

This is Your Life

A Career and Education Planning Guide

Educator's Companion





Planning for Post-Secondary is Just a **Click** Away

Pursuing education or training after high school is key to the future. Find out more from our Learning Clicks Ambassadors! These fun and enthusiastic post-secondary students will come to your class and share their first-hand knowledge and experiences about post-secondary education and training.

Hear their stories. Ask your questions. Learn how education, training and careers go hand in hand. Get help with planning for post-secondary education and learn about career options. After the presentation, students get a free copy of the Learning Clicks USB flash drive so they can explore future possibilities on their own.

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THIS IS YOUR LIFE.
DO WHAT YOU LOVE,
AND DO IT OFTEN.

IF YOU DON'T LIKE SOMETHING, CHANGE IT.
IF YOU DON'T LIKE YOUR JOB, TRY SOMETHING NEW.
IF YOU DON'T HAVE ENOUGH TIME, STOP WATCHING TV.

IF YOU ARE LOOKING FOR THE LOVE OF YOUR LIFE, STOP;
THEY WILL BE WAITING FOR YOU WHEN YOU
START DOING THINGS YOU LOVE.

STOP OVER ANALYZING, LIFE IS SIMPLE.
ALL EMOTIONS ARE BEAUTIFUL.
WHEN YOU EAT, APPRECIATE EVERY LAST BITE.

OPEN YOUR MIND, ARMS, AND HEART TO NEW THINGS
AND PEOPLE, WE ARE UNITED IN OUR DIFFERENCES.
ASK THE NEXT PERSON YOU SEE WHAT THEIR PASSION IS,
AND SHARE YOUR INSPIRING DREAM WITH THEM.

TRAVEL OFTEN; GETTING LOST WILL
HELP YOU FIND YOURSELF.
SOME OPPORTUNITIES ONLY COME ONCE, SEIZE THEM.

LIFE IS ABOUT THE PEOPLE YOU MEET, AND
THE THINGS YOU CREATE WITH THEM
SO GO OUT AND START CREATING.

LIFE IS SHORT. LIVE YOUR DREAM,
AND WEAR
YOUR PASSION.

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This information was accurate, to the best of our knowledge, at the time of printing. Occupation information and educational programs are subject to change. You are encouraged to confirm information with additional resources when making career and education decisions.

Introduction

Welcome to the Educator's Companion

This is Your Life: a Career and Education Planning Guide (TiYL) was developed to meet a need identified by secondary teachers, students and Alberta Education and Alberta Enterprise and Advanced Education staff. *TiYL* introduces students to the principles of career and education planning, as well as several authorized Government of Alberta resources.

Organized around four career and education planning steps or modules, *TiYL* content can be delivered in the classroom or used by students on their own. **The steps in the student guide meet curriculum learning outcomes for Career and Life Management (CALM) and meet Career and Technology Studies (CTS) learning outcomes.** Career development resiliency is the core objective of both *TiYL* and the *Educator's Companion*. It is built into the guiding steps, tone and context of the activities.

This is Your Life is designed to be delivered in classrooms with Internet access and computers for student use.

The Educator's Companion includes learning objectives, background information, and delivery methods for each module (step). Activities and assignments in each module build on the information provided by Learning Clicks presentations and use the Campus Alberta tool for post-secondary education planning. The modules in *TiYL* also encourage students to use the resources available on the **Alberta Learning Information Services (ALIS)** website (alis.alberta.ca) to complete activities and assignments.

NOTE!

Five activities in *TiYL* can be used as formative assessment tools.

Alberta Enterprise and Advanced Education, in partnership with the ministries of Alberta Education and Alberta Human Services, developed ALIS as a comprehensive website to assist Albertan to:

- build career pathways
- plan for post-secondary education and training
- learn about the labour market
- prepare and search for employment

Choosing the "Best-Fit"

Making the decision to pursue post-secondary education is an important one and can be one of the most rewarding experiences your students have in their life. Students need time, energy and money to support their studies from start to completion. We believe Alberta has one of the best systems to support students in their educational pathways.

Recent research¹ shows that using the Best-Fit approach when deciding on a post-secondary education pathway increases student retention. It helps students develop realistic education options that are economically sound. In this approach, students start with the understanding that

- everyone attends post-secondary for unique reasons
- their reasons should be clearly defined and understood
- reasons for attending should reflect a student's values and interests


Most students will need and can get support in planning their education pathway through

- career studies courses
- school counsellors
- career development practitioners
- student advisors
- parents and others

This network of individuals and support resources can assist students with their transition into and through post-secondary education, introducing them to a variety of programs and schools. When choosing a pathway, the students need to be aware (as should their supporting family members) of their expectations for the post-secondary experience itself and where it can lead them. Therefore, when your students are exploring and researching opportunities, they should ask these questions to ensure a Best-Fit program and school.

1. How do I learn best? Does this program and school offer that learning environment?
2. Why am I suited or interested in this program of study?
3. Which institution can provide me the best opportunities for my studies and potential future goals?
4. Where do I see myself after completion and five years later?

When it comes to decision time and ensuring a great post-secondary experience, following the Best-Fit approach can lead your students to one of the most memorable, engaging and positive growth experience of their lives.

 1 Finnie, R., Mueller, R.E., Sweetman, A., & Usher, A. (Eds.). (2009). *Who goes? Who stays? What matters? Accessing and persisting in post-secondary education in Canada. Examining choice, opportunity and barriers related to post-secondary attendance and persistence.* McGill-Queen's University Press.

CALM Course Structure and Outcomes

General Outcomes

The aim of the CALM course is articulated through three general outcomes:

- General Outcome 1: **Personal Choices**
- General Outcome 2: **Resource Choices**
- General Outcome 3: **Career and Life Choices**
 - » Students will develop and apply processes for managing personal lifelong career development.

Specific Outcomes

Each general outcome includes a set of specific outcomes. Specific outcomes are identified with a letter and number. Each specific outcome is supported by bulleted examples. These examples **do not form part of the required course**, but are provided as an illustration of how the specific outcomes might be developed. Achievement of the specific outcomes enables students to develop and demonstrate the three general outcomes.

Alignment with the CALM Curriculum

The introduction to *This is Your Life (TiYL)* and four career and education planning steps will enable students to achieve General Outcome 3: Career and Life Choices. This outcome contains 11 specific outcomes. Here is (C1–C6) with examples for each. The following information shows how each *TiYL* module supports specific outcomes.

- C1** Examine the components of effective career development as a lifelong process.
- C2** Update and expand a personal profile related to potential career choices.
- C3** Examine the relationship among career planning, career decisions and lifestyles.
- C4** Develop strategies to deal with the transition from senior high school to post-secondary education/training and/or the world of work.
- C5** Develop a quality career profile.
- C6** Investigate the range of learning opportunities in post-secondary programs, on-the-job training and apprenticeship training programs.

"At times, CALM has been assigned to new teachers and/or non-counsellors who have little experience with career planning or even lesson planning.

Teachers should be aware that blocking off approximately one-third of the total curriculum time for CALM using *TiYL* will meet the outcomes as indicated.

In my experience, each of the four steps has taken more than one class (grade 10 - 67 min. classes)."

—Former Fort Saskatchewan CALM teacher,
now guidance counsellor



Alignment with the CTS Curriculum

This is Your Life: A Career and Education Guide is an effective tool that can be used as an introduction to CTS. This resource will help students choose pathways for which they have interest and aptitude. It provides a context for choice in high school and post-secondary. This will allow students to develop the knowledge and skills necessary for the future occupation of their choice. The use of this resource will guide current and future career exploration, allowing students to make informed career choices, associating common interests and linking education with relevant real-world experiences.

The specific outcomes related to career development appear as the last two outcomes in every CTS course.

Demonstrate basic competencies

- demonstrate fundamental skills to communicate, manage information, use numbers, think and solve problems
- demonstrate personal management skills to demonstrate positive attitudes and behaviours, be responsible, be adaptable, learn continuously, work safely
- demonstrate teamwork skills to work with others, participate in projects and tasks
- make personal connections to the cluster content and processes to inform possible pathway choices, complete and update a personal inventory (e.g. interests, values, beliefs, resources, prior learning and experiences)
- create a connection between a personal inventory and occupational choices

Why Career and Education Planning?

WHAT IS POST-SECONDARY?

Any education or training after high school that includes a parchment received from a recognized program or regulating body

The various parchments include licenses such as a real estate licence or licensing as a security professional, certificates that include journey person certificates, and various other diplomas and degrees from post-secondary institutions.

The credential may have direct portability into the labour market or an industry.

Alberta is in transition to a knowledge-based, change-driven economy:

- According to the "Alberta Regional Occupational Demand Outlook", more than 60 per cent of all new jobs created in the coming years will require post-secondary training.
- From 2001 to 2011, employment for Canadians with a college or university education increased by 33.3 per cent, while overall employment rose by 15.8 per cent. During the same period, employment among those with only a high school education or less decreased by a total of 4.4 per cent.
- Most of Canada's youth are likely to experience an average of 17 employment transitions in their working lifetime.²
- Technology is advancing so rapidly, many of the occupations which today's students eventually will pursue have not been created yet.

The continued strength of Alberta's economy depends on training and retaining highly skilled and innovative workers who are committed to ongoing learning and adept at managing change. Providing youth with the skills and resources to plan a successful transition from high school to post-secondary and beyond is more important than ever.

Career Challenges and High School Students

Alberta students face a unique set of challenges as they plan for their next steps after high school:

- The transition from high school to adult life is taking longer than it used to.³
- Post-secondary education is more important than ever before.⁴
- Numerous and constantly emerging occupational options can make post-secondary choices seem overwhelming.⁵
- Students have watched their parents and other adults struggle with career issues and are conscious of trying to avoid making similar "mistakes."⁶

When young adults feel pressured to make the “right” career choice, career and education decision making can become a last-minute, thrown-together process marked by fear of failure rather than one based on self-assessment and the concept that change is manageable, expected and often positive.

Why This Resource?

This is Your Life: Educator’s Companion is designed to help educators introduce the career and education planning process into the classroom to support a variety of learning objectives and help students prepare for important future transitions. The career and education planning process is based on the following understandings:

- Students are more likely to take responsibility for their own career and education planning if they are familiar with the process and given the opportunity to practise the skills involved.
- Resources and support for this process are available to students online (through alis.alberta.ca) and in the community.
- Understanding and practising the career and education planning process will help students plan for, manage and stay open to change.
- The skills, understandings and attitudes students develop through this process will sustain them throughout their career journey.

see Page 2 of the student guide for a graphic showing Jobs that Didn’t exist ten years ago.



To view a list of emerging occupations, scan the QR code with your smartphone to link directly to the website, or go to alis.alberta.ca/occinfo and click on **Emerging Occupations**.

- 2 Central Alberta Career Prep. (2009). *Guiding youth: Finding a career and connecting to work*. [Workshop guides]. www.ccdf.ca/ccdf/NewCoach/english/ccoache/e4a_bp_theory.htm
- 3 Clark, W. (2009). *Delayed transitions of young adults*. Statistics Canada. Retrieved on July 11, 2012 from www.statcan.gc.ca/pub/11-008-x/2007004/1031-eng.htm#a10
- 4 Alberta Human Services. (2012). *Money 10: Budgeting basics for further education*, p. 2. Edmonton, AB: Government of Alberta.
- 5 Arnett, J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties*. New York: Oxford University Press. Cited in Campbell, C. & Unger, M. (2008). *The decade after high school: A professional’s guide*. Toronto: The Canadian Education and Research Institute for Counselling.
- 6 *Ibid.*

Career Development Theory

The four steps of the career and education planning process are based on several career development theories, including the key theories outlined below:⁷

Trait and Factor

- This widely recognized career development theory states that each person has a unique set of traits that can be accurately profiled and matched with the requirements of an occupation.
- Career practice consists of profiling and matching people to occupations.

John Holland's Career Typology— Holland Code

- This model identifies six types of personalities and six types of work environments.
- Career satisfaction depends on the fit between personality and work environment.
- It is the basis for popular assessment tools such as Self-Directed Search, Vocational Preference Inventory and Strong Interest Inventory.

Donald Super's Life-Span/Life-Space Theory

- Career success is linked to self-awareness and self-concept, which develops over the life span.
- Skills, attitudes and a knowledge of strategies allow the individual to develop life-long career self-efficacy.

Krumboltz's Social Learning Theory of Career Choice

- The sum of a person's learning, from environmental influences to encounters with people and events, affects how they approach career choice.
- Significant others—parents, mentors, peers—play a key role.

Career Development Theory

Constructivist Theory/ Models of Career Development

- People construct themselves and their own meanings based on their unique experiences.
- Career practice involves using narrative, metaphor and critical reflection.

Cognitive Stage Development Theory⁸

- Through youth and adulthood, people continue to develop cognitively in four predictable linear, sequential stages: duality, multiplicity, relativism and commitment.
- In a career context, people advance through these stages from the notion of “right” and “wrong” career choices to exploration and finally to self-knowledge.
- Career practice takes into account an individual’s ongoing cognitive development and ability to make meaning from experience.

Experiential Learning Theory⁹

- This theory is based on the understanding that learning is an adaptive process that combines “grasping and transforming” experience.
- Experience is “grasped” through Concrete Experience and Abstract Conceptualization. Experience is “transformed” through Reflective Observation and Active Experimentation. Students continuously cycle through these four modes of processing experience.
- Regarding career development as a learning experience, this theory in practice encourages individuals to rely on their preferred mode of learning, while encouraging them to develop all four.

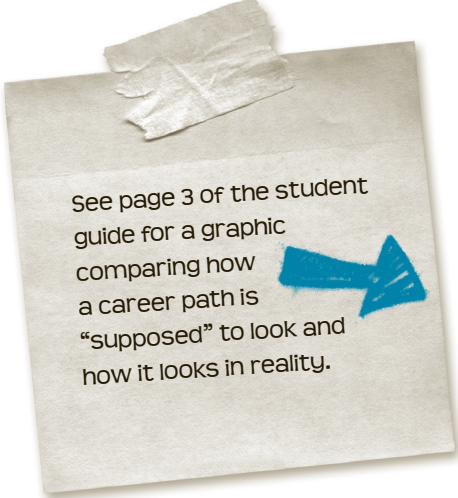
7 Canadian Career Development Foundation. (n.d.). *Big picture view of career development theory*. Retrieved on July 13, 2012 from www.ccdf.ca/ccdf/NewCoach/english/ccoache/e4a_bp_theory.htm

8 Turey, E.F. & Mundhenk, L.G. (2008). Going beyond traditional career theories: Individualizing counseling using cognitive stage and experiential learning theories. *Canadian Journal of Career Development*, 7(2). Retrieved on July 1, 2012 from www.ceric.ca/cjcd/

9 *Ibid.*

Career and Education Planning

In the High School Classroom



See page 3 of the student guide for a graphic comparing how a career path is “supposed” to look and how it looks in reality.

Current career development practice recognizes that

- work life is connected to the rest of life
- life events continue to affect an individual’s career path
- career transitions continue throughout life
- career and education planning is an ongoing, cyclical process

We hope most secondary students are already thinking about their future and the choices they’ll be making in the next few years. They’re watching their siblings, other family members and young people from their community making choices about school, post-secondary education and work.

Teachers, counsellors and parents can support effective career and education planning by helping students

- translate their strengths, skills and interests into possible career options
- explore the range of post-secondary options
- make plans but keep their options open
- understand the costs involved and the resources available to help pay for post-secondary education
- recognize that not every student is ready to transition directly from high school to post-secondary, and that some students will benefit by taking time away from schooling

The transition students make from high school to post-secondary education or work is the first of many such transitions they’ll make throughout their lives. Introducing students to the skills and attitudes they need to manage the transition from high school to post-secondary will help them handle other career transitions they will eventually face.

The *TIYL* modules offer students information, activities and experiences that will help them become familiar with the career and education planning process.

ALIS Tip Sheet



For an overview of career and education planning, scan the QR code with your smartphone or visit alis.alberta.ca/tips and key in **Career Planning**.

Key Resources

The modules in *TiYL* are designed to be used with the following online resources and the Learning Clicks program (learningclicks.ca/request).

Introduce your students to the career and education planning process by requesting a Learning Clicks presentation.

For more information about Learning Clicks programs or to request a presentation, scan the QR code with your smartphone, visit learningclicks.ca or see the inside cover of this publication.



ALIS—Alberta Learning Information Service: alis.alberta.ca



The ALIS (pronounced Alice) website provides information, tools and resources for career and education planning and work search. Scan the QR code with your smartphone or visit alis.alberta.ca/video and watch “*Getting Started with ALIS.*”

CAREERinsite: alis.alberta.ca/careerinsite



CAREERinsite is a one-stop, interactive guide to career and education planning. Students who register on this secure site can create a record of all their activities that can be printed and exported. Scan the QR code with your smartphone or visit alis.alberta.ca/careerinsite and watch the video.

OCCinfo: alis.alberta.ca/occinfo



OCCinfo—occupation information—provides more than 500 profiles of Alberta occupations. Scan the QR code with your smartphone or visit alis.alberta.ca/video and watch “*Exploring Occupations: OCCinfo.*”

EDinfo: alis.alberta.ca/edinfo



EDinfo—education information—is a database of all the post-secondary schools and programs available in Alberta. Scan the QR code with your smartphone or visit alis.alberta.ca/video and watch “*Educational Programs: EDinfo.*”

ALIS Occupational Videos: alis.alberta.ca/video



This site features more than 200 five-to-six minute videos with “real” people talking about their occupation. Scan the QR code with your smartphone or visit alis.alberta.ca/video and select “*Occupational Videos.*”

Getting Started

Introducing the Career and Education Planning Process



This Is Your Life
Pages 2-7

Learning Objectives

In this introduction module, students will

- be introduced to career and education planning as a four-step, ongoing flexible process
- identify ways in which they've already started the career and education planning process
- understand the importance of values and why identifying values early is important when choosing their career and education journey
- create an image of their preferred future
- visit the ALIS website

NOTE!

Create the Future You Want on page 5 of *TIYL* can be used as a formative assessment.

Background

The Introduction to *TIYL* (pages 2 – 7) presents the career and education planning process and prepares students to start working through the four modules. The career and education planning process is an effective way to manage an uncertain future because it promotes skills (e.g. research, exploration) and attitudes (e.g. flexibility, curiosity) which are useful for navigating change.

Students are introduced to two key concepts:

1. They are **already** engaged in career and education planning.
2. What **they** want or envision for their future is an important part of the process.

This section introduces the ALIS website and the Campus Alberta concept and may take one or more classes to complete.



Introduction

Grab your student's attention right off the start by visiting [YouTube.com](https://www.youtube.com) and searching for **Did You Know?– [Shift Happens 3.0]**. This will be a great opportunity to engage your students by highlighting some cool facts about how the world is changing and how it might affect them.

Procedure

1. View and discuss the **Did You Know? [Shift Happens 3.0]** video at [YouTube.com](https://www.youtube.com).

Note: This video empowers students to think about and discuss the changing school and work environment. It was originally developed by a teacher in Colorado, U.S. for a presentation at a faculty meeting. The aim was to encourage colleagues to think, reflect and start conversations around the 21st century student and what this may mean.


For more information, see the background and other versions at shifthappens.wikispaces.com.

- How do people decide what to do after high school?
- Can career pathways be planned, or do they just happen?
- What's the difference between a job, an occupation and a career? (See page 12.)
- What is post-secondary education?
- What are the benefits of a post-secondary education and training? (See page 7.)
- Do I value an education? Why or why not?
- Do my parents and family value an education? Why or why not?

2. Continue the discussion and let students realize that, whether or not they know it, they've probably already started the career and education planning process.
 - Ask for a show of hands: "How many of you have..."
 - » met someone and thought their job sounded cool and thought, "I would like to do that," or "I could do that"?
 - » talked with family or friends about what you might do after high school?
 - » taken or considered a CTS Pathway or RAP placement that gives you post-secondary level credits?
 - » done an activity you've enjoyed—sports, arts or a hobby, and wondered if you could make money doing it?
 - If students raised their hand for any of these, they've already started the career and education planning process.

3. Have students open *TiYL* to **How It Works: Career and Education Planning** on **page 3**.
 - Invite them to compare and discuss the two career paths graphics.
 - Have them read, or read aloud, the information on **page 3**.
 - Point out **The 4 Steps of Career and Education Planning** located on the infinity graphic:
 1. Know Yourself
 2. Explore Possibilities
 3. Choose a Direction
 4. Make it Happen
 - Explain that in the next few classes, they'll be learning about the process by taking each of these steps.
 - Ask students to read **The World Today** on **page 2** and continue onto page 3 and 4, completing the **People with Answers** exercise.

4. Explain that as students work through *TiYL*, they'll be using the ALIS website. Have them go to alis.alberta.ca and bookmark the page.
 - Invite students to use the suggestions on **page 6** to explore the ALIS site.

- 
5. Read aloud or have students read page 7.
 - Point out the suggestions and the list of career-related activities in **Do Something!**
 6. Have students complete **Create the Future You Want** on **page 5** as a formative assessment activity. Emphasize that what they want for their future may or may not be easy to envision, but they need to know what they want in order to move forward. This activity can be a very powerful motivator and an important element in planning their education and career, so it's a good idea to spend a little time and energy on this assignment.

Note: If students find this too hard to do right now, they may need to explore and research before they can envision. Suggest they just write down what pops in their head for now and then return after Step Four: Making it Happen is completed and redo the assignment in detail. They will see how they have grown in understanding of self and awareness of their possible future.

Closure

1. Ask students to think about and discuss this quote:
“Don’t ask yourself what the world needs; ask yourself what makes you come alive. And then go and do that.”
— Dr. Howard Thurman
2. Encourage students to discuss the following quote in the context of planning for the future: “Doing your best at this moment puts you in the best place for the next moment.”
— Oprah Winfrey
3. Preview the next module by telling students that they will explore a number of online self-assessment quizzes.

Step One

Know Yourself



This Is Your Life
Pages 8-15

Learning Objectives

In this module, students will

- identify their personality code and search for related occupations
- identify what values are and how these affect their career and education choices
- use the self-assessment quizzes on the CAREERinsite website to identify interests, abilities and skills and relate them to potential occupations
- reflect on their personal situation after completing the module
- learn about three “real life” career and education journeys

NOTE!

The **My Self-Assessment Chart** on page 13 of *TYL* can be used as a formative assessment tool.

Background

This module encourages students to use the self-assessment quizzes accessed through the alis.alberta.ca/careerinsite website, as well as their own self-reflection, to identify their individual traits, values, interests and skills.

The **My Personality Code** quiz is a Myers-Briggs Type Indicator (MBTI) assessment, designed to measure psychological preferences in how an individual sees the world and makes decisions. The MBTI approach is based on the typological theories of Carl Jung. For more information, visit myersbriggs.org. Students can use their four-digit code to search for occupations.

Note: If students have had a Learning Clicks presentation, they can use the personality code from the CD or USB flash drive they were given.

Values are one of the central pillars of career and education planning and can play a vital role in how we live our life.

- Values perform two essential roles. They motivate and also guide people as they make their life/career choices along their journey.
- There is a cost to having values. If there is no cost, then there is no value; if there is no value, then there is no point to things.

Students can log in to alis.alberta.ca/careerinsite (a secure Government of Alberta site) and complete all the quizzes in the **Know Yourself** section. The combined results give them a more complete picture of their skills, values and interests. The site automatically provides links to related occupations in OCCinfo.

Introduction

Introduce the activity by asking students to think about and discuss the following questions:

- What did you want to be when you were in kindergarten? What did you want to be when you were in Grade 6 or 7? Why? Are these still career options for you? What's changed?
- What's more important when you're thinking about an occupation — what you like doing or what you're good at? Does interest dictate competency?
- Do you agree or disagree with this statement? The amount of money I make is more important than what I like to do.

Note: More than one class period may be required to do all the exercises, or homework can be assigned.

Procedure

Introduce the activity by asking students to think about and discuss the following questions:

1. Read aloud the introduction to Step One: Know Yourself at the top of **page 8**.
2. Have students complete the **My Personality Code** quiz (10 minutes) or use their results from the Learning Clicks tool.

When students have determined their personality code, ask them to search online for occupations that match their personality, using their **code + careers** (e.g. INFJ + careers) and record their results on **page 9**.

3. Have students go online to alis.alberta.ca/careerinsite and bookmark the site. Read aloud the site introduction on the first screen. Assure students that this is a secure site. Have them create a profile, and log in.

4. Ask students to complete the six quizzes in the CAREERinsite **Know Yourself** menu, described on **page 11**. Discuss which quizzes can be completed in class or as homework.

Quizzes require the following times to complete:

- Interests Exercises: 15 minutes
- Abilities Exercise: 15 minutes
- Work Values Quiz: 15 minutes
- Significant Experiences Exercise: 45 minutes
- Preferred Working Conditions Quiz: 10 minutes
- Multiple Intelligences Quiz: 10 minutes

Note: The seventh exercise, the **Vision Exercise**, is similar to **Create the Future You Want** on page 5 of *TiYL*.

- Tell students that the results from all six quizzes will be saved automatically in the **My Career Plan** section. (See **page 12** for details.)
 - Remind students to print off this results page.
 - Explain that results from the **Interests Exercise** and **Abilities Exercise** will generate a list of related occupations. These are linked to the **OCCinfo** profiles that they will explore in the next module. Ask students to select occupations that interest them.
 - Point out **What Results Are You Getting?** on **page 11**.
5. Have students complete the **My Top Five Needs and Wants** exercise on **page 10**. Ask the students to provide a definition of values. Explain that values answer “what is important to us in our lives and why.” Ask if they believe the needs and wants they checked off are values. Offer more detail on values from the background provided.

Students can explore values further by going to <http://tinyurl.com/d3cbtoy> (or Google a credible work values list) and rate the importance of each value (from 1 to 4, where 1 is not important and 4 is very important). After identifying their top ten values, have them rank these in order of priority from 1 to 10. 10 being their most important value.

Take the top five values and add them to **page 13** under **My Top Five Needs and Wants** section (or if they completed the Needs and Wants exercise on page 10, their values from that exercise should be placed there.)

Note: Choosing the top five doesn't mean the other values are not important. Emphasize that values usually evolve over time and change with circumstances. As we mature and grow through life experiences, so do our values. What we value at age 16, 20, 30 or 40 and onwards may be quite different.

"We're constantly being told who other people think we are, and that's why it's so important to know yourself." sarah mclachlan

6. Have students complete **My Self-Assessment Results** on **page 13** as an assignment that will be marked. Remind them to print and attach the **My Career Plan** pages from CAREERinsite.

Closure

1. Have students complete the **Where am I Right Now?** exercise on **page 14**.
 - Discuss where to find help with this exercise. (See the box on **page 14** – talk to a student advisor, guidance counselor, etc.)
 - Show students the **Contact a Career Advisor** link on the **CAREERinsite** main page.
 - Assure students that the module they've just completed is a first step in the process, and that they can change their mind about any of the choices they've made along the way.
2. Select students to read aloud the **Real-Life Stories** on **page 15** and discuss the changes in direction that each story describes.
3. Ask students the following questions:
 - Do you agree with this statement? "We're constantly being told by others who they think we are, and that's why it's so important to know yourself." – Sarah McLachlan
 - What new thing about yourself did you learn from the assessments in this module?
 - What are some things you can do to keep learning about yourself? (e.g. doing other assessments, keeping a journal, trying on experiences, etc.)
4. Tell students that in the next module, they'll be exploring occupations in depth.

NOTE!

If your school is licensed to use **Career Cruising** or myblueprint.ca, have students complete the inventories and add some occupations to **My Self-Assessment Results** on page 13.

They can also add their results to the Career Cruising portfolio section.

Step Two

Exploring Possibilities

Learning Objectives

In this module, students will

- research occupations using the resources on the ALIS website
- select and explore three possible occupations
- learn about the opportunities and options available in high school and the community for trying out a variety of interests related to occupations



This is Your Life
Pages 16-23

Background

This step involves identifying and researching a number of occupations using search options at [OCCinfo](#), such as searching by school subject or industry. Based on this search and the list of occupations they generated in Step One, students pick their top three occupations and research details, such as duties, salary and working conditions.

Note: This step may take two or more classes to complete.

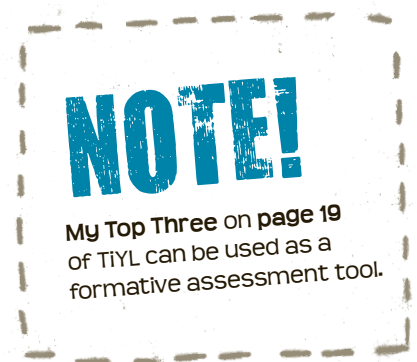
Introduction

Introduce the activity by asking students to think about and discuss the following questions:

- Think of three occupations related to your favourite high school subject. How could you find additional related occupations or learn more about those occupations?
- How could the lifestyle you want influence what occupation you choose? (Refer to the **Create the Future You Want** exercise.)
- If you can't find an occupation you're interested in, and you know what you want to do, could you create a new occupation (e.g. social media planner, virtual assistant, wind farmer, earth loop technician [geothermal energy])? Can you name someone who has done that? (Bill Gates - Microsoft; Steve Jobs - Apple)

Procedure

1. Have students read the introduction to **Step Two: Explore Possibilities** on **page 16**. Emphasize in this step they're exploring specific occupations, but this does not mean they're making a commitment to any occupation—**the goal of this module is to develop research skills and become familiar with the resources.**
2. Introduce **OCCinfo**.
 - OCCinfo — Alberta Occupational Profiles—is a website that provides up-to-date information about occupations in a format called occupational profiles. There are more than 500 occupational profiles in OCCinfo.
 - Point out the graphic on **page 16** describing the range of information the site provides for each occupation.
3. Tell students they'll be researching possible occupations using OCCinfo, ALIS Occupational Videos and other online resources.
4. Demonstrate OCCinfo, if your classroom is set up for it, or have students go to alis.alberta.ca/occinfo.
 - Point out the **Search by...** choices in the left navigation menu.
 - Complete the **Word Scramble** on **page 17** to familiarize students with the search options.
 - Read aloud or provide the information on **page 23, Connecting Learning to Life** to demonstrate how to match favourite courses to occupations.
5. Demonstrate an ALIS Occupational Video or have students go to alis.alberta.ca/video and select Occupational Videos.
6. Have students go to OCCinfo and explore occupations by using the different **Search by...** choices and also the occupations that were generated in the previous section, **Know Yourself**.
 - Emphasize that occupations they save to their Personal List will be lost when they leave OCCinfo. **Stress the importance of printing their list or recording the occupations in the space provided** on **page 17**.
 - Point out the **NOTE** on **page 17** about **Related Occupations**.



"You miss 100 per cent of
the shots you never take."

wayne gretzky

7. From all the occupations they identified in Step One: Know Yourself and Step Two: Explore Possibilities, have students **choose their top three** choices of occupations and record them in the space on **page 18**.
8. Have students complete **My Top Three** on **page 19** as an assignment that will be marked. Decide whether the assignment will be completed in class or as homework.
 - Have students use the **Search by Title** function at OCCinfo to find profiles for each of their top three occupations.
 - Students use the information in the OCCinfo profiles to fill out the **My Top Three** exercise.
 - Point out the **Can't Find it on OCCinfo?** feature on **page 18**.
9. Provide time in class for students to read **Discover What You Love to Do** on **page 21** and complete the **Try it in High School** crossword puzzle on **page 20**. Or do it on personal time.

Closure

1. Invite students to list ways to learn about occupations. Include the online resources explored in this module plus other ideas (e.g. talking to people in the occupation, doing information interviews, volunteering, taking a CTS course, working at an entry-level job in the industry, etc.).
2. Ask students the following questions:
 - What two things could you do in the short term to keep exploring possibilities? (e.g. try new things, talk to friends and family about their careers, volunteer, etc.)
 - How does this statement relate to choosing an occupation? Read aloud the quote by Wayne Gretzky: "You miss 100% of the shots you never take." How do you prepare to take shots?
 - Look again at your top three occupations. How well do they align with the future you described in **Create the Future You Want** on page 5?
3. Preview the next module by letting students know they'll be looking at post-secondary programs related to their chosen occupations.

Step Three

Choose a Direction



This Is Your Life
Pages 24-36

Learning Objectives

In this module, students will

- identify the advantages of post-secondary education
- identify types of post-secondary institutions
- identify types of post-secondary programs
- research post-secondary options using the resources on the ALIS website

Note: This is a good time to bring in a Learning Clicks ambassador to provide a holistic picture of the post-secondary system in Alberta (Campus Alberta) and the various programs, including apprenticeship, e-learning and education laddering. If the students have already had a Learning Clicks presentation, then summarize the first four activities in this section. Do a Q&A for a recap asking: “What do we know about the types of post-secondary programs in Alberta? What do we know about the various schools?”

Background

In this module, students use their three top occupations identified in Step Two: Explore Possibilities as the basis for researching related post-secondary programs. They can choose to identify one post-secondary program for each occupation or choose one occupation and identify three possible programs.

Note: This step may take two or more classes to complete.

NOTE!

My Three Programs
on page 33 of TIYL can
be used as a formative
assessment tool.

Introduction

Introduce the activity by asking students to think about and discuss the following statements:

- Not getting a post-secondary education will cost you more than getting one. (This is true, even taking into account the cost of the education and the income you don't earn while you're in school. Stats show that post-secondary graduates earn over \$1 million more during their career than those with only a high school diploma.)
- Post-secondary education is what you get at university. (Incomplete answer. Post-secondary also includes college, technical school, apprenticeship programs, certificate training programs, etc.)
- When you choose a post-secondary program, be sure it's what you want, because you'll be locked in to it. (Not so. On average, North American post-secondary students switch their majors three times; if you change your mind you can often transfer credits from one program to another; most skills you learn in school are transferable from one program to another and also to the workplace, where employers are looking for a broad range of experience and flexibility.¹⁰)
- You need a university degree to get a high-paying job. (Not necessarily. For example, in Alberta's industrial construction sector, it's not uncommon to earn over \$100,000 a year in the first year as a journeyperson.¹¹)

¹⁰ Ontario Ministry of Training, Colleges and Universities. (n.d.). *Post-secondary education myths and facts*. Retrieved on July 16, 2012 from www.tcu.gov.on.ca/eng/postsecondary/careerplanning/path/myths.html#display

¹¹ Alberta Learning Information Service. *WAGEinfo*. Retrieved on July 16, 2012 from alis.alberta.ca/wageinfo

Procedure

1. Ask students to brainstorm some reasons why it's a good idea to get a post-secondary education. Invite them to record their favourite ideas in the **Advantages of a Post-Secondary Education** graphic on **page 25**.
 - Point out the information in **Did You Know?** on **page 24**.
2. Read aloud or summarize the introduction to **Step Three: Choosing a Direction** on **page 24**.
 - Emphasize that students don't need to commit to a career direction or even know what occupations they're interested in

to benefit from this activity. The point is to understand how to research post-secondary programs.

3. Have students read **What Types of Post-Secondary Schools are out There?** on **page 27** and **What Types of Programs can I Take?** on **page 28**.
 - Point out the additional resources in the **Note!** and **Time to Choose** section on **page 28**.
 - As a class or in class time, have students complete the matching exercise **How Well do You Know Your Post-Secondary Options?** on **page 26**.
 - View one or two of the **Campus Alberta Student Reflections** videos of real life post-secondary students talking about their choice of school and program at alis.alberta.ca/educationvideos. Videos are grouped by school type.
4. View one of the **Apprenticeship** videos at alis.alberta.ca/educationvideos. Read aloud **The Trades: Careers with a Bright Future**.
 - Tell students they can explore the trades while in high school. Read aloud the **Note!** on **page 29** about the Registered Apprenticeship Program (RAP).
5. Introduce the concept of **flexibility** in post-secondary programs by linking back to the comment from the Introduction: “When you choose a post-secondary program, be absolutely sure it’s what you want, because you’re locked in.” Tell students that in the next couple of activities, they will be discovering several ways to disprove this statement.
 - Have students read the **Career and Education Pathways** section on **page 30**.
 - As a class, discuss and expand on the **Similarities** and **Differences** between the three occupations and record them in the graphic.
 - In class time or as homework, have students complete the **Check it out for Yourself** exercise on **page 31**.
5. Continue discussing flexibility by looking at education laddering, transfer possibilities and other alternatives.
 - Read aloud **Education Laddering** on **page 35** and point out the nursing example in the graphic. Ask students to think of additional examples (e.g. accounting certificate, bookkeeper to accounting diploma, accounting clerk to accounting degree, Certified Accountant (CA) or soon to be Certified Public Accountant (CPA)).
 - Read aloud **What if I Change my Mind?** on **page 35**. Note the option to start at a smaller school, often closer to home, and to finish at a different school.

"I always say don't make plans, make options."
jennifer aniston

- Have students read aloud **Alternatives** and **Options** on **page 34**.
2. Have students complete **My Three Programs** on **page 33** as an assignment that will be marked. Decide whether the assignment will be completed in class or as homework.
 - Have students go to alis.alberta.ca/edinfo, follow the directions on **pages 32** and record their findings on **page 33**.

Closure

1. Have students look at the **Post-Secondary Word Search** on **page 36**.
 - Ask students to identify the puzzle's shape. (It's a labyrinth.)
 - Challenge students to name three resources or skills they've learned in Step Three: Choose a Direction that will help them find their way in any post-secondary school/program labyrinth.
2. Ask students to discuss the following statements:
 - You could change your mind and your direction several times before you finish high school.
 - "I always say don't make plans, make options." —Jennifer Aniston
3. Tell students that in the next module, they'll be setting goals and looking at how to achieve them.

Step Four

Make it Happen



This Is Your Life
Pages 37-44

Learning Objectives

In this module, students will

- identify and create SMART goals
- identify admission requirements for specific post-secondary programs
- explore methods of paying for post-secondary education
- practise creating an action plan
- integrate the steps in the career and education planning process

Background

This module introduces the action planning process. Using the foundation of the three previous modules, students identify the goal of enrolling in a post-secondary program and practise creating an action plan to achieve it.

Note: This step may take two or more classes to complete.

Introduction

Introduce the activity by asking students to think about the following statements and discuss them, with a focus on how the statements relate to planning their lives after high school:

- “The best way to predict your future is to create it.” —Anonymous
- “The journey of a thousand miles begins with one step.” —Lao Tsu
- “Make it so.” —Captain James T. Kirk

NOTE!

Making It Happen Plan
on page 41 of TIYL can
be used as a formative
assessment tool.

Procedure

1. Read the following formula aloud and ask students to assess its validity:

To make things happen

- identify your goals (what you want)
 - make plans to achieve your goals
 - put your plans into action
2. Tell students that in this module they're going to set a goal and learn about resources that can help them reach it.
 - Emphasize that by choosing a post-secondary program to use in this exercise, they're not necessarily making a commitment to it.
 - Point out that even if they're not committed to the goal, they're still learning skills to use later, when they do commit to a goal.
 3. Have students complete the **Making it Happen Plan** on **page 41** as an assignment that will be marked. Students can begin working on the assignment in class and complete the rest as homework.
 - Have students review the **My Top Three** and **My Three Programs** exercises and choose the occupation they're most interested in.
 - Have students record the related information they've already researched (e.g. post-secondary program and school, length of program) in the **Making it Happen Plan**.
 4. Have students read **Identify Your SMART Goal** on **page 37**, including the characteristics of a SMART goal.
 - Read aloud the following and ask students to identify whether the goals are SMART:
 1. I will practise an hour a day for the next five days and be ready by Saturday to play my new song for the band.
 2. I will work on my passing skills and be ready to try out for the team this fall.
 3. I will buy six tickets every week, play the same numbers every time and win the lottery by January 2015.
 - Have students create a smart goal related to the occupation and post-secondary program they've identified, and record it in the **Making it Happen Plan** on **page 41**.

5. Ask students to refer to the information they found in **My Three Programs** on **page 33** to complete the prerequisite grades and courses space on the **Making it Happen Plan**.
- Note that improving grades to meet admission requirements is often an achievable goal. Point out the resources available to help students reach this goal in **Getting the grades** on **page 38**.
 - Also consider education laddering if the courses and grades requirements are not achievable at this time.
 - Have students visit alis.alberta.ca/onlineservices and explore the links listed in **Applying for the Program** on **page 38**. Encourage them to click through to **Apply Alberta** or go there directly.
6. To introduce a discussion about **paying for post-secondary** education, invite students to close their copies of *TIYL*, and as a class, brainstorm and record ideas about how to pay for post-secondary.
- Have students check **page 40** to see if the brainstorm list is complete.
 - Point out the **Other Sources Include** item, showing ways students can contribute to their own funding.
 - Make sure the brainstorm list includes scholarships—“free money”—as a funding source. Invite students to read **page 39** and follow the numbered steps to explore scholarships. Emphasize the information in **Did You Know?** to help students realize that many scholarships are available for achievements other than grades.
7. Choose one of the following approaches for students to determine the **cost of post-secondary education**:
1. Have them use the average of the two figures in **Costs** on **page 39** ($\$10,500 + \$16,500$ divided by $2 = \$13,500$).
 2. Have them visit alis.alberta.ca/payingforschool and select **Figure out what school will cost** for a more accurate estimate that reflects their choice of school and program.
 3. Have them explore the **Plan how to pay for it** link on ALIS.

"Life is what happens when
you're making other plans."
john lennon

4. Have students read **page 44** and choose one of the three **Budgeting Scenarios** to use. They will use the resources provided to complete the **Student Spending Plan** located inside the back page of *TiYL*.
 - Provide class time for this task or assign it as homework.
 - Have students record their findings on the **Making it Happen Plan** on **page 41**.

Closure

1. Invite students to look again at the **Real-Life Stories** on **page 15** and discuss them in the context of what students have learned and experienced working on the *TiYL* modules:
 - Read **What if I Don't Feel Ready?** on **page 42**. Which real-life story illustrates some of the options?
 - Which stories illustrate the following: education laddering; transferability; alternative ways to complete post-secondary?
2. Read aloud **Final Thoughts** on **page 42**. Ask students to comment on the statement, "This is the first of many new beginnings you'll experience on your career and education journey."
3. John Lennon said, "Life is what happens when you're making other plans." Invite students to discuss this quote in the context of their own plans and/or the **Real-Life Stories** on **page 15**. Also discuss the inside cover *The Holstee Manifesto*.



NOTES:

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NOTES:

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Student Spending Plan



1. Total Income

Source	Amount
Scholarships, grants or bursaries	_____
Family contribution (savings/RESP, etc.)	_____
Student loans	_____
Savings/summer job	_____
Part-time earnings while in school (monthly amount) x (# of months in school)	_____
Tax refund (GST/income tax)	_____
Other: _____	_____
_____	_____
_____	_____
_____	_____
Total income:	#1 _____

2. Up-Front, One-Time Expenses

Expense	Amount
Tuition and fees	_____
Books and supplies	_____
Damage deposit	_____
Utilities hook-up	_____
Moving expenses	_____
Household items, etc.	_____
Car insurance/registration	_____
Other: _____	_____
_____	_____
_____	_____
_____	_____
Total up-front, one-time expenses:	#2 _____

3. Determine Your Monthly Income

Total income (from #1)	_____
Less: up-front, one-time expenses (from #2)	- _____
Balance to live on	= _____
Divide by # of months in school year	÷ _____
Total monthly income	#3 = _____

4. Estimate Monthly Expenses

Expense	Amount
Rent	_____
Utilities	_____
Food and groceries	_____
Child care	_____
Clothing and personal care	_____
Telephone	_____
Transportation/car maintenance	_____
Medical/dental costs (not covered by insurance)	_____
Recreation and entertainment	_____
Emergency fund	_____
Ceremonies/events	_____
Other: _____	_____
_____	_____
_____	_____
Total monthly expenses:	#4 _____

5. Record, Review, Revise

Monthly Income (#3)	_____
Total Expenses (#4)	- _____
Savings or shortfall*	= _____

*if you have a shortfall, rework your expenses, or decide how you are going to get more money.

exploring possibilities

Choosing a Direction

Finding out What I Want

To engage students who are wondering...

- What am I going to do after high school?
- How do I decide what I want to do?
- What can I do now, in high school, to help explore career options?
- What courses do I need to take now?
- How do I figure out what to do next?

...use this guide—an interactive, technology driven, fun and easy-to-use format—to get them started!

This Educator's Companion to the student's publication, "This is Your Life: A Career and Education Planning Guide" is a series of lesson plans and background information to help you meet curriculum learning outcomes for both

- Career and Life Management (CALM) and
- Career and Technology Studies (CTS).

This series of modules are set up in the form of steps that can be delivered in the classroom or used by students on their own.