

BLM #A–1: Communication Skills Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Speaking				
– vocabulary	Makes errors which impede understanding.	Makes errors that are not serious enough to impede understanding.	Adjusts vocabulary to suit the audience and facilitate understanding.	Consistently uses effective vocabulary.
– pace and volume	Has difficulty. Speaks too fast or slow in a way that impedes understanding.	Has difficulty, but not enough to impede understanding.	Adjusts pace and volume appropriately.	Intentionally adjusts pace and volume to achieve purpose.
– grammar	Makes frequent errors that impede understanding.	Makes occasional errors.	Uses correct grammar.	Use correct grammar; knows and uses rules of grammar.
– enunciation	Enunciates unclearly.	Has difficulty, but not enough to impede understanding.	Enunciates clearly.	Enunciates using inflection to emphasize.
Responsiveness and Listening				
– questioning	Reluctant to ask questions.	Asks some questions to aid understanding and learning.	Asks questions relevant to understanding and learning.	Asks insightful and challenging questions to help understanding and learning.
– answering questions	Becomes uneasy when asked questions.	May become uneasy when asked questions.	Demonstrates poise when answering questions, but hesitates before doing so.	Demonstrates poise and confidence when answering questions.
– attentiveness	Is easily distracted (e.g., talking, not paying attention).	Pays attention to speaker.	Demonstrates a listening attitude (e.g., leaning towards speaker, keeping eyes on speaker).	Indicates signs of active listening and interest (e.g., nodding head, asking for clarification).
Writing and Sharing Information				
– main idea	Has main idea that is too broad or too narrow.	Includes evident main idea.	Develops a clear main idea.	Defends a clear main idea of exceptional depth.
– supporting details	Lacks supporting details.	Includes mix of appropriate and inappropriate supporting details.	Includes appropriate supporting details.	Includes exceptional supporting details.
– style	Is not adapted to suit purpose.	Suits purpose (e.g., narrative, description, comparison and contrast).	Suits purpose and audience.	Enhances purpose and holds attention of audience.
– grammar and spelling	Makes more than 5 errors per page.	Makes 3–5 errors per page.	Makes 2 or fewer errors per page.	Uses language correctly—error free.
Presenting				
– verbal and non-verbal language	Distracts from presentation (e.g., constantly uses “uh” or other similar phrases; frequently rearranges hair, clothes, etc.).	Does not distract from nor enhance presentation (e.g., uses little emphasis, reads from notes, does not make eye contact with audience).	Is appropriate (e.g., talks to audience, smiles, uses gestures, projects enthusiasm).	Uses to emphasize information in a way that suits specific knowledge and interests of audience.
– visual aids	Uses only spoken word to achieve purpose, no visuals or media.	Uses one type of visual or media to achieve purpose (e.g., audio, posters, transparencies, videos, flip charts).	Uses more than one appropriate visual and one type of media to achieve purpose.	Uses a variety of more technically advanced visuals and/or media to achieve purpose (e.g., computer-generated presentations).
– integration of visuals or media	Uses visuals or media that are unclear in form and/or purpose.	Uses visuals or media that are clear in form and/or purpose.	Uses visuals and media to clearly enhance form and/or purpose.	Uses clear, colourful visuals or media to enhance the form and/purpose.

BLM #A–2: Fundamental Skills Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Thinking and Solving Problems				
– critical thinking	Has difficulty gathering information and drawing conclusions.	Gathers information and offers simple, unsupported conclusions.	Gathers and thinks about information and offers responsible interpretations; provides enough information to support conclusions.	Gathers and evaluates information, chooses a clear interpretation, and provides enough information (quality and quantity) to support conclusions.
– comparison and contrast	Needs assistance in comparing and contrasting information and identifying problems.	With limited assistance, can compare and contrast information, and identify problems.	Without assistance, can compare and contrast information, and identify problems.	Can independently compare and contrast information, identify problems, and find solutions to problems.
Making Evaluations				
– evaluation of situations	Needs assistance in evaluating situations.	Can evaluate situations independently.	Can assess situations and arrive at objective evaluations.	Generates criteria needed to assess situations and arrive at objective evaluations.
– attempt to get points of view	Does not seek different points of view to identify the root cause of a problem.	Seeks one other point of view to identify the root cause of a problem.	Seeks different points of view and makes evaluations, based on facts, to identify the root cause of a problem.	Seeks different points of view and makes evaluations, based on facts, to identify the root cause of a problem; verifies whether a solution works; and acts on opportunities for improvement.
Creativity				
– source of ideas	Usually relies on others to generate suggestions.	Suggests only traditional ways for getting a job done.	Suggests effective ways for getting a job done.	Suggests and evaluates effective solutions for getting a job done.
Problem Solving				
– identification of problems	With assistance, partially able to explain a problem.	With assistance, able to explain a problem.	Independently able to explain a problem.	Able to provide explanation of problem, develop evaluated solutions, and make recommendations.
– use of strategies	Uses the same strategy most of the time.	Identifies a variety of strategies, but needs help to choose an appropriate one.	Identifies a variety of strategies, chooses an appropriate one, and applies the strategy(ies) singly or in combination.	Compares a variety of strategies, chooses the most effective, and applies the strategy(ies) to improve the situation.

BLM #A–3: Personal Management Skills Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Demonstrating Positive Attitudes and Behaviours				
– self-esteem	Rarely has confidence to evaluate own work.	Has confidence to evaluate own work.	Has confidence to make sure final products meet standards.	Has confidence to make sure final products exceed standards.
– personal ethics	Usually acts without considering personal ethics when dealing with people, problems, and situations.	Sometimes needs to be reminded of a code of ethics when dealing with people, problems, and situations.	Consistently uses honesty, integrity, and an acceptable code of ethics when dealing with people, problems, and situations.	Shows initiative and effort in modelling honesty, integrity, and an acceptable code of ethics when dealing with people, problems, and situations.
Personal Health				
– exercise	Exercises occasionally.	Exercises 1–2 times per week.	Exercises regularly (3 times per week).	Exercises more than 3 times per week.
– diet	Diet lacks recommended balance of food groups.	Eats a diet of both nutritionally balanced and poor food.	Eats a balanced diet of good food.	Eats a balanced diet by following the recommended servings in the Canada Food Guide.
Responsibility				
– planning	Occasionally sets goals; does not have a process for achieving goals.	Routinely sets goals; requires assistance to establish a process for achieving goals.	Sets realistic, attainable goals; uses a process for achieving them.	Sets challenging goals with a step-by-step plan and time frame for achieving them.
– accountability	May not fully appreciate the need to set and reach goals.	Sets and achieves goals, or has reasonable explanation for not doing so.	Sets and achieves goals on schedule.	Sets goals, and achieves them ahead of schedule; offers to mentor others.
– renewed commitment	Lacks motivation to set new goals.	Requires assistance to set new goals.	Sets new goals independently.	Sets new and challenging goals independently.
– social responsibility	Volunteers 1–2 times per year.	Volunteers 3–5 times per year.	Volunteers on a regular basis (e.g., once a month) in an area of need in the community.	Organizes volunteer projects where there is an area of need in the community.
Diversity				
– tolerance of others	Occasionally demonstrates intolerance of individual differences in race, culture, gender, or creed.	Recognizes and tolerates individual differences in most people, regardless of differences in race, culture, gender, or creed.	Recognizes and tolerates individual differences in people, regardless of differences in race, culture, gender, or creed.	Accepts all people and tolerates individual differences, regardless of differences in race, culture, gender, or creed; makes effort to learn more about others' customs.
– tolerance of others' ideas	Occasionally demonstrates intolerance towards differing points of view.	Considers differing points of view.	Evaluates differing points of view.	Encourages a variety of points of view.

BLM #A–3: Personal Management Skills Rubric (continued)

Criteria	Level 1	Level 2	Level 3	Level 4
Change				
– acceptance of change	Is reluctant to consider the idea of change; sees no reason to prepare for it.	Accepts change with some consideration; uses only current knowledge and skills to set goals to prepare for it.	Accepts change; adjusts knowledge and skills necessary to implement change and achieve plans.	Accepts change; demonstrates a positive attitude toward setting goals around change; acquires and adapts knowledge and skills necessary to prepare for change.
Learning Continuously				
– personal growth	Requires considerable assistance to realize the need for personal growth.	Requires some assistance in assessing areas of growth.	Able to assess areas in need of personal growth.	Responsible for planning and creating own growth experiences.
– lifelong learning	Has difficulty assessing personal strengths and areas for development.	Needs assistance in assessing personal strengths and setting learning goals.	Continuously sets learning goals; creates a process for planning and achieving them.	Identifies and accesses own learning sources and opportunities.
Work Safety				
– safety practices and procedures	Needs considerable assistance with safety practices and procedures; is not aware of the acts that govern these.	Needs some assistance with identifying safety practices and procedures, and the acts that govern these.	Needs no assistance with using safety practices and procedures.	Needs no assistance with using safety practices and procedures; knows the acts that govern these.

BLM #A–4: Information Management Skills Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
Handling Information				
- locating information	Able to search for information using only one information system (e.g., library, bookstore).	Able to search for information using one information system or one form of technology (e.g., compact disk, Internet, database).	Able to locate information using at least two types of appropriate technologies or information systems, <i>or</i> one of each.	Able to locate relevant information using more than two appropriate technologies and information systems.
- organizing information	Has difficulty organizing information, and cannot use appropriate technology (e.g., spreadsheets).	With assistance, can use appropriate technology to organize information.	Independently organizes information using appropriate technology.	Independently organizes information using appropriate technology and a recognized system of organization (e.g., alphabet, subject, topic).
Accessing, Analyzing, and Applying Knowledge and Skills				
- accessing information	Needs assistance to find information when needed.	Can find information when requested.	Finds information independently.	Independently and efficiently finds information and assists those who need help.
- analyzing information	Needs considerable assistance in determining how information applies to and is relevant to a task or subject area.	Needs some assistance in determining how information applies to and is relevant to a task or subject area.	Independently determines how information applies to and is relevant to a task or subject area.	Critically analyzes how information applies to and is relevant to a task or subject area in any discipline.
- applying knowledge and skills	Needs considerable assistance in this area (e.g., writing a report, acquiring or refining a skill, making a presentation).	Needs some assistance in this area.	Able to apply knowledge and skills.	Able to apply knowledge and skills and include criteria for evaluation of the product.
Using Numbers				
- assessing and estimating	Needs considerable assistance when deciding what needs to be measured or calculated.	Needs some assistance when deciding what needs to be measured or calculated.	Independently decides what needs to be measured or calculated, and can estimate calculations.	Critically assesses what needs to be measured or calculated, and independently estimates and verifies calculations.
- observing and recording	Needs considerable assistance using appropriate methods, tools, and technology to observe and record data.	Needs some assistance using appropriate methods, tools, and technology to observe and record data.	Observes and records data using appropriate methods, tools, and technology.	Uses appropriate methods, tools, and technology to electronically or manually generate documents or forms to record data.

BLM #A–5: Teamwork Skills Rubric

Criteria	Level 1	Level 2	Level 3	Level 4
– decision making	Makes decisions hastily.	Listens to alternatives before making decisions.	Listens to suggestions and plans before making decisions.	Listens to and evaluates suggestions and plans before making decisions.
– contribution to group	Needs encouragement to contribute ideas.	Usually contributes ideas.	Voluntarily offers positive and useful ideas which contribute to group.	Shows the value of acceptance and tolerance by encouraging diversity of ideas in a group.
– group culture	Has difficulty accepting other group members (e.g., shows intolerance of individual differences).	Recognizes and tolerates individual differences in group members.	Recognizes, accepts, and tolerates individual differences in group members.	Shows the value of acceptance and tolerance by encouraging diversity of ideas in group members.
– group projects	Needs considerable assistance in planning and designing a project or task from start to finish.	Needs assistance in planning and designing a project or task with well-defined objectives.	Independently plans and designs a project or task with well-defined objectives and outcomes.	Leads the planning and designing of a project or task with well-defined objectives and outcomes.
– feedback	Needs help in accepting feedback to revise and implement a plan.	Accepts feedback, but needs encouragement to revise and implement a plan.	Accepts and uses feedback to revise and implement a plan independently.	Frequently seeks feedback to revise and implement a plan.

BLM #A—6: Cooperative Group Rubric for Evaluation of Process

Criteria	Level 1	Level 2	Level 3	Level 4
Group Participation				
– number of active participants	Only one or two persons are active.	At least half of the students confer or present ideas .	At least $\frac{3}{4}$ of students actively participate.	All students enthusiastically participate.
Shared Responsibility				
– number of people who share	Exclusive reliance on one person.	Responsibility is shared by $\frac{1}{2}$ of the group members.	Responsibility is shared by $\frac{3}{4}$ of the group members .	Responsibility for task(s) is shared evenly.
Interaction				
– quality	Little interaction; very brief conversations; some students disinterested or distracted.	Some ability to interact; attentive listening; some evidence of discussion or alternatives.	Students show adeptness in interacting; lively discussion centers on the task.	Excellent listening and leadership skills shown; students reflect awareness of others' views and opinions.
Group Roles				
– assignment of and performance of	No effort made to assign roles to group members.	Students assigned roles but roles not consistently adhered to.	Each student assigned a role but roles not clearly defined or consistently adhered to.	Each student assigned a clearly defined role; group members perform roles effectively.

BBLM #A-7: Cooperative Group Rubric for Evaluation of Outcome or Product

Criteria	Level 1	Level 2	Level 3	Level 4
Group Product				
- overall organization	Choppy and confusing.	Somewhat organized.	Signs of organization.	Organization enhances effectiveness.
- format	Difficult to follow.	Not coherent.	Presented in a thoughtful manner.	Logical format, easy to follow.
- transitions	Abrupt, seriously distract the audience.	Not always smooth, at times distract the audience.	Most easy to follow, at times unclear.	Smooth flow from one idea to another.
Content				
- accuracy	Completely inaccurate; facts misleading.	Somewhat accurate; more than a few inconsistencies or factual errors.	Mostly accurate; a few inconsistencies or factual errors.	Completely accurate; all facts precise and explicit.
Research				
- resource use	Not utilized effectively.	Used material provided; did not use additional ones.	Utilized provided and additional resources to full potential.	Solicited additional materials; brought in personal ideas.
- fact gathering	Little or none on topic.	Limited to provided materials.	Utilized up to 5 resources gathered on own.	Utilized 5 or more resources gathered on own.
Creativity				
- level of	Little creative energy; bland, predictable, lacked "zip".	Added a few original touches, but did not incorporate throughout.	Was clever at times; project thoughtfully and uniquely presented.	Was extremely clever; presented with originality and uniqueness.
Presentation				
- organization	Not effective; not easy to follow.	At times clear and precise; logical order.	Unique and well-organized.	Engaging, provocative.
- audience interest	Audience interest not evident (e.g., yawned, did other work, talked).	Some interest shown (e.g., watched presentation, did not distract others).	Showed interest (e.g., asked questions, participated when requested).	Maintained high interest (e.g., showed enthusiasm made positive comments).
- use of visuals	Used only spoken word, no visuals or media.	Used one type of visual or media (e.g., audio, poster, transparency).	Used more than one visual and at least one type of media.	Used a variety of well-designed visuals or media.

BLM #A—8: Goal Setting/Time Management Student Checklist

Name: _____ Date: _____

Goal

My goal(s) include

Strategies Used

On the lines below, list 10 study or organizational skills that you are currently using to help you attain this goal or goals.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Evidence of Successful Use of Strategies:

For each of the above strategies, list evidence that you have successfully used that strategy. Evidence can include such things as test results, completed assignments, revised agendas, or a personal planner.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Self-Assessment

In the future, I will try the following new strategies:

BLM #A-9: Goal Setting/Time Management Teacher Checklist

Goal Setting

Goal(s) were written down on paper Yes No
 Comments:

Do the goal or goals reflect the student's needs/desires? Yes No
 Comments:

Is the goal attainable within the given timeline? Yes No
 Comments:

Strategies

Are there a sufficient number of strategies to attain each goal? Yes No
 Comments:

Do the strategies follow a plan or sequence? Yes No
 Comments:

Evidence

Does the evidence illustrate the achievement of the goal? Yes No

Is there a sufficient number of pieces of evidence? Yes No

Are the pieces of evidence of high quality? Yes No

Comments:

Rating Scale

Level 4 = 8 yes answers

Level 3 = 6 or 7 yes answers

Level 2 = 5 or 6 yes answers

Level 1 = 4 yes answers

BLM #A–10: Learning Plan Checklist

Name: _____

Date: _____

Use the following checklist to help you complete and assess your learning plan.

1. The chart below provides a list of subjects.
 - a) Place a checkmark in the appropriate box for each credit you already have.
 - b) Place a question mark in the appropriate box for each credit you are currently taking.
 - c) Place a star in the appropriate box for each credit you plan to take in the future.

Subject	Grade 9	Grade 10	Grade 11	Grade 12
English, 4 credits				
Mathematics, 3 credits				
Science, 2 credits				
French as a Second Language, 1 credit				
Canadian History, 1 credit				
Canadian Geography, 1 credit				
The Arts (Music, Visual Arts, Media Arts, Drama, Dance), 1 credit				
Health and Physical Education, 1 credit				
Civics, .5 credit				
Guidance and Career Education, .5 credit				
1 credit in English, a 3rd language, Social Sciences/ Humanities, Canadian and World Studies				
1 credit in Health and Physical Education or Business Studies or the Arts				
1 credit in Science (Grade 11 or 12) or Technological Studies (Grades 9–12)				

2. In the chart below, list the optional courses you plan to take, and when you plan to take them.

Course	Grade 11	Grade 12

3. In the chart below, list the extracurricular and leadership activities you plan.

Activities	Grade 9	Grade 10	Grade 11	Grade 12

BLM #A–10: Learning Plan Checklist (continued)

4. In the chart below, plan your community involvement hours.

Activities	Grade 9	Grade 10	Grade 11	Grade 12

5. In the chart below, plan your career exploration opportunities.

Opportunity	Grade 9	Grade 10	Grade 11	Grade 12
Take Our Kids to Work Day				
Job Shadowing				
Work Experience				
Cooperative Education				
Attending Career Fairs				
Listening to Guest Speakers				
Visiting Trade Shows				
Touring Business/Industry/ Organizations				
Networking				
Mentoring				

6. In the chart below, chart you education exploration opportunities.

Opportunities	Grade 9	Grade 10	Grade 11	Grade 12
Attending seminars by Guidance Dept.				
Personal research in Guidance or on the Internet				
Researching post secondary opportunities: – Colleges – Universities – Apprenticeship programs				

7. Answer the reflection questions below.

a) Is my Learning Plan complete? Explain.

b) What do I need to do now?

c) What do I need to do later? When?

d) When do I need to look at this checklist again? _____

BLM #A-11: Decision-Making Checklist

Name: _____

Date: _____

Use the following checklist to consider your development of decision-making skills. Check (✓) which steps you have done, and then complete the statement(s) that follow.

___ 1. I have considered how many more compulsory credits I need.

I need ___ compulsory credits, including the following:

___ 2. I have considered what optional courses I would like to take as a result of my self-assessment test(s).

I would like to take the following optional credits:

My self-assessment suggests that these would be good credits because:

___ 3. I have made a destination choice.

This is my plan:

___ 4. I have considered the advantages and disadvantages of taking certain courses.

Outline the pros and cons of four of the courses you have chosen.

Course	Advantage	Disadvantage
1.		
2.		
3.		
4.		

___ 5. I have consulted my learning plan to confirm my decisions.

I plan to do the following to improve my decision-making skills:

Rating Scale

Level 4 = 5 checkmarks and 5 explanations

Level 2 = 3 checkmarks and 3 explanations

Level 3 = 4 checkmarks and 4 explanations

Level 1 = 3 or more checkmarks and less than 3 explanations

BLM #A-12: Career Planning Self-Assessment

Name: _____ Date: _____

Use the following checklist to assess your career planning. Check (✓) which steps you have done, and then complete the statement(s) that follow.

Step 1: Self-assessment

- ___ 1. I gathered information about myself to assist in making a decision about a career.
I gathered the following information:

- ___ 2. I developed an understanding of myself by considering each of the following: my interests, skills, values, aptitudes, abilities, personal traits, and desired life style.
This is what I learned about myself:

Step 2: Explore Career Opportunities

- ___ 3. I researched areas in the world of work, including examining career clusters and a variety of occupations.
I researched the following areas:

Step 3: Decision Making

- ___ 4. I engaged in a decision-making process and used the results of research to narrow my career focus.
This is my current focus:

BLM #A-12: Career Planning Self-Assessment *(continued)*

Step 4: Gain competencies

- ___ 5. I evaluated occupational choices through informational interviews and research, and gained practical experience through job shadowing, cooperative education, volunteer or community involvement work, and part-time or summer employment. These opportunities allowed me to make a more specific occupational choice.

This is how the above experiences confirmed my choices, or how I changed my ideas because of the above experiences:

Step 5: Set Goals and Take Action

- ___ 6. I created an educational plan to obtain OSSD, including all of the necessary courses needed to pursue post secondary education in my occupational choice.

Briefly, this is my educational plan:

Rating Scale

Level 4 = 6 checkmarks and explanations

Level 3 = 4-5 checkmarks and explanations

Level 2 = 3 checkmarks and explanations

Level 1 = 2 or fewer checkmarks and 2 or fewer explanations

BLM #A-13: Assessment Feedback

Rubric Used: _____

Lesson Title: _____

Expectation(s) covered: _____

Date: _____

Student: _____

Self or Peer or Teacher Evaluation: _____

Signature of Evaluator: _____

Comments: _____

Suggestions for Improvement: _____



Rubric Used: _____

Lesson Title: _____

Expectation(s) covered: _____

Date: _____

Student: _____

Self or Peer or Teacher Evaluation: _____

Signature of Evaluator: _____

Comments: _____

Suggestions for Improvement: _____

BLM #1: Student Interview

Your Name: _____

Name of Student Interviewed: _____

1. Describe your family (include siblings, pets, parent(s)/guardians):

2. Where did you attend school last year?

3. Where did you attend elementary school?

4. Do you have any hobbies or play any sports?

5. What do you do in your spare time?

6. What is the best movie that you have seen?

7. Do you have a part-time job? Describe it.

8. How are you involved in the school? or How do you plan to be involved in the school this year?

9. If you had one wish, what would it be?

10. If you won \$1 million, what would you do?

BLM #2: The Decision-Making Process

Decision: _____

What does my heart tell me?

What does my head tell me?

Option 1: _____

Plus	Minus

Option 2: _____

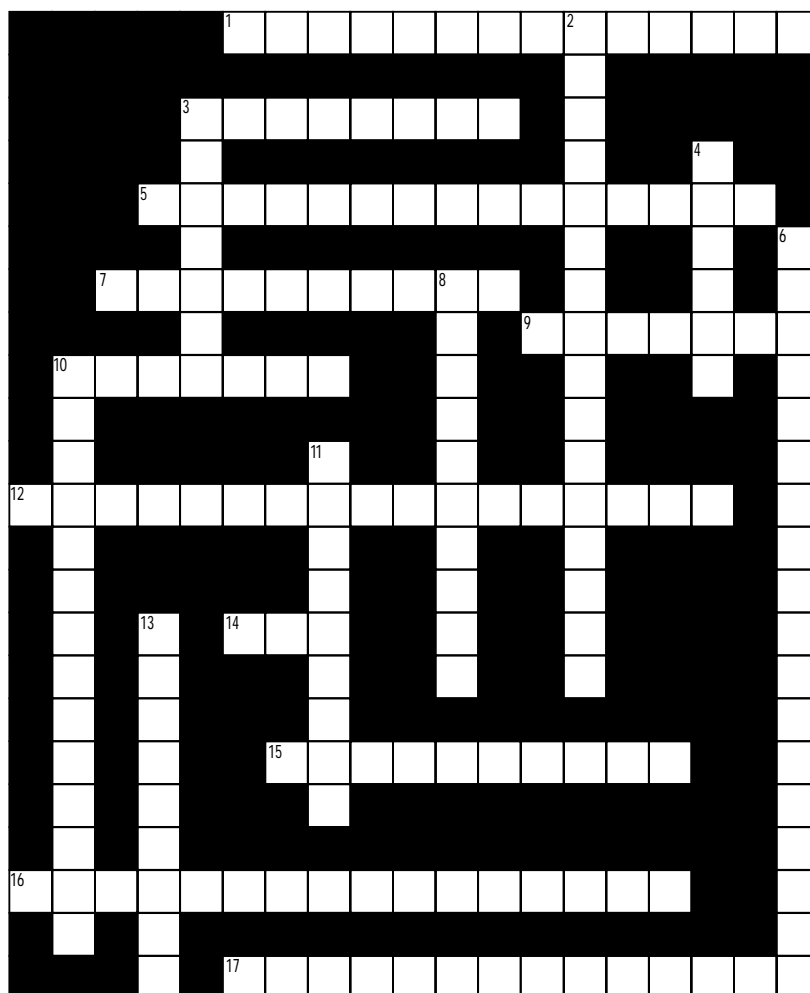
Plus	Minus

Option 3: _____

Plus	Minus

My decision: _____

BLM #3: Key Terms



CLUES

Across

1. Education that includes both classroom and on-the-job training, for a specific trade
3. Type of course that develops knowledge and skill by emphasizing theoretical applications of essential concepts
5. 12 need to be taken in order to obtain the OSSD (2 words)
7. A destination—leads to a degree
9. A destination—leads to a diploma in an applied field
10. 30 must be earned in order to obtain the OSSD
12. These meet the requirements of a compulsory credit, and must be included in a student's program in order to earn the OSSD (2 words)
14. Acronym for the yearly review which summarizes a student's learning, interpersonal, and career goals
15. Guides the process of achieving a goal, by monitoring progress, revising action steps, or refining goals (2 words)
16. Type of program that provides opportunity for enrichment, the development of social skills and independence, and practice in making decisions and handling responsibility

17. Unless a course is officially dropped by the specified date, a mark for it will appear on the student's transcript (2 words)

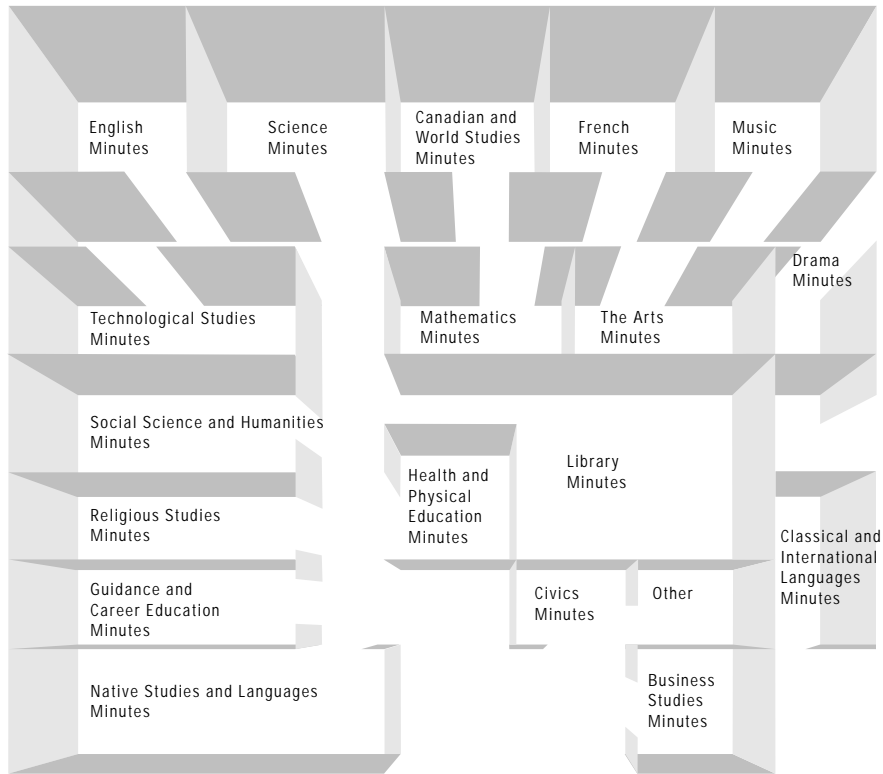
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2. 18 need to be earned for the successful completion of the expectations related to compulsory courses (2 words)
3. Type of course that develops knowledge and skill by emphasizing practical, concrete applications
4. Designation awarded upon completion of a university program
6. Required for admission to a subsequent, more advanced course (2 words)
8. Official record of a student's academic performance
10. A work-study arrangement in which a student earns credits and gains work experience (2 words)
11. A destination—where one applies skills and knowledge for monetary gain
13. In order to obtain the OSSD, students must complete 40 hours of _____ involvement activities

BLM #4: Your Dream Timetable

Name: _____

Date: _____



1. Why I chose what I did:

2. My two favourite subjects are:

3 The two things that I like about these subjects are:

4. What I plan to take during my high school years.

	Year 1	Year 2	Year 3	Year 4
Compulsory Credits				
Optional Credits				

BLM #6: Let's Think About It

What? What skills or knowledge will I use for this activity?

So What? Where else can I use this knowledge or skill? How?

Now What? If I had to do the activity again, I would...



What? What skills or knowledge will I use for this activity?

So What? Where else can I use this knowledge or skill? How?

Now What? If I had to do the activity again, I would...



What? What skills or knowledge will I use for this activity?

So What? Where else can I use this knowledge or skill? How?

Now What? If I had to do the activity again, I would...

BLM #8: Case Study—The Time Quadrants™

Name: _____

Date: _____

Case Study 1

Evan is a real people person. He loves to hang out with his friends. His friends are his number one priority. He puts off his assignments and studying for tests and exams until the night before. Evan is considered a “friend’s friend”. If you have a problem, call Evan. He’ll be there for you.

1. In what quadrant does Evan spend his time?

2. What might happen to Evan if he spends too much time in this quadrant?

Case Study 2

Natasha has the “disease to please”. She spends her time talking on the telephone, even though she has school work to do. Her friends often call seeking her advice on their problems. They often encourage her to “go for coffee”, thus taking her away from other things that she should be doing.

1. In what quadrant does Natasha spend her time?

2. What might happen to Natasha if she spends too much time in this quadrant?

Case Study 3

Ravi isn’t too interested in school life. He watches television, talks on the telephone, plays computer games, and spends all his other free time hanging out at the mall.

1. In what quadrant does Ravi spend his time?

2. What advice can you give to him to help him organize his time better and explain why he might want to change his present lifestyle?

Develop a Case Study

Write a case study of someone you know and like. In which quadrant does that person spend a lot of time? What might happen if he or she spends too much time there?

BLM #9: Tests and Exams Checklist

Name: _____

Date: _____

Use the checklist below to find out what things you are doing right when preparing for tests and exams, and what things you can do to improve.

Preparation

- ___ I briefly review my notes each evening after class.
- ___ I make sure that I get help when I do not understand something.
- ___ I do a weekly review of all material in each course.
- ___ I study for a half-hour each day for a week before the exam.
- ___ For courses such as mathematics, in which I have to solve problems, I randomly choose questions from my notes, the textbook, and past quizzes. I solve the questions with no help from my notes, then go back and check my answers.
- ___ I make a list of terms I need to know. I write a definition beside each term, then check and learn the definitions.
- ___ I answer questions from old exams and tests.

Test Anxiety

- ___ I reduce test anxiety by preparing for the exam.
- ___ I check the time and place of the exam; verify what I am allowed to bring in to the test; and gather all needed materials and equipment in plenty of time.
- ___ I arrive just a little earlier than the test time. This allows me enough time to organize myself, but not so much that I have time to worry.
- ___ To keep myself calm just before the test, I do not talk a lot about the test with other students.
- ___ I get plenty of sleep the night before a test or exam.
- ___ If my mind goes blank on one question, I go on to another question until I get back into focus.
- ___ If I feel panicked, I stop and take a few quiet deep breaths. I breathe in to the count of four and breathe out for a count of eight. This helps to calm me.
- ___ I focus on the test, not on other people, how little I have prepared, how worried I feel, or what other people might think about how I am going to do.
- ___ I stop myself from thinking negative thoughts and focus on the test questions.

BLM #9: Tests and Exams Checklist (continued)

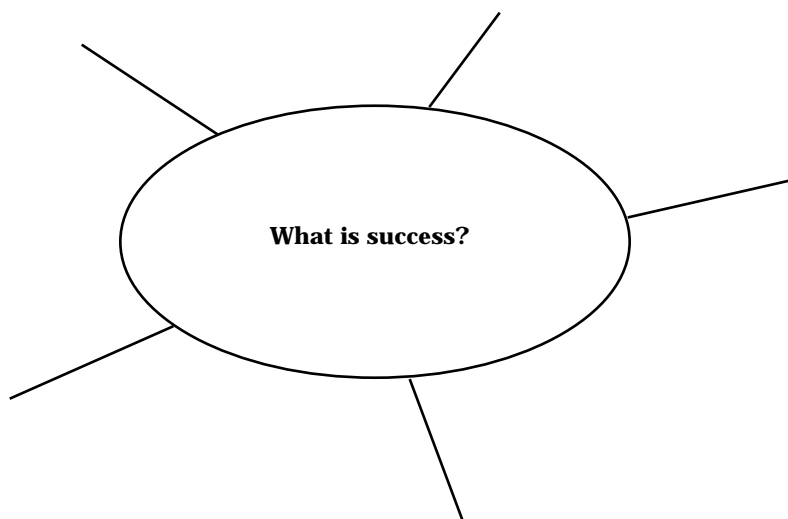
Taking the Exam

- ___ I go in with a positive attitude—that I will do my best and can succeed.
- ___ I *always* scan the entire exam, page by page before starting. This lets me know what I am facing. This also helps me judge the amount of time I should spend on each section or question, based on the marks each is worth.
- ___ I read the instructions for each section very carefully.
- ___ I read each question thoroughly.
- ___ If I have questions about the exam, I ask the teacher for clarification.
- ___ I do a few of the easier questions first. This calms my nerves and helps me focus.
- ___ I budget my exam time by checking the time and working at a pace that will get me through the exam. I speed up a bit if I notice that I am moving through the exam too slowly. If I am ahead of time, I slow down and read things very carefully.
- ___ If I cannot answer a question, I put a mark beside it and move on to the next one. At the end, I come back to the ones I missed.
- ___ If there is no penalty, I answer every multiple choice question—by guessing at the end if I must. I make intelligent guesses by eliminating the answers I know are wrong and then carefully reading the choices that are left. I then judge which answer is most likely correct.
- ___ For essay questions, I budget my time so that I do not get bogged down with one question and run out of time.
- ___ I jot down a simple outline of what I am going to write in an essay.
- ___ I am neat when calculating the answers to problems. It is easy to make errors in messy calculations. I want to make sure that I get marks for my calculations, even if the final answer is incorrect.
- ___ I always *proofread* my exam before handing it in. I use the time I am given to make the exam the best I can make it. I do not second-guess myself and change answers that I previously felt sure about. I change only those answers that I *know* are incorrect.

BLM #10: What Is Success?

Name: _____ Date: _____

What does success mean to you? Why is it important? Use your answers to complete the mind map below.



BLM #11: My Study Skills Checklist

Name: _____

Date: _____

Complete the study skills chart and then answer the questions below.

	Almost	Always	Often	Sometimes	Rarely
A. Classroom—Listen, Communicate, Participate					
1. I listen carefully to the teacher and other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I participate in discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I answer questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I ask questions when clarification is required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Note Taking—Writing Is Remembering!					
1. I take notebook / student planner to class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I take clear, complete, concise notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I highlight important points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I condense my notes for exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Studying and Homework					
1. I complete homework when assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I record assignments in my planner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I have a good, quiet place to study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I avoid distractions like phone calls and TV when studying or doing homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Time Management					
1. I get to school / class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I hand in my assignments on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I leave adequate time to study for tests and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I balance my in-school and out-of-school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Exam / Project / Presentation Preparation					
1. I eat properly before exams / presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I get enough sleep	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I don't go out socially the night before exams or presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I make good study notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I arrive on time for exams / presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. What did I notice about my study skills and habits from doing this evaluation?

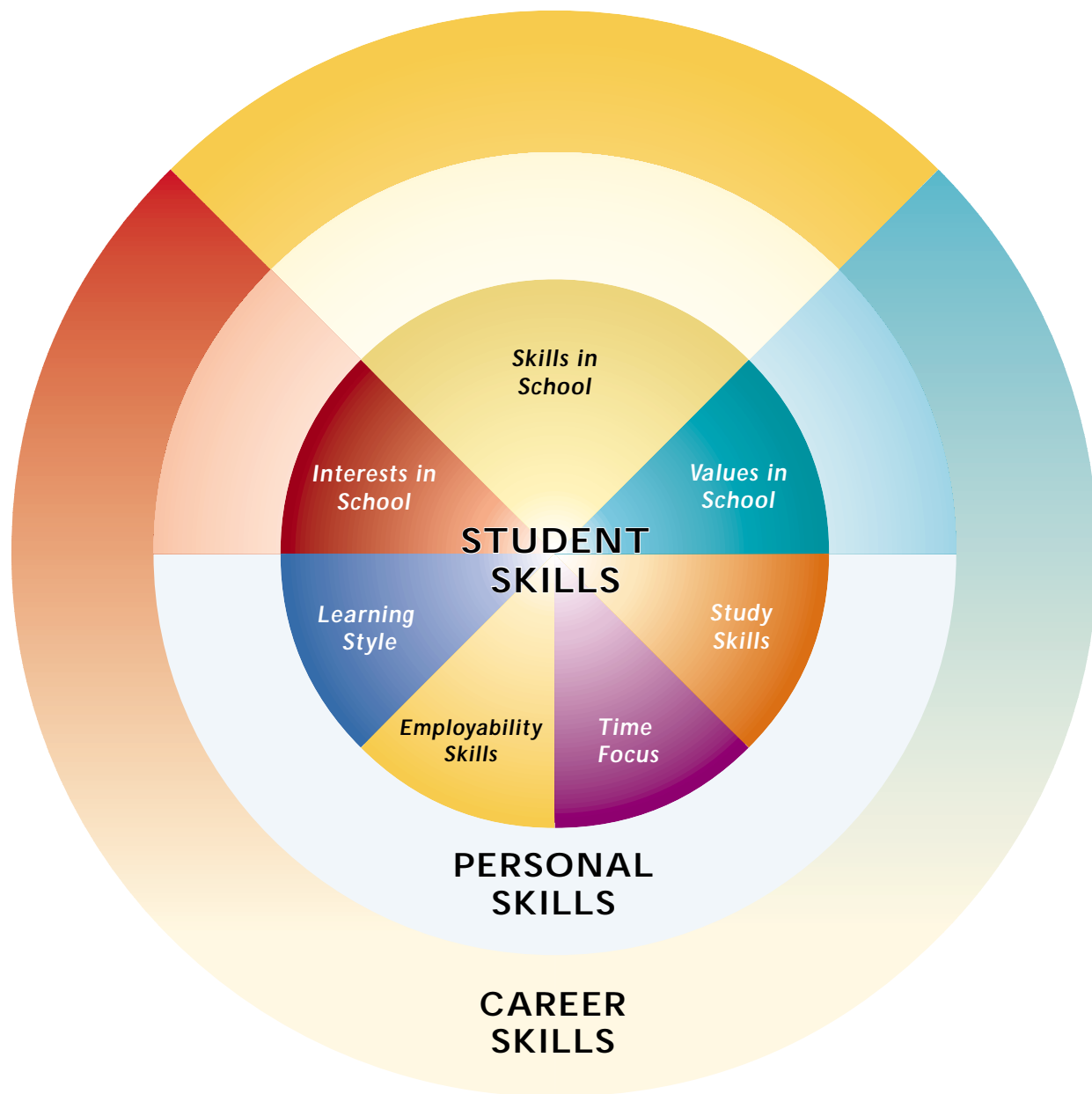
2. What are the top three study skills that I need to focus on improving?

3. What are my strongest study skills? Where else do I use these skills?

BLM #12: Careers Toolkit Chart

Name: _____

Date: _____



BLM #13: Learning Styles Checklist

Name: _____

Date: _____



Learning Styles Checklist

A. Verbal/Linguistic

- | | | | |
|---|-----|---|-----|
| 1. Books are easy for me to learn from. | Y N | 3. I find it easy to recognize rhythms in the sounds that I hear. | Y N |
| 2. I learn a lot from listening to instructors. | Y N | 4. I always remember the songs I hear on the radio. | Y N |
| 3. I really enjoy explaining, teaching, and learning. | Y N | 5. I can easily reproduce sounds and music that I hear. | Y N |
| 4. I find it easy and fun to learn a new language. | Y N | | |
| 5. I have a good memory for the things I learn. | Y N | | |

Total your YES Answers

B. Logical/Mathematical

- | | | | |
|--|-----|--|-----|
| 1. I am good at solving problems with abstract symbols. | Y N | 1. I learn a lot from discussions. | Y N |
| 2. I enjoy working with numbers and making calculations. | Y N | 2. I work more efficiently when in a group. | Y N |
| 3. I find it easy to deduce conclusions based on available information. | Y N | 3. I am perceptive of people's thoughts, desires and intentions. | Y N |
| 4. I remember information best when it is numbered and in logical order. | Y N | 4. I learn about others by viewing things from their perspective. | Y N |
| 5. I can easily apply new information to existing formulas. | Y N | 5. I prefer to get information from people rather than from books. | Y N |

Total your YES Answers

C. Visual/Spatial

- | | | | |
|--|-----|--|-----|
| 1. Diagrams and drawings help me understand new concepts. | Y N | 1. I learn by reflecting quietly upon my thoughts. | Y N |
| 2. Give me a map and I can find my way anywhere. | Y N | 2. I remember information easily when I can relate it to my own experiences. | Y N |
| 3. I'd rather watch an expert first, then try a new skill. | Y N | 3. I succeed most often when I rely on my intuition. | Y N |
| 4. I can decipher information best when it is plotted in a graph or a chart. | Y N | 4. It is easier for me to talk about my personal feelings than to discuss abstract concepts. | Y N |
| 5. I prefer to explain my ideas by drawing pictures. | Y N | 5. I enjoy spending time by myself contemplating different ideas. | Y N |

Total your YES Answers

D. Kinesthetic

- | | | | |
|---|-----|--|-----|
| 1. I learn by doing. | Y N | 1. I enjoy being outdoors. | Y N |
| 2. The classes I am best in at school involve physical movement. | Y N | 2. Protecting nature and all living things. | Y N |
| 3. I often learn well by imitating others. | Y N | 3. I understand how to grow and nurture living things. | Y N |
| 4. I prefer to explain my ideas by acting them out in role plays. | Y N | 4. I enjoy collecting and categorizing items. | Y N |
| 5. I enjoy challenging myself by doing physical activities. | Y N | 5. I can appreciate natural beauty. | Y N |

Total your YES Answers

E. Musical

- | | |
|---|-----|
| 1. I learn information easily when I put it to music. | Y N |
| 2. I can't concentrate on my work unless there is background music playing. | Y N |

Total your YES Answers

F. Interpersonal

- | | |
|--|-----|
| 1. I learn a lot from discussions. | Y N |
| 2. I work more efficiently when in a group. | Y N |
| 3. I am perceptive of people's thoughts, desires and intentions. | Y N |
| 4. I learn about others by viewing things from their perspective. | Y N |
| 5. I prefer to get information from people rather than from books. | Y N |

Total your YES Answers

G. Intrapersonal

- | | |
|--|-----|
| 1. I learn by reflecting quietly upon my thoughts. | Y N |
| 2. I remember information easily when I can relate it to my own experiences. | Y N |
| 3. I succeed most often when I rely on my intuition. | Y N |
| 4. It is easier for me to talk about my personal feelings than to discuss abstract concepts. | Y N |
| 5. I enjoy spending time by myself contemplating different ideas. | Y N |

Total your YES Answers

H. Naturalist

- | | |
|--|-----|
| 1. I enjoy being outdoors. | Y N |
| 2. Protecting nature and all living things. | Y N |
| 3. I understand how to grow and nurture living things. | Y N |
| 4. I enjoy collecting and categorizing items. | Y N |
| 5. I can appreciate natural beauty. | Y N |

Total your YES Answers

BLM #14: Work Values Inventory

Name: _____

Date: _____

In the following list, consider each value carefully, and choose VI if it is Very Important, SI if it is Somewhat Important, and NI if it is Not Important to you.

Work Values Inventory

<u>It's Important to Me to:</u>			<u>Value</u>	VI	SI	NI	
VI	SI	NI	experience change and enjoy a variety of tasks	Variety			spend time on hobbies and interests outside of work Leisure Time
VI	SI	NI	keep a routine without too many surprises	Stability			be recognized and respected for the work I do Prestige
VI	SI	NI	have little chance of job loss or loss of income	Security			work outside, close to nature Working Outside
VI	SI	NI	have defined responsibilities and a hierarchy in the workplace	Structure			work in comfortable surroundings, inside Working Indoors
VI	SI	NI	have a high income	Money			have my own working space Personal Space
VI	SI	NI	work in an occupation that fits with my spiritual beliefs	Spiritual Beliefs			meet a variety of people and work with others People
VI	SI	NI	be given opportunities to travel and see new places	Travel			work with facts and abstract concepts Information
VI	SI	NI	work with a diverse group of people and share ideas	Teamwork			work with concrete items Things
VI	SI	NI	make my own hours and have little direct supervision	Independence			make a difference in individuals' lives Helping Others
VI	SI	NI	take part in higher education and ongoing training and upgrading	Education			make the world a better place on a grand scale Community Impact
VI	SI	NI	experience adventure, changes, and challenges	Excitement			have little chance of on-the-job injury or danger Safety
VI	SI	NI	take on responsibility and help a group reach collective goals	Leadership			have positive and friendly relationships with colleagues Relationships
VI	SI	NI	have time and energy to spend with family and close friends	Family			learn and develop a variety of skills in my work Skills
							use my artistic talents in the work I do Creativity
							be in charge Authority
							work in a casual and relaxed atmosphere Informality
							thoroughly enjoy the work I do Passion

BLM #15: Personality Traits

Name: _____

Date: _____

1. Circle the words that can be used to describe your personality.

accepting • active • adventurous • aggressive • ambitious • appreciative • attentive • authoritative • brave • calm • carefree • careful • careless • caring • cheerful • clever • committed • confident • considerate • controlled • cooperative • courteous • creative • dependable • dependent • disciplined • easygoing • energetic • extroverted • fair • fearful • fit • foolish • forgiving • friendly • generous • gentle • giving • greedy • happy • helpful • hostile • honest • humorous • idealistic • imaginative • immature • inconsiderate • independent • industrious • intelligent • introverted • irresponsible • jealous • kind • lazy • lively • loving • loyal • mature • modest • natural • neat • nervous • noisy • open-minded • optimistic • outgoing • passive • patient • peaceful • perfectionist • persevering • persuasive • playful • pleasant • polite • prompt • quiet • realistic • reasonable • rebellious • relaxed • reliable • religious • respectful • resentful • responsible • risk-taking • self-aware • shy • sociable • strong • stubborn • sympathetic • tactful • talkative • thoughtful • thrifty • tolerant • trusting • understanding • unselfish • warm • wise

2. Using a different colour, circle any personality traits that you would like to develop.

3. Summarize the results—

Which of these words can be used to describe aspects of your personality?

Which personality traits would you like to develop?

BLM #16: Personality Types

Name: _____

Date: _____

ARE YOU A DOER?

	True	False
➤ You like to learn by doing, and you enjoy working with your hands	<input type="checkbox"/>	<input type="checkbox"/>
➤ You enjoy physical activity, sports, and the outdoors	<input type="checkbox"/>	<input type="checkbox"/>
➤ You are good at building, repairing, and taking things apart	<input type="checkbox"/>	<input type="checkbox"/>
➤ You tell people straight out what you are thinking or what you want to do	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like to grow and nurture things (e.g., plants, animals)	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like to examine a situation and make a decision	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like to work independently or as part of a team as long as the people are motivated to get the job done	<input type="checkbox"/>	<input type="checkbox"/>
➤ You would like to work in a setting that involves the outdoors or physically doing the job—landscaper, chef, architect, outdoor guide	<input type="checkbox"/>	<input type="checkbox"/>
Total number of True answers	_____/8	

ARE YOU A THINKER?

	True	False
➤ You prefer to work on your own	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like to solve problems and puzzles	<input type="checkbox"/>	<input type="checkbox"/>
➤ You would enjoy taking your CD player apart to find out how it works	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like to explain things to people	<input type="checkbox"/>	<input type="checkbox"/>
➤ You enjoy subjects like math, science, and technology	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like the challenge of learning and exploring the unknown	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like science fiction novels, movies, and shows like the <i>X-Files</i> , and the Discovery Channel	<input type="checkbox"/>	<input type="checkbox"/>
➤ You would like to work in a research environment focusing on science, history, medicine, or technology	<input type="checkbox"/>	<input type="checkbox"/>
Total number of True answers	_____/8	

BLM #16: Personality Types (continued)

ARE YOU A CREATOR?

	True	False
➤ You prefer to work with other people and/or as part of a small team	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like to be creative and express your ideas and emotions	<input type="checkbox"/>	<input type="checkbox"/>
➤ You would like to influence the way things are done	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like to work in an unstructured environment and avoid routine	<input type="checkbox"/>	<input type="checkbox"/>
➤ You enjoy subjects like drama, art, music, and English	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like to try new things and use your imagination	<input type="checkbox"/>	<input type="checkbox"/>
➤ You enjoy plays, movies, novels, and shows about interesting people	<input type="checkbox"/>	<input type="checkbox"/>
➤ You would like to work in an expressive, artistic, and creative atmosphere that encourages change	<input type="checkbox"/>	<input type="checkbox"/>
Total number of True answers	_____/8	

ARE YOU A HELPER?

	True	False
➤ You prefer to work in a supportive group environment	<input type="checkbox"/>	<input type="checkbox"/>
➤ You value other people's opinions and you are sensitive to their feelings	<input type="checkbox"/>	<input type="checkbox"/>
➤ You need to be understood and express your feelings and emotions in a positive environment	<input type="checkbox"/>	<input type="checkbox"/>
➤ You like to look for the "bright" side in every situation	<input type="checkbox"/>	<input type="checkbox"/>
➤ You enjoy feeling needed and accepted and work well with others	<input type="checkbox"/>	<input type="checkbox"/>
➤ You communicate well with people and you are a good listener	<input type="checkbox"/>	<input type="checkbox"/>
➤ You enjoy helping people solve problems and learn	<input type="checkbox"/>	<input type="checkbox"/>
➤ You would like to work in a setting that would allow you to help people —e.g., a school, community centre, day care, or health care institution	<input type="checkbox"/>	<input type="checkbox"/>
Total number of True answers	_____/8	

BLM #16: Personality Types (continued)

ARE YOU A PERSUADER?

- | | True | False |
|---|--------------------------|--------------------------|
| ➤ You like to be the leader of a group | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You enjoy debating and expressing your opinion on issues you feel strongly about | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You like competition | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You like the challenge of setting goals for yourself and take the responsibility to achieve them | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You like to organize people and activities | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You are highly energetic and ambitious and you like to generate new ideas | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You enjoy subjects that allow you to participate and be challenged | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You would like a work setting where you can take control and make things happen—e.g., running your own business, or working in financial, legal, or protective services | <input type="checkbox"/> | <input type="checkbox"/> |

Total number of True answers

_____/8

ARE YOU AN ORGANIZER?

- | | True | False |
|---|--------------------------|--------------------------|
| ➤ You like to know the expectations of each member of the group | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You thrive on structure and routine | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You take your tasks, and your commitment and loyalty to people, seriously | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You like to work first and play later | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You are dependable and reliable, and you like to be in control of your own situation | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You like the feeling of accomplishment when you set and achieve a goal for yourself | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You like to study subjects that have clear expectations and outcomes | <input type="checkbox"/> | <input type="checkbox"/> |
| ➤ You would like a work setting that would allow you to examine all sides of a situation and make decisions about what needs to be done | <input type="checkbox"/> | <input type="checkbox"/> |

Total number of True answers

_____/8

BLM #16: Personality Types (continued)

Personality Type	Number of True Answers
Doer	_____
Thinker	_____
Creator	_____
Helper	_____
Persuader	_____
Organizer	_____

1. Which personality type are you most like? _____

Which personality type are you next most like? _____

Which personality type are you third most like? _____

Which personality type are you fourth most like? _____

Which personality type are you fifth most like? _____

2. What would the personality type be for each of the following occupations? (Some occupations may fit under more than one category.)

Actor _____

Bank Teller _____

Chiropractor _____

Cruise Director _____

Financial Planner _____

Police Officer _____

Veterinarian _____

Video Game Designer _____

3. Describe one person you know who fits one of the personality types described in the article on pages 35–39 in the textbook. What interests, skills, and values does he or she possess that made you choose this category? What is the person’s chosen occupation?

BLM #17: Which Occupational Sectors Interest You the Most?

Name: _____

Date: _____

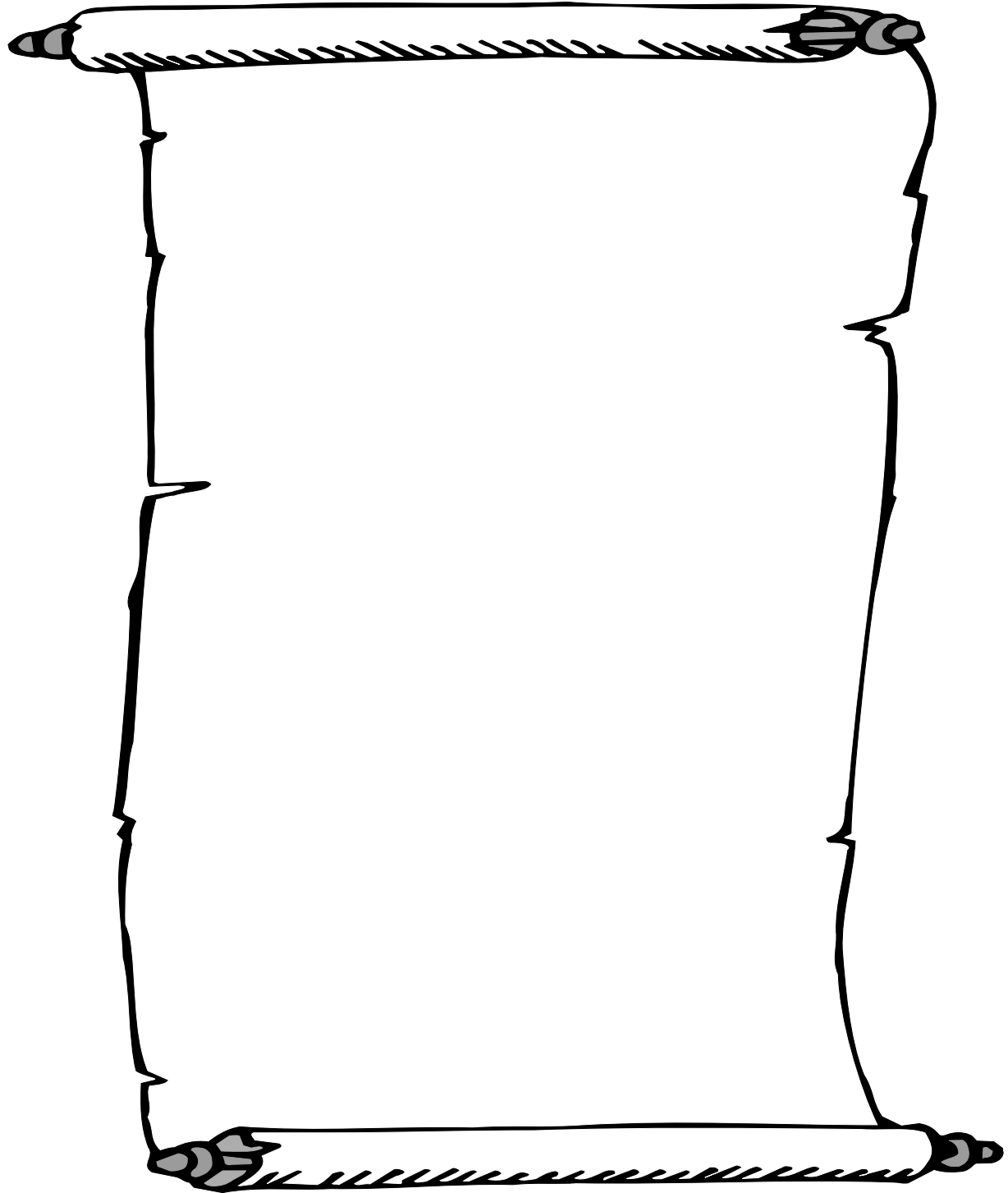
From the following list, select the occupational sectors that interest you most. Using a scale from 1 to 5, indicate how interested you are in each sector.

	1 = not at all interested	5 = strongly interested	
			1 2 3 4 5
Agriculture	Farming and ranching ❖ work involving plants or animals ❖ inspecting ❖ marketing		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Logistics	Inventory management ❖ purchasing ❖ traffic and transportation ❖ warehousing and distribution		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Business Services	Financial services ❖ information services ❖ marketing ❖ administration ❖ personnel / employment ❖ distribution		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Education	Teaching ❖ employee / job / personal development		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Energy	Alternative energy ❖ hydro-electricity ❖ nuclear energy		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Entertainment	Art and design ❖ dance ❖ film / TV ❖ music ❖ radio ❖ theatre ❖ writing ❖ professional sports		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Environment	Impact assessment ❖ policy and protection research / development		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Fine Arts & Crafts	Art and design ❖ wood / metal / fabric production ❖ clay production		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Forestry & Paper Products	Logging, sawmills, pulp, and paper ❖ manufacturing of forestry products support supplies / services		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Health	Acute, long-term, and preventive care ❖ alternative care ❖ biotechnology ❖ diagnostics ❖ research ❖ pre-hospital care ❖ public health		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Information Technology	Developing / supporting computers and networks ❖ data communications ❖ software programming		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Manufacturing & Processing	Chemicals / petrochemicals ❖ food and beverage production ❖ metals / materials		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Personal Services	Child care ❖ home improvement ❖ home-based business ❖ personal image and well-being ❖ cleaning		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Pharmaceuticals	Production / distribution ❖ research and development ❖ sales and marketing		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Public/Community Services	Community development ❖ culture / recreation ❖ human development		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Retail Services	Department store ❖ large and small specialty operations ❖ grocery ❖ independent business		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Telecommunications	Manufacturing ❖ service providers ❖ user organizations		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Tourism	Adventure tourism ❖ tourism services ❖ travel trade ❖ events and conferences ❖ transportation ❖ food and beverage ❖ accommodation ❖ attractions		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Trades & Construction	Mechanical / electronic maintenance ❖ exterior and interior construction ❖ site preparation		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Transportation	Air / marine / rail / road / space transport		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

BLM #18: Wish List

Name: _____

Date: _____



BLM #19: What's Your Employability Skills Profile?

Name: _____

Date: _____

Consider the following statements. Assess yourself on how you rate with respect to the following employability skills (there's no pass or fail, so be honest!). Total your results.

<p>Fundamental Skills</p> <p><i>I can speak clearly, write well and understand ideas.</i></p> <ul style="list-style-type: none"> ◆ Don't know (2 points) ◆ Limited experience with it (4 points) ◆ Think so (8 points) ◆ Absolutely (10 points) <p><i>I can read and understand information presented in a variety of forms (e.g., words, graphs, diagrams).</i></p> <ul style="list-style-type: none"> ◆ Don't know (2 points) ◆ Limited experience with it (4 points) ◆ Think so (8 points) ◆ Absolutely (10 points) <p><i>I can share information in a variety of forms (e.g., verbal, written, electronic).</i></p> <ul style="list-style-type: none"> ◆ Don't know (2 points) ◆ Limited experience with it (4 points) ◆ Think so (8 points) ◆ Absolutely (10 points) <p><i>I can use numbers to measure, calculate and estimate.</i></p> <ul style="list-style-type: none"> ◆ Don't know (2 points) ◆ Limited experience with it (4 points) ◆ Think so (8 points) ◆ Absolutely (10 points) <p><i>I can solve problems and make decisions.</i></p> <ul style="list-style-type: none"> ◆ Don't know (2 points) ◆ Limited experience with it (4 points) ◆ Think so (8 points) ◆ Absolutely (10 points) <p>Score _____ /50</p> <p>Personal Management Skills</p> <p>How would you describe yourself in terms of the following attitudes and behaviours?</p> <p><i>I'm a confident person.</i></p> <ul style="list-style-type: none"> ◆ Not really (2 points) ◆ Sometimes (4 points) ◆ Usually (8 points) ◆ Definitely (10 points) <p><i>I'm pretty honest.</i></p> <ul style="list-style-type: none"> ◆ Not usually (0 points) ◆ Sometimes (2 points) ◆ Most often (8 points) ◆ Definitely (10 points) <p><i>I'm a person who likes to take responsibility.</i></p> <ul style="list-style-type: none"> ◆ Not really (2 points) ◆ Sometimes (4 points) ◆ Usually (8 points) ◆ Always (10 points) <p><i>I'm the kind of person who has the energy to get the job done.</i></p> <ul style="list-style-type: none"> ◆ Not really (0 points) ◆ Sometimes (2 points) 	<ul style="list-style-type: none"> ◆ Often (8 points) ◆ Always (10 points) <p><i>I can plan and manage my time.</i></p> <ul style="list-style-type: none"> ◆ Not usually (2 points) ◆ Sometimes (4 points) ◆ Often (8 points) ◆ Definitely (10 points) <p><i>I'm a creative person.</i></p> <ul style="list-style-type: none"> ◆ Not really (2 points) ◆ Occasionally (4 points) ◆ Usually (8 points) ◆ Always (10 points) <p><i>I like to learn new things</i></p> <ul style="list-style-type: none"> ◆ Not really (2 points) ◆ Sometimes (4 points) ◆ OK, sure (8 points) ◆ Absolutely (10 points) <p><i>I take care of my health and follow safety procedures when working alone or with others.</i></p> <ul style="list-style-type: none"> ◆ Not really (0 points) ◆ Sometimes (4 points) ◆ Usually (8 points) ◆ Absolutely (10 points) <p>Score _____ /80</p> <p>Teamwork Skills</p> <p><i>I enjoy working as a part of a team.</i></p> <ul style="list-style-type: none"> ◆ Not really (2 points) ◆ Occasionally (4 points) ◆ Usually (8 points) ◆ Definitely (10 points) <p><i>I respect others.</i></p> <ul style="list-style-type: none"> ◆ Not really (0 points) ◆ Sometimes (4 points) ◆ Quite often (8 points) ◆ Always (10 points) <p><i>I like to contribute to common goals.</i></p> <ul style="list-style-type: none"> ◆ Not really (2 points) ◆ Depends (4 points) ◆ Think so (8 points) ◆ Absolutely (10 points) <p><i>I enjoy the "give and take" of working in a group.</i></p> <ul style="list-style-type: none"> ◆ Not really (2 points) ◆ Occasionally (4 points) ◆ Usually (8 points) ◆ Definitely (10 points) <p><i>I know how to lead and how to follow.</i></p> <ul style="list-style-type: none"> ◆ Don't know (0 points) ◆ Limited experience with it (4 points) ◆ Think so (8 points) ◆ Absolutely (10 points) <p>Score _____ /150</p>
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BLM #19: What's Your Employability Skills Profile? (continued)

1. Total your results from the Employability Skills Profile.

In which areas (Fundamental Skills, Personal Management Skills, or Teamwork Skills) did you score the highest? _____

The lowest? _____

2. Enter your three strongest and three weakest skills in the appropriate columns.

Skills I am already good at	Skills I need to work on

3. For each skill or attitude that requires work, identify ways that you might develop it.
