



UNIT 3: LEARNING AND PLANNING

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UNIT 3: LEARNING AND PLANNING

Assessment Plan

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

Assessment for Learning:

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

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

Assessment for Learning:

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

Assessment of Learning:

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

Assessment of Learning:

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

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

Assessment for Learning:

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

Assessment of Learning:




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

UNIT 3: LEARNING AND PLANNING

Achieving the Learning Outcomes

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

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

Prescribed Learning Outcomes	Suggestions for Instruction
<p>3.H.1 Categorize and assess individual learning styles.</p>	<p>Multiple Intelligences and Learning Styles and Strategies</p> <p>Introduce Howard Gardner’s theories of multiple intelligences. Students complete the “Multiple Intelligences Inventory Checklist” (see Appendix A for BLM 26) and use their results to determine their preferred learning strengths and styles.</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/.</p> <p>A for  Students each complete the “Multiple Intelligences and Learning Styles” form (see Appendix A for BLM 27) and a reflective journal entry or a Y-chart (see Appendix B), reflecting on how they learn best and what they will do to increase the effectiveness of their learning.</p> <p>Students list their strongest learning styles on their AEPs.</p>
<p>3.H.2 Identify strategies for improving results at school (e.g., study habits, note taking, etc.).</p>	<p>In small groups, students review learning strategies that they use to help them achieve in school, sports, and hobbies.</p> <p>Students each identify ways to improve learning such as the learning environment, strategies for reading texts, note-making methods, study habits, time management, et cetera. They should take into account their preferred learning strengths, as identified in 3.H.1.</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/.</p> <p>A for Students each develop charts listing current subjects and specific learning strategies that can be used to succeed in each subject. Provide feedback on students’ identified learning strategies.</p>

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

Prescribed Learning
Outcomes

Suggestions for Instruction

3.H.3

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

Personal Skills and Attitudes in the Workplace

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

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

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

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



Supporting websites can be found at
<www.edu.gov.mb.ca/k12/cur/cardev/>.

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

3.H.4

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

Student versus Worker Responsibilities

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

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

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

Prescribed Learning
Outcomes

Suggestions for Instruction

3.H.5

Identify academic requirements for graduation.

Graduation Requirements

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



Supporting websites can be found at
<www.edu.gov.mb.ca/k12/cur/cardev/>.

3.H.6

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

Life/Work Choices Today Have an Impact Tomorrow

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

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

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

GLO I: Make life/work enhancing decisions.

Prescribed Learning Outcomes

Suggestions for Instruction

3.I.1

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

Decisions about Training and Educational Options

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

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

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



Supporting websites can be found at
<www.edu.gov.mb.ca/k12/cur/cardev/>.

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

Training for Two

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

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

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.I.2

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

Deciding Where to Train

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



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



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

3.I.3

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

Values and Decision Making

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

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

Volunteers share some of their ideas with the class.

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

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

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

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.I.4

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

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Making Decisions by Comparing

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

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

3.I.5

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

Decisions that Reflect Our Changing World

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

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

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Education/Training Options

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

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.1

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

3.J.2

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

Managing Life/Work Building

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

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

Students each complete a graphic organizer (see Appendix A for BLM 28), showing how career planning is a part of life/work building.

Applying the High Five Plus One Principles

Students review the “High Five Plus One” principles or “constants” (see Appendix A for BLM 29). Using jigsaw groupings (see Appendix B), small groups discuss how each of the “High Five Plus One” principles has an impact on both life/work and career planning. Students can discuss the following kinds of questions: What difference will a changing world make to your career and life/work plans? How will you make learning a lifelong thing? What opportunities, sidetracks, and stumbling blocks might come up in your career and life/work journey? How will following your heart help to motivate you to achieve your career and life/work goals? Who can help you on your career and life/work journeys? How will knowing yourself help you to make career and life/work decisions?

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

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.3

Define own preferred future.

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My Future Life

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

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

3.J.4

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



Goals and Action Plans—Follow Your Heart

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

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

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

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

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.5

Understand the concept of and recognize the importance of a Career Portfolio.

3.J.6

Create and maintain own Career Portfolio.

Career Portfolios

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

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



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



Supporting websites can be found at <www.edu.gov.mb.ca/k12/cur/cardev/>.

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

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