

PART B:

TEACHING STRATEGIES

Throughout my 30 years of teaching, I have talked to students who have expressed concerns about spending time, energy, and money working toward a wrong career choice. Students are not prepared to spend several years in college or university preparing for a career that does not interest and motivate them. Similarly, they do not want to work toward a job field in which there are no openings.

The Career Studies course will help students focus on career decisions. It is designed to help them do several things:

- take a close look at themselves;
- discover and assess their individual skills, abilities, interests, and values;
- set goals;
- make some decisions; and
- create a plan for making career decisions.

This entire process may be new to some students. Some students may react negatively to doing some of the self-assessment tests or discussing family values, change, and transitions.

Teachers need to be sensitive to the needs of individual students in their Career Studies class. It is important to handle students as individuals, always focusing on their gifts, talents, and abilities—and encouraging *them* to do the same.

Appeal to Students' Individuality—Because this course concentrates on the individual, rather than on rote learning, some students may not take it seriously. To avoid this attitude, introduce the course as one of the few that devotes itself to helping students find out about themselves and what they want to do.

Explain to students how this is the only high school course that will concentrate on their individuality. Explain that it was set up to help them learn about themselves and begin to think about their future.

Provide Real Examples—Teachers who have worked in only one job throughout their careers may have a hard time relating personal stories to make the facts about career change “real” for students. If you are in this group, listen to the stories of people who have had such experiences, and pass these on to students. Try to include stories from many different education levels and careers. For example:

- A young woman who didn't know what she wanted to do worked as a full-time waitress for a pizza restaurant. In order to improve her knowledge of German, she later worked as a nanny in Germany. After returning to Canada, she used her knowledge of German to become a tour guide out West. At the end of that contract, she worked as a hotel receptionist for a time while she re-evaluated her skills and reworked her résumé to show her strengths with communication and people skills.

She subsequently got a job in customer relations for a large drug distributor. When that contract ended, she found a job as a receptionist for an eye-care institute, and has used her knowledge of people to move up to being a refractive counsellor who counsels people before and after eye surgery.

Many of her career advancements have succeeded because she has continued to upgrade her skills and recently received her B.A. (She is 28.)

- One mechanic retrained as a welder when the demand for his skills was reduced. He later used both his mechanic and welding skills in a contract for a development agency during which he assembled and maintained wind generators in Caribbean countries.
- A social worker decided to improve her education and trained as a teacher. When teaching jobs were scarce, she worked as a gymnastics coach in a small northern town. Later, she taught adult upgrading at a First Nation, and now works on contract for a consulting company. (She is now 30.)
- Someone with a certificate in agricultural technology found that he could not make a living on the farm. He used his mechanical ability to get a job running printing presses

for a plant that produced Bingo cards. Later, he used his interest in art to get himself a job with a sign company. When that contract ended, he was able to find a job as a mechanical engineer at a large factory.

He took extra courses and upgraded his skills, then started working on a university degree. Now that he is close to getting his B.A., he is considering retraining as a technology teacher.

- A woman worked for many years in the army. She took early retirement, and used the teaching skills she had learned to provide job-searching skills for people having problems finding a job. While working on this contract, she recognized the many health problems of such people. She took a reflexology course, opened her own alternative healing centre, and later received a degree in naturopathy.
- A university graduate taught high school English for students who were having difficulty learning. Subsequently, he trained as a minister. While studying for his theology degree, he worked with psychiatric patients on a part-time contract. This experience prompted him to retrain as a nurse.

Later, he combined all of the training and organizational skills learned in the former jobs to teach disabled people how to put on workshops for other disabled people. At the end of this contract, he learned computer skills, which he taught to disabled clients, and then used all of these skills to co-found an organization that coaches and mentors disabled clients in taking care of themselves.

In retirement, he is teaching poetry, which has been a long-term passion.

- A newspaper reporter studied philosophy and theology because she wanted to improve her thinking skills. When she couldn't get a job, she used her keyboarding skills to work as a secretary for a large firm that was expanding. Because of her organizational and people skills, she went from a contract secretary to the supervisor of contract secretaries to the supervisor of all office secretaries for an entire national firm.

She then transferred to head secretary of a large university. From there, she became business manager for the science and engineering department of the same university.

- A woman who worked as a server for a large fast-food chain later became a manager for one of these stores. From there, she went into sales. She transferred from selling hamburgers to selling books, and got a job with a large publishing firm. She was such a good salesperson, that she got several promotions, and soon became vice president of educational publishing. In this job, she supervised the development and sale of school textbooks, and hired many contract editors to help her develop these materials.

Class Organization

Grade 10 students are experiencing many changes—in their emotions, in their bodies, and in their lives. Teachers need to be sensitive to this and create lessons that change to a different type of activity every 10–20 minutes.

Misbehaviour or acting out in class may become a problem if students do not take the course seriously. Students need to be reminded that there is no other course offered in the new curriculum that centers on the student personally as this one does.

It is also important to make sure that students understand the goals of the course, and recognize that they are responsible for practising and developing specific skills.

Teaching Strategies

Grouping Strategies

Group work or cooperative learning is designed to engage students in learning through interaction with their peers during group activities. In order to be successful, there must be adequate structure to allow students to interact in a positive way, to share knowledge, and to develop knowledge and skills.

Establishing a Structure for Group Learning

As you plan cooperative learning groups, consider the following points.

- **Teacher facilitation**—Until students learn the basic skills of cooperation and the self-discipline required to get the job done as a group, your immediate task will be to facilitate, guide, and monitor their progress. In many cases, you may need to instruct students in the process of working cooperatively. In other cases, you will want to ensure that group discussions do not deteriorate to idle chat.

As students become more accustomed to the process and learn to support each other's skill and behaviour development, your role should evolve toward one of encourager, observer, and resource person.

- **Positive Interdependence among Group Members**—Students will need guidance in learning to establish group goals, assign roles, and share skills and resources. In some cases, students will need to learn appropriate peer-helping techniques such as how to share a learning or thinking strategy with other group members, rather than simply doing the task themselves.

- **Group Formation**—Group structure will vary depending on the nature of the task. Heterogeneous groups are desirable because they allow students to respect differences and experiment with new roles. In some cases, this can allow students to play roles that best demonstrate their individual competencies. To provide students with different kinds of groups, try the follow ideas:

- **Use Birth Dates**—*Without speaking*, have students arrange themselves in a circle around the room according to their birthdays. To provide a starting point, tell the group where January 1 is situated in the circle.

When the students are finished, have students state their birthdays to see how well the class did in getting the members in correct order using non-verbal communication.

To arrange students in groups for a follow-up activity, start with the student born on or closest to January 1 and count out the number of students you need in each group.

- **Use Coloured Paper or Icons**—Arrange groupings by using different colours of paper cut into pieces and placed in a hat or other receptacle.

Use a different colour of paper for each group. Cut the number of pieces to represent the number of people you want in the group.

Alternatively, duplicate a variety of graphic icons, a different one for each group needed. Hand out the icons and have students find the other class members with an icon that matches their own.

- **Use Humming**—Write the titles of simple, popular, or recognizable songs on pieces of paper. Students must hum their song and find the other students who are humming the same tune. Use such songs as the alphabet song, *Jingle Bells*, *Happy Birthday*, *O Canada*, or another popular song.

Jigsaw Technique

This technique is particularly useful for activities or projects in which many pieces of independent information may be needed to build a complete picture of an issue or to complete a task.

In the jigsaw technique, each member of a group is responsible for gathering and understanding a certain portion of the overall information required. Individuals then share their information—orally and in writing—with the group to create a whole picture.

Individual students require the resources produced by other group members in order to complete the assignment. Members therefore become interdependent; each must participate if the group is to be successful.

The jigsaw technique can be adapted in a number of ways, of which the following two are the most common.

- **Same Assignment Given to Each “Home” Group**—The class is divided into “home” or “base” groups. Each group has the same number of members, based on the number of sub-topics that need to be researched. For example, groups researching megatrends (see page 155 in the textbook) would have five members, one for each megatrend. Each member would be responsible for researching one of the following trends:

- trends in information sector
- trends in globalization
- trends in technology development
- trends in the service sector
- trends in small business development

The members from each home group leave that group and join other students in the class researching the same megatrend. Members of these “research” groups assist each other in finding information on the assigned topic and discuss a way to share the information with their “home” groups.

Once the research is complete, research group members return to their home groups and teach the other group members about the topic researched.

- **Different Assignment Given to Each “Home” Group**—The class is divided into “home” or “base” groups. The number of topics or sub-topics decides the number of groups.

For example, if the groups were researching learning styles (see page 25 in the textbook), there would be eight groups, one for each of the following learning styles:

- verbal/linguistic
- logical/mathematical
- visual/spatial
- kinesthetic
- musical
- interpersonal
- intrapersonal
- naturalist

The members from each home group would do the necessary research and plan ways to share the information with other groups.

Once the research had been completed, home group members would re-form into “presentation” groups. Each presentation group would have at least one member from each of the “home” groups. The size of these groups would depend on the size of the class and the number of sub-topics being researched. In the above example, each member of the presentation group would have researched a different learning style, and each learning style would be represented. The members would teach each other about the topic researched.

Note: Depending on the size of the class, some groups might have two members who had researched the same topic. In this case, the particular members would work together to do the presentation.

Brainstorming

Brainstorming is discussed on page 19 in the textbook, and in the associated notes in the teacher’s resource.

Various activities throughout the textbook ask students to use brainstorming; there are various methods discussed in the sections mentioned above. Basically, brainstorming can be informal or formal.

- **Informal**—In this method, a group of students generates a series of suggestions on a specific topic.
- **Formal**—Formal brainstorming with a group involves the following steps:
 1. **Preparation:** Individually, each student writes down several ideas related to the topic to be discussed. When all the students have completed this individual activity, the group brainstorming can begin.

2. **Recorder:** One student in the group is chosen as the recorder. This person writes down all of the suggestions.

In on-going groups, students should share this responsibility by taking turns each time there is a brainstorming session.

3. **Ideas:** Beginning with one student, each person takes a turn to give one response on the topic. This ordered giving of answers continues, uninterrupted, until there are no more answers or the teacher signals the end of the activity.

An orderly giving of answers prevents one or two students from over-contributing or controlling the group.

4. **“Pass” Option:** Because of the pressure in an orderly response situation, some students may be reluctant to respond. As well, some students need time to organize their thoughts about speaking. Alternatively, one answer might jump-start new suggestions that students need a couple of minutes to think about.

To allow for these, all students are entitled to say “pass”. Brainstorming can continue until all students “pass”, indicating that ideas have run out.

5. **No Comments:** To this point, no comment, debate, or discussion about any suggestion is allowed. That is because the objective of this part of the activity is to collect a great number of suggestions—ranging from the sensible to the outlandish.

6. **Clarification:** Finish the collection of ideas by going around the group once again to enable students to ask questions about any suggestion that needs to be explained or defined. This is done to clarify the list, not to critique or criticize.

7. **Conclusion:** If the purpose of the brainstorming activity is to gather a list of possibilities, then the activity is now complete.

If the activity is to solve a problem or make a decision, then the group continues. Each possibility is considered for “pros” and “cons”. This information can be charted for easy reference. Finally, a vote can be taken to make the final choice or choices.

Specific teaching and learning strategies have been incorporated into each of the units. In choosing the ones you plan to use, remember that the strategies used need to meet the needs of a variety of learners. For students to acquire the necessary skills and transfer the learning into every day life, they need to experience applied, contextual learning—topics that fit into their world and are linked to the world around them.

During this course, students should never have to ask “Why do I have to learn this?” Before they ask, show them how the topic fits into their world.

Teaching and learning strategies used in the class should encourage this tie to the world outside the classroom.

Activities throughout the textbook and teacher resource materials provide many opportunities for teachers to use and students to practise each of the following teaching and learning strategies.

The list below provides *one* example of how each strategy is used; there are many more.

- **case studies**—In their work on the textbook article on page 12, students analyse and develop their own case studies. See **BLM #8: Case Study—The Time Quadrants™** on page 000.

Students also use case studies to help them understand the role of work in a person’s lifetime. See the Additional Learning Activity with the teacher resource notes on page 111 in the textbook.

- **conferencing**—This can be done to coach students with self-assessment activities. Conferencing can also be used to maintain student privacy when discussing textbook activities that request personal information. For example, the activities on page 13 in the textbook could best be discussed in a private conference. See the related note in this teacher’s resource.

Teaching and Learning Strategies

- **cooperative groups**—With the teacher notes for pages 14–16, the teacher’s guide includes a suggestion for a cooperative group activity.
- **community-based learning**—The community is the ideal place for students to learn about where and how to search for jobs. See the teaching notes for pages 180–182 in the textbook.
- **direct instruction**—When and how this is used depends on the ability and experience of the individual teacher. This particular course is best done through interactive group work; however, there are times when direct instruction would be beneficial.
Some teachers will find direct instruction on résumé format to be a useful way to provide information. For more information on this topic, see the teaching notes related to pages 193–196 in the textbook and **BLM #43: Guidelines for Writing a Good Résumé** on page 000.
- **graphic organizers**—All activities using the Careers Toolkit Chart provide students with experience using a sophisticated form of graphic organizer. See the teaching notes for pages 22, 31, and 49 in the textbook.
Other activities include the use of organizers to complete the activities on page 152 of the textbook and the section on mind mapping on pages 76–77 in the textbook (see the related pages in the teacher resource).
- **guest speakers**—Many activities involve inviting people from the community into the classroom. For example, the additional learning activities with pages 62–63 suggest that the class invite a sports coordinator from a local community program to discuss the important roles filled by volunteers and what skills can be learned from volunteering.
- **Internet searches**—The textbook refers students to sites on the National Occupational Classification and the Job Futures Resource (see pages 116–121).
Special text boxes throughout the textbook also encourage students to do Web research. These text boxes are identified by the following logo:



- **interviews**—The textbook activities provide many opportunities for students to interview others. For example, students interview many people in order to learn about careers.
Pages 208–215 provide information to assist students in planning for job interviews. The teacher notes for this section provide further ideas on how to assist students in using and practising this technique.
- **jigsaw**—There are many ways to use this technique throughout the course. See page 00 in Part A for two specific examples.
- **job shadowing**—This term is discussed on page 63 in the textbook. Related pages in the teacher resource provide information that reminds students of similar experiences in their earlier school careers.
Students further discuss job shadowing on page 227 in the textbook. Additional information can be found in the related pages of the teacher’s resource.
- **multimedia presentations**—The additional learning activity with pages 154–156 in the textbook is one example of a good opportunity to use this format (see the related material in the teacher resource.)
- **observation**—See “job shadowing”, above, since this form of learning directly relates to learning by observation.
- **oral presentations**—There are many opportunities for students to practise giving both brief and longer presentations to large and small groups. Page 89 in the textbook provides

coaching on how to be an active listener during such presentations. The activities on page 90 provide practice in this skill.

The additional learning activities for pages 106–108 in the textbook provide good opportunities for using oral presentations.

- **portfolios** (subject and career)—Students develop and use a Career Portfolio throughout the course. This portfolio is introduced on pages 10–11 in the textbook. For a full description of the set-up, see page 000 in this resource.
- **problem-based learning**—Many activities throughout the textbook and teacher’s resource provide students with experience in problem-solving. For example, an additional activity for page 25 on learning styles uses problem solving (see page 000 in this resource).
- **problem-solving via case studies**—The Additional Learning Activities with the article on “Handling Conflict” (pages 86–88 in the textbook) include a discussion of how students might handle the problem outlined in one case study. Students then develop their own case studies based on situations from their daily lives, and work as a class or in groups to discuss solutions to these problems.
- **projects** (teacher and student initiated)—There are many opportunities for projects, both throughout the textbook and suggested in the teacher’s resource. Both resources also provide materials that will help students do research for these projects. See “oral presentations”, above, and “research projects”, below.
- **research projects**—Pages 112–114 in the textbook provide information to assist students in developing research projects. The activities on page 115 provide practice with various parts of the research process. The notes in the teacher resource related to these pages give additional information and activities.
 There are also research-related blackline masters. See **BLM #27: How to Do Research** on page 000; **BLM #A–20: Research Skills Student Checklist** on page 000; and **BLM #A–21: Research Skills Teacher Checklist** on page 000.
- **written work**—Depending on how you teach the course, there is written work throughout, starting with the “Animal Analogy” icebreaker activity on page 000 in this teacher resource.

Public Course Profile	Relevant Material in Textbook	Relevant Student and Assessment BLMs
<i>UNIT ONE — What in the World?</i>		
Activity 1: What are the trends and opportunities that exist in the world around me?	Unit 1, pp. 2–3, 12, 17–19, 20–21, 46–48 Unit 2, pp. 78–108, 116–125, 136–137 End of Unit Activities, p. 138 Career Portfolio, pp. 139–140 Unit 3, pp. 146–152, 154–177	BLM #2, p. 000; #6, p. 000; #8, p. 000; #11, p. 000; #19, p. 000; #23, p. 000; #24, p. 000; #25, p. 000; #28, p. 000; #29, p. 000; #30, p. 000; #31, p. 000; #32, p. 000; #33, p. 000; #34, p. 000; #35, p. 000; #36, p. 000; #37, p. 000; #38, p. 000 BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–6, p. 000; #A–7, p. 000; #A–8, p. 000; #A–9, p. 000; #A–16, p. 000; #A–17, p. 000; #A–19, p. 000; #A–20, p. 000; #A–21, p. 000; #A–22, p. 000; #A–23, p. 000; #A–24, p. 000

Course Profile Scope and Sequence Chart

<p>Activity 2: What is success?</p>	<p>Unit 2, pp. 78–79, 81, 85, 90, 94–95, 97, 122–125 Careers Toolkit, p. 110 Career Portfolio, pp. 139–140</p> <p>Unit 3, pp. 146–152, 172–177, 226–228</p>	<p>BLM #6, p. 000; #28, p. 000; #32, p. 000; #33, p. 000; #34, p. 000; #35, p. 000; #40, p. 000; #46, p. 000; #47, p. 000</p> <p>BLM #A–1, p. 000; #A–6, p. 000; #A–7, p. 000; #A–18, p. 000; #A–19, p. 000; #A–24, p. 000; #A–33, p. 000</p>
<p>Activity 3: How does my vision of success relate to my interest? How can I find out more about my special interests?</p>	<p>Unit 1, pp. 2–3, 12–21, 44, 46–48, 52, 55 Careers Toolkit, pp. 22, 31, 49 End of Unit Activities, p. 56 Career Portfolio, pp. 10–11, 57–58</p> <p>Unit 2, pp. 64, 67–70, 73, 78–108, 122–125 Careers Toolkit, p. 110 End of Unit Activities, p. 138 Career Portfolio, pp. 139–140</p>	<p>BLM #2, p. 000; #6, p. 000; #8, p. 000; #11, p. 000; #12, p. 000; #19, p. 000; #20, p. 000; #23, p. 000; #24, p. 000; #25, p. 000; #27, p. 000; #28, p. 000</p> <p>BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–5, p. 000; #A–6, p. 000; #A–7, p. 000; #A–12, p. 000; #A–17, p. 000; #A–18, p. 000; #A–19, p. 000; #A–20, p. 000; #A–21, p. 000</p>
<p>Activity 4: What is going on in the world around me? What roles do people play? How does my special interest help me get involved in my world?</p>	<p>Unit 1, pp. 2–3, 12–21, 44, 46–48, 52, 55–56, 58 Careers Toolkit, pp. 22, 31, 49 Career Portfolio, pp. 10–11, 57</p> <p>Unit 2, pp. 64, 68–70, 73, 78–108, 111–125, 128–130, 136–137 Careers Toolkit, p. 110 End of Unit Activities, p. 138 Career Portfolio, pp. 139–140</p> <p>Unit 3, pp. 172–177, 226–228 Throughout, using Web site links</p>	<p>BLM #2, p. 000; #5, p. 000; #6, p. 000; #7, p. 000; #8, p. 000; #11, p. 000; #12, p. 000; #19, p. 000; #23, p. 000; #24, p. 000; #25, p. 000; #27, p. 000; #28, p. 000; #29, p. 000; #31, p. 000; #40, p. 000; #46, p. 000; #47, p. 000</p> <p>BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–5, p. 000; #A–6, p. 000; #A–7, p. 000; #A–8, p. 000; #A–9, p. 000; #A–12, p. 000; #A–16, p. 000; #A–17, p. 000; #A–18, p. 000; #A–19, p. 000; #A–20, p. 000; #A–21, p. 000; #A–33, p. 000</p>
<p><i>UNIT TWO — Now me!</i></p>		
<p>Activity 1: Making a mark! How do others make a difference?</p>	<p>Unit 1, pp. 12–30, 32–33, 35–48, 52–58 Careers Toolkit, pp. 22, 31, 49 Career Portfolio, pp. 10–11, 57</p> <p>Unit 2, pp. 74–75, 104, 126–127, 130</p> <p>Unit 3, pp. 154–157</p>	<p>BLM #2, p. 000; #8, p. 000; #10, p. 000; #11, p. 000; #12, p. 000; #13, p. 000; #14, p. 000; #15, p. 000; #16, p. 000; #17, p. 000; #18, p. 000; #19, p. 000; #22, p. 000</p> <p>BLM #A–1, p. 000; #A–6, p. 000; #A–7, p. 000; #A–8, p. 000; #A–9, p. 000; #A–12, p. 000; #A–22, p. 000; #A–23, p. 000</p>
<p>Activity 2: Me, myself, and I! What do I know about myself and what do I want to find out?</p>	<p>Unit 1, pp. 2–3, 12–13, 17–19, 20–21, 23–30, 32–33, 35–45, 46–48, 52–56 Careers Toolkit, pp. 22, 31, 49 Career Portfolio, pp. 10–11, 57–58</p>	<p>BLM #2, p. 000; #5, p. 000; #6, p. 000; #7, p. 000; #8, p. 000; #11, p. 000; #12, p. 000; #13, p. 000; #14, p. 000; #15, p. 000; #16, p. 000; #17, p. 000; #18, p. 000; #19, p. 000; #20, p. 000</p>

Activity 3: Investigating my Learning: How do I learn best? How can I use my learning in a variety of places and situations?

Activity 4: What are my opportunities?

Activity 5: My opportunities in secondary school: What are the opportunities in secondary school that allow me to explore and develop my interest and skills? How do some of these opportunities connect with the various education pathways—school to work, college, and university?

Activity 6: How do I market me? How can I plan for and prepare to pursue the possibilities?

Unit 1, pp. 12–30, 32–33, 35–48, 50–51
Careers Toolkit, pp. 22, 31, 49, 52
Career Portfolio, pp. 10–11, 57–58
End of Unit Activities, p. 56

Unit 2, pp. 75, 78–79, 81–83, 85, 90, 94–95, 97–103, 106–109, 112–130, 136–137
Careers Toolkit, p. 110
End of Unit Activities, p. 138
Career Portfolio, pp. 139–140
Unit 3, pp. 162–171, 174–176, 178–188, 201, 221–228
Careers Toolkit, p. 229
End of Unit Activities, p. 230

Unit 1, pp. 4–5, 8–9
End of Unit Activities, p. 56
Career Portfolio, pp. 57–58
Unit 2, pp. 75, 109, 116–121, 128–130
Career Portfolio, pp. 139–140
Unit 3, pp. 178–189
Careers Toolkit, p. 229

Unit 2, pp. 75, 109, 111–121, 128–130
Career Portfolio, pp. 139–140
Unit 3, pp. 153–177, 190–220, 226–228
End of Unit Activities, p. 230

BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–6, p. 000; #A–7, p. 000; #A–12, p. 000; #A–20, p. 000; #A–21, p. 000

BLM #5, p. 000; #6, p. 000; #7, p. 000; #8, p. 000; #10, p. 000; #11, p. 000; #12, p. 000; #13, p. 000; #14, p. 000; #15, p. 000; #16, p. 000; #17, p. 000; #18, p. 000; #19, p. 000

BLM #A–6, p. 000; #A–7, p. 000; #A–8, p. 000; #A–9, p. 000; #A–12, p. 000

BLM #2, p. 000; #6, p. 000; #19, p. 000; #22, p. 000; #23, p. 000; #24, p. 000; #25, p. 000; #26, p. 000; #27, p. 000; #28, p. 000; #29, p. 000; #31, p. 000; #36, p. 000; #37, p. 000; #38, p. 000; #39, p. 000; #40, p. 000; #41, p. 000; #45, p. 000; #46, p. 000; #47, p. 000

BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–5, p. 000; #A–6, p. 000; #A–7, p. 000; #A–14, p. 000; #A–15, p. 000; #A–16, p. 000; #A–17, p. 000; #A–18, p. 000; #A–19, p. 000; #A–20, p. 000; #A–21, p. 000; #A–22, p. 000; #A–23, p. 000; #A–33, p. 000

BLM #2, p. 000; #3, p. 000; #4, p. 000; #5, p. 000; #6, p. 000; #10, p. 000; #11, p. 000; #19, p. 000; #22, p. 000; #26, p. 000; #29, p. 000; #39, p. 000; #40, p. 000; #41, p. 000; #42, p. 000

BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–5, p. 000; #A–12

BLM #2, p. 000; #22, p. 000; #26, p. 000; #29, p. 000; #32, p. 000; #37, p. 000; #40, p. 000; #42, p. 000; #43, p. 000; #44, p. 000; #45, p. 000; #46, p. 000; #47, p. 000

BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–5, p. 000; #A–6, p. 000; #A–7, p. 000; #A–20, p. 000; #A–21, p. 000; #A–22, p. 000; #A–23, p. 000; #A–28, p. 000; #A–29, p. 000; #A–30, p. 000; #A–31, p. 000; #A–33, p. 000

<p>Activity 7: Making my mark! Which opportunity can I select to make my mark?</p>	<p>Unit 1, pp. 12–13, 18 Unit 2, pp. 64–73, 102, 116–127, 131–137 End of Unit Activities, p. 138 Career Portfolio, pp. 139–140 Unit 3, pp. 146–152, 172–182, 185–187, 190–228 End of Unit Activities, p. 230</p>	<p>BLM #8, p. 000; #19, p. 000; #20, p. 000; #21, p. 000; #28, p. 000; #30, p. 000; #31, p. 000; #32, p. 000; #33, p. 000; #34, p. 000; #35, p. 000; #37, p. 000; #39, p. 000; #40, p. 000; #41, p. 000; #42, p. 000; #43, p. 000; #44, p. 000; #45, p. 000; #46, p. 000; #47, p. 000 BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–5, p. 000; #A–6, p. 000; #A–7, p. 000; #A–8, p. 000; #A–9, p. 000; #A–20, p. 000; #A–21, p. 000; #A–24, p. 000; #A–28, p. 000; #A–29, p. 000; #A–30, p. 000; #A–31, p. 000; #A–33, p. 000</p>
<p><i>UNIT THREE — What about the Future? I am the Future</i></p>		
<p>Activity 1: What have I learned about my circumstances?</p> <p>Activity 2: What are the possibilities and opportunities for me?</p> <p>Activity 3: How do I pursue the opportunities?</p>	<p>Career Portfolio, throughout Unit 1, pp. 2–3, 12–13, 17–21, 25–26, 28–29, 32–34, 40–41, 46–48 Careers Toolkit, pp. 22, 31, 49 Career Portfolio, pp. 10–11, 57–58 Unit 2, pp. 74–75, 77–108, 122–125, 128, 130, 136–137 Careers Toolkit, p. 110 Unit 3, pp. 146–177 Careers Toolkit, p. 229 End of Unit Activities, p. 230</p> <p>Unit 1, pp. 12–23 End of Unit Activities, p. 56 Career Portfolio, pp. 57–58 Unit 2, pp. 64–73, 75, 78–97, 109, 116–125, 128–137 Careers Toolkit, p. 110 End of Unit Activities, p. 138 Career Portfolio, pp. 139–140 Unit 3, pp. 193–199, 203–220</p> <p>Unit 1, pp. 4–5, 8–9 End of Unit Activities, p. 56 Career Portfolio, pp. 57–58</p>	<p>BLM #2, p. 000; #5, p. 000; #6, p. 000; #7, p. 000; #8, p. 000; #10, p. 000; #11, p. 000; #12, p. 000; #13, p. 000; #14, p. 000; #15, p. 000; #16, p. 000; #17, p. 000; #19, p. 000; #22, p. 000; #23, p. 000; #24, p. 000; #25, p. 000; #28, p. 000; #29, p. 000; #31, p. 000; #32, p. 000; #33, p. 000 BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–5, p. 000; #A–6, p. 000; #A–7, p. 000; #A–8, p. 000; #A–9, p. 000; #A–12, p. 000; #A–16, p. 000; #A–17, p. 000; #A–20, p. 000; #A–21, p. 000</p> <p>BLM #8, p. 000; #10, p. 000; #11, p. 000; #12, p. 000; #20, p. 000; #21, p. 000; #22, p. 000; #26, p. 000; #28, p. 000; #29, p. 000; #30, p. 000; #31, p. 000; #32, p. 000; #37, p. 000; #43, p. 000; #44, p. 000; #45, p. 000 BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–5, p. 000; #A–6, p. 000; #A–7, p. 000; #A–8, p. 000; #A–9, p. 000; #A–12, p. 000; #A–28, p. 000; #A–29, p. 000</p> <p>BLM #2, p. 000; #3, p. 000; #4, p. 000; #5, p. 000; #6, p. 000; #10, p. 000; #11, p. 000; #27, p. 000; #28, p. 000; #29, p. 000; #30, p. 000; #31, p. 000</p>

<p>Activity 4: How do I evaluate and modify my career/life plan?</p>	<p>Unit 2, pp. 102, 111–115, 122–137 Careers Toolkit, p. 110 Career Portfolio, pp. 139–140 Career Portfolio Opportunities, throughout all activities</p> <p>Unit 3, pp. 146–152, 170–171, 174–176, 178–220, 226–228 Careers Toolkit, p. 229 End of Unit Activities, p. 230 Career Portfolio, pp. 231–232</p> <p>Unit 2, pp. 102, 104–105, 126–127, 131–135</p> <p>Unit 3, pp. 146–152, 154–177, 226–228 End of Unit Activities, p. 230 Career Portfolio, pp. 231–232</p>	<p>BLM #A–8, p. 000; #A–9, p. 000; #A–12, p. 000; #A–18, p. 000; #A–19, p. 000; #A–20, p. 000; #A–21, p. 000; #A–22, p. 000; #A–23, p. 000</p> <p>BLM #2, p. 000; #30, p. 000; #32, p. 000; #33, p. 000; #34, p. 000; #35, p. 000; #36, p. 000; #40, p. 000; #46, p. 000; #47, p. 000</p> <p>BLM #A–1, p. 000; #A–2, p. 000; #A–3, p. 000; #A–4, p. 000; #A–5, p. 000; #A–6, p. 000; #A–7, p. 000; #A–8, p. 000; #A–9, p. 000; #A–20, p. 000; #A–21, p. 000; #A–22, p. 000; #A–23, p. 000; #A–24, p. 000; #A–25, p. 000; #A–26, p. 000; #A–27, p. 000; #A–33, p. 000</p>
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There are many ways to teach the Career Studies course, and many different orders in which materials can be handled. The *Careers 10* text provides one such order; “Course Profile: Career Studies, Grade 10, Open” provides another (see the correlation between *Careers 10* and this profile starting on page 00).

As you develop your own plan for this course, you will want to keep the abilities and needs of your students in mind. Some students may already be familiar with some of the materials handled in *Careers 10*. In this case, if you know they have an adequate level of knowledge and skill development, you may spend less time on these outcomes and more on others in which your students are not as adept.

The following schedule provides a basic outline for handling all of the Key Expectations for the Career Studies Grade 10, Open (GLC20) course. It divides the course into seven basic chunks.

Chunk	Suggested Content	Major Learning Tools
1	Building self-knowledge through: <ul style="list-style-type: none"> – self-assessment – the creation of a personal profile 	Careers Toolkit Career Portfolio
2	Applying self-knowledge by learning about the following: <ul style="list-style-type: none"> – oneself – opportunities available in the workplace – decision making – goal setting – dealing with change – managing transitions 	Careers Toolkit Career Portfolio Occupational Puzzle

Course Plan

3	<p>Knowledge and application of the research/inquiry process, including the ability to:</p> <ul style="list-style-type: none"> – question – predict – plan – collect – synthesize – communicate – evaluate 	<p>Careers Toolkit Career Portfolio Occupational Puzzle Action Plan</p>
4	<p>Knowledge of trends in the workforce</p>	<p>Career Portfolio Occupational Puzzle</p>
5	<p>Learning to be a self-directed learner by showing:</p> <ul style="list-style-type: none"> – understanding of the learning process – personal growth through the portfolio 	<p>Careers Toolkit Career Portfolio</p>
6	<p>Illustrating personal growth through the use of:</p> <ul style="list-style-type: none"> – personal management skills – communication skills – teamwork skills 	<p>Careers Toolkit Career Portfolio Action Plan</p>
7	<p>Job search techniques such as:</p> <ul style="list-style-type: none"> – finding job openings – preparing résumés – writing cover letters – handling interviews – using all of the above in a job-search package for self-promotion 	<p>Careers Toolkit Career Portfolio Occupational Puzzle Action Plan</p>

Throughout the course, it is important to concentrate on the three major threads, which are:

- creating a personal profile;
- illustrating personal growth; and
- researching the workplace, and, more specifically, relevant job opportunities.

The course tools and the activities both in the *Careers 10* textbook and the related Teacher’s Resource Manual assist students in developing skills in each of these areas.

Career Studies Links and Suggestions to Guidance Department Programs

Please see page 000 in Unit 1 of this resource.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student progress and achievement from different sources. The primary purpose of assessment is to provide feedback to students to help them improve their learning. (The word “assessment” comes from the Latin, *assidere*, which means “to sit beside”.)

In addition, assessment provides feedback that helps teacher adjust their teaching strategies to better meet the needs of students.

Assessment includes a non-judgmental collection of observable data related to the abilities, needs, interests, learning styles, and achievements of individual students.

Teachers get this information informally by observing, listening, and talking with students in the classroom. Assessment also occurs more formally when teachers use assignments, performance tasks (e.g., demonstrations), creation of an end product, simulations, and the traditional test or quiz.

There are three types of assessment:

- **Diagnostic assessment** helps the teacher know where to start teaching.
- **Formative assessment** provides feedback during the learning process.
- **Summative assessment** provides data that contributes to making a judgement and assigning a grade.

Evaluation

Evaluation is the process of interpreting the data collected during assessment. This data is used to make judgements about a student’s achievement and needs, and the instructional program’s effectiveness.

Evaluation refers to the process of judging the quality of student achievement against a standard. In Ontario, these are the provincial standards or achievement levels.

Assessment in Guide

The assessment tools and Teaching and Learning Activities in this resource have been designed for all students. In each unit, the Teaching and Learning Activities and the Assessment and Evaluation sections provide suggestions for modifications and for enrichment.

General Assessment Strategies and Suggestions

The intent of assessment and evaluation techniques is to assist students in making the link between *Careers 10* and the “real world” context in which they will use the skills being developed.

The curriculum expectations in the Ministry document were specifically chosen because of the skills needed by modern employers. These are clearly outlined on the Work Employability Skills chart created by the Conference Board of Canada. This chart has been reproduced below. It is available online at:

<http://www2.conferenceboard.ca/nbec/eprof-e.htm>.

Employability Skills Profile: The Critical Skills Required of the Canadian Workplace

Academic Skills	Personal Management Skills	Teamwork Skills
<p>Those skills which provide the basic foundation to get, keep, and progress on a job and to achieve the best results</p> <p>Canadian employers need a person who can:</p> <p>Communicate</p> <ul style="list-style-type: none"> • Understand and speak the languages in which business is conducted • Listen to understand and learn 	<p>The combination of skills, attitudes and behaviours required to get, keep, and progress on a job and to achieve the best results</p> <p>Canadian employers need a person who can demonstrate:</p> <p>Positive Attitudes and Behaviours</p> <ul style="list-style-type: none"> • Self-esteem and confidence • Honesty, integrity, and personal ethics 	<p>Those skills needed to work with others on a job and to achieve the best results</p> <p>Canadian employers need a person who can:</p> <p>Work with Others</p> <ul style="list-style-type: none"> • Understand and contribute to the organization’s goals • Understand and work within the culture of the group

- Read, comprehend and use written materials, including graphs, charts, and displays
- Write effectively in the languages in which business is conducted

Think

- Think critically and act logically to evaluate situations, solve problems, and make decisions
- Understand and solve problems involving mathematics and use the results
- Use technology, instruments, tools, and information systems effectively
- Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts, and social sciences)

Learn

- Continue to learn for life

- A positive attitude toward learning, growth, and personal health
- Initiative, energy, and persistence to get the job done

Responsibility

- The ability to set goals and priorities in work and personal life
- The ability to plan and manage time, money, and other resources to achieve goals
- Accountability for actions taken

Adaptability

- A positive attitude toward change
- Recognition of and respect for people's diversity and individual differences
- The ability to identify and suggest new ideas to get the job done creatively

- Plan and make decisions with others and support the outcomes
- Plan and make decisions with others and support the outcomes
- Respect the thoughts and opinions of others in the group
- Exercise "give and take" to achieve group results
- Seek a team approach as appropriate
- Lead when appropriate, mobilizing the group for high performance

Credit: Reprinted with permission of the Conference Board of Canada.

Process and Task-Related Evaluation and Assessment

When assessing work during the Career Studies course, it is important to mark the process as well as the task. According to the Employability Skills Profile put out by The Conference Board of Canada, employers need people adept at the *process* of learning. For this reason, working with students to discuss and evaluate processes provides more vital learning than simply assessing or "marking" a finished product.

Assessment Tools

The assessment vehicles designed for this course include tests (see the assessment section at the end of each unit in Part C), projects, demonstrations, observations, and role plays. Assessment tools include checklists and rubrics that have been inserted in to the assessment sections at the end of each unit in Part C.

The "Achievement Chart" provided on pages 24–25 in *Guidance and Career Education* provides an overall description of various student levels of performance according to each category. The End of Unit tests in this resource are organized according to these levels of achievement

- **Use of Criteria**—The assessment tools developed for use with *Careers 10* involve criterion-referenced assessment. Specific criteria relate directly to learning expectations.

The use of criteria is invaluable in supporting an assessment and evaluating performance. Students who understand the assessment criteria before they start working on an assignment will often raise their level of accomplishment in order to meet specified criteria.

Learning expectations describe "what" students learn; the achievement levels tell "how well" or "to what extent" students have learned. Criteria help students to set and attain high goals because the criteria themselves provide a standard against which students can compare their efforts. As a result, their performance frequently improves. Work improves even more if teachers provide samples of excellent work to serve as models.

Both teachers and students can use criterion-reference tools for assessment—during the process of learning and after a product has been completed.

Rubrics and Checklists

These have been designed for peer, self, and teacher evaluation. They usually have four levels, with level 3 being the provincial standard.

Rubrics clearly indicate the student's current level of performance and what they need to achieve to reach the next or highest level of achievement.

As this Career Studies course evolves, teachers should compile exemplars of student's work to keep and show to the next class of students.

Checklists

Checklists are easy for students to use because there is a direct correlation between the necessary criteria and a partially finished or finished product. The ones in this course have been designed to help students assess themselves (see how they are doing so far) and give themselves a mark using the rating scale.

Students who wish to improve their rating can use the checklist to see where they could improve—and redo or revise their product, then reassess.

Rubrics

Rubrics are more often used to assess a finished product or completed process. During this course, students will be assessing their interests and skills and creating a personal profile of themselves. Rubrics have been created to help them with this assessment. These rubrics can be used for self, peer, or teacher evaluation.

Assigning Marks from Rubrics

Some teachers may have difficulty using rubrics because they want to establish a mark. If you wish to use rubrics for this purpose, consider assigning a mark range to each level.

Consider using the following standards for each level:

- **Less than Level 1**—At this level, students have not achieved a suitable number or degree of curriculum expectations. They will not receive a credit. This is equivalent to below 50%.
- **Level 1**—Although students have a passable level of achievement, they are below the provincial standard. They will receive a credit. Marks range from 50–59%.
- **Level 2**—Achievement is moderate, and below but approaching the provincial standard. Students will receive a credit. Marks range from 60–69%.
- **Level 3**—Achievement is high and at the provincial standard. Marks range from 70–79%.
- **Level 4**—Achievement is very high to outstanding, and above the provincial standard. Marks range from 80–100%.

Once you are comfortable using rubrics for assessment, you may start to use them to show a range of achievement. For example, just as students can receive a C–, C, or C+, they can also achieve a level of 3–, 3, or 3+. Consider using the following ranges:

- **Level 1**—
 - 1– = D– or 50–53%
 - 1 = D or 54–56%
 - 1+ = D+ or 57–59%
- **Level 2**—
 - 2– = C– or 60–63%
 - 2 = C or 64–66%
 - 2+ = C+ or 67–69%

- **Level 3—**
 - 3- = B- or 70-73%
 - 3 = B or 74-76%
 - 3+ = B+ or 77-79%
- **Level 4—**
 - 4- = A- or 80-85%
 - 4 = A or 86-94%
 - 4+ = A+ or 95-100%

As you become more comfortable using rubrics, you will be able to eliminate the marking scheme.

Working with Students Who Require a Modified Program

It is important to be empathetic when dealing with students who require a modified program. Depending on their strengths, such students may more than meet Level 4 in one criteria, but have difficulty meeting Level 1 in others. To help such students, consider what you can do to accommodate their learning styles. For example, can you provide more one-on-one time?

In addition, how can you help such students show what they have accomplished? For example, might you have a student provide oral rather than written responses?

Technology Resources

This course depends on current information about the workplace. For this reason, it is important for students to get information that is as up-to-date as possible. The best source of such information is dependable sites on the Internet. An annotated list of such sites begins on page 00. This listing provides URLs in the following order:

- listed alphabetically by categories
- categories are also organized alphabetically under the following headings:
 - Aboriginal Links 00
 - Career Planning 00
 - Careers & Occupations 00
 - Counselling & Referral 00
 - Résumés 00
 - Self-Assessments on the Web: Interest Inventories and Quizzes 00
 - Employment Networks 00
 - Job Listings 00
 - Networking 00
 - Entrepreneurial 00
 - Financing 00
 - Government Sites 00
 - Labour Rights 00
 - Acts 00
 - Provincial Human Rights Codes 00
 - Miscellaneous 00
 - Online Sources of Offline Materials 00
 - People with Disabilities 00
 - Professional Organizations 00
 - Search Engines, Directories, & Lists 00
 - Secondary and Post-Secondary Education 00
 - Canadian Post-Secondary Options 00
 - Scholarships/Grants/Bursaries/Student Loans 00
 - Study Tips 00
 - Volunteering 00

Each of these URLs was checked for suitability when this guide was produced; however, Web sites can quickly change. For this reason, it is important to use the following guidelines.

All Web sites should be checked and evaluated before being recommended to students.

To evaluate a Web site, ask questions in seven general categories: scope, content, organization, links, currency, readability, and authority.

Scope

Identifying the scope is the easiest way to begin the evaluation. The scope is a superficial way of determining the site's relevance to your needs.

- Does the site clearly state its purpose?
If the site cannot succinctly describe its reason for being, its value may be lowered due to a lack of organization or thoroughness. A plan is fundamental to a good site.
- Does the site provide the criteria for what is on the site and what is not?
Sites should be able to let users know what types of information they are striving to make available and their rationale for doing so.
- Has the site been created for a specific audience, such as lawyers or teenagers?
Sites which are targeted for specific groups may be useful for other users; their primary purpose should be kept in mind.

Content

The content is of primary concern to information seekers. Once you have found something you think applies to your research, ask the following questions:

- Is this a federal, provincial, or municipal site?
The information on government sites can be of varying usefulness. Federal and provincial sites tend to be more useful because they target certain topics necessary for *Careers 10*. Municipal sites may not include relevant information.
- Is it a specialized site that concentrates on one area?
If so, it may cover the topic more thoroughly than a less specialized site.
- Does the site claim to be comprehensive or selective?
Providing a comprehensive service requires a lot of resources. Can the people responsible deliver? If the site is selective, who is doing the selecting and on what basis?
- Does the site consist of more than just links to other sites?
Sometimes a listing of links is useful, but those links must eventually lead to some hard data to which someone has devoted resources. Good sites contain unique content that cannot be found elsewhere.
- Is the information verified?
Look for information backed up by previously published material. Opinion pieces can be interesting, but not necessarily always appropriate for some types of research.
Also be wary of business sites that post "information" that is actually advertising for the business's services. Many sites produced by banks, for example, fall into this category.
- Is the information available for free?
Avoid sites that ask students to click a button that accepts certain terms. The terms on many of these sites include restricting the site to people 18 or over. Such restrictions are not confined to sites with sexual content.
If the site is pay-for-access, consider who is going to pay for access if students use the site. If you don't have to pay for access, consider who *is* paying to provide the information.

Good information generally costs money to create somewhere in the chain from conception to publication.

Organization

The organization of a site often affects how much of the information is accessed.

- Is there a logic to how the site is set up?
This should be clearly identifiable through a site map.
- Is it easy to navigate?
Good sites do not expect users to go through several layers before arriving at the information. Check that you can search the site to quickly reach your destination.

Links

Part of the benefit of the World Wide Web is its connectivity. The ability to go from page to page is integral.

- Are there many “dead ends”?
Links that no longer work can frustrate the user.
- Are the links appropriate for the site?
Do they follow the criteria? Are the criteria suitable? Check that the links don't allow students to move to sites with inappropriate content.
- Are the links rated?
If so, on what basis?
- Are all instructions given prior to making links to materials that have unique or unusual characteristics?
Fee-based use, discussion forums, and Adobe Acrobat files (pdf) are examples of instances where users may require more guidance.

Currency

The Internet is a dynamic place. Static pages gradually lose their value and their users.

- How frequently is the site updated? Is this noted on the page?

Readability

Readability covers everything from the written level of information to the ease of use over the Internet.

- Are there too many distracting graphics to clearly read the information?
- Is the site interesting yet not overwhelming?
- Does the site take a long time to load onto your computer?
- Is plain language used?

Authority

This is arguably the most important issue for evaluative purposes, and is often the overriding factor in deciding the merit of a site. Although it is relatively straightforward to assess the credibility of an organization, verifying the legitimacy of individuals is sometimes more difficult.

- Who is responsible for the site?
Has the site been sponsored by a government or legal organization, for example? Does it mainly consist of advertising? Is it a way for businesses to get access to target consumers?
Look closely for the answers to these questions. They may not be obvious at first.

- Is the “author” clearly identifiable?
- Is there a bias?
- Is there the option for feedback?
- Has the site won any awards? If so, by whom and on what basis?

Evaluation of sites should be based on a combination of all these factors. Clearly, the two most important are content and authority. The other criteria have a bearing on whether you visit the site often and for what purpose.

Not every site will have answers to these questions, but asking them should get you thinking critically about what you are viewing.

Credit: Valerie Footz is the Information Services Coordinator for ACJNet in Edmonton, Alberta. This article originally appeared as “I’ll Give It a 79, Dick...” in *LawNow*, Vol. 23, Issue 1 (Aug./Sept. 1998). Adapted with permission from the Legal Studies Program, Faculty of Extension, University of Alberta.

The materials below are listed alphabetically by category. The list of categories is provided on page 00.

Aboriginal Links

Aboriginal Youth Network Employment Centre
<http://ayn-@ayn.ca/modules/employment/>
 See *Career Planning: Careers & Occupations* for complete review.

Business Development Bank of Canada
<http://www.bdc.ca>
 See *Entrepreneurial* for complete review.

Canada WorkInfo NET
<http://www.workinfo.net.ca>
 See *Secondary and Post-secondary Education* for complete review.

Canadian Imperial Bank of Commerce
<http://www.cibc.com>
 See *Entrepreneurial: Financing* for complete review.

Career Place—Investing in Aboriginal Women
<http://www.careerplace.com>
 See *Employment Networks: Networking* for complete review.

Royal Bank—Banking for Business
<http://www.royalbank.com/business/>
 See *Entrepreneurial: Financing* for complete review.

Scotiabank
<http://www.scotiabank.ca/smallbusiness/>
 Also contains links for “Aboriginal Peoples”, though the information they ultimately provide is not specific to Aboriginal needs/issues. See *Entrepreneurial: Financing* for complete review.

Career Planning

Canada Career Consortium—Canada Prospects
http://www.careerccc.org/products/cp_99_e/index.html
 Canada’s guide to career planning for all ages.

Web Site Index

Canadian Council on Rehabilitation and Work

<http://www.ccrw.org>

See *People with Disabilities* for complete review.

Mazemaster

<http://www.mazemaster.on.ca>

Includes link to download a PDF copy of “The Magazine”, an employment magazine for youth. See *Career Planning: Résumés* for another review.

Next Steps

<http://www.cadvision.com/~next/> or <http://nextsteps.org>

An online magazine focussed on youth job preparation and search. Current and past issues can be seen and contain a great deal of information including job profiles, helpful hints, basic career search information, and solid decision-making suggestions.

Careers & Occupations

Aboriginal Youth Network Employment Centre

<http://ayn-@ayn.ca/modules/employment/>

Designed for Canadian Aboriginal people. Has categories including: personal profile; careers; résumé bank; Be Your Own Boss; Setting Goals; Job Bank; education; getting a job; résumé builder; and job planner. Much of the material can be downloaded.

Career Gateway

<http://www.edu.gov.on.ca/eng/career/>

Good starting point for exploring online career resources.

Employment Projects of Winnipeg, Inc.

<http://www.epwinc.mb.ca>

A free employment service. Provides individual and group employment-related counselling for women. Includes links to other employment resources including a newsgroup. The two “Core Projects” are the “Women’s Employment Counselling Service” and the “Immigrant Women’s Employment Counselling Service”.

Federal Student Work Experience Program

<http://jobs.gc.ca/fswep-pfete/>

Federal Service Commission of Canada student work experience programs for high school, college, technical school, or university students.

Human Resources Development Canada—Library Site Map

<http://www.hrdc-drhc.gc.ca/library/common/sitemapwww.shtml>

A wealth of suggestions about using library resources to explore a range of topics related to choosing a career and getting a job.

Human Resources Development Canada—National Youth Site

<http://youth.hrdc-drhc.gc.ca>

Human Resources Development Canada Youth Initiatives offer work experience opportunities for unemployed and under-employed youth and students through work internships and a job bank.

Human Resources Development Canada—Toronto

<http://www.toronto-hrdc.sto.org/>

In Menu at left of page, click on “Work/Jobs”.

Job Futures

<http://www.hrdc-drhc.gc.ca/JobFutures/>

Bilingual resource containing information about current world of work and the projected situation five years from now. Also see review under *Professional Organizations*.

Job Profiles

<http://www.jobprofiles.com>

Real people (Americans) discuss their jobs. Sorted by category.

Labour Market Information

<http://www.hrdc-drhc.gc.ca/common/lmi.shtml>

Human Resources Development Canada's "Labour Market Information" Web site.

National Occupational Classification (NOC) Codes

<http://www.eoa-hrdc.com/3519/menu/occnoc.stm>

This leads to the "Occupational Profiles—Ottawa Area" page of the National Occupational Classification section of the HRDC Web site. Click "The Index of the National Occupational Classification (NOC)" to download a zip file of all 25 000 classifications.

<http://www.worklogic.com:81/noc/Query.htm>

This bilingual site contains the NOC search engine that allows you to search occupations by title, category, or key word.

OCCINFO

<http://www.alis.gov.ab.ca/occinfo/>

This link leads to the Alberta Occupational Profiles page of the Alberta Learning Information Service (ALIS) section of the ministry of Human Resources and Employment Web site for Alberta. Click "OCCINFO" to enter the site. OCCINFO™ is designed to provide up-to-date information on many different occupations in a format called occupational profiles. Occupational profiles are documents that provide specific information regarding a particular occupation or group of occupations in Alberta. Many of these occupations also apply to Ontario. Each profile lists a wide range of information including descriptions of duties, educational requirements, working conditions, salary, employment and advancement, and other sources of information.

Student Summer Job Action

<http://jobs.gc.ca/fswep-pfete/>

Government of Canada's site related to summer jobs for students.

Student World Wide Web Employment Links

<http://www1.sympatico.ca/Contents/Careers/>

This site is connected with Workopolis, although the focus is not specifically on youth. The Student World Wide Web site provides over 700 links to recruiters, companies that are hiring, and more. An overwhelming site of contacts; much time can be spent here.

Workopolis

<http://www.workopolis.com>

Personalized online job searching. Co-authored by the *Globe and Mail* and the *Toronto Star* classified sections.

Youth Resource Network of Canada

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

Bilingual site with links to help youth prepare for and find work.

Counselling & Referral

Human Resources Development Canada sites across Canada

<http://www.hrdc-drhc.gc.ca/maps/national/canada.shtml>

Click on an area of the map, or select a link from the list.

WORKink

<http://www.workink.com>

Make an appointment with one of the Canadian Council on Rehabilitation and Work's "Employment Counsellor Online" (ECO) or get information on: Services for Work Seekers; Services for Employers; and Services for Practitioners. See *People with Disabilities* below for another review.

Kids Help Phone

<http://kidshelp.sympatico.ca>

Canada's only national, bilingual, toll-free, 24-hour telephone counselling and referral service for children and youth. Staffed by professional counsellors, Kids Help Phone answers hundreds of calls each day from young people across Canada and provides a safe, non-threatening way for children and youth to get the help they need.

Take Charge—Self-Help Series

http://www.hrdc-drhc.gc.ca/hrib/hrp-prh/pi-ip/career-carriere/english/products/takecharge/index_e.shtml

Provides valuable links to: Job Hunt Preparation Checklist; Looking at Yourself; Planning and Organizing Your Job Search; Preparing for Your Job Interview; Examining Your Options; and Preparing a Realistic Budget. Each site grants permission to copy the personal quizzes.

Résumés

Aboriginal Youth Network Employment Centre

<http://ayn-@ayn.ca/modules/employment/>

See *Career Planning: Careers & Occupations* for review.

Canada WorkInfo NET

<http://www.workinonet.ca>

Click "Jobs, Work, and Recruiting" then "Résumés/Cover Letters" for links to sites with résumé information. Also see description in *Secondary and Post-Secondary Education*.

Charity Village—Mounting an Effective Job Search

<http://charityvillage.com/charityvillage/job.html>

Provides information about the employment market, creating an effective résumé, and personal marketing strategies. A good source of basic information and valuable links. Also see reviews under *Volunteering* and *Employment Networks: Job Listings*.

Jana Parker

<http://www.damngood.com>

Includes many examples and useful tips about résumés.

Jobstar California

<http://www.jobstar.org>

Help with résumés and covering letters.

Mazemaster

<http://www.mazemaster.on.ca>

Filled with practical information and online activities from Human Resources Development Canada. See *Career Planning* for another review.

The Riley Guide

<http://www.dbm.com/jobguide/>

Margaret Dikel's site full of information on online résumés.

Web Access Employment Network

<http://www.waen.org>

See *People with Disabilities* for full review.

Self-Assessments on the Web: Interest Inventories and Quizzes

Career/LifeSkills Resources Inc.

<http://www.career-lifeskills.com>

Provides "quality resources and assessment tools for career/work counsellors and human resource professionals". Click Assessment Tools under the Products & Resources heading to order a variety of assessment tools and resources including the Myers-Briggs Type Indicator.

Personality Analysis System (PAS)

<http://www.drewsoft.com>

Shareware manufacturer Drew Software International (Springfield, Missouri) offers download shareware versions of career software such as Personality Analysis System Pro. Through a one-minute assessment tool, this program gives student a four to five page printout that includes possible career choices suited to them.

Personality—Character and Temperament

<http://www.keirsey.com>

A personality test developed by David Keirsey and based on a Carl Jung's theory of "psychological types". It should be used only to gain a general idea of personality type.

QueenDom—Tests, tests, tests...

<http://www.queendom.com/test.html>

Offers several interactive personality tests, including the Holland Inventory.

Note: This site includes some material on sexuality. Preview the site before recommending it to students.

School Finder

<http://www.schoolfinder.com>

Includes interest and aptitude quizzes, as well as an e-mail newsletter.

Employment Networks

Job Listings

CareerMosaic & headhunter.net

<http://www.careermosaic.com>

Links to sites such as: J.O.B.S. Database (international job searches); Employers (profiles specific companies and employers); Online Job Fairs; Career Resource Centre; and International Gateway (links to Canadian and other non-U.S. sites).

Career Paths

<http://www.careerpathsonline.com>

The online version of *Career Paths* newspaper. It's an informative and interesting site with such links as: Career Values; A Review on You; Career Scaping; Work in the Year 2002; Career Sectors and Innoventions. There is a good exploration of the "new economy".

Charity Village

<http://www.charityvillage.com/charityvillage/career.html>

A huge job list. Also see reviews under *Career Planning: Résumés* and *Volunteering*.

Monster.Ca

<http://www.monster.ca>

This Canadian version of monster.com provides information and links to both employers and potential employees. Post a résumé free, and search for jobs in Canada.

Web Access Employment Network

<http://www.waen.org>

See *People with Disabilities* for full review.

Workopolis

<http://www.workopolis.com>

Search more than 30 000 jobs by key word.

Work Place, The

<http://www.ns.hrdc-drhc.gc.ca/english/cbreton/workp/wantad.htm>

Human Resources Development Canada's site containing help wanted sections from newspapers across Canada.

Networking

Canadian Council on Rehabilitation and Work

<http://www.ccrw.org>

See *People with Disabilities* for complete review.

CareerKey

<http://www.careerkey.com>

This RecruitersCafe.com site provides a extensive job search and networking tools.

Career Place—Investing in Aboriginal Women

<http://www.careerplace.com>

Sponsored by the Native Women's Association of Canada. This site hosts a national database that helps aboriginal women link to potential employers. Includes links to other sites of interest.

Youth Resource Network of Canada

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

Bilingual site with links to help youth prepare for and find work. For information on programs that can provide young people with experiences and skills as they work on community service projects go to http://www.youth.gc.ca/menu_e.shtml.

Entrepreneurial

Aboriginal Youth Network Employment Centre

<http://ayn-@ayn.ca/modules/employment/>

See *Career Planning: Careers & Occupations* for complete review.

Bank of Montreal: Small Business

<http://www.bmo.com/business/business.html>

In the "Business Sectors" section, click the links to "Home-Based Business" or "Women Entrepreneurs". The "Business Planning" section has articles on every stage of business development.

Business Development Bank of Canada

<http://www.bdc.ca>

Choose a range of information from the drop-down menu including: starting, growing, or buying a business; refinancing; aboriginal, youth, knowledge-based, or tourism businesses; interactive self-assessment; and free planning software. Extensive topics specific to Aboriginal people include: growth capital; starting a business; financing; consulting services; and strategic alliances.

Canada Business Service Centres

<http://www.cbcs.org>

This Government of Canada, Canada Business Service Centres Web site has information guides on a range of small business topics, an online workshop, interactive business planner, links to government programs and services, and list of FAQs. Click on a provincial/territorial flag to access information and resources specific to that area, or go to:

The Virtual Business Link: Alberta—<http://www.cbcs.org/alberta/>

British Columbia Business Service Centre—<http://www.sb.gov.bc.ca/smallbus/sbhome.html>

Canada/Manitoba Business Service Centre—<http://www.cbcs.org/manitoba/>

Canada/New Brunswick Business Service Centre—<http://www.cbcs.org/nb/>

Canada Business Service Centre: Newfoundland & Labrador—<http://www.cbcs.org/nf/>

Canada/NWT Business Service Centre—<http://www.cbcs.org/nwt/>

Canada/Nova Scotia Business Service Centre—<http://www.cbcs.org/ns/>

Canada-Nunavut Business Service Centre—<http://www.cbcs.org/nunavut/>

Canada-Ontario Business Service Centre—<http://www.cbcs.org/ontario/>

Canada/Prince Edward Island Business Service Centre—<http://www.cbcs.org/pe/>

Info entrepreneurs: Québec—<http://www.infoentrepreneurs.org>
Canada–Saskatchewan Business Service Centre—<http://www.cbsc.org/sask/>
Canada/Yukon Business Service Centre—<http://www.cbsc.org/yukon/>

Canada WorkInfo NET

<http://www.workinonet.ca>

Click “Self-Employment” for links to information on everything from the characteristics of an entrepreneur to legalities and support organizations. Also see description in *Secondary and Post-Secondary Education*.

Canadian Federation of Independent Business

<http://www.cfib.ca>

This association page contains information relevant to small and large Canadian businesses including research reports and political issues. Click “Youth” to reach “CFIB Youth Web”.

Canadian Youth Business Foundation

<http://www.cybf.ca>

Contains contact information and links to CYBF programs and a downloadable version of their action-planning handbook *Youth Entrepreneurship in Your Community*.

ENTERWeb

<http://www.enterweb.org>

A virtual catalogue of information on all aspects of entrepreneurship, self-employment, and small business management. Contains links focussing on the development of micro, small, and medium enterprises in developed and developing countries. Fifteen to twenty new sites are added monthly.

GDSourcing

<http://www.gdsourcing.com>

Government Data Sourcing (a private, virtual company based in Toronto) provides Canadian research/statistics for new entrepreneurs and small business owners.

Managing a Small Business: Liraz Publishing

<http://www.liraz.com>

Note that while it does provide dozens of free guides and tools, this US site is set up as an aggressive marketing tool for their interactive CD that helps set the user up to sell information “booklets” over the Web.

Free guides include: Goal setting; Decision-Making; (interactive) Entrepreneur Test; Inspiration, Marketing; Leadership; How to Cut Expenses; Profit Planning; Feasibility Study; Delegation; Managing Self & People; Management Secrets; Being Effective; Self-Development; Business Plan Template; Building and Internet-Based Business; and (US) CD-ROM.

Minding Your Own Business

<http://www.hrdc-drhc.gc.ca/career/>

Search for “minding your own business” to find links to various MYOB articles and the “Minding Your Own Business” Web site.

Profit Guide

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

The Web resource associated with *Profit Magazine*—Canada’s magazine for entrepreneurs. Includes links to articles and Web sites of interest to business.

Revenue Canada Small Business Page

<http://www.ccr-aadrc.gc.ca/business/>

This Canada Customs and Revenue Agency site has information on being an employer and GST, as well as several online publications and relevant links.

Statistics Canada

<http://www.statcan.ca>

Provides free “tabular data” on all Statistics Canada research as well as programs and products for the educational setting.

Strategis

<http://strategis.ic.gc.ca>

Industry Canada’s Web site for business contains resources such as licensing, economic analysis, consumer information, trade and investment, finance and taxation, and links to provincial/territorial government Web sites.

Worksearch

<http://worksearch.gc.ca>

This Government of Canada Work Search Web site addresses most of the issues in this textbook with the aim of helping Canadians find work. Topics include: Taking Care of Basics, Knowing Yourself; Looking for Work; Exploring Careers; Learning and Training; Becoming Self-Employed; Staying Marketable; and WorkLinks.

Financing

Business Development Bank of Canada

<http://www.bdc.ca>

See *Entrepreneurial* for complete review. Note: The BDBC sees them selves as providing “last resort” financing.

Canadian Imperial Bank of Commerce

<http://www.cibc.com>

Under the “Shortcuts” list, click on “Small Business” to access the section on small business e-commerce solutions, and a list of useful links to other sites, including the Canadian Youth Business Foundation, and the Association of Collegiate Entrepreneurs.

The “Shortcuts” list also contains a link to “Aboriginal Banking”.

Laurentian Bank of Canada

<http://www.laurentianbank.com>

Click “Commercial Banking” then “Small Business (financial needs of \$1 million and less)” to get information on why you should use LBC.

Royal Bank—Banking for Business

<http://www.royalbank.com/business/>

Includes information on specialized services for: Small Business & Entrepreneurs, Women Business Owners, Aboriginal people, and more. Note: Aboriginal link does not necessarily address specific needs/issues but links to “Aboriginal Banking Managers”.

Scotiabank

<http://www.scotiabank.ca/smallbusiness/>

Small Business and Entrepreneur Resource Centre includes information on: Planning & Starting Your Business; Expanding Your Business; Managing Business Challenges; as well as information specific to industries such as Agriculture, Automotive, and Funeral.

Strategis—Sources of Financing

http://strategis.ic.gc.ca/sc_mangb/sources/engdoc/homepage.html

Links to: Where to Find Financing?; Who Offers Financing?; What Types of Financing Do You Need?; Tools for Small Business; How to Increase Your Chances of Securing Financing; and Financial Organizations.

Toronto Dominion Bank

<http://www.tdbank.ca/business.html>

Click “Small business” to access information on TD’s financing, insurance, free business plan software, and other products for the entrepreneur.

From the “Shopping” drop-down menu you can access a “Job Fair” and from the “Communities” drop-down menu you can access information including “Student Central”, “Women in the Know”, “Generation Ahead”, “First Nations”, and “Japanese Banking”.

Government Sites

About Canada

http://canada.gc.ca/canadiana/cdaind_e.html

See *Labour Rights* for complete review.

Business Development Bank of Canada

<http://www.bdc.ca>

See *Entrepreneurial* for complete review.

Canada Business Service Centres

<http://www.cbcs.org>

See *Entrepreneurial* for complete review and listing of provincial/territorial Web sites.

Canada Labour Code

<http://labour-travail.hrdc-drhc.gc.ca/doc/labcode/eng/>

See *Labour Rights: Acts* for complete review.

Canada Labour Standards

<http://info.load-otea.hrdc-drhc.gc.ca/~lsweb/homeen.shtml>

See *Labour Rights: Acts* for complete review.

Canada WorkInfo NET

<http://www.workinonet.ca>

See reviews in *Secondary and Post-Secondary Education* and *Labour Rights* for reviews.

Canadian Armed Forces

<http://www.recruiting.dnd.ca>

See *Secondary and Post-Secondary Education* for review.

Canadian Charter of Rights and Freedoms

<http://www.pch.gc.ca/ddp-hrd/english/charter/contents.htm>

See *Labour Rights: Acts* for complete review. See *Labour Rights: Provincial Human Rights Codes* for links to provincial/territorial information.

Canadian Human Rights Act

<http://www.chrc-ccdp.ca/publications/>

See *Labour Rights: Acts* for complete review.

Canadian Human Rights Commission

<http://www.chrc-ccdp.ca>

See *Labour Rights* for complete review.

Career Gateway

<http://www.edu.gov.on.ca/eng/career/>

See *Careers & Occupations* for complete review.

Career Paths

<http://www.careerpathsonline.com>

See *Job Listings* for complete review.

Conference Board of Canada

<http://www2.conferenceboard.ca/nbec/eprof-e.htm>

Provides an Employability Skills Profile, which outlines the critical skills required of the Canadian workplace.

Education Information

<http://edu.gov.on.ca>

See *Secondary and Post-Secondary Education* for review.

Employment Equity Act (1995)

<http://info.load-otea.hrdc-drhc.gc.ca/~weeweb/lege.htm>

See *Labour Rights: Acts* for review.

Employment Projects of Winnipeg, Inc.

<http://www.epwinc.mb.ca>

See *Career Planning: Careers & Occupations* for complete review.

Employment Insurance Income Benefits

<http://www.hrdc-drhc.gc.ca>

See *Labour Rights* for complete review.

Federal Labour Legislation

<http://info.load-otea.hrdc-drhc.gc.ca/~legweb/homeen.shtml>

See *Labour Rights* for complete review.

Federal Labour Operations

<http://info.load-otea.hrdc-drhc.gc.ca/~opsweb/homeen.shtml>

See *Labour Rights* for complete review.

Federal Student Work Experience Program

<http://jobs.gc.ca/fswep-pfete/>

See *Career Planning: Careers & Occupations* for complete review.

Job Futures

<http://www11.hrdc-drhc.gc.ca/jf-ea/jf1.associations/>

See reviews under *Professional Organizations* and *Career Planning: Careers & Occupations* for reviews.

Human Resources Development Canada

<http://www.hrdc-drhc.gc.ca>

Provides many links to information about programs and services such as: Employment Insurance, Social Insurance Number, Canada Student Loans, Job Futures in Canada, National Occupational Codes (NOC), and more. A complete index is provided.

Human Resources Development Canada sites across Canada

<http://www.hrdc-drhc.gc.ca/maps/national/canada.shtml>

See *Career Planning: Counselling & Referral* for complete review and listing.

Human Resources Development Canada—Library Site Map

<http://www.hrdc-drhc.gc.ca/library/common/sitemapwww.shtml>

See *Career Planning: Careers & Occupations* for complete review.

Human Resources Development Canada—National Youth Site

<http://youth.hrdc-drhc.gc.ca>

See reviews under *Career Planning: Careers & Occupations* and *Professional Organizations*.

Human Resources Development Canada—Toronto

<http://www.toronto-hrdc.sto.org/>

See *Career Planning: Careers & Occupations* for complete review.

Information for Working Students

<http://www.gov.on.ca/LAB/stu/studente.htm>

See *Labour Rights* for complete review.

Job Futures

<http://www.hrdc-drhc.gc.ca/JobFutures/>

See *Career Planning: Careers & Occupations* for complete review.

Labour Market Information

<http://www.hrdc-drhc.gc.ca/common/lmi.shtml>

See *Careers & Occupations* for complete review.

Labour Program

<http://labour-travail.hrdc-drhc.gc.ca/doc/wid-dimt/eng/dlo.cfm>

See *Labour Rights* for complete review.

Mazemaster

<http://www.mazemaster.on.ca>

See reviews under *Career Planning* and *Career Planning: Résumés*.

Minding Your Own Business

<http://www.hrdc-drhc.gc.ca/career/>

See *Entrepreneurial* for complete review.

National Occupation Classification (NOC) Codes

<http://www.eoa-hrdc.com/3519/menu/occnoc.stm>

<http://www.worklogic.com:81/noc/Query.htm>

See *Career Planning: Careers & Occupations* for complete review.

OCCINFO

<http://www.alis.gov.ab.ca/occinfo/>

See *Career Planning: Careers & Occupations* for complete review.

Occupational Health and Safety Act

<http://www.gov.on.ca/lab/ohs/ohse.htm>

See *Labour Rights: Acts* for complete review.

Ontario Human Rights Commission

<http://www.ohrc.on.ca>

See *Labour Rights: Acts* for complete review.

Ontario—Labour Employment Standards

<http://www.gov.on.ca/LAB/es/ese.htm>

See *Labour Rights: Acts* for complete review.

Provincial Human Rights Codes

See *Labour Rights: Provincial Human Rights Codes* for complete listing.

Revenue Canada Small Business Page

<http://www.cra-adrc.gc.ca/business/>

See *Entrepreneurial* for complete review.

Statistics Canada

<http://www.statcan.ca>

See *Entrepreneurial* for complete review.

Strategis

<http://strategis.ic.gc.ca>

See reviews under *Entrepreneurial* and *Entrepreneurial: Financing*.

Student Summer Job Action

<http://jobs.gc.ca/fsweb-pfete/>

See *Career Planning: Careers and Occupations* for review.

WORKink

<http://www.workink.com>

See *Career Planning: Counselling & Referral* for complete review.

Workplace Equity

<http://info.load-otea.hrdc-drhc.gc.ca/~weeweb/homeen.shtml>

See *Labour Rights* for complete review.

Work Place, The

<http://www.ns.hrdc-drhc.gc.ca/english/cbreton/workp/wantad.htm>

See *Employment Networks: Job Listings* for complete review.

Worksearch

<http://worksearch.gc.ca>

See *Entrepreneurial* for complete review.

Youth Resource Network of Canada

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

See reviews under *Employment Networks: Networking* and *Career Planning: Careers & Occupations*.

Labour Rights

About Canada

http://canada.gc.ca/canadiana/cdaind_e.html

Government of Canada's "About Canada Index" Web site.

Canada WorkInfo NET

<http://www.workinfonet.ca>

Click "Workplace Issues and Supports" for links to legal issues such as: Labour Relations; Occupational Health and Safety; Human Rights; and Employment Standards. Also see description in *Secondary and Post-Secondary Education*.

Canadian Human Rights Commission

<http://www.chrc-ccdp.ca>

The Canadian Human Rights Commission promotes social change leading to equal opportunity for all. The Commission administers the Canadian Human Rights Act, investigates complaints and conducts information and research programs related to discrimination.

Employment Insurance Income Benefits

<http://www.hrdc-drhc.gc.ca>

Click "Employment Insurance Income Benefits" for more information.

Federal Labour Legislation

<http://info.load-otea.hrdc-drhc.gc.ca/~legweb/homeen.shtml>

Human Resources Development Canada's Labour Legislation Web site which includes links to the *text* of various federal labour laws.

Federal Labour Operations

<http://info.load-otea.hrdc-drhc.gc.ca/~opsweb/homeen.shtml>

Human Resources Development Canada's Labour Operations Web site which includes links to for various *topics* in federal labour law.

Information for Working Students

<http://www.gov.on.ca/LAB/stu/studente.htm>

Ontario Ministry of Labour's "Employment Standards—Students" Web site.

Labour Program

<http://labour-travail.hrdc-drhc.gc.ca/doc/wid-dimt/eng/dlo.cfm>

Human Resources Development Canada's Labour Program Web site where you'll find links to legislation, workplace information, and federal labour programs. Includes links to information on work hours and conditions as well as international agreements, acts, and regulations.

Workplace Equity

<http://info.load-otea.hrdc-drhc.gc.ca/~weeweb/homeen.shtml>

Human Resources Development Canada's Labour Operations—Workplace Equity Web site which leads to the Act and Regulations, and general information on employment equity and equal pay, guides for employers, descriptions of particular programs, and contact information for national and regional consultants at the Labour Standards and Workplace Equity Division. Users can view or print legislation and reports.

Acts

The titles of these Acts may vary (Employment Standards, Labour Codes, Labour Standards) and the coverage can vary greatly. Students can begin their search for information about this legislation at the following sites:

Canada Labour Code

<http://labour-travail.hrdc-drhc.gc.ca/doc/labcode/eng/>

Human Resources Development Canada's Labour Program Web site deals with issues and legislation at the international and national level.

Canada Labour Standards

<http://info.load-otea.hrdc-drhc.gc.ca/~lsweb/homeen.shtml>

Human Resources Development Canada's Labour Standards Web site covers minimum labour standards for workplaces falling directly under the jurisdiction of the Government of Canada. Click "Link to Provincial Labour Departments" to see a list of provincial labour ministries.

Canadian Charter of Rights and Freedoms

<http://www.pch.gc.ca/ddp-hrd/english/charter/contents.htm>

Leads to a guide to the Canadian Charter of Rights and Freedoms, published by the Human Rights Directorate of the federal Department of Canadian Heritage.

Canadian Human Rights Act

<http://www.chrc-ccdp.ca/publications/>

Click "Canadian Human Rights Act: A Guide" to view the document online, or download the PDF or RTF versions.

See *Labour Rights: Provincial Human Rights Codes* for links to provincial/territorial information.

Employment Equity Act (1995)

<http://info.load-otea.hrdc-drhc.gc.ca/~weeweb/lege.htm>

Human Resources Development Canada's Workplace Equity Legislation Web site where you can read the text of the Act, the Regulations, and view a summary of the key elements of both.

Occupational Health and Safety Act

<http://www.gov.on.ca/lab/ohs/ohse.htm>

The official Web site focuses on health and safety conditions and practices in the workplace.

Ontario Human Rights Commission

<http://www.ohrc.on.ca>

"Rights Online" is the Ontario Human Rights Commission's electronic newsletter containing information and links to: extensive classroom resources for teaching human rights in

Ontario; instructions on filing a complaint; a listing of all publications; and a comprehensive resource on workplace rights. Click the site map to find these aspects.

Ontario—Labour Employment Standards

<http://www.gov.on.ca/LAB/es/ese.htm>

Ontario Ministry of Labour's "Employment Standards" Web site which contains "Information for new workers and students working in Ontario".

Provincial Human Rights Codes

Alberta Human Rights Commission—<http://www.albertahumanrights.ab.ca>

British Columbia Human Rights Commission—<http://www.bchrc.gov.bc.ca>

Click "Employer's Guide to Human Rights".

Manitoba Human Rights Commission—<http://www.gov.mb.ca/hrc/>

New Brunswick Human Rights Commission—<http://gov.nb.ca/ael/rights/>

Newfoundland and Labrador Human Rights Commission—<http://www.gov.nf.ca/hrc/>

Nova Scotia Human Rights Commission—<http://www.gov.ns.ca/humanrights/>

Ontario Human Rights Commission—<http://www.ohrc.on.ca>

Prince Edward Island Human Rights Commission—<http://www.isn.net/peihrc/>

Québec Human Rights Commission—<http://www.cdpdj.qc.ca>

"La Commission des droits de la personne et droits de la jeunesse"

Saskatchewan Human Rights Commission—<http://www.gov.sk.ca/shrc/>

Miscellaneous

Trish Green—Presentation Skills Specialist

<http://www.trishgreen.com>

Provides useful information about presentations. Pages include tips on creating and delivering presentations, related articles on presenting, and links to clip art and other valuable presentation resources.

Familiar Quotations/Bartlett

<http://www.bartleby.com>

A site for searching quotations.

Online Sources of Offline Materials

About.com—Media in Northern Ontario

<http://www.northernontario.about.com>

Click "News/Media" to see listings of radio, television, newspapers, and magazines.

Career/LifeSkills Resources Inc.

<http://www.career-lifeskills.com> or 1-877-680-0200

Fireside, Bryna. *Choices for the High School Graduate*, 3rd ed. (Ferguson Publishing Company, 1997). (ISBN 0-894341-77-4)—A resource for guidance counsellors.

Lee, J. L. and C. J. Pulvino. *Self-Exploration Inventories: 16 Reproducible Self-Scoring Instruments*, 2nd ed. (Concord, ON, 1993). (ISBN 0-932796-58-3)

Wagner, Norman E. *It Pays to Stay: Straight Talk on Getting and Keeping Good Jobs*. (Temeron Books Inc., 1997). (ISBN 0-920429-16-5)

Franklin Covey

<http://www.franklincovey.com>

Covey, Sean. *The 7 Habits of Highly Effective Teens*. (New York, NY: Fireside Books—Simon & Schuster, 1998). (ISBN 0-684-85609-3)

Joel Barker

<http://www.joelbarker.com>

Barker, Joel. *Paradigms: The Business of Discovering the Future*. (Harper Business, 1993). (ISBN 0-88730-647-0)

People with Disabilities

Many of the sites reviewed in this resource contain information for people with disabilities.

The following sites are especially relevant:

Canadian Council on Rehabilitation and Work

<http://www.ccrw.org>

Provides information and links to promote and support job seekers with disabilities. Job seekers and employers can find each other at this site. Also includes links of interest to workers with disabilities.

Scholarship for Students with Disabilities

<http://www.workink.com/workink/national/articles-single.asp?ID=4534>

See *Secondary and Post-Secondary Education* for complete review.

Web Access Employment Network

<http://www.waen.org>

Offers résumé help and a job bank for people with disabilities. See *Job Listings* for complete review.

WORKink

<http://www.workink.com>

The Canadian Council on Rehabilitation and Work's "Virtual Employment Resource Centre". An interactive site dedicated to work equity. It publishes a number of articles on the difficulties experienced by job seekers with functional handicaps. Make an appointment with their "Employment Counsellor Online" or get information on: Services for Work Seekers; Services for Employers; and Services for Practitioners. See *Career Planning: Counselling Referral* for another review.

Professional Organizations

Canadian Associations Online

<http://www.canadainfo.com/associations.html>

Mixture of national, provincial, and regional associations and organizations including industry groups, fund-raising/research, and volunteer associations.

Canadian Career Page—Professional Associations & Sector Specific Employment and Career Resources

<http://www.canadiancareers.com/sector.html>

Click "Emerging sectors" link to see HRDC Industry Profiles page. Then click "Emerging Sectors" button for further information.

Charity Village—Directory of Professional Associations <http://www.charityvillage.com/charityvillage/profas.html>

Lists a mixture of industry, professional, and volunteer associations. Also see reviews under *Career Planning: Résumés*, *Employment Networks: Job Listings*, and *Volunteering*.

Job Futures

<http://www11.hrdc-drhc.gc.ca/jf-ea/jf1.associations/>

Lists over 130 organizations, including: professional, trade and business associations, unions, sector councils, and educational groups, by National Occupation Code. See *Careers & Occupations* for another review.

Strategis

<http://strategis.ic.gc.ca/scdt/bizmap/nav.html>

Click "Industry and Professional Associations" then click either "National Associations" or "International Associations". Lists only large national and international associations. Also see reviews under *Entrepreneurial* and *Entrepreneurial: Financing*.

Toronto Business & Professional Associations

http://www.showmetoronto.com/toronto_business_professional_as.htm

Lists many national and provincial associations headquartered in Toronto, Ontario.

Search Engines, Directories, & Lists

About.com

<http://about.com>

While focussing on articles and links, including over 700 pages on every subject imaginable, this Web site offers expert responses to your queries via e-mail.

Ask Jeeves

<http://www.askjeeves.com>

Accepts queries in "plain English".

Google

<http://www.google.com>

Easier to use than many better-known sites, and returns more relevant hits.

InvisibleWeb

<http://www.invisibleweb.com>

Searches databases not covered by other search engines.

Ixquick

<http://www.ixquick.com>

Searches several search engines at once in up to six languages. Fast, comprehensive, and "smarter" than most.

Looksmart

<http://www.looksmart.com>

The Live! Community offers online editors will assist you in your search. For the Canadian directory go to <http://canada.looksmart.com>.

Secondary and Post-Secondary Education

Canada WorkInfo NET

<http://www.workinfonet.ca>

Click "Learning, Education and Training" for links to relevant sites. This Human Resources Development Canada site includes sections for women, youth, aboriginal people, and visible minorities. See *Scholarships/Grants/Bursaries/Student Loans* for another review.

Canadian Armed Forces

<http://www.recruiting.dnd.ca>

The CFRETS (Canadian Forces Recruiting, Education, and Training System) offers an opportunity for training and education in a wide range of occupations while in the Canadian Armed Forces.

Education Information

<http://edu.gov.on.ca>

This is the home page for the Ontario Ministry of Education and the Ministry of Training, Colleges, and Universities. It gives excellent information on secondary and post-secondary education, training, jobs, and related publications. It also has links to other relevant sites.

School Finder

<http://www.schoolfinder.com>

A search engine for Canadian colleges, universities and career colleges that offer training in your field of interest. See *Self-Assessments on the Web* for another review.

The Virtual High School

<http://www.virtualhighschool.com>

Information on Ontario's first online school including course outlines, procedures, and demos.

Canadian Post-Secondary Options

Apprentice Search

<http://www.apprenticesearch.com>

Offers descriptions and information for more than forty regulated apprenticeship programs. Also contains links to many apprenticeship information sites. Please note these words from the home page: "It's free and available to employers and job seekers in Halton only at present."

Ontario Universities Application Centre

<http://www.ouac.on.ca>

Find out how to apply to undergraduate programs and professional schools. Also contains links to university's Web sites.

School Finder

<http://www.schoolfinder.com>

See *Career Planning: Self-Assessments on the Web* for review.

Scholarships/Grants/Bursaries/Student Loans

Canada WorkInfo NET

<http://www.workinfonet.ca>

Click "Financial Help and Issues", then "Student/Education Funding". See *Secondary and Post-Secondary Education* for additional review.

Scholarships Canada

<http://www.scholarshipscanada.com>

This free site require users to login in order to perform searches of financial aid by province/territory, subject area, and personal background.

Scholarship for Students with Disabilities

<http://www.workink.com/workink/national/articles-single.asp?ID=4534>

An article describing a scholarship several major employers in Canada have developed for students with disabilities.

Student Awards

<http://studentawards.com>

This free site require users to login in order to perform searches of financial aid by province/territory, subject area, and personal background.

Study Tips

There are many Web sites that offer useful study tips and homework help. Because sites change all the time, it's a good idea to do a search for current sites on a regular basis. Try using the key words "study tips" and "teens" and the phrase "Canadian study tips for Grade 10".

BJ Pinchbeck's Homework Helper

<http://school.discovery.com/homeworkhelp/bjpinchbeck/>

Partnered with Discoveryschool.com, this Web site has over 200 terrific links to educational Web sites.

The Education Network

<http://www.homeworkcentral.com>

A collection of study, research, and resource links. Wired Kids Award winner.

Learn with Howtostudy.com

<http://www.howtostudy.com>

Links to the best study techniques on the Web.

Volunteering

Also see listings under *Employment Networks*.

Charity Village

<http://charityvillage.com>

Click the “Volunteers/Donate” button or make a selection from the drop-down menu. Includes volunteer opportunities across the country as well a “virtual volunteering” opportunities (tasks performed online). The Centres/Bureaus listings can be searched by region or topic of interest. Also see reviews under *Career Planning: Résumés*, *Employment Networks: Job Listings*, and *Professional Organizations*.

Volunteer Canada

<http://www.volunteer.ca>

Click “Fast Find” to get a list of pages on this site including: Youth Volunteering; Volunteering Works!; Leadership; Reading Room; Recognition; Volunteer Opportunities; Volunteer Centres; and In the News.

Volunteer Opportunities Exchange (VOE)

<http://www.voe-reb.org>

An interactive “matching” site that connects volunteers with opportunities.