



UNIT 3: LEARNING AND PLANNING

Assessment Plan

- GLO H: Participate in lifelong learning supportive of life/work goals. 57
- GLO I: Make life/work enhancing decisions. 57
- GLO J: Understand, engage in, and manage own life/work building process. 58

Achieving the Learning Outcomes

- GLO H: Participate in lifelong learning supportive of life/work goals. 59
SLOs 3.H.1–3.H.10
- GLO I: Make life/work enhancing decisions. 62
SLOs 3.I.1–3.I.4
- GLO J: Understand, engage in, and manage own life/work building process. 63
SLOs 3.J.1–3.J.6

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.10

Assessment for Learning:

Have students reflect on their own preferences of learning methods (they can refer to the My Learning Style Survey for justification) and identify some of the successful learning strategies they have used in the past (3.H.7). Provide comments on these reflections, possibly from personal observations of the students in the classroom. Using the materials provided, have the students create a plan describing how to provide evidence for each of the nine essential skills and the employability skills. Provide feedback on this plan. (3.H.8)

Assessment of Learning:

Students complete an open-book test about graduation requirements (3.H.2). As a culminating activity in this section, students each create a written action plan that identifies a sequence of steps to achieve goals and indicates the possible factors affecting each stage of the sequence. Plans should include both in-school and outside-of-school steps. They can depict the sequence as a chart or in written form. Students attach their plans to AEPs.

Assessment Target: GLO I: Make life/work enhancing decisions. SLOs 3.I.1–3.I.4

Assessment for Learning:

Provide suggestions for student-created tables on factors affecting goal attainment (3.I.1). Have students respond to a critical incident as a group. Students each reflect on the process on an exit slip. Provide comments on their responses. (3.I.2–3.I.4)

Assessment of Learning:

Have students use the decision-making process blackline master to individually demonstrate their ability to apply the process when choosing a course or courses.

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

Assessment for Learning:

Provide support and comments on “My Preferred Lifestyle” and “My Goals” activities (3.J.1). Have students reflect on goal setting and whether it has a motivational effect (3.J.1). Have students write a paragraph describing their subjects of interest and justifying their choices using their previous career development information. Provide feedback on the paragraph. (3.J.3)

Assessment of Learning:

Students each prepare a report that identifies education plans, leisure activities, volunteer activities, and part-time work that would provide the learning skills and experience consistent with their occupational interests.

Assessment of Short-term Goal Planning:

At the end of this unit students submit their final Annual Education Plans.

Assessment of Long-term Goal Planning:


Students begin work on their Career Portfolios.

UNIT 3: LEARNING AND PLANNING

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	22 hours
■ Participate in Lifelong Learning Supportive of Life/Work Goals	12 hours
■ Make Life/Work Enhancing Decisions	4 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 Discover the importance of preparing for life and work paths.</p>	<p>Preparing for Lifelong Learning</p> <p>Introduce the importance of lifelong learning as part of planning and preparing for the future by having students complete the Lifelong Learning and Career Planning Anticipation Guide (see Appendix A for BLM). Students discuss their initial responses in small or whole-class groups, and then fill in their "After" responses with the reasons why their response did or did not change.</p> <p> Supporting websites can be found at <www.edu.gov.mb.ca/k12/cur/cardev/>.</p>
<p>3.H.2 Determine what the requirements for graduation are.</p> <p>3.H.3 Explore alternative ways of earning credits for graduation.</p> <p>3.H.4 Identify exams and other evaluation criteria for a high school diploma.</p>	<p>Graduation Goals</p> <p>Using the local school student handbook and the Manitoba Education, Citizenship and Youth publication <i>Focus on the Future: Your Grad Planner</i>, give a presentation about graduation requirements.</p> <p>Conduct a class question and answer period with a follow-up discussion about the credit system.</p> <p>Using a jigsaw grouping strategy (see Appendix B for explanation), students explore the variety of ways they may earn credits (e.g., private music option, student-initiated projects, dual credits, challenge for credit, alternative programs, credit for community service, Senior Years apprenticeship option, Advanced Placement and International Baccalaureate programming, etc.) by reading the Department documents and information available at <www.edu.gov.mb.ca/k12/policy/grad_require.html>.</p> <p>Invite the school counsellor to class to present the local school division graduation expectations and Manitoba Education, Citizenship and Youth requirements (e.g., provincial examinations).</p> <p>A of Students complete an open-book test about graduation requirements.</p>

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.H.5
Explore subject area strengths as well as areas to improve.



Learning Goals

Students each choose a partner to discuss subject area strengths and areas in need of improvement. Using the Learning Goals BLM in Appendix A, students each list three areas of strength and three goals for improvement. Students attach the Learning Goals BLM to their AEPs.

3.H.6
Explore the relationship of ability, attitude, and effort with achievement.

What It Takes to Achieve Goals

View a movie such as *Cinderella Man*, *Million Dollar Baby*, or *Rocky* and discuss the main character's ability, effort, and attitude as it related to his or her degree of success.

Small groups discuss how effort, ability, and attitude are major factors in achievement, using evidence from own experience as well as the film.

3.H.7
Study and evaluate effective learning styles for school achievement.

What Is My Learning Style?

Small groups discuss past learning experiences, addressing questions such as

- When did I learn something well?
- What helped me to learn it? (e.g., teacher, hands-on practice, observation, trial and error, etc.)

Students reflect on and identify learning approaches that were most successful by doing a learning style inventory such as the Barsch Learning Style Inventory.



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



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Students record their preferred learning styles in their AEPs and save the inventory printouts for their Career Portfolios.

Class discusses individual preferences and identifies successful learning strategies used for school and in the community.

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

Prescribed Learning
Outcomes

Suggestions for Instruction

3.H.8

Identify the essential skills and demonstrate them in a classroom setting.

Skills Needed to Achieve Goals

Introduce *Employability Skills 2000+* and Essential Skills (see Appendix A for outlines of each). Class discusses how those skills are used in a school setting.

3.H.9

Generalize how academic and practical skills are transferable in a variety of work alternatives.

Students complete Employability Skills Self-Assessment, Parts 1 to 3 (see Appendix A).

Students review school work habits by completing Part 4: Report Card Performance Analysis (see Appendix A).



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Small groups discuss how performance in school (both knowledge of specific subject content and more general work habits) can be transferred to a variety of work situations.

Students develop plans for providing evidence of employability skills and essential skills proficiency in their school performances and in a variety of work situations. Provide feedback on these plans. Students attach their plans to their AEPs and save their plans for their Career Portfolios.

3.H.10

Match present transferable skills to sector-related skills.

Occupation-Related Skills

Students explore the Job Futures National Occupational Classification website at <www.jobfutures.ca/noc/browse-occupations-noc.shtml> and note the skills required for a variety of occupations.

Small groups discuss similarities and differences of skills within occupational sectors or areas (such as business, health, arts, transportation, etc.).



Students each match personal transferable skills (two or more) with three occupations from the nine occupational sectors listed on the Job Futures National Occupational Classification website at <www.jobfutures.ca/noc/browse-occupations-noc.shtml>. They then add their results to their Career Portfolios.

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Plan to Achieve Goals

As a culminating activity in this section, students each create a written action plan that identifies a sequence of steps to achieve goals and indicates the possible factors affecting each stage of the sequence. Plans should include both in-school and outside-of-school steps. They can depict the sequence as a chart or in written form. Students add the basic plan to their AEPs and attach any extra charts.

GLO I: Make life/work enhancing decisions.

Prescribed Learning Outcomes

Suggestions for Instruction

3.I.1

Identify what might interfere with attaining one's goals.

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Factors to Consider in Decision Making

Class brainstorms factors affecting goal attainment.

On the Factors Affecting Goal Attainment chart, each student lists factors involved in attaining a specific goal, categorizing factors under the various headings (see Appendix A for BLM).

Provide suggestions for charts of factors affecting goal attainment.

3.I.2

Demonstrate use of a decision-making process.

3.I.3

Recognize how choices are made.

3.I.4

Make decisions and take responsibility for them.

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Using a Decision-Making Model

Present a decision-making model (e.g., page 19 of *Focus on the Future: Your Grad Planner*).

Provide a critical incident/scenario and have students respond as a group.

The class discusses how choices are made. Encourage students to recognize values, attitudes, information available, and the influence of others as major factors in the process (e.g., purchase of a new car).

Small groups discuss what decisions students should make for themselves. In what areas do they not make their own decisions and why not? How does one learn about responsibility?

Students each reflect on the decision-making process in an exit slip (see Appendix B). Provide comments on these reflections.

Making Decisions about Courses

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Students use the decision-making process to decide on a course or courses to take. Students each complete the Decision Making blackline master (in Appendix A) to demonstrate their ability to apply the process. Include factors (values, attitudes, information available, influence of others) that went into the process.

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.1

Explore the concept of goal setting as a source of inspiration and motivation in life and work.

Goal Setting

Small groups discuss the importance of setting goals. What do students want from life? Students examine their sense of purpose and commitment, their desire for excellence, and their thoughts on happiness by doing the "My Preferred Lifestyle" exercise (see Appendix A for BLM). Students individually fill out the My Preferred Lifestyle form and then discuss their responses in small groups.



Students save the forms for their Career Portfolios.

Explain short-term goals as compared to long-term goals. Students each identify one short-term goal and one long-term goal that fit with their preferred lifestyles. Using the My Goals BLM (see Appendix A), students each consider the energy, time, and money needed to reach those goals. Students may need to gather information from Internet sources or community members to assess the time, energy, and money needed.

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Provide support and comments on "My Preferred Lifestyle" and "My Goals" activities. How realistic are the students' estimates? What sources did students consult to gather information?

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Students each reflect (in a Y-chart or a reflective journal entry—see Appendix B) on whether the exercise of setting goals had a motivational effect upon them. Students attach the My Goals form to their AEPs.

3.J.2

Review the "High Five Plus One."

High Five Plus One

Class discusses the "High Five Plus One": "follow your heart, change is constant, learning is ongoing, access your allies, focus on the journey, and know yourself."

Students write reflective journal entries (see Appendix B) answering the question: What do the "High Five Plus One" principles mean for career planning?

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.3
Develop an education plan
for high school graduation.

Planning Courses

Students each decide upon their subject(s) of interest with regard to school programming.

Students each develop a plan to support future career goals. The plan should include Grade 9, 10, 11, and 12 course selections.

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Students each write a paragraph describing their subjects of interest and justifying their choices using previous career development information. Provide feedback on the paragraph.

Descriptions should be attached to the students' Annual Education Plans.

3.J.4
Identify and plan volunteer
work and leisure activities
that relate to occupational
interests.

Volunteer Opportunities

Small groups discuss opportunities for volunteering and part-time work. Each group makes a list of possible community career experiences and shares it with the class.

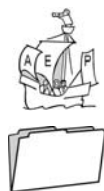


Supporting websites can be found at <www.edu.gov.mb.ca/k12/cur/cardev/>.

3.J.5
Review Annual Education
Plan, and identify need for
prerequisite courses and
graduation requirements.

Annual Education Plan—Life/Work Exploration

Students complete Annual Education Plan—Life/Work Exploration, filling in any blanks, particularly the Four Year Education Plan (Part B), using the details decided upon in 3.J.1 and/or 3.J.3 above.



Students review their finalized AEP with teacher and parents, and add any other courses or graduation requirements.

Students add their plan to their Career Portfolios, and they review the information gathered so far in their Career Portfolios.

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.6

Initiate or update a career development portfolio.

Career Portfolios

Present what a portfolio is, what it is not, and what it may be by having students fill out the true/false quiz, What a Career Portfolio Is (and Is NOT). (See Appendix A for BLM.) Discuss answers with the class after students fill out the form.



Have students explore how the general learning outcomes (GLOs) can be used in developing a portfolio, by filling in the chart My Career Portfolio and the GLOs. (See Appendix A for BLM.)

The Manitoba Education, Citizenship and Youth document *A Self-Managed Career Portfolio Guide* is available online at <www.edu.gov.mb.ca/k12/docs/support/c_portfolio>. Have students refer to this guide when gathering their evidence and assembling their Career Portfolios to ensure that they do a thorough and thoughtful job.

Report on the Future

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Students each complete the Plan to Gain Skills and Knowledge form (See Appendix A for BLM.). Using the information and ideas recorded on the form, students each prepare a report that identifies education plans, leisure activities, volunteer activities, and part-time work positions that would provide the experience and learning of skills consistent with their occupational interests.



Assessment of Short-Term Goal Planning: Students submit their final Annual Education Plans.



Assessment of Long-Term Goal Planning: Students assemble Career Portfolios—they should include learning style preferences, plans to provide evidence of GLOs and essential skills, and completed AEP.
