

Unit 2

WHERE AM I GOING?

Unit Focus

In Unit 1, students discovered their interests, skills, and abilities, and their possible connections to occupational sectors. This unit develops a marketing strategy for “You Inc.” by helping students to formulate a life plan to compete in the global marketplace.

The unit unlocks the mystery of career planning. Students will begin to recognize that career planning puts the pieces of the puzzle from Unit 1 together and helps students discover their options. The process has several steps.

First, students need to find out about themselves through interest tests and checklists. They need to confirm the results of the tests using personal reflection and by practising their interests. Explain that assessment tests are designed for the general population and do not take the individual into consideration unless a career counsellor is involved in the process. Regardless of the results of assessment tools, the student’s job is to connect who they are with what they would like to do.

Many counsellors now provide the following advice: “Do something that you love! Then find a way of making a living at it.”

Curriculum Expectations: Correlation with Careers 10

The following are the Unit 2 links to the Ontario Ministry of Education’s Overall and Specific Expectations from Career Studies, Grade 10, Open (GLC 20).

Personal Knowledge and Management Skills		
Overall Expectations <i>By the end of the course, students will:</i> <ul style="list-style-type: none"> demonstrate understanding and effective use of interpersonal skills required to establish and maintain positive relationships and work effectively within teams or groups 	Student Text pp. 78–108, 122–125	
Developing Personal Knowledge		
<ul style="list-style-type: none"> describe internal and external influences that might limit or expand the range of career opportunities they would consider (e.g., previous successes, peer pressure, parental expectations) 	pp. 74–75, 104, 126–127, 130 Careers Toolkit, p. 110	
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 understanding of the impact of family responsibilities on education and careers 	pp. 64, 66, 68–70, 73 pp. 74–75, 77	

<ul style="list-style-type: none"> • summarize and document their own personal management skills and habits, identifying their strengths and targeting areas for improvement • demonstrate effective use of personal management skills (e.g., well-organized notebooks, punctuality) 	<p>p. 67 End of Unit Activities, p. 138 Career Portfolio, pp. 139–140</p> <p>pp. 64–73</p>	<p>Teacher Guide</p>
<p>Working in Groups</p>		
<ul style="list-style-type: none"> • describe a variety of effective communication skills (e.g., active listening, giving and receiving feedback, negotiation, conflict resolution, consensus building) • demonstrate use of effective communication skills in a variety of situations in school, at home, and in the community • identify positive teamwork skills (e.g., task management, conflict resolution, task assessment) and demonstrate the ability to use them effectively in a variety of settings • identify and explain ineffective leadership and teamwork skills • describe respectful and responsible behaviours that produce effective group results 	<p>pp. 78–97, 122–125</p> <p>pp. 78–79, 81, 85, 90, 94–95, 97, 122–125 Careers Toolkit, p. 110 Career Portfolio, pp. 139–140</p> <p>pp. 98–103</p> <p>pp. 82–83, 98–101, 106–108</p> <p>pp. 89, 92–104</p>	
<p>Exploration of Opportunities</p>		
<p>Overall Expectations <i>By the end of the course, students will:</i></p> <ul style="list-style-type: none"> • demonstrate the ability to use a variety of resources to find information about learning, work, and community involvement opportunities • identify a broad range of options for present and future learning, work, and community involvement • demonstrate knowledge of selected fields of work, occupations, and workplace issues 	<p>pp. 111–121, 128–130 Career Portfolio, pp. 139–140</p> <p>pp. 75, 109, 116–121, 128–130 Career Portfolio, pp. 139–140</p> <p>pp. 116–125, 136–137 End of Unit Activities, p. 138 Career Portfolio, pp. 139–140</p>	

Accessing and Managing Information

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • identify and describe an occupational classification system (e.g., National Occupational Classification) and identify occupational groups in this system that are of interest to them • demonstrate effective use of print, video, and computer-based resources to locate, select, and evaluate career-related information on the basis of identified criteria • identify questions that are appropriate for gathering relevant career-related information and use them effectively in information interviews with people in selected fields of work • demonstrate the ability to organize selected career information effectively using word-processing, database, spreadsheet, and information management software | <p>pp. 116–121</p> <p>pp. 114–121, 136–137
Throughout, using Web site links
End of Unit Activities, p. 138</p> <p>pp. 75, 122–125</p> <p>End of Unit Activities, p. 138
Career Portfolio, pp. 139–140</p> | |
|---|---|--|

Identifying Trends and Opportunities

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|--|---|--|
| <ul style="list-style-type: none"> • describe and compare a variety of post-secondary learning options, including university, college, apprenticeship, private training, distance education, and on-the-job training • identify a broad range of local and regional work opportunities • demonstrate understanding of selected fields of work (e.g., telecommunications, finance, construction), including emerging trends, sample occupations, and ways that students can prepare for those fields • demonstrate knowledge of selected occupations, including education/training requirements, duties, employment prospects, and the knowledge and skills valued by employers | <p>pp. 128–130</p> <p>pp. 112–125</p> <p>pp. 122–125, 136–137</p> <p>pp. 116–125, 136–137</p> | |
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Preparation for Transitions and Change		
<p>Overall Expectations <i>By the end of the course, students will:</i></p> <ul style="list-style-type: none"> • use appropriate decision-making methods to set learning, community, and work goals and develop action plans 	pp. 102, 126–127, 131–135	
Setting Goals and Planning Action		
<ul style="list-style-type: none"> • demonstrate an understanding of how to use decision-making processes • articulate personal, community, and occupational goals and explain how these relate to their competencies, interests, and characteristics • articulate their learning goals, taking into consideration what they have learned about their learning preferences, strengths, needs, and interests, and the competencies needed for selected fields of work • identify several post-secondary education/training options that are suited to their competencies, interests and aspirations, and explain why they are appropriate • identify potential barriers that could interfere with the achievement of their goals and use problem-solving strategies to identify appropriate actions • produce a preliminary learning plan, to be included in their annual education plan, that identifies courses to be taken in school, activities in the school and community, and post-secondary education options that will help them achieve their goals 	<p>pp. 126–127, 131–132</p> <p>pp. 122–125, 133–135</p> <p>pp. 128–130, 133–137 Careers Toolkit, p.110 Career Portfolio, throughout</p> <p>pp. 111–115, 128–130</p> <p>pp. 104–105, 131–135</p> <p>Career Portfolio, pp. 139–140 Career Portfolio Opportunities, throughout all activities</p>	

Unit 2 will offer students opportunities to learn about the following:

- **Personal Management Skills**
 - What they are
 - How to apply these skills in daily life
- **Transferable Skills**
 - Consideration of personal attitude
 - Time management

Overview of Unit Concepts and Applications

- **Communication Skills**
 - Two-way process
 - Rules of communication
 - How to avoid conflict
 - Conflict resolution
 - Active listening
 - Respectful communication
 - Teamwork
 - SWOT Analysis
 - Leadership styles
- **Research Skills**
 - Research process
 - The National Occupational Classification (NOC)
 - Job Futures
- **Real-Life Experience**
 - Career decisions and post secondary education
 - Goal setting and the AEP

Assessment

The important areas to be assessed in this unit include:

- **Communication Skills**
 - Conflict resolution
 - Active listening
 - Respectful communication
 - Teamwork
- **Personal Management Skills**
- **Research Skills**
- **Transferable Skills**

Assessment tools for most of these areas are included in the **Assessment and Evaluation** section starting on page 00. See the **List of Assessment Masters** on page 00.

In some cases, the assessment duplicates a master developed for Unit 1. In these cases, a reference to the specific assessment master and page number is included with the relevant activity. For a list of assessment masters in Unit 1, see page 00.

For the teacher's convenience, the Test Bank for Unit 2 has been created to include the achievement categories (i.e., Communication, Knowledge and Understanding, Application, Thinking and Inquiry).

List of Blackline Masters

BLM #20: My Personal Management Skills	00
BLM #21: Balancing Your Time	00
BLM #22: Your Networking Tree	00
BLM #23: Communication Word Search	00
BLM #23A: Word Search Answers	00
BLM #24: SWOT Analysis Sheet	00
BLM #25: Group Work Feedback Card	00
BLM #26: What's Right for Me?	00
BLM #27: How to Do Research	00
BLM #28: Tips for Telephone Interviews	00
BLM #29: Post-Secondary Education	00
BLM #30: Goals	00
BLM #31: The Occupational Puzzle	00

Teaching Notes

pp. 60–61 **Where Am I Going?**

This spread reviews what students did in Unit 1, and introduces them to Unit 2.

Encourage students to make a list of the main topics they will cover during Unit 2. As they work on the unit, they can check to see which major topic each activity fits under. In that way, they can track their own progress as they increase their understanding of personal management skills, transferable skills, communication skills, and research skills.

pp. 62–63 **Another Day in the Life**

Each unit begins with a day in the life of Dirk and Aysha. It would be appropriate to review each of their situations at this time.

Dirk	Aysha
<ul style="list-style-type: none">• snowboarder• not in a hurry to leave school• plans—university for a degree in architecture• doesn't want to talk about jobs and job searching• explored post secondary options in Guidance	<ul style="list-style-type: none">• Webmaster• wants to travel and work on environmental issues• tried job shadowing at a graphic design studio• planning her community involvement hours at <i>Earth Probe</i>

It is Option Sheet time for both Dirk and Aysha and they have many questions. They have decided to use the network of people they know to help answer their questions.

In the Student Resource

Additional Learning Activities

1. To review the necessary vocabulary, name some of the terms from BLM #3: Key Terms on page 00 in Unit 1. Have students define them. Alternatively, give the definition and ask for the term.
2. Have students review and discuss the new key terms. They can make their own crossword puzzle or other word game. This should be stored in their notebook or Career Studies Portfolio with the completed **BLM #3: Key Terms**. The **Background Information** on the next page provides a discussion of the difference in meaning between “work”, “job”, “occupation”, and “career”.
3. Write six key terms on the blackboard and have the students write as many definitions as they can in the time allowed. Allow approximately five minutes. Concentrate on the differences between the terms *career*, *job*, and *occupation*. You may want to include the terms *work* and *career planning*. Most students will think that these words mean the same thing.

When dealing with the term *volunteering*, discuss the community involvement requirement of the OSSD. Your District probably has published guidelines for the implementation of community involvement. Obtain a copy of these guidelines before you discuss community involvement with the students. Point out to students that volunteering can be an important way to gain job skills. (This topic is handled on pages 182–183 in Unit 3 of the text, and in the corresponding section of the teacher guide.)

Job shadowing can be discussed with reference to any experiences students might have had in elementary school or at their grade 9 Take Our Kids to Work Day experience.

Definitions

Work—For the definition of work see the Background Notes with Unit 1, pp. 28–29, on page 00 of this guide.

Job—A job is a specific assignment of work that includes duties and responsibilities. Usually a job can be described by naming the major task, and giving the location and name of the business where the specific collection of duties are performed. For example, a person can have the job of being a riding instructor at Riverside Stables.

Occupation—An occupation is a specific collection of duties, activities, and responsibilities that can be performed in a variety of job settings and locations. The name of the occupation describes this collection. For example, while being a cashier at a certain convenience store is a job, that person and all others who are cashiers have the same occupation.

Career—A career is a snapshot of a person’s work experiences in life. It can include education, paid work, unpaid work, parenting, volunteer work, hobbies and leisure activities, and retirement.

Career planning—Career planning is an ongoing process. It involves making efforts to be aware, explore, prepare for, and adjust to all sorts of work. During the planning process, a person should consider his or her own short-term and long-term goals.

A person’s career planning is influenced by home, school, and community experiences. In turn, the plans a person makes can affect that person’s self-concept, lifestyle, and future occupational choices. For example, planning his or her career, a person makes choices about the amount and type of education to pursue. That decision will affect future occupational choices.

Successful career planning involves accepting responsibility for one’s actions, decisions, and choices. While support is available, individuals are ultimately responsible for their own actions.

Additional Learning Activities

1. **Community investigation**—Have students search the community for low-cost or no-cost programs, courses, and training sessions that provide opportunities to learn new skills. Have them collect information (brochures, course descriptions, guides, etc.) for classroom display and use. Any program that awards a certificate or form of accreditation should be included.
2. **Guest speaker**—Invite a sports coordinator from a local community program to discuss the important roles filled by volunteers and what skills can be learned during this experience.
3. **Journal**—There are many skills and attitudes that people learn while growing up in a family. Some of the skills are part of the responsibilities each person has as a member of the family. Some skills stem from interests and experiences people share with others who are close to them. Ask students answer the following:
 - What skills and abilities have you learned? (Remember to include transferable ones. For example, the teamwork you learn in school is an important skill necessary in many jobs.)
 - List several skills you have learned and describe the situations in which you learned them.
 - What is the funniest, most entertaining skill you have learned?

Modification: Allow students who have difficulty with written journals to dictate their response.

Assessment: To assess this activity, use **BLM #A-14: Transferable Skills Student Checklist** on page 00, and **BLM #A-15: Transferable Skills Teacher Checklist** on page 00.

4. Class discussion—Many skills can be learned at school, but not always in the classroom. Extra-curricular activities provide a wide variety of opportunities to develop skills, some of them knowledge-specific and some of them transferable.
Have students create a list of the extra-curricular activities available to them, and then have them suggest skills that they might learn from these.
5. Small group activity—Have each small group of students discuss familiar leisure activities and make a list of the skills they have learned from these activities. Post the lists.
6. Investigation—Have students research and report on agencies and organizations in the local community that welcome volunteers. A brief description of the types of volunteer positions available should be included in the report. This information should then be compiled and distributed to all students in the class.
7. Journal—Have students respond in writing to the following: “One of the most important work skills learned at school is how to learn.”
8. Guest speaker/panel—Invite a representative of the local Volunteer Bureau or Centre to speak to the class. Or have a panel discussion featuring other volunteer coordinators, including hospital and continuing care representatives.
Ask them to not only discuss the possible positions available for students, but also to address the training provided to new volunteers.
9. Class discussion—What are some of the benefits of volunteering in the community?
10. Individual activity—Have students consider some of the personal information they have gathered so far, then suggest some volunteer positions they find appealing.

pp. 64–65 Apply Your Personal Management Skills

Applying personal management skills is the first step in formulating a plan to market oneself in the workplace. Remind students that the goal of education is to become a working, contributing member of society. Depending on the ability of your class, some students may have difficulty understanding how organizing their schoolwork can relate to whether or not they keep a job.

In the Student
Resource

Additional Learning Activity

1. Small group activity— “Lack of personal management skills is the number one reason Canadians lose their jobs.”
In groups of three to four, have students discuss *why* and *how* this statement is true. Students should include examples. Ask them to think about friends, neighbours, or relatives who may have lost their job because of poor personal management skills. Have each group report the main points of their discussion to the class. Students should include an interesting example.
Also see **Background Information** on why people get fired on the next page.
2. Students can use what they have learned to formulate a plan for improvement over the duration of the Career Studies course, the semester, or the school year. For example, “I will do my math homework *every* night”. This plan could be stored in the Career Studies Portfolio.
This activity can directly relate to the student’s AEP. The result of improving personal management skills is usually improved grades. Have the students refer to their AEP to see if they have already made this connection.

Assessment: To assess their employability skills, have students use **BLM #A-1: Communication Skills Rubric** on page 00, **BLM #A-2: fundamental Skills Rubric** on page 00, **BLM #A-3: Personal Management Skills Rubric** on page 00, **BLM #A-4: Information Management Skills Rubric** on page 00, and **BLM #A-5: Teamwork Skills Rubric** on page 00.

Background Information

Why Do People Get Fired?

Some employers report that they want only three things from employees—that workers show up, show up on time, and get along.

Employees get fired for not meeting all of the above most basic requirements, and for the following:

1. Being mismatched for the job;
2. Lack of interpersonal skills, (e.g., unable to work in a team, do not fit in with the work environment, not dependable or loyal);
3. Lack of technical skills and accomplishments;
4. Lack of training; or
5. Poor attitude that demonstrates that they don't care about the job.

In the Student Resource

p. 65 What Do You Think?

Answers—

1. The personal management skills demonstrated by Denzil at his job interview include:
 - positive attitudes and behaviours—being self confident;
 - responsibility—being accountable for his actions;
 - adaptability—learning from mistakes; and
 - continuously learning—willing to learn and grow continuously.
2. Answers will vary with personal experiences. Encourage students to practise verbalizing answers to similar questions because they are common interview questions.

p. 65 Activities

These activities can be linked to all of the multiple intelligences discussed in Unit 1. The activities are varied and include all of the intelligences. See pages 23–25, 29, and 35–40 in the textbook, and pages 00–00 in the guide.

A word of caution! Any time a discussion focusses on self-esteem, it is imperative that the teacher recognize any students that may be at risk. Teachers should circulate amongst the groups listening and watching students' body language. Consider using the **Teacher Zone** in any Journal assignment to provide encouragement and feedback to students who may have some problems or doubts in this area.

pp. 66–67 Opportunity: It Works Both Ways

Stephen Leacock said “The harder I work, the luckier I get.” You might discuss this quote with students. What do they think Leacock meant by this statement? How might this apply to their lives?

Some students may consider opportunity as just another word for luck. This topic encourages all students to go out and find their own opportunity or luck. After completing the personal management skills self-assessment, students should highlight or create another list of skills that they could include on a résumé.

Blackline Master

BLM #20: My Personal Management Skills on page 00 provides a reproducible copy of what is on page 67 in the textbook. Students can use this to assess their own personal management skills.

Additional Learning Activity

1. This is the first time that creating a résumé has been mentioned. All of the self-assessment tools, when completed, will provide a clear picture for the student by listing skills and describing opportunities where these could be used.

Students should start a section in their Career Studies Portfolio entitled *My Résumé*. This can be a folder or a slash pocket divider. In this section, students will collect pieces of information that they can use to create their first résumé or update an existing résumé. The student's résumé should be rewritten every year during the Teacher Advisor Program.

pp. 68–69 **Beaten by the Clock**

Time management is a very important topic throughout this textbook. The topic is mentioned in several areas to emphasize its importance. Teachers need to come back to this topic and check how students are managing their time.

As the semester and school year progress, the demands made on students' time change. This could happen because students acquire a part-time job; participate in a sports team in the school or in the community; or have several projects, presentations, or tests happening at the same time. This article gives students a list of signs that there may be a time management problem and tips to help them manage their time.

Assessment: To assess this activity, use **BLM #A-8: Goal Setting/Time Management Student Checklist** on page 00, or **BLM #A-9: Goal Setting/Time Management Teacher Checklist** on page 00, both in Unit 1.

In the Student
Resource

Additional Learning Activities

1. Small group activity—In groups of three to four, have the students create pictorial interpretations of “Tips for Better Time Management”. Each graphic should be the size of one full sheet of notebook paper. The best graphic representing each tip should be posted in the classroom or on a bulletin board display.

Alternatively, students could create their own pictorial representation for the tips. The group could decide which graphic they will use for each tip, draw all of the graphics on one sheet, and put it in their notebooks.

2. Individual activity—Have students draw a tombstone on a sheet of paper, then write their own epitaph. Ask them “How would you like to be remembered?” For example: “Here lies Jane who never did what she wanted because she was always doing things for other people.” This may be viewed as a positive thing, but students need to realize that taking care of themselves first will allow them to address all of the issues in their life.

Use Think, Pair, Share as the teaching strategy. Have students first think of their epitaph, then write it down. With a partner, have them share the epitaph and discuss what it means. Ask the partners to consider whether they agree or disagree with what the other student has written, and explain.

As students consider their preferred epitaph, encourage them to consider what this might suggest about their priorities and therefore how they might want to manage their time.

In the Student Resource

pp. 70–72 **It’s About Time**

Additional Learning Activities

Blackline Master

1. Individual activity—How can students balance their time? Have students fill in the scales on **BLM #21: Balancing Your Time** on page 00. They should use the suggestions in “It’s About Time” and the ideas in “Unpaid Work” to see where they spend time during the day.
2. Individual activity—Log Sheet: Have students observe an adult for one week. At the end of each day, they can ask how the adult spent the day, and record answers on a sheet using the headings from the pie chart to show the time spent in each of the areas. Remind students that they might not use every heading each day.

In the Student Resource

p. 73 **The Truth About Time**

These activities help students create their own time management plan by helping them identify where they are spending their time, recognize their three time-wasters, and develop a plan to improve their time management.

Have students store the circle graph illustrating their current use of time in their Career Studies Portfolio. Students can make adjustments to it as they put strategies in place to improve their time management.

pp. 74–75 **Family Expectations**

Family expectations and responsibilities can cause stress and pressure in young people’s lives. This topic needs to be handled delicately and with respect for the cultural mix of your class. Families from different cultural backgrounds have widely varying expectations for their children.

Encourage students who are willing to share their experiences of family expectations and responsibilities. The variety may be an eye-opener for class members. Many students think that every family’s situation and expectations are similar. This is usually not the case, and it can be a positive experience for students to hear about different priorities and experiences.

Additional Learning Activity

If possible, cover all of the scenarios by dividing the class into groups. Each situation is different and may apply to the students. The more scenarios they are exposed to, the better prepared students will be.

Blackline Master

Have students use **BLM #22: Your Networking Tree** on page 00 to complete the activity on page 75 of the textbook.

pp. 76–77 Your Mind Map

Mind maps are graphic organizers that allow people to organize their thinking. Students should copy the “Tips for Mindmapping” from page 77 into their notebook and refer to these tips when they are using this type of organizer.

The “Background Information” below provides a description of other types of graphic organizers that will help students with analyses.

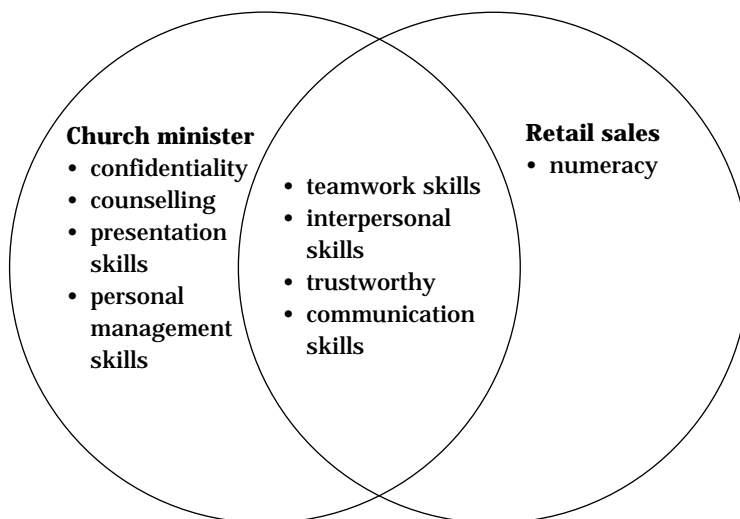
Types of Mind Maps

Graphic organizers such as charts, maps, diagrams, and sketches are great ways to organize and visualize thinking. They help students learn and enhance communication skills (spoken and written) because they help people get their thoughts together and enhance communication of those thoughts.

Tell students that “inking their thinking” is a good way to remember their ideas and both make more ideas and more of each idea.

Remind students that mind maps are a useful way to expand on an idea. Other useful organizers include the following:

Venn diagrams

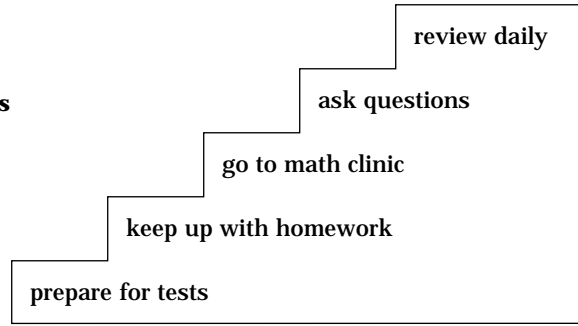


Venn diagrams are useful for comparing and contrasting. All the common ideas or concepts go in the place where the circles overlap.

Background Information

Stair steps

Goal:
Higher Marks



Arrows

IF...
I learn more about animals,
science, running my own
business, and do a vet
placement co-op...



THEN...

I will not be able to take the art course I
wanted to but will know more about
whether or not I want to be a veterinarian.

Stair steps are great for outlining steps in an action plan to achieve a goal.
Arrows such as these are useful for figuring out cause and effect.

Additional Learning Activity

Have students retrieve the mind map on “Success” they completed in Unit 1. Have them compare their mind map to the one on page 77. How are they the same and different?

Using the mind map, have students consider what they can learn about the person who completed the mind map in the textbook. (This mind map clearly shows that this person’s set of values has led to planning a career in professional sports. As a result, winning at the game is very important. The mind map is very narrow in its focus. For example, the community and home lines have not been developed. The Activities that follow in the textbook will deal with this issue.

In the Student Resource

pp. 78–79 **Communicating With Others**

Communicating has many facets—reading, writing, speaking, and listening. Individual’s best way of communicating can be linked with their strongest intelligence. For example:

- Reading—Intrapersonal, Verbal/Linguistic
- Writing—Visual/Spatial, Musical, Logical/Mathematical

- Speaking—Verbal/Linguistic, Musical (singing), Kinesthetic, Interpersonal
- Listening—Intrapersonal, Musical, Naturalist

Assessment: To assess this activity, use **BLM #A-1: Communication Skills Rubric** on page 00 in Unit 1.

Additional Learning Activities

1. Small group activity—Multiple Intelligences: Have students refer to their Multiple Intelligences survey. Ask them to determine which method of communication best suits their strongest intelligence. Divide the class into groups by (multiple) intelligence.

Have members of each group discuss their best communication method. Why is this their best? In what areas of communication are they weakest? Why? How can they improve the weak areas? What skills might they need from other intelligences? What can students do to improve the intelligences they need to improve their communication?

2. Class activity— Clear your throat, then recite the following:

The Moon

The Moon is round as round can be,

Two eyes, a nose, a mouth has he.

While reciting the poem, draw in the air: a moon with two eyes, a nose, and a mouth. At the end, ask a volunteer to recite the poem. Although most students will recite it perfectly, they will be incorrect because they will neglect to clear their throat before beginning, and may not do the actions.

You may need to ask several students before they catch on. Don't reveal the secret until most of the class has caught on. The students will complain when they realize what is happening but it is the teacher's role to remind them of *when* they started to listen. That is a common communication fault: people do not listen from the very beginning.

3. Small group activity—Non-Verbal Communication: Have the students greet each other without speaking. Students should greet three other students, each in a different way. Debrief this activity by having students illustrate the many ways that you can say "Hi, hello, how ya' doin'" without ever saying a word.
4. Whole class activity—Rumour Clinic: Ask for eight volunteers, who will leave the class. The rest of the class is told that one of these two students is telling the other of a car accident they witnessed. But the first student cannot stay to tell the police about the accident and asks the second student to do so. This continues through the remaining six students until the last student must give the details of the accident to the police officer who is the teacher. The final scenario told to the police officer will be quite amusing!

Scenario—A sports car was heading north and a grey minivan was travelling south on East Street. The vehicle heading north was turning left at the stoplight on to Main Street. The light was yellow. The minivan continued through the amber light and collided with the sports car.

5. Individual activity—Let's do some observing: Have students observe their friends, some teachers talking in the hall, two strangers in the school cafeteria, or a conversation from a favourite TV show. Ask them to watch carefully for non-verbal messages or a message that is delivered in a way that irritates the receiver or makes the receiver respond in a negative way. Have them write down what they noticed.

As follow-up, ask students to be an advice columnist and offer some suggestions for delivery of the message. They can prepare to discuss their response in class. Also have them put their observations and suggestions in the Personal Management Skills section of their portfolio.

In the Student Resource

p. 79 **Activities**

These activities also reinforce listening, non-verbal communication, and a plan for making a “Good First Impression”. Remind students that they never get a second chance to make a good first impression!

2. This question illustrates how intonation can deliver a different message than the words. Ask the class to give other examples of communications that could have a double meaning.

pp. 80–81 **Talk Less Listen More**

Additional Learning Activity

Individual Activity—Log Sheet: With 17 Rules of Communication, it may be necessary to make each student responsible for two specific rules. Have each student create a log sheet from Monday to Friday, and use it to keep a record of the times they were able to practice the two rules. Students can report their findings to the class the following week.

In the Student Resource

p. 81 **Activities**

1. This exercise allows students to keep an eye out for *all* of the Rules of Communication in *all* situations for one week.
2. This reflection activity will provide students with an improved plan to refine their communication skills.

pp. 82–83 **Fighting Words**

These phrases are used commonly in school, at home, or in the workplace.

Additional Learning Activity

Small group activity—Role Play: In groups of two to three, have students create a skit/situation where the ten groups of “fighting words” are used. When the role play is over, the pair will debrief why the words are “fighting words” and how they tried to get that message across in their skit.

In the Student Resource

pp. 84–85 **Conflict Resolution**

As mentioned previously, we do not all communicate the same way. We are all different individuals. As a result, conflict can occur when two or more people come together at school, home, or work. From every conflicting situation, we should learn something new and grow as a person.

Empathy plays an important role in conflict situations. Everyone has a point of view. Things look different when seen through the eyes of another person. Students will study or have studied empathy in other courses.

In the first activity, students are asked to write the problem from another person's perspective. This exercise would give them an idea and lead them into their definition of empathy. Gather a definition of empathy from them.

Review with students how they can avoid misunderstanding and the conflict arising from it by listening well and communicating clearly. Sometimes, however, people just think differently about things and, to move forward, need to come up with some sort of compromise. So what can one do?

1. Stay away from "fighting words".
2. Use the "Rules of Communication".
3. Work through the five steps that might help in finding a solution, and end or reduce the conflict.
4. Practise the five steps outlined on pages 84–85 or the seven steps outlined on pages 86–88.

Teacher-to-Teacher Talk—Pages 84–85 discuss five steps for resolving conflicts; pages 86–88 provide seven steps for handling conflict. It is important for students to be familiar with both processes. Since both work, however, students should be allowed to answer questions using either process.

Additional Learning Activities

1. Individual activity—There are conflicts on TV comedies, dramas, and action flicks all the time! Have students pick a favourite show with a good story line. Ask them to wait for a conflict to begin, then turn the TV off, and solve the conflict themselves using the steps outlined in the textbook. (OK—they can watch it first!)
2. Individual activity—Over the next few weeks, have students try to identify situations that have the potential for conflict. Ask them to use the five steps to reach some agreement. Have them record the details of their situation on paper and indicate how they used each step.

They should put this record in the Personal Management Skills section of their portfolio. Have them attach answers to **BLM #6: Let's Think About It** on page 00 in Unit 1 as Handling Conflict "evidence".

Assessment: Use the following Unit 1 rubrics to assess teamwork skills:

- **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.

pp. 86–88 Handling Conflict

There are three possible outcomes of any conflict:

- Lose-Lose—no one wins
- Win-Lose—one person wins and one person loses
- Win-Win—both people win

The last is the most favourable outcome. No one likes to lose.

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Resource

Additional Learning Activities

1. Individual/small group activity—Review the following case study with students. Ask them to use the steps outlined on pages 86–88 of the textbook to arrive at a win-win solution.

Assessment: Have students use **BLM #A-16: Conflict Resolution Student Checklist** on page 00 to assess their conflict resolution skills. Use **BLM #A-17: Conflict Resolution Teacher Checklist** on page 00 to keep track of their progress.

Case Study—Since the population of your school has grown over the years, it is necessary for you to share a locker with a student you do not know. Your locker-mate is beginning to upset you because the locker is a mess. Neither of you can find anything. You have mentioned this to your locker-mate but your concerns have fallen on deaf ears.

2. Small group activity—Working in pairs, have students write their own case studies based on situations that arise in their daily lives. Collect these and solve some of the case studies as a class or in small groups.

Assessment: You may wish to use some of the student-produced case studies as part of a class test. Case studies would be in the Application section of the test.

In the Student Resource

pp. 89–90 Active Listening

It is important to establish definitions of listening and hearing. Consider the following:

- hearing is passive
- listening is active

Active listening is always a major part of effective communication. Active listening is a skill that can be learned and must be practised. The activities encourage this.

p. 91 Communication Word Search

Blackline Master

Have students use **BLM #23: Communication Word Search** on page 00 to review the important terms in this section. See **BLM# 23A** on page 00 for Word Search answer.

pp. 92–95 Communicating with Respect

Additional Learning Activities

1. Whole Class activity—Audio: To introduce the idea of *respect*, play Aretha Franklin’s song “Respect” as students enter the classroom. Discuss what respect means and its role in communication.

2. Individual/small group activity—Case Study: The two case studies in the textbook illustrate disrespect. Students need to understand respect and how it fits into effective communication. Students need to reflect on how they act with their teachers, the boss at work, at home with their parents, and in front of their friend’s parents.

Have students develop a case study that shows respect for others.

3. Class discussion—Respect is usually addressed in a school’s “Code of Behaviour”. This is an opportunity to review your school’s policy with students. You may also have students develop recommendations for the administration on how to improve the level of respect in the school.

pp. 96–97 **XYZ Statements**

The XYZ statement along with the *What*, *Why* and *How* statement are straightforward yet very powerful tools for students to incorporate into their conflict resolution strategies. Unless students practise these strategies, these will not become a part of their daily routine.

pp. 98–99 **Go, Team, Go!**

In the new economy, there are no jobs where individuals work alone. The ability to work with others toward the successful attainment of a common goal is a crucial skill.

Students need to know the difference between *group work* and *teamwork*. Most hard-working students dislike group work because they view it as an opportunity to do “all of the work” and share the mark. Teamwork, on the other hand, occurs when all of the members of the team do their part of the work and therefore share the mark.

In the Student
Resource

Additional Learning Activities

1. Class discussion—The “barn raising episode” in the movie *Witness* is an excellent example of effective teamwork. Show this to the class and discuss why it illustrates effective teamwork and the advantages of working as a team.
2. Class discussion—Discuss what it means to be a part of a sports team in the school or in the community.
Remind students that even those athletes who play an individual sport are still part of a team. For example, gymnasts compete in individual events, yet they are part of a larger team representing their club, municipality, province, or nation.
Horseback riders require team effort with their mount(s) and the other members of the jumping, rodeo, or three-day eventing team. Olympic competition is another example where individual athletes are part of a team representing a country.

p. 99 **Activities**

Assessment: To assess these activities, use **BLM #A-6: Cooperative Group Rubric for Evaluation of Process** on page 00, or **BLM #A-7: Cooperative Group Rubric for Evaluation of Outcome and Product** on page 00.

pp. 100–101 **Teamwork**

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Resource

Additional Learning Activities

1. Individual activity—Reflective Analysis: Have students think about a time when they worked in a group and it was not successful. Why was it not successful? How could things have been handled differently?

2. Individual activity—Reflective Analysis: Ask students to identify their usual role in a group situation in a class at school. During the next group activity, suggest that they experiment with another role.

As follow-up, you might have students discuss how they feel working in a different role. For example, if they usually lead, what is it like to let others do the leading? If they are usually the recorder, what is it like to listen without having to worry about taking minutes?

3. Small group activity—Skit: Using non-verbal communication descriptors, have students create a skit based on issues in the school. Issues can include such things as:
 - student parking;
 - smoking; or
 - gathering areas for students.

Check the effectiveness of non-verbal communication used by having the class guess the issue in the skit.

When all of the skits are completed, ask the class if there are any artistic pursuits that are non-verbal yet still give a loud message. For example, a piece of artwork, painting, drawing, or sculpture can do this. Without using a word, ballet conveys a loud and clear message. An opera sung in an unknown language still tells the story, even if the audience does not understand the language.

4. Individual/small group activity—Enrichment: Workers need to be extremely careful when conducting business in another country. Have students search the Web to discover how non-verbal actions could determine success when doing business with another culture. They can research customs in countries such as Japan, Russia, and Korea to find out how some North American customs could cause failure when conducting business in these countries. Areas to consider include:

- greeting a person;
- presenting a business card;
- conducting a business meeting; or
- entertaining.

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pp. 102–103 **SWOT Analysis**

This SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats) is a sophisticated planning and assessment tool taught in business management classes in the last year of high school and at university. The SWOT Analysis is used to assess the effectiveness of working teams and as a decision-making tool.

Using the SWOT Analysis requires an internal survey of strengths and weaknesses and an external survey of threats and opportunities. SWOT is a simple, easy to understand technique that can be used to analyze present situations and initiate plans for change.

p. 103 **Activities**

Blackline Masters

Have students use **BLM #24: SWOT Analysis Sheet** on page 00 and **BLM #25: Group Work Feedback Card** on page 00 to complete these activities.

pp. 104–105 **Your Attitude and You**

Attitude and self-esteem go hand in hand. As mentioned in Unit 1, the self-esteem of the grade 10 student (male or female) can be very fragile. Teachers need to be aware of this when

discussing “Your Attitude and You”. Those students with poor self-esteem and no idea of a career path could conclude that prospects for them are hopeless. To avoid this, try to focus on the glass being half-full, not half-empty. Everyone has positive traits. People should focus on these traits.

Teacher-to-Teacher Talk—Attitude itself cannot be taught. However, behaviours can be described and students can be encouraged to choose behaviours that reflect the most positive attitudes related to their career choice. In fact, choosing the behaviours of a positive attitude can help a student develop a more positive outlook and approach.

For example, even in the process of self-assessment, some students describe their capabilities from a less than positive perspective. Students continually need to be encouraged to present the personal information they have in an honest but positive way.

Confidence in their capabilities greatly affects students’ willingness to consider a wide range of possibilities.

Students need to recognize that there is no perfect job. Rather, there are jobs that are more suitable and more personally appealing.

p. 105 Activities

1. The SQ5R method is related to the standard SQ3R method. You may wish to review the following process with students:

- **Survey**—For a book, read the table of contents, skim the headings, and read any introduction(s) and conclusion(s). For shorter materials, skim over the content. Form a map of the contents in your mind or on a single sheet of paper.
- **Question**—Write down 3–5 questions that the material may help answer. Read a section. How does the material help answer the questions? Write down these answers, then write other questions that these spark. Read further to find the answers.
- **Read**—That’s in the “survey” and “question” section.
- **Recite**—Repeat the main ideas. Jot them down.
- **Review**—Review the material one or two days after the initial reading, right after it is discussed in class, and just before a test. Test yourself to see if you recall the main ideas. Write them down on a study sheet.

2. Students can do this quiz by writing 1–12 on a piece of paper, and then providing themselves with a score for each question. Students who score in the 12–19 category need to create a plan to improve their attitude. They can work on this with a more positive partner.

It is important for students to realize that a negative attitude could be attributed to their age. They also need to be aware that people can change their outlook on life—but that this will not happen overnight.

pp. 106–108 What’s Your Leadership Style?

“A leader is someone you will follow to a place that you would not go by yourself.”

—Joel Barker, *Paradigms: The Business of Discovering the Future*

Leaders could not lead if they did not have people to follow them. Students need to be made aware that throughout their lives there will be opportunities for them to lead and to follow.

There are many styles of leadership. No single style is “best”. In fact, experienced leaders adapt their style to the task and the followers. Students need to experiment with different leadership styles, consider developing their personal style, and then assess and refine it.

Additional Learning Activities

1. Individual activity—Have students assess the leaders in their lives. These can include:
 - family members;
 - friends;
 - school leaders (administration, student government/council, student athletic association, etc.);
 - community members;
 - politicians;
 - entertainers; or
 - athletes.

Ask students the following questions about each leader they chose.

- Why do you consider this person a leader?
- What characteristics does this leader have?
- Is the leader considered to be competent in the eyes of followers?
- Do the characteristics identified in Activity #1 in the textbook correspond with the traits of this leader?

2. Enrichment activity—Have students select a famous person who is considered to be (or have been) a leader in a particular field. Have them research this person’s life from youth to maturity. Was the person always a leader? How was this person’s leadership potential developed?

Possible personalities include:

– **Television personalities**

Oprah Winfrey Martha Stewart Mike Bullard
Matt Groening (creator of *The Simpsons* and *Futurama*)
Denise Donlon (VP & General Manager of Much Music. She has been called “the most powerful woman in Canadian music”.)

– **Movie actors**

Julia Roberts Richard Gere Harrison Ford Michelle Pfeiffer
Steven Spielberg Michael J. Fox Christopher Reeve

– **Political figures**— past and present Prime Ministers, Presidents, etc.

– **Sports personalities**—

Alex Gonzalez Wayne Gretzkey Michael Jordan Tiger Woods
Walter Payton Payne Stuart Mark McGwire Sammy Sosa
Martina Navratilova Silken Laumann Sandra Bezic Catriona Lemay-Doan
Susan Auch Nancy Greene Paige Gordon Josee Chouinard
Shae-Lynn Bourne Annie Perreault Terry Fox Sylvie Frechette
Marnie McBean (Canada’s most decorated Olympian)

– **Thinkers**

Stephen Hawking Galileo Galilee David Suzuki Madame (Marie) Curie
Jody Williams* Craig Kielburger** Frederick Banting and Charles Best

*leader of Nobel-winning International Campaign to Ban Landmines

**teen founder of “Free the Children”

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p. 109 **What’s Right for Me?**

The **Background Information** on the next page provides additional information on this topic that will supplement the material in the textbook.

Occupational Choices and Lifestyle

We can read a great deal about how personal choices influence our lifestyle. However, it can be a difficult idea for students to grasp unless it is explained with many examples. Some students find it difficult to identify their own lifestyle because it is so much a part of them and the only lifestyle that they know. One way of addressing lifestyle change as it relates to occupational choice is to look at details of lifestyle and how these can change.

Lifestyle is a collection of choices one makes about career, relationships, and material assets. At this point in a student's life, it is time to look at the wide range of lifestyles available and choose those elements that are important.

There are many internal and external factors that influence lifestyle. The internal or personal factors that affect a person's lifestyle include that person's beliefs, values, priorities, and that person's commitment to specific ideas or projects.

The external factors that affect a person's lifestyle can include government, laws, and society in general, including the media. These factors are outside of that person but influence that person. Cultural factors lead to the creation of personal expectations about one's own lifestyle.

Students need to know that a lifestyle does not happen by chance; it does not happen *to* them. Everyone continually makes lifestyle choices. Everyone has made choices in the past and everyone has some expectations, some ideas, about what they will choose in the future.

We tend to focus on the concept of lifestyle while we teach career planning because it is obvious that a high school student's lifestyle is in a process of change. Students currently have control over some parts of their life—a choice of friends, the possessions they have purchased or acquired, and the values they hold to be most important.

This control is affected by various factors, including family and cultural expectations. Students' control over their own lifestyle will increase as:

- their ability to earn money increases;
- their independence and autonomy increase, as evidenced by living on their own and making their own choices about lifestyle; and
- their personal values and standards become more clear to themselves and others.

Students need to be made aware that the kind of job they enter will greatly influence where they live, who their friends and acquaintances are, how much money they make, and how they spend their time—in other words, their personal lifestyle.

Blackline Master

“What's Right for Me?” asks students to consider career options. Students are asked to brainstorm about their future using a variety of techniques, including a mind map. This mind map is yet another part of the career path planning process. It will provide a list of occupations for the student to consider. Have students use **BLM #26: What's Right for Me?** on page 00 to complete this activity.

p. 110 **Careers Toolkit: Putting My Skills to Work**

Students need to retrieve the Careers Toolkit from their Career Studies Portfolio and complete the Career Portfolio Opportunities. See the **Background Information** on the next page for further information on developing a personal profile.

Developing a Personal Profile

Students need to organize all the information they gathered about themselves: their thoughts, opinions, feelings, and other findings. A useful Personal Profile from a Career Portfolio forms the important base of information from which students will work as they consider possible career choices.

The student should create this Personal Profile in a form that allows access to the information. Rather than have the students summarize all of their information into a few pages, you could assist students in organizing all of the information they have gathered into collections, each with a covering sheet summarizing what was found. For example, all skills-related materials can be grouped together (stapled or clipped) with a summary attached to the front.

Assessment: Have students use **BLM #A-18: Personal Profile Student Checklist** on page 00 to assess and improve their career portfolio. Keep track of their progress on **BLM #A-19: Personal Profile Teacher Checklist** on page 00.

Additional Learning Activities

1. Small group/class discussion—Have students work in small groups to brainstorm three lists of resources (People, Places, and Things) that they can use to learn more about occupations and career paths. Have students discuss their lists and expand them as they hear from other groups.
2. Individual activity—Now that students have some concrete information in the Personal Profiles, they need to brainstorm possible occupations to create a list for themselves. This is the list they will think about as they continue to gather information about various occupations.
3. Assignment—Encourage students to brainstorm possible occupations with their families and friends. Have them list every career possibility that seems to relate to their Personal Profile. Remind students that with brainstorming, the possibilities do not have to seem very realistic and that duplicates and overlapping ideas are acceptable. They will refine their lists as they go through the process of gathering occupational information.
4. Brainstorming/small group activity/discussion—Encourage students to expand their thoughts about career groups in many different ways. Begin by having students suggest occupations that fall into the following categories:
 - a) Occupations that begin with the letter “P”.
 - b) Occupations that require the worker to wear safety equipment.
 - c) Occupations that involve motorized equipment.
 - d) Occupations that involve work with white things.
 - e) Occupations that involve work with people over 50 years of age.
 - f) Occupations that can be done by a person who has not graduated from high school.
 - g) Occupations that can be done by a person who has post secondary education.

From the answers, create three categories for these occupations. Discuss why it is helpful to think of careers in clusters or categories.

5. Individual activity—Have each student use two to four of the category lists created in #2, 3, or 4 above to help them answer the following questions:
 - a) What occupational group do you find most interesting or appealing?
 - b) What specific occupations are most appealing?
 - c) Why do these occupations appeal to you? Use the information you know about your interests and abilities to explain.

p. 111 Project Yourself into the Future

The average person works approximately 2000 hours per year for 35 years. During a lifetime, this adds up to about 70 000 hours at seven to ten different jobs.

This statement could shock or frighten some students. To some it may sound like a prison sentence. Broken down, it may not be so foreboding. This process also begins to prepare students to research occupations.

Additional Learning Activity

Have students use the following case study to give them an idea of their own career calendar.

Case study—The average worker spends about 2000 hours on the job every year. Given this fact, consider the following about your own prospective work life:

- a) How many years will you likely work?
- b) At 2000 hours per year, how many total hours will you likely work in your lifetime?
- c) By Ontario law, workers are entitled to eight public holidays per year. After 12 months of employment, workers receive two weeks vacation with pay, or at least 4% of their total wages for the year. (This is not a part of the 2000 hours.) After five years of service, some companies extend this vacation to three weeks. People who work for Government agencies may have more vacation time. How many weeks of vacation will you have during your work career?
- d) Many employers allow one sick day per month. How many sick days would you have during your work career?
- e) In some companies, sick days can be accumulated to a maximum during your career or you may receive a fixed number of days per year that are not accumulated. Accumulated sick days can be used up for a major illness. Interview someone who has had a major illness or accident, and find out how many sick days the illness required.
- f) Some businesses allow employees to take parenting leave. This can be for the birth or adoption of a child. How many days would you expect to need for parenting leave?
- g) Some employers also allow bereavement leave. This is time off for the death of a near relative. Can you think of other reasons for needing time off work?

Encourage students to realize that people take time off for a variety of reasons, including:

- caring for elderly parents;
- medical, dental, or eye care appointments;
- illness or death of a pet;
- hobbies that involve shows or competitions (e.g., dog showing, art exhibits, etc.);
- sporting events (whether a high-level athlete or an avid fan);
- mental health breaks (especially for those in jobs with large amounts of stress);
- volunteer activities (e.g., volunteer firefighters or ambulance attendants, Big Brother or Big Sister events); and
- professional development (e.g., courses, conferences, meetings).

Students are guessing what their work career will look like. To do this, they need to consider how many children they might have or how healthy they expect to be throughout their career. Encourage students to consider that their school attendance record is often indicative of how often they will miss or attend work.

pp. 112–115 **How to Do Research**

The **Background Information** below provides additional tips that will assist student researchers. Review with them the information on “Being Resourceful”. It is important for students to feel confident about asking questions—one of the best ways to learn; practise analysing the information they get and the resources from which they receive it; and learn from their mistakes.

Blackline Master

Have students use **BLM #27: How to Do Research** on page 00 to help with the activity on page 115 in the textbook.

Assessment: Students can use **BLM #A–20: Research Skills Student Checklist** on page 00 to assess their research skills. Use **BLM #A–21: Research Skills Teacher Checklist** on page 00 to keep track of their progress.

Tips for Researchers

Being Resourceful

A resourceful individual uses personal skills and characteristics to make the most of available resources. Resources have no value in themselves; they must be used well by someone to get the greatest benefit.

People who are successful:

- prepare themselves to go looking for the information they need;
- find the right people and ask the right questions;
- can admit that they don’t know something;
- listen carefully to other people;
- can figure out whether they are getting the information they need;
- can work to get the information they need without relying too much on other people; and
- are willing to make mistakes and learn from them.

People cannot be very resourceful if they:

- are afraid to ask questions;
- are not sure what the relevant questions are;
- are unwilling to enter into new situations to get information or ideas;
- blame other people for their mistakes;
- blame the system for not providing the information they need;
- feel resentful about where they are; or
- leave their questions unanswered.

Information Sources and Resources

Resources can be categorized as people, places, and things that provide useful information, services, or support. A wealth of information is available to students. Students already have a personal network of resources; they need to learn to continually increase this network. The lists that follow provide some ideas students might use to expand their current network. Encourage students to consider all of the ideas.

People

- **other family members**—parents, aunts, uncles, cousins, grandparents, in-laws, etc.

These people have occupations that students can readily research but may not yet understand. Relatives can provide a great deal of information about the jobs they do. As well, they can provide a great deal of information about work in general and the feelings

that people have about work. Also, students can make contacts through these people.

- **other adults**—parents' co-workers, friends' parents, neighbours, coaches, club leaders, etc.
These people are also good sources of information about careers and contacts for a growing network. They may have ideas about part-time jobs, the best career paths in their fields, and other useful information.
- **people at school**—teachers, counsellors, administrators, coaches, tutors, support staff, and work experience coordinators
All of these people have jobs; all have information about work. As well, schools have access to a great deal of career-planning information.
- **librarians and information personnel**
Library resource personnel and community information personnel can provide a wide range of information. Some of this information is accessible by telephone.
- **people at the student's job**—coworkers, bosses, customers
- **government departments and bureaus**
Federal, provincial, regional, and municipal resources exist. Contacts are often listed in telephone directories, are available in public libraries, and appear on the Web. In addition, government publications on specific topics are available.
- **professional organizations**
Many occupations have professional associations with members who can provide information about that profession. As well, the association may have a newsletter with valuable information. A good source of information about associations is available online at the HRDC's Job Futures site, <http://www11.hrdc-drhc.gc.ca/jf-ea/jf1.associations/>.
- **entrepreneurs' networks**
Provincial and territorial networks exist and can provide support for new entrepreneurs and interested individuals.
- **career counsellors**
Counsellors can be found in employment centres and bureaus. Their job is to help people make career plans and consider occupational choices.

Places

- **volunteer positions**
A lot of information and many transferable skills can be learned in volunteer roles in community agencies and political organizations.
- **employment centres**
Jobs are posted and career information is available.
- **high school counselling departments**
These have a tremendous amount of information. Counsellors can provide advice and make suggestions to students who are developing personal profiles and occupational profiles.
- **Chambers of Commerce**
Business associations such as this can provide information about businesses in the community.
- **local businesses**
Many businesses are interested in attracting students so that they will consider the job opportunities that exist there. Some businesses allow tours and opportunities to talk to people who work there. Others provide apprenticeship programs and co-op opportunities.
- **career development courses**
These are offered by community and private colleges, as well as private individuals and business groups.
- **continuing education courses**
Taking a related course can provide a sense of the occupation and can offer contacts with people in the occupation.
- **post-secondary institutions**
Some institutions and schools have career-counselling departments that can offer valuable information to someone considering post-secondary education. Registration and course information is available at the Admissions or Registrar's Office.

- **Human Resource Department**

Large companies have departments responsible for hiring and are sometimes interested in encouraging students to consider the company as a possible job opportunity. Many will provide useful information. Some also have brochures about the company that provide useful workplace information.

Things

- **NOC (National Occupational Classification)**
<http://www.eoa-hrdc.com/3519/menu/occnoc.stm>
- **Web sites such as:**
 - Job Futures
<http://www11.hrdc-drhc.gc.ca/jobfutures/>
 - **OCCINFO**
<http://www.alis.gov.ab.ca/occinfo/>—OCCINFO™ is designed to provide up-to-date information on many different occupations in a format called occupational profiles. These documents provide specific information regarding a particular occupation or group of occupations in Alberta. Many of these occupations also apply to Ontario. Each profile lists a wide range of information including descriptions of duties, educational requirements, working conditions, salary, employment and advancement, and other sources of information.
 - Labour Market Information
<http://www.hrdc-drhc.gc.ca/common/lmi.shtml>
 - WorkSearch
<http://worksearch.gc.ca>
- **computer programs**—Some focus on career planning, others provide useful databases
- **telephone book**
Have students scan the Yellow Pages™ business directory and the blue pages containing government listings.
- **magazines**
Useful publications include those that deal with specific topics of interest, trade and professional journals, and magazines that deal with business trends.
- **newspapers**
Encourage students to keep up-to-date on current news, and to check the Business Section and want ads for job trends.
- **books**—especially those that deal with occupations of interest and business trends
- **newsletters**—from professional organizations and those that deal with business trends
- **television/radio/videos**
- **Statistics Canada**—database concerning work and occupations

Job Futures and National Occupational Classifications (NOC)

Human Resources Development Canada has online and hard copy versions of these documents. The materials are a particularly good source of Canadian information about occupations.

Job Futures contains information about the following:

- **Part 1: “Occupational Outlooks”** provides general information about 211 occupational groups covering all jobs in Canada. It also provides specific information on current labour market conditions and projections of how these conditions may change over the next few years.
- **Part 2: “Career Outlooks for Graduates”** provides information on the work experience of recent post-secondary graduates of 155 programs of study. It also provides projections of job prospects in the next few years for graduates in these areas of study.

Additional Learning Activity

Individual activity/class presentation—Have each student search out three occupations in the Job Futures/NOC publications, or online at the Job Futures Web site, and write a brief description of the employment projections for each of the three occupations. These descriptions can then be presented to the class.

The **Background Information** section below provides additional information about career clusters that will assist students in doing this activity. Also refer back to **Occupations and Personality Types** on page 00 in the Unit 1 section of the guide.

Contemplating Careers and Occupations in Various Ways

Considering careers in clusters helps students discover occupations of related interest with various educational requirements and differing job needs. There are many ways to group occupations. Students should be encouraged to think of their preferred occupations in several different groups. This will show them how their occupation relates to different collections of occupations, and help them consider alternatives.

Students must be cautioned that there is no one perfect occupation for anyone. There are several reasons to consider more than one possibility. Students' wants will change as they learn more about themselves and more about the occupation they are considering. Also, there may not be an opportunity to pursue the single occupation a student has in mind. In this case, other possibilities will need to be considered.

The following are nine of the ways in which occupations can be grouped. Each group represents a slightly different relationship between occupations.

1. According to the collection of skills needed to do them. For example:
 - **people:** the abilities to work with, service, help, amuse, or influence the actions or thoughts of people;
 - **data:** the abilities to deal with facts, details, figures, records, or files efficiently and accurately; abilities to develop systematic ways of doing so;
 - **things:** the abilities to operate, repair, or build machinery or equipment, or to understand how living and non-living things function; and
 - **ideas:** the abilities to solve problems and express thoughts or feelings in inventive or artistic ways.
2. According to Holland Codes or other similar categories. These consider interests, competencies, and occupations in combination to create the categories of:
 - **A: Realistic**—activities that involve the precise, ordered use of objects, tools, machines, and animals. These include agricultural, electrical, manual, physical, and mechanical things and activities.
 - **B: Conventional**—activities that involve the precise, ordered use of data, such as keeping records, filing materials, organizing numerical and written data. These include clerical and computational careers.
 - **C: Enterprising**—activities that involve interaction with other people to reach organizational goals or economic gain. These include leadership, interpersonal, and persuasive activities.
 - **D: Social**—activities that involve interaction with other people for enjoyment or to inform, train, develop, cure, or educate. These include careers in entertaining, teaching, and medicine.
 - **E: Artistic**—activities that involve the use of physical, verbal, or human materials to create art forms or products. These include activities and things related to language, art, music, drama, and writing.
 - **F: Investigative**—activities that involve the exploration and examination of physical, biological, and cultural things to understand and control them. These sometimes include scientific and mathematical activities.

Background Information

3. According to general occupational classifications, such as:
 - Business Sales and Management
 - Business Operations
 - Technologies and Trades
 - Natural, Social, and Medical Sciences
 - Creative and Applied Arts
 - Social, Health, and Personal Services
4. Using very general occupational categories, including:
 - Economic
 - Technical
 - Outdoor
 - Service
 - Humane
 - Artistic
 - Scientific
5. According to the related school subject:
 - agriculture
 - business
 - health and physical education
 - languages
 - physics
 - technology studies
 - art
 - chemistry
 - home economics
 - mathematics
 - religion
 - biology
 - English
 - industrial arts
 - music
 - social studies
6. Into one of the following categories:
 - **Service:** provides some sort of service to other people
 - **Commerce:** money handling or some sort of funding
 - **Industry:** production of things, usually in mills and factories
 - **Sales:** selling things
 - **Technical/scientific:** research and development
 - **Artistic:** focusses on creation and pursuit of the arts such as music, art, and literature
7. By area of post-secondary study:
 - Agriculture and Related Occupations
 - Architecture
 - Arts: Fine, Applied, and Performing
 - Aviation
 - Biological Sciences
 - Business/Commerce, Administration
 - Clerical
 - Communications
 - Computer and Information Services
 - Education
 - Recreation and Physical Education
 - Engineering and Related Technologies
 - Food Sciences and Related Technologies
 - Health/Medical Sciences and Technologies
 - Home Economics
 - Humanities
 - Industrial Trades and Training
 - Languages
 - Law and Related Studies
 - Library Science
 - Mathematics and Statistics
 - Natural Resources Management
 - Personal Development
 - Physical Sciences and Related Technologies
 - Religious Studies
 - Service Industries
 - Social and Community Services
 - Social Sciences
8. By occupational areas, such as:
 - Business
 - Fine Arts—actor, artist, dancer, musician, painter
 - Home Economics
 - Industry—construction and fabrication, electrician, mechanic, graphic designer
 - Language Arts—editor, teacher, translator, writer
 - Mathematics
 - Physical Education—athlete, personal trainer, teacher
 - Science—biologist, chemist, farmer, horticulturist, physicist
 - Social work—anthropologist, economist, geographer, historian, philosopher, politician, psychologist, religious leader, sociologist
9. According to potential apprenticeships:
 - agricultural mechanic
 - floor covering mechanic
 - painter

- | | | |
|----------------------|-----------------------|----------------------------|
| - appliance repair | - gas fitter | - plasterer |
| - auto body mechanic | - glass worker | - plumber |
| - baker | - hairstylist | - roofer |
| - boiler maker | - heavy duty mechanic | - sheet metal worker |
| - bricklayer | - insulator | - steam fitter/pipe fitter |
| - cabinet maker | - ironworker | - tile setter |
| - carpenter | - landscape gardener | - tool and die maker |
| - cook | - machinist | - welder |
| - electrician | - millwright | |

pp. 116–118 **The Canadian NOC**

Encourage students to visit and explore the NOC web site. They can use what they learn to help them with the activities on page 118.

pp. 119–121 **What is Job Futures?**

This article gives a detailed description of the contents of the Human Resources Development Canada (HRDC) resource and the National Occupational Classification (NOC) system, which describe over 25 000 occupations. Students are encouraged to use the online version of these documents. A sample screen is shown in the textbook.

In the Student Resource

Additional Learning Activity

Individual activity—Have each student use Job Futures and the NOC to explore three possible occupations and respond to the following set of questions for each:

- What is the name and the NOC identification number of this occupation?
- Who hires workers for this occupation?
- What are the main work activities for this occupation?
- What is the minimum amount of training or education required for the occupation?
- What experience is required?
- List other important characteristics of this occupation.
- What are the current labour market conditions?
- What are the expected conditions for the future?
- Name some related occupations. How are these similar? How do they differ?

pp. 122–125 **The Information Interview**

It is important for students to talk to people who work in an occupational area that interests them. When students are asked to contact a business or a specific employee, however, they suddenly have telephone phobia. The way to get over this is to have students practise the conversation.

Where will students find employees to interview? Your school has two major sources:

- The Cooperative Education Head/Teacher in your school will be familiar with the types of placements available in your community and which firms or business people would welcome an interview.
- A representative of the Cooperative Education Program offered in your school can discuss the program with the grade 10 students, answering such questions as:
 - What is Cooperative Education?
 - Is there a placement in any of the occupational areas that interest me?
 - What type(s) of placements exist?
 - How does the program work?

Blackline Master

BLM #28: Tips for Telephone Interviews on page 00 provides tips to help students with doing telephone interviews.

pp. 126–127 **Every Decision is a Career Decision**

This article emphasizes the ongoing and interwoven nature of real career decision-making. It is the many little decisions, rather than a few big decisions, that actually have the greatest impact.

The **Background Information** below provides additional information about the steps in decision-making. In addition, you may wish to refer back to “Decision Making” on page 00 in the Unit 1 guide, or have students reuse **BLM #2: The Decision-Making Process** on page 00 to consider their own process.

Assessment: Students can use **BLM #A-22: Decision-Making Model Student Checklist** on page 00 to keep track of their progress at following a decision-making model. Use **BLM #A-23: Decision-Making Model Teacher Checklist** on page 00 to assess student growth in this area.

Background Information

Steps in Decision-Making

This decision-making model is more suitable for students who study applied or enriched courses.

1. **Identify the issue:** Correctly defining or determining the issue and the problem is extremely important. Look closely at the situation and the issue. Pin down the issue before attempting to resolve it.
2. **Gather information:** Once you identify the decision needed, consider all relevant information. Gather as much information as possible by asking people close to the issue, checking with people who know more than you, and researching as many good sources of information as possible.
3. **Consider the alternatives:** This is the time to become really focussed. Note the advantages and disadvantages of each possible choice. This will help with very difficult or confusing decisions. **BLM #2: The Decision-Making Process** on page 00 in Unit 1 might provide assistance here.
4. **Choose an alternative:** Once the information is charted, it is time to weigh the choices. Consider the alternatives. It may not be necessary to make a choice. Sometimes more than one alternative is possible. Most often a decision with one solution is the goal.
5. **Plan a course of action:** When a choice has been made, a plan of action must be developed. These actions must support the decision. Consider the following questions:
 - What do I need to do to carry out the decision or solution?
 - What information do I need? what resources? what assistance?
6. **Accept responsibility for the decision:** You must *own* or be willing to accept responsibility for the decision. People who blame others for choices that were made trap themselves in situations where they can never receive the credit and benefits of good decisions.
7. **Put the plan of action into effect:** A decision becomes visible only when action is taken. What needs to be done? in what order?
8. **Evaluate the decision:** To evaluate the success of both the chosen alternative and the plan of action, you need to look carefully at the positive and negative effects and results of the decision and the actions. Remember that the decision and the plan of ac-

tion are separate. For example, a good decision might be hindered by a poor plan of action. Similarly, a good plan of action might benefit a poor decision.

It is also important to consider your own feelings about the decision and the actions. Feelings about the situation can reflect whether the decision honoured personal values.

9. **Determine a further course of action based on your evaluation:** If the decision and action plan have both been successful, it may be wise to continue with this plan until the decision or actions are no longer suitable. At such a time, a new decision, or at least a new action plan, will be needed.

If the decision was not successful, it may be possible to choose an alternative. A new action plan will need to be created and implemented.

Sometimes the alternative was appropriate, but the action plan did not work well. In this case, a new action plan needs to be designed and used.

The evaluation of decisions and actions is a continuous process. The suitability of current decisions will change as other areas of life change. Very few decisions remain unaffected throughout a lifetime.

pp. 128–129 **Post-Secondary Education**

The **Background Information** below provides additional information about choices students can make to assist them in completing their high school credits, or after attending high school.

In the Student
Resource

Blackline Master

Have students use **BLM #29: Post-Secondary Education** on page 00 to assist with doing the activities that accompany this article.

Choices After High School

Some students choose to pursue a post-secondary education immediately after completing high school. Others choose to enter the world of work or pursue other interest before returning to school or getting a job. Some students need to work on completing their high school education, while others study part-time in order to hold a job that helps pay for the education. There are many possibilities. Here are some of the choices.

- **Finishing high school graduation by taking courses for credit/diploma**

Students who leave high school before graduating can take high school courses for adults or an equivalency program.

There are also long distance education programs, correspondence courses, and vocational centres that provide opportunities to complete high school requirements. Also see the following resources:

- Canada WorkInfo NET

<http://www.workinfolnet.ca>—Click the “Learning, Education and Training” link.

- The Virtual High School

<http://www.virtualhighschool.com>

- **Going directly into the workforce**

Some students choose to enter the workforce immediately after high school, trading the role of student for that of a worker. Sometimes, a job that was part-time during high school expands when the student becomes available to work full-time.

Background
Information

Some jobs offer on-the-job training, perhaps through workshops and short courses, and spending time with a supervisor who provides information and guidance. However, there are very few stable, long-term jobs available to students with only a high school education.

Some students choose to enter the workforce immediately after high school in order to earn enough money to pursue a post-secondary education.

- **Getting post-secondary education and/or training**

For most high school students, post-secondary education is the next wise step. There are many ways to pursue further learning after high school graduation, including:

- **university:** Most university programs require at least four years of full-time attendance in order to get an undergraduate degree. Graduate degrees require further study and often require completion of a specific undergraduate degree.
- **community colleges:** Community colleges offer a wide range of courses and programs and the opportunity to earn diplomas. Some community colleges also offer courses that can be transferred to a university after one or two years of study.
- **technical schools:** Technical schools offer a wide range of programs and courses with varying prerequisites and lengths of study. Some technical schools offer both part-time and full-time programs of study.
- **vocational centres:** Vocational schools and centres also offer a variety of programs and courses, including upgrading courses and high school completion programs.
- **training programs, workshops, and courses:** Continuing education courses and distance education programs are available. Usually these programs take less time than a school situation and may offer certification. It is important to check out whether the certification is of value to employers prior to paying for the program.
- **private schools, businesses, and organizations:** There are many opportunities for training in the private sector and the civil service. For example, police officers and firefighters receive training. There are a variety of private schools offering a wide range of programs, from business skills to computer programming. (Some of these programs have prerequisites of college or university education.)

Some of these programs, especially if sponsored by an employer, can lead directly to a job. However, these programs range in usefulness and quality so it is particularly important to check out the credentials of the institution and the value of the qualifications before registering (and paying). A potential student also needs to find out whether employers consider these programs worthwhile.

- **Canadian Armed Forces:** The CFRETS (Canadian Forces Recruiting, Education, and Training System) offers an opportunity for training and education in a wide range of occupations while in the Canadian Armed Forces. More information is available from: <http://www.recruiting.dnd.ca>
- **apprenticeship:** Numerous skills can be learned through apprenticeships: working with an employer, earning an income, and on-the-job training. There are formalized guidelines for apprenticeship programs (which vary from one province/territory to another) and different diplomas and certifications can be earned. Usually an apprenticeship program includes some hours of instruction and many more hours of on-the-job experience.
- **entrepreneur:** Some people strike out on their own, in essence to be their own employer, as they start a business. This requires many things, including:
 - a good idea;
 - business skills;
 - interest in the area of the business;
 - willingness to learn continuously;
 - ability to learn quickly and from one's own mistakes;
 - willingness to work really hard to make the business succeed; and
 - willingness to take reasonable risk.

Costs

All educational choices after high school have direct costs. This means the student (and the family) are expected to pay for the education. However, some funding is available in the form of student loans and scholarships.

Scholarships, bursaries, prizes, and other financial awards are available to individuals wishing to do post-secondary study. Not all require high academic standing. It is always worthwhile to find and apply for all possible scholarships. Students are always surprised by the range of funding sources.

The high school counselling department can be a good source of current and useful information about funding and financial assistance. As well, students can find information at the following Web sites:

- Scholarships/Grants/Bursary Awards/Student Loans

<http://studentawards.com>

<http://www.scholarshipscanada.com>

<http://workinfont.ca>—Click on “Financial Help and Issues”, then “Student/Education Funding”.

(The first two sites, though free, require users to login.)

Additional Activity

Have students discuss and then write an individual explanation of why prospects are bleak for those who drop out of high school. Students should consider what skills are considered important in the workplace, and what transferable skills are represented by an OSSD. They should be encouraged to consider how to word an assessment of work potential if they do not have an OSSD.

p. 130 **High School Diploma No Longer Enough**

Depending on your class, you may wish to discuss this article with students. Students who are living on student welfare, or those who have moved away from home and are living on their own (funded by part-time jobs), might share decisions they have to make as they try to balance what they want with what they can afford.

pp. 131–132 **Decisions Decisions!**

The decision-making process is discussed in Unit 1 on pages 00–00, and earlier in this unit on pages 00–00. There is additional information in **Background Information** below.

There are many decision-making models. Depending on the level of the students in your class, some models may be more appropriate than others. The “I DECIDE” and the “DIG-EM” models are appropriate for the typical student.

Decision-Making

The processes used to make decisions remain basically the same, no matter what the issue. However, some decisions seem more “pressured” by issues such as self-image, personal expectations, family expectations, uncertainty, desire, and self-doubt. These issues can be more difficult to handle.

In high school, students need to reflect on the consequences of making or not making wise choices. Students also need to acknowledge that they are not alone in their struggles. Adults, including parents and teachers, have the same struggles.

In the Student
Resource

Background
Information

There is a lot of information and support available to students who seek it out. However, the final decision is the student's alone. At some point, individuals must decide what is best in their own lives.

Decision-Making: Some Realities

- Making decisions in a thought-out way gives a person a sense of control in life. This is comforting, particularly if nothing else seems to be in control.
- Not making a decision and “just letting things happen” can lead to a sense of powerlessness. It is also a form of decision-making. “Not making a decision” is a *choice*.
- Being willing to “just wait and see what happens” can be an indication of not knowing the direction to go or how to help oneself move forward in a positive way.
- A decision-making procedure or system does not mean a decision-making “recipe”. Individual characteristics and thoughts make each person's process unique.
- It is a myth that decision-making always reduces stress. Just having to make a decision can make a person feel pulled in different directions and that causes some stress.
- Learning from mistakes is one of the valuable aspects of making decisions (even though the mistake may not be appreciated at the time).
- Some people think that making a decision means not being free and open-minded. This is not true. Being open-minded is one of the most important steps in the process.
- The task of making decisions and choices can be a challenge. It requires personal courage.
- Planning for the future does not have to be done all at once. It can be done in steps. During those steps, it is important to consider and honour personal values.
- Deciding on small things can make a larger decision easier. Also, some small decisions can provide new information on which the person can base larger decisions.

Decision-Making: What Can Go Wrong?

Even though a step-by-step process simplifies decision-making, it can still be difficult, frustrating, and unrewarding. Some decisions will be more difficult than others. The results may be unsatisfactory. What can go wrong in the decision-making process?

By being aware of the possible flaws in the decision-making process, a person can correct some, avoid others, and make allowances for or give careful consideration to still others.

Possible decision-making problems include:

- **Mental shortcuts**—This is not actually a flaw in the process of step-by-step decision-making. Instead, it involves making a decision without using all the steps.
Most people take mental shortcuts in some form and to some extent. For decisions of great consequence, it is helpful to know that many of the mental shortcuts that might damage the ability to make decisions can be avoided. Simply make an effort to apply each distinct step of the decision-making process. It can help to actually write out the responses and thoughts.
- **Overuse of habit**—Sometimes an alternative is chosen because it has been successful in the past. By habit, the same or similar decision is made again and again, even though a new decision would be better.
The reverse can also occur. Some alternatives and courses of action are avoided because they did not work in the past. These alternatives are not even considered, even though the situation, people, or both are now different. Poor decision-making habits can lead to the loss of potentially successful alternatives.
- **Pet solutions**—Pet solutions are used again and again. They are favourite decisions that, for whatever reason, may not be the best solutions. People who use pet solutions ignore information about the pros, cons, and consequences of each decision.
- **Availability bias**—Sometimes the most convenient or most available alternative is chosen. This can occur even if the decision-maker knows the choice is not the best one. Often this is done because less effort/money is required than for other, possibly better alternatives.
- **Being swayed by others**—Some people listen to others too much when making decisions. These people get a decision that is good for someone else, not necessarily for themselves.

- **Lack of knowledge**—Good decisions are based on as much information as possible. A lack of information will affect the decision. A lack of knowledge can be due to a lack of effort getting the information or it can be due to the decision maker’s lack of ideas about where to get the information. Either way, a lack of knowledge reduces the possibility of making the best decision.
- **Myths**—Perhaps worse than decisions made with a lack of information are decisions made with false information. Myths are untrue but believed information. They can be particularly harmful to the decision-making process for several reasons:
 - the decision based on a myth may be a poor one;
 - because the myth is believed, the evaluation of the decision is not likely to take the misinformation into account; and
 - if a new course of action is planned, it too may be based on the myth.
 Every effort must be made to get accurate information.

Additional Learning Activities

1. Small group activity—Have each group discuss why is it important to develop and practise decision-making and problem-solving at this time in their lives. They can create a list of responses to share with the class.
2. Individual activity—Have students consider and list five decisions that they are likely to have to handle in their future.
3. Guest speaker panel—Have students invite several individuals to discuss their experiences and their decision-making processes. In order to get different perspectives, look for some people who have changed jobs but remained in the same occupation, and some who have changed occupations.
4. Journal activity—Ask the students to write about what part of the decision-making process is the most difficult for them and why.
5. Small group/class discussion—Have students discuss the following questions in a group or as a class:
 - a) Why is it sometimes difficult to put a decision into action?
 - b) What might this say about the decision?
 - c) What might this say about the confidence or capabilities of the decision-maker?
6. Class discussion—Have students discuss the statement: “Choosing not to decide is to decide.” How does this apply to making decisions about the future?
7. Journal activity—The best career possibilities are those that satisfy as many needs, interests, and values as possible, and that help develop desired skills.
 - a) Have students describe three careers that interest them.
 - b) Ask students to write about how they could use the decision-making process to help them in their investigation of these career choices.

p. 133 Goal Setting

By this time in a student’s career, it is likely that the topic of goals has been covered in some detail.

This topic is also discussed in Unit 1 on page 18 in the textbook, and, under **Goals**, on page 00 in Unit 1 in the teacher guide. Students may wish to reuse **BLM #A-8: Goal Setting/Time Management Student Checklist** on page 00; may wish to keep track of student progress using **BLM #A-8: Goal Setting/Time Management Teach Checklist** on page 00.

In the Student
Resource

Blackline Master

If you wish to review this topic, have students read the information on **BLM #30: Goals** on page 00.

In the Student Resource

pp. 134–135 **Go for Your Goals**

In this article, a chart provides some examples of school and career goals, personal growth goals, health goals, and financial goals. The article explains that, by laying out one's goals, a person can create balance in a busy life. Some goal-setting tips and tips for dealing with some pressure points are explained.

pp. 136–137 **The Occupational Puzzle**

Students should revisit their Personal Profile and add any information they have collected to their occupational clusters or choices. Have them attach and summarize any new information.

Topic summaries can be written as each topic is dealt with. Alternatively, you may prefer to use this time at the end of the unit for students to reflect on the information they have gathered.

Blackline Master

BLM #31: The Occupational Puzzle on page 00 can assist students with this activity.

In the Student Resource

p. 138 **End of Unit Activities**

These activities provide an excellent summative evaluation. They include a variety of exercises that give the teacher a clear view of the student's understanding of the unit. Using such a variety will allow students with different learning styles to achieve the unit objectives.

Assessment: The End of Unit Activities can be classified according to the following achievement categories:

– On the Web—Application

Use **BLM #A-1: Communication Skills Rubric** on page 00 in Unit 1, **BLM #A-20: Research Skills Student Checklist** on page 00, or **BLM #A-21: Research Skills Teacher Checklist** on page 00.

– In Your Head—Thinking/Inquiry

Use **BLM #A-2: Fundamental Skills Rubric** on page 00 in Unit 1.

– In a Group—Knowledge and Communication

Use **BLM #A-3: Personal Management Skills Rubric** on page 00 in Unit 1, **BLM #A-6: Cooperative Group Rubric for Evaluation of Process** on page 00 in Unit 1, or **BLM #A-7: Cooperative Group Rubric for Evaluation of Outcome or Product** on page 00 in Unit 1.

– On Your Own—Application, Thinking/Inquiry, Knowledge and Communication

Use **BLM #A-1: Communication Skills Rubric** on page 00 in Unit 1, **BLM #A-20: Research Skills Student Checklist** on page 00, or **BLM #A-21: Research Skills Teacher Checklist** on page 00, **BLM #A-2: fundamental Skills Rubric** on page 00 in Unit 1; **BLM #A-3: Personal Management Skills Rubric** on page 00 in Unit 1, **BLM #A-6: Cooperative Group Rubric for Evaluation of Process** on page 00 in Unit 1, or **BLM #A-7: Cooperative Group Rubric for Evaluation of Outcome or Product** on page 00 in Unit 1.

Canadian Associations Online

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

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

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

CareerKey

<http://www.careerkey.com>

Charity Village: Directory of Professional Associations

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

Finishing High School

<http://www.workinfonet.ca>

Job Futures

<http://www.hrdc-drhc.gc.ca/JobFutures/english/volume1/assoc.htm> and

<http://www11.hrdc-drhc.gc.ca/jobfutures/>

Labour Market Information

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

National Occupational Classification (NOC)

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

OCCINFO

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

Toronto Business & Professional Associations

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

Has links to professional organizations based in Toronto.

Student Awards

<http://studentawards.com>

Scholarships Canada

<http://www.scholarshipscanada.com>

Canada WorkInfo NET

<http://workinfonet.ca>

Strategis BizMap

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

The Virtual High School

<http://www.virtualhighschool.com>

WorkSearch

<http://worksearch.gc.ca>

Books

Jandt, Fred E. *Win-Win Negotiating: Turning Conflict into Agreement*. (New York: John Wiley & Sons, Inc., 1987). ISBN: 0471 84700-3 Also available as an audio cassette.

Songs

Franklin, Aretha. *Vol. 1—Very Best of Aretha Franklin*. “Respect” (Atlantic Records, 1994).

Movies/Videos

Ever After. Dir. Andy Tennant. With Drew Barrymore and Anjelica Huston. (Twentieth Century Fox, 1998).

Witness. Dir. Peter Weir. With Harrison Ford. (Paramount Pictures, 1985.)

Resources

Assessment and Evaluation

Test Bank Questions

Communication

1. Write a paragraph that describes five rules of communication.
2. List five statements or sayings that could easily start an argument.
3. With whom would you have an information interview? Why would you select that particular individual?
4. From your research, what are the best sources of information about careers? Explain.
5. Who needs post-secondary education? List five options.

Knowledge and Understanding

1. Which one of the following statements defines a career?
 - a) Includes all of an individual's work, learning, community, and family roles.
 - b) A specific set of duties performed for a specific employer for a rate of pay.
 - c) A group of jobs with similar tasks and skills performed at a variety of locations.
 - d) Many different duties performed in the same occupational cluster.
2. An employee is often late, has difficulty saying "no", and has trouble arranging priorities. In what specific area does the employee need help?
 - a) goal setting
 - b) time management
 - c) communication skills
 - d) stress management
3. Mindmapping is a form of one of the following processes. Which one?
 - a) goal setting
 - b) career planning
 - c) brainstorming
 - d) communicating
4. Which of the following is *not* a decision-making model?
 - a) SWOT Analysis
 - b) I DECIDE Model
 - c) DIG-EM Model
 - d) NOC Model
5. What is an XYZ Statement particularly helpful for?
 - a) conflict resolution
 - b) communicating feelings
 - c) career planning
 - d) creating occupational clusters

Application

1. Using the SWOT Analysis, apply the decision-making process to an issue in your school (e.g., moving the smoking area, creating a student lounge, making more student parking, etc.). Provide your analysis in chart or paragraph form.
2. Name the occupational clusters that you have identified in your Personal Profile using the evidence that you have collected in your Career Studies Portfolio.
3.
 - a) Describe a time when you were personally involved in a conflict with a friend. How did you handle the conflict?
 - b) Using what you have learned about conflict resolution strategies, describe another way you might have handled the situation.

4. Reflect on the following question and how it applies to your life: Is your glass half empty or half full? In a short paragraph, respond to the question.
5. Describe your own leadership style. In three to four sentences, state why it is effective *or* how you could change it to be a more effective leader.

Thinking and Inquiry

1. In your opinion, why is lack of personal management skills the number one reason Canadians lose their jobs? Explain in a short speech of at least two minutes.
2. From your Personal Profile, list three specific careers from the clusters you have identified. Describe why you would be well-suited for each of these careers.
3. Explain why active listening plays such an important role in effective communication.
4. Why is the ability to work with others toward a common goal such a big asset in the work world?
5. Create a cartoon that depicts the importance of non-verbal communication.

Communication

1. Answers will vary but should include five (5) of the following rules of communication from pages 80–81:

<ul style="list-style-type: none"> - speak so that others pay attention and understand - listen with your full attention - listen and ask questions to understand and appreciate others' points of view - learn to listen without evaluating or judging - check that you've understood the speaker - be consistent with your body language - encourage people to express and thereby deal with feelings 	<ul style="list-style-type: none"> - respect yourself and your feelings - give information, not criticism - describe consequences instead of blaming - use humour - identify the "real issue" - stay in the here and now - use "I" messages and "feeling" messages - acknowledge other people's efforts - choose a good place and time to discuss problems - talk less, listen more
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2. Answers will vary but should include five (5) of the following or similar statements from pages 82–83:

<ul style="list-style-type: none"> - because I say so - why can't you be reasonable? - you wouldn't understand - settle down - you never... - you always... 	<ul style="list-style-type: none"> - I'm doing this for your own good - what's your problem - I'm not going to say this again - it's none of your business - what do you want me to do about it?
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- 3–4. Answers will vary.

5. Answers will vary but options should include:

<ul style="list-style-type: none"> - work - private training facility - apprenticeship 	<ul style="list-style-type: none"> - college - university
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Test Bank Answers

Knowledge and Understanding

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

Application

1. Answers will vary. Consult pages 102–130 in the textbook. **BLM #24: SWOT Analysis Sheet** on page 00 provides students with an outline for doing a SWAT analysis.
- 2–4. Answers will vary.
5. Answers will vary. Consult page 106–107 in the textbook for a discussion of leadership styles.

Thinking and Inquiry

1. Answers will vary. Consult pages 64–65, and 67 in the textbook for a description of personal management skills.
2. Answers will vary.
3. Consult pages 78–97 and 101 in the textbook for a discussion of effective communication skills.
4. Accept any reasonable argument such as: Common goals are the reason every workplace exists. Employees are hired to help the business reach those goal.
5. Answers will vary. Consult page 101 in the textbook for a discussion of non-verbal communication.

List of Assessment Masters

BLM #A-14: Transferable Skills Student Checklist	00
BLM #A-15: Transferable Skills Teacher Checklist	00
BLM #A-16: Conflict Resolution Student Checklist	00
BLM #A-17: Conflict Resolution Teacher Checklist	00
BLM #A-18: Personal Profile Student Checklist	00
BLM #A-19: Personal Profile Teacher Checklist	00
BLM #A-20: Research Skills Student Checklist	00
BLM #A-21: Research Skills Teacher Checklist	00
BLM #A-22: Decision-Making Model Student Checklist	00
BLM #A-23: Decision-Making Model Teacher Checklist	00