

Focus on the Future

Career Planning Begins at Home



LIKES	DISLIKES
Science	being late
math	performing pub
music	
electronics & shops	

Melanie was here!

My Parents' Choices	MY CHOICES
architect	Pilot or anything in aerospace industry
electrician (Red Seal)	engineer
actuary	graphic design
teacher	electronics technician
pharmacist	sound technician
	veterinarian

STRENGTHS

- hard-working
- friendly
- honest

JOURNEYMAN INDUSTRIAL ELECTRICIAN

The successful applicant will work at the Polio Processing Facility in Portage la Prairie, Manitoba. This plant is a full-time, 7-days per week, 24 hours per day. This is a full-time position involving:

Responsibilities:

- Ability to work rotating shifts
- Lay-out, assembly, installation, repair and maintenance of components and equipment in relation to electrical systems or sub-systems
- Plan and execute electrical installations from blueprints or schematics
- Online upgrades
- System upgrades
- Work with a computerized work order system.

Qualifications:

- The ideal candidate must have:
- Experience in a plant environment with automated equipment
- Controlled (PLC)
- Mechanical background

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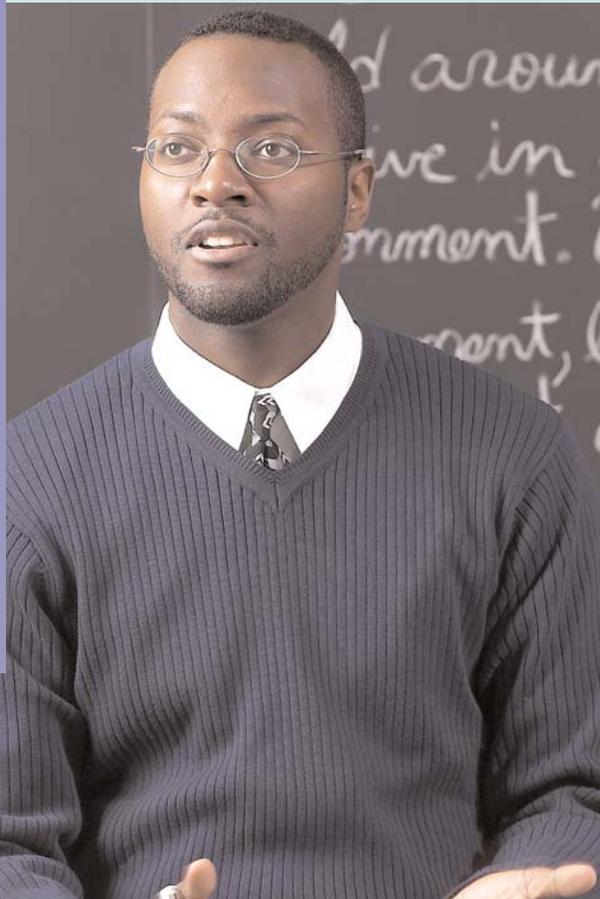
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Purpose of the Handbook

This handbook has been written for parents* of children in Middle Years schools. Research indicates that parents are the number one influence on their children's success in their educational pursuits and their choice of occupation. Helping children build on their skills, strengths, and confidence will assist them in planning for the future. This handbook has been written to encourage parents and children to begin thinking about and discussing career exploration. Many parents are already doing many of the activities proposed in this handbook.

How do I use the handbook?

This handbook provides discussion topics and activities that will engage your child to begin exploring the career-planning process.



How can parents and schools work together?

Although schools are providing some career-planning activities, research shows that students are more successful if parents and schools work together. Parents can find out what career-planning objectives have been determined for their children in school by attending parent-teacher conferences and parent-teacher evenings, working with parent councils, reading school newsletters, visiting the school website, or contacting the school principal.



***In this document, the term “parents” refers to both parents and guardians and is used with the recognition that, in some cases, only one parent may be involved in a child’s education.**

High Five Plus One



Change Is Constant

We change constantly, and so does the world around us—including the working world.

Chances are that a single occupation will no longer take workers from the beginning to the end of their working lives. Adaptability is an important skill to carry into the world of work.



Learning Is Ongoing

Graduating from high school or a post-secondary program doesn't mean that your education is

complete. Education is not limited to classrooms in a school. Opportunities to learn are everywhere! Learn to recognize them and make your learning a lifelong experience.



Focus on the Journey

Travelling through life is like travelling down a road: having a destination gives direction, but most of the time is spent moving along.

Pay attention to the journey, with all of its pitfalls, sidetracks, opportunities, and highways to new destinations.

No matter what career path is chosen, there are some things that remain constant for all people. Canadian career development specialists originally called these constants the “High Five.” Some children have already learned about the High Five in school. A sixth principle has been recently added, giving us the “High Five Plus One.”



Follow Your Heart

Dreaming about your future can help you to understand what you really want in life.

Knowing what you want and keeping it in mind can give you the motivation you need to deal with life's challenges. Listen to your inner voice.



Access Your Allies

The journey of life is not taken alone. Life is like a team sport, and your team members are your friends, family, teachers, and

neighbours. Any of them can be willing and helpful allies when it comes to judging what steps to take on life's path.



Know Yourself

The career planning constant or principle “Know Yourself” is the latest addition to the High Five Plus One.

Knowing your true self by examining your values, beliefs, and interests in as much detail as possible will help you with career decisions as you travel along

your career path.

Definition of Terms

Middle Years: Manitoba Middle Years schools comprise students in Grades 5, 6, 7, and 8. Most of the children attending these schools will be between the ages of 11 and 14 years.

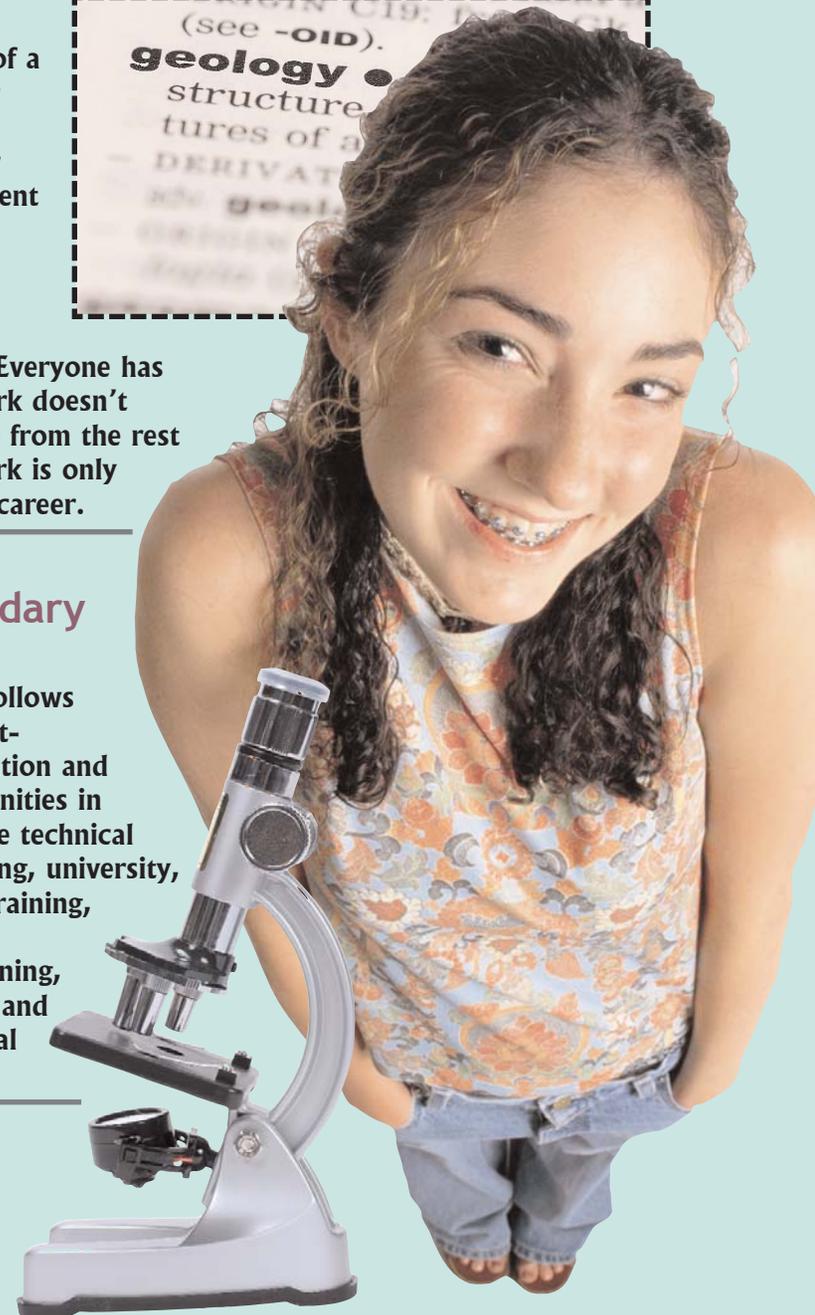
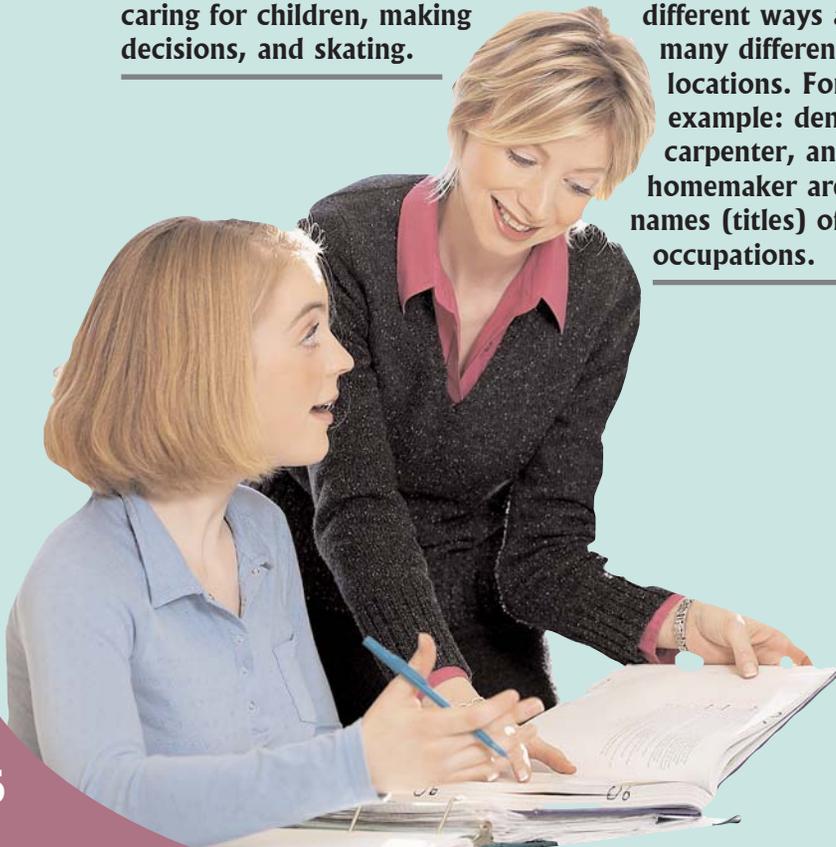
Skill: the ability to do a particular task that comes from training, practice, or natural aptitudes. A few examples are playing a musical instrument, drawing, caring for children, making decisions, and skating.

Job: one person's task or tasks in one situation. For example: Principal at Crane Elementary School. Jobs may be one-time, full-time, part-time, or periodic. More and more, people are working full-time by holding two or more part-time jobs with different employers.

Occupation: a general name for a type of work that people do in many different ways and in many different locations. For example: dentist, carpenter, and homemaker are all names (titles) of occupations.

Career: the combined total of a person's lifelong experiences including his/her education, different jobs, family life, friendships, community activities, and leisure choices. Everyone has a career, for work doesn't exist in isolation from the rest of our lives. Work is only one part of our career.

Post-secondary education: education that follows high school. Post-secondary education and training opportunities in Manitoba include technical vocational training, university, apprenticeship training, college, self-employment training, military service, and private vocational school training.

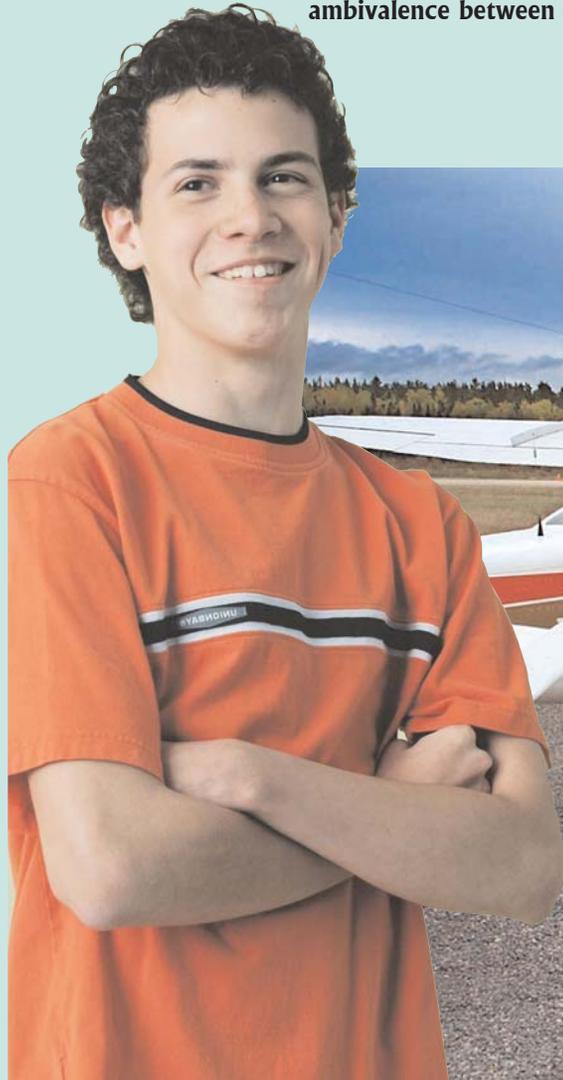


Talking about Career Planning

How do I know my child is ready to talk about career planning?

Every child is different. Some children have already decided which career pathway they want to follow; others have not started to think about different types of occupations. Adolescence involves intense physical, emotional, and psychological changes within a wide range of what is considered “normal.” Each child has a unique personality and special interests, likes, and dislikes. Adolescence brings with it the ambivalence between dependence and independence.

Career planning readiness is determined in part by the level of success one has in engaging children in discussion about their feelings, likes, and dislikes. This can be done by talking to them about what they do well. You play an important role in helping your child to develop work values, self-awareness, self-confidence, personal responsibility, interpersonal relationship skills, and decision-making skills, and in helping him/her to find appropriate work experiences. Children need to explore occupations because there is no “right” job for anyone.



What Do Children Know about Their Parents' Life Choices?

Parents can use the following statements to initiate a discussion with their children about career choices. Children might also use the statements for interviews and/or conversations with parents, grandparents, aunts, uncles, neighbours, or other adults.

- My favourite subject in school was...
- In my free time, I enjoyed...
- I was particularly good at...
- I did or did not follow my career goal because...
- My parents wanted me to be a...
- I got help in making my career decision from...
- Do you think women and men entering the workforce today have more choices?
- The things I learned in school that have helped me the most are...
- The challenges and barriers I encountered on my career journey were...



A Process for Decision-Making

1. Identify the decision to be made. Determine what must be decided and what is the underlying goal.
2. Generate options. Make a list. The more informed you are about your options, the more comfortable you will be in choosing one.
3. Choose what you consider the best option from your list. Does it reflect your values, interests, and abilities? Estimate the likely consequences.
4. Implement. Develop a plan to implement the best choice and try it.
5. Evaluate your progress. If necessary, change your decision.



What Life Skills Will My Child Need for Effective Career Planning?

Canadian career development specialists have identified three areas of skill development essential to effective career planning: personal management, learning and work exploration, and life/work building. Reviewing the Skills Checklist with your child will help in identifying some of your child's strengths and weaknesses.

Skills Checklist

- Demonstrates positive self-esteem and confidence.
- Organizes ideas and communicates oral messages appropriate to the listener and situation.
- Uses listening skills to understand and learn.
- Reads, understands, and uses written materials including graphs, charts, and displays.
- Effectively communicates thoughts, ideas, information, and messages in writing.
- Thinks critically and acts logically to evaluate situations, solve problems, and make decisions.
- Understands and solves problems using mathematics, and uses the results.
- Uses technology, information systems, instruments, and tools effectively.
- Understands that learning continues throughout life.
- Demonstrates honesty, integrity, and personal ethics.
- Demonstrates a positive attitude toward learning, growth, and personal health.
- Exhibits initiative, energy, and persistence to get the job done.
- Shows the ability to set goals and priorities in work (home and school) and personal life.
- Displays the ability to plan and manage time, money, and other resources to achieve goals.
- Demonstrates accountability for his/her actions.
- Displays a positive attitude about change.
- Demonstrates recognition of and respect for people's diversity and individual differences.
- Shows the ability to identify and suggest new ideas to get jobs done.
- Understands and contributes to the goals of a group or team.
- Plans and makes decisions with others, and supports the outcomes.
- Respects the thoughts and opinions of others in groups (for example, in the classroom, in teams, in clubs).
- Exercises "give and take" to achieve group results.
- Recognizes and seeks a team approach as appropriate.
- Works cooperatively with others, contributing to the group with ideas and effort.
- Understands how work and lifestyle influence each other.
- Understands how strengths and weaknesses impact on career planning.
- Understands how the High Five Plus One influence career planning.
- Other: _____

Talk about the skills your child identifies as strengths and explore evidence to support these findings. Discuss ways to improve weaker skill areas.

What Special Strengths Does My Child Have?

Many people define “smart” as being able to do well in academic situations. Some theorists have suggested that general intelligence can be subdivided into seven “smart areas”: body smarts, people smarts, visual (picture) smarts, logic smarts, music smarts, self smarts, and word smarts. Children with one or more of these seven unique ways of thinking and learning should be encouraged to pursue these gifts. Strength areas can be used as a predictor for success in a particular area. Have your child complete “A Quick Check of My Strengths” but note that only your child can decide which is his/her strongest area, or if all areas are equal. This checklist, with additional information, can also be found in *A Self-Managed Career Portfolio Guide* (see Appendix—Career Planning Resources).

A Quick Check of My Strengths

Check off all of the statements that apply to you.

I have music strengths if I:

- like to listen to music
- like playing a musical instrument or singing
- find myself humming
- like to listen to music when I study
- notice sounds all around me
- remember melodies and notice if something doesn't sound right
- keep rhythm or beat when I listen to music



I have personal strengths if I:

- like to spend time alone doing sports
- know what I like to do
- make my plans and set my goals
- have self-confidence to try new things
- want to learn new things

- find that some of my ideas are different from those of my parents or friends
- believe that I am a spiritual person or want to learn more about different religions



I have body or kinaesthetic strengths if I:

- like to play sports
- am very coordinated
- learn a new sport or dance step easily
- like to play video games
- use my hands when I am talking
- like fixing things
- find myself moving a lot or find it hard to sit still



I have people strengths if I:

- help friends with problems or talk about my problems
- would rather be with people than be alone
- like team sports
- like being with a group or even a crowd of people
- have lots of friends
- get along with people easily
- like watching people



I have logic strengths if I:

- like mathematics
- like to figure out how to work things
- like to solve puzzles
- like to organize things
- like games that require strategy
- like to use computers
- like science courses

I have visual strengths if I:

- like watching the images in music videos, movies, and advertisements
- like to doodle or draw
- like to see how websites and programs look on a computer
- can use maps, graphs, and charts easily
- like to plan to decorate a room or put together unique fashion looks
- like photographs or taking photographs
- like colour



I have language or verbal strengths if I:

- like to read
- like to write in a journal, or write stories or poetry
- like word puzzles or games
- learn the words to songs I hear
- like to listen to stories or plays
- like to listen to jokes or comedians
- like to talk



Look back on all of the categories. Your strengths lie in those categories with many check marks. You may have one great strength or you may have many. How does what you do today support or prove that these are your strengths?

What Can I Do to Help My Child Understand His/Her Strengths and to Discuss Career Planning?

- ✓ Join your child in celebrating his/her successes and achievements, and ask how they made him/her feel.
- ✓ Help your child see how he/she uses individual strengths and skills in completing school or household assignments.
- ✓ Help your child understand guidelines for goal setting.
- ✓ Talk to your child about his/her personal interests, strengths, skills, and attitudes. How does his/her career goals match with these?
- ✓ Reflect on the career planning constant “follow your heart” as your child explores his/her career goals. Children may not always be able to live out their dreams, but they deserve your support as they strive for them.
- ✓ Talk with your child about the best educational path to prepare for an occupation of interest. Is vocational education, technical education, college, apprenticeship, university, or a combination of these the best way to prepare?
- ✓ Help your child to understand and use a decision-making process in all aspects of his/her life.
- ✓ Ask how peer pressure affects decision-making.
- ✓ Ask your child to identify the skills or academic strengths that he/she needs to improve in order to be successful in potential occupations.
- ✓ Discuss your child’s school attendance and tardiness on a regular basis to assist him/her in developing a good work ethic and attitude.
- ✓ Discuss with your child how his/her role at home demonstrates many of the personal qualities that will be needed to acquire and retain future employment.
- ✓ Discuss why “access your allies” is an important part of life/work building. Help your child to identify friends, family members, and neighbours who are willing to help him/her.



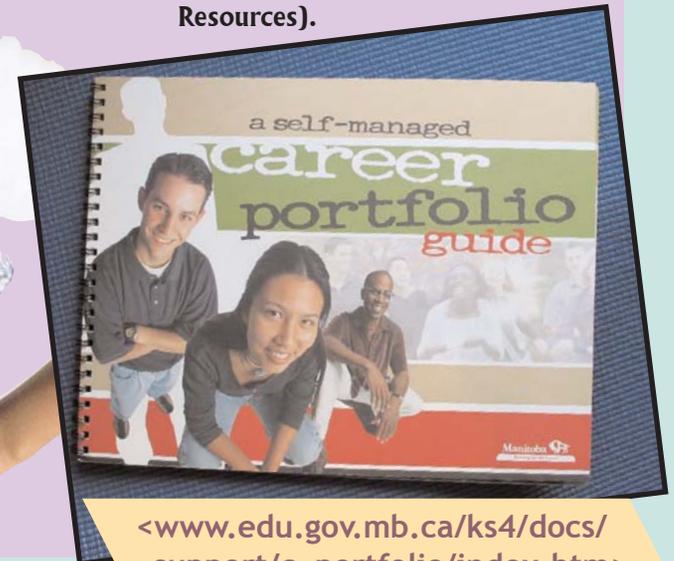
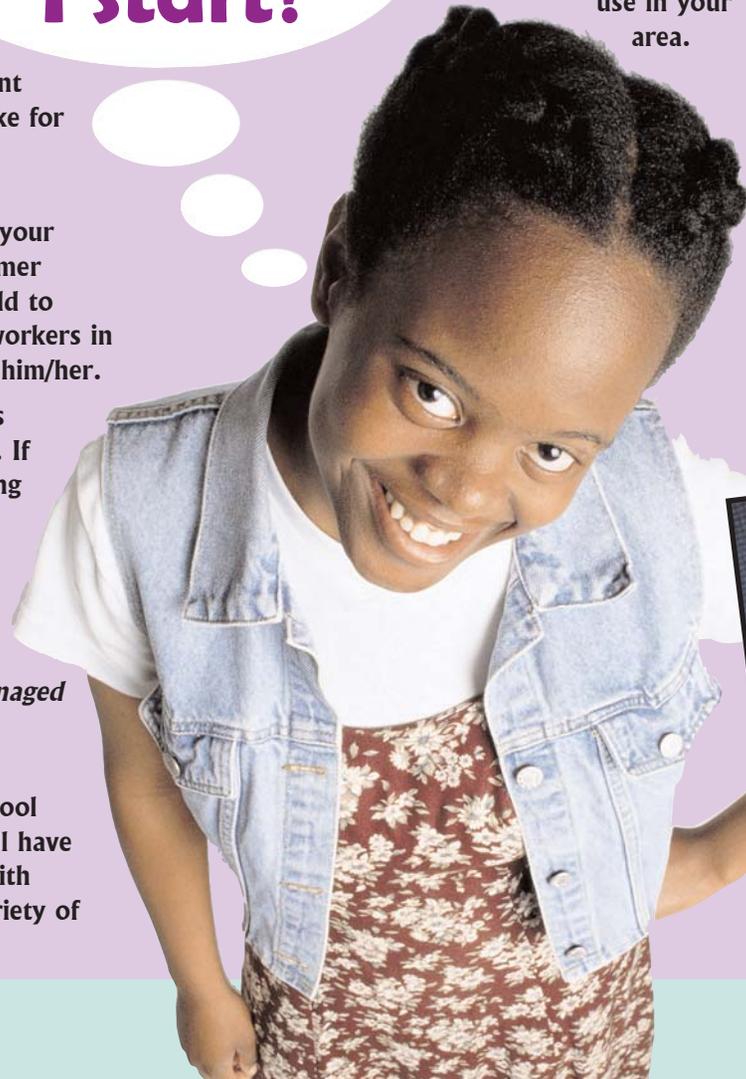
How Can I Assist My Child in Career Planning?

- ✓ Determine if your child's school has access to a school-based career-planning computer program. If so, discuss with the counsellor or teacher how the program is used.
- ✓ Point out and discuss newspaper or magazine articles, or Internet websites that show what the current employment outlook is like for your child's potential occupation.
- ✓ Make arrangements with your employer during the summer months to allow your child to "shadow" you or other workers in occupations that interest him/her.
- ✓ In some schools, students develop career portfolios. If your child's school is using this approach, you may want to help your child with some of the sections. For more information about portfolios, see *A Self-Managed Career Portfolio Guide*.
- ✓ Participate in a career symposium or a local school career fair. Your child will have the opportunity to talk with people who work in a variety of occupations.

Where do I start?

- ✓ Use the Destination 2020 website (see Appendix—Career Planning Resources) to help your child explore his/her skills, attitudes, and interests. If you do not have a computer at home, use your local library or other computers available for public use in your area.

- ✓ Talk with your child's teachers and counsellors on a regular basis each school year to monitor progress and areas where your child might need help.
- ✓ Encourage your child to be involved in clubs or school programs that will help him/her to explore life/work plans.
- ✓ Encourage your child to participate in volunteer work, which can provide valuable experience for later employment. For example, your child could help patients in a nursing home, read to a person who is visually impaired, work at an animal shelter, or run errands for a person who is ill. For youth volunteer opportunities, see the MB4Youth website (see Appendix—Career Planning Resources).



www.edu.gov.mb.ca/ks4/docs/support/c_portfolio/index.htm

How Can I Discuss Work Preferences with My Child?

This worksheet provides you and your child with an opportunity to discuss work preferences in terms of personal likes and dislikes. You and your child can complete this exercise together. In some instances, your personal experiences may need to be explained to help your child understand what a particular work preference means.

Getting to Know Myself in Relation to Work				
Rate the importance of each statement by marking an "X" in the appropriate box.				
	Parent like	Parent dislike	Child like	Child dislike
Job security				
Regular or fixed hours				
Self-employment				
Great deal of travelling				
One work location				
Physical work				
Desk job				
Creative work				
Work alone				
High income				
Work outdoors				
Make decisions and plan				
Same duties daily				
Flexible/variable work hours				
High-status job				
Program, analyze data				
Contract work				
Do research				
Work with your hands				
Work as part of a team				
Study and read				
Communicate information or persuade people				
Keep accurate records				
Other				

Compare your answers with your child's answers. What are your differences? Similarities? Explain to your child why you chose some of the answers you did.

Now That We Have Done All This Work, What Next?

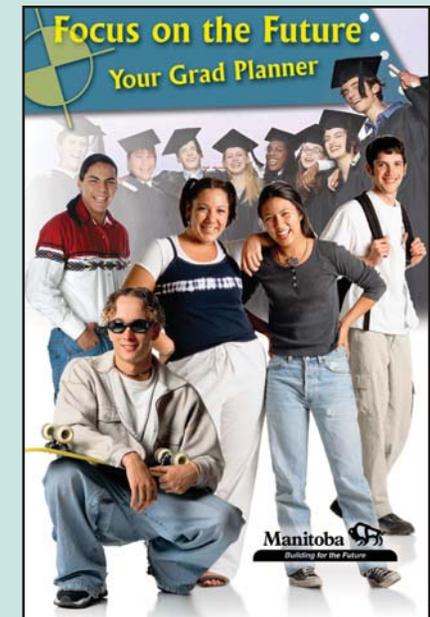
Your child's knowledge of his/her interests, strengths, skills, and weaknesses will be very helpful in making the transition from Middle Years to high school. This knowledge and previous experience in school courses should be the basis for your child's selection of high school courses. A few subject areas in high school are compulsory for graduation, while a number of other courses are optional. The courses your child takes in high school are like building blocks—often one course is preparation for another course at the next level. The courses completed in high school determine the range of options available to students after they graduate. If your local high school does not offer the programming you want for your child, you can apply for your child to attend another public high school that offers programming better suited to his/her career aspirations. Students may also take courses through distance learning, or develop their own courses, based on their interests and approved by the school (Student-Initiated Projects—SIPs). For more information about a particular high school program, consult with your local school personnel or visit the Manitoba Education, Citizenship and Youth—Kindergarten to Senior 4 website (see Appendix—Career Planning Resources).

What will my child do after high school?

Children should not wait until high school graduation to begin career planning. Making choices about post-secondary education and/or training requires a lot of time, effort, and careful planning by children and their parents. The opportunities after leaving high school are like selecting from several gateways that lead to the future. For example, students can pursue technical vocational training, university, apprenticeship, college, self-employment, work, military service, or private vocational school training. Today's labour market provides different opportunities for different students.

Children need to consider what they would like to do and the lifestyle they want to live before beginning the journey. With parental guidance, children can evaluate their options according to their passions. Taking post-secondary education and training or getting a job is not a career goal, but rather a pathway

to reach a career goal. As the High Five message "focus on the journey" suggests, children should enjoy the destination but keep in mind that the journey toward new destinations will continue. For more information about post-secondary options, see the Manitoba Advanced Education and Training website (see Appendix—Career Planning Resources) or the Manitoba Education, Citizenship and Youth companion document *Focus on the Future: Your Grad Planner*.



Investing in My Child's Future Education

It's never too early to think about saving for your child's future education. While education and training after high school can be expensive, many people are unsure about the actual costs. These costs vary, depending on the type of program selected and the length of the training involved. Parents can get an idea of costs by using the education cost calculator at the CanLearn website (see Appendix—Financial Resources). You may be able to start putting money aside immediately for your child's future education. For example, if you were to put away two dollars a day for the next five years, you would have saved \$3650.00 plus interest. For many people, this would be far easier than having to save the same amount of money two months after their child has graduated from high school. Parents receiving the Child Tax Benefit Allowance may be able to save some of these funds for their child's future education. The federal government's Canada Education Savings Act provides parents with grants to set up a Registered Education Saving Plan for their child. See the Canada Revenue Agency—Registered Education Saving Plans website or the CanLearn website for details (see Appendix—Financial Resources).

How available are student loans and bursaries?

The Manitoba Student Aid Program provides financial assistance for students with limited finances seeking post-secondary education. Assistance is based on an assessment of a student's financial need, which takes into account educational costs and living costs minus resources available to the student. Students must complete one application to be considered for both Manitoba and Canada Student Loans. When applying for loans, please keep in mind that the cost of post-secondary education is a shared responsibility among students, parents, and government. Government assistance is intended to be a supplement to student and family resources. Calculating the amount of parental contribution depends on several factors, including family size, income, and the number of children attending post-secondary education. To get an idea of what your financial contributions might be, go to the Manitoba Advanced Education and Training—Student Aid website (see Appendix—Financial Resources). Students may qualify for other assistance, grants, or awards if they meet eligibility criteria. The bursaries are granted to students with the highest debt level and the highest assessed need. Contact Manitoba Student Aid for more details about this program: 945-6321 (Winnipeg) or 1-800-204-1685 (toll-free).





How can my child help?

Many high school students save tuition fee money by working at part-time jobs during high school and full-time jobs in the summer. Some students are able to work part time while taking their post-secondary education. Funding for post-secondary education can be found through a variety of ways, and your family situation will dictate the best methods for you. For additional information about financial aid, visit the Financial Resources websites (see Appendix—Financial Resources) or consult the Manitoba Education, Citizenship and Youth companion document *Focus on the Future: Your Grad Planner*.

What about scholarships?

Students applying for scholarships require evidence of one or more of the following criteria: involvement in community and/or school-based activities, academic achievement, volunteerism, and financial need. Some scholarships are awarded according to the specific program selected. Most Manitoba post-secondary institutions advertise and offer entrance scholarships. There are additional awards available that target select groups, such as the Aboriginal Education Awards. Students receiving scholarship awards are not required to pay the money back. See the Student Awards website for details (see Appendix—Financial Resources).



Life/Work Road Is Not Always a Straight Line

Our lives don't happen exactly the way we plan them, but the good news is that our skills travel with us. If we were to chart a road map of our career journey, we would not always find the pathway to be a straight line between the starting point and the end career goal. We learn as we go, sometimes through formal school or training, and sometimes on our own by reading books and manuals, by talking to others, or just by doing. This is an example of one young person's career journey in progress.

High Five Plus One:

- Change Is Constant
- Learning Is Ongoing
- Focus on the Journey
- Follow Your Heart
- Access Your Allies
- Know Yourself

1. Started school in 1980. Liked to draw and play sports.
2. During the Early Years and Middle Years played soccer, hockey, and baseball, and continued to draw in my free time.
3. In high school enjoyed hockey, biking, skiing, and drawing in my spare time. Favourite courses in high school were biology, art, and physical education. Favourite chore at home was cooking dinner.
4. Graduated from high school and completed an art diploma at a local college.
5. Found a part-time position in the publishing industry involving some art work. Found another part-time position as a cashier. **(Access Your Allies)** Enjoyed biking, skiing, drawing, and cooking as hobbies.
6. Decided neither position was what I wanted to do. **(Know Yourself)**
7. Watched newspaper articles for opportunities to move to the mountains.
8. Applied for and accepted a position as a cook's helper at a ski resort. Moved to a resort ski town to ski and mountain bike.

9. Learned a lot about cooking from the chef. **(Learning Is Ongoing)**
10. Left resort position because cook and other co-workers moved away. Moved back to city and found a position as a cook's helper in a fast food restaurant.
11. After one year was laid off. Restaurant closed. **(Change Is Constant)**
12. Applied for and was accepted into a two-year college program in commercial foods. **(Follow Your Heart)**
13. Graduated from program and accepted a position in the kitchen of a large hotel. **(Focus on the Journey)**
14. After five years working at the hotel, paid off my student loan.
15. Have met many other people in the food industry, and with their help plan to open my own restaurant in the near future. **(Access Your Allies)**

It is quite possible for people to travel very different routes but end up at the same destination.



The Road Ahead

New technology, international trade, the changing nature of work, the Internet, and environmental protection are some of the trends that make predictions about future employment difficult. Your child will be a worker in the 21st century and will need to respond to and adapt to change. You can play a major role in your child's career planning by discussing the skills he/she has used successfully in school, household projects, or leisure activities, and how those skills can be transferred to other tasks.



The prediction that two thirds of the jobs being created today will require training beyond high school confirms the need to understand that "learning is ongoing." New occupations and skill changes in existing occupations, coupled with fewer workers entering the labour market, suggest a bright and promising future for teenagers.



Discuss how others have found "access your allies" extremely important when exploring job opportunities and in helping them with steps along the way.



Finally, your children need to know that career pathways are not always in straight lines, and that they should "focus on the journey."



Emphasize "know yourself" as a key component to career planning.



Children should "follow their hearts" because most people are happy and successful when they are doing things they like.



Experts are predicting that almost one half of the workforce in the public sector will change in the next three years. Therefore, the idea that "change is constant" is a reality of the labour market.



My Goal Map Activity

This is the first of two activities to help your child begin the planning process. “My Goal Map” encourages users to select a goal and then go through the seven steps that will guide them through the process. It may be helpful to initially select a short-term, concrete goal that can be attained in a short period of time. The success and experience gained from this activity will provide insight and motivation for setting long-term goals.

Setting goals can be fun. By setting a goal and working toward it, you can help make your life how you want it. Here is a guide to help you set goals. First decide on something that you would like to accomplish.

1 My goal. Write out the goal you want to work toward. The goal must be stated clearly and specifically. Saying, “I will be at school every day, and complete all work each day” is better than saying “I will try to do better.”

2 Why I want to achieve this goal. List as many reasons as you can. This list will help you keep working toward your goal, even if it gets hard! Read it often to remind yourself. The goal needs to be consistent with your values and beliefs.

3 Steps I will take. This is what you will do to reach your goal. List the steps in the order you plan to do them. Goals must state a period of time. For example: “I will work on my homework each night from 6:00 p.m. to 7:00 p.m.”

<hr/>	<hr/>

4

A picture of my goal. Make a picture that helps you see your goal clearly. Draw a picture of your goal or cut one out of a magazine.

5

Keep this in mind. What do you remember if you feel like giving up?

7

When I'm finished. Fill out this section when you have finished working toward your goal. What did you learn about goal setting, yourself, or life as you worked toward this goal?

6

How's it going? Make a record after you have been working toward your goal for a while. Even though others may help you over time, ultimately the responsibility for work and effort belongs to you.

Date _____

Comments _____

Keep this Goal Map where you can see it. It will help you remember your goal. Congratulate and reward yourself when you have achieved your goal!

Personal Goal-Setting Activity

This personal goal-setting activity provides your child with an opportunity to make a short-term and long-term career plan. In completing this activity, your child will think about the various aspects of career planning that include education, employment, leisure activities, and family. This plan should be reviewed and revised, if necessary, on a regular basis.

Area	One year from now	Five years from now	Ultimate Goal	
Education				
Employment				
Leisure Activities				
Family				

Appendix

Career Planning Resources

Blueprint for Life/Work Designs
<www.blueprint4life.ca>

Canada Prospects <www.canadapropects.ca>

Career Cruising* <www.careercruising.com>

Destination 2020
<www.careerccc.org/destination2020>

Manitoba Advanced Education and Training
<www.edu.gov.mb.ca/aet/index.html>

Manitoba Advanced Education and Training—
Apprenticeships <www.edu.gov.mb.ca/aet/apprent/>

Manitoba Education, Citizenship and Youth—
A Self-Managed Career Portfolio Guide.
<www.edu.gov.mb.ca/ks4/docs/support/c_portfolio/index.htm>

Manitoba Education, Citizenship and
Youth—Kindergarten to Senior 4
<www.edu.gov.mb.ca/ks4>

Manitoba Prospects Career Planning Guide—
available in all secondary schools

MB4Youth.ca <www.mb4youth.ca>

School Finder.com
<www.schoolfinder.com>

* This career exploration site is available free of charge to schools and youth-serving agencies across Manitoba. To obtain a school username and password, contact Manitoba Education, Citizenship and Youth at 945-7948 (Manitoba) or 1-800-282-8069, ext. 7948 (toll free).

Parents and children can use the following resources to find out more about career planning, financial planning, and job-seeking information.

Financial Resources

Aboriginal Scholarships and Bursaries
<www.ammsa.com>

Canada Revenue Agency—Registered
Education Saving Plans
<www.cra-arc.gc.ca/tax/registered/resp_qa-e.html>

CanLearn <www.canlearn.ca>

CanLearn cost calculator—go to
<www.canlearn.ca>; click on Financing, and
then click on Financial Planner

Manitoba Advanced Education and Training—
Student Aid <www.gov.mb.ca/educate/sfa>

National Aboriginal Achievement Foundation
<www.naaf.ca>

Scholarships Canada.com
<www.scholarshipscanada.com>

Student Awards <www.studentawards.com>

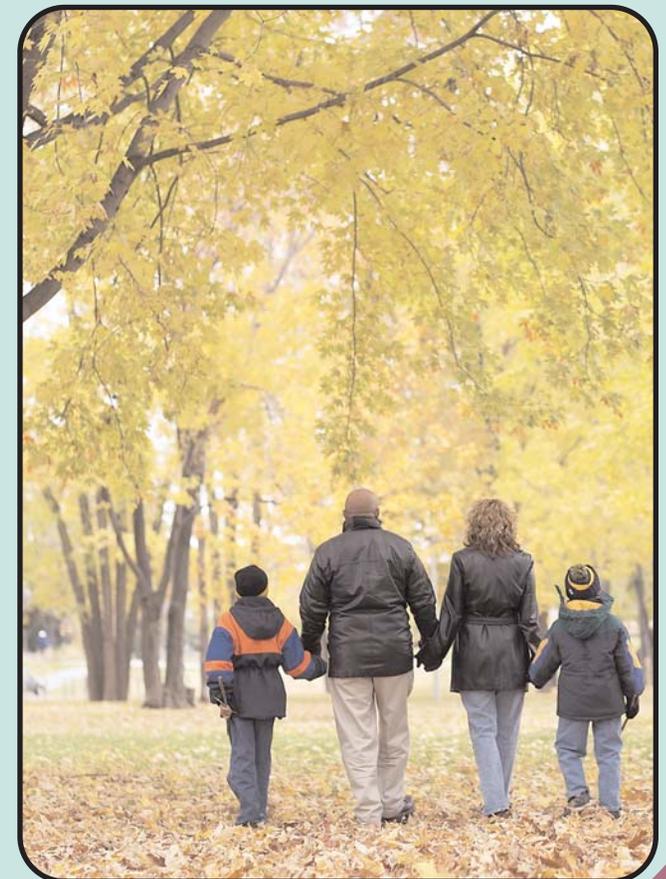
Job-Seeking Resources

Government of Canada—Job Futures
<www.jobfutures.ca>

Government of Canada—Youth.gc.ca
<www.youth.gc.ca>

Job Bank.ca <www.jobbank.ca>

Manitoba Workinfo.NET
<www.mb.workinfolnet.ca>



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Canada Revenue Agency—FAQ: Registered Education Saving Plans <www.cra-arc.gc.ca/tax/registered/resp_qa-e.html>

Canadian Parents.com—Steps and Stages: Early Adolescence (12-14 years) <www.canadianparents.com/CPO/TweensTeens/StepsStages/EarlyAdolescence.html>

Destination 2020—Build Your Work Skills <www.careerccc.org/destination2020>

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Manitoba Advanced Education and Training <www.edu.gov.mb.ca/aet/index.html>

Manitoba Advanced Education and Training—Manitoba Student Aid <www.gov.mb.ca/educate/sfa>

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Manitoba Education, Citizenship and Youth. *A Self-Managed Career Portfolio Guide*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2003.

Manitoba Education, Citizenship and Youth. *Focus on the Future: Your Grad Planner*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2005.

Manitoba Education, Citizenship and Youth—Kindergarten to Senior 4 <www.edu.gov.mb.ca/ks4>

MB4Youth.ca <www.mb4youth.ca>

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