

# UNIT 5: CAREER AND COMMUNITY EXPERIENCES

## Achieving the Learning Outcomes

### Suggested Time Allotments

- |  |           |
|--|-----------|
| ■ Overview                               | 46 hours  |
| ■ Before Career and Community Experience | 3–4 hours |
| ■ During Career and Community Experience | 40 hours  |
| ■ After Career and Community Experience  | 2–3 hours |

*Before Career and Community Experience*

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

#### Prescribed Learning Outcomes

#### Suggestions for Instruction

5.D.1  
Analyze education plans to match suitable occupations with career goals.



#### **Matching Local Occupations with Career Goals**

Students each review their Annual Education Plans and Career Portfolios to determine if their personal qualities, interests, and life/work goals match with occupations they will visit in the community.

Students each use the community contacts recorded in Unit 3, SLO 3.J.2, to form the basis of their community outreach.

Students who have recently changed life/work goals need to plan and investigate new areas.



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

5.D.2  
Research and discuss career and community experience expectations and responsibilities.

#### **Career Research Interviews**

The class brainstorms ideas about what information they can obtain through a career interview. In small groups, students read and discuss the Career Research Interview Questionnaire (see BLM 28 in Appendix A) and determine extra questions they would like to ask.



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 conduct career interviews to research information about careers they are interested in and the duties involved.

Other available resources for student research include the school's online career information system, local telephone books, and local employment offices.

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

---

Prescribed Learning Outcomes	Suggestions for Instruction
5.D.2 (continued) Research and discuss career and community experience expectations and responsibilities.	<p data-bbox="423 520 505 590"><b>A</b> <i>for</i></p> <p data-bbox="534 453 1130 485"><b>Placement Expectations and Responsibilities</b></p> <p data-bbox="534 510 1321 600">Students each compile a list of duties and responsibilities that they expect to encounter during their career and community experience placements.</p> <p data-bbox="534 625 1373 751">Provide students with a list of general expectations for responsible behaviour at the work site. The list includes behaviours such as punctuality, suitable appearance, appropriate dialogue with co-workers, safe workplace issues, and the handling of confidential information.</p> <p data-bbox="534 777 1263 835">Students role-play the possible consequences of inappropriate behaviour.</p> <p data-bbox="423 856 505 926"><b>A</b> <i>for</i></p> <p data-bbox="534 861 1271 926">Students each complete a Y-chart (see Appendix B) about how important it is to behave appropriately in the workplace.</p> <p data-bbox="534 951 878 982"><b>Agreeing on Expectations</b></p> <p data-bbox="534 1005 1386 1131">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:</p> <ul data-bbox="534 1144 1336 1766" style="list-style-type: none"><li>■ waiving of wages or remuneration for work done as part of a community experience</li><li>■ coverage under <i>The Workers Compensation Act</i> by Manitoba Education, Citizenship and Youth</li><li>■ health and safety precautions as determined by the school division and community placement, in accordance with school division safety and liability policies</li><li>■ permission to share personal information about students</li><li>■ attendance requirements (e.g., notification of planned absences in advance)</li><li>■ transportation to and from community sites</li><li>■ compliance with community placement requirements</li><li>■ costs to the student related to the community placement</li><li>■ teacher supervisor site visitations at least once every 20 placement hours</li><li>■ additional requirements of particular work sites (e.g., criminal record checks, child abuse registry check, agreement of confidentiality)</li></ul>

---

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

---

Prescribed Learning  
Outcomes

Suggestions for Instruction

---

5.D.3

Identify, using community resources and networking, a potential employer with whom to conduct a placement interview.

**Community Placement Interview**

Using the information gathered at the beginning of this unit (5.D.1–5.D.2), students each contact one or more community representative to set up placement interviews to find suitable placements for their career and community experiences.

The interviews can be set up in a variety of ways depending upon the school situation and the individual student. The most common approach is to have the teacher contact the employer in advance and make arrangements for the student to set up the interview. Sometimes students are asked to arrange interviews with their site supervisor (employers) completely on their own. Some schools choose to contact the site supervisors or employers by mail or email and have students conduct follow-up interviews.

Possible placements could include post-secondary institutions/training centres (e.g., apprenticeship, community college, university) as well as work sites.

**Community Placement**

Once students have found suitable placement sites and talked to the site supervisors, students each ask their career and community experience employer to confirm the placement (see BLM 29 in Appendix A for a Sample Employer Confirmation Form).

**All students must be registered with Manitoba Education, Citizenship and Youth before being placed in any career and community experience.** Registration forms are available at [www.edu.gov.mb.ca/k12/policy/work\\_ed.html](http://www.edu.gov.mb.ca/k12/policy/work_ed.html).

---

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

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.1

Evaluate different occupations through career and community experiences, and determine how such experiences have an impact on own life/work decisions.

**Community Placement and Ongoing Evaluation**

Students participate in career and community experience placements. During their placements, students focus on the enhancement and development of their employability skills and of specific skills related to their career interests. Students and their supervisors should plan their training at the beginning of the placement (see BLM 30 in Appendix A for a sample training plan form).

*A for*

During their career and community experiences, students each keep a daily log of their duties, activities, and any skill-based training (see BLM 31 in Appendix A for a sample log format).

*A of*

During and toward the end of the placements, supervisors should be asked to evaluate the students placed in their work sites (see BLMs 32 and 33 in Appendix A for general and specific sample evaluation forms).

**If a placement is not suitable, move the student to an occupational setting that better suits his or her career goals.**

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

Prescribed Learning Outcomes

Suggestions for Instruction

5.J.1 (*continued*)  
Evaluate different occupations through career and community experiences, and determine how such experiences have an impact on own life/work decisions.

**A**  
*of*

**What I Liked and Disliked**

Upon completion of the career and community experiences, students each make a classroom presentation about five things they liked about the occupation and five things they disliked about the occupation. They also are to include what they would look for in their next occupational placement. Assess using a presentation assessment rubric (adapt BLM 17: Presentation Assessment in Appendix A to fit this assignment).

5.J.2  
Explain how learning about self and the work site is important to the life/work building process.

**A**  
*of*


**Community Placement Suitability Report**

Students each write a report that includes the following:

- an analysis of why the placement was or was not suitable for them personally
- a comparison of their work skills, attitude, and behaviour with those of their co-workers
- a description of what one must learn to do to be successful at that work site
- a summary of what they learned about themselves and their placements
- a reflection on how their learning will help them in their life/work building process

Before writing the reports, help the class to create an assessment rubric for the report. Use this rubric to assess the reports.

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

Prescribed Learning Outcomes	Suggestions for Instruction
<p>5.J.3 Reflect on and revise own strategies to locate, interpret, evaluate, and use life/work information.</p>	<p><b>Reflection on Career and Community Experience and Integration of Experience to Life/Work Plan</b></p> <p><b>A for</b> Students each write a reflective journal entry (see Appendix B) in which they identify and explain any personal insights gained during the career and community experiences. They should also outline what their next steps should be to achieve their career goals.</p> <p><b>A for</b> In small groups, students discuss how the tangible evidence gained during their career and community experiences could be incorporated into their Career Portfolios.</p> <p>Students each revise and or update their Career Portfolios and Annual Education Plans.</p> <p> Supporting websites can be found at &lt;<a href="http://www.edu.gov.mb.ca/k12/cur/cardev/">www.edu.gov.mb.ca/k12/cur/cardev/</a>&gt;.</p>

