



UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Assessment Plan

- GLO K: Secure/create and maintain work. 73

Achieving the Learning Outcomes

- GLO K: Secure/create and maintain work. 75
SLOs 4.K.1-4.K.11

UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Assessment Plan

Assessment Target: GLO K: Secure/create and maintain work.
SLOs 4.K.1–4.K.11

Assessment for Learning:

- Have students create a chart that outlines the working conditions and benefits for three job opportunities. Provide feedback. (4.K.6)
- Have students complete exit slips explaining why application forms are sometimes more useful than just requesting a resumé and cover letter. (4.K.7)
- Have student groups create lists of websites and resources for job services and then compile a class list. Have students add missing resources to their individual lists. (4.K.8)
- Have student groups brainstorm a list of potential new contacts not previously recorded. (4.K.9–4.K.10)
- Conduct mock interviews with students and have students discuss ways to improve their interview skills. (4.K.11)

Assessment of Learning:

- Have students write an article or create a poster about the labour movement in Manitoba that includes the origins of the labour movement in Manitoba, the reasons for the success of unions in Manitoba, and some of the barriers unions face in Manitoba in the present time. (4.K.4)
- As a culminating activity for this unit, have students find an advertisement for a potential job opportunity and develop a resumé and cover letter targeted specifically for that position. Have students also prepare for an interview for that position by writing out possible questions that could be asked and the responses they would give.

UNIT 4: JOB SEEKING AND JOB MAINTENANCE

Achieving the Learning Outcomes

Suggested Time Allotments

- Overview 19 hours
- Secure/Create and Maintain Work 19 hours

GLO K: Secure/create and maintain work.

Prescribed Learning Outcomes	Suggestions for Instruction
<p>4.K.1 Explore and demonstrate personal qualities and skills (e.g., dependability, punctuality, getting along with others) that are needed to secure and maintain work.</p>	<p>Personal Qualities for Securing and Maintaining Work</p> <p>In small groups, students list personal qualities that are needed to get and keep a job.</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p> <p>Introduce or review employability skills (see Appendix A for BLM 29). Students each develop a plan as to how they will be able to acquire evidence to demonstrate competencies in these areas (see Appendix A for BLM 30). Explain that evidence can take the form of work samples (written work, photos of projects, visual representations, etc.), references from other people, certificates and/or transcripts of courses completed, and so on.</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p> <p> Students each save their plan in their Career Portfolio.</p>
<p>4.K.2 Recognize the language describing employment and other work opportunities and conditions.</p>	<p>Using the Language of Opportunity</p> <p>In small groups, students examine job postings on websites, noting the language used to describe employment opportunities and conditions. Each group makes a glossary of important terms (such as <i>high demand</i>, <i>outlook</i>, <i>labour market</i>, <i>supply</i>, <i>earnings</i>) with definitions and examples of how the term is used.</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p>

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

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.3

Demonstrate an understanding of workplace safety and health regulations.

Knowing the Workplace Safety and Health Regulations

Students each complete an admit slip (see Appendix B) about why workplace safety and health regulations are important for students beginning a job. Provide feedback as volunteers share their responses with the class.

After reviewing or exploring workplace safety and health regulations in Manitoba, students each write a summary of the regulations that would apply to their current part-time jobs or to their upcoming work experience placements.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

4.K.4

Connect the role of labour unions in the development of worker rights.

Knowing about the Labour Movement in Manitoba

Using online and print sources, students research the labour movement in Manitoba.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

As part of student research, invite representatives from the Manitoba Federation of Labour to make a presentation to the class. Useful print resources include *Let Us Rise! An Illustrated History of the Manitoba Labour Movement* by Doug Smith and *Building a Better World: An Introduction to Unionism in Canada* by Errol Black and Jim Silver.

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Students each either write an article or create a poster containing the following information:

- the origins of the labour movement in Manitoba
- reasons unions have been so successful
- some of the barriers for unions today

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

Prescribed Learning Outcomes	Suggestions for Instruction
4.K.5 Review and recognize labour legislation standards for Manitoba employees.	<p>Knowing the Manitoba Employment Standards</p> <p>Using a jigsaw grouping strategy (see Appendix B), small groups of students explore the following areas of the Manitoba Employment Standards by reading the fact sheets provided at www.gov.mb.ca/labour/standards/doc,quick_guide,factsheet.html:</p> <ul style="list-style-type: none">■ general (minimum rights and responsibilities)■ hours of work and overtime■ vacations and general holidays■ young employees <p>After students have shared their knowledge in small groups, students each complete a quiz (see Appendix A for BLM 31).</p>
4.K.6 Explore specific work opportunities in terms of working conditions and benefits.	<p>Knowing the Working Conditions and Benefits</p> <p>Students each investigate the working conditions and benefits of three job opportunities (full-time or part-time) that they are interested in, by interviewing an employer, employee, or former employer or employee. Students each compile the information they find about each job on a chart (see Appendix A for BLM 32). Students may also look up collective agreements when available, as they often provide detailed information about working conditions. Provide feedback on the charts.</p> <p>A for</p>
4.K.7 Demonstrate the ability to complete application forms.	<p>Work Search Tools—Application Forms</p> <p>Students each complete three job application forms—these can be print or electronic copies. In small groups, students discuss the differences among the forms and which sections are easiest and hardest to complete. What information does one need to have handy to complete an application form?</p> <p> Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.</p> <p>Students each design a job application form that could be used by an employer.</p> <p>A for</p> <p>Students each complete an exit slip (see Appendix B) explaining why application forms are sometimes more useful than just requesting a resumé and cover letter.</p>

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

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.8

Develop work search tools required to find and maintain work (e.g., resumé, cover letter, career portfolio, online profile).

Work Search Tools—Advertised Employment Opportunities

In small groups, students compile lists of websites and other resources that advertise employment opportunities.

A summary of the groups' findings are posted in the classroom for future reference. Students add missing resources to their individual lists.

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Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Work Search Tools—Resumés

Students research the different types of resumés (such as chronological, functional, and combined) and the advantages and disadvantages of each type.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.



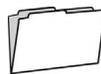
Students each prepare a resumé. Students save their resumés in their Career Portfolios.

Work Search Tools—Cover Letters

As a class, review the structure and purpose of a cover letter.



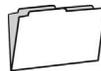
Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.



Students each prepare a cover letter to accompany their resumé, and save it in their Career Portfolio.

Work Search Tools—Career Portfolios

Students review the purposes of a Career Portfolio. In small groups, students role-play how they can use their Career Portfolios to prepare for an interview by reviewing their goals, timelines, accomplishments, and demonstrated skills, qualities, and attitudes.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Students each review their "Employability Skills Plan" (from 4.K.1) and revise it, moving newly acquired skills into the middle column and revising their plans to acquire new skills.

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

Prescribed Learning Outcomes

Suggestions for Instruction

4.K.9

Explore skills, knowledge, and attitudes required to locate, interpret, and use information about work opportunities.

Networking Skills to Secure/Create Work

Give a brief presentation about networking. Describe the need for networking, making new contacts, maintaining contacts, initiating informational interviews, et cetera.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

4.K.10

Demonstrate the skills, knowledge, and attitudes necessary to obtain and maintain work.

Students each make a list of people they know—friends, neighbours, peers, extended family, teachers, coaches, and so on—and their contact information. Beside each contact, students list possible information these people may have that could help them find work. (See Appendix A for BLM 33.)

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In small groups, students brainstorm a list of potential new contacts not previously recorded.

4.K.11

Demonstrate the skills, knowledge, and attitudes necessary for a successful interview.

Interview Skills to Secure Work

Students each complete an admit slip (see Appendix B) about what makes a job interview successful. Volunteers share responses in class. Provide feedback on the shared responses.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr10_found/supporting.html.

Students conduct mock interviews, taking turns being interviewed for a position. Encourage them to use their Career Portfolios to showcase particular skills and experiences.

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In small groups, students have a follow-up discussion about ways to improve their interview skills.

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As a culminating activity for this unit, students each find an advertisement for a potential job opportunity and develop a resumé and a cover letter targeted specifically for that position. Students each also prepare for an interview for that position by writing out possible questions that could be asked and the responses they would give and by planning out parts of their Career Portfolios to showcase.

This learning activity is also good preparation for the learning activities suggested in Unit 5 when students look for a placement for their career and community experiences.*

* All students must be registered with Manitoba Education and Training before community placement. Registration forms are available at www.edu.gov.mb.ca/k12/policy/work_ed.html.

