

UNIT 2: CAREER EXPLORATION

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UNIT 2: CAREER EXPLORATION

Assessment Plan

Assessment Target: GLO D: Locate and effectively use life/work information. SLOs 2.D.1–2.D.8

Assessment for Learning:

Have students reflect on interviews conducted using class-brainstormed questions with role models by responding to the following question: What information do you think you missed in the interview and how would you modify your questions to gain more insight? Justify your answer. Provide students with feedback on their responses. (2.D.3)

Provide feedback on the table compiled by student groups that indicates sources of career information and their benefits (2.D.4).

Students compare three different occupations based upon the working conditions and academic requirements (ones from different occupational areas, such as the service industry or manufacturing, and one entrepreneurial-related occupation). (2.D.5)

Assessment of Learning:

As a culminating activity for this section, students create a table that identifies their top personal skills and 10 possible occupations that match their skills. Then students rank the occupations according to their current interests. Finally, students select three of these occupations as their current top three and write a justification for why these occupations are the most interesting to them. (2.D.8)

Assessment Target: GLO E: Understand the relationship between work and society/economy. SLOs 2.E.1–2.E.4

Assessment for Learning:

Provide comments on student charts summarizing the evolving world of work (2.E.3).

Discuss with students the website “Work vs. Life” and have them write an exit slip that responds to the following: Would you like to stay in the same career for your entire life and why? Look at the exit slips for use of the article and justified statements. (2.E.5)

Assessment of Learning:

Have students write an essay that discusses the impact of a particular career area on the economy, society, and the environment.

Assessment Target: GLO F: Maintain balanced life and work roles.
SLOs 2.F.1–2.F.2

Assessment for Learning:

Students write a reflective journal entry describing how their families and/or teams presently work together and how they could work together more (2.F.1). Students write an exit slip identifying how the roles have changed from great grandparents to parents in their own family (2.F.2).

Assessment of Learning:

Students write a guide to maintaining a balance of work and life roles, based on what they have learned from other generations and their own observations.

Assessment Target: GLO G: Understand the changing nature of life/work roles. SLOs 2.G.1–2.G.3

Assessment for Learning:

The “Fair Play–Fair Pay” activity gets the students thinking about changing career patterns and opportunities for men and women. Have students reflect on this activity using one of the discussion questions and provide some comments on their reflections (2.G.1).

Assessment of Learning:

As a culminating activity to this section, students each write a research report on a non-traditional occupation.

UNIT 2: CAREER EXPLORATION

Achieving the Learning Outcomes

	Suggested Time Allotments
■ Overview	24 hours
■ Locate and Effectively Use Life/Work Information	12 hour
■ Understand the Relationship between Work and Society/Economy	6 hours
■ Maintain Balanced Life and Work Roles	3 hours
■ Understand the Changing Nature of Life/Work Roles	3 hours

GLO D: Locate and effectively use life/work information.

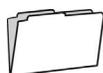
Prescribed Learning Outcomes

Suggestions for Instruction

Students will be able to:
2.D.1
Identify role models and their personal attributes.

Inukshuk

As part of the Inukshuk exercise, students list traits of someone they admire and compare these traits with their own (see Appendix A for BLMs).



Save results for Career Portfolio.

2.D.2
Locate various sources of work information.

Locating Sources of Work Information

In small groups, develop a list of sources for work information (e.g., Internet, television, newspapers, people, libraries, digital professional networks, employment centres, social media, government resources, digital job opportunity repositories).



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.

Class compiles a list of all the sources from each group.

GLO D: Locate and effectively use life/work information. (continued)

Prescribed Learning Outcomes**Suggestions for Instruction**

2.D.3

Collect and share information on the work of family members, neighbours, school personnel, and other community members.

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Interviewing as a Source of Information

Class brainstorms to develop a set of interview questions to use to learn more about an individual's work. Be sure to address areas such as work done during school, work done upon graduating from school, parental expectations, personal goals and hopes, how technology has changed the working world, any influential role models, and educational background.

Students each conduct interviews with adults/role models to learn about their work. They share interview results in class.

Students reflect on the interviews. Ask them, "What information do you think you missed and how would you modify your questions to gain more insight?"

Provide descriptive feedback on responses.

2.D.4

Select and review information resources that provide career information.

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Selecting and Reviewing Information

Students find and list career information resources by going online, to local career symposiums, and/or on field trips to employment centres.

Online sources include the following:

- Manitoba Jobs and Skills Development Centres
www.gov.mb.ca/wd/ites/contact.html
- Manitoba Career Prospects
www.manitobacareerprospects.ca
- Government of Canada, Job Bank
www.jobbank.gc.ca/home-eng.do?lang=eng
- *The Manitoba Current*
www.gov.mb.ca/jec/lmi/publications.html

Students identify the best resources and make statements about what makes them better.

Each group creates a table or chart of the sources of career information and their benefits. Provide feedback on the student tables.

GLO D: Locate and effectively use life/work information. (continued)

Prescribed Learning Outcomes**Suggestions for Instruction**

2.D.5

Describe the working conditions of different occupations (inside/outside, dangerous, 8 to 4, 5 days a week, etc.).

Information about Working Conditions

Students use the Internet or a commercial computer career exploration program to research the working conditions of various occupations.

Websites such as the following provide useful information:

- Canadian Centre for Occupational Health and Safety
www.ccohs.ca/oshanswers/legisl/responsi.html
- whatever subscription-based career exploration website school subscribes to (e.g., *Career Cruising*)
- Manitoba Career Prospects: Explore Career Opportunities in Manitoba
www.manitobacareerprospects.ca/career-opportunities.asp
- Environmental Careers
www.eco.ca
- Manitoba Employment Standards: Fact Sheets
www.gov.mb.ca/labour/standards/factsheet.html

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Students each create a chart comparing three different occupations based upon the working conditions and academic requirements (ones from different occupational areas, such as the service industry or manufacturing, and one entrepreneurial-related occupation). Provide feedback.



Students each write a report describing the working conditions of three different occupations they are interested in. Students fill in the list on AEP and attach the report.

GLO D: Locate and effectively use life/work information. (continued)

Prescribed Learning Outcomes

Suggestions for Instruction

2.D.6

Locate and compare apprenticeship training, college and university programs, technical schools and private schools training programs, Canadian Forces opportunities, and other work site training programs.

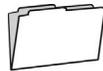
Information about Training

Using websites (such as those listed below) and other sources, students locate information about and compare training and educational opportunities in apprenticeship programs, university programs, community college programs, technical and private schools training programs, work site training programs, and Canadian Forces programs.

- Apprenticeship Manitoba
www.gov.mb.ca/wd/apprenticeship/
- SchoolFinder program
www.schoolfinder.com
- National Defence
www.forces.ca
- Canadian Universities
www.univcan.ca/universities/
- Community Colleges
<http://cset.sp.utoledo.edu/canctcol.html>

Students research and write a review of a training program of one occupation of interest from each of three different areas (i.e., business, labour, education).

Students add reviews to their Career Portfolios.



2.D.7

Explore potential opportunities in the areas of entrepreneurship and self-employment programs.

Information about Entrepreneurship

Students research available programs for entrepreneurship and self-employment. Visit websites such as the following:

- Entrepreneurship Manitoba
www.entrepreneurshipmanitoba.ca
- Young Entrepreneurs
www.gov.mb.ca/cyo/youth/businesses/youngentrepreneurs.html



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.

Class discusses how entrepreneurship and being self-employed would be different from seeking regular employment.

Small groups discuss potential opportunities for self-employment and entrepreneurship.

Entrepreneurship for Canadians: The Spirit of Adventure by the Canadian Foundation for Economic Education is a video and print package that provides useful information and exercises on entrepreneurship.

GLO D: Locate and effectively use life/work information. (continued)

Prescribed Learning Outcomes**Suggestions for Instruction**

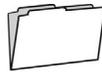
2.D.8

Investigate how and why personal skills and interests should be matched within various occupations.

Information about Skills

Students investigate the particular skills needed for particular jobs using the following resources:

- Government of Canada, National Occupational Classification 2016
<http://noc.esdc.gc.ca/English/noc/welcome.aspx?ver=16>
- Government of Canada, Career Handbook
<http://noc.esdc.gc.ca/English/CH/Welcome.aspx?ver=06&ch=03>



Using their top personal skills, students identify 10 occupations that reflect one or more of these skills. Students save this list for their Career Portfolios.

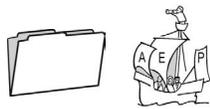
Class discusses how skills in various jobs are transferable and why interests are important when making career choices.

Small groups discuss the relationships among occupational areas, skills, and interests.

A
*of***Top 10 Occupations**

As a culminating activity for this section, students create a table that identifies their top personal skills and 10 possible occupations that match their skills. Tables should include sources of information.

Then students rank the occupations according to their current interests.



Finally, students select three of these occupations as their current top three and write a justification for why these occupations are the most interesting to them. Students add these to their Career Portfolios and AEPs.

GLO E: Understand the relationship between work and society/economy.

Prescribed Learning Outcomes	Suggestions for Instruction
2.E.1 Explore the products and services of local employers and related occupations.	Occupations in the Local Community In teams, students canvass the community to determine what services and products local employers provide. Students can take field trips, listen to guest speakers, and consult newspapers and telephone directories. Assign some students to services and others to products. Discuss the results in class and identify the occupations represented in the area.
2.E.2 Explore the impact of work on personal, social, economic, and environmental problems.	Social, Economic, and Environmental Concerns Invite a community speaker to class to describe community work prospects and implications for social and environmental concerns. Students each write a report or a short story about the impact of work on economic, personal, environmental, and social problems.
2.E.3 Identify the factors that affect the availability of career opportunities.	The Evolving World of Work Discuss today’s labour market conditions—globalization, economy, technology, and population demographics—by having students read Information Sheet: Overview of the Evolving World of Work and filling in the Notes form (see Appendix A). Provide comments on the student notes summarizing the evolving world of work.
2.E.4 Decide how work can satisfy personal needs.	The Satisfaction of Work Present “Abraham Maslow’s Hierarchy of Human Needs” (see Appendix A for BLM). Describe how the bodily needs such as air, food, and water must be met before one can focus on the other needs. Class discusses the different needs that revolve around work.
2.E.5 Determine the value of work for self.	Work versus Life Class discusses the value of one’s work for the community, the country, and the individual. Students visit the CBC website <i>Work vs. Life: What We Want from Work</i> at www.cbc.ca/news2/work/workvslife/ . Discuss the site with students and have them write an exit slip (see Appendix B) that responds to the following: Would you like to stay in the same career for your entire life and why? Look at the exit slips for students’ use of the website and justified statements.
A for	Work’s Impact on Economy, Society, and Environment Have students write an essay that discusses the impact of a particular career area on the economy, society, and the environment.

GLO F: Maintain balanced life and work roles.

Prescribed Learning Outcomes

Suggestions for Instruction

2.F.1

Recognize how families and team members depend on one another, work together, and share responsibilities.

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Families and Teams Work Together

Class discusses how family and team members share responsibilities.

In small groups, students describe the different ways individuals work with other family members and how individuals share responsibilities with other team members.

Students write a reflective journal entry (see Appendix B) describing how their families and/or teams presently work together and how they could work together more.

2.F.2

Discuss the changing interrelationships of life and work roles in the past, present, and future.

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Life/Work Interrelationships through the Years

Class briefly discusses how the interrelationships of life and work roles are changing. In small groups, students hypothesize how the interrelationships of life and work roles may change in the future.

Students interview family members from different generations, asking about sharing responsibilities and differences in life and work roles between present and past.

Students each write an exit slip (see Appendix B) identifying how the roles have changed from great grandparents to parents in their own family.

How to Balance Work and Life

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Students write a guide to maintaining a balance of work and life roles, based on what they've learned from other generations and their own observations.

GLO G: Understand the changing nature of life/work roles.

Prescribed Learning Outcomes

Suggestions for Instruction

2.G.1

Identify and discuss factors changing career patterns of men and women.

Fair Play—Fair Pay

Class examines today's changing career patterns (what is men's work, what is women's work, gender equity, etc.) by doing the "Fair Play—Fair Pay" exercise (see Appendix A for BLMs).

1. Students individually fill out Men's Work or Women's Work.
2. Go over the handout with the class, challenging students to identify particular skills or abilities they think are associated with male or female. Through discussion, try to come up with a class consensus, with all items listed under the "Both" heading.
3. Students each complete Reflecting on Gender Facts BLM.
4. Distribute Gender Equity: Facts and Figures or a more up-to-date compilation of your own, and have students confirm or correct their answers.
5. Students reflect on this activity using one of the following discussion questions:
 - Is it important for women and men to have equal opportunity to work at all jobs? Why or why not?
 - Is it important for men and women to be paid equally for equal work? Why?
6. Provide comments on their reflections.

Invite an Employment Diversity speaker to talk to the class about gender equity issues.

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2.G.2

Identify stereotypes, biases, and discriminatory behaviours that may limit opportunities for people in certain work roles.

Unfair Limitations in Work Roles

Small groups discuss stereotypes, biases, and discriminatory behaviour that limit opportunities for people in the workplace.

Invite a guest speaker (e.g., employment counsellor, member of the Chamber of Commerce, someone from the Human Rights Commission) to speak on these matters.

GLO G: Understand the changing nature of life/work roles. (continued)

Prescribed Learning Outcomes**Suggestions for Instruction**

2.G.3
Identify and investigate advantages and challenges of entering non-traditional work

Non-traditional Work Roles

Class discusses what would be considered non-traditional work.



Supporting websites can be found at www.edu.gov.mb.ca/k12/cur/cardev/gr9_found/supporting.html.

From a female point of view, non-traditional work has been defined as “any job in which women comprise 25% or less of the total employed” (Wider Opportunities for Women). Extending that definition to men would mean any job in which men comprise 25% or less of the total employed.

Students each select one non-traditional occupation and research the challenges and advantages of entering that field. If possible, students each interview an individual in this occupation.

One Non-traditional Career

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Students each write a report on the non-traditional occupation studied, and include information on what makes it non-traditional, any stereotypes or biases that add to the challenges of it, and the advantages of such a career.
