checklist of all required contents (e.g. activities, inventories, handouts, class notes, journal entries, etc.). This checklist may be organized such that all completed activities correspond to the outcomes covered during this period. Such a tool provides an objective instrument by which the teacher is able to identify how well a student has demonstrated mastery of the outcomes assessed.

Careers for Life Text Reference

Why Am I Doing This?, pp.2–3

Performance

- Have students design a cover page, table of contents and tabs for organization that will allow for effective content management.

Topic 2: What is Career Development?

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

1.02 describe career development as a lifelong, ongoing process [2.401, 3.403, 6.401]

Teacher Preparation

Students need to understand that career development is an ongoing process whereby learners integrate their personal characteristics, family, school, work and community learning experiences in an effort to ensure they make good work and life choices.

Teachers can explain how the career development process has no beginning and no end and that it is a holistic process that reflects how work fits into one's life.

Career development is not a "recipe" to be followed. It is a process that is influenced by people, places, experiences, life-roles and self-concepts. There is no one right way, nor is career development a process that "begins" at a specific age. It is a process that evolves as individuals change, mature and progress through life; it is about making a life, not a living.

Discussions should focus on questions such as:

- what do you want from your life?
- what do you have to offer the world?
- how are you going to connect who you are with what you will do?

Emphasis should not be placed on "what do you want to be?"

Career development is not about making one decision. It is about making many decisions along the way. It is about taking a pro-active approach to living - making many good decisions as opposed to making one good decision in a variety of life areas.

Career development exploration should help students create personal relevance. It should empower students to:

- see the connection between themselves (e.g. interests, learning styles, abilities, values, self concept, etc.) and the decisions they make about various life areas (e.g. school, leisure activities, choice of friends, etc.).

(cont'd p. 32)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal Entry

- Students could define “Career Development” in their own words by focusing on the following questions:
- what do I want from my life?
- what do I have to offer the world?
- how am I going to connect who I am with what I will do?

Presentation

- Students could create an outline for a documentary that chronicles their lives. The documentary should reflect a discussion of occupation, life style (e.g. where they live, type of car they drive, leisure activities, etc.), life roles (e.g. parent, partner, volunteer, etc.), personal characteristics and any important steps/decisions that were made along the way. Students must illustrate how their lives changed in all of these areas throughout their life span. Ask students begin at the completion of high school and chronicle through their lives to retirement. Encourage them to think creatively and not limit their choices. Depending on the needs and learning styles of students, this documentary could be completed in varying formats (e.g. written, video, slide show, class presentation, etc.).

Paper and Pencil

- Students could complete a timeline that illustrates events, experiences, and influences on their career development process thus far in their lives.

Careers for Life Text Reference

Why Am I Doing This?, pp.2–3

What Is a Career?, p.15

Activity: Name the pictures, p.16

Career Building, p.18

Sandra’s Story, pp.18–19

My Choices Will Change, p.21

Learning Is Ongoing, p.162

Activity: School courses and the world of work, p.162

Activity: Extra-curricular activities and the world of work, p.163

Learn or Lose, pp.232–233

Activity: Lifelong learning, p.233

The High Five, p.235

Activity: Creating your own High Five, p.236

Reflection, p.236

Activity: Understanding your questions, p.236

Answering the Questions, p.237

Activity: Understanding your answers, p.237

Topic 2: What is Career Development? (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 30)

1.02 describe career development as a lifelong, ongoing process [2.401, 3.403, 6.401]	begin to integrate and interface their school, community, and family learning experiences to their future career/life plans.
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Suggested Student Activities

- Students could:
- conduct an interview with an individual who is currently employed and has been working for a minimum of 15 years. The interview should include an examination of the interviewee's previous work experience, required training/background, and how these opportunities impacted/influenced their lives.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Presentation

- Students will present the results of their interview (outlined on page 32) to the class, outlining the career development process as represented through the subject of their interview. Teachers can establish a checklist of criteria that can be used in the evaluation process prior to asking students to begin work on this activity.

LMI NL Website

<http://www.lmiworks.nl.ca>

CCDF Website

<http://ccdf.ca>

Canada Prospects

http://www.canadaproprospects.com/products/cp_10/articles/lifecycle_txt_e.htm

Topic 2: What is Career Development? (cont'd)

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

1.03 list and describe the components of career development [1.401, 3.402, 6.401]

Components include:

Personal Management

- self awareness
- life roles/relationships
- life change and growth

Career Exploration/Learning and Work Exploration

- global influences (political, economic, environmental, demographic and technological)
- employability skills
- lifelong learning
- financial management

Career Preparation: Life/Work Building

- life/work role balance
- decision making/problem solving
- goal setting
- life experiences (work/leisure)

Teacher Preparation

This topic is of an introductory nature and is meant to enhance student knowledge of various components/aspects of the career development process. As career development is a complex process, the SCO delineation list provided at the left is not an exhaustive one. Teachers could engage students in a broad discussion that deals with each of the components so students may develop an understanding of the connection between past/present life experiences to future choice.

Teachers could attempt to dispel any myths and misconceptions students may have pertaining to career development (e.g. career development is only about finding/preparing for a job and involves the making of only one major decision). Students need to understand that career development is a broad and complex process that includes the acquisition of knowledge, skills, attitudes and behaviours that they will require for a lifetime of career development.

Suggested Student Activities

Students could:

- regularly write entries in their personal idea journal - students would list their understanding of each of the components noted in the SCO's delineation. The personal idea journal is to be maintained as part of the student's record keeping for the course and it will constitute part of the course evaluation. Refer back to SCO 1.01 for information pertaining to the Course Content Portfolio (CCP).
- design a logo/cover page for their personal idea journal that incorporates some of the key concepts they envision this course will provide them.

(cont'd p. 36)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Checklist

- Students could develop and complete a list of definitions for the career development components listed as part of SCO 1.03 and provide examples for each. Teachers should review the definitions for accuracy.

Journal

- Students would complete the personal idea journal activity noted on page 34. The journal would be submitted to the teacher periodically for assessment and evaluation, and will be included in the CCP.

Paper and Pencil

- Following a class discussion of the career development components, students could be asked to complete a simple quiz (e.g. matching, fill in the blanks, etc.) that demonstrates their understanding of these components.
- Students could select one component and write an essay on how this has or will influence their career development process.

Performance

- Have students work with a partner to discuss the career development components. Students could quiz each other or brainstorm additional examples for each component. Additional examples could then be shared with the class.

Careers for Life Text Reference

Making Positive Choices, pp.8–9

Activity: How you make choices, p.8

Jenny's Story, p.10

Change Happens, pp.12–13

What is a Career?, p.15

Activity: Name the pictures, p.16

Career Building, p.18

Sandra's Story, pp.18–19

Changing Technologies, p.22

Activity: What's next?, p.22

Effects on the Workplace, p.23

Activity: Consider the relationship, p.23

Employability Skills, pp.65–66

Activity: List your skills, p.65

Working It Out, p.91

Consensus Building, pp.92–93

Activity: Saturday afternoon consensus building, p.92

Activity: Create your own win-win solution, p.93

Effective and Ineffective Approaches, p.138

Case Studies, pp.138–139

Activity: What should they do?, p.139

Activity: Identifying changes, p.139

What's a Trend?, p.140

Topic 2: What is Career Development? (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 34)
1.03 list and describe the components of career development [1.401, 3.402, 6.401] <i>Components include:</i> Personal Management • self awareness • life roles/relationships • life change and growth Career Exploration/Learning and Work Exploration • global influences (political, economic, environmental, demographic and technological) • employability skills • lifelong learning • financial management Career Preparation: Life/Work Building • life/work role balance • decision making/problem solving • goal setting • life experiences (work/leisure)	• assign a section of the school newspaper or school web site to career related information, relevant web sites, occupations, etc. If the school has a guidance link as part of the school web site, then reference should be made to that resource. • describe their fantasy future; what would they like their lives to look like in 5, 10, and 15 years time? Reflections should include a discussion of occupation, life style (e.g. where they live, type of car they drive, leisure activities, etc.), life roles (e.g. parent, partner, volunteer, etc.), personal characteristics, and any important steps or decisions that enabled them to realize this fantasy future.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Careers for Life Text Reference

Activity: Trends in your life, p.140

Predicting Trends, p.141

Activity: Why do predictions fail?,
p.142

Trends in Technology, p.142

Activity: Impact of technology, p.142

Activity: Report on technology, p.143

Economic Trends, p.143

Activity: Globalization and Canadian
business, p.144

Demographic Trends, pp.144–145

Activity: Analyse the demographics,
p.145

How Will Trends Affect the World of
Work?, p.146

Predictions About the New Workplace,
pp.146–147

Activity: School courses and the world
of work, p.162

Activity: Extra-curricular activities and
the world of
work, p.163

Making Good Decisions, p.170

A Decision-Making Model, pp.171–
172

Activity: Making balanced career deci-
sions, p.172

Try It!, p.176

Topic 3: Why is Career Development So Important?

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

1.04 explain the impact past and present day personal life occurrences may have upon future life occurrences [1.402, 1.403, 3.401, 3.402, 4.402, 8.402]

Teacher Preparation

Career development should be considered as holistic in the context of one's life as it does not deal with just one's choice of occupation. Everyone will likely obtain a job or a series of jobs whether or not they take career development into account. However, there are more economical and /or more humanistic (self-satisfaction/self-efficacy) means of developing a work life when a clear, well-planned career development process is engaged by an individual. A focused career development process provides individuals with an increased ability to identify and capitalize on opportunities and make informed decisions. The career development process enables one to better recognize and capitalize on internal and external influences (e.g. family/home, school, community, etc.) that could enhance their overall development.

Career development is influenced by one's life roles, one's surroundings/environment (home, school or community), the events in one's life (e.g. graduation, convocation, marriage, etc.), and one's connection to others. From an early age a child is influenced by home, school, neighbourhood and media as he/she begins to learn what is valued and what is not. Students need to understand that all of their life experiences serve as building blocks in the process of their career development.

Suggested Student Activities

Students could:

- conduct an interview with adults (e.g. family members, friends, teachers, etc.) with the intent of recording personal life stories and learning more about the influences on their respective careers. The focus should be on the connection between "where you come from", "where you are now", and "where you want to go".
- discuss the importance of being self-aware and an understanding of how self is connected to one's ability to recognize and respond to opportunities. The discussion

(cont'd p. 40)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Interview

- Students could present their interview through the use of video, audio, or paper and pencil means to identify how their interviewee's past experience influenced their present life and career choices.

Research

- Students could develop a family tree as suggested that would include reference to immediate family members. The exercise would provide the student insight into some of the career decisions made by family members of previous generations.

Journal

- Students could reflect on a career decision they made in the past and comment on how it may affect future career opportunities. It must be emphasized that career decisions are not specific to occupation/work decisions but to decisions pertaining to one's overall career, including those pertaining to home, school and community activities.

Performance

- Students could develop a role play that demonstrates how previous life experiences may effect future life occurrences.

Careers for Life Text Reference

Profile: Maidena Welsh, p.7

Sandra's Story, pp.18–19

Activity: Know yourself, p.19

Make Your Talents Work for

Activity: Collect your credentials,

Influences, p.55

The Family You Come From, p.55

Activity: Family expectations, p. 55

Profile: Dr. Roger Tabah, p.56

Activity: Interview, p.56

Your Own Family, p.57

Your Peer Group, p.57

Andy's Story, p.58

Activity: About Andy, p.58

Other External Factors, pp.58–59

Activity: External factors, p.59

Adesia's Story, p.59

Learning Is Ongoing, p.162

Activity: School courses and the world of work, pp.162–163

Activity: Extra-curricular activities and the world of work, p.163

Topic 3: Why is Career Development So Important? (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to (cont'd from p. 38)	
1.04 explain the impact past and present day personal life occurrences may have upon future life occurrences [1.402, 1.403, 3.401, 3.402, 4.402, 8.402]	should include how individual potential and motivation interface with external influences on one's life. • complete a family tree (geneogram) depicting the occupations of members of one's immediate family. This exercise will provide the opportunity for the student to identify parental and familial influences prevalent throughout generations that may act as potential influences upon the development of their career path. Such influences could range from a familial history of addictions to owning and operating a family business.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Careers for Life Text Reference

How Will External Factors Affect Your Personal Development?, p.245

Activity: How will you change?, p.246

Making Wise Lifestyle Choices, p.247

Looking Ahead, p.247

Life Roles, p.248

Activity: What roles do you play?, p.249

Topic 3: Why is Career Development So Important? (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

1.05 explain the significance of recognizing and planning for new opportunities
[6.401,6.402,7.402, 8.401]

Teacher Preparation

There is a theory in career development literature referred to as, “Planned Happenstance Theory” (Krumbolt, 2000; Mitchel, Levin & Krumbolt, 1999). The theory considers the idea that individual chance occurrences can greatly impact one’s career development process. Thus, students should be encouraged to recognize the importance of considering all opportunities presented to them in life so they may capitalize on seemingly insignificant or unexpected opportunities. They need to understand that their choices regarding opportunity is connected to experiences and future options. It is important to have students reflect upon the sources of influences and how individual career choices can often be a result of messages conveyed, directly or subtly, by various reference groups (e.g. industry associations, sector councils, trades unions, media, etc.).

Teachers could have a general class discussion or students can write in their journals about choices they make with respect to leisure and lifestyle. Sources of influences such as family, peers, and the media can have an impact on choices dealing with nutrition, physical activity, gambling and substance abuse (smoking, alcohol and drug use). Choices can also be influenced by culture, religion, and income. Students should be encouraged to reflect on many of their choices, including completion of particular courses at school and participation in particular leisure or extracurricular activities, what they perceive is influencing them, and how current choices may impact life areas and career development opportunities in the future.

Teachers could read and discuss “The Changeling Eagle” (an American folklore tale found in texts and online) with the class. Emphasis should be placed on the importance of not allowing self-imposed limitations to inhibit one’s ability to recognize opportunity.

(cont'd p. 44)

Suggested Assessment and Evaluation Strategies

Journal Entry

- Students could complete a journal entry that is a response or reaction to “The Changeling Eagle”. Students should use the example of the Eagle to illustrate the importance of recognizing and planning for new opportunities.

Presentation

- Students could present a profile of an individual they feel was able to recognize and take advantage of an opportunity presented to them and how her/his life was changed as a result. Students could work with a partner or small group for this presentation.

Observation

- Students could discuss as a whole group, sources of influence in their lives (e.g. family, peers, media, culture, religion, geography, etc.). Then in small groups students could discuss a source of influence. Ask students to identify how sources of influence may positively or negatively impact their ability to recognize and plan for new opportunities. Students may present a summary of their discussion to the class.

Resources/Notes

Careers for Life Text Reference

Making Positive Choices, pp.8–9

Activity: How you make choices, p.8

Jenny’s Story, p.10

Feeling Good About Your Decisions, p.11

Activity: What impact will your choices have?, p.11

Making Change Work for You, p.26

Activity: Opportunity hunting, p.26

Making Wise Lifestyle Choices, p.247

Looking Ahead, p.247

Topic 3: Why is Career Development So Important? (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 42)
1.05 explain the significance of recognizing and planning for new opportunities [6.401,6.402,7.402, 8.401]	Suggested Student Activity Students could: • complete a concept web. Students could place a key decision at the centre (e.g. completing music and drama courses in high school, etc.) and then connect all the possible opportunities (e.g. member of drama club, volunteer at a local cable television station, etc.) that could arise as a result of the decision. • interview adults to learn about the influence chance occurrences have had in their career development process. • reflect on the influences of chance occurrences in their own lives. • reflect on the influences chance occurrences have had on prominent role models (e.g., Terry Fox).

Suggested Assessment and Evaluation Strategies

Resources/Notes

Discussion

- Students could share and discuss their fantasy futures with a partner or within a small group setting.
- Completed concept webs could be displayed and discussed among the class. There could also be included in the CCP.

CCDF Website

<http://ccdf.ca/>

Canada Prospects Website

http://ccdf.ca/ccdf2/cms/documents/Prospects_2007_e.pdf

Next Steps Website

<http://www.nextsteps.org/career/careerex.html>

Topic 4: Adapting to Change

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

1.06 list and describe typical personal and life changes [2.401, 5.401]

Delineation:

Personal development areas affected by change:

- social
- educational/intellectual
- emotional/psychological
- spiritual
- physical

External factors precipitating change:

- demographics
- politics
- technology
- economy
- globalization
- changing work place

Teacher Preparation

The purpose of this topic is to allow students an opportunity to reflect on the transitions/changes that occur naturally in their lives. Some changes are predictable, (e.g. physical) others occur as a result of external events or experiences (e.g. economics). Career development is a lifelong process that involves change - change is inevitable. Thus, it is critical that students learn to accept change as a part of life, participate in the change process, see change as an opportunity for growth and develop strategies that will be effective responses to change. Change is a constant part of all work.

During adolescence young people are undergoing tremendous change physically, emotionally and socially. They are often struggling to form a new identity and break away from the dependence on family. As they move towards greater independence the influence of family can be replaced by the influence of peers. Teachers may want to discuss how these changes can cause stress on students and their families. Students can be engaged in positive problem solving to suggest ways that schools and communities could help make this transition period easier.

Teachers could:

- provide a brief overview of each of the typical changes listed at the left and then discuss with students the types of personal and other changes that typically occur in one's life.
- emphasize that change is constant in all aspects of life and work and it can completely alter one's career path. Career paths are determined by a series of decisions. Decisions made by students during their school career may have lasting impact but will likely continue undergoing refinement and possibly, complete reworking as change continues to impact the decision-making process (e.g. refer to SCO 1.07 and note how the 1992 cod fishery moratorium in the province, for example, has impacted many decisions).

(cont'd p. 48)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil:

- Students could complete the table/chart listing the personal typical life changes within each area of personal growth outlined. Teachers could initiate a discussion of changes as outlined by students. This is a good lead-in activity for coverage of SCO 1.07.
- Assess the connections students have made in the “before and after” profile exercise.

Research:

- Ask students to compare several life changes in terms of how they have evolved over time. Students could select demographics and any other four life changes and do a comparison of them from 1950 to the present.

Presentation

- Assign students to small groups. Assign each group one of the external factors precipitating change. Students should research this area of change and present their findings to the class.

Careers for Life Text Reference

Feeling Good About Your Decisions, p.11

Change Happens, pp.12–13

Changing Technologies, p.22

Activity: What’s next?, p.22

Effects on the Workplace, p.23

Activity: Consider the relationship, p.23

Activity: Interview the techno-pioneers, p.24

Navigating the World of Change, p.137

Effective and Ineffective Approaches, p.138

Case Studies, pp.138–139

Activity: What should they do?, p.139

Activity: Identifying changes, p.139

I Will Grow and Change, p.244

How Will External Factors Affect Your Personal Development?, p.245

Personal Life Changes, p.246

Activity: How will you change?, p.246

Making Wise Lifestyle Choices, p.247

Looking Ahead, p.247

The CITY Financial Resource

Topic 4: Adapting to Change (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 46)
1.06 list and describe typical personal and life changes [2.401, 5.401]	Teachers should note for students that research indicates individuals will likely encounter more than twelve different jobs in five different occupations over the span of their lifetime (Phil Jarvis, National Life/Work Network).
<i>Delineation:</i> <i>Personal development areas affected by change:</i> • social • educational/intellectual • emotional/psychological • spiritual • physical <i>External factors precipitating change:</i> • demographics • politics • technology • economy • globalization • changing work place	Suggested Student Activities Students could develop a word processing table/chart using the following headings: • social (e.g. peers, family, significant relationships, etc.) • academic • emotional • spiritual • physical Within each heading, students could identify the changes that typically occur in each of the areas. Students could complete a “before and after” profile of themselves. They could answer the questions: • What was their hairstyle, music interests, hobbies, etc., during their elementary and junior high school years? • What are they now? • How might they look after high school?

Suggested Assessment and Evaluation Strategies

Resources/Notes

Careers for Life Text Reference

Life Roles, p.248

Activity: What roles do you play?,
p.249

How Will You Cope?, p.250

Dealing With Stress, p.250

Donna's Story, p.251

Peter's Story, p.251

Activity: How did they cope?, p.251

Topic 4: Adapting to Change (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

1.07 describe effective approaches to dealing with life changes [2.402, 5.401]

Teacher Preparation

Career adaptability has been defined by Savickas (1977) as "the readiness to cope with the predictable tasks of preparing for and participating in the work role and with the unpredictable adjustments prompted by change to work and working conditions" (Savickas, M.L. 1977. Career adaptability: An integrated construct for life span, life space theory. *The Career Development Quarterly*, 45, 254).

Change is constant in all aspects of life and work environments and can significantly alter plans. Students need to understand that there will be many times in their lives when change will occur suddenly and that things will not work out as they intended. Sometimes during these times individuals become immobilized, respond ineffectively or in ways that are harmful and destructive. Individuals will need to develop resiliency: the extent to which we keep our spirits up and adapt when things do not work out as we would have liked.

Change occurs on more than just a personal level. Often change from without can impact students. Society as we know it now will not be the same in two or three years time.

Teachers could:

- examine the concept of resiliency with their class. Emphasize that individuals who have a positive self-esteem have a greater ability to cope with change, forge ahead even though there are challenges, and bounce back from adversity and failure. The more resilient one is, the more one can "bounce back" from adversity and overcome challenges and change.
- discuss with the students the importance of recognizing and accepting change with an emphasis on the need to develop effective strategies for dealing with change as it occurs throughout one's life. As an example, teachers could

(cont'd p. 52)

Suggested Assessment and Evaluation Strategies

Research:

- Teachers could ask students to present their research. This could be done in the form of a video, dramatic presentation, artistic representation, etc.

Journal Entry:

- Using the coping strategies identified during the group activity, teachers could ask students to write a journal entry depicting how they have most effectively adapted to change in their own lives.

Presentation:

- Ask students to brainstorm a list of significant life changes. Students could then be placed in pairs or small groups to role play these situations. Students should be encouraged to role play both a positive and negative coping strategy. These could then be discussed as a whole group.

Paper and Pencil

- Students could write about two specific strategies they would use to adapt to a change occurring in their school, home or peer experiences.

Presentation

Role Play

- Students could develop and role play a scenario that encompasses a change that would be relevant to a school, home, or peer experience (e.g. school absenteeism, regular chores at home, peer pressure, etc.).

Resources/Notes

Careers for Life Text Reference

Effective and Ineffective Approaches of adapting to change. Case Studies, pp.138–139

Activity: What should they do?, p.139

Activity: Identifying changes, p.139

Balancing Life Roles, p.249

How Will You Cope?, p.250

Dealing With Stress, p.250

Donna's Story, p.251

Peter's Story, p.251

Activity: How did they cope?, p.251

The CITY Financial Resource

Topic 4: Adapting to Change (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 50)
1.07 describe effective approaches to dealing with life changes [2.402, 5.401]	reference the many changes that have occurred in the province's fishing industry over the past several years and the impact those changes have had upon society as a whole (e.g. retraining of work force, out-migration, development of new job areas, etc.). • emphasize the changing demographic profile of the province of Newfoundland and Labrador and the impact it is having on personal life changes. Many rural communities are becoming less populated, while larger urban areas are becoming more populated. Adapting to the demographic change has required many people to relocate in order to access employment and other career opportunities. • make the link that lack of good coping methods can put one at risk for developing ineffective or harmful strategies (e.g. substance use, gambling problems, etc.). Substance use and gambling can give people a false sense of coping as they can help a person forget his or her worries in the short term. Suggested Student Activities Students could: • in groups, list and describe some of the coping strategies people typically utilize as a means of coping with the changes listed in SCO 1.06. The information can be recorded in a simple document or in a presentation that can be shared with the entire class. • research a Newfoundland and Labrador community that has been significantly impacted by change. Students could comment on the specific impacts the changes have had upon the particular communities and its people - how have the people responded to the change? Students will need to comment on both the negative and positive impacts. Some community examples could include those who have experienced a fish plant closure, or have endured natural disasters such as flooding.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal Entry

- Students can create a list of common life changes and in each case list the growth opportunities that come with each change. Students can identify those changes they have undergone, and comment on how they have perceived or experienced the growth opportunities.

Toronto Star Article

<http://thestar.workopolis.com/servlet/Content/torontostar/20060103/resilience?section=TORSTAR>

Canada Prospects

http://www.careerccc.org/products/cp_nav/home.cfm?yearid=12§ionid=2&art_number=18&l=e&access=txt

Presentation

- Students can develop a poster, ad or presentation that reflects effective approaches to dealing with life changes.

Career Paths Online

<http://www.careerpathsonline.com/articles/workplace/index.cfm>

Topic 4: Adapting to Change (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

1.08 describe the concept of 'well-being' and demonstrate an understanding of its impact on change and career decisions [2.402, 7.401]

Teacher Preparation

The purpose of this outcome is to allow students an opportunity to reflect on the impact one's physical and mental health has on the ability to cope with change and career choices.

Teachers need to define the term, 'wellbeing' to the students: a contented state of being happy, healthy, and prosperous".

Teachers could engage students in a discussion dealing with physical and mental health, and behaviors and attitudes that support overall personal wellness (e.g. nutrition, exercise, rest, stress management, and other pro-active health practices). Opportunity should be provided to allow students to reflect on the impact harmful and detrimental practices have upon their overall wellness.

Teachers could invite the public health nurse to speak to the class about physical and mental health issues and pro-active approaches.

Suggested Student Activities

Students could:

- write a short vignette/story demonstrating how an individual's wellbeing contributed in a negative or positive way to their ability to cope with a career related crisis (e.g. dealing with a change in family structure, dealing with a recent layoff, work place restructuring, job reassignment etc.).
- create a Wellness Wheel diagram and an Illness Wheel diagram that each contain the following labelled pie sections: physical, occupational, intellectual, spiritual, emotional, social, and environmental. Students would brainstorm examples of activities or concepts that represent wellness in the sections of the Wellness Wheel and illness in the sections of the Illness Wheel. Students can then reflect on their overall wellbeing by comparing their own life activities with those listed in each wheel from the handout (refer to 'questions for reflection' in the **Wellbeing Lesson**).

Suggested Assessment and Evaluation Strategies

Homework Assignment

- Students could interview a worker as a means of compiling a list of job stresses and coping mechanisms. This activity could help students better demonstrate their understanding of the importance of physical and mental wellbeing in relation to career changes and choices. Students would place their report in their CCP.
- Students could submit their stories/vignettes for evaluation and place them in their CCP.

Pencil and Paper

- Students could develop definitions of the seven areas of wellness (physical, emotional, intellectual, social, spiritual, occupational, and environmental), and place it in their course content portfolio.

Pencil and paper

- Students could complete wellness assessments or surveys in an effort to identify how successful they are in maintaining a healthy and balanced life style.

Journal

- Invite a member of the mental health community to discuss with students the importance of maintaining a balanced and healthy lifestyle. Students could complete a journal entry reacting to or reflecting on this presentation.

Resources/Notes

Careers for Life Text Reference

Feeling Good About Your Decisions, p.11

Activity: What impact will your choices have?, p.11

A Balancing Act, p.78

Dealing with Stress, p.250

CD 2201 Implementation Support Web Site

Resource Handouts:

- • SCO 2.11 Handout: Well-being

Topic 4: Adapting to Change (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

1.09 define and describe
'flexibility' and 'adaptability'
in the context of career
development [2.402, 5.401]

Teacher Preparation

The ongoing evolution of society brings change in all aspects of one's life. Students will need to adapt to continuous change and make the necessary adjustments in their work environments.

Flexibility and adaptability are concepts that are associated with change and teachers should provide students with a clear description/definition of each term:

- Flexibility is:
 - the capacity to adjust to the quality and quantity of changes in the work environment (e.g. reprioritization of existing and additional responsibilities, work hours, training, upgrading, etc.).
 - the ability to adapt and work effectively within a variety of situations, and to work with various individuals or groups.
 - understanding and appreciating different and opposing perspectives on an issue, adapting one's approach as situations change, and changing or easily accepting changes in one's own department or job requirements.
- Adaptability is:
 - the capacity to be able to initiate and welcome change. It allows for a greater readiness and willingness for training and skill development, and facilitates the transition to workplace changes such as, technological changes, continuous growth and development in organizations.

Suggested Student Activities

Students could:

- chart and reflect upon their need for flexibility in coping with their past and present schedules and activities.
- interview parents, guardians or other adults to gain an appreciation of the adaptations they have had to make in the workplace throughout their careers.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Presentation

- The teacher could invite a guest speaker to deliver a presentation to the class pertaining to the topics of flexibility and adaptability. The emphasis of the presentation could be directed toward the adaptations the speaker has had to make in the workplace throughout his/her career. Students would develop questions for the speaker in advance and then develop a brief report to recap the guest speaker's presentation.

Careers for Life Text Reference

Resilience, Adaptability and Self-confidence, p.229

How Will External Factors Affect Your Personal Development?, p.245

Journal Entry

- Students would choose any three of the following statements related to change and illustrate the need for adaptability/flexibility using a concrete example for each:
 - entirely new work roles are emerging
 - the future isn't what it used to be
 - old work roles require new knowledge, skills, and attitudes
 - we must move away from the traditional stance of valuing stability and predictability
 - we need to identify and create opportunities

- LMI Works

<http://www.lmiworks.nl.ca>

CD 2201 Implementation Support Web Site

Resource Handouts:

- • SCO 2.12 Handout: Positive Slogans for Coping

Topic 5: Community Contribution

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

- 1.10** describe what is meant by ‘community contribution’, and how it impacts both the community/society and the individual [4.401, 5.401, 6.401]

Teacher Preparation

Students should realize that community contribution is an activity that impacts positively on the community and the individual - it embodies the concept of volunteerism. Volunteerism is the theory, act, or practice of being a volunteer or of using volunteers in community service work.” (Envision definition). Community in the context of this course could refer to the local, regional, provincial, national or even global community. One’s volunteer efforts can impact others beyond a local community and students should be encouraged to maintain a broad perspective of community contribution (e.g. Canadian Red Cross, cancer research promotion/fundraising through door-to-door campaigns, etc.).

Teachers should engage students in a discussion dealing with the connection between volunteerism and career development (e.g. gain skills, develop new interests, gain experience, network, acquire transferrable skills, etc.)

Suggested Student Activity

Students could:

- reflect upon their past and/or current volunteer activities and share that information with their classmates. By sharing their community contribution experiences, students could also describe the impacts that the activity has had upon them and the community at large (students who have little volunteer experience can interview friends and/or family members about their volunteer experience). There are numerous online sources of quality information related to this topic that students should be encouraged to explore.
- brainstorm a list of local service groups and other volunteer organizations and then identify the impact these groups and organizations have had upon the community and vice versa. (e.g. Lions Clubs - eyeglasses, Canadian Cancer Society - research funds, etc.)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Pencil and Paper

- Students could write definitions of volunteerism and community contribution.

Interview:

- Students could interview a representative from a volunteer organization within their community and discuss how their contribution impacts the community, society, and the individuals within the organization.

Guest Speaker / Report:

- Students could listen to a guest speaker from a local volunteer organization present his/her views on volunteerism. The students could prepare questions for the guest speaker and complete a summary report after the presentation. The report would include a recap of their understanding of the purpose of the volunteer organization and a reflection on any insight they gained related to volunteerism/community contribution. Students should also comment on how the speaker motivated them to become more involved with volunteerism and community contribution activities.

Journal Entry

- Have students write a journal entry outlining how they have been the beneficiary of volunteerism.

Careers for Life Text Reference

Contributing to Your Community,
p.120

Activity: What can you learn?, p.121

My Actions Affect Others, p.252

Contributing to Your Community,
pp.255–256

Activity: Exploring volunteer work,
p.257

Community Services Council WebSite
<http://www.envision.ca>

<http://www.volunteer.ca>

Careers for Life Text Reference

Contributing to Your Community,
p.120

Activity: What can you learn?, p.121

My Actions Affect Others, p.252

Contributing to Your Community,
pp.255–256

Activity: Exploring volunteer work,
p.257

Topic 5: Community Contribution (cont'd)

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

1.11 identify community partners that benefit from community contribution [4.201, 5.401, 6.401]

Teacher Preparation

Volunteerism and community contributions can have a lasting impact on both individuals and their communities. By freely giving time and effort, volunteers facilitate the achievement of many worthwhile goals within a community. It is important that students recognize that some organizations are strictly non-profit and can only operate through volunteer support.

Teachers are encouraged to introduce students to information supplied by the Community Services Council of Newfoundland and Labrador (CSC) and in particular, direct them toward the CSC web site . The CSC web site contains a wealth of information pertaining to the volunteer movement in Newfoundland and Labrador.

Suggested Student Activities

Students could:

- identify and report on various volunteer opportunities, activities and organizations (offline/online) existing in the local community or the broader community. Students could access the Newfoundland and Labrador Community Services Council web site for additional information pertaining to their local area. Students should be aware that some work places such as schools, towns, hospitals, libraries, churches, etc. utilize the services of volunteers on an ongoing basis.
- teachers could have students develop a class list of possible opportunities for community contribution experiences.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Presentation

- In small groups, students could review a profile of a volunteer, online, and then present a summary of this profile highlighting the benefits community and the individual from this activity. Ensure that students select different profiles to be presented.

Checklist/Report:

- Students could submit a list of possible community contribution activities, and then identify opportunities they may wish to undertake. Students should develop a plan that includes:
 - how they plan to make initial contact with the volunteer organization/host
 - their knowledge of the volunteer organization/host, their mandate, typical activities and overall operation
 - what they hope to learn from the particular volunteer experiences
 - why they selected a particular volunteer organization/host

Careers for Life Text Reference

Contributing to Your Community,
pp.255–256

Community Services Council WebSite
<http://www.envision.ca>

<http://www.volunteer.ca>

Pencil and Paper/Presentation

- Students could identify a volunteer organization within their local community. Students could design a pamphlet that is designed to recruit individuals interested in volunteering to support the efforts of this organization. The pamphlet should include visual elements and text. Students could also present their pamphlets to the class.

Topic 5: Community Contribution (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

1.12 participate in a community contribution project(s) and maintain a community contribution activity record (CCAR) [1.403, 4.401, 6.401]

Teacher Preparation

The intent of this outcome is to inform students of the potential community contribution activity opportunities available to them in their local areas. Students should be introduced to the guidelines for completing the minimum requirements of this activity and the Community Contribution Activity Record (the CCAR). The community contribution activity may begin at this point for some students. All students should have begun the community contribution activity by the time the class completes *Topic 3: Decision Making and Goal Setting (Unit 2)*. Teachers can discuss class community contribution projects or individual community contribution projects at this point in the course.

The CCAR is explained in a separate course document available online and teachers should consult it for more information.

Suggested Student Activities

Students could:

- formally begin work on the community contribution component of the course by reviewing it with their parents/guardians and potential volunteer hosts. Students must take much of the responsibility for establishing volunteer contacts and fulfilling the community contribution requirement.
- collaborate with classmates to set up and engage in a group volunteer activity that partially fulfils the community contribution component requirement.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Community Contribution Activity Record (CCAR):

- Students should submit their CCAR for review at various times throughout the school year. At the end of the course, the completed CCAR should be collected by the teacher as a means of verifying completion of the Community Contribution component by the student.

Careers for Life Text Reference

Activity: Setting personal and community goals, p.179

Unit 6 Summary, p.264

Related Documents Section

<http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/careered/index.html>

Topic 6: Employability Skills

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

1.13 define and describe
employability skills [4.401]

Teacher Preparation

Students need to understand that employability skills refer to the potential for gaining and adjusting to work, and to being productive in the workplace. It refers to a person being employable but not necessarily employed.

Teachers should refer students to the Conference Board of Canada's Employability Skills Profile 2000+. If possible, teachers could invite employers to speak to their class about the employability skills they deem important in their field of work.

Since an understanding of the various aspects associated with employability skills will be a critical component to the portfolio development process, it is important that students acquire a solid understanding of what employers are seeking in prospective employees.

All employability skills are transferable across occupations and careers. Further reference to the terms occupation, job and work will be made in Unit 3: Topic 3 - Accessing and Assessing Life/Work Information.

Suggested Student Activities

Students could:

- conduct a search of a variety of job descriptions and compare and contrast similarities and differences to identify common skills among different occupations/jobs. Students could identify a job which they feel they are qualified for or desire, then list relevant skills they currently have that can be transferred to the job.
- complete a chart listing life experience(s) (e.g., paid/unpaid work experiences, community contribution, personal skill development, etc.) and a list of the employability skill development that has occurred as a result of engaging in each life experience.

(cont'd p. 62)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil:

- Students could develop a template and checklist for their Employability Skills Portfolio.

Portfolio categories: fundamental, personal management, and teamwork. Students will begin the organization of work that could go into each section.

- Students could complete a short quiz demonstrating their understanding of:
 - Employability skills,
 - the three organizational categories,
 - specific skill examples that would be found in these categories and the purpose of an Employability Skills portfolio.

Report Activity

- Students could complete a chart that identifies three different occupations that have five common skill requirements.

Careers for Life Text Reference

Employability Skills, pp.65–66

Activity: List your skills, p.65

Success At School, p.67

Activity: Charting your school skills, p.67

School Skills Are Transferable Skills, pp.68–69

Activity: Convince me!, p.70

Wilton's Story, pp.71–72

Activity: How skillful is Wilton?, p.72

What Are Personal Management Skills?, p.72

Teaming Up, pp.94–95

Activity: Thinking about teams, p.95

Good Team Members, p.95

Activity: Your teamwork skills, p.95

Group Dynamics, p.96

Activity: Synergy, p.96

Activity: Fishbowl, p.97

Conference Board

<http://www.conferenceboard.ca>

Topic 6: Employability Skills (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 60)

- | | |
|---|---|
| 1.13 define and describe employability skills [4.401] | <ul style="list-style-type: none">• identify areas of personal growth necessary to address gaps in their own employability skills.• indicate how these skills can be transferred to three job situations (fast food server, summer recreation programmer, lifeguard, etc.)• conduct interviews with various employers with the intent of developing a list of employability skills those employers seek in their employees. |
|---|---|

- | | |
|--|--|
| 1.14 develop and maintain a personal employability skills portfolio [4.401, 7.402] | |
|--|--|

Teacher Preparation

The Employability Skills Portfolio (ESP) will be a significant course management tool for students and will become a major assessment tool for teachers. Teachers should refer to the sample employability skills portfolio resources provided with the course and, if possible, provide a variety of exemplars of completed student employability skills portfolios to students for perusal.

The development of an ESP is a continuous process that begins at the high school level and continues throughout one's life. It is expected individuals will continuously update and revise their ESP's as they gain new knowledge and develop new skills - new samples of experiences would replace older ones. Documents/samples could be collected from school, from involvement in community/volunteer activities, athletic participation, work experiences and many other areas.

The development of an ESP provides an individual:

- opportunity to assess his/her strengths and make decisions about required improvements
- a tool that will allow him/her to professionally and thoroughly "present" himself/ herself to prospective employers

Suggested Assessment and Evaluation Strategies

Resources/Notes

Careers for Life Text Reference

Teamwork Means All for One and One for All”, p.98

Activity: Leaders, p.98

Journal Entry

- Ask students to reflect on the skills they have already acquired and how these were developed.

Careers for Life Text Reference

What Skills Will Help Me Become That Person?, p.63

transferable skills”; Profile: Andrea Peters, p.64

Activity: Spotting transferable skills, p.65

Employability Skills, pp.65–66

Activity: List your skills, p.65

Performance

- In small groups, students can role play situations to demonstrate transferable skills (e.g. loyalty, punctuality, dedication, etc.).

Topic 6: Employability Skills (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

1.14 develop and maintain a personal employability skills portfolio [4.401, 7.402]

An ESP is a means to collect, organize and present items that demonstrate the acquisition of knowledge, skills, behaviours, achievement, etc. that Canadian employers deem to be important for successful work experiences. It has three main sections:

- Academic Skills
- Personal Management Skills
- Teamwork Skills

Student will require an introduction to each of the sections.

ESP's should include:

- résumés
- sample cover letters
- reference records
- job shadowing records (if applicable)
- achievement records (e.g. diplomas, transcripts, special awards, etc.)
- other documentation collected

Suggested Student Activity

Students could:

- access inventories packaged with online career exploration/resources to avail of any ESP development tools. This activity would provide the student with detailed ESP development instruction and advice.
- regularly present samples of items included in their ESP to their classmates with an explanation as to why the items were included. The activity would motivate students to begin and then continue to accumulate materials for their ESP's and will provide them opportunity to benefit from exposure to ESP's being developed and maintained by their peers.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Employability Skills Portfolio:

- Teachers will conduct ongoing assessment of the contents included in the Employability Skills Portfolio.

Careers for Life Text Reference

Activity: List your skills, p.65

Marketing Yourself, p.213

Activity: Your Employability Skills Portfolio, p.213

Journal Entry

- Students could reflect on the benefits of developing an Employability Skills Portfolio for both themselves and potential employers.

Conference Board

<http://www.conferenceboard.ca>

Pencil and Paper

- Students could develop their cover page and tabs for their portfolios. Students should be able to explain the importance of each area and justify the inclusion of items in each section.

Heritage Canada

<http://www.nald.ca/fulltext/heritage/ComPartnE/Springb2.htm#Portfolio>

Unit 2

Personal Management

Overview

Purpose

The purpose of this unit is to provide students with an opportunity to engage in personal reflection, develop an enhanced awareness of “self” and understand the connection between “self” and “others”. Students will enhance their understanding of the following topics:

- **Topic 1:** Self-awareness
- **Topic 2:** Positive Interactions
- **Topic 3:** Personal Growth and the Impact of Change
- **Topic 4:** Financial Planning

Profile

One component of career development at the secondary level is the enabling of individuals to make more effective career decisions. People make many day-to-day decisions that influence their family life and relationships; their leisure and community life and their work life. Managing and creating a life that is fulfilling requires goal setting and effective decision-making in each of the three areas. In order to make good decisions, one needs information about oneself, the possible choices in each life area, and the risks and benefits of each choice. At the same time, effective management of life also requires that one learns how to deal effectively with change.

In the *Personal Management* unit, students will engage in discussion and exploration related to their interests, attitudes, values and self-esteem. They will increase their understanding of

Suggested Timeline

skills that enhance interaction with others and help them cope effectively with change.

Implementation

Unit 2 is intended to be delivered to students upon their completion of Unit 1. There is significant information covered in Unit 2 that students will require in order to complete many of the topics included in Units 3 and 4. However, teachers will need to decide the best time to deliver topics/outcomes that rely on outside sources of information, such as guest speakers or field trips.

-

Unit 2 will typically require approximately 30% of the total course time allocation.

The timeline below is provided as guidance for the teacher.

- **Topic 1: Self-awareness**
 - SCO 2.01-2.02: 3 classes
 - SCO 2.03: 5 classes
 - SCO 2.04-2.05: 5 classes
- **Topic 2: Positive Interactions**
 - SCO 2.06: 2 classes
 - SCO 2.07: 1 class
 - SCO 2.08: 2 classes
 - SCO 2.09: 2 classes
- **Topic 3: Decision Making and Goal Setting**
 - SCO 2.10: 4 classes
 - SCO 2.11: 4 classes
- **Topic 4: Financial Planning**
 - SCO 2.12: 3 classes
 - SCO 2.13: 4 classes

Outcomes and Strategies

Topic 1: Self-awareness

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
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Students will be expected to

2.01 define the term self-awareness [1.401]

Teacher Preparation

Each individual is unique and has a propensity to view and interact with the world in a different way.

Students need to understand the connection between “self” and all aspects of their life, including work. Self-awareness refers to one’s understanding of one’s individuality, including an understanding of one’s personality, strengths and weaknesses, emotional development, multiple intelligence, attitudes, beliefs, etc.

The purpose of SCO 2.01 is to provide students with an opportunity to make the connection between who they are now, the person they wish to become (future self) and the connection of self with work.

Suggested Student Activities

Students could:

- complete an open-ended writing activity that begins with a statement such as, “I am unique because...”, and includes a completion of statements such as, “three things I like about myself are...”.
- work with a partner to describe five things about themselves they feel others may not know. The students could present their partner’s characteristics to the class.
- complete a self-reflection exercise that:
 - Part A** - answers the following questions:
 - What are three words I might use to describe my personality?
 - What kinds of things do I think I do well?
 - What areas do I think I need to improve?
 - What do I think makes me unique from other people?
 - What are some things that I really value?
 - If I could spend a day doing anything I wanted, what would I choose?

(cont’d p. 74)

Suggested Assessment and Evaluation Strategies

Journal Entry

- Students could write a paragraph to demonstrate their understanding of self-awareness. Their ideas could be shared with the class in a general discussion and documented with the assistance of a recorder and facilitator. The intent is to reach a consensus on a definition or understanding of the term self-awareness.

Pencil and Paper

- Ask students to briefly summarize their own responses and their interviewee responses to the questions outlined in the *Suggested Teaching and Learning Strategies* interview activity. Students should be encouraged to write a reflective response about the interview process and indicate their overall reaction to their findings.
- Students could identify three personal strengths and three areas they would like to improve. For each area identified for improvement, have them reflect on how this could be achieved.

Research

- Students could research some aspect of self-awareness (personality types, multiple intelligence) and complete a brief report.

Resources/Notes

Careers for Life Text Reference

Career Building, p.18

Sandra's Story, pp.18–19

Activity: Know yourself, p.19

Who Am I?, pp.30–31

Who Am I Now?, p.34

Do What You Enjoy, p.35

Activity: Survey your interests, p.35

Using Interest Inventories, p.37

Interpreting Your Interest Inventory Results, p.38

We All Have Skills, p.39

Activity: Skill evidence, p.39

There Are Many Ways of Being Smart, p.41

Activity: What's your MI?, pp.42–43

The Puzzle Grows, p.44

Activity: Your Potential, p.44

You Are Always Learning, p.45

Mira's Story, p.45

Activity: What's your style?, p.46

Tips For Better Learning, p.47

Types of Personality, p.48

Activity: What's your type?, pp.48–49

Activity: Typing personalities, p.50

Topic 1: Self-awareness (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
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Students will be expected to	
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(cont'd from p. 72)

2.01 define the term, self-awareness [1.401]

- **Part B** - answer the following questions by interviewing two to three individuals in their lives, to gain insight into how others perceive them:
 - What are three words you might use to describe my personality?
 - What kinds of things do you think I do well?
 - What areas do you think I need to improve?
 - What do you think makes me unique from other people?
 - What is something you think I value, and what has given you this impression?
 - If I could spend a day doing anything I wanted, what do you think I would choose?
- **Part C** - complete a comparison of their own and their interviewee responses that would allow them to further explore their sense of self.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Service Canada

<http://www.jobsetc.ca>

Topic 1: Self-awareness (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
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Students will be expected to

2.02 define and describe the following personal characteristics: values, attitudes, beliefs, interests, skills/aptitude, and personality [1.401]

Teacher Preparation

During adolescence, young people develop important life skills such as, self-confidence, coping with stress, social skills and management of uncomfortable feelings. It is important for students to gain insight into "self" as they move from their family to their peer group at this stage of their life.

Teachers should review with students the following definitions/descriptions of personal characteristics:

- **Values:** statements concerning the individual's perception of what is "good" or "bad", "right" or "wrong", "important" or "unimportant", "desirable" or "undesirable". Values are the main determinants of human behaviour. They influence how individuals judge their own and others' behaviours. People often chose types of work that reflect their values.
- **Attitudes:** the positive, negative or neutral feelings an individual holds about relationships and life experiences (e.g. money, work, friendship, school, etc.). A positive attitude often determines success as it influences how a person responds within a given context.
- **Beliefs:** one's expectations about what is real. Some beliefs can be irrational and can interfere with the development of positive relationships and responses (e.g. one has a belief that everyone should love him or her; one has a belief that no one should have to work for a living; one has a belief that learning should be effortless, etc).
- **Interests:** activities and experiences that motivate people and provide enjoyment (e.g. painting, reading, fishing, etc). Some individuals chose work based on their interests.
- **Skills/Aptitude:** refers to capacities to perform a task. Any individual can develop skills in a particular area with exposure, practice, education, and perseverance. Aptitude refers to an innate characteristic that an individual may possess that allows him/her to develop a skill to a higher level (e.g. crafts, athletics, music, etc.).

(cont'd p. 78)

Suggested Assessment and Evaluation Strategies

Textbook Activity

- Students could complete inventories outlined in the Career Development 2201 Student Text and Teachers resource guide.

Pencil and paper

- Students could develop a peer interview questionnaire designed to explore various aspects of personal characteristics (values, attitudes, beliefs, interests, skills/aptitudes, and personality). Students could then interview a partner and present their findings in a summary report.

Presentation

- Students could develop a visual self-representation using the six personal characteristic areas included in this unit. Students could utilize drawings, photos, or any other means of visual representation. These projects could then be displayed around the classroom.

Performance

- Students could bring in various forms of printed media such as magazines and newspapers which contain photos of prominent figures. Ask students to analyze the photos, identifying personal characteristics that they associate with these images.

Resources/Notes

Careers for Life Text Reference

Do What You Enjoy, p.35

Activity: Survey your Interests, pp.35 - 37

Using Interest Inventories, p.37

Interpreting Your Interest Inventory Results, p.38

skills/aptitude, and personality; We All Have Skills, p.39

Activity: Skill evidence, pp.39–40

There Are Many Ways of Being Smart, p.41

Activity: What's your MI?, pp.42–43

You Are Always Learning, p.45

Activity: What's your style?, pp.46–47

Types of Personality, p.48

Activity: What's your type?, pp.48–49

Your Values = Your Compass, p.54

Activity: Your values, p.54

School Skills Are Transferable Skills, pp. 68–69

What Do You See?, p. 88

The Glass Is Half Full, p.88

Think Positively, pp.88–89

Dealing With Criticism, p.90

Essential Skills, p.211

Topic 1: Self-awareness (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 76)
2.02 define and describe the following personal characteristics: values, attitudes, beliefs, interests, skills/aptitude, and personality [1.401]	• Personality: an individual's temperament, attitudes, and styles of interacting with people and the world around them that is modified by life circumstances. Suggested Student Activities Students could: • complete a class-compiled description of each of the six personal characteristics by writing examples of each characteristic on chart paper posted throughout the classroom. (Teachers would have to post around the classroom six separate chart paper sheets that each contain one of the personal characteristics as a header in advance of this activity. Markers would be provided at each sheet and students would rotate around the classroom and add new content to each sheet.) • complete a review and analysis of case studies (refer to Case Study Resource): • Part A - referring to the case studies identify each individual's values, attitudes, beliefs, interests, skills/aptitude and personality. • Part B - referring to the case studies predict what future choices the students will make in various life areas. • review the "five year later" status of the individuals identified in the case study.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Careers for Life Text Reference

Attitude Counts!, p.228

Resilience, Adaptability and Self-confidence, p.229

Case Study Activity

- Students could complete the case study activity and place hard copies of their reports in their Course Content Portfolio (CCP).

CD 2201 Implementation Support Web Site

Resource Handouts :

- SCO 2.02: Case Studies
- SCO 2.02: Case Studies Discussion Questions A
- SCO 2.02: Answers to the Predictions

Topic 1: Self-awareness (cont'd)

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

2.03 describe one's personal characteristics and provide personal examples of values, attitudes, beliefs, interests, skills/aptitude, and personality [1.401]

Teacher Preparation

Students should engage in the completion of a range of self-exploratory activities that enable them to achieve SCO 2.03. Self-exploratory activities can include the completion of formal inventories, informal assessments (e.g. reflection, interviewing others to elicit feedback about oneself, etc.) or various online inventories. Self-exploratory activities provide students with an opportunity to reflect upon their personal interests, skills, multiple intelligences, learning styles, and personal characteristics in an informal manner.

Teachers could reflect on the case study activity outlined for SCO 2.02 if completed by the students. Engage students in a discussion that some of the individuals identified in the case studies had personal characteristics that put them at future risk. Discuss how these individuals always have choice and can choose to change (e.g. modifying some of their personal characteristics, etc.) in order to avoid risk.

Teachers should provide opportunity for the students to present a personal profile. Some students may utilize a variety of media, including various literary forms (e.g. poetry, essay, etc.), whereas others may utilize graphics/multimedia (e.g. sketches, pictures, song, etc.).

Suggested Student Activities

Students could:

- profile themselves by creating their own personal file folder. Students can decorate their folders with drawings that depict their attitudes, interests, skills, beliefs, and values. Completed folders can be shared with a class partner and/or the entire class.
- design and prepare a brochure depicting their values, attitudes, skills, abilities and desires pertaining to work that they could present to prospective employers.

(cont'd p. 84)

Suggested Assessment and Evaluation Strategies

Online Activity

- Students could complete inventories packaged with online career exploration/resource tools and place hard copies of their reports in their Course Content Portfolio (CCP).

Peer Interviews

- Students could work in pairs and present the findings of their inventories to their partner, emphasizing how the results impact career choices.

Pencil and paper

- Students could complete self-assessment inventories that could be available through the school guidance office that explore various areas of personal characteristics. These inventories should be included in the course content portfolio.

Journal entry

- Students could complete a journal entry in which they reflect on the results of the various inventories completed.

Pencil/paper

- Students could identify three occupations that match their personal characteristics. Students must explain why they feel each occupation is a suitable match.

Resources/Notes

Careers for Life Text Reference

Activity: Know yourself, p.19

Who Am I?, pp.30–31

Activity: Survey your interests, pp.35–37

Activity: Skill evidence, pp.39–40

Activity: What's your MI?, pp.42–43

Activity: What's your style?, p.46

Activity: What's your type?, pp.48–49

Activity: Create a profile, p.53

Activity: Your values, p.54

Activity: Career estimating, p.61

Activity: Your work-related skills, p.62

Think Positively, pp.88–89

Career Cruising

<http://www.careercruising.com>

Topic 1: Self-awareness (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 80)
2.03 describe one’s personal characteristics and provide personal examples of values, attitudes, beliefs, interests, skills/aptitude, and personality [1.401]	Students can now begin thinking about how future choices connect with their identified personal characteristics (e.g. somebody who is interested in a nursing career should highly value helping others, etc.): Students could • complete a brainstorming activity where skills, values, interests, etc. are listed and matched to some future choices (e.g. roles, lifestyles, work, etc.).

Suggested Assessment and Evaluation Strategies

Resources/Notes

Service Canada

[http://www.jobfutures.ca/pls/jf-ea/dpt.
page_one](http://www.jobfutures.ca/pls/jf-ea/dpt.page_one)

Youth.gc.ca

<http://youth.gc.ca/>

Topic 1: Self-awareness (cont'd)

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

2.04 define the term self-concept
[1.402]

Teacher Preparation

Self-concept refers to the way individuals see themselves - being self-aware/one's self-image. It is the foundation of our entire personality and it affects almost everything we do. It is connected to our feelings about ourselves and it mirrors other peoples' opinions of us. One's self-concept is a very strong factor in how one projects oneself to the world and is a factor in developing individual capacity to set goals and to realize success.

The definition of self-esteem and resilience should also be included in this discussion. Resiliency is the extent to which we keep our spirits up and adapt when things do not work out as we would have liked. Individuals who have a positive self-esteem have a greater ability to cope with change, forge ahead even though there are challenges, and "bounce back" from adversity and failure.

Personal resiliency demonstrates the principles of living that encourage a healthy and meaningful life. The more resilient one is, the more one can "bounce back" from adversity and overcome challenges and change.

Suggested Student Activities

Students could:

- define the term self-concept before there is any teacher-led discussion of the concept. Students could then form small groups to discuss their definitions and reach consensus on a group definition that can be shared with the class. Finally, all groups could then report their definitions to the class in an effort to reach a class consensus. (The final part of the activity can be done with the utilization of a chalkboard/whiteboard, flipchart, smartboard or multimedia projection of a word processing or other type of digital file).
- complete a variety of self-assessments to assist them with determining their resiliency .

(cont'd p. 88)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal Entry

- Following a discussion around the definition of self-concept, students could complete a journal entry in which they link their self-concept to self-esteem, resilience, attitude and the relationship of these in goal setting.

Careers for Life Text Reference

Feeling Good About Your Decisions,
p.11

Resilience, Adaptability and Self-confidence, p.229

Group Discussion

- Students could give an example of a time when resilience and attitude (negatively or positively) impacted their lives and/or choices that they had to make.

Pencil/paper

- To assist students in reflecting on their own sense of self-concept, students could complete a self-concept inventory.

Performance

- In small groups, using a teacher supplied case study or one of the case studies in the student text, students could identify how a positive attitude or sense of resiliency impacts an individuals career development.

Presentation

- In small groups students could choose a film to review and prepare a presentation for the class outlining the basic plot of the movie and detailing how the main characters' self-concept, resiliency, and attitude impacted his or her life.

Topic 1: Self-awareness (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 86)
2.04 define the term self-concept [1.402]	• ask other students to rate them on the self-assessment referenced in the previous activity as a means of obtaining another perspective. • engage in an introspective look at their own resiliency and how they can begin to build upon it - would continue from the work completed in the previously mentioned activities.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Handout Activity

- Students could complete the resiliency activities and place hard copies of their reports in their Course Content Portfolio (CCP).

CD 2201 Implementation Support Web Site

Resource Handouts :

- SCO 2.04: Personality Traits Analysis and the 40 Developmental Assets
- SCO 2.04: Be Your Own HERO Lesson 5: Resiliency
- SCO 2.04: Student CARD 5: Self-Assessment

Topic 1: Self-awareness (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
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Students will be expected to

2.05 demonstrate an understanding of the connection between a positive self-concept and one's future success in life [1.402, 3.402]

Teacher Preparation

The development of a positive self-concept involves an appreciation of who one is such that an individual can be responsible to oneself and others in a respectful, moral manner. It also involves the acceptance of those aspects that one cannot change about oneself and a recognition that there are aspects that are under an individual's control. Awareness of both the internal (e.g. attitudes, beliefs, etc.) and the external influences on self-concept (e.g. people in our lives that influence self-concept, etc.) is critical.

Teachers should explore with students strategies/factors that can assist in the enhancement of self-concept:

- development of long term plans
- engagement in positive self-talk
- reduction/elimination of negative self-talk
- avoidance of sources of negative influence
- stress management
- anger management
- enhancement of skills/abilities
- having a purpose in life
- development of positive personal relationships
- interactions with positive people
- adoption of a healthy lifestyle

Teachers should explore with students factors that diminish self-concept:

- giving in" to peer pressure
- substance abuse
- engagement in illegal activities
- negative self-talk

(cont'd p. 92)

Suggested Assessment and Evaluation Strategies

Interview

- Students could design a set of interview questions and interview an adult about how a positive self-concept helped her or him with a work situation. Students could report their findings to the class.

Presentation

- Students will develop a poster or pamphlet in small groups that demonstrates a strategy that enhances self-concept and positively affect one's future development.

Resources/Notes

Careers for Life Text Reference

Feeling Good About Your Decisions, p.11

Your Peer Group, p.57

A Balancing Act, p.78

Activity: How's your stress-balancing act?, p.79

Think Positively, pp.88–89

How Will You Cope?, p.250

Dealing With Stress, p.250

Donna's Story, p.251

Peter's Story, p.251

Topic 1: Self-awareness (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
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Students will be expected to

(cont'd from p. 88)

2.05 demonstrate an understanding of the connection between a positive self-concept and one's future success in life [1.402, 3.402]

Suggested Student Activities

Students could:

- develop a list of characters depicted in popular television programs or movies and identify those characters who portray a positive self-concept and those that depict negative self-concept. The intent of this exercise is to demonstrate how a positive self-concept enhances one's career opportunities and life experiences. Considerations:
- describe the traits that reflect a positive self-concept
- explore how the characters generally presents themselves
- how do the characters cope with stress/change
- engage in a role-play activity. Students would portray a particular life scenario (e.g. change in schools, being dismissed in a work situation, winning an award, etc.) and describe how self-concept would impact or be impacted by the particular life scenario.
- discuss the negative impact of how some people abusively use substances such as, alcohol, tobacco and other drugs to make them feel more confident so they can be better accepted by their peer group.

Suggested Assessment and Evaluation Strategies

Journal Entry

- Students could reflect on positive self-concept and one's future successes in life.
- Some suggestions to consider when writing include:
 - What do you like about yourself?
 - What you would improve about yourself?
 - What makes you feel good about yourself?
 - Who influences how you feel about yourself?
 - What you can do to feel good about yourself?

Resources/Notes

Health Canada

http://www.hc-sc.gc.ca/fn-an/nutrition/weights-poids/leaders_image-chefs_image_e.html#3

http://www.hc-sc.gc.ca/hl-vs/tobac-tabac/quit-cesser/now-maintenant/road-voie/program/unit3-28_e.html

Service Canada

https://www.jobsetc.ca/blueprint/drilldown.jsp?category_id=944&root_id=1080&call_id=127&lang=e

Topic 2: Positive Interactions

Specific Curriculum Outcomes

Students will be expected to

2.06 describe behaviors, attitudes and skills required for positive interactions with others [1.402, 1.403, 4.402]

Delineation

Students need to demonstrate an understanding of the seven behaviors, attitudes and skills required for positive interactions with others:

- positive attitude
- ethical behaviour
- etiquette/responsible behaviour
- time management/organizational skills
- communication skills
- stress management skills
- negotiating skills

Suggested Teaching and Learning Strategies

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Teacher Preparation

This outcome expands on the previous work done in SCO's 2.03-2.05 by providing students with an opportunity to integrate "selves" and plans for "future selves" into their current and future relationships. Students will need opportunities to:

- enhance their knowledge about and their capacity for building positive relationships.
- research and explore influences on relationships and experiences.
- develop and enhance necessary skills, behaviours and attitudes in the areas mentioned in the outcome and reflect on how these connect with present and future life and work choices.

Suggested Student Activities

Positive Attitude

Students need to research and discuss the components and the power of a positive attitude. Students could:

- discuss why a positive attitude is important in all aspects of one's life.
- discuss how attitudes are often developed by one's positive or negative thinking.
- reflect on people they enjoy being around and how they portray a positive attitude. Students could reflect on characters in movies, books, or on television and list how they portray a positive attitude.
- design posters or develop a slogan to demonstrate the components and influence of a positive attitude. These could be displayed throughout the school.

(cont'd p. 94)

Suggested Assessment and Evaluation Strategies

Pen and Paper

- Teachers could deliver a short in-class quiz to test students understanding of the seven behaviours, attitudes and skills required for positive interactions with others.

Group Discussions

- Students could be given various case studies that deal specifically with the elements and engage in whole group or individual discussions of the scenarios.

Group Presentation

- Teachers could assign one of the seven behaviours, attitudes and skills to seven groups. Each group could research and identify strategies associated with the positive development of each behaviour, attitude or skill and present them to the class.

Presentation

- Students could role-play a workplace scenario that demonstrates the use of several of the skills required for positive interaction with others.

Resources/Notes

Careers for Life Text Reference

Wilton's Story, pp.71–72

Activity: How skillful is Wilton?, p.72

What Are Personal Management Skills?, p.72

Putting the Right Things First, p.73

Activity: How you spend your time, p.73

Activity: Important and urgent, p.74

Making Time, p.74

Activity: Stones in the stream, p.74

Activity: Placing stones in the stream, p.75

Activity: Time's up!, p.75

A Matter of Style, p.76

Activity: Are you organizationally challenged?, p.76

The Basics of Being Organized, p.76

Activity: Your organizational consultant, p.77

A Balancing Act, p.78

Activity: How's your stress-balancing act?, p.79

Activity: Re-evaluate your personal management

skills, p.83

Who's Really Listening Out There?, p.84

Topic 2: Positive Interactions (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 92)

2.06 describe behaviours, attitudes and skills required for positive interactions with others [1.402, 1.403, 4.402]

Delineation

Students need to demonstrate an understanding of the seven behaviours, attitudes and skills required for positive interactions with others:

- positive attitude
- ethical behaviour
- etiquette/responsible behaviour
- time management/organizational skills
- communication skills
- stress management skills
- negotiating skills

Ethical Behaviour

Integrity refers to one's honesty and trustworthiness in a situation. Professional ethics refers to behaviour that is appropriate and conforms to professional standards and codes.

Students should understand the type of ethical behaviour expected in the workplace such as, responsibility, honesty and confidentiality. Also, unethical behaviours such as conflict of interest, substance abuse, theft, document falsification, sick leave abuse and others should be mentioned.

Students could:

- research codes of ethics or codes of practice for organizations, associations, groups, etc. and report their findings.
- discuss behaviours that reflect one's responsibility and respect for others. They could engage in research dealing with the behaviours that constitute harassment in the school, community, workplace. They could also research policies and guidelines that exist for individuals in the workplace.
- discuss how misusing substances or engaging in gambling activities can lead to unethical behaviour (a guest speaker from the justice system could speak about the impact of substance abuse and gambling on ethical behaviour).
- develop and role-play harassment scenarios that demonstrate the factors that lead to harassment and violence in schools. Students should identify constructive ways to prevent and deal with such behaviour

Etiquette/Responsible Behaviour

Etiquette refers to socially-acceptable behaviour that is context and situation specific. Something considered proper etiquette

(cont'd p. 98)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Careers for Life Text Reference

Activity: Body language, p.84

Active Listening Skills, p.85

Activity: Understanding what is said, p.85

Talking So People Will Listen, p.86

Activity: Ask for something, p.87

What Do You See?, p.88

The Glass Is Half Full, p.88

Think Positively, pp.88–89

Working It Out, p.91

Consensus Building, p.92–93

Activity: Saturday afternoon consensus building, p.92

Activity: Create your own win-win solution, p.93

How Will You Cope?, p.250

CD 2201 Implementation Support Web Site

Resource Handouts:

- SCO 2.06: Focus on
- HARASSMENT and INTIMIDATION: Responding to Bullying in Secondary Schools, Managing Emotions Lesson, pp. 61-62

Topic 2: Positive Interactions (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 94)

2.06 describe behaviours, attitudes and skills required for positive interactions with others [1.402, 1.403, 4.402]

Delineation

Students need to demonstrate an understanding of the seven behaviours, attitudes and skills required for positive interactions with others:

- positive attitude
- ethical behaviour
- etiquette/responsible behaviour
- time management/organizational skills
- communication skills
- stress management skills
- negotiating skills

in one situation/context may not be considered proper etiquette in another. Some examples include, dining etiquette, school etiquette, golfing etiquette, office etiquette, etc.

Students could:

- review some commonly available examples of etiquette online and compare and contrast them.
- role play behaviours exemplifying proper etiquette and responsible behaviour in various situations and report as to why the proper etiquette/responsible behaviour should be followed.
- discuss how substance abuse/misuse could lead to poor etiquette and irresponsible behaviour

Time Management/Organizational Skills

Students could reflect on how they currently integrate time management and organizational skills into current life, school, and work activities.

Students could:

- describe their typical day and then analyze it for effective and ineffective use of time. Students could work with partners in this activity.

Communication Skills

Teachers should review with students the many ways people communicate (verbal and nonverbal) and discuss the importance of body language as a means of communication.

Teachers could present students with case studies for discussion that will facilitate students' understanding of passive, assertive, and aggressive styles of communication.

Teachers may need to review with students the proper way to formulate an assertive response to a situation:

- Step 1: describe the situation

(cont'd p. 100)

Suggested Assessment and Evaluation Strategies

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Resources/Notes

Careers for Life Text Reference

Dealing With Stress, p.250

Donna's Story, p.251

Peter's Story, p.251

Activity: How did they cope?, p.251

Time Management/Organizational Skills

- Students should submit a hard copy of their typical day outline and their analysis of it.

CD 2201 Implementation Support Web Site

Resource Handouts:

- SCO 2.06 Handout: Be Your Own HERO Lesson 2: Binge Drinking

Communication Skills

Presentation

- Given specific scenarios supplied by the teacher, students could be asked to role-play assertive responses using the four-step approach outlined in the teaching and learning strategies.

Topic 2: Positive Interactions (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 98)
2.06 describe behaviors, attitudes and skills required for positive interactions with others [1.402, 1.403, 4.402]	• Step 2: express how this makes you feel • Step 3: specify what you want to change • Step 4: outline a positive consequence if this change were to occur)
<i>Delineation</i> <i>Students need to demonstrate an understanding of the seven behaviors, attitudes and skills required for positive interactions with others:</i> • • positive attitude • • ethical behavior • • etiquette/responsible behavior • • time management/organizational skills • • communication skills • • stress management skills • • negotiating skills	Stress Management Skills The school guidance counsellor/psychologist could speak to the class about stress management and outline coping strategies. Students could: • Students could discuss resources that help individuals cope with undue stress. • list and discuss some of the effective and ineffective approaches to managing stress. • conduct research on the Internet, or elsewhere, to identify a stress inventory they could complete., which will provide information about their own level of stress. Students would analyse their current level of stress and the risk associated with the development of stress related problems. Negotiating Skills Teachers need to discuss with students what is meant by negotiation and the potential benefits successful negotiation can provide them throughout their career. Negotiation can be very simple (e.g., deciding who gets the last cookie in the jar), or very complex (e.g., finalization of a contract between an employer and a collective bargaining unit). Students could: • research conflict resolution strategies and then, through group work, compile two lists: positive strategies and negative strategies. • brainstorm examples of conflicts and demonstrate conflict resolution strategies.

(cont'd p. 100)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Conference Board

<http://www.conferenceboard.ca/education/learning-tools/pdfs/esp2000.pdf>

Making Career Sense

<http://makingcareersense.org>

Stress Management Skills

Service Canada

Journal

<https://www.jobsetc.ca>

Students could compose a journal entry in which they reflect on their own coping mechanisms when faced with stress inducing situations.

Topic 2: Positive Interactions (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
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Students will be expected to

2.07 demonstrate an understanding of the term social responsibility [1.403, 2.402]

Teacher Preparation

Socially responsible behaviour is intended to have a positive effect on another person, group or the environment. At the very least, it is neutral and does not cause harm to another individual, group or the environment. Discuss with students the personal benefits of socially responsible behaviour.

Teachers could discuss the effects of drinking and driving and the responsibility of those who host events where people drink and may then drive.

In the business world, socially responsible behaviour implies that employers engage in practices and procedures for the betterment of individuals, society and/or the environment (e.g., charities, personal benefits, products, investments, etc.).

Suggested Student Activities

Students could:

- list and describe examples of socially responsible behaviours in school, the community and the workplace (e.g., recycling at home, disaster relief efforts, shelters for homeless, etc.).
- research web sites of large corporations/companies and have them look for examples of socially responsible behaviour.
- answer the questions, “why would you want to work for a company who is socially responsible?” and “what would a socially responsible company be like?”
- discuss/debate whether advertising companies that promote substance use that is harmful to one’s health (e.g., tobacco and alcohol advertisements) are socially responsible.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal Entry

- Students could write a reflective entry on what they do or could do in their home, school and community that would be perceived as socially responsible.
- Students could identify companies that use sex and sexuality as a tool to sell their product and comment on whether or not this is a socially responsible behavior. This could also be used as a presentation activity.

Careers for Life Text Reference

My Actions Affect Others, p.252

Doing Your Part, p.254

Activity: What can you do?, p.254

Topic 2: Positive Interactions (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
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Students will be expected to

2.08 explain the significance of teamwork as outlined by the Conference Board of Canada [1.403, 4.401, 4.402]

Teacher Preparation

Teachers should consult and utilize the Conference Board of Canada Employability Skill Profile Resources as the basis for addressing SCO 2.08. Teamwork can be discussed in the contexts of work and volunteer environments and reference to the Community Contribution Component can be made here as teamwork will play a significant role in any group volunteer activities. Teachers could ask students to discuss examples of teamwork and the purpose of teamwork in their classes, school, community and workplace, and engage students in a variety of team-building activities. Teachers should ask students to refer back to concepts discussed during the study of SCO 2.06 - communication and negotiating skills.

Students should be encouraged to profile teams that already exist within their school community (e.g., student council, sports teams, music ensembles, etc.) and comment on their configuration and effectiveness.

Teachers could make reference to the *Focus on Harassment and Intimidation - Responding to Bullying in Secondary School Communities* document, available through their guidance department, and discuss the importance of teamwork in making the school feel safer for all students

Suggested Student Activities

Students could:

- divide into small teams. Each team should get fifteen (15) sheets of plain letter size paper and three 1-metre lengths of masking tape (total of 3 metres). Each team will participate in a tower building competition and will have exactly seven minutes to build a tower using only the materials provided. At the end of the process, the teams' towers will be judged on the following criteria
- appearance (Is it aesthetically pleasing?)
- height
- strength and stability

(cont'd p. 106)

Suggested Assessment and Evaluation Strategies

Journal Entry

- Students could write a reflective entry on their experiences of being a team member that had a common goal and a final solution.

Interview

- Students could interview an adult to determine the importance of teamwork in their job.

Research

- Students could research job descriptions and identify three occupations that depend on teamwork in order to be effective.

-

Resources/Notes

Careers for Life Text Reference

Employability Skills, pp.65–66

Activity: List your skills, p.65

Teaming Up, pp.94–95

Activity: Thinking about teams, p.95

Good Team Members, p.95

Activity: Your teamwork skills, p.95

Group Dynamics, p.96

Activity: Synergy, p.96

Activity: Fishbowl, p.97

Resource Handouts:

- Focus on HARASSMENT and INTIMIDATION:
Responding to Bullying in
Secondary Schools, pp.25-31

Topic 2: Positive Interactions (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 104)

2.08 explain the significance of teamwork as outlined by the Conference Board of Canada [1.403, 4.401, 4.402]

Prior to beginning the activity, members from each team will be chosen by each subgroup and have the following limitations imposed upon them:

- one team member will not be allowed to speak for the duration of the activity.
- one team member will not be permitted to use their hands in any way during the activity.
- two team members will hold hands with one another (right hand of one student to the left hand of the other). If the students are to participate in the building process, they are only permitted to use their free hand, working cooperatively with each other.

When the activity begins, the teacher will move about the room and observe the group dynamics of each team.

At the conclusion of the seven-minute building time period, students will reflect on and discuss their experiences by asking themselves the following questions:

- how did the four individuals in each group respond to the limitations that were imposed upon them?
- did a leader emerge in each group?
- which member of each team contributed the most ideas?
- was there a plan formulated with each subgroup before construction of the tower began?
- did someone emerge as an individual who tended to do a lot of the actual building?

It is important for students to understand that in order for a team to function effectively, various roles must be undertaken; leaders, ideas people, followers, workers, etc. and cooperation and collaboration among all team members must occur.

NOTE: as this activity has a competitive component, teachers may wish to consider awarding of a "prize" to the winning team!

Suggested Assessment and Evaluation Strategies

Journal

- Students could reflect on their own role within the group. What was their contribution? Were they comfortable with what they contributed? Did they feel they were valuable to the group? If given a second opportunity, would they do anything differently?

Resources/Notes

Careers for Life Text Reference

Teamwork Means All for One and One for All”, pp.98–99

Activity: Leaders, p.98

Topic 2: Positive Interactions (cont'd)

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

2.09 develop an awareness of diversity in the contexts of the home, school, workplace and community [1.401, 1.403]

Teacher Preparation

Teachers should discuss the roles that respect, sensitivity, understanding and communication play in eliminating bias and stereotyping. During the discussion, teachers should define and provide examples of bias, stereotyping and diversity that exist in workplaces, homes and communities:

- **Bias.** Refers to prejudice that leads to an unfair influence upon an individual, issue or situation.
- **Stereotyping.** Refers to beliefs about individuals or groups that place them in categories and often in a position of disadvantage.
- **Diversity.** Refers to the unique characteristics that all of us possess that distinguish us as individuals and identify us as belonging to a group or groups. Diversity transcends concepts of race, ethnicity, socioeconomic status, gender, religion, sexual orientation, ability and age. Diversity offers strength and richness to the whole (research the *Hastings Institute*). Teachers should discuss the societal consequences of people displaying poor tolerance/acceptance toward diversities (e.g. harassment toward one based on their sexual orientation, physical characteristics, academic abilities, etc.).

Teachers could review with students some of the contents applicable to SCO 2.09's topics that are included in the following documents:

- *Provincial Safe and Caring School Policy* dealing with diversity
- *Celebrating Diversity - Respecting Differences*, distributed by the provincial government's Women's Policy Division.

(cont'd p. 108)

Suggested Assessment and Evaluation Strategies

Presentation

Students could demonstrate their understanding of diversity issues through one of the following presentations:

- development of a critique of several children's books and textbooks by searching for references and examples of pictures and language that promotes or discourages bias, stereotyping and diversity.
- development of a review of on one court case in Canada that deals specifically with issues of bias, stereotyping or diversity in the workplace.

Paper and Pencil

- In an effort to learn more about themselves, students could consider some of the non-traditional career options. Students would choose at least one non-traditional career option and conduct research that could utilize the Internet, an online career exploration/resource tool, the provincial Career Work Centers (HRLE), Service Canada, or other resource to learn more about the occupation/job. Students could then write a report or develop a presentation that includes the following:
 - title of the occupation/job
 - responsibilities of the position
 - places of employment for the position
 - future prospects for the occupation/job
 - salary or wages and benefits
 - labour standards and occupational guidelines
 - impact of technology on this occupation
 - skills needed for this occupation/ job e.g., training/ education and other experience)
 - personal interests that relate to this occupation
 - personal occupation likes/dislikes

Resources/Notes

Careers for Life Text Reference

My Actions Affect Others, p.252

Accepting Differences, p.253

Activity: Dealing with conflict, p.253

Hastings Institute at

<http://www.city.vancouver.bc.ca/eco/>

Resource Handouts:

- Focus on HARASSMENT and INTIMIDATION: Responding to Bullying in Secondary Schools, Lesson Celebrating Differences, pp. 76-78

Topic 2: Positive Interactions (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
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Students will be expected to

(cont'd from p. 106)

2.09 develop an awareness of diversity in the contexts of the home, school, workplace and community [1.401, 1.403]

Suggested Student Activities

Students could:

- review the *Canadian Charter of Rights and Freedoms* and the *Canadian Human Rights Act*. Every province in Canada also has an act dealing with individuals not covered by federal legislation. The discussion should focus on individual differences in the context of human diversity.
- list common examples of stereotypes and biases that exist in workplaces, homes and communities. Follow-up with a review of organizations and associations that support diversity and disability in a positive manner.
- research and present a current topic of interest dealing with bias, stereotyping or diversity (e.g., women in skilled trades areas, homosexuals in the workplace, etc.).
- identify and discuss examples of diversity visible in the media (e.g., journalists, television characters, etc.).

Suggested Assessment and Evaluation Strategies**Resources/Notes****Journal**

- Students could engage in a discussion around how students of diverse backgrounds are included in their school and community.

Canada's Safety Council

<http://www.safety-council.org/info/OSH/bullies.html>

Performance

- The teacher could facilitate a class discussion in which various stereotypes and subgroups within the school are identified, and how individuals placed within these various groups are negatively affected.

Conference Board

http://www.conferenceboard.ca/education/learning-tools/pdfs/ISP_brochure.pdf

Paper and Pencil

- Students could design a bulletin board display/posters/murals demonstrating the importance of inclusive practices in schools/communities/workplaces.

Department of Justice, Canada

http://laws.justice.gc.ca/en/Const/annex_e.html#I

Independent Living Resource Centre

<http://www.ilrc.nf.ca/>

Topic 3: Decision Making and Goal Setting

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

2.10 evaluate and apply a decision making model [7.401]

Delineations:

- Describe and demonstrate the influence of decision making processes on one's career development
- Demonstrate the application of a problem solving technique to overcoming obstacles encountered during the decision making process

Teacher Preparation

As a part of life, one is constantly involved with making decisions. Some of these decisions are simple, or made fleetingly, and have outcomes without lasting effects (e.g. clothes we put on each day, the way we style our hair, the movie we go see, the type of fruit we eat, etc.). Some decisions are complex and their outcomes will have long lasting effects (e.g. financial budgeting, post-secondary planning, family planning, etc.). It is the complex decisions one should pay careful attention to and apply a proven decision making model.

Students need to appreciate that overcoming personal obstacles or addressing issues may be very much a part of the decision-making process.

Teachers should present at least one decision making model to the students. Teachers should make reference to the course text and check online sources such as those listed in resources.

Suggested Student Activities

Students could:

- apply an identified decision-making model to solving a hypothetical or real life issue.
- brainstorm a list of the kinds of life decisions people make at ages 5, 10, 18, 25, 35.
- apply a decision making model to a hypothetical situation from the list developed earlier. Parameters will need to be set to limit the context for the decision making activity. The importance of creativity and innovation in exploring possible solutions to problems (thinking outside the box”) should be incorporated into the process.
- list and describe the typical influences that impact the decision making process such as, attitudes, values, significant others, media, etc.
- reflect upon a decision they had difficulty making and have them document their problem solving process in their journal.

Suggested Assessment and Evaluation Strategies**Resources/Notes****Pencil and Paper**

- Students could choose a hypothetical situation and apply the decision making model in a systematic way to illustrate how they would deal with the situation. (Students should be encouraged to discuss how the application of such a model might facilitate a more positive outcome.) Some hypothetical situation suggestions:
 - clothing purchase
 - Friday night plans
 - choosing of programs/courses at a post-secondary institution

Journal Entry

- Students could comment on a recent decision and the decision making strategy they used. Retroactively, they can then apply one of the models discussed and see if their decision remains the same.
- Students could identify a problem that has to be overcome in their school or community and apply the problem solving technique to overcome this challenge and suggest solutions.

Careers for Life Text Reference

I Always Have Choices, p.6

Making Positive Choices, pp.8–9

Activity: How you make choices, p.8

Feeling Good About Your Decisions, p.11

Activity: What impact will your choices have?, p.11

A Decision-Making Model, pp.171–172

Activity: Making balanced career decisions, p.172

The CITY Financial Resource

<http://www.decision-making.co.uk/Welcome/Stages.htm>

Topic 3: Decision Making and Goal Setting (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

2.11 evaluate and apply goal setting guidelines [7.401]

Delineations:

- Describe and demonstrate the influence goal setting has on one's career development
- Demonstrate the application of a problem-solving technique to overcome obstacles encountered during the goal setting process
- Describe how financial management strategies apply to goal setting

Teacher Preparation

It is goal setting or long term planning that enables an individual to reflect on 'where do I go from here'. It is the act of goal setting that provides long term vision and helps keep one focused, motivated and committed. Setting goals provides an individual with a step by step plan, allowing for the measuring of progress and refinement along the way. Students need to recognize that the realization of a long term goal will require the accomplishment of a series of short term goals. The first step to realizing a goal is to believe one can attain that goal. The belief one can accomplish a goal is self-efficacy, which is crucial to one's realization of success.

The purpose of this outcome is to enhance students' understanding of the purpose and benefits of goal setting and to begin to set some personal career goals and potential action plans (refer to Unit 1 - Topic 1, SCO 1.02).

Knowledge gained from the previous SCO 2.10 (decision making and problem solving) should be applied to goal setting. As students set goals and develop action plans, they will need to make decisions and address issues and obstacles.

Teachers should:

- present students with the guidelines for effective goal setting outlined in the student resource. The guidelines suggest the goal should be:
 - specific/concrete
 - measurable
 - achievable
 - realistic/
 - time targeted/be scheduled

(cont'd p. 120)

Suggested Assessment and Evaluation Strategies

Journal

- Students could identify a personal goal that they have been unable to achieve and reflect on why they have not been successful thus far.

Interview

- Students could interview a family member or close friends, asking them to identify specific personal goals that they feel would be beneficial to pursue.

Pencil and Paper

- Students could write a letter to themselves, outlining several goals they have that can be accomplished in a set time frame, of about a month. The teacher can collect these letters and distribute them to the students after the month has passed. This activity could also lead to a series of journal entries dealing with why they did or did not accomplish the goal and how this activity has changed how they will set goals for themselves in the future.

Resources/Notes

Careers for Life Text Reference

Different Kinds of Goals, pp.173–174

Activity: Analysing goal statements, p.174

Activity: Be a goal-setting consultant, p.175

Try It!, p.176

Activity: Setting work goals, p.177

Activity: Setting learning goals, p.178

Activity: Setting personal and community goals, p.179

Making Good Plans, p.180

Starting Out, p.181

Barriers, pp.182–183

Activity: Breaking down barriers, p.182

Activity: Looking for barriers, p.184

Activity: Dealing with barriers, p.184

Taking Action, p.185

Activity: Planning strategies, p.185

Case Studies, p.187

Activity: Be a consultant, p.187

Activity: Find a job, p.193

The CITY Financial Resource

Topic 3: Decision Making and Goal Setting (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 114)
2.11 evaluate and apply goal setting guidelines [7.401]	• emphasize with students that from time to time everything does not go as planned nor do things come about easily. It is important for students to understand that flexibility is a necessary part of planning and that, from time to time, it will be necessary to make adjustments to action plans, overcome obstacles and refine the steps along the way. • engage students in a discussion about the financial aspect of attaining personal goals. Discussion should occur around sources of financial support, including: work income, savings, investments, parental financial contributions, student loans. • engage students in a discussion dealing with student loan programs, budgeting for post-secondary education, and credit/debt concepts (e.g, responsible credit card usage, etc.).
<i>Delineations:</i> • Describe and demonstrate the influence goal setting has on one's career development • Demonstrate the application of a problem-solving technique to overcome obstacles encountered during the goal setting process • Describe how financial management strategies apply to goal setting	Suggested Student Activities Students could: • apply identified goal setting guidelines to develop personal long term and short term goals (e.g. post-secondary study goals, etc.). • brainstorm two possible long term goals of youth and develop an action plan that reflects the smaller steps necessary to reach the goal, including a reflection on the knowledge, skills and attitudes required for each step.

Suggested Assessment and Evaluation Strategies**Resources/Notes****Pencil and Paper**

- Students could identify a short term goal (to be achieved within a two week period) and submit a detailed plan outlining how they will achieve this goal, ensuring that all the guidelines for effective goal setting have been followed. Upon completion, students should submit a summary evaluation outlining whether or not they were successful in achieving their goal and what factors affected the outcome. Possible goals might include the completion of a major assignment, achieving a certain mark in an evaluation, quitting smoking, etc.

Canadian Career Development Foundation

<http://ccdf.ca/>

Contact Point

<http://www.contactpoint.ca/bulletins/v7-n1/v7-n1c.html>

Topic 4: Financial Planning

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

2.12 describe various elements of effective financial management [7.401]

The purpose of this outcome is to give students a sense of what is involved in managing their finances. Financial management and planning are inextricably linked. You can't do one without the other.

It is important for students to be able to balance financial statements and have insight into the basic survival principles involved with earning, spending, saving and investing.

Without these competencies most will fail in the management of their first consumer credit experience, establish bad financial management habits, and stumble through their lives learning by trial and error.

Financial management is about the day to day considerations:

- keeping yourself to a budget
- not accruing too much incidental debt
- balancing your financial statements, etc.

Financial planning involves:

- establishing goals
- working towards those goals
- constantly adjusting the plan to make it work, etc.

Effective financial planning involves applications of decision making and goal setting models. These should be familiar to students from the previous topic. Elements of financial planning have to be included throughout the stages of financial management.

There are a number of steps to financial planning. These are similar to the scientific method, the technology model, or the decision making process.

- identify where you are
- identify generally where you want to be
- refine that goal to be more specific in some areas
- develop a plan to reach your final goal
- implement the plan
- check the plan periodically and make adjustments as necessary

Suggested Assessment and Evaluation Strategies**Resources/Notes****Interview**

- Student could conduct an interview with their parents exploring some of their experiences in the area of financial management, focusing specifically on some of the challenges that they have faced.

The CITY Financial Resource
CPP - What's it got to do with me.

Credit Union of Canada Personal Finance Resource

Presentation

- Students could identify a specific post-secondary program of interest and prepare a presentation outlining the various financial implications associated with completing such a program. Students should consider the following:
 - tuition
 - books
 - other fees
 - living expenses (rent, utilities, food, sundries)
 - transportation
- Student might also consider the possible sources of funding to participate in this experience (e.g. RESPs, student loans, part-time employment, scholarships, etc)

Paper and Pencil/Presentation

- Students could complete one of the many available budgeting exercises which asks subjects to answer a series of lifestyle questions, assigning a monetary value to a host of typical expenses (e.g. housing, transportation, utilities, food, clothing, furnishings, recreations, vacations, insurance, investing, entertainment, child care, taxation, etc.). Students are then asked to identify what income level would be necessary to support their lifestyle choices. The results can be presented to the class.

Topic 4: Financial Planning

Specific Curriculum Outcomes Suggested Teaching and Learning Strategies

Students will be expected to

2.13 demonstrate an understanding of how financial management is an important aspect of the career development process [7.401]

A common life scenario is described below:

- You have a job(s). This provides a source of income.
- You have taxes. This is the portion of your income that is deducted from your cheque before you get it. Your health plan, CPP, EI, and union dues are examples of such deductions.
- You have expenses. These expenses include: rent or mortgage, insurance, food, heat, light, telephone, cable, cell phone, car payments, etc.
- You have unexpected expenses. Everyone has them; car repairs, water heaters, leaks, the unforeseen and usually the expensive.
- You have desires. One purpose of working in the first place is to fulfill your desires. Having a family, going on vacations, buying a nice car, owning your own home, moving to a nicer neighbourhood, taking time off from work to travel are all examples of desires.
- You have debt. Sometimes the unexpected or the desires get the best of us and we get into short term debt. Sometimes the debt is intended like a student loan, mortgage, or car payment.

Your income should exceed your taxes, expenses and your debt payments. It should exceed it enough so that you can put a little away for your unexpected expenses and your desires. Saving for a rainy day” or saving for the big trip.

Now let us look at Financial Management and Planning from the student perspective. What planning does a student have to do? Opportunities to learn aspects of financial management and planning for students are occurring formally, for those who have entered the work force, and informally for those who are managing funds provided to them. These opportunities should be taken into account when discussing this topic with students.

A good example that illustrates the importance of financial management and planning is the start of the Game of Life®. When

Suggested Assessment and Evaluation Strategies**Resources/Notes****Research/Presentation**

- Students could research various topics associated with personal finances following retirement (pensions plans, RRSP's, Canada Pension Plan, Old Age Pension, mutual funds, and so on). A presentation on the benefits of planning for such even at an early age could be done for the whole class
- Students could research the implications of life insurance and a will in the context of a sound financial management plan. This could also be presented formally or informally to the class.

The CITY Financial Resource

CPP - What's it got to do with me.

Credit Union of Canada Personal Finance Resource

The Game of Life®

Internet / Presentation

- Students could use the internet to compile a list of financial management tips. These could then be prepared as part of a poster presentation and displayed around the classroom.

Topic 4: Financial Planning

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
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Students will be expected to	
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2.13 demonstrate an understanding of how financial management is an important aspect of the career development process [7.401]	
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	you start, you can choose to go to school (post-secondary) or go to the world of work. The number of jobs you can qualify when choosing direct entry into the labour market is significantly less than those you can qualify for if you go to post-secondary. The first step, as a student leaves high school, is determining which route they will take. The second step is financing that route. Student loans are the topic of choice here. A discussion of the various programs available, the loans possible and the earning potential will help students in this decision making process. Once the route is determined, then we enter the scenario discussed in the previous section. Day-to-day management of your finances; living within your means; making ends meet; the list of clichés in this area are endless. They all mean the same thing, making your finances work for you.
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	Few students think about retirement, and how they are going to afford it. All the statistics show that the sooner people think about these things the better off they will be in the long run. Thinking about retirement, planning and saving for it are among the smartest things a beginning employee should do.
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Suggested Assessment and Evaluation Strategies

Resources/Notes

Unit 3

Career Exploration - Learning and Work

Overview

Purpose

The purpose of this unit is to provide students with opportunities to explore work and learning that is supportive of one's life role and lifestyle goals. Students will develop knowledge of the following topics:

- **Topic 1:** Balancing Lifestyle and Life Roles
- **Topic 2:** Linking Lifelong Learning to One's Career Development
- **Topic 3:** Accessing and Assessing Life/Work Information
- **Topic 4:** Personal Safety
- **Topic 5:** Networking
- **Topic 6:** The Influence of Society and the Economy on the Nature and Structure of Work

Profile

In the *Career Exploration - Learning and Work* unit, students will explore topics that address the connection between their personal life and their work life. Students will be provided access to career resources that they will find useful for the remainder of their lives.

Suggested Timeline

Implementation

Unit 3 contains many topics that can be delivered at any point during the school year. Because there may be opportunities to address some of the topics at times other than the first part of semester 2. Teachers are encouraged to read through this unit and plan activities at the beginning of the school year. For example, schools may be able to avail of a guest speaker from the Provincial Human Resources Labour and Employment (HRLE) Department early in the Fall and may wish to address components of **Topic 3: Accessing and Assessing Life/Work Information** at that time. However, Unit 3 is written to continue from Unit 2 and a “linear implementation” of the course (e.g., Unit 1, Unit 2...) will be effective.

Unit 3 will typically require approximately 30% of the total course time allocation to deliver.

The timeline below is provided as guidance for the teacher.

- | | |
|--|---|
| <ul style="list-style-type: none">• Topic 1: Balancing Lifestyle and Life Roles<ul style="list-style-type: none">• SCO 3.01-3.02: 3 classes• SCO 3.03: 2 classes• Topic 2: Linking Life-long Learning to One’s Career<ul style="list-style-type: none">• SCO 3.04: 2 classes• SCO 3.05: 4 classes• Topic 3: Accessing and Assessing Life/Work Information<ul style="list-style-type: none">• SCO 3.06-3.07: 2 classes• SCO 3.08: 5 classes• SCO 3.09: 5 classes | <ul style="list-style-type: none">• Topic 4: Personal Safety<ul style="list-style-type: none">• SCO 3.10: 3 classes• SCO 3.11: 3 classes• Topic 5: Networking<ul style="list-style-type: none">• SCO 3.12: 1 class• SCO 3.13: 1 class• SCO 3.14: 1 class• SCO 3.15: 3 classes• Topic 6: The Influence of Society and the Economy on the Nature and Structure of Work<ul style="list-style-type: none">• SCO 3.17-3.18: 4 classes |
|--|---|

Outcomes and Strategies

Topic 1: Balancing Lifestyle and Life Roles

Suggested Teaching and Learning Strategies

Students will be expected to

3.01 demonstrate an understanding of the concepts, 'lifestyle' and 'life roles' [6.401]

Teacher Preparation

The purpose of this outcome is to allow students to explore and discuss possible life roles and lifestyles, to reflect upon their desired or projected future life roles and lifestyles, and to make connections between the two concepts and career development. Discussions should facilitate the exploration of the changing roles of men and women and changes in lifestyles over the years. It is important to ensure that the discussion is broad enough to include all social classes and counteract prevailing stereotypes (e.g., gender, racial, etc.).

Lifestyle refers to how an individual lives her or his life. Lifestyles evolve as one matures and grows and are influenced by standard of living, leisure pursuits, social priorities, work income, etc.

Life roles refers to the roles that an individual assumes throughout life. Life roles also evolve as one matures and grows. Typical life roles can include being a sibling, child, parent, spouse, worker, etc.

Guest speakers can be useful for this topic. It is important to include speakers who can dispel typical stereotypes known to exist in today's society.

Suggested Student Activities

Students' should explore lifestyles and life roles that:

- are evident in the school, home and community.
- are represented through the media, literature, TV programs, etc.

An examination of lifestyles and life roles can occur through:

- role-plays that demonstrate 'a day in the life of...'
- students planning a day in the future of their own life.
- reflection on fantasy lifestyles and life roles.
- assessments of lifestyles of different family structures.
- assessment of lifestyles of individuals in a variety of work situations

Suggested Assessment and Evaluation Strategies

Resources/Notes

Partner Work:

- Teachers could have students identify the various roles in which they currently hold and anticipate how these roles will change/develop in five years and in ten years time. Attention should be given to role interaction, and ongoing change within that role.

Journal Entry:

- Students could write a journal entry on the following: In a perfect world, what life roles would you see yourself playing in ten years?"

Performance:

- Students could role-play scenarios that demonstrate a day in the life of a particular worker, or a day in their future.

Group Activity:

- Teachers could have students interview a person in an occupation and identify the lifestyle of that person, reporting their findings to class. The students should explain how the person's life style effects his/her life roles.

Presentation:

- Using a particular occupation teachers could have students identify possible lifestyles associated with working in this occupation. Their presentation should represent how the life style effect other possible life roles (e.g., Parents, students, etc.).

Careers for Life Text Reference

Activity: Name the pictures, p.16

I Will Grow and Change, p.244

Making Wise Lifestyle Choices, p.247

Looking Ahead, p.247

Activity: Your family's lifestyle, p.247

Life Roles, p.248

Activity: What roles do you play?, p.249

Topic 1: Balancing Lifestyle and Life Roles (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.02 describe how one's lifestyle and life roles influence each other and are influenced by other sources [3.402, 6.401, 7.401]

Teacher Preparation

The purpose of this outcome is to allow students to reflect on how lifestyles and life roles are influenced by one another and are influenced by things such as: values, time, personal financial situation, work responsibilities, family responsibilities, etc.

It is important to facilitate activities/discussions that increase students' awareness of their own values and preferences and the sources of these values and preferences as it relates to their choices around life roles and lifestyles. Students should identify the 'benefits' and 'costs' of a variety of lifestyles and life roles and to make connections between their personal characteristics (SCO 2.03) and life roles and lifestyles. The choices that an individual makes relative to lifestyles and life roles are a result of his/her personal values, preferences, beliefs, etc.

Reflect back to the previous outcome SCO 3.01 (types of lifestyles and life roles,) and engage students in a discussion of the typical influences that impact specific life choices. Examples could include:

- if one values helping others how will that influence other lifestyles and life roles decisions.
- if one values privacy, or chooses a lavish lifestyle, how will that influence personal decisions.
- if one chooses to become a parent how will that influence his/her work role or leisure role.

Suggested Student Activities

Students could:

- create a Venn diagram that compares/contrasts the expectations, benefits, costs, demands, privileges, etc., of a variety of life roles and lifestyles.
- interview adults to find out how their life roles influenced their occupational choices (e.g., how did being a parent influence their choice of work?).
- Students could explore three occupations of choice and discuss/outline how the salary, availability of work, job duties, work schedule, educational requirements, etc. of each occupation may effect specific life roles and lifestyles.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Research:

- Provided with a personal profile that includes information about lifestyles (e.g., size of home, type of car, number of children, etc.) and life roles, students could research (in pairs) to prepare a budget including such things as mortgage cost, car expenses, insurance, utilities, groceries, etc.). Students should present their findings in class.

Careers for Life Text Reference

Looking Ahead, p.247

Life Roles, p.248

Balancing Life Roles, p.249

Activity: What roles do you play?, p.249

The CITY Financial Resource

Journal:

- Students could reflect on how an individual's environment (e.g., socioeconomic background, family circumstance, peer group, culture, etc.) and choices have influenced their lifestyles and life roles.

Paper and Pencil:

- Students could reflect on projected personal lifestyle issues (i.e., 5-10 years) incorporating what they have learned regarding lifestyles and how this influences their other life roles.

Guest Speaker

- Ask a person from a non-profit organization to present how their volunteering impacts lifestyle and life roles.

Portfolio:

- From the suggested student activities, the following assessment could occur:
 - A copy of the Venn diagram, interview and their occupational exploration should be put into the student's Course Content Portfolio (CCP).

Topic 1: Balancing Lifestyle and Life Roles (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.03 demonstrate an understanding of the importance to create and maintain an optimum balance between personal and work roles [2.402, 6.401]

Teacher Preparation

The purpose of this outcome is to promote student reflection on the importance of realizing, accepting and fulfilling one's responsibilities associated with all life roles, current and anticipated. As one transitions through life, personal roles evolve and change. Most often an individual plays many roles with a multitude of responsibilities. The challenge is to create an optimum balance between all of the demands and expectations of one's life roles. This balance, which is created in many ways, and varies depending upon circumstances, is an important part of meeting the challenges and demands of all of one's life roles. Without balance one can become stressed, unproductive and dissatisfied in his/her life roles. A balance, among other things, enables one to connect family and work. Sometimes to create a balance it may be necessary to negotiate with one's employer or partner; other times, it may mean setting new priorities, relying upon support, etc.

Some questions to facilitate a discussion with students:

- How do personal life roles relate to one's work?
- What does it mean to be "stretched too thin"?
- What does it mean to be "pulled in two directions"?

(cont'd p. 132)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Interview:

- Students could interview a parent or guardian, identifying their various life roles (e.g., mother, son, friend, spouse, employee, volunteer, aunt, brother, etc.) and list the responsibilities associated with each of these roles. Students could identify how individuals maintain a balance among the different roles.

Careers for Life Text Reference

Life Roles, p.248

Balancing Life Roles, p.249

Activity: What roles do you play?, p.249

Paper and Pencil:

- Teachers could have students research and summarize an article that discusses the struggle to maintain a balance between leisure and work. Attention should be given to the potential consequences of not maintaining a healthy work and leisure balance.

Journal Entry:

- Students could complete a written stress test (see Guidance Counsellor or Career Development Teacher), and reflect in a one page minimum entry on the outcomes.

Topic 1: Balancing Lifestyle and Life Roles (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 140)

3.03 demonstrate an understanding of the importance to create and maintain an optimum balance between personal and work roles [2.402, 6.401]

Suggested Student Activities

Students could:

- generate lists of their current life roles and the associated responsibilities with each role. They could then analyse the various listings by answering typical questions such as, "What expectations are placed upon you as a student, as a sibling, or as a son/daughter, etc.?"
- generate lists of projected or desired future life roles and the associated responsibilities that will come with each role. In order to enhance their understanding of the responsibilities that will come with certain life roles, students could interview adults in those roles, reflect upon characters from TV, literature, or they could read biographies of people in these roles. Students could conclude the activity by reflecting upon how the responsibilities may impact upon personal choices that relate to life and work.
- generate a list of possible conflicts that may result from life role responsibilities (current and future) and role play how they might solve one of those conflicts. For example, a conflict between the deadline for a school assignment and a boss needing you to work extra hours or a conflict between a family responsibility and a commitment to a friend.

Suggested Assessment and Evaluation Strategies**Resources/Notes****Journal Entry**

- Students could reflect upon one of their listed life roles and note how the respective responsibilities influence other choices (e.g., how does being a student impact one's choice of work, one's choice of leisure or extracurricular activities, etc?).

Canadian Centre for Occupational Health and Safety

http://www.ccohs.ca/oshanswers/psychosocial/worklife_balance.html

Journal Entry

- Students could reflect upon how the responsibilities may impact upon personal choices that relate to life and work.

Job Quality.ca

http://www.jobquality.ca/indicators/work_life/wlb_main.shtml

Paper and Pencil

- All of the generated lists under suggested student activities can be put into the Course Content Portfolio (CCP).

Canada Prospects

http://www.canadaproprospects.com/products/cp_nav/home.cfm?yearid=12§ionid=2&art_number=18&l=e&access=txt

Topic 2: Linking Lifelong Learning to One's Career Development

Suggested Teaching and Learning Strategies

Students will be expected to

3.04 describe how personal achievements impact life opportunities [3.402]

Teacher Preparation

The purpose of this outcome is to enhance students' understanding and appreciation of the importance of personal growth and skill development to the career development process. It is paramount that students appreciate the connection between personal achievements and future life and work choices. They should be encouraged to explore opportunities for developing and enhancing their own personal achievements. It is crucial for students to make connections between their own achievements, how they enhance their current life choices, and how they will benefit them in the future.

Teachers should engage students in discussions that will enable them to reflect on how their personal achievements and accomplishments open many doors, create opportunities, enhance self-concept, and fulfil personal values. As well, students need to understand how important it is for them to capitalize on opportunities that could impact their ability to enhance or add to their personal achievements.

Suggested Student Activities

Students could:

- develop a list of instances of personal achievements. This list can be generated from their own experiences or from biographies, interviews, etc.
- generate a list of areas of opportunity that exist in the school and community for current and future personal achievement.
- interview adults/other students to learn about how their personal achievements have enhanced their life choices.
- interview employers to learn about how personal achievements enhance an individual's ability to access and maintain work.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Interview:

- Students could prepare a biography of an individual who they recognize as having achieved success, giving attention to how early achievements impact subsequent success.

Journal:

- Students could complete a journal entry outlining their achievement of success, how it has led to other successes, and the impact it has had on their self concept.

Employability Skills Portfolio (ESP):

- Students should update their personal achievement listing in their ESP.

Journal

- Students can reflect on their personal achievements, specifically three instances, and relate these to the enhancement of self-concept, the development of knowledge, skills and values, etc.

Journal

- Students could reflect on how involvement in these areas can enhance one's future choices in life and work.

Careers for Life Text Reference

Why Am I Doing This?, pp.2–3

Make Your Talents Work for You, p.20

Activity: Collect your credentials, p.20

Success and Achievement, p.258

The Will to Succeed, p.259

Activity: What is success?, p.259

Personal Achievements, p.261

Activity: What your achievements say about you, p.262

Topic 2: Linking Lifelong Learning to One's Career Development (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.05 describe how formal and informal education and training is lifelong and impacts life opportunities [3.401, 3.403]

Delineation:

Teachers should provide students with opportunities to become familiar with the language/terms associated with formal educational opportunities:

- secondary / post-secondary
- degree program
- diploma program
- certificate program
- apprenticeship
- self-directed learning
- on-the-job training
- distance education

Teacher Preparation

The purpose of this outcome is to have students identify and understand the connection between past, present, and future learning experiences to successful, fulfilling life and work experiences. Students need to appreciate that workers are expected to keep their skills and knowledge current and relevant. Individuals are not only expected to make educational preparations for work but to continue that process to adjust to an ever-evolving workplace.

Teachers could focus attention on the apprenticeship model as one of the formal educational opportunities available to students in the province of Newfoundland and Labrador. The *Provincial Apprenticeship Model* addresses the apprenticeable skilled trades areas and would be of interest to some students enrolled in the course. During the past few years, there have been many improvements made to the model and teachers are encouraged to promote it with their students. Students need opportunities to explore:

- the relationship between educational achievement and career planning.
- formal educational opportunities (e.g., face-to-face, online, co-operative and distance education, etc.) and the advantages/disadvantages of each.
- that learning is ongoing (informally through extracurricular, community and school activities).
- that learning is lifelong.

Suggested Student Activities

Students could:

- explore an academic area (e.g., math, science etc.) and reflect on the application of knowledge and skills that could be utilized in future work opportunities.

(cont'd p. 138)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal:

- Students could reflect on various articles discussing the link between education levels and work income.

Presentation:

- Students could prepare a timeline of skills and competencies that they have acquired throughout their lives outside the formal classroom situation. They will then present to the class five competencies or skills that they have developed emphasizing the potential work opportunities that may arise from the attainment of these skills.

Employability Skills Portfolio:

- Students should update their ESP to include formal/informal education and training.

Journal

- Students could reflect in their journal on the knowledge and skills they are acquiring in school and how they can be utilized in future work opportunities.

Paper and Pencil

- Students can choose a specific occupation and identify which type of education and training they should undertake for that career. Further, they could identify what institutions can fulfill those requirements in this province.

Careers for Life Text Reference

Make Your Talents Work for You, p.20

Activity: Collect your credentials, p.20

Exploring Through Job Shadowing, p.121

Activity: Job shadowing, p.121

Exploring Through Co-operative Education, p.121

Activity: Co-op education, p.122

Exploring Through Work-Term and Internship Placements, p.122

Activity: Work-term and internship placements, p.122

Skills for the New Workplace, p.148

Activity: A quick skills analysis, p.148

Navigating the World of Learning, p.152

What's the Difference?, pp.153–154

Provincial Apprenticeship Model

<http://www.ed.gov.nl.ca/app/faq/general.html>

Human Resources and Social Development Canada Website

<http://www10.hrsdc.gc.ca/CE/English/SearchMain.aspx>

Topic 2: Linking Lifelong Learning to One’s Career Development (cont’d)

Suggested Teaching and Learning Strategies

Students will be expected to (cont’d from p. 138)

3.05 describe how formal and informal education and training is lifelong and impacts life opportunities [3.401, 3.403]

Delineation:

Students need to demonstrate an understanding of:

The importance of the nine essential skills identified below:

- reading text
- document use
- numeracy
- writing
- oral communications
- working with others
- continuous learning
- computer use
- thinking skills

- explore how involvement in extracurricular activities/school related activities enhances development of knowledge and skills. Students could then discuss how the knowledge and skills translate to work context skills.
- compare/contrast at least three types of formal educational opportunities.
- review advertisements for student jobs and note the skills and knowledge that they have already acquired that would allow them to be successful in that job.
- review the entrance requirements for three post-secondary programs noting the required secondary requirements.
- review job advertisements noting the post-secondary requirements.
- complete a job analysis of an occupation noting the implications for life long learning (e.g., educators, automotive mechanics, health professionals, etc.). A job analysis refers to the identification of individual expectations and aspects of a specific job related to the required knowledge and skill sets.
- interview adults/former students to learn more about how their learning is life long and is necessary to ensure they are a productive and satisfied worker.

Teachers should explore with students the essential skills needed for work, learning and life. Human Resources and Social Development Canada identify nine essential skills that provide a foundation for learning all other skills and enable people to evolve with their jobs and adapt to workplace changes.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal Entry

- Ask students to select a number of occupations and reflect on the application of essential skills for each.

Careers for Life Text Reference

Activity: A comparison, p.154

Information Resources for Universities and Colleges, pp.154–155

Portfolio

- Ask students to place a copy of the entrance requirements for three post-secondary programs in their CCP.

Education Trend: Switching, p.155

Apprenticeship, p.156

Activity: Apprenticeship, p.157

Private Colleges, p.157

Activity: Private colleges, p.158

Other Colleges, p.158

Distance Education, p.158

Activity: Distance education, p.159

Continuing Education, p.159

Activity: Night school, p.159

Travel, p.159

Activity: Travel, p.160

Focus on Your Best Options, p.160

Activity: Your options, p.161

Learning Is Ongoing, p.162

Activity: School courses and the world of work, pp.162–163

Activity: Extra-curricular activities and the world work, p.163

Don't Avoid It! p.188

Activity: Graduation requirements, p.188

Activity: Review your Three-Year Plan, p.189

Paper and Pencil

- Students could find two job advertisements in a local newspaper, identify the post-secondary/training requirements, and put them in their CCP.

Presentation

- Students should present their findings from their interview of adults or former students concerning life-long learning and satisfaction in their job/career.

Topic 3: Accessing and Assessing Life/Work Information

Suggested Teaching and Learning Strategies

Students will be expected to

3.06 distinguish between job, occupation and career [4.401]

Teacher Preparation

To enhance students' understanding of career as a concept, it is important they are able to differentiate between the terms that have become associated with career. The interchangeable use of the term career with job and occupation reflects back through the years when work was the central activity in career and provided not only financial benefits but also a sense of personal identity. In the new paradigm of career development, career has become as much about self, personal development and personal interactions as it is about occupational choices. Note that students will research types of jobs and occupations as part of their fulfilment of SCO 3.07.

Teachers should review with students the following definitions:

- **JOB.** Regular work at one place for which you receive payment.
- **OCCUPATION.** Refers to a group of similar jobs found in different industries or organizations (e.g., education, health care, engineering, etc.)
- **CAREER.** The course of one's life in which work and other activities are integrated to achieve personal goals.

Suggested Student Activities

Students could:

- brainstorm a list of specific work experiences and appropriately label each as a job or occupation. The exercise will make students more aware of the above terms and will ensure they utilize them correctly in the remainder of the course.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil:

- Students could categorize a random list of jobs and occupations noting that a career encompasses all activities both paid and unpaid.

Careers for Life Text Reference

Why Am I Doing This?, p.2

My Choices Are About Me, p.14

What Is a Career?, p.15

Employability Skills Portfolio:

- Students should update their ESP to include evidence of work experience(s).

The National Occupational Classification, pp.112–113

Group work

- Students could interview a particular worker (e.g., teacher, parent) and ask the worker to define a job, occupation, career, task, and skill. Students will report to class their findings. Students should make comparisons between differences determined from other presentations. A written copy can be placed in the students' CCPs.

Topic 3: Accessing and Assessing Life/Work Information (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.07 identify and describe various types of occupations, jobs, and work arrangements [4.401, 4.402]

Teacher Preparation

In order to be able to effectively access and assess information and make informed decisions around occupations, jobs, and work arrangements, students need to explore the opportunities that exist. It is also important for students to understand that occupational opportunities are changing and will continue to change in response to labour market trends and the economy. Traditionally, an individual made an occupational choice, selected a job, stayed in it until they retired, and then lived on a full pension. In the new economy, an individual may experience as many as 25 jobs in up to five different sectors. Jobs and work take on many different forms, ranging from self-employment, contractual, part-time, seasonal, virtual offices, etc.

Teachers should provide students with opportunities to research the types of jobs available and reflect on the advantages and disadvantages of each:

- **Part-time Workers.** Workers who work from 1 to 34 hours for the majority of weeks in a work year.
- **Casual Workers.** Workers who are hired on from time to time for short periods to fulfill specific requirements.
- **Permanent/Temporary Full Time Workers.** Workers who work more than 35 hours for the majority of weeks in a work year.
- **Seasonal Workers.** Workers who work in industries that operate within specific seasons (e.g., agricultural, farming, landscaping, etc.).
- **Agent/Broker Workers.** Workers who often work evenings and weekends and usually are on call to suit the needs of their clients (e.g., real estate agent, etc.).
- **Contractual Workers.** Workers who contract out their services to an employer for a specified period of time and/or for a specified amount of work. The salary is agreed upon before the contract begins.
- **Project-based Teamwork Workers.** Workers who work in groups to complete a project. Work is often organized on a

(cont'd p. 146)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil

- Students could demonstrate an understanding of various work arrangements by listing advantages and disadvantages of each.

Presentation

- Arrange for various guest speakers to discuss what it means to be considered a full time worker, a part time worker etc. Students could ask questions in order to determine the impact of work arrangements on one's lifestyle and can place answers in their CCP.

Journal entry

- Students should reflect on types of work arrangements they could choose in the future and how these will impact their life style.
- Students could reflect on what the future labour trends means for their career planning.

Presentation

- Students could conduct a web search based on the various types of job arrangements available in today's work force and develop a presentation. (This is an opportunity to not only work on the students' public speaking skills but also their technological competency.)

Careers for Life Text Reference

Focus on Yourself, pp.107–108

Activity: Finding the common threads, p.108

Mapping the World of Work, p.109

The National Occupational Classification, pp.112–113

Activity: Using the NOC, p.113

Case Studies, pp.113–114

Activity: Make a match, p.114

Choose Your Starting Place, p.115

Starting With Your Interests, p.115

Starting With Your Abilities, p.116

Starting With Other Characteristics, p.116

Using the Internet for Research, p.116

Activity: Finding fields of work, p.117

Activity: Field maps, p.117

Creating Your Own Work, p.123

Profiles: Young Entrepreneurs, pp.123–124

Activity: Find out more, p.124

Activity: The two sides of independence, p.125

Activity: Interview an entrepreneur, p.125

Entrepreneurship: Myths and Realities, p.126

Topic 3: Accessing and Assessing Life/Work Information (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 152)

3.07 identify and describe various types of occupations, jobs, and work arrangements [4.401, 4.402]

group collaborative basis with each worker taking responsibility for an aspect of the project.

- **Freelance Workers.** Workers who are self-employed working in a profession or trade in which full-time employment by a single employer is also common.
- **Consulting Workers.** Workers who help companies to improve performance through analysis of existing problems and development of future plans, best practices, technology implementations, strategy development, etc.
- **Piecework Workers.** Workers who get paid according to the quantity of work they produce.
- **Entrepreneurship Workers.** Workers who start their own business by assuming the financial risk of the initiation, operation and management of the business.

Teachers should provide students with opportunities to research the meaning of the types of working arrangements and the advantages and disadvantages of each. Types of working arrangements include:

- **Telecommuting Workers.** Workers who work at an alternative site, such as at home, usually one or more days per month, thereby reducing their commutes.
- **Flextime Workers.** Workers who work a non-traditional work schedule that allows them to meet personal needs.
- **Work Sharing Workers.** Workers who share a reduced work week with their co-workers as a result of downsizing at the workplace. Some work sharing arrangements are entered voluntarily by the worker to allow them to work part-time at the same job.
- **Compressed Work Week Workers.** Workers who work more hours per day but fewer days over the course of one or two work weeks.
- **Home-based Workers.** Workers who work from their homes in either self-employment situations or employees of companies, businesses, etc.

(cont'd p. 148)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil

- Students could take a quiz on the various types of work arrangements, jobs, occupations.

Careers for Life Text Reference

Predictions About the New Workplace, pp.146–147

Activity: Analysing the new workplace, p.147

Paper and Pencil

- An assignment or project dealing with the types of jobs, occupations and work arrangements could be undertaken here. The assignment of projects would involve a listing of common jobs in Newfoundland and Labrador, what type of job they are, and the possible work arrangements that might be available to the workers in question.

Skills for the New Workplace, p.148

Activity: A quick skills analysis, p.148

Journal

- Students could reflect on what kind of work arrangement they would prefer in their future career/occupations.

Topic 3: Accessing and Assessing Life/Work Information (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 154)

3.07 identify and describe various types of occupations, jobs, and work arrangements [4.401, 4.402]

Teachers should also provide information pertaining to these other working arrangements:

- **Leave Time.** Workers can avail of leave time for a variety of reasons and it can be paid or unpaid (e.g, sick leave, maternity leave, educational leave, sabbatical leave, annual leave, etc.)
- **Phased Retirement.** Workers who are close to their retirement date can reduce their work weeks leading up to it and gradually ease into retirement.

Suggested Student Activities

Students could:

- complete research on types of occupations, jobs and work arrangements by reviewing job ads, company web sites, and the National Occupational Classification (NOC)
- The NOC, which is made available by Human Resources and Social Development Canada (HRSDC), is a resource detailing occupational information for Canada. The NOC is used daily by thousands of people to understand the jobs found throughout Canada's labour market.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Service Canada

http://www.jobsetc.ca/content_pieces.jsp?lang=en&category_id=410

NOC Website

<http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml>

Youth Ventures

<http://www.youthventuresnl.com/success.php>

Topic 3: Accessing and Assessing Life/Work Information (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.08 identify and describe specific regional, provincial, national and international labour market information and trends [4.401]

Teacher Preparation

Labour market refers to general detailed information about employment/unemployment rates, opportunities for employment and wage rates specific to regional, provincial, national and international areas. Labour market information assists students with their search for work and helps them make informed decisions related to required education, training and career options. An individual can make informed decisions by increasing his/her knowledge about the labour market. A review of the labour market allows an individual to draw conclusions about the types of work that are actually available in different industries, in a particular location, and at a particular point in time. Also, this information will be valuable in terms of identifying the projected success (in terms of job opportunities) that the employment area will experience. An excellent source for additional research on labour market information is LMIWorks.

Labour market trends refer to the influences on the labour market (e.g., political, economic, demographic, shift to nonstandard employment, etc.). Students need to understand that labour market trends reflect the current status and change as economic demands change. They are influenced by the demands of employers for skilled workers, consumer demands, and government policies. Innovations in technology and the globalization of trade are also impacting the labour market.

Suggested Student Activities

Students could:

- research regional, provincial, national and international labour market trends to identify areas of growth for employment opportunities.
- access the LMIWorks web site and review labour market information to determine future employment prospects for three occupational areas.

(cont'd p. 152)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil:

- Using Career Cruising or LMIWorks a student could re-search two occupations of interest and complete the following questions about each:
 - What is the percentage of graduates working full-time?
 - What are the average earnings of graduates of this program?
 - What percentage of graduates were working in a field directly related to their training?
 - What was the level of satisfaction with the program?
 - What was the level of satisfaction with the amount of financial investment?
 - What is the percentage of graduates who left the province to find employment?
 - Would these be viable career options in five years? In ten years?

Research:

- Students could provide a minimum of three links to Internet-based labour market information sources, commenting briefly on the type of information provided, quality of information, and user friendliness of the site.

Paper and Pencil:

- Students could review in detail the Job Futures guide to jobs of today and tomorrow and answer a series of teacher-developed questions that would enable them to demonstrate their familiarity with the document.

Careers for Life Text Reference

What's a Trend?, p.140

Activity: Trends in your life, p.140

Predicting Trends, p.141

Activity: Why do predictions fail?, p.142

Economic Trends, p.143

Activity: Globalization and Canadian business, p.144

Demographic Trends, pp.144–145

Activity: Analyse the demographics, p.145

How Will Trends Affect the World of Work? p.146

Predictions About the New Workplace, pp.146-147

Activity: Analysing the new workplace, p.147

Where the Jobs Are, p.149

Activity: What did you learn?, p.150

Researching Labour Market Information, p.

Activity: Your own research, p.151

LMIWorks

www.lmiworks.ca

Career Cruising Website

www.careercruising.com

Topic 3: Accessing and Assessing Life/Work Information (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to (cont'd from p. 150)

- 3.08 identify and describe specific regional, provincial, national and international labour market information and trends [4.401]
- Where possible, teachers could invite a guest speaker from Human Resources Labour and Employment (HRLE) or Human Resources Skill Development Canada (HRSDC) to discuss labour market trends and the respective services that each agency provides.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil

- Students could outline the future employment prospects of the three occupations they have chosen.

Careers for Life Text Reference

Activity: What's being replaced?, p.151

Open and Hidden, pp.191–192

Activity: Survey, p.192

The Job Market for Young People,
p.193

Activity: Find a job, p.193

Job Futures Website

<http://www.jobfutures.ca>

Topic 3: Accessing and Assessing Life/Work Information (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.09 identify and use occupational information resources to research career pathways [4.401]

Teacher Preparation

The purpose of this outcome is to enhance students' knowledge and use of the available sources for occupational information to research career pathways. Career pathways refer to a recommended sequence of courses of study and experience building leading to an occupation of interest and choice. To design a career pathways an individual could analyse required courses of study and learning opportunities, attainment of knowledge, development of skill sets, and required pertinent experience. Students need opportunities to find, evaluate and interpret information related to career pathways. With workers now changing job areas many times during their working life, knowledge of the importance of developing and adapting one's career path is crucial.

Suggested Student Activities

Students could:

- access and assess a variety of sources to explore career pathways: National Occupational Classification System (NOC), Job Futures site (HRSDC), LMIWorks (HRLE), and the authorized Career Planning Software.
- research career pathways for three occupations and develop a report or presentation to deliver to their classmates.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Internet Activity:

- Students could complete the National Occupational Classification (NOC) online tutorial, and print training certificate to place in CCP.

Research Paper:

- Using an online career exploration/resource tool, students could choose an occupation of interest and complete a research assignment that includes the following information:
 - duties
 - working conditions
 - labour market outlook
 - earnings
 - educational prerequisites
 - potential employment opportunities
 - identification of post-secondary institutions offering a program relevant to the occupation, including information related to length of program, costs, prerequisites, location, etc.

Interview:

- Students could interview (i.e. video, audio, or paper and pencil) an individual currently working in an occupation. The following information should be sought:
 - duties
 - advantages and disadvantages
 - benefits
 - advice to someone entering this field
 - opportunities for advancement

Careers for Life Text Reference

Mapping the World of Work, p.109

The Sector Councils, p.110

Activity: Sector research, p.110

The National Occupational Classification, pp.112–113

Activity: Using the NOC, p.113

Case Studies, pp.113–114

Activity: Make a match, p.114

Choose Your Starting Place, p.115

Starting With Your Interests, p.115

Starting With Your Abilities, p.116

Starting With Other Characteristics, p.116

Using the Internet for Research, p.116

Activity: Finding fields of work, p.117

Activity: Field maps, p.117

Local Opportunities, p.118

Activity: Create a contact database, p.118

The Information Interview, p.119

Activity: Local employers, p.120

Contributing to Your Community, p.120

NOC online tutorial

<http://www23.hrdc-drhc.gc.ca/2001/e/tutorial/splash.shtm>

Topic 4: Personal Safety

Suggested Teaching and Learning Strategies

Students will be expected to

- 3.10 identify commonly implemented safe practices in the home, school, community and workplace; and, demonstrate an understanding of the importance of maintaining these safe practices [4.401]

Teacher Preparation

Safe practices that result in the prevention of injuries should be commonplace. Using safe practices in one's immediate living environment is paramount if one is to transfer these attitudes and practices to work life. Lives are lost needlessly every day both in the home and in the work place. Knowledge and awareness around what is safe leads to preventive practices. This enables individuals to make more positive choices around situations that have the potential to be hazardous.

Teachers could engage students in discussion and research dealing with common safe practices that one finds in the home, school, community and workplace.

Suggested Student Activities

Students could:

- generate lists of potential hazards in the home, school, community, and the workplace and brainstorm strategies to prevent accidents.
- review Workplace Hazardous Materials Information System (WHMIS), Canada's hazardous communication standard which is coordinated through federal, provincial and territorial legislation.
- work as groups to create a variety of checklists for safe environments (i.e., home, school, community, work).
- identify an employer and through research develop a checklist of safety issues for that employer.
- research three occupations of choice and research safety issues for each occupation.
- define 'ergonomics' and describe its application to various workplace. 'Ergonomics' is the application of scientific information concerning humans to the safe, efficient and comfortable design of products and environments.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Pencil and Paper:

- Teachers could ask students to write a short story or vignette illustrating how safe practices created a safe work environment or how a workplace tragedy resulted in improved health and safety measures.

Journal Entry:

- Teachers could have students reflect on how safe practices create productive environments.

Employability Skills Portfolio:

- Students could update their ESP to include records of any safety training completed.

Pencil and Paper:

- Students could take a quiz on the WHMIS symbols and their meaning. Such a quiz is available in the BLM's and in the Science 1206 curriculum.
- Students could do the activities in the OHS and the Student resource supplied on the Department of Education website.

Presentation

- Guest speakers from Occupational Health and Safety (OHS), WHMIS and unions could be brought into the class to discuss worker's rights and safety issues. Students could develop questions to ask these speakers and place a copy of the questions and answers into the CCP.

Careers for Life Text Reference

Profile: Rob Ellis, pp.131–132

Activity: Creating public awareness, p.133

Health and Safety, p.134

Your Rights, p.134

Your Responsibilities, p.135

Hazardous Materials, p.135

Activity: What do these symbols stand for?, p.135

Activity: Research, p.136

WHMIS website

www.hc-sc.gc.ca/hecs-sesc/whmis/

OHS and the Student

<http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/careered/OHS-student.pdf>

Topic 4: Personal Safety (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

- 3.11 demonstrate an awareness of the policies, procedures and guidelines that exist to protect employee and employers at the workplace [4.401]

Delineation

Worker's Rights (OHS)

- The right to know
- The right to refuse
- The right to participate

Teacher Preparation

It is important that students have a thorough understanding of their rights as an employee and the rights of current and prospective employers. Teachers should engage students in discussions dealing with the role and purpose of professional unions, the labour movement, health and safety legislation, the Workplace Health and Safety Compensation Commission (WHSCC), and insurance.

The student should be made aware of the worker's rights as outlined to the left. Each of these should be introduced and explained as outline on the Workplace Health Safety and Compensation Commission website. (http://www.whscc.nf.ca/workers/WS_DutiesInOHS.whscc)

The right to know - that where a worker is employed is safe

The right to refuse - work that is unsafe

The right to participate - in the OHS process

Suggested Student Activities

Students could:

- review union webs sites or invite a guest speaker from a union to speak to the class.
- research the labour movement in Canada and prepare a presentation.
- invite a speaker from the Workplace Health Safety and Compensation Commission (WHSCC) or ask students to complete a review of the contents of the web site related to the topic of study. invite a guest speaker to talk to the class about personal and company insurance.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Presentation:

- Teachers could ask students to individually, or as members of small groups, develop a presentation that outlines workplace policies and procedures of a local business/work environment and demonstrate how they conform to nationally regulated guidelines.

Interview

- Students, in groups, could interview specific school staff (ie.g., the principal, the maintenance personnel, physical education teacher, and science teachers) to determine what the school safety policy is for each department.

Journal Entry

- Students could reflect on all the possible sources of danger in a specified workplace and comment on how they can develop a safe-working attitude.

Pencil and Paper

- Students can develop questions to ask the guest speakers invited to their classrooms on these topics, and then put the questions and their answers into their CCP.
- Students could do the activities in the OHS and the Student resource supplied on the Department of Education website.

Careers for Life Text Reference

Unions and Professional Associations, p.111

Activity: Creating public awareness, p.133

Activity: What do these symbols stand for?, p.135

Activity: Research, p.136

Occupational Health and Safety

<http://www.hrsdc.gc.ca/en/gateways/topics/oxs-gxr.shtml>

OHS Act (NL)

<http://www.assembly.nl.ca/legislation/sr/statutes/o03.htm>

WHSCC

<http://www.whscc.nf.ca/>

Labour Movement in Canada

<http://www.civilization.ca/hist/labour/lab01e.html>

Activity**OHS and the Student**

<http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/careered/OHS-student.pdf>

Topic 5: Networking

Suggested Teaching and Learning Strategies

Students will be expected to

3.12 define the term,
‘networking’, in the context
of career development
[1.403, 4.401]

Teacher Preparation

Networking describes the act of identifying and connecting with people who can influence one’s ability to access desired job opportunities and/or advancement within one’s career. Networking is making and enhancing connections with people in order to enhance one’s life experiences.

Suggested Student Activities

Students could:

- develop a list of contacts they think would assist them in their pursuit of a possible occupation (e.g., nautical sciences occupation - making contact with employers and employees working in the offshore marine service industry to gain insight into training requirements, various job requirements and “on-the-job-training” opportunities associated with the occupation).

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal:

- Teachers could ask students to write about their understanding of the term networking and ask them to demonstrate how they have used networking in the past.

Careers for Life Text Reference

Jeremy's Story, p.194

Paper and pencil

- In their CCP, students could develop a list of current and future contacts that they could use for their career planning.

Employability Skills Portfolio (ESP)

- Students should have at least two entries under the team building section with specific reference to their networking.

Topic 5: Networking (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.13 demonstrate an understanding of the purpose of 'networking' [1.403, 4.401]

Teacher Preparation

The purpose of this outcome is to broaden students' understanding of how networking can open doors to career opportunities. Making and maintaining connections with people are excellent ways to learn about job opportunities and increase visibility around one's skills, knowledge, interests, etc.

Networking contacts can serve several purposes. They can:

- inform an individual about what it is like to work in an occupation or organization.
- help one understand the skills, training and knowledge an individual needs for a particular occupation and/or job.
- help one access a prospective employer by informing one about who is responsible for hiring, what jobs are open, and what jobs will become available.
- facilitate access to an interview.

Suggested Student Activities

Students could:

- visit the *Canada Prospects* web site to learn more about networking.
- provide a response to the statement, "It is often who an individual knows that gets him/her the job and/or promotion" or the statement, "It's not what you know, it's who you know".

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal:

- Teachers could ask students to write about their views on the benefits of networking and how it can be employed.

Careers for Life Text Reference

Why Networks Work, p.194

Performance

- Students could roleplay various scenarios which demonstrate their knowledge of effective networking.

Paper and Pencil

- Students could write a 500 word essay on the importance of networking for future career planning. Examples should be given of activities undertaken in this course.

Canada Prospects

http://www.canadapropects.ca/products/cp_nav/home.cfm

Journal

- Students could reflect on how the statements, "It is often who an individual knows that gets him/her the job and/or promotion", "It's not what you know, it's who you know", relate to networking.

Topic 5: Networking (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.14 identify 'networking' sources [1.402, 4.401]

Teacher Preparation

The purpose of this outcome is to have students reflect on current and possible networking sources that exist locally or regionally. Students will likely discover there are numerous networking opportunities available within their local environment that can assist them with current and future career development.

Suggested Student Activities

Students could:

- develop a chart that lists the different areas of their lives (e.g., school, peers, friends and friend's parents, work, neighbors, families, clubs, etc.) and lists the names of people who could be networking sources from each area.
- invite business leaders or community leader to visit the class and talk about their own sources of networks and other potential sources of networks.
- identify occupations, or community contribution activities (need a ball of string and students standing in a circle). Each student then asks if there is anyone in the class who knows someone working in the occupation they identified. Students then "connect" to that student(s) with a piece of string. When every class member has made their "connections" the class will see a network visually represented by the connected string.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Employability Skills Portfolio: (ESP)

- Students should update their ESP to include possible networking sources and identify how they can utilize them in their own career development.

Careers for Life Text Reference

Activity: Network know-how, p.195

Paper and Pencil

- Students can define what a network is, and draw a diagram of a "personal" network, showing all of the interconnectivity that takes place. This activity should be placed in the CCP.

Journal

- Students can note their personal networking sources, and identify those which might be of use in following their chosen career path.

Topic 5: Networking (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.15 define and describe 'job shadowing' [1.403, 4.401]

Teacher Preparation

Job shadowing is an activity where students visit a work site of choice and "shadow" a worker as they go through a normal or typical work day. The activity may occur over the span of a partial day, full day, or even several days. Job shadowing is an excellent example of networking and provides students opportunities to meet with and interact with workers in an occupation they may wish to pursue. As well, it gives students an opportunity to:

- explore their career choices .
- find out what it is really like to work at that particular job.
- experience an occupation.
- learn about required work habits.
- practice interviewing techniques.
- network with an employer.
- get advice and information from somebody who has experience in the field.

In the past, some students completed job shadowing activities as partial fulfilment of former career education courses and/or locally offered courses. **There is no requirement for students enrolled in Career Development 2201 to participate in or complete a job shadowing activity.** However, if teachers wish they may organize and implement job shadowing experiences for their students. These experiences are considered an enrichment component of SCO 3.15.

If job shadowing is undertaken by the school, the following guidelines are suggested before the experience:

- A parental permission form must be completed.
- An employer information form must be completed.
- A worksite review safety form must be completed.
- The outcomes 3.10 and 3.11 should be completed.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal:

- Teachers could ask students to reflect on a personal job shadowing experience or interview someone who has completed the experience. They could outline the impact and benefits of such an experience.

Careers for Life Text Reference

Exploring Through Job Shadowing,
p.121

Activity: Job shadowing, p.121

Paper and Pencil:

- Teachers could ask students to make a list of job-shadowing experiences they would like to take part in, and then identify sites in their local area where these could be undertaken.

<http://www.takeourkidstowork.ca/>

Presentation:

- If students are participating in a job shadowing activity, teachers could have them make a presentation of their report in class. This would include an assessment of the placement from their perspective, its positive and negative aspects, and impacts on the student themselves.

http://www.communitycc.ca/cccf/forms/index_jobshadowing.asp

<http://www.canadacareerweek.com/>

Employability Skills Portfolio:

- Students would continue to include records of employment experience, such as job shadowing, in their ESP. Job shadowing records might include a brief letter from the host employer that indicates the student completed a job shadowing experience at a particular time and was engaged in particular activities.

Journal Entry

- Students could reflect on how job shadowing can positively or negatively affect their career development.

Topic 6: The Influence of Society and the Economy on the Nature and Structure of Work

Suggested Teaching and Learning Strategies

Students will be expected to

3.16 describe how specific work experiences satisfy one's personal needs and contribute to one's community and society [3.402, 5.401, 6.401]

Teacher Preparation

One important concept in career development is 'salience' – salience refers to the value individuals place on life roles. Work salience is the value one places on their role as a worker. Without work salience, individuals lack motivation and adaptability. Providing students with opportunities to reflect on how work satisfies personal needs and values, and societal needs may enhance an appreciation of the relative importance of work in their lives.

Students who have or who are engaged in work experiences can discuss the benefits that they receive as a result of working. For a lot of students the monetary benefits will be most obvious. It is important to reflect on the personal benefits, like achievement, personal satisfaction, helping others, and making connections.

Suggested Student Activities

Students could:

- refer back to the values list they discussed as fulfilment of SCO 2.03 and choose the values that work experiences may fulfil (e.g., opportunity for travel, make new friends, helping others, etc.).
- review three occupations and reflect on how work in those areas can fulfil personal and societal needs.
- read a biography and then describe how work has influenced other areas of that person's life, such as choice of friends, location of residence, life roles, fulfilment of personal values, etc.
- develop a listing of the benefits of work to society and community (e.g., provisioning of consumer products and services, income provider, municipal tax benefits, etc.).
- identify a social problem, such as air pollution, flooding, substance misuse, increase in crime, etc., and create a list of occupations and jobs that might contribute to resolving the problem (technicians, labourers, professional, etc.).
- interview adults to learn about the importance of work in their lives.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Journal:

- Students could reflect on the personal impact their most rewarding work or community contribution experience has provided them.

Collage:

- Students could create a collage to illustrate workers in roles (e.g., nurses helping patients, teachers helping students, etc.). Pictures could be obtained from newspapers, magazines, or they could be hand drawn/illustrated or digitally captured or produced.

Careers for Life Text Reference

Jessica's Story, pp.242–243

Activity: About Jessica, p.243

Professional Achievements, p.262

Activity: What your achievements say about you, p.262

Portfolio

- A variety of the suggested student activities opposite could be put into the CCP:
 - three occupation reviews
 - biographical response
 - lists of benefits of work to society
 - social problem and occupation comparison
 - adult interview synopsis.

Topic 6: The Influence of Society and the Economy on the Nature and Structure of Work (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

3.17 describe the influence of regional, provincial, national and international economies on the nature and structure of work [5.401]

Teacher Preparation

The purpose of this outcome is to enhance students' understanding of the impact of economic development and downturns on the availability and structure of work. Major influences on the nature and context of work are the local, provincial, national and international economies. Economies in turn are affected by events and trends. Opportunities for work can increase, decrease, be created, or even become obsolete in response to changes in the economy.

Teachers could discuss with students the long-term effects of particular events on the availability and structure of work. Some noteworthy examples:

- **Provincial Cod Moratorium of 1992**
 - there are now less people directly and indirectly involved with the provincial fishing industry
 - many former 'fisherpeople' have had to retrain and possibly relocate to find meaningful and gainful employment
 - the goods and services industries have had to modify their business plans to coincide with a 'leaner' market, etc.
 - the closing of businesses in local areas, such as fish plants, processing mills, etc.
- **9/11 incident in New York city and increase in terrorists attacks world wide**
 - there are now more people directly and indirectly involved with enhancing and maintaining security
 - the travel industry, especially air travel, has been greatly affected
 - increase in jobs in the military, etc.

(cont'd p. 172)

Suggested Assessment and Evaluation Strategies

Paper and Pencil/Presentation:

- Students could prepare and present a research project that identifies an occupation or industry that has been dramatically impacted by changes in the economy.

Presentation

- Students could interview, or have as a guest speaker a worker in transition, and in their discussion attempt to discern what has caused the worker to move to a different occupation.

Resources/Notes

Careers for Life Text Reference

Economic Trends, p.143

Activity: Globalization and Canadian business, p.144

Demographic Trends, pp.144–145

Activity: Analyse the demographics, p.145

How Will Trends Affect the World of Work?, p.146

Predictions About the New Workplace, pp.146–147

Activity: Analysing the new workplace, p.147

Skills for the New Workplace, p.148

Activity: A quick skills analysis, p.148

Where the Jobs Are, p.149

Activity: What did you learn?, p.150

Topic 6: The Influence of Society and the Economy on the Nature and Structure of Work (cont'd)

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 180)

3.17 describe the influence of regional, provincial, national and international economies on the nature and structure of work [5.401]

Teachers should also discuss with students the ongoing issues that affect the economies, including their subsequent effects on the availability and structure of work:

- global warming
- aging population
- shifting demographics
- world disasters, etc.

Suggested Student Activities

Students could:

- consult local, regional, national and international news sources for information on current economic influences (e.g., local media would provide current information on local issues and Internet news sources could provide “big picture” information pertaining to world events).

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil:

- Students could critique an article on one of these aspects, with specific reference to how this affects jobs in this area. A copy of this critique and the article should be placed in the CCP.

Canada Prospects

http://www.canadapropects.com/products/cp_nav/home.cfm?yearid=12§ionid=2&art_number=20&l=e&access=tst

Service Canada

http://www.jobsetc.ca/content_pieces.jsp?lang=en&category_id=405

CBC

<http://www.cbc.ca/news/work/disappearingjobs/>

Unit 4

Career Preparation: Life and Work Building

Overview

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Purpose

The purpose of this unit is to provide students with opportunities to reflect on processes that strengthen the life and work building process. Students will develop knowledge of the following topics:

- **Topic 1:** Personal Aspirations, Motivation and Success
- **Topic 2:** Creating, Securing and Maintaining Work
- **Topic 3:** Reflection

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Profile

In the *Career Preparation: Life and Work Building* unit students will explore topics and engage in learning activities that provide them with knowledge and tools they can utilize in their work-related endeavours. As this is the final unit in the course, students will have opportunity to reflect on their career development process and re-evaluate the many resources and tools introduced to them throughout the course. Students should finish this course with the understanding that they are still at the very early stages of their career development process and they will revisit many of the concepts introduced throughout the course at many times throughout their lifetime.

Suggested Timeline

Implementation

Unit 4 is intended to be delivered to students upon their completion of Units 1-3 but there is significant opportunity for teachers to integrate components of this unit throughout the course of the school year. For example, *Topic 2: Creating, Securing and Maintaining Work* has SCO's that students may wish to address at an earlier point in the school year, particularly activities pertaining to the development of cover letters, résumés and other job-related correspondence. *Topic 3: Reflection* is best covered when students have completed all course content preceding it.

Unit 4 will typically require approximately 20% of the total course time allocation to deliver.

The timeline below is provided as guidance for the teacher.

- **Topic 1:** Personal Aspirations, Motivation and Success
 - SCO 4.01-4.02: 3 classes
- **Topic 2:** Creating, Securing and Maintaining Work
 - SCO 4.03: 2 classes
 - SCO 4.04: 2 classes
 - SCO 4.05: 2 classes
 - SCO 4.06: 3 classes
 - SCO 4.07: 4 classes
- **Topic 3:** Reflection
 - SCO 4.08-4.09: 6 classes
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Outcomes and Strategies

Topic 1: Personal Aspirations, Motivation and Success

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.01 demonstrate an understanding of the terms: aspirations, motivation and personal success [3.401, 3.402]

Teacher Preparation

The purpose of this outcome is to enhance student appreciation of how aspirations and motivation influence success. A general perception is often that individual success is primarily related to one's level of intelligence. Although this is a factor, personal determination and hard work are also paramount to the realization of success.

Teachers should:

- discuss the terms and how these terms are connected to the career development process:
 - **aspiration:** a will to succeed, a cherished desire;
 - **motivation:** the driving force or desire of personal goals that propels individuals to take and sustain action; an individual's reason for his/her actions; the inspiration to act;
 - **success:** when action results in the desired outcome.
- ask students to consider the influence of positive thinking on motivation;
- discuss with students the concept that aspirations, motivations and success are personal and related to values. For example, if one values wealth, their aspirations, motivations and measure of success will be related to an improvement of their financial situation, whereas, if an individual values helping others, it will be related to how much they can positively impact the quality of another person's life;
- discuss when an individual's aspirations, motivations and measure of success are counterproductive to one's career development process (e.g., inappropriate behaviour, criminal activity, addictions, etc.).

Student Activities

Students could generate a list of people they feel have achieved success (e.g., Mother Teresa, Craig Kielburger, Bill Gates and others), and create a table that indicates their perception of the individual's 'aspirations' and 'motivations', and 'success'.

Suggested Assessment and Evaluation Strategies**Resources/Notes****Journal Activity**

- Students could write definitions of the terms: aspirations, motivations and success. They could also reflect on the questions:
 - How are my goals influenced by my motivations and attitudes?
 - How do my values influence my motivation?

Performance - Role play

- Have students role-play behaviour using positive attitudes and negative attitudes. Generate a list of possible terms that could change the negative or positive attitudes as depicted by the role play.

Journal Activity

- Ask students reflect on a time when they were successful and relate the success to their aspirations and motivations.

Paper and Pencil:

- Ask students to consider a profile of one of the individuals in the student activity, and ponder the following questions: Would I have felt successful in this situation? How has this person's success influenced their life and work?

Careers for Life Text Reference

Make Self-Motivation a Habit, p.82
Activity: Mission not impossible!, p.82
Success and Achievement, p.258
The Will to Succeed, p.259
Activity: What is success?, p.259
Profile: Geoff Eaton, p.260
Activity: Changing priorities, p.260

Topic 1: Personal Aspirations, Motivation and Success (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.02 explain how one's personal aspirations and motivation change over time and impact career decisions [2.401, 3.401]

Teacher Preparation

The purpose of this outcome is to provide students an opportunity to reflect on their personal aspirations and motivations and to engage in discussions around how these have changed and will continue to change with time. Career decisions are and continue to be influenced by one's aspirations, motivations and perceptions of success. Teachers could engage students in discussions or activities that allow them to reflect on how these can be positive or negative influences and be productive or counterproductive.

Students need to understand that values influence their career and life choices. For some people work choice reflects their values while for others, this occurs in other career opportunities, such as volunteering, leisure activities, etc.

Student Activities

Students could:

- list their personal aspirations/motivations from age five, ten and present day and associate each aspiration with a personal value (refer to a list of personal values) and link these with personal examples of achievements (e.g., Personal Aspiration: to join cadets" - Personal Value: working with others" - Example of Achievement: cadet badge".)
- describe how their personal success can enhance their personal development and ability to access and maintain occupational opportunities. Personal success can be achieved through work experiences and other life experiences, e.g., community contribution, leisure activities, etc.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil:

- Students could construct a chart, scale, or graph to project and compare how their motivations may change at different life stages: present, ages 25, 35, 55 and 65.

Careers for Life Text Reference

Profile: Geoff Eaton, p.260

Activity: Changing priorities, p.260

Activity: Making your dreams a reality, p.263

Interview:

- Students could interview an adult to learn about how their personal motivations and aspirations changed over time. A copy of their questions and the resultant answers should be placed in the CCP.

Journal Entry

- Ask students to reflect on how their community contribution experiences impact or influence one's aspirations and motivation.

Topic 2: Creating, Securing and Maintaining Work

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	
4.03 develop a personal résumé [4.401]	Teacher Preparation This outcome introduces the first aspect of the job application process, the résumé. Students should understand the purpose and basic components of a résumé and develop or refine their personal résumé. Students need to understand that the content of a résumé reflects one's relevant experiences. As well, the style and content of a résumé will change to reflect the job that one is seeking. Résumé. A personal information document that summarizes a person's work history, education, accomplishments and achievements, leisure activities, work goals, etc., that is presented to potential employers. Sometimes called a curriculum vitae, or CV for short. A résumé is a visual document that is used when an individual is seeking employment. It is an important document that is often the means by which an individual first presents themselves to a prospective employer. Thus, it becomes a tool through which one can market himself or herself to the employer. Often when employers are filling positions, especially when there are numerous applications, his/her decision around who they will interview is often based on a review of the résumé. It is critical that the résumé: • is carefully edited for spelling, punctuation, and grammar. • is visually appealing. • contains relevant information that reflects the specific job. • shows the employer how perfect the person is for the job. • is organized in a logical fashion. • presents the person in a positive light.

(cont'd p. 178)

Suggested Assessment and Evaluation Strategies**Resources/Notes****Portfolio (CCP)**

- Students could place in their CCP a draft and final version of completed résumés, and comment on how they have changed over the time period of this course.

Careers for Life Text Reference

A Portrait of You, p.202

Résumé Types, p.203

Dana's Résumés, pp.204–205

Activity: Write your résumé, p.206

Review/Critique

- Students could critique prepared résumés developed for specific job opportunities and evaluate the applicant's skills, work experience, education and suitability as indicated in the résumé. They could indicate if the résumé was indicative of providing a "good first impression" for the employer.

Employability Skills Portfolio (ESP)

- Students could place a final version of their personal résumé for inclusion in their Employability Skills Portfolio.

<http://www.jobsetc.ca/>

Click on index and search for Resumes

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 176)

4.03 develop a personal résumé
[4.401]

Teachers should review with students the two main types of résumés and note their specific characteristics:

- **Chronological.** The chronological résumé is organized by job titles with the most recent job experience listed first. This style is most suited to individuals who have an extensive work history.
- **Functional.** The functional résumé arranges employment history into sections that highlight areas of skill and accomplishment. This style is most suited to individuals who do not have a lot of relevant work history but want to match their skill development and accomplishments with the job duties.

Student Activities

Students could:

- critically review sample résumé formats, reflecting on the style, components, content, visual appeal, etc.
- review job ads and write different types of résumés for each ad.
- explore various résumé development tools that are available in word processing software, online career software and at various Internet sites.
- have classmates critically review each others' résumés and provide constructive criticism where appropriate.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and pencil

- Students will edit their personal resumes and create a working copy of each of the Chronological and Functional forms.

Youth.ca

<http://www.youth.gc.ca/eng/topics/jobs/resume.shtml>

Performance

- Students will conduct a constructive peer review of their résumés.

LMI Works

<http://www.lmiworks.nl.ca>

Jobweb

http://www.jobweb.com/resumes_interviews.aspx?id=896

Career Cruising

www.careercruising.com

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.04 identify specific job opportunities and complete any required job application forms [4.401]

Teacher Preparation

The purpose of this outcome is to continue to enhance students' understanding of the job application process. Another part of the process is completion of job applications. Students need to become familiar with the language of such applications and proficient with their completion. It is only through practice that students will gain confidence with this part of the process.

Teachers could share their personal experience related to the job application process to their students and indicate how this aspect of seeking a job is so important. In the province of Newfoundland and Labrador teacher application forms are readily available at school district offices and/or posted online at district web sites, and would serve as a starting point for a discussion of the requirements of this outcome.

Student Activities

Students could:

- identify various sample job application forms and practice completing the required information. Sample job applications can be obtained by visits or calls to employers or through an online search. Many forms are available online, especially through the Public Service Commission, Human Resources Skills Development Canada (HRSDC), and through many major corporations.
- engage in a role-play exercise whereby they assume the role of the employer and must draft a job application form for specific job positions available at their company/business. The exercise would help students appreciate the importance of attaining appropriate information from individuals through the job application process.

Suggested Assessment and Evaluation Strategies

Portfolio (CCP)

- students could place in their CCP completed copies of three sample, authentic job application forms.

Role Play

- Students can take on the role of the employer in an occupation of their choice and develop an application form for a job within their occupation. This application should be reviewed and filled out by a class mate and a constructive critique undertaken. The application, critique and responses can be placed in the CCP.

Resources/Notes

Careers for Life Text Reference

Some Practical Advice, pp.196–198

Filling Out the Application Form, p.199

Activity: You are applying, p.200

References, p.200

Activity: Your references, p.200

Telephoning, p.201

Activity: Telephone contact, p.201

Career Cruising

www.careercruising.com

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.05 develop a variety of cover letters for specific job applications [4.401]

Teacher Preparation

The next important part of the job application process is the completion of a cover letter. The cover letter is usually designed specifically for a particular job competition or posting and provides an individual an opportunity to inform the employer how he or she could contribute to the company.

It is important that the cover letter:

- is carefully edited for spelling, punctuation, and grammar.
- is addressed to the person responsible for hiring.
- is written in the applicant's own words.
- presents the person in a positive light.
- identifies the specific job for which the person is applying.
- where applicable, indicates how the person learned about the job.
- indicates why the person is interested in the company or the specific work.
- notes why the person feels he/she is qualified for the job.
- shows that the person is informed about the company.
- indicates to the person doing the hiring how the applicant will follow-up with additional information.

Aspects of the above can be covered by distributing and discussing examples of good cover letters.

Suggested Student Activities

Students could:

- critically review sample cover letter formats, reflecting on the style, components, content, visual appeal, etc.
- review job ads and write different types of cover letters for each ad.
- explore various cover letter development tools that are available in word processing software, online career software and at various Internet sites.
- ask their classmates to critically review each others' cover letters and provide constructive criticism where appropriate.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Portfolio (CCP)

- Students could place in their CCP completed copies of sample, authentic cover letters.

Careers for Life Text Reference

Making a First Impression, pp.207–209

Interview

- Students could have their cover letters reviewed by local employers for positive feedback and advice.

Portfolio (ESP)

- Students should place their final version of a general cover letter in their ESP.

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.06 outline the preparation required and the skills necessary to successfully participate in a job interview [4.401]

Teacher Preparation

The purpose of this outcome is to familiarize students with the job interview, as part of the job application process, and to provide them with opportunities to practice interview skills by engaging in mock interviews. Students need to appreciate that interview skills develop with practice. The interview process is the final stage of the hiring process and it allows an applicant to present him/her self to the employer. Interviews are traditionally conducted face-to-face but there are circumstances that warrant interviews to be conducted via telephone or other telecommunication means (i.e., audio/video conferencing).

Teachers should review the most common 'Do's' of the interview process. Interviewees should:

- know the job being interviewed for and associated responsibilities.
- be prepared by anticipating the interview questions beforehand.
- make up a list of appropriate questions to ask the interviewer(s).
- be cognizant of their own body language and use appropriately.
- dress appropriately.
- act business like and professionally.
- keep all questions to the interviewer(s) job related – don't waste the interviewer(s) time.
- be punctual.
- be positive and show enthusiasm.

(cont'd p. 186)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Paper and Pencil

- Students could develop a set of the "Top 10" questions they could expect an employer to ask at a job interview for a particular position and then develop appropriate answers. The answers could be based on their personal background or on a fictitious background they develop for this activity.
- Students could develop a set of questions they could ask the employer referenced in the first part of this activity.

Case Studies

- Students could be provided with several case studies of people who have attended an interview. From this perspective, the student acts as the employer and chooses the best candidate for the position. Students should be able to rationalize why they chose this candidate.

Journal Entry

- Students could reflect on how their interview techniques have changed/improved after undergoing this process.

Journal Entry

- Students could reflect on how their interview techniques can impact securing a position.

Careers for Life Text Reference

A Two-Way Exchange, p.214

Activity: You're the boss, p.214

Before the Interview, p.215

Activity: Preparing yourself, p.215

During the Interview, pp.216–217

Activity: The questions, p.217

Interview Do's and Don'ts, pp.218–220

Activity: Analysis, p.221

After the Interview, p.221

Activity: Practice interviewing, p.221

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

(cont'd from p. 184)

4.06 outline the preparation required and the skills necessary to successfully participate in a job interview [4.401]

Teachers should review with students the three interview stages:

1. Introductory Stage

- This is the part of the interview where one introduces himself/herself to the interviewer(s) and establishes a rapport. For face-to-face interviews, one should greet with a firm handshake, a smile, and eye-contact. One must remember the name of the individual(s) interviewing and use the name(s) at points during the interview. Interviewees should wait to be offered a seat. During the introductory stage, the interviewer may ask a few casual questions. It should be noted that first impressions are lasting impressions.

2. Information Exchange Stage

- This is the part of the interview where the interviewer asks specific questions, the candidate answers and then the candidate has an opportunity to ask the interviewer relevant questions. The candidate, through a demonstration of his/her ability to communicate well, highlights qualifications, experience, and skills. During this stage, the candidate must demonstrate he/she is the best person for the job. It is always wise for the interviewee to bring extra copies of their employability skills portfolio and résumé to the interview.

3. Closing Stage

- This is the part of the interview where the candidate can make concluding remarks (e.g., say something that they previously forgot to mention, ask additional questions, or to further demonstrate their strong interest in the job). The interviewer should make a statement about the next step (e.g., who and if or when someone will be in contact with the candidate) but if the interviewer does not mention this information the candidate should ask these questions. The candidate should say goodbye, close with a handshake and a statement that reflects that he/she looks forward to hearing from the interviewer.

(cont'd p. 188)

Suggested Assessment and Evaluation Strategies

Resources/Notes

Role Playing

- As a class activity, each student could be asked to apply for one of several jobs posted by the teacher. Students would submit a cover letter and résumé for the position. Each student would then proceed through a mock interview for each position conducted by the teacher (or other guests). Interviews could be video-taped and critiqued by the student as a form of self-assessment.

Youth.ca

<http://www.youth.gc.ca/eng/topics/jobs/interview.shtml>

Monster

<http://tools.monster.com/virtualinterviews/random/>

Memorial University

<http://www.mi.mun.ca/placement/pdf/INTERVIEW%20TECHNIQUES%20AND%20TIPS.pdf>

LMI Works

<http://www.lmiworks.nl.ca>

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes	Suggested Teaching and Learning Strategies
Students will be expected to	(cont'd from p. 186)

4.06 outline the preparation required and the skills necessary to successfully participate in a job interview [4.401]

Suggested Student Activities

Students could:

- engage in mock interviews exchanging between the roles of job applicant and interviewer. Students could work in pairs to conduct the interviews and then switch roles. They should offer constructive criticism to each other during the process in an effort to improve the performance of the interviewee. Students may wish to avail of other teachers, parents, employers, etc., to participate in their mock interviews.
- share with their classmates any interview experiences they may have pertaining to work, community contribution or other activity.

Suggested Assessment and Evaluation Strategies

Resources/Notes

Topic 2: Creating, Securing and Maintaining Work (cont'd)

Specific Curriculum Outcomes

Students will be expected to

4.07 review and determine the ideal personal skills, behaviours and attitudes required to seek/create, secure and maintain work [2.402,4.401]

Suggested Teaching and Learning Strategies

Teacher Preparation

The career development process begins as a young child and continues throughout life. Throughout the process, students make many decisions that translate into short term, medium term and long term plans. These plans are constantly refined and changed to reflect growth and development and the reality of one's life.

Many factors combine to influence personal decisions and respective plans. The development of self or personal characteristics, how the self interacts and engages with others, the acquisition of skills and knowledge, life changes, the sources of influence, and the ability to access and assess occupational information are just some of these factors.

Teachers could review with students the progress made in the course and the particular activities that focused on 'self'. Students need to make the connection between the information acquired during the course and how it can assist them with the rest of their lives. In particular, students need to reflect on 'what they possess', 'what they require' in terms of personal skills, behaviours and attitudes and 'how they will acquire' them. Students should be reminded about the concept of lifelong learning.

Suggested Student Activities

Students could:

- reflect on the personal skills, behaviours and attitudes they currently possess that are related to desired or projected future plans. This reflection should be a catalyst for students to begin to develop or refine career plans.

Suggested Assessment and Evaluation Strategies

Journal Entry

- Students could review their Goal Setting assignment from Unit 2. They could make necessary changes to their plans with respect to their increased knowledge of attitudes, behaviors and skills needed to secure their goals. Students should refer to their CCP for their Goal Setting plans.

Resources/Notes

Careers for Life Text Reference

Starting Out, p.181

Taking Action, p.185

Activity: Planning strategies, p.185

Learn or Lose, pp.232–233

Activity: Illustrating lifelong learning, p.233

The High Five, p.235

Activity: Creating your own High Five, p.236

Reflection, p.236

Activity: Understanding your questions, p.236

Answering the Questions, p.237

Activity: Understanding your answers, p.237

Hopes and Dreams, p.263

Activity: Making your dreams a reality, p.263

Topic 3: Reflection

Specific Curriculum Outcomes

Suggested Teaching and Learning Strategies

Students will be expected to

4.08 present and submit the completed personal employability skills portfolio (ESP) [4.401]

4.09 present and submit the completed course content portfolio (CCP), which includes the community contribution activity record (CCAR) [4.401]

Teacher Preparation

Teachers could use the final classes to provide presentation time for students. Students could be encouraged to share their ESP and CCP material with their classmates by formally presenting them during class time. This would provide opportunity for the teacher to bring closure to the course and review the major topics covered. As well, students could benefit from learning more about other students' progress and provide valuable suggestions to each other.

By the end of the course, the ESP should be well-developed and poised to be a valuable, lifelong tool for the student. Students need to be reminded that the ESP they have now developed will continue to be "work in progress" and they will need to regularly add to the document as they continue to mature and encounter new life experiences.

Teachers may wish to consider collecting copies of various completed student ESP's for use as 'model ESP's' in future course deliveries.

The CCP should now be a rather complete record of the student's progress in the course. Teachers could conference with students individually and point out the areas of career development for which the student demonstrated a strong understanding and where there needs to be further refinement and enhancement.

Suggested Student Activities

Students could:

- update their CCAR's, complete a written reflection of their community contribution experiences and present a brief synopsis to the class.
- present their CCP to the class, which includes all activities and reflections completed throughout the school year.
- present their ESP to the class or to the teacher.

Suggested Assessment and Evaluation Strategies**Resources/Notes****Presentation**

- Students could have a prearranged interview time with their course teacher toward the end of the school year. During the interview, students could submit and present both their CCP and ESP to their teacher for review and discuss the quality and quantity of entries. This time should be seen as a comprehensive assessment of the students' culmination of work and learning in the course.

Careers for Life Text Reference

Unit 6 Summary, p.264

