

going somewhere?

live | learn | work

Educators' Guide

5 to 45 Minutes

Ready-to-use activities and assignments supporting the career components of CALM

alis.alberta.ca

CAREER PLANNING • EDUCATION • JOBS

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Going Somewhere? educators' guide

This guide will help educators reinforce the topics and concepts in *Going Somewhere? Live/Learn/Work* to students in engaging, practical ways.

The *Going Somewhere? Live/Learn/Work* Educators' Guide

- supports Career topics and concepts presented in the Career and Life Management program of study
- is intended for, but not limited to, delivery in the Career and Life Management program
- is a series of useful activities and links to complement educators' existing teaching techniques for Career and Life Management
- is not exhaustive, but a supplement to educators' existing resources
- presents self-contained topics to give educators the greatest range of instructional options

ASSUMPTIONS

Educators may

- not be experts in career development
- not have experience delivering Career and Life Management or other career development related courses
- be overwhelmed at the number of available resources
- have limited time to prepare lesson materials
- desire greater relevance, and thereby engagement, in the classroom

Students need to

- feel they have **choices** in their learning
- feel **confident** in their abilities and in their learning strategies
- understand the broader world **context** for what they will learn
- feel personal **connections** to the area of study
- have opportunities to **collaborate** and share their response to any new information brought forward

By keeping these five C's in mind—choice, confidence, context, connections and collaboration—educators have a better chance of reaching students and making Career and Life Management, or any other course, more meaningful and relevant.

APPROACH

Each topic provided in this resource

- references an article in the *Going Somewhere? Live/Learn/Work* student resource
- is linked to a CALM General Learner Outcome
- outlines critical concepts for educators and students
- provides a choice of several activities and assignments relevant to each topic
- provides estimated timelines for discussion and activities (note that timelines may require adjustment for individual classroom dynamics)
- provides links to readily available resources relevant to each topic for further support

It is important for educators to have a strong working knowledge of the CALM Program of Studies on hand in order to understand the rationale, course organization and delivery. The Program of Studies is available at education.alberta.ca (click on the *Teachers* tab and select the *Career and Life Management Program of Study*).

A supplemental lesson, What if you don't teach CALM? is included for those educators who do not teach Career and Life Management but who wish to support the career development of their students.

RESOURCES

Alberta Learning Information Service (ALIS)

Educators may wish to review Alberta Education authorized resources, as well as other career-related resources, available from Alberta Employment and Immigration at alis.alberta.ca/publications.

The Alberta Learning Information Service (ALIS) website is an authorized curriculum resource. It provides helpful information about all elements of career development, learning and employment.

Of particular interest to educators in all subject areas may be

- alis.alberta.ca/careerinsite. Gives an overview of the five steps of career planning. Includes self-assessment tools and exercises.
- alis.alberta.ca/counsellors. A portal for educators with links to self-assessment tools, occupational information, work search resources and education planning and financing.
- alis.alberta.ca/high-school. A portal for students with links for career planning, education, occupational options and more.
- alis.alberta.ca/occinfo. This popular ALIS page provides profiles for more than 530 occupations, including duties, working conditions, salaries, educational requirements and more. Career planners can search by school subject, interest or industry.
- alis.alberta.ca/tips. More than 170 printable tip sheets on topics including career planning, portfolios, rights and responsibilities on the job, workplace health and safety, working abroad, information interviewing, and much more. Career planners can search by title or topic.

Real Game

realgame.ca

This approved resource is a comprehensive career development program with classroom and online resources as well as a thorough guide for delivery.

- 5** career is lifelong
C1. Students will examine the components of effective career development as a lifelong process
- 9** strengths are the key
C2. Students will update and expand a personal profile related to potential career choices
- 11** it's all related
C3. Students will examine the relationship among career planning, career decisions and lifestyles
- 14** making the transition
C4. Students will develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work
- 19** portfolio
C5. Students will develop a quality career portfolio
- 24** learning opportunities
C6. Students will investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs
- 26** researching work
C7. Students will analyze the variations in employment and the implications in the life career process
- 29** getting the right job
C8. Students will determine skills, attitudes and behaviours necessary to getting a position
- 31** keeping the job
C9. Students will determine the skills, attitudes and behaviours necessary for keeping a job
- 33** rights and responsibilities at work
C10. Students will investigate employer and employee ethics, rights and responsibilities
- 39** planning the business of you
C11. Students will design a plan for turning life goals and aspirations into reality
- 44** lesson: what if you don't teach CALM?

CALM General Learner Outcome

C1. Students will examine the components of effective career development as a lifelong process

CRITICAL CONCEPTS FOR EDUCATORS

The concept of career is comprehensive and encompasses all life and work roles, including volunteering, learning, working, parenting and participating in leisure activities. *Everyone has a career.* Career planning requires a vision of a preferred future. With this vision in mind, career planners can navigate through opportunities now with a sense of intention, so that choices now get career planners closer to their ideal future.

Career planning is the intentional co-ordination of these roles in the presence of relevant information gained through many forms of ongoing, active research. Information is constantly changing, and so are careers. *Career planning is lifelong.*

Career planning is mindful of the interdependence of life roles and transitions within them. It focuses on the short-, mid- and long-term consequences of decision-making to all life roles. The objective of thoughtful career planning is crafting and living a meaningful, satisfying life. *Success is personally determined.*

CRITICAL CONCEPT FOR STUDENTS

Reference the article Dream. Vision. Whatever you want to call it on page 22 of the *Going Somewhere?* youth resource. Students are **already** actively managing their careers. The choices they make now will resonate in the future. Are their choices today getting them closer to their vision?

RESOURCES

alis.alberta.ca/careerinsite—Select Step 1

alis.alberta.ca/publications—Select *Career Planner: Choosing an occupation* and *Assessing You: The first step in career planning*

blueprint4life.ca

careerdevelopment.ab.ca/matrix

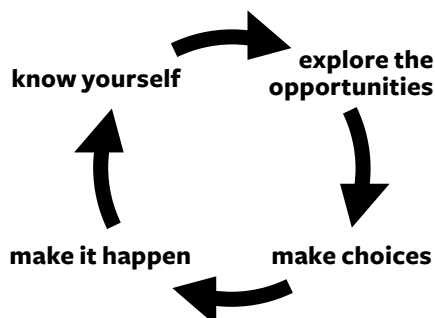
BACKGROUND

Reference Careercycle on page 11 of the *Going Somewhere?* youth resource.

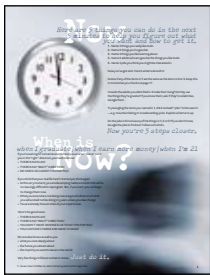
Because it relies on personal strengths, characteristics, values and desires, career planning can only be the responsibility of the individual (but with support—see Your Very Own Board of Directors, page 15 of *Going Somewhere?* youth resource).

Career planning is cyclical; people change and the world around them changes. Career planning is not about one big decision but about many decisions as a response to changing internal and external realities. Finally, career planning is about doing, not just planning. Although it allows room for many choices, career planning is about taking control and creating a future.

CAREER PLANNING PROCESS



Links



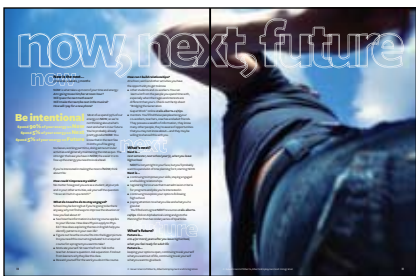
Now, page 3



CareerSpeak, page 6



Careercycle, page 11



Now, Next, Future, page 30



Let Go of Remote Control, page 35

ACTIVITIES AND ASSIGNMENTS

In 10 minutes

Refer to CareerSpeak on page 6 of the *Going Somewhere?* youth resource.

Post the words “Career,” “Job” and “Occupation” in the classroom. Announce several different jobs and occupations. Have students move to the appropriate word.

Suggestions include

- Welder (occupation)
- Head of Cardiology at University of Alberta Hospital (job)
- Teacher (occupation)
- Prime Minister of Canada (job)
- Total of life’s activities and experiences (career)

This will indicate students’ current understanding and awareness of these terms.

Support discussion with the following definitions taken from *Career Planner: Choosing an occupation*, produced by Alberta Employment and Immigration. Discussion may include how these terms are presented in the media, or how people may misuse these terms for status (e.g. having “job” versus “a career”). What are the consequences of misusing these terms?

Career

A career is the total of our work activities: at home, at work, at school and in our community. A career includes the time we spend at our paid jobs. It includes taking care of a home and looking after children or the elderly. It includes volunteering at school, coaching a team or helping out at the band office. A career also includes the time we spend learning new things.

Occupation

An occupation is a group of similar jobs for which people usually have to develop skills and knowledge. An occupation is a specific category of work. A person can have several different jobs within an occupation. They can adapt their knowledge and skills to a variety of positions. Examples of occupations include the following: electrician, engineer and teacher.

Job

A job is the position a person holds doing specific duties. For example, an occupation is food and beverage server. The job is serving at the Moosehead Restaurant. People usually change jobs more often than they change occupations.

In 15 minutes

Reference Let Go of Remote Control on page 35 of the *Going Somewhere?* youth resource.

Facilitate a group discussion with the following questions:

- When does career planning begin?
- How is high school an important foundation for life success?
- What would it look like to move intentionally toward goals?
- What would it look like if you had no strategy for the future?
- What would taking control of your life and your actions look like?

In 20 minutes

Have students complete a THINK-PAIR-SHARE exercise with a partner. Students will chunk the next 25 years of their life into five-year intervals. Discussion will focus on the decisions and transitions they expect to experience in all of their current and future life roles as a worker, learner, parent, spouse, community member, home owner or renter, and so on. When will they make the most transitions in their career? When will they need a clear vision of their preferred future to guide major decisions?

THINK-PAIR-SHARE

Class discussions provide an opportunity to gently lead the whole class into wonderful debates and get immediate feedback from students. Unfortunately, whole class discussions can become an invitation for many students to tune out or piggyback on the thinking and discoveries of those five or six students who seem to be more interested and vocal than the rest. For this reason, many educators find that effective classroom discussions happen when they lead the students through a THINK-PAIR-SHARE process.

Think

In the first step of a THINK-PAIR-SHARE activity, students are presented with a question or activity to think about on their own. This independent work is very important.

Pair

Once students have had time to study the topic independently and record their thoughts, group them into pairs and have students compare their responses and learn from each other. These groups

provide the perfect setting for the more private of students to share their thoughts and solidify their thinking.

Share

Once students have had an opportunity to think about the topic independently and share their thoughts with another student, they are ready to move into a meaningful full-class discussion.

This THINK-PAIR-SHARE process ensures that, even in a large class, students are actively engaged. They've been given time to formulate and solidify responses to the topic and have more to relate when the topic moves into a whole class discussion. Finally, in order to teach students to be active and sympathetic listeners, educators may ask students to only share ideas that they have heard from their partner.

For more information, research:

Timothy D. Green, "Responding and sharing: techniques for energizing classroom discussions," *The Clearing House*. v. 73 no. 6 (July/August 2000): 331-4.

▼ Minor assignment

Have students read and complete the activity in the article Now on page 3 of the *Going Somewhere?* youth resource.

▲ Major assignment

Reference Now, Next, Future on page 30 of the *Going Somewhere?* youth resource. Have students write an essay identifying one qualitative change they might make in their life and discuss the impact of this change in one year, five years and 15 years.

Copy and distribute the Life and Work Roles Chart that follows. Have students construct a pie chart to reflect their important life and work roles. They may wish to include current and future roles such as worker, learner, home owner or renter, spouse, parent, friend, volunteer or athlete. Encourage students to define their life roles in their own language. Ask students to select just one of their roles and imagine a change they might make. Have them forecast how, like a ripple in a pond, this change might affect their future. How might a small change now have big consequences later?

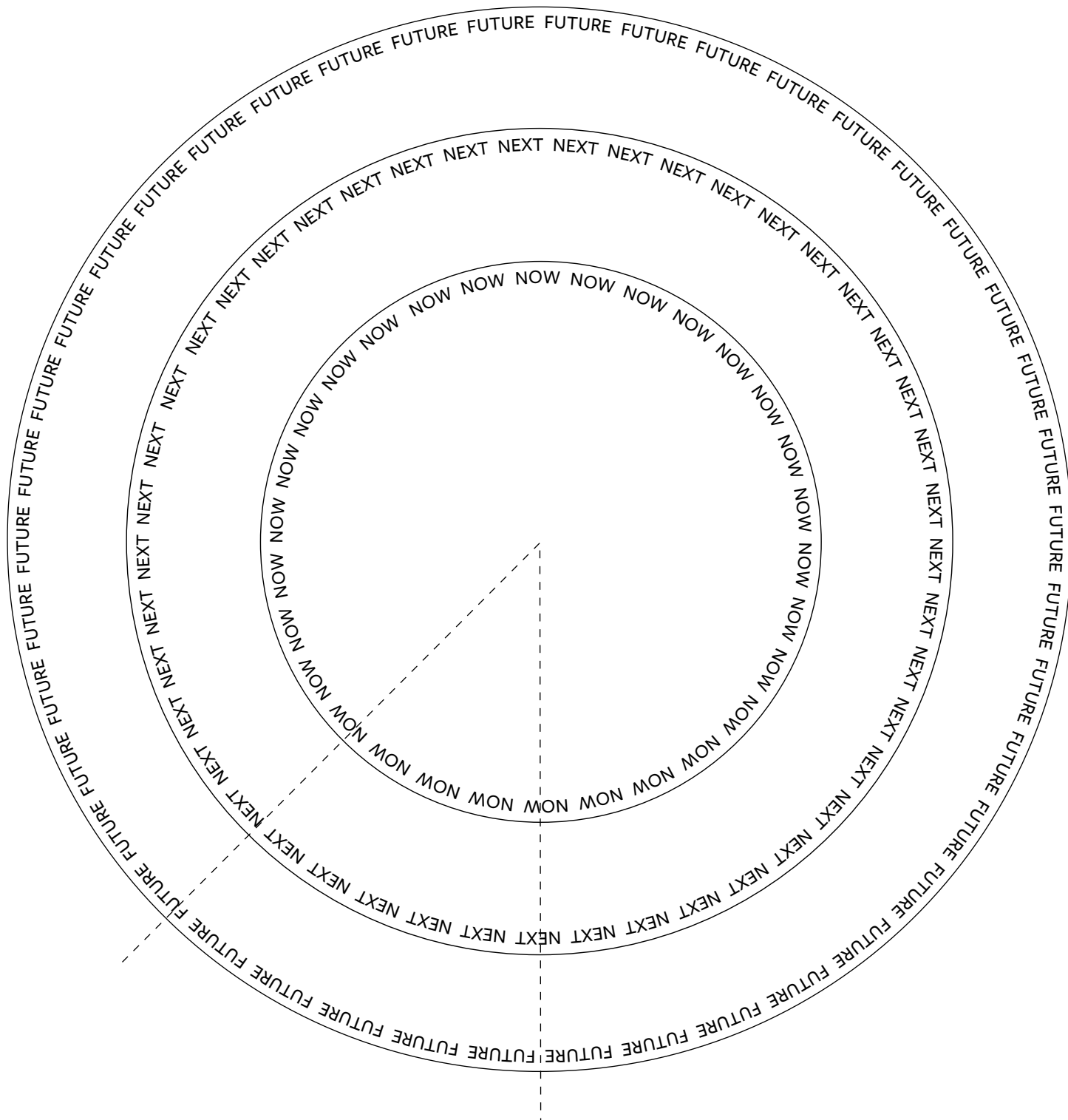
Examples

Jane decided to make a change in her role as a student and took one course at college each semester while continuing to work and live as she generally did. If the college had four semesters per year, within two and a half years she could complete a post-secondary certificate without missing out on her other life roles.

Maria decides to get up a half hour earlier every day to train for a biathlon. She trains an extra half hour, five days per week and within one year accumulates 125 extra training hours (assuming she takes two weeks' holiday from training). That is the equivalent of more than three weeks of full-time training. Do you think that might make a difference in her performance?

Blair decides to put \$20 per week in savings. Within five years, he has accumulated \$5200 plus interest. This considerably increases his options related to school, accommodation, a vehicle and travel. Now he has some interesting decisions to evaluate!

life and work roles chart



Brainstorm all of the roles in your life. The possibilities are endless, but examples might include: student, worker, athlete, volunteer, child, musician, sibling, friend.

After you have identified all of the roles that are important to you, “cut” the chart into pieces. You should have one piece for each role. You can label each role in the NOW section.

strengths are the key

CALM General Learner Outcome

C2. Students will update and expand a personal profile related to potential career choices

CRITICAL CONCEPTS FOR EDUCATORS

Students face an overwhelming number of choices and options as they engage in career planning. They will filter through thousands of occupational titles, in addition to educational choices, locations, employment options and so much more. In the past, career planners have relied heavily on job security or pay to influence their career choices, but labour market realities are changing far too rapidly for security to be the primary selection tool in career decision-making. The most stable decision-making criteria career planners can rely on are their values, interests and strengths.

Reference Strengths on page 17 of the *Going Somewhere?* youth resource.

Developing and maintaining a comprehensive awareness of strengths is critical to creating a vision of the future, taking the steps necessary to build on strengths and achieve goals and make appropriate adjustments as things change. An inventory of strengths needs to be personalized and made relevant through discussion and application.

Many educators have access to sophisticated assessment tools for use in Career and Life Management. This resource is not a replacement for formal assessment. When conducting formal assessments, it is important to thoroughly debrief assessment outcomes with students to be sure they have a solid understanding of the language of the assessment and a sense of how the outcomes are relevant to their career planning. The value of assessment is realized in students' ability to apply the assessment outcomes to their decision-making and their vision of the future.

Links



Know Your Self, page 14



Strengths, page 17

CRITICAL CONCEPT FOR STUDENTS

Creating an inventory of strengths is critical to

- creating a personal vision of the future
- defining how well current opportunities match our vision and then making choices
- learning from our history and experiences

RESOURCES

alis.alberta.ca/careerinsite—Select Step 1

alis.alberta.ca/publications—Select *Career Planner: Choosing an occupation* and *Assessing You: The first step in career planning*

authentichappiness.org

ACTIVITIES AND ASSIGNMENTS

⌚ In 20 minutes before class

Explore the links at alis.alberta.ca/careerinsite. This site discusses the five steps of career planning and provides a series of mini-assessments for students to complete based on skills, interests, values and traits. Educators can print and distribute these assessments to students.

These mini-assessments are also available in *Career Planner: Choosing an occupation*, available to download or order free of charge at alis.alberta.ca/publications.

⌚ In 10 minutes

Conduct a THINK-PAIR-SHARE exercise (refer to page 7 for an explanation of the THINK-PAIR-SHARE process). Have students respond to the question: Why do people have a hard time identifying or talking about their strengths?

strengths are the key

 **In 10 minutes**

Reference Know Your Self on page 14 of the *Going Somewhere?* youth resource. Have students complete the exercise.

 **In 20 minutes with a computer lab**

Reference Strengths on page 17 of the *Going Somewhere?* youth resource.

Have students browse to alis.alberta.ca/occinfo and select Search by Interest from the left-hand menu. Have students complete the mini-assessment and select five of the resulting suggested occupations. Inform students that these are just ideas to consider—they are welcome to select other occupations they prefer from the OCCinfo inventory. Let students know there are many ways to search OCCinfo, including by their favourite subject, by interest, by post-secondary field of study, or by industry.

Have students read through their chosen profiles and highlight any items in each profile that appeal to their values, engage their interests or make them feel strong. Ask students if one of their chosen profiles outranked another in terms of its appeal.

CALM General Learner Outcome

C3. Students will examine the relationship among career planning, career decisions and lifestyles

CRITICAL CONCEPTS FOR EDUCATORS

Effective career planning must be mindful of the interdependence of life and work roles. Students may use factors like desired lifestyle in their occupational decision-making. With a global marketplace and increasing availability of non-traditional work models, the sky is the limit. This is not to say that traditional work roles have been eliminated but that they are complemented by a growing field of flexible, responsive options. Reference Toe-may-toe, Toe-maa-toe on page 11 of the *Going Somewhere?* youth resource.

CRITICAL CONCEPT FOR STUDENTS

The critical question is not, “What do you want to do?” but rather, “How do you want to live?”

RESOURCES

- alis.alberta.ca/careerinsite—Select Step 1
- alis.alberta.ca/publications—Select *Multiple Choices: Planning your career for the 21st century*
- alis.alberta.ca/tips—Search Career Planning

ACTIVITIES AND ASSIGNMENTS

Ⓐ In 30 minutes

Have students imagine how they see themselves living in the future. Ask them to envision their ideal life five years from now and 10 years from now. Reference Let Me Imagine on page 16 of the *Going Somewhere?* youth resource. Students need to be aware that crafting an ideal life demands some trade-offs.

Copy the Life/Work Elements handout on page 13 for each student. Cut the life/work elements boxes into individual pieces. Provide blank pieces for students to create their own life/work elements that may not be reflected in the handout. Remind students that they have only 24 hours in the day. Students will assess each of the life/work elements and make choices about which ones they will include in their everyday life. The catch is that they have a budget of only 24 hours per day. Students will have to carefully prioritize and trade off elements to stay within their time budget.

Have students do the exercise so that their choices reflect their life as it is **NOW**.

Debrief with questions:

- How is your current life similar to your vision of your ideal life?
- How is it different?

As a next step in the exercise, have students prioritize and trade off the same elements, but with the vision of their life in the future. They will complete the exercise thinking about their **NEXT** life, in about five years.

- How is your life different?
- Where did you have to sacrifice things that were important?

The final step in the exercise will have students trade off elements to create a reflection of their **FUTURE** life, in 10 years.

- Is this getting closer to your ideal life? How is it different?
- What trade-offs were most difficult?

Links



Toe-may-toe, Toe-maa-toe, page 11



Let Me Imagine, page 16



LifeWorkLifeWork, page 37

it's all *related*

Have students read LifeWorkLifeWork on page 37 of the *Going Somewhere?* youth resource. How can students incorporate some of the work options presented to get closer to the life they want?

In 20 minutes with a computer lab

Group students in pairs. Assign each pair a work option from the following list:

- temporary placement through an agency
- part time by choice
- self-employment
- telecommuting
- flex time
- job sharing
- contracting
- working in two or more sectors simultaneously

Challenge students to gather as much information as possible in 10 minutes about the pros and cons of their chosen work option. As students brainstorm and conduct their research, it may be helpful to direct them to alis.alberta.ca/tips and search “alternative” or choose the tip sheet “Alternatives to Traditional Full-Time Employment.” Have students debrief with the class.

life/work elements



eating 3 hours	eating 2 hours	eating 1 hour
sleeping 8 hours	sleeping 6 hours	sleeping 4 hours
leisure 4 hours	leisure 2 hours	leisure 1 hour
learning 6 hours	learning 4 hours	learning 2 hours
extracurricular activities 3 hours	extracurricular activities 2 hours	extracurricular activities 1 hour
working \$\$\$ 12 hours	working \$\$ 8 hours	working \$ 4 hours
family 8 hours	family 4 hours	family 2 hours
friends 8 hours	friends 4 hours	friends 2 hours
volunteering 4 hours	volunteering 2 hours	volunteering 1 hour
household duties 4 hours	household duties 2 hours	household duties 1 hour

making the transition

CALM General Learner Outcome

C4. Students will develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work

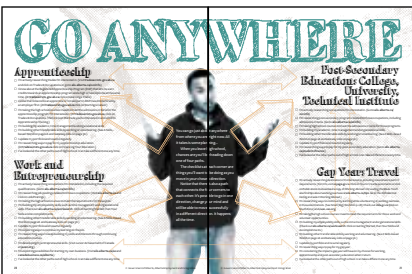
CRITICAL CONCEPTS FOR EDUCATORS

Many opportunities exist for students after high school, and they are not mutually exclusive. Developing strategies to make transitions following high school requires a clear vision of the future and an understanding of trade-offs. Transition planning is not meant to be prescriptive but proactive in anticipating challenges and requirements of the career planner's vision.

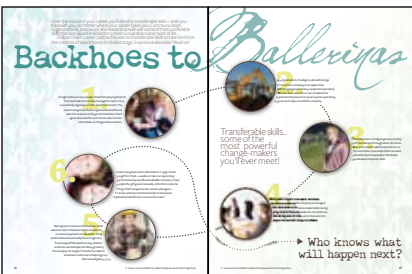
Links



Your Very Own Board of Directors, page 15



Go Anywhere, page 20



Backhoes to Ballerinas, page 24



Making Decisions, page 18

CRITICAL CONCEPT FOR STUDENTS

There are lots of ways to get to your vision. You may wish to consider several pathways to your preferred future and be prepared to adjust as you change and as circumstances around you change.

RESOURCES

alis.alberta.ca/publications—Select *Career Planner: Choosing an occupation* and *Career Coaching Your Teens*

alis.alberta.ca/careerinsite—Select Step 1

ACTIVITIES AND ASSIGNMENTS

🕒 In 20 minutes

Copy the Frayer Model handout on page 16. Organize students into small groups. Have each group complete the Frayer template on the word “transition.” Debrief with large group.

THE FRAYER MODEL

Many students have learned to be successful at the secondary level by memorizing textbook definitions they anticipate will be on unit tests and quizzes. This strategy may help students achieve slightly better marks in the short term. However, in the long term, students' knowledge of many key concepts may be superficial. The Frayer Model is a vocabulary strategy that helps learners deepen their understanding of key concepts and broaden their vocabulary. This deeper understanding comes about when students are asked to consider a word's essential and non-essential attributes and refine their understanding by choosing examples and non-examples of the concept.

When using this strategy with students, select only a few key terms or concepts to concentrate on. Model how the Frayer Model works by filling out one of these graphic organizers as an example and by giving the students enough time to work with each concept. Once the organizer is complete, have students share their work with other students. Displaying students' diagrams so students can refer to the words and continue to add ideas is one way to help students consolidate and extend their learning.

For more information, research:

Greenwood, S. C. “Making words matter: vocabulary study in the content areas,” *The Clearing House*, v. 75 no. 5 (May/June 2002): 258-63.

🕒 In 15 minutes

Reference Go Anywhere on page 20 of the *Going Somewhere?* youth resource. Have students examine the article and imagine what they would need to do in order to transition from high school to each of the four quadrants. Have students use the information provided in the article and add to it to create action plans to get to each of the four options from high school. Which of their action plans makes best use of their strengths?

making the *transition*

Have students imagine what it would take to transition between the quadrants (e.g. if a student took a gap year immediately after high school and later wanted to transition into post-secondary education). How would their action plans be the same or different?

Ask students

- What does it take to make transitions between quadrants?
- Which action plans make best use of their strengths?
- Which transitions can they imagine undertaking in their life NOW? How about in the future?
- When will they stop making transitions? (Hint: the answer is never, so how many interesting transitions can they experience?)

Minor assignment

Copy and distribute the Transition Planning Quiz on page 17. Have students complete the quiz. This may be an ideal opportunity to open a discussion about the function and content of resumés and portfolios, tools that support effective transitions.

Major assignment

Reference Backhoes to Ballerinas on page 24 and Your Very Own Board of Directors on page 15 of the *Going Somewhere?* youth resource. Have students conduct an information interview with an adult who is working and create a mini-report about transitions and mentorship. The following questions may shape the discussion:

- How did you get into your area of work?
- What other work options are available to you with your skills and experience?
- Who was the most helpful to you in your career and why?

Examples of information interviewing questions can be found in the tip sheets “Information Interviewing for Career Options” and “Career Planning Step 2: Research” at alis.alberta.ca/tips (enter “information interview” in the search box).

Frayer model

DEFINITION

CHARACTERISTICS

transition

WHAT IT IS

WHAT IT IS NOT

transition planning quiz

FACT The competition for the best jobs and many post-secondary training programs will continue to be intense.

As you plan your transition from school, how important are your skills? Why?

Where and how did you develop your current skills?

What type of skills and attitudes are employers and post-secondary programs looking for?

How do you propose to present or demonstrate your skills to future employers or learning institutions you wish to attend?

How will you provide evidence of your related skills and/or experience?

Have you started or maintained any presentable records or documentation that would be considered evidence of the skills you will claim to possess? Yes or No.

If yes, what evidence or documentation do you currently possess?

CALM General Learner Outcome

C5. Students will develop a quality career portfolio

Links



The Power of Portfolio, page 27

CRITICAL CONCEPTS FOR EDUCATORS

A good portfolio will show the values, interests, strengths and accomplishments of students to potential employers and post-secondary institutions. It will profile the skills that students have developed in all of their roles including school, work, family, volunteering and sports.

Post-secondary training institutions that consider factors such as prior learning, attitude and interest when selecting the most suitable applicants may use a portfolio to determine registration in limited-entry programs. Employers that consider job fit or are interested in mentoring young talent may use a portfolio in hiring. However, whether the educational institution or employer requests a portfolio is secondary to its core value. The value of a portfolio resides in the student and is evident in the quality of presentation. Students who prepare and present their portfolios are able to articulate their strengths relative to their goals. It is this key ability that is required in their transitions throughout their career. Therefore, it is important to prioritize qualitative presentation over quantitative collection of artifacts.

CRITICAL CONCEPT FOR STUDENTS

A portfolio is a summary of abilities and accomplishments. It is not autobiographical, nor is it a scrapbook. Students document relevant skills from school, community, home and work in an attractive, organized manner for the competitive application for further training or work. Portfolios do not speak for themselves; they are to be presented in a thoughtful manner that illustrates students' strengths relative to their goals.

Students who have developed portfolios say their portfolios have been useful in many ways, including

- helping them to look inward and reflect on their values, interests and strengths
- building confidence by acknowledging past achievements
- helping them make career path decisions
- helping them identify and demonstrate skills for employment
- having information readily available for job applications
- attaining university, college or technical school entrance
- applying for scholarships
- getting volunteer positions
- developing presentation skills

RESOURCES

alis.alberta.ca/tipsheets—Search “portfolio”

blueprint4life.ca

careerprep.ab.ca—Click on Education Resources and select Career Portfolio Checklist

ACTIVITIES AND ASSIGNMENTS

In 10 minutes

Copy and distribute the Anticipation/Reaction Guide handout on page 21. Have students review the questions individually and decide whether they agree or disagree with the statement in the appropriate column. Next, ask the class to indicate whether they agree or disagree with the statement with a “thumbs up” or a “thumbs down” and tally the class results. Open up discussion with the whole class.

ANTICIPATION GUIDE

An **Anticipation Guide** is a simple strategy that can lead to complex and involved thought and discussion. In this strategy, students are asked to respond to five to seven “juicy” statements that reflect some of the upcoming themes and issues in lessons or units.

Students should first answer the questions individually with time for reflection. There’s bound to be some strong responses to at least one or two questions. Next, ask students to share their responses with an elbow-buddy (partner) and explain their reasons for agreeing or disagreeing with each statement. When they are ready, ask the students to share their ideas and comments with the class.

An Anticipation Guide can be used in many different ways. Some educators prefer to ask the whole class to answer the questions with a “thumbs up” or “thumbs down.” Other educators use these guides to generate serious and lengthy discussions. Many educators use anticipation/reaction guides so students can compare where they were in their thinking before their study to where they ended up in their thinking after their study.

For more information, research:
H.L. Herber, *Teaching Reading in Content Areas*, 2nd Edition (Upper Saddle River, NJ: Prentice Hall, 1978).

In 20 minutes with a computer lab

Have students complete the Occupational Research handout on page 22 and include one occupational profile in their portfolio as an indicator of some of the research they have conducted in their career planning. For young people, their portfolio may capture some of their future goals and possible occupational choices. Demonstrating this kind of thoughtfulness and research is helpful when searching for work and applying for post-secondary education.

Minor assignment

Have students take a few moments to consider the merits of developing, using and maintaining documentation of their skills and experience in anticipation of transitions from school to work, further education, apprenticeship and/or other training.

Copy and distribute the Portfolio Assignment handout on page 23. Have students select one role, one audience, one format and one topic from the choices provided in the handout. They can mix and match from the selections to best deliver their message. Students will create a composition discussing the merits of developing and maintaining a portfolio of skills and abilities.

Educators may wish to invite students to share their perspectives by

- writing a one-page position paper addressing the merits of developing a portfolio
- pairing up with another student or a small group to act out a potential transition plan scenario for using a portfolio
- creating a poster illustrating their viewpoints

RAFT

RAFT is a writing strategy that allows students to create their own assignment by selecting their **R**ole, intended **A**udience, preferred **F**ormat and particular **T**opic from a list of options. Giving students the opportunity to write from the perspective of a parent, small business owner, politician or single mother allows students to be creative and stretches them by asking them to take on perspectives they might not usually consider. Students are given the opportunity to create love letters, travel guides, dialogues, newspaper columns, talk show transcripts, sermons, advice columns and a whole host of other options to express their perspectives. These options show

the need to be clear about expectations and the need to have a well-developed rubric for evaluating student work. The key to any **RAFT** assignment is in how well it demonstrates understanding and inquiry, so students might choose to pick *unreal* scenarios to illustrate some very real concerns.

For more information, research:
N. Vanderventer, “RAFT: A process to structure prewriting,” *Highway One: A Canadian Journal of Language Experience* (Winter 1979): 26.

anticipation/reaction guide

portfolio	comments
<p>To find a quality job, it is not <i>what</i> you know, it is <i>who</i> you know.</p> <p><input type="radio"/> Agree <input type="radio"/> Disagree</p>	
<p>Competition to get into post-secondary education or into a desirable job right out of high school is intense.</p> <p><input type="radio"/> Agree <input type="radio"/> Disagree</p>	
<p>As long as the money is good, it doesn't matter what job you do.</p> <p><input type="radio"/> Agree <input type="radio"/> Disagree</p>	
<p>Students don't have any skills that employers want.</p> <p><input type="radio"/> Agree <input type="radio"/> Disagree</p>	
<p>Institutions only consider your academic marks when you apply to post-secondary programs.</p> <p><input type="radio"/> Agree <input type="radio"/> Disagree</p>	
<p>Employers only want a resumé when you apply for work, not a portfolio.</p> <p><input type="radio"/> Agree <input type="radio"/> Disagree</p>	
<p>Volunteer work is a waste of time.</p> <p><input type="radio"/> Agree <input type="radio"/> Disagree</p>	

occupational research

Go to: alis.alberta.ab.ca/occinfo

Explore the site and complete the following exercise.

Complete **Search by Options** and identify 3 occupations you may be interested in.

1. _____
2. _____
3. _____

Complete **Search by Industry** and identify 3 occupations you may be interested in.

1. _____
2. _____
3. _____

List up to 3 occupations in this site that you *might* have thought about before doing this activity.

1. _____
2. _____
3. _____

List up to 3 occupations in this site that you find interesting but *never* thought about before doing this activity.

1. _____
2. _____
3. _____

Consider each of the occupational profiles you have researched. Which ones best match your values, interests and strengths? Which ones are best compatible with your preferred future?

It may be helpful to use a highlighter to indicate your favourite elements in each profile to determine which ones best suit you.

Insert one complete occupational profile into your portfolio and be prepared to discuss why you have included it.

portfolio assignment

Select one role, one audience, one format and one topic from the choices provided.

You can mix and match from the selections to best deliver your message. Create a composition discussing the merits of developing and maintaining a portfolio of skills and abilities.

ROLE	AUDIENCE	FORMAT	TOPIC
Employer	Volunteer Co-ordinator	Interview	Dropping out of school
High School Student	Educator	Website	Education
Parent	Teenagers	Telephone Interview	Travelling
Post-secondary Student	Student	Rejection Letter	Working Abroad
Teacher	Scholarship Committee	Application to?	Employee Performance

CALM General Learner Outcome

C6. Students will investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs

CRITICAL CONCEPTS FOR EDUCATORS

Students may not clearly understand the language of post-secondary education and may not be able to clearly distinguish between undergraduate and associate degrees, certificate and diploma programs in their visioning, research and planning.

Not all Alberta students complete high school and, as a result, may require upgrading as an adult. Providing detailed information about the process of upgrading may be helpful in reducing non-completion or in supporting future planning.

More than 50 per cent of Albertans will engage in post-secondary learning at some point. Post-secondary education represents a significant investment and requires considerable research.

“A full 55 per cent of those between the ages of 25 and 54 have a post-secondary education—and that number is growing.”¹

CRITICAL CONCEPT FOR STUDENTS

Students have a menu of post-secondary opportunities and training to choose from following high school. Post-secondary learning includes on-the-job training, certificate and diploma programs, trades and degrees.

RESOURCES

alis.alberta.ca/counsellors—Under Education Planning click on *Planning for Post-Secondary*

alis.alberta.ca/learningclicks

alis.alberta.ca/publications—Select *Money 101: Budgeting basics for further education, Time to Choose...a post-secondary education, Training for Work*

ACTIVITIES AND ASSIGNMENTS

In 10 minutes with a computer lab

Reference *A Skills-based World* on page 26 of the *Going Somewhere?* youth resource. Create a two-circle overlapping Venn diagram. Have students use the Internet to research the differences and similarities between a high school diploma and a GED. Debrief with the large group and discuss the pros and cons of each.

VENN DIAGRAMS

Venn diagrams allow students to make a comparison between different factors. Venns can be overlapping, disjointed (no common considerations) and inclusive (one set is actually a subset of the other). When using a Venn diagram, it is helpful to think in parallel so concepts can easily be compared.

In 20 minutes with a computer lab

Have students select at least three occupational profiles that interest them from alis.alberta.ca/occinfo. Have students determine the training requirements of each occupation and identify any overlap in training requirements between the three occupations they have chosen. Examples may include high school courses required for post-secondary training, a degree that is appropriate for more than one occupation, or training (such as a driver's licence) that is important for more than one occupation.

Links



A Skills-based World, page 26

¹www.advancededucation.gov.ab.ca/news/2001/May/report.asp

 **Minor assignment**

Break students into groups. Have students brainstorm methods to research post-secondary education. Assign each group one of the following post-secondary education terms to research:

- apprenticeship
- associate degree
- applied degree
- bachelor's degree
- certificate program
- diploma program
- master's degree
- on-the-job training
- private college
- public college or university
- university transfer

Once they have completed their research, have students report back to the group. It may also be useful to have students share the best sources of information for each term.

Note: As an alternative, this exercise may lend itself to the use of Frayer templates. Students could conduct their research and report back to the large group in a report, presentation or poster.

CALM General Learner Outcome

C7. Students will analyze the variations in employment and the implications in the life career process

Links



Water, page 7



Research DIY, page 8



Labour Market Information, page 16



Something Completely Different, page 23



Small (Big) World, page 28



Think Sector, page 33

CRITICAL CONCEPTS FOR EDUCATORS

Changing labour market realities demand ongoing research as occupations experience growth and decline. Information about technology, economics, politics, globalization and social trends may be helpful for students in order to understand emerging occupations and determine how to be successful in established occupations.

Due to the rapid pace of change, career planners are encouraged to think in terms of occupational sectors or families. Within a sector, skills and knowledge are generally transferable. As specific jobs are not static and are therefore difficult to predict, sectors tend to be more stable and provide opportunity for transition.

Ongoing research conducted in a variety of media is necessary to maintain a vibrant career path.

CRITICAL CONCEPT FOR STUDENTS

It is important for workers to understand their employment opportunities in order to make informed choices. More importantly, workers must identify factors that are important to them as individuals in order to define how well each employment opportunity matches their skills, values, traits and strengths.

RESOURCES

alis.alberta.ca/careersite—Select Step 2

alis.alberta.ca/occinfo—Search by Industry

alis.alberta.ca/publications—Select *Alberta Career and Industry Outlook*

and *Making Sense of Labour Market Information*

employment.alberta.ca/lmi

BACKGROUND

The world of work continues to change at a rapid pace. It is important to understand the nature of this change in order to make informed career choices.

Technology advances rapidly in many sectors. Computers, automated systems and communication technology require considerable initial and ongoing training to maintain up-to-date skills.

An information economy relies on the specialized knowledge and skills of each worker. This type of economy demands post-secondary education as well as ongoing training. Workers must be computer literate and able to quickly understand and master new software applications.

Technology enables and accelerates a global marketplace, in which companies have access to a much larger consumer base to sell their goods and services. This results in a multicultural marketplace where language and communication skills are important.

Through this process of globalization, the marketplace becomes active 24 hours a day, 7 days a week. It demands more flexible working arrangements, the ability to be productive in a constantly changing environment and an understanding of global factors influencing labour, sales and production.

In this competitive economy, traditional employer-employee relationships are less and less the norm, replaced by more diverse, flexible working arrangements. The workforce is increasingly diverse and demands adaptability, cultural awareness and communication skills from both employers and workers.

Career planners need labour market information to help them make choices in a time of constant change. Reference Labour Market Information on page 16 of the *Going Somewhere?* youth resource.

ACTIVITIES AND ASSIGNMENTS

Introduction

Reference Small (Big) World on page 28 of the *Going Somewhere?* youth resource. This market is ripe with opportunity for career planners who have a clear vision.

Career planners are challenged to stay alert to trends and changing labour market realities at all times to capitalize on emerging areas of work. Reference Water on page 7 and Something Completely Different on page 23 of the *Going Somewhere?* youth resource.

Note: Educators may appreciate the depth of information found in *Alberta Career and Industry Outlook*, which is available to download or order free of charge at alis.alberta.ca/publications.

In 20 minutes with a computer lab

Note: This activity is dependent upon students' completion of a relevant self-assessment.

Copy and distribute the Compatibility Chart handout on page 28. Using the information gathered in their self-assessment, have students complete the column *I WANT* with a list of the workplace conditions that appeal to them. Students will prioritize their *WANTS* and use those factors as a guide to research and evaluate employment opportunities.

Help students understand that career planners must research potential opportunities with a view to ensuring those opportunities are compatible with their wants. Reference Research DIY on page 8 of the *Going Somewhere?* youth resource. What other research methods can students think of?

In the way of a practical exercise, have students select three occupational profiles at alis.alberta.ca/occinfo and, using the published information in the profile, determine which occupation offers the greatest compatibility.

Major assignment

Reference Think Sector on page 33 of the *Going Somewhere?* youth resource. Students will select an industry sector and complete a comprehensive research project that outlines

1. An overview of the sector within the Alberta economy
2. Desired knowledge, skills and attitudes for successful candidates within the sector
3. Summaries of information interviews conducted with at least two industry representatives
4. Trends in employment within the sector, typical wages, hours and working conditions
5. Documentation of at least five employment vacancies within the sector

compatibility chart

Create and prioritize a list of the characteristics you want in an occupation. Document them under *I WANT*. Explore occupations at alis.alberta.ca/occinfo. Select and compare three occupational profiles with these characteristics in mind. Evaluate which occupation BEST meets your WANTS. What other factors might you consider?

<i>I WANT:</i>	OCCUPATION 1 <hr/> OFFERS:	OCCUPATION 2 <hr/> OFFERS:	OCCUPATION 3 <hr/> OFFERS:

getting the *right* job

CALM General Learner Outcome

C8. Students will determine skills, attitudes and behaviours necessary to getting a position

CRITICAL CONCEPTS FOR EDUCATORS

Students may use part-time and summer jobs to get closer to their vision of their preferred future. Rather than focus on how to get a job, this topic will address the more complex issue of getting work that contributes to their vision and advances their goals.

CRITICAL CONCEPT FOR STUDENTS

Working while in high school is a good source of money. It can also be a great source of information and inspiration. Given your goals and your vision of your future, what work best prepares you for your post-secondary life while still earning an income?

RESOURCES

alis.alberta.ca/counsellors—Click on *Work Search* and select *Job Search Resources*

alis.alberta.ca/publications—Select *Job Seeker's Handbook: An introductory guide to finding work* and *Workability: What you need to get & keep a job*

employment.alberta.ca/lmi

ACTIVITIES AND ASSIGNMENTS

⌚ In 10 minutes

Work search starts with self-assessment. Finding the right job is all about compatibility. The right job will suit the work searcher's values, interests, and strengths and contribute to their vision of their preferred future.

Have students spend a few minutes thinking about what kind of work they can see themselves enjoying. Have students think in broad concepts and categories, rather than specifics, and have them define some of the characteristics of the work that best match them and might even get them closer to their vision. Examples may include

- working with people
- challenging work that requires constant learning
- working with equipment
- fast-paced work
- opportunity for travel or transfer

⌚ In 45 minutes

Reference Think Sector on page 33 of the *Going Somewhere?* youth resource. Work can be categorized in sectors, or families, in which occupations that require similar skills and knowledge are clustered. Pair students and assign each pair a sector. Have students brainstorm at least five occupations within that sector.

- Accommodation and Food Services Industry
- Agriculture Industry
- Construction Industry
- Environment-related Industry
- Finance, Insurance and Real Estate Industry
- Health Care and Social Services Industry
- Information, Culture and Recreation Industry
- Management, Administrative and Other Support Services Industry
- Mining and Oil and Gas Extraction Industry

Note: Occupational profiles categorized by industry can be found at alis.alberta.ca/occinfo. Although this inventory is not exhaustive, it will be a helpful link.

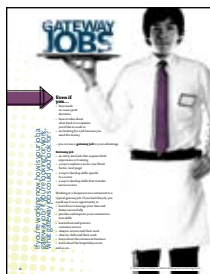
Links



Research DIY, page 8



Think Sector, page 33



Gateway Jobs, page 36

getting the *right* job

Reference Backhoes to Ballerinas on page 24 of the *Going Somewhere?* youth resource. Have students identify the skills and knowledge required within their sector. Have them identify the skills required in jobs they identified in their earlier brainstorming. Identifying skills that link occupations creates a pathway between occupations. Challenge students to find a skills pathway between the five occupations they brainstormed earlier.

Ask students to imagine doing the same exercise focusing on the sector of their choice. Those transferable skills that create a pathway through the sector are skills that need to be developed and presented to prospective employers. Developing these skills using a gateway job is an excellent strategy to create a meaningful pathway to a dream job. Reference Gateway Jobs on page 36 of the *Going Somewhere?* youth resource.

In 20 minutes

Work searchers need to focus on evaluating work, not just finding it. Reference Research DIY on page 8 of the *Going Somewhere?* youth resource. The process of researching work generally starts with published information. The Internet, including career and employment websites such as alis.alberta.ca, and the telephone book are two great places to start. Work searchers can find a great deal of meaningful information from published resources including job titles, employers, wage and salary information, training and education, as well as general skills, knowledge and attributes suited to the work. After reviewing published information, work searchers generally move on to talking to people in order to gather information about the work, the employer or the sector. Talking to people is the best strategy to get an in-depth sense of routes into the job, pros and cons of the work and informal information about advancement. Finally, work searchers may want to test drive a job to see if it's a good match. This means seeking opportunities to practise or getting hands-on experience, such as requesting a job shadow or work experience placement, taking a class or volunteering. The time and energy it takes to find an ideal match is well worth it.

Minor assignment

Have students read the information interview template provided on page 53 of *Career Planner: Choosing an occupation* (available to download or order free of charge at alis.alberta.ca/publications) and rephrase the questions in their own words. Ask students to conduct at least one information interview within the sector of their choice and hand in their findings.

CALM General Learner Outcome

C9. Students will determine the skills, attitudes and behaviours necessary for keeping a job

CRITICAL CONCEPTS FOR EDUCATORS

In order for them to be fully engaged, students' current choices and activities must be relevant to their vision of the future. Students who know and value the long-term consequences of today's choices may demonstrate learning and job retention behaviours.

CRITICAL CONCEPT FOR STUDENTS

Now is a stepping stone to your future. The opportunities you have now can either get you closer to, or further from, your vision. Are you opening today's doors for tomorrow's success?

RESOURCES

alis.alberta.ca/publications—Select *Workability: What you need to get & keep a job* and *Job Smart: Tips for staying employed*

ACTIVITIES AND ASSIGNMENTS

⌚ In 20 minutes

Have students review portions of *Workability: What you need to get & keep a job* or tip sheets “13 Ways to Be a Valued Employee” or “5 Ways to Shine at Work” (publication and tips can be found at alis.alberta.ca). From this material, have students identify attributes that contribute to keeping a job. Have students assume the role of manager or supervisor of a company of their choice. Students will select one of the attributes they identified. Students will then be asked to prepare a disciplinary speech they will deliver to an employee who needs to improve the chosen attribute.

Students may also reference Gateway Jobs on page 36 of the *Going Somewhere?* youth resource and prepare and present a motivational speech to the same employee about the future potential or possible contributions of this job. This speech may be delivered in oral or written form.

⌚ In 45 minutes

Lead a brainstorming session with students on how they would define “work ethic” or, if more appropriate, “responsibility.”

Reference Get a Helmet on page 12 of the *Going Somewhere?* youth resource. Arrange students in groups of three. Have them play the game for 10 to 15 minutes. In their groups, have students identify and document at least three themes referred to in the game that would be examples of good or poor work ethic. Examples might be honesty, following through, punctuality, time management, etc.

Document the ethics the students have identified.

Ask students to identify three people who might feel the consequences of the ethics they selected. Examples might include a teacher, an employer, classmates, co-workers, self.

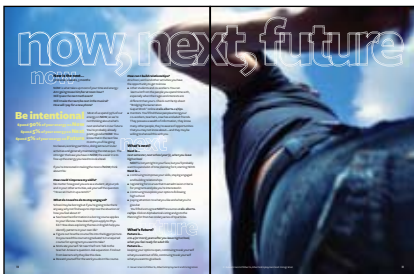
Document student findings. Reference Now, Next, Future on page 30 of the *Going Somewhere?* youth resource.

Each group will select an ethic from those identified in the game play. In their groups, they will identify the consequences (both positive and negative) of the ethic they have selected to the individual and others as indicated in the game with three timeframes in mind: NOW, NEXT and FUTURE. They will present their findings to the group.

Links



Get a Helmet, page 12



Now, Next, Future, page 30



Gateway Jobs, page 36

keeping the job

Debrief with discussion points:

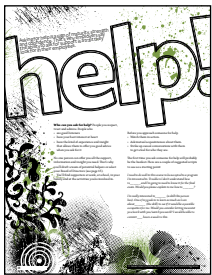
- How were the pros and cons different for each time frame?
- How might present actions change if a person was thinking only of the future?
- How might future realities change if a person was only thinking of now?

rights and responsibilities at work

CALM General Learner Outcome

C10. Students will investigate employer and employee ethics, rights and responsibilities

Links



Help!, page 38

CRITICAL CONCEPTS FOR EDUCATORS

Young and inexperienced workers are at greater risk of injury than other workers. Injury rates can be reduced if young people are more aware of their responsibilities on the work site regarding workplace health and safety.

Employment Standards are in place to protect workers and employers. Providing information about Employment Standards helps young workers to become aware of their rights and responsibilities.

CRITICAL CONCEPT FOR STUDENTS

Upholding employment standards and ensuring safety and well-being are the responsibility of both the worker and the employer. When students look for work and evaluate whether an employment opportunity is a good match for them, it will be important to carefully assess the employer and their safety standards.

RESOURCES

alis.alberta.ca/tips—Search Employment Standards and Workplace Safety

alis.alberta.ca/publications—Select *X-treme Safety: A survival guide for new and young workers* and *A Guide to Rights and Responsibilities in Alberta Workplaces*

employment.alberta.ca/es

employment.alberta.ca/whs—Click on *New and Young Workers*

careerprep.ab.ca—Click on *Education Resources* and select *Safety@Work*

www.wcb.ab.ca

ACTIVITIES AND ASSIGNMENTS

In 10 minutes

Ask students to give a “thumbs up” or “thumbs down” to each of the following statements:

- Youth are at greater risk of injury from workplace injuries and incidents.
- Youth workers do not know their rights at work.
- Youth are more vulnerable to breaches of Employment Standards than older workers.

Questions

- Why do you think this is the case?
- How do people generally learn about employment standards and workplace health and safety?
- What questions could a worker ask to reveal the employment standards or the safety record of an employer?
- Whose responsibility is this?

In 20 minutes with a computer lab

Introduce the following definitions for students. Copy and distribute the Scavenger Hunt handout on page 37. Have students use the Internet to complete the assignment. A Teacher’s Key is included for marking.

Alberta’s Employment Standards

Employment standards are minimum standards of employment for employers and employees in the workplace. Alberta’s employment standards are outlined in the

rights and responsibilities at work *Employment Standards Code and Regulation.* Through these laws, minimum standards of employment have been established for

- payment of earnings
- minimum wage
- hours of work, rest periods and days of rest
- overtime and overtime pay
- vacations and vacation pay
- general holidays and general holiday pay
- maternity and parental leave
- termination of employment
- employment of individuals under 18 years of age

Workers' Compensation Board

The Workers' Compensation Board of Alberta is a not-for-profit organization funded entirely by employers. Employers pay premiums to provide no-fault disability insurance for workers. The WCB

- protects employers and workers from the uncertainty, cost and delays of legal action by providing no-fault coverage
- compensates injured workers for lost employment income
- covers health care and other costs associated with a work-related injury or illness
- supports workers' safe return to work
- helps employers bring their workers back to work through modified work programs

Workplace Health and Safety

Alberta's *Occupational Health and Safety Act* says that **employers must** do everything they reasonably can to protect the health and safety of workers. This means

- equipment must be kept in safe working order
- dangerous chemicals must be properly labelled and stored
- employers must set up safe work practices for workers and ensure they are followed
- employers must ensure workers have the skills and training needed to do their jobs safely
- employers must inform workers of any dangers at the job site
- employers must monitor workers who may be exposed to certain controlled products. In some cases, specific health examinations may be required.

Under the *Occupational Health and Safety Act*, workers must co-operate with their employer by following the health and safety rules for the job. The *Act* has specific safety requirements that workers must follow. For example, workers are required to use a safety belt or similar equipment when doing certain kinds of work. When necessary, workers must use personal protective equipment, such as footwear, eyewear and headwear.

Ⓕ In 20 minutes

Copy and distribute the Case Studies handout on page 36. Have students review the case studies and determine the individual's rights and responsibility in each situation.

Debrief with questions:

- What is the problem in each scenario?
- What can the worker do to address the problem?
- Who can the worker turn to for help?
- Is there a win-win available in this scenario?
- Which solution is the easiest? Is it the best solution?

In the case of Owen's story, ask students: What can a worker do when they are asked to do work they have never done before (e.g. drive a standard, operate equipment)?

Students can get answers to employment standards questions at **employment.alberta.ca/es**. Also reference the tip sheet "First Job or New Job? What You Need to Know about Employment Standards," available at **alis.alberta.ca/tips**.

rights and responsibilities at work

Safety on the job and employer and employee responsibilities are outlined on the Workplace Health and Safety website at employment.alberta.ca/whs.

Reference Help! on page 38 of the *Going Somewhere?* youth resource. Let students know that situations like these might be an ideal opportunity to ask for help or get some mentorship. Sometimes just hearing another perspective can lead to solutions.

Reference the following articles from *X-treme Safety: A survival guide for new and young workers* (available to view or download at alis.alberta.ca/publications): “10 Questions to Ask Your Employer,” p. 23, and “How to Say No at Work,” p. 27.

case studies

Anick, 16, has been working for six months at a local restaurant. She works evenings and weekends. Anick generally works with another part-time student and a shift supervisor. Tonight her shift supervisor left for a few hours, telling Anick and her co-worker (17) that she trusts them to work on their own because they have done such a great job lately. She promises to be back in time to lock up at 11 p.m. when the restaurant closes.

Owen, 17, is interested in working with heavy equipment. Although Owen hasn't yet decided if he wants to be an operator or a mechanic (or both!), he has a pretty clear vision of the next five years and wants to get moving on his goals. He worked up the courage to walk into a local heavy equipment dealer and ask to job shadow someone. Owen was thrilled when his job shadow turned into a summer job. Now Owen is eager to impress his employers and hopes this job might turn into an apprenticeship. Owen's boss asked him to operate the forklift to move pallets of parts after only four days on the job. Owen has no experience operating a forklift but doesn't want to let his boss down. After all, how hard can it be?

Dev, 18, has been working at a retail outlet for two years. Although he likes the job and the hours are compatible with school, his boss is driving him crazy. She constantly makes changes to the schedule after it is posted. He missed a shift last week that he didn't even know he had to work. Now Dev's boss has given him a written warning.

Kat, 19, recently got her dream job working for a residential construction contractor. For now she is doing site clean-up and running tools and materials, and she is learning a lot. Kat has put in a lot of long days and was really looking forward to getting her first paycheque because she had worked nearly 50 hours in her first week. She was quite confused and disappointed when she got her paycheque to find that she didn't get paid any overtime. Kat mentioned it to one of her co-workers, who told her that the company doesn't pay overtime.

scavenger hunt

Use the Internet to find the answers. Document which websites were the most helpful.

websites I found helpful

A rectangular box with rounded corners containing 15 horizontal lines for writing.

- 1.** What are the maximum hours an adolescent is permitted to work?

- 2.** Under what conditions is a young person permitted to work after midnight?

- 3.** Under what conditions is a young person permitted to work after 9 p.m.?

- 4.** How many hours must an employee work before being entitled to a break?

- 5.** How much rest must an employee have between shifts?

- 6.** If an employer makes changes to an employee’s shifts, how much notice is the employer required to provide?

- 7.** What is the standard overtime rate of pay?

- 8.** How many hours must an employee work before being paid overtime?

- 9.** What is the current minimum wage in Alberta?

- 10.** If a worker is asked to perform work they consider unsafe, they are obligated to...

- 11.** If a worker is injured on a work site, they must fill out a...

- 12.** Does an employee need to work full time to be covered by WCB?

- 13.** Will workers receive WCB benefits if the injury was their own fault?

TEACHER KEY FOR *scavenger hunt*

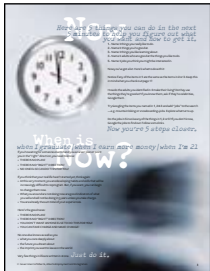
- 1.** What are the maximum hours that an adolescent, aged 12 to 14 years old, is permitted to work?
 - two hours on a school day
 - eight hours on non-school days
 - adolescents are not allowed to work between 9 p.m. and 6 a.m.
- 2.** Under what conditions is a young person, aged 15 to 17 years old, permitted to work after midnight?
 - With the written consent of parent(s) or guardians
 - Under the continuous supervision of an individual over the age of 18
- 3.** Under what conditions is a young person, aged 15 to 17 years old, permitted to work after 9 p.m.?
 - Under the continuous supervision of an individual over 18
- 4.** How many hours must an employee work before being entitled to a break?
 - After working five or more hours, the employee is entitled to a minimum 30-minute rest period. This can be taken in two 15-minute breaks, three 10-minute breaks or one 30-minute break.
- 5.** How much rest must an employee have between shifts?
 - No less than 8 hours
- 6.** If an employer makes changes to an employee's shifts, how much notice is the employer required to provide?
 - 24 hours
- 7.** What is the standard overtime rate of pay?
 - 1.5 times the rate of pay
- 8.** How many hours must an employee work before being paid overtime?
 - Calculated daily and weekly, more than 8 hours per day or more than 44 hours per week, whichever is greater
- 9.** What is the current minimum wage in Alberta?
 - \$8.80*
- 10.** If a worker is asked to do unsafe work, they are obligated to:
 - Refuse to do the work. It is illegal to discipline or fire an employee for refusing to do unsafe work.
- 11.** If a worker is injured on a worksite, they must fill out:
 - A Worker's Report of Injury Form, available from WCB.
- 12.** Does an employee need to work full time to be covered by WCB?
 - No. If you work in an industry that must have workers' compensation insurance, you are covered whether you are a full-time, part-time, temporary or casual worker.
- 13.** Will workers receive WCB benefits if the injury was their own fault?
 - Yes. Workers are eligible for benefits for work-related injuries regardless of who is at fault. Workers' compensation is no-fault insurance. However, workers injured as a result of their own serious and wilful misconduct may not be eligible for benefits.

*Current as of April 1, 2009. For the most current information, visit employment.alberta.ca/es.

CALM General Learner Outcome

C11. Students will design a plan for turning life goals and aspirations into reality

Links



When is Now, page 3



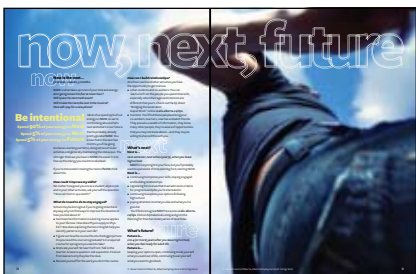
Learn From Your Mistakes, page 10



Careercycle, page 11



Making Decisions, page 18



Now, Next, Future, page 30



Score Goals, page 32



Goal-Breaking, page 37

CRITICAL CONCEPTS FOR EDUCATORS

As career planners move toward goals that may take several years to achieve, they need to be mindful that they may change and the circumstances around them may change. Therefore, goal-setting and action planning are not so much about choreographing steps and choices but about being prepared to respond to changing circumstances by having many potential strategies. The key to success is found in being responsive to change.

Reference Careercycle on page 11 of the *Going Somewhere?* youth resource. This process can be modularized in four steps:

- Know yourself
- Explore possibilities
- Make choices
- Make it happen

Although this lesson will follow these basic steps, students should not be limited to a sequential process. In practical terms, life seldom follows this kind of tidy sequence and students will find they may jump back and forth between steps.

There are many comprehensive resources available to support career planning.

CRITICAL CONCEPT FOR STUDENTS

In order to manage your life and work roles, you need to do some strategic planning. Think of it this way: businesses make huge investments in strategic planning because it keeps their business on track to achieve their goals. How are you investing your time and energy in planning for the business of your life?

RESOURCES

alis.alberta.ca/publications—Select *Career Planner: Choosing an occupation*, *Assessing You: The first step in career planning* and *Multiple Choices: Planning your career for the 21st century*

ACTIVITIES AND ASSIGNMENTS

L In 30 minutes

Ask students to imagine a resort at the top of a mountain. How are train tracks and highways engineered to deal with the steep slopes of a mountain? They generally create switchbacks traversing the mountain. Imagine that career planning is quite like making it to the top of a mountain with a series of switchbacks.

Have students position a goal (off the top of their head without research) at the top of the mountain and label the switchbacks they can expect to go through. Each switchback will represent a goal on the way to the top. A straightforward example is the process of becoming a Journeyperson Welder. In this case some of the switchbacks might include

- conduct research
- complete required courses in secondary school
- find employer to begin apprenticeship
- complete hours for First Period
- complete First Period exam
- start hours for Second Period
- change employers
- complete hours for Second Period
- complete Second Period exam
- complete hours for Third Period
- complete Third Period exam—JOURNEYPERSON!

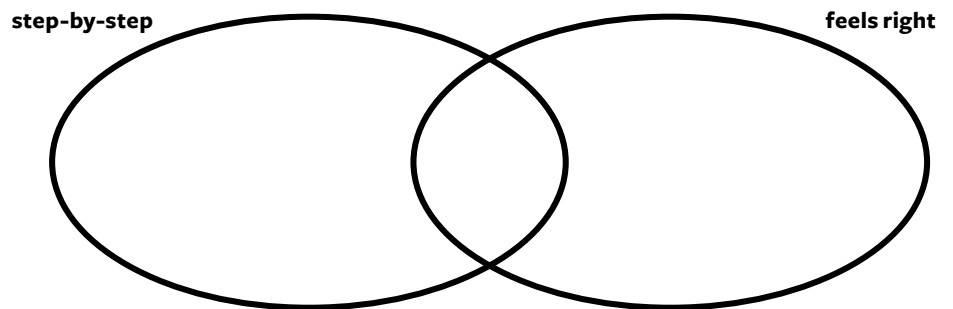
Each of these points is a goal with many substeps to complete. Each switchback needs to be a specific, measurable point in the journey. Switchbacks are like milestones or benchmarks: they are critical to maintaining motivation and provide an opportunity to recognize and celebrate progress.

Students' milestones should be achievable and specific to the goal at the top of the mountain. Timelines can be factored in to ensure deadlines are accounted for. Reference "Setting Goals," page 50, *Multiple Choices: Planning your career for the 21st century* (available to view or download at alis.alberta.ca/publications).

One of the most interesting things about mountain climbers (and career planners) is that once they reach the peak of one mountain, they often set their sights on the next. Reference Careercycle on page 11 of the *Going Somewhere?* youth resource. It is critical for career planners to evaluate their satisfaction after they reach their goal so this sense of satisfaction can contribute to shaping the next goal. This approach uses satisfaction as a measure of whether the career planner is getting closer to their vision of their preferred future. If time permits, ask students what other factors they can evaluate to determine whether they are getting closer to their preferred future.

In 10 minutes

Break students into pairs or small groups. Have students reference Making Decisions on page 18 of the *Going Somewhere?* youth resource. Ask students to use a two-circle Venn diagram to determine what decisions require the step by step decision-making process described and what decisions require the "feels right" process. Have students report back to the group.



In 30 minutes

In a large group discussion, lay out the rough plan for completing the steps to becoming a Journeyperson Welder:

- conduct research
- complete required courses in secondary school
- find employer to begin apprenticeship
- complete hours for First Period
- complete First Period exam
- start hours for Second Period
- change employers
- complete hours for Second Period
- complete Second Period exam
- complete hours for Third Period
- complete Third Period exam—JOURNEYPERSON!

If necessary, top up with *fear, making assumptions, losing a job, failing an exam, lacking motivation, making mistakes, and lack of support*. Every career planner will hit obstacles on their path; some gain skills and knowledge because of obstacles.

Break students into groups of three or four. Assign each group one of the challenges identified in brainstorming. Have students brainstorm how a career planner might

overcome and learn from that obstacle. Reference Learn From Your Mistakes on page 10 of the *Going Somewhere?* youth resource. Students may also find value in the following articles:

- What Motivates You?, page 7
- Watch Out for Those Big Assumptions, page 9
- Your Very Own Board of Directors, page 15
- Help!, page 38

Have students debrief their findings with the class. Discuss when it is appropriate to break a goal. Reference Goal-Breaking on page 37 of the *Going Somewhere?* youth resource.

Questions

- What external circumstances in career planning might demand that a goal is redefined or changed?
- What internal circumstances in career planning might necessitate changing or redefining goals?
- Is changing a goal a failure?

🕒 In 40 minutes with a computer lab

Have students (individually or in pairs as numbers permit) go to alis.alberta.ca/occinfo. Ask students to select Search by Industry from the left-hand menu. Have students identify one broad sector that interests them and select an occupation from that group.

Tell students they are not making a choice right now, just exploring. There is no pressure to decide on an occupation. This is an opportunity to learn to build a career plan.

Copy and distribute My Action Plans handout on page 44.

Have students use the Internet to build at least three action plans to get the qualifications, knowledge and skills required for their selected occupation. Students will document each of the steps required by the plans using NOW, NEXT and FUTURE as chronological benchmarks. Reference Now, Next, Future on page 30 of the *Going Somewhere?* youth resource.

Challenge students to make each step of the plan as specific and detailed as possible. For example, rather than writing “Go to University,” ask students to research the academic prerequisites they need and which post-secondary institution offers the related program. This will help them break larger goals into identifiable steps.

As students complete each action plan, have them examine each of the A, B and C action plans to determine which one will best use their strengths, skills, knowledge and allies. Have them then prioritize the action plans based on these strengths.

Questions

- Does it appear harder or easier to get to the occupational goal than you expected?
- What factors did you use to prioritize the three plans?
- Under what circumstances might it be helpful to map out two or three strategies for getting to a single goal?

📄 Minor assignment

Reference Score Goals on page 32 and NOW, NEXT, FUTURE on page 30 of the *Going Somewhere?* youth resource. Have students quickly read the articles and define one goal in the time frame of NOW or NEXT. Have them use the steps outlined in the article to create an action plan.

planning the business of *you*

⌚ In a few minutes at the end of class

Have students reference When IS Now on page 3 of the *Going Somewhere?* youth resource. Ask students to write down one thing that they will do NOW to get their life closer to their vision. They do not have to share it with anyone.

my action plans

goal: _____

	plan A	plan B	plan C
now			
next			
future			

what if you don't teach CALM?

CALM General Learner Outcome

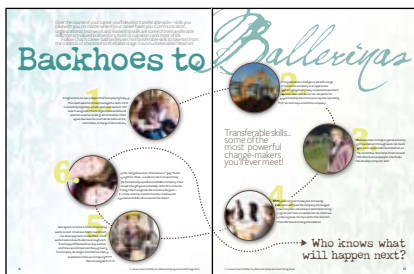
C2. Students will update and expand a personal profile related to potential career choices

C5. Students will develop a quality career portfolio

Links



Careercycle, page 11



Backhoes to Ballerinas, page 24



Think Sector, page 33

CRITICAL CONCEPTS FOR EDUCATORS

Students learn about their strengths, passions and interests in all courses, not just CALM. They may be exposed to their strengths, interests and skills in English, Math, Construction Technologies, Information Processing or Art. Therefore, it is essential for students to have career development support from educators in all subjects. Then, when they are ready for some form of career planning, they will have an ally in that subject.

Educators in the broad range of subjects typically see moments of engagement for students that may not be available to Career and Life Management teachers. A Math teacher may be present to recognize the moment when the student loses track of time, connects and extends topics and concepts and finds an area where they feel truly strong. This is a critical opportunity for every educator to foster that sense of engagement and enhance relevance in subject areas.

While educators hope the student will carry this moment of engagement forward to Career and Life Management class and further examine it, the timing may not be appropriate (what if the student isn't scheduled for CALM until next year or did CALM last semester?).

Reference Careercycle on page 11 of the *Going Somewhere?* youth resource. It depicts the career planning process as a cycle, modularized in four steps:

- Know yourself
- Explore possibilities
- Make choices
- Make it happen

In each subject area, students are challenged to develop specific skills and competencies. They will likely be unaware of the connections between their competencies and the world of work. Educators have an opportunity to help students identify their strengths in real-world terms. When identified in specific, measurable and relevant terms, this may support the development of the student's future vision and compel deeper engagement.

CRITICAL CONCEPTS FOR STUDENTS

You can ask for help about careers from all of your teachers. Your teachers have real experience and expertise in many occupational areas and may have key information you can use.

RESOURCES

alis.alberta.ca/occinfo

alis.alberta.ca/careerinsite

www.tradesecrets.gov.ab.ca

ACTIVITIES AND ASSIGNMENTS

Take some time to become familiar with the Alberta Learning Information Service website at alis.alberta.ca. ALIS provides information on all aspects of career development, learning and employment. Of particular interest to educators in all subject areas may be alis.alberta.ca/occinfo, where more than 530 detailed occupational profiles are available online to search by subject (both high school subjects and post-secondary programs of study), interest and industry.

what if you *don't* teach CALM? **In 10 minutes**

Connect topics to real-world application by taking a few minutes at the end of class to explore occupations that rely on the concepts in that lesson or program of study. Use alis.alberta.ca/occinfo or other industry websites as a reference.

In 30 minutes

Reference Think Sector on page 33 and Backhoes to Ballerinas on page 24 of the *Going Somewhere?* youth resource. Have students quickly brainstorm occupations related to the subject at hand. For educators teaching Biology, have students brainstorm occupations related to Biology, and so forth. Challenge students to think about the skills required for each occupation identified. Break students into pairs. Have students create a skills path between all of the occupations brainstormed by the group. The skills path will identify skills that overlap between occupations. An example is provided in the Skills Path: Construction Technologies handout on page 47.

Educators may wish to connect the General and Specific Learner Outcomes within the course's program of study to the critical skills path to define real-world relevance of concepts and lessons.

Minor assignment

Reference Small (Big) World on page 28 of the *Going Somewhere?* youth resource. Have students complete a research assignment on the effect of globalization on the occupations related to your course.

When marking...

Point out specific skills and applications where a student has shown competence, particularly if they apply to the field of study, e.g. "You have really mastered polynomials—great logical and sequential thinking" or "Your character analysis shows insightful interpretation and excellent comprehension of the text." Identify assignments, work and projects that are indicative of specific strengths and encourage students to include them in portfolios.

skills path: construction technologies

skills that overlap

