



# UNIT 4: JOB SEEKING AND JOB MAINTENANCE

## Assessment Plan

- GLO K: Secure/create and maintain work. 69

## Achieving the Learning Outcomes

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## UNIT 4: JOB SEEKING AND JOB MAINTENANCE

### Assessment Plan

Assessment Target: GLO K: Secure/create and maintain work.  
SLOs 4.K.1–4.K.12

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*Topic: What we need to obtain and maintain work*

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**Assessment for Learning:**

Provide comments to some of the self-reflection activities students do in this unit such as the personal qualities you bring to work activity (4.K.1) and the Broken Squares activity (4.K.2), as well as past work/volunteer experiences (4.K.4).

Have students complete an exit slip (see Appendix B) reflecting on some of the benefits our country has derived from the various cultures. How do different cultures working together have an impact on the labour market? How does this benefit Canada worldwide? (4.K.3)

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*Topic: Work opportunities and conditions*

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**Assessment for Learning:**

Have students write reflective journal entries about the type of work that matches their lifestyle and personality best (4.K.5).

**Assessment of Learning:**

Students each create a table that describes the training requirements and work responsibilities for three occupations of their choice (4.K.5).

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*Topic: The process of applying for and securing work*

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**Assessment for Learning:**

Provide feedback on the admit slips about the importance of resumés and cover letters, confirming and extending ideas and clarifying any misconceptions (4.K.7).

Provide feedback on videotaped job interviews (4.K.9).

**Assessment of Learning:**

Students each create a resumé and cover letter (4.K.7).

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*Topic: The rules of work*

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**Assessment for Learning:**

Have students reflect on the presentation about the workplace safety (4.K.10).

**Assessment of Learning:**

Students each create a research report into safety regulations relating to one career of interest (4.K.10).

In partners, students make labour legislation brochures targeted toward youth under the age of 18 (4.K.11).

## UNIT 4: JOB SEEKING AND JOB MAINTENANCE

### Achieving the Learning Outcomes

#### Suggested Time Allotments

■ Overview	20 hours
■ Secure/Create and Maintain Work	20 hours
■ What we need to obtain and maintain work	5 hours
■ Work opportunities and conditions	4 hours
■ The process of applying for and securing work	6 hours
■ The rules of work	5 hours

#### GLO K: Secure/create and maintain work.

##### Prescribed Learning Outcomes

##### Suggestions for Instruction

*Topic: What we need to obtain and maintain work*

Students will be able to:  
4.K.1  
Explore personal qualities that are needed to obtain and retain work.

##### Personal Qualities

In small groups, students brainstorm to identify personal qualities needed to get and keep work.

Students identify personal qualities one brings to school that are also needed for work (e.g., dependability, punctuality, getting along with others, etc.).

**A**  
*for*

Students each complete an exit slip (see Appendix B) listing three qualities they have that are demonstrated in school and are needed for work. For each quality, give one example/piece of evidence to demonstrate it (e.g., for dependability, give an instance where group members depended on the student to complete part of the presentation preparation).



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 K: Secure/create and maintain work. *(continued)*

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### Prescribed Learning Outcomes

### Suggestions for Instruction

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*Topic: What we need to obtain and maintain work. (continued)*

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#### 4.K.2

Discover how co-operation among workers can help accomplish a task.

#### **Teamwork Skills**

Students participate in the “Broken Squares” activity to see why teamwork skills are needed. Teacher instructions are found in Appendix A.

After the “Broken Squares” activity, observers report on their findings, and groups discuss what behaviours and actions were observed. How easy was it to give but not take pieces of the puzzle? How easy was it to refrain from talking or signalling?

**A**  
*for*

Students each fill out a Y-chart (see Appendix B), reflecting on their observations and thinking. What made one team more successful than the others? What are the challenges and benefits of working in a team?

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#### 4.K.3

Recognize the importance of being able to work with people who are different from oneself.

#### **Respect, Appreciation, and Tolerance**

Connect the benefits of teamwork with the benefits of a multicultural society. The class brainstorms the advantages of having a multicultural society.

Students each write a brief report on the ancestral origins of one’s family, focusing on what their culture brings to Canada. Students share reports in class.

**A**  
*for*

Students each write a reflective journal entry (see Appendix B) about some of the benefits our country has derived from the various cultures. How do different cultures working together have an impact on the labour market? How does this benefit Canada worldwide?

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#### 4.K.4

Re-examine one’s life or work experience and determine abilities and attitudes that have an impact on the outcomes.

#### **Abilities and Attitudes**

Small groups discuss and review past work experiences and volunteer activities to analyze abilities and attitudes that were demonstrated and whether or not those abilities and attitudes were helpful. Students each complete the My Experience chart (See Appendix A).

**A**  
*for*

Students each complete an exit slip (see Appendix B) giving two examples of an ability and/or attitude that served them well and one example of an ability and/or attitude that did not.

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## GLO K: Secure/create and maintain work. (continued)

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### Prescribed Learning Outcomes

### Suggestions for Instruction

Topic: Work opportunities and conditions

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4.K.5

Interpret the language describing employment and other work opportunities and conditions.

#### Types of Work

Small groups each work with one of the following terms: contract work, temporary work, part-time work, self-employment, shift work, and seasonal work. Each term is defined, examples of jobs that fit that term are listed, and advantages and disadvantages are discussed and recorded. Using a jigsaw approach (see Appendix B for description), groups share the information about the terms.

**A**  
for

Students each write a reflective journal entry (see Appendix B) about the type of work that matches their lifestyle and personality best.

In groups of three, students explore websites such as *Job Futures* at <[www.jobfutures.ca/noc/browse-occupations-noc.shtml](http://www.jobfutures.ca/noc/browse-occupations-noc.shtml)> to find three occupations that require different approaches for training (e.g., university education, apprenticeship training, on-the-job training). What work opportunities and conditions does each one have?



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

Students each create a table that describes the training requirements, work conditions, and opportunities for three occupations of their choice.

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4.K.6

Find job opportunities both advertised and hidden.

#### Where to Find Work

Small groups develop lists of resources where job opportunities can be obtained. This could be a take-home assignment so that students can talk to adults about potential sources.

The class discusses and reviews lists and adds additional resources, such as local newspapers, and websites such as the following:

*Labour Market Information* at <[www.labourmarketinformation.ca/](http://www.labourmarketinformation.ca/)>

*Job Bank* at <[www.jobbank.gc.ca/](http://www.jobbank.gc.ca/)>

*Career Planning Guide* at <[www.edu.gov.mb.ca/tce/lmi/carguide/](http://www.edu.gov.mb.ca/tce/lmi/carguide/)>

Students each freewrite (see Appendix B) on the topic of the hidden job market. Students share their freewrites in class, and the class discusses how to access this hidden market. Cover such ideas as networking, researching organizations and local markets, visiting career fairs, writing letters to potential employers, 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/)>.

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## GLO K: Secure/create and maintain work. *(continued)*

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### Prescribed Learning Outcomes

### Suggestions for Instruction

*Topic: The process of applying for and securing work*

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4.K.7

Determine the purpose of and compose resumés and cover letters.

#### **Resumés and Cover Letters**

Students each complete an admit slip explaining why resumés and cover letters are important. Provide feedback on the responses, confirming and extending ideas and clarifying any misconceptions.

**A**  
*for*

Provide a variety of resumés for students to examine in small groups.

As a class, develop the criteria and outline the components of an effective resumé.

**A**  
*of*

Students each complete a personal resumé and cover letter.



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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4.K.8

Demonstrate the ability to complete a job application form.

#### **Job Applications**

Provide a variety of job application forms for students to examine in small groups.

As a class, list the kinds of information applicants will need to have handy to complete job application forms (e.g., dates and employers' names and contact information for any previous jobs and/or volunteer work, names and contact information for references, etc.).

Students each complete three job application forms using hard copies or online forms.

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4.K.9

Effectively participate in a job interview process.

#### **Job Interviews**

Small groups each research and compile brief guidelines on one of the various elements of a successful job interview (e.g., applicant preparation, applicant appearance, interview presentation, punctuality, etc.). Post the guidelines in the class.

Students prepare for job interviews by reviewing common interview questions such as those given by MB4Youth at <[www.edu.gov.mb.ca/youth/JobPreparation/Interview\\_Preparing.html](http://www.edu.gov.mb.ca/youth/JobPreparation/Interview_Preparing.html)>.

**A**  
*for*

Students role-play a variety of effective and ineffective interviews. Videotape the interviews and provide feedback on the various elements.

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## GLO K: Secure/create and maintain work. (continued)

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### Prescribed Learning Outcomes

### Suggestions for Instruction

Topic: *The rules of work*

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4.K.10

Research the significance of workplace safety and health regulations.

#### Workplace Safety and Health

Arrange for a presentation by a guest speaker from the Workers of Tomorrow to explain workplace safety and health regulations and practices.

**A**  
*of*

Students each create a research report (print, oral, or multimedia) on the particular safety regulations of one career 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 fill out a Y-chart (See Appendix B) reflecting on their observations and thinking about workplace safety and health regulations.

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4.K.11

Identify and discuss the basic employment legislation.

#### Labour Legislation

Students read the various fact sheets available on the *Employment Standards* website at <[www.gov.mb.ca/labour/standards/](http://www.gov.mb.ca/labour/standards/)>. Each student chooses one fact sheet to respond to in a reading journal—the student responds to the information from three different perspectives (employer, manager, young employee).

**A**  
*of*

In partners, students make labour legislation brochures targeted toward youth under the age of 18.



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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4.K.12

Summarize the contribution of Manitoba labour unions.

#### Manitoba Labour Unions

Ask a guest speaker from the Manitoba Federation of Labour or Doug Smith (author of *Let Us Rise: History of Manitoba Labour*) to give a presentation about the Manitoba Labour Movement.

Students each speculate in a reflective journal entry (see Appendix B) on what our society would be like if unions did not exist. What kind of rules or legislation would there be?



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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