



# UNIT 5: CAREER AND COMMUNITY EXPERIENCES

## Assessment Plan

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

## Achieving the Learning Outcomes

### *Before Career and Community Experience*

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

### *During Career and Community Experience*

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

### *After Career and Community Experience*

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



## UNIT 5: CAREER AND COMMUNITY EXPERIENCES

### Assessment Plan

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

#### Assessment for Learning:

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

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

#### Assessment of Learning:

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



# UNIT 5: CAREER AND COMMUNITY EXPERIENCES

## Achieving the Learning Outcomes

### Suggested Time Allotments

- |  |           |
|--|-----------|
| ■ Overview                               | 26 hours  |
| ■ Before Career and Community Experience | 2–3 hours |
| ■ During Career and Community Experience | 22 hours  |
| ■ After Career and Community Experience  | 1–2 hours |

*Before Career and Community Experience*

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

#### Prescribed Learning Outcomes

#### Suggestions for Instruction

5.D.1

Explore suitable occupations that match occupational goals.

#### **Informational Interviews**

Students review their occupational goals, as listed on page 2 of their Annual Education Plans.

In small groups, students prepare a list of questions for informational interviews.



Supporting websites can be found at  
<[www.edu.gov.mb.ca/k12/cur/cardev/](http://www.edu.gov.mb.ca/k12/cur/cardev/)>.

Keeping their occupational goals in mind, students research and canvas their local community to determine potential occupational experiences and to target subjects for informational interviews. Sources of contacts could include telephone books, employment offices, the local Chamber of Commerce, allies/neighbours, newspapers, and the school's online career information system.

Students each conduct up to three informational interviews at locations where they would like to spend time learning about the work. Students record (using tape, digital, or print formats) the answers they receive to their questions.

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*for*

Students each write thank-you letters to each of their interview subjects, explaining how the interviews helped them plan to achieve their occupational goals.

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

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Prescribed Learning  
Outcomes

Suggestions for Instruction

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5.D.2

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

**Expectations and Responsibilities**

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



Supporting websites can be found at  
<[www.edu.gov.mb.ca/k12/cur/cardev/](http://www.edu.gov.mb.ca/k12/cur/cardev/)>.

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Provide feedback about the students' tables.

**Agreement on Expectations**

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

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

Once community placements are set, students each contact their community experience supervisors to discuss expectations and responsibilities for their placements. Together, the students and supervisors record the expectations and responsibilities on the "Career and Community Experience Training Plan" form (see Appendix A for BLM 35), which becomes part of each student's career and community experience log.

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

Prescribed Learning Outcomes	Suggestions for Instruction
5.D.2 (continued) Research and discuss short-term community experience expectations and responsibilities.	<p><b>A</b> for Through individual student-teacher conferences, students use their AEPs to determine specific learning outcomes to target during their career and community experiences. A list of these learning outcomes is attached to each student’s “Career and Community Experience Training Plan” (BLM 35).</p> <p><b>All students must be registered before any career and community experience.</b> Registration forms are available at <a href="http://www.edu.gov.mb.ca/k12/policy/work_ed.html">www.edu.gov.mb.ca/k12/policy/work_ed.html</a>.</p> <p><b>Grade 10 career and community placement(s) should not exceed 25 hours.</b></p>

During Career and Community Experience

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

Prescribed Learning Outcomes	Suggestions for Instruction
5.D.3 (continued) Use community settings and resources to learn about work roles and work alternatives.	<p><b>Logging My Experience and Observations</b></p> <p><b>A</b> for Students each keep a log for every day at their career and community experience sites. A sample format for student logs is provided in Appendix A (BLM 36).</p> <p>Periodically collect the student logs and provide feedback.</p>

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

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.1

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

**Logging My Experience and Observations *(continued)***

Student logs include observations and reflections on the attitudes, skills, and procedures demonstrated at their work placements and how these match with their expectations and goals.

**Assessing My Experience**

Students each meet with their community supervisors to review their performances of skills, duties, and learning outcomes, as recorded on their Training Plans. Two sample evaluation forms (“Career and Community Experience Evaluation Form—General” and “Career and Community Experience Evaluation Form—Specific Skills”) are provided in Appendix A (BLMs 37 and 38).

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

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.1 *(continued)*

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

**Career and Community Experiences and Life/Work Building**

Students each review their logs and list and describe any skill-building activities they participated in while at the community placements.

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

5.J.2

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

**Reporting on the Career and Community Experience**

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

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

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Prescribed Learning  
Outcomes

Suggestions for Instruction

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

**Reflecting on the Career and Community Experience**

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



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

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In individual student-teacher conferences, students complete an "Annual Education Plan Assessment" form (see Appendix A for BLM 39).

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

**Updating Career Portfolios**

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



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

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