



## UNIT 2: CAREER EXPLORATION

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## UNIT 2: CAREER EXPLORATION

### Assessment Plan

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

#### Assessment for Learning

- Using a jigsaw procedure, students use four different types of sources to gather information about different occupations. Students each complete and revise an Evaluating Sources chart to compare the usefulness of the different types of sources. Students store their charts and the information researched in their Career Portfolios. (2.D.1)
- Students each complete an exit slip describing the significance of career ladders in career exploration. (2.D.2)
- Students each compare the differences in the two occupations using a Venn diagram or compare/contrast frame. (2.D.4)
- Students each complete an exit slip identifying what they learned about interviewing. (2.D.4)
- After the guest speaker has presented, students participate in a Take a Stand activity where they decide whether they would prefer to be self-employed or working for someone else. (2.D.5)

#### Assessment of Learning

- Students present to the class the information collected about their five occupations of interest and why those particular occupations were selected. Provide feedback on the student presentations using the Presentation Assessment rubric. (2.D.3)
- Have students respond to the following RAP:  
**Role:** You are the group leader of a local Boys and Girls Club.  
**Audience:** The girls and boys in your group want to start looking for information on different careers available to them.  
**Problem:** Prepare a speech you would give to the students about the benefits and drawbacks to finding information from different types of sources. Include sources such as the following: Internet, personal communications (such as interviews and speakers), and books and pamphlets prepared by the industry.  
Provide feedback on the student speeches using a RAP speech rubric. (2.D.1–2.D.5)

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

#### Assessment for Learning

- Students use the Gallery Walk strategy to present their research about global trends affecting local markets. (2.E.1)
- Students each freewrite on the topic of global trends having an impact on their future in Manitoba. Students share their freewrites in class, and the class discusses the similarities and differences between Manitoba trends and world trends. (2.E.1)
- Students each write a reflective journal entry describing what impact they believe work will have on their lives. (2.E.2)

#### Assessment of Learning

- Students each choose a career that was in high demand in the past but is not any longer. Students each describe how society and the economy have had an impact on that career making it obsolete (e.g., the impact of technology in the banking or retail industry, the impact of cell phones on the telecommunications industry). Assess student descriptions using a rating scale. (2.E.2)

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

#### Assessment for Learning:

- Students each write a summary paragraph identifying five areas they could pursue through participating in school activities and volunteering in the community that could help them achieve their future goals. (2.F.1)
- Students each make a list of short-term goals, one goal for each of the areas they reviewed in the “Wheel of Life” exercise in Unit 1. Then the students each rank order the short-term goals with number 1 being extremely important and 12 being of minor importance. Then students also rank each item as to its long-term importance. (2.F.2)
- Students each rank order their personal goals again after their discussions with a family member. (2.F.2)

**Assessment of Learning:**

- Students each create a short written narrative or comic strip explaining why the family members' rankings are the same or different than theirs and how discussing rankings with others influenced students' own rankings. Assess how well the narrative demonstrates the students' reflection on their goals and how others' ideas help to clarify student thoughts. (2.F.2)

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

**Assessment for Learning:**

- Students each complete a Y-chart identifying the challenges and opportunities one would likely encounter in a non-traditional work setting. (2.G.1)



## UNIT 2: CAREER EXPLORATION

### Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	15 hours
■ Locate and Effectively Use Life/Work Information	8 hours
■ Understand the Relationship between Work and Society/Economy	3 hours
■ Maintain Balanced Life and Work Roles	2 hours
■ Understand the Changing Nature of Life/Work Roles	2 hours

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

##### Prescribed Learning Outcomes

##### Suggestions for Instruction

###### 2.D.1

Identify various sources that provide occupational information about the many different occupations that exist. (Include Internet, networking, and local community resources.)

**A**  
*for*



###### **Sources of Occupational Information**

Using a jigsaw procedure (see Appendix B), students in groups of four examine four different types of sources for occupational information. Once the initial research is done, each student fills out the Evaluating Sources chart (see BLM 16 in Appendix A) to compare and contrast the resources as to their usefulness. Then the groups re-form into groups of students who looked at Internet sources, other groups of students who looked at career computer programs, other groups of students who looked at a local newspaper, and other groups of students who interviewed people to compare notes and impressions. Students then go back to their original groups and revise their charts as appropriate.

Students store their charts and the information gathered in their Career Portfolios.



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

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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2.D.2

Use career information resources to learn about the realities of occupational ladders within work clusters.

**A**  
*for*

#### **Occupational Families or Ladders**

In a class discussion, the students learn how occupations are often found in general areas of skill types (work clusters) but that these occupations are different in specific skills and training.

For example, one occupational family could include the following: electrician's helper, electrician, electronic technologist, electrical technologist, and electrical engineer.

Students each complete an exit slip describing the significance of career ladders in career exploration.



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

2.D.3

Match own current skills, interests, and work preferences to the realities and requirements of various work roles.



#### **Matching Skills with Work Roles**

Students use the computer tool Skills Profiler to identify personal skills and to select occupations.

*Skills Profiler* can be found at [www.careerinfonet.org/acinet/skills/default.aspx?nodeid=20](http://www.careerinfonet.org/acinet/skills/default.aspx?nodeid=20).

Students review their Career Portfolios and their AEPs to add to the skill sets and occupational interests previously recorded.

#### **Realities of Work**

In small groups, students conduct research into five occupations of interest and record working conditions, current and future job prospects, National Occupational Classification sector designation, salary or annual wages, skills required, education level, and entry or admission requirements.



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

**A**  
*of*



Each group of students presents to the class the information collected about their five occupational choices and why those particular occupations were selected. Provide feedback on the student presentations using the Presentation Assessment rubric (see BLM 17 in Appendix A).

Students store the information they collected in their Career Portfolios. New information should be added to their AEPs.

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

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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2.D.4

Examine how individuals in various work roles serve as sources of information, role models, and/or mentors.

#### Occupational Information Interviews

Students each conduct information interviews with role models in two occupational fields of interest.



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

**A**  
for

Students each compare the differences in the two occupations using a Venn diagram (see BLM 3 in Appendix A) or a compare/contrast frame.

**A**  
for

Students each complete an exit slip identifying what they learned about interviewing.

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2.D.5

Compare and discuss the occupational differences of being self-employed and working for someone.

#### Self-Employment versus Salaried Employee

Provide guest speakers to discuss self-employment and salaried employment. Guest speakers could include local entrepreneurs, representatives from Junior Achievement Youth Leaders of Tomorrow, local business people, and so on.



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

**A**  
for

After the guest speakers have presented, students participate in a Take a Stand activity (see Appendix B) where they decide whether they would prefer to be self-employed or working for someone else.

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#### RAP—Advice on Sources

Have students respond to the following RAP:

**Role:** You are the group leader of a local Boys and Girls Club.

**Audience:** The girls and boys in your group want to start looking for information on different careers available to them.

**Problem:** Prepare a speech you would give to the students about the benefits and drawbacks to finding information from different types of sources. Include sources such as the following: Internet, personal communications (such as interviews and speakers), and books and pamphlets prepared by the industry.

Provide feedback on the student speeches using a RAP speech rubric.

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

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 2.E.1

Analyze how local and global trends have an impact on work and learning opportunities.

#### Global Trends Have a Local Impact

In small groups, students research information about technological, demographic, social, industrial, and occupational global trends, and how these trends have an impact on Manitoba's labour market needs. Assign one global trend to each group.



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

**A**  
for

Students use the Gallery Walk strategy (see Appendix B) to present their research.

#### Hearing from the Expert

Invite a speaker from the local employment office make a presentation about the impact of global trends on work and learning opportunities on the local Manitoba labour market.

**A**  
for

Students each freewrite (see Appendix B) on the topic of global trends impacting on their future in Manitoba. Students share their freewrites in class, and the class discusses the similarities and differences between Manitoba trends and world trends.

#### 2.E.2

Determine the importance of work in our lives.

#### Importance of Work

In a brainstorming session, the class develops a list of different ways people can view the value of work. Discussion could include values such as achievement, independence, relationships, recognition, working conditions, and support. How does work have an impact on our lifestyles, that is, how does it affect factors such as income, family, leisure time, and so on?



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

Students each complete the *Work Importance Profiler* and use the results to explore various occupations.

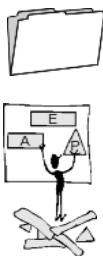
The *Work Importance Profiler* can be found at [www.collegetoolkit.com/Career-Search/careerWorkImpIntro.aspx](http://www.collegetoolkit.com/Career-Search/careerWorkImpIntro.aspx).

Students store the results of their findings in their Career Portfolios.

Students each write a reflective journal entry (see Appendix B) describing what impact they believe work will have on their lives.

Students add any new work values and preferences to their AEPs.

**A**  
for



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

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Prescribed Learning Outcomes

Suggestions for Instruction

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**Changing Demands**

**A**  
*of*

Students each choose a career that was in high demand in the past but is not any longer. Students each describe how society and the economy have had an impact on that career making it obsolete (e.g., the impact of technology in the banking or retail industry, the impact of cell phones on the telecommunications industry). Assess each description using a rating scale (see BLM 18 in Appendix A).

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**GLO F: Maintain balanced life and work roles.**

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Prescribed Learning Outcomes

Suggestions for Instruction

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2.F.1  
Determine how volunteering and extracurricular activities can be a way to explore occupational opportunities.

**Opportunities to Explore Occupations**

The class brainstorms a list of all the possible places to volunteer in the community including teams, clubs, organizations, hospitals, companies, and businesses, and in the areas of art, music, dance, drama, and so on. Small groups discuss how these special interests could lead to occupational opportunities related to career goals.

Still in small groups, students identify all extracurricular activities offered by the school and discuss how they could be related to career goals.

**A**  
*for*

Students each write a summary paragraph identifying five areas they could pursue through participating in school activities and volunteering in the community that could help them achieve their future goals.



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

Students each note their short-term yearly goals on their AEPs.

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

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Prescribed Learning  
Outcomes

Suggestions for Instruction

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2.F.2

Examine work, lifestyle, and leisure scenarios that reflect the changes in life stages.

**Examining Short-Term Goals—At My Stage of Life**

In a class discussion, students examine what they want to do with their time at this stage of their lives.

Students each list short-term goals that include all the areas they reviewed in the “Wheel of Life” exercise in Unit 1 (see BLM 15 in Appendix A). Then the students each rank order the short-term goals with number 1 being extremely important and 12 being of minor importance. Then students also rank each item as to its long-term importance.

**A**  
*for*

**Examining Short-Term Goals—At Other Stages of Life**

Students each interview a family member to learn how their lifestyle and leisure activities have changed over time. How has work had an impact on their choices of activities and lifestyle? Do they see more changes in the future?

The class discusses the differences in rankings by family members and students.

**A**  
*for*

Students each rank order their personal goals again after their discussions with a family member.

**A**  
*of*

Students each create a short written narrative or comic strip explaining why the family members’ rankings are the same or different than theirs and how discussing rankings with others influenced students’ own rankings. Assess how well the narrative demonstrates the students’ reflection on their goals and how others’ ideas help to clarify student thoughts.

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

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 2.G.1

Examine the opportunities and challenges of participating in a non-traditional employment role.

#### Definitions of Non-traditional Work

In a brainstorming session, the class develops ideas around non-traditional work and a definition for it.

The class develops a list of a few occupations that employ 25% or less of one gender.



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

#### Opportunities for Non-traditional Work

In small groups, students identify potential volunteer opportunities for non-traditional work.

#### Challenges of Non-traditional Work

Students role-play some scenarios that could involve prejudice, stereotyping, and discrimination as it relates to working in non-traditional work roles.

Examples of possible scenarios:

- a woman working as a mechanic in a garage
- a man working as a secretary in a school

The class discusses long-term effects from negative work experiences as well as ways to combat negative behaviour and attitudes.



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

**A**  
*for*

Students each complete a Y-chart (see Appendix B) identifying the challenges and opportunities one would likely encounter in a non-traditional work setting.