

# Life/Work Transitions 10

*Guide*

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Life/Work Transitions 10

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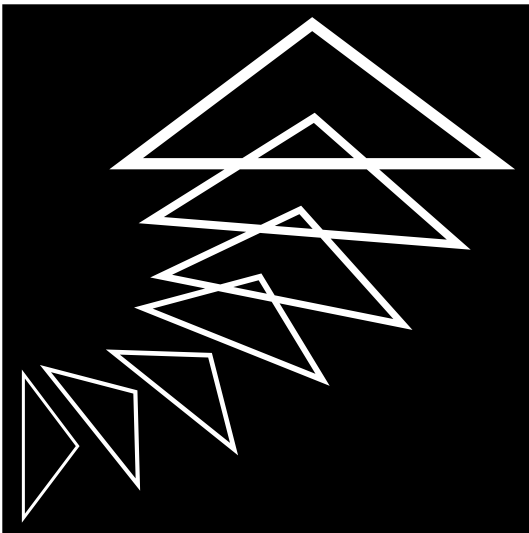
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**Life/Work Transitions 10**

**Implementation Draft  
October 1999**



# CURRICULUM



# **Life/Work Transitions 10**

## **Implementation Draft**

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# Introduction

## Background

The Department of Education has made a commitment to provide a broad-based, quality education in the public school system and to expand the range of programming to better meet the needs of all students. The Department is working in collaboration with school boards and other partners in education, business, industry, the community, and government to develop a variety of new courses.

Life/Work Transitions 10 is one of a group of innovative multidisciplinary course options which share certain characteristics.

New course options draw from and contribute to students' knowledge and skills in more than one discipline. Students synthesize and apply knowledge and skills acquired in other courses, including courses in English language arts, social studies science, arts, mathematics, and technology.

New course options provide increased opportunities for senior high school students to

- ▶ earn the credits they require to attain a high school graduation diploma
- ▶ diversify their course options, and to prepare for varied postsecondary destinations
- ▶ course options are designed to appeal to all high school students; to assist students in making connections among school, the community, and the workplace; and to enable students to explore a range of career options.

These courses offer students increased opportunities for hands-on experiences and for using technology within a variety of subject areas to expand and develop their learning and skills.

Life/Work Transitions 10 will help students to understand the relationship between their high school studies and a range of postsecondary destinations. The course focusses on examining career options, making choices, exploring the workplace, and developing employability skills.

## **The Nature of Life/Work Transitions**

Life/Work Transitions 10 develops a broad-based foundation for career planning, job search, and workplace skills. The course builds on the framework of competencies for career education provided in the *Blueprint for Life/Work Designs* (1998), a resource developed collaboratively by the National Life/Work Centre and Human Resources Development Canada. Life/Work Transitions 10 also reflects foundation skills for employability such as those developed by the Conference Board of Canada. The course expands on concepts developed in Personal Development and Relationships: Grades 7–9 and the Comprehensive Guidance and Counselling junior high program and prepares students for community-based experiential learning opportunities such as those provided by co-operative education, school-to-work transition, work experience, and job shadowing programs.

Life/Work Transitions 10 is suitable for all grade ten students. In particular, it benefits those students who need to clarify career and educational choices. The flexible design of Life/Work Transitions 10 accommodates the diversity of student needs by providing learning modules which may be grouped as full-credit or half-credit options. Because the course integrates classroom work with a life/work simulation and community-based experience, it offers the variety of experience necessary to appeal to a wide range of learners.

Life/Work Transitions 10 offers teachers and administrators an opportunity to strengthen school/community connections. Learning experiences within and beyond the classroom help students to know themselves and the world around them, enable them to recognize their skills and those required by today's employers, and to foster their growth as individuals both in the classroom and in the community.

Life/Work Transitions 10 is organized into five modules, of which students must take four to receive a full credit or two to receive a half credit. In addition to the compulsory module, Fundamentals of Life/Work—Planning for a Changing World, students choose modules from Workplace Readiness, A Life/Work Simulation, Career Portfolio, and Life/Work Project.

# Outcomes

## Essential Graduation Learnings and Life/Work Transitions 10

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 the document *Public School Programs*.

Some examples of learning in Life/Work Transitions 10 which helps students move toward attainment of the essential graduation learnings are given below.

Essential Graduation Learnings	Life/Work Transitions 10
<p><b>Aesthetic Expression</b>            Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.</p>	<p>By the end of Life/Work Transitions 10, students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate an understanding of the ways that work choices and career patterns affect lifestyle</li> <li>▶ demonstrate ways in which work, family, community, and leisure roles are interrelated</li> </ul>
<p><b>Citizenship</b>            Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.</p>	<p>By the end of Life/Work Transitions 10, students will be expected to</p> <ul style="list-style-type: none"> <li>▶ describe ways that social and economic needs influence the nature and structure of work</li> <li>▶ demonstrate an understanding of the role of ethics in the workplace</li> <li>▶ document their involvement in activities in school and community</li> </ul>
<p><b>Communication</b>            Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.</p>	<p>By the end of Life/Work Transitions 10, students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate the knowledge, skills, and attitudes needed for building positive relationships with employers, employees, and clients</li> <li>▶ present the results of their project</li> </ul>

Essential Graduation Learnings	Life/Work Transitions 10
<p><b>Personal Development</b>                      Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.</p>	<p>By the end of Life/Work Transitions 10, students will be expected to</p> <ul style="list-style-type: none"> <li>▶ identify the knowledge, academic and work skills, attitudes, and external assets that can help them achieve life/work goals</li> <li>▶ assess their skills in relation to workplace expectations</li> <li>▶ identify, plan for, and acquire credentials/certificates related to their career interests and abilities</li> </ul>
<p><b>Problem Solving</b>                      Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.</p>	<p>By the end of Life/Work Transitions 10, students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate and apply the knowledge and skills needed to seek and obtain work</li> <li>▶ develop a plan for acquiring/improving their employability skills outside of the school</li> </ul>
<p><b>Technological Competence</b>                      Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.</p>	<p>By the end of Life/Work Transitions 10, students will be expected to</p> <ul style="list-style-type: none"> <li>▶ apply strategies for safe and productive practices in the workplace</li> <li>▶ apply organizing and presenting skills in developing, maintaining, and updating their portfolios</li> </ul>

## Course Outcomes

### Module 1: Fundamentals of Life/Work—Planning for a Changing World

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

### Module 2: Workplace Readiness

Students will be expected to apply their understanding of environmental, personal, and social issues that arise in the workplace.

### Module 3: A Life/Work Simulation

Students will be expected to engage in a simulated life/work building process.

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**Module 4: Career Portfolio**

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

**Module 5: Life/Work Project**

Students will be expected to work independently to extend, apply, or explore in-depth, the ideas, issues, or skills introduced in modules 1, 2, 3, and/or 4.

## Specific Curriculum Outcomes

**Module 1: Fundamentals of Life/Work—Planning for a Changing World**

Students will be expected to

- ▶ describe ways that social and economic needs influence the nature and structure of work
- ▶ identify the knowledge, academic and work skills, attitudes, and external assets that can help achieve life/work goals
- ▶ locate, interpret, evaluate, and use life/work information
- ▶ demonstrate and apply the knowledge and skills needed to seek and obtain work

**Module 2: Workplace Readiness**

Students will be expected to

- ▶ demonstrate the knowledge, skills, and attitudes needed for building positive relationships with employers, employees, and clients
- ▶ apply strategies for safe and productive practices in the workplace
- ▶ demonstrate an understanding of the role of ethics in the workplace

**Module 3: A Life/Work Simulation**

Students will be expected to

- ▶ apply an understanding of the ways that knowledge, academic and work skills, attitudes, and external assets can help achieve life/work goals
- ▶ demonstrate an understanding of the ways that work choices and career patterns affect lifestyle
- ▶ demonstrate ways in which work, family, community, and leisure roles are interrelated
- ▶ identify and select strategies for responding effectively to life/work changes
- ▶ apply skills needed to seek and obtain/create work

### **Module 4: Career Portfolio**

Students will be expected to

- ▶ apply organizing and presenting skills in developing, maintaining, and updating their portfolios
- ▶ document their involvement in activities in school and community
- ▶ identify employability skills that they require in the changing workplace
- ▶ assess their skills in relation to workplace expectations
- ▶ identify, plan for, and acquire credentials/certificates related to their career interests and abilities

### **Module 5: Life/Work Project**

Students will be expected to

- ▶ develop a plan for acquiring/improving their employability skills outside of the school
- ▶ set deadlines and develop a work plan to manage time and resources
- ▶ develop a plan for monitoring their progress and judging success, and contribute to the criteria used for evaluation
- ▶ implement their plan
- ▶ present the results of their project
- ▶ reflect on and assess their learning



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# Course Design and Components

## Features of Life/Work Transitions 10

Life/Work Transitions 10 is characterized by the following features:

- ▶ a strong applied focus with an emphasis on integrating, applying, and reinforcing the knowledge, skills, and attitudes developed in other courses
- ▶ a strong connection to the essential graduation learnings
- ▶ a strong focus on refining career-planning skills to explore a range of pathways from school
- ▶ a strong connection to labour market opportunities with a focus on enhancing students' employability skills
- ▶ a strong connection to the community and workplace with a focus on using real-world community and workplace problems and situations as practical contexts for the application of knowledge and skills and for further learning
- ▶ a strong focus on hands-on learning experiences, including experiences with a range of technologies
- ▶ a flexible design framework based on learning modules

## Key Concepts in Life/Work Transitions

### *Personal Management*

Students develop abilities to maintain a positive self-concept, to build positive relationships in life and work, and to respond to change and growth.

### *Learning and Work Exploration*

Students link learning to their career planning process; locate, interpret, evaluate and use life/work information; and understand how societal and economic needs influence the nature and structure of work.

### *Career Building*

Students develop abilities to seek, obtain/create, and maintain work; engage in life/work decision making; link lifestyles and life stages to life/work building; understand and learn to overcome stereotypes in life/work building; and understand, engage in, and begin to manage their life/work building process.

## Cross-curricular Connections

Life/Work Transitions 10 has many cross-curricular connections. It focusses on the portfolio as do several other courses. It introduces employment trends and the impact of a global economy, topics relevant to economics, entrepreneurship, global history, global geography, and business courses. The course builds on concepts introduced in Personal Development and Relationships. It prepares students for community-based experiential learning in co-operative education, school-to-work transition courses, work experience, job shadowing and service learning programs.

Learning experiences help students to recognize how the skills that help them succeed in school will also contribute to their success in the work place and related postsecondary education and training programs. Students explore a range of educational and career opportunities and related what they are learning in various courses to those opportunities. students also gain experience in making appropriate educational choices related to their career interests.

## Organization

Teachers and students may choose to organize learning experiences in any of the following ways:

- ▶ students may work independently
- ▶ students may work collaboratively with a partner or mentor
- ▶ students may work co-operatively in groups
- ▶ students may organize themselves into a team, working collectively to explore an issue, solve a problem, or create a product
- ▶ students may undertake a shared or common project, working together in a class or group

In designing learning experiences, teachers should ensure that students work in a variety of grouping arrangements that allow optimum opportunities for meaningful student-student and teacher-student interaction.

## Credit Options

Life/Work Transitions 10 is designed to meet a range of learning needs. Students may earn one half-credit by completing the compulsory Module 1 and one other module, or they may earn a full credit by completing an additional three of the four optional modules. Each module is 25–30 hours in length.

# Sequence of Modules

Modules may be organized in any of the following ways:

Module 1
Three of Modules 2, 3, 4, or 5

Module 1		
Module 2 ↓	Module 3 ↓	Module 4 or 5 ↓

Module 4 ↓	Module 1
	Module 2
	Module 3 or 5

## How to Use the Four-Column Curriculum Matrix

Outcomes	Suggestions for Teaching and Learning	Suggestions for Assessment	Notes
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This column offers a range of strategies from which teachers and students may choose. Suggested learning experiences can be used in various combinations to help students achieve an outcome or outcomes. It is not necessary to use all of these suggestions, nor is it necessary for all students to engage in the same learning experience.

This column contains a variety of information related to the items in the other columns, including suggested resources, elaborations on strategies, successes, cautions, and definitions.

This column describes what students are expected to know, be able to do, and value by the end of this course. While the outcomes may be clustered, they are not necessarily sequential.

These suggestions may be used to assess students' success in achieving the outcomes; they are linked to the *Outcomes* column, rather than the *Suggestions for Teaching and Learning* column. The suggestions are only samples; for more information, read the section *Assessing and Evaluating Student Learning*.

**Module 1 - Fundamentals of  
Life/Work—Planning for a Changing World**

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ describe ways that social and economic needs influence the nature and structure of work</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ summarize in their journals the thinking and planning they have done so far with respect to their own life/work after high school</li> <li>▶ work in groups to respond to (agree/disagree) and discuss the following statements:               <ul style="list-style-type: none"> <li>▷ I think it is important to explore career options and issues at this time in my life.</li> <li>▷ I feel generally confident and optimistic about my life/work beyond high school.</li> <li>▷ The only reason to work is to make money. (See Appendix H.)</li> </ul> </li> <li>▶ describe their expectations for this course including any particular questions or anxieties they would like to have addressed</li> <li>▶ define and compare the terms work, occupation, job, and career</li> <li>▶ investigate and summarize some current social, demographic, economic, and technological trends, both globally and nationally, that are having an impact on the Canadian work environment</li> <li>▶ identify the kind of impact each trend is having and present a summary of their findings and conclusions in note or essay form, or as an oral presentation, listing their sources of information</li> <li>▶ look for specific examples of these work trends in Nova Scotia and in their community. For example, they could ask parents, grandparents, and adult friends to describe the changes they have personally experienced in the workplace in the past. Possible questions: have the kinds of work available changed? employers' expectations? the work environment? the daily work routine? job security?</li> <li>▶ look for evidence of trends in local and regional newspapers; clip out news stories, business ads, and classified ads that reflect these trends</li> </ul>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ examine student presentations</li> <li>▶ look for evidence that students are able to see or predict the impact of larger trends on the people they know and the work environment they live in</li> <li>▶ look for innovative and creative thinking, and an applied understanding of the impact of economic trends on workers and the marketplace (A sample worksheet is found in Appendix J.)</li> <li>▶ assign some of the discussion questions/issues as a written follow-up exercise or journal entry</li> </ul> <p>Journals are an effective means of assessing student learning. Teachers may want to focus students through the use of topic questions—examples occur throughout the guide. It is important that teachers check journals on a regular basis to ensure ongoing reflection. Teachers can, when appropriate, comment or question to clarify what students have written or to help them expand their thinking. Students should be encouraged to read and respond to teacher comments.</p>	<p>News media</p> <p>Personal and family stories</p> <p><i>LifeChoices: Careers</i>, “Facts”</p> <p><i>Expanding Your Horizons</i>, chap. 2; see especially “Trend Watching” and “New Ways of Working”</p> <p><i>LifeChoices: Careers</i>, “Where the Work Is”</p> <p><i>The Be Real Game</i>, Unit 1, Session 1, “My Life/Work Quiz”</p> <p>Topics:</p> <ul style="list-style-type: none"> <li>▶ New Economy; global and national trends; impact on the local economy/workplace</li> <li>▶ predicting occupational and marketplace trends</li> <li>▶ changing career patterns of men and women</li> <li>▶ rise of nontraditional work arrangements (e.g., temporary, seasonal, contract, small business, telecommuting)</li> </ul> <p>Download <i>Nova Scotia’s Knowledge Economy Report Card</i>, available at <a href="http://www.novaknowledge.ns.ca">http://www.novaknowledge.ns.ca</a></p> <p>Online support for all modules can be found on the Life/Work Transitions 10 web page: <a href="http://www.ednet.ns.ca/educ/currwebs/lifework">http://www.ednet.ns.ca/educ/currwebs/lifework</a></p>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ describe ways that social and economic needs influence the nature and structure of work</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ work in groups to discuss the following questions:                             <ul style="list-style-type: none"> <li>▷ What will the workplace of the future look like? For example: Will there be as much work? Which products and services will still be needed? In what ways might people’s needs and wants be different? Which products and services might not be needed? How will technology continue to affect the way people do work? What impact will environmental concerns have?</li> <li>▷ Are larger trends having a significant impact on families and individuals in your community at this time? Do you think these trends will have more of an impact in the future? If so, what could this impact look like? Will the effect be positive or negative?</li> <li>▷ How could the community adapt to these changes and make the best of them? How could individuals prepare themselves for these changes?</li> </ul> </li> <li>▶ work in pairs or groups to come up with a business idea that would take advantage of current or future trends; they could describe                             <ul style="list-style-type: none"> <li>▷ the product or service being offered</li> <li>▷ the clientele being targeted</li> <li>▷ types of workers that would help the business succeed</li> <li>▷ social/economic trends that would help the business succeed</li> </ul> </li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ lead a discussion of the survey results, focussing on gender-based expectations and stereotypes. Possible questions:                             <ul style="list-style-type: none"> <li>▷ Where do our ideas about “women’s work” and “men’s work” come from?</li> <li>▷ To what extent are these ideas biologically based and to what extent are they social/cultural?</li> <li>▷ How are these ideas perpetuated, from one generation to the next? How have they affected you and your friends?</li> </ul> </li> </ul>



Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ express in their journals how they feel about the future workplace. Which current trends do they feel positive about? Which are they concerned about? To what extent do they feel confident and optimistic about their own place in the future world of work? What personal challenges do they see ahead? What would they like to find out more about?</li> <li>▶ generate and rank a list of occupations (including those traditionally considered male or female) according to whether students could “very easily,” “easily,” “possibly,” or “not possibly” see themselves working in each field</li> <li>▶ record the results of the survey in chart form, by gender</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ look for evidence that students understand the relationship between socioeconomic forces and nontraditional work arrangements</li> </ul>	<p><i>LifeChoices: Careers</i>, “Women Breaking into the Trades,” (includes sidebar listing parallel skills used in traditionally male and female occupations)</p> <p>To research salary ranges for various occupations: Job Futures, described in the Appendix and on pp. 39–41 of <i>LifeChoices: Careers</i></p> <p>A person’s work arrangement can include one or a combination of the following:</p> <ul style="list-style-type: none"> <li>▶ part-time employment</li> <li>▶ full-time employment</li> <li>▶ shift-work</li> <li>▶ contracting</li> <li>▶ owning a small business</li> <li>▶ casual/on call</li> <li>▶ seasonal</li> <li>▶ flextime</li> <li>▶ telecommuting</li> </ul> <p>Many of these work arrangements are described in articles under the heading “The Changing Workplace” in <i>LifeChoices: Careers</i>.</p> <p>For more information about journals and assessment, see Appendix I.</p>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ identify the knowledge, academic and work skills, attitudes, and external assets that can help achieve life/work goals</li> <li>▶ locate, interpret, evaluate, and use life/work information</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ ask students to respond in their journals to the following questions: Have your images of “what you want to be” changed since you were a child? Have they expanded or become more limited? Why?</li> <li>▶ introduce the five key messages of career building in the emerging workplace:               <ul style="list-style-type: none"> <li>▷ Focus on the Journey</li> <li>▷ Follow Your Heart</li> <li>▷ Access Your Allies</li> <li>▷ Change Is Constant</li> <li>▷ Learning Is Ongoing</li> </ul> </li> </ul> <p>A brief description of the five key messages is included in Appendix K. They are also described in <i>Everyday Career Development: Concepts and Practices</i>; <i>The Be Real Game</i>, Unit 1.</p> <ul style="list-style-type: none"> <li>▶ help students explore ways in which the typical career path of today does and does not differ from that of the previous generation</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ list skills needed for a job usually associated with women and find a traditionally male job that uses similar skills, then compare salaries for the two jobs</li> <li>▶ suggest reasons for the current increase in nontraditional work arrangements (e.g., non-permanent full-time employment)</li> <li>▶ give examples of nontraditional work arrangements from first- or second-hand experience</li> <li>▶ respond in writing to this statement: “Today, like it or not, we all have to see ourselves as temporary workers, no matter what our official employment status is” (from “Welcome to Temp World,” <i>LifeChoices: Careers</i>). How might this message be seen as good news? as bad news?</li> <li>▶ respond to values statements found in Appendix H</li> <li>▶ brainstorm a list of attitudes, qualities, and skills that would help someone succeed in today’s workplace</li> </ul>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ draw up a list of skills and ask students to classify them according to whether they are personal, technical, or transferable</li> <li>▶ examine students’ inventories, mind maps, and journal entries. Look for thoroughness and evidence of a knowledge of and appreciation for their personal assets</li> <li>▶ assess journal entry for ideas, and breadth and depth of thinking (see Appendix I)</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ choose one of the key messages and explain what it means to them now and how it could be important in their future life/work</li> <li>▶ describe how the attitudes, qualities, and skills they identified relate to each of the five key messages</li> <li>▶ classify the kind of influence responsible for each pivotal change in a person’s career path and present this information in the form of a chart, poster, or other graphic representation</li> <li>▶ explain in writing the role of self-understanding in their own career building</li> </ul>	<p>Personal interviews</p> <p>Technical skills are specific to a job or occupation. Personal skills are positive personality traits. Transferable skills include problem solving, communication, time and money management.</p> <p>Note that life/work-related skills can be classified in a number of ways. The “Employability Skills” which students document in Module 4 and which are listed on page 46 of <i>LifeChoices: Careers</i> are all transferable skills, classified under the headings “academic,” “personal management,” and “teamwork.” This module presents a simplified introduction to skills classification.</p> <p><i>LifeChoices: Careers</i>, “Every Decision Is a Career Decision,” “What Matters Most to Me,” “Work Values Inventory,” “Great Minds Think Differently”</p> <p><i>The Be Real Game</i>, Unit 1, Sessions 2 and 3</p> <p><i>The Be Real Game</i>, Unit 3, Sessions 2, 3. See also the resources listed in the Appendix under the heading “Self-Assessment.” Students will also return to topic of work-related values in Module 2, under the heading of “Ethics.”</p> <p><i>The Be Real Game</i>, Unit 3, Session 3</p>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ identify the knowledge, academic and work skills, attitudes, and external assets that can help achieve life/work goals</li> <li>▶ locate, interpret, evaluate, and use life/work information</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ describe one or more adults’ career paths—how their life/work has evolved to the present point. Students could interview adults in their families or communities. If integrating Modules 1 and 3, they could also use role histories assigned to them from <i>The Be Real Game</i>.</li> <li>▶ find examples of different types of influence in their case studies/role histories</li> <li>▶ give examples of each type of skill in their case studies/role histories</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ help students recognize the influences that help shape and direct a person’s career. These could include                             <ul style="list-style-type: none"> <li>▷ personal values, aptitudes, personality, and interests</li> <li>▷ educational achievements</li> <li>▷ work experience (paid and unpaid)</li> <li>▷ connections (allies, mentors, family)</li> <li>▷ skills (personal, academic, and technical)</li> <li>▷ changing job opportunities (loss/change/opening)</li> <li>▷ define personal, technical, and transferable skills</li> </ul> </li> <li>▶ guide students in compiling a self-inventory. Include informal interest, personality, learning style, skills, and values inventories. Point out that the image that emerges is not a fixed one but a snapshot in time. As their experience and learning continue, their interests, values, and so on will also continue to evolve.</li> <li>▶ lead students in a mind-mapping exercise, in which students map their present interests, hobbies, personality traits, likes and dislikes, key relationships, and so on. They can begin with a symbol or circle in the centre of a sheet of paper, representing themselves. Then they draw and label radiating lines, adding connections, notes, and illustrations to describe as many aspects of themselves as possible. Encourage students to brainstorm freely (see Appendix L).</li> </ul>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Students can summarize, in their journals,</p> <ul style="list-style-type: none"> <li>▶ their strengths and aptitudes</li> <li>▶ interests they would like to pursue further, skills they would like to develop</li> <li>▶ what their self-inventory suggests about their future life/work direction</li> </ul>	<p><i>Inspiration</i> is an excellent software brainstorming tool, available through the <i>Authorized Learning Resources</i> list.</p>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ identify the knowledge, academic and work skills, attitudes, and external assets that can help achieve life/work goals</li> <li>▶ locate, interpret, evaluate, and use life/work information</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ initiate a discussion on the role of a guiding vision in one’s life/work</li> <li>▶ lead a visioning exercise, in which students imagine themselves in their preferred futures. Ask them to consider lifestyle, location, type of work (not necessarily a specific occupation), work arrangement, friends and family, community.</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ describe their preferred futures in their journals</li> <li>▶ work in groups to discuss the following questions:               <ul style="list-style-type: none"> <li>▷ What has high school got to do with your future? What is it actually good for? How could it be more useful/beneficial?</li> <li>▷ What are arguments for and against continuing with post-secondary education (eg., technical training, college, university) immediately following high school?</li> <li>▷ Less than half of students who expect to go to university or college straight after secondary school actually do (<i>LifeChoices</i>, page 127). What do you think happens to the other half?</li> <li>▷ Where have your attitudes and expectations regarding school and post-secondary education come from? Are they the same or different from that of your family? Your friends?</li> <li>▷ What does the key message “Learning is ongoing” mean to you?</li> <li>▷ Respond to this statement: “Always think of yourself as self-employed, even when you have a job.” Give an example of how this could help the career-building process.</li> </ul> </li> <li>▶ report on the educational requirements for two occupations. The report should include               <ul style="list-style-type: none"> <li>▷ requirements for entry-level and management-level jobs</li> <li>▷ closest institution(s) where program/certification is available</li> <li>▷ distance education options, if any</li> </ul> </li> </ul>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ assign a written follow-up reflection or journal entry related to the discussion questions</li> </ul> <p>The Project Evaluation Rubric shown in Appendix C can be adapted to assess students' reports.</p>	<p><i>LifeChoices: Careers</i>, “High School diploma No Longer Enough,” “Post-Secondary Education,” “Prospect Bleak for Dropouts,” “Learning is Job No. 1,” “Web Spinners Can Pounce on New Jobs,” “Facts”</p> <p><i>Expanding Your Horizons</i>, chapter 3, “Education Choices”</p> <p><i>Canada Prospects</i> (1997/1998), “Think About Being a Distance Learner”</p> <p>Library</p> <p>Career counselling centres; to locate the nearest Human Resources Centre of Canada, call Human Resources Development Canada, Employment Inquiries (in the blue pages of your phone book)</p> <p>Internet:</p> <p>Canadian universities, searchable by program:  <a href="http://www.uwaterloo.ca/canu/index.html">http://www.uwaterloo.ca/canu/index.html</a></p> <p>Human Resources Development Canada (Nova Scotia)  <a href="http://www.ns.hrdc-drhc.gc.ca">http://www.ns.hrdc-drhc.gc.ca</a></p>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ identify the knowledge, academic and work skills, attitudes, and external assets that can help achieve life/work goals</li> <li>▶ locate, interpret, evaluate, and use life/work information</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ identify the “external assets” (contacts, money, help from parents) that played a role in the case studies/role histories they examined</li> <li>▶ reflect on their research. For example: Would they be interested in this type of work? What would they like? not like? Did their opinion change as a result of their research? If so, how?</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ lead students in brainstorming all the jobs involved in making and maintaining a familiar object, such as a TV, pencil, cup of coffee</li> <li>▶ guide students through an issue of <i>Canada Prospects</i>, which highlights a range of career sectors</li> <li>▶ give students opportunities to become familiar with the career-planning research tools and sources of information available to them</li> <li>▶ create a directed Internet search, such as a WebQuest (see Appendix G)</li> <li>▶ lead students in brainstorming a list of resources/assets that may help them in their career building. These could include friends, parents, relatives, parents’ friends, savings, loans, scholarships, internship programs, career counselling centres, student job-creation programs, Internet, media.</li> <li>▶ encourage students to critically examine occupation statistics. For example, national statistics may have little relevance to their region. Regional statistics may not accurately predict future trends (“change is constant”). No statistics can accurately predict an individual’s career path in a particular time and place.</li> <li>▶ arrange a tour to the nearest Human Resources Career Centre</li> </ul>



Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ involve students in assessing their own participation (see rubric in Appendix D)</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ sketch and annotate a web of allies/contacts who could help them afford post-secondary education, find out about different occupations, and/or find work</li> <li>▶ complete this sentence for each ally: “I can access ____ by...”</li> <li>▶ research the Nova Scotia Student Assistance Program:               <ul style="list-style-type: none"> <li>▷ Who is eligible for a student loan?</li> <li>▷ What are the conditions for paying it back?</li> </ul> </li> <li>▶ work in groups to conduct research that includes               <ul style="list-style-type: none"> <li>▷ retrieving information on a particular occupation from a career counselling centre/the Internet; e.g., educational requirements, typical responsibilities, salary ranges, trends, current demand</li> <li>▷ field research (information interview, visit to work site, job shadowing)</li> <li>▷ describing of a “day in the life” of someone working in the field</li> <li>▷ summary and class presentation of findings</li> </ul> </li> </ul>	<p><i>LifeChoices: Careers</i>, “Networking...A Contact Sport”</p> <p>Information about the Nova Scotia Student Assistance Program: career counselling centres, library, Internet  <a href="http://www.ednet.ns.ca">http://www.ednet.ns.ca</a></p> <p>Encourage students to extend their career horizons as wide as possible, rather than focussing too narrowly or limiting their research to preconceived options at this point. Note that students will focus on one or more occupations when they develop a personal career plan in Career and Life Management. They will also have an opportunity to do this in Module 4.</p> <p>Internet</p> <p>Career and counselling centres; school guidance counsellor</p> <p>Library</p> <p><i>Canada Prospects</i></p> <p>See also the resources listed in the Appendix under the heading “Career Planning Resources.”</p> <p>For information about Web Quests, see Appendix F.</p> <p><i>LifeChoices: Careers</i>, articles under the heading “Searching for a Job” and “Enterprise and Innovation.”</p>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate and apply the knowledge and skills needed to seek and obtain work</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ lead a discussion on the knowledge, skills, and attitudes needed to look for work. What are the challenges? What personal and transferable skills are needed? How can the job seeker stay organized? How can he or she maintain a positive attitude, even in the face of intense competition or rejection?</li> <li>▶ lead a discussion on the “hidden job market,” the source of 80% of job opportunities</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ imagine themselves as full-time job seekers and make up a sample daily schedule</li> <li>▶ use their contact web to identify their access points to the hidden job market</li> <li>▶ use the Internet to find out about job openings in a particular field</li> <li>▶ role play telephone conversations in which they call up a contact (ally) or a company they are interested in and ask about possible job openings, using non-functioning phones. Students should project a business-like but friendly attitude, and use good speaking and note-taking skills. They should repeat important information and write it down.</li> <li>▶ interpret classified employment advertisement; tasks could include               <ul style="list-style-type: none"> <li>• spelling out abbreviations</li> <li>• defining terms (e.g., “entry-level position,” “salary expectations”)</li> <li>• noting and inferring technical, transferable, and personal skills required</li> <li>• researching expected salary range, if not supplied</li> <li>• describing the person who would be best qualified for the job (include lifestyle, personality, interests, qualifications, experience, skills, etc.)</li> </ul> </li> <li>▶ role play a phone response to a newspaper advertisement, asking for information about the job and a contact name.</li> <li>▶ prepare by listing question cues</li> </ul>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ list sources of job search information and assess each one for usefulness (a) for students seeking part-time work; (b) for people seeking full-time job opportunities in the immediate community; (c) for people wanting to pursue their career goals and who are willing to relocate</li> <li>▶ record their mock telephone conversations into a tape recorder, for self-assessment. Students can also assess each other’s telephone skills, using a checklist that includes             <ul style="list-style-type: none"> <li>▷ voice (too loud, too soft, just right)</li> <li>▷ clarity of speech (easy to understand, sometimes hard to understand, usually hard to understand)</li> <li>▷ pace of speech (too slow, too fast, just right)</li> <li>▷ impression (confident, enthusiastic, not sure of self, not interested)</li> </ul> </li> <li>▶ compare a sampling of classified advertisements. Possible questions:             <ul style="list-style-type: none"> <li>▷ Which job requires the most education? the least experience? the most physical strength? computer skills? teamwork skills? hands-on skills?</li> <li>▷ Which job has the best long-term potential? Explain.</li> <li>▷ Which would be best suited for men? for women? Why?</li> <li>▷ Which skills would you emphasize when applying for each job?</li> </ul> </li> <li>▶ assess their own and each other’s résumés and cover letters in the role of potential employers. See résumé checklist in Appendix A</li> <li>▶ look for jobs in a particular occupation, using various sources</li> <li>▶ look for part-time work they may be qualified for, using various sources</li> <li>▶ write an advertisement for a job they would like to have</li> <li>▶ prepare a résumé and cover letter in order to respond to a real or fictional job listing</li> <li>▶ work in pairs to refine and revise their résumés and cover letters</li> </ul>	<p>Steps in preparing a résumé:</p> <ul style="list-style-type: none"> <li>▶ gather information about experience, skills, references</li> <li>▶ organize information</li> <li>▶ write the résumé</li> <li>▶ edit, proofread</li> <li>▶ ask for feedback, revise as needed</li> </ul> <p>Internet: Human Resources Development Canada (Nova Scotia):  <a href="http://www.ns.hrdc-drhc.gc.ca/english/jobs/jobs.htm">http://www.ns.hrdc-drhc.gc.ca/english/jobs/jobs.htm</a>            (provides links to national and provincial job banks, searchable classified advertisements from across Canada, other job search sites)</p> <p>Newspaper (classifieds)</p> <p><i>The Be Real Game</i>, Unit 1, Session 4; Unit 2, Session 3</p> <p><i>LifeChoices: Careers</i>, “Your Résumé” Write It Right,” “Writing Effective Résumés,” Use the Phone to Find a Name,” “FAQ: The Art of Writing Letters,” “The On-line Application: Preparing Your Résumé for the Internet”</p> <p><i>Canada Prospects</i>, “982 Résumés—The Story of a Hiring,” “A Terrific Résumé”</p> <p>See also the resources listed in the Appendix under the heading “Job Search.”</p>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate and apply the knowledge and skills needed to seek and obtain work</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ gather sample job application forms from government offices and large and small businesses</li> <li>▶ initiate a discussion on the parts of a job application, human rights/discrimination issues, things to do in advance of completing applications, criteria for selecting references, the importance of neatness and correct spelling</li> <li>▶ discuss guidelines for preparing for, conducting, and following up job interviews</li> <li>▶ invite someone who does the hiring for a large company as a guest speaker. Have students interview the person, then follow up with a class thank you letter.</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ obtain a Social Insurance Number if they don't already have one</li> <li>▶ list names, titles, and contact information of people who may be appropriate and willing to be used as job references. Explain whether each person would be used as a work, academic, and/or character reference</li> <li>▶ role-play phone conversations with potential reference. Tell the person what type of work is being applied for and the type of reference requested. Verify contact information (job title, address, phone) and the correct spelling of the person's name</li> <li>▶ prepare an "application facts" sheet that summarizes the information they will need when filling out applications</li> <li>▶ complete various types of job applications</li> <li>▶ prepare for a job interview with a real or fictional company by researching the company, finding out key names and positions, planning transportation, preparing notes for anticipated questions, and describing appropriate dress</li> <li>▶ role-play a job interview, attending to eye contact and body language as well as verbal communication</li> <li>▶ brainstorm a list of factors to consider when assessing work opportunities; e.g., salary, location, work-related expenses (transportation, relocation, clothing, equipment), benefits, working conditions, job satisfaction, transferable skill development, ethics, opportunities for advancement</li> </ul>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ check completed applications for neatness and accuracy</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ explain the purpose of various items/questions on an application form and to indicate whether particular questions violate human rights</li> <li>▶ in pairs, rehearse and then role-play job interviews that demonstrates either “what to do” or “what not to do.” Other students critique using a checklist and suggest alternatives.</li> <li>▶ design their own checklist or use the one found in Appendix B</li> <li>▶ in their journals, reflect on their interview skills by noting their strengths, areas needing improvement, and strategies for improvement</li> <li>▶ compare job opportunities using a graph, chart, or some other graphic representation</li> </ul>	<p><i>Expanding Your Horizons</i>, chap. 7, “Completing Application Forms”</p> <p><i>The Be Real Game</i>, Unit 2, Session 3, including “Job Application Form”</p> <p>Social Insurance Numbers are obtained by taking a completed application form and an original birth certificate to a Human Resources Centre of Canada. Look in the blue pages of your telephone book under Human Resources Development Canada for the phone number of the nearest office, or visit the Human Resources Development Canada website at <a href="http://www.hrdc.drhc.gc.ca/sin/nasz/zoe.shtml">http://www.hrdc.drhc.gc.ca/sin/nasz/zoe.shtml</a></p> <p>Human Rights issues will be discussed more extensively in Module 2.</p> <p><i>Life Choices: Careers</i>, “Job References Tough for Everyone,” “Preparing for Tomorrow’s Interview,” “Fashionably Yours,” “How to Interview Effectively,” “After the Interview”</p> <p><i>Canada Prospects 97-98</i>, “Give a Top-Notch Interview”</p> <p>The issue of work-related ethics is discussed further in Module 2.</p>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

<b>Outcomes</b>	<b>Suggestions for Teaching and Learning</b>
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate and apply the knowledge and skills needed to seek and obtain work</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ compare and assess two fictional job offers</li> <li>▶ assess their own entrepreneurial/self-employment skills</li> <li>▶ interview an entrepreneur in the community. Questions could include                             <ul style="list-style-type: none"> <li>▷ What is your business? What do you offer?</li> <li>▷ How long have you been in this business?</li> <li>▷ How did you get started? Did you need special training?</li> <li>▷ What do you like about this type of business? What don't you like?</li> <li>▷ Do you see a future in this type of business for others?</li> <li>▷ What advice would you give to someone thinking of starting a business?</li> </ul> </li> <li>▶ analyse the case study of a successful entrepreneurial venture</li> <li>▶ use the following questions to guide their analysis:                             <ul style="list-style-type: none"> <li>▷ What need is the product or service meeting?</li> <li>▷ What social or economic trend, if any, is helping this business become established and grow?</li> <li>▷ What personal qualities and skills have helped the entrepreneur(s) become successful?</li> </ul> </li> </ul>

Students will be expected to apply the knowledge, skills, and attitudes needed to make informed decisions in their own life/work planning.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ identify their entrepreneurial strengths as well as the skill areas that would require further development</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ look for evidence that students                             <ul style="list-style-type: none"> <li>▷ are aware of the skills and resources needed to be self-employed/own a small business</li> <li>▷ know where to go for help if they decide to follow the entrepreneurial route</li> </ul> </li> </ul>	<p><i>LifeChoices: Careers</i>, articles under the heading “Enterprise and Innovation”</p> <p>Self-assessment: <i>LifeChoices: Careers</i>, “Be Your Own Boss” Success in the Workplace, “Minding Your Own Business” Canada Prospects 97-98, “Are You Wondering ‘Is Self-Employment Right for Me?’”</p> <p>Internet:</p> <p>Canadian Youth Business Foundation, “Insights” link:  <a href="http://www.cybf.ca/station/learning/learning.htm">http://www.cybf.ca/station/learning/learning.htm</a></p> <p>Human Resources Development Canada, “Career Development,” Venturing Out” links: <a href="http://www.hrdc-drhc.gc.ca/hrdc/hrif/hrif/leis/career/lm399_e.html">http://www.hrdc-drhc.gc.ca/hrdc/hrif/hrif/leis/career/lm399_e.html</a></p> <p>Entrepreneurial case studies can be found in <i>LifeChoices: Careers</i>; the CBC TV show <i>Venture</i>; the Business Development Bank of Canada publication Profit\$ (see <a href="http://www.bdc.ca">http://www.bdc.ca</a> “Publications” link); and/or by interviewing the owner of a small business in your community.</p> <p>The brochure “Minding Your Own Business” is available from Human Resources Development Canada.</p> <p>Some banks offer free software to help entrepreneurs develop business plans.</p>





## **Module 2 - Workplace Readiness**

Students will be expected to apply their understanding of environmental, personal, and social issues that arise in the workplace.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate the knowledge, skills, and attitudes needed for building positive relationships with employers, employees, and clients</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ introduce the concept of culture (i.e., subculture) as it is commonly used in phrases such as <i>workplace culture</i>. Begin by asking students to identify the culture that may be reflected or defined by different music styles. Play samples of music from different genres: e.g., folk, rock, classical, Celtic, jazz, ethnic. Who listens to these musicians? How would you expect the audience to dress? to respond to the music at concerts? to talk to each other? to talk about the music? What values might they share?</li> <li>▶ initiate a discussion on the topic of employer expectations. Although expectations will vary, depending on the type of job and workplace culture, some expectations are common to most employers. Ask students to identify what these might be. Possible answers: employers expect workers to do their job well, to be self-motivated and adaptable, to have a positive attitude, to be dependable and trustworthy, to get along with others, and to fit into the workplace culture.</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ describe the dress code, communication style, values, and management style that make up the culture of their classroom or school</li> <li>▶ record evidence of workplace culture in various settings. Compile and summarize this information into descriptions and comparisons of workplace culture. Sources of information could include company policy handbooks, informal interviews, and observation.</li> <li>▶ interpret information in a company policy handbook. Identify the policy statement that applies to various scenarios.</li> <li>▶ visit a number of corporate websites and gather evidence of distinctive work cultures. Students can look at images, language, statements of belief, choices of detail and information, and voice. After gathering the data, students can sort it to identify variations in work culture.</li> </ul>

Students will be expected to apply their understanding of environmental, personal, and social issues that arise in the workplace.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Note: Think, pair, share activities are an excellent tool for teachers and students to assess previous knowledge and experience. The steps are as follows:</p> <ul style="list-style-type: none"> <li>▶ Think... students brainstorm everything they know (keywords) about a topic</li> <li>▶ Pair... students pair with a partner and share their list adding ideas from their partner’s list</li> <li>▶ Share... teacher makes a master list of ideas using suggestions from each student until all ideas have been expressed</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ ask students to summarize, compare, and present the results of their research, orally, in writing, or in chart form for a class display</li> <li>▶ look for evidence of good observation and inference skills, and an understanding of the factors that make up workplace culture</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ discuss stereotyping: When do observed cultural differences become stereotypes? What kinds of attitude and behaviour result? What evidence of stereotyping have students experienced in the subcultures around them?</li> <li>▶ list the attributes that make up a workplace culture. These could include a style of relating, communicating, and dressing; a set of values; performance expectations; and a particular management style.</li> <li>▶ discuss the need for new employees to understand and fit into the workplace culture. Why is this important? How can one do this while maintaining one’s integrity and personal style? Is workplace culture an important criterion to consider in a job search? Summarize in their journals.</li> <li>▶ answer the following question orally or in writing: How does a positive attitude make life easier for (a) the employer or supervisor, (b) other workers, (c) you as an employee?</li> </ul>	<p>Suggested instructional hours: 10</p> <p><i>Work Matters: Human Relations on the Job</i>, Lessons 1, 2, 4. Lesson 1 includes first-hand descriptions of three U.S. workplace cultures: Ben &amp; Jerry’s, Microsoft, and Nike. The Microsoft account is excerpted from “Microserfs” by Douglas Coupland, <i>Wired</i>, January, 1994. Note that the topic of workplace values, and how these relate to one’s personal values, will be revisited in the Ethics section of this module.</p> <p>In preparation for the field trips, help students develop a chart or list of categories to guide note taking. These could include</p> <ul style="list-style-type: none"> <li>▶ dress code</li> <li>▶ how workers related to each other (degree of co-operation, communication style, evidence of positive relationships or conflict)</li> <li>▶ how workers and supervisors deal with problems and conflict             <ul style="list-style-type: none"> <li>▷ pace, level of pressure</li> <li>▷ values (e.g., Do employees seem to share values related to the company’s goals or are they just working for the pay? Is there evidence of employee diversity? Is the social health of the company valued? Is employee health and well-being valued along with company productivity? How do employees balance or mix their life/work?)</li> <li>▷ management style (closed, top-down, or open, encouraging input and shared responsibility; casual or formal; etc.)</li> </ul> </li> </ul>

Students will be expected to apply their understanding of environmental, personal, and social issues that arise in the workplace.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate the knowledge, skills, and attitudes needed for building positive relationships with employers, employees, and clients</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ review the concept of assertive (as opposed to aggressive or passive) behaviour. Help students apply their understanding to the workplace. For example, ask students what would they do if they were working with someone who wasn't a good team player, and in fact had a "bad attitude" and wasn't doing his or her share of the work. Have they ever been in this situation? What happened (without mentioning names or particulars)? What would they do if they had to work with someone who had an annoying habit? a boss who was pushy or rude? How would they react to an angry outburst from a customer?</li> <li>▶ discuss ways of diffusing anger, of creating the time and space for discussing difficult issues, and of giving and taking criticism constructively</li> <li>▶ introduce the topic of teamwork by asking students to imagine that they are about to embark on a challenging wilderness river rafting expedition with four other people. The group has spent the previous three months preparing for the trip. At the last minute, one member of the group develops a sports injury and has to drop out. The group needs to replace the dropout, to complete the team. Several new people want to join. How will the group "check out" the applicants and decide which person to choose? What will they look for?</li> <li>▶ extend the above activity by developing profiles of the people who want to join the team. Variables could include previous experience with river rafting, previous experience working as part of a team, gender, attitude, evidence of communication/ relationship skills. Students could also role-play an interview with the applicants. Be sure to address the issue of gender bias, if it arises. Ask students to assess the relative importance of previous experience and ability to work well as part of the team.</li> <li>▶ initiate a discussion on the potential power and challenges of working in a group towards a goal</li> </ul>

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Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ initiate a class discussion during which students develop a checklist of the qualities of a good team player</li> <li>▶ look for evidence that students possess the attitudes and skills needed to contribute positively as team players</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ rate themselves as “team players,” using a provided checklist or one they make up as a group (Appendix M)</li> <li>▶ describe, in their Journals, a situation where they played or worked as a team member. They can identify the group goal, the challenges of working together towards the goal, and how they felt about their own participation. They can also express their feelings and preferences regarding working in a group as opposed to working alone.</li> <li>▶ analyse critically the behaviour and attitude of a new employee, as portrayed in a role play or case study</li> <li>▶ assume the role of employer in a particular field or company and describe the “perfect employee” in note form or in a dramatization</li> <li>▶ work in groups to draw up a list of on-the-job do’s and don’ts</li> <li>▶ use a chart to compare expectations in different work environments: at home, at school, on the job</li> <li>▶ describe, in their journals, the habits they have developed in their school culture regarding performance, attitude, and appearance that will (a) help them meet employer expectations and (b) probably need to be adjusted for the workplace</li> <li>▶ find responses/solutions that avoid               <ul style="list-style-type: none"> <li>▷ impulsive displays of anger</li> <li>▷ undermining others’ self-esteem and dignity</li> <li>▷ resorting to supervisor intervention, unless someone’s safety is at risk or alternative strategies have been tried without success</li> </ul> </li> <li>▶ discuss and define these concepts: trial or probation period, professionalism, company image</li> </ul>	<p><i>Expanding Your Horizons</i>, chapter 9</p> <p><i>Success in the Workplace</i>, chapters 14–17</p> <p>Arrange field trips to work sites in the community that demonstrate a variety of workplace cultures. Examples: large service organization (banks, insurance company, hospital); small private business; government agency; nonprofit organization. If possible, arrange for a tour, a presentation by a personnel officer, a copy of the company’s policy handbook, and/or interviews with employees.</p> <p><i>Success in the Workplace</i>, chapters 11–13</p> <p>Video: <i>Ready for Work: Qualities that Count with Employers</i> (Human Relations Media), available from the Learning Resources and Technology Media Library; includes Teacher’s Guide</p> <p><i>Work Matters: Human Relations on the Job</i>, Lesson 3.</p> <p>The topic of employer expectations provides a slightly different perspective to the topic of transferable or “employability” skills, introduced in Module 1 and explored in greater depth in Module 4.</p>

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Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate the knowledge, skills, and attitudes needed for building positive relationships with employers, employees, and clients</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ role-play scenarios involving conflict resolution in the workplace</li> <li>▶ work in groups to come up with the best strategy for resolving conflicts or problems described in case studies</li> <li>▶ describe a workplace culture that supports positive working relationships</li> <li>▶ recall a time when they had to deal with conflict while performing a task or getting a job done and describe in their journals what happened, how they handled the problem, the outcome, and what they could have done differently</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ introduce the topic of workers’ rights by describing a time and place that held or holds values different from those we take for granted today. For example, read an excerpt from an historical account, historical novel, or current news story that describes slavery, child labour, discrimination based on religion or political beliefs, unequal pay for women, or the exclusion of women from certain professions.</li> <li>▶ lead a discussion of the ways that workers’ rights are defined and protected at the present time in Canada. To what extent do you think these values/ideals match the reality? Discuss the practice of using “sweat shops” in developing countries as a way of sidestepping workers’ rights legislation and gaining a competitive edge in the global marketplace.</li> <li>▶ guide students in defining discrimination and sexual harassment, using everyday examples. How do these concepts apply to the workplace?</li> <li>▶ discuss various options for responding to perceived sexual harassment, beginning with assertive communication/ conflict resolution skills and progressing to reporting the incident to the employer, to filing a complaint with the Human Rights Commission</li> </ul>

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Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ look for evidence of effective communication and conflict resolution skills</li> <li>▶ present excerpts from the Nova Scotia Human Rights Act</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ identify their conflict/communication style(s) and give an example of a time they have used it, the results, and how they can improve. For example:               <ul style="list-style-type: none"> <li>▷ assertive</li> <li>▷ passive aggressive</li> <li>▷ aggressive</li> <li>▷ passive</li> </ul> </li> </ul>	<p>The Human Rights Act is available on the Internet at <a href="http://www.gov.ns.ca/legi/legc/index.htm">http://www.gov.ns.ca/legi/legc/index.htm</a></p> <p><i>Success in the Workplace</i>, chapters 14 and 15.</p> <p><i>Expanding Your Horizons</i>, chapter 9.</p> <p><i>Work Matters: Workplace Skills</i>, Lesson 3, “Serving Customers and Clients”.</p> <p>The junior high Personal Development and Relationships program addresses communication/ relationship skills. This topic is also revisited briefly in the Self-Management section of Career and Life Management 11.</p> <p>Note:</p> <p>Assertive people</p> <ul style="list-style-type: none"> <li>▶ communicate feelings openly and honestly</li> <li>▶ get needs met without offending others</li> </ul> <p>Passive-aggressive people</p> <ul style="list-style-type: none"> <li>▶ seek revenge</li> <li>▶ are sneaky</li> </ul> <p>Aggressive people</p> <ul style="list-style-type: none"> <li>▶ are loud, abusive, sarcastic</li> <li>▶ are considered the “loud mouth”</li> </ul> <p>Passive people</p> <ul style="list-style-type: none"> <li>▶ do not speak up for themselves</li> <li>▶ do not get their needs met</li> <li>▶ considered a “victim”</li> </ul>

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Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate the knowledge, skills, and attitudes needed for building positive relationships with employers, employees, and clients</li> </ul>	<p>Students can use literature from the Human Rights Commission to answer questions such as the following:</p> <ul style="list-style-type: none"> <li>▶ What basic human rights do all workers in Nova Scotia have?</li> <li>▶ How can employers protect the human rights of their employees?</li> <li>▶ What can happen if employers don't do this?</li> <li>▶ What are examples of sexual harassment in the workplace?</li> <li>▶ If you wanted to know more about your rights and what you can do if you feel harassed or discriminated against, where could you go?</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ work in groups to decide how they, as employers, could create a working environment that is free from all forms of discrimination. Draft your company's human rights policy.</li> <li>▶ identify and/or role-play appropriate responses to various examples of sexual harassment</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ introduce the topic of unions with a case study</li> <li>▶ lead a discussion on the history and role of unions</li> <li>▶ define the following terms: grievance, strike, collective bargaining</li> </ul>



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Suggestions for Assessment	Resources/Notes for Teachers
<p>Students can write in their journals</p> <ul style="list-style-type: none"> <li>▶ “My rights as an employee are...” They should include information on their labour rights regarding vacations and holidays, equal pay for equal work, leaves of absence, hours of work, minimum wage, minimum age, and termination.</li> <li>▶ “If my rights are violated I can...”</li> <li>▶ visit the following websites, and evaluate and report on the resources they find:</li> </ul> <p><a href="http://www.chrc.ca/ee/">http://www.chrc.ca/ee/</a> Canadian Human Rights Commission; Employment Equity</p> <p><a href="http://info.load-otea.hrdc-drhc.gc.ca/~weedis/">http://info.load-otea.hrdc-drhc.gc.ca/~weedis/</a> Human Resources Development Canada; Workplace Equity</p>	<p><i>LifeChoices: Careers</i>, “Are You Being Harassed?” “Harassment,” “Sexual Harassment in the Workplace,” “Discrimination Defined.”</p> <p><i>Expanding Your Horizons</i>, chapter 9, “Human Rights on the Job”.</p> <p><i>Work Matters: Human Relations on the Job</i>, Lesson 5.</p> <p>Nova Scotia Human Rights Commission, listed in the blue pages of the phone book. Ask for fact sheets that summarize the Human Rights Act as it applies to discrimination and sexual harassment in the workplace. Visit the website: <a href="http://www.gov.ns.ca/just/hr.htm">http://www.gov.ns.ca/just/hr.htm</a></p> <p><i>LifeChoices: Careers</i>, “Pay Equity,” “Wrongful Dismissal”.</p> <p>Nova Scotia Department of Labour, listed in the blue pages of the phone book.</p> <p><i>Guide to the Labour Standards Code of Nova Scotia</i>, a plain language publication available from the Department of Labour. Call them or follow the links at <a href="http://www.gov.ns.ca">http://www.gov.ns.ca</a> to the Department of Labour’s Information and Services page.</p>

Students will be expected to apply their understanding of environmental, personal, and social issues that arise in the workplace.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ apply strategies for safe and productive practices in the workplace</li> </ul>	<p>Topics:</p> <ul style="list-style-type: none"> <li>▶ recognizing and reducing negative stress</li> <li>▶ ergonomics</li> <li>▶ workers’ rights, part 3: health and safety laws and regulations</li> <li>▶ employers’ and employees’ responsibilities</li> <li>▶ hazardous substances</li> <li>▶ Workers’ Compensation</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ initiate a discussion on the difference between positive stress (stimulation, challenge) and negative stress (overload, worry, anxiety, burnout). Give examples of each. What conditions and attitude shifts can make the difference between positive and negative stress? What are the symptoms of negative stress? What trends in the workplace (refer to activities in Module 1) have led to increased stress?</li> <li>▶ link the topic of stress to the issue of work-related values, discussed in Modules 1 and 3. Students’ values will help define the best balance of family/social life, leisure, and work for them. When this balance doesn’t reflect their values and/or doesn’t allow for stress-reducing activities, negative stress and burnout can result.</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ identify sources of stress associated with new trends in the workplace, and with change in general</li> <li>▶ work in groups to identify strategies for avoiding negative stress and responding to symptoms of stress, both in school and in the workplace</li> <li>▶ describe, in their journals, an ideal work week in their preferred futures (see Module 1). The weekly schedule should include blocks of time devoted to work, family/socializing, physical activity (especially if work is primarily sedentary), and other leisure activities.</li> <li>▶ visit the stress and work stress directory at <a href="http://www.inter.nl.web/hcc/T.Compernelle/strescat.htm">http://www.inter.nl.web/hcc/T.Compernelle/strescat.htm</a></li> </ul>

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Suggestions for Assessment	Resources/Notes for Teachers
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ identify employment interview or application questions that violate the Nova Scotia Human Rights Act. Match each prohibited question with the kind of discrimination it implies (i.e., age , race, colour, religion, creed, sex, sexual orientation, disability, irrational fear of contracting an illness, ethnic or national origin, marital status, source of income, political belief or affiliation).</li> <li>▶ use a range of sources of information to determine workers’ labour rights in Nova Scotia</li> <li>▶ answer questions (e.g., true/false, open-ended) or respond to scenarios related to workers’ labour rights</li> <li>▶ describe the procedure for investigating their rights further or for filing a complaint</li> <li>▶ interview and report on someone who belongs to a union. Possible questions:               <ul style="list-style-type: none"> <li>▷ What does your union do for you?</li> <li>▷ How is your union organized?</li> <li>▷ How are decisions made in your union?</li> <li>▷ Have you ever gone on strike? If so, how did this affect you?</li> <li>▷ What are the advantages and disadvantages of belonging to a union?</li> </ul> </li> <li>▶ research and report on a local union and find out               <ul style="list-style-type: none"> <li>▷ whether it belongs to a larger national or international union</li> <li>▷ how, where and when the union began</li> <li>▷ how the workers’ salaries, conditions, and benefits have changed over time</li> </ul> </li> <li>▶ investigate and evaluate a recent strike. What were the issues? Who was affected by the strike? Do you think the strike was justified? What was the outcome?</li> <li>▶ write in their journals under the topic “You’re working in a unionized business/organization. What will you expect from your union? What will your union expect from you?”</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ assess journals for evidence that students understand the role of unions and how union membership may affect them in the future (see Appendix I)</li> </ul>	<p>A guide to the Labour Standards Code of Nova Scotia can be found online at <a href="http://www.gov.ns.ca/labr/lscodapl.htm">http://www.gov.ns.ca/labr/lscodapl.htm</a></p> <p>The Trade Union Act is available online at <a href="http://www.gov.ns.ca/legi/legc/statutes/tradeunl.htm">http://www.gov.ns.ca/legi/legc/statutes/tradeunl.htm</a></p> <p><i>Success in the Workplace</i>, chapter 20, “Labour Unions” (See case study: “Formation of Local 18.”)</p> <p><i>Expanding Your Horizons</i>, chap. 9 (See case study: “A Hunt for Dignity.”)</p>

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Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ apply strategies for safe and productive practices in the workplace</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ introduce the topic of ergonomics by convening the class in a physical environment that is different from the usual one. The class could meet in the library, student lounge, or in another location nearby. Or change the physical setting of the classroom by bringing in indirect lighting or candlelight, adding colour, or playing a recording of nature sounds and turning out the lights.</li> <li>▶ lead a discussion on the effect of physical space, colour, and lighting on one’s sense of well-being, creativity, and productivity. Use a guided visualization exercise or displayed images to evoke a variety of contrasting spaces (e.g., building surrounding a courtyard with pond and running water, discount store in a business park, cathedral, rustic log building with woodstove, study booths in a library, cluttered basement office with no windows). Also discuss the effect of physical posture (e.g., slumped over a desk versus sitting erect) on one’s breathing, productivity, and attitude.</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ work in groups to redesign the school, assuming a generous but not unlimited budget, in order to minimize negative stress and improve student productivity</li> <li>▶ visit two or three workplaces or public buildings and compare the effects of the physical environment on the users. Compare lighting, colour, air quality, traffic patterns, noise, type and arrangement of furniture, arrangement of private versus public spaces. What is the overall effect? What kinds of behaviour and relationships is each space conducive to? Which space is more inviting? intimidating? businesslike? healthy?</li> <li>▶ research ergonomics considerations for a work station that includes a desk and computer. How can the worker minimize the risks of eye strain, headaches, tendinitis, and back problems? Draw up an ergonomics checklist, or use one provided, to assess your personal work station.</li> </ul>

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<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ brainstorm, in their journals, sources of personal stress (things that stress me out) at home, at school, and with friends; signs that tell them they are getting stressed; and strategies for dealing with it (stress reducers)</li> </ul>	<p><i>LifeChoices: Careers</i>, “Coping with Shiftwork,” “Job Stress and Job Burn-out”</p> <p><i>Expanding Your Horizons</i>, chapter 10.</p> <p><i>Success in the Workplace</i>, chapter 17.</p> <p>Note that the topic of stress is also addressed in the junior high Personal Development and Relationships program and in the senior high course Physically Active Lifestyles 11.</p> <p>The Occupational Health and Safety Act is available online at <a href="http://www.gov.ns.ca/legi/legc/statutes/occph&amp;sl.htm">http://www.gov.ns.ca/legi/legc/statutes/occph&amp;sl.htm</a></p>

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Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ apply strategies for safe and productive practices in the workplace</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ inform students that, according to the Canada Labour Code, employees have the right                             <ul style="list-style-type: none"> <li>▷ to be informed of hazards in the workplace</li> <li>▷ to express concern about health and safety issues that may affect them</li> <li>▷ to refuse work that appears dangerous without being penalized for doing so</li> </ul> </li> <li>▶ initiate a discussion about the shared responsibility of both employers and employees to create a safe and healthy working environment. What can employers do? What can employees do?</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ summarize what the Nova Scotia Occupational Health and Safety Act says about the particular responsibilities of employers and employees</li> <li>▶ find out what the Workers' Compensation Board does and how it functions. Describe the procedure for reporting an accident.</li> <li>▶ evaluate real or fictional case studies describing different types of accidents. What could the employer have done to prevent the accident? What could the employee who was injured have done? What should the employee do next?</li> <li>▶ investigate the health and safety issues for an occupation of their choice (or of relevance to a career goal or work placement). What are the hazards and risks? What safety equipment is needed? What precautions should be taken? What reference materials are available? Possible sources of information: the Internet, library, trade publications and newsletters, interviews.</li> </ul>

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Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ look for evidence that students are able to recognize the physical elements that comprise a healthy, productive work environment</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ report on the results of their research by creating a poster, brochure, or other graphic representation including a brief description of relevant Web sites, symbols for health and safety hazards, diagrams of safety equipment and procedures, a list of do's and don'ts, etc.</li> <li>▶ design or describe a work environment that is "ergonomically friendly"</li> </ul>	<p><i>LifeChoices: Careers</i>, "Ergo-Naughty Habits".</p> <p><i>Expanding Your Horizons</i>, chapter 10, "Ergonomics".</p> <p>The Nova Scotia Department of Labour publishes a quarterly journal, <i>Workplace Issues</i>, available online at <a href="http://www.gov.ns.ca/labr/wi/vol6-1/coverpage.htm">http://www.gov.ns.ca/labr/wi/vol6-1/coverpage.htm</a></p>

Students will be expected to apply their understanding of environmental, personal, and social issues that arise in the workplace.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate an understanding of the role of ethics in the workplace</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ guide students in defining values; e.g., something that is important to me or that I believe is right. Review the values self-inventory that students completed in Module 1. How do values influence life/work decisions and choices? How are they acted out in the workplace?</li> <li>▶ note that the term <i>ethics</i> can be defined as a set of values or moral principles, or it can mean the principles of conduct governing an individual or group. The term <i>work ethic</i> is used to mean the placement of a high moral value on work.</li> <li>▶ introduce the concept of ethics: a commitment to act according to one’s values. Among friends, shared ethics are often unspoken but understood as part of the group culture. Often a company or organization’s values are carefully defined as rules of conduct or a code of ethics. If possible, illustrate with an example. Initiate a discussion on the importance of knowing and agreeing with a company’s values when applying for a job. What can happen if personal values and company values are in conflict?</li> <li>▶ define breach of ethics: one’s actions contradict one’s own or the group’s values or code of ethics. Lead a discussion of the consequences of breach of ethics, for both oneself and the group. Examples could involve breach of confidentiality, lying, and disloyalty. How does the person feel? What is the “residue”? How is the climate of trust affected?</li> <li>▶ invite representatives from a community business or government agency to address the topic of social and environmental responsibility. How has the business/agency translated its social ethics into action? What impact has this had on employees? the community? the business/agency? What more could be done in the future?</li> </ul>



Students will be expected to apply their understanding of environmental, personal, and social issues that arise in the workplace.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ explain, in chart, essay, or graphic format, how their values could influence the way they will               <ul style="list-style-type: none"> <li>▷ relate with co-workers, customers, and clients</li> <li>▷ arrange their life/work schedules</li> <li>▷ choose or create a work environment</li> <li>▷ relate to health and safety issues on the job</li> <li>▷ relate to their own and other employees' rights</li> </ul> </li> <li>▶ identify, in their journals, the three values that are most important to them and explain why</li> <li>▶ write 10 sentences in their journals that complete the following statements:               <ul style="list-style-type: none"> <li>I believe that...</li> <li>I value...</li> <li>It is important to me to...</li> <li>...therefore I would like to do the kind of work that...</li> <li>...therefore I would like to work for a company or organization that...</li> <li>...therefore I would like to work with people who...</li> </ul> </li> <li>▶ prepare a code of work-related ethics for themselves as self-reliant workers ("Me, Inc.") based on their own values to illustrate               <ul style="list-style-type: none"> <li>▷ the important role of ethics in social groups</li> <li>▷ the consequences of breaches of ethics</li> </ul> </li> <li>▶ use various sources, including the Internet, to research and report on a health and safety topic of interest to them, for example,               <ul style="list-style-type: none"> <li>▷ ergonomics</li> <li>▷ hazardous substances</li> <li>▷ environmental illness</li> <li>▷ work-related stress</li> </ul> </li> </ul>	<p><i>LifeChoices: Careers</i>, "Dangerous Substances in the Workplace," "Ten Questions to Ask Your Employer," "Creating Healthy Workplaces," "Workplace Standards and Safety".</p> <p><i>Expanding Your Horizons</i>, chapter 11.</p> <p><i>Success in the Workplace</i>, chapter 18.</p> <p>For information about the <i>Occupational Health and Safety Act</i> and the Workers' Compensation Board, contact the Nova Scotia Department of Labour, listed in the blue pages of the phone book.</p> <p>Internet:</p> <p>Follow the links at <a href="http://www.gov.ns.ca">http://www.gov.ns.ca</a> to the Dept. of Labour's Information and Services page.</p> <p>The Canadian Centre for Occupational Health and Safety has direct links to over 100 key resources for various sectors: <a href="http://www.ccohs.ca">http://www.ccohs.ca</a></p> <p>The Worker's Compensation Board of Nova Scotia has information online at <a href="http://www.wcb.ns.ca">http://www.wcb.ns.ca</a></p> <p><i>Expanding Your Horizons</i>, chapter 14.</p> <p><i>LifeChoices: Careers</i>, "Work Values Inventory."</p> <p>Corporate mission statements and policy handbooks; see also "International Code of Ethics for Canadian Business," <i>Expanding Your Horizons</i>, page 254.</p>

Students will be expected to apply their understanding of environmental, personal, and social issues that arise in the workplace.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate an understanding of the role of ethics in the workplace</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ prepare a code of ethics for their family or friends that reflects shared, if unspoken, values</li> <li>▶ find examples of organizations’ code of ethics. Possible sources: mission statements or policy handbooks available from business or government organizations or on-line. Translate the ethics (what the organization and its employees aspire to do) into a set of values (what the company holds to be important, what it holds to be right).</li> <li>▶ research examples of businesses in the community that are demonstrating social and environmental responsibility</li> <li>▶ work in groups to describe the consequences of breaches or conflicts in ethics in the workplace</li> <li>▶ give examples of how each of the following could express integrity in their work:               <ul style="list-style-type: none"> <li>▷ freelance photographer</li> <li>▷ restaurant owner</li> <li>▷ large software development company</li> <li>▷ student</li> <li>▷ manufacturing company</li> <li>▷ sales clerk</li> <li>▷ car mechanic</li> </ul> </li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ introduce the notion of integrity in the workplace: an employee or company that acts with integrity places values of fairness, honesty, quality, and loyalty above values related to profit, self-promotion, and self-interest</li> </ul>

Students will be expected to apply their understanding of environmental, personal, and social issues that arise in the workplace.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ list in their journals the most important ethical concerns of an ideal company. Assume they are hired by this company. Write a telephone dialogue to a friend telling him/her about the company. Outline why the company is a good place to work. Remember to include its approach to ethical issues related to their product or business practices (from chapter 14, Exploring the Workplace.</li> <li>▶ collect and display magazine ads that do and don't reflect a sense of integrity in their sales pitches. Examples of poor integrity might include ads that are deceptive, that exaggerate the merits of a product, or that use sexist or cultural stereotypes to sell their product or service.</li> <li>▶ collect and display ads or promotional brochures for service-oriented companies. Identify the company values that are being advertised, both directly and indirectly; e.g., life insurance and financial management companies may use language and design to project values of honesty, integrity, and stability; graphic designers and filmmakers may project values of innovation and risk taking.</li> <li>▶ work in groups to research, discuss, and present issues related to workplace ethics, for example,             <ul style="list-style-type: none"> <li>▷ conflict of interest</li> <li>▷ patronage</li> <li>▷ drug testing for job applicants and employees</li> <li>▷ employee surveillance/privacy</li> </ul> </li> </ul>	<p>Chapter 14, Exploring the Workplace, <i>Ethics in the Workplace</i>.</p> <p>Examples of issues in workplace ethics:</p> <ul style="list-style-type: none"> <li>▶ You believe it is wrong to steal but sometimes you take home “extra” office supplies for personal use. How could this affect you?</li> <li>▶ You are against animal cruelty, but you discover that you are selling cosmetics that have been tested on animals. Would you quit? What else could you do?</li> <li>▶ You know that confidentiality should be respected, but you can't help gossiping about a phone call you overheard in the office. How does this affect you, your co-workers, and the workplace culture?</li> <li>▶ You care about the environment, but you learn that the company you work for is careless about disposing toxic waste. Would you quit? What else could you do?</li> <li>▶ You know that it's wrong, but you choose to ignore the fact that the boss is sexually harassing some of the women employees. How does this affect you? the workplace culture? What else could you do?</li> <li>▶ You believe in human rights but you find out that the transnational company you are working for hires children at low wages in developing countries. Would you quit? What else could you do?</li> </ul>



## **Module 3 - A Life/Work Simulation**

Students will be expected to engage in a simulated life/work building process.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ apply an understanding of the ways that knowledge, academic and work skills, attitudes, and external assets can help achieve life/work goals</li> </ul>	<p>Sub-topics:</p> <ul style="list-style-type: none"> <li>▶ the role play/simulation</li> <li>▶ work histories: influences</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ introduce or review the "five messages" of career building</li> <li>▶ divide the class ("town") into groups ("communities")</li> <li>▶ assign role histories and family profiles. Encourage students to really "take on" their roles. Discuss students' comfort level with their roles and use the opportunity to discuss gender stereotypes.</li> <li>▶ lead a discussion on the ways that various factors (e.g., allies, technology, work experience, education, skills ) influenced students' life/work histories</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ classify and record information about their assigned role histories</li> <li>▶ interact with each other, discussing and comparing life/work roles</li> <li>▶ introduce themselves or each other to the rest of their community or town</li> <li>▶ describe themselves, in their roles, for example,               <ul style="list-style-type: none"> <li>▫ Write five words that describe your personality.</li> <li>▫ How do you spend your time outside work?</li> <li>▫ Who are your friends?</li> <li>▫ What are your dreams for the future?</li> </ul> </li> <li>▶ interview an adult about his or her work history</li> <li>▶ identify and classify personal and environmental factors that can lead to job loss, advancement, or change</li> <li>▶ identify life/work changes in their role histories, their causes, and how they managed these changes</li> </ul>

Students will be expected to engage in a simulated life/work building process.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ interview students in their roles, or ask questions following students' introductions</li> <li>▶ check their understanding of the cause-and-effect relationships between such factors as education, skills, attitudes, and allies and their work roles</li> <li>▶ look for a continued understanding of the role of lifelong learning in career building</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ present information about the person they interviewed</li> </ul>	<p><i>The Be Real Game</i>, Unit 1, Sessions 1 and 2</p> <p><i>The Be Real Game</i>, Unit 1, Session 3</p>

Students will be expected to engage in a simulated life/work building process.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate an understanding of the ways that work choices and career patterns affect lifestyle</li> </ul>	<p>Sub-topics:</p> <ul style="list-style-type: none"> <li>▶ work environment</li> <li>▶ education and income</li> <li>▶ income and lifestyle</li> <li>▶ budgeting</li> <li>▶ work alternatives</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ describe the work environment (hours, location, flexibility, relationships, etc.) associated with their work roles</li> <li>▶ complete a job profile (title, description, duties, skills and education needed, income, work environment) for a job they are applying for in their roles</li> <li>▶ assess the desirability of a job offer</li> <li>▶ describe the relationship between education/training and income, and between income and lifestyle</li> <li>▶ make up monthly budgets to reflect lifestyle decisions while in their life/work roles</li> <li>▶ adjust their monthly budgets in response to unexpected circumstances</li> <li>▶ explain their lifestyle decisions to others</li> <li>▶ keep track of all their personal spending for a week</li> <li>▶ make up a personal monthly budget, based on their actual and averaged expenses and income</li> <li>▶ work in groups to identify the advantages and disadvantages of various work alternatives (e.g., full-time and part-time employment, temp work, temporary, contracting, shiftwork)</li> <li>▶ complete a chart with these headings: "Work Alternatives" and "Best Suits People Who..." Consider values, lifestyle, financial need, working style, and personality when completing the chart.</li> <li>▶ adjust their lifestyle decisions and monthly budgets in response to a job change</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ compile, or help students compile, local information related to lifestyle costs</li> <li>▶ define the terms gross monthly income, net monthly income, monthly expenses, balance</li> </ul>



Students will be expected to engage in a simulated life/work building process.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ examine students' job profiles</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ (in their roles) make a montage that represents their lifestyle choices, using pictures (cut out or original) and words</li> <li>▶ write or talk about how they feel about their newfound jobs: will the job help them move in a career direction they want to go? help them develop important skills? support the lifestyle they want? offer a work environment that suits them? Is it in line with their work-related values?</li> </ul>	<p><i>The Be Real Game</i>, Unit 1, Session 4 ("work environment")</p> <p>Note that work-related values were introduced in Module 1 (self-inventory) and Module 2 (ethics). However, the topic of work and lifestyle is not highlighted elsewhere in this course.</p> <p><i>The Be Real Game</i>, Unit 1, Sessions 4, 5, and 6</p> <p>For local lifestyle costs: renters' and real estate directories, classified ads</p> <p>Students will also work with personal budgeting in the Financial Management section of Career and Life Management 11.</p> <p><i>LifeChoices: Careers</i>, articles under the heading "The Changing Workplace"</p> <p><i>The Be Real Game</i>, Unit 1, Session 6</p> <p><i>The Be Real Game</i>, Unit 2, Session 3</p>

Students will be expected to engage in a simulated life/work building process.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ demonstrate ways in which work, family, community, and leisure roles are interrelated</li> </ul>	<p>Sub-topics:</p> <ul style="list-style-type: none"> <li>▶ community needs and issues</li> <li>▶ emergency response</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ work in groups (while in their life/work roles) to respond to community challenges by                             <ul style="list-style-type: none"> <li>▷ selecting three challenges to respond to</li> <li>▷ describing possible solutions/responses for each challenge, using the pooled skills and resources of the community</li> </ul> </li> <li>▶ present their proposed responses to the rest of the class ("town")</li> <li>▶ identify issues and needs in their own community or region, and the life/work skills that volunteers could use to respond to these challenges</li> <li>▶ work in groups ("emergency response teams") to plan a response that uses the skills they have developed in their life/work roles</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ introduce a mock emergency related to a plausible natural disaster (e.g., hurricane, ice storm, flood, tidal wave), using recorded sound effects, video clips, etc.)</li> </ul>

Students will be expected to engage in a simulated life/work building process.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ look for evidence that students are applying work-related skills and experience to community needs</li> <li>▶ evaluate student group participation using a rubric (For an example, see Appendix C.)</li> </ul>	<p>Suggested instructional hours: 3+</p> <p><i>The Be Real Game</i>, Unit 1, Session 7</p> <p><i>The Be Real Game</i>, Unit 2, Session 4</p>

Students will be expected to engage in a simulated life/work building process.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ identify and select strategies for responding effectively to life/work changes</li> </ul>	<p>Sub-topics:</p> <ul style="list-style-type: none"> <li>▶ workplace trends</li> <li>▶ job transition plan</li> <li>▶ coping with stress</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ lead a discussion on common reasons for job change and how these reasons are related to social and economic trends</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ interview community members who have experienced job loss to find out what caused the change and how they coped with it</li> <li>▶ develop strategies for responding to job loss, while in their life/work roles</li> <li>▶ create a job transition plan that includes                             <ul style="list-style-type: none"> <li>▷ an adjusted monthly budget for the job transition period</li> <li>▷ a résumé</li> <li>▷ notes for anticipated job interviews and applications</li> <li>▷ a list of (real) potential employers and places of work</li> <li>▷ notes about other options, such as retraining, self-employment, and starting a small business</li> </ul> </li> <li>▶ identify ways of coping with the stress of job loss and transition</li> </ul>

Students will be expected to engage in a simulated life/work building process.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Students can create a job transition that includes</p> <ul style="list-style-type: none"> <li>▶ an adjusted monthly budget for the job transition period</li> <li>▶ a résumé</li> <li>▶ notes for anticipated job interviews and applications</li> <li>▶ a list of (real) potential employers and places of work</li> <li>▶ notes about other options, such as retraining, self-employment, and starting a small business</li> </ul>	<p><i>The Be Real Game</i>, Unit 2, Session 2</p> <p>See also Module 1, Topic 4, "Finding Work"; and Module 2, Topic 2, "Health and Safety"</p>

Students will be expected to engage in a simulated life/work building process.

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<b>Outcomes</b>	<b>Suggestions for Teaching and Learning</b>
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ apply skills needed to seek and obtain/create work</li> </ul>	<p>Sub-topics:</p> <ul style="list-style-type: none"> <li>▶ job listings</li> <li>▶ job search resources</li> <li>▶ job applications</li> <li>▶ job interview</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ seek and find work they are qualified for, based on the education, work experiences, and skills of their life/work role histories, and using the job listings provided</li> <li>▶ extend the job search to the current labour market</li> <li>▶ complete a job application</li> <li>▶ prepare for and role-play a job interview</li> </ul>

Students will be expected to engage in a simulated life/work building process.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ check that students are successfully applying the job search skills they learned in Module 1</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ in their life roles create a job search package which includes the following elements:               <ul style="list-style-type: none"> <li>▷ résumé</li> <li>▷ cover letter</li> <li>▷ list of allies</li> <li>▷ potential employers</li> <li>▷ mock job search schedule</li> </ul> </li> <li>▶ in small groups, act as a hiring panel. “Unemployed” students could apply for the position that meets their needs based on their life/work roles using their job search package. Each hiring panel would               <ul style="list-style-type: none"> <li>▷ prepare a job description</li> <li>▷ screen applicants</li> <li>▷ prepare interview questions</li> <li>▷ conduct interviews and “hire”</li> <li>▷ provide interviewees with evaluations of their performance</li> </ul> </li> </ul>	<p><i>The Be Real Game</i>, Unit 1, Session 4; Unit 2, Sessions 2 and 3</p> <p>Newspaper employment ads, Internet</p> <p>See also resources listed in Module 1, Topic 4, "Finding Work."</p> <p>If you are also teaching Module 4, integrate the career portfolio into the job search. Have students create or describe the items that would be included in the portfolio and explain how they could be used in a job interview.</p> <p>See the Appendix for an example of an interview checklist.</p>





## **Module 4 - Career Portfolio**

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ apply organizing and presenting skills in developing, maintaining, and updating their portfolios</li> <li>▶ document their involvement in activities in school and community</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ introduce the idea of a career portfolio by presenting or describing an example. A student or a working professional may have created the example. Ideally it should include several types of documentation, using more than one medium (e.g., written samples, photographs, videotape, certificates, computer disk). Guide students in seeing that the career portfolio               <ul style="list-style-type: none"> <li>▷ helps students and professionals recognize and take pride in their accomplishments and skills, and document these for others to see</li> <li>▷ can guide life/work planning, as an extension of self-assessment and as a way to organize occupational research and reflect on future directions</li> <li>▷ is a valuable self-marketing tool that can be used selectively when applying for jobs and/or post-secondary education</li> <li>▷ is a work in progress; it will grow and evolve as the student's skills, education, and experience grow</li> </ul> </li> <li>▶ invite a freelance consultant to present his or her professional portfolio to the class</li> <li>▶ create case studies describing life/work experiences. Guide students in brainstorming how they could document this experience for inclusion in a career portfolio. Experiences could include               <ul style="list-style-type: none"> <li>▷ travel to another country</li> <li>▷ a student job placement</li> <li>▷ a summer job</li> <li>▷ community volunteer work</li> <li>▷ a language exchange program</li> <li>▷ involvement in a school club</li> </ul> </li> <li>▶ establish guidelines for portfolio items: They should               <ul style="list-style-type: none"> <li>▷ represent the student's skills, achievements, and best work</li> <li>▷ be neat and without error</li> <li>▷ be organized and recorded on a cover sheet</li> </ul> </li> </ul>

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

Suggestions for Assessment	Resources/Notes for Teachers
<p>The portfolio itself is an assessment tool. Students can use it for self-assessment to identify strengths and skills, and areas that need strengthening. Teachers, parents, and others can use the portfolio to track students' progress in their life/work understanding and planning.</p> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ look for personal management skills in the maintenance and presentation of career portfolios, for example,               <ul style="list-style-type: none"> <li>▷ organization</li> <li>▷ neatness</li> <li>▷ professional appearance</li> <li>▷ choice of documentation (“best” work, varied, current)</li> </ul> </li> <li>▶ check that students understand the ongoing role of the portfolio in career building</li> <li>▶ provide class time to update and evaluate documentation</li> </ul>	<p>Sub-topics:</p> <ul style="list-style-type: none"> <li>▶ the career portfolio: what it is, how it is used</li> <li>▶ guidelines for creating a career portfolio</li> <li>▶ how to document and present current achievements and interests</li> </ul> <p><i>Expanding Your Horizons, "Developing a Career Portfolio"</i></p> <p>Teachers should not leave students with the impression that the portfolio can be completed. The portfolio is a work in progress and therefore, is never complete.</p> <p>Teachers may wish to offer the portfolio module concurrently with other modules (see Sequence of Modules, page 9).</p>

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ apply organizing and presenting skills in developing, maintaining, and updating their portfolios</li> <li>▶ document their involvement in activities in school and community</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ find and label a suitable container for their portfolios</li> <li>▶ create a "personal profile" chart that describes their interests and achievements. Categories could include favourite out-of-school activities, favourite school subjects, subjects with highest marks, sports/athletics, artistic interests, jobs, musical abilities, community involvement, etc. When completed, they can insert the profile chart into the portfolio.</li> <li>▶ collect appropriate documentation for their school and community activities and accomplishments (e.g., certificates and awards, work samples, letters of reference, exams, art work, photographs). Record each item on a tracking sheet and insert it into the portfolio.</li> <li>▶ role play a presentation of their portfolio items with a partner. While explaining the tracking chart and portfolio items, the student should project confidence and pride through appropriate eye contact, body language, and speaking skills. The partner's role is to show good listening skills through active listening, showing interest, and probing for more information. The listener also offers constructive feedback at the end of the presentation.</li> </ul>

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Students can help identify peers, teachers, parents, and/or other mentors who will be invited to form an assessment team. The team meets with the student periodically for a portfolio conference. The student presents the latest portfolio additions and then participates in reviewing progress and identifying next steps. In that way, assessment becomes a shared responsibility, while giving the student opportunity to present and reflect on his or her life/work resources, achievements, and goals within a supportive environment.</p> <p>Questions/concerns that might be addressed in a conference include the following:</p> <ul style="list-style-type: none"> <li>▶ Is the portfolio organized so that the audience can readily find information? Is it indexed?</li> <li>▶ Does the portfolio include a variety of documentation (certificates, photos, disks, writing, etc.) representing a variety of skills?</li> <li>▶ Has the student chosen his/her best work for the portfolio?</li> <li>▶ Has the student made a link between the documents and the skills they represent?</li> <li>▶ Is the student able to self-analyze areas of strength and areas for improvement?</li> <li>▶ Are essential elements present, such as <ul style="list-style-type: none"> <li>▷ résumé</li> <li>▷ references</li> <li>▷ activities list from school/community</li> <li>▷ skills statement</li> </ul> </li> <li>▶ What suggestions can the assessment team make to the students to improve their skills?</li> </ul> <p>Note: If an assessment team is not possible, students can have at least three individuals assess their portfolio based on the above criteria. This assessment could be completed in class as a pair/share activity or take place outside school by parents, community leaders, potential employers, etc.</p>	<p><i>Expanding Your Horizons, "Self-Assessment: My Personal History"</i></p> <p>Note: binders make it easy for students to organize and find documentation. They are ideal for paper documentation. Plastic inserts save documents from the hole punch and make it easy to remove documentation for closer examination.</p> <p>Expandable folders can hold a variety of documentation—videos, CDs, medals, and disks—that can be difficult to organize.</p>

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ identify employability skills that they require in the changing workplace</li> <li>▶ assess their skills in relation to workplace expectations</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ introduce the Employability Skills Profile. Lead a discussion on this profile: Why are employers looking for these skills? Why are they even more important now than in the past?</li> <li>▶ introduce and lead a discussion on Science Literacy for the World of Work.</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ clip employment ads from the newspaper, and identify the employability skills required for each job</li> <li>▶ create an employability skills web showing activities they do at school and outside of school that help develop academic, teamwork, and personal management skills</li> <li>▶ identify the employability skills they are developing in a particular subject area or course, and give examples of jobs that would require some of these skills</li> <li>▶ rate themselves against employability skills and scientific, technological, and mathematical competencies; list things they could do and courses they could take to strengthen skills that need improvement</li> <li>▶ insert self-assessments related to employability skills and science literacy in their portfolios</li> </ul>

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ summarize and reflect on their skills self-assessment in their journals</li> <li>▶ outline areas of strength and areas where improvement is needed</li> <li>▶ reflect on the picture that emerges</li> <li>▶ identify particular skills which could help them achieve life/work goals, given their preferred future</li> <li>▶ identify areas which present particular challenges</li> <li>▶ consider which areas they would like to work on</li> <li>▶ consider who or what could help them with these challenges</li> </ul>	<p>Sub-topics:</p> <ul style="list-style-type: none"> <li>▶ skills needed in the workplace</li> <li>▶ relevance of courses, extra-curricular activities, and community involvement</li> <li>▶ self-assessment of employability skills and science literacy</li> <li>▶ documentation of existing skills</li> </ul> <p>See Appendix E: Employability Skills Profile.</p> <p>See Appendix E: Science Literacy for the World of Work</p>

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ identify employability skills that they require in the changing workplace</li> <li>▶ assess their skills in relation to workplace expectations</li> </ul>	<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ lead students in brainstorming ways to document specific employability and science literacy skills. The documentation should be appropriate to the type of skill. For example, a photograph of a science fair exhibit with a short description of the project could be used to document teamwork, problem solving, numeracy, and communication skills; a printout of a student-designed Web page and a computer disk with an HTML file could be used to document information technology skills.</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ using one or more role histories from Module 3, work in groups to describe portfolio items that would help prepare the person for a job search</li> <li>▶ document five of their own skills, using a variety of media</li> <li>▶ add skill documentation to their portfolios, and record these items on the tracking sheet</li> <li>▶ role play a job interview for a particular job, in which they use selected portfolio items to present their skills and experience</li> </ul>



Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ discuss each student's self-assessment with respect to academic, personal management, teamwork, and science literacy skills, possibly as part of a portfolio conference</li> <li>▶ invite students to present new portfolio items to peers or to the assessment team</li> </ul>	<p><i>Expanding Your Horizons</i>, chapter 4.</p> <p>Conference Board of Canada documents:</p> <ul style="list-style-type: none"> <li>▶ Employability Skills Profile</li> <li>▶ Science Literacy for the World of Work</li> </ul> <p>See, for example, <i>LifeChoices: Careers</i>, page 46; <i>Expanding Your Horizons</i>, pages 76–79.</p> <p>See also "Employability Skills: What Canadian Employers Are Looking for," Appendix E (Note: this profile has been adapted for students).</p> <p>Build on previous discussions of transferable skills and their importance in today's workplace. See Modules 1, 2, and 3.</p> <p>See Module 5 for details on implementation of community-based projects.</p>

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ identify, plan for, and acquire credentials/certificates related to their career interests and abilities</li> </ul>	<p>Sub-topics:</p> <ul style="list-style-type: none"> <li>▶ identifying skills needed for a career area of interest</li> <li>▶ developing a strategy for strengthening existing skills or developing new ones</li> <li>▶ establishing short- and medium-range goals</li> <li>▶ carrying out the plan</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ work with the teacher or portfolio assessment team to develop a strategy for strengthening and/or developing employability skills</li> <li>▶ conduct research as needed (e.g., availability of a certification program, job shadowing opportunity, entrance requirements, costs)</li> <li>▶ develop a plan of action, with short- and medium-range goals</li> <li>▶ update their portfolios to reflect the skills they have gained or strengthened</li> </ul>

Students will be expected to demonstrate the skills and knowledge needed to prepare and maintain a career portfolio.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ review the student's strategy, research, and plan of action</li> <li>▶ meet with the student at regular intervals during their skill development program</li> <li>▶ review documentation for appropriateness</li> </ul>	<p>Credentials/certificates may be acquired in Module 5, Community-Based Experience.</p> <p>A Rubric for Project Assessment can be found in Appendix C.</p>



## **Module 5 - Life/Work Project**

Students will be expected to work independently to extend, apply, or explore in-depth, the ideas, issues, or skills introduced in modules 1, 2, 3, and/or 4.

Outcomes	Suggestions for Teaching and Learning
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ develop a plan for acquiring/improving their employability skills outside of the school</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ develop and present written suggestions for projects they want to undertake. Some students may suggest projects that exceed their skill levels or ability to complete. Teachers should suggest ways to help the students choose a project in which they have a fair chance of success. However, students must also be given the chance to undertake projects which lead to mixed results. Such risk-taking on the part of students should not go unrewarded. Students learn valuable lessons in the process of problem solving. Teachers must, therefore, monitor student progress carefully during project work so that their assessments validate the learning process as well as the results.</li> <li>▶ negotiate with the teacher to agree upon a list of skills which should be acquired during community project work</li> <li>▶ participate in discussions with their peers and make suggestions for improvement. Students may discover strategies which may be useful in their own projects.</li> <li>▶ choose methods for acquiring their skills. Students can research the possibilities within their community then present their conclusion to the teacher. Some possibilities include the following               <ul style="list-style-type: none"> <li>▷ a work placement which relates to a career interest or a skill deficit, for example, customer service</li> <li>▷ gaining credentials within the community, for example, Christopher Leadership, WHMIS, Emergency First Aid, Creative Writing Course</li> <li>▷ conducting a business venture</li> <li>▷ mentoring with a member of the community</li> <li>▷ select or develop a criteria which can be used to evaluate their project according to their particular strengths and weaknesses</li> </ul> </li> </ul>

Students will be expected to work independently to extend, apply, or explore in-depth, the ideas, issues, or skills introduced in modules 1, 2, 3, and/or 4.

Suggestions for Assessment	Resources/Notes for Teachers
<p>Teachers can assess students’ lists of prioritized skills for appropriateness:</p> <ul style="list-style-type: none"> <li>▶ Are skills linked to future career plans?</li> <li>▶ Are skills too challenging or not challenging enough?</li> <li>▶ Are resources available?</li> </ul> <p>Teachers can assess the students’ plans:</p> <ul style="list-style-type: none"> <li>▶ Has the student made a connection between the plan and the skills he/she wishes to develop?</li> <li>▶ Does the plan have a realistic time line?</li> <li>▶ Does the plan have a budget? (Course registration fees, uniforms, transportation)</li> <li>▶ Does the plan include a method of on going assessment and evaluation?</li> </ul> <p>Students can</p> <ul style="list-style-type: none"> <li>▶ review journals for previous assessments of areas of strength and weakness</li> <li>▶ meet with portfolio assessment team to review portfolio and determine skill areas which require improvement (in lieu of an assessment team, students could review portfolio assessment sheet as in Module 4)</li> <li>▶ partner with another student to assess skill weaknesses based on portfolio/personal history</li> <li>▶ prioritize skills they wish to acquire/improve</li> </ul>	<p>The project unit is designed to provide an alternative method for students to explore or extend topics outlined in the other modules, in particular, to develop and improve their employability skills.</p> <p>It may be undertaken as a separate unit in its own time block, if the project is substantial enough to require 25—30 hours of instructional time, or project work may be integrated with the other units of Life/Work Transitions 10 as either a continuing project integrating the learning in all or several of the modules, or a series of smaller projects.</p>

Students will be expected to work independently to extend, apply, or explore in-depth, the ideas, issues, or skills introduced in modules 1, 2, 3, and/or 4.

<b>Outcomes</b>	<b>Suggestions for Teaching and Learning</b>
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ develop a work plan to manage time and resources</li> <li>▶ develop a plan for monitoring their progress and contribute to the criteria used for evaluation</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ present the teacher with a written plan for completing their projects, showing time lines, method of acquiring skills, and budget (if appropriate)</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ work co-operatively with students to develop a plan for completion of projects and suggest revisions to students who have proposed a project which they would probably not be able to finish in the allotted time or would not be challenged enough to be of value to the student</li> <li>▶ work co-operatively with students to develop an assessment tool. A sample of work placement assessments can be found in the appendices.</li> </ul>



Students will be expected to work independently to extend, apply, or explore in-depth, the ideas, issues, or skills introduced in modules 1, 2, 3, and/or 4.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ maintain a journal or portfolio throughout the development of their independent project plans</li> <li>▶ record agreements made with the teacher about goals at several stages in the development of their projects in order that the teacher can monitor their progress and provide timely feedback</li> <li>▶ participate in discussions about the projects of other students and provide comments and suggestions for their improvement</li> <li>▶ include calendars in their journals so that they may record their progress</li> </ul>	<p>For sample assessment tools see chapter 13 “Community Connections” in <i>Expanding Your Horizons</i>.</p> <p>Note: Teachers may wish to make community contacts for students or have students make contact on their own. A brochure or letter explaining course requirements to the community would be helpful.</p> <p>Projects involving work experience should be framed within Department of Education and school board policy guidelines.</p>

Students will be expected to work independently to extend, apply, or explore in-depth, the ideas, issues, or skills introduced in modules 1, 2, 3, and/or 4.

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<b>Outcomes</b>	<b>Suggestions for Teaching and Learning</b>
<p>Students will be expected to</p> <ul style="list-style-type: none"><li>▶ implement their plan</li></ul>	<p>Students can</p> <ul style="list-style-type: none"><li>▶ keep journals to record and reflect on their progress, time spent, skills they are acquiring</li><li>▶ comment on the learning experiences of other students during seminars arranged by the teacher to compare student progress</li></ul>

Students will be expected to work independently to extend, apply, or explore in-depth, the ideas, issues, or skills introduced in modules 1, 2, 3, and/or 4.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ monitor student progress and success in meeting their agreed upon time lines by examining their journals frequently</li> <li>▶ provide constructive feedback and suggestions to students who may be falling behind in their schedules. In some cases, the project goals may have to be modified as the project proceeds. The ability of students to identify and deal with necessary changes could form part of the teacher’s evaluation.</li> <li>▶ arrange reflective learning sessions in which the teacher brings the students together as a group to share experiences, lessons/skills learned. These could be held on a weekly basis.</li> </ul>	

Students will be expected to work independently to extend, apply, or explore in-depth, the ideas, issues, or skills introduced in modules 1, 2, 3, and/or 4.

<b>Outcomes</b>	<b>Suggestions for Teaching and Learning</b>
<p>Students will be expected to</p> <ul style="list-style-type: none"> <li>▶ present the results of their project/ community experience</li> <li>▶ reflect on and assess their learning</li> </ul>	<p>Students can</p> <ul style="list-style-type: none"> <li>▶ present their projects in one of several ways, for example                             <ul style="list-style-type: none"> <li>▷ written presentations</li> <li>▷ class oral presentations</li> <li>▷ demonstration or showcase</li> <li>▷ dramas or videos</li> <li>▷ media presentations using presentation software such as Microsoft PowerPoint</li> <li>▷ combinations of the above</li> </ul> </li> <li>▶ determine how to document their newly acquired skills in their portfolios</li> </ul>

Students will be expected to work independently to extend, apply, or explore in-depth, the ideas, issues, or skills introduced in modules 1, 2, 3, and/or 4.

<b>Suggestions for Assessment</b>	<b>Resources/Notes for Teachers</b>
<p>Students can</p> <ul style="list-style-type: none"> <li>▶ meet with portfolio assessment team/teacher to present and review updated portfolio</li> </ul> <p>Teachers can</p> <ul style="list-style-type: none"> <li>▶ assess presentation techniques</li> <li>▶ assess appropriate vehicle to consider the appropriateness of the vehicles selected by the students to present their project accomplishments</li> <li>▶ review evaluation form previously established; assign percentage of mark to outside evaluator's assessment</li> <li>▶ review portfolio using checklist in Module 4</li> </ul>	



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# Contexts for Learning and Teaching

## The Learning Context

### 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 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 seven broad frames of mind or intelligences: linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical, interpersonal, and intra personal. Gardner believes that each learner has a unique combination of strengths and weaknesses in these seven 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 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 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

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, for example, environmental, emotional, sociological, cultural, and physical factors
- ▶ a time line appropriate for their individual learning needs within which to complete their work

# The Senior High School Learning Environment

## Creating Community

To establish the supportive environment which characterizes a community of learners, teachers need to demonstrate a valuing of all learners, illustrating how diversity enhances the learning experiences of all students, for example, 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 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, cooperative 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, modeling 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 should

- ▶ 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

## Engaging All Students

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

Life/Work Transitions 10 provides new opportunities to engage students who lack confidence in themselves as learners, who have a potential that has not been realized, or whose learning has been interrupted, for example refugees. These students may need substantial support in gaining essential knowledge and skills and in interacting with others.

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 request and receive clarification and elaboration
- ▶ are not threatening or intimidating
- ▶ focus on successes rather than failures
- ▶ are organized into clear, structured segments

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 optimum 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-to-one teacher-student learning
- ▶ independent learning
- ▶ partnered learning
- ▶ peer or cross-age tutoring
- ▶ mentoring

## Health and Safety

Activities in shop, laboratory, or 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 in order that students may acquire

- ▶ a strong orientation toward both personal and group safety
- ▶ an awareness of 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

Life/Work Transitions 10 offers many opportunities for students to extend 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 which 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 which extend and reinforce learning
- ▶ entrepreneurship-related projects
- ▶ community and service learning projects
- ▶ use of Internet listservs, newsgroup, bulletin board, and on-line conversations

It is important that administrators and teachers work to establish mutually beneficial relationships with businesses, organization, 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
- ▶ 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 Board's guidelines and policies
- ▶ establish class practices and procedures that promote positive and ongoing community relationships

## **Meeting the Needs of All Students**

Learners require inclusive classrooms, where a wide variety of learning experiences ensure 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 which 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 utilize 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 Life/Work Transitions 10 in the classroom, in the community, and in the media. Teachers should look for opportunities to

- ▶ promote critical thinking
- ▶ recognize knowledge as socially constructed
- ▶ model gender-fair language and respectful listening in all 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 enrich their lives and their culture.

The curriculum outcomes designed for Life/Work Transitions 10 provide a framework for a range of learning experiences for all students.

Teachers must adapt learning contexts, including environment, strategies for learning and strategies for assessment, to provide support and challenge for all students, using curriculum outcomes to plan learning experiences appropriate to students' individual learning needs. When these changes are not sufficient for a student to meet designated outcomes, an individual program plan is required. For more detailed information, see *Special Education Policy Manual (1996)*, Policy 2.6.

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 which 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

### Vision for the Integration of Information Technologies

The Nova Scotia Department of Education has articulated five components to the learning outcomes framework for the integration of IT within curriculum programs:

1. **Basic Operations and Concepts**  
concepts and skills associated with the safe, efficient operation of a range of information technologies
2. **Productivity Tools and Software**  
the efficient selection and use of IT 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
3. **Communications Technology**  
the use of specific, interactive technologies which support collaboration and sharing through communication
4. **Research, Problem Solving, and Decision Making**  
the organization, reasoning, and evaluation by which students rationalize their use of IT
5. **Social, Ethical, and Human Issues**  
that understanding associated with the use of IT 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

### Integrating Information and Communication Technologies within the Classroom

As information technologies shift the ways in which society accesses, communicates, and transfers information and ideas, they inevitably change the ways in which students learn.

Students must be prepared to deal with an information and communications environment characterized by continuous, rapid change, an exponential growth of information, and expanding opportunities to interact and interconnect with others in a global context.

Because technologies are constantly and rapidly evolving, it is important that teachers make careful decisions about applications, always in relation to the extent to which technology applications help students to achieve the curriculum outcomes.

Technology can support learning for the following specific purposes.

*Inquiry*

**Theory Building:** Students can develop ideas, plan projects; track the results of growth in their understanding, develop dynamic, detailed outlines; and develop models to test their understanding using software and hardware for modeling, simulation, representation, integration, and planning.

**Data Access:** Students can search for and access documents, multimedia events, simulations, and conversations through hypertext/hypermedia software; digital, CD-ROM, and Internet libraries, and databases.

**Data Collection:** Students can create, obtain, and organize information in a range of forms, using sensing, scanning, image and sound recording and editing technology, databases, spreadsheets, survey software, and Internet search software.

*Communication*

**Media Communication:** Students can create, edit, and publish, present, or post documents, presentations, multi-media events, webpages, simulations, models, and interactive learning programs, using word processing, publishing, presentation, webpage development, and hypertext software.

**Interaction/collaboration:** Students can share information, ideas, interests, concerns, and questions with others through e-mail; Internet audio, video, and print conferences; information servers; Internet news groups and listservs; and student-created hypertext environments.

**Teaching and Learning:** Students can acquire, refine and communicate ideas, information, and skills using tutoring systems and software, instructional simulations, drill and practice software, and telementoring systems.

*Expression*

Students can shape the creative expression of their ideas, feelings, insights, and understandings using graphic software, music making, composing, editing and synthesizing technology; interactive video and hyper media, animation software; multimedia composing technology; sound and light control systems and software; and video and audio recording and editing technology.

# Assessing and Evaluating Student Learning

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

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgements or decisions based upon 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.

## 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 learning they value; for example, teachers can communicate that they value risk taking or lateral thinking by including these elements in determining marks.

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 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-centered learning practices when they

- ▶ design assessment and evaluation tasks that help students make judgements about their own learning and performance
- ▶ provide assessment and evaluation tasks that allow for a variety of learning styles and preferences
- ▶ individualize assessment and evaluation tasks to accommodate specific learning needs
- ▶ work with students to describe and clarify what will be assessed and evaluated and how it will be assessed and evaluated
- ▶ provide students with regular, specific, frequent, and consistent feedback on their learning

Assessment activities, tasks, and strategies include, for example,

- ▶ anecdotal records
- ▶ artifacts
- ▶ audiotapes
- ▶ 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
- ▶ presentations
- ▶ projects
- ▶ questioning
- ▶ questionnaires
- ▶ quizzes, tests, examinations
- ▶ rating scales
- ▶ reports
- ▶ reviews of performance
- ▶ self-assessments
- ▶ sorting scales (rubrics)
- ▶ surveys
- ▶ videotapes
- ▶ work samples
- ▶ written assignments

### **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 they know, are able to do, and value.

It is important that students participate actively in the assessment and evaluation of their learning, 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, for example 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? What do I need to learn next?

Effective assessment practices provide opportunities for students to

- ▶ reflect on their progress toward achievement of learning outcomes
- ▶ assess and evaluate their learning
- ▶ set goals for future learning

## **Diverse Learning Styles and Needs**

Teachers should develop assessment practices which affirm and accommodate students' cultural and linguistic diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the multiple ways oral, written, and visual language are used in different cultures for a range of purposes. Student performance takes place 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 which accommodate their needs, and at their own pace.

## **Portfolios**

A major feature of assessment and evaluation in Life/Work Transitions 10 is the use of portfolios. A portfolio is a purposeful selection of a student's work that tells the story of the student's efforts, progress, and achievement.

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 the portfolio. 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 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, along with multiple revisions, allow students to examine their progress and demonstrate achievement to teachers, parents, and others.

Students should be encouraged to develop a portfolio which demonstrates their achievements in a context beyond a particular course, including letters, certificates, and photographs, for example, as well as written documents. A career portfolio can be very helpful when students need to demonstrate their achievements to potential employers or admission offices of post-secondary institutions.

## **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, when assessing learning of a higher order than recall of information, for example, learning that requires synthesis, analysis, or evaluation.

In learning activities that involve responding to a text or solving a problem, for example, students might work collaboratively to clarify and define the task, and then work either collaboratively or individually to develop an answer. 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 students, or developed by students and screened by the teacher.

Process-based tests and examinations allow students demonstrate knowledge and skills and apply strategies at multiple stages in learning processes, for example, in creating texts; responding to texts or issues; solving problems; or gathering, evaluating, and synthesizing information.

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, for example, the operation of a device, the identification of materials labels, or the demonstration of a technique or procedure.

## **Effective Assessment and Evaluation Practices**

Effective assessment 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 towards 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 achievement.

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
- ▶ focus on what students can do rather than on what they cannot do
- ▶ 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
- ▶ 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
- ▶ accommodate multiple responses and a range of tasks and resources
- ▶ include students in developing, interpreting and reporting on assessment



## Appendix A: Rate the Résumé

Name: \_\_\_\_\_

- |  |     |    |
|--|-----|----|
| 1. Is the résumé on plain white paper?   | yes | no |
| 2. Is it typed?  | yes | no |
| 3. Is it paper clipped or stapled?   | yes | no |
| 4. Is it attractive to the eye?  | yes | no |
| 5. Can you easily read it?   | yes | no |
| 6. Is the information organized?   | yes | no |
| 7. Is it consistent in format (margins, headings, etc.)?                       | yes | no |
| 8. Does it contain the following components (if applicable to qualifications): |     |    |
| Name   | yes | no |
| Address  | yes | no |
| Phone #  | yes | no |
| Message #  | yes | no |
| Education  | yes | no |
| Skill Highlights   | yes | no |
| Work Experience  | yes | no |
| Volunteer Work   | yes | no |
| Awards & Merits  | yes | no |
| Awards & Certificates  | yes | no |
| Extracurricular Activities   | yes | no |
| Hobbies & Interests  | yes | no |
| References (name, address, phone #, position)                                  |     |    |
| 1. Personal  | yes | no |
| 2. Educational   | yes | no |
| 3. Work  | yes | no |
| 9. Does the résumé contain any of the following:                               |     |    |
| Spelling errors  | yes | no |
| Grammatical errors   | yes | no |
| Finger prints, stains  | yes | no |
| White Out  | yes | no |
| Photographs  | yes | no |
| Information on   |     |    |
| gender   | yes | no |
| age  | yes | no |
| marital status   | yes | no |
| health   | yes | no |

Comments: \_\_\_\_\_



## Appendix B: Interview Observation Check List

Student Name: \_\_\_\_\_

1. **Describe the interviewee's dress.**  
 neat and clean     professional     appropriate for position     inappropriate
2. **How did the interviewee walk into the room?**  
 erect, head up     looking ahead     with a bounce     slumped forward  
 dragging feet     other \_\_\_\_\_
3. **How did the interviewee sit during the interview?**  
 slumped down     back straight     slouched forward     other: \_\_\_\_\_
4. **Where did the interviewee look during the interview?**  
 eyes moving back and forth to interviewer(s)     at interviewer's eyes  
 away from listener most of the time     at the ceiling, floor     other: \_\_\_\_\_
5. **Describe the interviewee's smile.**  
 forced     relaxed     natural     other: \_\_\_\_\_
6. **Describe the facial expression the interviewee displayed most frequently.**  
 cheerful     bored     angry     nervous  
 other: \_\_\_\_\_
7. **Did the interviewee display any nervous habits?**  
 fidgeting     playing with hair     playing with jewelry     stuttering  
 biting nail     repetition of a word (ah)
8. **Describe the interviewee's voice level.**  
 loud     difficult to hear     covered mouth with hands     confident  
 other: \_\_\_\_\_
9. **Describe how the interviewee answered questions.**  
 clear answers     answered question inappropriately     responded with "I don't know"  
 other: \_\_\_\_\_
10. **How did the interviewee depart the interview?**  
 thanked the panel for their time     asked a departing question  
 offered a hand to interviewer at the door     rushed from the room     other: \_\_\_\_\_



## Appendix C: Project Rubric

This simple tool provides an example for teachers and students to use in defining project expectations, negotiating a mark, and monitoring progress. Not all of these elements will be useful for all projects.

	<b>Does not yet meet expectations: 1 Point</b>	<b>Meets expectations: 2 Points</b>	<b>Exceeds expectations: 3 Points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Topic/Content</b>	includes some essential information/elements and few details	includes essential information/elements with enough elaboration to give audience an understanding of the topic	covers topic completely and in depth. encourages audience to reflect or enquire further		
<b>Analysis/ Discussion/ Development</b>	information/ideas presented without questioning or analysis	information/ideas selected, analysed, and evaluated	information /ideas selected and combined clearly and comprehensively		
<b>Product/ Solution/ Inquiry</b>	has limited effectiveness or is not effective	is effective	results are elegant, sophisticated, or comprehensive		
<b>Specific Requirements</b>	includes ___ or less___ <i>(to be filled in by teacher and student)</i>	includes at least _____	includes at least ___ or more_____		
<b>Format</b>	includes several inappropriate, incorrect, or ineffective elements	elements are generally used effectively, appropriately, and correctly	elements are used to enhance, clarify, and emphasize		
<b>Group Work</b>	works with others, but has difficulty sharing decisions and responsibilities with others	works well with others, takes part in decisions, and contributes fair share to group	works well with others, assumes a clear role and related responsibilities, motivates other to do their best		
<b>Presentation Skills</b>	some difficulty communicating ideas	communicates ideas with adequate preparation, and some enthusiasm	communicates ideas with enthusiasm, clarity, and control		
			<b>Total Points</b>		



## Appendix D: Summary of Class or Group Activity

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Never 0	Very Seldom 1	2	Seldom 3	Occasionally 4	5	Frequently 6	7	Very Frequently 8	9	Always 10
a. participation, effort										
b. attitude, sensitivity to others, sincerity										
c. co-operation, willingness to help and support others										
d. spontaneity, risk taking, enthusiasm, curiosity										
e. striving for a personal best, going beyond the minimum										
f. leadership and support roles in group activities										
g. listening skills, carrying out instructions, responding										
h. effective use of class time										
i. evidence of consistent progress										
j. evidence of planning and preparation										





## **Appendix E: Employability Skills Profile**

# EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce

## Academic Skills

Those skills which provide the basic foundation to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can:

- Communicate**
  - Understand and speak the languages in which business is conducted
  - Listen to understand and learn
  - Read, comprehend and use written materials, including graphs, charts and displays
  - Write effectively in the languages in which business is conducted
- Think**
  - Think critically and act logically to evaluate situations, solve problems and make decisions
  - Understand and solve problems involving mathematics and use the results
  - Use technology, instruments, tools and information systems effectively
  - Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences)

## Learn

- Continue to learn for life

## Personal Management Skills

The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results

Canadian employers need a person who can demonstrate:

- Positive Attitudes and Behaviours**
  - Self-esteem and confidence
  - Honesty, integrity and personal ethics
  - A positive attitude toward learning, growth and personal health
  - Initiative, energy and persistence to get the job done
- Responsibility**
  - The ability to set goals and priorities in work and personal life
  - The ability to plan and manage time, money and other resources to achieve goals
  - Accountability for actions taken
- Adaptability**
  - A positive attitude toward change
  - Recognition of and respect for people's diversity and individual differences
  - The ability to identify and suggest new ideas to get the job done—creativity

## Teamwork Skills

Those skills needed to work with others on a job and to achieve the best results

Canadian employers need a person who can:

- Work with Others**
  - Understand and contribute to the organization's goals
  - Understand and work within the culture of the group
  - Plan and make decisions with others and support the outcomes
  - Respect the thoughts and opinions of others in the group
  - Exercise "give and take" to achieve group results
  - Seek a team approach as appropriate
  - Lead when appropriate, mobilizing the group for high performance



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This profile outlines foundation skills for employability. For individuals and for schools, preparing for work or employability is one of several goals, all of which are important for society.

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## Appendix F: The Blueprint for Life/Work Designs

*The Blueprint for Life/Work Designs* (1998) is a progression of competencies for career education. A collaborative effort led by the National Life/Work Centre and Human Resources Development Canada, the *Blueprint* provides a cohesive and comprehensive framework that spans K–Adult.

The following list of Level 3 *Blueprint* competencies have been identified as appropriate for high school students. Notes in the second and third columns of the chart indicate which competency areas are the focus of Life/Work Transitions and Career and Life Management. The overlap between the two courses reflects the fact that Life/Work Transitions 10 lays a broad-based foundation for the more focussed career planning and job search skill development of Career and Life Management 11. Life/Work Transitions 10 also focusses on some competency areas not directly addressed in Career and Life Management 11.

<b>Blueprint Competencies &amp; Indicators: Level 3 (High School)</b>	<b>Life/Work Transitions 10</b>	<b>Career and Life Management 11</b>
<p><b>1. Develop abilities to maintain a positive self-concept</b></p> <ul style="list-style-type: none"> <li>▶ discover personal interests, skills, values, beliefs, and attitudes and determine their importance</li> <li>▶ discover external assets (e.g., relationships, finances, goods) and determine their importance</li> <li>▶ explore (the use of) peer feedback and demonstrate the ability to use it</li> <li>▶ understand how individual characteristics relate to achieving personal, social, educational, and career goals and demonstrate those characteristics conducive to achieving such goals</li> <li>▶ understand the relationship between personal behaviour and self-concept</li> <li>▶ demonstrate behaviour reflective of a positive self-concept</li> </ul>	<p>Mod. 1</p> <p>Mod. 1</p> <p>Mod. 1, 3</p> <p>“</p> <p>“</p> <p>Mod. 1, 4</p>	<p>Self-Mgt., Career</p> <p>Career</p> <p>Self-Mgt</p> <p>Career</p> <p>Self-Mgt.</p>

Blueprint Competencies & Indicators: Level 3 (High School)	Life/Work Transitions 10	Career and Life Management 11
<p><b>2. Develop abilities for building positive relationships in one's life and work</b></p> <ul style="list-style-type: none"> <li>▶ deepen understanding of effective interpersonal skills, knowledge, and attitudes</li> <li>▶ demonstrate interpersonal skills, knowledge, and attitudes required for working with and for others</li> <li>▶ explore appropriate employer and employee interactions and client and contractor interactions in various situations</li> <li>▶ discover symptoms of stress</li> <li>▶ discover and demonstrate how to express feelings, reactions, and ideas in an appropriate manner</li> <li>▶ explore the knowledge, skills, and attitudes to teach others and demonstrate the ability to do so</li> <li>▶ demonstrate the ability to mentor others</li> </ul>	<p>Mod. 1, 2, 3, 4</p> <p style="text-align: center;">“</p> <p>Mod. 2</p> <p>Mod. 2</p> <p>Mod. 2</p> <p>Mod. 1, 2, 3</p>	<p>Self-Mgt. Career</p> <p>Career</p>

<b>Blueprint Competencies &amp; Indicators: Level 3 (High School)</b>	<b>Life/Work Transitions 10</b>	<b>Career and Life Management 11</b>
<p><b>3. Learn to respond to change and growth</b></p> <ul style="list-style-type: none"><li>▶ discover how developmental changes affect physical and mental health</li><li>▶ explore the effect of emotional and physical health on career decisions</li><li>▶ deepen understanding of healthy ways of dealing with stress</li><li>▶ discover and demonstrate behaviours that maintain physical and mental health</li></ul>	Mod. 2, 3	



Blueprint Competencies & Indicators: Level 3 (High School)	Life/Work Transitions 10	Career and Life Management 11
<p><b>5. Locate, interpret, evaluate and use life/work information</b></p> <ul style="list-style-type: none"> <li>▶ explore the educational requirements of various work roles</li> <li>▶ explore and demonstrate use of career information resources (e.g., handbooks, career materials, labour market information, mass media, computer- and Internet-based career information delivery systems)</li> <li>▶ explore and demonstrate use of various classification systems that categorize work roles and industries</li> <li>▶ explore the advantages and disadvantages of a variety of work alternatives (e.g., full employment, multi-tracking, contracting, consulting, entrepreneurship)</li> <li>▶ explore human resources in selected work roles as possible information resources, role models, or mentors</li> <li>▶ understand how a change in supply and demand for workers impact different work roles</li> <li>▶ understand how employment and workplace trends relate to learning, education, and training</li> <li>▶ understand how factors such as population, climate, and geographic location impact work opportunities</li> <li>▶ understand why statistical information about work may or may not be relevant to the individual (i.e., know the difference between statistical probabilities and personal probabilities)</li> </ul>	<p>Mod. 1, 3</p> <p>“</p> <p>“</p> <p>“</p> <p>Mod. 3</p> <p>Mod. 5</p> <p>Mod. 1, 3</p>	<p>Career</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>



Blueprint Competencies & Indicators: Level 3 (High School)	Life/Work Transitions 10	Career and Life Management 11
<p><b>6. Understand how societal and economic needs influence the nature and structure of work</b></p> <ul style="list-style-type: none"> <li>▶ explore the effect of work on lifestyles</li> <li>▶ understand how society’s needs and functions affect the supply of goods and services</li> <li>▶ understand how social, demographic, occupational, and industrial trends relate to work and learning</li> <li>▶ understand global economy and how it affects each province, community, and individual</li> <li>▶ determine the importance of work for oneself</li> </ul>	<p>Mod. 3</p> <p>Mod. 1, 3</p> <p>Mod. 1</p> <p>Mod. 1</p>	<p>Career</p> <p>“</p>

Blueprint Competencies & Indicators: Level 3 (High School)	Life/Work Transitions 10	Career and Life Management 11
<p><b>7. Develop abilities to seek, obtain/create and maintain work</b></p> <ul style="list-style-type: none"> <li>▶ update and demonstrate the skills, knowledge, and attitudes to locate, interpret and use information about work opportunities</li> <li>▶ update and demonstrate the academic and practical skills required for a variety of work alternatives</li> <li>▶ update and demonstrate the skills, knowledge, and attitudes necessary for a successful work interview</li> <li>▶ update and demonstrate the skills, knowledge, and attitudes in preparing personal marketing documentation (e.g., resumes, proposals, cover letters)</li> <li>▶ explore specific work opportunities</li> <li>▶ update and demonstrate employability skills, knowledge, and attitudes necessary to obtain and maintain work</li> <li>▶ explore and demonstrate skills, knowledge, and attitudes to assess work opportunities (e.g., working conditions, benefits)</li> <li>▶ explore services available to make the transition from high school to work or further education/training</li> <li>▶ understand that work opportunities often require relocation</li> <li>▶ explore and demonstrate the skills, knowledge, and attitudes necessary to function as a consumer and manage financial resources</li> </ul>	<p>Mod. 1, 3</p> <p>Mod. 4</p> <p>Mod. 1, 3</p> <p>“</p> <p>“</p> <p>Mod. 4</p> <p>Mod. 2</p> <p>Mod. 1</p>	<p>Career</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>Financial Mgt.</p>



Blueprint Competencies & Indicators: Level 3 (High School)	Life/Work Transitions 10	Career and Life Management 11
<p><b>9. Link lifestyles and life stages to life/work building</b></p> <ul style="list-style-type: none"> <li>▶ understand life stages</li> <li>▶ explore factors that determine lifestyles (e.g., socioeconomic status, culture, values, work choices, work habits)</li> <li>▶ explore ways in which work choices may affect lifestyle</li> <li>▶ explore the contribution of work to a balanced and productive life</li> <li>▶ explore ways in which work, family and leisure roles are interrelated</li> <li>▶ understand how different career patterns can affect family patterns and lifestyle</li> <li>▶ explore the importance of leisure activities</li> <li>▶ discover how work skills, knowledge, and attitudes can be acquired through leisure</li> </ul>	<p>Mod. 3</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>	<p>Career</p>
<p><b>10. Understand and learn to overcome stereotypes in life/work building</b></p> <ul style="list-style-type: none"> <li>▶ explore factors that have influenced the changing career patterns of women and men</li> <li>▶ explore gender stereotyping and bias in educational programs and work settings</li> <li>▶ explore and demonstrate attitudes, behaviours, and skills that contribute to eliminating gender bias and stereotyping</li> <li>▶ determine one’s own desire to contribute to eliminating gender bias and stereotyping</li> <li>▶ explore the advantages and problems of nontraditional work roles</li> </ul>	<p>Mod. 1</p> <p>Mod. 2, 3</p> <p>“</p> <p>“</p>	

Blueprint Competencies & Indicators: Level 3 (High School)	Life/Work Transitions 10	Career and Life Management 11
<p><b>11. Understand, engage in, and begin to manage one’s life/work building process</b></p> <ul style="list-style-type: none"> <li>▶ understand how to create a preferred future or personal vision and demonstrate the ability to do so</li> <li>▶ determine the importance to create a preferred future or personal vision for oneself</li> <li>▶ explore life/work plans that reflect the importance of lifelong learning</li> <li>▶ explore postsecondary technical and academic programs</li> <li>▶ understand why changes may require retraining and upgrading of workers’ skills</li> <li>▶ explore [sic; use] school and community resources to explore educational and work choices</li> <li>▶ [explore and] demonstrate skills, knowledge, and attitudes necessary to use school and community resources to explore educational and work choices</li> <li>▶ explore the costs and benefits of a variety of work alternatives</li> <li>▶ explore and demonstrate work-related skills, knowledge, and attitudes developed through volunteer experiences, part–time employment, or school–to–work transition programs</li> <li>▶ explore and demonstrate the skills, knowledge, and attitudes necessary to compare education and work opportunities</li> <li>▶ develop an individual life/work plan, updating information from earlier plans and including tentative decisions to be implemented after high school</li> </ul>	<p>Mod. 1</p> <p>“</p> <p>Mod. 1, 3</p> <p>“</p> <p>Mod. 3</p> <p>Mod. 1</p> <p>“</p> <p>Mod. 1, 3</p> <p>Mod. 5</p> <p>Mod. 1</p>	<p>Career</p> <p>“</p> <p>Career</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p> <p>“</p>



## Appendix G: WebQuest

A WebQuest is an Internet-based inquiry or problem-solving learning experience in which students, usually working in groups, have access to a range of online and other resources. Students gather information and ideas to build a scaffold of understanding which leads them to insights or solutions which they can share with others.

- ▶ *introduction:* use background information to articulate an engaging topic, issue, or question
- ▶ *task:* define the scope and limits of the task
- ▶ *plan:* identify steps, develop a graphic organizer, guiding questions, and assessment points
- ▶ *resources:* make a list of Internet, text\*, and human resources
- ▶ *process:* analyze, evaluate, and synthesize ideas; organize, refine, and present results
- ▶ *conclusion:* summarize, reflect on, and extend learning

\* text describes any language event, whether oral written, or visual

<b>WebQuest Links</b>	
A WebQuest about WebQuests	<a href="http://edweb.sdsu.edu/courses/edtec596/webquestwebquest.html">http://edweb.sdsu.edu/courses/edtec596/webquestwebquest.html</a>
Building Blocks of a WebQuest	<a href="http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html">http://edweb.sdsu.edu/people/bdodge/webquest/buildingblocks.html</a>
Matrix of Example WebQuests	<a href="http://www.esc20.net/techserv/projects/webquests.html">http://www.esc20.net/techserv/projects/webquests.html</a>
Examples of WebQuests	<a href="http://edweb.sdsu.edu/people/bdodge/Professional.html">http://edweb.sdsu.edu/people/bdodge/Professional.html</a>
Introduction to WebQuests	<a href="http://www.esc20.net/techserv/webquest/default.html">http://www.esc20.net/techserv/webquest/default.html</a>
WebQuest In-service	<a href="http://www.nde.state.ne.us/SS/webqinfo.html">http://www.nde.state.ne.us/SS/webqinfo.html</a>
Thoughts about WebQuests	<a href="http://edweb.sdsu.edu/courses/edtec596/about_webquests.html">http://edweb.sdsu.edu/courses/edtec596/about_webquests.html</a>
The WebQuest Page	<a href="http://edweb.sdsu.edu/webquest/webquest.html">http://edweb.sdsu.edu/webquest/webquest.html</a>
Triton Summer Symposium	<a href="http://edweb.sdsu.edu/people/bdodge/Professional.html">http://edweb.sdsu.edu/people/bdodge/Professional.html</a>
WebQuest Index (MISD)	<a href="http://www.macomb.k12.mi.us/wq/webqindx.htm">http://www.macomb.k12.mi.us/wq/webqindx.htm</a>
WebQuests Created by Teachers	<a href="http://www.plainfield.k12.in.us/hschool/webquest.htm">http://www.plainfield.k12.in.us/hschool/webquest.htm</a>
WebQuests for Learning	<a href="http://edweb.sdsu.edu/edfirst/courses/webquest.html">http://edweb.sdsu.edu/edfirst/courses/webquest.html</a>
WebQuests in Our Future	<a href="http://www.capecod.net/schrockguide/webquest/wqsl1.htm">http://www.capecod.net/schrockguide/webquest/wqsl1.htm</a>
Teaching with the Web	<a href="http://www.thacher.pvt.k12.ca.us/weaving/ExampleWebQuests.html">http://www.thacher.pvt.k12.ca.us/weaving/ExampleWebQuests.html</a>





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## Appendix H: Career Values

Read the following statements to the class. Have students express their degree of agreement/disagreement to each item through voting, or in their journals or logbooks.

1. I would never leave Nova Scotia to work elsewhere.
2. I want to be my own boss.
3. Everybody should have a job.
4. I would like the kind of job where I would know what I was going to do each day.
5. I believe that everyone has an equal chance for employment.
6. I would not be likely to change jobs frequently.
7. If the money were good, I would take any job.
8. I would like to work outdoors most of the time (even winter).
9. I believe that men and women can do the same jobs.
10. I prefer to work as part of a team.
11. I would want a job where the more I worked, the more I earned.
12. I believe that anyone can get a good job, if he or she does the right things.
13. I believe that how well I do this year in school will affect my future in whatever job I hope to have.
14. I would be prepared to make sacrifices in my personal life to advance my career.
15. I am comfortable meeting new people.



## Appendix I: Journals and Logbooks

Logbooks and journals are a part of many occupations and as such are highly reflective of the world of work. Many highly successful people keep a daily journal as a habit that helps them develop insights into their work. A journal may include sketches, diagrams, notes, quotes, questions, excerpts, and drafts.

The logbook or journal may be used to develop a final product, such as a report, design, profile, fictional text or dramatization, or it may be a way of tracking progress and developing ideas and insights.

Students need to see the value of their journal writing, not only through frequent responses from the teacher, including assessments which “count,” but also through assignments which provide linkages to previous and subsequent learning or which meet specific learning and/or personal needs for the student.

Since the logbook or journal can contain very personal thoughts and ideas stimulated by thought provoking questions, the teacher must make provisions to honor the confidentiality of students’ work except where legally required to do otherwise.

Elements of the following journal assessment rubrics may be used in various combinations.

### Journal Comment Rubric

NAME	COMMENTS
<i>Ideas</i>	
<ul style="list-style-type: none"> <li>▶ interprets and analyses issues</li> <li>▶ describes new insight(s)</li> </ul>	
<i>Critical Thinking</i>	
<ul style="list-style-type: none"> <li>▶ identifies assumptions underlying an issue, problem, or point of view</li> <li>▶ probes beneath the surface for layers of significance</li> <li>▶ explains an issue from multiple perspectives</li> </ul>	
<i>Ethical Reasoning</i>	
<ul style="list-style-type: none"> <li>▶ uses rules or standards of right/wrong or good/bad to guide debate/reflection</li> </ul>	
<i>Personal Experience</i>	
<ul style="list-style-type: none"> <li>▶ connects insights/thoughts to personal experience</li> </ul>	
<i>Development</i>	
<ul style="list-style-type: none"> <li>▶ content thoroughly developed</li> </ul>	

## Journal Scoring Rubric

	1	2	3	Assessment Student/ Teacher	
<i>Ideas</i>	state facts	interprets and/or analyzes an issue	interprets, analyzes and describes a new insight(s)		
<i>Critical Thinking</i>	responds to a stated issue, problem, or point of view	identifies assumptions underlying an issue, problem, or point of view	questions assumptions underlying an issue, problem, or point of view		
<i>Critical Thinking</i>	responds to a stated issue, problem, or point of view	identifies more than one layer of significance	probes beneath the surface for multiple layers of significance		
<i>Critical Thinking</i>	describes a single response to a situation or problem	describes several responses to a situation or problem	sees implications of alternative responses to a situation or problem		
<i>Critical Thinking</i>	explains an issue from one perspective	explains an issue from more than one perspective	explains an issue from multiple perspectives		
<i>Ethical Reasoning</i>	does not consider ethical aspects of issues	recognizes and often applies standards/rules	uses rules or standards of right/wrong or good/bad to guide debate/reflection		
<i>Personal Experience</i>	does not personalize journal	makes some connection to personal experience	connects insights and thoughts to personal experience		
<i>Development</i>	minimal development	content adequately developed	content thoroughly developed		
NAME:			SCORE:		

## Appendix J: Economic Trends

Trend	Impact on World	Impact on Those I Know
Demographics	e.g. baby boomers ▶ □ aging population ▶ □ need for health care, pharmaceuticals, retirement planning, etc.	e.g. new nursing home opens in community
Technology		
Changing Work World		
Global Economy		
Improved Communication		



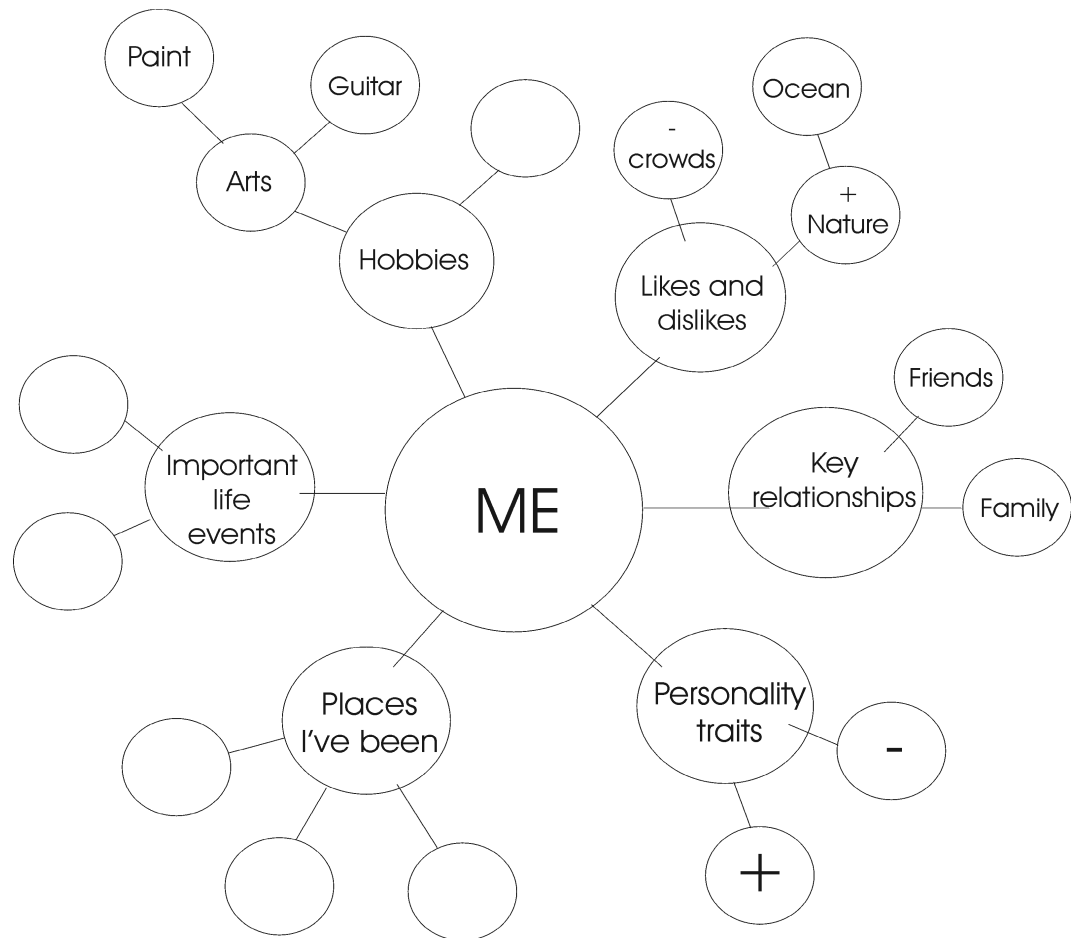
## Appendix K: The Five Key Messages

Key Message	Attitude	Qualities	Skills
<p><b>Change is constant</b>—Many jobs haven't been invented yet. Adaptability could soon be the most important skill to have, both inside the workplace and out.</p>	e.g. willing to be flexible	e.g. adaptability	e.g. recognize personal strengths and weaknesses
<p><b>Learning is ongoing</b>—You don't stop learning after you finish school. There are opportunities for learning and growth all around you. Inner space is the last frontier.</p>			
<p><b>Focus on the journey</b>—As you evolve and life evolves around you, the place you thought you were heading may not look so enticing anymore. You may have decided you'd rather go off in another direction or to somewhere else that hasn't even shown up on your map yet.</p>			
<p><b>Follow your heart</b>—Find out what you want. Go after what is really important to you. Let your dreams shape your goals.</p>			
<p><b>Access your allies</b>—There are people out there in your family, your school, your community who you respect and trust. They will help you figure out how to do it for yourself.</p>			





## Appendix L: Mind Map





# Appendix M: Team Player Check List

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Never	Very Seldom	Seldom	Occasionally	Frequently	Very Frequently	Always				
0	1	2	3	4	5	6	7	8	9	10
a. Participates—takes part in what is assigned to do										
b. Contributes—offers suggestions, ideas, open to the group										
c. Listens—actively listens to what other members are saying										
d. Encourages—encourages others to participate either verbally or through body language										
e. Co-operates—works with others to complete assigned tasks										
f. Takes Responsibility—completes assigned tasks on time and to order										
g. Provides Leadership—keeps team on task, assigns roles, knows when to follow										
h. Compromises—accepts decisions of the team										
i. Supports—recognizes and helps those in the group needing assistance										



## Appendix N: Learning Styles

Learners have characteristic strengths and preferences in accessing and processing information. Some prefer to focus on facts. Others may prefer theories and models. Some respond strongly to visual information, whereas others learn more effectively written or spoken explanations. Some prefer to learn actively or with other learners. Others function more introspectively and prefer to work alone.

To be successful in the world beyond high school, learners need to use effectively a range of learning modes and styles. Effective workers in any field are observant, methodical, and careful, as well as innovative and curious. Full use of the rapidly expanding availability of information requires both visual and verbal learning skills.

Teachers can help students to understand their preferred learning style and recognize how their preferences influence the decisions and choices they make during their learning. Students need to build skills in both their preferred and less preferred modes of learning. For some students, their learning style is not a preference but a necessity resulting from a special need or disability. It is important that teachers design learning experiences to accommodate these students' learning needs.

Learning style models can provide useful frameworks for the design of learning experiences that provide choice and encourage variety in learning style. There are many models for describing differences in learning preference. Commonly-used models include the following.

### Myers–Briggs Type Indicator (MBTI)

The Myers–Briggs Type Indicator uses scales derived from Carl Jung's theory of psychological types and identifies the following eight learning preference profiles:

- ▶ *extroverts* (try things out, focus on the outer world of people) or *introverts* (think things through, focus on the inner world of ideas)
- ▶ *sensors* (practical, detail-oriented, focus on facts and procedures) or *intuitors* (imaginative, concept-oriented, focus on meanings and possibilities)
- ▶ *thinkers* (skeptical, tend to make decisions based on logic and rules) or *feelers* (appreciative, tend to make decisions based on personal and humanistic considerations)
- ▶ *judgers* (set and follow agendas, seek closure even with incomplete data) or *perceivers* (adapt to changing circumstances, resist closure to obtain more data)

These preferences can be combined to describe 16 different learning style types, for example, ESTJ (extrovert, sensor, thinker, perceiver) or INFJ (introvert, intuitor, feeler, judger).

### Kolb's Learning Style Model

Kolb's Learning Style Model identifies preferences along two dimensions to yield four learning types.

Accessing information	concrete	abstract
Internalizing information	active	reflective

- ▶ *Type 1* (concrete, reflective) asks "Why?"
- ▶ *Type 2* (abstract, reflective) asks "What?"
- ▶ *Type 3* (abstract, active) asks "How?"
- ▶ *Type 4* (concrete, active) asks "What if?"

### Hermann Brain Dominance Instrument (HBDI)

HBDI classifies relative preferences for thinking in four different modes based on the task-specialized functioning of the physical brain.

	Cerebral	Limbic
Left Brain	A	B
Right Brain	D	C

The four modes are

- ▶ *Quadrant A* (left brain, cerebral): logical, analytical, quantitative, factual, critical
- ▶ *Quadrant B* (left brain, limbic): sequential, organized, planned, detailed, structured
- ▶ *Quadrant C* (right brain, limbic): emotional, interpersonal, sensory, kinesthetic, symbolic
- ▶ *Quadrant D* (right brain, cerebral): visual, holistic, innovative

### Felder-Silverman Learning Style Model

This model classifies learners as

- ▶ *sensing* learners (concrete, practical) or *intuitive* learners (conceptual, innovative)

- ▶ *visual* learners (pictures, diagrams, flow charts) or *verbal* learners (prefer written and spoken explanations)
- ▶ *inductive* learners (from specific to general) or *deductive* learners (from general to specific)
- ▶ *active* learners (trying things out, working with others) or *reflective* learners (thinking things through, working alone)
- ▶ *sequential* learners (linear, orderly) or *global* learners (holistic, systems thinkers)

## Howard Gardner's Theory of Multiple Intelligences

Howard Gardner proposes that people are not simply more or less intelligent; rather they have different "intelligences." He has identified seven (and recently proposed an eighth, ecological, intelligence). The eight intelligences are

- ▶ verbal/linguistic
- ▶ visual/spatial
- ▶ musical
- ▶ logical/mathematical
- ▶ bodily/kinesthetic
- ▶ interpersonal
- ▶ intrapersonal
- ▶ naturalistic

Gardner suggests that the most effective learning experiences would accommodate a range of intelligences.

## More About Learning Styles

The following links to Internet pages provide more information:

<http://fre.www.ecn.purdue.edu/FrE/asee/fie95/3a2/3a22/3a22.htm>

Addressing Diverse Learning Styles through the Use of Multimedia

<http://www.bham.wednet.edu/mod9.htm>

Bellingham Public Schools Multiple Intelligences and Learning Styles

<http://www.ilt.columbia.edu/k12/livetext/docs/berry1.html>  
Cognitive Apprenticeship Models

<http://odie.ascd.org/pubs/el/sept97/campbell.html>  
*Educational Leadership*: How Teachers Interpret MI Theory

<http://www.interserf.net/mcken/im.htm>  
Internet Links Exercising Your Multiple Intelligences (MI)

<http://www.keirsey.com/cgi-bin/keirsey/newkts.cgi>  
Keirsey Temperament Sorter II

<http://www.algonquinc.on.ca/edtech/gened/styles.html>  
Learning on the Internet - Learning Styles

<http://www.wavefront.com/~nelson/styles.htm>  
Learning Styles

<http://snow.utoronto.ca/Learn2/lstyle2.htm>  
Learning Styles

<http://edweb.gsn.org/edref.mi.intro.html>  
EDWeb: The Theory of Multiple Intelligences

<http://www.fortunecity.com/millennium/garston/49/multiintell.htm>  
Mrs. Young's Page on Multiple Intelligences

<http://www.mmhschool.com/products/mlmi5.html>  
Multimedia Literature: Multiple Intelligences

[http://www.newhorizons.org/art\\_miclsrm.html](http://www.newhorizons.org/art_miclsrm.html)  
*New Horizons for Learning: Multiple Intelligences Theory in the Classroom* by Bruce Campbell

<http://www.angelfire.com/oh/themidas/index.html>  
The MIDAS (Multiple Intelligence Developmental Assessment Scales)