



UNIT 3: LEARNING AND PLANNING

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Achieving the Learning Outcomes

- GLO H: Participate in lifelong learning supportive of live/work goals.
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- GLO I: Make life/work enhancing decisions.
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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.3

Assessment for Learning:

- Students each complete an admit slip explaining their understanding of lifelong learning and its importance in life/work. The teacher provides feedback on the ideas in the admit slips. (3.H.1)
- Students each write an exit slip identifying personal strategies or new strategies they will use in the future to become better learners throughout their lives. (3.H.1)
- Students each write a reflective journal entry about how the High Five Plus One principles might apply to their future plans. (3.H.2)
- Students each record in their AEPs (on page 4 of the form) their high school credits earned up to now, course selections they are presently taking, and those they are planning to take in the future. (3.H.3)

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

Assessment for Learning:

- Students each write a reflective journal entry about why people sometimes have difficulty making decisions and how poor decision making has an impact on school, leisure activities, work, and family life. (3.I.1)
- Students create a chart to identify all the factors to be considered in developing a transition plan. (3.I.2)
- Students each write an admit slip giving a few possible setbacks that could happen to cause someone to change one's life/work goals. Students share and discuss their ideas with the class. (3.I.3)

Assessment of Learning:

- Students each develop a three-year plan for post-secondary training/work that will include living accommodations, food expenses, tuition fees, transportation costs, financial income, employee expenses, program of study, clothing expenses, and so on. Students each record plans in their AEPs. (3.I.2)

- Students revisit the High Five Plus One principles, and students each develop an alternative plan (Plan 2) in case something interferes with Plan 1. Students each include a comprehensive written or oral report about their alternative plan (Plan 2) explaining why it might be needed and how their lives would be different as a result. Students each keep a print copy or audio recording of their reports in their Career Portfolios.

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

Assessment for Learning:

- Students each list short-term and long-term goals with details about school planning and extracurricular activities. Students update their goals on their AEPs. (3.J.1)
- Students each create a chart listing activities, organizations, businesses, and community agencies that they can use to gain experiences for their Plan 1 (3.I.2) and Plan 2 (3.I.3). (3.J.2)
- Each group of students creates a classroom poster outlining the purpose and content of an effective Career Portfolio. (3.J.3)

Assessment of Learning:

- Interview each student about their plans, asking the following questions:
 - What is the career direction you have set for yourself?
 - Describe the actions you have taken and will take in the future to meet your career goals.
 - How will you deal with the anticipated challenges you may face trying to reach your goals?
 - Explain why it is necessary to have an alternate plan in your circumstance.
 - How can your extracurricular activities contribute to your career development?

Students should use their Career Portfolios to elaborate on achievements, skills, and plans as they respond.

Assess interview responses using the Rubric for Assessing Interview Responses. (3.I.2–3.J.3)

UNIT 3: LEARNING AND PLANNING

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	12 hours
■ Participate in Lifelong Learning Supportive of Life/Work Goals	3 hours
■ Make Life/Work Enhancing Decisions	4 hours
■ Understand, Engage in, and Manage Own Life/Work Building Process	5 hours

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

Prescribed Learning Outcomes

Suggestions for Instruction

3.H.1

Evaluate strategies for improving academic skills and knowledge, and adopt those that contribute best to the lifelong learning process.

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Strategies for Lifelong Learning

Students each complete an admit slip (see Appendix B) explaining their understanding of lifelong learning and its importance in life/work. The teacher provides feedback on the ideas in the admit slips.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

In small groups, students develop lists of strategies for learning that have been acquired in high school.

Groups report to the class, and a class chart listing strategies for becoming a better learner is created and posted.

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Students each write an exit slip identifying personal strategies or new strategies they will use in the future to become better learners throughout their lives.

3.H.2

Evaluate the significance of the High Five Plus One career development principles to life/work successes.

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High Five Plus One Principle

Provide students with the High Five Plus One career development principles (see BLM 18 in Appendix A) and review them.

The class discusses how these principles govern attitudes and behaviours in school, work, and family life.

Students each write a reflective journal entry about how the High Five Plus One principles might apply to their future plans.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

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

Prescribed Learning Outcomes

Suggestions for Instruction

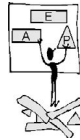
3.H.3
Review high school graduation requirements.

High School Graduation Requirements

Using resource materials such as the local school handbook or the Manitoba Education and Training website on graduation requirements (at www.edu.gov.mb.ca/k12/policy/grad_require.html), students review requirements for a high school diploma.

Invite the school counsellor to make a presentation about graduation requirements to provide students the opportunity to clarify issues or concerns they may have.

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Students each record in their AEPs (on page 4 of the form) their high school credits earned up to now, course selections they are presently taking, and those they are planning to take in the future.

GLO I: Make life/work enhancing decisions.

Prescribed Learning Outcomes

Suggestions for Instruction

3.I.1
Evaluate how decisions about school, family, leisure, and work affect other decisions and have an impact on one's life.

Decision-Making Consequences

Students each freewrite (see Appendix B) about a few major decisions they or someone they know has made in the past year or two.

Then students each create a flowchart outlining how one particular decision affected future decisions. Students should also chart the effects of the decision not made (the opposite decision). For example, if a student decided to buy a car, that decision may have led to others about how much time to spend earning money. If the student had decided against buying a car, that might have led to different choices about how to spend leisure time.

The class discusses how particular decisions may broaden future options, while others may narrow them.

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Students each write a reflective journal entry (see Appendix B) about why people sometimes have difficulty making decisions and how decisions have an impact on school, leisure activities, work, and family life.

GLO I: Make life/work enhancing decisions. *(continued)*

Prescribed Learning Outcomes

Suggestions for Instruction

3.I.2

Complete the steps required to plan for a transition from school to post-secondary education/training or work. (Include a budget.)

Transition Planning

Invite the school counsellor to talk with the class about different types of career transitions including school to post-secondary education, school to work, school to on-the-job training positions, school to starting own business, and school to work to education/training.

In small groups, students discuss the factors that have to be considered in developing individual transition plans for after high school. The small groups report to the class about the factors they identified.

Students each create a chart to identify all the factors to be considered in developing a transition plan.

Students each create a chart to identify all the factors to be considered in developing a transition plan.

Students each develop a three-year plan for post-secondary training/work (Plan 1 on page 2 of AEP) that will include living accommodations, food expenses, tuition fees, transportation costs, financial income, employee expenses, program of study, clothing expenses, and so on.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Other resources include the school's online career information system, employment counsellors, and career symposia.

3.I.3

Examine alternative life/ work scenarios, and evaluate their impact on life.

A Back-Up Plan

Students each write an admit slip (see Appendix B) giving a few possible setbacks that could happen to cause someone to change one's life/work goals. Students share and discuss their ideas with the class.

Students revisit the High Five Plus One principles (see BLM 18 in Appendix A) and each student develops an alternative plan (Plan 2 on page 3 of AEP) in case something interferes with Plan 1. Students each include a comprehensive written or oral report about their alternative plan explaining why it might be needed and how their lives would be different as a result.

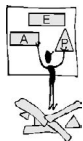
Students each keep a print copy or audio recording of their reports in their Career Portfolios.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Other resources include the school's online career information system, employment counsellors, and career symposia.

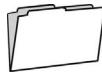
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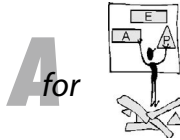
GLO J: Understand, engage in, and manage own life/work building process.

Prescribed Learning Outcomes

Suggestions for Instruction

3.J.1

Develop and pursue plans in light of own ideal life/work scenarios.



Setting Goals for Life/Work Building

Students each write a short narrative or draw a comic strip speculating on what they will be doing 10 years from now. Students consider the type of work they'll be doing, where they will live, what their lifestyle will be like, and who their family will be.

While keeping their future scenarios in mind, students each list short-term and long-term goals that will help them to get there. These goals should include details about school planning and extracurricular activities. Students each update their lists of goals in their AEPs.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

3.J.2

Plan ways to experience different roles through work experience, volunteering, social events, and so on.



Obtaining Work Experiences

The class brainstorms alternative ways to acquire experience to assist with future plans.

Students each create a chart listing activities, organizations, businesses, and community agencies that they can use to gain experience for their Plan 1 (3.I.2) and Plan 2 (3.I.3).

Students each use networking, contacts with local community resources, the local telephone book, and Internet websites to identify contact people who might be approached about providing opportunities to gain experience.

Students each record contact information in their Career Portfolios. This information will be used when completing outcome for Unit 5, SLO 5.D.1.

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

Prescribed Learning
Outcomes

Suggestions for Instruction

3.J.3
Review the purpose
and content of a Career
Portfolio.

Purpose and Content of a Career Portfolio

In small groups, students read or skim through the document *A Self-Managed Career Portfolio Guide* to review the purpose and content of a Career Portfolio. The guide is available at www.edu.gov.mb.ca/k12/docs/support/c_portfolio/.

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Each group creates a classroom poster outlining the purpose and content of an effective Career Portfolio.

Students each update their existing portfolios and organize them effectively.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr11_found/supporting.html.

Interview Responses

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Interview each student about their plans, asking the following questions:

- What is the career direction you have set for yourself?
- Describe the actions you have taken and will take in the future to meet your career goals.
- How will you deal with the anticipated challenges you may face trying to reach your goals?
- Explain why it is necessary to have an alternative plan in your circumstance.
- How can your extracurricular activities contribute to your career development?

Students should use their Career Portfolios to elaborate on achievements, skills, and plans as they respond.

Assess interview responses using the Rubric for Assessing Interview Responses (see BLM 19 in Appendix A).
