Career Development 11

Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

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Career Development 11

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Acknowledgements

Contents

Introduction

Background

Career Development 11 is an open-type half-credit course designed to be offered at the grade 11 level. In Career Development 11, students continue their exploration of career preparation and refine their understanding of their readiness for the world of work and personal finance.

It is recommended that when Career Development 11 is offered, it be paired with Workplace Health and Safety 11, which is also a half credit.

Career Development 11 has four modules that are closely related. The time frames provided are guidelines for teachers to use or adapt to meet the needs of their learning environments.

Module 1: Career Awareness (15 hours)
Module 2: Work Cultures (20 hours)
Module 3: Financial Management (10–15 hours)
Module 4: LifeWork Portfolio (5–10 hours)

Whereas Career Development 10 provides students with broad strokes to prepare for the workplace, Career Development 11 intensifies that focus by building on students' developing personal and financial awareness of life on their own, adding to their understanding of the nature of workplaces and focusing their attention on their own career development so that they may confidently enter a post-secondary institution or a workplace upon graduation. Career Development 11 is about clarifying students' understanding of their employment and life-skills strengths as well as their learning needs.

Students in Career Development 11 develop their abilities to communicate and think reflectively. They explore realistic academic and career goals, assess their own abilities, and realize how these actions will affect their learning and decision-making processes. They will take their responsibility for managing and focusing their explorations into the world of work and personal finance as they become attuned to the realities of preparing for employment.

Students' exploration of work cultures develops their growing awareness of the differences within places of employment and the rights and responsibilities that both employers and employees have to make the workplace a safe, healthy, and productive environment for all.

The process of developing a career plan is recursive in nature and extends well beyond this course, indeed beyond secondary or post-secondary education, as we continue to review our experiences and interests and to refine our plans for the future. The LifeWork Portfolio is the tool provided to students so that they may continue to organize the artifacts of their significant achievements and life events,

reflect on their meaning, and appreciate the portfolio's potential to be a career-planning tool well beyond high school. The process of developing a LifeWork Portfolio should be integrated with activities in all modules.

Teaching Career Development 11

Differentiation of Instruction

Instructional approaches should be selected in relation to the individual and the diverse backgrounds and abilities of students in the classroom.

The teacher acknowledges variations in students' prior knowledge, readiness, language, learning styles and preferences, and interests and chooses from a variety of approaches, strategies, and resources to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process.

The teacher chooses to differentiate any or all of the following:
- the tasks' learning activities and resources through which the student may achieve the outcomes
- the processes, especially grouping options, through which students interact and work together as they develop a knowledge of the new content
- the requirements for student response to allow for a variety of means of expression, alternative procedures, degrees of difficulty, forms of evaluation, and types of scoring rubrics

Interactive Learning

Interactive learning is built on the premise that students learn best when they actively engage their minds and that they are more apt to be engaged when they interact with others. Through explicit teaching, modelling, and facilitated opportunities, teachers take the lead in guiding students to become effective learners through the use of focused and monitored interactive learning strategies.

Practice is student-centred and invites students to learn collaboratively with peers, teachers, and other connected partners as well as to interact with various forms of text. Interactive learning strategies support student learning by expanding the teaching beyond the direct influence of the teacher, recognizing that learning can happen through other shared experiences that engage the active mind.

Assignments and tasks that allow for students to interact with one another tend to increase student motivation and active engagement, which positively influences students' overall comprehension of content and skill development. When learning activities require them to interact with their environment, students are actively involved in the construction of meaning, in developing new skills, and in practising old ones.

The following describes a few strategies that put interactive learning into practice. Most require students to interact in small discussion groups. Research suggests that

this can be more effective than open dialogue between the teacher and the whole class, where often only a small number of students participate while others remain uninvolved.

Front Loading—A pre-reading strategy in which student groups are given time to share their understandings of the key terms and background information helpful in comprehending an assigned text. Through teacher-led whole-class discussion, the terms and concepts are then clarified. This technique helps all students build prior knowledge, which facilitates linking to new learning.

Anticipation Guides—Asking student groups to predict main ideas before reading an assigned piece of text. This strategy
- engages students in focused conversation before reading to confirm what they already know and sets their minds to making sound predictions
- provides a clear focus and purpose to the reading
- engages students in post-reading discussion that confirms or denies any predictions and generates questions for further inquiry

Learning Dialogues—Organizing students in groups to discuss key questions and voice their understandings and opinions.

Teacher-Student Conferences—Individual teacher-student conferences originally used to monitor and guide reading and writing development. A candid dialogue invites the student to discuss his or her assessment on how the learning is going. The teacher can then offer specific feedback that is both positive and sincere. Together, the student and teacher can set one or two specific achievable goals and then discuss the type of support available.

"The Big Six"—Reading comprehension strategies that support readers as they aim to construct meaning and become aware of their understanding through interacting with text. These strategies are making connections, inferring, synthesizing, questioning, determining importance, and visualizing. Teachers could present focused mini-lessons that explicitly teach and model each strategy and then offer authentic opportunities for students to apply them. (Buehl 2001)

Project-Based Learning

The teacher engages students to work, alone or in groups, on a project of substantial length and complexity. The activity is characterized by the following:
- **Autonomy**—Students make their own decisions either individually or collaboratively.
- **Centrality**—The activity embodies and interrelates a series of outcomes and uses a range of resources.
- **Constructive Investigations**—Students develop and apply skills, acquire knowledge, and adopt positions in steps that progress toward a product.
- **A Driving Question**—Students are asked to provide a solution to a problem, question, or hypothesis that is central to the ideas or issues related to the discipline.
- **Realism**—The activity requires the use of authentic resources and works toward authentic results.

Project-based learning provides opportunities for a variety of learning styles; employs an orientation to authentic issues, settings, data, and resources; creates an environment where students are likely to take risks and experiment with ideas; requires the application of higher-order thinking skills; requires active rather than passive engagement with the environment; is accessible to all learners; encourages the use of a variety of modes of communication; enables performance-based assessment; makes students responsible for their own learning; emphasizes process as well as product; and encourages students to reflect on and learn from their mistakes and their successes.

Co-operative Learning

Co-operative learning creates an environment in which students learn actively by interacting with others, the data, and the teacher.

This approach provides opportunities for students to
- learn interdependence and teamwork skills
- promote one another's successes and support group efforts
- acquire group process skills, an important dimension of employability
- use higher-order thinking skills
- apply newly acquired knowledge and skills
- establish relationships with others

The co-operative learning model proposed by David and Roger Johnson and Edyth Holubec in *Circles of Learning*, 5th ed., 2002, is based on five basic elements:
- **Positive Interdependence**—Success depends on the participation of all group members; each member's resources and role make his or her contribution unique.
- **Individual Accountability**—Each student's performance is assessed individually.
- **Group Processing**—Students reflect on their progress and make decisions to improve their individual and collective efforts when necessary; students look out for one another.
- **Social Skills**—Leadership, decision making, trust building, communication, and conflict management are key skills that must be learned before co-operative learning can succeed.
- **Face-to-Face Promotive Interaction**—Students promote one another's learning by helping, hearing, sharing resources, and encouraging and challenging one another's ideas.

The Teacher as Facilitator

Actively involving students in their learning by relating activities to their own experiences is important. Once an issue is selected, the teacher or student facilitator will provide compelling texts prior to or during the class that lead to discussion in a seminar format. The texts might be, for example, a novel, newspaper article, essay, art reproduction, or video. The facilitator can then pose a question requiring students to evaluate options and make decisions through discussion. The process does not guarantee that students will respect one another; nor does it eliminate conflict. However, it should guide students to develop more respectful, tactful, and kinder

attitudes and behaviours. Through systematic questioning of one another, they must consider different and often conflicting ideas. They will have to think deeply and critically about concepts, look at ethical quandaries, and develop moral principles while refining their critical-thinking skills.

Through the process of active learning and co-operation, seminars also build self-esteem through the development of competence. The facilitator must accept answers, develop follow-up questions, and keep track of the conversations, while listening intently and helping students make connections. Not only are students acquiring information in a different way; they are doing so at the high end of the thinking/reasoning process.

Among the multiple actions teachers can take in his or her role as facilitators are the following:

add	collect	help	make available
advocate	convey	interconnect	mentor
apply	create	interrelate	negotiate
arrange	debate	introduce	provide
ask	define	invite	review
assess	develop	lead into	share
challenge	display	link	summarize
collaborate	establish	look for	

Gender Equity

Gender equity is concerned with the promotion of personal, social, cultural, and economic equality for all. The term **gender equity** emerges out of a growing recognition of the pervasive gender inequities in society. Continuing traditions of stereotypical and discriminatory practices have resulted in the systemic devaluation of females of all ages. Women may also face barriers of discrimination due to their racial identification, Aboriginal identity, ability/disability, sexual orientation, or other aspects of their identity. The negative consequences also adversely affect males.

The following are ways in which gender equity can be addressed in Career Development 11:

- course content and resources that include the roles, contributions, and accomplishments of both males and females
- displays of portraits, photographs, and trophies that highlight the accomplishments of both males and females
- praise or criticism of both females and males and acceptance of female and male staff and student contributions as equally valid
- cessation of disparaging comments based on gender or sexuality
- assurance that both females and males have an equal share of the teacher's attention
- questions that ask both females and males to use analytical and synthetical processes, not just fact-based questions
- use of gender-neutral language, e.g., chair or chairperson instead of chairman; humankind, people, human beings, or humanity instead of mankind; staff or employees instead of manpower

Administrators and staff can
- develop an understanding of the issues of sexism and gender inequity by regular reading and professional development opportunities
- conduct regular reviews of personal practices in teaching, e.g., patterns of classroom interaction, teaching strategies
- use gender-neutral language and anti-sexist practices in the school or classroom
- recognize and address instances of bias in programs and courses, course content, and learning resources that aid inequities
- develop policies and guidelines that address gender equity

Gender equity encourages fuller participation of female and male teachers and students in school and classroom interaction. It increases the self-worth and potential of all students. It helps in the removal of stereotypical views and in the removal of sexism and sex discrimination in society. Gender equity provides society with the benefit of the full participation and contribution of all its members.

Multiculturalism

Throughout the Career Development 11 curriculum, there are numerous learning opportunities for students and suggestions for teachers to reflect on the multicultural learning, living, and working environment found throughout Nova Scotia, the Maritimes, and other parts of Canada.

The learning opportunities for students, suggestions for teachers, and references to resource materials throughout the document are designed to encourage all learners to
- empathize both with members of their own families and with others whose cultural and racial heritage and family style are different from their own
- respect cultural and racial differences among contemporary Canadian families
- be aware of the variety of family traditions and lifestyles represented in Canada, as manifested in the range of values and ideologies within the multicultural and multiracial mosaic of Canadian society
- appreciate the ways in which individuals and families are socialized in Canadian society
- understand the ways in which the family traditions of an individual's particular culture or race are an important component of his or her family life

Course Design and Components

Features of Career Development 11

Career Development 11 is characterized by the following features:
- Students work independently and collaboratively, focusing on their own interests, skills, and learning needs.
- Students acquire clarity about their interests and abilities.
- Students continue to develop a vision for their future life and work.
- Students prepare for the world of work.

Unifying Concepts in Career Development 11

Career Development 11 is designed to ensure that students can demonstrate
- career-planning skills through experiential learning, reflection, and initiative
- the ability to access life and work resources
- strategies for making healthy life and work choices
- confidence, initiative, and adaptability in all aspects of their life and work
- an appreciation and respect for diversity
- responsible and ethical behaviour

Components

The curriculum for Career Development 11 is divided into four modules, with each module organized by outcome, using the following headings:

Outcomes

The outcomes describe what students are expected to know, be able to do, and value by the end of the course. Outcomes are not necessarily sequential.

Assessment, Teaching, and Learning

Each module begins with a summary of suggestions for assessment of students' success in achieving the outcomes. They are linked to the outcomes rather than to the suggestions for learning and teaching. The suggestions are only samples; for more information, read the section Assessing and Evaluating Student Learning. These suggestions provide some models for assessment for learning as well as some models for assessment of learning that may form the basis for evaluating student learning.

The suggestions for learning and teaching are intended to offer a range of strategies from which teachers and students may choose. (Some learning experiences are sufficiently rich and complex enough that students will be able to achieve or partially achieve a number of outcomes.) Learning experiences may be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of the suggestions; nor is it necessary for all students to engage in the same learning experience.

Resources/Notes

Classroom resources are available from the Authorized Learning Resources (ALR). Teacher resources are suggestions available from a variety of sources. Where possible, teachers should use community, Nova Scotian, or Canadian resources.

The Internet also provides information and research opportunities, and website names are provided for most outcomes. Because of the transient nature of some websites, only names and not URLs are provided in this document. Teachers can enter the name of the website into a search engine, which in most cases will bring up the appropriate site, or they can refer to the Department of Education and Early Childhood Development Learning Resources and Technology website for the URL must. Teachers must preview all websites before referring students to them.

Notes may include elaborations on strategies, suggestions for other sources of strategies, successes, cautions, and definitions.

Course Designation

Career Development 11 is an open-type half-credit course.
Course code: 149170

Course Delivery

It is recommended that Module 4: LifeWork Portfolio be delivered concurrently with modules 1, 2, and 3 as illustrated in the table below. Modules 1, 2, and 3 are not necessarily sequential.

Module 4: LifeWork Portfolio		
Module 1: Career Awareness	Module 2: Work Cultures	Module 4: Financial Management

Assessing and Evaluating Student Learning

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analyzing, reflecting on, and summarizing assessment information and making judgments or decisions based on the information gathered

The Principles of Assessment and Evaluation articulated in the document *Public School Programs* should be used as the basis of assessment and evaluation policies, procedures, and practices.

Curricula in Nova Scotia are organized by a learning outcomes framework. It is important, therefore, that all evaluations are designed to measure students' achievement of the outcomes rather than, for example, to measure student behaviour or performance related to the learning activities.

Assessment and learning do not necessarily occur as separate or sequential events; they are components in a process of achievement. Students' meaningful involvement in conducting assessment of their learning and drawing conclusions about the progress of their learning is critical to increasing their learning. Students' deep involvement in planning assessment is critical to ensuring that they have the best opportunity to demonstrate what they have learned.

It is helpful for teachers to think of assessment as being of two types: assessment *of* learning and assessment *for* learning. The two types serve distinctly different purposes.

Assessment in Career Development 11

Students entering Career Development 11 do so with differing degrees of knowledge and understandings of the elements of developing a career, different skill levels, and different levels of understanding how important these things are to preparing for a career. In some instances, students' attitudes toward certain skills may be that they are only useful for doing school work and not for what they perceive to be the real world. Career Development 11 works to change these attitudes and aid students in the development of the skills necessary for success in the workplace, both for their present and their future.

ASSESSMENT *OF* LEARNING

The purpose of assessment *of* learning is to measure the extent to which a student has achieved a specific learning outcome or outcomes at a given point in time.

Assessment of learning—what teachers associate with summative assessment—is usually mark-driven and is used to accumulate numerical data for the purpose of assigning grades. Tests, exams, assignments, and assessment portfolios developed for the purpose of attaining marks fall in this category. Both teachers and students can be involved in developing strategies for assessment of learning.

ASSESSMENT *FOR* LEARNING

The purpose of assessment *for* learning is to increase students' success in achieving the learning outcomes.

Assessment for learning provides students with ongoing checks of how they are doing, what kind of progress they are making, how effective their learning strategies have been, and what they need to learn next in order to achieve the outcomes.

Assessment for learning—what teachers associate with formative assessment—provides teachers with information about the effectiveness of their instructional practice, including strategies and timelines. Assessment for learning enables teachers to monitor the progress of individual students and to attend to the range of learning needs.

Anecdotal feedback, rubrics, scales, and checklists are all important strategies for teachers and students to learn more about how students are doing and what they are having difficulty with. When these strategies go beyond measuring progress to measuring achievement, they may also be useful in assessment of learning.

More information on assessment can be found in Contexts for Learning and Teaching.

Effective Assessment and Evaluation Practices

Effective assessment and evaluation improves the quality of learning and teaching. It can help students to become more reflective and to have control of their own learning, and it can help teachers to monitor and focus their instructional programs.

Assessment and evaluation of student learning should accommodate the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the full range of learning outcomes toward which students have been working during the reporting period, be proportionate to the learning experiences related to each outcome, and focus on patterns of achievement as well as specific achievements.

In reflecting on the effectiveness of their assessment program, teachers should consider the extent to which their practices
- are fair in terms of the student's background or circumstances
- are integrated with learning
- provide opportunities for authentic learning
- provide students with relevant, supportive feedback that helps them to shape their learning
- describe students' progress toward learning outcomes
- help them to make decisions about revising, supporting, or extending learning experiences
- support learning risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate their achievement
- accommodate multiple responses and a range of tasks

- provide evidence of achievement in which students can take pride
- acknowledge attitudes and values as significant learning outcomes
- encourage students to reflect on their learning and to articulate personal learning plans
- help them to make decisions about teaching strategies, learning experiences and environments, student grouping, and resources
- include students in developing, interpreting, and reporting

INVOLVING STUDENTS IN THE ASSESSMENT PROCESS

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate what they know, are able to do, and value.

It is important that students participate actively in the assessment and evaluation of their learning, co-developing their own criteria and learning to judge a range of qualities in their work. Students should have access to models in the form of scoring criteria, rubrics, and work samples.

As lifelong learners, students assess their own progress rather than relying on external measures (e.g., marks) to tell them how well they are doing. Students who are empowered to assess their own progress are more likely to perceive their learning as its own reward. Rather than asking What does the teacher want? students need to ask questions such as What have I learned? What can I do now that I couldn't do before? How can I improve upon what I have learned? and What do I need to learn next?

Effective assessment practices provide opportunities for students to
- assess and evaluate their learning (reflection)
- identify strategies that best fit their learning preferences
- set goals for future learning
- monitor their progress as they are learning (meta-cognition)

DIVERSE LEARNING STYLES AND NEEDS

Teachers should ensure that assessment practices affirm and accommodate students' cultural and linguistic diversity, including patterns of social interaction; diverse learning styles; and the multiple ways that oral, written, and visual language are used in different cultures for a range of purposes, not only in a learning context but in a social and cultural context as well.

Assessment practices must be fair, equitable, and without bias, providing a range of opportunities for students to demonstrate their learning. Teachers should be flexible in evaluating the learning success of students and seek diverse ways for students to demonstrate their personal best. In inclusive classrooms students with special needs have opportunities to demonstrate their learning in their own way, using media that accommodates their needs, and to do so at their own pace.

Using a Variety of Assessment Strategies

When teachers make decisions about what learning to assess and evaluate, how to assess and evaluate, and how to communicate the results, they send clear messages to students and others about what they value; for example, teachers can communicate that they value risk taking or lateral thinking by considering these elements in developing assessment strategies.

Assessment involves the use of a variety of methods to gather information about a wide range of student learning and to develop a valid and reliable snapshot of what students know and are able to do that is clear, comprehensive, and balanced. The assessment process provides information about each student's progress toward the achievement of learning outcomes that teachers can use to assign marks, to initiate conversations with students, or to make decisions in planning subsequent learning experiences.

Teachers align assessment and evaluation practices with student-centred learning practices when they
- design assessment tasks that help students make judgments about their own learning and performance
- provide assessment tasks that allow for a variety of learning styles and preferences
- individualize assessment to accommodate specific learning needs
- work with students to describe and clarify what will be assessed and what will be evaluated
- include students in making decisions about how their work will be assessed and evaluated
- provide students with regular and specific feedback on learning

Assessment activities, tasks, and strategies include, for example,
- anecdotal records
- artifacts
- audio recordings
- certifications
- checklists
- conferences
- demonstrations
- dramatizations
- exhibitions
- interviews (structured or informal)
- inventories
- investigations
- learning logs or journals
- media products
- observations (structured or informal)
- peer assessments
- performance tasks
- portfolios
- projects
- questioning
- questionnaires
- quizzes, tests, and examinations
- rating scales
- reports and presentations
- reviews of performance
- self-assessments
- sorting scales (rubrics)
- surveys
- video recordings
- work samples
- written assignments

PORTFOLIOS

A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievements. The portfolio documents Career Development 11 activities.

Portfolios engage students in the assessment process and allow them to participate in the evaluation of their learning. Portfolios are most effective when they provide opportunities for students to reflect on and make decisions about their learning. The students and teacher should collaborate to make decisions about the contents of the portfolio and to develop the criteria for evaluating it. Portfolios should include
- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially helpful for the student who needs significant support. Teachers should place notes and work samples from informal assessment in the portfolio and use the portfolio to collaborate with the student in identifying strengths and needs, selecting learning experiences, and selecting work that best reflects the student's progress toward the achievement of learning outcomes.

It is important that students share their portfolios with other students so that all students may see exemplars that represent a range of strategies for expression and levels of complexity in ideas and understanding.

Outlines and other evidence of planning allow students to examine their progress and demonstrate their achievements to teachers, parents, and others.

LIFEWORK PORTFOLIO

Students should also be encouraged to develop a LifeWork Portfolio that demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs (e.g., as well as written documents. This portfolio can be very helpful when students need to demonstrate their achievements to potential employers or the admission offices of post-secondary institutions.

It is important to note that the LifeWork Portfolio is not an assessment tool. Although it may include artifacts that have already been used for assessment purposes, the LifeWork Portfolio is a tool for identifying strengths, interests, and skills and for demonstrating growth.

Lifework Portfolio: A Teaching Resource (Nova Scotia Department of Education 2005) can be downloaded from the LifeWork Portfolio website at http://lifework.ednet.ns.ca.

TESTS AND EXAMINATIONS

Traditional tests and examinations are not, by themselves, adequate to assess student learning. The format of tests and examinations can be revised and adapted to reflect key aspects of the curriculum. Some teachers, for example, have designed tests and examinations based on collaborative or small-group learning, projects, or portfolio

learning. Creating opportunities for students to collaborate on a test or examination is an effective practice in the interactive classroom to assess learning of a higher order than recall of information (e.g., learning that requires synthesis, analysis, or evaluation).

In learning activities that involve solving a problem, for example, students might work collaboratively to clarify and define the task and then work either collaboratively or individually to develop a solution. Students might be given a range of questions, issues, or problems and work collaboratively to clarify their understanding of the assignments and plan responses in preparation for the examination for which only one of the questions, issues, or problems will be assigned. The initial list of questions, issues, or problems can be developed by the teacher, negotiated by the teacher with the students, or developed by the students and screened by the teacher.

Process-based tests and examinations allow students to demonstrate their knowledge and skills and apply strategies at multiple stages in the learning processes (e.g., in identifying problems, challenges, and opportunities; gathering, evaluating, and synthesizing information; generating options; and developing and evaluating solutions).

Traditional tests and examinations may present a number of problems in scheduling and resource allocation. Process-based tests and examinations may be undertaken in steps during several class periods over a number of days. Students have opportunities to revise, reflect on, and extend their knowledge and understanding. Teachers have opportunities to develop comprehensive assessments, to monitor and evaluate learning at multiple points in a process, and to use time flexibly.

CERTIFICATION

In some courses, students will need to prepare to demonstrate their learning through entrance tests and examinations or to obtain or upgrade a certification. Replicating this type of assessment in the classroom can help students prepare for the conditions and assessment formats they may encounter in workplace and post-secondary situations.

To make this kind of assessment an effective learning experience, teachers should define a specific context and purpose (e.g., the operation of a device, the identification of resources and their purposes, or the demonstration of a technique or procedure).

Outcomes

Essential Graduation Learnings and Career Development 11

The Atlantic provinces worked together to identify the abilities and areas of knowledge that they considered essential for students graduating from high school. These are referred to as **essential graduation learnings**. Details may be found in *Public School Programs* 2013–2014 (Nova Scotia Department of Education and Early Childhood Development, Draft 2013).

Examples of learning in Career Development 11 that help students attain the essential graduation learnings are given below.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Students will be expected to

2.5 make decisions that reflect an understanding of workplace ethics, norms, and values

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Students will be expected to

2.1 demonstrate an understanding of human rights issues in the workplace

2.4 demonstrate an awareness of the issues and resources related to a mental health and workplace balance

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.

Students will be expected to

1.3 apply the knowledge and skills needed to seek and obtain career-related work

1.4 apply the knowledge and skills needed to manage the transition to a range of post-secondary destinations

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Students will be expected to

1.1 clarify and define their life and work goals through further analysis of self-assessment data

1.2 independently develop a long-term plan by evaluating the relevance of their career and life decisions and by using additional career information

2.4 demonstrate an awareness of the issues and resources related to a mental health and workplace balance

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts.

Students will be expected to

2.5 make decisions that reflect an understanding of workplace ethics, norms, and values

3.1 make life and work decisions that reflect financial realities

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Students will be expected to

2.2 investigate employee and employer rights and responsibilities

3.2 access and use resources related to financial management and planning

Career Development 11 Curriculum Outcomes

Module 1: Career Awareness

Students will be expected to

1.1 clarify and define their life and work goals through further analysis of self-assessment data

1.2 independently develop a long-term plan by evaluating the relevance of their career and life decisions and by using additional career information

1.3 apply the knowledge and skills needed to seek and obtain career-related work

1.4 apply the knowledge and skills needed to manage the transition to a range of post-secondary destinations

Module 2: Work Cultures

Students will be expected to

2.1 demonstrate an understanding of human rights issues in the workplace

2.2 investigate employee and employer rights and responsibilities

2.3 investigate the roles of unions and other professional organizations

2.4 demonstrate an awareness of the issues and resources related to a mental health and workplace balance

2.5 make decisions that reflect an understanding of workplace ethics, norms, and values

Module 3: Financial Management

Students will be expected to

3.1 make life and work decisions that reflect financial realities

3.2 access and use resources related to financial management and planning

Module 4: LifeWork Portfolio

Students will be expected to

4.1 select artifacts for and maintain a LifeWork Portfolio

4.2 include artifacts (like an anticipated career plan) to demonstrate their growth in knowledge and skills

4.3 include artifacts that demonstrate the development of a career plan

4.4 include items that illustrate their employability

Contexts for Learning and Teaching

Principles of Learning

The public school program is based on principles of learning that teachers and administrators should use as the basis of the experiences they plan for their students. These principles include the following:

1. Learning is a process of actively constructing knowledge.

Therefore, teachers and administrators have a responsibility to
- create environments and plan experiences that foster inquiry, questioning, predicting, exploring, collecting, educational play, and communicating
- engage learners in experiences that encourage their personal construction of knowledge, for example, hands-on, minds-on science and math; drama; creative movement; artistic representation; writing and talking to learn
- provide learners with experiences that actively involve them and are personally meaningful

2. Students construct knowledge and make it meaningful in terms of their prior knowledge and experiences.

Therefore, teachers and administrators have a responsibility to
- find out what students already know and can do
- create learning environments and plan experiences that build on learners' prior knowledge
- ensure that learners are able to see themselves reflected in the learning materials used in the school
- recognize, value, and use the great diversity of experiences and information students bring to school
- provide learning opportunities that respect and support students' racial, cultural, and social identity
- ensure that students are invited or challenged to build on prior knowledge, integrating new understandings with existing understandings

3. Learning is enhanced when it takes place in a social and collaborative environment.

Therefore, teachers and administrators have a responsibility to
- ensure that talk, group work, and collaborative ventures are central to class activities
- see that learners have frequent opportunities to learn from and with others
- structure opportunities for learners to engage in diverse social interactions with peers and adults
- help students to see themselves as members of a community of learners

4. Students need to continue to view learning as an integrated whole.

Therefore, teachers and administrators have a responsibility to
- plan opportunities to help students make connections across the curriculum and with the world outside and structure activities that require students to reflect on those connections
- invite students to apply strategies from across the curriculum to solve problems in real situations

5. Learners must see themselves as capable and successful.

Therefore, teachers and administrators have a responsibility to
- provide activities, resources, and challenges that are developmentally appropriate to the learner
- communicate high expectations for achievement to all students
- encourage risk taking in learning
- ensure that all students experience genuine success on a regular basis
- value experimentation and treat approximation as signs of growth
- provide frequent opportunities for students to reflect on and describe what they know and can do
- provide learning experiences and resources that reflect the diversity of the local and global community
- provide learning opportunities that develop self-esteem

6. Learners have different ways of knowing and representing knowledge.

Therefore, teachers and administrators have a responsibility to
- recognize each learner's preferred ways of constructing meaning and provide opportunities for exploring alternative ways
- plan a wide variety of open-ended experiences and assessment strategies
- recognize, acknowledge, and build on students' diverse ways of knowing and representing their knowledge
- structure frequent opportunities for students to use various art forms— music, drama, visual arts, dance, movement, crafts—as a means of exploring, formulating, and expressing ideas

7. Reflection is an integral part of learning.

Therefore, teachers and administrators have a responsibility to
- challenge their beliefs and practices based on continuous reflection
- reflect on their own learning processes and experiences
- encourage students to reflect on their learning processes and experiences
- encourage students to acknowledge and articulate their learnings
- help students use their reflections to understand themselves as learners, make connections with other learnings, and proceed with learning

A Variety of Learning Styles and Needs

Learners have many ways of learning, knowing, understanding, and creating meaning. Research into the links between learning styles and preferences and the physiology and function of the brain has provided educators with a number of helpful concepts of and models for learning. Howard Gardner, for example, identifies eight broad frames of mind, or intelligences. Gardner believes that each learner has a unique combination of strengths and weaknesses in these eight areas but that the intelligences can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different models to describe and organize learning preferences.

Students' ability to learn is also influenced by individual preferences and needs within a range of environmental factors, including light, temperature, sound levels, nutrition, proximity to others, opportunities to move around, and time of day.

How students receive and process information and the ways in which they interact with peers and their environment, in specific contexts, are both indicators and shapers of their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type and form of information the student is dealing with, just as most teachers have a preferred teaching style, depending on the context. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop an awareness of and expertise in a number of learning and teaching styles and preferences
- identify differences in student learning styles and preferences
- organize learning experiences to accommodate the range of ways in which students learn, especially for whom the range of ways of learning is limited

The Senior High School Learning Environment

Learning experiences and resources that engage students' multiple ways of understanding allow them to become aware of and reflect on their learning processes and preferences. To enhance their opportunities for success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and the preferences of others to understand how they learn best and that others may learn differently
- opportunities to explore, apply, and experiment with learning styles other than those they prefer, in learning contexts that encourage risk taking
- opportunities to return to preferred learning styles at critical stages in their learning
- opportunities to reflect on other factors that affect their learning (e.g., environmental, emotional, sociological, cultural, and physical factors)
- a timeline appropriate for their individual learning needs within which to complete their work

Creating Community

To establish the supportive environment that characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students (e.g., by emphasizing courtesy in the classroom through greeting students by name; thanking them for answers; and inviting, rather than demanding, participation). Students could also be encouraged to share their interests, experiences, and expertise with one another.

Students must know one another in order to take learning risks; make good decisions about their learning; and build peer partnerships for tutoring, sharing, co-operative learning, and other collaborative learning experiences. Through mini-lessons, workshops, and small-group dynamic activities during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

The teacher should act as a facilitator, attending to both active and passive students during group activities, modelling ways of drawing everyone into the activity as well as ways of respecting and valuing each person's contribution, and identifying learners' strengths and needs for future conferences on an individual basis.

Having established community within the classroom, the teacher and students together can make decisions about learning activities. Whether students are working as a whole class, in small groups, in triads, in pairs, or individually, teachers can
- encourage comments from all students during whole-class discussion, demonstrating confidence in and respect for their ideas
- guide students to direct questions evenly to members of the group
- encourage students to discover and work from the prior knowledge in their own social, racial, or cultural experiences
- encourage questions, probing but never assuming prior knowledge
- select partners or encourage students to select different partners for specific purposes
- help students establish a comfort zone in small groups where they will be willing to contribute to the learning experience
- observe students during group work, identifying strengths and needs, and conference with individuals to help them develop new roles and strategies
- include options for students to work alone for specific and clearly defined purposes

Building the Climate

The development of a positive and productive classroom climate is vital to Career Development 11. It is essential that teachers spend time during the first few weeks of the course to develop a positive classroom atmosphere that emphasizes respect for the feelings and values of others and a focus on the skills and attitudes expected in the workplace. A positive classroom environment generates a sense of significance. Students feel that they are significant, that they will be heard and listened to, and that their opinions will be valued by both the teacher and their peers.

As teachers work to establish an appropriate classroom climate, it is important to attend to the following issues.

- **Trust**—Students perceive an honest and genuine interest in their development on the part of the teacher and their peers.
- **Comfort**—Students feel that they can interact openly with others and that their need for privacy will be respected.

Teachers may find the following suggestions helpful as they work toward developing a positive classroom climate:

- **Accentuate the positive**. Teachers openly show concern and respect for students, are supportive, and provide positive feedback.
- **Establish ground rules at the outset and adhere to them**. Invite students to help to develop the expectations for the classroom.
- **Balance the level of student participation**. Ensure that all students have opportunities to participate.
- **Be a good listener and encourage your students to become good listeners**. It is often useful to ask a student to rephrase a question to discover its true intent or meaning. It is also helpful sometimes for the teacher to rephrase the question and ask "Did you mean __?" or "Did I understand you correctly to say that __?"
- **Analyze your own level of participation**. Be the organizer or the facilitator, but do not dominate the discussion. Give students the responsibility to control their own discussion.
- **Encourage students' input on difficult issues**. Do not attempt to be the authority. Give students time to consider their responses. Values-related matters may not have a right answer.
- **Respect students' right to privacy**. Information gained about students' personal lives is confidential, and their right to privacy must be respected. Students may choose to share information, but the option to "pass" should be clearly stated.

Confidentiality

The duty to report suspected child abuse and neglect overrides the confidential requirement of all professional relationships. Students must be aware of the teacher's responsibilities in such instances.

Sensitive Issues

Some topics in this course may be considered sensitive or controversial. The degree of sensitivity will vary from community to community and from individual to individual, depending on personal, religious, or ethnic beliefs and values. Examples of such issues include abortion, contraception, homosexuality, masturbation, sexual abuse, and sexually transmitted infections.

Many school boards have developed policies or guidelines that provide direction for teachers who may address these and other sensitive issues in their classrooms. Teachers must avail themselves of such information.

Teachers should avoid taking a one-sided approach when addressing issues of a controversial nature. Students need to explore a variety of perspectives regarding a particular issue to enable them to make appropriate personal decisions. They also need the opportunity to discuss values-related issues with others, to hear divergent opinions, and to express their own opinions. It is important that students be allowed to clarify their own values in a non-judgmental environment, confident that the teacher's values position on an issue will not be imposed and assured that no one in the class will be put down or criticized for holding a certain value.

- Stress the students' right to privacy. Encourage students to discuss issues that concern them, but support their right to privacy.
- Be sensitive to values. Values are conveyed as much by what is not said or done as by what is said or done. At the same time, help students to understand the role of values in decision making and interactions among people.
- Be prepared to discuss all sides of controversial issues so that students can identify their personal feelings on the issue.
- Provide information to all students about the school and community agencies and resources available to them if they need help with a problem.
- Assess your own thoughts and feelings about sensitive issues.

Health and Safety

Activities in skilled-trades centres, shops, laboratories, or other workplace settings should include an element of safety education. Teachers should plan learning experiences with a specific safety focus and also embed safe practices in classroom procedures and routines so that students may acquire
- a strong orientation toward both personal and group safety
- an awareness of the potential safety hazards at school and in the workplace
- a knowledge of safety procedures and safe work habits
- a knowledge of emergency procedures
- the ability to design and maintain safe work areas

Learning beyond the Classroom

Career Development 11 offers opportunities for students to extend their learning beyond the classroom. Alternative settings provide students with opportunities to connect their learning to tangible, practical purposes; their future education and career plans; and the world beyond the high school setting. Teachers may choose to organize learning experiences that include workplace settings for some or all students. Learning experiences may include
- practices and procedures to encourage students to use technology properly and with care
- activities with mentors
- classroom visits from workplace experts
- field trips to local business, industry, and community sites
- a focus on career exploration through job shadowing
- work placements that extend and reinforce learning

- entrepreneurship-related projects
- community and service learning projects
- the use of Internet listservs, newsgroups, bulletin boards, and online conversations

It is important that administrators and teachers work to establish mutually beneficial relationships with businesses, organizations, and industries in the community. Class or group field trips are an effective way to initiate the contact. In organizing field trips, teachers should

- visit the facility beforehand to identify potential safety issues, establish a relationship with personnel, and clarify the purposes of the trip
- establish class practices and procedures that promote positive and ongoing community relationships
- work with students to articulate clear expectations for learning during the field-trip experience
- schedule field trips to complement preceding and subsequent classroom learning experiences
- ensure that the field trip complies with their school board's guidelines and policies

Engaging All Learners

A supportive environment is important for all learners and especially important for encouraging disengaged or underachieving students.

Career Development 11 provides opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not yet been realized, or whose learning has been interrupted (e.g., students who are refugees). These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

Teachers can engage learners by

- getting to know their students as individuals, while at the same time respecting their privacy
- incorporating opportunities for students to have a voice
- establishing criteria for learning and for individual assignments collaboratively to ensure students' ownership of their learning
- setting goals that are attainable and that will promote a sense of accomplishment and self-satisfaction
- offering choice, whenever possible, of reading material, of methods to present knowledge and information, and of assignment topic or focus within a topic
- being honest and sincere in order to develop a trusting relationship while at the same time responding to student work in a positive and encouraging way

Students need to engage fully in learning experiences that

- are perceived as authentic and worthwhile
- build on their prior knowledge
- allow them to construct meaning in their own way, at their own pace
- link learning to understanding and affirming their own experiences
- encourage them to experience ownership and control of their learning
- feature frequent feedback and encouragement

- include opportunities for teachers and others to provide them with clarification and elaboration
- are not threatening or intimidating
- focus on successes rather than failures
- are organized into clear, structured segments

Acting as facilitators to encourage students to take more responsibility for their own learning, teachers can provide opportunities for students to decide how intensively to focus on particular areas within the curriculum outcomes framework.

Teachers can work with individual students to identify learning outcomes that reflect the student's interests and career plans. It is important that teachers design learning experiences that provide a balance between challenge and success and between support and autonomy.

All students benefit from a variety of grouping arrangements that allow optimal opportunities for meaningful teacher-student and student-student interaction. An effective instructional design provides a balance of the following grouping strategies:
- large-group or whole-class learning
- teacher-directed small-group learning
- small-group-directed learning
- co-operative learning groups
- one-on-one teacher-student learning
- independent learning
- partnered learning
- peer or cross-age tutoring
- mentoring

Meeting the Needs of All Students

Learners require inclusive classrooms, where a wide variety of learning experiences ensures that all students have equitable opportunities to reach their potential.

In designing learning experiences, teachers must accommodate the learning needs of individuals and consider the abilities, experiences, interests, and values that they bring to the classroom.

In recognizing and valuing the diversity of students, teachers should consider ways to
- create a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- give consideration to the social and economic situations of all learners
- model the use of inclusive language, attitudes, and actions supportive of all learners
- acknowledge racial and cultural uniqueness
- adapt classroom organization, teaching strategies, assessment practices, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of contexts, including mixed-ability groupings
- identify and use strategies and resources that respond to the range of students' learning styles and preferences

- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- use students' strengths and abilities to motivate and support their learning
- provide opportunities for students to make choices that will broaden their access to a range of learning experiences
- acknowledge the accomplishment of learning tasks, especially those that learners believed were too challenging for them

In a supportive learning environment all students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, a range of roles in group activities, and choices of learning experiences when options are available. All students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces stereotyping.

Teachers promote social, cultural, racial, and gender equity when they provide opportunities for students to critically examine the texts, contexts, and environments associated with Career Development 11 in the classroom, community, workplace, and media.

Teachers should look for opportunities to
- promote critical thinking
- recognize knowledge as socially constructed
- model gender-fair language and respectful listening in all of their interactions with students
- articulate high expectations for all students
- provide equal opportunity for input and response from all students
- encourage all students to assume leadership roles
- ensure that all students have a broad range of choice in learning and assessment tasks
- encourage students to avoid making decisions about roles and language choices based on stereotyping
- include the experiences and perceptions of all students in all aspects of their learning
- recognize the contributions of men and women of all social, cultural, linguistic, and racial backgrounds to all disciplines throughout history

Social and cultural diversity in student populations expands and enriches the learning experiences of all students. Students can learn much from the backgrounds, experiences, and perspectives of their classmates. In a community of learners, participants explore the diversity of their own and others' customs, histories, values, beliefs, languages, and ways of seeing and making sense of the world.

When learning experiences are structured to allow for a range of perspectives, students from varied social and cultural backgrounds realize that their ways of seeing and knowing are not the only ones possible. They can come to examine more carefully the complexity of ideas and issues arising from the differences in their perspectives and understand how cultural and social diversity enriches their lives and their culture.

A range of learning experiences, teaching and learning strategies, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of designated outcomes. Many of the learning experiences suggested in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for a variety of assessment practices provide multiple ways for students to demonstrate their achievements.

In order to provide a range of learning experiences to challenge all students, teachers may adapt learning contexts to stimulate and extend learning. Teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. Some learners can benefit from opportunities to negotiate their own challenges, design their own learning experiences, set their own schedules, and work individually or with learning partners.

Some students' learning needs may be met by opportunities for them to focus on learning contexts that emphasize experimentation, inquiry, and critical and personal perspectives. In these contexts, teachers should work with students to identify and obtain access to appropriate resources.

The Role of Technology

Integration

Students of Career Development 11 require access to communication and information technology on a daily basis in order to achieve the outcomes of the course. As students become skilled users of office productivity software, they will use it to facilitate their learning across the curriculum, creating a need for access to technologies throughout the school day.

The outcomes in Career Development 11 depend upon current career and labour market information as well as personal inventories available almost exclusively on the Internet. Students need access, on an individual basis, to networked computers.

Integration of Information and Communication Technology

The Nova Scotia Department of Education and Early Childhood Development has articulated the following five strands in the learning outcomes framework areas for the integration of information and communication technology within the public school program:
- **Basic Operations and Concepts**—concepts and skills associated with the safe, efficient operation of a range of information and communication technology
- **Social, Ethical, and Human Issues**—the understanding associated with the use of ICT, which encourages in students a commitment to pursue personal and social good, particularly to build and improve their learning environments and to foster stronger relationships with their peers and others who support their learning

- **Productivity**—the efficient selection and use of ICT to perform tasks such as
    - the exploration of ideas
    - data collection
    - data manipulation, including the discovery of patterns and relationships
    - problem solving
    - the representation of learning
- **Communication**—specific, interactive technology use supports student collaboration and sharing through communication
- **Research, Problem Solving, and Decision Making**—students' organization, reasoning, and evaluation of their learning rationalize their use of information and communication technology

Module 1:
Career Awareness
(15 hours)

1.1 Students will be expected to clarify and define their life and work goals through further analysis of self-assessment data.

Assessment, Teaching, and Learning

Assessment

Teachers can assess students on their demonstration of an understanding of
- the importance of revisiting the goals and data they have collected about themselves
- the changes in attitude and opinions about career planning that they are likely to undergo
- the importance of the LifeWork Portfolio as a means of documenting their progress
- their serious attempts to identify appropriate mentors with whom to share their career planning

Teachers can obtain assessment data from
- student reflections
- one-on-one interviews

Teaching and Learning

Teachers can
- reinforce the importance of the LifeWork Portfolio as a source of self-assessment data collected at earlier stages of students' developing career awareness
- revisit (with students) the self-assessment tools they may have included in their LifeWork Portfolio, (including assessments of personality types, attributes, skills, and learning styles) to explore their applications in life and work situations, such as
  - selecting a post-secondary education path
  - seeking out volunteer or job-shadowing situations to learn more about career options (See Job-Shadowing Task Sheet and Job Shadowing—Occupational Research in Appendix 1.)
  - deciding what personal information to include in resumés
  - choosing a career path compatible with their self-assessment data
- lead a class discussion to assist students in identifying the characteristics of role models and mentors who are compatible with their life and work goals and self-assessment data
- introduce new terminology related to career options and life and work goals and create a class word wall

- facilitate class discussion around students' experiences with various aspects of career building, such as
  – working toward an objective
  – making the most of opportunities
  – finding and keeping work
  – cultivating contacts and allies

Students can

- revisit the skills and goals data in their LifeWork Portfolio to
  – review material related to learning styles, personality types, attributes, and career profiles
  – update self-reflection information
  – identify the employability skills they would like to strengthen (See Employability Skills 2000+ and Employability Skills 2000+ Student Checklist in Appendix 1.)
  – review and update their transferable skills and their documentation
  – explore how networking has affected their choice of data for their portfolio
  – use their LifeWork Portfolio to identify a suitable mentor with whom to share their life and work goals from their portfolio
- update their networking cards (student business cards)
- develop their understanding of their potential by seeking out career-related information to support their life expectations
- write reflections in which they
  – review the growth of their transferable skills, identifying areas needing more development
  – explore potential career directions other than their primary career choice, based on their self-assessment data
- revise a resumé and cover letter to respond to a specific employment opportunity
- create a fictional resumé based on Profiles for Resumés in Appendix 1

Resources/Notes

📋 Notes

SCO 1.2

1.2 Students will be expected to independently develop a long-term plan by evaluating the relevance of their career and life decisions and by using additional career information.

Assessment, Teaching, and Learning

Assessment

Teachers can assess student achievement through
- regular journal reflections detailing their progress, discoveries, and insights into their developing career plans (See Assessing Student Journals—A Sample Rubric in Appendix 1.)
- checklists describing the successful completion of the sequence of activities planned for this outcome
- rubrics designed to assess oral presentations (See Communication Checklist in Appendix 1.)
- interviews in which students clearly articulate their ideas about their career and education planning

Students can demonstrate sincerity and enthusiastic interest in their career planning by
- initiating conversations with teachers/counsellors about their career and education planning
- making contact with potential job-shadowing prospects and college and university registration offices
- providing appropriate detail in logs and reflective writing
- evaluating the usefulness of the career and education information they acquire

Teaching and Learning

Teachers can
- meet with students individually to discuss
  - the goals, artifacts, and career pathways included in their LifeWork Portfolio
  - course selections
  - the pre-application process for Nova Scotia Community College (NSCC)
  - the university application process
- facilitate students' development of plans for growth of their LifeWork Portfolio

Students can
- review a calendar from a post-secondary institution and present the results showcasing the institution, including the
  - name and location of the institution
  - programs offered
  - entrance requirements
  - availability of scholarships and bursaries
  - advantages and disadvantages of enrolment in that institution

- synthesize career information with the contents and artifacts collected in their LifeWork Portfolio to determine
  - how well they complement one another
  - which areas require more research
- meet with the school counsellor to
  - review the entrance requirements for their post-secondary programs of interest
  - discuss post-secondary options based on their interests and academic performance
- prepare an artifact outlining their education and post-graduation plans for inclusion in the goals section of their LifeWork Portfolio (e.g., document, graphic, reflection)
- seek out opportunities to experience a variety of options for post-secondary plans, including
  - college and university open houses
  - tours, both career- and education-oriented
  - a Test Drive exploration (See Notes on p. 40.)
  - job shadowing and other work and career explorations
- create a log of their career-related activities, including reflective pieces
- report their progress in career planning to their classmates on a regular basis
- prepare displays for school and community bulletin boards (including electronic bulletin boards) describing
  - post-secondary programs
  - career-education pathways
- assess the compatibility of their personal values, learning styles, and life and work goals with various types of unpaid work, such as
  - service learning
  - volunteering
  - internships
- write a description of an internship related to an occupation they researched and identify the specific ways someone could benefit from such an internship (See *Community-Based Learning: A Resource for Schools* Nova Scotia Department of Education and Early Childhood Development 2013.)

Resources/Notes

📋 Notes

1.3 Students will be expected to apply the knowledge and skills needed to seek and obtain career-related work.

Assessment, Teaching, and Learning

Assessment

Teacher assessment can include
- observation of student participation through career information opportunities and class presentations
- detailed examination of job-search documents for accuracy and effectiveness
- monitoring students' engagement while they acquire information and prepare to obtain work
- the use of checklists, rubrics, and student reflections

Students can
- assess their own participation (e.g., through the use of student checklists)
- identify ways to engage in their career and education planning (See Providing Feedback in Appendix 1.)

Teaching and Learning

Teachers can
- organize career information opportunities for students and parents by inviting presentations from
  - college and university registrars
  - the human resources departments of local and provincial businesses, including government departments
  - managers or their representatives from the business sector
  - employees or workers from skilled trades and professions
- facilitate student attendance at
  - job and career fairs
  - work-site tours
- invite guest speakers into the classroom, including representatives from
  - Service Canada
  - the Acadia Centre for Social and Business Entrepreneurship (ACSBE)
  - various job banks (See Resources/Notes on p. 40.)
  - job resource centres
- review and reinforce strategies for job search, networking, and skills acquisition

Students can
- identify skills or interests that are useful in a variety of circumstances (transferable skills)
- identify the volunteer positions available in their community (or within commuting distance) that would help them achieve their goals
- review and update job-search documents, including resumés, networking cards, and contact webs

Resources/Notes

🔲 Notes

SCO 1.4

1.4 Students will be expected to apply the knowledge and skills needed to manage the transition to a range of post-secondary destinations.

Assessment, Teaching, and Learning

Assessment

Teachers can
- use rubrics or checklists to assess
  - student participation in group and class discussions (See Student Group-Performance Assessment in Appendix 1.)
  - audience participation during guest presentations
  - student role plays and artifacts

Students can
- assess their own and one another's contributions to class discussions and presentations by using appropriate rubrics or checklists (See Group-Performance Self-Assessment in Appendix 1.)

Teaching and Learning

Teachers can
- invite students who have graduated to talk about transitions after high school
  - into the workforce
  - into post-secondary institutions
- direct student focus toward the kind of learning and study skills they will need to become lifelong learners and to be successful in post-secondary studies
- conduct small-group and whole-class discussions on topics to prepare them for independent living, including
  - access to community resources
  - budgeting
  - shared living accommodations
  - relationship issues
  - self-advocacy (e.g., approaching teachers or employers)
  - scheduling and time management
  - networking and maintaining working relationships
- support the Parents as Career Coaches initiative

Students can
- clarify the learning styles and skill sets needed for successful work, study, and living after high school
- research several contacts who have made the transition out of high school and
  - write a description of their experiences
  - reflect on how those experiences might relate to their own impending transition
  - present their findings to a small group or whole class for further discussion

- create a poster, brochure, or bulletin board (real or virtual) on independent-living issues
- use or create and present scenarios (see Life and Work Change Scenarios in Appendix 1) that describe life and work change, including
  – job promotion
  – job loss
  – moving to another place
  – changing circumstances in the local socio-economic landscape
- propose new life and work directions that make use of available resources, including
  – experience
  – training
  – available finances
  – contacts
  – initiative
  – transferable skills
- demonstrate the importance of
  – maintaining networking resources
  – keeping job-search documents up to date
- role-play education and work situations depicting giving and receiving feedback (See Resources/Notes below.)
- seek employment opportunities by using a range of independent business websites

Resources/Notes

🗒 Print

- *Expanding Your Horizons, Career Development Guide*, 2nd ed. (Misener and Butler 1999) (out of print; found in most classrooms)
- *Learn Smart Strategies to Succeed in School and Life* (Peguis 2007) (NSSBB #25446)
- *Good Work! Get a Great Job or Be Your Own Boss: A Young Person's Guide* (Schaefer 2005) (NSSBB #25438)
- *Community-Based Learning: A Resource for Schools* (Nova Scotia Department of Education and Early Childhood Development 2013)
- Many boards and agencies maintain lists of guest speakers.

🌐 Internet

Test Drive is a Nova Scotia Community College (NSCC) option offered on its website to allow high school students to connect with NSCC students to explore the community college experience.

Job banks include the following websites:
- Service Canada: Job Bank
- Atlantic Jobs
- The Chronicle Herald Jobspress
- Career Beacon

Additional Internet Resources
• Career Cruising
• Careers Nova Scotia
• Association of Industry Sector Councils
• Statistics Canada
• Atlantic Institute for Market Studies
• Service Canada Centre
• Invest in Youth

📓 Notes

Skills or interests can often be applied across several sectors, or to a hierarchy of occupations within the same sector, depending on training and experience: for example, a writer moving horizontally across sectors—script writer (culture), technical writer (software), travel writer / promotional copywriter (tourism)—or a health care professional moving vertically—home care worker, licensed practical nurse, registered nurse, medical doctor.

Parents as Career Coaches is a Department of Education and Early Childhood Development initiative.

Refer to The Conference Board of Canada *Employability Skills 2000+*, Module 1, pp. 13–15, for information on giving and receiving feedback.

Module 2:
Work Cultures
(20 hours)

2.1 Students will be expected to demonstrate an understanding of human rights issues in the workplace.

Assessment, Teaching, and Learning

Assessment

Teachers can use rubrics or checklists to assess students'
- research products
- class presentations
- teacher or student interviews
- journal responses and other reflective writing about case studies and class discussions concerning human rights issues and diversity in the workplace

Students can
- monitor their own understanding and changes in thinking about human rights and workplace issues
- identify areas where they need more information
- demonstrate their understanding through their reflective writing or informal teacher or student interviews

Teaching and Learning

Teachers can
- facilitate small-group and whole-class discussions on human rights topics
- invite guest speakers to present information about human rights issues in the workplace
- organize cross-cultural events to promote student understanding of and appreciation for cultural diversity in the workplace
- model non-threatening discussions of differences in values to demonstrate how differences in the workplace can be addressed
- provide a database of case studies about human rights issues in the workplace (See Canadian Human Rights Commission website.)
- provide resources to access information on workplace human rights legislation, including agencies, websites, and phone numbers (See Canadian Human Rights Commission website.)

Students can
- engage in class discussions with visiting guest speakers by
  - researching specific human rights issues prior to the event in order to ask questions
  - listening and asking questions to understand and appreciate others' points of view
- expand their understanding of and appreciation for the situations immigrant workers face by choosing a country and researching the customs and ways of life in it

- share their reflections on
  - how their own life would be different if they were an immigrant in that country
  - what it might be like to be the "outsider," with different ideas, values, and beliefs
- participate in a field trip to an immigration centre (or similar organization) to learn about different perspectives and to evaluate them based on factual information
- work with a student in the class who appears to hold different points of view
- research the different types of discrimination that could exist in the workplace and create a brochure or multimedia presentation based on one (or more) of these types to
  - explain what it is
  - outline the rights of the employee
  - describe ways to prevent such discrimination from occurring
  - describe how to address such discrimination if it occurs
- research the ancestral origins of their own family and present a brief report to the class describing
  - what their culture has brought to Canada
  - their recognition of their own diversity and perspectives
- participate in a presentation to show their understanding of the importance of human rights legislation; for example,
  - research the Canadian Human Rights Commission and its role (See Resources/ Notes on p. 55.)
  - access the *Canadian Human Rights Act* and information about it to describe its purpose
  - choose one piece of this legislation to learn more about and present to the class
- create a poster or T-chart describing what a respectful workplace looks like, sounds like, or feels like (See T-charts in Appendix 2.)
- revise case study scenarios to show how the workplace could have been more respectful and prevented discriminatory behaviour from occurring (See Resources/ Notes on pp. 54–56.)

Resources/Notes

Notes

2.2 Students will be expected to investigate employee and employer rights and responsibilities.

Assessment, Teaching, and Learning

Assessment

Teachers can

- conduct pre- and post-test activities to determine how much students know about employment rights and responsibilities before they participate in activities related to that topic and after they have completed the prescribed activities
- assess student journals to determine students' understanding and acquisition of new knowledge related to employment rights and responsibilities
- work with students to develop checklists and/or rubrics for use by either students or teachers

Teaching and Learning

Teachers can

- provide access to Internet resources about employee and employer rights and responsibilities
- review terminology associated with employment rights and responsibilities, including
  - discrimination
  - harassment
  - gender equity
  - child labour
  - overtime
- invite guest speakers to participate in a panel discussion about employment rights and responsibilities
- create a WebQuest based on government-prescribed rights (See Government of Nova Scotia website at http://gov.ns.ca .)

Students can

- examine employment rights and responsibilities in the workplace by, for example,
  - participating in a carousel activity in which they move in small groups among workstations to respond to questions or statements about employment rights and responsibilities (See Carousel Activities in Appendix 2.)
  - responding to true or false statements about employment rights and responsibilities
  - writing a reflection about one right or responsibility of importance to them

- develop and present role-plays to practise asserting their rights in the workplace in a positive and constructive manner; topics might include, for example,
    - working on holidays, Sundays, or retail closing days
    - pay (e.g., vacation pay / time off for vacation, unpaid leave of absence, pay equity)
    - gender equity
    - child labour
    - issues of confidentiality
    - dismissal
    - bullying
    - harassment
- create "Did you know …?" posters for display on bulletin boards or the school website depicting employer and employee rights and responsibilities of particular concern to students in high school
- role-play techniques for preventing and dealing with discrimination in the workplace

Resources/Notes

📝 Notes

2.3 Students will be expected to investigate the roles of unions and other professional organizations.

Assessment, Teaching, and Learning

Assessment

Teachers can assess student artifacts by using the following criteria:
- depth of detail in their research
- accuracy of information
- growth in understanding of the roles of unions and professional organizations
- use of checklists and rubrics outlining these and other criteria focusing on their presentation as required

Students can
- visit websites to collect and assess literature
- conduct interviews with union members or representatives
- prepare a report on unions and professional organizations and draw conclusions about their roles

Teaching and Learning

Teachers can
- provide broad information on labour legislation and the roles of unions
- present a brief history of the union movement, focusing on
  - the working conditions of many workers prior to unionization
  - employer-employee relationships
  - the roles and nature of conflict in early union development
- introduce and review terminology for a word wall associated with unions and labour legislation, such as negotiation, mediation, collective bargaining, strike action, arbitration, and management
- conduct a class discussion in which students present what they know about union issues, including
  - pay increases
  - retirement benefits
  - health benefits
  - parental leave
  - distinguishing between unions and professional organizations
- invite a union organizer or executive member to speak to the class about the roles of unions in the workplace

Students can
- prepare a K-W-L (Know-Want-Learn) chart to define what they know about unions and what they want to learn and complete the K-W-L Chart in Appendix 2 with the new ideas they have learned about unions
- research further the inception of specific unions to understand the changes they represented in employer and employee rights and responsibilities (see the list of unions in Resources/Notes on p. 56.)
- conduct research and participate in a class debate in which they compare unionized and non-unionized workplaces, considering, for example, wages, benefits, working conditions, job security, promotion, job mobility, and autonomy
- identify a specific union to research and present information about it in a multimedia format
- hold a mock union meeting to examine a contentious issue in their workplace
- obtain articles from various news media to create a scrapbook about current or recent union actions in which they identify
  - a newsworthy issue
  - the position of the union
  - the position of management
  - the action(s) taken by both sides
  - the resolution of the matter
- interview workers who do not belong to a union to learn
  - information about their work
  - whether they would prefer union membership and their reasons
  - how their workplace handles employer-employee problems
- work in small groups or pairs to research various professional organizations (See the list of professional organizations in Resources/Notes on p. 56) to research and report on
  - the roles of the organization in the work lives of its members
  - the cost of membership
  - the ways in which the organization supports its members
  - whether membership is mandatory in order for a worker to be employed
  - whether the organization performs a disciplinary function for its members
  - how the organization differs from a union
- view the video *Black Tuesday: The Estevan Riot of 1931*, based on the origin of unions in Canada, and write a response to share with the class (See Resources/Notes on p. 55.)

Resources/Notes

📋 Notes

2.4 Students will be expected to demonstrate an awareness of the issues and resources related to a mental health and workplace balance.

Assessment, Teaching, and Learning

Assessment

Teachers can
- monitor student contributions during class or group discussions about workplace wellness to determine the extent of their understanding of the issues that may affect workers' mental and physical health
- use checklists of attitudes to assess changing or developing student understanding of how seriously the health of workers can be impacted by imbalances and/or poor practices in the workplace

Students can
- develop a series of journal entries to track their growing awareness of mental health and workplace balance
- create promotional or informational materials on selected issues within workplace wellness

Teaching and Learning

Teachers can
- model preventive measures that ensure a healthy and productive workplace
- brainstorm (with students) various issues related to a mental health and workplace balance that have an impact on employees and employers, including
  – stress
  – depression
  – workplace bullying
- facilitate a class discussion on the importance of monitoring and regularly evaluating one's lifestyle and its effect on workplace behaviour and productivity
- assist students in creating a resource database concerning mental health issues in the workplace

Students can
- engage in small-group and whole-class discussions to
  – write a comprehensive definition of workplace wellness (See Resources/Notes on pp. 54–55.)
  – brainstorm ways in which wellness can affect productivity in the workplace
  – identify strategies employers could implement to improve workplace wellness and thus support their employees
- develop an understanding of stress in the workplace by
  – researching and defining positive and negative stress
  – completing a chart on positive and negative stress (See Resources/Notes on pp. 54–55)

- identifying and applying stress-management strategies that benefit them personally
- engaging in guided-imagery activities to practise relieving stress (See Resources/Notes pp. 54–55)
- explore physical and mental health issues that could be present in workplaces by
  - visiting the Canada Safety Council website to examine various issues that affect physical and mental well-being
  - reviewing case studies related to workplace wellness issues (See Resources/Notes pp. 54–55)
- brainstorming (as a class) the elements of a healthy workplace to create a mental and physical health questionnaire and then
  - completing the questionnaire to determine their personal strengths and weaknesses
  - identifying at least three changes they could make related to personal nutrition and physical activity
  - creating an action plan to implement these changes
  - maintaining a log documenting and reflecting on the results of their efforts (See Resources/Notes pp. 54–55)

Resources/Notes

Notes

SCO 2.5

2.5 Students will be expected to make decisions that reflect an understanding of workplace ethics, norms, and values.

Assessment, Teaching, and Learning

Assessment

Teachers can

- assess student understanding of the meaning of workplace ethics and related topics by
    - asking them to prepare a wish list of criteria for an ethical workplace in which they would like to work
    - using classroom-generated as well as published criteria to assess student responses to and reflections on ethical situations in workplace case studies and news-media representations
- use rubrics students have agreed on as representative of appropriate workplace ethics to assess student products

Teaching and Learning

Teachers can

- facilitate small-group and whole-class discussions on the meanings of ethics, norms, and values and their interrelationship with the working conditions of different occupations, including
    - inside or outside work
    - dangerous work
    - 8 a.m. to 4 p.m. work days
    - five-day work weeks
    - shift work
    - contract work
    - seasonal work
    - workplace travel requirements
    - benefits (See Resources/Notes)
- invite employees from various kinds of workplaces to present information to students about the explicit or implicit codes of ethics in their workplaces

Students can

- develop a comprehensive understanding of the roles of societal, company, and employee ethics in the workplace by
    - defining ethics and differentiating among these three types of workplace ethics
    - brainstorming a list of behaviours that would be indicative of an ethical workplace

- identify the responsibilities of an ethical employee or employer by
  - reviewing workplace scenarios presenting ethical dilemmas
  - presenting role-plays and attaining peer feedback about the handling of the ethical issue
  - discussing workplace situations with which they are familiar and identifying them as either ethical or unethical (e.g., What is the impact on the employee?)
- explore the impact of environmental ethics on the workplace by
  - creating a group or class scrapbook of media articles about environmental issues in the workplace
  - determining whether ethical or unethical practices/policies were in place and, if unethical, how they could be improved
  - work with a partner/group to respond to preview questions on ethical issues in the workplace and then
  - view a video depicting a workplace situation involving ethics (See Resources/Notes)
  - discuss preview responses in relation to the material in the video
- create a code of ethics that could be displayed by a company as a mission statement, selecting from such possibilities as
  - environmental beliefs
  - marketing practices
  - a customer-first priority
  - valuing employees
  - fair-trade practices
  - safety first
- interview employees engaged in one or more types of work, including topics like
  - flexible work arrangements
  - job sharing
  - a condensed work week
  - seasonal work
  - shift work
  - telecommuting or teleworking
- ask employees about
  - the reasons why they got into that kind of work
  - the advantages, disadvantages, benefits, and challenges
  - how well the workplace fits into their personal work ethics code and present the results of their research to the class (See Resources/Notes.)
- compare interview responses to media articles on different or unusual work arrangements, summarizing the articles and reflecting on the similarities and differences to their interview results and commenting on aspects of the arrangement that they found interesting

Resources/Notes

📄 Print

Refer to *Expanding Your Horizons, Career Development Guide*, 2nd ed. (Misener and Butler 1999), Chapter 9: Responding to Discrimination. Scenarios include racial or sexist remarks; sexual harassment; bullying; favouritism; and expecting different products or work from different workers based on gender, race, or ethnicity.

See *Expanding Your Horizons* (Misener and Butler 1999), Chapter 10, for Activity 2: Classifying Your Stress.

See *Learn Smart Strategies to Succeed in School and Life* (Pegis 2007), Chapter 2, for information on guided imagery.

Refer to *Expanding Your Horizons* (Misener and Butler 1999), Chapter 2, for several case studies concerning workplace wellness.

In place of students creating their own workplace wellness questionnaire, teachers may want to refer to *Personal Fitness: Looking Good—Feeling Good*, 4th ed. (Williams 2000) (NSSBB #22263) for information on appraising lifestyle and health risk factors.

Information on workplace ethics, norms, and values can be found in *Expanding Your Horizons* (Misener and Butler 1999), Chapter 14.

Refer to Chapter 9: Success on the Job in *Good Work! Get a Great Job or Be Your Own Boss: A Young Person's Guide* (Schaefer 2005) (NSSBB #25438) for information on workplaces.

▶ Videos

The video *Black Tuesday: The Estevan Riot of 1931* (LRT #23550) is available from Learning Resources and Technology Services. The following summarizes its content:
> The Depression era was one of the greatest upheavals in Canadian history. It was a decade that saw the rise of the labour movement, reactionary violence fuelled by fear of communism, men and women jailed for their political beliefs, people in desperate circumstances, protests, and riots. The Great Depression laid the foundations for the emergence of the political left and the development of a social conscience that changed the way Canadians define themselves. Of the many stories and conflicts of the Great Depression, the Estevan (Saskatchewan) Riot of 1931 was a foreshadowing of the troubles to come. Black Tuesday, narrated by Pierre Berton, explains the background for this violent occurrence that stands out in Canadian history: miners toiling in intolerable conditions; a strike, broken by management; reinforcements brought in to supplement the local authorities; a protest that turned ugly; men and women wielding clubs and hurling stones; and 21 men shot in the street, three of whom died.

A suggested video is *Not for Sale: Ethics in the Workplace.* Teachers should note that this video has not yet been approved for use in schools.

🌐 Internet

The Canadian Human Rights Commission (CHRC) administers the *Canadian Human Rights Act*. Several federal government websites provide access to the articles of the *Act* and information about the *Act* and the CHRC as well as recent case studies.

The Nova Scotia Human Rights Commission website provides information about
- human rights and Nova Scotia's workplaces
- the *Canadian Human Rights Act*
- the results of human rights case hearings

The Government of Nova Scotia website provides a PDF document entitled *Guide to the Labour Standards Code of Nova Scotia* that presents clear information on employer/employee rights and responsibilities.

Healthy U is a workplace wellness website sponsored by the Alberta government.

The Canada Safety Council website offers information on a variety of health and safety issues. Click on "On the Job" for occupational health and safety information.

To understand different types of work arrangements, refer students to the Canadian Centre for Occupational Health and Safety website.

📋 Notes

A K-W-L chart has the following headings:
K = What I Know
W = What I Want to Know
L = What I Have Learned

Unions to research include the following:
- United Mine Workers of America (Note activity in Cape Breton in the early 20th century.)
- Canadian Union of Public Employees
- Nova Scotia Teachers Union
- Nova Scotia Government Employees Union
- Canadian Union of Postal Workers
- Nova Scotia Nurses Union

Professional organizations to research include the following:
- Tourism Industry Association of Nova Scotia (TIANS)
- Construction Association of Nova Scotia (CANS)
- Farmers' Markets of Nova Scotia
- Automotive Human Resources Sector Council
- Workers' Compensation Board (WCB)
- Medical Society of Nova Scotia
- Nova Scotia Barristers' Society
- Dietitians of Canada

Module 3:
Financial Management
(10–15 hours)

3.1 Students will be expected to make life and work decisions that reflect financial realities

3.2 Student will be expected to access and use resources related to financial management and planning

Assessment, Teaching, and Learning

Assessment

Teachers can assess student understanding of financial terminology and processes by
- administering pre- and post-tests
- observing small-group and whole-class discussions for student understanding of financial values and practices
- surveying student artifacts including, for example, completed forms and budgets
- reading student journals and responses to teacher prompts

Teachers can use checklists and rubrics to assess student achievement.

Students can
- track their growth in understanding of financial topics through brief, topic-specific journal entries
- create a system for managing their finances

Teaching and Learning

Teachers can
- review key financial terminology related to credit, insurance, budgeting, payroll, and income tax
- provide case studies presenting various financial decision-making processes (See Budgeting Case Studies and *The City—A Financial Life Skills Resource* in Appendix 3.)
- support students in understanding and completing forms related to financial topics
- invite relevant guest speakers to discuss
  - credit issues including, for example, applying for and maintaining good credit
  - eligibility for car, apartment, and house insurance, including retaining a good insurance rating

Students can
- model (through role-play scenarios) what occurs in loan or credit application processes
- (in small groups) discuss the meaning of the expression "Knowledge is power" in terms of financial responsibility

- examine the budgeting process as it would pertain to themselves if they were to move out of the family home by
  - brainstorming (in small groups or the whole class) estimates of the expenses they would incur from living independently
  - working with a partner to determine whether these expenses are wants or needs
  - using newspaper and online resources to research apartment rates in their local area and compare their findings with their expense estimates
  - calculating the start-up and monthly costs associated with living outside the family home
  - examining case studies that include income, fixed and variable expenses, and living arrangements (See Budgeting Case Studies in Appendix 3.)
  - preparing a budget that reflects the realities of income and expenses (See *The City—A Financial Life Skills Resource* in Appendix 3.)
- examine income tax processes by completing the Canada Revenue Agency TD1 form required of employees when starting a new job
- review the parts and purpose of a T4 slip and complete sample slips based on the information provided in class
- complete a scavenger hunt through Canada Revenue Agency general income tax forms and the supporting guide to understand, for example,
  - deductions
  - the different types of income, such as business, professional, etc.
  - gross and net income
  - non-refundable tax credits
  - income brackets for tax purposes
  - the provincial and federal tax distinction
- complete a basic tax return (See Resources/Notes on page 61.)
- explore the nature and purpose of credit and its availability to young adults by listing key terms associated with credit and providing definitions for each, including
  - amortization
  - annual fees
  - annual Percentage Rate (APR)
  - bankruptcy
  - credit agency
  - credit history
  - credit line
  - credit report
  - credit score (rating)
  - debt finance charge
  - grace periods
  - instalment loan
  - interest
  - maximum credit
  - minimum balance
  - minimum payments
  - mortgage
  - security
  - term
- collect information from different financial institutions to compare credit card offerings and complete a comparison chart to show their understanding of these cards and their features (See Resources/Notes.)
- compare the marketing strategies of credit and financial institutions
- select the credit options most appropriate for them and explain their reasons

- complete a credit application for a bank based on a case study and exchange it with a partner to assess the application based on information provided by a financial guest speaker
- research the nature and purpose of student loan programs by
  - identifying and describing the features of the student loans and grants available from the government and the application criteria and process (See Resources/Notes.)
  - identifying and describing student loan resources, such as a student line of credit, available from other credit institutions and the application criteria and process
- write a reflection on their personal values and concerns about borrowing money for post-secondary education, including
  - Would they borrow? Why or why not?
  - If so, how would they set their limit?
  - Which would they choose—government (if possible) or non-government funding? Why?
- improve their understanding of the nature and role of insurance by
  - familiarizing themselves with insurance terminology (See Resources/Notes.)
  - describing the types of insurance and identifying the reasons why they may need each type
  - using case study scenarios and accessing online resources to obtain rates for automobile insurance (See Car Insurance Case Studies in Appendix 3.)
  - researching the factors that influence car insurance rates by reading and responding to media pieces about increases in insurance premiums (See Resources/Notes.)
  - brainstorming ways to keep insurance rates to a minimum
  - researching media articles on insurance issues to summarize and present to the class
- develop guidelines for protecting personal information in a range of situations

Resources/Notes

🌐 Internet

Canada Revenue Agency (CRA) website provides tax-related documents, including TD1 forms, T4 slips, the current year's General Income Tax and Benefit Guide, the T1 return, and information on ordering paper copies.

The Royal Bank of Canada (RBC), Scotiabank, Toronto-Dominion (TD), Canadian Imperial Bank of Commerce (CIBC), and Credit Union Atlantic websites offer information on bank fees, interest rates, etc.

The Nova Scotia Student Assistance and the federal Canada Student Loans and Grants websites contain information and application forms and procedures.

Teachers can refer to the CBC News website for information about increases in insurance premiums.

The Practical Money Skills website, Choices & Decisions, sponsored by Visa, provides a teacher resource and student activities pertaining to budgeting and managing credit.

ADDITIONAL INTERNET RESOURCES
- Canadian Bankers Association (CBA)
- Industry Canada
- Industry Canada: Consumer Measures Committee
- Insurance Institute of Canada
- Media Awareness Network
- Service Canada Centre

Notes

Module 4:
LifeWork Portfolio
(5–10 hours)

LifeWork
Portfolio

4.1 Students will be expected to select artifacts for and maintain a LifeWork Portfolio.

Assessment, Teaching, and Learning

Assessment

Teachers assess students' demonstrations of knowledge growth and skill development by
- periodically using the Portfolio Response Rubric blackline master (BLM) from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005) and noting changes
- reading and responding to students' reflections on their choice of artifacts for their LifeWork Portfolio

Students periodically assess their own developing knowledge and skill sets by
- using the Portfolio Response Rubric BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)
- asking peers and/or family to assess their portfolio by using the Portfolio Response Sheet BLM and/or Reflection on Portfolio BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)

Teaching and Learning

Teachers can
- encourage other teaching staff to identify artifacts students could include in their portfolio
- organize a portfolio fair for teachers on a school-based in-service day and/or at a parent-teacher conference

Students can
- collaborate with classmates in a Think-Pair-Share activity about their portfolio and make comments and suggestions about inclusions and improvements (See Resources/Notes on p. 71)
- practise selecting artifacts for their portfolio presentation
- participate in a portfolio showcase
- complete
  - a career portfolio comment sheet from *Expanding Your Horizons, Career Development Guide* (Misener and Butler 1999), p. 9
  - the Information Letter and Response BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)
  - the Portfolio Response Sheet BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)

Resources/Notes

📓 Notes

4.2 Students will be expected to include artifacts, (like an anticipated career plan) to demonstrate their growth in knowledge and skills.

Assessment, Teaching, and Learning

Assessment

Teachers assess students' demonstrations of knowledge growth and skill development by
- periodically using the Portfolio Response Rubric blackline master (BLM) from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005) and noting changes
- reading and responding to students' reflections on their choice of artifacts for their LifeWork Portfolio
- using a checklist to provide feedback to students when they present selections from their portfolio to their class

Students periodically assess their own developing knowledge and skill sets by
- using the Portfolio Response Rubric BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)
- asking peers and/or family to assess their portfolio by using the Portfolio Response Sheet BLM and/or Reflection on Portfolio BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)
- asking work-experience supervisors to review their portfolio or listen to a presentation of a selection from it and complete a Portfolio Response Sheet BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)

Teaching and Learning

Teachers can
- introduce the concept of a presentation portfolio
- promote the concept of the LifeWork Portfolio to potential employers, including work experience and job-shadowing supervisory personnel

Students can
- identify and share with their classmates and teacher their best piece from their portfolio that
  - could serve as a conversation starter in a work experience placement or job application interview
  - demonstrates a particularly favourable skill set or achievement
- apply for Most Improved Student based on their LifeWork Portfolio
- present their LifeWork Portfolio to peers and family

Resources/Notes

Notes

4.3 Students will be expected to include artifacts that demonstrate the development of a career plan.

Assessment, Teaching, and Learning

Assessment

Teachers assess students' demonstrations of knowledge growth and skill development by
- periodically using the Portfolio Response Rubric blackline master (BLM) from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005) and noting changes
- reading and responding to students' reflections on their choice of artifacts for their LifeWork Portfolio

Students periodically assess their own developing knowledge and skill sets by
- using the Portfolio Response Rubric BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)
- asking peers and/or family to assess their portfolio by using the Portfolio Response Sheet BLM and/or Reflection on Portfolio BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)

Teaching and Learning

Teachers can
- facilitate class discussion about the use of a portfolio after high school for students to continue their career planning
- invite guest speakers who have experienced the benefits of LifeWork or career portfolios
- encourage students to collect artifacts from their activities/associations outside of school that help to build their career plan

Students can
- complete a career plan update (See Resources/Notes on p. 71)
- identify and problem-solve solutions to possible obstacles to completing their career plans

Resources/Notes

📓 Notes

SCO 4.3

4.4 Students will be expected to include items that illustrate their employability.

Assessment, Teaching, and Learning

Assessment

Teachers assess students' demonstrations of knowledge growth and skill development by
- periodically using the Portfolio Response Rubric blackline master (BLM) from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005) and noting changes
- reading and responding to students' reflections on their choice of artifacts for their LifeWork Portfolio

Students periodically assess their own developing knowledge and skill sets by
- using the Portfolio Response Rubric BLM from *Nova Scotia Students LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)
- asking peers and/or family to assess their portfolio by using the Portfolio Response Sheet BLM and/or Reflection on Portfolio BLM from *Nova Scotia Student LifeWork Portfolio: A Teaching Resource* (Nova Scotia Department of Education 2005)

Teaching and Learning

Teachers can
- model portfolio organization strategies to showcase possible arrangements promoting different employability skills for different career paths
- encourage students to consider an alternative organization of the artifacts in their portfolios to achieve different career-related purposes
- provide opportunities for students to use their artifacts to create an electronic portfolio as an alternative to and support for their hard-copy portfolio
- invite guests to demonstrate their electronic portfolios

Students can
- imagine they are applying for a particular job and
  - summarize their skill sets as presented in a relevant section of their portfolio
  - add this summary to that section of their portfolio
- reorganize their portfolio to reflect employability skills relevant to
  - their present part-time employment
  - employment they would like to have in the future
- explain how their portfolio headings would change

Resources/Notes

📄 Print

Teachers can refer to *Expanding Your Horizons, Career Development Guide*, 2nd ed. (Misener and Butler 1999) p. 7, for information on updating career plans. (out of print; found in most classrooms)

🌐 Internet

Nova Scotia Student LifeWork Portfolio: A Teaching Resource (Nova Scotia Department of Education 2005) is available online at the EDnet Document Depot. (www.ednet.ns.ca)

📋 Notes

The LifeWork Portfolio module for Career Development 11 may be a continuation for students who have completed Career Development 10 and will continue to add artifacts to their portfolio and engage in their assessment.

Think-Pair-Share activities require students to think independently about some aspect(s) of their portfolio that they would like to discuss and then pair with another student to share this information, receive feedback, and provide feedback to the other student on his/her contribution. A good strategy is to have students select two or three elements they can make positive comments about and one thing they think can be improved (three to go on, one to grow on).

Appendices

Career Development 10 Curriculum Outcomes

Module 1: Personal Development

Students will be expected to

1.1 continue to develop independent decision-making skills

1.2 develop effective communication and teamwork skills

1.3 effectively manage personal relationships and conflicts

1.4 describe strategies to deal with personal and community health issues

1.5 demonstrate respect and appreciation for a diversity of cultural values

1.6 demonstrate an understanding of the impact of different attitudes and beliefs

Module 2: Career Awareness

Students will be expected to

2.1 articulate personal interests, attributes, skills, learning styles, and preferences

2.2 access, interpret, and evaluate career information

2.3 engage in life and work planning and goal setting

2.4 apply the knowledge and skills needed to seek and obtain work

Module 3: Workplace Readiness

Students will be expected to

3.1 demonstrate knowledge and skills related to occupational health and safety and the Workplace Hazardous Materials Information System (WHMIS)

3.2 develop a plan to enhance their employability based on The Conference Board of Canada Employability Skills 2000+

3.3 demonstrate an understanding of workplace hierarchies, relationships, and etiquette

Module 4: Financial Management

Students will be expected to

4.1 make life and work decisions that balance values, financial realities, and media influences

4.2 demonstrate strategies for managing money in life and work

4.3 demonstrate an understanding of consumer rights, responsibilities, and issues

Module 5: LifeWork Portfolio

Students will be expected to

5.1 include artifacts to demonstrate their growth in knowledge and skills

5.2 include items that illustrate their interests and abilities

5.3 reflect on their work to articulate a career plan

5.4 communicate their career plan

Career Awareness

Job-Shadowing Task Sheet

Task to Be Completed	Due Date	Completed
1. Contact the potential employer.		
2. Obtain a written consent from the employer.		
3. Obtain a written permission from the parent or guardian.		
4. Obtain a completed waiver regarding transportation to and from the job-shadowing site.		
5. Reconfirm the job-shadowing appointment and other details (e.g., times, expectations, lunch arrangements) two days prior to the scheduled date.		
6. Notify all teachers of the planned absence. Arrange to complete assignments as homework.		
7. Do the job shadowing.		
8. Submit a written report describing your experience (e.g., experiences, feelings, what you learned, recommendations for future job-shadowing participants, impact on your career decision making).		
9. Send the employer a thank-you letter within 10 days of the job shadowing.		
10. Present a brief oral report to the class.		

Job Shadowing—Occupational Research

Questions for Reflection

- Why did you choose this occupation to research? What interested you most about it?
- Did your inspiration about this occupation change as you learned more about it? Explain.
- What were your best sources of information? Did you find out everything you wanted to know? What else would you like to know about this occupation?
- Which of your personal and work-related values fit this occupation? How well does it seem to suit your personality and learning style? Would it allow you to have the lifestyle you want?
- What do you think you wouldn't like about this occupation? What obstacles or challenges would you need to deal with? How would you do this?
- How adaptable is this type of work? In what other jobs or types of work would you be able to use the same skills and/or training?
- How do you predict the occupation will change in the future? Will it be in greater or less demand? How might it be affected by changing technology? Explain.
- In conclusion, what is the potential of this occupation for your future? Will you work toward it? If not, what other occupations or types of work may have more appeal for you at this time?

Student
Information

Employability Skills 2000+

The Conference Board of Canada
Insights You Can Count On

EMPLOYABILITY SKILLS 2000+

2ooo+ Employability Skills

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

Employability Skills 2000+ are the employability skills, attitudes, and behaviours you need to participate and progress in today's dynamic world of work.

The Conference Board invites and encourages students, teachers, parents, employers, labour, community leaders, and governments to use Employability Skills 2000+ as a framework for dialogue and action. Understanding and applying these skills will help you enter, stay in, and progress in the world of work.

Apply Your Employability Skills at Work

Employability Skills 2000+ are the critical skills you need in the workplace—whether you are self-employed or working for others. Employability Skills 2000+ include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology and mathematics skills.

Apply Your Employability Skills Elsewhere in Your Life

Employability Skills 2000+ can also be applied beyond the workplace in your daily and personal activities.

Develop Your Employability Skills

You can develop your Employability Skills 2000+ at home, at school, at work, and in the community. Family, friends, teachers, neighbours, employers, co-workers, government, business, and industry can all play a part in helping you build these skills.

LOOKING FOR WAYS TO IMPROVE YOUR OWN EMPLOYABILITY SKILLS?

The *Employability Skills* Toolkit for the Self-Managing Learner Can Help You! The *Employability Skills* Toolkit is a suite of practical tools designed to help you:

- know yourself and get feedback;
- identify and reflect on your skills;
- plan skills development activities;
- implement your development plans and practise your skills; and
- document and market your skills for best success.

For more information on the *Toolkit* or how to work with the Conference Board to produce a customized version of the Toolkit, visit the Conference Board's website.

www.conferenceboard.ca/topics/education

Employability Skills

2ooo+

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 basis for further development

You will be better prepared to progress in the world of work when you can:

COMMUNICATE

- 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

MANAGE INFORMATION

- 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)

USE NUMBERS

- decide what needs to be measured or calculated
- observe and record data using appropriate methods, tools, and technology
- make estimates and verify calculations

THINK AND SOLVE PROBLEMS

- 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

Personal Management Skills

The personal skills, attitudes, and behaviours that drive one's potential for growth

You will be able to offer yourself greater possibilities for achievement when you can:

DEMONSTRATE POSITIVE ATTITUDES AND BEHAVIOURS

- 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

BE RESPONSIBLE

- 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

BE ADAPTABLE

- work independently or as 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

LEARN CONTINUOUSLY

- 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

WORK SAFELY

- be aware of personal and group health and safety practices and procedures, and act in accordance with them

Teamwork Skills

The skills and attributes needed to contribute productively

You will be better prepared to add value to the outcomes of a task, project, or team when you can:

WORK WITH OTHERS

- understand and work within the dynamics of a group
- ensure that a team's purpose and objectives are clear
- be flexible: respect, and 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

PARTICIPATE IN PROJECTS AND TASKS

- 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-upon 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

Founding Partners

Employability Skills 2000+ was developed by members of The Conference Board of Canada's Employability Skills Forum and the Business and Education Forum on Science, Technology and Mathematics.

AIESEC Canada Inc.
Alberta Human Resources
    and Employment
Alberta Learning
Association of Colleges of Applied
    Arts and Technology of Ontario
Association of Canadian
    Community Colleges
Automotive Parts Manufacturers'
    Association
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British Columbia Centre for
    Applied Academics
British Columbia Ministry of Education
Canada Post Corporation
Canadian Forces Recruiting
    Services Headquarters
Canadian Labour Force
    Development Board
Canadian Microelectronics Corporation
CAREERS: The Next
    Generation Foundation
Central Nova Industry Education Council
Conseil des écoles catholiques de
    langue française du Centre-Est —
    Ontario

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Student
Activity

Employability Skills 2000+ Student Checklist

Fundamental Skills	Don't Have	Working On It	Making Progress	Got It!!
Communicate				
Read, write, and speak effectively.				
Listen and ask good questions.				
Use technology for communication.				
Use technological terms for explanations.				
Manage Information				
Find, analyze, and use information effectively.				
Use Numbers				
Know how to measure and estimate.				
Record data properly.				
Think and Solve Problems				
Identify problems and their causes and solutions.				
Evaluate solutions to make decisions.				
Try out solutions and make improvements to them.				
Personal Management Skills				
Demonstrate Positive Attitudes and Behaviours				
Show confidence, honesty, and ethics.				
Be respectful of others.				
Take care of your health.				
Be Responsible				
Show life management skills.				
Be accountable and socially responsible.				
Be Adaptable				
Work independently.				
Be open to change and innovative.				
Learn from mistakes.				
Learn Continuously				
Work Safely				
Teamwork Skills				
Work with Others				
Work well in a team.				
Be flexible and respectful.				
Manage conflict appropriately.				
Participate in Projects and Tasks				
Develop work plans and carry out projects.				
Work to an agreed-upon standard of quality.				
Monitor success and accept feedback.				

Assessing Student Journals—A Sample Rubric

Journal entries may be prompted by teacher questions or suggestions or they may be unscripted reflections of students' ideas and learning realizations. Teachers can use the following suggested checklist to

- provide students with teacher expectations prior to their journal writing
- assess journal entries and give feedback to students before their next journal assessment
- add more criteria to meet specific assessment needs

Such a response rubric is intended as an assessment for learning—that is, for student understanding of how to improve their journal reflections. However, teachers and students can also negotiate the criteria and the use to which the rubric is put for assessment for learning or assessment of learning.

Journal Assessment			
Name of Student:			
Response Criteria	Needs More Work	Satisfactory	Exceptional
Addresses required issues/ideas			
Contains sufficient supporting details			
Appears to be authentic			
Contains thoughtful reflection about topic			
Shows growth in understanding about topic			
Strengths			
Suggestions for improvement			

Teacher
Activity

Communication Checklist

Name of student:		Date:		
Activity:				
Communication Behaviour	**Beginning**	**Developing**	**Effective**	
Verbal				
Uses appropriate vocabulary				
Speaks slowly enough to be understood				
Varies intonation				
Uses appropriate volume				
Enunciates words clearly and pronounces them correctly				
Does not interrupt others				
Listens actively				
Encourages other speakers with appropriate comments				
Maintains patient attitude when necessary				
Non-verbal				
Body language				
• makes eye contact				
• positions body in a welcoming, non-confrontational manner				
• gestures appropriately				
• shows interest in the speaker, with appropriate facial expressions				
Clothing and grooming—shows respect for the audience by being dressed appropriately for the occasion				
Strengths				
Suggestions for improvement				

Providing Feedback

Teachers and students can create checklists that can be used to assess student performance in an outcome; however, sometimes a more general type of feedback will be helpful to students, including

- how well they present information in formal and informal class situations
- how well they function in an audience role
- how engaged they are in their own career and education planning

Useful criteria from which teachers can select to create assessment tools for presentation situations include

- body language (e.g., positioning of the body in relation to the audience/class, use of hands)
- facial expression (e.g., interested, bored, smiling, scowling)
- eye contact
- tone of voice, clarity, and volume
- respect for other presenters / students / guest speakers
- quality of knowledge/research
- willingness to share information/knowledge/experience
- asking questions to acquire more information

Teachers can also refer to Communication Checklist on page 86 for a sample chart of such behaviours.

Assessing students' engagement in their career and education planning is more difficult. Assessment data could come from a variety of sources and include such criteria as

- the quantity and quality of paper evidence of information searches
- a willingness to discuss efforts with the teacher
- a willingness to share the results of explorations with classmates
- asking informed questions of classmates/guests who present information
- the quality of journal reflections
- enthusiasm for collecting artifacts for and maintaining the LifeWork Portfolio

Student Group Performance Assessment

Activity: _____

Names of Group Members: _____

_____

Complete the following form by circling the appropriate numbers to indicate how you thought your group performed. Then discuss your ratings with other group members. Be honest! This is intended to help you develop your teamwork skills.

Rank as follows:

1 = Needs a lot of work
2 = Fair performance
3 = Okay performance
4 = Pretty good work as a group
5 = We were fantastic!

All members participated in the group's activity.	1	2	3	4	5
Group members listened attentively when others were speaking.	1	2	3	4	5
Every group member offered input to the discussion.	1	2	3	4	5
Group members stayed on task.	1	2	3	4	5
Group members were polite to one another.	1	2	3	4	5
No one put down anyone else's contribution.	1	2	3	4	5
No one dominated the discussion.	1	2	3	4	5

Total your score out of 35 _____

In what areas did your group shine?

_____
_____

In what areas does your group need to improve?

_____
_____

What steps will your group take to become a better working group?

_____
_____

Group Performance Self-Assessment

Activity: _____

Name of Student: _____

Names of Group Members: _____

_____

Complete the following form by circling the appropriate numbers to indicate how you thought you performed. Be honest! This is intended to help you develop your teamwork skills.

Rank as follows:
1 = I need to work a lot harder.
2 = My performance was only fair.
3 = I gave an okay performance.
4 = I did pretty good work.
5 = This was one of my best performances.

I participated in the group's activity.	1	2	3	4	5
I listened attentively when others were speaking.	1	2	3	4	5
I offered appropriate input to the discussion.	1	2	3	4	5
I stayed on task.	1	2	3	4	5
I was polite to my fellow group members.	1	2	3	4	5
I made positive comments about others' contributions.	1	2	3	4	5
I did not dominate the discussion.	1	2	3	4	5

Total your score out of 35 _____

In what areas did you shine?

_____
_____

In what areas do you need to improve?

_____
_____

What steps will you take to become a better group member?

_____
_____

Life and Work Change Scenarios

While it is useful for students to create their own life and work change scenarios (students could work in groups to develop scenarios and exchange with other groups to complete their proposals), teachers can instead present a number of scenarios as a carousel activity, with groups circulating around the scenarios and each group being required to offer a different proposal to manage the life and work change. Some sample scenarios that may be altered or added to as the teacher desires include the following:

- Abdullah loses his job with the local sawmill when the mill shuts down part of its operation. He is too low in seniority to expect a job in another part of the mill. A high school graduate now age 28, Abdullah has a partner at home and two preschoolers.
- A tech company is filing for bankruptcy protection. Diane has worked for it for three years as a software designer. She has a degree in computer engineering plus some additional on-the-job training that would have put her on a management track.
- Peter has trained as an actor. The market for professional actors is small in Nova Scotia, so he sometimes auditions for work in television ads. He has done some set building and lighting for theatres and has an aptitude for that kind of construction work. He has recently married, and he and his partner would like to raise a family; however, he feels he needs better-paying, steadier employment.
- Selina is an education assistant working in an elementary school. She has taken a program to qualify her for such work, and she really enjoys working with students. However, because she was only recently hired, she has to accept work wherever the school board sends her as other EAs have seniority. This year, she has to drive nearly an hour each way to work, and with the price of gas, she is finding it really hard to make ends meet.

Teachers should encourage students to build on these scenarios by using realistic details. Assessment can include consideration of the reality of the additional information as well as the usefulness of the solutions proposed.

Profiles for Resumés

You are responsible for creating a mock resumé for one of the following characters. Use the template (Appendix S) to complete the assignment. You must tailor a resumé to submit to the job ad below. All applicants must have met the criteria for the job in order for their application to be accepted.

- Marty Sampson
  Family man, middle-aged.
  Has a college education as an electrician.
  Has worked for the past 15 years as a self-employed electrician.
  Intensely involved with community organizations.
- Kelly Johnson
  Recent university graduate (Bachelor of Arts in Computer Science).
  Former student representative in council.
  Involved in student athletics.
  Has held summer jobs in the past in computer stores, with a variety of tasks.
- Aaron Jones
  Single, 32
  Has worked in a variety of jobs since finishing high school.
  Very much a "manly man."
  A local, knows a lot of people.
- Pat Morton
  A former professional angler looking to get involved in another career.
  Hosted a TV fishing show.
  Has a degree in biology.
  Very well travelled, good with adapting to new situations.

The job ad:
Local business seeking qualified applicant to fill position in advertising department. Successful applicant will possess strong leadership potential and be willing to take on an intense role of seeking out new clients. Computer experience an asset. Strong interpersonal skills are a must. You will be responsible for visiting potential clients and creating accounts with them. You must be creative and articulate. This is a permanent, full-time position.

Apply to:
Ashley Jones
Director of Human Resources
AdTech Corp.
27 Dungaree Dr., Suite 308
Tenton, Montroba

Tips for Handling Interviews

- Be pleasant, honest, and sincere with everyone in the office. The employer often asks other staff members for their opinions.
- Briefly outline your training, qualifications, and experience.
- Don't smoke, chew gum, or drink coffee.
- Express interest and enthusiasm. Expressing your research will show you're keen about getting the job.
- Avoid "yes" and "no" answers. When possible, use opportunities to share anything valuable about yourself.
- Point out connections between your capabilities and the employer's needs that you might consider obvious. The interviewer may not have made the link (e.g., "I worked for two summers in the accounting department at Arrow Construction, so that should shorten the length of time you'll need to spend training me").
- Don't hesitate to ask for clarification on a poorly phrased or puzzling question. It's unwise to answer a question when you don't understand it. And it's best to respond "I don't know" if you don't have the answer.
- If asked something you're not prepared for, request a moment to think about it and then give a response.
- Avoid mentioning how much you need the job. By applying, you've indicated to the employer that you want the job. What interests the employer now is what you can do for the company.
- Ask questions. This shows that you're informed and that you've put some thought into applying for the job. And be attentive to the answers.
- Agree cheerfully with any requests to fill out application forms or furnish references.
- Leave the matter of wages, hours, and benefits until after the job has been offered to you. Chances are these will be explained without your asking.
- If you've found employers raising the same objections time and time again (e.g., "You haven't much/any work experience," "You've always worked in the same setting," or "Your health appears poor", rather than being on the defensive, explain why this would not be a problem. Any reasons employers may have for not wanting to hire you can be disproved.
- If you get the impression the interview is not going well, don't let your discouragement show. You have nothing to lose by continuing the appearance of confidence. The last few minutes may change things. Remaining confident and determined can only make a good impression.
- Leave promptly when the interview is over, with a good-natured, courteous farewell.
- If you don't get the job, it's appropriate to ask the reason why. This information will help you in your next job interview.

Career Action Plan

Name: _____ Date:_____

Career goal:_____

Goals	Challenges	Resources I Have Now	Resources I Will Need
Short-term goals			
One-year goals			
Three-year goals			
Long-term goals			

The Information Interview

The best way to find out what a type of work is really like—its ups and downs and advantages and disadvantages—is to talk to someone who is doing it. The following notes will help you prepare for an information interview.

Get ready. Make up a sheet for recording information. Leave room for notes. You may want to include the following:

- Name of contact
- Name of business
- Address
- Phone number
- Date of interview
- What exactly do you do? What is a typical workday like?
- Do you feel pressured in your work?
- About how many hours do you work per week?
- Do you travel?
- How long have you been doing this work?
- How or why did you get into this type of work, originally?
- What education, training, and experience did you need to start?
- What skills are you developing as you go along?
- What kind of personality would be best suited for this type of work?
- What do you like best about your work?
- What do you like the least?
- Given your skills and experience, are there related types of work you could pursue if you wanted to?
- Is your field growing? Changing?
- What is the best way to find work in this field?
- Could you recommend other people I could talk to?

Make contact. Find someone to interview who is working in the field you are interested in. Look in the Yellow Pages of your phone book, ask your network of friends and allies, or look at the employers list in the Labour Market Information section of the Human Resources and Skills Development Canada website for Nova Scotia.

Don't be shy! Most people are happy to talk to someone interested in their field of work. Often, the hardest part is picking up the phone. To help build your confidence, write yourself a script. For example:

> *Hello, my name is … I am taking a high school course on careers, and I've been asked to research an occupation I'm interested in. I chose the occupation … Is there someone in your company who would be willing to answer a few questions? (Or— Would you be willing …?) I don't think it would take more than about 10 or 15 minutes. We could do it over the phone or I could meet with you if you would prefer.*

Conduct the interview. Make notes on your recording sheet. Ask questions about anything you don't understand. At the end, thank the person you interviewed.

Follow up. Write a thank-you letter to the person you interviewed.

Work Cultures

T-charts

T-charts can be used to explore issues or ideas by describing their characteristics in terms of what they look or sound like or even how they feel. For example, what is good feedback? It "looks like" face-to-face discussion, pleasant expression, relaxed body language, etc. It "sounds like" normal voice tone (not yelling), constructive criticism (telling what's good as well as what can be improved), etc. T-charts can also be used to show differences between two ideas or issues. Or a third column (feels like) can be added .

Looks like	Sounds like

Carousel Activities

Carousel instructional activities are brainstorming sessions with rules and procedures as follows:

- Organize the class into teams.
- Assign roles (leader, recorder, speaker) and rotate them during the activity.
- Write questions and ideas about the issue to be studied on chart paper, one per paper. Place the charts around the room, with adequate space at each for all team members.
- Give groups coloured markers (a different colour for each group).
- Give each group a set length of time to consider the material (the question and comment and what other groups have already recorded) on the chart, discuss it, and decide on a response, which the recorder then writes on the chart.
- Signal the time to move to the next chart (and so on until all groups have responded to each chart).
- Groups are not allowed to repeat anything that is already on the chart; they must add something new.
- At the end, post the charts and ask each group to review the chart they began the activity with.
- A speaker for each group (again a rotating activity) summarizes for the class the information posted on the assigned chart.
- Any additional debriefing can happen at this point.

An additional step could be to have one person from each group record all comments on the assigned chart in a computer file to be collated with the others and distributed to all class members.

The result is a compilation of the combined knowledge of the class on the issue or idea. This can be an excellent prior-learning activity before beginning a major unit or module of study.

K-W-L Chart

Completing a K-W-L chart gives students an opportunity to

- examine what they already know / think they know about a topic they are about to study
- ask questions about the topic
- focus their research and study direction in order to maximize their learning
- reflect on their newly acquired knowledge at the end of the learning process

What I Know	What I Want to Know	What I Have Learned

Financial Management

Budgeting Case Studies

The following scenarios approach budgeting from several perspectives. Teachers may adjust figures/expenses/goals and customize these ideas as they wish.

- Emile is entering his third year of university. His tuition is $6,800, half payable in September and the remainder in January. He expects to pay about $1,000 for textbooks and supplies. This year, he has leased a condo with three friends. He has scrounged furniture and dishes from family and friends. His share of the rent (which includes heat and lights) will be $485. He expects to walk to classes and occasionally take the Metro Transit, for which he will budget $20/month. His cellphone will cost him approximately $60/month. He has a student loan of $11,500, and he has saved $4,150 from his summer job. How much will he be able to budget for food, clothing, incidentals, and entertainment? How much should he budget for unexpected expenditures?

- Emma has just graduated from high school and will attend community college in the fall. She wants to set up a budget so that she can live within her means. Her tuition will be $2,700; additional fees add up to about $300, and textbooks and supplies cost about $600. She will share a small furnished apartment with her friend; her share of the rent is $275. Between them they expect their grocery bill to total about $80/week. What other expenses should Emma budget for? How much can she budget for entertainment? How much is her year at community college going to cost her? She has a $6,000 student loan and $1,500 saved from a summer job. Does she need to get a part-time job or will she have money to save for her next year?

- Mayah is in grade 11 and has just taken a part-time job at her local grocery store. She earns $130/week most weeks (after deductions). Her parents expect her to bank 20 percent of what she earns to put toward her post-secondary education. She has a cellphone that costs her on average about $85/month. She gets her hair trimmed and styled every month at $20, and she likes to go out at least one night every week, sometimes to the movies. She also likes to buy clothes and cosmetics, and she has an iPod Touch and regularly buys songs and movies online. How much can she budget for these wants? Will she have anything left over? If so, what should she do with it? If not, where should she trim her budget in order to accommodate the fixed expenses?

- Nikolaas has just graduated from high school and is working for a local surveyor, earning $9/hour. He plans to work for a year or two to save money to go to community college. He is living at home, and because he has a full-time job, he is paying $60/week board to his mother. He borrowed $5,000 to buy a used car to get back and forth to his job (registration—$160; insurance—$2,000, payable in monthly instalments); his monthly bank loan payments are $240. How much money is he going to be able to save? Should he give up the car if he can get other transportation? Will he have any money for extras?

Car Insurance Case Studies

Using the following case studies, students can research online the cost to purchase car insurance.

- Annie (age 17). Completed driver training. Occasional driver in family car: a 2006 Toyota Corolla.
- Indiva (age 19). Completed driver training. Occasional driver in family car: a 2005 Lexus. Had one fender-bender that she was responsible for and that involved an insurance payout.
- Joan (age 23). Completed driver training. Bought a used Ford Taurus. Sole driver. No accidents.
- Rhianna (age 19). No driver training. Totalled the family car in an accident that was her fault.
- Louise (age 21). Completed driver training. Was involved in an accident that was not her fault, resulting in $3,000 in damage to her father's Mazda Miata and another car, a Volkswagen Audi.
- Akemi (age 17). Completed driver training. Occasional driver in family car: a 2006 Toyota Corolla.
- Tristan (age 17). Completed driver training. Occasional driver in two family vehicles: a 2008 Honda Accord and a 2004 Chevrolet Blazer.
- Migual (age 22). Completed driver training. Bought a new Toyota Echo. Sole driver. No accidents.
- Erik (age 23). Completed driver training. Bought a used Ford Taurus. Sole driver. No accidents.
- Assad (age 18). No driver training. Totalled the family car in an accident that was not his fault.

The City—A Financial Life Skills Resource

The City was developed by the Financial Consumer Agency of Canada as an interactive learning tool for students to build their knowledge of and confidence in handling finances and decisions about money. Students learn practical tips and test their knowledge about managing money without the risks and consequences of real life. The classroom resource can be downloaded from the Financial Consumer Agency of Canada website (The Money Belt) (www.fcac-acfc.gc.ca/eng/education/index-eng.asp) or purchased from the Authorized Learning Resources.

While this resource has a web-based approach to teaching financial management, it is recommended that teachers use it as a tool to promote classroom discussion related to personal financial decisions.

Pre-Assessment

Students complete a pre-assessment questionnaire and discuss what they know and what they need to learn about financial life skills. This provides a baseline for self-assessment and introduces the following modules.

Lifestyle Reality Check

Students compare living expenses to a realistic income level. They discover that they need a realistic vision of their future lifestyle in order to make achievable plans for their education and career.

Needs, Wants, and Priorities

Students review recent purchases and categorize them as needs or wants. They learn how to set priorities and make the decisions required for budgeting and financial planning.

Income, Expenses, and Budgets

Students review the Life Stage Characters' income and expenses to gain hands-on experience in creating a budget, and then research and develop their own personal budget.

Savings and Banking

Students explore reasons for saving and the basic forms of savings, examine types of banking services, and discuss how to avoid identity theft.

Credit and Debt

Students examine typical forms of consumer credit and interest charges and learn how to use credit responsibly.

Insurance

Students review the basic concepts of insurance, the types of insurance, and the costs of insurance.

Investing

Students review a number of types of investments, discuss a story illustrating the investment process, and examine the potential for investment fraud.

My Financial Plan

Students discuss the purpose of a financial plan, review a sample financial plan for a student, and use a template to develop a financial plan for their transition from secondary school.

Resources

🌐 Internet

- Association of Industry Sector Councils
- Atlantic Institute for Market Studies
- Atlantic Jobs
- Automotive Human Resources Sector Council
- CBC News
- Canada Revenue Agency (CRA)
- Canada Safety Council
- Canada Student Loans and Grants
- Canadian Bankers Association (CBA)
- Canadian Centre for Occupational Health and Safety
- Canadian Human Rights Commission
- Canadian Human Rights Act
- Canadian Union of Postal Workers
- Canadian Union of Public Employees
- Career Beacon
- Career Cruising
- Careers Nova Scotia
- Choices & Decisions (Visa)
- Canadian Imperial Bank of Commerce (CIBC)
- Construction Association of Nova Scotia (CANS)
- Credit Union Atlantic
- Dietitians of Canada
- Farmers' Markets of Nova Scotia
- HealthTeacher
- Healthy U
- Human Resources and Skills Development Canada (HRSDC)
- Insurance Bureau of Canada
- Invest in Youth
- Industry Canada
- Industry Canada: Consumer Measures Committee
- Insurance Institute of Canada
- Media Awareness Network
- Medical Society of Nova Scotia
- MindTools
- Nova Scotia Barristers' Society
- Nova Scotia Construction Safety Association
- Nova Scotia Credit Bureau
- Government of Nova Scotia

- Nova Scotia Government Employees Union
- Nova Scotia Human Rights Commission
- Nova Scotia Nurses Union
- Nova Scotia Student Assistance
- Nova Scotia Teachers Union
- NEFE High School Financial Planning Program
- Passport to Safety
- Parents as Career Coaches (Labour and Workforce Development)
- Practical Money Skills
- Royal Bank of Canada (RBC)
- Scotiabank
- Service Canada Centre
- Service Canada: Job Bank
- Statistics Canada
- TeacherVision
- Test Drive (NSCC)
- The Conference Board of Canada Employability Skills 2000+
- The Chronicle Herald Jobspress
- The City: A Financial Life Skills Resource (Financial Consumer Agency of Canada)
- The Money Belt (Financial Consumer Agency of Canada)
- Toronto-Dominion (TD)
- Tourism Industry Association of Nova Scotia (TIANS)
- United Mine Workers of America
- Workers' Compensation Board (WCB)
- Visa: Practical Money Skills for Life

▶ Video

What's Your Attitude? Getting in the Mood to Work (LRT #: 23441)

Black Tuesday: The Estevan Riot of 1931 (LRT #: 23550)

Trouble at Work (LRT #: 22701)

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