

Unit 1

WHO AM I?

Unit Focus

The purpose of this unit is to allow the students to focus on establishing their interests, skills, and accomplishments as these factors play a role in career planning. Students will closely examine the new diploma requirements and key educational terms. They will learn strategies that work best for them in developing their study skills, develop personal management skills that will help them be successful, take a close look at their learning style, and work with several sets of guidelines and tips about organizing for learning. The unit also discusses ways to succeed at taking tests and handling test anxiety, and the importance of a positive learning attitude.

Many of the activities will help students determine what types of jobs might be of interest to them. Students will also discuss the influences of values and goals, as well as personal aspirations and family expectations.

Curriculum Expectations: Correlation with Careers 10

The following are the Unit 1 links to the Ontario Ministry of Education's Overall and Specific Expectations from Career Studies, Grade 10, Open (GLC 20). Please note that, although Unit 1 includes many opportunities for students to work in groups, the *process* of working in groups is handled extensively in Unit 2. The beginning of Unit 2 includes an extensive correlation showing how material and activities in both the student text and teacher guide meet the Ministry's expectations for working in groups.

Personal Knowledge and Management Skills		
Overall Expectations	Student Text	Teacher Guide
<p><i>By the end of the course, students will:</i></p> <ul style="list-style-type: none"> demonstrate an understanding of and apply strategies needed for success in school identify their interests, skills, characteristics, and accomplishments, and describe how these are influenced by their experiences describe the personal management skills and characteristics needed to succeed in school, work, family life, and the community, and demonstrate the effective use of personal management skills in a variety of settings 	<p>pp. 12–22, 56, 58 Career Toolkit, pp. 22, 31, 49 Career Portfolio, pp. 10–11, 57</p> <p>pp. 23–30, 35–45, 56–57</p> <p>pp. 2–3, 12, 17–19, 20–21, 46–48</p>	
Developing Learning Skills and Strategies		
<ul style="list-style-type: none"> demonstrate understanding of the secondary school program and graduation requirements and related terms (e.g., compulsory credit, transcript, full disclosure, types of courses, literacy/reading and writing test, community involvement, diploma, certificate of achievement, etc.) 	<p>pp. 4–5, 8–9, 58 End of Unit Activities, p. 56 Career Portfolio, pp. 57–58</p>	

<ul style="list-style-type: none"> • demonstrate effective use of strategies for achieving success in school (i.e., note-taking, strategies for completing homework, strategies for studying for tests and examinations) • produce an evaluation of the effectiveness of their learning skills and strategies and identify those requiring improvement 	<p>pp. 12–23 End of Unit Activities, p. 56 Career Portfolio, pp. 57–58</p> <p>pp. 20–25 Careers Toolkit, pp. 31, 49, 52 Career Portfolio, pp. 8–9, 57–58</p>	
Developing Personal Knowledge		
<ul style="list-style-type: none"> • demonstrate understanding of the purpose and use of self-assessment and standardized assessment tools and strategies (e.g., aptitude tests, skills inventories) • produce a personal profile describing their current interests, competencies, characteristics, and learning preferences, using a variety of assessment strategies • identify the skills they have developed through school subjects (e.g., literacy, numeracy, communication) and through community experiences, and explain how these skills are transferable to work and other life roles 	<p>pp. 20, 25–30, 32–33, 42–43, 46–48, 52–55</p> <p>pp. 13, 17, 20, 25–26, 28–29, 32–33, 33–34, 40–41, 48–49 Career Toolkit, pp. 22, 31, 49 Career Portfolio, pp. 10–11, 57–58</p> <p>pp. 30–33, 35–40, 46–52, 57 Career Toolkit, pp. 31–49</p>	
Applying Personal Management Skills		
<ul style="list-style-type: none"> • describe and explain the importance of personal management skills (e.g., organization skills, stress management), habits (e.g., maintaining a personal planner), and characteristics (e.g., adaptability) for success in school and other life roles • demonstrate effective use of personal management skills (e.g., well-organized notebooks, punctuality) 	<p>pp. 12–13, 17, 20, 44, 46–48, 52, 55</p> <p>pp. 12–13, 18</p>	

Unit 1 will offer students opportunities to learn about the following:

- **Career Planning Process**
 - Creating a career vision
 - Discovery of student skills, interests, and values

Overview of Unit Concepts and Applications

- Secondary School Program
 - New OSSD (Ontario Secondary School Diploma) requirements
 - Compulsory credits
 - Optional credits
 - Destinations
 - Work experience opportunities
- Organizational Skills
- Study Skills
 - Managing Time
 - Setting Goals
- Learning Styles
 - Learning Styles Checklist
 - Work Values Inventory
 - Careers Toolkit
- Personality Types
- Occupation Sectors
- Employability Skills
- Transferable Skills

Assessment

The important areas to be assessed in this unit include:

- Career Planning Process
- Employability Skills
- Learning Styles
- Organizational Skills
- Study Skills
 - Managing Time
 - Setting Goals
- Transferable Skills

An assessment tool for each of these areas is included in the **Assessment and Evaluation** section starting on page 29. See the **List of Assessment Masters** on page 33.

List of Blackline Masters

BLM #1: Student Interview	00
BLM #2: The Decision-Making Process	00
BLM #3: Key Terms	00
BLM #4: Your Dream Timetable	00
BLM #5: Journal	00
BLM #6: Let's Think About It	00
BLM #7: Log Sheet for Items in My Portfolio	00
BLM #8: Case Study—The Time Quadrants™	00
BLM #9: Tests and Exams Checklist	00
BLM #10: What Is Success?	00
BLM #11: My Study Skills Checklist	00
BLM #12: Careers Toolkit Chart	00

BLM #13: Learning Styles Checklist	00
BLM #14: Work Values Inventory	00
BLM #15: Personality Traits	00
BLM #16: Personality Types	00
BLM #17: Which Occupational Sectors Interest You the Most?	00
BLM #18: Wish List	00
BLM #19: What's Your Employability Skills Profile?	00

Teaching Notes

Icebreaker Activities

It is important to have the students get to know each other and for you to get to know their names. Since this is a .5 credit course, the need to do this is even greater because the class will be with you for only half of a semester. Here are some traditional icebreaker activities. Selecting one of these icebreakers for each of the first three classes will help to develop a sense of community within the classroom. This will make students feel more secure as they work on the text activities.

The Name Game

The best feature of this exercise is that *you* and everyone else in the class get to learn everyone's name on the first day of class. Have the students form a circle. Either ask for a volunteer to start and lead the game, or start the game yourself.

The leader begins by saying, "My name is _____ and I love _____." For example, "My name is Mrs. Smith and I love to travel." The student then says, "This is Mrs. Smith who loves to travel. My name is Doug and I love hockey." This process is continued around the circle.

Sometimes, students who have had their turn stop paying attention. This can be reduced by having students who started the game end by naming the last five students and what they love.

It is the teacher's role to make sure that all of the class is paying attention. Once this is done and students know it's important to remember details, members of the class begin to help each other by whispering or saying a name. This is where the bonding begins.

When the last 3-4 students remain, you may want to make a deal with them. Offer one the opportunity to just say the names of everyone in the circle, or to just say what everyone loves. Some students will take the offer; others will want to accept the challenge of naming everyone and their likes.

The last student to name the entire class should be rewarded.

Paired Introductions

Have the students pair themselves with someone that they do not already know. Have them interview each other using **BLM #1: Student Interview** on page 50. Once the students have interviewed each other, they can take turns introducing each other to the class.

Animal Analogy

Hand out a sheet of paper to each student in the class. Individually have them write the characteristics of the member of the animal kingdom (any member of the animal kingdom meaning birds, animals, sea creatures, etc.) that they admire the most. They do not write down the name of the animal.

On the reverse side of the sheet, have each student write the characteristics of the member of the animal kingdom that they dislike.

In pairs, each student takes a turn reading the characteristics to their partner; the partner tries to guess the animal.

In the Student Resource

p. 2 **With or without a plan, your future is going to happen**

This introduction informs students that career planning is a process of discovering themselves through their interests, skills, and values. Use the quote from Dr. Seuss by obtaining a copy of *Oh, the Places You'll Go* (Random House of Canada, 1993). Cost is approximately \$32.00. Either read the book to the class, or do a communal reading by asking students who are willing to read one page.

Class discussion: Discuss the main theme of the book, which is that the world awaits the students' choice. They have all of the necessary equipment to begin career planning.

Game Activity: With the class, play "When I grow up...I want(ed) to be..." Ask students to remember when they were young children. What did they say they would grow up to be? As the teacher, tell your own story. For example: "When I was a youngster I wanted to be a chemical engineer... So how did I end up in front of the classroom?"

You can recount a time when career planning or job hunting was quite different from what it is today. If you are new to the teaching profession, tell about how you were hired and your education, then ask students to explain their career plans, if they have any. They should all start by saying "When I grow up..."

Homework Assignment: Ask students to have the same discussion with one or two adults (e.g., parents/guardians, grandparents, uncles/aunts, siblings, neighbours, and friends). Everyone has an interesting story to tell.

In the Student Resource

p. 3 **Who Am I?**

After reading about "You Inc.", have students create a mind map with "Your Passion" in the centre. Ask them to complete the mind map by inserting each of their "Passions" and the potential jobs linked to each interest. As part of this activity, they might want to develop a logo for their own "You Inc."

pp. 4–5 **A Day in the Life**

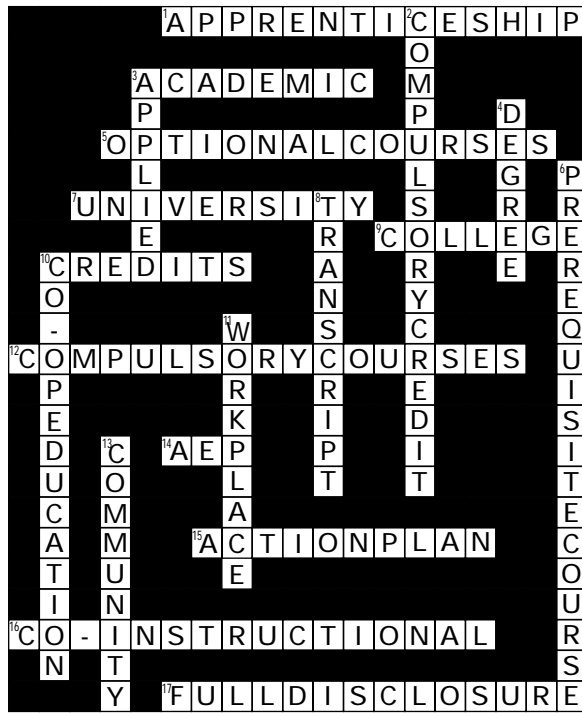
This article gives an overview of the Secondary School Program for the new diploma. Students need to be efficient consumers of their education and need to know the key terms. It is also important for students to recognize the following term:

Full Disclosure—Unless a course is officially dropped by the specified date, a mark for it will appear on the student's transcript.

Decision Making: It is important for students to become aware of how they make decisions. They use a process of some sort, even though they may not be aware of it.

There are many factors that influence decisions. Family and personal values play a large part. Past experiences are also very important.

If students know the end result, their decision may be the same or it may change. For example, "Do I take a ride on that roller coaster?" If it was a lot of fun the last time, then the answer will be "yes". If the last time was not a pleasant experience, then the answer may be "no".



Blackline Masters

Have students use **BLM #2: The Decision-Making Process** on page 51 to consider their own process. Ask them to fill in examples of what their hearts and what their heads tell them.

BLM #2 is a generic sheet that can be used when making any decision. Discuss with students the value of writing down the advantages and disadvantages of any decision. Although students may question such a practice, when the pluses and minuses are written down, and one column is much longer than the other, the decision may become obvious. Even with this evidence, students may choose to listen to their heart or head rather than the number of pros or cons. This is another form of decision making.

Students can assess their decision making skills using **BLM #A-11: Decision-Making Checklist** on page 46.

Have students do **BLM #3: Key Terms** on page 00. This will help them learn the important terms from this spread. You may also want to add a definition for full disclosure.

Full disclosure—Unless a course is officially dropped by the specified date, a mark for it will appear on the student’s transcript.

pp. 6–7 **I Like My Job**

Have students classify the reasons people give for liking their jobs. Many of the reasons in the text are related to people, skills, finances, autonomy, self-esteem, and experience. Students may suggest these and other categories. Encourage them to see how work can fit many needs, depending on the individual.

pp. 8–9 **Your Dream Timetable**

BLM #2: The Decision-Making Process on page 00 can be used in a timetabling activity, as students consider questions such as the following:

- What are the advantages and disadvantages of taking certain courses?
- How many more compulsory courses do I need?

In the Student Resource

- What optional courses would I like to take?
- When should I fit in Cooperative Education?

p. 9 Activities

1. Students may need help remembering the Grade 9 orientation process at your particular school. The orientation could include such things as the following:
 - a Grade 8 Student and Parent night (usually held in January or February to go over course selections);
 - visits from Guidance/other departments to the elementary schools or family of schools;
 - tours of the high school (usually in the spring);
 - a welcome barbecue or corn roast held in August or early September;
 - grade-specific assemblies during the first week of school; and
 - a Teacher Advisor Program.

Students should consider the effectiveness of these activities. Which did they find helped them to adjust to and fit into high school? Ask them to explain how. Ask for their suggestions on improving the orientation process; pass these suggestions on to your school's administration.

Blackline Master

2. Have students use **BLM #4: Your Dream Timetable** on page 00 to design their own four-year plan. In the "Compulsory Subjects" section, have students list the compulsory subjects they have already taken and those they are currently taking or still need to take. In the "Optional Credits" section, have them list the optional credits that they already have, those they are possibly interested in taking, and those they need to find out more about.

Assessment: This activity provides an opportunity to assess decision making. The simplest way is with a checklist of the steps involved. See **BLM #A-11: Decision-Making Checklist** on page 00, and **BLM #A-10: Learning Plan Checklist** on page 00. This is an on-going assessment tool that can be used on a continual basis, such as when students fill out option sheets, consider their destinations, and make career choices.

In the Student Resource

p. 9 Journal Topics

Journals are used properly when they provide students with opportunities to reflect on what they have learned, ask questions about the topic being taught, react to the recent learning activities they have experienced, and see how their school experience fits into their world. Students need to know the purpose of their journals and to understand how to use a journal in a classroom setting.

Remind students that journals are not personal diaries. What is written is private in the sense that it is between the teacher and the student and does not have to be shared publicly. It is important for students to know that the journals belong to *them* and that they can use these to express personal reactions and thoughts. In some cases, students may not need to write their responses at all. Students could discuss topics with partners, jotting down notes if appropriate.

Blackline Master

BLM #5: Journal on page 00 provides a format that some teachers and students may find helpful. This BLM could serve as a title page for the journal section in the students' Careers 10 notebook.

Assessment: You may wish to assess some journal entries by considering how well students answer the What?, So What?, and Now What? questions outlined in **BLM #6: Let's Think About It** on page 00. In the "Teacher Zone", assess whether the student has answered all three questions and how well they have answered them.

- **What?** What skills or knowledge did I use or learn for this activity?
- **So What?** Where else can I use this knowledge or skill in my life? How?
- **Now What?** If I had to do this activity again, I would...

p. 10 Career Studies Portfolio

The Career Studies Portfolio is an integral part of the Career Studies course. It is a vehicle that houses a sorted collection of evidence of students' learning. The portfolio can be anything from a simple file folder to a sophisticated binder with pockets for audio and videotapes and compact discs.

Some Districts have developed portfolios that include dividers and slash pockets. Such portfolios may be purchased from the following sources at a nominal cost per student:

- Halton District School Board: Contact Anne Clifton, Coordinator of Guidance, Career Education, and The Arts, Halton District School Board, 905-335-3663; or
- the Toronto District School Board, Scarborough Campus: Contact the Coordinator of Guidance and Career Education, Toronto District School Board, 416-397-3000.

Career Portfolio

After your students have acquired the vehicle that they will use for their portfolio, the portfolio should be organized into the following sections:

What I'm Learning:

- Personal Management Skills—Communication Skills, Teamwork Skills, Organizational Skills
- Opportunities for Learning and Work—Extra-curricular Activities, Part-time/Summer Employment, Work Experience Obtained through School
- Preparing for Change—Trends, Occupations of the Future

My Personal Profile:

- Interests, Skills, Values
- Habits, Characteristics

Background
Information

Blackline Masters

Have students develop dividers or cover pages for each of the sections.

Collect, Select, Reflect: As students begin to collect evidence of their learning, they need to carefully select the *best* examples of their learning and think about why they have chosen each piece, what they have learned from it, and how to apply this learning in the future. **BLM #6: Let's Think About It** on page 00 provides a format for helping students reflect. Duplicate these forms on coloured paper. Have students use one strip with each piece of evidence or entry into their portfolio.

Every piece of evidence for the portfolio may not fit on a piece of paper. For example, a shelf that a student built in the wood shop cannot fit. In cases such as these, the student could

take a picture and attach or paste the picture and a “Let’s Think About It” reflection strip to a piece of paper.

BLM #7: Log Sheet for Items in My Portfolio on page 00 provides a format for helping students keep track of all entries.

Assessment: When assessing these sheets, check that students use the Collect, Select, Reflect process, and that they self-assess to determine the next steps they should take. Students could use **BLM #5: Journal** on page 00 for this process.

Strategies for Success

p. 12 Staying on Track

In *The 7 Habits of Highly Effective Teens*, Sean Covey talks about The Time Quadrants™. Students need to realize that the type of person they are is reflected in the way they work and how they organize their time. People operate in all 4 quadrants; however, the most effective quadrant is The Prioritizer, since it leads to more control over life, a sense of balance between what we have to do and what we like to do, and high performance in all aspects of life. Each of the other quadrants also has positive and negative aspects you might like to discuss with students.

Background Information

Sean Covey: 7 Habits of Highly Effective Teens

The chart below provides some information about the seven habits that you might like to discuss with students. Note that each habit has its own assets and liabilities.

Habit	+	–
The Procrastinator —spends time on urgent and important things	<ul style="list-style-type: none"> • Many people “work better under pressure” • More immediate leisure time 	<ul style="list-style-type: none"> • Stress and anxiety • Burnout • Mediocre performance
The Prioritizer —spends time on not urgent but important things	<ul style="list-style-type: none"> • Control life • Balance • High performance 	<ul style="list-style-type: none"> • Social or leisure activities may be sacrificed • Not spontaneous • Reputation for being a “square” or “perfectionist”
The Yes-Man —spends time on urgent but not important things	<ul style="list-style-type: none"> • Little stress • Little fear of failure • Many people do not care for responsibility 	<ul style="list-style-type: none"> • Reputation for being a “pleaser” • Lack of discipline • Feeling like a doormat
The Slacker —spends time on not urgent and not important things	<ul style="list-style-type: none"> • Much time for leisure activities • Relaxation • Flexible schedule 	<ul style="list-style-type: none"> • Lack of responsibility • Guilt

Blackline Master

BLM #8: Case Study—The Time Quadrants™ on page 00 helps students to identify various ways of using time.

Case Study Answers

Case Study 1—

1. Procrastinator Quadrant
2. If Evan spends too much time in this quadrant, he will always find himself cramming to get assignments done and study for tests/exams. This can lead to Evan being in a constant state of personal conflict. “Where do I spend my time? On friends or on school work?” This ultimately can lead to stress, anxiety, and possible burnout. Evan’s educational performance will be well below his abilities.
3. Evan needs to use the Nike philosophy: “Just Do It”.

Case Study 2—

1. Yes-Man Quadrant
2. If Natasha spends too much time in this quadrant, she will find herself always pulled away from the things she likes to do in order to meet the needs of others.
3. While it is important to consider other’s needs, it is also important to develop and be assertive about personal goals. She could put aside a specific time each day to make and meet her own goals.

Case Study 3—

1. Slacker Quadrant
2. Some people fill their lives with unimportant things that do not lead to a specific goal. While these pastimes have their advantages, it is also important to make and try to meet goals. In that way, one can learn a lot of interesting things, have unique experiences, and mature.

p. 13 Activities

These activities are student-centred and very personal to the student. If you decide to take them up orally, do not push for responses from particular individuals unless they volunteer the information. To maintain student privacy but also ensure that the activities have been completed, you may wish to have a short private conference with each student. Make sure that students understand and can apply the four quadrants to their own lives.

Encourage students to use what they are learning in class to help with activities outside the classroom.

pp. 14–16 Final Plan of Attack

p. 16 Activities

1. Strategies that might be used to help students remember and apply what they have learned include:
 - Make studying a priority. Set aside a specific time to study each day.
 - Make up rhymes to help with memorization.
 - Study by yourself or with a partner, depending on your learning style.
 - Use repetition.
 - Read the material aloud. (When you *see* it, *hear* it, and *say* it, YOU LEARN IT!)
 - Make notes as you study.
 - Use acronyms to aid memory.
2. Have students use the SQ5R method with the “Stress Management” article on page 17 of the textbook. When the students do the “Reflect” section, have them share with a partner what they have learned and what it means to them.

In the Student Resource

Additional Learning Activities

Cooperative Group Activity—Divide the class into five groups of 4–5 students each. Either assign a group role for each student or have students choose their own from the chart below.

Role	Job
Leader	– makes sure the group is on task and everyone is participating
Recorder	– manages materials (gets flip chart paper and markers) and records the discussion of the group
Presenter	– presents the group's discussion results to the class
Gatekeeper	– time keeper for the activity
Clarifier (if needed)	– uses phrases such as: <ul style="list-style-type: none">• “So, what I hear you saying is . . .”• “Do you mean that. . .”• “Does everyone understand what was said?”

Have each group read the student profiles on page 15, then summarize the advice the different students have for studying. What are the advantages and disadvantages of each person's advice?

The social task for each group involves coming to consensus in a polite way. In consensus, everyone in the group must support the suggested response. In trying to reach consensus, use the following communications: nodding heads, smiling, laughing, “I agree”, “Do we all agree?” Do not use put-downs.

Assessment: A simple checklist could be used for an assessment of this cooperative group activity. See **BLM #A-6: Cooperative Group Rubric for Evaluation of Process** on page 00, and **BLM #A-7: Cooperative Group Rubric for Evaluation of Outcome or Product** on page 00.

p. 17 Stress Management

Dr. Hans Selye states that there are two kinds of stress: distress and eustress. Students will not have a difficult time generating a list of their stressors. Distress is the *bad* stress that can affect your body and result in hypertension, heart disease, and depression. Eustress is the *good* stress. This kind of stress releases endorphins from the brain to promote healing and produce a state of happiness, calm, or excitement. Eustress can be caused by such things as a first date, prom night, or party.

Study Skills

p. 18 Managing Time and Setting Goals

Blackline Master

Have students read and discuss the material on **BLM #9: Tests and Exams Checklist** on page 00. Ask students to choose one new idea and try it for one week.

Additional Learning Activity

One of the most vital skills for study, and indeed for learning, is managing time so that the right things get done in the right amount of time and on time. Review the following guidelines with students, possibly by doing a class brainstorming session.

Guidelines for Managing Time

1. Use a planner, agenda, or personal organizer. This can be on paper or electronic.
2. Record *all* of your activities in your planner (i.e., all assignments with due dates, reminders for major assignments, and a reminder a few days before an assignment is due). Include work schedule and family commitments. Write in study times so that they become as important as other things you have to do in life.
3. Do not book all of your time. Leave some open blocks for flexibility. Some things can take longer than you plan; some things may come up unexpectedly.
4. Build in leisure or relaxation time during your scheduled work. These are necessary breaks.
5. Try to balance your day with a variety of activities that include both work and study. If you spend most of your time doing one or the other, there will be a point at which you become less efficient and less effective. Research has shown that more than 15 hours of part-time work can affect your performance in school.
6. Make a “To Do” list and prioritize the items with a numbering system, check marks, stars, or stickers.

Procrastination—Procrastination is the putting off of a job for no good reason. It gets lots of students in trouble because time gets wasted; necessary studying and assignments don’t get done. Point out to students that procrastination is a habit that can be broken using some of the following tips.

1. Break studying and homework into small amounts. An hour of studying with a fifteen-minute break and then back to another hour of studying can help you to make it through a long period of studying. An hour at a time will seem more tolerable than attempting to do all of the work in one long sitting. You are more likely to hang in and get the studying done if there is a break every once in a while.
2. If you just cannot seem to get started, use a timer to get yourself going. Set the timer for ten minutes and work for the full time. Then take a ten-minute break if you can’t seem to be productive. Then focus for another ten-minute time period. Make yourself stay on task. Eventually what happens is that you get hooked into the work and you will be able to stay focussed for a longer period of time. When you get going, keep going.
3. The power of positive thinking. Think of yourself as well-organized and productive—believe in your capabilities.
4. Admit the things you do to escape work; face up to them. For example, talking to your friends on the telephone.
5. Do the projects you want to do *least* when you are at your best. In many cases, it is wise to do them first while you have the most energy, and work your way toward the more pleasant tasks.

Additional Learning Activities

Have students discuss their favourite procrastination tricks and plan ways to reduce their use of these. Students could outline strategies they are going to use, follow them for a period of time, and gather evidence about how they did (e.g., tests, assignments, planner revisions).

Assessment: Use a checklist or rubric to assess the results. See **BLM #A-8: Goal Setting/Time Management Student Checklist** on page 00, and **BLM #A-9: Goal Setting/Time Management Teacher Checklist** on page 00.

Teacher-to-Teacher Talk—Brain research tells us that the brain needs 20 glasses of water a day to prevent dehydration. Since our body also needs 8 glasses of water a day, it is easy to see how most people spend their days in a state of requiring water. It is a good idea to allow students to carry bottled water to class with them to enhance their academic performance.

Background Information

Goals

Setting Goals—Goals are the ways in which people plan to make their wishes come true. Goals are the ends or aims toward which they direct their effort. People choose to work toward a personal goal, whether it is something they want to do or experience, or some way in which they want to live.

They make choices about their life based on their goals. Goals reflect their needs and desires. Goals allow people to act upon personal values and expectations. In a way, they are pictures of the standards people set for themselves.

People give focus and direction to their lives as they determine what their goals will be. Goals give purpose to their actions as they choose the ways in which they will go about reaching these. Goals help people focus energy and spend time.

Identifying Goals—Knowing a goal and moving toward it involves clarifying the steps toward that goal and creating a plan of action. Wanting \$1000 by the end of the year is a dream; setting dates, saving, banking, and handling obstacles is working toward the goal and reaching it.

Sometimes, careful identification of a goal can provide people with information that helps them realize that this is not really something they want. Perhaps the goal is not important enough for them to spend time and effort on it. Sometimes it will become clear that the goal and the actions needed to reach it do not agree with personal values.

Factors Affecting Goals—Family, friends, and others influence individuals' feelings about the goals they should have. How and where people live, what resources they have, and the messages they take from the world also influence the goals they choose.

Goals vary in importance. Primary goals are extremely important; people will work to reach those goals. Some goals are of less importance; in fact, they may lose their importance altogether as personal interests change. As well, some personal goals may conflict. It may be necessary to choose those which are more important.

In the Student Resource

p. 19 **Brainstorming**

Brainstorming is a non-threatening teaching strategy that most students enjoy. It is an informal method of gathering information in which a group of students generates a series of suggestions on a specific topic. There are many ways to brainstorm. Some work better than others for certain classes and students. Have students experiment with each of the techniques in the text. Other techniques are outlined in Part A, starting on page 00.

p. 19 **Activities**

Blackline Master

1. Have students use the “What is success?” mind map for this activity. See **BLM #10: What Is Success?** on page 00.

2. Have students use the brainstorming method mentioned above, or another technique, such as Key Words, Mind Mapping, Sticky Notes, or Free Sketch, to generate a list of ways to improve study skills. Answers will vary.

p. 19 Career Portfolio Opportunities

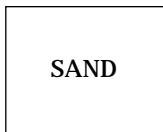
Additional Learning Activities

It is important to do some creative thinking exercises before a brainstorming session occurs. These can be found in magazines, such as the following:

- *Games Magazine Presents the Giant Book of Games* by Will Shortz, editor (Thomas Allen); and
- *Games Magazine Big Book of Games* by Ronnie Shushan, editor (Thomas Allen).

Rebus activities or brain teasers, as they are sometimes called, at the beginning of any lesson can enhance students' creative thinking. For example:

- a) What is this?



(a sand box)

- b) What is this?

0
°
°
°

(3 degrees below zero)

- c) A farmer has 20 sheep. All but 5 die. How many are left?

(5)

- d) What statement is this

Stand
I

I understand.

p. 20 My Study Skills

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Use BLM #11: My Study Skills Checklist on page 00 to do the activity at the bottom of the text page.

Study Skills

As you begin your discussions on study skills, cover the following topics:

Effective Learners—To be an effective learner you must know:

- The ways in which you learn best;

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- How to use each bit of instruction even if it is not your favourite way of learning; and
- That even if you are not particularly interested at the moment, making an effort and being involved in learning something is better than choosing to be bored and not learn.

Most importantly, you must *believe* that you can learn and that the amount you learn in life is up to you.

Organize for Learning—This includes getting ready for class, considering how to behave during class, and doing class follow-up. As you discuss these topics, you may want to generate your own class set of guidelines or combine the list below with ideas generated during a class brainstorming activity. Post the results for student reference.

Getting Ready for Class—Being prepared for a class can make the class more interesting, provide an opportunity to ask sensible questions, and actually help students learn more than they would if they were unprepared. Make sure that student lists include the following:

- Organize your notes and keep them organized. Place each set of class notes in a different binder or folder that is colour-coded for easier access.
- Organize your tools (pens, pencils, discs, math sets, calculators) and books, in your locker or backpack.
- Keep a calendar in your locker and close to the spot where you do your homework. Use bold colours. Mark the due dates for assignments and test dates.
- Do the homework required for the class. You will have a better sense of what the teacher is trying to teach and you will have the confidence that comes with having the required work done. In addition, you will not be tempted to skip class because your homework is not done.
- If you are supposed to read something before the class, be sure to read it. This will make the class easier to understand. Also, you will know ahead of time if you have any questions or if there were points in the reading that you did not understand. This allows you to ask relevant questions.
- Organize your day's materials (i.e., necessary forms, notes, gym clothes) the night before. Put them in your backpack and have it ready by the door for the next morning.

During the Class—

- Attend all of your classes!
- Attitude is very important. Go to each class intending to get something out of it.
- Date each handout that you receive.
- Date each note before you begin to write it down. Write down the key words the teacher is saying and anything written on the board, overhead, or in a multimedia presentation.
- Stop yourself from daydreaming by taking notes during class time.
- If you don't understand what the teacher is saying, ask a question immediately. If it is an inappropriate time to ask the question, write it down and ask it at the next available time.
- If you need help from the teacher, ask for it. Teachers want you to do well in the class, so make sure you get the help you need. Some teachers offer time after class to explain concepts; take the opportunity if you need it. Remember that you also need to show your interest by doing assignments and making an effort.
- Listen right to the end of the class rather than stacking up your books and getting ready to go. Many teachers give important information right at the end of the class because they have run out of time and are cramming the remaining information they wanted to get through into the last few minutes or are actually reviewing what they thought was important in the day's class. This is also the time when they may announce important things such as assignments, due dates, and tests.
- Record all homework assignments, readings, upcoming projects, and tests in your agenda, organizer, or personal planner. If you are absent, make sure that you have a "homework buddy" whom you can call to get the notes and assignments that you missed.

After the Class—

Homework and Studying

- Have a set place to study and do homework.
- Keep your desk or table clean; remove the junk so that you have room to work.

- A straight-backed chair will keep you upright in a study position. It is too easy to snooze in a soft chair, and difficult to write or use a keyboard.
- Have a good light. Adjust it so that you are not writing or typing in the shadow of your hands or body.
- Make sure that the room you work in is well ventilated. Keep it cool! If the room is too hot, you will fall asleep.
- Some people need sound around them while they study; others need complete quiet. *Be honest* with yourself about which type of person you are. If you need quiet but cannot find a quiet place at home, go to the public library. Whether you need sound or not, you do not need distractions.
- Know your most productive time for studying and set that time aside. Don't study and do homework only when you have nothing else planned.
- Begin your homework by looking in your planner or notebook to see what homework needs to be done and then planning the order in which you will do the work.
- Each night, quickly read over the notes from the day's classes to keep the information fresh in your mind. Make this evening review a regular habit; it will make a tremendous difference when it comes to remembering material.

Highlighting

Some students choose to highlight points in the material they are reading. The purpose of highlighting is to emphasize the main ideas in a reading so that these can be remembered. Highlighting also allows for a quick review of important points.

There are different ways to highlight materials in notes and textbooks. (Obviously, it is not acceptable to mark up a school text. Instead, have students make notes by recording the main and supporting details.) Students should try all the methods listed below and choose the one that works for them.

- *Always* read the entire paragraph before deciding what to highlight.
- Underline important ideas. Different colours can be used to represent different things.
- Write brief notations in the margins.
- Use broad highlighting pens, in one or more colours, to go over important words. This is effective if only the important points are highlighted. Avoid highlighting the entire page; it defeats the purpose of noting only the important points.

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Assessment: These can be assessed using **BLM #11: Study Skills Checklist** on page 00.

Teacher-to-Teacher Talk—Web addresses change constantly. In addition, some web sites may have links to inappropriate materials. For this reason, it is important to check out each web site that relates to a topic *before* referring students to it.

p. 22 Careers Toolkit

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BLM #12: Careers Toolkit Chart on page 00 provides a useful outline for students to use when doing this page. Refer students back to it when doing further careers toolkit activities.

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The Careers Toolkit Chart is a sophisticated graphic organizer. Explain this to students and have them look at the way it can be used to organize information about an individual. For example, the inner circle refers to student skills, the outside circle has career skills, and the circle between these two contains personal skills.

Students can use each part of the chart to record information about themselves.

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Careers Toolkit Chart

A completed Careers Toolkit Chart has three major sections, as shown on the bottom of page 22. During the first part of Unit 1, students will work at filling in the centre section of the chart. This central section includes the following parts:

- Skills in School: Thinking/inquiry/problem solving, application, knowledge, and communication (pp. 19, 50–52);
- Values in School: Teamwork, friendship, community involvement, honesty, hard work, creativity, and goal setting (pp. 28–29);
- Study Skills: Successful study habits (pp. 14–16, 20–21);
- Time Focus: Time management, stress management (pp. 12–13, 17–18);
- Employability Skills: Fundamental skills such as communicating, managing information, using numbers, thinking and solving problems; personal management skills, teamwork skills such as working with others, participating in projects and tasks (pp. 46–52, Assessment and Evaluation Section for rubrics to assess Employability Skills);
- Learning Styles: Multiple intelligences (pp. 23–25); and
- Interests in School: Co-curricular activities such as music, drama, and business clubs; extra-curricular activities such as athletic teams and clubs or community involvement.

The pages in Unit 1 that require additional work on this BLM have the heading Careers Toolkit. See pages 22, 31, and 49. By the end of the unit, students will have added some personal skills and career skills to the core section of the toolkit.

Have students refer to the Careers Toolkit as each topic is covered. They can use **BLM #12** to keep track of what they learn.

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pp. 23–24 **Great Minds Think Differently**

This article introduces the concepts related to the multiple areas of intelligence, and encourages students to look at what they consider to be their strengths when learning, as well as other areas of intelligence that can be used to challenge their learning.

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Multiple Intelligence Theory

Multiple Intelligence Theory was developed by Harvard developmental psychologist, Dr. Howard Gardner, and focusses on different “intelligences” or learning styles. Initially, MIT included seven different styles of learning; an eighth has recently been added to the list.

According to the theory, learners use most of these styles to some degree, but that each person has dominant styles and less-used styles in the learning process.

- Verbal/Linguist (word smart)—Able to use words and language by producing something with them (i.e., writers and public speakers), as well as listening and reading; may enjoy crossword puzzles and telling stories.
- Logical/Mathematical (number smart)—Able to work with numbers and their relationships to each other, and use abstract concepts and inductive or deductive reasoning to solve problems; includes the ability to make connections between pieces of information; may enjoy strategy games and experiments.

- **Visual/Spatial (picture smart)**—Able to picture an object in one’s mind, to create mental images; think in images and pictures (i.e., painters, sculptors, navigators, architects); may enjoy chess or other games which require being able to imagine pieces in different positions before they are moved.
- **Bodily/Kinesthetic (body smart)**—Able to process knowledge through bodily sensations, understand one’s physical movement and functions of the body, effectively use the body to express emotions, interpret body language of other people, play games or do other physical activities, such as building or making something; may enjoy athletics, dancing, or crafts.
- **Musical/Rhythmic (music smart)**—Able to recognize patterns in tone, rhythm, and beat, as well as create such patterns; includes sounds in the environment, the human voice, and music; often are discriminating listeners; may notice sounds that others may miss; may enjoy humming and singing.
- **Interpersonal (people smart)**—Able to communicate and interact easily with other people, and understand and empathize with their moods and feelings; may often be the leader among their peers; includes the abilities of a counsellor or teacher.
- **Intrapersonal (self smart)**—Able to understand oneself and one’s own feelings and emotional responses, self-reflect (i.e., to “think about thinking” and other questions and ideas that cannot be answered by facts, such as philosophy); may appear shy; self-motivated.
- **Naturalist (nature smart)**—Able to observe, understand, collect, and categorize (organize patterns) in the natural and human environment; may enjoy collecting and organizing collections, or keeping notes about a collection.

Learning Styles—For students, knowing about learning styles is valuable because it allows them to explore ways to learn beyond their preferred style, therefore expanding the variety of ways they can use to learn. Such knowledge can help students learn better in situations where only less-preferred learning styles are presented to them.

Teacher-to-Teacher Talk—We know that learning has taken place when we can see change in a student’s behaviour as a result of what that student has experienced. The *learning style* of a student can be determined by observing the consistent way a student functions while learning. Students often identify their own preferred learning style as “how I learn best” and “how I like to learn”. Each person has a preferred learning style from birth. Style is influenced by life experiences and cultural expectations or pressures.

Knowing about students’ learning styles can enable teachers to better provide a range of experiences using a variety of teaching strategies. Because it is possible to see the preferred learning style of a student by observing his or her overt behaviour while learning, a teacher can relate teaching styles to the learning styles students use. They can also teach students to use less-preferred learning styles, thus equipping students for lifelong learning.

One commonly used method of describing learning styles is to group the ways students prefer to perceive information:

- **Kinesthetic/tactual learners** attempt to feel, touch, manipulate, and “try things out”. They learn best by “doing” and need direct involvement in what they are learning. These students may be physically demonstrative—for example, speaking and gesturing—but may be poorer listeners than other students.
- **Auditory learners** need to talk about what they are learning and how they are learning or how to use what they have learned. They are better listeners than some, but also need an opportunity to talk or participate in the discussion. They relate most effectively to the spoken word. Information may not mean much to them unless it has been heard; they may benefit by reading aloud to themselves.
- **Visual learners** need to see it. They respond to pictures, demonstrations, and learning that requires a good imagination. They relate to written information, notes, and diagrams.

They often need to take notes, even if printed notes are provided during a lecture. Do not misinterpret this as not listening. Taking notes allows them to listen better!

Emotional Intelligence—Daniel Goleman, author of *Emotional Intelligence* (Bantam Books), talks about how people’s emotional intelligence (EQ) determines their success in life. Some of the major qualities that comprise emotional intelligence include:

- Self-awareness—Listen to your gut feeling.
- Mood management—Learn to control your good and bad moods. Seek balance.
- Self-motivation—This refers to the positive factors that motivate enthusiasm and confidence.
- Impulse control—Self-control is an important asset.
- People skills—Get in touch with the feelings of others.

Check out the full-length text or read an abridged version of Goleman’s ideas in *Reader’s Digest* (September, 1996).

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p. 25 **Learning Styles Checklist**

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BLM #13: Learning Styles Checklist on page 00 will assist students in assessing their own learning styles.

Additional Learning Activities

1. **Problem-solving**—After the students have a familiarity with Multiple Intelligences, ask them to divide into groups of 4–5 students. Challenge them to use all of the intelligences to create the group’s favourite dessert. All members must participate in making the “invisible” dessert. The name of the dessert cannot be written on a sheet of paper or told to the class. They may write a song about their dessert but they cannot name it while they hum, whistle, or sing to communicate about it. Each group will present the making of their dessert in front of the class. The class must try to guess the name of the dessert and the ways in which group members illustrated each of the intelligences.
2. **Homework Activity**—Have students do a homework assignment or a classroom assignment using their *strongest* intelligence. For example, they could sing a song or perform a role play instead of writing a report. In grading such an assignment, use the same criteria that you would use for a pen and paper activity. You may be surprised at the differences in student achievement!

Career Studies Learning expectations require students to know and use their learning preferences. Any assessment of such activity will fit the knowledge and application categories.

Evidence can include an assignment in which students use a learning preference, their description of their use of that learning preference, and a reflection on how they feel about the learning style.
3. **Journal**—“Your attitude determines your altitude!” This is the slogan of the Royal Canadian Air Cadets, 892 Snowy Owl Squadron, Caledon, Ontario. Have students write this slogan in their journal and respond to it. They can either agree or disagree but they need to give their reasons. They may also want to include personal experiences that support their argument. Have them file this journal in their portfolio under “Personal Management Skills”.

Teacher-to-Teacher Talk—People’s attitudes affect how their experiences are defined and interpreted. Both negative and positive attitudes have an impact on learning. A positive attitude enhances the learning experience. The enhanced learning experience positively reinforces the experience of learning itself—the learner becomes more willing to continue to learn. In order to get these benefits, students need to know how to create, within themselves, as positive an attitude as possible toward learning.

Positive learning attitudes include:

- belief that one is capable of learning;
- belief that the task is possible;
- belief that one can be successful and proud of that success;
- respect for the importance of learning itself, if not the specific material to be learned;
- willingness to make time and find a place suitable for learning and studying;
- sense of success and accomplishment from having learned something; and
- perseverance, the unwillingness (within reason) to be defeated when learning something new.

pp. 26–27 Which Self Is My “Real” Self?

Dr. Vance Peavy of the University of Victoria believes that we have an “inner self” and an “outer self”. After the students have had an opportunity to do the activities by filling in the stories, provide discussion time to help them understand how their personal story and the stories of their friends/relatives all fit together.

A quick and remarkably accurate Personality Analysis System is available electronically at <http://www.drewsoft.com>. You can download a free, trial version. For \$99, the program will make career area suggestions that complement an individual’s characteristics.

Personality Traits

Pleasant, quiet, outgoing, shy, easy to get along with, grumpy, a good listener, a loner—who are these people? Or could it be just one person in a variety of situations, one person with many personality traits?

Each person has a unique collection of personal characteristics that come to be recognized as the person’s personality. While there is no single simple definition of personality, this collection of traits:

- is the outward sign of an inner self;
- affects how one relates to, interacts with, and reacts to other people;
- affects one’s view of oneself;
- is different from any other person’s personality; and
- has developed over a lifetime, and will continue to develop.

Personality can be thought of as the unique collection of enduring characteristics that make one person different from someone else. How one gets that unique set of traits is a complex process that is not totally understood. Genetics play a role. Each individual has a different genetic code than all other people; each is unique. No two people start off with the same potential personalities.

Some personality traits seem to be based on brain function. Some locations in the brain (such as the frontal lobe) can actually be identified as determinants of certain personal traits. Changes in personality may be noticed when a person suffers an injury to such an area

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of the brain. It is clear that the brain affects, and perhaps determines, how a person demonstrates some personality traits.

Environment affects personality development. The setting in which someone lives, their family and cultural experiences, and the society in which they live all influence the personal traits they develop and how they display these personal traits. Personal reactions to the above factors also play a role. That is just one of the reasons why two children in the same family can demonstrate very different personalities. Many, but not all, of the environmental factors can be similar for two siblings, but their reactions are unique to each of them and will play a part in their own personal development.

All of the above factors are interwoven. They affect not only the way people are influenced, but also the way people react to show how they have been affected. A simple example might be the differences in reactions of two people, each of whom has been the subject of a harmless practical joke. One person may laugh; the other may be angry and insulted. Their reactions reflect the personality traits they have.

A complicated mix of genetic make-up, brain activity, common experiences in one's environment, and the experiences that are unique to that person all help to shape a personality. Blended with the person's reactions to every experience, around and within, a very complicated set of traits is created and some are shown to the world.

Because personality plays a role in whether someone enjoys or dislikes certain types of work, it is useful to have students learn about their own personalities using assessment tools, tests, and quizzes; by thinking about themselves; and by observing what they do in different types of situations.

Not all personality traits are desirable ones. That is why, just as with gathering all other types of personal information, students need to gather from several different sources and then think about the meaning of what they have learned.

It is also very important for students to be understanding and accepting of many things they learn about themselves. Remind them that the desirability of a personal trait is often defined by the situation or event. A particular trait may be very useful and may enhance one situation, but seem to be a hindrance in another. Again, it is best to begin assessing by focussing on personal strengths.

Limitations

These are as much a part of people as their strengths. And recognizing one's limitations can be a valuable part of knowing who one is and who one can become.

We all have limitations. There are some things that we will learn in life, and some things we will never learn. There are characteristics and qualities that we will develop in the future, and characteristics and qualities that we will never acquire. With the existence of some qualities, there is absence of other qualities. With some benefits come limitations.

Every person experiences some personal limitations. Someone who is 130 cm tall in grade 10 will not likely grow to be 170 cm. This is a limitation if they want to be very tall and see themselves as limited by their height. Some people do not see their height as a limitation; some people do. The *desire* to have a different characteristic, like being taller, defines the limitation.

Societal limitations involve prejudice and discrimination. As society changes, so do these limitations. In the past, many individuals with disabilities were less accepted as equal members of society and the workforce. Now there is a growing acceptance of workers with disabilities. Many women have also struggled to be accepted as capable and equal members of the workforce. Society places many different types of limitations on people. Some of these limitations are changing. Often, great effort must be made by the people who are limited by society's attitudes to remove these limitations.

Being aware of our limitations allows us an opportunity to do something about many of them. Some situational limitations can be changed. For example, you can seek out more education, learn something new, and acquire new skills. In these ways, you can work to change a situation. Or you can accept the limitation if it cannot be changed, and develop strengths in other areas of life.

Encourage students not to be too hard on themselves when they are considering their limitations. Point out that some limitations can actually enhance life. Some provide personal benefits because they can lead to personal change.

Strengths

Strengths are the things people do well. During self-assessment, encourage students to identify and acknowledge the strengths they have.

Society seems to discourage people from announcing their strengths; sometimes it is looked upon as boasting. But knowing one's strengths is different than announcing them. Knowing these strengths can be a benefit. It can also play a large role in career planning because it is an important base of information that must be considered when making suitable career plans.

Additional Learning Activities

1. Individual activity: Have each student gather together some information about personality traits by using **BLM #15: Personality Traits** on page 00, which provides some words that describe personality. Have students identify the ones that best describe their particular personality.
2. Individual activity: Rather than trying to come up with a list of personality traits you might think you have, you can consider some situations in which you express certain personality traits.
 - a) Describe a situation in which you have each of the following traits:

attentive	humorous	quiet
creative	loud	reliable
easygoing	patient	unselfish
 - b) Is there a personality trait you would like to develop? What behaviours could you practise that would exhibit this trait?

p. 27 Tips for Taking Self-Assessment Tests

With the students, read and discuss this section. Some students will take the results from self-assessment tests more seriously than others. This can be a problem, particularly when students deem the results to be negative.

Handling Self-Assessment Tests

Self-assessment tests are designed to help people find out more about themselves. It is important to discuss with students how to handle the results of such tests. Reassure students that self-assessment tests are meant to provide a source of amusement *and* to serve as a guide to help them discover themselves. If they disagree with the results, explain that such tests are not always valid.

When students receive what they perceive as negative messages, it is important to remind them that negative messages are opportunities for improvement. In addition, there are positive sides to most negative messages. For example, if the student is shy, the positive side of shyness is the ability to be a good listener.

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Additional Learning Activities

1. Do a class exercise in which students take seemingly negative messages and look at their positive aspect.

Possible Negative Message	Positive Spin
<ul style="list-style-type: none">– talks too much– socializes too much– always late	<ul style="list-style-type: none">– always contributes– has a lot of friends– finishes what they start

2. Ask students to write a 25-word description of themselves. Discuss the difficulties of that task.

Background Information

Describing Oneself

Writing a 25-word description may seem simple or difficult, depending on the student and the mood. There may seem not to be enough words or, depending on the student, 25 words may seem too many.

Knowing oneself is a complex and involved process that changes as one changes and grows through life. It is an effort that can be complicated by information that is available but sometimes hidden or not acknowledged. However, much information is available to students, including:

- their past and present; and
- their dreams for the future.

It is important for students to consider their life up to the present, (the experiences they have had and the actions they have taken). It is important for them to reflect on their thoughts and ideas about a wide variety of topics. Ask them to think about the person they are today, but also consider the thoughts they have about the person they would like to be in the future.

Have them think about the many qualities that they already possess. It is important for them to consider a wide variety of interests, abilities, skills, personality traits, beliefs, limitations, and strengths. Also, it is important for them not to limit their thoughts. They have many characteristics and traits; it's to their advantage to consider them all.

Useful self-assessment does not just happen, careful thought and effort are needed. As well, assessing oneself once is not enough. Just as the process of living is ongoing, so is the process of self-assessment. Reflection and thought about oneself is a continuing experience that can be both informative and enjoyable.

Why do people self-assess? Because they know that they can learn from past experiences. They can identify and use the skills and qualities that will help them face the future's new challenges and experiences. There are some very important times to self-assess when making career plans:

- during high school (when making choices about types of courses, when deciding how much time will be spent on study, when determining what is needed to prepare for the time when high school is finished);
- when making the transition from high school to the next step (when making choices about post-secondary education, training, or entering directly into the workforce); and
- whenever changing a job or occupation (whether considering a change or finding that a change is necessary).

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BLM #14: Work Values Inventory on page 00 will assist students in assessing their work values.

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Work

Work—Work is performing or carrying out tasks that require sustained effort or continuous action. We all work, in that we perform tasks requiring sustained effort. We do many different types of work and perform many different tasks in our lives.

The concept of work does not apply only to paid employment. People do work that is unpaid and work for which they receive an income. For example, the work a person does as part of household responsibilities is just as much work as is that person's paid employment.

People work to complete tasks and reach goals. A sense of satisfaction and enjoyment can come from completing work and reaching a goal. Also, satisfaction and enjoyment can come from the experience of working itself.

Working can be very enjoyable. Some leisure activities are built around working. For example, a rock climber and a jogger are working, making a sustained effort at their tasks. They may have a sense of success or fulfillment when they are pleased with their work. For some people, work activities are enjoyed because the task is well understood. For example, the ice skater understands that figures need to be practised and works to do them well. For some people, the challenge of work comes from the fact that the task is not completely understood. For example, a person can be frustrated while working to solve a computer adventure game but at the same time enjoy the effort.

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pp. 30–31 **Who Are You?**

This is step 1 of the career planning process. Some of the background information below is repeated in Unit 3. You may wish to introduce it now, or save it until later.

At this early stage, it is important for students to recognize that the most satisfying jobs tend to stem from things that interest them and talents they have naturally.

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Interests

The things that interest people and the activities they pursue related to these interests are an important part of their personalities and lives. Personal interests attract and hold people's attention. They want to spend time on experiences related to the interest. Interests are preferences—things that appeal to people and that they find enjoyable.

When students assess themselves and identify their interests, they learn valuable information about themselves. Personal interests contribute to one's complexity as a human being. Considering their interests gives students an opportunity to recognize their talents and skills.

Interests shift and change during a lifetime. Interests developed over time, from childhood experiences and through a variety of events and activities, will change as people change and continue to mature. Some interests will fall away; new interests will replace them. Other interests will increase in strength.

Old interests can become more involved or complex, more focussed and specific, or they may shift to become new interests. For example, a person who has a general interest in flying may read many books related to flight. The interest can become more complex as

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the person becomes knowledgeable about some aspects of flight and seeks out even more information. The focus may narrow to one particular type of aircraft and a person may read and collect more detailed information about that aircraft. Or the person may choose to take flying lessons and complete the training for a pilot's licence. A course in skydiving also indicates an interest within the general field of flight. An interest in flying can evolve to related pursuits.

Some interests can lose their appeal, perhaps for a short period of time, sometimes forever. Some interests reappear at another time in your life; some interests never reappear but are replaced with new and different interests.

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pp. 32–34 **You Be the Career Counsellor!**

The information on personality traits starting on page 00 will assist students with the activities and materials on these pages.

Teacher-to-Teacher Talk—The Queendom site on page 34 includes some material on sexuality. Preview the site before recommending it to students.

pp. 35–40 **Cracking the Code**

Blackline Master

Have students use **BLM #16: Personality Types** on page 00 to help them assess their own personality and what occupations might suit it. The **Background Information** below provides information about occupations and personality types that might assist you with coaching students as they complete this blackline master and do the activities on page 40.

Background Information

Occupations and Personality Types

Have students consider and think about the graphic on page 40. Most people have certain amounts of each of the characteristics in the circle. Similarly, most jobs use each of these talents.

The trick for students is to consider what characteristics are strongest in their personality, and which ones they wish to use. Then, they will want to find a job that has a similar profile.

For example, people who enjoy being helpers tend to fit well into professions which primarily assist others. These occupations include various types of medical jobs (e.g., nursing assistant, nurse, doctor), teaching, and counselling.

Emphasize that it is important to know what kind of personality types are strongest. This will assist students in choosing jobs that fit their strengths and avoiding jobs that do not fit these. For example, someone who scores high in “creator” and “doer” categories would likely be happiest in a career that involves *both* of these things (e.g., architect, landscape designer, pastry chef). Similarly, people who rate high in “persuader” and “thinker” categories might work better as lawyers or union organizers; while those who score high in “persuader” and “doer” categories might make good sales people.

The following list will assist you in helping students identify some of the personality types who might be attracted to, and happy in, specific jobs. These lists serve to provide an idea of the jobs available for certain personality types. They are not intended to be all-inclusive.

- **Doer**—These personality types are often attracted to jobs that involve hands-on work, such as those in sports and recreation, and those that involve machines and equipment. The list below provides some sample jobs and the amount of education they usually require.
 - *University Degree*—sports program director, sport medicine doctor, recreation consultant, hotel manager, sports psychologist, tour and travel manager, fitness consultant, physiotherapist, athletic therapist, recreation planner, sports program coordinator, play therapist, maintenance manager, construction manager, heavy equipment instructor, technical writer, construction engineer, hydraulic engineer, structural engineer
 - *College or Apprenticeship*—playground leader, referee, team manager, sports announcer, sports instructor, athletic trainer, ski patroller, tennis pro, sports cartoonist, sportscaster, sports equipment designer, marina operator, building contractor, power station supervisor, carpenter, television servicer, paving contractor, plumber, upholsterer, printing press operator, stonemason, farmer, appliance servicer, welder, textile patternmaker, autobody repairer, manufacturing technician, marine equipment electrician, electric cable splicer, car mechanic
 - *High School and On-the-Job Training*—travel agent, tourist guide, wilderness guide, sports equipment salesperson, recreation equipment installer, sports equipment repairer, bicycle repairer, bus driver, appliance servicer, electronics inspector, truck driver, telephone assembler, forklift operator, greenhouse worker, darkroom technician, marine mechanic, welder, butcher, aircraft assembler
- **Thinker**—This type of person might be attracted to careers in Math, Science, and Engineering, particularly careers that involve analyzing and solving problems. The list below provides some sample jobs and the amount of education they usually require.
 - *University Degree*—aircraft designer, nuclear physicist, microbiologist, urban planner, crop specialist, insurance actuary, statistician, computer engineer, food processing engineer, meteorologist
 - *College or Apprenticeship*—air traffic controller, construction technologist, construction estimator, textile dyer, machine designer, technical illustrator, bridge inspector, plant breeding technician, electronics engineering technician, land survey technician, health inspector
 - *High School and On-the-Job Training*—statistical clerk, optical instrument technician, data entry operator, gas leak technician, boat inspector, electrical fitter
- **Creator**—These personality types are often in careers that involve the arts, culture, or entertainment, or in new fields such as computers and software. The list below provides some sample jobs and the amount of education they usually require.
 - *University Degree*—magazine editor, professor of fine arts, television station manager, music conductor, museum curator, film producer, book publicist, art therapist, actor, television writer, sculptor, painter, cinematographer, computer consultant, human-computer interface specialist, hardware engineer, game designer, multimedia software designer, graphics specialist, telecommunications specialist
 - *College or Apprenticeship*—stage manager, cultural activities leaders, wardrobe supervisor, museum guide, art restoration technician, script assistant, jewellery designer, commercial artist, make-up artist, fashion designer, cartoonist, recording engineer, interior designer, casting agent, jewellery maker, movie camera operator, stagehand, network controller, user support specialist, computer-aided design technician, documentation specialist, computer equipment repairer
 - *High School and On-the-Job Training*—art sales consultant, film developer, film file clerk, library clerk, fashion salesperson, literary agent, musical instrument tester, stained glass production worker, Internet service provider, desktop publishing operator
- **Helper**—Many people who score high in this personality type are happy with a career in health and medicine, or one in education, social services, or religion. Those who score high in this type and are good persuaders or organizers might enjoy a job in law, enforcement, and social sciences. (See **Persuader** and **Organizer** on the next page. The list that follows provides some sample jobs and the amount of education they usually require.

- *University Degree*—dietitian, patient care coordinator, hospital administrator, pediatrician, community health nurse, occupational therapist, psychiatrist, physiotherapist, pharmacist, foot specialist, naturopathic physician, health care consultant, veterinarian, plastic surgeon, language pathologist, dentist, minister of religion, social worker, librarian, school counsellor, education research officer, guidance counsellor, computer training instructor, commercial art instructor
- *College or Apprenticeship*—herbologist, paramedic, mental health worker, dental hygienist, medical secretary, animal health technician, operating room technician, dental laboratory technician, optician, cardiac stress specialist, fire inspector, life skills coach, youth worker, special education teacher, driving instructor, physical training instructor, rehabilitation worker, early childhood educator, relocation consultant, Native outreach worker
- *High School and On-the-Job Training*—weight loss consultant, assistant nurse, nursing home attendant, acupuncture assistant, morgue attendant, medical receptionist, surgical assistant, optical technician, ceramic dental moulder, pre-school helper, public speaking consultant, training clerk, audio-visual technician, religious education worker, foster parent
- **Persuader**—Many job areas include the need for persuasion. Students might review the above lists and identify the ones that require this talent. Sales people, for example, often score high in the helper and persuader personality types. Jobs in law, enforcement, social sciences, business, and finance, as well as many public service occupations (e.g., politicians) include people who score high in this personality type. The list below provides some sample jobs and the amount of education they usually require.
 - *University Degree*—criminal lawyer, human rights officer, city councillor, probation officer, human resources manager, purchasing director, bank manager, business consultant, stockbroker, employee relations officer, personnel director, investment dealer, advertising director
 - *College or Apprenticeship*—police chief, police officer, employment counsellor, museum guide, property administrator, office manager, executive housekeeper, personnel recruiter, hairstylist, barber
 - *High School and On-the-Job Training*—prison guard, animal control officer, human resources clerk, interviewer, security consultant, election enumerator, skin care specialist, fashion consultant, flight attendant, salesperson, customer service clerk, telephone operator, cosmetician, image consultant, union representative, sales manager
- **Organizer**—Many job areas include a large amount of organization. Students might wish to review the above lists and identify the ones that require this skill. Editors, for example, need to be highly creative and organized. In order to handle a class, many teachers must be good helpers, persuaders, and organizers. Jobs in law, enforcement, social sciences, business, finance, and sales, as well as managerial positions in all fields include people who score high in this personality type. The list below provides some sample jobs and the amount of education they usually require.
 - *University Degree*—judge, historian, sociologist, elections officer, forensic pathologist, economist, market research analyst, geographer, archaeologist, financial manager, media relations manager, accountant
 - *College or Apprenticeship*—postal clerk, court administrator, customs inspector, immigration agent, construction inspector, legal researcher, library technician, forensic photographer, historical technician, paralegal, event planner, hotel supervisor, insurance adjuster, bookkeeper, head cashier, insurance agent, chef, baker, financial planner, money market analyst, mortgage broker, investment counsellor
 - *High School and On-the-Job Training*—postal counter clerk, liquor licence inspector, courtroom clerk, mail sorter, letter carrier, wedding consultant, shipper/receiver, insurance clerk, tax return preparer, taxi driver

p. 41 **Which Occupational Sectors Interest You Most?**

Blackline Master

Have students use **BLM #17: Which Occupational Sectors Interest You the Most?** on page 00 rather than marking up the text.

In the Student
Resource

pp. 42–43 **Wish List**

Blackline Master

Use **BLM #18: Wish List** on page 00 for students to record their wishes. Have students use the points shown in the text book to guide their line of questioning.

In the Student
Resource

p. 44 **What's Your Mission Statement?**

Students in grade 10 do not usually think about what their life would or could be like in the future. This course will give them an opportunity to do just that. Their mission statement can become a guiding principle.

Mission statements do not have to be shared. They are private. A mission statement at this point in a student's life can be a *wish*. This is quite acceptable.

Class discussion—Ask students to work with a partner and discuss movies, books, or magazine articles with which they are familiar. What particular phrases or sayings in the movie, book, or article affected them? Why do they remember that particular phrase? What were the circumstances?

You might provide some examples from your own life. For example, you might provide a memorable phrase from *Dead Poets Society* (“Oh, Captain, My Captain”), or *Apollo 13* (“Houston we have a problem”). Many students will remember the opening of book *Alligator Pie* by Dennis Lee (Macmillan, 1974). Discuss why such poems are memorable. (In this case, because of the rhythm, rhyme, and humour.) Also refer to the textbook where a mission statement is based on the *The Wizard of Oz*.

p. 45 **Famous for a Moment**

Encourage students to consider the types of roles various actors play, and which one suits the personality of their particular partner. This could be a modern or older actor. For example, Katherine Hepburn often played the strong female; Spencer Tracey was a strong male with a soft side. Cary Grant was a romantic; Doris Day was the girl-next-door.

Today, Bruce Willis does many action movies, while Harrison Ford often plays the role of an intelligent and thoughtful person on an adventure. Morgan Freeman often portrays a character coming to terms with a difficult situation. Meryl Streep has many good roles, including females dealing with cultural issues.

In *Men in Black*, Will Smith plays a brash, cool, interplanetary law enforcer. In *Contact*, Jody Foster portrays a thoughtful scientist who challenges common beliefs. Whoopi Goldberg usually plays strong, hip female leads, such as her role in *Sister Act*.

You may wish to develop a class list of actors/actresses and their typical roles before asking students to work in pairs. Encourage students from other cultures to include actors/actresses from their cultural groups. For example, there are active and popular movie industries in India, Japan, and Hong Kong.

In the Student
Resource

Blackline Master

Use **BLM #19: What's Your Employability Skills Profile?** on page 00 so that students can keep a copy of their response. Emphasize how important personal management skills are by having students consider and respond to question 4 in the BLM.

Competencies: Skills, Abilities, Aptitudes, and Talents

Sometimes the words *skill*, *ability*, *aptitude*, and *talent* are used almost interchangeably. They all refer in some way to the things people are able to do and the things they are able to do best. In the employment world today, the word *competencies* is often used to describe these assets. For example, employers may refer to developing competencies as part of an employee's performance appraisal. As well, the words *skills* and *abilities* are commonly used.

Competencies are a complex mixture of the skills, abilities, aptitudes, and talents. They take many forms and are demonstrated in much of what people do. Some of them equip people to function in the world. Others allow people to explore new experiences or assist in learning new skills and abilities.

Additional Learning Activities

1. Have each student gather some information about their own interests by doing each of the following:
 - a) Begin by making a quick list of ten things that interest you. (Don't ponder this task—just list, as quickly as you can, anything that interests you.)
 - b) What interested you when you were a child? What things did you enjoy when you were six years old? twelve years old? Did these interests change? Why? How did these interests change? Are any of these interests still with you, perhaps in a more complex or involved form?
 - c) How do you spend your spare time? Do some of your activities reflect your special interests?
 - d) Make a list of all the places you have been in the last week.
 - e) Make a list of all the people with whom you have spoken today, even briefly. Add to your list all those people with whom you came into contact yesterday. Do these people represent different aspects of your life and your involvements? Are some of these people involved in your personal interests?
 - f) Think about your interests as they relate to different parts of your life:
 - How do you spend your leisure time?
 - What are your favourite activities with your friends?
 - What do you enjoy most at school?
 - What is the most enjoyable thing you do with a member of your family?
 - g) Use your imagination to explore your interests. What would you choose to do if you had:
 - an hour of free time?
 - a day to spend as you please?
 - a week to do as you chose?
 - one hundred dollars to spend on something that interests you?
 - one book to read?
 - to give a five-minute speech on one topic?

h) What interests do you have that relate to:		
art	tools	languages
drama	new technology	food
music	machinery	collecting
literature	people	learning
animals	nature	ideas
sports	business	solving puzzles
physical activities	finance	creating
science	teaching	finding information

2. Guest speaker: Invite someone to speak to students about an interest they have that has become their occupation.

3. Individual activity: Have each student gather information about their competencies, skills, and abilities by considering each of these questions:

- a) What social skills do you have? (These are the skills you use in your interactions with other people.) Think about how you relate to the people around you. What social skills have you developed since your childhood?
- b) What have you accomplished? What makes you feel proud? Make a list of five things you do or have done well in your life. (This is your own private list. It should include things of which you are proud, not necessarily things that other people would view to be great accomplishments.) Having difficulty thinking of five things? Remember your childhood, and the many skills you have mastered.
- c) We develop skills throughout our lives. What skills are learned by: a toddler? a child beginning school? a 13-year-old?
- d) Think of three skills you once had that you no longer use. Do you still have the ability you once did? What do you do instead?
- e) Some of your skills are directly related to your interests. Take a look at your personal interests. What skills are needed to pursue each of these personal interests? What skills have you learned from your past and present interests?
- f) Make a list of all the places you have been in the last week. Then think of the skills you used in each of these places.
- g) Are you an expert at something? What abilities do you have that are respected by others?
- h) Sometimes a list of ideas can help you to consider your skills. Use the ideas listed here to stimulate your thinking about the skills you have. (These ideas do not encompass all the possible skill areas; however, the list can help you to focus your thoughts.)

What skills do you have that relate to:

- | | |
|--|------------------------------------|
| - being with other people | - teamwork |
| - being on your own | - organizing and managing yourself |
| - physical activities | - sports |
| - your own health care | - school |
| - learning | - working with your hands |
| - thinking | - solving problems |
| - making decisions | - working at a job |
| - using words | - music |
| - working with numbers | - using equipment |
| - machinery | - creating/building/making |
| - being artistic | - being a leader |
| - nature | - animals |
| - business | |
| - money, budgeting, financial planning | - planning |
| - researching | - analyzing information |
| - computers | - listening |
| - presenting/instructing | - setting and reaching goals |

- influencing/coaching
- setting priorities
- being responsible and reliable
- being determined
- being accountable
- working with other people
- selling
- acting
- respecting other people
- having energy and determination
- any other area you can think of

4. Journal: Have students explore the following in their journals:
 - List some skills you have purposely chosen to learn.
 - List some skills you have learned as a consequence of situations and activities in which you are involved.
 - List some skills you have lost.
 - List three skills you no longer need.
5. Class discussion: Have students discuss some of the specific skills they have that are related to a working situation. How will the number of specific skills be increased over the next five years?
6. Individual activity: Ask students to consider all the skills they have noted about themselves. Have each choose five of these skills that they would like to use in a work setting.
7. Small group activity: Have each small group consider one of the many possible part-time jobs that might be held by students. (You may wish to have students analyze their own part-time jobs or brainstorm a list of possible jobs and then select one or more to be analyzed.) Have the group list all the possible skills that might be learned in this job and record the skills so that the list can be posted in the classroom.
8. Individual activity: Have each student gather information about limitations by doing each of these simple activities:
 - a) Consider what limits you know. Give an example of:
 - a situational limitation;
 - a personal limitation; and
 - a societal limitation.

What could you do to change these?
 - b) Do you have limitations that cannot be altered? Can they lead to changes in your life? to new things?
9. Individual activity: Have each student gather information about strengths by doing each of these simple activities:
 - a) Take a look at your strengths. Begin by considering the information you have learned about yourself up to now. First make a list that includes:
 - your interests;
 - your skills, talents, and abilities;
 - your personality traits;
 - experiences you have had;
 - successes you have known;
 - things you like about yourself; and
 - things you think other people like about you.
 - b) Sometimes looking at others can help us look at ourselves. What qualities do you admire and respect in other people? Think about a person you like and respect. Make a list of the qualities that person has. Now do the same for another person. Now use this list of qualities to look at yourself. Which of these qualities do you possess? Add these qualities to your list of personal strengths.
 - c) Write a letter of recommendation about yourself. Include items from your list of personal strengths in your letter. The letter should really sell you (all the good things about you). Write it as though you were your best friend.

10. Journal: Ask students to consider: What is your own personal potential? How can you be the best you can be?

11. Class discussion:

- a) It has been suggested that the seven most important work skills of the future are:
- communication;
 - independent thinking;
 - willingness to learn;
 - flexibility/adaptability;
 - a sense of responsibility;
 - ability to reason and solve problems; and
 - ability to work with other people.

Ask students to discuss each of these skills. How could each of them be identified when doing a self-assessment? (How do you know if you've got it?)

- b) Then ask students to discuss how a person might go about acquiring each of these skills.

pp. 50–52 **Building Transferable Skills**

Sometimes the word *aptitudes* is used to describe the things for which someone has a natural talent. Competencies come in different sizes, shapes, and types. These can be grouped in order to better identify and consider them:

- Personal skills and abilities—Some abilities are personal in nature. They are the skills used in day-to-day activities and interactions with other people. Self-confidence, honesty, energy, cooperation, and a sense of responsibility are all personal skills. In essence, these skills are transferable because people take them into all situations and experiences.
- Transferable skills and abilities—Transferable abilities are those skills that are learned and used in certain situations and that can be successfully transferred from one situation to another. Often, transferable skills are those identified as more work-related. In combination with personal skills, they equip a person to function in various work-related situations. For example, someone can possess study skills that work well in one school subject and that can be transferred and used well in other school subjects, when learning about a new personal interest, or when training for a new job. Problem-solving, organizing, time management, and selling are examples of transferable skills.

Some abilities, such as communicating with others, require a combination of personal and transferable skills. These are sometimes called “self-management” skills, and refer to abilities related to managing and organizing oneself.

Some skills are very specific. These meet the needs of one task or activity. The ability to use a special piece of equipment or carry out a particular task can require one specific skill. Typically, these skills are learned in specific education and training or through specific work experience.

While these skills may not be as transferable as others, they can still serve a person well. In addition, the ability to learn such a skill can likely be transferred to new experiences.

In the Student Resource

Additional Learning Activities

1. Have each student respond in writing to the following:
 - a) Choose three skills that you have. Describe each skill.
 - b) Describe the situations in which you learned each of the skills.
 - c) Now imagine each of these skills in another situation and explain how the skill could be useful.

At the completion of this activity, each student should have three examples of a transferable skill and how transferring that skill might be useful.

2. Have students use a transferable skill in a class or other situation. Have them gather evidence about using the skill, reflect on how they transferred it, and self-assess their work.
3. Have students create a Personal Profile that outlines their interests, strengths, skills, and values. Assess it for completion, accuracy, and process.

In the Student Resource

pp. 53–55 **How’s Your Self-Esteem?**

Please handle assessments such as that on page 54 with care. This quiz is not an accurate measurement of self-esteem, but a guide to allow students to identify areas for improvement. It is not wise to use such quizzes with students with a questionable level of self-esteem. See the Background Information with “Tips for Taking Self-Assessment Tests” on page 00.

pp. 56–58 **End of Unit and Career Portfolio Activities**

The End of Unit Activities provide an excellent summative evaluation. They include a variety of exercises that give the teacher a clear view of student understanding of the unit. Using such a variety will allow students with different learning strengths to achieve the objectives of the unit.

Have students use **BLM #A-12: Career Planning Self-Assessment** on page 00 to evaluate their level of completion of unit activities. They should also check that their Career Toolkit is complete.

Program Links

Teacher Advisor Program (TAP)

It is important for the Teacher Advisor Leadership Team in your school to be aware of the content being taught in the Career Studies course. There are many direct links between this course and the Teacher Advisor Program. All grade 10 teachers should be made aware of the topics covered in Career Studies.

Annual Education Plan (AEP)

The Annual Educational Plan is a detailed plan completed by students each year from grades 7 to 12. The plan summarizes their learning, interpersonal and career goals, and the actions they intend to take to achieve these goals. Many of the Career Portfolio activities refer to the AEP and can be used with all grade levels when completing the plan.

Community Involvement

As part of their diploma requirements, students must complete a minimum of forty hours of community involvement activities. This community involvement is student initiated and parent/guardian monitored. It is the principal’s responsibility to record the forty or more hours of community involvement before the diploma will be granted.

Technology Links

- Career/LifeSkills Resources Inc., 1-877-680-0200 or <http://www.career-lifeskills.com>
A variety of assessment tools and other resources are available on-line.
- PAS (Personality Analysis System), Drew Software, <http://www.drewsoft.com>
Through a one-minute assessment tool, this program gives student a 4–5 page printout that includes possible career choices suited to them. A thirty-day trial of the program (minus the suggested career choices) can be downloaded before purchase. Cost is \$99.

- Workopolis, <http://www.workopolis.com>
Search more than 30 000 jobs by key words.

Brown, Duane. *Dropping Out or Hanging In*. NTC Publishing Group, 1998. (ISBN 0844245372) (\$12.95)

The Canadian Innovation Centre, 156 Columbia Street West, Kitchener, ON, N2L 3L3 (519) 885-5870

This centre has a catalogue of creative games and exercises that can be purchased at a reasonable cost.

Covey, Sean. *The 7 Habits of Highly Effective Teens*. Franklin Covey, 1999. (ISBN 0-684-85609-3) Available at <http://www.franklincovey.com>

Fireside, Bryna. *Choices for the High School Graduate*, 3rd ed. Ferguson Publishing Company, 1997. (ISBN 0-894341-77-4) Career/LifeSkills Resources Inc. 1-877-680-0200 or <http://www.career-lifeskills.com>

Gardner, Howard and Thomas Armstrong. *Multiple Intelligences in the Classroom*. Association for Supervision and Curriculum Development, 1994.

Gardner, Howard and David Lazear. *Seven Ways of Knowing: Teaching for Multiple Intelligences*, IRISkylight Training and Publishing, Incorporated, 1991.

Goleman, Daniel. *Your Emotional Quotient*. Bantam Books, 1995. (ISBN 0-553-09503-X) [Condensed version in *Readers Digest*, September 1996.]

Lee, J. L. and C. J. Pulvino. *Self-Exploration Inventories: 16 Reproducible Self-Scoring Instruments*, 2nd ed., 1993. (ISBN 0-932796-58-3) (\$20.95) Career/LifeSkills Resources Inc. 1-877-680-0200 or <http://www.career-lifeskills.com>

Wagner, Norman E. *It Pays to Stay: Straight Talk on Getting and Keeping Good Jobs*. Temeron Books Inc., 1997 (ISBN 0920429165) Career/LifeSkills Resources Inc. 1-877-680-0200 or <http://www.career-lifeskills.com>

Resources

Assessment and Evaluation

All high school students in Ontario will receive a standard report card based on the Ontario curriculum. This will replace school board report cards as each grade level's new curriculum is introduced.

This section includes two parts that will assist you in evaluating student work in preparation for providing a report card assessment:

- a series of test questions that can be used as is or adapted for your particular class and course; and
- a group of rubrics designed from the most recent Employability Skill 2000+ chart created by the Conference Board of Canada to help you establish marks.

Teacher-to-Teacher Talk—A rubric is a picture of quality work. It is designed to remove subjectivity from the person making the assessment. Words found in rubrics (e.g., “appropriate”, “clear”, or “exceptional”) should be defined in consultation between the teacher and the class *before* the project/assignment is started. In this way, the criteria needed for each level will be clearly understood by both the teacher and the students. If the teacher uses any words which could lend themselves to subjectivity on the part of the marker, these too should be defined.

It is not necessary to use an entire rubric. Instead, sections of rubrics may be used. For example, you might use only the “Assessing, Analyzing, and Applying Knowledge and Skills” part of **BLM #A-4: Information Management Skills Rubric** on page 00 to evaluate just this part of the information management process.

Both of these assessment tools provide methods for evaluating students in the following areas:

- communication;
- thinking and inquiry;
- knowledge and understanding; and
- application.

The Provincial Report Card also requires that the Learning Skills be marked separately. The Learning Skills—Independence, Teamwork, Organization, Work Habits/Homework, and Initiative—can also be determined using these rubrics.

Some boards of education are assigning specific percentages to these areas to form a consistent evaluation policy within the district. Check the policies for your own board of education.

Test Bank Questions

Communication

1. Referring to the ways that we learn, name and describe your strongest intelligence. What method of evaluation would you suggest to your teacher to highlight your strongest intelligence?
2. In a paragraph, describe a plan that might strengthen your weakest intelligence.
3. What piece of evidence in your Career Studies Portfolio are you most proud of? In a paragraph, explain why it makes you proud.
4. Create a list of interview questions that you would ask someone in a career field that interests you. Include questions about what education, work experience, training, and skills are required for the job, and about the outlook for future jobs in that particular field.
5. Review your studying habits, learning styles, and personal management skills. In each area, list three weaknesses that you would like to improve.

Knowledge and Understanding

Have students circle the correct answer.

1. How many compulsory and optional credits are needed for the Ontario Secondary School Diploma?
 - a) 16 compulsory credits and 14 optional credits
 - b) 18 compulsory credits and 12 optional credits
 - c) 14 compulsory credits and 16 optional credits
 - d) 12 compulsory credits and 18 optional credits
2. What is a Career Studies Portfolio?
 - a) a scrapbook
 - b) a collection of your best works
 - c) proof of your learning so far
 - d) all of the above
3. Which of the following is not a step for successful studying?
 - a) doing your homework
 - b) asking your teacher for extra help

- c) attending all classes
 - d) getting plenty of rest, exercise, and junk food
4. The SQ5R technique is a system that helps you read and understand textbook material. In what order should the five “R”s of this system be observed?
 - a) reflect, review, recall, record, read
 - b) review, reflect, read, record, recall
 - c) read, record, recall, review, reflect
 - d) recall, record, read, reflect, review
 5. What are the three sets of skills in the Employability Skills Profile?
 - a) academic skills, teamwork skills, communication skills
 - b) fundamental skills, personal management skills, teamwork skills
 - c) educational skills, numeracy skills, personal skills
 - d) speaking skills, listening skills, presenting skills

Application

1. Describe your four-year plan to successfully acquire your Ontario Secondary School Diploma. Explain your choice of optional credits in one of those years.
2. Name and describe your personality type. List five activities that you enjoy that fit into this category.
3. Which occupational sector strongly interests you? List four specific careers related to this sector.
4. Select a specific career and create a mind map of all of the related careers in that area.
5. From your examination of “You Inc.”, write a paragraph that summarizes all the new things you learned about yourself.

Thinking and Inquiry

1. In your opinion, why did the provincial government create a mandatory grade 10 Career Studies course?
2. In a brief paragraph, explain why everyone should have a Career Portfolio.
3. In a chart similar to the one below, name one compulsory subject other than Math, Science, English, and History that is mentioned in the textbook, and one other optional subject that you have taken. List three transferable skills you could or have learned in each course.

Subject	Transferable Skills Learned
<i>(compulsory course) Subject:</i>	
<i>(optional course) Subject:</i>	

4. Self-esteem is how favourably we feel about ourselves. In a paragraph, describe how you might help a friend build self-esteem.
5. Although Damian doesn’t really like school, he attends all of his classes and does the minimum amount of work to get through. He takes all of the computer classes offered at his high school and spends a great deal of his time after school surfing the Internet and building his own Web page. If he is considering a career in the field of technology, what organizational and studying tips would you recommend to Damian? List at least five.

Communication

1. Consult pages 24–25 in the textbook for a description of the Multiple Intelligences. Accept a method of evaluation that coincides with characteristics of the intelligence. Remember to include the “Naturalist” on page 00 of this guide.
2. Strengthening an intelligence involves practising the characteristics of that particular intelligence. See pages 24–25 of textbook and the related pages in this guide. Pieces of evidence will probably consist of self-assessment tools, interest tests, and values inventories found in the Personal Management Skills section of the portfolio. Answers will vary.
3. Answers will vary. Allow any reasonable response. This is a good opportunity for students to self-assess and reflect.
4. Students should make use of the typical five W’s and H questions: who, what, where, when, why, how, and how long.
5. Answers will vary and be personal to each student. Again, this is a good opportunity to students to self-assess and reflect. See pages 18–21 of the textbook for study skills suggestions, pages 24–25 for learning styles, and the entire chapter for personal management skills.

Knowledge and Understanding

1. b
2. d
3. d
4. c
5. b

Application

1. Answers will vary. Make sure that there are 18 compulsory and 12 optional credits. Options should reflect the students’ interests, skills, and values.
2. See pages 35–39 of the textbook. Answers will vary.
3. Refer to page 41 of the textbook. Answers will vary.
4. Answers will vary. Make sure that students use a mind map with a strong central career surrounded by related careers.
5. Answers will vary. Students should use proper paragraph form with an introductory statement, several sentences in the body, and a concluding statement. Expect proper punctuation and usage.

Thinking and Inquiry

1. Answers will vary. Look for some of the following points, or other reasonable ones:
 - Students need to make destination choices (workplace, college, university/college, university) in grade 10 on their option sheets for grade 11.
 - Students need to make a plan as to how they will obtain their OSSD.
 - Students need to begin considering occupations that are suitable to them.
2. Answers will vary. Allow any reasonable responses. Pages 10–11 of the textbook have some suggestions.
3. Answers will vary. Expect the chart format, and a list of transferable skills. See pages 50–51 of the textbook.

4. Answers will vary. Look for proper paragraph format, and positive strategies for coaching friends. See pages 53–54 of the textbook.
5. See pages 18–21 of the textbook for time management, goal setting, and study skills tips. These include:
 - making a “To Do” list;
 - doing regular homework;
 - giving oneself rewards after homework is done;
 - creating study sheets; and
 - working before playing.

BLM #A-1: Communication Skills Rubric	00
BLM #A-2: Fundamental Skills Rubric	00
BLM #A-3: Personal Management Skills Rubric	00
BLM #A-4: Information Management Skills Rubric	00
BLM #A-5: Teamwork Skills Rubric	00
BLM #A-6: Cooperative Group Rubric for Evaluation of Process	00
BLM #A-7: Cooperative Group Rubric for Evaluation of Outcome or Product	00
BLM #A-8: Goal Setting/Time Management Student Checklist	00
BLM #A-9: Goal Setting/Time Management Teacher Checklist	00
BLM #A-10: Learning Plan Checklist	00
BLM #A-11: Decision-Making Checklist	00
BLM #A-12: Career Planning Self-Assessment	00
BLM #A-13: Assessment Feedback	00

List of Assessment Masters