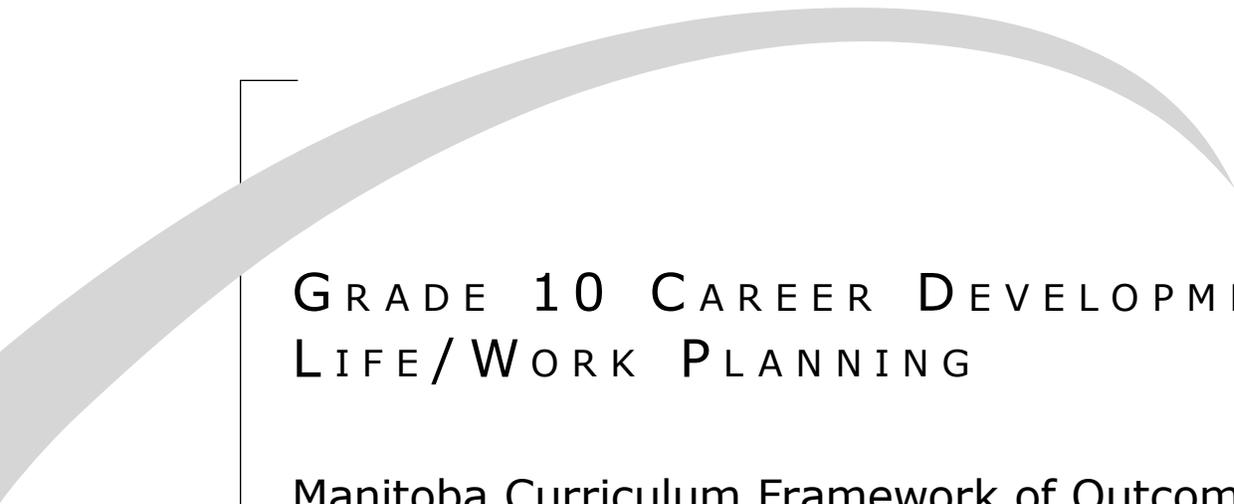


Grade 10 Career Development: Life/Work Planning

Manitoba Curriculum Framework of
Outcomes and A Foundation for
Implementation



**GRADE 10 CAREER DEVELOPMENT:
LIFE/WORK PLANNING**

Manitoba Curriculum Framework of Outcomes and
A Foundation for Implementation

Manitoba Education and Training Cataloguing in Publication Data

Grade 10 career development : life/work planning : Manitoba
curriculum framework of outcomes and a foundation
for implementation

Includes bibliographical references.

This resource is available in print and electronic formats.

ISBN: 978-0-7711-7586-2 (print)

ISBN: 978-0-7711-7587-9 (pdf)

1. Career education—Manitoba—Curricula.
 2. Career development—Study and teaching (Secondary).
 3. Career development—Study and teaching (Secondary)—Manitoba.
 4. Vocational guidance—Study and teaching (Secondary).
 5. Vocational guidance—Study and teaching (Secondary)—Manitoba.
- I. Manitoba. Manitoba Education and Training.
370.113

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Manitoba Education and Training
School Programs Division
Winnipeg, Manitoba, Canada

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website at www.edu.gov.mb.ca/k12/cur/cardev/.

Disponible en français.

Available in alternate formats upon request.

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ACKNOWLEDGEMENTS

Manitoba Education and Training gratefully acknowledges the contributions of the following individuals in the development of *Grade 10 Career Development: Life/Work Planning: Manitoba Curriculum Framework of Outcomes and A Foundation for Implementation*.

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	Alan Havard	Manitoba Association of Parent Councils	
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	Janie McNish	Brandon School Division	
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**Manitoba Education and
Training
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INTRODUCTION

The economy of the twenty-first century will need workers who can respond and adapt to change and who are lifelong learners. Canada is on the verge of a workforce shortage that will create many new job opportunities. The ability to predict jobs or work of the future is becoming more and more challenging. Our knowledge-based economy requires more highly skilled workers at a time when the demographics of our country reveal a shrinking workforce and the underutilization of many of our workers. Work has been altered by factors such as

- globalization
- rapid spread of information and communication technology
- workforce population decline
- aging population

Canada is shifting to a new career-building paradigm that recognizes that career development is a lifelong process of skills acquisition and growth through a continuum of learning and mastery (Jarvis). People will need to play a greater role in the construction and development of their own careers. Canadians will need to develop a new set of career-building skills that will enable them to

- be flexible
- be adaptable
- be self-reliant in order to construct and manage their lives and careers
- access labour market information
- be able to use this information effectively

The boundary between work and life is becoming fuzzy, and people will need to understand and create a balance in their lives. In the new career paradigm, career development is the process of managing life, learning, and work. It means one's whole life, not just one's occupation. This paradigm requires Canadians to learn and develop a set of career-building skills that enable them to be self-reliant and able to construct and manage their lives and careers.

Rationale and Philosophy

The career development curricula have been designed to connect school learning with workplace and labour market realities; this connection will then contribute to increasing the number of students graduating from high school in Manitoba. The courses will provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. These courses will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. The experiential learning components will provide students with opportunities to explore potential occupations, and to demonstrate employability skills, essential skills, and specific occupational skills. The broad range of experiences may vary from community visitor presentations or volunteerism to community placements through which students have opportunities to gain knowledge and learn skills that are sometimes not available to them in their school setting.

The time allotted for community-based activities varies with the course level, with more time assigned to the higher grades. The following departmental curricula will be available:

Grade 9	Career Development: Life/Work Exploration
Grade 10	Career Development: Life/Work Planning
Grade 11	Career Development: Life/Work Building
Grade 12	Career Development: Life/Work Transitioning

With career information and experience, students will acquire enhanced self-confidence, motivation, and self-knowledge, and a greater sense of direction and responsibility.

Career Development Framework

Manitoba's career development curricula use the competencies outlined in the national *Blueprint for Life/Work Designs* as the foundation for student learning outcomes. The *Blueprint for Life/Work Designs* is the result of the work of the National Life/Work Centre, Canada Career Information Partnership, and Human Resources Development Canada, along with partners in every province and territory. The *Blueprint* was piloted across Canada via a four-year process that included diverse public and private sector agencies in all regions of Canada.

The *Blueprint for Life/Work Designs* model for a comprehensive career development program, as shown below, emphasizes the relationship of program content, process, and structure. Each of these elements is equally important to the successful implementation of career development curricula.



Content

In Manitoba, the content of the career development courses is arranged into five units, with general learning outcomes (GLOs) indicated for each unit:

Unit 1: Personal Management

GLO A. Build and maintain a positive self-image.

GLO B. Interact positively and effectively with others.

GLO C. Change and grow throughout life.

Unit 2: Career Exploration

GLO D. Locate and effectively use life/work information.

GLO E. Understand the relationship between work and society/economy.

GLO F. Maintain balanced life and work roles.

GLO G. Understand the changing nature of life/work roles.

Unit 3: Learning and Planning

GLO H. Participate in lifelong learning supportive of life/work goals.

GLO I. Make life/work enhancing decisions.

GLO J. Understand, engage in, and manage own life/work building process.

Unit 4: Job Seeking and Job Maintenance

GLO K. Secure/create and maintain work.

Unit 5: Career and Community Experiences

This unit draws upon all student learning outcomes, targeting those that individual students need to focus on. In addition to individual learning outcomes, the following GLOs will be revisited:

GLO D. Locate and effectively use life/work information.

GLO J. Understand, engage in, and manage own life/work building process.

These outcomes include the employability skills employer groups suggest are lacking in too many prospective employees, particularly youth. In fact, work habits and attitudes strongly influence early adult earning, so education and training need to emphasize work behaviours as much as they emphasize job skills. Self-reliance grows out of the acquisition of these skills.

Processes

Processes are the approaches used to actually deliver the content. Some may be more suitable than others to particular settings. Processes could include the following:

- Outreach—provides ongoing information to individuals about the career development services and resources available to them.
- Instruction/Facilitation—includes group activities, career-related curricula, and peer support groups that help students acquire the knowledge, skills, and attitudes outlined in the career development outcomes. Experiential learning is also an effective method to engage students in career development.*
- Counselling—focuses on the interaction between an individual or a small group and a professional counsellor; helps students and adults explore personal issues related to life/work decisions; examines how to apply information and skills learned to personal plans; and facilitates the building of individualized career plans.
- Assessment—involves the administration and interpretation of a variety of formal and informal measures and techniques to help individuals gain an understanding of their skills, abilities, attitudes, interests, achievements, prior learning experiences, personal style, learning style, work values, and lifestyle needs.
- Career Information—encompasses a variety of resources that provide current, unbiased information about work roles, educational programs, and work opportunities. Such resources include computer-based career information delivery systems, the Internet, print and media materials, informational interviews, workplace speakers, and more.
- Life/Work Information—encompasses a variety of resources that provide current, unbiased information about work roles, educational programs, and work opportunities. Such resources include computer-based career information delivery systems, the Internet, print and media materials, informational interviews, workplace speakers, and more.
- Work Experience—provides opportunities for students and adults in actual work settings to test life/work decisions and develop effective work attitudes and behaviours. Internships, youth apprenticeships, co-op programs, service projects, volunteerism, and paid work are some examples.
- Placement—organizes resources and offers assistance so that individuals can make successful transitions from the program to work or further education and training.
- Consultation—assists staff, administrators, trainers, employers, and others in areas of needed expertise related to career development.
- Referral—develops a network of outside educational institutions, agencies, and other organizations to offer additional services needed by students and adults.

* Information about experiential learning techniques can be found at the following website:
www.njaes.rutgers.edu/learnbydoing/weblinks.html.

- Follow-up—establishes and maintains long-term contact with individuals who have made transitions to determine effectiveness of life/work decisions.
- Mentorships—provide one-to-one support and role models for students.

Structure

A solid organizational structure enables is the framework that supports the course's activities. Key components include

- leadership—a management team usually led by a counsellor or career development professional who assumes the role of program coordinator
- management—a process for organizing planning, clarifying staff roles and responsibilities, securing resources, monitoring course implementation, and revising the course
- personnel—other staff, community resource persons, paraprofessionals, and volunteers who can help serve the wide range of individual career development needs through direct involvement or linkages with other organizations
- facilities—adequate space, materials, and equipment that ensure the delivery of high quality career development services
- resources—sufficient funds to purchase materials, equipment, and other items to implement career development courses

Roles and Responsibilities

Principals

As the school leader, the principal needs to understand the goals and structure of career development courses. There is a need to coordinate the guidance and career education courses with the overall school program, assigning suitable staff and communicating with parents and the larger community about the courses. These responsibilities should include

- establishing an school advisory team
- implementing and supervising career education courses
- in-service development of staff members responsible for course implementation
- developing a career education plan for the school
- arranging for physical facilities, resources, and staff necessary for the successful implementation of the courses
- ensuring adequate time is scheduled in the school timetable to allow students to participate in all aspects of the courses
- coordinating partnerships in the school community and broader local community
- ensuring workplace safety and health regulations apply to student training and placement

Students

Student responsibilities increase as students proceed through the school system. These include

- taking responsibility for their learning
- taking responsibility for managing their behaviour
- getting along with others in a variety of settings in the school or community
- demonstrating social responsibility
- developing and setting educational goals
- completing their education plans and portfolios
- complying with workplace safety and health regulations

Parents*

Parents have an important role to play in their children's learning. They can encourage their children's learning by

- working collaboratively with the school to help students develop their education plans and portfolios
- supporting and helping students with critical decision making
- supporting the students' educational and occupational goals
- monitoring students' progress and reviewing their progress toward the completion of their Annual Education Plans
- maintaining contact with the students' teachers
- supporting and taking an interest in all of their children's assignments and activities, both inside and outside school

Teachers

In addition to the usual duties conducted by the subject area classroom teacher, career education teachers should

- monitor the overall academic progress of their students
- monitor the completion of the students' education plans
- review the education plans with parents and students throughout the year
- refer students who require individual assistance or short-term counselling to a guidance counsellor in accordance with the school process
- register students participating in career and community experiences in advance of placement
- invite community partners to provide a variety of career exploration activities for their students
- provide work-site orientation section that includes workplace safety and health education
- conduct a work-site safety evaluation at the beginning of a placement
- visit each student work site at least once and not less than every 20 hours of student participation
- participate in the ongoing review and evaluation of the career education course

* In this document, the terms *parent* and *parents* refer to both parents and guardians. The term *parents* is used with the recognition that in some cases only one parent may be involved in a child's education.

Community Partners

Community partners include

- sector councils, employers, and workers within the wider school community who participate in school-based curricular activities and facilitate educational visits
- social and community agencies that might offer skilled staff to lead or support small-group instruction
- staff from local and regional post-secondary educational and training institutions

Principals and teachers should work with their communities to facilitate collaboration and opportunities for involvement through such means as

- in-school visits by community-based representatives
- community-based mentorships
- consultations with sector councils and employers to prepare students for employment
- placements for job shadowing, work experience, community service, internship, and school-work transition activities

Community partners must provide safe and healthy workplaces and any specific safety training required.

Career and Community Experiences

One of the main goals of education is to aid students in their transition to the workplace. Community experiences can be used in a variety of ways. They are an extension of formal education beyond the confines of the school building, enabling students to become familiar with the workplace and enabling employers to participate in education. They make school more responsive to the needs of students, industry, and labour. Both school-sponsored career exploration and community-based work experience are intended to help prepare students for the transition from secondary school to the world of work or further education and training. A community experience provides students with an opportunity to apply classroom learning in a context outside of school and to bring back to the classroom new perspectives about their learning. Community experiences also provide students with the chance to gain new skills that can be used in future work.

Preparing students for a career and community experience:

Successful career experience placements in the community require that students be prepared for the expectations of work sites. Students should be knowledgeable about what to expect and what is expected of them. Students must understand that they need to adapt to the workplace environment and not perceive it as an extension of the school environment. Students need to know what work sites require in terms of behaviour, clothing, and workplace safety.

Considerations for placing students in community experience:

Community placements should match the interests and abilities of each student. Educators should decide whether a student is adequately prepared to participate in a community-based placement. Educators should provide each student with an adequate knowledge and understanding of the placement before the student begins any on-site visit.

Community experience workplace safety:

Students must have an in-school orientation that includes work-site safety awareness. This should prepare students to identify, observe, or apply their knowledge to health and safety issues in the workplace. Students should know the following before being placed:

- potential dangers at the job site and how they will be protected
- the right to refuse work if they feel it is unsafe
- hazards (such as noise or chemicals) and what they should know to avoid these hazards
- site-specific safety orientation and training they will receive before they start work
- safety gear they are expected to wear and who is responsible for providing the gear

- emergency procedures for events such as fire, chemical spills, or robbery
- location of fire extinguishers, first aid kits, and other emergency equipment
- workplace health and safety responsibilities
- procedures if injured on the work site
- who the first aid attendant is and how he/she can be contacted

Manitoba's Career Development Curricula

Each career development curriculum is divided into five themes: Personal Management (Unit 1), Career Exploration (Unit 2), Learning and Planning (Unit 3), Job Seeking and Job Maintenance (Unit 4), and Career and Community Experiences (Unit 5). Grade 9 and Grade 10 curricula place greater emphasis on personal introspection and career exploration while Grade 11 and Grade 12 curricula focus more on community experiences and transition planning.

All four curricula provide learning outcomes that are necessary for a successful transition into life/work experiences for the future. The higher the grade level, the greater the expectations are that students will be able to acquire, apply, and personalize learning outcomes to assist their life/work transitions. The Grade 9 curriculum provides students with an overview of career development outcomes with emphasis on building a positive self-esteem, exploring self-assessment, locating work information, and selecting high school courses. The Grade 10 curriculum places a greater emphasis on student outcomes related to communication skills, work information, work trends, self-assessment, matching personal skills to occupations, stereotyping and discrimination in the workplace, and work-search tools. The Grade 11 curriculum focuses student learning on personal management skills, life/work balance, and transition from high school. In Grade 11, students will have up to 46 hours to apply the specific learning outcomes during their Career and Community Experiences unit. The Grade 12 curriculum gives students opportunities to internalize all the learning outcomes in a classroom setting and spend up to 80 hours applying and personalizing these outcomes in their career and community experience. The Grade 12 emphasis is on the transition from high school to post-secondary training and preparation for employment.

The four career development curricula are optional and can be offered in sequence or independently of each other. The learning outcomes of each curriculum build on prior curricula, and key topics are revisited to deepen understanding and extend application. Schools may choose to offer any or all of the career development courses, based upon local needs, priorities, resources, et cetera. Because of the nature and focus of the courses, adjustments are recommended if only one or two courses in career development are offered, particularly if at the Grade 11/12 level. If a school chooses to offer a career development course at Grade 12 only, it is recommended that the Career and Community Experiences part of the course be limited to a maximum of 68 hours to allow sufficient time to develop the knowledge and skills that will be needed to make the experience in the community effective.

Key to Understanding the Learning Outcome Code

All specific learning outcomes are identified with a sequence of characters (numbers and letters) separated by dots. These characters code the unit, the general learning outcome, and the specific learning outcome.

- The first number indicates the unit. —————→ 5.J.1
- The letter indicates the general learning outcome. —————→ 5.J.1
- The last number indicates the specific learning outcome. —————→ 5.J.1

Grade 10 Career Development: Life/Work Planning—General and Specific Learning Outcomes

Unit 1: Personal Management

The learning experiences in this unit provide students knowledge and skills to help build and maintain a positive self-image and learn how self-image influences their lives. The theme assists students developing the knowledge and skills necessary for effective communication, teamwork, and leadership. The students will learn to build successful relationships in all aspects of their lives. This section also helps students discover and learn how to respond to change and personal growth as they pass through the various stages of their lives. These personal management skills are needed for success in work, learning, and life.

General Learning Outcome (GLO) A: Build and maintain a positive self-image.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 1.A.1 Explore own abilities, interests, skills, values, attributes, and personal qualities to determine strengths and weaknesses.
- 1.A.2 Identify positive characteristics (skills, interests, personal qualities, and strengths) about self as seen by self and others.
- 1.A.3 Describe how self-assessment can contribute toward the achievement of personal, educational, social, and professional goals.
- 1.A.4 Discover the importance of developing a realistic and positive self-image and the consequences of an erroneous one.
- 1.A.5 Identify how a realistic and positive self-image contributes to self-fulfillment, both personally and professionally.
- 1.A.6 Evaluate the impact of self-image on self and others.
- 1.A.7 Identify and compare how internal and external factors affect motivation.
- 1.A.8 Explore personal desires and interests.

General Learning Outcome (GLO) B: Interact positively and effectively with others.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 1.B.1 Integrate personal management skills to balance work, family, and leisure activities for mental, emotional, physical, and economic well-being.
- 1.B.2 Review effective interpersonal skills.
- 1.B.3 Analyze group discussion as to the effectiveness of communication.
- 1.B.4 Identify effective skills, knowledge, and attitudes for interacting with others.
- 1.B.5 Demonstrate financial management skills by preparing a monthly budget.
- 1.B.6 Display effective skills, knowledge, and attitudes for resolving conflicts with peers and adults.
- 1.B.7 Explore openness to diversity of cultures, lifestyles, and mental and physical abilities in the workplace.

General Learning Outcome (GLO) C: Change and grow throughout life.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 1.C.1 Explore how feelings are influenced by significant experiences in the workplace/volunteer situations.
- 1.C.2 Discover changes that occur in the physical, psychological, social, and emotional development of an individual.
- 1.C.3 Identify the effects of physical, psychological, social, and emotional changes in the workplace.
- 1.C.4 Identify causes of stress on own physical and mental well-being in the workplace.
- 1.C.5 Demonstrate effective communication skills (e.g., assertiveness, conflict resolution, problem solving) in challenging situations (e.g., bullying).

Unit 2: Career Exploration

The learning experiences in this unit will assist students with the knowledge and skills needed to be able to locate and effectively use life/work information and to understand the relationship between work and society and the economy. Students will discover the importance of post-secondary education and explore the numerous post-secondary education and training opportunities. They will learn about the interrelationship of life/work roles and the changing career patterns of men and women. The career exploration section provides students with information that allows them to explore issues around occupational choice, the meaning of work, and the impact of these choices on their lives.

General Learning Outcome (GLO) D: Locate and effectively use life/work information.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.D.1 Compare differences among work, jobs, occupations, and careers.
- 2.D.2 Identify how interests, knowledge, skills, values, and attitudes relate to work.
- 2.D.3 Determine how self-employment differs from working for others.
- 2.D.4 Use various sources to identify local employment opportunities.
- 2.D.5 Demonstrate an understanding of how interests, knowledge, skills, values, and attitudes are transferable to various work roles.
- 2.D.6 Describe one's ideal working conditions.
- 2.D.7 Identify how a variety of factors have an impact on work opportunities (including supply and demand for workers, demographic changes, environmental conditions, and geographic locations).
- 2.D.8 Develop criteria to compare occupations (including skills, interests, values, personal style, family background, lifestyle, and goals).

General Learning Outcome (GLO) E: Understand the relationship between work and society/economy.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.E.1 Determine the value of work for oneself.
- 2.E.2 Explore how a business operates (e.g., how profit is made, overhead costs).
- 2.E.3 Describe how the community, the economy, and technological advances have an impact on work and work roles.
- 2.E.4 Evaluate how one can contribute to the community (e.g., family, school) through work.

General Learning Outcome (GLO) F: Maintain balanced life and work roles.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.F.1 Identify skills in work-related activities in the home.
- 2.F.2 Illustrate the links between own work roles and family roles.
- 2.F.3 Examine different life roles and evaluate the responsibilities associated with each of them.
- 2.F.4 Identify and plan leisure activities that relate to own considered or preferred lifestyle.
- 2.F.5 Demonstrate how various life and work roles have an impact on the attainment of future goals.

General Learning Outcome (GLO) G: Understand the changing nature of life/work roles.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 2.G.1 Compare how work and occupational roles have changed.
- 2.G.2 Discover the changing life roles of men and women in work and family settings (e.g., men at home, women in non-traditional work roles).
- 2.G.3 Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for women and men in certain work roles.
- 2.G.4 Acknowledge own stereotyping, biases, and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles.
- 2.G.5 Verbalize and demonstrate the ability to work with people who are different from oneself.
- 2.G.6 Examine and acknowledge the positive impact work has on self.

Unit 3: Learning and Planning

This unit has been designed to help students develop the ability to make effective decisions, set goals, make plans, and act on, evaluate, and modify plans to adjust to change. Students will be required to engage in and manage their own life/work building process. They review the various components of the high school curricula, reflect on personal experiences, and use this knowledge in developing an Annual Education Plan and a Career Portfolio. Students will learn about the changing nature of life/work roles, factors involved in making life/work enhancing decisions, lifelong learning, and its contribution to one's life and work. Students will understand and experience the process of life/work building.

General Learning Outcome (GLO) H: Participate in lifelong learning supportive of life/work goals.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 3.H.1 Categorize and assess individual learning styles.
- 3.H.2 Identify strategies for improving results at school (e.g., study habits, note taking).
- 3.H.3 Demonstrate personal skills and attitudes conducive to life and work success (e.g., good attitude, initiative, flexibility).
- 3.H.4 Compare students' responsibilities for school with workers' responsibilities for work.
- 3.H.5 Identify academic requirements for graduation.
- 3.H.6 Recognize how current academic performance and compulsory and optional course selection may have an impact on occupational choice.

General Learning Outcome (GLO) I: Make life/work enhancing decisions.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 3.I.1 Research types of training and educational options available before and/or after high school graduation.
- 3.I.2 Research the entrance requirements for Manitoba post-secondary programs that provide training/education.
- 3.I.3 Demonstrate how own values and attitudes influence the decision-making process.
- 3.I.4 Compare advantages and disadvantages of various secondary and post-secondary programs.
- 3.I.5 Develop some occupational choices that reflect the changing world of work.

General Learning Outcome (GLO) J: Understand, engage in, and manage own life/work building process.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 3.J.1 Explore the concept that every decision is a life/work decision.
- 3.J.2 Compare the difference between career planning and life/work building.
- 3.J.3 Define own preferred future.
- 3.J.4 Demonstrate the importance of developing flexible and adaptable short-term action plans within the life/work building process (including course selection and short-term and long-term goals).
- 3.J.5 Understand the concept of and recognize the importance of a Career Portfolio.
- 3.J.6 Create and maintain own Career Portfolio.

Unit 4: Job Seeking and Job Maintenance

This unit gives students the opportunity to develop the skills and knowledge necessary to find jobs that are available at a local, provincial, national, and international level. They will develop the necessary skills needed for preparing resumés, completing job application forms, writing cover letters, and mastering job interviews. Students will acquire career management skills that will enable them to succeed in the labour market. The students will also acquire knowledge about unions, safe workplaces, and Manitoba labour practices.

General Learning Outcome (GLO) K: Secure/create and maintain work.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 4.K.1 Explore and demonstrate personal qualities and skills (e.g., dependability, punctuality, getting along with others) that are needed to secure and maintain work.
- 4.K.2 Recognize the language describing employment and other work opportunities and conditions.
- 4.K.3 Demonstrate an understanding of workplace safety and health regulations.
- 4.K.4 Connect the role of labour unions in the development of worker rights.
- 4.K.5 Review and recognize labour legislation standards for Manitoba employees.
- 4.K.6 Explore specific work opportunities in terms of working conditions and benefits.
- 4.K.7 Demonstrate the ability to complete application forms.
- 4.K.8 Develop work search tools required to find and maintain work (e.g., resumé, cover letter, career portfolio).
- 4.K.9 Explore skills, knowledge, and attitudes required to locate, interpret, and use information about work opportunities.
- 4.K.10 Demonstrate the skills, knowledge, and attitudes necessary to obtain and maintain work.
- 4.K.11 Demonstrate the skills, knowledge, and attitudes necessary for a successful interview.

Unit 5: Career and Community Experiences

This unit has been developed to provide students with community experiences that will assist them in better understanding the realities of the workplace and post-secondary educational and training institutions. Grade 9 and Grade 10 experiences could be limited to field trips, community guest speaker presentations, job shadowing, presentations by post-secondary educators, and private school training presentations. Ideally Grade 11 and Grade 12 students would benefit from a longer time in the community to enhance previously taught generic work skills and to gain exposure to specific occupational experiences.

The specific learning outcomes for this unit are chosen for individual students based on their particular needs and interests. They can be chosen from any of the student learning outcomes in the course, but the following SLOs under GLOs D and J will be included.

General Learning Outcome (GLO) D: Locate and effectively use life/work information.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 5.D.1 Explore suitable occupations that match occupational goals.
- 5.D.2 Research and discuss short-term community experience expectations and responsibilities.
- 5.D.3 Use community settings and resources to learn about work roles and work alternatives.

General Learning Outcome (GLO) J: Understand, engage in, and manage own life/work building process.

Specific Learning Outcomes (SLOs):

Students will be able to:

- 5.J.1 Assess and describe attitudes, skills, and procedures observed at community experience(s).
- 5.J.2 Identify and discuss the personal skill building that occurred during the community experience(s) and how this information relates to the life/work building process.
- 5.J.3 Review and revise Annual Education Plan.
- 5.J.4 Transfer acquired information to Career Portfolio.

Curricular Connections

Grade 10 Physical Education/Health Education

Teachers should be aware that some of the specific learning outcomes included in the Life/Work Planning curriculum are also included in the Grade 10 Physical Education/Health Education curriculum. The learning outcomes may be similar but are dealt with in different ways in the respective curricula. Teachers are encouraged to consult each other to ensure a minimum of overlap. Some of these topics that are similar include

- personal attributes and talents
- effective communication
- stress management
- safe and healthy lifestyle practices
- goal setting
- development of an action plan

Assessment*

The effectiveness of the career development courses will be determined by students' achievement of learning outcomes and through ongoing communication with parents and community partners. All four career development courses require the students to complete and/or revise Annual Education Plans, compile a Career Portfolio, and participate in community activities. Teachers and students must continually observe, assess, and evaluate achievement of learning outcomes in all components of the courses. Teachers will also consult with community placement supervisors/mentors as to student performance at the community sites.

Information from assessment will help improve student learning and identify areas for course improvement. It will help teachers and guidance counsellors determine how well their planned career exploration activities are working. It will also provide them with feedback of how other components of the career education courses are working and help them make any changes to assist students in achieving their goals. It is important that teachers have students review their learning progress and plans for improvement and that this is reflected in the Annual Education Plans and Career Portfolios. It is especially important that parents be involved in discussions regarding their children's progress. Teachers and guidance counsellors should gather information from parents and consult with them when assessing a student's adjustment to school, achievement of goals, and plans for future education.

* Ideas in this section are drawn from *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning* by Manitoba Education, Citizenship and Youth.

The assessment plan for each unit has been designed from the perspective that assessment *for* learning (formative assessment) and assessment *of* learning (summative assessment) are equally important. Therefore, the assessment ideas and guidelines for this course will reflect an attempt to balance both formative and summative aspects of student assessment.

Teachers should, when gathering information for **assessment *for* learning**, observe, read, and/or listen for specific evidence that shows how close the students are to achieving the specific learning outcomes that are targeted for that learning activity. Teachers should use this information to plan further instruction and to differentiate learning (i.e., adjust grouping practices, instruction, and/or resources). Teachers should also provide descriptive feedback to students about why their response is appropriate and what they have achieved, along with prompts or suggestions for ways to improve. Students should reflect on their own learning, considering their progress toward their goals and how they can move further toward them. The completion and revision of their Annual Education Plans provide opportunities for this reflection and goal setting.

Assessment *of* learning is designed to provide evidence of student learning and achievement to students, parents, educators, and perhaps employers or other educational institutions. This is the part of assessment that becomes public and is used to decide the future of students, so it is vital that all assessment of learning is done in a fair and accurate manner. Methods used in assessment of learning need to allow students to demonstrate their understanding and to give a variety of kinds of information and evidence of student learning. In the career development courses, one key tool used to make assessments of learning is the Career Portfolio, which will contain such items as work experience journals and reports, certificates of achievement, samples of work demonstrating various employability and occupational skills, resumés and cover letters, and so on, all of which will provide evidence of student achievement of the learning outcomes.

Assessment is an integral part of the entire learning process, and needs to be carefully planned and followed through on. Therefore, each unit begins with a proposed assessment plan that covers both formative and summative assessment elements, as well as suggestions for materials that may be collected in student Annual Education Plans and Career Portfolios. The following icons are used to indicate when a particular learning activity provides a good opportunity to assess students' progress:

A_{for} Assessment *for* Learning



Annual Education Plan

A_{of} Assessment *of* Learning



Career Portfolio

Document Organization and Format

The assessment plans and suggestions for instruction for each of the five units suggest ways to provide opportunities for students to achieve the learning outcomes of this course. *Grade 10 Career Development: Life/Work Planning* is organized according to the five units:

- Unit 1: Personal Management
- Unit 2: Career Exploration
- Unit 3: Learning and Planning
- Unit 4: Job Seeking and Job Maintenance
- Unit 5: Career and Community Experiences

In addition to the unit sections, there is an appendix of blackline masters (BLMs), an appendix of strategies to use in instruction and assessment, and a bibliography.

Guide to Reading the Units

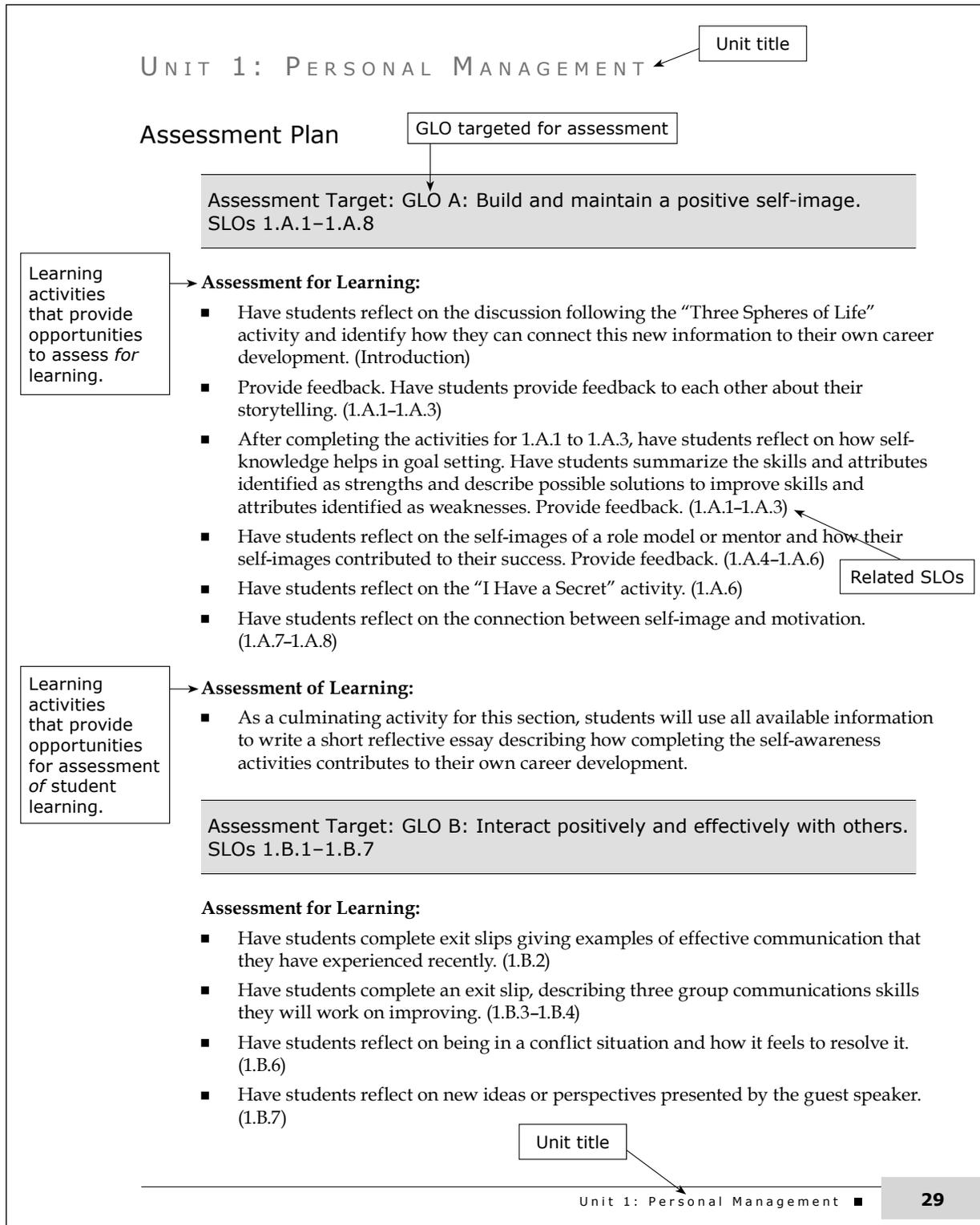
The unit sections are organized as follows:

- An **Assessment Plan** points out particular learning experiences that provide opportunities for assessment for and/or assessment of student learning of each targeted general learning outcome (GLO). The related specific learning outcomes (SLOs) are indicated in parentheses after each learning experience.
- The **unit title**, identified in a main heading and in the footers on each page, provides the focus of instruction for the identified GLOs and SLOs.
- In the section **Achieving the Learning Outcomes**, suggested time allotments for each of the GLOs in the unit are given. The **Suggestions for Instruction**, a sequence of learning experiences, relate directly to the GLO under which they are grouped and to the SLOs listed beside them. When it worked within the sequence of the SLOs, the SLOs are grouped together to be taught in an integrated way.
- **Icons** beside the learning experiences indicate which ones provide opportunities for assessment for and assessment of learning—as stated on the Assessment Plan—as well as which will result in additions or revisions to students' Annual Education Plans (AEPs) and Career Portfolios. Within certain learning experiences, there is an icon to indicate that supporting website addresses are available on the Manitoba Education and Training Career Development website at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Note: Even though in this document there is often a one-to-one correspondence between learning experience and SLO, it is still understood that single learning outcomes are rarely taught in isolation—opportunities to demonstrate other SLOs will almost always be integrated in any one learning experience or sequence of experiences. For example, opportunities for students to demonstrate an SLO such as 1.B.4 (“Identify effective skills, knowledge, and attitudes for interacting with others”) could be given whenever students work in partners or groups. Because this document follows a particular sequence of SLOs and learning experiences, this clustering of outcomes is not always demonstrated throughout the units.

See the following page for a detailed clarification of reading the Assessment Plan format and the Achieving the Learning Outcomes format.

Document Format



Achieving the Learning Outcomes

Targeted GLO continued from previous page

GLO A: Build and maintain a positive self-image. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

Suggestions for student learning experiences

1.A.8
Explore personal desires and interests.

For Love and Money

Students participate in the "For Love and Money" activity. (See Appendix A for BLM 4.)

Title of learning experience

Specific learning outcomes define what students are expected to achieve



Students add interests to their AEPs if applicable.

Add to AEP

Students each use the information they have gathered in their exercises and reflections to write a short reflective essay describing how completing the self-awareness activities will contribute to their own career development. (See Appendix A for BLM 5: "Writing Rubric: Reflective Essay.")

Suitable for assessment of learning

A

Description of the learning experience

GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes

Suggestions for Instruction

Beginning of targeted GLO

1.B.1
Integrate personal management skills to balance work, family, and leisure activities for mental, emotional, physical, and economic well-being.

Three Spheres of Life Revisited

Students review the "Three Spheres of Life" exercise (BLM 1) and, in small groups, discuss the need for balancing work, family, and leisure activities.

Students each freewrite (see Appendix B) about how an imbalance among work, family, and leisure activities can affect each of emotional, physical, mental, and economic well-being.

Career Portfolio Selection

Students each keep a one-week 24-hour activity log, and use it to create a "three spheres of life" diagram that shows an ideal balance among the three spheres. (See Appendix A for BLM 6.)

1.B.2
Review effective interpersonal skills.

Communicating Effectively

In small groups, students create posters illustrating important communication skills such as "I" messages, making messages complete, ensuring verbal and non-verbal congruency, asking for feedback, giving appropriate messages to the receiver, describing one's feelings, describing the feelings of others without interpretation, and describing behaviour without interpretation.

Supporting websites

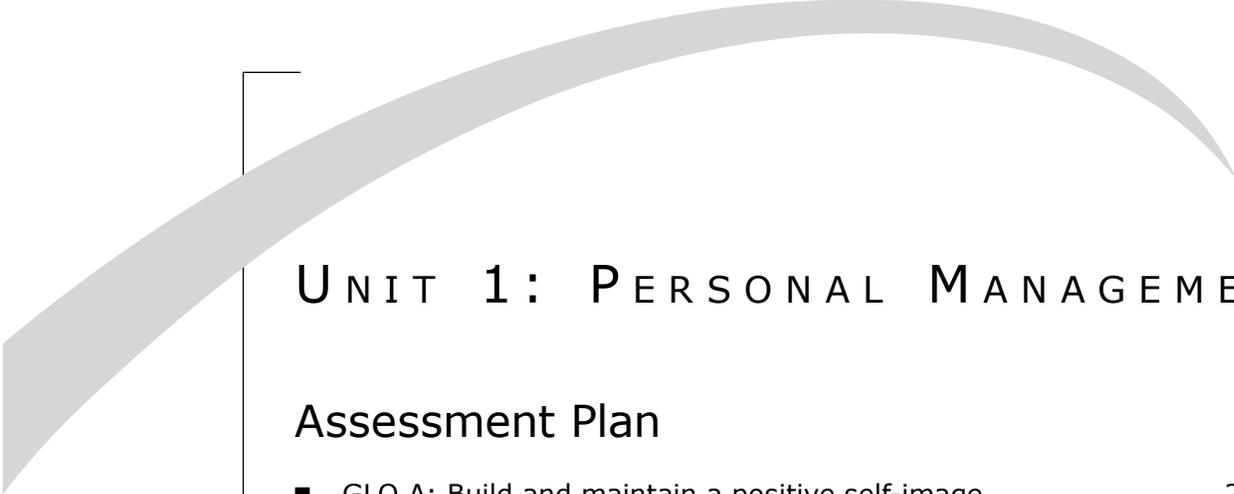


Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Suitable for assessment for learning

A

Students each write an exit slip (see Appendix B) giving three examples of effective communication that they have experienced recently.



UNIT 1: PERSONAL MANAGEMENT

Assessment Plan

- GLO A: Build and maintain a positive self-image. 29
- GLO B: Interact positively and effectively with others. 29
- GLO C: Change and grow throughout life. 30

Achieving the Learning Outcomes

- Introduction to Course 31
- GLO A: Build and maintain a positive self-image. 32
SLOs 1.A.1-1.A.8
- GLO B: Interact positively and effectively with others. 35
SLOs 1.B.1-1.B.7
- GLO C: Change and grow throughout life. 39
SLOs 1.C.1-1.C.5

UNIT 1: PERSONAL MANAGEMENT

Assessment Plan

Assessment Target: GLO A: Build and maintain a positive self-image.
SLOs 1.A.1–1.A.8

Assessment for Learning:

- Have students reflect on the discussion following the “Three Spheres of Life” activity and identify how they can connect this new information to their own career development. (Introduction)
- Provide feedback. Have students provide feedback to each other about their storytelling. (1.A.1–1.A.3)
- After completing the activities for 1.A.1 to 1.A.3, have students reflect on how self-knowledge helps in goal setting. Have students summarize the skills and attributes identified as strengths and describe possible solutions to improve skills and attributes identified as weaknesses. Provide feedback. (1.A.1–1.A.3)
- Have students reflect on the self-images of a role model or mentor and how their self-images contributed to their success. Provide feedback. (1.A.4–1.A.6)
- Have students reflect on the “I Have a Secret” activity. (1.A.6)
- Have students reflect on the connection between self-image and motivation. (1.A.7–1.A.8)

Assessment of Learning:

- As a culminating activity for this section, students will use all available information to write a short reflective essay describing how completing the self-awareness activities contributes to their own career development.

Assessment Target: GLO B: Interact positively and effectively with others.
SLOs 1.B.1–1.B.7

Assessment for Learning:

- Have students complete exit slips giving examples of effective communication that they have experienced recently. (1.B.2)
- Have students complete an exit slip, describing three group communications skills they will work on improving. (1.B.3–1.B.4)
- Have students reflect on being in a conflict situation and how it feels to resolve it. (1.B.6)
- Have students reflect on new ideas or perspectives presented by the guest speaker. (1.B.7)

Assessment of Learning:

- Have students prepare a monthly budget. (1.B.5)
- Have groups of students present their research about diverse businesses to the class using visual aids. (1.B.7)
- Have groups of students create a poster giving advice for communicating with others in the workplace. (1.B.7)

Assessment Target: GLO C: Change and grow throughout life.
SLOs 1.C.1–1.C.5

Assessment for Learning:

- Have students freewrite about experiences in the workplace or in volunteer situations and how those experiences colour feelings about future experiences. Provide feedback. (1.C.1)
- Have students create a chart that compares their physical, social, psychological, and emotional characteristics at age eight with now. Have students speculate on how they will change in these areas in the future and how these changes may affect their ability to deal with work-related situations. (1.C.2–1.C.3)
- Have students complete an exit slip describing stressful situations and strategies to manage them. (1.C.4)

Assessment of Learning:

- Groups of students compile a list of strategies to deal with stress and create a poster for the classroom. (1.C.4)
- As a culminating activity, have students select one of the role-playing scenarios and write a short narrative describing how they would most likely react (given their self-esteem and personality) and outline some of the strategies they would use to resolve this issue.

UNIT 1: PERSONAL MANAGEMENT

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	22 hours
■ Introduction	1 hour
■ Build and Maintain a Positive Self-Image	9 hours
■ Interact Positively and Effectively with Others	5 hours
■ Change and Grow throughout Life	7 hours

Introduction to Course

Prescribed Learning Outcomes

Suggestions for Instruction

What is Career Development?

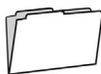
In small groups, students explore the meaning of career development.

Three Spheres of Life

Students participate in the “Three Spheres of Life” exercise. (See Appendix A for BLM 1.)

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Students each write a reflective journal entry (see Appendix B) discussing the connection between the three spheres and career development. What is the purpose of the course? Why is it important? What are three things you hope to get out of this course?



This course will provide every student with the opportunity to create a Career Portfolio and complete an Annual Education Plan (AEP). (See Appendix A for BLM 2.) The portfolio and AEP will be helpful in guiding students in their career goal planning.

GLO A: Build and maintain a positive self-image.

Prescribed Learning Outcomes

Suggestions for Instruction

1.A.1

Explore own abilities, interests, skills, values, attributes, and personal qualities to determine strengths and weaknesses.

1.A.2

Identify positive characteristics (skills, interests, personal qualities, and strengths) about self as seen by self and others.

1.A.3

Describe how self-assessment can contribute toward the achievement of one's personal, educational, social, and professional goals.



Building a Positive Self-Image by Exploring Strengths

Students each complete an admit slip (see Appendix B) giving three examples of how performance in school subjects and leisure learning situations can help in assessing their abilities.

Students self-assess their skills and personal qualities and explore their interests, values, and other attributes using their previous year's Career Portfolio and/or AEP, and one or more online career exploration sites such as the following:

- Career InfoNet Skills Profiler: www.careerinfonet.org/skills/
- whatever subscription-based career exploration website the school subscribes to (e.g., *Career Cruising*, *Choices Planner*, etc.)

Students each record their top five interests, top five skills, five personality traits, and top five work values on their Annual Education Plan (AEP). Students also save any quiz/inventory results to include in their Career Portfolios.

Stories to Build Self-Image

In small groups, students take turns telling of a time when they tried to achieve a goal. Students in the group provide feedback to the storyteller about positive characteristics revealed in that story. Students use this feedback to add additional personal strengths to their AEPs.

Increasing Self-Awareness to Set Goals

The class brainstorms answers to the question "What makes work satisfying?" Students each sort responses into four categories (values, skills, interests, and life/work preferences) and complete the "Increasing Self-Awareness" form. (See Appendix A for BLM 3.)

Once students have completed the form, facilitate a follow-up whole-class discussion about what makes people decide on jobs and career choices.



If additional values, skills, interests, and life/work preferences are identified, students add them to their AEPs. Students save the exercise to include in their Career Portfolios.

GLO A: Build and maintain a positive self-image. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

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Students each write a reflective journal entry (see Appendix B) answering the questions: How does knowing about your skills, values, interests, preferences, and personal qualities help you to set short-term and long-term goals? Why is it important to set short-term and long-term goals?

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Students each write a summary in paragraph or chart form of the skills and attributes identified as strengths and those identified as weaknesses. They also describe possible solutions to improve skills and attributes identified as weaknesses. Provide feedback.

1.A.4

Discover the importance of developing a realistic and positive self-image and the consequences of an erroneous one.

Realistic Self-Images

Students each complete an admit slip (see Appendix B) giving one example of a possible consequence of a low self-esteem and one example of a possible consequence of a realistic positive self-esteem.

1.A.5

Identify how a realistic and positive self-image contributes to self-fulfillment, both personally and professionally.

In small groups, students compare the consequences of a low self-esteem and a realistic positive self-esteem.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

1.A.6

Evaluate the impact of one's self-image on self and others.

Using jigsaw groupings (see Appendix B), students research and discuss well-known people in history and their positive and erroneous self-images (e.g., Winston Churchill, Bill Gates, Cindy Klassen, Nellie McClung).

Students view a film about a famous person, focusing on that person's self-image and how it hindered or contributed to self-fulfillment. Following the film, students discuss in small groups the effects of different kinds of self-image.

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If possible, students each interview their role models or mentors to discover the impact self-image has had on their lives. In reflective journal entries (see Appendix B), students write about the self-images of a role model or mentor and how their self-images contribute to their success. Students share their observations in class and receive feedback.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

GLO A: Build and maintain a positive self-image. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

1.A.6

Evaluate the impact of one's self-image on self and others.

I've Got a Secret

Students evaluate the impact of one's self-image on self and others by doing the following "I've Got A Secret" activity:

1. Students each write a sentence or short paragraph describing something about themselves that they have not previously shared with the group.
2. The unsigned papers are put in a box.
3. The teacher reads the secrets, one at a time.
4. The class, with consideration and respect, discusses each secret as it is read. This should reassure students that others are accepting and may have the same private thoughts and concerns.

Students each write a reflective journal entry (see Appendix B) using the following questions as a guide:

- How did you feel when your statement was read out loud?
- What was the most important thing you learned from this exercise?
- Was it difficult or easy for you to think of a secret to write down?
- How did hearing people discuss your secret affect your self-image? How do you think it affected the self-image of others in the class?
- How do you see this exercise relating to life/work planning?
- What would happen if someone did this type of exercise at work?

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1.A.7

Identify and compare how internal and external factors affect motivation.

Self-Image Motivation

Students each write an admit slip (see Appendix B) giving three reasons why they come to school.

1.A.8

Explore personal desires and interests.

The class compiles a list of the various sources of motivation from the individual admit slips and from brainstorming further items. The students work in small groups to sort the sources of motivation into internal and external factors and to rank them from most motivating to least motivating. Groups share their results with the class and discuss the differences between external factors and internal factors.

Students each write a reflective journal entry (see Appendix B) about how self-image and motivation are related—does having a positive self-image increase motivation? Which type of motivation is affected—internal or external?

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Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

GLO A: Build and maintain a positive self-image. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

1.A.8
Explore personal desires and interests.



For Love and Money

Students participate in the “For Love and Money” activity. (See Appendix A for BLM 4.)

Students add interests to their AEPs if applicable.

A of

Students each use the information they have gathered in their exercises and reflections to write a short reflective essay describing how completing the self-awareness activities will contribute to their own career development. (See Appendix A for BLM 5: “Writing Rubric: Reflective Essay.”)

GLO B: Interact positively and effectively with others.

Prescribed Learning Outcomes

Suggestions for Instruction

1.B.1
Integrate personal management skills to balance work, family, and leisure activities for mental, emotional, physical, and economic well-being.

Three Spheres of Life Revisited

Students review the “Three Spheres of Life” exercise (BLM 1) and, in small groups, discuss the need for balancing work, family, and leisure activities.

Students each freewrite (see Appendix B) about how an imbalance among work, family, and leisure activities can affect each of emotional, physical, mental, and economic well-being.

Students each keep a one-week 24-hour activity log, and use it to create a “three spheres of life” diagram that shows an ideal balance among the three spheres. (See Appendix A for BLM 6.)

1.B.2
Review effective interpersonal skills.

Communicating Effectively

In small groups, students create posters illustrating important communication skills such as “I” messages, making messages complete, ensuring verbal and non-verbal congruency, asking for feedback, giving appropriate messages to the receiver, describing one’s feelings, describing the feelings of others without interpretation, and describing behaviour without interpretation.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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Students each write an exit slip (see Appendix B) giving three examples of effective communication that they have experienced recently.

GLO B: Interact positively and effectively with others. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

1.B.3

Analyze group discussion as to the effectiveness of communication.

1.B.4

Identify effective skills, knowledge, and attitudes for interacting with others.

Fishbowl Group Discussion

Divide the class into two groups. Group A (the fishbowl) sits in a circle and discusses an assigned topic, such as why group communication skills are important in the workplace. Group B (the observers) sits around the outside and observes the discussion, taking note of various communication skills observed (e.g., listening, summarizing information, asking clarifying questions, etc.). (See Appendix A for BLM 7.)

Divide the class into smaller groups, with each group having some observers and some fishbowl participants. The groups review the observers' notes and analyze and discuss the verbal and non-verbal skills exhibited.

Option: Groups switch roles so that they all will observe and participate.

Deer Lodge School Staffing: Group Problem Solving

Students participate in the group problem-solving exercise "Deer Lodge School Staffing." Divide students into groups of six. Extra students can serve as secretaries for a group. Pass out copies of the Instructions to Group Members (see Appendix A for BLM 8). Group members (except for extra students) are each given a clue card (which can be copied from BLM 8).

In different small group configurations, the students discuss the skills and behaviours that contributed to the solution of the puzzle.

Students each complete an exit slip (see Appendix B), describing the three group communication skills they found most useful and will work on improving.

Students add communication skills to their AEPs where applicable.



1.B.5

Demonstrate financial management skills by preparing a monthly budget.

Monthly Budget

Students each prepare a monthly budget (including such expenses as housing, food, automobile, entertainment, gifts, clothing, utility bills, etc., and such income as employment, loans, gifts, etc.). Students can research employment income and costs such as housing, food, entertainment, and automobiles in the local newspapers and online sources.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

GLO B: Interact positively and effectively with others. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

1.B.6

Display effective skills, knowledge, and attitudes for resolving conflicts with peers and adults.

Resolving Conflicts

The class brainstorms various scenarios involving school- and work-related conflict situations.

In small groups, students role-play a scenario, demonstrating both effective resolution of the conflict and ineffective responses to the conflict.

The class discusses the various skills and strategies, knowledge, and attitudes that worked to resolve the various conflicts.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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Students each write a reflective journal entry (see Appendix B) about how it felt to be in a conflict situation and how it felt to resolve it.

1.B.7

Explore openness to diversity of cultures, lifestyles, and mental and physical abilities in the workplace.

Diversity in the Workplace

Students freewrite (see Appendix B) on the topic of how people are more alike than unlike each other despite different backgrounds, abilities, and interests. What do all people have in common? Why is it a good idea to talk and think about differences in culture, lifestyle, and abilities? When is it a bad idea?

Guest Speaker

Invite a guest speaker to talk about cultural diversity in the workplace.

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After the guest speaker has spoken, students each write a reflective journal entry (see Appendix B) about any new ideas and/or perspectives the speaker presented.

Diverse Businesses in the Community

Small groups each explore and identify the cultural origins of a different Manitoba business. Does the business employ people from the same cultural background or from a diversity of backgrounds? What cultural community does the business primarily serve? What does the business contribute to the wider community?

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Groups present their research to the class using visual aids such as PowerPoint presentations or posters.

GLO B: Interact positively and effectively with others. (continued)

Prescribed Learning
Outcomes

Suggestions for Instruction

1.B.7

Explore openness to diversity of cultures, lifestyles, and mental and physical abilities in the workplace.

Communicating with Members of Different Cultures

Students each interview an adult with a cultural background different from their own, asking about traditions, values, and cultural history. Students should also ask about the person's experiences in school and the workplace—was the person a member of a minority culture or a majority culture? How did that affect his or her experiences?

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After the interviews are completed, students share their findings in small groups and discuss how a diversity of backgrounds often means a diversity of communication skills and styles. Each group creates a poster listing five pieces of advice for communicating with others in the workplace.

GLO C: Change and grow throughout life.

Prescribed Learning Outcomes

Suggestions for Instruction

1.C.1

Explore how feelings are influenced by significant experiences in the workplace/volunteer situations.

Influential Experiences

Students each complete an admit slip (see Appendix B) listing two or three experiences that have influenced their lives. In partners, students discuss these experiences and how they have influenced feelings around later experiences.

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Students freewrite (see Appendix B) about feelings they have encountered in workplace or volunteer situations. How will those past feelings affect future experiences in the workplace or in volunteer situations? Ask volunteers to share experiences and thoughts about them in class and provide feedback.

1.C.2

Discover changes that occur in the physical, psychological, social, and emotional development of an individual.

That Was Then, This Is Now

In small groups, students read "Typical Characteristics of Grade 10 Students" (see Appendix A for BLM 9) and discuss the physical, cognitive, social, emotional, and psychological changes that youth typically experience in their teen years.

Students each complete a "That Was Then, This Is Now" chart to compare what they were like at eight years old to what they are like now. Include physical, social, psychological, and emotional characteristics. (See Appendix A for BLM 10.)

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Students each write a reflective journal entry (see Appendix B) in which they reflect on how they have grown and speculate about how they will change in the future. How will these changes affect their ability to deal with work-related situations?

1.C.3

Identify the effects of physical, psychological, social, and emotional changes in the workplace.

Growing in the Workplace

In small groups, students compare how experienced workers react to situations differently than someone new on the job does. What are the similarities and differences of one's physical, psychological, social, and emotional reactions at home, at school, and at the workplace?

GLO C: Change and grow throughout life. *(continued)*

Prescribed Learning Outcomes

Suggestions for Instruction

1.C.4

Identify causes of stress on own physical and mental well-being in the workplace.

Stress Management

Students read the handout “Stress Management” (see Appendix A for BLM 11). Students each freewrite (see Appendix B) about the positive and negative stress they feel in their lives and how it affects them.

In small groups, students brainstorm causes and symptoms of stress. What are likely to be areas of stress at the workplace?

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Each group compiles a list of strategies to deal with stress and creates a poster for the classroom.

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Students each complete an exit slip (see Appendix B) describing two situations that are stressful for them and a strategy to use to manage each situation.

1.C.5

Demonstrate effective communication skills (e.g., assertiveness, conflict resolution, problem solving) in challenging situations (e.g., bullying).

Challenging Work Situations

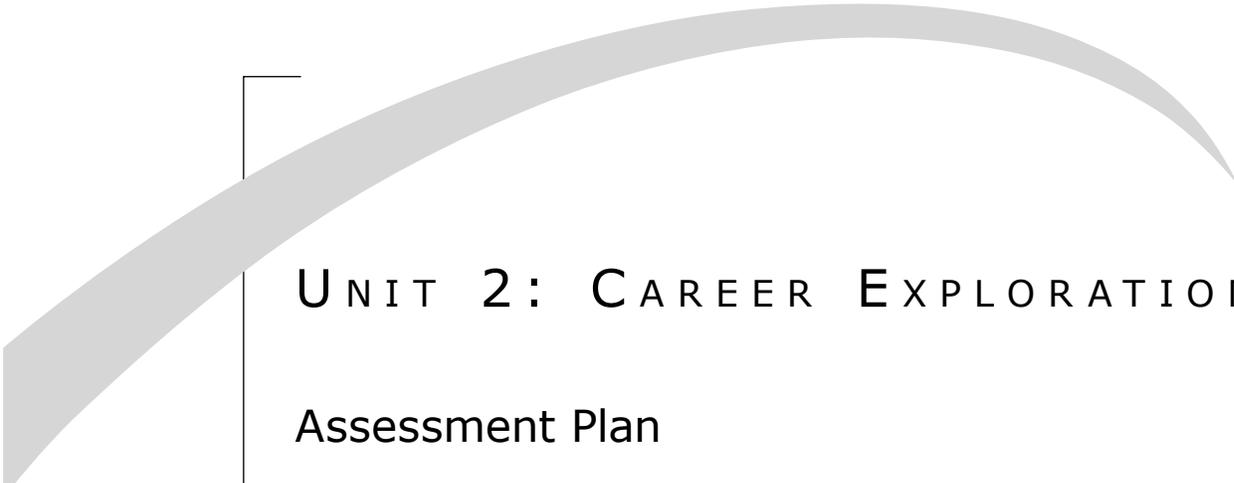
Students read the handout “Bullying in the Workplace” (see Appendix A for BLM 12).

Students role-play some difficult work situations that include dealing with customers, management, and fellow employees.

Resolving Conflicts Revisited

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As a culminating activity, students choose one of the role-playing scenarios from “Resolving Conflicts” (1.B.6) or “Challenging Work Situations” (1.C.5) and write a short narrative describing how they would most likely react (given their self-esteem and personality) and outline some of the strategies they would use to resolve this issue.



UNIT 2: CAREER EXPLORATION

Assessment Plan

- GLO D: Locate and effectively use life/work information. 43
- GLO E: Understand the relationship between work and society/economy. 43
- GLO F: Maintain balanced life and work roles. 44
- GLO G: Understand the changing nature of life/work roles. 44

Achieving the Learning Outcomes

- GLO D: Locate and effectively use life/work information. 45
SLOs 2.D.1–2.D.8
- GLO E: Understand the relationship between work and society/economy. SLOs 2.E.1–2.E.4 49
- GLO F: Maintain balanced life and work roles. 51
SLOs 2.F.1–2.F.5
- GLO G: Understand the changing nature of life/work roles. 53
SLOs 2.G.1–2.G.6

UNIT 2: CAREER EXPLORATION

Assessment Plan

Assessment Target: GLO D: Locate and effectively use life/work information. SLOs 2.D.1–2.D.8

Assessment for Learning:

- Review completed “Job or Occupation?” chart. Students complete exit slips giving an example of a job and an example of an occupation. (2.D.1)
- Provide feedback on students’ lists of three undesirable occupations. Students complete exit slips listing three occupations that would match their skills, interests, values, and attitudes, giving the reasons why. (2.D.2)
- Students write journal entries about the pros and cons of self-employment and whether they will consider it. (2.D.3)
- Have students describe their ideal working conditions in print or drawn format, and provide feedback. (2.D.6)

Assessment of Learning:

- Students write short reports or create charts summarizing information about their selected high demand occupations, including years of education/training necessary, salary average, and the reasons why these occupations are in high demand.

Assessment Target: GLO E: Understand the relationship between work and society/economy. SLOs 2.E.1–2.E.4

Assessment for Learning:

- Students discuss the results from their work values inventories and revise them when appropriate. (2.E.1)
- After the business plan has been implemented, the class reflects on the success of the business. Students write exit slips describing something surprising learned about running a business. (2.E.2)
- Have students write a short thank-you note to the local business owner that includes a description of an important point learned during the talk. (2.E.3)

Assessment of Learning:

- Have students summarize their work values inventory and evaluate how their inventory fits with the two occupations compared in the learning activities for 2.D.8. (2.E.1)

Assessment Target: GLO F: Maintain balanced life and work roles.
SLOs 2.F.1–2.F.5

Assessment for Learning:

- Provide feedback on students' Venn diagrams and on their lists of roles experienced throughout life. Students write exit slips listing three responsibilities that show up most frequently in their various life roles. (2.F.1–2.F.3)

Assessment of Learning:

- As a culminating activity, have students write a report, comic book, or short story to illustrate links between work/school roles and family roles. Have students include both present day and future components in their stories.

Assessment Target: GLO G: Understand the changing nature of life/work roles. SLOs 2.G.1–2.G.6

Assessment for Learning:

- Students write reflective journal entries about whether they would prefer a more traditional nine-to-five job or one or more of the worker roles examined in groups. (2.G.1)
- Have students write exit slips reflecting on what they perceive to be the role change that will have the most impact on them in their futures. Provide verbal or written feedback. (2.G.2)
- Check student definitions of stereotyping, prejudice, scapegoating, and discrimination for accuracy. Provide peer and teacher feedback on students' stories/comic so that students can create short sequels, showing how dealing with the limiting behaviour opened doors or opportunities for their characters. (2.G.3)
- Students write reflective journal entries about generalizations they have made and at what point such a generalization could become a stereotype or prejudice. Students complete exit slips citing biases they hold that they would like to overcome, describing how they put limits on their future career possibilities. (2.G.4)
- Provide feedback to students about their ability to deal with diversity in the workplace, as shown in their role plays. (2.G.5)
- Provide feedback on students' ideas about the rewards of work. (2.G.6)

Assessment of Learning:

- As a culminating learning activity, have students complete a research essay on either the changing roles of men or women in the labour force or the historical changes in human rights legislation.

UNIT 2: CAREER EXPLORATION

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	23 hours
■ Locate and Effectively Use Life/Work Information	11 hour
■ Understand the Relationship between Work and Society/Economy	4 hours
■ Maintain Balanced Life and Work Roles	3 hours
■ Understand the Changing Nature of Life/Work Roles	5 hours

GLO D: Locate and effectively use life/work information.

Prescribed Learning Outcomes

Suggestions for Instruction

2.D.1

Compare differences between work, jobs, occupations, and careers.

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Understanding Terms

Provide students with definitions of the following terms: *work*, *job*, *occupation*, and *career* (see Appendix A for BLM 13). Students review the definitions and examples and complete the “Job or Occupation?” chart (see Appendix A for BLM 14). Review the completed “Job or Occupation?” chart in class.

After reading the handout “Life/Work Designs” (see Appendix A for BLM 15), students each speculate in a journal entry (see Appendix B) about what their career might turn out to be. They should imagine two scenarios: one if they purposefully design their life/work and one if they just let it happen.

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Students each complete an exit slip (see Appendix B) giving one example each of a job and an occupation.

GLO D: Locate and effectively use life/work information. (continued)

Prescribed Learning Outcomes**Suggestions for Instruction**

2.D.2
Identify how interests, knowledge, skills, values, and attitudes relate to work.

Information about Myself

Students each complete an admit slip (see Appendix B) listing three occupations that they would not want and reasons why.

In small groups, students share some of their reasons and explore what these say about their interests, values, and attitudes. For example, if a reason for not wanting to work in a restaurant is the frequency of evening shifts, one might be said to value a social life.

Using an online career exploration program, students identify their interests and the skills they have developed or are currently developing.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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Students each complete an exit slip (see Appendix B) listing three occupations they think would match their skills, interests, values, and attitudes and giving the reasons why.

2.D.3
Determine how self-employment differs from working for others.

Information about Self-Employment

Invite a panel of three self-employed guest speakers to give a presentation about self-employment. Have students prepare in advance questions about working conditions, earnings, challenges, and benefits of working for oneself.

In small groups, students discuss the personal qualities and values needed to enjoy self-employment and the pros and cons of being self-employed.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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Students each write a reflective journal entry (see Appendix B) about the pros and cons of being self-employed and whether they will consider it.

2.D.4
Use various sources to identify local employment opportunities.

Information about Local Employment Opportunities

In small groups, students research and generate a list of all the local businesses and agencies that provide services and products to the area. Students can use a variety of resources such as telephone books, community newspapers, the Internet, and local employment agencies. What positions might be available at each of these businesses and agencies?

Students each write an exit slip (see Appendix B) listing three local employment opportunities that they would like to investigate further.

GLO D: Locate and effectively use life/work information. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

2.D.5

Demonstrate an understanding of how one's interests, knowledge, skills, values, and attitudes are transferable to various work roles.

Skills and Interests in Various Occupations

Review (from 2.D.2) how people select occupations according to their interests, skills, values, knowledge, and attitudes.

Using the information about interests and skills discovered earlier (2.D.2), students explore the National Occupational Classification (NOC) to match individual personal skills and interests with different occupations. Students each fill in the "Matching Interests and Skills with Occupations" chart outlining five occupations that would fit with their interests and skills (see Appendix A for BLM 16).



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

In small groups, students discuss the variety of occupations to choose from that match their skills and interests.

2.D.6

Describe one's ideal working conditions.

Ideal Working Conditions

Using jigsaw groupings (see Appendix B), each group reads and discusses the working conditions portrayed in one of the pieces found on the CBC website, *The Way We Work, Where We Work: From the Dump to the Call Centre* at www.cbc.ca/news2/work/. The groups reconfigure and share the various stories.

Individually, students revisit their printouts from the NOC Career Handbook (2.D.5), focusing on the Environmental Conditions part of the Profile Summary. Do the working conditions add to or take away from the appeal of these five occupations?

Students each write or draw a description of their ideal working conditions, which they list on their AEPs. Provide feedback.



GLO D: Locate and effectively use life/work information. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

2.D.7

Identify how a variety of factors have an impact on work opportunities (include supply and demand for workers, demographic changes, environmental conditions, and geographic location).

Work Opportunities—Factors Influencing Trends

Students read the handout “Labour Market Trends” (see Appendix A for BLM 17). In small groups, students discuss how these trends will influence the future opportunities in the occupations in which they are interested.

Students review a list of high demand occupations in Manitoba—a report is regularly provided by the Labour Market Information Unit of Manitoba Jobs and the Economy, and the National Occupation Classification also categorizes occupations according to whether prospects are “good.”



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

A field trip to a career symposium will also give students the opportunity to acquire helpful information about which occupations are in need of workers.

From the list(s), students each select six occupations in which they are interested, but these should be selected from a variety of sectors/types of occupations (e.g., management, health, sales, arts and culture, primary industry, trades, applied sciences, etc.) and be ones requiring a range of education/training (e.g., on-the-job, high school, trade/apprenticeship, community college, university, etc.).

Students each write a short report or create a chart summarizing information about their selected high demand occupations, including years of education/training necessary, salary average, and the reasons why these occupations are in high demand. Students attach these reports/charts to their AEPs.



2.D.8

Develop criteria to compare occupations (including skills, interests, values, personal style, family background, lifestyle, and goals).

Using Information to Choose an Occupation

Students each complete an admit slip (see Appendix B) listing three factors they consider important when they are choosing an occupation. The teacher compiles a class list from the admit slips.

Students each identify key factors in their own choice of occupation (these may have changed since seeing the full class list). Students then research two different occupations and prepare a comparative assessment of their two occupations in chart form (see Appendix A for BLM 18).



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Arrange for a community visitor or a guest speaker from the local employment office to assist students in their research.

GLO E: Understand the relationship between work and society/economy.

Prescribed Learning Outcomes

Suggestions for Instruction

2.E.1

Determine the value of work for oneself.

The Value of Work

Students each complete an online work values inventory and print off results.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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In small groups, students discuss their results and revise them when appropriate.



Students each list their top five work values on their AEPs.



Students save their printed results for their Career Portfolios.

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In a short report, students each summarize their work values inventory and evaluate how their inventory fits with the two occupations compared in the learning activities for 2.D.8.

2.E.2

Explore how a business operates (e.g., how money is made, overhead costs).

The Business of Work

Students research information about the operation of a business by using online sources and interviewing local businesses.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Invite a guest speaker from Junior Achievement to talk about small business plans.

The class designs and implements a business activity for the school like a hot dog day or pizza day, using a business plan. (See Appendix A for BLM 19: "Small Business Plan Guide" or use materials from *Senior 3 Visions and Ventures: An Entrepreneurship Practicum: A Foundation for Implementation* by Manitoba Education and Training, Appendices Q to T.)

Follow up with a discussion and evaluation of the activity. How smoothly did the business run? What should have been adjusted on the business plan? How much profit was made?

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Students each write an exit slip (see Appendix B) describing something they learned about running a (small, one-time) business that surprised them.

GLO E: Understand the relationship between work and society/economy. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

2.E.3

Describe how the community, the economy, and technological advances have an impact work and work roles.

Community, Economy, and Technology

Students interview an adult from a previous generation about how the community, the economy, and technology have had an impact on their work and work roles. What jobs existed in the past that have now disappeared? How have some positions changed? Students take what they discover in the interviews as starting points for researching more details about our current economy.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Invite a business owner from the local community to talk about how the economy has an impact on local work and work roles.

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Students each write a thank-you note to the presenter that includes a description of an important point learned during the talk.

2.E.4

Evaluate how one can contribute to the community (e.g., family, school) through work.

Contributing to the Community

In small groups, students discuss how students and adults contribute to the community (e.g., their family and their school) through work. Groups record their results on chart paper and post them after sharing them with the class.

GLO F: Maintain balanced life and work roles.

Prescribed Learning Outcomes

Suggestions for Instruction

2.F.1

Identify skills in work-related activities in the home.

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Transferable Skills

In small groups, students brainstorm activities done at home that can provide transferable skills and knowledge to paid work positions. Students each create a Venn diagram where one part of the Venn is strictly for skills used at home, one is for workplace skills, and the shared area is for shared skills (see Appendix A for BLM 20). Provide feedback on Venn diagrams.

2.F.2

Illustrate the links between one's work roles and one's family roles.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.



Students add their transferable skills to their AEPs (if not already listed).

2.F.3

Examine different life roles and evaluate the responsibilities associated with each of them.

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Life Roles and Responsibilities

Students make a list of the roles that they will experience throughout their lives. In pairs or small groups, students share roles and brainstorm responsibilities associated with each role. (See Appendix A for BLM 21.) Provide feedback on lists of roles and associated responsibilities.

Students each write an exit slip (see Appendix B) listing three responsibilities that show up most frequently in their various life roles.

2.F.4

Identify and plan leisure activities that relate to own considered or preferred lifestyle.



Leisure as Part of Life/Work

Students each keep a log of their leisure activities for one week, and analyze the activities afterward to evaluate their relevance to future lifestyles. (See Appendix A for BLM 22, Parts 1 to 4.)

Students attach their leisure activities action plan (Part 4 of BLM 22) to their AEP.

GLO F: Maintain balanced life and work roles. (continued)

Prescribed Learning
Outcomes

Suggestions for Instruction

2.F.5

Demonstrate how various life and work roles have an impact on the attainment of future goals.

Life/Work Roles and Future Goals

Students each write a reflective journal entry (see Appendix B) commenting on the relative importance of each of their life roles (see BLMs 21–22). Which of these roles and the responsibilities and skills that go with it will be most important to their future lives? Which can be part of an action plan for attaining goals? Explain.

Students each create a timeline of their lives, including both past and future “chapters.” They draw a horizontal line through the middle of a page and write dates along with corresponding ages, chapter titles, and life roles (e.g., 1992–1994, pre-school, daughter/son, playmate). Students extend their timelines into the future, planning future chapters and life roles.

Linking Roles

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As a culminating learning activity, students each write a report, comic book, or short story to illustrate links between work/school roles and family roles. Students should include both present-day and future components in their stories.

GLO G: Understand the changing nature of life/work roles.

Prescribed Learning Outcomes

Suggestions for Instruction

2.G.1

Compare how work and occupational roles have changed.

Changing Worker Roles

Using a jigsaw grouping procedure (see Appendix B) and a vocabulary strategy, small groups of students study and discuss the following worker roles: contract work, multiple jobs, work sharing, job-sharing, working from home/teleworking, flextime, permanent part-time, compressed work week, self-employment, leave time (maternity leave, personal leave, etc.), and phased retirement.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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Students each write a reflective journal entry (see Appendix B) about whether they would prefer a more traditional nine-to-five job or one or more of the worker roles examined in groups.

2.G.2

Discover the changing life roles of men and women in work and family settings (e.g., men at home, women in non-traditional work roles).

Changing Roles of Women and Men

Provide students with a definition of “gender role,” such as the following:

“Gender roles” are the attitudes, behaviors, rights, and responsibilities that a society associates with each sex. (Konrad)



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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Using questions generated by the class, students interview parents and grandparents (or other adults from different generations) about the changing life roles at work and in the home.

In small groups, students role-play “That Was Then, This Is Now” scenarios, demonstrating the different roles women and men have had and now have in the home and at work. After class discussion of the scenarios, groups prepare “This Will Be” scenarios of future gender roles.

Students each complete an exit slip (see Appendix B) describing what they perceive to be the role change that will have the most impact on them in their futures. Provide verbal or written feedback.

GLO G: Understand the changing nature of life/work roles. *(continued)*

Prescribed Learning Outcomes

Suggestions for Instruction

2.G.3

Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for women and men in certain work roles.

Opening, Not Closing, Doors

Students each complete an admit slip (see Appendix B) describing an experience where someone was discriminated against in the school or community. This could be a personal experience, an observed experience, or one that students read or viewed in a text. Volunteers share their experiences with the class.

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Using a jigsaw grouping procedure (see Appendix B) and a vocabulary strategy, students define the following terms: *stereotyping, prejudice, scapegoating, and discrimination*. Check student definitions for accuracy.

Once students have a clear understanding of the terms, they each write a story or draw a comic strip portraying an incident in a workplace where some kind of stereotyping, prejudicial attitude, or discriminatory behaviour limited a person's opportunity to assume a particular work role.

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After receiving peer and teacher feedback on their stories/ comic, students create a short sequel, showing how dealing with the limiting behaviour opened doors or opportunities for the character.

Human Rights Commission

In small study groups, using materials from the Canadian Human Rights Commission and the Manitoba Human Rights Commission, students identify the regulations that are in place to deal with unfair and discriminatory employment and work-site practices. Students make posters of the various regulations to post in the classroom.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

GLO G: Understand the changing nature of life/work roles. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

2.G.4

Acknowledge one's own stereotyping, biases, and discriminatory behaviours that may limit opportunities for oneself or others in certain work roles.

Me Biased? No Way!

In small groups, students share personal experiences about how people respond to differences in race, religion, sex, age, appearance, culture, and abilities.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

As a class, discuss how stereotypes and prejudices are formed, how human thought processes naturally take details and make generalizations from them.

A for Students each write a reflective journal entry about a generalization they have made and at what point such a generalization could become a stereotype or prejudice. For example, perhaps someone has known three red-haired people, and all three were very quick tempered. This may lead the person to think that all red-haired people are quick tempered—what would it take to adjust this way of thinking?

Students look back at jobs/occupations they had identified as ones they would not like (see learning activities for 2.D.2). Students, in writing or small group discussion, examine their reasons for dismissing particular jobs. Were the reasons based in any part on personal biases? For example, did a student dismiss a career in engineering because she saw that as more of a male profession?

A for Students each complete an exit slip (see Appendix B) citing one bias they hold that they would like to overcome, describing how it is putting limits on their future career possibilities.

2.G.5

Verbalize and demonstrate the ability to work with people who are different from oneself.

Diversity in Life/Work

Hand out to students the “Styles of Conflict Management” (see Appendix A for BLM 23). Students read about the different styles of dealing with conflict and fill in one example of each.

The class reads recent news articles related to diversity in the workplace and conflicts that arise. Small groups of students each choose one situation, and role-play ways to resolve the conflicts.

A for Provide feedback to students about their ability to deal with diversity in the workplace, as shown in the role plays.

GLO G: Understand the changing nature of life/work roles. (continued)

Prescribed Learning
Outcomes

Suggestions for Instruction

2.G.6
Examine and acknowledge
the positive impact work
has on self.

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The Rewards of Work

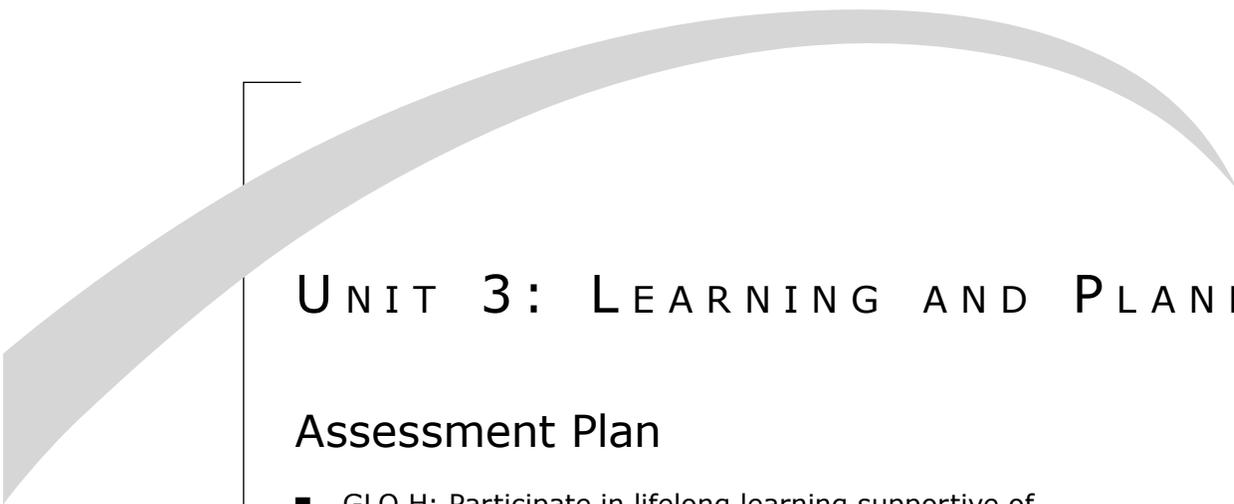
In small groups, students discuss the positive impact of work. They identify the psychological, emotional, social, and economic aspects (see Appendix A for BLM 24).

Students share their ideas with the class. Provide feedback.

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Research Essay

As a culminating activity, students each complete a research essay on either the changing roles of men and women in the labour force or the historical changes in human rights legislation.



UNIT 3: LEARNING AND PLANNING

Assessment Plan

- GLO H: Participate in lifelong learning supportive of live/work goals. 59
- GLO I: Make life/work enhancing decisions. 59
- GLO J: Understand, engage in, and manage own life/work building process. 60

Achieving the Learning Outcomes

- GLO H: Participate in lifelong learning supportive of live/work goals. SLOs 3.H.1–3.H.6 61
- GLO I: Make life/work enhancing decisions. SLOs 3.I.1–3.I.5 64
- GLO J: Understand, engage in, and manage own life/work building process. SLOs 3.J.1–3.J.6 67

UNIT 3: LEARNING AND PLANNING

Assessment Plan

Assessment Target: GLO H: Participate in lifelong learning supportive of life/work goals. SLOs 3.H.1–3.H.6

Assessment for Learning:

- Have students reflect on how they learn best and what they will do to increase the effectiveness of their learning. (3.H.1)
- Provide feedback on students' identified learning strategies. (3.H.2)
- Have students complete exit slips on the role play by completing the following: "Personal skills and attitudes have an important role in the workplace because..." Provide feedback to the responses. (3.H.3)
- Review workplace responsibilities as a class and let students revise their charts. (3.H.4)
- Students each write a reflective journal entry about the courses they plan to select and why it is important that they plan ahead and succeed in them. (3.H.6)

Assessment Target: GLO I: Make life/work enhancing decisions. SLOs 3.I.1–3.I.5

Assessment for Learning:

- Have students create a list of three major decisions made in the past year and identify the values and needs clarified and goals set for each. Provide feedback. (3.I.3)
- Have students each complete the reflection on page 2 of their AEP about how their interests, values, strengths, and personality traits, as well as the working conditions of the occupations, influenced their decisions to consider the three occupations they chose to research. (3.I.3)
- Have students reflect on how the comparison exercise was important to their decision-making process. (3.I.4)

Assessment of Learning:

- As a culminating activity for the activities suggested for SLOs 3.H.1 to 3.I.1, have students each create a poster describing two occupations and highlighting the differences in training between the two. The posters are then assessed according to class-determined criteria by classmates using a gallery walk.
- As an alternative assessment activity, have students each write a report about two occupations highlighting the differences in training between the two. Have students present their reports to the class and answer questions from the audience.

Assessment of Learning:

- As a culminating activity for the activities suggested for SLOs 3.I.2 to 3.I.5, have students write a report that outlines the steps necessary to pursue the training required for each of the three occupations they have researched.

Assessment Target: GLO J: Understand, engage in, and manage own life/work building process. SLOs 3.J.1–3.J.6

Assessment for Learning:

- Have students reflect on the High Five Plus One principles in an exit slip. (3.J.1–3.J.2)
- After student groups have created a list of possible uses of a career portfolio, create a class list and have the students add any missing suggestions. (3.J.5)
- Long-term goal planning: At the end of this unit, have students submit their Career Portfolio for feedback.

Assessment of Learning:

- Have students write a day-in-the-life story, create a comic strip, or write a speech a friend may give on their 40th birthday describing their life in 15 years. The description should include lifestyle, education, work, and leisure activities. (3.J.3)
- Short-term goal planning: At the end of this unit, have students submit their Annual Education Plan including the following reflection: What academic and occupational skills do I already have that will help me to be successful in my post-secondary option(s)? What do I still need to do in order to be accepted to pursue my post-secondary option(s)?

UNIT 3: LEARNING AND PLANNING

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	20 hours
■ Participate in Lifelong Learning Supportive of Life/Work Goals	7 hours
■ Make Life/Work Enhancing Decisions	7 hours
■ Understand, Engage in, and Manage Own Life/Work Building Process	6 hours

GLO H: Participate in lifelong learning supportive of life/work goals.

Prescribed Learning Outcomes

Suggestions for Instruction

3.H.1

Categorize and assess individual learning styles.

Multiple Intelligences and Learning Styles and Strategies

Introduce Howard Gardner’s theories of multiple intelligences. Students complete the “Multiple Intelligences Inventory Checklist” (see Appendix A for BLM 25) and use their results to determine their preferred learning strengths and styles.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.



Students each complete the “Multiple Intelligences and Learning Styles” form (see Appendix A for BLM 26) and a reflective journal entry or a Y-chart (see Appendix B), reflecting on how they learn best and what they will do to increase the effectiveness of their learning.

Students list their strongest learning styles on their AEPs.

3.H.2

Identify strategies for improving results at school (e.g., study habits, note taking).

In small groups, students review learning strategies that they use to help them achieve in school, sports, and hobbies.

Students each identify ways to improve learning such as the learning environment, strategies for reading texts, note-making methods, study habits, time management, et cetera. They should take into account their preferred learning strengths, as identified in 3.H.1.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.



Students each develop charts listing current subjects and specific learning strategies that can be used to succeed in each subject. Provide feedback on students’ identified learning strategies.

GLO H: Participate in lifelong learning supportive of life/work goals. *(continued)*

Prescribed Learning Outcomes

Suggestions for Instruction

3.H.3

Demonstrate personal skills and attitudes conducive to life and work success (e.g., good attitude, initiative, flexibility).

Personal Skills and Attitudes in the Workplace

Using a large piece of paper, the class draws a picture of the ideal worker. Everyone contributes to the picture by adding a symbol to represent a particular characteristic.

Students look at how those characteristics include social skills (such as giving and receiving compliments, asking questions and giving explanations, taking instructions, and accepting feedback) and attitudes (such as being willing, cheerful, enthusiastic, interested, respectful, and tolerant).

In small groups, students discuss how personal skills and attitudes affect successes in life and work. They explore tolerance, flexibility, initiative, thoroughness, decisiveness, stress management, and understanding “the chain of command” by sharing personal experiences.

Students role-play workplace scenarios that demonstrate examples of the above skills and attitudes. Possible scenarios could include welcoming a new staff person to the team, assigning tasks at the start of a new project, unwinding at the end of a busy day, and so on.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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Students each write an exit slip (see Appendix B) on the role play by completing the following stem: “Personal skills and attitudes have an important role in the workplace because” Provide feedback to the responses.

3.H.4

Compare students’ responsibilities for school with workers’ responsibilities for work.

Student versus Worker Responsibilities

In small groups, students compare worker responsibilities and student responsibilities by constructing a chart with two columns. In one column, list the responsibilities students have to ensure success in school. In the other column, list the responsibilities required by workers to ensure success at work.

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As a class, review workplace responsibilities. Afterward, students revise their charts as required.

GLO H: Participate in lifelong learning supportive of life/work goals.
(continued)

Prescribed Learning
Outcomes

Suggestions for Instruction

3.H.5
Identify academic
requirements for
graduation.

Graduation Requirements

Using resource materials such as the local school student handbook and *Focus on the Future: Your Grad Planner* (available at www.edu.gov.mb.ca/k12/docs/support/c_plan_grad/index.html), students review general graduation requirements, the credit system, external credits, vocational credits, online courses, alternative programs, student-initiated credits, and opportunities to challenge for credit. In the resource materials provided, include information about specific local division graduation requirements and standards testing.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

3.H.6
Recognize how current
academic performance and
compulsory and optional
course selection may have
an impact on occupational
choice.

Life/Work Choices Today Have an Impact Tomorrow

As a class, discuss where information about post-secondary programs can be found. Using resources such as online career programs and calendars and wall charts for Manitoba universities and colleges, students explore specific entrance requirements for a few post-secondary programs they are interested in.

Working backwards from the post-secondary program entrance requirements, students outline their course prerequisites from Grade 9 through Grade 12. For example, if Grade 12 calculus is a prerequisite for a university program, what courses will they need to complete in Grades 9 through 11 to be able to complete Grade 12 calculus?

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Students each write a reflective journal entry (see Appendix B) about the courses they plan to select and why it is important that they plan ahead and succeed in them.

GLO I: Make life/work enhancing decisions.

Prescribed Learning Outcomes

Suggestions for Instruction

3.I.1

Research types of training and educational options available before and/or after high school graduation.

Decisions about Training and Educational Options

Using a jigsaw grouping strategy (see Appendix B), the class is divided into small groups with each group being assigned to one of the following types of training options:

- apprenticeship programs
- high school vocational courses
- university programs
- work-site training programs
- community college programs
- Armed Forces training programs
- technical training programs, both public and private
- on-the-job training

Each group explores three specific programs within their type, and then students regroup to share what they've learned with larger groups.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Students review the different training and educational avenues to follow before and after graduation that they explored in 3.H.6, and adjust their high school course plan as they see fit.

Training for Two

As a culminating activity for this unit so far, students each create a poster describing two occupations from the educational/training avenues their group has researched and highlighting the differences in training between the two. The posters are then assessed according to class-determined criteria by classmates using a gallery walk (see Appendix B).

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As an alternative assessment activity, each student writes a report about two occupations from the education/training avenues their group has researched. Their reports should describe the differences in training for the two occupations. Students present their reports to the class and answer questions from the audience.

GLO I: Make life/work enhancing decisions. *(continued)*

Prescribed Learning Outcomes

Suggestions for Instruction

3.I.2

Research the entrance requirements for Manitoba post-secondary programs that provide training/education.

Deciding Where to Train

Using various sources including the Internet, university and college calendars, wall charts, magazines, pamphlets, visits to post-secondary schools, and guest speakers, students each research the entrance requirements information for post-secondary programs that will prepare them for three occupations of their choice.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.



Students each use the information they found to fill in the chart on their AEP, identifying where they could take the training for each of their three chosen occupations and noting the cost of tuition fees.

3.I.3

Demonstrate how own values and attitudes influence the decision-making process.

Values and Decision Making

Students each freewrite (see Appendix B) ideas about how the choices we make are based on facts as we know them and our values and attitudes. Starters could include the following:

- When I choose to do . . . , I think about . . .
- I make my best decisions when I know . . .

Volunteers share some of their ideas with the class.

Students each make a list of three major decisions they have made this year (e.g., apply for a job or join a club). In a reflective journal entry or mind map (see Appendix B), students each identify what values and needs were clarified and goals set in making those decisions. Provide feedback on student reflections.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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On the chart on their AEPs listing three occupations and training routes to take, students reflect on how their interests, values, strengths, and personality traits, as well as the working conditions of the occupations, influenced their decisions to consider these three occupations.

GLO I: Make life/work enhancing decisions. *(continued)*

Prescribed Learning Outcomes

Suggestions for Instruction

3.I.4

Compare advantages and disadvantages of various secondary and post-secondary programs.

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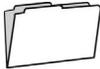
Making Decisions by Comparing

Students each write a brief summary comparing the advantages and disadvantages of each of the three different secondary and/or post-secondary educational/training routes that they wrote in the chart on their AEP.

Students each write a reflective journal entry (see Appendix B) about how the comparison exercise was important to their decision-making process.

3.I.5

Develop some occupational choices that reflect the changing world of work.

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Decisions that Reflect Our Changing World

Students each write an admit slip (see Appendix B) discussing whether the occupations they chose in 3.I.2 will be viable choices in our changing world of work and why they think so.

In small groups, students discuss how the world of work is changing and what that means for their chosen occupations. Students assess their choices of occupations, and revise them if necessary.

Education/Training Options

As a culminating activity for this section, students each write a report that outlines the steps that would be necessary to pursue the education and training required for entry into the three occupations that they have done extensive research on. Students save this report to include in their Career Portfolios (see 3.J.6).

GLO J: Understand, engage in, and manage own life/work building process.

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.1

Explore the concept that every decision is a life/ work decision.

3.J.2

Compare the difference between career planning and life/work building.

Managing Life/Work Building

Students review their “Three Spheres of Life” (Introduction) form and what they’ve completed on their AEP so far—interests, skills, personality traits, work values, personal strengths, ideal working conditions, preferred learning styles, and the three occupations they are interested in. Students each complete a Y-chart (see Appendix B) reflecting on how every decision—whether it is to do with learning (such as high school course selection), leisure activities, or work (part-time and/or volunteer)—is part of their life/work building process.

Students each review their leisure action plan (2.F.4) that is attached to their AEP. As a class, discuss how managing leisure time is one aspect of life/work building and career planning is another.

Students each complete a graphic organizer (see Appendix A for BLM 27), showing how career planning is a part of life/work building.

Applying the High Five Plus One Principles

Students review the “High Five Plus One” principles or “constants” (see Appendix A for BLM 28). Using jigsaw groupings (see Appendix B), small groups discuss how each of the “High Five Plus One” principles has an impact on both life/work and career planning. Students can discuss the following kinds of questions: What difference will a changing world make to your career and life/work plans? How will you make learning a lifelong thing? What opportunities, sidetracks, and stumbling blocks might come up in your career and life/work journey? How will following your heart help to motivate you to achieve your career and life/work goals? Who can help you on your career and life/work journeys? How will knowing yourself help you to make career and life/work decisions?

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Students each complete an exit slip (see Appendix B) listing three ways the “High Five Plus One” principles affect their life/work building process.

GLO J: Understand, engage in, and manage own life/work building process. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.3
Define own preferred future.



My Future Life

Students each write a day-in-the-life story or create a comic strip describing their life in 15 years. Another option is to write a speech a friend might give about them on their 40th birthday. The description should include lifestyle, education, work, and leisure activities.

Students save their story, comic, or speech to include in their Career Portfolios.

3.J.4
Demonstrate the importance of developing flexible and adaptable short-term action plans within the life/work building process (including course selection and short-term and long-term goals).



Goals and Action Plans—Follow Your Heart

Students each complete an admit slip (see Appendix B) answering the question “Why are goals important in life?”

As a class, discuss student responses, focusing on why short-term and long-term goals are important when developing action plans.

Students each review their AEP from the previous year if they have one, looking particularly at the short-term occupational goals on the second page of it and the Four-Year Education Plan on the third page. Students each look at this year’s AEP and determine three short-term occupational goals related to school and three short-term occupational goals related to activities outside of school. They also complete their Four-Year Education Plan, listing the courses they are required to take each year as well as they optional ones they plan to choose.

AEPs should be reviewed in six months or at the end of the course. Each AEP should include specific goals to attain but also encompass steps towards one’s preferred future.

GLO J: Understand, engage in, and manage own life/work building process. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.5
Understand the concept of and recognize the importance of a Career Portfolio.

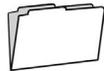
3.J.6
Create and maintain own Career Portfolio.

Career Portfolios

Using resources such as *A Self-Managed Career Portfolio Guide* (Manitoba Education, Citizenship and Youth), available at www.edu.gov.mb.ca/k12/docs/support/c_portfolio, students in small groups develop lists as to possible uses of a Career Portfolio (such as to demonstrate skills to a variety of employers or clients in an ever-changing work world, to direct one's lifelong learning, to manage goal setting, and so on).

Groups share their lists to create a class list of uses of a Career Portfolio, and students add any missing suggestions to their individual lists.

Students gather all of the samples, exercises, forms, et cetera that they have been saving for their Career Portfolio, and begin to look at ways to organize them into a new Career Portfolio or to integrate them into a Career Portfolio they have started in an earlier course.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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At the end of this unit, students each submit their Annual Education Plan including a reflective journal entry (see Appendix B) addressing the following questions: What academic and occupational skills do I already have that will help me to be successful in my post-secondary option(s)? What do I still need to do in order to be accepted to pursue my post-secondary option(s)?

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At the end of this unit, students submit their Career Portfolio for feedback.



UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Assessment Plan

- GLO K: Secure/create and maintain work. 73

Achieving the Learning Outcomes

- GLO K: Secure/create and maintain work. 75
SLOs 4.K.1-4.K.11

UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Assessment Plan

Assessment Target: GLO K: Secure/create and maintain work.
SLOs 4.K.1–4.K.11

Assessment for Learning:

- Have students create a chart that outlines the working conditions and benefits for three job opportunities. Provide feedback. (4.K.6)
- Have students complete exit slips explaining why application forms are sometimes more useful than just requesting a resumé and cover letter. (4.K.7)
- Have student groups create lists of websites and resources for job services and then compile a class list. Have students add missing resources to their individual lists. (4.K.8)
- Have student groups brainstorm a list of potential new contacts not previously recorded. (4.K.9–4.K.10)
- Conduct mock interviews with students and have students discuss ways to improve their interview skills. (4.K.11)

Assessment of Learning:

- Have students write an article or create a poster about the labour movement in Manitoba that includes the origins of the labour movement in Manitoba, the reasons for the success of unions in Manitoba, and some of the barriers unions face in Manitoba in the present time. (4.K.4)
- As a culminating activity for this unit, have students find an advertisement for a potential job opportunity and develop a resumé and cover letter targeted specifically for that position. Have students also prepare for an interview for that position by writing out possible questions that could be asked and the responses they would give.

UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Achieving the Learning Outcomes

Suggested Time Allotments

- Overview 19 hours
- Secure/Create and Maintain Work 19 hours

GLO K: Secure/create and maintain work.

Prescribed Learning Outcomes	Suggestions for Instruction
<p>4.K.1 Explore and demonstrate personal qualities and skills (e.g., dependability, punctuality, getting along with others) that are needed to secure and maintain work.</p>	<p>Personal Qualities for Securing and Maintaining Work</p> <p>In small groups, students list personal qualities that are needed to get and keep a job.</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p> <p>Introduce or review employability skills (see Appendix A for BLM 29). Students each develop a plan as to how they will be able to acquire evidence to demonstrate competencies in these areas (see Appendix A for BLM 30). Explain that evidence can take the form of work samples (written work, photos of projects, visual representations, etc.), references from other people, certificates and/or transcripts of courses completed, and so on.</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p> <p> Students each save their plan in their Career Portfolio.</p>
<p>4.K.2 Recognize the language describing employment and other work opportunities and conditions.</p>	<p>Using the Language of Opportunity</p> <p>In small groups, students examine job postings on websites, noting the language used to describe employment opportunities and conditions. Each group makes a glossary of important terms (such as <i>high demand</i>, <i>outlook</i>, <i>labour market</i>, <i>supply</i>, <i>earnings</i>) with definitions and examples of how the term is used.</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p>

GLO K: Secure/create and maintain work. *(continued)*

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.3

Demonstrate an understanding of workplace safety and health regulations.

Knowing the Workplace Safety and Health Regulations

Students each complete an admit slip (see Appendix B) about why workplace safety and health regulations are important for students beginning a job. Provide feedback as volunteers share their responses with the class.

After reviewing or exploring workplace safety and health regulations in Manitoba, students each write a summary of the regulations that would apply to their current part-time jobs or to their upcoming work experience placements.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

4.K.4

Connect the role of labour unions in the development of worker rights.

Knowing about the Labour Movement in Manitoba

Using online and print sources, students research the labour movement in Manitoba.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

As part of student research, invite representatives from the Manitoba Federation of Labour to make a presentation to the class. Useful print resources include *Let Us Rise! An Illustrated History of the Manitoba Labour Movement* by Doug Smith and *Building a Better World: An Introduction to Unionism in Canada* by Errol Black and Jim Silver.

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Students each either write an article or create a poster containing the following information:

- the origins of the labour movement in Manitoba
- reasons unions have been so successful
- some of the barriers for unions today

GLO K: Secure/create and maintain work. *(continued)*

Prescribed Learning Outcomes	Suggestions for Instruction
4.K.5 Review and recognize labour legislation standards for Manitoba employees.	<p data-bbox="613 390 1243 422">Knowing the Manitoba Employment Standards</p> <p data-bbox="613 432 1442 548">Using a jigsaw grouping strategy (see Appendix B), small groups of students explore the following areas of the Manitoba Employment Standards by reading the fact sheets provided at www.gov.mb.ca/labour/standards/doc,quick_guide,factsheet.html:</p> <ul data-bbox="613 558 1203 705" style="list-style-type: none">■ general (minimum rights and responsibilities)■ hours of work and overtime■ vacations and general holidays■ young employees <p data-bbox="613 726 1349 789">After students have shared their knowledge in small groups, students each complete a quiz (see Appendix A for BLM 31).</p>
4.K.6 Explore specific work opportunities in terms of working conditions and benefits.	<p data-bbox="613 827 1243 858">Knowing the Working Conditions and Benefits</p> <p data-bbox="613 869 1442 1094">Students each investigate the working conditions and benefits of three job opportunities (full-time or part-time) that they are interested in, by interviewing an employer, employee, or former employer or employee. Students each compile the information they find about each job on a chart (see Appendix A for BLM 32). Students may also look up collective agreements when available, as they often provide detailed information about working conditions. Provide feedback on the charts.</p>
4.K.7 Demonstrate the ability to complete application forms.	<p data-bbox="613 1136 1138 1167">Work Search Tools—Application Forms</p> <p data-bbox="613 1178 1442 1314">Students each complete three job application forms—these can be print or electronic copies. In small groups, students discuss the differences among the forms and which sections are easiest and hardest to complete. What information does one need to have handy to complete an application form?</p> <p data-bbox="613 1346 1442 1419"> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p> <p data-bbox="613 1451 1442 1514">Students each design a job application form that could be used by an employer.</p>

GLO K: Secure/create and maintain work. *(continued)*

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.8

Develop work search tools required to find and maintain work (e.g., resumé, cover letter, career portfolio, online profile).

Work Search Tools—Advertised Employment Opportunities

In small groups, students compile lists of websites and other resources that advertise employment opportunities.

A summary of the groups' findings are posted in the classroom for future reference. Students add missing resources to their individual lists.

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Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Work Search Tools—Resumés

Students research the different types of resumés (such as chronological, functional, and combined) and the advantages and disadvantages of each type.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.



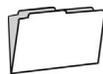
Students each prepare a resumé. Students save their resumés in their Career Portfolios.

Work Search Tools—Cover Letters

As a class, review the structure and purpose of a cover letter.



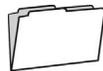
Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.



Students each prepare a cover letter to accompany their resumé, and save it in their Career Portfolio.

Work Search Tools—Career Portfolios

Students review the purposes of a Career Portfolio. In small groups, students role-play how they can use their Career Portfolios to prepare for an interview by reviewing their goals, timelines, accomplishments, and demonstrated skills, qualities, and attitudes.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Students each review their "Employability Skills Plan" (from 4.K.1) and revise it, moving newly acquired skills into the middle column and revising their plans to acquire new skills.

GLO K: Secure/create and maintain work. *(continued)*

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.9

Explore skills, knowledge, and attitudes required to locate, interpret, and use information about work opportunities.

Networking Skills to Secure/Create Work

Give a brief presentation about networking. Describe the need for networking, making new contacts, maintaining contacts, initiating informational interviews, et cetera.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

4.K.10

Demonstrate the skills, knowledge, and attitudes necessary to obtain and maintain work.

Students each make a list of people they know—friends, neighbours, peers, extended family, teachers, coaches, and so on—and their contact information. Beside each contact, students list possible information these people may have that could help them find work. (See Appendix A for BLM 33.)

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In small groups, students brainstorm a list of potential new contacts not previously recorded.

4.K.11

Demonstrate the skills, knowledge, and attitudes necessary for a successful interview.

Interview Skills to Secure Work

Students each complete an admit slip (see Appendix B) about what makes a job interview successful. Volunteers share responses in class. Provide feedback on the shared responses.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Students conduct mock interviews, taking turns being interviewed for a position. Encourage them to use their Career Portfolios to showcase particular skills and experiences.

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In small groups, students have a follow-up discussion about ways to improve their interview skills.

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As a culminating activity for this unit, students each find an advertisement for a potential job opportunity and develop a resumé and a cover letter targeted specifically for that position. Students each also prepare for an interview for that position by writing out possible questions that could be asked and the responses they would give and by planning out parts of their Career Portfolios to showcase.

This learning activity is also good preparation for the learning activities suggested in Unit 5 when students look for a placement for their career and community experiences.*

* All students must be registered with Manitoba Education and Training before community placement. Registration forms are available at www.edu.gov.mb.ca/k12/policy/work_ed.html.



UNIT 5: CAREER AND COMMUNITY EXPERIENCES

Assessment Plan

- GLO D: Locate and effectively use life/work information. 83
- GLO J: Understand, engage in, and manage own life/work building process. 83

Achieving the Learning Outcomes

Before Career and Community Experience

- GLO D: Locate and effectively use life/work information. SLOs 5.D.1–5.D.2 85

During Career and Community Experience

- GLO D: Locate and effectively use life/work information. SLO 5.D.3 87
- GLO J: Understand, engage in, and manage own life/work building process. SLO 5.J.1 88

After Career and Community Experience

- GLO J: Understand, engage in, and manage own life/work building process. SLOs 5.J.1–5.J.4 88

UNIT 5: CAREER AND COMMUNITY EXPERIENCES

Assessment Plan

Assessment Target: GLO D: Locate and effectively use life/work information. SLOs 5.D.1–5.D.3

Assessment for Learning:

- Have students write thank-you letters to their interview subjects, explaining how the interviews helped them plan to achieve their occupational goals. (5.D.1)
- Have students create a table that identifies three possible community experiences and complete a profile of duties and responsibilities for each. Provide feedback about the tables. (5.D.2)
- Through individual student-teacher conferences, have students use their AEPs to determine specific learning outcomes to target during their career and community experiences. (5.D.2)
- Have students maintain a log over the course of the community experience. Periodically collect them and provide some feedback. (5.D.3)

Assessment Target: GLO J: Understand, engage in, and manage own life/work building process. SLOs 5.J.1–5.J.4

Assessment of Learning:

- Have students meet with their community supervisors to review their performances of skills, duties, and learning outcomes, as recorded on their Training Plans. (5.J.1)
- As a culminating activity, have students complete written reports of their community placement experiences that include assessments of the suitability of the placements. (5.J.1–5.J.2)
- In individual student-teacher conferences, complete Annual Education Plan Assessment forms. (5.J.3)

UNIT 5: CAREER AND COMMUNITY EXPERIENCES

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	26 hours
■ Before Career and Community Experience	2–3 hours
■ During Career and Community Experience	22 hours
■ After Career and Community Experience	1–2 hours

Before Career and Community Experience

All students must be registered with Manitoba Education and Training for Workers Compensation **before** commencing a career and community experience. Work Placement Registration Forms and instructions on how to properly complete and submit forms are available at www.edu.gov.mb.ca/k12/policy/work_ed.html.

GLO D: Locate and effectively use life/work information.

Prescribed Learning Outcomes	Suggestions for Instruction
<p>5.D.1 Explore suitable occupations that match occupational goals.</p>	<p>Informational Interviews</p> <p>Students review their occupational goals, as listed on page 2 of their Annual Education Plans.</p> <p>In small groups, students prepare a list of questions for informational interviews.</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p> <p>Keeping their occupational goals in mind, students research and canvas their local community to determine potential occupational experiences and to target subjects for informational interviews. Sources of contacts could include employment offices, the local Chamber of Commerce, allies/neighbours, and the school's online career information system.</p> <p>Students each conduct up to three informational interviews at locations where they would like to spend time learning about the work. Students record (using tape, digital, or print formats) the answers they receive to their questions.</p> <p>A<i>for</i> Students each write thank-you letters to each of their interview subjects, explaining how the interviews helped them plan to achieve their occupational goals.</p>

GLO D: Locate and effectively use life/work information. (continued)

Prescribed Learning
Outcomes

Suggestions for Instruction

5.D.2

Research and discuss short-term community experience expectations and responsibilities.

Expectations and Responsibilities

Using the results from their interviews and additional online research (using, for example, the school's online career information system or career websites), students each create a table that outlines the duties and responsibilities for three possible career and community experiences.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

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Provide feedback about the students' tables.

Agreement on Expectations

Schools and/or school divisions need to develop a career and community experience agreement form for students and their parents to read and sign. Terms of agreement addressing issues such as the following should be included:

- waiving of wages or remuneration for work done as part of a community experience
- coverage under *The Workers Compensation Act* by Manitoba Education and Training
- health and safety precautions as determined by the school division and community placement, in accordance with school division safety and liability policies
- permission to share personal information about students
- attendance requirements
- transportation to and from community sites
- costs to the student related to the community placement
- additional requirements of particular work sites (e.g., criminal record check, child abuse registry check, agreement of confidentiality)

Once community placements are set, students each contact their community experience supervisors to discuss expectations and responsibilities for their placements. Together, the students and supervisors record the expectations and responsibilities on the "Career and Community Experience Training Plan" form (see Appendix A for BLM 34), which becomes part of each student's career and community experience log.

Before Career and Community Experience

GLO D: Locate and effectively use life/work information. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

5.D.2 (continued)
Research and discuss short-term community experience expectations and responsibilities.

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Through individual student-teacher conferences, students use their AEPs to determine specific learning outcomes to target during their career and community experiences. A list of these learning outcomes is attached to each student's "Career and Community Experience Training Plan" (BLM 34).

All students must be registered before any career and community experience. Registration forms are available at www.edu.gov.mb.ca/k12/policy/work_ed.html.

Grade 10 career and community placement(s) should not exceed 25 hours.

During Career and Community Experience

GLO D: Locate and effectively use life/work information.

Prescribed Learning Outcomes

Suggestions for Instruction

5.D.3
Use community settings and resources to learn about work roles and work alternatives.

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Logging My Experience and Observations

Students each keep a log for every day at their career and community experience sites. A sample format for student logs is provided in Appendix A (BLM 35).

Periodically collect the student logs and provide feedback.

During Career and Community Experience (continued)

GLO J: Understand, engage in, and manage own life/work building process.

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.1
Assess and describe attitudes, skills, and procedures observed at community experience(s).

Logging My Experience and Observations (continued)
Student logs include observations and reflections on the attitudes, skills, and procedures demonstrated at their work placements and how these match with their expectations and goals.

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Assessing My Experience
Students each meet with their community supervisors to review their performances of skills, duties, and learning outcomes, as recorded on their Training Plans. Two sample evaluation forms ("Career and Community Experience Evaluation Form—General" and "Career and Community Experience Evaluation Form—Specific Skills") are provided in Appendix A (BLMs 36 and 37).

After Career and Community Experience (continued)

GLO J: Understand, engage in, and manage own life/work building process.

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.1 (continued)
Assess and describe attitudes, skills, and procedures observed at community experience(s).

Career and Community Experiences and Life/Work Building
Students each review their logs and list and describe any skill-building activities they participated in while at the community placements.

5.J.2
Identify and discuss the personal skill building that occurred during the community experience(s) and how this information relates to the life/work building process.

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In small groups, students discuss how these identifiable skills have an impact on their life/work building processes. The groups summarize their discussions and share their ideas in a class discussion about the life/work building process and how skills have an impact on career decision making.

Reporting on the Career and Community Experience
Using their logs, students each complete and present a written report of the career and community experience, discussing worker skills and attitudes and workplace procedures. Reports should include an assessment as to the suitability of the placement and the effect it had on each student's future plans.

GLO J: Understand, engage in, and manage own life/work building process. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.3
Review and revise Annual Education Plan.

Reflecting on the Career and Community Experience

Students each review their daily reflections in their logs. In a reflective journal entry, a Y-chart, or a mind map (see Appendix B), students each reflect on their career and community experiences and how what they've learned may have added to or adjusted their interests, skills, values, and so on.



Students each review their AEPs and revise them to reflect what they've learned about themselves and work in their recent career and community experiences.



In individual student-teacher conferences, students complete an "Annual Education Plan Assessment" form (see Appendix A for BLM 38).

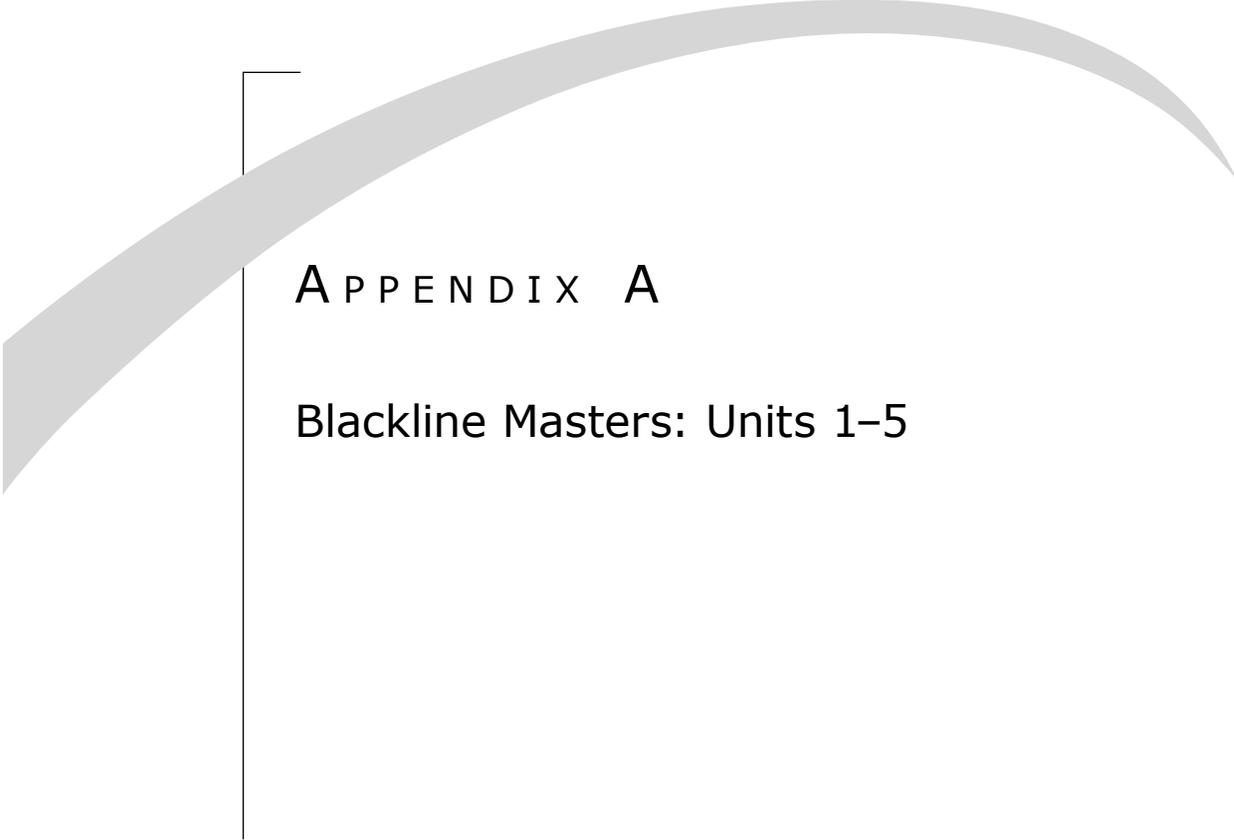
5.J.4
Transfer acquired information to Career Portfolio.

Updating Career Portfolios

Students each complete an admit slip (see Appendix B) giving reasons why a Career Portfolio should be a lifelong project that is constantly updated. Students volunteer to share their responses in a class discussion.



Students each transfer the evidence of their recently acquired experience and knowledge (evaluation forms, revised AEPs, written reports) to their Career Portfolios.



APPENDIX A

Blackline Masters: Units 1–5

Blackline Masters

Unit 1

- **BLM 1:** Three Spheres of Life (Introduction)
- **BLM 2:** Annual Education Plan: Life/Work Planning
- **BLM 3:** Increasing Self-Awareness (1.A.1–1.A.3)
- **BLM 4:** For Love and Money (1.A.8)
- **BLM 5:** Writing Rubric: Reflective Essay (1.A.1–1.A.8)
- **BLM 6:** Three Spheres of Life Revisited: Ideal Balance (1.B.1)
- **BLM 7:** Fishbowl Group Discussion (1.B.3–1.B.4)
- **BLM 8:** Deer Lodge School Staffing: Group Problem Solving (1.B.4)
- **BLM 9:** Typical Characteristics of Grade 10 Students (1.C.2–1.C.3)
- **BLM 10:** That Was Then, This Is Now (1.C.2–1.C.3)
- **BLM 11:** Stress Management (1.C.4)
- **BLM 12:** Bullying in the Workplace (1.C.5)

Unit 2

- **BLM 13:** Understanding Terms (2.D.1)
- **BLM 14:** Job or Occupation? (2.D.1)
- **BLM 15:** Life/Work Designs (2.D.1)
- **BLM 16:** Matching Interests and Skills with Occupations Using the National Occupational Classification (2.D.5)
- **BLM 17:** Labour Market Trends (2.D.7)
- **BLM 18:** Comparing Occupations (2.D.8)
- **BLM 19:** Small Business Plan Guide (2.E.2)
- **BLM 20:** Venn Diagram (2.F.1–2.F.3)
- **BLM 21:** Life Roles and Responsibilities (2.F.1–2.F.3)
- **BLM 22:** Leisure as a Part of Life/Work (2.F.4)
- **BLM 23:** Styles of Conflict Management (2.G.5)
- **BLM 24:** The Rewards of Work (2.G.6)

Unit 3

- **BLM 25:** Multiple Intelligences Inventory Checklist (3.H.1)
- **BLM 26:** Multiple Intelligences and Learning Styles (3.H.1)
- **BLM 27:** Life/Work Building and Career Planning (3.J.1–3.J.2)
- **BLM 28:** High Five Plus One (3.J.1–3.J.2)

Unit 4

- **BLM 29:** Employability Skills 2000+ (4.K.1)
- **BLM 30:** Employability Skills Plan (4.K.1)
- **BLM 31:** Manitoba Employment Standards Quiz (4.K.5)
- **BLM 32:** Working Conditions and Benefits (4.K.6)
- **BLM 33:** Networking (4.K.9–4.K.10)

Unit 5

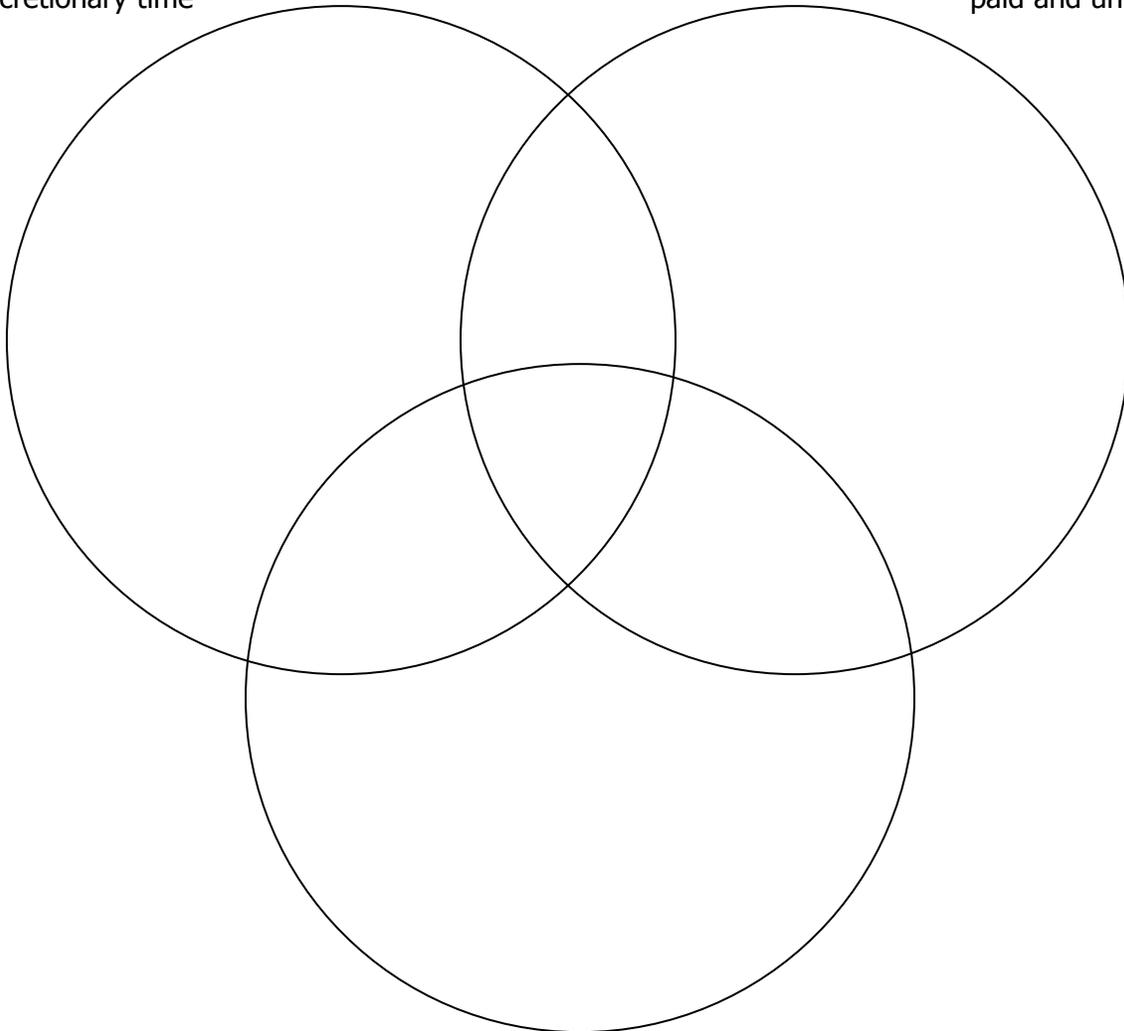
- **BLM 34:** Career and Community Experience Training Plan (5.D.2)
- **BLM 35:** Career and Community Experience Student Log (5.D.3)
- **BLM 36:** Career and Community Experience Evaluation Form—General (5.J.1)
- **BLM 37:** Career and Community Experience Evaluation Form—Specific Skills (5.J.1)
- **BLM 38:** Annual Education Plan Assessment (5.J.3)

Three Spheres of Life

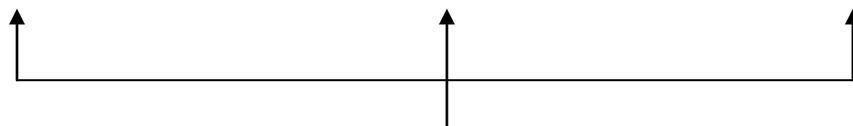
Instructions: List activities from your own life in each of the three spheres below. Activities that belong in more than one sphere should be written in the overlapping part of the appropriate circles. Share your results and discuss with a partner or small group.

Leisure
discretionary time

Work
paid and unpaid



Learning
formal and informal



**Relationships with others and our culture
will influence the three spheres.**

Annual Education Plan

Life/Work Planning

Name	_____	Year of Graduation	_____
Address	_____	School	_____
Phone Number	_____	Parent/Guardian	_____
Date	_____	Grade Level	_____

Goals for achievement

A. Set goals and plan action:

List your top five interests.
(see 1.A.1 and 1.A.8)

List your top five skills.
(see 1.A.1 and 2.F.1)

List five of your personality
traits. (see 1.A.1)



List your top work values.
(see 1.A.1, 2.E.1, and 2.G.6)

Planning

List your personal strengths recognized by
yourself and others.
(see 1.A.1, 1.A.2, 1.A.7, and 1.B.4)

List your ideal working conditions.
(see 2.D.6 and 2.G.1)

List your strongest learning styles. (see 3.H.1)

Annual Education Plan (2)

“Find something you love to do and you will never work a day in your life.”

Choose three long-term occupational goals and list the following information for each occupation. (see 3.I.2 and 3.I.3)

Occupation			
Training and education routes			
Program/training location			
Entrance requirements (prerequisites, etc.)			
Tuition fees/training costs per year			
Reflect as to how interests, work values, skills, personality traits, individual strengths, and working conditions influence your life/work goals.			

List short-term occupational goals related to school (e.g., course selection for Grade 11, academic performance, participation in extracurricular activities related to future goals, attendance). (see 3.J.4)

List short-term occupational goals related to activities outside school (e.g., find volunteer work or part-time work in related occupations, save money for post-secondary education, interview a person in an occupation of interest). (see 3.J.4)

Annual Education Plan (3)

B. Four-Year Education Plan (see 3.J.4)

Grade 9 Courses	Grade 10 Courses	Grade 11 Courses	Grade 12 Courses
Completed	Compulsory	Compulsory	Compulsory
	Optional	Optional	Optional

This plan should be reviewed regularly and revised as needed. Teachers instructing this course should share the student's Annual Education Plan with parent/guardians and request parent/guardian signatures and comments. The school should save a copy of this document for the student's file and the student should retain the original in his/her portfolio.

Student's Signature

Date

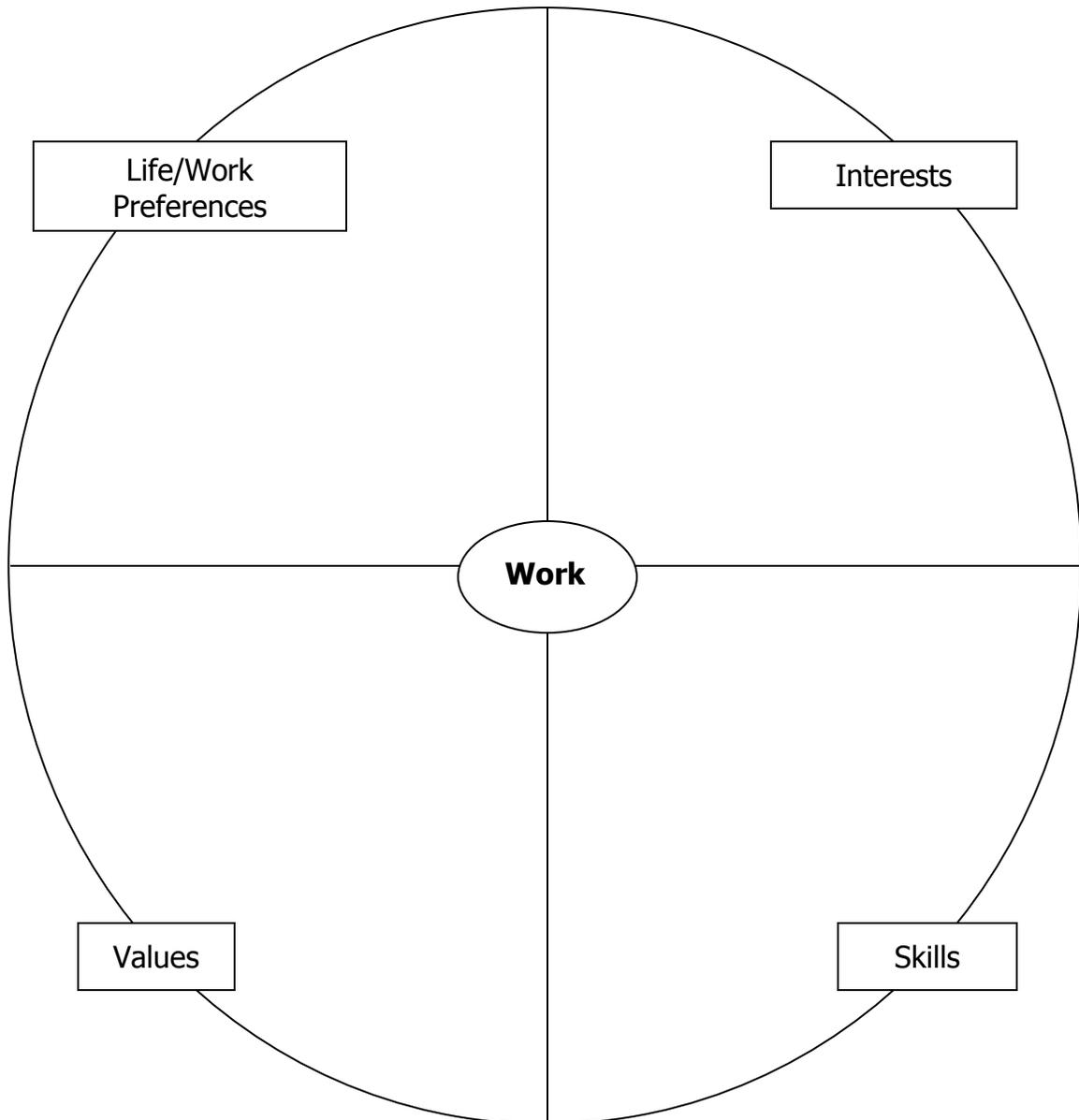
Parent/Guardian Signature

Date

Parent/Guardian Comments:

Increasing Self-Awareness Career Planning Process Diagram

What characteristics would describe satisfying work for you?



Work that accommodates our skills, interests, values, and personal preferences will bring us the most satisfaction.

For Love and Money

Part I

Step 1: In the spaces below, list 10 things you love to do. Don't limit yourself to work- or school-related activities.

Ten Things I Love to Do	Codes
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Step 2: Analyze the activities on your list by adding the following codes, when applicable, in the column beside your list:

- **\$** for any item that costs more than **\$10** to do
- **A** for any item that you prefer to do **alone**
- **P** for any item that requires **planning**
- ✓ for any item that you have **done** in the past two weeks

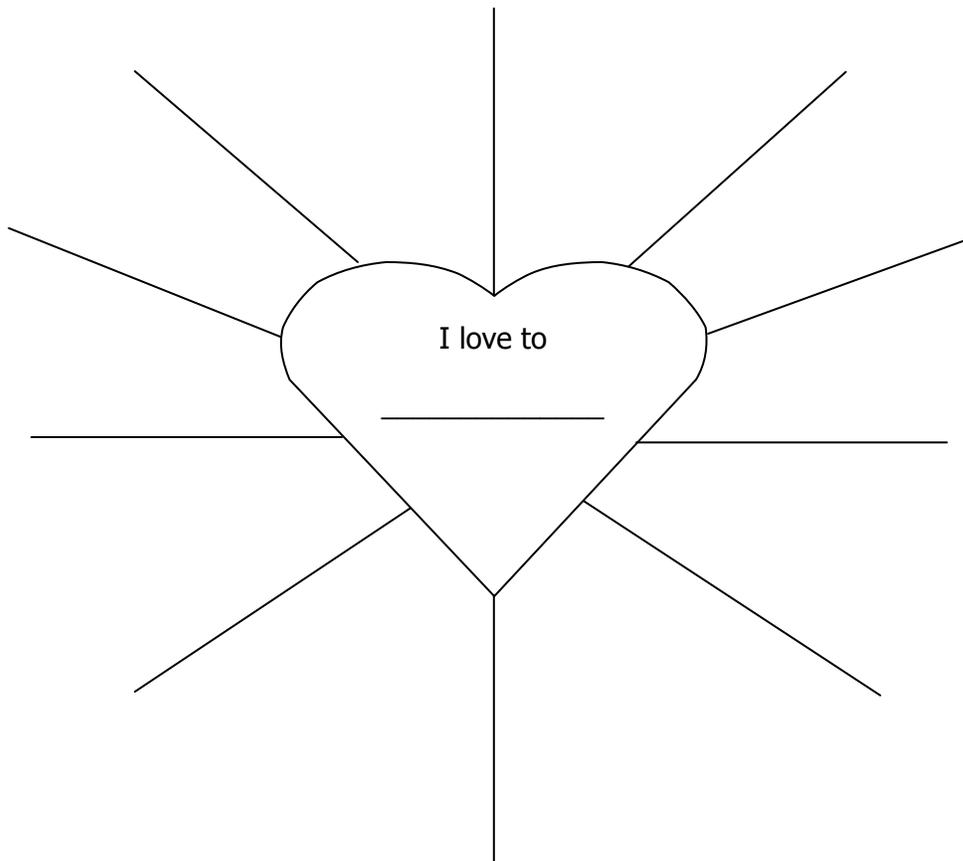
Step 3: Read over your list and reflect on it in a journal entry or mind map. What are you happy with? What are you not happy with? Why? What surprised you? Attach your reflection to this BLM.

For Love and Money (2)

Part II

Step 1: Choose one of the items from your list of things you love to do, and write that item in the middle of the web below.

Step 2: Also on the web below, brainstorm possible ways to make money, building on that activity that you love. For example, if you love giving parties, the branches coming out from the centre could include catering, bartending, planning parties, and selling party supplies. (Feel free to add branches and sub-branches to the web as needed.)



Step 3: Create two or three more webs using other activities on your list.

For Love and Money (3)

Part III

The activities we love can be powerful motivators for action.

Some of your ideas for making money may be outrageous, but some might be worth exploring further. In the space below, list any job ideas that have potential, and reflect on what you would enjoy about such work.

Writing Rubric: Reflective Essay

	Advanced 4	Proficient 3	Basic 2	Below Basic 1
Content	<p>Responses show that the writer</p> <ul style="list-style-type: none"> ▪ meets all the criteria listed in Score Point 3 ▪ memorably presents the experience for the reflection ▪ is creative and original ▪ makes the reader understand the abstract ideas underlying the reflection through use of specific detail 	<p>Responses show that the writer</p> <ul style="list-style-type: none"> ▪ effectively focuses on a single subject including related experiences and observations ▪ is thoughtful, convincing, insightful, and exploratory ▪ is firmly grounded in the subject ▪ reveals a strong connection between the subject and the experience(s) ▪ analyzes the experience by looking at more than one angle ▪ explores the subject in personal and general reflections 	<p>Responses show that the writer</p> <ul style="list-style-type: none"> ▪ does not go deeply enough into the reflection ▪ talks too much about himself/herself instead of the experience ▪ uses concrete detail ▪ is limited to flimsy generalizations 	<p>Responses show that the writer</p> <ul style="list-style-type: none"> ▪ assumes experience that prompted reflection is implicit in the response
Language Use & Style	<ul style="list-style-type: none"> ▪ uses language to be convincing ▪ implicitly reveals feelings and thoughts through presentation of the experience ▪ consistently uses appropriate language ▪ reveals ideas through use of comparison and imagery 	<ul style="list-style-type: none"> ▪ presents the experience through use of concrete, sensory language, quotations, and narrative accounts that effectively use dialogue, action, and pacing ▪ uses precise language 	<ul style="list-style-type: none"> ▪ uses only simple, generic language 	<ul style="list-style-type: none"> ▪ uses only simple, obvious statements
Organization	<ul style="list-style-type: none"> ▪ shows deep insight through a natural flow of ideas and an effective conclusion 	<ul style="list-style-type: none"> ▪ achieves unity through a natural progression of ideas 	<ul style="list-style-type: none"> ▪ has lapses in coherence ▪ has the tendency to digress 	<ul style="list-style-type: none"> ▪ does not have coherence in writing ▪ is not organized in writing

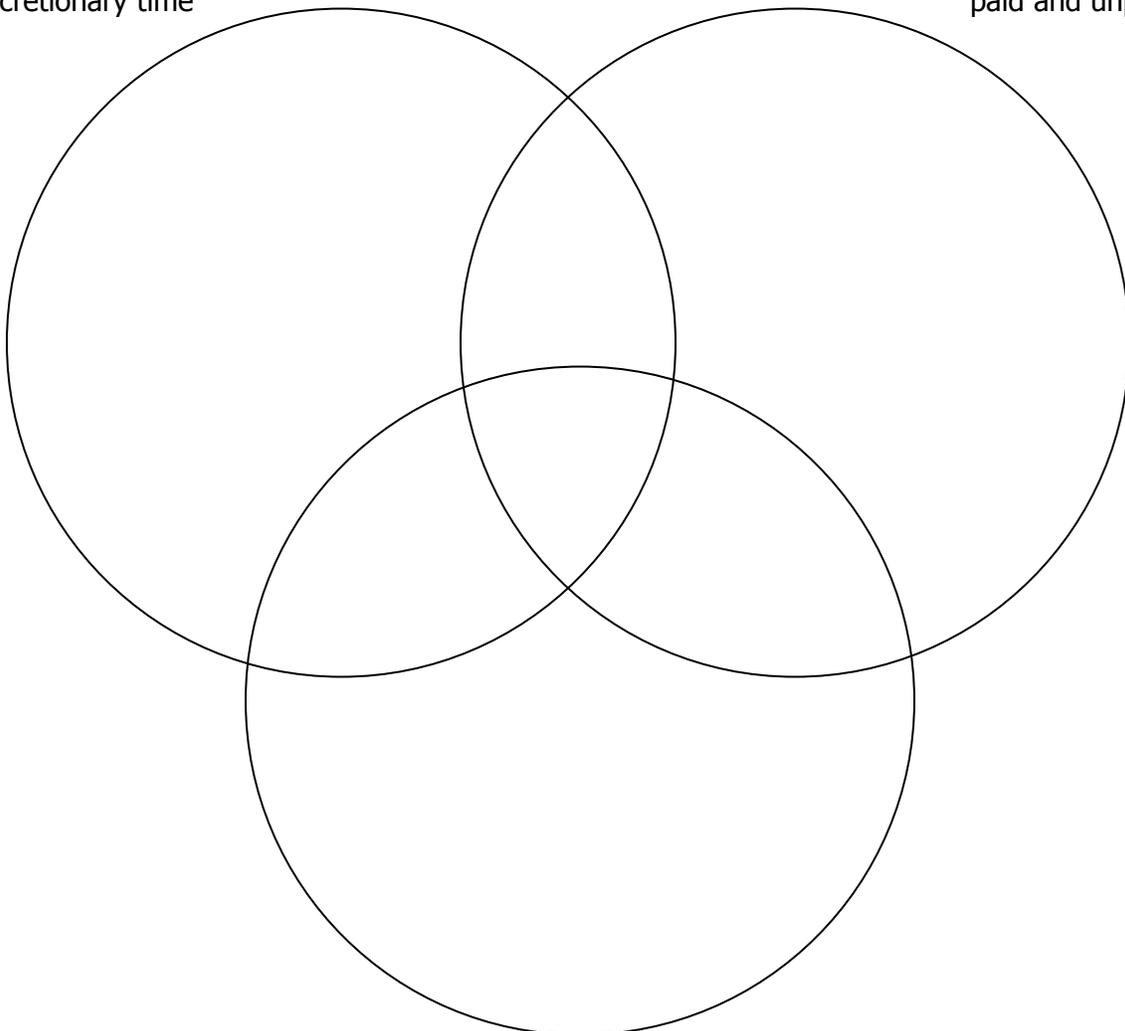
Three Spheres of Life Revisited

Ideal Balance

Instructions: Write the activities listed in your one-week 24-hour log in the appropriate spheres, and then rearrange them and add or remove activities to create what you consider to be an ideal balance among the three spheres of life.

Leisure
discretionary time

Work
paid and unpaid



Learning
formal and informal

Fishbowl Group Discussion

Ground Rules

- Observers are not allowed to speak during the discussion. Their job is to listen and learn.
- The **facilitator** is responsible for keeping the discussion going by asking questions and for ensuring that all members of the fishbowl have an opportunity to speak.
- Everyone in the fishbowl must have an opportunity to talk.
- The fishbowl discussion should last for _____ minutes.

Group Discussion Skills

Take note of students in the fishbowl discussion who

- initiate discussion
- offer information, ideas, or opinions about the topic
- ask for information, others' ideas or opinions, or ask constructive, critical questions
- summarize points
- clarify contributions by others
- verbally or non-verbally support, help, agree, or joke to relieve tension
- encourage others to speak (verbally or non-verbally)
- express disagreement appropriately (verbally or non-verbally)

Write down specific examples of skills observed.

Deer Lodge School Staffing: Group Problem Solving

Instructions to Group Members

1. Do not show your cards to others members of your group. You must give your clues orally.
2. By listening to the clues of each group member and by using reasoning skills, fit the right person to the right job.
3. The people listed below all work in the Deer Lodge School.

Mr. Leggot
Mr. Coco
Miss McCormick
Mrs. Thibeault
Miss Klotz
Mr. Dumanski

4. Listed below are the jobs within the school.

Principal
Vice-principal
Counsellor
Secretary
Biology teacher
Caretaker

5. Your group should select a secretary. In your solution, you should show why according to the clues and the above information, only one person is possible for each job in the school.

Cut here—do not hand out to students

Answer Key

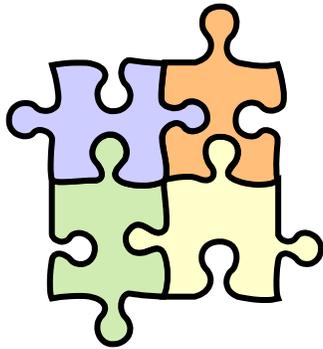
Principal	Mrs. Thibeault
Vice-principal	Mr. Leggot
Counsellor	Mr. Dumanski
Secretary	Mr. Coco
Biology teacher	Miss McCormick
Caretaker	Miss Klotz

Deer Lodge School Staffing: Group Problem Solving (2)

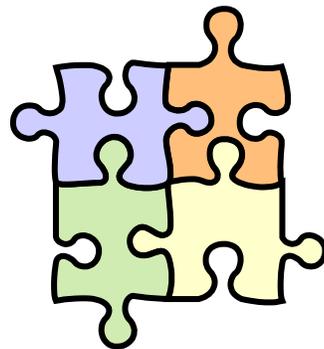
Deer Lodge School Staffing Clue Cards

Teacher Instructions: Copy as many sets of cards below as there are groups of six. Cut along dotted lines to make six clue cards.

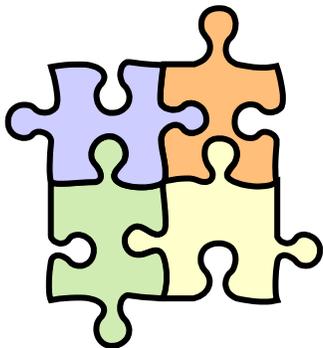
Mr. Leggot is a bachelor and slightly bald.



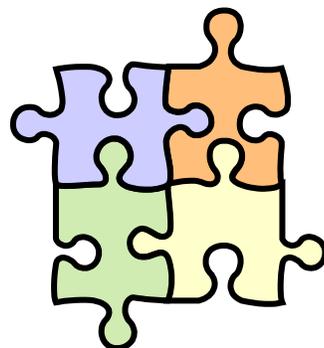
The counsellor is the secretary's son-in-law.



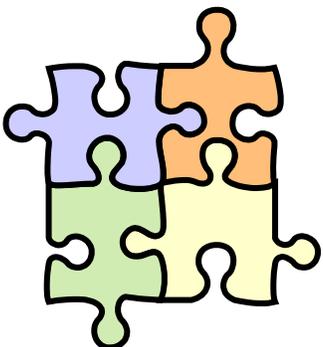
Mr. Dumanski is 25 years old.



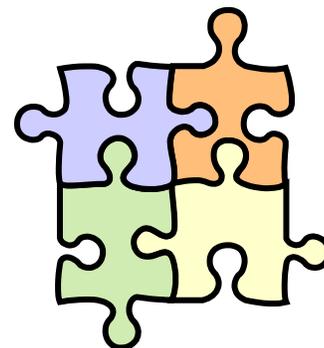
The vice-principal is the principal's grandson.



Miss Klotz is the biology teacher's stepsister and comes from Morden.



Mr. Coco is a neighbour of the principal, who has two sons.



Typical Characteristics of Grade 10 Students

Physical Characteristics

- Some Grade 10 students are still in a stage of extremely rapid growth and experience a changing body image and self-consciousness.
- Grade 10 students are able to sit still and concentrate on one activity for longer periods than previously but still need interaction and variety.
- Generally, adolescents require more sleep than the average adult, so they may come to school tired, as a result of part-time jobs or activity overload.

Cognitive Characteristics

- Grade 10 students are increasingly capable of abstract thought and are in the process of revising their former concrete thinking into fuller understanding of general principles.
- Grade 10 students are less absolute in their reasoning, more able to consider diverse points of view. They recognize that knowledge may be relative to context.
- Many basic learning processes have become automatic by Grade 10, freeing students to concentrate on complex learning.
- Many Grade 10 students have developed specialized interests and expertise and need to connect what they are learning to the world outside school.

Moral and Ethical Characteristics

- Many Grade 10 students are working at developing a personal ethic, rather than following a prescribed set of values and code of behaviour.
- Many Grade 10 students are sensitive to personal or systemic injustice. They are often idealistic and impatient with the realities that make social change slow or difficult.
- Grade 10 students are shifting from an egocentric view of the world to one centred in relationships and community.
- Grade 10 students tend to have high standards for adult competency and consistency and are resistant to arbitrary authority.

Typical Characteristics of Grade 10 Students (2)

Social Characteristics

- Many Grade 10 students continue to be intensely concerned with how peers view their appearance and behaviour. Much of their sense of self is still drawn from peers, with whom they may adopt a “group consciousness,” rather than making autonomous decisions.
- Peer acceptance is often more important than adult approval. Adolescents frequently express peer identification through slang, musical choices, clothing, body decoration, and behaviour.
- Crises of friendship and romance can distract students away from academics.
- Although Grade 10 students may have an aloof demeanour, they still expect and welcome a personal connection with the adults in their lives.

Psychological and Emotional Characteristics

- It is often important for Grade 10 students to see that their autonomy and emerging independence are respected. They need a measure of control over what happens to them.
- Many Grade 10 students need to understand the purpose and relevance of activities, policies, and processes. Some express a growing sense of autonomy through questioning authority. Others may be passive and difficult to engage.
- Students at this stage may be more reserved, aloof, and guarded than previously, both with adults and with peers.
- Students with a history of difficulties in school may be sophisticated in their understanding of school procedures and resistant to efforts to help.
- Grade 10 students often have a clearer sense of identity than they have had in previous years and are capable of being more reflective and self-aware.

That Was Then, This Is Now

Instructions: In the chart below, list physical, social, psychological, and emotional characteristics of yourself when you were eight years old in the first column, and characteristics of yourself now in the second column.

When your chart is complete, write a reflective journal entry on the back of the paper about how you have grown and how you will continue to change and grow in the future. How will these changes affect your ability to deal with work-related situations?

	When I was eight years old, I . . .	Now, I . . .
Physical Characteristics		
Social Characteristics		
Psychological Characteristics		
Emotional Characteristics		

Stress Management

What is Stress?

Stress is the “wear and tear” our bodies experience as we adjust to our continually changing environment; it has physical and emotional effects on us and can create positive or negative feelings. As a positive influence, stress can help compel us to action; it can result in a new awareness and an exciting new perspective. As a negative influence, it can result in feelings of distrust, rejection, anger, and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, and stroke. With the death of a loved one, the birth of a child, a job promotion, or a new relationship, we experience stress as we readjust our lives. In so adjusting to different circumstances, stress will help or hinder us depending on how we react to it.

How Can I Eliminate Stress from My Life?

As we have seen, positive stress adds anticipation and excitement to life, and we all thrive under a certain amount of stress. Deadlines, competitions, confrontations, and even our frustrations and sorrows add depth and enrichment to our lives. Our goal is not to eliminate stress but to learn how to manage it and how to use it to help us. Insufficient stress acts as a depressant and may leave us feeling bored or dejected; on the other hand, excessive stress may leave us feeling “tied up in knots.” What we need to do is find the optimal level of stress which will individually motivate but not overwhelm each of us.

How Can I Tell What is Optimal Stress for Me?

There is no single level of stress that is optimal for all people. We are all individual creatures with unique requirements. As such, what is distressing to one may be a joy to another. And even when we agree that a particular event is distressing, we are likely to differ in our physiological and psychological responses to it.

The person who loves to arbitrate disputes and moves from job site to job site would be stressed in a job which was stable and routine, whereas the person who thrives under stable conditions would very likely be stressed on a job where duties were highly varied. Also, our personal stress requirements and the amount which we can tolerate before we become distressed changes with our ages.

It has been found that most illness is related to unrelieved stress. If you are experiencing stress symptoms, you have gone beyond your optimal stress level; you need to reduce the stress in your life and/or improve your ability to manage it.

How Can I Manage Stress Better?

Identifying unrelieved stress and being aware of its effect on our lives is not sufficient for reducing its harmful effects. Just as there are many sources of stress, there are many possibilities for its management. However, all require work toward change: changing the source of stress and/or changing your reaction to it. How do you proceed?

Stress Management (2)

1. Become aware of your stressors and your emotional and physical reactions.

Notice your distress. Don't ignore it. Don't gloss over your problems.

Determine what events distress you. What are you telling yourself about meaning of these events?

Determine how your body responds to the stress. Do you become nervous or physically upset? If so, in what specific ways?

2. Recognize what you can change.

Can you change your stressors by avoiding or eliminating them completely?

Can you reduce their intensity (manage them over a period of time instead of on a daily or weekly basis)?

Can you shorten your exposure to stress (take a break, leave the physical premises)?

Can you devote the time and energy necessary to making a change (goal setting, time management techniques, and delayed gratification strategies may be helpful here)?

3. Reduce the intensity of your emotional reactions to stress.

The stress reaction is triggered by your perception of danger—physical danger and/or emotional danger. Are you viewing your stressors in exaggerated terms and/or taking a difficult situation and making it a disaster?

Are you expecting to please everyone?

Are you overreacting and viewing things as absolutely critical and urgent? Do you feel you must always prevail in every situation?

Work at adopting more moderate views; try to see the stress as something you can cope with rather than something that overpowers you.

Try to temper your excess emotions. Put the situation in perspective. Do not labour on the negative aspects and the *what ifs*.

4. Learn to moderate your physical reactions to stress.

Slow, deep breathing will bring your heart rate and respiration back to normal.

Relaxation techniques can reduce muscle tension. Electronic biofeedback can help you gain voluntary control over such things as muscle tension, heart rate, and blood pressure.

Medications, when prescribed by a physician, can help in the short term in moderating your physical reactions. However, they alone are not the answer. Learning to moderate these reactions on your own is a preferable long-term solution.

5. Build your physical reserves.

Exercise for cardiovascular fitness three to four times a week (moderate, prolonged rhythmic exercise is best, such as walking, swimming, cycling, or jogging).

Eat well-balanced, nutritious meals.

Maintain your ideal weight.

Avoid nicotine, excessive caffeine, and other stimulants.

Mix leisure with work. Take breaks and get away when you can.

Get enough sleep. Be as consistent with your sleep schedule as possible.

6. Maintain your emotional reserves.

Develop some mutually supportive friendships/relationships.

Pursue realistic goals which are meaningful to you, rather than goals others have for you that you do not share.

Expect some frustrations, failures, and sorrows.

Always be kind and gentle with yourself—be a friend to yourself.

Bullying in the Workplace

What is workplace bullying?

Bullying is usually seen as acts or verbal comments that could mentally hurt or isolate a person in the workplace. Sometimes, bullying can involve negative physical contact as well. Bullying usually involves repeated incidents or a pattern of behaviour that is intended to intimidate, offend, degrade, or humiliate a particular person or group of people. It has also been described as the assertion of power through aggression.

Is bullying a workplace issue?

Currently there is little occupational health and safety legislation in Canada that specifically deals with bullying in the workplace. Quebec legislation includes “psychological harassment” in the “Act Respecting Labour Standards.” Some jurisdictions have legislation on workplace violence in which bullying is included. In addition, employers have a general duty to protect employees from risks at work. This duty can mean both physical harm and mental health. Many employers choose to address the issue of bullying as both physical and mental harm can “cost” an organization.

In general, there will be differences in opinion and sometimes conflicts at work. However, behaviour that is unreasonable and offends or harms any person should not be tolerated.

What are examples of bullying?

While bullying is a form of aggression, the actions can be both obvious and subtle. It is important to note that the following is not a checklist, nor does it mention all forms of bullying. This list is included as a way of showing some of the ways bullying may happen in a workplace. Also remember that bullying is usually considered to be a pattern of behaviour where one or more incidents will help show that bullying is taking place.

Examples include the following:

- spreading malicious rumours, gossip, or innuendo that is not true
- excluding or isolating someone socially
- intimidating a person
- undermining or deliberately impeding a person’s work
- physically abusing or threatening abuse
- removing areas of responsibilities without cause
- constantly changing work guidelines
- establishing impossible deadlines that will set up the individual to fail
- withholding necessary information or purposefully giving the wrong information
- making jokes that are “obviously offensive” by spoken word or email
- intruding on a person’s privacy by pestering, spying, or stalking
- assigning unreasonable duties or workload that are unfavourable to one person (in a way that creates unnecessary pressure)
- underwork—creating a feeling of uselessness
- yelling or using profanity
- criticizing a person persistently or constantly
- belittling a person’s opinions
- unwarranted (or undeserved) punishment
- blocking applications for training, leave, or promotion
- tampering with a person’s personal belongings or work equipment

Bullying in the Workplace (2)

It is sometimes hard to know if bullying is happening at the workplace. Many studies acknowledge that there is a fine line between strong management and bullying. Comments that are objective and are intended to provide constructive feedback are not usually considered bullying, but rather are intended to assist the employee with their work.

If you are not sure an action or statement could be considered bullying, you can use the "reasonable person" test. Would most people consider the action unacceptable?

How can bullying affect an individual?

People who are the targets of bullying may experience a range of effects. These reactions include the following:

- shock
- anger
- feelings of frustration and/or helplessness
- increased sense of vulnerability
- loss of confidence
- physical symptoms such as
 - inability to sleep
 - loss of appetite
- psychosomatic symptoms such as
 - stomach pains
 - headaches
- panic or anxiety, especially about going to work
- family tension and stress
- inability to concentrate
- low morale and productivity

How can bullying affect the workplace?

Bullying affects the overall "health" of an organization. An "unhealthy" workplace can have many effects. In general these include:

- increased absenteeism
- increased turnover
- increased stress
- increased costs for employee assistance programs (EAPs), recruitment, etc.
- increased risk for accidents / incidents
- decreased productivity and motivation
- decreased morale
- reduced corporate image and customer confidence
- poorer customer service

Bullying in the Workplace (3)

What can you do if you think you are being bullied?

If you feel that you are being bullied, discriminated against, victimized, or subjected to any form of harassment,

Do

- **Firmly** tell the person that his or her behaviour is not acceptable and ask him or her to stop. You can ask a supervisor or union member to be with you when you approach the person.
- **Keep** a factual journal or diary of daily events. Record the following:
 - the date, time and what happened in as much detail as possible
 - the names of witnesses
 - the outcome of the eventRemember, it is not just the character of the incidents, but the number, frequency, and especially the pattern that can reveal the bullying or harassment.
- **Keep** copies of any letters, memos, emails, faxes, et cetera, received from the person.
- **Report** the harassment to the person identified in your workplace policy, your supervisor, or a delegated manager. If your concerns are minimized, proceed to the next level of management.

Do not

- **Do not retaliate.** You may end up looking like the perpetrator and will most certainly cause confusion for those responsible for evaluating and responding to the situation.

What can an employer do?

The most important component of any workplace prevention program is management commitment. Management commitment is best communicated in a written policy. Since bullying is a form of violence in the workplace, employers may wish to write a comprehensive policy that covers a range of incidents (from bullying and harassment to physical violence).

A workplace violence prevention program must

- be developed by management and employee representatives
- apply to management, employees, clients, independent contractors, and anyone who has a relationship with your company
- define what you mean by workplace bullying (or harassment or violence) in precise, concrete language
- provide clear examples of unacceptable behaviour and working conditions
- state in clear terms your organization's view toward workplace bullying and its commitment to the prevention of workplace bullying
- precisely state the consequences of making threats or committing acts of violence
- outline the process by which preventive measures will be developed
- encourage reporting of all incidents of bullying or other forms of workplace violence
- outline the confidential process by which employees can report incidents and to whom
- assure no reprisals will be made against reporting employees
- outline the procedures for investigating and resolving complaints
- describe how information about potential risks of bullying/violence will be communicated to employees

Bullying in the Workplace (4)

- make a commitment to provide support services to victims
- offer a confidential Employee Assistance Program (EAP) to allow employees with personal problems to seek help
- make a commitment to fulfill the prevention training needs of different levels of personnel within the organization
- make a commitment to monitor and regularly review the policy
- state applicable regulatory requirements, where possible

What are some general tips for the workplace?

Do

- **Encourage** everyone at the workplace to act towards others in a respectful and professional manner.
- **Have** a workplace policy in place that includes a reporting system.
- **Educate** everyone that bullying is a serious matter.
- **Try to work out** solutions before the situation gets serious or "out of control."
- **Educate** everyone about what is considered bullying and whom they can go to for help.
- **Treat** all complaints seriously, and deal with complaints promptly and confidentially.
- **Train** supervisors and managers in how to deal with complaints and potential situations. Encourage them to address situations promptly whether or not a formal complaint has been filed.
- **Have** an impartial third party help with the resolution, if necessary.

Do not

- **Do not ignore** any potential problems.
- **Do not delay** resolution. Act as soon as possible.

Understanding Terms

Read the following definitions* of terms related to career development:

work

A set of activities with an intended set of outcomes, from which it is hoped that a person will derive personal satisfaction and contribute to some greater goal. Work is not necessarily tied to paid employment but to meaningful and satisfying activities (e.g., volunteer work, hobbies).

job

A set of tasks that take place in a particular environment. Jobs may be paid or unpaid, part-time or full-time, and of short or long duration.

occupation

A group of similar jobs found in different industries or organizations.

career

A lifestyle concept that involves the sequence of work, learning, and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. Careers include how persons balance their paid and unpaid work and personal life roles.

The following table** gives some examples to help you to distinguish between jobs and occupations.

Sample Titles	Category
Restaurant server	Occupation
Prime Minister of Canada	Job
Family physician at the North End Clinic in Halifax	Job
Maintenance worker	Occupation
Computer software designer at Expert Works in Calgary	Job
President of University of Manitoba in Winnipeg	Job

*Source: Canadian Standards and Guidelines for Career Development Practitioners. *Code of Ethics 2004*. www.career-dev-guidelines.org/career_dev/ (23 July 2007). Reproduced with permission.

**Source: de Schiffart, Clarence. "Samples and Definitions." *Blueprint for Life/Work Designs Implementation Guide*. Lorraine Haché and Clarence de Schiffart. Ottawa, ON: National Life/Work Centre, 2002. Appendix A6. Adapted with permission of the National Life/Work Centre.

Job or Occupation?

Instructions

Identify whether each title listed in the first column would be categorized as a job or occupation. Fill in the category in the second column by writing either "job" or "occupation."

Sample Titles	Category
Construction worker	
Police officer	
Administrative assistant for the Assistant Deputy Minister of Manitoba Education and Training	
Managing editor of <i>Cottage Life</i> magazine	
Art teacher at Springfield Collegiate in Oakbank	
Biology teacher	
Actor	
Mechanic at Midas Muffler on Pembina Highway in Winnipeg	
CEO of Mikkelson-Coward & Co Ltd in Winnipeg	
Truck driver	
Information technology consultant	

Life/Work Designs

Career development is about growing through life and work; about learning, experiencing, living, working, and changing; about creating and discovering pathways through one's life and work.

When purposeful, career development
is about actively creating the life one wants to live and the
work one wants to do.

Whether or not we purposefully create the life we want, life—and career development—happens anyway. None of us can avoid learning, experiences, living, working, and changing!

Each of us has a career. Each of us develops. Work and life are inextricably intertwined.

All of which leads to the concept of "life/work designs." Life/work design captures the ideas that

- life and work, although sometimes distinct, are not separate
- life and work are best designed in harmony
- life/work can be designed (fully recognizing that not all designs come to full fruition) and continuously redesigned

Designing one's life/work involves

- gathering information about and exploring the various options and one's various preferences, abilities, and interests
- making, following through on, and revising goals and plans to achieve an appropriate balance between life and work

Matching Interests and Skills with Occupations Using the National Occupational Classification

Instructions

1. Go to the Government of Canada NOC website at <http://noc.esdc.gc.ca> and choose your language of choice.
2. Click on The Career Handbook—counselling component of NOC 2001.
3. Click on the Classification Structure link on the menu on the left.
4. Choose a skill type or category of occupations that you are interested in (for example, number 3, Health Occupations).
5. Choose an occupation that interests you, and click on the NOC code.
6. Print off the details of the occupation (examples of job titles, profile summary, descriptor profile, etc.).
7. To interpret the Profile Summary, print off "A Synopsis of Descriptors and Labels," which can be found by clicking the question mark link beside Profile Summary. For more detail about attitudes, interests, data/people/things, et cetera, click on the question mark link beside that item.
8. Using the Profile Summary and the Descriptor Profile, fill in the chart below for this occupation.
9. Go back to the list of occupations classifications and/or the list of occupations in the same classification, and choose four more occupations to explore.
10. In the final column of the chart below, list the various skills and interests that are common to almost all of the occupations you explored.

Occupation	Aptitudes/Skills	Interests	Common Interests and Skills

Labour Market Trends

Various factors influence the labour market—the following trends are having an impact on today's labour market in Canada.

Demographic Trends—Baby Boom and Baby Bust

The unusually large number of people born during the Baby Boom of the 1950s and 1960s are currently retiring, while the people replacing them, born during the Baby Bust, are much fewer in number. This is resulting in a profound reduction of people in the workforce.

Economic Trends

The Canadian economy today is described as a knowledge-based economy, which means there has been a shift away from primary industries (such as agriculture, fishing, and forestry) toward technological industries (such as telecommunications). The trend toward a more global economy is also a factor—cross-border trade and technological advances mean that career opportunities are available around the world.

Social Trends

Youth today, recognizing that ours is a knowledge-based economy and that education is important to their future careers, tend to spend more time in school, which means they are slower to enter the labour force.

Small Business Plan Guide

Student name: _____

School: _____

Telephone: _____ Fax Number: _____

Section 1—Introduction

A. Identify and describe the product or service your business is planning to offer in your school.

B. Is this product or service a need or a want? Explain.

Section 2—Organization

A. Is this business

- a one-time-only venture?
- replacing an already existing service/product?
- competing with an already existing service/product?

B. Is your business going to be

- run by an elected CEO?
- run by a board of directors?
- run by democratic majority voting?

Section 3—Action Plan

A. Goal: _____

Small Business Plan Guide (2)

B. Objectives to reach goals:

Delivery system for providing product/service: _____

Location: _____

Time frame/deadlines: _____

Financing: _____

Marketing strategies: _____

Target population: _____

Evaluation—how will we know if we have succeeded? _____

Materials needed: _____

C. Tasks that will help complete the objectives:

Assigned to:

Small Business Plan Guide (3)

D. Skills required to complete tasks:

Communication skills: _____

Mathematical skills: _____

Problem-solving skills: _____

Social skills: _____

Technological skills: _____

Research skills: _____

Section 4—Final Results

A. Total student time logged (add together each student's time): _____

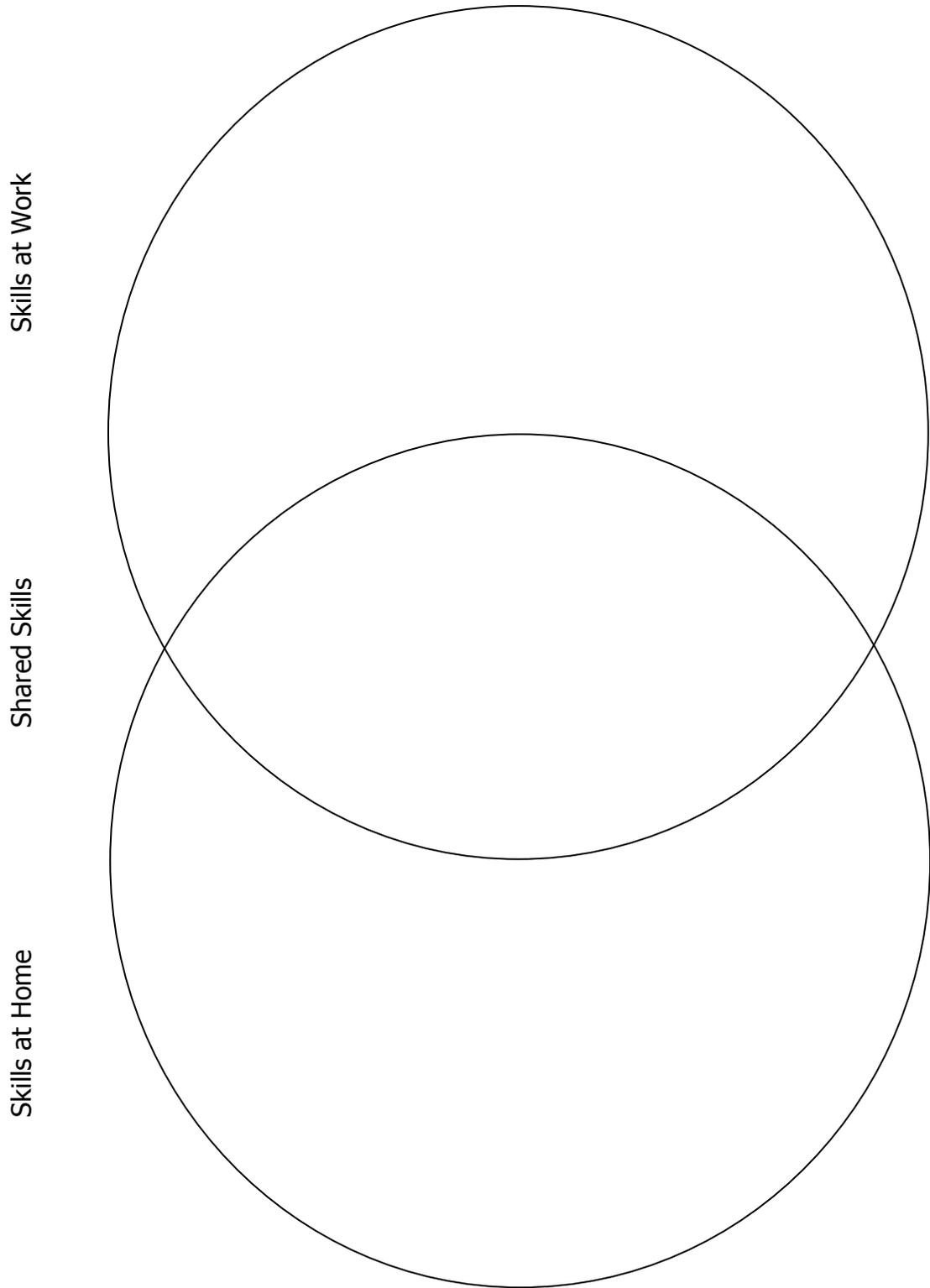
B. Total income: _____

C. Total expenses: _____

D. Profit (total income (B) – minus total expenses (C) = profit):

E. Profit (D) divided by total student hours (A) provides hourly rate of pay per student:

Venn Diagram



Life Roles and Responsibilities

Instructions:

1. Look over the list of life roles below.
2. Cross off any life roles that do not and will not apply to you.
3. Add any life roles you play to the list in the blank spaces.
4. With the help of your group, in the second column, list the responsibilities and/or skills that go along with each life role.

Life Role	Responsibilities/Skills
Family Member (son, daughter, sister, brother, cousin, etc.)	
Friend	
Learner	
Volunteer	
Citizen	
Worker	
Leisure user	
Athlete	

Leisure as a Part of Life/Work

Part 1: One-week log

Keep a log of all of your leisure (outside of school and work) activities for one week. Note the start and finish times beside each activity.

Monday	Tuesday	Wednesday	Thursday	Friday
Saturday		Sunday		

Leisure as a Part of Life/Work (2)

Part 2: Analyze activities

Examine your activities, and code them in the following way:

- Circle the five activities you did most often/spent most time at.
- Underline the five activities you did least often/spent least time at.
- Draw a star next to your five favourite activities.
- Draw a line through your five least favourite activities.

Part 3: Reflect on activities

Answer the following questions in a reflective journal entry in the space below:

- Are the activities you do most often are your favourite activities?
- Are the activities you do least often are your least favourite?
- Do your favourite activities relate to/match with your goals and dreams for your future life?
- Do you need to add some new activities in order to reach your goals? If so, what?

Leisure as a Part of Life/Work (3)

Part 4: Action Plan

Plan some leisure activities that will match with your preferred future lifestyle by filling in the chart below.

Goals	Leisure Activities	Resources/ Contact Person	Steps to Take
Educational:			
Career:			
Personal:			
Social:			
Other:			

Styles of Conflict Management

Collaborating—all sides win: All parties realize that people see things differently, and they examine all of the options and viewpoints and work toward finding a solution that will meet as many needs and concerns as possible.

Pros:

- maintains positive relationships among all parties
- gets feelings out into the open and dealt with
- accommodates strong feelings about issues

Cons:

- takes time

Example of collaborating to resolve a conflict: _____

Compromising—meeting halfway: Parties “split the difference” or each give up a little bit so that everyone gets some of what they want, but no one gets everything they want.

Pros:

- a quick and easy solution
- fair

Cons:

- no one is completely satisfied
- doesn't accommodate strong feelings about issues very well

Example of compromising to resolve a conflict: _____

Accommodating—giving in: One party decides the issue is not worth the conflict and accepts the other party's position or one party admits an error.

Pros:

- keeps the peace and maintains positive relationships, at least in the short term

Cons:

- unexpressed feelings and resentments may build up and affect relationships in the long term

Example of accommodating to resolve a conflict: _____

Styles of Conflict Management (2)

Avoiding—withdrawing: One party avoids or leaves the conflict or diverts attention from it.

Pros:

- keeps the peace
- no one gets hurt

Cons:

- nothing is resolved
- feelings are repressed and could have repercussions

Example of avoiding a conflict: _____

Forcing—coercion: One party insists that one solution/position is right and must prevail.

Pros:

- resolves the issue quickly
- reinforces the “rightness” of a position

Cons:

- may foster ill will among parties
- all feelings are not brought out into the open

Example of using force to resolve a conflict: _____

Getting help: One or more parties realize they do not have the tools, knowledge, and/or power to resolve the conflict so they seek out someone who does.

Pros:

- ensures a thoughtful resolution

Cons:

- delays the resolution

Example of getting help to resolve a conflict: _____

The Rewards of Work

Why do lottery winners decide to continue working at their jobs? Why are some people so reluctant to retire? Why are young people eager to enter the workforce? Why do some people spend hours every week volunteering?

In your group, brainstorm possible rewards from working.

Look at your group's list of rewards, and sort them into the following categories: psychological, emotional, social, economic, and other.

Psychological Rewards	Emotional Rewards	Social Rewards	Economic Rewards	Other Rewards

What are the top five rewards you would want in a job?

How do these translate into values—how do they show what is important to you?



Check the five top values you have listed on your AEP, and revise them if necessary.

Multiple Intelligences Inventory Checklist

Using the scale below, give each statement a number that best represents your response.
1—Not at all like me 2—A little like me 3—Somewhat like me 4—A lot like me 5—Definitely me
 Add the total for each category and then identify your top five intelligences.

Verbal/Linguistic	
1. I like puns and other wordplay.	
2. I feel comfortable and get positive reinforcement when dealing with language and words.	
3. I enjoy completing crosswords and other word games.	
4. I remember things exactly as they are said to me.	
5. I like to take part in debates and/or discussions.	
6. I prefer writing long- and short-answer responses rather than multiple choice responses.	
7. I enjoy keeping a written journal, and/or writing stories and articles.	
8. I like to read a lot.	
My Verbal/Linguistic Total	
Logical/Mathematical	
1. I work best in an organized work area.	
2. I enjoy math and/or science.	
3. I keep a "things to do" list.	
4. I enjoy playing brainteasers and games that involve logical thinking.	
5. I like to ask "why" questions and seek clarification of issues and concerns.	
6. I work best when I have a day planner or timetable.	
7. I quickly grasp cause-and-effect relationships.	
8. I am good at estimating.	
My Logical/Mathematical Total	
Visual/Spatial	
1. I understand colour combinations and what colours work well together.	
2. I enjoy solving jigsaw, maze, and/or other visual puzzles.	
3. I read charts and maps easily.	
4. I have a good sense of direction.	
5. I like to watch the scenes and activities in movies.	
6. I have vivid dreams when sleeping.	
7. I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense).	
8. I remember things best by seeing them.	
My Visual/Spatial Total	

Multiple Intelligences Inventory Checklist (2)

Interpersonal	
1. I work best through interaction with people.	
2. I enjoy team sports rather than individual sports.	
3. Being around people energizes me.	
4. I prefer group activities rather than ones I do alone.	
5. I enjoy learning about different cultures.	
6. I usually talk over my personal problems with a friend.	
7. I enjoy sharing my ideas and feelings with others.	
8. I work best in cooperative groups where I can discuss issues with others.	
My Interpersonal Total	
Intrapersonal	
1. I am a private person, and I like my private inner world.	
2. I have a few close friends.	
3. I have strong opinions about controversial issues.	
4. I work best when activity is self-paced.	
5. I am not easily influenced by other people.	
6. I have a good understanding of my feelings and how I will react to situations.	
7. I often raise questions concerning values and beliefs.	
8. I understand that I am responsible for my own behaviour.	
My Intrapersonal Total	
Body/Kinesthetic	
1. I like to move, tap, or fidget when sitting.	
2. I participate in extreme sports (i.e., sea kayaking, snowboarding, mountain biking).	
3. I am curious as to how things feel and I tend to touch objects to examine the texture.	
4. I am well coordinated.	
5. I like working with my hands.	
6. I prefer to be physically involved rather than sitting and watching.	
7. I understand best by doing (touching, moving, and interacting).	
8. I enjoy creating things with my hands.	
My Body/Kinesthetic Total	

Multiple Intelligences Inventory Checklist (3)

Musical	
1. I play music in my head.	
2. I make up a rhyme to remember something.	
3. It is easy for me to follow the beat of music.	
4. I like setting songs and poems to music.	
5. I keep time when music is playing.	
6. I can hear an off-key note.	
7. I find it easy to engage in musical activities.	
8. I feel proud of my musical accomplishments.	
My Musical Total	
Naturalistic	
1. I have a collection (i.e., shells, mugs, rocks, hockey cards).	
2. I notice similarities and differences in trees, flowers, and other things in nature.	
3. I am actively involved in protecting the environment.	
4. I enjoy digging for and discovering artifacts and unusual items.	
5. I prefer to be outdoors rather than indoors.	
6. I like planting and caring for a garden.	
7. I enjoy fishing and tracking.	
8. I learn best when I can go on field trips to explore and observe nature exhibits, museums, or the outdoors.	
My Naturalistic Total	

My Top Five Multiple Intelligences

1. _____
2. _____
3. _____
4. _____
5. _____

Multiple Intelligences and Learning Styles

Intelligence	How strong I am in this area	What this says about my preferred learning style
verbal/linguistic		Verbal/linguistic learners think in words and learn by reading, speaking, and listening, by playing word games, and by creating texts such as poems and stories, using tools such as books, computers, games, multimedia, tape recorders, and lectures.
logical/mathematical		Logical/mathematical learners think conceptually and abstractly, noticing patterns and relationships. They learn by experimenting and investigating, solving puzzles, mysteries, and logic games, and asking big questions. They tend to need the big picture or concept before they can focus on the details.
interpersonal/social		Interpersonal/social learners learn by interacting with others during group activities, discussions, debates, seminars, and dialogues, using tools such as telephones, audio conferencing, video conferencing, computer conferencing, writing, and email.
musical/rhythmic		Musical/rhythmic learners are sensitive to rhythm and sound and learn by speaking rhythmically, turning lessons into lyrics, and tapping out time using tools such as music, musical instruments, radios, stereos, CD-ROMs, and multimedia.
intrapersonal/introspective		Intrapersonal/introspective learners are intuitive and in tune with their inner feelings. They learn independently using tools such as books, diaries, privacy, and time to themselves.
visual/spatial		Visual/spatial learners think in terms of physical space. They learn by representing, viewing, picturing images, and manipulating objects, using tools such as models, graphics, charts, photographs, drawings, 3-D models, videos, video conferencing, television, and multimedia.

Multiple Intelligences and Learning Styles (2)

Intelligence	How strong I am in this area	What this says about my preferred learning style
body/kinesthetic		Body/kinesthetic learners have a keen sense of body awareness and move effectively. They learn through physical activity, hands-on experiences, acting out, and role playing, using such tools as equipment, real objects, and props.
naturalistic*		Naturalistic learners observe and care for the natural environment. They learn by noting observations, similarities and differences, and changes in the environment and by going on field trips to explore nature exhibits, museums, or the outdoors, using tools such as binoculars, telescopes, microscopes, cameras, and magnifiers.
existentialist*		Existentialist learners are concerned with the "ultimate" questions about human existence, such as why we are here on earth and how we should best spend our time here, and they are very aware of the diversity, complexity, and wonder of the universe. They see beyond the obvious to the deeper meaning of events and issues. They learn best when the subject matter is related to their main purpose in life and when they understand the theory and philosophy behind the subject. They learn through ceremonies, meditation, reflection, contemplation, reading, and discussion.

* Aboriginal communities include naturalists and existentialists among Howard Gardner's multiple intelligences. Brian McLeod provides summary definitions for naturalist and existentialist learners:

Naturalist learners—believe and appreciate that humans co-exist with all forms of life on this planet. They explore and try to understand how all things on earth are related to each other. Traditional knowledge of the cycles of life, balance, and respect for life are intrinsic to this learning.

Existentialist learners—seek vision to understand the path chosen for one to fulfill one's roles and responsibilities in their life walks. Ceremonies such as fasting, vision quests, sun dances, et cetera, are all part of strengthening the understanding of the natural world. The emphasis is not so much on trying to answer the question "What is the purpose or meaning of life?" but rather the question "What is a good way to honour life (my relations) with my purpose?" A deeper relationship to the Creator is central to this learning.

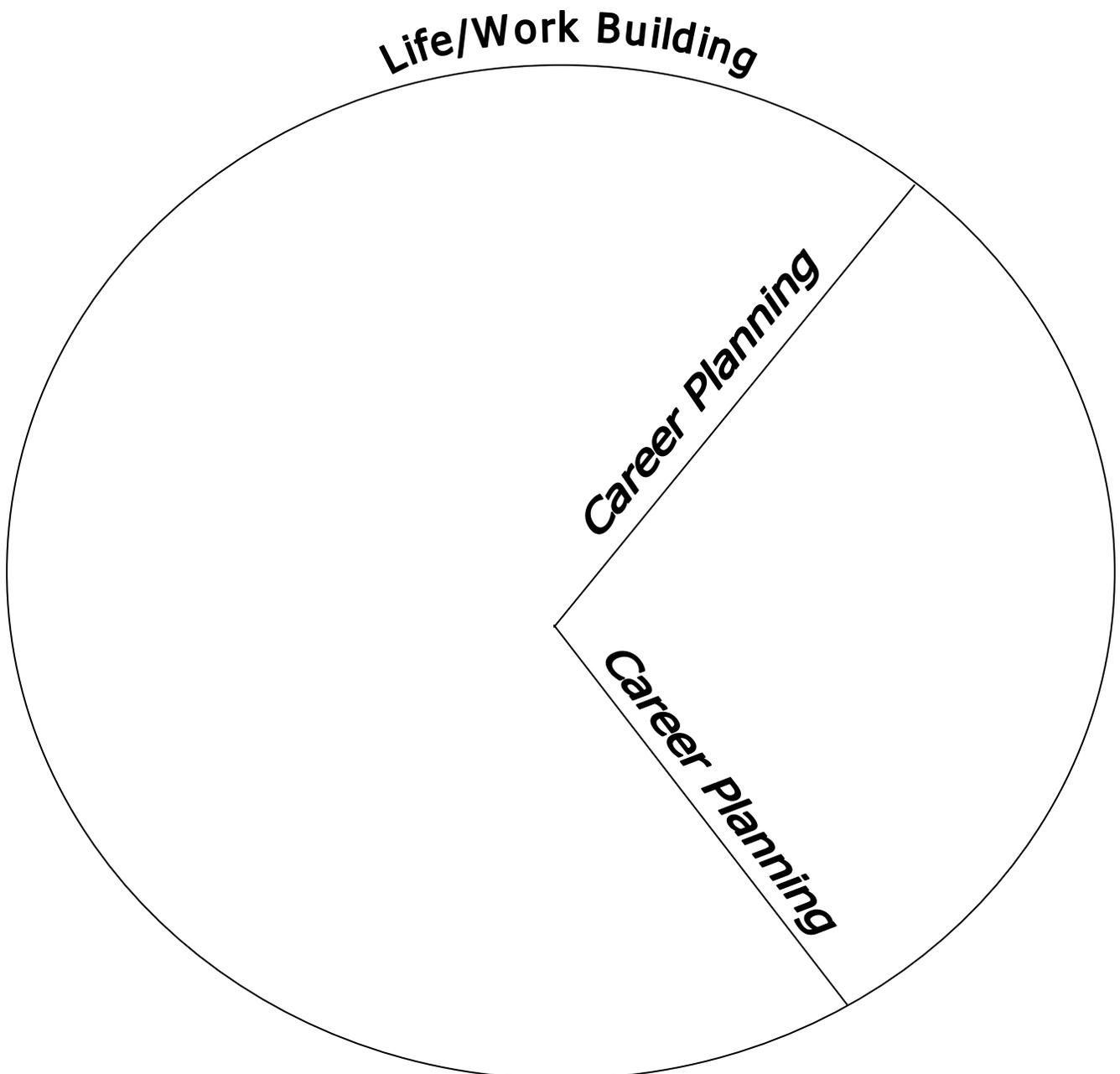
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Life/Work Building and Career Planning

Instructions: In the triangular portion of the Life/Work Building circle below, write and/or draw decisions you have made or plan to make as part of your career plan—these could be decisions to acquire new skills through some kind of training, decisions to volunteer with an organizations to make connections with people, decisions to spend time reading up on related topics, and so on.

From each decision represented in the Career Planning section, write or draw some way that it relates to either your learning or your leisure plans in the Life/Work Building circle, outside of the triangular portion. Draw arrows and/or use colour codes to make the connection between the career part and the life/work part clear.



High Five Plus One

No matter what career path is chosen, there are some things that remain constant for all people. Canadian career development specialists originally called these constants the “High Five.” Some children have already learned about the High Five in school. A sixth principle has been recently added, giving us the “High Five Plus One.”

Change Is Constant

We change constantly, and so does the world around us—including the working world. Chances are that a single occupation will no longer take workers from the beginning to the end of their working lives. Adaptability is an important skill to carry into the world of work.



Learning Is Ongoing

Graduating from high school or a post-secondary program doesn't mean that your education is complete. Education is not limited to classrooms in a school. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.

Focus on the Journey

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along. Pay attention to the journey, with all of its pitfalls, sidetracks, opportunities, and highways to new destinations.



Follow Your Heart

Dreaming about your future can help you to understand what you really want in life. Knowing what you want and keeping it in mind can give you the motivation you need to deal with life's challenges. Listen to your inner voice.

Access Your Allies

The journey of life is not taken alone. Life is like a team sport, and your team members are your friends, family, teachers, and neighbours. Any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.



Know Yourself

The career planning constant or principle “Know Yourself” is the latest addition to the High Five Plus One. Knowing your true self by examining your values, beliefs, and interests in as much detail as possible will help you with career decisions as you travel along your career path.

Employability Skills 2000⁺

Employability Skills 2000⁺

The skills you need to enter, stay in, and progress in the world of work—whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p><i>You will be better prepared to progress in the world of work when you can:</i></p> <p>Communicate</p> <ul style="list-style-type: none"> • read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams) • write and speak so others pay attention and understand • listen and ask questions to understand and appreciate the points of view of others • share information using a range of information and communications technologies (e.g., voice, e-mail, computers) • use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas <p>Manage Information</p> <ul style="list-style-type: none"> • locate, gather and organize information using appropriate technology and information systems • access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities) <p>Use Numbers</p> <ul style="list-style-type: none"> • decide what needs to be measured or calculated • observe and record data using appropriate methods, tools and technology • make estimates and verify calculations <p>Think & Solve Problems</p> <ul style="list-style-type: none"> • assess situations and identify problems • seek different points of view and evaluate them based on facts • recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem • identify the root cause of a problem • be creative and innovative in exploring possible solutions • readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions • evaluate solutions to make recommendations or decisions • implement solutions • check to see if a solution works, and act on opportunities for improvement 	<p><i>You will be able to offer yourself greater possibilities for achievement when you can:</i></p> <p>Demonstrate Positive Attitudes & Behaviours</p> <ul style="list-style-type: none"> • feel good about yourself and be confident • deal with people, problems and situations with honesty, integrity and personal ethics • recognize your own and other people's good efforts • take care of your personal health • show interest, initiative and effort <p>Be Responsible</p> <ul style="list-style-type: none"> • set goals and priorities balancing work and personal life • plan and manage time, money and other resources to achieve goals • assess, weigh and manage risk • be accountable for your actions and the actions of your group • be socially responsible and contribute to your community <p>Be Adaptable</p> <ul style="list-style-type: none"> • work independently or as a part of a team • carry out multiple tasks or projects • be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done • be open and respond constructively to change • learn from your mistakes and accept feedback • cope with uncertainty <p>Learn Continuously</p> <ul style="list-style-type: none"> • be willing to continuously learn and grow • assess personal strengths and areas for development • set your own learning goals • identify and access learning sources and opportunities • plan for and achieve your learning goals <p>Work Safely</p> <ul style="list-style-type: none"> • be aware of personal and group health and safety practices and procedures, and act in accordance with these 	<p><i>You will be better prepared to add value to the outcomes of a task, project or team when you can:</i></p> <p>Work with Others</p> <ul style="list-style-type: none"> • understand and work within the dynamics of a group • ensure that a team's purpose and objectives are clear • be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group • recognize and respect people's diversity, individual differences and perspectives • accept and provide feedback in a constructive and considerate manner • contribute to a team by sharing information and expertise • lead or support when appropriate, motivating a group for high performance • understand the role of conflict in a group to reach solutions • manage and resolve conflict when appropriate <p>Participate in Projects & Tasks</p> <ul style="list-style-type: none"> • plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes • develop a plan, seek feedback, test, revise and implement • work to agreed quality standards and specifications • select and use appropriate tools and technology for a task or project • adapt to changing requirements and information • continuously monitor the success of a project or task and identify ways to improve <div style="text-align: right;">  <p>The Conference Board of Canada</p> <p>255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel. (613) 526-3280 Fax (613) 526-4857 Internet: www.conferenceboard.ca/education</p> </div>

Employability Skills Plan

Skill Area	What evidence do I have that demonstrates these skills?	How can I acquire more evidence to demonstrate these skills?
Communicate		
Manage Information		
Use Numbers		
Think and Solve Problems		
Demonstrate Positive Attitudes and Behaviours		
Be Responsible		

Employability Skills Plan (2)

Skill Area	What evidence do I have that demonstrates these skills?	How can I acquire more evidence to demonstrate these skills?
Be Adaptable		
Learn Continuously		
Work Safely		
Work with Others		
Participate in Projects and Tasks		

Manitoba Employment Standards Quiz

Instructions: For each of the statements below, determine whether it is true or false, and write either **True** or **False** in the space following the statement. If the statement is false, correct it to be true by crossing out, replacing, and/or adding the necessary words to the statement.

1. The current minimum wage is \$9.00 per hour. _____
2. Employees are entitled to a 45-minute unpaid break after completing five hours of work. _____
3. Employees (except security personnel, caretakers, and power engineers who live in the buildings where they work) are entitled to at least one day of rest (24 hours) without pay in each week. _____
4. Standard hours of work are eight hours per day and 40 hours per week. _____
5. In the construction or landscaping industries, the standard hours of work are different. _____
6. Once a work schedule has been approved, the employer can change it at any time. _____
7. If a schedule changes after an employee has reported for work, the employee must be paid for the length of the shift or for four hours, whichever is greater. _____
8. Employers who ask or allow employees to work longer than the standard hours of work must pay these employees double their regular hourly wage for each hour worked during overtime. _____
9. Employees who perform primarily management functions and employees who substantially control the hours of work and earn twice the Manitoba average industrial wage are excluded from standard hours of work and overtime. _____
10. Employees under 17 years of age must have a permit from the Employment Standards Branch before they can work. _____
11. People under 18 years of age are not allowed to work alone between the hours of 11:00 p.m. and 6:00 a.m. _____

Manitoba Employment Standards Quiz (2)

12. Employees under 16 years of age are not allowed to work at pruning, repairing, maintaining, or removing trees. _____
13. There are 10 general holidays throughout the year. _____
14. Easter Sunday is not a general holiday. _____
15. Employees must be paid at least once a month and within 10 days of the end of a pay period. _____
16. Employees cannot work overtime without the knowledge or permission of their employers. _____
17. Employees who work on general holidays are normally entitled to 1.5 times the regular rate of pay for the hours worked, in addition to their general holiday pay. _____
18. After five years of service, employees are entitled to four weeks of vacation. _____
19. Employers who wish to terminate employees must give notice of termination or pay wages equal to what would normally be earned during the notice. _____
20. Employers do not have to pay employees for their required breaks. _____

Manitoba Employment Standards Quiz (3)
Answer Key

1. False The current minimum wage is [*insert current amount*] per hour.
2. False Employees are entitled to a **30-minute** unpaid break after completing five hours of work.
3. True
4. True
5. True
6. True
7. False If the schedule changes after an employee has reported for work, the employee must be paid for the length of the shift or for **three** hours, whichever is greater.
8. False Employers who ask or allow employees to work longer than the standard hours of work must pay these employees **1.5 times** their regular hourly wage for each hour worked during overtime.
9. True
10. False Employees under **16** years of age must have a permit from the Employment Standards Branch before they can work.
11. True
12. True
13. False There are **eight** general holidays throughout the year.
14. True
15. False Employees must be paid at least **twice** a month and within 10 days of the end of a pay period.
16. True
17. True
18. False After five years of service, employees are entitled to **three** weeks of vacation.
19. False Employees who wish to terminate employees **do not always have to** give notice of termination or pay wages equal to what would normally be earned during the notice.
20. True

Working Conditions and Benefits

Working Conditions & Benefits	Other:			
	Pension Plan			
	Group Insurance			
	Leaves and Vacation			
	Job Security and Termination			
	Work Schedule and Overtime			
	Job			

Career and Community Experience Training Plan

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Site (Business Name):	School Address:	Community Site Fax Number: Community Site Email Address:

Student Area of Interest: _____

Description of employer safety orientation provided: _____

Day/Hours to be worked: _____

General outline:

[Description of nature of activities to be performed during the community experience placement (e.g., participate in all facets of working in a clothing retail store, including customer relations, money management, and store inventory)]

Community Placement Specific Skills/Duties/Tasks

The following duties will be observed or performed alone or with assistance, and these workplace skills will be developed. The student will also receive a rating on a scale of 1 to 5:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

Skill/Duty	Observed	Performed with help	Performed alone	Rating
Handle customer payments	—	—	—	—
Provide quality customer service	—	—	—	—
Stock shelves	—	—	—	—
Create displays	—	—	—	—
Handle customer complaints	—	—	—	—
Demonstrate knowledge of stock	—	—	—	—
Maintain displays	—	—	—	—
Price merchandise	—	—	—	—
Maintain general store	—	—	—	—
Inventory store stock	—	—	—	—
Order stock	—	—	—	—
Follow store policies	—	—	—	—

The above list of duties for work site training competencies has been determined in consultation with three retail clothing stores: Swanson, Neroes, and the Den.

Community Supervisor Comments:

Career and Community Experience Training Plan (2)

Employability Skills:

The student recognizes and respects people's diversity, individual differences, and perspectives.

Performed with help

Performed alone

N/A

The student is willing to change preferred way of doing things.

The student is able to recognize when something needs to be done without being told.

The student is able to function effectively under pressure.

The student is able to act in accordance with personal and group health and safety practices.

The student is able to make difficult decisions in a timely manner.

The student is thorough (i.e., complete and accurate) in work.

Additional Community Supervisor Comments:

Teacher /Monitor Comments:

Related Courses Taken/Planned:

- a) in school _____
- b) _____
- c) in the community _____

By their signatures, the parties below signify their agreement with the terms of the Training Plan above:

School:	Student/Parent or Guardian:	Community Site:
Contact Name (print): _____	_____ (student signature)	Contact Name (print) : _____
_____ (signature)	_____ (parent/guardian signature)	_____ (signature)
Date:	Date:	Date:

Career and Community Experience Student Log

Student name: _____ Community Site: _____

School: _____ Community Supervisor: _____

Teacher/Monitor: _____

Date	Task(s)	Equipment used	Comments/Reflections (on attitudes, skills, procedures, and on my expectations and goals)

Additional Comments:

Date _____ Student _____ Community Supervisor _____
(signature) (signature)

Career and Community Experience Evaluation Form—General

Student: _____

Course: _____

Teacher: _____

School: _____

Dates of Placement—Evaluation Time Frame:
 from: _____
 to _____ 20____

Community site:

Tel: _____
 Fax: _____

Supervisor:

Type of Placement:

Please evaluate this student in the sections that are applicable to this type of placement and discuss this evaluation with the student.

Please indicate your level of satisfaction with the student's participation in the career and community placement experience by placing an (X) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
Personal Management Skills						
The student interacts well with others.						
The student demonstrates reliable behaviour patterns in attendance and punctuality.						
The student demonstrates a positive attitude toward the job and the organization.						
The student is able to determine when to ask for help and when to complete the task independently.						
The student is able to learn new skills.						
The student's appearance, personal neatness, and grooming are appropriate.						
The student has demonstrated the ability to orally give and exchange thoughts and information about the on-site experiences.						
The student has demonstrated the ability to listen and clarify thoughts and information sent out by others.						

Career and Community Experience Evaluation Form—General (2)

Please indicate your level of satisfaction with the student’s participation in the career and community experience by placing an (x) in the appropriate box.

	5	4	3	2	1	n/a
Evaluation Criteria Employability Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student is respectful of others.						
The student has demonstrated honesty and integrity at the community location.						
The student accepts constructive criticism.						
The student demonstrates the ability to adapt to new tasks/situations.						
The student shows initiative (is a self-starter) while learning and working on tasks.						
The student stays on task and completes assignments in a responsible way.						
The student demonstrates the ability to make difficult decisions in a timely manner.						
The student is able to function effectively under pressure and maintain self-control in the face of hostility or provocation.						
The student understands and follows safety procedures.						
The student has gained considerable knowledge and technical expertise.						

Strengths/Abilities:	Areas Requiring Improvement:
----------------------	------------------------------

Comments:

Career and Community Experience Evaluation Form—General (3)

	5	4	3	2	1	n/a
Evaluation Criteria Other Essential Skills	Strongly Agree	Agree	Okay	Disagree	Strongly Disagree	
The student reads and uses information from textual and digital sources.						
The student reads and uses a variety of information displays (e.g., graphs, tables, schematics).						
The student demonstrates responsible use of technology and digital media.						
The student is able to read numbers and think in terms of quantities.						
The student is able to use a computer and standard software packages (e.g., word processing, email, spreadsheets).						
The student is able to think analytically, conceptually, and strategically.						
The student demonstrates problem-solving skills.						
The student demonstrates decision-making ability.						
The student is able to gather and disseminate diagnostic information.						
The student is able to plan, organize, and effectively implement tasks and projects.						
The student is willing and able to learn independently.						
The student is able to express ideas clearly and persuade intended audiences using the written word.						
The student is aware of and sensitive to cultural differences.						

Note: Also use Career and Community Experience Evaluation Form—Specific Skills when students participate in longer term placements.

This evaluation has been discussed with the student participating in the program. Yes/No

Community Supervisor

(signature) (date)

Teacher/Monitor

(signature) (date)

Student

(signature) (date)

Parent/Guardian

(signature) (date)

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Comments:

Sample

Career and Community Experience Evaluation Form— Specific Skills

Student Name:	School Contact Telephone Number:	Community Site Address:
Teacher/Monitor Name:	School Fax Number:	Community Site Telephone Number:
Community Supervisor Name:	School Address:	Community Site Fax Number: Community Site Email Address:

Student Area of Interest: _____

Evaluation Time Frame:

Starting from _____

until _____.

Community Placement Specific Skills/Duties/Tasks

The list of duties/skills for this community site placement was developed in consultation with three clothing retail stores: Store A, Store B, and Store C. These duties were observed or performed alone or with assistance, and these workplace skills were developed. The student has been rated on a score of 1 to 5 to indicate skill proficiency:

- 1 represents no exposure
- 2 indicates exposure only; general information provided but no opportunity to practise
- 3 indicates practised activities, but additional training and practice are required
- 4 represents proficient performance; activities were performed under supervision; however, additional training and practice will be beneficial
- 5 indicates superior performance; performs activity independently without supervision and has sound understanding of activity

Skill/Duty	Observed	Performed with Help	Performed Alone	Rating
<i>Examples:</i>				
Handling customer payment	X	X	X	5
Stocking shelves	X	X	X	4
Providing quality customer service	X	X	X	3
Ordering stock				1

Career and Community Experience Evaluation Form—
Specific Skills (2)

Community Supervisor Comments:

Teacher/Monitor Comments:

Student Reflections on the Experience:

Future Directions:

Community Supervisor _____
(signature) (date)

Teacher/Monitor _____
(signature) (date)

Student _____
(signature) (date)

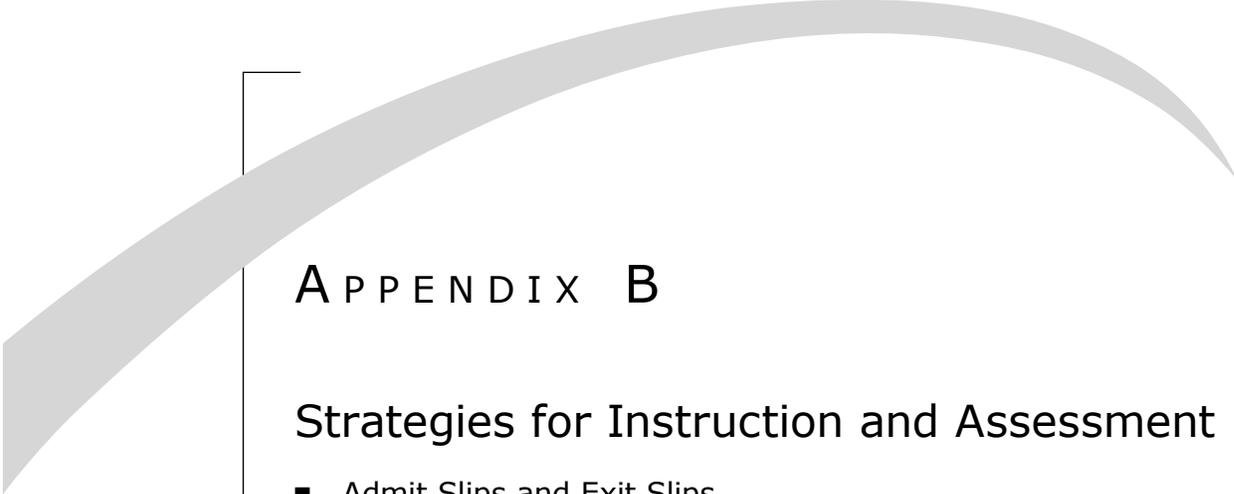
Parent/Guardian _____
(signature) (date)

Annual Education Plan Assessment

Name: _____ **Date:** _____

	Does not meet expectations	Partially meets expectations	Meets expectations	More than meets expectations
<p>A. Set goals and plan action</p> <p>In my Annual Education Plan (AEP), I</p>				
<ul style="list-style-type: none"> ▪ clearly identify my interests, skills, personality, and values 				
<ul style="list-style-type: none"> ▪ use evidence to identify my personal strengths 				
<ul style="list-style-type: none"> ▪ identify my preferred learning style and its impact on my career planning 				
<ul style="list-style-type: none"> ▪ clearly describe my long-term occupational goals 				
<ul style="list-style-type: none"> ▪ using evidence, reflect on the suitability of my occupational choice 				
<p>B. Four-Year Education Plan</p> <p>In my Four-Year Education Plan (on page 3 of my AEP), I</p>				
<ul style="list-style-type: none"> ▪ clearly identify my course selection plan for Grades 11 and 12 				
<ul style="list-style-type: none"> ▪ provide justification for my course selection plan 				

Comments:



APPENDIX B

Strategies for Instruction and Assessment

- Admit Slips and Exit Slips
- Y-Charts
- Prompts for Reflection or Reflective Journal Entry
- Jigsaw Grouping
- Freewriting
- Gallery Walk
- Mind Maps

ADMIT SLIPS AND EXIT SLIPS

Admit slips are filled in by students at the beginning of class, ideally before they enter, but realistically in the first few minutes of class. Exit slips are filled in by students at the end of class before they are allowed to leave.

Purposes:

- to help students focus on what they expect to learn in class
- to help students reflect on what they have learned
- to provide the teacher with information on student learning

Procedure:

Admit slip

1. At the beginning of class, students write
 - questions that were not answered for them in the previous class
 - an observation about where they are in the current unit or sequence of learning experiences
 - a focus statement about what they expect from this class
2. The teacher reads the admit slips as they are handed in, and responds whenever appropriate throughout the class.

Exit slip

1. Before leaving at the end of class, students write
 - one of the important things they learned during the class
 - a question that remains unanswered
2. The teacher responds to any questions from the exit slips at the beginning of the next class.

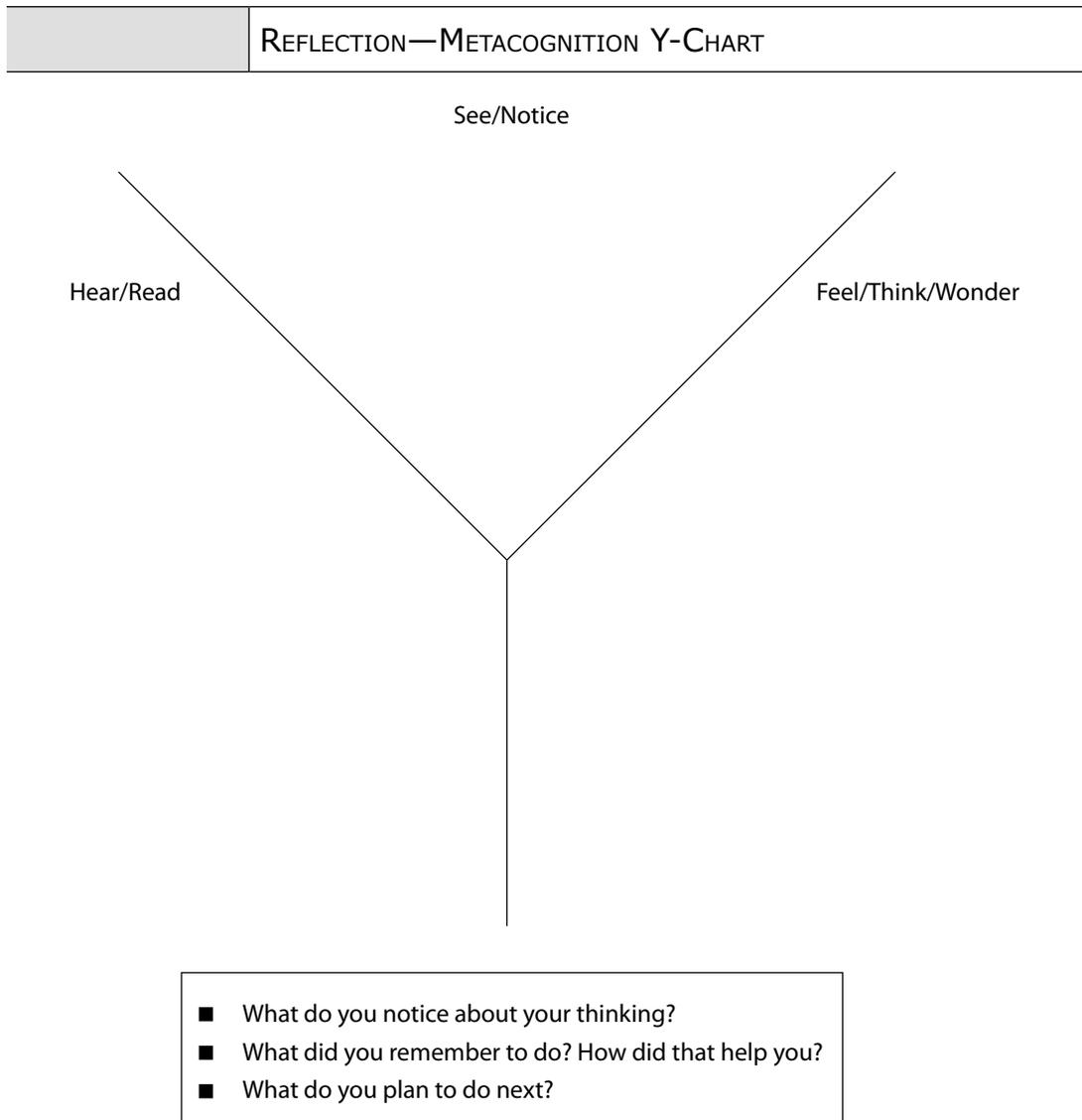
References:

Gere, Anne Ruggels, ed. *Roots in the Sawdust: Writing to Learn Across the Disciplines*. Urbana, IL: National Council of Teachers of English, 1985.

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction—A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

Y-CHARTS

A Y-chart is a graphic organizer that can be used for a variety of purposes. Originally, this organizer was used to help students identify what a particular behaviour sounds like, feels like, and looks like, but it has also been used for reflective purposes, where students think back on a learning experience and identify the aspects of the experience that contributed to their learning. An example of a Reflection—Metacognition Y-Chart is given below:



Reference: Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003. BLM 1.

PROMPTS FOR REFLECTION OR REFLECTIVE JOURNAL ENTRY

Student (and teacher) reflection on learning is a big part of assessment for learning. By developing their metacognitive skills (or by thinking about thinking), students are engaged in their own learning. They learn about how they learn and when to use what strategies, and they are able to improve their learning through setting goals and monitoring their achievement of these learning goals. Students pay attention to what they are learning and use what they have learned to make adjustments and changes in their thinking—they actively construct knowledge.

Select from the following general prompts to use and/or customize for class and small group reflection and for written reflective journal entries. One or two at a time can also be used on admit and/or exit slips.

- What is the purpose of learning these ideas and/or skills?
- What do I know about this topic?
- What strategies do I know that will help me learn this?
- Am I understanding these ideas?
- I now understand . . .
- What I just learned connects with . . .
- What are the criteria for improving my work?
- What have I learned about ____? (content and strategies)
- How have I learned about ____? (content and strategies)
- How can I apply/use/change what I have learned to/in/for my future work?
- I'm still wondering . . .
- I still don't understand . . .
- What problems do I still have?
- What did I get out of this learning experience/project?
- What does what I've learned mean to me?
- How am I now thinking about these ideas? How is this different from how I used to think of them?
- I feel _____. Why?
- What observations did I make about ____?
- How does what I've learned connect to other courses or subjects?
- How does what I've learned fit with what I already knew?
- I was surprised to read/hear/observe that . . .
- Describe the learning strategy or process we used. How effective was it?

- What questions do I have?
- Have I accomplished the goals I set for myself?
- How could I have learned this in a different way?
- What is another way to do this?
- Would I do it the same way next time? Why or why not?
- How will knowing this help me to do better work?
- What else would I still like to know?
- The task/learning experience would be more interesting if . . .
- What could I have done to learn this more effectively?

References:

Atwell, Nancie. *In the Middle: Writing, Reading, and Learning with Adolescents*. Portsmouth, NH: Heinemann, 1987.

Grant, Gerald. ed. *Review of Research in Education*. Washington, DC: American Educational Research Association, 1992.

Manitoba Education and Training. *Skills for Independent Living (Senior 2) Interim Guide*. Winnipeg, MB: Manitoba Education and Training, 1993.

———. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.

JIGSAW GROUPING

Jigsaw was developed in 1978 (Aronson, Blaney, Silkes, and Snapp) and has since been modified in various ways. This co-operative learning strategy is one in which students become experts on part of a topic, which they then share with their group.

In the jigsaw grouping strategy, students belong to groups that are expected to learn a topic. Each member of each student team is given a different subsection of topic materials that is comprehensible on its own. To master this material, each team member meets with students from other teams who have been assigned the same material to learn. They also discuss means of teaching the material to their respective team members. The original teams re-form, and each student teaches the others his or her segment of the material.

References:

- Aronson, E., N. Blaney, C. Stephan, J. Silkes, and M. Snapp. *The Jigsaw Classroom*. Beverly Hills, CA: Sage, 1978.
- Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

FREEWITING

Freewriting is a write-to-learn strategy that is helpful in detailing what one already thinks and knows and needs to know about a topic. The main rule to freewriting is to write without stopping for a set period of time (usually five or ten minutes). If students get stuck, they should repeat either the opening phrase or the last word written or even “can’t write” until something comes to them. The trick is to keep the pen moving.

By not stopping to think, students are able to concentrate on ideas rather than on grammar or spelling or other issues of expression. It is a process of discovery for the students—they may know or think things they didn’t realize they knew or thought.

References:

- Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. 2nd ed. New York, NY: Oxford University Press, 1998.
- Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Boston, MA: Shambhala Publications, 1986.

GALLERY WALK

The gallery walk strategy can be used in various ways—it can be used to activate interest in a topic, to acquire understanding of lesson content, and to demonstrate and assess learning. In a gallery walk, students are given the opportunity to learn through a process of observation, discussion, and reflection.

One basic gallery walk process is as follows:

1. Students or teachers set up stations or focus areas with visual or verbal material displayed together with a sheet asking one or two focus questions with space for various responses. Material (e.g., photographs, graphs, quotes, maps, posters, dioramas) may be selected by the teacher to provide particular information or may be work that students completed in an earlier learning activity. If the material is student work, one of the students who worked at creating it may remain at the station to act as curator, answering questions and providing explanations as the other students visit. (The role of curator should be rotated so that all students have an opportunity to circulate among the displays.)
2. In pairs or small groups, students visit the displays, one pair/group at each display. While visiting a display, students carefully observe the display, address the focus questions (and the responses of previous visitors if they were not the first), discuss their responses, and record their responses and questions on the sheet provided. Focus questions for student work could include What did you learn from this display? and What do you like best about this display?
3. After a set period of time, students are directed to move on to the next display and repeat the process of observation, discussion, and response.
4. When all groups of students have visited all of the displays, each group returns to the first station it visited. The student groups read through all of the responses to that station and create a summary of the responses, which they share with the class.

Gallery walk gets students up and moving around, talking to each other, and building on the ideas of each other.

References:

BC Ministry of Education. "Fine Arts K-7: Glossary and Approaches to Instruction." 8 July 1998. www.bced.gov.bc.ca/irp/fak7/apf2.htm (9 Nov. 2007).

Brownlie, Faye, and Susan Close. *Beyond Chalk & Talk: Collaborative Strategies for the Middle and High School Years*. Markham, ON: Pembroke Publishers, 1992.

Council of Chief State School Officers. "Additional Strategies to Promote a Culture of Literacy in the Content Area Classroom." Aug. 2007. www.ccsso.org/content/pdfs/FINAL%20CCSSO%20Additional%20Strategies.doc (9 Nov. 2007).

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4*. Winnipeg, MB: Manitoba Education and Training, 1996.

Morrison, Liz. "Historical Overview Gallery Walk Lesson." www.jimcrowhistory.org/resources/pdf/hs_lp_gallery_walk.pdf (9 Nov. 2007).

MIND MAPS

There are many kinds of mapping strategies used for many kinds of learning purposes. The mind mapping strategy referred to in this document is also called graphic mapping. It is different from clustering, webbing, concept mapping, semantic mapping, or information mapping in that it includes visual elements such as pictures, shapes, symbols, codes, and colour, as well as lines and words. Adding graphics helps students tap into different ways of thinking/different parts of the mind.

Student-created mind maps can be used to generate ideas about a topic, to process ideas from a reading or presentation, or to present one's understanding of a topic. However they are used, mind maps encourage a deeper understanding.

One process for creating a mind map follows (Manitoba Education and Training, 4-118):

1. Set your paper horizontally and draw a key image, using colour. Images may trigger more associations than words, and colour appeals to the brain.
2. For each idea you associate with this image, draw a line from the image, and then print a word or short phrase on the line. Add images as they occur to you.
3. Before you add new ideas to the mind map, consider which words you associate them with. Make this association clear by placing new ideas on lines that branch from existing ideas, or by using arrows or colour codes.
4. Emphasize important ideas through colours, variations in size, lines, images, and spacing.

Examples of a variety of mind maps can be found online at websites such as www.topicscape.com/mindmaps/.

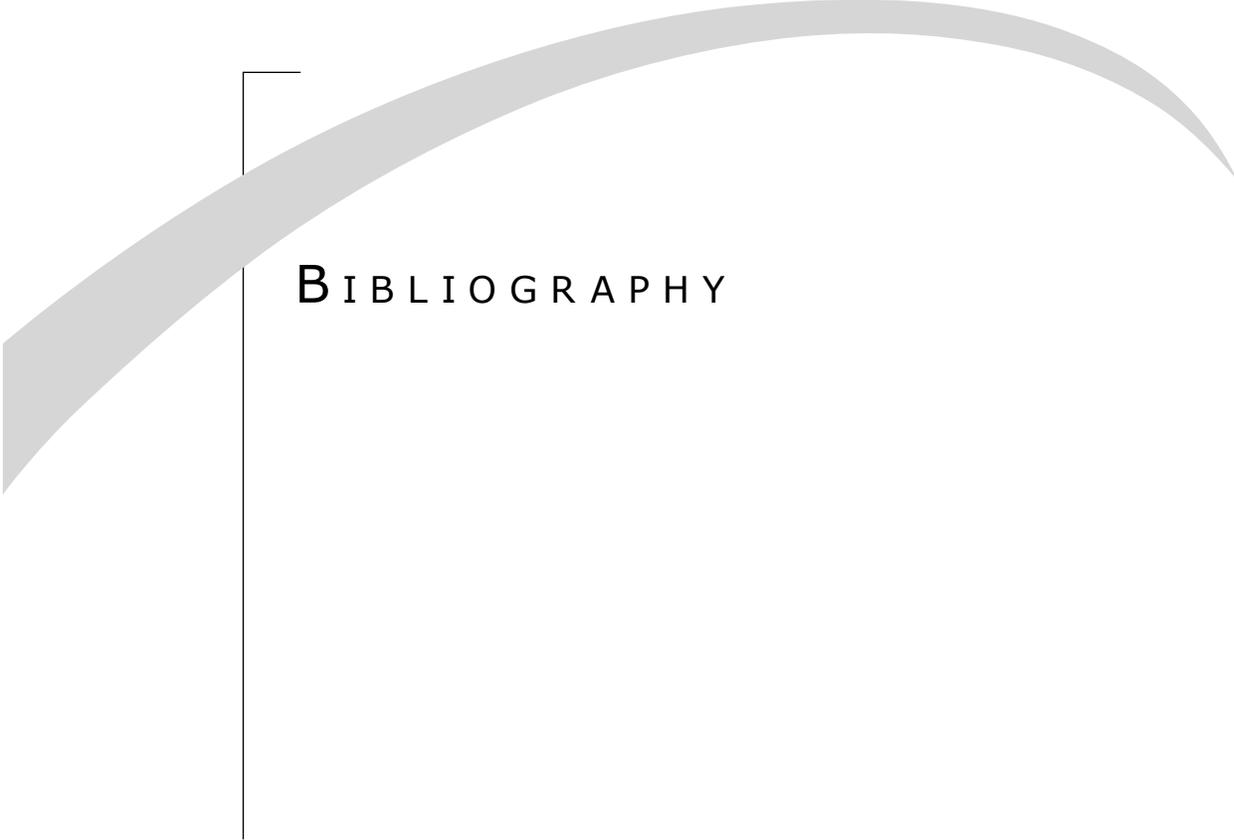
References:

Buehl, Doug. *Classroom Strategies for Interactive Learning*. 2nd ed. Newark, DE: International Reading Association, 2001.

Buzan, Tony, with Barry Buzan. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York, NY: Penguin Books, 1993.

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Printed in Canada
Imprimé au Canada