



## 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.2

#### Assessment for Learning

- Students make presentations to the class, identifying resources and describing the type of information available from these resources. (2.D.1)
- Students each prepare a detailed profile of two occupations they would like to pursue. These occupational profiles are added to the students' Career Portfolios. The profiles include records of follow-up phone calls made to individuals in the occupations to verify the information obtained from other sources. (2.D.1–2.D.2)

Assessment Target: GLO E: Understand the relationship between work and society/economy. SLOs 2.E.1–2.E.3

#### Assessment for Learning

- Groups report to the class about the different labour market trends identified and how societal needs and the global economy brought about these trends. (2.E.1–2.E.2)
- Students write reflective journal entries about what they learned and how they can use their learning about trends. (2.E.2)
- Students complete work importance indicator assessments. (2.E.3)

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

#### Assessment for Learning:

- Students make list of their present leisure activities and those they would like to pursue in the future. They identify which activities will contribute to a balanced life. Lists should be stored in their Career Portfolios. (2.F.1)
- Class develops a list of factors that have an impact on one's lifestyle. (2.F.2)

#### Assessment of Learning:

- Students write a reflective journal entry about how they plan to maintain a balanced life/work role within the constraints identified. (2.F.1–2.F.2)

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

**Assessment for Learning:**

- Small groups report a summary of their discussions about stereotypes, discrimination, and media to the class. (2.G.1)

**Assessment of Learning:**


- Students write articles about what they can do to eliminate stereotyping and gender bias. (2.G.1)
- Students research characteristics of non-traditional work and write a reflective journal entry about why they would or would not choose this type of non-traditional work. (2.G.2)
- Students create a brochure that targets a non-traditional population and explains why a particular non-traditional occupation would be suitable. (2.G.2)

## UNIT 2: CAREER EXPLORATION

### Achieving the Learning Outcomes

	<b>Suggested Time Allotments</b>
■ Overview	10 hours
■ Locate and Effectively Use Life/Work Information	3 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
<p>2.D.1* Use career information resources to learn about the realities and requirements of various occupations.</p>	<p><b>Identifying Resources for Occupational Information</b></p> <p>In small groups, students identify and prepare a chart listing what types of occupational information is needed to help make an occupational decision.</p> <p>Using jigsaw grouping (see Appendix B), students research and discuss where this information can be found.</p> <p> Supporting websites can be found at <a href="http://www.edu.gov.mb.ca/k12/cur/cardev/">&lt;www.edu.gov.mb.ca/k12/cur/cardev/&gt;</a>.</p> <p>Students may choose to explore their school’s online career information system for the research project.</p> <p><i>A for</i> In small groups, students make presentations to the class, identifying resources and describing the type of information available from these resources. Assess these presentations using the Presentation Rubric (see Appendix A, BLM 7).</p>

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

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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.1\* *(continued)*

Use career information resources to learn about the realities and requirements of various occupations.



#### **Realities and Requirements of Occupations**

Using an online career exploration program, students research various occupations.



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 prepare a detailed profile of two occupations they would like to pursue. A chart such as the Occupation Profiles Chart (see Appendix A, BLM 8) may be used. Students add these occupational profiles to their Career Portfolios.

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#### 2.D.2\*

Communicate with key personnel in selected occupations to clarify and confirm the accuracy of information researched.



#### **Interviewing Selected Occupational Personnel**

After completion of occupational profiles, students each consult with at least one adult in each profiled occupation to determine the accuracy of their research. Students should be able to use community resources such as the telephone book, employment office, career symposiums, and community networking to find appropriate personnel.

Students each record appropriate information in their Transition Plans.

In small groups, students identify and discuss the advantages and disadvantages of the work assignments in their preferred occupations.

Students each write an exit slip (see Appendix B) identifying what else they would still like to know.

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

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 2.E.1

Determine the impact of society's needs and functions and of the global economy on labour market trends.

#### 2.E.2

Analyze the impact of social, demographic, occupational, technological, industrial, and environmental trends on labour market trends.

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*for*

#### **Society's Impact on Labour Market Trends**

Provide students with a definition of trend as being "a long-term change in social direction broad in scope and identified by many sources" (O'Reilly, glossary.htm).

Small groups are assigned to complete the Labour Market Trends Chart (see Appendix A, BLM 9) by adding three or four additional technological, economic, social, and/or demographic trends using the local newspapers, magazines, and Internet sites as resources. Groups also analyze how those trends result in specific labour market trends.



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

Small groups report to the class the different labour market trends identified and how societal needs and the global economy brought about these trends.

The class creates a wall chart listing labour market trends.

#### 2.E.2\*

Analyze the impact of social, demographic, occupational, technological, industrial, and environmental trends on labour market trends.

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#### **Factors Having an Impact on the Labour Market**

Review The Evolving World of Work handout (see Appendix A, BLM 10).

Present information and facilitate a class discussion about the changing demographics in Canada using the Canadian Demographics information sheet (see Appendix A, BLM 11).

Students review the labour market trends wall chart completed in the previous learning activity, and identify which factors such as demographic, occupational, technological, environmental, or industrial shift are connected to employment changes.

In small groups, students discuss how these recent trends have affected various occupations and how the changes have an impact on future learning and work opportunities.



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 write a reflective journal entry (see Appendix B) answering the following questions:

- How can I apply or use what I have learned for my future work?
- What observations did I make about market trends?

\* **Note:** All sections designated with an asterisk\* may have been addressed to some extent with different learning activities in an earlier career development course.

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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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2.E.3\*

Determine the importance of work in own life.

**The Importance of Work**

In a brainstorming session, the class discusses the various factors involved in determining the importance of work for oneself. Why do we work? What do we get out of it? The discussion should include the importance to a person's independence and self-esteem, the well-being of the community/province/country, and the opportunity for gaining respect.



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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Students each complete a work importance indicator assessment and record results in their Transition Plans.

Work importance assessment tools can be found at the following websites:

- Oscar Work Importance Locator  
<[www.ioscar.org/tx/wil/wilmenu.asp](http://www.ioscar.org/tx/wil/wilmenu.asp)>
  - Manifest Your Potential: Do You Have to Work for a Living?  
<[www.manifestyourpotential.com/en/work/worldofwork/workquizzes/quiz\\_have\\_to\\_work.htm](http://www.manifestyourpotential.com/en/work/worldofwork/workquizzes/quiz_have_to_work.htm)>
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## GLO F: Maintain balanced life and work roles.

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 2.F.1

Examine own preferred work situation and leisure activities that support goals of a well balanced life.

#### **Balancing Life/Work Roles**

Students each complete an admit slip describing how their choices for ideal work situations and leisure activities support their preferred future goals.

In small group discussions, students identify various leisure activities and what they get out of them (e.g., challenge, recognition, relaxation, social interaction, education, stress relief, exercise).



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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Students each compile a list of their present leisure activities and those they would like to pursue in the future. They identify which activities will contribute to a balanced life. These lists should be stored in their Career Portfolios.

#### 2.F.2

Analyze the factors (such as socio-economic status, culture, values, work choices, and work habits) that influence or have an impact on lifestyle.

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#### **Factors Influencing Lifestyle**

In a class discussion, students develop a list of factors that have an impact on one's lifestyle. (Include culture, values, socio-economic status, work choices, work habits, leisure activities, etc.)

Working in small groups, students each complete the Lifestyle Factors Table (see Appendix A, BLM 12) to analyze whether the factors have a positive or negative effect on their lifestyles.

#### **Maintaining a Life/Work Balance**

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In a reflective journal entry (see Appendix B), students each write about how they plan to maintain a balanced life/work role within the constraints identified.

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

### Prescribed Learning Outcomes

### Suggestions for Instruction

#### 2.G.1

Identify and summarize how to contribute to eliminating gender bias and stereotyping.

#### **Eliminating Gender Bias and Stereotyping**

Students each complete a Y-chart (see Appendix B) reflecting on any gender-related stereotypes they may hold (e.g., Where do you picture a group of men and what do you think they are talking about? Where do you picture a group of women and what do you think they are talking about?) and thinking about any situations involving gender bias that they have personally experienced.

Students volunteer to share their experiences with the class, and the class develops and posts a list of ways to eliminate gender bias.

In small groups, students discuss why stereotypes often lead to discrimination and how media plays a role in perpetuating these behaviours. The small groups report a summary of their discussions to the class.

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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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Students each write a short article about what they can do to eliminate stereotyping and gender bias.

#### 2.G.2\*

Examine the opportunities and obstacles related to non-traditional work roles.

#### **Advantages and Disadvantages of Traditional and Non-traditional Occupations**

In small groups, students discuss the meaning of non-traditional occupations. For discussion purposes, identify a non-traditional occupation for a worker as one where more than 75 percent of the workforce is of the opposite gender. Students identify types of jobs where male workers are the majority and ones where female workers are the majority. Students discuss why people would choose non-traditional occupations and examine the special benefits and obstacles of non-traditional work.



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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Students each research a non-traditional work position and write a reflective journal entry about why they would or would not choose this type of non-traditional work.

#### **Non-traditional Work Brochure**

Students each create a brochure that targets a population and explains why a particular non-traditional occupation would be suitable for that population. Distribute a memo (see Appendix A, BLM 13 for a sample) to outline the task and assessment criteria.

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