



Department of Education  
English Programs

# Prince Edward Island Cooperative Education Curriculum

## Cooperative Education

Senior High School

# CURRICULUM

# **Cooperative Education Curriculum**

**2007  
Prince Edward Island  
Department of Education  
PO Box 2000  
Charlottetown, Prince Edward Island  
Canada, C1A 7N8  
Tel. (902) 368-4600  
Fax. (902) 368-4622**

---

# Acknowledgements

Prince Edward Island Department of Education gratefully acknowledges the contribution of the following individuals in the development of the Cooperative Education Curriculum:

Curriculum Development Team:

Trent Birt	Colonel Gray Senior High
David MacEachern	Three Oaks Senior High
Alana MacGregor-Harris	Souris Regional High
Kathy McDonald	Department of Education

The Prince Edward Island Department of Education recognizes the contribution of the following organizations for granting permission to use their ideas and resources in the creation of this curriculum guide and teacher resource:

Blueprint for Life/Work Designs

Government of Alberta, Human Resources and Employment

National AWAL Project © 2004

Province of Nova Scotia, Department of Education

Province of Ontario, Ministry of Education

Thank you to the curriculum revision team of:

Kent Avery	Charlottetown Rural Senior High
Trent Birt	Colonel Gray Senior High
David MacEachern	Three Oaks Senior High
Alana MacGregor-Harris	Souris Regional High
Kathy McDonald	Department of Education

Prince Edward Island Department of Education recognizes the contribution made by Wendy McIsaac of Workers Compensation Board of Prince Edward Island, for her leadership in the development of “Safe Start: Workplace Health and Safety Cooperative Education Teacher Resource”.

# Table of Contents

<b>Introduction</b>	Background .....	1
	Rationale .....	1
	Course Description .....	2
	Course Codes .....	2
	Credit Guidelines .....	2
<b>Program Design and Components</b>	Employability Skills .....	3
	Essential Skills .....	3
	Essential Graduation Learnings .....	5
	Specific Essential Graduation Learnings .....	5
	Link Between Essential Graduation Learnings and Selected Skills Frameworks .....	6
	Curriculum Outcomes .....	10
<b>Cross-Curriculum Specific Items</b>	Meeting the Needs of All Students .....	11
	Gender-Inclusive Curriculum .....	11
	Valuing Social and Cultural Diversity .....	12
	Engaging All Students .....	12
	Links to Community .....	13
	Role of Parents and Guardians .....	13
	Homework .....	14
	The Senior High School Learning Environment .....	14
	Safety .....	15
	Motivation .....	16
<b>Teaching Strategies</b>	Teaching Strategies .....	17
<b>Assessment and Evaluation</b>	Assessment and Evaluation .....	18
	Assessment/Evaluation Techniques .....	19
<b>Curriculum Guide Organization</b>	Overview .....	22
	Suggested Sequence .....	22
	The Four-Column Spread .....	22
	Curriculum Outcomes Overview .....	23
<b>Curriculum</b>	Unit 1 Curriculum Outcomes .....	25
	Self Assessment: Planning Your Career in a Changing World .....	26
	Unit 2 Curriculum Outcomes .....	49
	Workplace Readiness: Getting the Job You Want .....	50
	Unit 3 Curriculum Outcomes .....	59
	Workplace Application: Succeeding on the Job .....	60
	Unit 4 Curriculum Outcomes .....	73
Safe Start: Working Safely .....	74	
<b>Appendix</b>	Unit 1 .....	94
	Unit 2 .....	192
	Unit 3 .....	229

# Introduction

## Background

The Cooperative Education curriculum has been renewed with the intent of responding to continually evolving educational needs of students and society while preparing students for the challenges they will face throughout their lives.

Ongoing changes in society - for example, rapidly expanding use of technologies - require a corresponding shift in learning opportunities for students to develop relevant knowledge, skills, strategies, processes, and attitudes that will enable them to function well as individuals, citizens, workers, and learners. To function productively and to participate fully in our increasingly sophisticated technological, information-based society, citizens will need broad literacy abilities.

## Rationale

For their educational, social, and career success in the twenty-first century, students will require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically, and explore new educational and career opportunities. A carefully planned experiential career education course with an emphasis on community-based learning will help students acquire these skills.

Community-based learning programs such as Cooperative Education encourage the expansion of learning opportunities for students by bringing the community into the school and by placing students in the community as part of their studies. Community-based learning relies on partnerships involving the students, parents or guardians, school and the community, with each of the partners sharing the responsibility for the student's learning experiences.

Through community-based learning students benefit from the expertise, talent, and resources of community-based service organizations, agencies, business, industry, citizen groups, entrepreneurs, and parents, and gain opportunities to apply and enhance, in real-life contexts, the knowledge, skills, and attitudes acquired through their work in school.

Community-based learning enhances students' personal development, their sense of belonging to their community, and their understanding of community roles and responsibilities. Students will grow in their understanding of employment requirements and the links between the knowledge, skills and attitudes they are acquiring in school and their future plans. These experiences also assist students to develop their Essential and Employability Skills, specific career, occupation and job skills, and labour market knowledge and understanding.

## **Course Description**

Cooperative Education is an experiential method of learning that formally integrates classroom studies with learning through productive work experiences in a field related to a student's academic or career goals. It provides progressive experiences in integrating theory and practice. The cooperative education course is a partnership among students, schools, and the community, with specified responsibilities for each partner. This course consists of a classroom component and a placement component. Prior to the placement, all students must demonstrate an understanding of the pre-placement orientation expectations and participate in the development and implementation of their personalized placement learning plans. Each plan outlines the specific goals the student, teacher, and employer have regarding opportunities to apply and extend curricular knowledge, and practice and refine skills to demonstrate achievement of placement expectations that reflect current workplace practices and standards.

Students participating in cooperative education who work in a designated trade may register as Youth Apprentices with probationary status. Active status will be issued to those individuals who become gainfully employed in their trade.

## **Course Codes**

Schools may offer two credit or one credit cooperative education courses. The following course codes are authorized: CWS 502A, CWS 502B, CWS 602A, CWS 602B, CWS 501A, and CWS 601A.

## **Credit Guidelines**

A maximum of four cooperative education credits are recognized for high school graduation purposes. Under exceptional circumstances and with authorization of the board superintendent and school principal, the maximum allowable cooperative education credits for high school graduation may be increased to eight. Pre-placement orientation for a first time cooperative education student must be a minimum of 40 hours. The placement must be a minimum of 120 hours, with the total pre-placement and placement equal to 220 hours for a two credit course.

---

# Program Design and Components

In the past, technical and job-specific skills were sufficient to successfully participate in the labour market. Workers now need a more comprehensive set of mega-competencies that are not occupation-specific and are transferable across all facets of life and work.

## Employability Skills

The term *Employability Skills* was coined by the Conference Board of Canada in 1992 to describe those skills which provide the basic foundation, the combination of skills, attitudes, and behaviours to get, keep, and progress on a job, to work with others on a job, and to achieve the best results. We now realize that these generic skills are needed throughout all career and life development activities, are not limited in their applicability, and may be used in all environments. Employability Skills 2000+, an update of the original version, include the skills needed to enter, stay in, and progress in the world of work - either individually or as part of a team. Employability Skills 2000+ are organized into three skill groups:

1. Fundamental Skills - skills needed as a base for further development. You will be better prepared to progress in the world of work when you can communicate, manage information, use numbers, and think and solve problems.
2. Personal Management Skills - the personal skills, attitudes, and behaviours that drive one's potential for growth. You will be able to offer yourself greater possibilities when you can demonstrate positive attitudes and behaviours, be responsible, be adaptable, learn continuously, and work safely.
3. Teamwork Skills - the skills and attributes needed to contribute productively. You will be better prepared to add value to the outcomes of a task, project, or team when you can work with others, and participate in projects and tasks.

## Essential Skills

*Essential Skills* include reading text, document use, writing, numeracy, oral communication, thinking skills (including problem solving, decision making, critical thinking, job task planning and organizing, significant use of memory, finding information), working with others, computer use, and continuous learning. They were developed by Human Resource and Social Development Canada (HRSDC) as the building blocks we use to learn other, more complicated skills. Having a grounding in Essential Skills helps us to adapt to life and workplace changes. HRSDC's Essential Skills Research Project provides the skills used in all occupations and in a broad range of daily activities. The Research Project shows how the Essential Skills vary in content and difficulty, depending on the job, gives examples of how these skills are used in different jobs, and provides detailed profiles of the skill requirements of a broad range of specific occupations, including examples of materials used in actual workplace situations.

- Employability Skills and Essential Skills are the same skills.
- The Essential Skills Research Project looks in greater detail at these skills. It provides information on different ways these skills are used in the workplace. It also describes the different tasks people perform in their jobs and the different skill levels associated with those tasks.
- These skills are used beyond the workplace in a broad range of daily activities.
- The Employability Skills Profile also includes attitudes and behaviours that employers are looking for.

The Essential Skills and Employability Skills are enabling skills that:

- help people perform the tasks required by their occupation and other activities of daily life;
- provide people with a foundation to learn other skills;
- enhance people's ability to adapt to workplace change.

Having and using these skills, attitudes, and behaviours help students make a smoother transition and better connections whether from school to work or further study, from employment back to education, from job to job and so on. These skills, attitudes, and behaviours will help students to manage the many changes they experience in life.

## Essential Graduation Learnings

Essential Graduation Learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the Essential Graduation Learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future. Essential Graduation Learnings are cross-curricular, and curriculum in all subject areas is focused to enable students to achieve these learnings. Essential Graduation Learnings, along with the Essential and Employability Skills, serve as a framework for the curriculum development process.

## Specific Essential Graduation Learnings

<b>Aesthetic Expression</b>	Graduates will be able to respond with critical awareness to various forms of arts and be able to express themselves through the arts.
<b>Citizenship</b>	Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.
<b>Communication</b>	Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn, and communicate effectively.
<b>Personal Development</b>	Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.
<b>Problem Solving</b>	Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.
<b>Technology Competency</b>	Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

<b>Link Between Essential Graduation Learnings and Selected Skills Frameworks</b>		
<b>Essential Graduation Learning</b>	<b>Essential Skill (HRDC)</b>	<b>Employability Skill (Conference Board of Canada)</b>
Aesthetic Expression	Oral Communication Problem Solving Thinking Skills Finding Information	<ul style="list-style-type: none"> <li>access, analyse and apply knowledge and skills from various disciplines (the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> <li>be creative and innovative in exploring possible solutions to problems</li> <li>plan, design or carry out a project or task from start to finish with well defined objectives and outcomes</li> </ul>
Citizenship	Reading Text Document Use Numeracy Writing Oral Communication Thinking Skills Problem Solving Decision Making Finding Information Working with Others Computer Use Continuous Learning	<ul style="list-style-type: none"> <li>access, analyse and apply knowledge and skills from various disciplines (the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> <li>seek different points of view and evaluate them based on facts</li> <li>recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>recognize your own and other people's good efforts</li> <li>assess, weigh and manage risk</li> <li>be accountable for your actions and the actions of your group</li> <li>be socially responsible and contribute to your community</li> <li>cope with uncertainty</li> <li>be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> <li>be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>recognize and respect people's diversity, individual differences and perspectives</li> <li>understand the role of conflict in a group to reach solutions</li> <li>manage and resolve conflict when appropriate</li> </ul>
Communication	Reading Text Document Use Numeracy Writing Oral Communication Working with Others Job Task Planning and Organizing	<ul style="list-style-type: none"> <li>read and understand information presented in a variety of forms (words, graphs, charts, diagrams)</li> <li>write and speak so others pay attention and understand</li> <li>listen and ask questions to understand and appreciate the points of view of others</li> <li>share information using a range of information and communications technologies (voice, e-mail, computers)</li> <li>use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> <li>access, analyse and apply knowledge and skills from various disciplines (the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> <li>observe and record data using appropriate methods, tools and technology</li> <li>seek different points of view and evaluate them based on facts</li> <li>recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> </ul>

Essential Graduation Learning	Essential Skill (HRDC)	Employability Skill (Conference Board of Canada)
		<ul style="list-style-type: none"> <li>• work independently or as a part of a team</li> <li>• be open and respond constructively to change</li> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• adapt to changing requirements and information</li> </ul>
Personal Development	Working with Others Job Task Planning and Organizing Continuous Learning	<ul style="list-style-type: none"> <li>• access, analyse and apply knowledge and skills from various disciplines (the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative, and effort</li> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</li> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for and achieve your learning goals</li> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> <li>• understand and work within the dynamics of a group</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's diversity, individual differences and perspectives</li> <li>• understand the role of conflict in a group to reach solutions</li> </ul>

Essential Graduation Learning	Essential Skill (HRDC)	Employability Skill (Conference Board of Canada)
<p>Problem Solving</p>	<p>Reading Text                      Document Use                      Numeracy                      Writing                      Oral Communication                      Working with Others                      Thinking Skills                      Computer Use                      Continuous Learning                      Problem Solving                      Decision Making                      Finding Information                      Job Task Planning and Organizing</p>	<ul style="list-style-type: none"> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyse and apply knowledge and skills from various disciplines (the arts, languages, science, technology, mathematics, social sciences, and the humanities) decide what needs to be measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• check to see if a solution works, and act on opportunities for improvement</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• manage and resolve conflict when appropriate</li> <li>• plan, design or carry out a project or task from start to finish with well defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• adapt to changing requirements and information continuously monitor the success of a project or task and identify ways to improve</li> </ul>

Essential Graduation Learning	Essential Skill (HRDC)	Employability Skill (Conference Board of Canada)
Technology Competency	Reading Text Document Use Numeracy Writing Thinking Skills Computer Use Continuous Learning Problem Solving Decision Making Finding Information	<ul style="list-style-type: none"> <li>• share information using a range of information and communications technologies (voice, e-mail, computers)</li> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyse and apply knowledge and skills from various disciplines (the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve problems and make decisions</li> <li>• plan, design or carry out a project or task from start to finish with well defined objectives and outcomes</li> <li>• select and use appropriate tools and technology for a task or project</li> </ul>

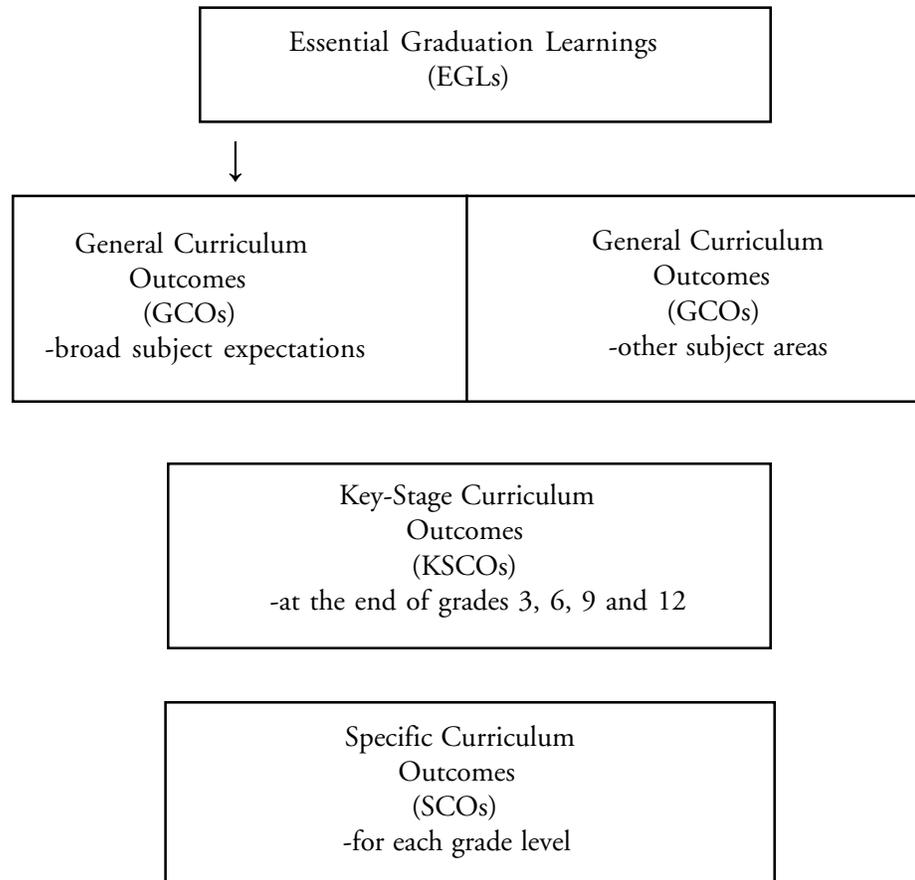
## Curriculum Outcomes

Curriculum outcomes are statements articulating what students are expected to know and be able to do in particular subject areas. These outcome statements also describe the knowledge, skills, and attitudes students are expected to demonstrate at the end of certain key stages in their education. These are based upon their cumulative learning experiences at each grade level in the entry-graduation continuum. Through the achievement of curriculum outcomes, students demonstrate the Essential Graduation Learnings.

**General Curriculum Outcomes** are statements that identify what students are expected to know and be able to do upon completion of study in a curriculum area.

**Key-Stage Curriculum Outcomes** are statements that identify what students are expected to know and be able to do by the end of grades 3, 6, 9, and 12, as a result of their cumulative learning experience in a curriculum area.

**Specific Curriculum Outcomes** are statements identifying what students are expected to know and be able to do at a particular grade level. The specific curriculum outcomes serve as a framework for students to achieve key stage and general curriculum outcomes.



# Cross-Curriculum Specific Items

## Meeting the Needs of All Students

This curriculum is inclusive and is designed to help all learners reach their potential through a wide variety of learning experiences. The curriculum seeks to provide equal entitlements to learning opportunities for all learners.

The development of students' literacy is shaped by many factors including gender, social, and cultural background and the extent to which individual needs are met. In designing learning experiences for students, teachers should consider the learning needs, experiences, interests, and values of all students.

In recognizing and valuing the diversity of students, teachers must consider ways to:

- provide a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community;
- redress educational disadvantage - for example, as it relates to students living in poverty;
- model the use of inclusive language, attitudes, and actions supportive of all learners.
- adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths by:
  - providing opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings;
  - identifying and responding appropriately to diversity in students' learning styles;
  - building upon students' individual levels of knowledge, skills, and attitudes;
  - designing learning and assessment tasks that correspond to diverse learning styles;
  - using students' strengths and abilities to motivate and support learning
  - offering multiple and varied avenues to learning.
- celebrate the accomplishments of learning tasks by students.

## Gender-Inclusive Curriculum

In a supportive learning environment, male and female students receive equitable access to teachers' assistance, resources, technology, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of both male and female students and that texts and other learning resources include and reflect the interests, achievements, and perspectives of males and females.

Teachers promote gender equity in their classrooms when they:

- articulate equally high expectations and provide nontraditional career placement options for male and female students;
- provide equal opportunity for input and response from male and female students;
- model gender-fair language and respectful listening in all their interactions with students;
- promote critical thinking and challenge discrimination.

## **Valuing Social and Cultural Diversity**

In order to engage in and maximize learning, all students need to see their social and cultural identities reflected and affirmed in curriculum and classroom practices. It is important to recognize that students in Prince Edward Island come from an increasingly wider range of diverse ethnic, racial, cultural, and social backgrounds than in the past. In addition, they communicate with the wider multicultural world through technology, media, travel, and family and business connections in order to understand their own and others' customs, histories, traditions, values, beliefs, and ways of seeing and making sense of the world. Through experiential learning or through reading, viewing, and discussing authentic texts that reflect diverse social and cultural voices, students from different social and cultural backgrounds can come to understand each other's perspectives, to realize that their own ways of seeing and knowing are not the only ones possible, and to probe the complexities of the ideas and issues they are examining.

Curriculum, classroom practices, co-op placements, and learning resources should reflect the diverse and multicultural nature of our society, examine issues of power and privilege, and challenge stereotypes and discrimination.

## **Engaging All Students**

One of the greatest challenges to teachers is engaging students who feel alienated from learning - students who lack confidence in themselves as learners, who have a potential that has not yet been realized. Among them are students who seem unable to concentrate, who lack everyday motivation for academic tasks, who rarely do homework, who fail to pass in assignments, who choose to remain on the periphery of small-group work, who cover up their writing attempts fearing the judgements of peers, who are mortified if asked to read aloud, and who keep their opinions to themselves. These students are significantly delayed when it comes to learning. Some, though not all, exhibit behaviors in classrooms that further distance them from learning. Others are frequently absent from classes. These are characteristics of disengaged students.

These students need essentially the same opportunities as their peers:

- engagement in authentic and worthwhile communication situations;
- time to construct meaning, connect, collaborate, and communicate with each other;
- opportunity to form essential links between the world of text and their own world;
- develop a sense of ownership of learning and assessment tasks.

They need additional experiences as well - experiences designed to engage them personally and meaningfully, to make their learning pursuits relevant. They need substantial support in reading and writing. They need positive and motivational feedback. They need all of these experiences within purposeful and interactive learning contexts.

Ultimately, the curriculum for students should prepare them for life after high school. Preparing students means engaging them with resources and with people from whom they can learn more about themselves and their world. Many students feel insecure about their own general knowledge and are reluctant to take part in class discussions, deferring to their peers who seem more competent.

Through the curriculum, the students must find their own voices. The learning environment must be structured in such a way that all students, alongside their peers, develop confidence and gain access to information and to community.

The greatest challenge in engaging learners is finding an appropriate balance between supporting their needs by structuring opportunities for them to experience learning success and challenging them to grow as learners. Teachers need to have high expectations for all students and to clearly articulate these expectations.

## **Links to Community**

A complete curriculum allows for the flexibility of inclusion of the community through various means. Activities such as guest speakers, field trips, and presentations allow the students to become more aware of the influence of the community on their lives. Students gain insight into the current workings of their local society, as well as observe role models and establish contacts with the community.

This curriculum guide provides suggestion, wherever possible, for community involvement to become an integrated part of the course, during both the pre-placement orientation and the work placement.

## **Role of Parents and Guardians**

Parents and guardians play a vital role in the educational focus of the students. Although parents and guardians may or may not necessarily feel comfortable to help in specific subject learning with their children, their role is a vital link in the development of the students. It is most important that the parents and guardians understand and support school policies. Parents and guardians are a vital component in the facilitation of the learning of student responsibility in such areas as attendance, safe school policies, goal setting, and career investigations. Schools need parents and guardians to share in their children's successes.

Teachers should invite opportunities for parents and guardians to discuss these matters. Frequent parent-teacher conferences are encouraged via telecommunications and/or school-based meetings.

Involvement in the school councils, home and school associations, and/or other school-based organizations enable parents and guardians to play an active role in the educational development of their child. Parents and guardians may become actively involved as guest speakers in the classroom for students to understand the community in which they live, as spokespeople on particular careers, or even as community hosts during the work placement.

## Homework

Homework provides an effective means to model classroom practice. This might involve seeking community input, constructing a model, group discussion to prepare a presentation, or answering questions for assessment purposes.

Homework is an essential component of a program as it extends the opportunity to think and reflect on ideas investigated during class time. Meaningful homework experiences can allow the students to learn self-discipline and team responsibility while acquiring a sense of self-worth.

Teachers use their professional judgement to assign homework as a means of reinforcement, assessment, and/or further investigation.

Homework is another channel for parents and guardians to be involved. It is a tool for parents and guardians to understand the focus of their child's education in a specific subject area. In some cases, it opens the opportunity for parents and guardians to become actively involved in the homework process.

## The Senior High School Learning Environment

The learning environment for grades 10-12 should be:

- participatory, interactive, and collaborative;
- inclusive;
- caring, safe, challenging;
- inquiry based, issues oriented;
- a place where resource-based learning includes and encourages the multiple uses of technology, the media, and other visual texts as pathways to learning and as avenues for representing knowledge.

The teacher structures the learning situation and organizes necessary resources. In assessing the nature of the task, the teacher may find that the situation calls for teacher-directed activities with the whole class, small groups of students, or individual students. Such activities include direct instruction in concepts and strategies and brief mini-lessons to create and maintain a focus.

As students develop a focus for their learning, the teacher moves to the perimeter to monitor learning experiences and to encourage flexibility and risk taking in the ways students approach learning tasks. The teacher intervenes, when appropriate, to provide support. In such environments, students will feel central in the learning process.

As the students accept more and more responsibility for learning, the teacher's role changes. The teacher notes what the students are learning and what they need to learn and helps them to accomplish their tasks. The teacher can be a coach, a facilitator, an editor, a resource person, and a fellow learner. The teacher is a model whom students can emulate; a guide who assists, encourages, and instructs the student as needed during the learning process. Through the whole process, the teacher is also an evaluator, assessing students' growth while helping them to recognize their achievements and their future needs.

Learning environments are places where teachers:

- integrate new ways of teaching and learning with established effective practices;
- have an extensive repertoire of strategies from which to select the one most appropriate for the specific learning task;
- value the place of dialogue in the learning process;
- recognize students as being intelligent in a number of different ways and encourage them to explore other ways of knowing by examining their strengths and working on their weaknesses;
- value the inclusive classroom and engage all learners in meaningful activities;
- acknowledge the ways in which gender, race, ethnicity and culture shape particular ways of viewing and knowing the world;
- structure repeated opportunities for reflection so that reflection becomes an integral part of the learning process.

The physical learning environment should not be restricted to one classroom. There should be ample physical space for students to use cooperative learning techniques as well as other learning styles. There should be access to other learning centers in the school building such as labs and gymnasiums. Learning should be extended to community facilities, allowing field trips and guest speakers to expand the learning environment.

## **Safety**

Students and teachers need to feel safe, both physically and emotionally, in the school setting. In a learning environment where cooperative, active and collaborative teaching strategies are utilized, students must become knowledgeable of their role in enabling a safe environment to exist.

Empowering students to take ownership for their own safety and those of their peers is an essential component of the classroom learning. Teachers can provide students with the knowledge necessary to prevent unnecessary risks in their learning environment. By educating students about the risk factors involved in the classroom setting, they can become active participants in the ownership of their own safety. In all learning situations, the teacher needs to encourage a positive, responsible student attitude toward safety.

Risk is involved in everything a person does. To minimize the chance of harm, the student must become a conscious participant in ensuring a healthy, safe learning environment. Complacent attitudes regarding safety reflect a behavior which invites a less protected setting.

While physical safety is of utmost importance in the classroom setting, emotional safety is equally important. Students need to know what constitutes acceptable and unacceptable behavior, and students should be encouraged to be active learners without being intimidated by others. In every learning environment, teachers foster cooperative, respectful verbal dialogue, physical presence and hold students accountable for their actions.

## Motivation

Motivation plays a very important role in student understanding and successful completion of curriculum. Motivation for the student is heightened when the emphasis within the classroom is placed on the “whole person”. This environment provides a focus to recognize achievements accomplished and initiates the growth of a safe place to belong.

Many factors are cited as instruments that foster student motivation. Clear expectations and flexibility of structure enhance the desire to learn. When students have a structure which enables them to accomplish goals, the motivation increases.

Student support must include career awareness. Promoting student goal-setting strategies enables her/him to develop higher self-esteem which is a natural motivator to success.

Varied instructional strategies within the class time also excites motivation. Students need variety, choices, and opportunities to take ownership of their learning.

There should be a limited amount of “traditional homework”, and the home assignments given should relate to the students interests in real life.

# Teaching Strategies

Learning theory research clearly indicates that teachers need to employ a wide variety of instructional strategies to address the learning styles of all learners. Moreover, the nature of certain content or processes can only be taught effectively if specific instructional strategies are employed. In order to achieve this objective, students must have an opportunity to cooperatively brainstorm, discuss, evaluate information, and make informed decisions. Students often point to experiential activities as the best part of a program as they have the chance to work cooperatively and be actively involved in the learning process.

Teachers are ultimately responsible for determining the best teaching methods for their students, the best way of grouping them, and the best way to present material to make it relevant and interesting. Exemplary teachers use a variety of instructional strategies and have the flexibility to call upon several different strategies both within one period and during a unit of study. Adolescent learners need a balance between practical work, listening, discussing, and problem-solving.

Indirect Instruction involves inquiry, induction, problem-solving, decision-making and discovery. It is mainly student-centered and is used to generate alternatives and solve problems. The teacher acts as facilitator, supporter and resource person, while the student is highly involved observing, investigating, inferring information from data or forming hypothesis.

Interactive Instruction relies heavily on discussion and sharing among participants. For the teacher it involves management and organizational skills to set up the activities which may involve a variety of group structures. The teacher must observe the students in action and have good record keeping methods. The students will learn from peers and teacher through interactions with both.

Direct Instruction is highly teacher-directed consisting of lectures, explicit teaching and demonstrations. It is effective for providing information and developing step-by-step skills.

Independent Study includes the range of instructional strategies which are intended to develop individual student initiative, self-reliance, self-improvement, and responsibility for self learning.

# Assessment and Evaluation

The terms “assessment” and “evaluation” are often used interchangeably. However, they are not exactly the same. “Assessment” refers to the process of collecting and gathering information about student performance as it relates to the achievement of curriculum outcomes. “Evaluation” refers to the systematic process of analyzing and interpreting information gathered through the process of assessment. Its purpose is to make judgements and decisions about student learning. Assessment provides the data. Evaluation brings meaning to the data. Assessment must reflect the intended outcomes, be ongoing, and take place in authentic contexts.

Meaningful learning involves reflection, construction, and self-regulation. Students are seen as creators of their own unique knowledge structures, not as mere recorders of factual information. Knowing is not just receiving information but interpreting and relating the information to previously acquired knowledge. In addition, students need to recognize the importance of knowing not just how to perform but when to perform and how to adapt that performance to new situations. Thus, the presence or absence of discrete bits of information - which has been the traditional focus of testing - is no longer the focus of assessment of meaningful learning. Rather, what is important is how and whether students organize, structure, and use that information in context to solve problems.

Evaluation may take different forms depending on its purpose. *Diagnostic* evaluation will identify individual problems and suggest appropriate corrective action. Evaluation may be *formative* in that it is used during the instructional process to monitor progress and to make necessary adjustments in instructional strategies. *Summative* evaluation is intended to report the degree to which the intended curriculum outcomes have been achieved. It is completed at the end of a particular instructional unit.

Since the specific curriculum expectations indicate behaviors involving knowledge, skills, and attitudes, assessment must reflect student performance in each of these areas. The learning outcomes specific to the cognitive domain emphasize the acquisition of cognitive skills at three taxonomic levels: knowledge, understanding, and higher-order thinking. This will help to ensure that the focus on instruction goes beyond the lower levels of learning - recalling facts, memorizing definitions, and so on. Likewise, the focus of evaluation should also go beyond testing at the knowledge level.

## **Assessment/ Evaluation Techniques**

Teachers must realize they are preparing students for a world where knowledge is expanding at a rate we can no longer track. This requires that we shift emphasis from content knowledge to information processing skills. Our students need to be able to select, process, and evaluate knowledge.

This knowledge does not always need to be tested directly on evaluations that rely strictly on the recall of facts during tests; rather, it can be encompassed in higher level objectives such as comprehension, synthesis, or application. These could be better measured through a problem-solving approach.

It is therefore important to emphasize a variety of strategies in evaluation plans. These must reflect the teaching strategies employed in the delivery of the specific topic.

The evaluation plan should include a wide variety of assessment methods. Any single item of information about a student's learning is only a minuscule sample of that individual's accomplishments. All types of learning outcomes cannot adequately be evaluated with a single type of instrument. Notions about students having different learning styles also apply to their performance on items designed for purposes of evaluation.

Evaluation strategies must closely resemble the nature of the instructional program, curriculum, and modern learning theory. There is significant movement toward authentic assessment or performance assessments. These could include such strategies as open-ended questions, exhibits, demonstrations, placement projects, computer simulations, writing, and portfolios of students' work over time.

A multifaceted plan is needed to respond to the differences in the intended learning outcomes, the learning styles of students, and to reflect the Essential Graduation Learning.

Individual learning outcomes, the criteria for success, and the form that assessment and evaluation will take, should be clearly understood by teachers, students, and parents. This involves clearly describing unit and lesson objectives and how the achievement of these objectives will be assessed. If students are to see themselves as responsible for their own learning, the requirements for attaining success in a unit of work must be clearly understood. The assessment and evaluation of the unit should contain no surprises. Following are examples of assessment techniques:

**Observation**

This technique provides a way of gathering information fairly quickly while a lesson is in progress. When used formally, the student(s) would be made aware of the observation and the criteria being assessed. Informally, it could be a frequent, but brief, check on a given criterion. Observation may offer information about the participation level of a student for a given task or application of a given process. The results may be recorded in the form of checklists, rating scales or brief written notes. It is important to plan in order that specific criteria are identified, suitable recording forms are ready, and that all students are observed in a reasonable period time.

**Performance**

This curriculum encourages learning through active participation. Many of the curriculum outcomes found in the guide promote Essential and Employability Skills and their application. There is a balance between processes and content. In order that students appreciate the importance of Essential and Employability Skill development, it is important that assessment provide feedback on the various skill development throughout the pre-placement orientation and the placement. Many activities in the appendix provide opportunities for students to reflect on their Essential Skill development, and for teachers and employers to assess student Essential Skill development throughout the course.

**Journal**

Although not assessed in a formal manner, journals provide opportunities for students to express thoughts and ideas, and to reflect on their transferrable skills. By recording feelings, perceptions of success, and responses to new concepts, a student may be helped to identify his or her most effective learning style and skills. Knowing how to learn in an effective way is powerful information. Journal entries also give indicators of developing attitudes to concepts, processes, and skills, and how these may be applied in the contexts of the labour market and society. Self-assessment, through a journal, permits a student to consider strengths and weaknesses, attitudes, interests, and transferrable skills. Developing patterns may help in choosing an appropriate career path.

**Interview**

This curriculum promotes understanding and applying concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond simply factual recall. Discussion allows a student to display an ability to use information and clarify understanding. Interviews may be brief discussions between teacher and student or they may be more extensive and include student, parent or employer and teacher. Such conferences allow a student to be pro-active in displaying understanding. It is helpful for students to know which criteria will be used to assess formal interviews. The assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written.

**Paper and Pencil**

These techniques can be formative or summative. Several curriculum outcomes call for displaying ideas, plans, conclusions, and the results of research, and can be in written form for display or for direct teacher assessment. Whether as part of learning, or a final statement, students should know the expectations for the exercise and the rubric by which it will be assessed. Written assignments can be used to assess knowledge, understanding, and application of concepts. They are less successful for assessing skills, processes, and attitudes. The purpose of the assessment should determine what form of pencil and paper exercise is used.

**Presentation**

The curriculum includes outcomes that require students to analyse and interpret information, to identify relationships, to be able to work in teams, to critically reflect, and to communicate information. Many of these activities are best displayed and assessed through presentations, which can be given orally, in written/pictorial form, by project summary, or by using electronic systems such as video or computer software. Whatever the level of complexity or format used, it is important to consider the curriculum outcomes as a guide to assessing the presentation. The outcomes indicate the process, concepts, and context for which and about which a presentation is made.

**Portfolio**

Portfolios offer another option for assessing student progress in meeting curriculum outcomes over a more extended period of time. This form of assessment allows the student to be central in the process. There are decisions about the portfolio and its contents which can be made by the student. What is placed in the portfolio, the criteria for selection, how the portfolio is used, how and where it is stored, and how it is evaluated are some of the questions to consider when planning to collect and display student work in this way. The portfolio should provide a long-term record of growth in learning and skills. This record of growth is important for individual reflection and self-assessment, but it is also important to share with others. For many students it is exciting to review a portfolio and see the record of development over time.

**Personalized Placement Learning Plan**

This individualized work learning plan identifies the skills students currently have, as well as those skills they will further develop during their Co-op placements. The learning plan will help the student, teacher, and employer to evaluate the learning that has occurred at the placement, and will facilitate a smooth transition for the student to the labour market or to post secondary education.

# Curriculum Guide Organization

## Overview

Specific curriculum outcomes are organized in units. Suggestions for learning, teaching, assessment, and resources are provided to support student achievement of the outcomes.

## Suggested Sequence

The order in which the units appear in the guide is meant to suggest a sequence. The rationale for the recommended sequence is related to the conceptual flow throughout the semester, where one unit may introduce a concept that is then extended in a subsequent unit. Likewise, one unit may focus on a skill or context that will be built upon later in the semester. An example is the unit three outcome 3.2, which states that, “students will be expected to give specific examples of how they will use each of the nine Essential Skills during their Co-op placements”, which builds on outcomes 1.1, 1.5 and 1.6 from unit one, where they develop career plans and are introduced to Essential Skills, and outcomes 2.1 and 2.2 from unit two where they become skilled at using tools necessary to obtain employment.

## The Four-Column Spread

All units have a two-page layout of four columns as illustrated below. In some cases, the four-column spread continues to the next two-page layout.

Page One		Page Two	
Unit Overview		Unit Overview	
Title of Unit		Title of Unit	
Outcomes	Elaborations - Strategies for Learning and Teaching	Tasks for Instruction and/or Assessment	Resources/Notes
<ul style="list-style-type: none"> <li>specific curriculum outcomes(s)</li> </ul>	<ul style="list-style-type: none"> <li>elaboration of outcomes, including teacher background information</li> <li>specific strategies for learning and teaching; these are found as indentations with bullets</li> </ul>	<ul style="list-style-type: none"> <li>description of each suggested student activity or assessment task, many of which can be found in the appendix (specific location given in parentheses)</li> </ul>	<ul style="list-style-type: none"> <li>reference to additional resources and suggestions regarding website navigation</li> </ul>

# Curriculum Outcomes Overview

## Unit 1 - Self-Assessment: Planning Your Career In A Changing World

*Students will be expected to:*

- 1.1 use a decision making process to create a written career plan
- 1.2 identify their personal skills, interests, values and traits
- 1.3 identify potential occupations that will support their personal skills, interests, values and traits
- 1.4 analyse the Employability Skills as outlined by the Conference Board of Canada
- 1.5 compare the Employability Skills framework with the Essential Skills framework
- 1.6 analyse their own Essential Skills related to their work placements
- 1.7 demonstrate an understanding of strategies that help them to respond effectively to life/work changes

## Unit 2 - Workplace Readiness: Getting The Job You Want

*Students will be expected to:*

- 2.1 give examples of strategies useful in seeking, obtaining, or creating work
- 2.2 prepare materials necessary for job-hunting: applications, resumes, cover letters, and thank you letters
- 2.3 demonstrate appropriate interview deportment, etiquette, and supporting personal characteristics

## Unit 3 - Workplace Application: Succeeding On The Job

*Students will be expected to:*

- 3.1 describe the school's and employer supervisor's expectations of them in their roles as students and employees during their Co-op placement
- 3.2 give specific examples of how they will use each of the nine Essential Skills during their Co-op placement
- 3.3 describe workplace behaviors needed to become a valued employee
- 3.4 describe factors that contribute to a positive workplace environment

## Unit 4 - Safe Start: Working Safely

*Students will be expected to:*

- 4.1 identify legal rights of employees
- 4.2 identify legal responsibilities of employers and employees
- 4.3 identify potential causes of workplace injuries
- 4.4 identify the main types of injury that occur in the workplace
- 4.5 describe the primary causes of injury to young workers
- 4.6 identify common hazards in a variety of workplaces
- 4.7 describe strategies to minimize workplace hazards
- 4.8 describe the role of personal protective equipment in reducing the risk of workplace injuries
- 4.9 explain why injuries and unsafe working conditions must be reported
- 4.10 identify the steps involved in reporting an injury to Workers Compensation Board



## **UNIT 1**

# **SELF-ASSESSMENT: PLANNING YOUR CAREER IN A CHANGING WORLD**

---

## Planning Your Career in a Changing World

---

### Curriculum Outcomes

*Students will be expected to:*

- 1.1 use a decision making process to create a written career plan
- 1.2 identify their personal skills, interests, values and traits
- 1.3 identify potential occupations that will support their personal skills, interests, values and traits
- 1.4 analyse the Employability Skills as outlined by the Conference Board of Canada
- 1.5 compare the Employability Skills framework with the Essential Skills framework
- 1.6 analyse their own Essential Skills related to their work placements
- 1.7 demonstrate an understanding of strategies that help them to respond effectively to life/work changes

## Planning Your Career in a Changing World

### Outcomes

*Students will be expected to*

- 1.1 use a decision making process to create a written career plan.

### Elaborations - Strategies for Learning and Teaching

Students have studied the decision making process through their Health curriculum in grades 7, 8, and 9. A decision-making model is a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for solving a problem or making a decision. By breaking the problem into a step-by-step process and generating alternate solutions, students can become better and more creative problem solvers.

Students may use the following steps in a decision-making process:

1. Identify the problem or decision that must be made.
2. Identify possible choices or solutions.
3. Determine the positive and negative consequences of each possible solution or choice.
4. Determine what choice would best meet the required needs.
5. Determine resources available for implementing the decision.
6. Determine resources needed for implementing the decision.
7. Create a step-by-step plan for implementing the decision.
8. Determine how the decision can be checked to ensure the plan was successfully followed.

Review and model how to use the decision-making process by applying the steps to an activity such as buying a car. As students work through this unit, they will gather information they will use as they create their written career plans. Career goals help students plan what they will do after high school. General career goals identify the type of work they want to do, while specific career goals identify the specific career. A career plan shows all the steps needed to reach short term, medium term, long term, and ultimate specific career goals.

**At the completion of this unit**, students will be able to create a written career plan. Complete the sample career plan process with students. Students will gather information for their career plan throughout activities in this unit, and by the completion of the unit, students will be able to create a written career plan. The sample career plan for a student who has the specific career goal of becoming a Red Seal auto service technician follows (Note - this is only one method of obtaining the ultimate goal; several alternate methods exist):

---

## Planning Your Career in a Changing World

---

### Tasks for Instruction and/or Assessment

Teacher Note: The first three activities provide opportunities for students to develop an appreciation of the importance of using a decision making process to create a written career plan.

- Complete the oral communication activity , “Four Corners” (Appendix: Unit 1, Activity 1).
- Reflect through a journal entry as to how you viewed the “Four Corners” symbols personally, as they relate to future career visions.
- Complete the team building activity, “The World is about to End” (Appendix: Unit 1, Activity 2).
- Complete the “Decision Making Action Plan” handout (Appendix: Unit 1, Activity 3).
- Create a written career plan.

### Resources/Notes

[www.bridges.com](http://www.bridges.com) (Choices software)

## Planning Your Career in a Changing World

Outcomes	Elaborations - Strategies for Learning and Teaching					
1.1 continued	Now	1 year	2 years	3 years	4 years	5 years
	short term	seek part time job at a garage; register as youth apprentice (ASAP program)				
	medium term	graduate from high school; seek full-time employment; register with PEI apprenticeship board as a full apprentice; begin to accumulate hours (goal = 1000 hours)		enter into block release training program; write exam(s); continue to accumulate hours (total goal = 3000 hours)		
	long term	continue working and accumulating hours; continue block release and writing exams; accumulate total of 6000 hours				
	ultimate goal	receive certification as Red-Sealed Auto Service Technician/Journey-person; pursue further employment opportunities				
<p>Choices software is available in all high schools across Prince Edward Island and is an invaluable tool in terms of planning any type of future career. Students can gain access to the site by going to the Choices home page at <a href="http://www.bridges.com">www.bridges.com</a> and inputting the site ID and site password, which can be obtained from each school's computer contact. (Senior High High students should use Choices Explorer). There are three main components of the program: Your Portfolio, which includes resume building, practising for job interviews, an interest aptitude test, and a work values aptitude test; Work, which contains information on over one thousand occupations; and Learn, which has information on most post-secondary institutions in Canada. Choices is user-friendly and students can use it any place they have access to a browser. The students can save all information they find within the Portfolio sections and retrieve as they work throughout the pre-placement orientation.</p>						

---

## Planning Your Career in a Changing World

---

**Tasks for Instruction and/or Assessment**

**Resources/Notes**

## Planning Your Career in a Changing World

### Outcomes

*Students will be expected to*

- 1.2 identify their personal skills, interests, values and traits.

### Elaborations - Strategies for Learning and Teaching

Skills are things that students have learned to do, such as driving, keyboarding, welding, listening, sewing, filing, painting, or cooking.

Interests are things that students may like, such as sports, music, hiking, gardening, collecting, fishing, reading, or talking to people.

Values are things that are important to students, such as being happy, helping others, being secure, being part of the community, making the world a better place, being healthy, making money, or being independent.

Traits are things that students exhibit, such as being energetic, shy, risk-taker, physical, cautious, outgoing, organized, self-confident, or easygoing.

As students work to build a career plan, it is important that they have a full and clear picture of themselves. Use the Choices program described in Section 1.1, or the following option: Over a period of four days, students could complete four activities that will help them to discover their own skills, interests, values, and traits. Upon completion of the component of the activity that deals with skills, students could review their list, and select five of their strongest skills. They could repeat this selection process following completion of the components of the activity that deals with their interests, values, and traits. To create their summaries, students could list the five main skills, interests, values, and traits they chose, and save a copy of their summaries to use as they progress through the unit.

- Invite students to complete a class envelope activity, where each student writes his/her name on the outside of an envelope. All envelopes are posted around the classroom. Each student takes a small paper and identifies a skill, interest, value, or trait of each other student, and places the paper in the appropriate envelope. Students then take their own envelope and reflect on the skills, interests, values, and traits their peers have observed about them.
- Invite parents to contribute their perception of their child's skills, interests, values, and traits.
- Invite students to use Inspiration software to complete mind-maps of their skills, interests, values and traits. Ask students to choose an item from the map that is important to them, discuss how they developed that characteristics, and how they might put it into practice in a career.

## Planning Your Career in a Changing World

### Tasks for Instruction and/or Assessment

Teacher Note: You may choose to have students complete one or more of Activities 4, 7, 9 and 10 which provide opportunities for students to explore their personal skills, interests, values, or traits.

It is highly recommended that students complete Activity 5 and/or Activity 6 which assist them in identifying their personal skills, interests, values, and traits.

- Complete the career visualization activity, “My Vision of the Future” (Appendix: Unit 1, Activity 4).
- Complete skills, interests, values and traits inventories (Appendix: Unit 1, Activity 5).
- Complete the “Choices Planner Tour” (Appendix: Unit 1, Activity 6).
- Complete the “Life’s Road Map” activity as a reflection of your personal life history (Appendix: Unit 1, Activity 7).
- Use the “Rapid Writing” strategy to develop a list of qualities and characteristics that pertain to you (Appendix: Unit 1, Activity 8).
- Complete the “Envisioning the Future” activity (Appendix: Unit 1, Activity 9).
- Complete the “Class Reunion” activity (Appendix: Unit 1, Activity 10).
- Complete the “Skills” activity (Appendix: Unit 1, Activity 11).

### Resources/Notes

If technology is available, teachers may have students use the website

<http://www.alis.gov.ab.ca/CAREERinsite/home.asp> (click on CAREERinsite in the left column; then use the graphic under “Getting Started” to begin to work through the five steps involved in career planning). The activities are included in the Appendix if technology is not available.

[www.bridges.com](http://www.bridges.com) (Choices software)

<http://www.youth.gc.ca/yes> will take you to Service Canada Youth Employment website. Click on “Publications”, then scroll down to “Looking for a Job”, which is an excellent resource that helps students to improve their job-search skills, and develop step-by-step plans for landing jobs. A paper copy of this resource is available as a teacher resource.

Inspiration software to assist students with mind-maps is available in all PEI schools.

## Planning Your Career in a Changing World

### Outcomes

*Students will be expected to*

1.2 continued

### Elaborations - Strategies for Learning and Teaching

- Ask students to reflect and respond to the following questions: Has your image of “what you want to be” changed since you were a child? Why do you think this has/has not happened? An alternate journal entry might be a response to the question, “Have you ever dreamed about the future? Describe your dreams.”
- Have students complete a “Self-Discovery Collage”. Students may identify and cut out images that represent who they are or who they want to be. Students paste the images onto the blank sheet which includes the student’s name. Collages may be posted around the room, and a gallery-tour conducted.
- Invite students to complete a “3D Image of Myself” where students bring in an object created to represent themselves. A brief description should be written detailing how students feel the object represents them. Students place the objects around the room and are able to tour and see what other students have created. Have students relate the object to their skills, interests, values or traits.

---

## Planning Your Career in a Changing World

---

**Tasks for Instruction and/or Assessment**

**Resources/Notes**

## Planning Your Career in a Changing World

### Outcomes

*Students will be expected to*

- 1.3 identify potential occupations that will support their personal skills, interests, values, and traits.

### Elaborations - Strategies for Learning and Teaching

A career is the total of our work activities, including work at home, at our paid work, at school, and in our communities. An occupation is a group of similar jobs for which people usually have to develop skills and knowledge. A job is the position a person holds doing specific duties. People usually change jobs more often than they change occupations.

There are more than 7000 different kinds of occupations in Canada, which can be sorted into seven occupational categories: manual/practical; crafts/trades; scientific/technical; creative; social/helping; business; and office operations. People who work in certain occupations tend to share similar skills, interests, values, and traits. By comparing their own skills, interests, values, and traits to the occupational categories, students may discover what occupation they may be most suited to. Even if they are not entirely sure they are choosing “the” right occupational category, it is important they choose one as a starting point.

Occupational Profiles (Ops) provide students with specific information about the nine Essential Skills, as developed by Human Resources and Social Development Canada (HRSDC), in specific occupations.

- Have students compare their own skills, interests, values, and traits summaries with those in each of the seven occupational groups. Students should identify a category, or categories, of occupations they think they may fit into.
- Invite students to use the Career Directions website to identify which field of work in which they may be interested. Note that the site focuses on careers that do not require university education. Each field includes an interest inventory and a skills checklist. Students may investigate specific occupational profiles, using the website listed.

The Ontario Skills Passport (OSP) is a resource that provides clear descriptions of the skills used in many occupations, as well as important work habits. It also provides employers with a consistent method of assessing and recording the demonstration of these skills and work habits in the workplace. The skills listed in the OSP are transferable skills that a student, job seeker, and worker can take from job to job, sector to sector, and school to work. The OSP consists of the following three main components:

1. The OSP database of skills and related tasks, listed by occupation.
2. The OSP work plan, which employers complete and sign to confirm demonstration of skills and work habits by passport holders in the workplace.
3. The OSP portfolio in which passport holders keep their work plans and other skill-related documents, such as a resume and an OSP skills summary chart.

## Planning Your Career in a Changing World

### Tasks for Instruction and/or Assessment

- Relate skills, interests, values and traits to occupational choices (Appendix: Unit 1, Activity 12).
- Investigate the National Occupational Classification (NOC) website. A paper copy of what students will find on the NOC site is included in the Appendix, Unit 1 as Activity 13.
- Complete the “Know Yourself” quiz and browse occupational information on the job futures website.
- Browse the PEI Career Know How site for information regarding PEI careers promoted by the PEI Association of Sector Councils (Appendix: Unit 1, Activity 14).

### Resources/Notes

If technology is available, teachers may have students use the website <http://www.alis.gov.ab.ca/CAREERinsite/home.asp> (click on CAREERinsite in the left column; then use the graphic under “Getting Started” to continue to work through the five steps involved in career planning). The activities are included in the Appendix if technology is not available.

The following website contains practical information to help students consider which careers they may be interested in following high school. The guide gives a common sense information about a sample 186 occupations (listed with NOC codes) and focuses on six paths for continued learning following high school that do not require university education.

[http://www.careerccc.org/careerdirections/eng/e\\_ho\\_set.htm](http://www.careerccc.org/careerdirections/eng/e_ho_set.htm) Have students click on “What Is Career Directions?”, and follow the links. Note: this site uses 1999 data and statistics. A print copy is also available as a teacher resource.

<http://skills.edu.gov.on.ca>  
Ontario Skills Passport: obtain student-focused versions of the Occupational Profiles  
Notes: This site is updated regularly; additional occupations are posted frequently.

---

## Planning Your Career in a Changing World

---

### Outcomes

1.3 continued

### Elaborations - Strategies for Learning and Teaching

- Use the OSP to introduce relevant information on skills and occupation-related tasks in the classroom, to identify expanded workplace-based opportunities, and to match students with available work placements.
- Introduce students to labor market information (LMI) at this time, and look at how it can be used when making life/work decisions. Labor market information is information we need to make better decisions about our jobs or work lives. It includes occupational or career information such as educational requirements, main duties, wage rates, the availability of workers, current employment trends, and the outlook for the position. LMI helps us to identify changes or trends that affect our world of work. It provides us with a picture of what will be required in the future. Students can practice locating, interpreting, and evaluating life/work information using traditional resources, the Internet, and informal strategies. Traditional resources include HRSDC, Student Services in high schools, professional associations and unions, and workers in the occupations.
- Have students explain how personal goals and values relate to career and life roles, including roles at work, in the community, during leisure time, and with family.
- Invite students to investigate factors that help to shape and direct a person's career. These could include: personal values; aptitudes, personality, interests; educational achievements; work experience, both paid and unpaid; connections such as allies, mentors, and friends; personal, academic, and technical skills; changing job opportunities; and personal, technical, and transferable skills.

## Planning Your Career in a Changing World

### Tasks for Instruction and/or Assessment

### Resources/Notes

Refer to Appendix: Unit 1 Activity 13 for NOC Classification Matrix and list of occupations on OSP website (as of Jan. 23, 2007)

[http://www23.hrdc-drhc.gc.ca/National Occupational Classification and Career Handbook](http://www23.hrdc-drhc.gc.ca/NationalOccupationalClassificationandCareerHandbook) contains the classification structure and descriptions of 520 occupational unit groups and 30,000 titles

<http://www.labourmarketinformation.ca>  
Service Canada Labour Market Information

Refer to Prince Edward Island Job Futures Job Chart (one copy available for each student)

[www.jobfutures.ca](http://www.jobfutures.ca)  
Service Canada Job Futures

[www.careerknowhow.pe.ca](http://www.careerknowhow.pe.ca)  
PEI Association of Sector Councils career planning site

## Planning Your Career in a Changing World

### Outcomes

*Students will be expected to*

- 1.4 analyse the Employability Skills as outlined by the Conference Board of Canada.

### Elaborations - Strategies for Learning and Teaching

The term *Employability Skills* was coined by the Conference Board of Canada in 1992 to describe those skills which provide the basic foundation, the combination of skills, attitudes, and behaviours to get, keep, and progress on a job, to work with others on a job, and to achieve the best results. We now realize that these generic skills are needed throughout all career and life development activities, are not limited in their applicability, and may be used in all environments. Employability Skills 2000+, an update of the original version, include the skills needed to enter, stay in, and progress in the world of work - either individually or as part of a team. Employability Skills 2000+ are organized into three skill groups:

1. Fundamental Skills - skills needed as a base for further development. You will be better prepared to progress in the world of work when you can communicate, manage information, use numbers, and think and solve problems.
2. Personal Management Skills - the personal skills, attitudes, and behaviours that drive one's potential for growth. You will be able to offer yourself greater possibilities when you can demonstrate positive attitudes and behaviours, be responsible, be adaptable, learn continuously, and work safely.
3. Teamwork Skills - the skills and attributes needed to contribute productively. You will be better prepared to add value to the outcomes of a task, project, or team when you can work with others, and participate in projects and tasks.

While it is valuable to review and analyse individual Employability Skills with students, it is not necessary for students to memorize them.

Using the Conference Board of Canada Employability Skills as guidelines, small groups of students could develop a scenario to illustrate how one of the following specific skills is used in the world of work: communicate; manage information; use numbers; think and solve problems; demonstrate positive attitudes and behaviours; be responsible; be adaptable; learn continuously; work safely; work with others; participate in projects and tasks. It is suggested that each group be assigned a specific skill from each of the three major skill areas. Groups could present their scenario(s) to the class.

A panel of HR personnel could be invited to talk about what local employers are seeking with respect to employability skills.

## Planning Your Career in a Changing World

### Tasks for Instruction and/or Assessment

- Give an example of how each of the following specific skills is used in a career of interest to you: communicate, manage information, use numbers, think and solve problems, demonstrate positive attitudes and behaviors, be responsible, be adaptable, learn continuously, work safely, work with others, participate in projects and tasks. Explain why each skill is necessary for the career.
- Create a collage illustrating how each of the following specific skills is used in a career of interest to you: communicate, manage information, use numbers, think and solve problems, demonstrate positive attitudes and behaviors, be responsible, be adaptable, learn continuously, work safely, work with others, participate in projects and tasks. Explain or illustrate why each skill is necessary for the career.

### Tasks for Instruction and/or Assessment

Refer to Appendix: Unit 1  
Activity 15 Conference Board  
of Canada Employability Skills  
2000+  
[www.conferenceboard.ca/  
education](http://www.conferenceboard.ca/education)

[http://www.awal.ca/files/  
BigPictureN/5N-  
BegStudentAWAL.pdf](http://www.awal.ca/files/BigPictureN/5N-BegStudentAWAL.pdf)

[http://www.23.hrdc-  
drhc.gc.ca/2001/e/generic/  
welcome.shtml](http://www.23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml)  
National Occupational Classi-  
fication

<http://skills.edu.gov.on.ca>  
Ontario Skills Passport

## Planning Your Career in a Changing World

### Outcomes

*Students will be expected to*

- 1.5 compare the Employability Skills framework with the Essential Skills framework.

### Elaborations - Strategies for Learning and Teaching

Essential Skills are the building blocks we use to learn other, more complicated skills. Having a grounding in Essential Skills helps us to adapt to life and workplace changes.

The following Essential Skills, were identified by HRSDC: reading text; document use; writing; numeracy; oral communication; thinking skills (including problem solving, decision making, critical thinking, job task planning and organizing, significant use of memory, finding information); working with others; computer use; and continuous learning.

- Invite students to complete “Big Picture: Web Quest Activities 1 - 4” (Appendix: Unit 1, Activity 18), and “Interview With an Entrepreneur” (Appendix: Unit 1, Activity 19).
- Have students draw a mind-map or chart illustrating all of the Essential Skills and a brief definition or explanation of each skill.
- Have students make a chart, Venn diagram, or other visual representation to compare Employability and Essential Skills.

## Planning Your Career in a Changing World

### Tasks for Instruction and/or Assessment

- Complete “Guest Speaker Assignment” (Appendix: Unit 1, Activity 20). Give an example of how the guest speaker uses each Essential Skill and Employability Skill in his/her job. Compare and identify the Employability Skill if an Essential Skill is given and vice versa.
- Identify and compare two similar skill areas within the Employability and Essential Skills frameworks.

### Resources/Notes

Teacher Note: Activities 16 and 17 are informational and are provided for teacher reference.

<http://www.awal.ca/files/BigPictureN/46N-TeachRes.pdf>

The Big Picture: Overview of the Essential Skills Refer to Appendix: Unit 1 Activity 16

Graphic illustrating relationship between Employability and Essential Skills: Refer to Appendix: Unit 1 Activity 17

[www.awal.ca/files/BigPictureN/BigPictureNpdf.html](http://www.awal.ca/files/BigPictureN/BigPictureNpdf.html)

## Planning Your Career in a Changing World

### Outcomes

*Students will be expected to*

- 1.6 analyse their own Essential Skills related to their work placements.

### Elaborations - Strategies for Learning and Teaching

The Essential Skills website contains a collection of sixty sample materials of various types in English, and thirty-eight in French, all directly from Canadian workplaces. The collection focuses on reading text, document use, and writing, along with illustrations of the additional Essential Skills. Students may complete selected workplace forms as an assessment of their Essential Skills.

- Invite students to document their own employability and essential skills from a subject or extracurricular-based perspective. For example, they may choose a favorite subject and outline a number of skills learned. They could then categorize the skills into one of three Employability Skills categories.
- AWAL, or Applications of Working and Learning, is a project that builds connections between the world of work, our schools, and our communities. It helps teachers and students to better understand how the skills and knowledge being taught in school can be used outside of school throughout our careers. In the important AWAL activity, students build those connections by interviewing members of our community to find out exactly what specific jobs involve.
- Following the AWAL activity, invite students to consider an occupational profile, and determine how Employability and Essential Skills are used in that occupation. Students may use Inspiration software to create a graphic organizer.
- The Big Picture: Essential Skills for Life, Learning, and Work website (National Version), has user-friendly introductory activities to introduce students to Essential Skills, along with fifteen user-friendly Expert Activities that are suitable for high school students, and an Essential Skills Teacher Resource section.
- Assign the project Essential Skills Portfolio: Box of Life at this time. In the project, students identify and assess their transferable skills in relation to workplace expectations. Students will complete the project during their work placement and submit it upon completion of the work placement. A rubric for evaluation is included. This project will be reviewed in Unit 3 (Outcome 3.2) before students begin their placements.

## Planning Your Career in a Changing World

### Tasks for Instruction and/or Assessment

- Complete an AWAL employee interview (Appendix: Unit 1, Activity 21).
- Complete the Test of Workplace Essential Skills. ([www.towes.com](http://www.towes.com))
- Complete the project “Essential Skills Portfolio: Box of Life” (Appendix: Unit 1, Activity 22).

### Resources/Notes

[www.awal.ca](http://www.awal.ca)

Applications of Working and Learning National Project site

<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/SkillLevels.jsp>

Ontario Skills Passport Skill Levels with Examples

<http://www.awal.ca/files/BigPictureN/34N-SrGuidanceLeader.pdf>

## Planning Your Career in a Changing World

### Outcomes

*Students will be expected to*

- 1.7 demonstrate an understanding of strategies that help them to respond effectively to life/work changes.

### Elaborations - Strategies for Learning and Teaching

It is important for students to examine common reasons for job change and how these reasons are related to social and economic trends. Examples of factors that affect work opportunities may include: supply and demand for workers; demographic changes; environmental conditions; geographic location; and technological, occupational, and industrial trends.

- Have students investigate how changes related to work (job loss, job transfer, etc...) impact on one's life and may require life changes. Students may discuss strategies to adapt and respond effectively to life and work changes (problem solving, networking, updating portfolio and resume, acquiring new skills and knowledge, attending personal growth work shops, etc...).
- Have students investigate the rise of nontraditional work arrangements (temporary, seasonal, contract, small business, flextime, telecommuting, etc.)

Today's global economy is in transition to a "knowledge economy" or an "information society" in an inter connected world where resources such as know-how are more critical than other economic resources that have previously determined success in the 20th century industrial economy.

- Have students investigate the new economy (global and national trends - impact on local economy), predict occupational and marketplace trends, and study the changing career patterns of men and women.

Students could be introduced to the five key messages (High 5!) of career building in the emerging workplace, as explained by Canada Prospects (2006). "The following five simple messages are the building blocks of successful - and lifelong- career development. And they're at the foundation of the philosophy practised by career professionals from coast to coast: counsellors, coaches, and facilitators:

1. Follow your heart: Dreams can lead to an understanding of who you really are and what you truly want. They can be a prime motivator in shaping a meaningful, purposeful career.
2. Access your allies: Think about the people you know. What wisdom can they offer? What doors might they open? If you don't have a network of contacts, don't worry! You can build one. Volunteer. Job shadow. Join an association. Consider apprenticeship. Broaden your circle and you'll broaden your horizon, too.
3. Change is constant: Following your heart doesn't mean locking in on a narrow set of possibilities to the exclusion of everything else. As time goes by, you'll change, your goals will change - and so will your career landscape. Be prepared to evolve; welcome it!
4. Learning is ongoing: Learning doesn't stop when you graduate from school. Technology constantly advances. Work practices change. Every new skill you master opens up fresh opportunities to explore. When you think of learning as a life-long activity, there's no end to what's possible.

---

## Planning Your Career in a Changing World

---

### Tasks for Instruction and/or Assessment

- Describe the attitudes, qualities, and skills associated with each of the High 5! messages (Appendix: Unit 1, Activity 23).
- Choose a High 5! message and explain how it could be important in your future.
- Ask your parents/grandparents, or adult friends to describe how they responded effectively to changes they have personally experienced in the workplace: kinds of work available, employer's expectations, work environments, daily work routines and job security.

### Resources/Notes

## Planning Your Career in a Changing World

---

### Outcomes

*Students will be expected to*

### Elaborations - Strategies for Learning and Teaching

(1.7 continued)

5. Focus on the journey: Finding the work you love and building the life you want are not fixed goals - things to check off your 'to do' list once they've been achieved. They are constant occupations: your life's work. Enjoy the process of pursuing them, and appreciate all the discoveries you make along the way."

---

## Planning Your Career in a Changing World

---

**Tasks for Instruction and/or Assessment**

**Resources/Notes**

## **Teacher Notes**

---

## **UNIT 2**

# **WORKPLACE READINESS: GETTING THE JOB YOU WANT**

---

## Getting the Job You Want

---

### Curriculum Outcomes

*Students will be expected to:*

- 2.1 give examples of strategies useful in seeking, obtaining, or creating work
- 2.2 prepare materials necessary for job-hunting: applications, resumes, cover letters, and thank you letters
- 2.3 demonstrate appropriate interview deportment, etiquette, and supporting personal characteristics

## Getting the Job You Want

### Outcomes

*Students will be expected to*

- 2.1 give examples of strategies useful in seeking, obtaining, or creating work.

### Elaborations - Strategies for Learning and Teaching

Note: If you did not introduce students to labour market information (LMI) during outcome 1.3, students will be introduced to it in this section.

Students will be introduced to LMI, and how it can be used when making life and work decisions. The labour market is made up of employers and the workforce (people who either have a job or are looking for one). Labour market information is information we need to make better decisions about our jobs or work lives. It includes occupational or career information such as educational requirements, main duties, wage rates, the availability of workers, current employment trends, and the outlook for specific positions. Students can use LMI to: understand the big picture - what the job-related trends are, and where jobs are likely to be found; learn more about specific occupations - for example, how much do nurses make, and how many are expected to be hired in the next few years; identify the skills and training they need to get hired; and finally, plan for success.

Teachers may wish to arrange a tour of their local HRSDC or Service Canada Centre or invite guest speaker career practitioners to the class to discuss LMI and work-search preparation and strategies.

- Invite students to practise locating, interpreting, and evaluating life/work information using traditional resources, the Internet, and informal strategies.
- Encourage students to investigate the purpose of researching potential employers as a work-search and preparation strategy.
- Invite students to explore proactive alternative strategies for job searching, including on-the-job training, mentors and allies, networking, continuous learning, volunteering, job-shadowing, service learning, and internships.
- Have students investigate career planning and work-finding services available through organizations such as government, educational institutions, business and industry, and labor and community agencies.
- Invite students to examine their own networks, and determine the relationships most helpful to their work search strategies.

Teachers can take the lead in tackling gender stereotyping in the workplace by: encouraging employers to take students of the non-traditional gender for a job; offering students placements in non-traditional fields, and encouraging them to accept the challenge; exploring and challenging the views of students before they get to the stage of selecting co-op placements; and inviting non-traditional workers (female welder, male nurse) to the classroom to speak about their jobs.

- Invite students to investigate non-traditional life and work roles.
- Have students identify gateways to a wide variety of careers such as university, college, military, apprenticeship, entrepreneurship and work.

## Getting the Job You Want

### Tasks for Instruction and/or Assessment

- Give examples of specific strategies you can use to seek, obtain, or create the work described in the career plan you developed in unit one.
- Identify 3 strategies you can use to seek work.
- List 3 examples of strategies you can use to obtain work.
- Give 3 examples of strategies to create work.

### Resources/Notes

<http://www.labourmarketinformation.ca/>  
Service Canada Labour Market Information site; can select PEI or any other geographic area to get specific LMI

[http://www.hrsdc.gc.ca/en/pe/lmi/labour\\_market.shtml](http://www.hrsdc.gc.ca/en/pe/lmi/labour_market.shtml)  
Service Canada Labour Market Information site for PEI offers up to date LMI and specific services and opportunities for youth.

<http://www.servicecanada.gc.ca/en/audiences/youth/index.shtml>  
Service Canada site for services for youth and students

<http://makingcareersense.org/>  
Making Career Sense of Labour Market Information

<http://makingcareersense.org/APPEND/APP-A.HTM>

Making Career Sense of Labour Market Information Appendices and Links site

## Getting the Job You Want

Outcomes	Elaborations - Strategies for Learning and Teaching
<p><i>Students will be expected to</i></p> <p>2.2 prepare materials necessary for job-hunting: applications, resumes, cover letters, and thank you letters.</p>	<p>Invite a local Human Resource employee to the classroom to address the importance of topics in this unit.</p> <p>Students will discover that the resume is the document that opens the door to an interview for a job. Since most prospective employers obtain a quick impression through the resume, it must be interesting and concise. Students may note the following ten tips for resume writing:</p> <ol style="list-style-type: none"> <li>1. Be positive</li> <li>2. Have no typographical errors or grammatical errors.</li> <li>3. Use standard-size paper in neutral shades.</li> <li>4. Keep it brief and uncluttered - 1 to 2 pages.</li> <li>5. Use short, concise sentences.</li> <li>6. Emphasize accomplishments.</li> <li>7. Indicate action and continued growth with words such as achieved, developed, created, designed, and demonstrated.</li> <li>8. Avoid highlighting, italics, and underlining.</li> <li>9. Copy the resume for a record. Also keep a copy of the description of the job for which one applied.</li> <li>10. Avoid the pronouns "I" and "me" and the articles "a", "an" and "the".</li> </ol> <p>The golden rule of resume writing: never lie. Lies can come back to haunt job-hunters and ruin careers.</p> <p>Students can select any of the following four basic resume styles, or a combination or variation of one or more:</p> <p><b>Chronological Resume</b> - list education and work experience separately, in reverse chronological order, beginning with the most recent</p> <p><b>Skills-Based Resume</b> - emphasizes transferrable skills; format works well for those who don't have a lot of work experience</p> <p><b>Functional Resume</b> - focus on skills and talents; highlight accomplishments rather than list previous jobs; organize skills and accomplishments by category</p> <p><b>Technical Resume</b> - highlights educational, training, and technical proficiencies</p> <p>Students must write a cover letter to introduce themselves and their resume to prospective employers. Points to note in creating a cover letter include:</p> <ol style="list-style-type: none"> <li>1. Address it to a specific person.</li> <li>2. Add specific references about the company/position.</li> <li>3. Point out your most relevant accomplishments, skills, and experience, and how these would make you an asset to the job.</li> <li>4. Include where and when you can be reached and your willingness to attend an interview.</li> <li>5. Sign the letter.</li> </ol> <p>Students should follow-up with the employer to confirm that the application was received.</p>

## Getting the Job You Want

### Tasks for Instruction and/or Assessment

Teacher Note: Activity 2 provides lists of action words and skill areas that will assist students in the construction of their cover letters and resumes.

- Complete an application form from a potential employer.
- Respond to “help wanted” ads in the media.
- Complete the resume pre-preparation activity (Appendix: Unit 2, Activity 1).
- Complete the functional resume template (Appendix: Unit 2, Activity 3).
- Create a resume (Appendix: Unit 2, Activity 7).
- Create a cover letter (Appendix: Unit 2, Activity 7).
- Create a thank you letter.

### Resources/Notes

[www.careerccc.org/products/cp\\_nav/home.cfm?](http://www.careerccc.org/products/cp_nav/home.cfm?)

Canada Career Consortium site

<http://>

[www.canadapropects.ca/products/cp\\_nav/home.cfm](http://www.canadapropects.ca/products/cp_nav/home.cfm)

Canada Prospects Magazine; schools have print copies in Student Services

<http://www.youth.gc.ca/yes>

Service Canada Youth Employment site; click on “Publications”, then scroll down to “Looking for a Job”, which is an excellent resource that helps students to improve their job-search skills (including resumes and cover letters), and develop step-by-step plans for landing jobs. A paper copy of this resource is available for teachers.

<http://>

[www.youth.ednet.ns.ca/development/getthejob.asp](http://www.youth.ednet.ns.ca/development/getthejob.asp)

Nova Scotia Youth Secretariat site, with examples of resumes, cover letters, and interview tips

<http://http://>

[www.careerccc.org/destination2020/intro02.htm](http://www.careerccc.org/destination2020/intro02.htm)  
[intro02.htm](http://www.careerccc.org/destination2020/intro02.htm)

Destination 2020: helps youth discover how everyday tasks can help them build skills they will need to face the many challenges of the workplace

[www.bridges.com](http://www.bridges.com)

The Choices section, “Your Portfolio”, offers Resume Building, which assists in building a resume from scratch. There are two great features within this tool - it prompts the user for information and it formats the information for the user.

## Getting the Job You Want

### Outcomes

*Students will be expected to*

### Elaborations - Strategies for Learning and Teaching

(2.2 continued)

- Invite students to role play their initial interaction with the employer.

After the resume and cover letter have been developed, with the principal or teacher acting as the employer, students can practise approaching the employer to deliver the application form, resume, and cover letter. (Note: it is common practice today for employers to ask potential employees to complete application forms on the spot, as an evaluation of many essential skills; the principal or teacher might ask the student who drops off the resume to complete a specific application form on the spot.)

- Invite former Co-op students to visit the class to share their experiences regarding document preparation.

---

## Getting the Job You Want

---

Tasks for Instruction and/or Assessment

Resources/Notes

Action Words and Essential Skills - Refer to Appendix: Unit 2 Activity 2

Video, "Resumes at Work"

## Getting the Job You Want

### Outcomes

*Students will be expected to*

2.3 demonstrate appropriate interview deportment, etiquette, and supporting personal characteristics.

### Elaborations - Strategies for Learning and Teaching

Challenge students to describe appropriate interview deportment. Show the video, "Get A Job! Interviews and Resumes".

Groups of students could brainstorm possible interview questions, and submit them to the principal or teacher. The principal or teacher could make an appointment with each student for a mock job interview; interviews could be videotaped for guided reflection, along with personal feedback from the principal or teacher. The principal or teacher may use the hiring assessment referred to in section 2.3.

Students will prepare for an interview by learning as much about the potential employer and the job as they can. They will prepare the answers to the following questions: "Why do you want the job?" and "What do you have to offer?" Students will brainstorm additional questions that could be asked, and write answers to the questions. Students could practise with classmates, family, and participate in a videotaped mock interview, where the "employer" completes the hiring assessment. Students will have questions prepared for the employer.

To prepare for the interview, students will be required to research the company and position, obtain a job description, prepare interview apparel and prepare materials to take to the interview (folder with resume for each person on interview panel and copies of reference list, paper and pen, and copies of letters of recommendation).

Students should be taught the proper way to conduct themselves in an interview setting. They should greet the interviewer by introducing themselves, shaking hands firmly, and standing until invited to sit. Once the interviewer has started the interview, students should answer questions honestly and sincerely, explaining why they are "right" for the job. They should be enthusiastic, ask for clarification when unsure, ask questions previously prepared, and upon conclusion, thank the interviewer, shake hands, and leave.

Following the interview, students should write a short thank you letter addressed directly to the interviewer.

## Getting the Job You Want

### Tasks for Instruction and/or Assessment

Teacher Note: Activities 4 and 5 provide opportunities for students to develop an appreciation of the importance of demonstrating appropriate interview deportment, etiquette and supporting personal characteristics.

- Complete the Generating Ideas: Adding Content (Pass It On!) activity (Appendix: Unit 2, Activity 4).
- Complete the Interview Modelling Activity (Appendix: Unit 2, Activity 5).
- Participate in a videotaped mock job interview with your principal or teacher acting as the employer. (Appendix: Unit 2, Activities 6 and 7).
- Assess your own interview skills (Service Canada website checklist).

### Resources/Notes

<http://www.jobsetc.ca/toolbox/checklists/interview.jsp?lang=e>

Video “Get A Job! Interviews and Resumes”

[www.bridges.com](http://www.bridges.com)

Thank you letters can be accessed by clicking on “Your Portfolio”, then “All About You”. Students can then click on the link that will bring them to the information regarding creating thank you letters. The template helps in creating a high quality letter as a follow-up to an interview.

<http://www.youth.gc.ca/yoaux.jsp?&lang=en&flash=1&ta=1&auxpageid=220>

Service Canada “Looking for a Job” Publication “4.7 Prepare for a Job Interview - Be Your Best” (Teachers have print copies)

**Teacher Notes**

---

## **UNIT 3**

### **WORKPLACE APPLICATION: SUCCEEDING ON THE JOB**

---

## Succeeding on the Job

---

### Curriculum Outcomes

*Students will be expected to:*

- 3.1 describe the school's and employer supervisor's expectations of them in their roles as students and employees during their Co-op placement
- 3.2 give specific examples of how they will use each of the nine Essential Skills during their Co-op placement
- 3.3 describe workplace behaviors needed to become a valued employee
- 3.4 describe factors that contribute to a positive workplace environment

## Succeeding on the Job

### Outcomes

*Students will be expected to*

- 3.1 describe the school's and employer supervisor's expectations of them in their roles as students and employees during their co-op placement.

### Elaborations - Strategies for Learning and Teaching

A Co-operative Education placement is an opportunity for students to gain valuable experience and to learn. Employers have a genuine interest in young people and in education. Students must enter their placements with a willingness to work hard and to learn. Stress that good communication is vital - it prevents problems. Lack of good communication or no communication creates problems. Students must keep the co-op teacher, placement supervisor, and parents/guardians well informed.

Ensure that students have a clear understanding of the following Cooperative Education student responsibilities:

1. Comply with all company, school board, and school rules regarding dress, safety, work schedule, and company, school board, and school policies. Read all relevant co-op documents, asking for clarification when necessary.
2. Work in a courteous, responsible, and business-like manner and demonstrate appropriate initiative. Co-op students are ambassadors for their schools; people could judge the entire school, and teenagers in general, based on co-op student behavior.
3. Observe and comply with the rules and regulations of the placement and the school, as covered in the pre-placement orientation, including confidentiality requirements.
4. Comply with school attendance policies in both the placement and classroom sessions. It is the student's responsibility to contact the co-op teacher regarding any possible absences. Students must attend placements on scheduled days. Permission to be absent on a particular day must be approved by the placement supervisor *and* the co-op teacher. It is the student's responsibility to contact the placement supervisor as soon as possible when an absence is anticipated. Students must make any appointments outside of both school and placement hours whenever possible. Any missed time may have to be made up. Repeated absenteeism, lateness, and schedule changes will damage the student's and the school's relationship with the placement supervisor, and may result in the student's removal from Co-op.
5. Submit daily and weekly log-hour reports, journal entries, and assignments as required. Students must maintain excellent attendance and acceptable marks in all regular school courses. Failure to do so may result in removal from the co-op. (refer to Policy and Procedure Manual for specific information.)
6. Participate in the development and implementation of their personalized learning plans.
7. Participate with their supervisors and teachers in the assessment of their own performances, using the personalized learning plan.
8. Complete all of their course requirements necessary to obtain credit.
9. Report accidents or errors immediately to the placement supervisor and to the co-op teacher.
10. Work with teachers and supervisors to ensure that problems are dealt with immediately.

Review the Policy and Procedure Manual with students. (This manual is under development as of September, 2007.)

Share journal entries and log-hour reports from previous co-op students (with permission) as examples of best practices.

---

## Succeeding on the Job

---

### Tasks for Instruction and/or Assessment

- Complete the daily log-hour reports during your placement.
- Collaborate with your teacher and employer supervisor in the development of your personalized learning plan.
- Participate in the implementation of your personalized learning plan at your placement.
- With your supervisor and your teacher, assess your performance at your placement, using your personalized learning plan.

### Resources/Notes

Community-Based Learning Policy and Procedure Manual (under development)

## Succeeding on the Job

### Outcomes

*Students will be expected to*

- 3.2 give specific examples of how they will use each of the nine Essential Skills during their co-op placement.

### Elaborations - Strategies for Learning and Teaching

Note: Students must develop a personalized placement learning plan to adequately address this outcome.

Students have identified their own Essential Skills when they completed Outcome 1.6 (refer to the previously assigned project **Essential Skills Portfolio: Box of Life**, where students identify and assess their transferable skills in relation to workplace expectations), have developed a written career plan by the completion of Unit 1, and have prepared for obtaining employment during Unit 2. To achieve this outcome, they will connect their own present personal skill sets to the required skill sets of their chosen placement positions, and use their acquired knowledge about skills to assist in the development of their individual learning plan.

Use the Occupational Profiles from the Essential Skills Website, along with the Essential Skills Graphic Organizer (Appendix: Unit 3 Activity 1) to assist students in achieving this outcome. Teachers will provide each student with the Occupational Profile that is most closely related to his/her placement, and discuss the various components of the profiles and the organizational tools that are used to present the information in a clear and effective manner. Students will activate their prior knowledge of their skills (Outcome 1.6) and relate these skills to the tasks and essential skills that are found in their occupational profiles.

Have students further participate in the preparation of the learning plan using the Ontario Skills Passport (Appendix: Unit 3 Activity 2). Students can use the OSP to identify the skills they already have and to plan further skill development so that they can more easily make the transition to the workplace and/or to postsecondary education. In addition, they can use the OSP to: improve their understanding of the skills needed in the job market; help them to discover the skills they already have and to become aware of the skills they need to develop; help them to make informed decisions about education, training, and jobs that will help them reach their career goals; identify expanded workplace-based opportunities and programs; match them with available work placements; help them to improve their skills in writing resumes and participating in job interviews; help them to identify topics on which to formally reflect; and help them to write a plan of action for developing skills at the beginning of the course, including a description of skills to be developed through their work placement, and a summary report at the end of the course describing their progress.

## Succeeding on the Job

### Tasks for Instruction and/or Assessment

Teacher Note: Activities 1 and 2 provide opportunities for students to plan how they will develop their Essential Skills during their co-op placements.

- Use the graphic organizer to organize information about your skill set in a practical manner (Appendix: Unit 3, Activity 1).
- Use the Ontario Skills Passport to help you to write an action plan for developing your skills during your placement (Appendix: Unit 3, Activity 2).
- Give a chart of the nine Essential Skills, give an example of how you used each skill during your co-op placement.
- Pictorially or symbolically communicate specific examples of how you used each of the nine Essential Skills during your co-op placement.

### Resources/Notes

[http://srv108.services.gc.ca/english/general/home\\_e.shtml](http://srv108.services.gc.ca/english/general/home_e.shtml)

Ontario Skills Passport  
<http://skills.edu.gov.on.ca/OSPWeb/jsp/login.jsp>  
 Click on the blue diamond labeled “Create a Work Plan”, and follow the prompts.  
<http://skills.edu.gov.on.ca>

## Succeeding on the Job

### Outcomes

*Students will be expected to*

- 3.3 describe workplace behaviors needed to become a valued employee.

### Elaborations - Strategies for Learning and Teaching

Students will be expected to demonstrate an understanding of the knowledge, skills, and attitudes needed for building positive relationships with employees, employers, and clients, and be able to describe the expectations and responsibilities of the employee and employer to the people they serve. Students will be expected to describe appropriate employee-employer interactions. Students will be expected to demonstrate an understanding of the importance of good communication skills.

Guidelines that will help students to become valued employees are summarized in the Service Canada Publication, “Looking for a Job”:

- “Be positive.
- Treat everyone with respect. Mutual respect is key to a healthy working environment.
- Support your co-workers. Encourage others. Be a team player.
- Never gossip, even if others do.
- Be a diplomat. Be calm when discussing problems, and use tact.
- Show initiative. Don’t always wait to be told. If you see something that needs to be done, offer!
- Be reliable. If you say you’ll do something, do it.
- Dress for success. Take the lead from your supervisor and co-workers.
- Manage your emotions. Out-of-control anger or over-the-top dramatics are not professional, and could cost you your job.
- Speak well of the organization you work for even when you’re away from it. Your positive attitude will show in everything you do.”

You may explore affordable options for “dressing for success” with students, such as shopping at Value Village or Frenchy’s.

Students will be expected to describe how the concepts of dependability, punctuality, initiative, and honesty relate to becoming a valued employee.

In addition to these concepts, students may be invited to consider how the development of interpersonal problem solving skills and effective time management skills relate to becoming a valued employee.

Following is one model for solving workplace problems:

1. Identify the issue(s).
2. Understand everyone’s interests.
3. List the possible solutions.
4. Evaluate the options.
5. Select an option or options.
6. Document the agreement.
7. Agree on contingencies, monitoring, and evaluation.

Following are strategies useful in becoming an effective time manager:

- Overcoming procrastination by recognizing when you start procrastinating, understanding why it happens, and taking active steps to better manage your time and outcomes.
- Using activity logs, which help you to analyse how you actually spend your time.

---

## Succeeding on the Job

---

### Tasks for Instruction and/or Assessment

- In a group, complete the case studies regarding workplace behaviors needed to become a valued employee (Appendix: Unit 3, Activity 3).
- With a partner, complete the communication and teamwork activities (Appendix: Unit 3, Activity 4).
- With a group of classmates, create and perform a skit or role play to demonstrate the importance of specific positive workplace behaviors.
- Complete weekly reflective journal entries during your placement (Appendix: Unit 3, Activity 5).

### Resources/Notes

## Succeeding on the Job

---

### Outcomes

*Students will be expected to*  
3.3 continued

### Elaborations - Strategies for Learning and Teaching

- Drawing up action plans, which help you to think about what you need to do to achieve a goal, so you can get help where you need it and monitor your progress.
- Making to-do lists, which are prioritized lists of all the tasks you need to carry out.
- Setting goals, which helps you to choose what you want to achieve and where to concentrate your efforts.
- Scheduling, which is the process by which you look at the time available to you, and plan how to use it to achieve the goals you have identified.

---

## Succeeding on the Job

---

**Tasks for Instruction and/or Assessment**

**Resources/Notes**

## Succeeding on the Job

### Outcomes

*Students will be expected to*

3.4 describe factors that contribute to a positive workplace environment

### Elaborations - Strategies for Learning and Teaching

Note: To achieve this outcome, the following factors that affect workplace environments must be addressed: Canadian and PEI Human Rights Legislation, discrimination, harassment, bullying, abuse, etiquette, work ethic, gender bias, stereotyping, confidentiality and right to privacy.

Canadian Human Rights Legislation, which is put in place to protect people from discrimination should be addressed. The legislation seeks to guarantee people equal treatment regardless of a particular oppression or historical oppression in relation to employment, offers of employment, and in other instances not related to employment.

The Prince Edward Island Human Rights Act prohibits discrimination in certain situations on the basis of certain personal characteristics or “grounds”. Discrimination is the unequal, stereotypical, and prejudicial treatment of persons. On PEI, grounds of discrimination protected include: age; colour, race, ethnic or national origin; criminal conviction; having laid a complaint or given evidence or assistance under the Human Rights Act; political belief; sexual orientation; association; creed or religion; family or marital status; physical and mental ability including addiction; sex, including sexual harassment and pregnancy; and source of income.

Invite students to engage in a discussion regarding harassment and bullying, with examples. Bullying involves the tormenting of others through verbal harassment, physical assault, or more subtle methods such as coercion and manipulation. Often the bully has more physical and/or social power and dominance than the victim.

According to the PEI Human Rights Commission website, “Harassment under Human Rights Law can range from unwelcome comments and offensive jokes or pictures, to unwelcome physical contact and assault. Most human rights laws, including the PEI *Human Rights Act*, only cover harassment if the unwelcome behaviour can be linked to a prohibited ground of discrimination. The most common form of harassment that is covered under human rights law is sexual harassment. Under human rights law, sexual harassment is considered discrimination based on sex. Harassment can also be based on the other grounds of discrimination, such as sexual orientation, race, age, and physical or mental disability.

Harassment may involve threats of adverse consequences, such as job loss, if the victim attempts to end the harassment. The more common type of harassment involves jokes or attitudes that are sexist, racist, homophobic or derogatory towards other groups. This type of harassment can cause a “poisoned work environment” that discriminates against certain groups, even if they are not included in the jokes or conversations.” <http://www.gov.pe.ca/humanrights/index.php3?number=1013665&lang=E>

Make students aware that a positive workplace environment is one that is free from abuse, harassment, and discrimination.

## Succeeding on the Job

### Tasks for Instruction and/or Assessment

- Describe at least ten specific actions you can take to contribute to a positive environment at your co-op placement.
- Complete weekly reflective journal entries during your placement. (Appendix: Unit 3, Activity 5). Include examples of how you contributed to a positive workplace environment.
- In a group, create a scenario that illustrates an example of a factor leading to a negative workplace environment. Switch scenarios with another group, and develop a plan of action to address the undesirable factor that contribute to the negative environment.
- Use art to illustrate factors that contribute to a positive workplace environment.

### Resources/Notes

<http://www.gov.pe.ca/humanrights/>

PEI Human Rights Commission site  
Teachers may wish to invite a guest speaker from PEI Human Rights Commission to the class

[http://www.privcom.gc.ca/fs-fi/02\\_05\\_d\\_17\\_e.asp](http://www.privcom.gc.ca/fs-fi/02_05_d_17_e.asp)

Office of the Privacy Commissioner of Canada Fact Sheet

[http://](http://www.askcarmencourtesy.com)

[www.askcarmencourtesy.com](http://www.askcarmencourtesy.com)  
Ask Carmen Courtesy is an interactive site where students can browse common workplace courtesy-related questions and answers, or ask their own!

[http://www.sideroad.com/Business\\_Etiquette/workplace-etiquette.html](http://www.sideroad.com/Business_Etiquette/workplace-etiquette.html)

Site discusses how to avoid conflict in the workplace.

<http://www.aces.edu/crd/workforce/publications/7-31-01-Common-Mistakes-Made-In-Business-Etiquette.pdf>

Fact sheet on common mistakes made in the workplace.

## Succeeding on the Job

<b>Outcomes</b>	<b>Elaborations - Strategies for Learning and Teaching</b>
<p><i>Students will be expected to</i></p> <p>3.4 continued</p>	<p>Workplace etiquette contributes to a positive workplace environment. Workplace etiquette is a set of rules that employees are expected to follow where their behavior conveys respect towards others and the work of the workplace. Possible workplace etiquette tips you may choose to elaborate on include: the work environment is gender neutral; adhere to protocol in your workplace when addressing superiors; dress appropriately and wear business casual on casual dress days; be on time; be discreet; be considerate, respectful, and upbeat; be concerned with others; use correct grammar when writing, speaking and e-mailing; remember that e-mail is never totally confidential.</p> <p>Discuss what a positive work ethic mean. The following ten traits may be elaborated on during class discussions: attendance and punctuality; character; teamwork; appearance; attitude; productivity; organizational skills; cooperation; respect.</p> <p>Engage students in a discussion regarding the attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping in the workplace. Each student must be aware that he/she has both the right and the responsibility to insist upon a workplace that is free from differential treatment of men and women, based solely on gender. Many inadvertent behaviors are rarely overtly noticed, but contribute to eliminating gender bias: listen equally and respectfully to male and female co-workers; make eye contact equally with male and female workers while they are speaking; avoid stories, jokes, or comments that demean women or any other specific group, and don't laugh at oppressive jokes; and avoid gender bias in speaking and writing by using inclusive language.</p> <p>Explain what confidentiality and right to privacy mean in the workplace. Confidentiality is defined as ensuring that information is accessible only to those authorized to have access to the information. Privacy is the ability of an individual or group to keep their lives and personal affairs out of public view, or to control the flow of information about them. It is common for employers to have Right to Privacy policies, of which students must be aware.</p>

---

## Succeeding on the Job

---

**Tasks for Instruction and/or Assessment**

**Resources/Notes**

## **Teacher Notes**

---

# **UNIT 4**

## **SAFE START: WORKING SAFELY**

---

## Working Safely

---

### Curriculum Outcomes

*Students will be expected to:*

- 4.1 identify legal rights of employees
- 4.2 identify legal responsibilities of employers and employees
- 4.3 identify potential causes of workplace injuries
- 4.4 identify the main types of injury that occur in the workplace
- 4.5 describe the primary causes of injury to young workers
- 4.6 identify common hazards in a variety of workplaces
- 4.7 describe strategies to minimize workplace hazards
- 4.8 describe the role of personal protective equipment in reducing the risk of workplace injuries
- 4.9 explain why injuries and unsafe working conditions must be reported
- 4.10 identify the steps involved in reporting an injury to Workers Compensation Board

## Working Safely

### Outcomes

*Students will be expected to*

#### Lesson 1

- 4.1 identify legal rights of employees
- 4.2 identify legal responsibilities of employers and employees
- 4.4 identify the main types of injury that occur in the workplace
- 4.5 describe the primary causes of injury to young workers

### Elaborations - Strategies for Learning and Teaching

Throughout this “Working Safely” unit, teachers may refer to the Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder, which includes six lesson plans, each designed to correspond to one or more specific curriculum outcomes.

Students will be introduced to the concepts of employee and employer rights and responsibilities, and workplace injuries through the video, “Lost Youth”. During the video, students learn that young workers are at high risk of being injured on the job. Students also learn that young workers, like all workers, have a right to a safe and healthy workplace. Although an overview of outcomes 4.1, 4.2, 4.4, and 4.5 are presented in this introduction to the “Working Safely” Unit, outcomes 4.1 and 4.2 will be covered in depth during Lesson 2, and outcomes 4.4 and 4.5 will be thoroughly covered during Lesson 3.

From the Grade 9 Health and Safety component of the Health curriculum, students are aware that Workers Compensation Board (WCB) Occupational Health and Safety (OH&S) Act outlines specific rights and responsibilities in the workplace. Under the Act, all workers have three rights:

- **The Right to Know**
- **The Right to Participate**
- **The Right to Refuse an Unsafe Task**

The Act:

- States that workers must receive adequate direction and instruction
- Lays out supervisor responsibilities
- Describes the procedure a worker should follow in refusing unsafe work
- States that workers should not be subject to discipline for refusing unsafe work

In grade 9, students were also introduced to the topic of safe work practices. They should be aware that young workers between the ages of 15-24 years are 33% more likely to get injured on the job than any other working group. In Canada one in every seven young workers is injured on the job. Between 1993 and 2003 there have been six young worker fatalities on PEI. Between 1998 and 2003 the cost of claims for 7000 young workers was over four million dollars. On PEI, five young workers are injured each week.

## Working Safely

### Tasks for Instruction and/or Assessment

#### Lesson 1:

- Complete the Safe Start “Lost Youth” Student Handout 1: Video Quiz; check and review answers using Safe Start “Lost Youth” Student Handout 2: Video Quiz Answer Key. (4.4, 4.5)
- Summarize your understanding of the following points in a journal entry:
  - reasons why young workers in the video were injured
  - safety messages conveyed in the video
  - role of the employer in keeping workers safe
  - role of the worker in keeping her/him self safe (4.1, 4.2, 4.3, 4.4, 4.5)
- Complete Safe Start Assessment Tool 1: Youth and Workplace Injuries. (4.1, 4.2, 4.5)
- Research the Day of Mourning, April 28<sup>th</sup>, and complete an activity described on page four of the Safe Start Teacher Resource. (4.4)
- Perform a skit illustrating the importance of workplace safety. (4.4, 4.5)

### Resources/Notes

Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder Lesson 1, pages 1-9.

## Working Safely

### Outcomes

*Students will be expected to*

### Elaborations - Strategies for Learning and Teaching

(Lesson 1 continued)

After completing Grade 9 Health, students are also aware that, as a result of unsafe practices, the five most common injuries that young workers experience are:

- sprains and strains including back injuries
  - soft tissue injuries such as cuts, punctures, and bruises
  - bone fractures
  - inflammation of the joints
  - burns or scalds
- Invite students to identify situations where they or someone they know has been injured at work, the types of injuries, and the possible consequences of a workplace injury. Responses for types of injuries could include: sprains and strains, cuts, broken bones, loss of limbs, crushing injuries, internal organ damage, and eye injuries. Responses for consequences of a workplace injury may include short and long term disability, disfigurement, dismemberment, and death.

Review the fact that young workers are at high risk of being injured on the job, especially during their first six months.

- Have students brainstorm reasons why young workers are at high risk of being injured on the job. Possible reasons are: inexperience and eagerness to take on more than they can safely handle; insufficient orientation, training, and supervision; feelings of powerlessness; lack of confidence to ask questions. Additional resources are listed on page six of the Safe Start Teacher Resource.
- Invite students to observe home/school/work environments and collect evidence of responsible work practices, behaviors, and attitudes.
- Have students respond in their journals to the following questions: “How would your life, as you presently know it, change if you were injured?”; “How would your family’s life be affected?”; “What questions would you ask before starting a new job?”; “What can a young worker do to alleviate accidents and unsafe work environments?”; and “What can an employer do to alleviate accidents and unsafe work environments?”
- Invite students to view the Safe Start video, “Lost Youth”.

---

## Working Safely

---

**Tasks for Instruction and/or Assessment**

**Resources/Notes**

## Working Safely

### Outcomes

*Students will be expected to*

#### Lesson 2

4.1 identify legal rights of employees

4.2 identify legal responsibilities of employers and employees

### Elaborations - Strategies for Learning and Teaching

In this lesson, have students work in groups and participate in role plays to develop a greater understanding of the concepts of “rights and responsibilities” for both employers and employees.

In the Grade 9 Health and Safety component of the Health curriculum, students identified the difference between a responsibility (obligation, duty, expectation, reasonable action) and a right (just claim, title, privilege, justice, fair treatment).

- Invite students to generate a list of rights and responsibilities they have at school, and discuss how the concepts of rights and responsibilities applies to the workplace. Teachers could use handouts 3 and 4 from the Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder.

Engage students in a discussion regarding what they would do if they were asked to perform unsafe work. Inform students that the OH&S Act states that:

- (1) No employer or union shall take discriminatory action against a worker or threaten to take discriminatory action against a worker except in cases where the work refusal has been deemed frivolous by a neutral third party, or impose a penalty on a worker or intimidate or coerce a worker
- (2) The worker's employer may reassign the worker temporarily to perform other acts or to perform other work that is reasonably equivalent to the acts or work the worker normally performs and the employer shall pay the worker the same wages and grant the worker the same benefits as the worker would have received if he or she had not refused to do the act.

This legislation is based on **the worker's perception** of the hazardous situation, **not the employer's**.

Distribute handout 6 from the Safe Start Teacher Resource and review the procedures to refuse unsafe work.

- Invite students to participate in role plays, using Teacher Resource 2 from the Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder.
- Have students interview their parents or guardians about worker rights and responsibilities in their workplaces. Investigate if the parents or guardians have ever been involved in, or witnessed, an unsafe situation or workplace accident that resulted in injury? What were the consequences?
- With students, compose a list of classroom rights and responsibilities for both students and the teacher.

---

## Working Safely

---

### Tasks for Instruction and/or Assessment

#### Lesson 2:

- Complete Assessment Tool 2 from the Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder. (4.1, 4.2)
- Write your own role play on the subject of workplace rights and responsibilities, and act out your role plays for the rest of the class. (4.1, 4.2)

### Resources/Notes

Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder Lesson 2, pages 10-23.

## Working Safely

### Outcomes

*Students will be expected to*

#### Lesson 3

4.3 identify potential causes of workplace injuries

4.4 identify the main types of injury that occur in the workplace

4.5 describe primary causes of injury to young workers

### Elaborations - Strategies for Learning and Teaching

In this lesson, students will determine the main causes of workplace injury.

Introduce the lesson by informing students that WCB statistics indicate three main causes for the high rate of young worker injuries:

- Lack of supervision or training
- Minimal knowledge of rights and responsibilities
- Lack of experience in recognizing hazardous situations
- Have students brainstorm possible major causes of injury in the workplace. Responses identified by PEI WCB include:
  - a. Slips, trips, and falls
  - b. Improper use of equipment
  - c. Not turning power off when repairing equipment
  - d. Being struck by falling objects or pushed into an object
  - e. Improper use or storage of chemicals and other hazardous materials
  - f. Improper handling of sharp objects (e.g., knives, glass, woodworking tools)
  - g. Improper lighting
  - h. Faulty equipment
  - i. Vehicle accidents
  - j. Improper lifting

- Invite students to share any personal stories regarding being injured on a job. Students may discuss which PEI jobs they think may be the most hazardous and the types of hazards associated with those jobs. According to PEI WCB, the following are the most hazardous PEI jobs and activities:

Fish Product Manufacturing - using sharp tools, lifting heavy objects, slipping and tripping on wet floors

Restaurant Work - slipping, tripping, handling hot items, carrying heavy trays, coming into direct contact with hot oil

Retail Work (convenience stores and supermarkets) - lifting objects, working on ladders or other raised areas, using knives, workplace violence

General Construction - lifting heavy items, operating equipment without proper training, repetitive work

Potato Farming - unguarded machinery, operating heavy equipment, improper use of mobile equipment and vehicles, contact with hazardous substances

---

## Working Safely

---

### Tasks for Instruction and/or Assessment

#### Lesson 3:

- Complete Student Handout 8: Causes of Workplace Injury Assignment. Present your findings in the form of a poster or pamphlet and display it in the classroom. (4.3)
- Complete Student Handout 9: Workplace Hazards Risk Reduction, while participating in a Carousel Tour around the classroom. (4.4, 4.5)
- Work in groups to create skits that depict a specific workplace hazard and how the risks associated with it can be reduced. (4.3, 4.5)

### Resources/Notes

Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder Lesson 3, pages 24-34.

[www.wcb.pe.ca](http://www.wcb.pe.ca)

## Working Safely

### Outcomes

*Students will be expected to*  
**Lesson 3** continued

### Elaborations - Strategies for Learning and Teaching

- Invite students to predict the following:
  - Types of injuries most frequently sustained by young workers on P.E.I.
  - Most frequent causes of injury to young workers on P.E.I.
  - Industry sectors in which young workers are most injured

Answers, according to PEI WCB, are included in Teacher Resource 3: Workplace Injury by Type, Cause, and Industry

Distribute Student Handout 7: Causes of Industry Specific Injuries, and review with students.

Distribute Student Handout 8: Causes of Workplace Injury Assignment, and have students work in pairs to complete the assignment.

Facilitate a class discussion regarding ways to reduce the risk of injury to young workers in PEI industries.

Contact the WCB Youth Education Coordinator to arrange for a speaker to come to your class and speak about workplace health and safety. Consult the WCB website for more information.

- Have students work in groups to create a newsletter that focuses on the subject of workplace hazards and injuries. Content should include articles based on the data you and your classmates presented in the posters and pamphlets they created. Distribute copies of this newsletter to other students in the school.

---

## **Working Safely**

---

**Tasks for Instruction and/or Assessment**

**Resources/Notes**



## Working Safely

### Tasks for Instruction and/or Assessment

#### Lesson 4:

- Complete *Student Handout 12: Mark Ignores the Rules* and *Student Handout 13: Safe Work Practices*. (4.7)
- Use *Assessment Tool 4: Hazard Recognition Assessment, Part A*, to assess your work on Student Handouts 11 and 12. (4.6, 4.7)
- Write a fictional journal entry describing an experience with a workplace hazard. Conduct some online research including “David’s Story” on the WCB web site to add realistic detail to your story, especially in terms of consequences resulting from the injury. (4.6)
- Create a diorama of workplace hazards and set it up so that other students may have a chance to see it and learn from it. (4.6)

### Resources/Notes

Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder Lesson 4, pages 35-59.

[www.wcb.pe.ca](http://www.wcb.pe.ca)

## Working Safely

### Outcomes

*Students will be expected to*

#### Lesson 5

4.8 describe the role of personal protective equipment in reducing the risk of workplace injuries

### Elaborations - Strategies for Learning and Teaching

In this lesson, students learn about various types of safety equipment used to minimize exposure to hazards.

Introduce the subject by writing the letters “PPE” on the board and having students guess what they stand for. Inform them that “personal protective equipment” is clothing and equipment used by workers to eliminate or minimize their exposure or contact with injurious physical, chemical, or biological agents.

Review the six hazard scenarios discussed in Lesson 4 (*Student Handout 10: Hazard Recognition Scenarios*), and have students list any personal protective equipment that could have been used by the workers shown in the scenarios to reduce the risk of injury. Suggested responses could include:

- Non-skid, low-heeled footwear
- Eye and ear protection
- Covering of exposed skin, protective clothing
- Secure ladder
- Respirator
- Gloves
- Mask
- Wrist rest
- Anti-glare screen
- Safety device (guard), guide on saw

Point out to students that employers are responsible for supplying the required safety gear and clothing. Young workers are responsible for supplying their own clothing to protect themselves from the natural elements, general purpose work gloves, safety foot wear, and safety head gear. Young workers are responsible for wearing and using PPE properly.

Have the class work in groups of four and assign one pair of jobs to each student in each group. Ask students to brainstorm with their other group members all the items of personal protective equipment that might be used on each job:

- A. Dishwasher, forestry worker
- B. Construction worker
- C. Nurse, warehouse worker
- D. Gardener, lab technician

Engage students in discussion by having them share their answers with the class.

---

## Working Safely

---

### Tasks for Instruction and/or Assessment

### Resources/Notes

Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder Lesson 5, pages 60-65.

## Working Safely

### Outcomes

*Students will be expected to*

Lesson 5 continued

### Elaborations - Strategies for Learning and Teaching

Distribute *Student Handout 14: Personal Protective Equipment* and refer to *Teacher Resource 5: Personal Protective Equipment Answer Key* to help to provide students with more information. Emphasize to students that accidents don't have to happen. Remind students that personal protective equipment serves only to reduce the risk of injury—it does not eliminate the hazard.

- Invite students to choose their potential co-op placement to use as the basis for further research. Conduct online or print research to list 5–10 possible workplace hazards associated with that career and the types of personal protective equipment that can be used to minimize the risks associated with those hazards. Investigate what other strategies might be useful in minimizing the risk (e.g., communication strategies; cleaning and organization strategies). Summarize your findings in a one-page report. Present the results of your research to the rest of the class or to students in younger grades.

---

## Working Safely

---

**Tasks for Instruction and/or Assessment**

**Resources/Notes**

## Working Safely

### Outcomes

*Students will be expected to*

#### Lesson 6

4.9 explain why injuries and unsafe working conditions must be reported

4.10 identify the steps involved in reporting an injury to Workers Compensation Board

### Elaborations - Strategies for Learning and Teaching

In this lesson, students learn about the importance of reporting unsafe working conditions and workplace injuries. Students will also learn about the steps involved in reporting an injury to the WCB.

Introduce the topic by asking students to suggest reasons why young workers do not report unsafe acts, unsafe conditions, or injuries. Student responses could include:

- fear of getting in trouble or being penalized for speaking up
- uncertainty as to proper procedures
- uncertainty as to whether or not something is a “real” hazard
- potential embarrassment about having made a mistake
- feeling that the injury is not “serious” and reporting it will make her appear weak or incompetent to coworkers or supervisor.

Remind students that under the Occupational Health and Safety Act, workers have a legal responsibility to report all unsafe acts, unsafe conditions, and injuries. This must be done immediately when a worker becomes aware that an unsafe condition exists, an unsafe act is occurring, or an injury has been sustained. Teachers may ask students to explain why it is important to report unsafe acts or conditions and injuries. Student responses may include:

- Reporting helps to identify and correct hazards and unsafe actions.
- Reporting helps to minimize the risk of injury to themselves and their coworkers.
- Reporting helps employers to improve healthy and safety practices and doing so makes the workplace safer for everyone.

Ask students what they think they should do if they witness an unsafe act or note an unsafe condition. Refer to Teacher Resource 6: Reporting Unsafe Acts or Conditions and Injuries at Work, and review the proper steps for reporting an unsafe act or condition.

Refer to the above resource to review the steps for reporting a workplace injury. Refer to Teacher Resource 7: Workers Compensation Insurance to discuss the claims process for Workers Compensation Insurance.

---

## Working Safely

---

### Tasks for Instruction and/or Assessment

#### Lesson 6:

- Complete a Workers Report Form 6 using the information provided in the Workplace Injury Reporting Scenario. (4.10)
- Write your own role play regarding reporting unsafe acts, conditions, or injuries. Act out their role plays for the class. (4.9, 4.10)
- Identify the steps involved in reporting an injury to WCB. (4.10)

### Resources/Notes

Safe Start Workplace Health and Safety Cooperative Education Teacher Resource Binder Lesson 6, pages 67-76.

## **Teacher Notes**

---

# **APPENDIX**

# APPENDIX

## UNIT ONE

Activity 1:	Four Corners - Symbols of the Future .....	94
Activity 2:	The World is About to End!.....	97
Activity 3:	Decision Making Action Plan .....	98
Activity 4:	My Vision of the Future .....	100
Activity 5:	What Are My Skills, Interests, Values and Traits? .....	101
Activity 6:	Choices Planner Tour .....	110
Activity 7:	Life's Road Map .....	112
Activity 8:	Rapid Writing - About Me .....	113
Activity 9:	Envisioning the Future .....	117
Activity 10:	Ten Year High School Reunion .....	120
Activity 11:	Identifying Your Skills & Personality.....	122
Activity 12:	My Occupational Categories .....	129
Activity 13:	National Occupational Classification Numbers and Titles .....	137
Activity 14:	Career Know How .....	143
Activity 15:	Employability Skills 2000+ .....	145
Activity 16:	Essential Skills .....	148
Activity 17:	Make the Skills Connection .....	150
Activity 18:	Web Quest Activities.....	154
Activity 19:	Interview With an Entrepreneur - Does This Shoe Fit? .....	165
Activity 20:	Guest Speakers - Let Me Introduce .....	177
Activity 21:	Going AWAL for a Day .....	181
Activity 22:	Essential Skills Portfolio: Box of Life .....	188
Activity 23:	The Five Key Messages .....	191

## UNIT TWO

Activity 1:	Resume Pre-Preparation - What I Have to Offer! .....	192
Activity 2:	Action Words and Skills .....	196
Activity 3:	Functional Resume Template.....	206
Activity 4:	Adding Content - Pass It On! .....	210
Activity 5:	Interview Modeling .....	214
Activity 6:	Hiring Assessment .....	217
Activity 7:	Rubrics - Cover Letter, Resume and Interview .....	226

## UNIT THREE

Activity 1:	Reading Informational Texts - Exploring Essential Skills for Personalized Placement Learning Plans .....	229
Activity 2:	Ontario Skills Passport - Tips for Co-op Teachers and "Show What You've Got!" Lesson Plan .....	233
Activity 3:	Case Studies - Become a Valued Employee .....	240
Activity 4:	Communication .....	242
Activity 5:	The 3 R's of Reflective Journal Writing .....	247
Activity 6:	Harassment and Bullying in the Workplace .....	250

# UNIT 1

## ACTIVITY 1

### THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

#### Whole-class Discussions: Four Corners Cooperative Education: Pre-placement (Self-Assessment)

In Cooperative Education, many students begin the program with a variety of goals and different ideas about their future. In this oral communication strategy, students are given symbols about their possible futures. They are then asked to move to one of the four corners of the room that most closely represents their concept of their future and discuss this with others in that corner.

#### **Purpose**

- To have students recognize the link between their idea of their future and of the role that Cooperative Education plays in helping to determine their future.
- To allow students to reflect on their concept of the future and exchange ideas with others with similar thoughts and feelings.
- To facilitate whole-class discussions of these ideas.
- To demonstrate how students can positively influence their future.

#### **Payoff**

Students will:

- have a personal understanding of their goals for the Cooperative Education program.
- think creatively and critically.
- have a sense of belonging in the classroom.
- speak freely with others in a relaxed environment.

#### **Tips and Resources**

- This activity can be used at the beginning of pre-placement as an introductory lesson to the world of Cooperative Education.
- This strategy is very effective in allowing students to introduce themselves to their peers in a new class and for teachers to begin to understand the needs of their students.
- To make connections from the outcomes of this activity to the goals of the Cooperative Education program, students should be aware of the following:
  - they have already taken steps towards exploring their future goals by participating in the Co-op program.
  - through their involvement in the program, they will refine their possible career paths.
  - they have the greatest control over their own future and they should take full advantage of their Cooperative Education experience.
- See *Teacher Resource, Symbols of the Future*, for examples of possible interpretations of the four symbols used in this activity. This is meant as a guideline only as students will develop their own individual interpretations.

#### **Further Support**

- Consider asking students to reflect on options first before moving to a corner. Focus their thinking with the following questions: Why have you selected \_\_\_\_\_ as the best representation of your future? Do you think you can control your future? Why or why not?
- The teacher may need to encourage some students to think independently and to promote equal responses in groups.

© Queen's Printer for Ontario, 2005. Reproduced with permission.

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12**

**Whole-class Discussions: Four Corners  
Cooperative Education: Pre-placement (Self-Assessment)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Organize the room into four areas (corners) and label with: Giant Card Game, Great Big Sea, Strong River, Rocket Ship.</li> <li>• Pose the questions to the whole class: Which one of these four symbols best represents your view of your future?</li> <li>• Give students an opportunity to think about the question and take a stance. Students need to be encouraged to make their own choices through individual interpretations of the symbols.</li> <li>• After a quiet minute or two, ask the students to move to the corner that best symbolizes their view of their future.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully understand the question posed.</li> <li>• Without speaking to anyone, carefully consider the question and make a personal decision as to the corner they will move to.</li> <li>• Move to the corner when directed.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• At each corner, direct students into sub-groups of three (if possible) to discuss the reasons for their choices. If the group is not large enough, students may engage in whole-group discussion. In cases where only one student is in a corner, the teacher can act as the other member of the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in an exchange of ideas as to the reason why this symbol was selected.</li> <li>• Ensure that everyone is heard and that everyone in the group shares equally.</li> <li>• Prepare to speak to the class about the group's discussions, noting common reasons and differing opinions.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Call upon various groups to share information gathered in small -group discussions with the whole class.</li> <li>• If group presentations require elaboration, the teacher can read the Teacher Resource, <i>Symbols of the Future</i>.</li> <li>• Ask students if they wish to move to another corner now that they have a better understanding of the meaning of the symbols.</li> <li>• Question individual students as to why they have moved to a different corner.</li> <li>• Ask students how they believe the Co-op program will assist with determining their future (see Tips and Resources).</li> <li>• Students can be asked to develop their own personal symbol of the future and/or write a reflection on what they discovered through this activity (optional).</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight their group's main points with the class, pointing out commonalities and discrepancies.</li> <li>• Carefully listen to the explanation of the various symbols.</li> <li>• Move to a different corner if their viewpoint has changed.</li> <li>• Individual students respond to question.</li> <li>• Reflect and orally respond to question.</li> <li>• Develop their own symbol and/or write a reflection on their choices of symbols.</li> </ul>

**NOTES:**

© Queen's Printer for Ontario, 2005. Reproduced with permission.

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12****Whole-class Discussions: Four Corners  
Cooperative Education: Pre-placement (Self-Assessment)****Symbols of the Future****1. Rocket Ship**

We are in the dark, and we can only see what is ahead when we arrive there. Occasionally, we can see an object in the distance but we are hurtling towards the unknown and our mission from ground control is already determined for us. We are trapped in this rocket ship and we cannot alter what is ahead.

**2. Strong River**

The current in this river carries us along and the direction of the river cannot be changed. We can, however adjust to our surroundings and make our way through the rocks, torrents, and the undertow in order to successfully reach our destination.

**3. Great Big Sea**

In the sea, there are many different routes to many different places. These routes however, contain obstacles along the way. It will help if we can plan our journey in advance, know where the rocks are, and avoid the shoals to arrive at our destination.

**4. Giant Card Game**

The future is a game of chance mixed with a player's skill. We have to know when to hold the cards and know when to fold them but our destiny is ultimately in the hands of the dealer. Against all of the odds, we keep hoping that we will win the jackpot and we take pleasure in the living for the moment.

## ACTIVITY 2

**The world is about to end!** An asteroid is going to hit earth in one day. Scientists have invented a space ship which will take some members of the human population to Mars. These people will start a new human race.

Although many have applied to be on this spaceship, scientist have narrowed it down to 11 people. Unfortunately, there is only room for 7. Scientists have given you the task to choosing the 7 of the 11 below to best represent a new human race. You are to count yourself as one of these people, which means you can only choose 6 others.

As a team you must come to a common decision. Read the following carefully, and decide as a team who should be the lucky ones!

1. A 60 year old male priest
2. A 40 year old male violinist
3. A 49 year old female doctor with AIDS
4. A 35 year old female teacher
5. A 34 year old male engineer who refuses to be separated from his wife
6. A 25 year old male police officer who refuses to be separated from his gun
7. A 6 month old infant girl
8. A 16 year old male student with a history of violent behaviour
9. A 55 year old female judge
10. A 28 year old female artist who has had two miscarriages
11. A 60 year old male farmer

*Decision Making Action Plan***ACTIVITY 3**

---

1. *Identify the decision to be made.* \_\_\_\_\_

2. *Identify 2 choices.*

a. \_\_\_\_\_

**or**

b. \_\_\_\_\_

3. *Determine the positives and negatives to both choices*

a. **Positives:**

**Negatives:**

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

10. \_\_\_\_\_

b. **Positives:**

**Negatives:**

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

4. *Determine what choice would best meet your needs.* \_\_\_\_\_

5. *Determine resources available for meeting your needs.* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. *Create a step by step plan for implementing the decision.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. *Determine how the decision will be checked to ensure the plan was successfully followed.*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACTIVITY 4

### My Vision of the Future

**Visualization** - using our imagination to form a mental image - is something we all do. Professional athletes and musicians use visualization to improve their performance. They see themselves in their mind winning the race or playing a flawless piece of music.

In career planning, visualization helps identify potential occupations.

Read the following script to help you visualize your ideal future. When you're finished thinking about your future life, record your thoughts. If you have a tape recorder, it might be useful for you or a friend to record the following directions in a slow, relaxed voice (the dots...indicate long pauses). You can then play the tape to yourself.

It's quite some time from now, maybe 10 years, maybe 20 years, and you're just waking up from a good sleep. As you wake up, you remember that your life has gone almost exactly the way you've wanted it to....You get out of bed and begin noticing what's around you. You take notice of where you're living and what your home is like....You look outside and notice where you're living-the town or city, the province or state, the country....You pay attention to your immediate surroundings as you get ready for the day, taking special notice of who you're living with-a spouse, partner, children?.....You also attend to your lifestyle-your home, furniture and hobby equipment-as you walk around your place getting ready for the day....Now you take a moment to think about the upcoming day, examining what you will be doing, who you will be with, and what you will enjoy most that day...Then, as you go outside for the first time, you come across a friend you haven't seen in a long, long time, and the friend asks about what you've been doing. You answer, describing your life and the things you've been doing since the last time you saw this friend...You describe your hobbies, your relationships, your work and your lifestyle to this friend....and you describe two or three things that you are especially proud of....

When you have finished describing your life to this friend, you can return back in time to right now. Take some time now to record your thoughts.

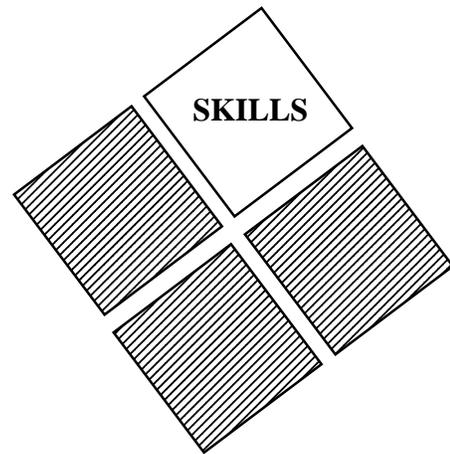
- I look around at home and I see...
- I'm living in....
- I'm living with....
- I will likely spend today with....
- Today, I look forward to doing....
- Since I last saw my friend 10 or 20 years ago, I have been....
- My hobbies include....
- My work is....
- I am living a lifestyle that could be described as....
- The things that are really important to me are....
- The things that I am most proud of are....

## ACTIVITY 5

### What are my skills?

Skills are things you have learned to do. Examples include:

- writing
- listening
- filing
- welding
- sewing
- painting



### EXERCISE

#### My skills

Read each sentence. Does it describe you? Check the square if it does.

	Yes	Sometimes	No
I can speak more than one language.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can cook.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can sew.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can add numbers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can follow plans or patterns.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can follow directions when someone tells me what to do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a tape measure.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can give clear directions to someone.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can get other people to do what I want them to do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make good decisions.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can start something on my own before the boss tells me what to do...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can lead a group.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make a budget.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can remember details.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can help other people with their problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can work as part of a team.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can stay calm in an emergency.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can do the same thing again and again and not get bored.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can lift heavy objects.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can sell things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can organize people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	Sometimes	No
I can plan a party.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can entertain people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can clean.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can grow plants.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can do tax forms.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can build a fence.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can build furniture.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can style hair.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fix car engines.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can fix small appliances.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can install computer software.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can care for small children.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can keyboard.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can help people who are upset.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a computer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can speak to a group of people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can paint a picture.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can play a sport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tell a story.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can make a room look nice.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other things I can do:

.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now go back over the whole list. Pick out the five things that you do best and write them down.

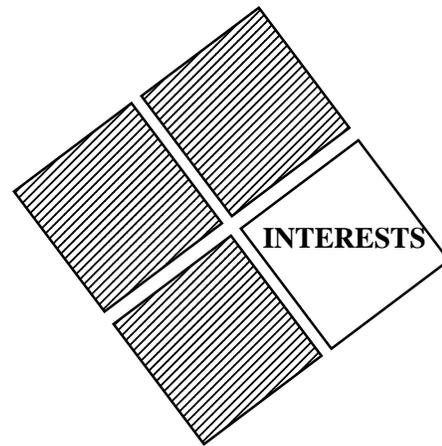
My main skills are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**What are my interests?**

Interests are the things you like. This is an easy question to answer. You know what music you like to listen to, what food you like to eat and what games you like to play. You may also know what you like about work. Examples include:

- hiking
- gardening
- golfing
- collecting
- fishing
- reading



**EXERCISE**

**My interests**

Read each sentence. Does it describe you? Check the square if it does.

	Yes	Sometimes	No
I like to be active.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to listen to music.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to drive.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to fix things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to draw pictures.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to work with plants.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to work with animals.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to do things with my hands.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to shop.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to do housework.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to go to the theatre.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to play sports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to garden.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to walk.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to watch nature programs on TV.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to coach sports.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to talk on the telephone.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to learn about the environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to handle money.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to use small hand tools.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	Sometimes	No
I like to operate machines and equipment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to cook.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to sew.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to style hair.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to keyboard.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to use the computer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to go on the Internet.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to arrange flowers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to paint houses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like photography.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to make things from different materials ..... (For example: crafts, sculpting, woodworking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to act, sing or dance.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to play a musical instrument.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to make people laugh.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to teach adults.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to teach children.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to help people with their problems.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to serve people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to sell things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to be the boss.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like bookkeeping.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to work with numbers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other things that I like:			
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now go back over the whole list. Pick out the five things that you like best and write them down.

My main interests are:

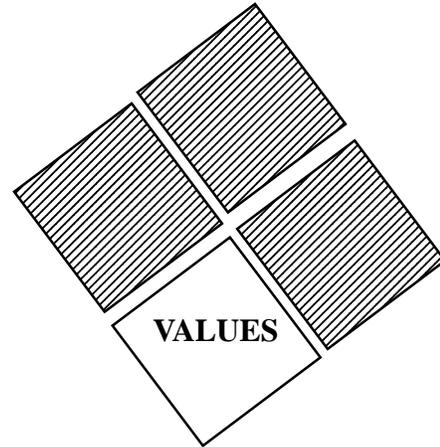
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### What are my values?

Things that are important to you are called values.

Values are very personal. They belong to you and nobody else. You may have picked some of them up from people close to you but you alone know what is most important to you. Examples include:

- being secure
- making money
- being part of the community
- making the world a better place
- being healthy
- having friends



### EXERCISE

#### My values

Read each sentence. Does it describe you? Check the square if it does.

	Yes	Sometimes	No
It's important to have good health.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to learn new things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to grow personally.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have time and energy for my life away from work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to meet new people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have a lot of friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have a steady job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have a boss who is fair.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have a boss who is easy to get along with.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to work in a comfortable place.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to work in a safe place.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to work with people I like.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to know exactly what to do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to make the world a better place.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to do something that I feel is important.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to make a lot of money.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to see the results of my work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have an important work title.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have good family relationships.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to be responsible for other workers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	Sometimes	No
It's important to protect the environment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to grow spiritually.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to do physical work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have a chance for movement (related job and more pay)..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to make the world more beautiful.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to finish a difficult task.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to do a job well.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to make decisions together with other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to be my own boss.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to be creative: to come up with new things or new ideas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to set my own hours of work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to plan my work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to control the order in which my work is done.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to use my brain.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to show my best abilities.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have a few close friends.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have interesting work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have challenging work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have exciting work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's important to have easy work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Others things that are important to me:

.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now go back over the whole list. Pick out the five things that are most important to you and write them down.

My main values are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



	Yes	Sometimes	No
I find new ways to do things.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like working by myself.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like working with other people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I live to work. Work is the centre of my life.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I work to live. Work is not the center of my life.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Others things that describe who I am and how I act:**

.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now go back over the whole list. Pick out the five traits that best describe you and write them down.

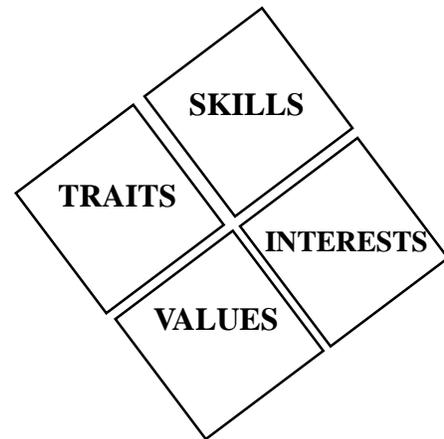
**My main traits are:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**EXERCISE**

**Summary of your skills, interests, values and traits**

To create your summary, list the five main skills, interests, values and traits that you chose. Make a copy of this summary for easy reference as you complete Activity 12 at a later date.



**My main skills are:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**My main interests are:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**My main values are:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**My main traits are:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

## ACTIVITY 6

### Choices Planner Tour

**Objective:** To expose students to career planning software and to learn more about their career options.

**Teacher Note:** Obtain the Site ID and Site Password from your school counsellor before taking your class to the computer lab.

Step 1: Go to the website [www.bridges.com](http://www.bridges.com)

To create a new account for Choices please follow the steps outlined below.

Step 2: Click the Site ID tab. Enter the Site ID and the Site Password. Please note that this password is case sensitive...in other words, capitals should be capitals and lowercase should be lowercase.

- a) Click on the blue link at the top of the page entitled "Create Portfolio".
- c) You should now be on Step 2 of 2.
- d) Enter in all of your personal information to create a portfolio and then click on "Create your portfolio".
- d) Enter your student number if you have one. If not, enter "0".
- e) Use your computer username for your Portfolio Name and your computer password for Portfolio password.
- f) You will also need to create a question that can be answered in case you forget your password. For example, your question could be Favourite Colour and then you would type your favourite colour in the space provided.
- g) When you have finished entering in all the required fields, click on the orange link "Create your portfolio"

Step 3: Click on the blue "Go" button on the right under the Choices Planner heading (the one in blue!).

Step 4: Under the heading "Work" (at the top left), complete the following assessments.

- a) Interest Profiler
- b) Work Values Sorter
- c) Transferable Skills Checklist
- d) Work Preference Appraiser

Step 5: When you have finished the four assessments, go back to the home page by clicking on the orange "home" tab at the top left of the page.

Step 6: Under the heading "Work" (at the top left), click on the "Career Finder" link. We are going to combine the results from your assessments together with other criteria to narrow down a list of possible career choices. Select the following 5 characteristics to narrow down the list of matching occupations.

- a) Scroll down until you see the heading "My Characteristics" at the left of the page. Under the heading select the 1<sup>st</sup> listed (Interests). You will need to check off the top two interest areas that you obtained after filling out the Interest Profiler.
- b) Under the heading "My Characteristics", select the 2<sup>nd</sup> link that is listed (Work Values). You will need to check off the top two interest areas that you obtained after filling out the Work Values Sorter.

- c) Scroll up until you find the heading “Skills”(along the left), select the 1<sup>st</sup> link listed (Transferable Skills). Your skills should be listed on the page, already checked off. Do not clear your results.
- d) Scroll up to the top of the page. Under the heading “Education”, select the 1<sup>st</sup> link listed (Education Level). Check off all of the education you are willing to get (so you should have more than one thing checked off!).
- e) Under the heading “Education”, select the 4<sup>th</sup> link listed (School Subjects). Check off the school subjects that you are interested in.

Step 7: When you have finished selecting your 5 characteristics, click on the link at the bottom of the page that says “See Your Matching Careers”. A list of the characteristics that you have chosen should appear on the screen. Underneath it, there should be a list of possible career choices.

\*If your list is still really big (more than 50), select another characteristic to narrow the list down.

Step 8: Read through the list and click on any that are of interest to you to see what they are all about.

Step 9: Click on the blue “work” tab at the top of the page next to the orange “home tab”.

Step 10: Scroll down to the bottom right of the page until you see the heading “Getting Ready to Work”. Under that heading, click on the “Job Interview Practice” link.

Step 11: Click on the “Get Started” link.

Step 12: There are two sets of interview questions that you to practise. First, select the “Commonly Asked Questions” question set. There are 10 questions to answer in this set. It is helpful to read the “How you should answer” captions at the top right of each page for tips on how you should best approach each question. When you have finished the 10 questions, a page should come up that has the heading “Review Your Answers” with all your answers to the questions underneath it. Print this page out by going to the File menu and clicking on Print.

Step 13: When you have finished printing out your answers to the Commonly Asked Questions, at the top left of the screen click on the “2: Choose Questions” link and select the “Work Related Questions”. There are also 10 questions for you to complete in this set. When you have finished, print out your answers. You may wish to choose a third set of questions to answer under one of the four remaining “sector specific questions” sections. Once you complete the third set of questions they may print these out as well.

Step 14: If you have any extra time, explore the rest of the Choices Planner to see what else it has to offer.

## ACTIVITY 7

### “Life’s Road Map”

In order to decide on our futures, and make good decisions in the present, we must first understand and reflect on our past.

#### Directions:

- You are to create a road map of your life up until today.
- Include drawings of places lived, family members, schools, extra-curricular, highs and lows, achievements, struggles, losses and gains.
- Use symbols whenever possible (road signs symbols are encouraged); the fewer words the better!
- You should have at least 15 different symbols on your map
- Include lots of colour, be neat, and organized, you will be graded on the criteria listed below.
- When your map is done you may be asked to share it with the class!!
- Please attach this sheet to your map when you have completed this assignment. The rubric will be used to determine your mark.

Criteria	Level 5 Excellent	Level 4 Very Good	Level 3 Average	Level 2 Needs Improvement	Level 1 Excellent
Creative Insight	Easy to see relationship  Interesting  Very original approach  Good use of colour	Original approach   10 - 15 symbols  Colour	Some relationship   At least 10 symbols  No colour	Little relationship  Not very interesting  5 - 10 symbols	No relationship at all  Fewer than 5 symbols  Did not meet minimum criteria
Effort	Very neat  Extremely well organized	Neat  Organized  Very good effort	Not very organized  Some effort	Messy  Lack of effort	Did not com plete activity  Inappropriate symbols
Oral Presentation	Enthusiatic  Loud enough  Comfortable  Excellent rapport with group	Appropriate volume  Eye contact constant  Very good posture	Volume erratic  Good posture  Good eye contact	Difficult to hear  Lacks focus  Some eye contact	No eye contact  Inappropriate comments  Cannot hear what is being said

Additional Comments \_\_\_\_\_

\_\_\_\_\_

## ACTIVITY 8

### THINK LITERACY: Cross-Curricular Approaches, Grades 7-12 Generating Ideas: Rapid Writing

When students engage in rapid writing at the beginning of a writing assignment, they access their prior knowledge, engage with content, review and reflect, and begin to set direction for writing letters, essays, and other subject-based assignments.

#### Purpose

- Help students to start writing and ultimately to produce more writing.
- Encourage fluency in generating ideas for writing on any topic, in any subject area.
- Help students begin organizing ideas.

#### Payoff

Students will:

- rapidly generate fresh ideas about topics in any subject area.
- write down ideas without self-editing.
- generate raw materials for more polished work.
- complete writing activities on time, overcome writer's block, and improve test-taking skills.

#### Tips and Resources

- There are *numerous* opportunities for application of this strategy in Co-op course planning. A computer lab for word processing is an effective place for students to do this work.
- This strategy may also be used:
  - as a pre-reading strategy similar to KWL;
  - to review classroom work;
  - in conjunction with brainstorming;
  - as an after topic assessment e.g., Multiple Intelligences;
  - to compare different types of resumes;
  - as a prewriting strategy before a final copy is submitted for evaluation.
- Use rapid writing regularly in the classroom, and have students select the day's topic. Career courses lend themselves well to this approach.
- Rapid writing may be applied when writing tests, by "scribbling down" information students are afraid of forgetting just before they begin responding to questions.
- Prepare an overhead transparency of Student/Teacher Resource, *Tips for Rapid Writing*.

#### Further Support

- Write the topic on the board, and do not repeat it orally if a student comes in late. Instead, point at the board. This also reinforces the topic for visual learners, and for students who have poor aural memory.
- Encourage students to use the rapid writing strategy to overcome anxiety for tests or assignments.
- Use timed writing for parts of a task, e.g., write as many words as possible in three minutes, then as many more as possible in the next three minutes, etc.
- Vary the process; some students may need to work in point form.
- Save completed rapid writing to use later to teach writing conventions or organization of ideas.
- Vary the amount of time given to students.

## THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

## Generating Ideas: Rapid Writing

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Request that students use the rapid writing strategy to develop a list of qualities and characteristics that pertain to them.</li> <li>Explain that the purpose of rapid writing is to allow students to record what they know about an area without worrying about repetitions, spelling, grammar, or any other errors.</li> <li>Use Student/Teacher Resource, <i>Tips for Rapid Writing</i> as an overhead transparency to further explain the strategy. Emphasize that the important idea of rapid writing is to generate as much knowledge or as many ideas as possible with no concern for errors.</li> </ul>	<ul style="list-style-type: none"> <li>Students listen and observe how the strategy of <i>Rapid Writing</i> works.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Present the task in the form of a questions: “What can you tell me about yourself?”</li> <li>Give the signal to begin writing or typing.</li> <li>Time the students - use discretion given the characteristics and background knowledge of the group.</li> <li>Give the signal for students to stop writing or typing. (A one-minute warning may be appropriate.)</li> </ul>	<ul style="list-style-type: none"> <li>Listen and/or observe the question to be addressed in the rapid writing strategy.</li> <li>At the starting signal, write or type as quickly as possible without stopping or making any corrections.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Debrief. Ask students to count the ideas generated.</li> <li>Ask who has at least “number” of ideas, until only one or two hands remain up.</li> <li>Discuss the ideas generated, based on what the students have written. Encourage students who don’t usually participate to state some of the ideas that they wrote or typed.</li> <li>Use this exercise as an introduction to students when creating their resumes and cover letters.</li> <li>Have students choose the points most relevant for a resume and a cover letter.</li> <li>Different coloured highlighters could be used to select points to be included on a resume and points for a cover letter.</li> </ul>	<ul style="list-style-type: none"> <li>Count the number of ideas generated.</li> <li>Discuss the topic by reading aloud parts of what they have written.</li> <li>Students choose points to include on their resume and in their cover letter.</li> </ul>

## Notes

© Queen’s Printer for Ontario, 2005. Reproduced with permission.

**THINK LITERACY: Cross-Curricular Approaches, Grades 7-12**

**Tips for Rapid Writing**

- **Write as fast as you can.**
- **No corrections or erasing allowed.**
- **Write until your teacher say STOP - do not stop before!**
- **Don't lift your pen/pencil from the paper or remove your hands from the computer.**
- **If you get stuck, jumpstart your brain by writing the topic title and extending it to a sentence.**
- **When you teacher says, "stop", count and record the number of words you have written.**
- **Be prepared to discuss your topic; use the writing you have done to start you off.**

---

**THINK LITERACY: Cross-Curricular Approaches, Grades 7-12****Sample of Student Writing for Resume Building****About Me**

- Work at Tim Horton's
- Volunteered for Optimist BBQ
- Babysit kids next door
- Like to draw and paint
- Play on school basketball and hockey teams
- Play on local house league hockey team and soccer team
- Like animals
- Love hanging out with my friends whenever possible
- Honour roll for grade 9
- Volunteer at animal shelter
- Taking swimming lessons
- Chat with friends online
- Love shopping and shoes
- Work hard at school work and homework
- Like amusement parks (Wonderland)
- Have older brother and younger sister
- Don't like snakes
- Pizza is my favorite food
- Green is my favorite color
- Love horror movies
- Play video games
- English and art are my favorite subjects
- Math and science are my worst subjects
- Member of church youth group

© Queen's Printer for Ontario, 2005. Reproduced with permission.

## ACTIVITY 9

### FACILITATOR RESOURCE SHEET

#### ENVISIONING THE FUTURE

As you read this script to the class, pause after each statement or question so that your listeners have time to form a picture in their minds.

*Script:*

Close your eyes and get comfortable. Picture a relaxing scene-anywhere you really like to be. Think about this scene for a couple of minutes.

Now imagine your life as you want it to be in ten years.

It's early on a Friday morning. You have just awakened. You sit up in bed and look around. What does your room look like?

Now you get out of bed and go to your closet. You look at your clothes and think about what you will wear today. What do you choose to wear?

You're ready for breakfast. You go to the kitchen and look around. What does your kitchen look like?

What do you eat for breakfast?

You're ready to go to work. Do you work at home or leave the house for your job?

If you work away from home, what kind of transportation do you use? How far do you have to travel?

You walk into your workplace. If you work at home, what room do you go to? What does it look like? If you work away from home, what do you see when you arrive at your place of work?

Do you see anyone else? Who is it?

You start to work. What are your feelings?

What tasks do you do on your job?

Do you work by yourself or with others?

What do you like best about your job?

It's time for lunch. Where do you go for lunch? Do you go out to eat or do you eat where you work?

If you go out for lunch, where do you go? Do you eat alone or with someone else?

You are back at work. Are you caught up in your work or are you watching the clock for the end of the day?

What kinds of activities are you doing on your job now?

You've finished work and are on your way to your next destination. Where are you going?

What are your feelings as you reach your destination?

It's Friday, the last day of the workweek. What are you planning to do during the weekend?

Now take a few minutes to think back to what it was like when you were doing this visualization activity. What were the strongest thoughts or feelings you had? What thoughts surprised you the most?

Now come back to the present. Open your eyes.



## ACTIVITY 10

### Ten Year High School Reunion

Your graduation class is holding a reunion. This reunion will mark the 10<sup>th</sup> anniversary of the graduation of this class! The reunion is a chance for classmates to gather after 10 years to talk about how they have changed, grown, and survived since high school. Be realistic and be prepared to share some of your thoughts with the class!

In order to prepare for the reunion, please complete the following questionnaire.



1. Name: \_\_\_\_\_
2. Are you married? \_\_\_\_\_ How long? \_\_\_\_\_
3. Do you have children? \_\_\_\_\_ How many? \_\_\_\_\_
4. What is your occupation? \_\_\_\_\_
5. What is your annual salary? \_\_\_\_\_
6. Where do you live? \_\_\_\_\_
7. What type of home do you live in? \_\_\_\_\_  
\_\_\_\_\_
8. Do you attend a place of worship? \_\_\_\_\_
9. What do you do for recreation? \_\_\_\_\_
10. Describe the important personal relationships in your life. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
11. What role do your parents play in your life? \_\_\_\_\_  
\_\_\_\_\_
12. What do you value most about what your parents have taught you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
13. Are you dedicated to any causes? If so, what are they? \_\_\_\_\_  
\_\_\_\_\_

**Complete the following:**

My hope for the future is:

---

The three most important things that have happened since high school are:

1. 

---

2. 

---

3. 

---

What I miss most about the “good ol’ days” is 

---

---

When I die, I hope they say this about me: 

---

---

ACTIVITY 11**PERSONAL MANAGEMENT SKILLS****PART 1****Personal Management Skills**

1. I take on projects with confidence and know that I can do a good job.  
a) Always \_\_\_\_\_ b) Sometimes \_\_\_\_\_ c) Never \_\_\_\_\_
2. I tell the truth at work no matter what the consequences are.  
a) Sometimes \_\_\_\_\_ b) Most of the time \_\_\_\_\_  
c) Never \_\_\_\_\_
3. I volunteer for training and look for opportunities to learn new things.  
a) Always \_\_\_\_\_ b) Only if it interests me \_\_\_\_\_  
c) I don't like courses \_\_\_\_\_
4. I find it difficult to continue with tasks, at home and at work, when problems arise.  
a) Most of the time \_\_\_\_\_ b) Sometimes \_\_\_\_\_  
c) Never \_\_\_\_\_
5. I look for new challenges at work and in my spare time.  
a) Most of the time \_\_\_\_\_ b) Mainly at work \_\_\_\_\_  
c) Mainly in my spare time \_\_\_\_\_
6. I like to set goals and objectives for myself.  
a) Never, it scares me \_\_\_\_\_  
b) Always, it helps me to measure my success \_\_\_\_\_  
c) I only do it at work \_\_\_\_\_
7. People tell me I am well organized.  
a) Most of the time \_\_\_\_\_ b) Sometimes \_\_\_\_\_  
c) Never \_\_\_\_\_
8. I get upset when things change.  
a) Always \_\_\_\_\_ b) Sometimes \_\_\_\_\_  
c) Never \_\_\_\_\_
9. I like it when people do things differently than I do.  
a) Usually - I learn from them \_\_\_\_\_  
b) Never - they don't do it properly \_\_\_\_\_  
c) It depends \_\_\_\_\_
10. Do you like to think up new and better ways to get your work done?  
a) I don't get paid for that \_\_\_\_\_  
b) Sometimes \_\_\_\_\_  
c) Always, it keeps life interesting and improves my productivity \_\_\_\_\_

To determine your score turn to page 125.

**What's your score?**

**If you have scored 40 or more:** You have good personal management skills that should be highlighted on your resume. Being an excellent organizer or coming up with new and creative ideas are skills that possible employers should know about. A positive attitude, determination to get the job done and a willingness to learn are all things that could help you to impress an employer in an interview situation. You should be able to give examples to the interviewer to demonstrate your abilities in this area.

**If you have scored between 25 and 40:** You're half way there! While you have some personal management skills, others need work. Read the next paragraph to get ideas on how to improve in this area. Look for opportunities to practice them.

**If you have scored less than 25:** Get organized! A course on organizational skills would be helpful to you. In order to get ahead in life and on the job you need to set personal goals. Sit down and decide where you want to be five years from now. It could be as simple as having a job or as ambitious as having your own business.

Believe in yourself! If you know you can do the job, others will too. Employers are looking for people who have a positive outlook on the job, who do not give up easily and who can organize their work and their day-to-day lives.

**No matter what your score:** Be open to new challenges! The work place is always changing and you have to keep pace with it. You can expect any job you do to involve many changes over time and you will probably have several jobs over the course of your lifetime. You may have to take on new tasks or learn new ways of doing things. Think of these challenges as opportunities - the more flexible you are, the better your chances for success in a changing work place. Learning new skills is a positive step forward. An employee who wants to learn is a valuable asset to any company.

**Employers want people who demonstrate:**

- Positive attitudes and behaviour
- Responsibility
- Adaptability

**These are your Personal Management Skills**

## TEAMWORK SKILLS

### PART 2

#### Teamwork Skills

1. On the job, I make an effort to understand and contribute to the goals of the organization.
    - a) Sometimes \_\_\_\_\_
    - b) Never \_\_\_\_\_
    - c) Always \_\_\_\_\_
  2. Working in a group....
    - a) makes me nervous \_\_\_\_\_
    - b) helps me to get the job done \_\_\_\_\_
    - c) takes too much time \_\_\_\_\_
  3. When you work with a group, do you find it hard when you can't do things your own way?
    - a) Always \_\_\_\_\_
    - b) Sometimes \_\_\_\_\_
    - c) Never \_\_\_\_\_
  4. Can you plan and make decisions with others?
    - a) Most of the time \_\_\_\_\_
    - b) Sometimes \_\_\_\_\_
    - c) Not usually \_\_\_\_\_
  5. Do you respect the thoughts and opinions of others?
    - a) It depends \_\_\_\_\_
    - b) Always \_\_\_\_\_
    - c) Usually \_\_\_\_\_
  6. Do you mind when other people offer you their ideas of how to solve a problem or take on a task?
    - a) No, I like it \_\_\_\_\_
    - b) It depends \_\_\_\_\_
    - c) I would rather figure it out myself \_\_\_\_\_
  7. Are you comfortable asking others for help and advice?
    - a) Most of the time \_\_\_\_\_
    - b) If I know them \_\_\_\_\_
    - c) Never \_\_\_\_\_
  8. Would you like to take charge of a group of people, if they are working on something you know a lot about?
    - a) I'd rather not but I will \_\_\_\_\_
    - b) I couldn't \_\_\_\_\_
    - c) Absolutely \_\_\_\_\_
  9. Do you think others see you as someone they can turn to for help or advice?
    - a) I don't know \_\_\_\_\_
    - b) Yes \_\_\_\_\_
    - c) No \_\_\_\_\_
  10. If I had a problem on the job and I knew a co-worker had the answer, I would ask him or her for help.
    - a) Always \_\_\_\_\_
    - b) Never \_\_\_\_\_
    - c) Sometimes \_\_\_\_\_
- To determine your score turn to page 125.

#### What's your score?

**If you have scored 40 or more:** You are a good team player! Working well with others is a very important skill to have. It means that you understand and appreciate the differences of other, and use those differences to the best advantage. Once in a while, you may even need to lead a team project. Don't be afraid to take charge when appropriate. Those who feel comfortable working both alone and in a group are a valuable asset to their organization. Make sure you let potential employers know that you are a team player. Include it on your resume by describing some team activity in which you worked successfully.

**If you have scored between 25 and 40:** You're a team player some of the time. There are obviously instances when you work well in a group and that's great! However, you could use a few tips in this area so read on!

**If you have scored less than 25:** Doing things on your own is something you may be used to, but there are times when "two heads are better than one." You have to learn how to work well with others. Being able to consider the ideas and approaches of co-workers, even if they are very different from your own, will help you to work well in a group and get things done. Listen to what other people have to say. You may be surprised at some of the good ideas they have. Offer to help them. If you have never had to work with others, now is a good time to start. Find a neighbourhood club or volunteer organization and join in their activities.

#### Employers want people who can work with others:

- In a team
- To contribute to the organization's goals
- To achieve team results
- And respect their thoughts and opinions

#### These are your Teamwork Skills

## ACADEMIC SKILLS

### PART 3

#### Academic Skills

1. Can you understand and speak English and/or French?
  - a) English \_\_\_\_\_ b) French \_\_\_\_\_ c) Both \_\_\_\_\_
2. I am told that I am a good listener.
  - a) Sometimes \_\_\_\_\_ b) Never \_\_\_\_\_ c) Often \_\_\_\_\_
3. Do you enjoy reading?
  - a) I read when I have to \_\_\_\_\_ b) I love reading \_\_\_\_\_
  - c) I don't like reading \_\_\_\_\_
4. Can you read, understand and use written material (for example, reading a map, or following a recipe or a set of instructions to assemble a toy or piece of furniture)?
  - a) Yes \_\_\_\_\_ b) No \_\_\_\_\_ c) It depends \_\_\_\_\_
5. Do you write well in English and/or French (for example, letters to friends, memos, instructions or lists)?
  - a) It depends \_\_\_\_\_ b) Writing is a challenge \_\_\_\_\_
  - c) Yes, always \_\_\_\_\_
6. Do you like making decisions?
  - a) Most of the time \_\_\_\_\_ b) Sometimes \_\_\_\_\_
  - c) I find it difficult \_\_\_\_\_
7. Do people come to you to help them solve problems at work or at home?
  - a) Never \_\_\_\_\_ b) All the time \_\_\_\_\_ c) Sometimes \_\_\_\_\_
8. Can you solve problems that require basic math skills (for example, balancing a cheque book, making change or working with measurements)?
  - a) No problem \_\_\_\_\_ b) Math scares me \_\_\_\_\_
  - c) I can with effort \_\_\_\_\_
9. Can you use technology like computers or fax machines?
  - a) I'm trying to learn \_\_\_\_\_ b) Never used \_\_\_\_\_
  - c) I use them all the time \_\_\_\_\_
10. Do you have special knowledge or training that you could use at work?
  - a) A trade, degree or college diploma \_\_\_\_\_
  - b) Computer skills \_\_\_\_\_
  - c) No special training \_\_\_\_\_

To determine your score, turn to page 125.

#### What's your score?

**If you have scored 30 or more:** You have skills and talents that are valued by employers. Remember, however, that the work place is constantly changing. A job you do or a skill you have now may be upgraded or eliminated tomorrow. The key to employment success is education. Set goals for yourself based on continued learning. No matter what level of education or specific trade you have, think of improving it. Some employers and organizations will even help pay for courses taken by their employees. Never stop learning. The more you know, the better your chances of finding and keeping a job. Employers are looking for people who are adaptable and have several skills.

**If you have scored less than 30:** Your academic skills may need a tune-up! The single most important factor that an employer looks at when hiring is your level of education and technical skills.

Two thirds of jobs created in the future will require at least high school graduation.

If you have a high school diploma but no specific employment skills, look into a training program at a local community college. Talk to the counsellors at these schools. Find out what skills are in demand in your area and apply for a course to get them. There are also adult night courses available at many high schools.

Employers need people who have specific skills, like being able to work with technology or having more than one language. Find out what skills are most in demand right now and make sure you get them.

**No matter what your score:** Learn by doing. A lot of employers like to hire people with experience. If you don't have any, get it. There are hundreds of volunteer organizations that could use your help. Offer your services and get the experience you need to impress future employers.

## IDENTIFYING YOUR SKILLS

In today's competitive environment, employers need people who can:

**Communicate**

- Orally and in writing
- Listen well
- Read and understand instructions

**Think**

- Solve problems
- Analyse issues
- Use technology
- Apply skills

These are you Academic Skills

**Remember:** Experience can be gained in a lot of ways. Many people get their skills from school, work, as a volunteer or in their leisure time. Being a hockey coach, for example, gives you teamwork, organization and leadership skills. Don't underestimate your abilities. You can include these things on your resume. Also, be prepared to give examples of your skills and how you have used them successfully.

What's your score?											
PERSONAL MANAGEMENT SKILLS				TEAMWORK SKILLS				ACADEMIC SKILLS			
1.	a-5	b-3	c-0	1.	a-3	b-0	c-5	1.	a-3	b-3	c-5
2.	a-3	b-5	c-0	2.	a-3	b-5	c-0	2.	a-3	b-0	c-5
3.	a-5	b-3	c-0	3.	a-0	b-3	c-5	3.	a-3	b-5	c-0
4.	a-0	b-3	c-5	4.	a-5	b-3	c-0	4.	a-5	b-0	c-3
5.	a-5	b-3	c-2	5.	a-0	b-5	c-3	5.	a-3	b-0	c-5
6.	a-0	b-5	c-3	6.	a-5	b-3	c-0	6.	a-5	b-3	c-0
7.	a-5	b-3	c-0	7.	a-5	b-3	c-0	7.	a-0	b-5	c-3
8.	a-0	b-3	c-5	8.	a-3	b-0	c-5	8.	a-5	b-0	c-3
9.	a-5	b-0	c-3	9.	a-3	b-5	c-0	9.	a-3	b-0	c-5
10.	a-0	b-3	c-5	10.	a-5	b-0	c-3	10.	a-5	b-3	c-0
<b>Total:</b> _____				<b>Total:</b> _____				<b>Total:</b> _____			

## Personality Quiz

---

Read each question, and write a Yes or No beside each question number. There are no right or wrong answers. Answer each question honestly, and take as much time as you need. If some questions are hard to answer, discuss with a partner.

1. Do you like to have a lot of freedom when you do an assignment or a job? \_\_\_\_\_
2. Do you like to be a leader? \_\_\_\_\_
3. Do you like to finish one job before you start the next? \_\_\_\_\_
4. Are you generally co-operative? \_\_\_\_\_
5. Do you like to work on projects by yourself? \_\_\_\_\_
6. Do you keep your things neat and tidy? \_\_\_\_\_
7. Do you enjoy writing poetry or stories? \_\_\_\_\_
8. Would you enjoy selling things, from apartment rentals to newspaper advertisements? \_\_\_\_\_
9. Do you plan carefully before you start to do something? \_\_\_\_\_
10. Are social activities very important to you? \_\_\_\_\_
11. Would you like to work on research projects? \_\_\_\_\_
12. Do you like to follow directions carefully? \_\_\_\_\_
13. Are you sensitive to your own feelings? \_\_\_\_\_
14. Do you usually look on the bright side of things? \_\_\_\_\_
15. Do you like to build things and/or repair them? \_\_\_\_\_
16. Are you able to explain things clearly to other people? \_\_\_\_\_
17. When you learn something new, do you often try to find out more about it? \_\_\_\_\_
18. Do you have clerical ability? \_\_\_\_\_
19. Do you like to create things, for example, inventing gadgets or designing posters? \_\_\_\_\_
20. Would you describe yourself as being ambitious? \_\_\_\_\_
21. Are you uncomfortable when a lot of people pay attention to you? \_\_\_\_\_
22. Can you discuss difficult subjects with people without hurting their feelings? \_\_\_\_\_
23. Would you want to work in a science laboratory? \_\_\_\_\_
24. When you do a project or another job, do you do it carefully, one step at a time? \_\_\_\_\_
25. Do you have musical, artistic, or dramatic ability? \_\_\_\_\_
26. Do you like speaking in front of a group of people? \_\_\_\_\_
27. Do you enjoy working with tools and machinery? \_\_\_\_\_
28. Are you able to help people who are upset or worried? \_\_\_\_\_
29. Do you read scientific books or magazines? \_\_\_\_\_
30. Would you like to prepare letters and written reports? \_\_\_\_\_
31. When you have been assigned a project or task, do you like to do it differently from most other people? \_\_\_\_\_
32. Are you a person who likes to try new things or experiences? \_\_\_\_\_
33. Do you see yourself as a practical person? \_\_\_\_\_
34. Are you a good listener? \_\_\_\_\_

- 35. Do you like solving mathematical or chess puzzles? \_\_\_\_\_
- 36. Do you arrange your papers, files, or books in an organized way? \_\_\_\_\_
- 37. Do you express your emotions easily? \_\_\_\_\_
- 38. Do you think you can sell an idea or a product? \_\_\_\_\_
- 39. Do you often take part in sports or athletics? \_\_\_\_\_
- 40. Can you meet new people easily? \_\_\_\_\_
- 41. Do you dig deeply into topics to satisfy your curiosity or to solve problems? \_\_\_\_\_
- 42. Do you see yourself as being calm rather than emotional? \_\_\_\_\_
- 43. Are you basically independent? \_\_\_\_\_
- 44. Are you good at arguing your point of view? \_\_\_\_\_
- 45. Do you think you have mechanical ability? \_\_\_\_\_
- 46. Do you enjoy giving information to other people? \_\_\_\_\_
- 47. Would you rather find out something for yourself than take another person's word for it? \_\_\_\_\_
- 48. Would you like to work at a job where you would operate a computer or other machine? \_\_\_\_\_
- 49. Do you have a good imagination? \_\_\_\_\_
- 50. Would you be interested in organizing a club or another group? \_\_\_\_\_
- 51. Would you rather work at a task than socialize with people? \_\_\_\_\_
- 52. Would you describe yourself as generous? \_\_\_\_\_
- 53. Are you more of a thinking than an emotional person? \_\_\_\_\_
- 54. Do you enjoy working with numbers? \_\_\_\_\_
- 55. Are you able to design, invent, or create things? \_\_\_\_\_
- 56. Have you considered starting your own business? \_\_\_\_\_
- 57. Do you like working with your hands, doing things such as plumbing repairs, fixing cars, sewing, or wallpapering? \_\_\_\_\_
- 58. Are you interested in looking after people when they are sick? \_\_\_\_\_
- 59. Do you have mathematical abilities? \_\_\_\_\_
- 60. When you are given an assignment, do you like to show how well you can do it? \_\_\_\_\_

**Scoring the Quiz**

The chart below contains 60 numbers, one for each of the questions you have just answered. For every question you answered *Yes*, mark an X beside the appropriate personality type. For example, if you answered Yes for Question 1, you should put an X beside *Artistic*. Then count the number of Xs on each line. Write that number at the right. The lines with the most Xs are your strongest personality types.

Artistic	1	7	13	19	25	31	37	43	49	55	_____
Enterprising	2	8	14	20	26	32	38	44	50	56	_____
Realistic	3	9	15	21	27	33	39	45	51	57	_____
Social	4	10	16	22	28	34	40	46	52	58	_____
Investigative	5	11	17	23	29	35	41	47	53	59	_____
Conventional	6	12	18	24	30	36	42	48	54	60	_____

## Career Chart

	Artistic	Enterprising	Realistic	Social	Investigative	Conventional
Artistic		Choreographer, Interior decorator Advertising manager Film producer/ director	Graphics, Photographer, Sculptor, Sign writer, TV camera operator, Drafter	Model, Teacher, Economist, Musician, Actor, Production manager	Composer, Architect, Sculptor, Sign writer	Props person, Costumes person, TV and film technician, Camera person, Set dresser
Enterprising	Film producer, Disc jockey, Announcer, Baker, Lawyer Craftsperson, Chef, Interior designer		Pharmacist, Dietary assistant, Sales clerk, Tradesperson	Curator, Systems analyst, Buyer, Auctioneer, Realtor, Sales manager	Insurance investigator, Private investigator, Security, Quality control	Auctioneer, Market research analyst, Sales agent, Insurance inspector
Realistic	Cook, Painter, Cabinet maker, Mould maker, Photo engineer, Printer, Baker	Plumber, Roofer, Animal breeder, Mechanic		Taxi driver, Meat cutter, Kitchen helper, Server, Chef, Baker, Police Officer	Welder, Groundskeeper, Iron worker, Mechanic, Jeweller, Service person	Dental hygienist, Driller, Lather, Truck driver, Letter carrier, Maintenance person, Assembler
Social	Flying instructor, Minister, Priest, Rabbi, Speech therapist, Teacher	Counsellor, Dietitian, Home economist, Restaurant host, Driving instructor	Childcare worker, Employment counsellor, Orderly, Nurses' aid, Waiter		Community organization worker, Social worker, Sociologist, Probation officer, Police officer	Orderly, Cashier, Server, Nurses' aid, Waiter, Host, Probation officer, Police officer
Investigative	Doctor, Law clerk, Mathematician, Scientist, Researcher	Pharmacist, Optometrist, Lawyer, Lab technician, Inventor	Electronics technician, Computer operator, Geological technician	Psychologist, Social worker, Librarian, Veterinarian, Order processor/ picker		Word processor, Camera repairperson, Law clerk, Librarian, Instrument repairer
Conventional	Administrative assistant, Drafter, Computer programmer, Designer	Hotel clerk, Stock clerk, Travel agent, Sewing machine operator	Coding clerk, Order filler, Bank teller, Business machine operator	Travel agent, Receptionist, Library technician, Credit clerk, Bookkeeper	Clerk typist, Methods analyst, Travel agent, Bookkeeper, Stock clerk	

## ACTIVITY 12

Refer to your results from Activity 5 as you complete this activity

### 1. Manual or Practical category

---

Work that

- deals mostly with things
- is physically active

Here are some of the work settings (industries) and occupations.

**Construction Industry**

Labourer, trades helper...

**Agriculture and Forest Industries**

Farmer, farm or ranch worker, logger...

**Sports and Recreation Industries**

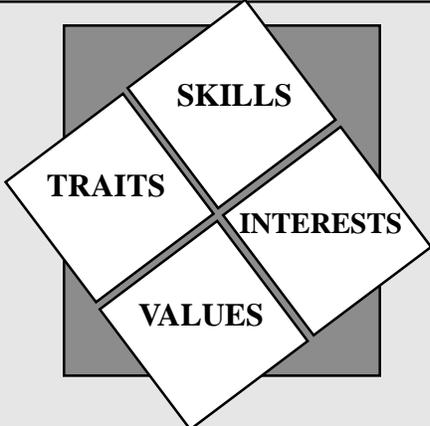
Groundskeeper, athletic equipment custodian, ice maker...

**Hospitality Industry**

Dishwasher, housekeeper...

**Service Industry**

Mail carrier, bus, truck or taxi driver, firefighter, dry cleaner, janitor, animal attendant...

	<p><b>Skills</b> Athletic, mechanical, strong</p> <p><b>Interests</b> Action, physical work, sports, animals, plants, equipment</p> <p><b>Value</b> Steady routine, being outdoors, being active, freedom of space</p> <p><b>Traits</b> Independent, work alone, down to earth</p>
--	--

	Yes	Maybe	No
Do you fit into the manual or practical category?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to be a manual or practical worker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2. Crafts and Trades category

### Work that

- deals mostly with things
- depends on using your hands or operating machinery

Here are some of the work settings (industries) and occupations.

### Construction Industry

Any worker in the trades: painter, bricklayer, plumber, electrician, cabinetmaker...

### Manufacturing

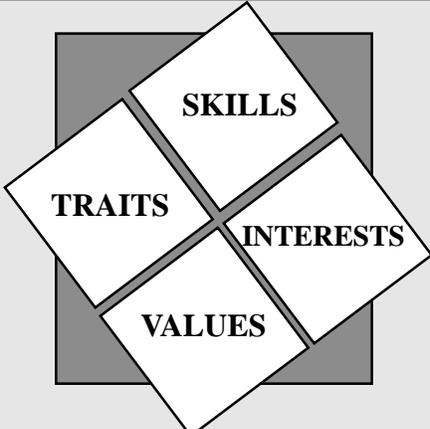
Anyone “on the line” in a factory, shipping and receiving clerk, welder...

### Agriculture and Forest Industry

Nursery worker, taxidermist, landscape gardener...

### Service Industry

Locksmith, parts technician, automotive service technician, hairstylist, cook, tailor, repairperson for small motors, refrigerators or photocopiers....



**Skills**  
Working with hands tools, working with numbers, working with machines

**Interests**  
Things, fixing, building

**Values**  
Stability, creativity, a challenge, seeing results of work

**Traits**  
Work alone, precise

	Yes	Maybe	No
Do you fit into the crafts and trades category?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to be a crafts and trades worker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3. Scientific and Technical category

**Work that**

- deals mostly with ideas and imagination
- makes ideas useful

Here are some of the work settings (industries) and occupations.

**Universities and Research Facilities**

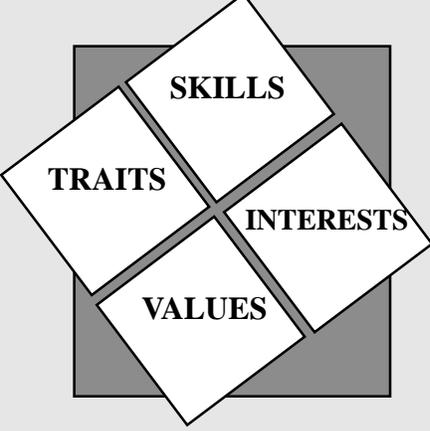
Research lab worker, scientist, technician in biology, geology, forestry or astronomy...

**Medical Centres**

Medical lab technician, animal health technologist, therapist, medical doctor, dentist, veterinarian....

**Engineering Companies**

Any type of engineer, technician, technologist, surveyor, draftsman, computer programmer, systems analyst, software engineer....



**Skills**  
Thinking doing test and experiments, working with numbers, researching

**Interests**  
Science, math, ideas

**Values**  
Order, freedom to make decisions, freedom of time, understanding things

**Traits**  
Independent, creative, curious about how things work

	Yes	Maybe	No
Do you fit into the scientific and technical category?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to be a scientific and technical worker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 4. Creative category

##### Work that

- deals mostly with ideas and imagination
- uses ideas and imagination in new ways

Here are some of the work settings (industries) and occupations.

##### Entertainment Industry

Performing artists: dancer, musician, actor; their assistants: costume designer, makeup artist, set decorator, songwriter; film editor; disk jockey; cartoonist.....

##### Galleries and Museums

Curator, painter, sculptor....

##### Advertising and Graphic Arts Industries

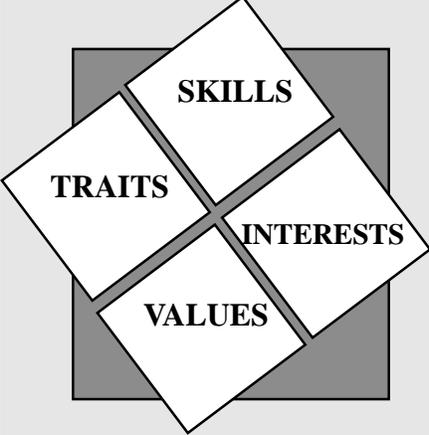
Illustrator, graphic designer, sign painter, display designer...

##### Service Industry

Floral arranger, interior decorator....

##### Publishing Industry

Reporter, creative or technical writer, translator, editor...



**Skills**  
Finding new ways to do things, making things out of different materials, using sense of hearing, sight, touch, taste and smell

**Interests**  
Decorating or designing, performing or acting, books or stories, art of music

**Value**  
Freedom of time, unstructured situations, trust own mind, body and feelings

**Traits**  
Work alone, imaginative, expressive, risk-taker, independent

	Yes	Maybe	No
Do you fit into the creative category?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to be a creative worker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Social or Helping category**

**Work that**

- deals mostly with people
- helps people

Here are some of the work settings (industries) and occupations.

**Education Industry**

Teacher, teacher's aide, probation officer, counsellor, child welfare worker, community worker...

**Social Service Industry**

Social worker, probation officer, counsellor, child welfare worker, community worker...

**Recreation Industry**

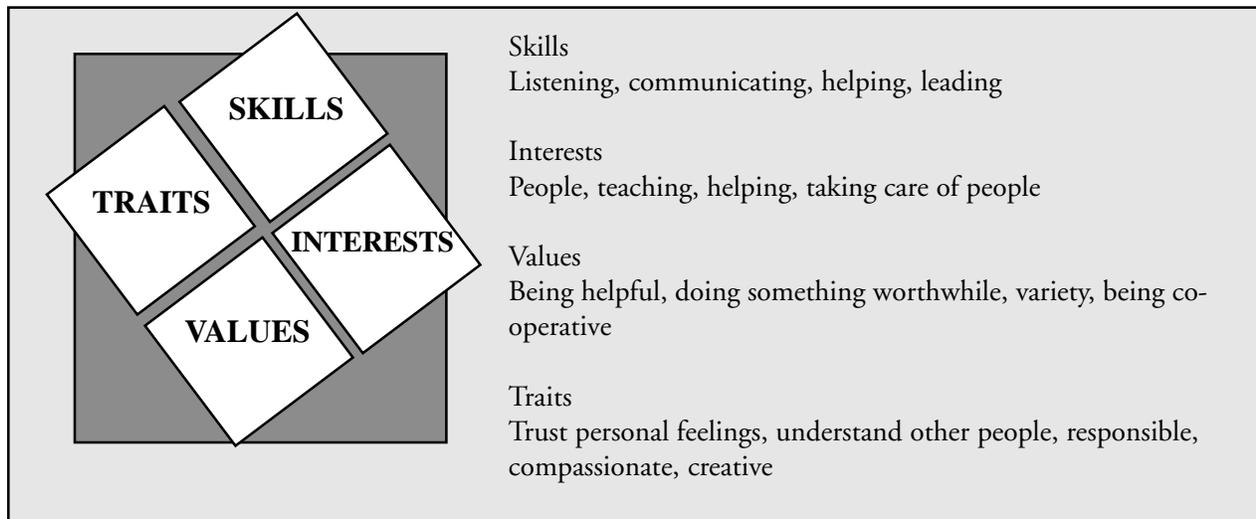
Recreation leader, fitness consultant, coach...

**Health Care Industry**

Nurse, therapist, addictions counsellor, paramedic, orderly, dental assistant....

**Service Industry**

Police officer, flight attendant, day care worker, hunting or fishing guide....



**Skills**  
Listening, communicating, helping, leading

**Interests**  
People, teaching, helping, taking care of people

**Values**  
Being helpful, doing something worthwhile, variety, being cooperative

**Traits**  
Trust personal feelings, understand other people, responsible, compassionate, creative

	Yes	Maybe	No
Do you fit into the social or helping category?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to be a social or helping worker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 6. Business category

Work that

- deals mostly with people
- involves managing or organizing people

Here are some of the work settings (industries) and occupations.

### Wholesale and Retail Companies

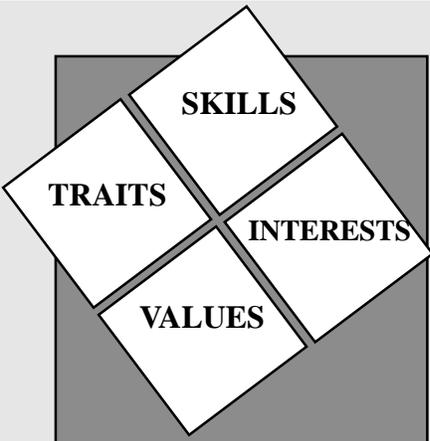
Sales person, buyer or dealer, public relations person, supervisor, manager, owner or operator....

### Promotion Industry

Advertising salesperson, product demonstrator, fundraiser....

### Service Industry

Restaurant manager, real estate agent, travel agent, financial planner, insurance salesperson



**SKILLS**  
Leading, persuading, motivating, communicating

**INTERESTS**  
People, managing, selling, discussing

**VALUES**  
Independence, money, power, decision-making, contact with people

**TRAITS**  
Decisive, “wheeler-dealer”, self-confident, risk-taker

	Yes	Maybe	No
Do you fit into the business category?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to be a business worker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 7. Office Operations category

Work that

- deals mostly with detailed information and ways to organize it
- uses office equipment

Here are some of the work settings (industries) and occupations.

**Business Offices**

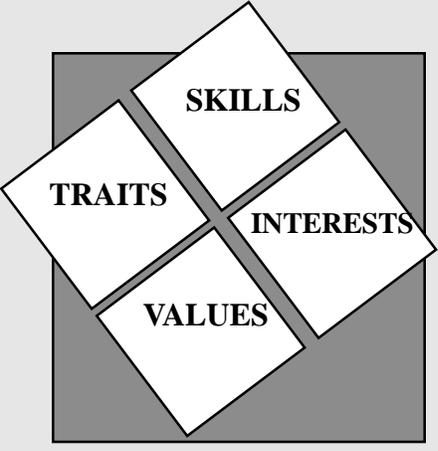
Accounting clerk, computer operator, dispatcher...

**Government Offices**

Records clerk, administrative support, desktop publishing specialist....

**Financial Industry**

Loans officer, accountant, insurance claims adjuster, tax return preparer...

	<p><b>Skills</b> Keeping records, thinking logically, noticing details, working with numbers</p> <p><b>Interests</b> Numbers, words, office equipment, computers</p> <p><b>Values</b> Security, order, neatness</p> <p><b>Traits</b> Precise, stable, organized, finish tasks</p>
--	---

	Yes	Maybe	No
Do you fit into the office operations category?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you like to be a office operations worker?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## EXERCISE

### My occupational category or categories

Now you have carefully studied the descriptions of each of the seven occupational categories. And you have compared your summary with each category.

Which category or categories of occupations would you fit into the best?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

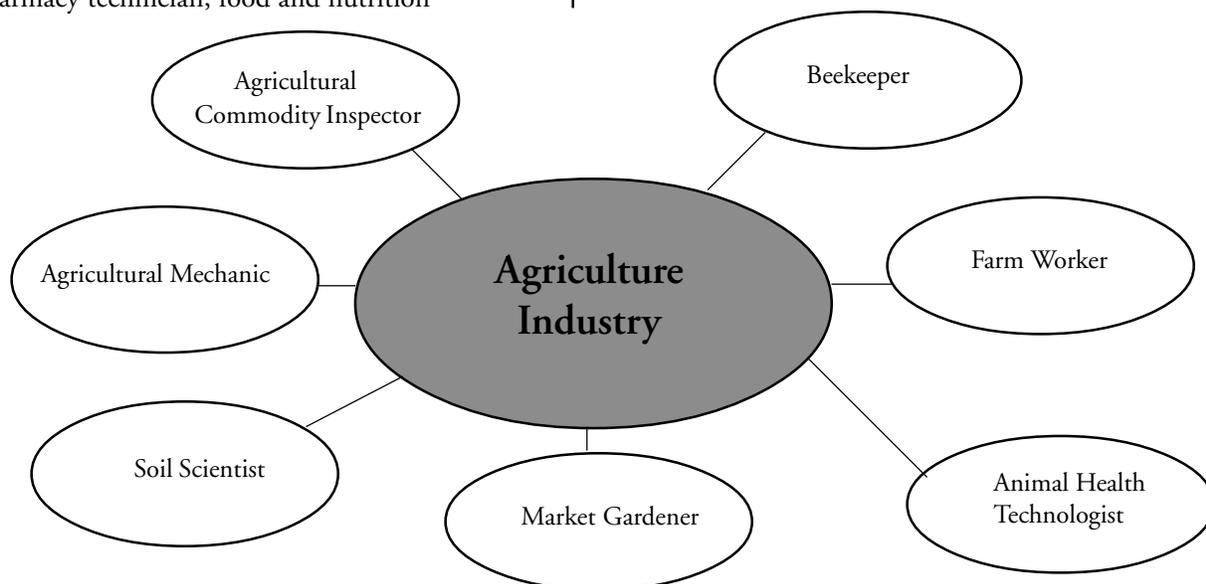
### Related occupations

As you start looking into occupations, think about the kind of industry you might want to work in. Keep in mind that there can be many different occupations within one industry.

For example, in the health care industry, there are licensed practical nurses, chiropractors and dentists. Most of us are familiar with these occupations. But, there are also many other health-related occupations, such as athletic therapist, chiropractic assistant, pharmacy technician, food and nutrition

management technologist, medical secretary and health record technician. All of these health care related occupations have their own education and training requirements. The workers do different tasks.

When you are looking at one occupation, you may discover that another occupation in the same industry suits you better. Keep an open mind and you may be pleasantly surprised by the possibilities!



## ACTIVITY 13

Website: <http://skills.edu.gov.ca/OSPWeb/jsp/en/NOCListing.jsp?sort=D>

### Ontario Skills Passport Skills and Work Habits for the Workplace

Occupations and Tasks in the OSP Database Sorted Alphabetically by Occupation

Please Note: This website is continually updated. Check site for complete listing.

NOC	Sample Workplace	NOC Title	Can't find your occupation?
			<u>Level of Education or Training</u>
0632a		Accommodation Service Managers	0
1431		Accounting and Related Clerks	C and D
1441		Administrative Clerks	C and D
7437		Air Transport Ramp Attendants	C and D
9481		Aircraft Assemblers and Aircraft Assembly Inspectors	C and D
6433		Airline Sales and Service Agents	C and D
9225		Apparel Production Supervisors	B
8613		Aquaculture and Marine Harvest Labourers	C and D
9484b		Assemblers and Inspectors, Electrical Appliance, Apparatus and Equipment Manufacturing	C and D
9485		Assemblers, Fabricators and Inspectors, Industrial Electrical Motors and Transformers	C and D
7443		Automotive Mechanical Installers and Servicers	C and D
7322		Automotive Painters	B
7321c		Automotive Service Technicians	B
6474		Babysitters, Nannies and Parents' Helpers	C and D
1434		Banking, Insurance and Other Financial Clerks	C and D
6452		Bartenders	C and D
9473		Binding and Finishing Machine Operators	C and D
9491		Boat Assemblers and Inspectors	C and D
7436		Boat Operators	C and D
7262		Boilermakers	B
7281		Bricklayers	B
7412		Bus Drivers, Subway Operators and Other Transit Operators	C and D
6463		By-Law Enforcement and Other Regulatory Officers	C and D
7272		Cabinet Makers	B
9472		Camera, Platemaking and Other Pre-Press Occupations	C and D
0632b		Campground Operators	0
7271		Carpenters	B
6611		Cashiers	C and D
8421		Chainsaw and Skidder Operators	C and D
9421		Chemical Plant Machine Operators	C and D
1435		Collectors	C and D
9414		Concrete, Clay and Stone Forming Operators	C and D
7241		Construction Electricians	B

---

7611	Construction Trades Helpers and Labourers	C and D
6242	Cooks	B
6462	Correctional Service Officers	C and D
1452	Correspondence, Publication and Related Clerks	C and D
1463	Couriers, Messengers and Door-to-Door Distributors	C and D
1443	Court Clerks	C and D
1433	Customer Service Representatives - Financial Services	C and D
1453	Customer Service, Information and Related Clerks	C and D
1422	Data Entry Clerks	C and D
7433	Deck Crew, Water Transport	C and D
7414	Delivery Drivers	C and D
3411	Dental Assistants	C and D
1423	Desktop Publishing Operators and Related Occupations	C and D
1475	Dispatchers and Radio Operators	C and D
6681	Dry Cleaning and Laundry Occupations	C and D
4214	Early Childhood Educator Assistants	C and D
9483	Electronic Assemblers, Fabricators, Inspectors and Testers	C and D
6631	Elemental Medical and Hospital Assistants	C and D
6472	Elementary and Secondary School Teacher Assistants	C and D
7434	Engine Room Crew, Water Transport	C and D
6482	Estheticians, Electrologists and Related Occupations	C and D
9452	Fabric, Fur and Leather Cutters	C and D
7312	Farm Equipment Mechanics	B
9213	First-line supervisors in the seafood industry	B
9463	Fish Plant Workers	C and D
8441	Fishing Vessel Deckhands	C and D
6453	Food and Beverage Servers	C and D
9512	Forging Machine Operators	C and D
9412	Foundry Workers	C and D
6442a	Freshwater Angling Guides	C and D
9494	Furniture Finishers and Refinishers	C and D
9492	Furniture and Fixture Assemblers and Inspectors	C and D
8431	General Farm Workers	C and D
1411	General Office Clerks	C and D
9413	Glass Forming and Finishing Machine Operators and Glass Cutters	C and D
7292	Glaziers	B
0721	Golf Club General Managers	0
6622	Grocery Clerks and Store Shelf Stockers	C and D
8611	Harvesting Labourers	C and D
7421	Heavy Equipment Operators (Except Crane)	C and D
5212	Heritage Interpreters	B
9453	Hide and Pelt Processing Workers	C and D
6435	Hotel Front Desk Clerks	C and D
0112	Human Resources Professionals	0
6442b	Hunting Guides	C and D

---

---

6481	Image, Social and Other Personal Consultants	C and D
9462	Industrial Butchers and Meat Cutters, Poultry Preparers and Related Workers	C and D
7242	Industrial Electricians	B
2233a	Industrial Engineering Technicians	B
2243	Industrial Instrument Mechanics	B
9415	Inspectors and Testers, Mineral and Metal Processing	C and D
9454	Inspectors and Testers: Fabric, Fur and Leather Manufacturing	C and D
7293	Insulators (Heat and Frost)	B
6682	Ironing, Pressing and Finishing Occupations	C and D
6663	Janitors, Caretakers and Building Superintendents	C and D
6641	Kitchen Helpers and Line Cooks	C and D
9613	Labourers in Chemical Products Processing and Utilities	C and D
9618	Labourers in Fish Processing	C and D
9617	Labourers in Food, Beverage and Tobacco Processing	C and D
9612	Labourers in Metal Fabrication	C and D
9611	Labourers in Mineral and Metal Processing	C and D
9615	Labourers in Rubber and Plastic Products Manufacturing	C and D
9616	Labourers in Textile Processing	C and D
9614	Labourers in Wood, Pulp and Paper Processing	C and D
8612	Landscaping and Grounds Maintenance Labourers	C and D
7284	Lathers (Interior Systems Mechanic)	B
1462	Letter Carriers	C and D
1451	Library Clerks	C and D
6661	Light Duty Cleaners	C and D
6441a	Local Tour Guides	C and D
7435	Lock and Cable Ferry Operators and Related Occupations	C and D
8616	Logging and Forestry Labourers	C and D
7451	Longshore Workers	C and D
9436	Lumber Graders and Other Wood Processing Inspectors and Graders	C and D
9487	Machine Operators and Inspectors, Electrical Apparatus Manufacturing	C and D
9411	Machine Operators, Mineral and Metal Processing	C and D
9511	Machining Tool Operators	C and D
7231	Machinists	B
1461	Mail, Postal and Related Clerks	C and D
7452	Material Handlers	C and D
6451	Maîtres d'hôtel and Hosts/Hostesses	C and D
9486	Mechanical Assemblers and Inspectors	C and D
7263	Metal Fabricators (Fitters)	B
9514	Metalworking Machine Operators	C and D
8614	Mine Labourers	C and D
9482	Motor Vehicle Assemblers, Inspectors and Testers	C and D

---

3413	Nurse Aides, Orderlies and Patient Service Associates	C and D
8432	Nursery and Greenhouse Workers	C and D
8615	Oil and Gas Drilling, Servicing and Related Labourers	C and D
8412	Oil and Gas Well Drilling Workers and Services Operators	C and D
6671	Operators and Attendants in Amusement, Recreation and Sport	C and D
9498b	Other Assemblers and Inspectors	C and D
3414	Other Assisting Occupations in Support of Health Services	C and D
0123	Other Business Services Managers	0
6623	Other Elemental Sales Occupations	C and D
6683	Other Elemental Service Occupations	C and D
9619	Other Labourers in Processing, Manufacturing and Utilities	C and D
9516	Other Metal Products Machine Operators	C and D
9517	Other Products Machine Operators	C and D
6465	Other Protective Service Occupations	C and D
7445	Other Repairers and Servicers	C and D
7612	Other Trades Helpers and Labourers	C and D
9434	Other Wood Processing Machine Operators	C and D
9493	Other Wood Products Assemblers and Inspectors	C and D
9496	Painters and Coaters - Industrial	C and D
7294	Painters and Decorators	B
9435	Paper Converting Machine Operators	C and D
9433	Papermaking and Finishing Machine Operators	C and D
3234	Paramedics	B
1432	Payroll Clerks	C and D
1442	Personnel Clerks	C and D
7444	Pest Controllers and Fumigators	C and D
6483	Pet Groomers and Animal Care Workers	C and D
9474	Photographic and Film Processors	C and D
9495	Plastic Products Assemblers, Finishers and Inspectors	C and D
9422	Plastics Processing Machine Operators	C and D
9497	Plating, Metal Spraying and Related Operators	C and D
7251	Plumbers	B
7244	Powerline Technicians	B
9471	Printing Machine Operators	C and D
9461	Process Control and Machine Operators, Food and Beverage Processing	C and D
1473	Production Clerks	C and D
7422	Public Works Maintenance Equipment Operators	C and D
7621	Public Works and Maintenance Labourers	C and D
9432	Pulp Mill Machine Operators	C and D
1474	Purchasing and Inventory Clerks	C and D
6432	Pursers and Flight Attendants	C and D
2233b	Quality Control Technicians	B

---

7432	Railway Track Maintenance Workers	C and D
7431	Railway Yard Workers	C and D
7622	Railway and Motor Transport Labourers	C and D
1414	Receptionist and Switchboard Operators	C and D
1413	Records Management and Filing Clerks	C and D
7383	Recreation Vehicle Service Technicians	B
7313	Refrigeration and Air Conditioning Mechanics	B
0712	Residential Home Builders and Renovators	0
7441a	Residential and Commercial Installers and Servicers	C and D
0631	Restaurant and Food Service Managers	0
6211	Retail First Level Managers	B
6421	Retail Sales Associates	C and D
0621a	Retail Trade Managers	0
9423	Rubber Processing Machine Operators and Related Workers	C and D
6411	Sales Representatives - Wholesale Trade (Non-Technical)	C and D
9431	Sawmill Machine Operators	C and D
6651	Security Guards and Related Occupations	C and D
6621	Service Station Attendants	C and D
9451	Sewing Machine Operators	C and D
6461	Sheriffs and Bailiffs	C and D
1471	Shippers and Receivers	C and D
5223	Sign Pre-production Technicians	B
7441b	Sign Service/Installation Technicians	C and D
9498a	Signmakers	C and D
8422	Silviculture and Forestry Workers	C and D
4163	Small Business Counsellors	A
1226	Special Events Co-ordinators and Special Events Managers	B
1121	Specialists in Human Resources	A
6662	Specialized Cleaners	C and D
7252a	Sprinkler System Installers	B
7351	Stationary Engineers and Auxiliary Equipment Operators	B
7252b	Steamfitter-Pipefitter	B
1472	Storekeepers and Parts Clerks	C and D
7222	Supervisors, Motor Transport and Other Ground Transit Operators	B
1454	Survey Interviewers and Statistical Clerks	C and D
7413	Taxicab Drivers	C and D
1424	Telephone Operators	C and D
9465	Testers and Graders, Food and Beverage Processing	C and D
9443	Textile Dyeing and Finishing Machine Operators	C and D
9441	Textile Fibre and Yarn Preparation Machine Operators	C and D
9444	Textile Inspectors, Graders and Samplers	C and D
6434	Ticket and Cargo Agents and Related Clerks (Except Airline)	C and D
7283	Typesetters	B

---

---

9464	Tobacco Processing Machine Operators	C and D
6441b	Tour Directors	C and D
0621b	Tour Operators	0
7321b	Transport Trailer Technicians	B
1476	Transportation Route and Crew Schedulers	C and D
8442	Trappers and Hunters	C and D
6431	Travel Counsellors	C and D
7411	Truck Drivers	C and D
7321a	Truck and Transport Mechanics	B
8411	Underground Mine Service and Support Workers	C and D
6471	Visiting Homemakers, Housekeepers and Related Occupations	C and D
9424	Water and Waste Plant Operators	C and D
7442	Waterworks and Gas Maintenance Workers	C and D
9442	Weavers, Knitters and Other Fabric-Making Occupations	C and D
7265a	Welders	B
7265b	Welders and Related Machine Operators	C and D
9513	Woodworking Machine Operators	C and D

## ACTIVITY 14

### “CAREER KNOW HOW”



**Part I:**

- A: **Directions:** Go to the following website - [Careerknowhow.pe.ca](http://Careerknowhow.pe.ca)
- B: Click on **enter**
- C: Click on “**High School Student**” (on left-hand side)
- D: Click on “**Career Planning**” and answer the following questions.

List the 3 things suggested under; “**where to start**”;

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

- E. Under “**About What is Possible**” - find your favourite piece of advice, list it below;

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What do you like about this piece of advice: \_\_\_\_\_

- F. Under “**About Getting There**” - which piece of advice do you feel is the most practical?  
Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- G. Out of all the pieces of advice from former PEI high school students, which piece applies most to you?  
Place this piece of advice below. Why does this apply to you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Part II:**

- A. Click on “**Hot Prospects**” at top of page.
- B. Select from the list of the left-hand side. Choose one of interest to you. You will need to click on either “**Careers in Health**” or “**Trade Careers**” at top of page, depending on which area you would prefer.

\_\_\_\_\_ (Title)

---

C. Fill in the following information:

i. Wages: \_\_\_\_\_

ii Kinds of employment opportunities: \_\_\_\_\_

iii What you need: \_\_\_\_\_

iv 4 skills: \_\_\_\_\_

v Summarize what you would do: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D. Play the video and listen to what he/she has to say. List 2 things he/she said that caught your interest.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACTIVITY 15

### Employability Skills 2000+

The skills you need to enter, stay in, and progress in the world of work - whether you work on your own or as a part of a team.

These skills can also be applied and used beyond the workplace in a range of daily activities.

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
<p>You will be better prepared to progress in the world of work when you can:</p> <p><b>Communicate</b></p> <ul style="list-style-type: none"> <li>• read and understand information presented in a variety of forms (e.g., words, graphs, charts, diagrams)</li> <li>• write and speak so others pay attention and understand</li> <li>• listen and ask questions to understand and appreciate the points of view of others</li> <li>• share information using a range of information and communications technologies (e.g., voice, e-mail, computers)</li> <li>• use relevant scientific, technological and mathematical knowledge and skills to explain or clarify ideas</li> </ul> <p><b>Manage Information</b></p> <ul style="list-style-type: none"> <li>• locate, gather and organize information using appropriate technology and information systems</li> <li>• access, analyze and apply knowledge and skills from various disciplines (e.g., the arts, languages, science, technology, mathematics, social sciences, and the humanities)</li> </ul> <p><b>Use Numbers</b></p> <ul style="list-style-type: none"> <li>• decide what needs to be measured or calculated</li> <li>• observe and record data using appropriate methods, tools and technology</li> <li>• make estimates and verify calculations</li> </ul>	<p>You will be able to offer yourself greater possibilities for achievement when you can:</p> <p><b>Demonstrate Positive Attitudes &amp; Behaviours</b></p> <ul style="list-style-type: none"> <li>• feel good about yourself and be confident</li> <li>• deal with people, problems and situations with honesty, integrity and personal ethics</li> <li>• recognize your own and other people's good efforts</li> <li>• take care of your personal health</li> <li>• show interest, initiative and effort</li> </ul> <p><b>Be Responsible</b></p> <ul style="list-style-type: none"> <li>• set goals and priorities balancing work and personal life</li> <li>• plan and manage time, money and other resources to achieve goals</li> <li>• assess, weigh and manage risk</li> <li>• be accountable for your actions and the actions of your group</li> <li>• be socially responsible and contribute to your community</li> </ul> <p><b>Be Adaptable</b></p> <ul style="list-style-type: none"> <li>• work independently or as a part of a team</li> <li>• carry out multiple tasks or projects</li> <li>• be innovative and resourceful: identify and suggest alternative ways to achieve goals and get the job done</li> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainly</li> </ul>	<p>You will be better prepared to add value to the outcomes of a task, project or team when you can:</p> <p><b>Work with Others</b></p> <ul style="list-style-type: none"> <li>• understand and work within the dynamics of a group</li> <li>• ensure that a team's purpose and objectives are clear</li> <li>• be flexible: respect, be open to and supportive of the thoughts, opinions and contributions of others in a group</li> <li>• recognize and respect people's diversity, individual differences and perspectives</li> <li>• accept and provide feedback in a constructive and considerate manner</li> <li>• contribute to a team by sharing information and expertise</li> <li>• lead or support when appropriate, motivating a group for high performance</li> <li>• understand the role of conflict in a group to reach solutions</li> <li>• manage and resolve conflict when appropriate</li> </ul> <p><b>Participate in Projects &amp; Tasks</b></p> <ul style="list-style-type: none"> <li>• plan, design or carry out a project or task from start to finish with well-defined objectives and outcomes</li> <li>• develop a plan, seek feedback, test, revise and implement</li> <li>• work to agreed quality standards and specifications</li> <li>• select and use appropriate tools and technology for a task or project</li> <li>• adapt to changing requirements and information</li> <li>• continuously monitor the success of a project or task and identify ways to improve</li> </ul>

Fundamental Skills The skills needed as a base for further development	Personal Management Skills The personal skills, attitudes and behaviours that drive one's potential for growth	Teamwork Skills The skills and attributes needed to contribute productively
You will be better prepared to progress in the world of work when you can:	You will be able to offer yourself greater possibilities for achievement when you can:	You will be better prepared to add value to the outcomes of a task, project or team when you can:
<p><b>Think &amp; Solve Problems</b></p> <ul style="list-style-type: none"> <li>• assess situations and identify problems</li> <li>• seek different points of view and evaluate them based on facts</li> <li>• recognize the human, interpersonal, technical, scientific and mathematical dimensions of a problem</li> <li>• identify the root cause of a problem</li> <li>• be creative and innovative in exploring possible solutions</li> <li>• readily use science, technology and mathematics as ways to think, gain and share knowledge, solve questions and make decisions</li> <li>• evaluate solutions to make recommendations or decisions</li> <li>• implement solutions</li> <li>• check to see if a solution works, and act on opportunities for improvement</li> </ul>	<p><b>Learn Continuously</b></p> <ul style="list-style-type: none"> <li>• be willing to continuously learn and grow</li> <li>• assess personal strengths and areas for development</li> <li>• set your own learning goals</li> <li>• identify and access learning sources and opportunities</li> <li>• plan for and achieve your learning goals</li> </ul> <p><b>Work Safely</b></p> <ul style="list-style-type: none"> <li>• be aware of personal and group health and safety practices and procedures, and act in accordance with these</li> </ul>	<p><b>The Conference Board of Canada</b></p> <p>255 Smyth Road, Ottawa ON K1H 8M7 Canada Tel: (613) 526-3280 Fax: (613) 526-4857 Internet: <a href="http://www.conferenceboard.ca/education">www.conferenceboard.ca/education</a></p>

## APPLY YOUR EMPLOYABILITY SKILLS AT WORK

Employability Skills 2000+ are the critical skills you need in the workplace - whether you are self-employed or working for others.

Employability Skills 2000+ include communication, problem solving, positive attitudes and behaviours, adaptability, working with others, and science, technology and mathematics skills.

## APPLY YOUR EMPLOYABILITY SKILLS ELSEWHERE IN YOUR LIFE

Employability Skills 2000+ can also be applied beyond the workplace in your daily and personal activities.

## DEVELOP YOUR EMPLOYABILITY SKILLS

You can develop your Employability Skills 2000+ at home, at school, at work and in the community. Family, friends, teachers, neighbours, employers, co-workers, government, business and industry can all play a part in helping you build these skills.

### Looking for Ways to Improve Your Own Employability Skills?

### The Employability Skills Toolkit for the Self-Managing Learner Can Help You

### The Employability Skills Toolkit is a suite of practical tools designed to help you:

know yourself and get feedback;  
identify and reflect on your skills;  
plan skills development activities;  
implement your development plans and practice your skills; and  
document and market your skills for best success.

For more information on the Toolkit or how to work with the Conference Board to produce a customized version of the Toolkit, visit The Conference Board's Web site.

[www.conferenceboard.ca/education](http://www.conferenceboard.ca/education)

## Member Organizations

Employability Skills 2000+ was developed by members of The Conference Board of Canada's Employability Skills Forum and the Business and Education Forum on Science, Technology and Mathematics.

AIESEC Canada Inc.  
 Alberta Human Resources and Employment  
 Alberta Learning  
 Association of Colleges of Applied Arts and Technology of Ontario  
 Association of Canadian Community Colleges  
 Automotive Parts Manufacturer's Association  
 Bank of Montreal  
 Bow Valley College  
 British Columbia Centre for Applied Academics  
 British Columbia Ministry of Education  
 Canada Post Corporation  
 Canadian Forces Recruiting Services Headquarters  
 Canadian Labour Force Development Board  
 Canadian Microelectronics Corporation  
 CAREERS: The Next Generation Foundation  
 Central Nova Industry Education Council  
 Conseil des écoles catholiques de langue française du Centre-Est - Ontario  
 CORCAN - Correctional Service Canada  
 Crain-Drummond Inc.  
 Dufferin-Peel Catholic District School Board - Ontario  
 Durham District School Board - Ontario  
 Elza Seregelyi and Associates, Inc.  
 Hewlett-Packard (Canada) Ltd.  
 Human Resources Development Canada  
 Imperial Oil Limited  
 Imperial Oil National Centre for Mathematics, Science and Technology Education  
 Industry Canada  
 Investors Group Inc.  
 J.D. Irving, Limited  
 Keyano College  
 Let's Talk Science  
 McGraw-Hill Ryerson Limited  
 Merck Frosst Canada & Co.  
 Mount Royal College  
 New Brunswick Department of Education  
 Nortel Networks

Ontario Ministry of Education  
 Ottawa Centre for Research and Innovation  
 Peace River South-School District No. 59 - British Columbia  
 Peel District School Board - Ontario  
 Royal Bank of Canada  
 Saskatchewan Institute of Applied Science and Technology  
 Seneca College of Applied Arts and Technology  
 Shad International  
 Skills Canada - Ontario  
 Southwest Regional School Board - Nova Scotia  
 Statistics Canada  
 Syncrude Canada Ltd.  
 Software Human Resource Council Inc.  
 Toronto District School Board - Ontario  
 TransAlta Corporation  
 Treasury Board of Canada Secretariat  
 York University

## Employability Skills 2000+

Employability Skills 2000+

The skills YOU need to enter, stay in, and progress in the world of work - whether you work on your own or as part of a team.

Employability Skills 2000+ are the employability skills, attitudes and behaviours that you need to participate and progress in today's dynamic world of work. The Conference Board invites and encourages students, teachers, parents, employers, labour, community leaders and governments to use Employability Skills 2000+ as a framework for dialogue and action. Understanding and applying these skills will help you enter, stay in, and progress in the world of work.

## ACTIVITY 16

### The Essential Skills

*Essential Skills* are the skills people need for work, learning and life. They provide the foundation for learning all other skills and are the cornerstone of lifelong learning. Through extensive research, the Government of Canada has identified and validated the following nine *Essential Skills*. These skills are used in virtually all occupations and throughout daily life in different forms and at different levels of complexity.



#### Reading Text

Reading materials in the form of sentences or paragraphs such as notes, letters, memos, manuals, specifications, books, reports and journals.



#### Document Use

Reading different types of material such as labels, signs, lists, tables, graphs, forms, diagrams, blueprints and other similar materials.



#### Writing

The preparation of written materials for a variety of purposes. Completing such tasks as filling in forms, writing text and using computers to write.



#### Numeracy

The ability to understand and use numbers and think in quantitative terms. Using numbers to perform calculating and estimating tasks such as handling cash, budgeting, measuring and analyzing. Numeracy has five sub-categories:

- Money Math
- Scheduling or budgeting and accounting math
- Measurement and calculation math
- Data analysis math
- Numerical estimation



**Oral Communication**

Using verbal skills to exchange ideas and information with others.



**Thinking Skills**

**a) Problem Solving**

The identification and solving of problem

**b) Decision Making**

Making a choice among options using appropriate information

**c) Critical Thinking**

The ability to reason, use logic, compare, contrast, analyze and synthesize information

**d) Job Task Planning and Organizing**

Planning and organizing your own work

**e) Significant Use of Memory**

Any major or unusual use of memory

**f) Finding Information**

Using a variety of sources (text, people, computerized databases or information systems)



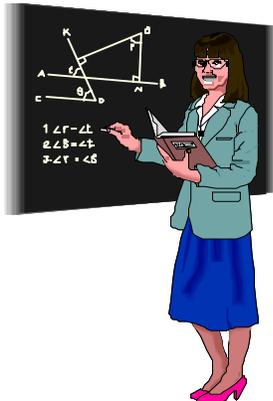
**Working with Others**

Completing tasks with partners or in a team.



**Computer Use**

The use of any type of computerized technology.



**Continuous Learning**

Participating in an ongoing process of acquiring skills and knowledge.

**ACTIVITY 17****The Essential Skills Walkabout**

Find someone who...

Loves all kinds of reading materials... magazines, novels, newspapers...anything!	Keeps a journal or likes to write stories or poems.	Is good at filling in forms; likes working with charts.
Spends a lot of time using computers and improving their computer skills.	Can calculate GST and PST on anything!	Is great at planning a party and keeping on budget.
Likes cooking and measures out all the ingredients.	<b>You use your Essential Skills everyday!</b>	Is good at estimating how long a trip will take or estimating the number of jelly beans in a jar.
Likes to talk a lot and enjoys presenting ideas to others.	Likes to plan their day and organize events.	Weighs all the options before choosing what to do.
Likes to listen to problems and find appropriate solutions... a regular Dr. Phil!	Is great at finding information in any kind of book, manual or on the Internet.	Likes to track the stats of their favorite sports team.

**The Essential Skills Walkabout - ANSWER KEY**

*Find someone who ...*

 <p>Loves all kinds of reading materials ... magazines, novels, newspapers ...anything! <b>READING TEXT</b></p>	 <p>Keeps a journal or likes to write stories or poems. <b>WRITING</b></p>	 <p>Is good at filling in forms; likes working with charts. <b>DOCUMENT USE</b></p>
 <p>Spends a lot of time using computers and improving their computer skills. <b>COMPUTER USE</b></p>	 <p>Can calculate GST and PST on anything! <b>MONEY MATH</b></p>	 <p>Is great at planning a party and keeping on budget. <b>SCHEDULING OR BUDGETING AND ACCOUNTING</b></p>
 <p>Likes cooking and measures out all the ingredients. <b>MEASUREMENT AND CALCULATION</b></p>	<p><b>You use your Essential Skills everyday!</b></p>	 <p>Is good at estimating how long a trip will take or estimating the number of jelly beans in a jar. <b>NUMERICAL ESTIMATION</b></p>
 <p>Likes to talk a lot and enjoys presenting ideas to others. <b>ORAL COMMUNICATION</b></p>		 <p>Likes to plan their day and organize events. <b>JOB TASK PLANNING AND ORGANIZING</b></p>
 <p>Likes to listen to problems and find appropriate solutions ... a regular Dr. Phil! <b>PROBLEM SOLVING</b></p>	 <p>Is great at finding information in any kind of book, manual or on the Internet. <b>FINDING INFORMATION</b></p>	 <p>Likes to track the stats of their favourite sports team. <b>DATA ANALYSIS</b></p>

OSP Resource – Essential Skills Walkabout Answer Key  
<http://skills.edu.gov.on.ca>

# Make the Skills Connection

## EMPLOYABILITY SKILLS

SHOWS YOU WHAT  
EMPLOYERS ARE  
LOOKING FOR.

## ESSENTIAL SKILLS

SHOW YOU WHAT THESE SKILLS  
LOOK LIKE IN DIFFERENT JOBS



## EMPLOYABILITY SKILLS & ESSENTIAL SKILLS ARE THE **SAME** SKILLS

These skills are used beyond the workplace in a broad range of daily activities.

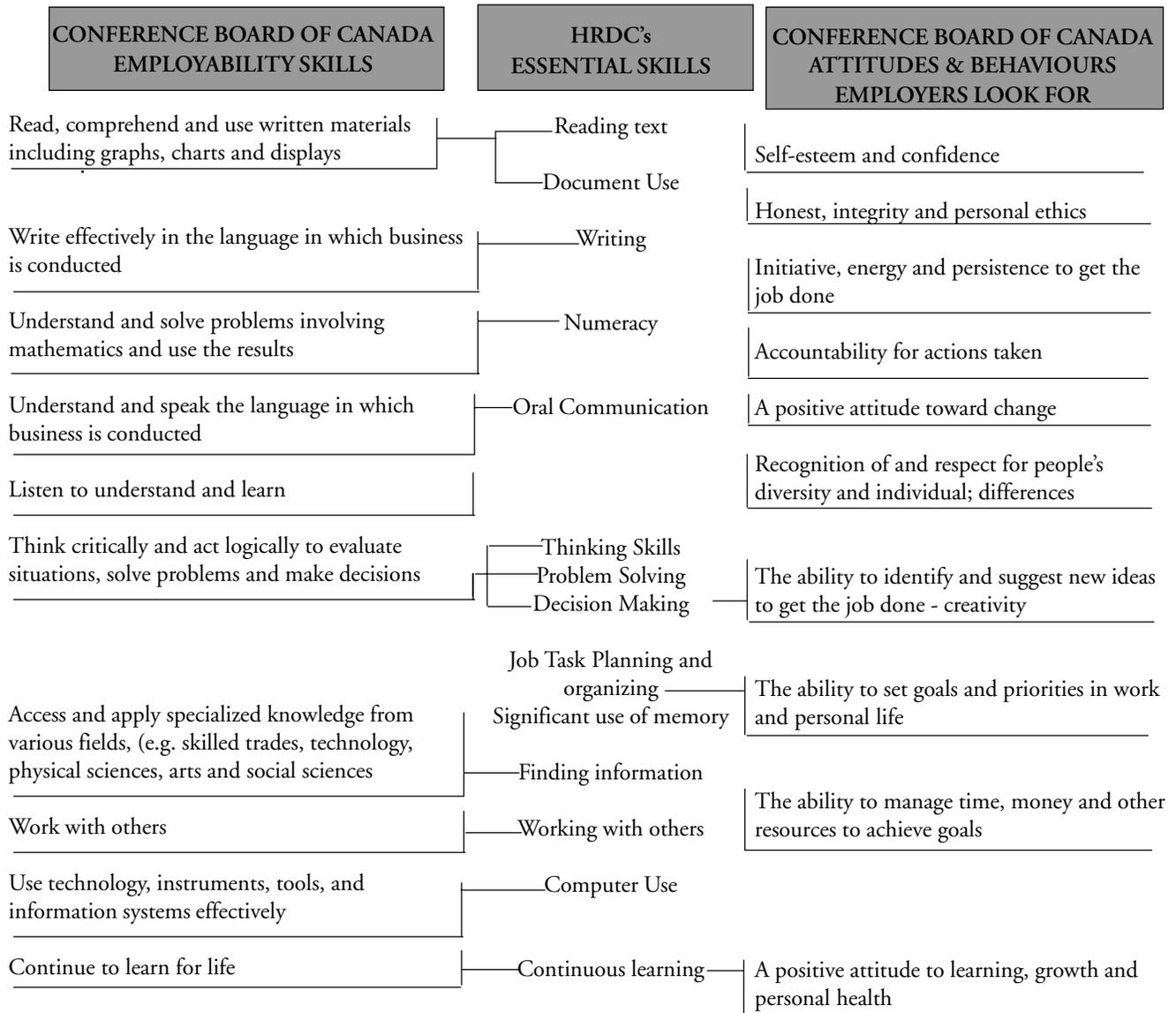
SKILLS FOR LIFE  
LEARNING AND WORK

GENERIC SKILLS

## Connecting to the 21<sup>st</sup> Century

### SKILLS, ATTITUDES & BEHAVIOURS FOR LIFE, LEARNING AND WORK

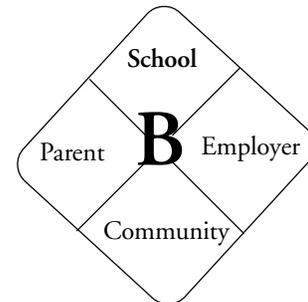
your gateway to the resources



**ACTIVITY 18**Introductory  
Activities**Web-Quest Activities 1 - 4****Activity Summary**

In these activities, students will:

- Create an *Essential Skills* Mind-map
- Relate *Essential Skills* to School
- Complete an *Essential Skills* Self-Assessment
- Write a Reflective Journal
- Record key information about Occupation Profiles
- Complete a comparative chart

**Prior Knowledge**

- Internet navigation
- Reflective journal format
- Keyboarding

**Teaching Planning Notes**

- Review assignment including prior knowledge required
- Use Web-Quest activities in order. Each Web-Quest activity builds on previous knowledge
- Distribute activities to students one at a time or as a package with stages of completion deadlines
- Provide students with a file folder or duo-tang to put all activities in
- Provide students with a checklist with dates assigned and due dates

**Assessment and Evaluation of Student Achievement**

Task	Tool/Type
Activity 1	Progress Checklist (Formative)
Activity 2	Progress Checklist (Formative)
Activity 3	Progress Checklist (Formative)
Activity 4	Progress Checklist (Formative)

**Activities**

- Activity 1 - 4 + Progress Checklist
- Activity 1: Welcome to the *Essential Skills* Website!
- Activity 1: Answer Key
- Activity 2: When Am I Ever Going to Use This?
- Activity 3: *Essential Skills* Profiles
- Activity 4: My Strengths and Related Occupations

**FOCUS ON LEARNING***Essential Skills:*Writing

All Activities

Thinking SkillsPersonal Opinion Responses  
Comparative ChartComputer Use

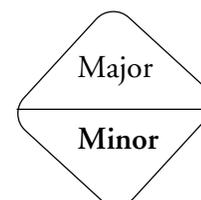
All activities

Reading Text

All activities

Document Use

All activities



## Intro to Essential Skills

For each of these activities there are different objectives and length of the activities varies. These activities are to be completed in order. It is important that you manage your time and use your computer time effectively in class.

Below is a progress checklist. When you hand in your assignment, make sure you put in **ALL DATES** and **ATTACH** this sheet.

Activity #1: Welcome to the *Essential Skills* Website

Activity #2: When Am Ever Going to Use This?

Activity #3: *Essential Skills* Profiles

Activity #4: My Strengths and Related Occupations

### Progress Checklist

ACTIVITY	ASSIGNED DATE	DUE DATE	COMPLETED DATE
#1 Welcome to the Essential Skills Website  Questions 1 - 5			
#2 When Am Ever Going to Use This?  Part A  Part B			
#3 Essential Skills Profiles  Part A  Part B			
#4 My Strengths and Related Occupations			

**Activity 1****Welcome To The Essential Skills Website!**

This Web-Quest activity will introduce you to the Human Resources and Skills Development Canada (HRSDC) website and the *Essential Skills*.

Go to the website below and answer the questions.  
Put your completed assignment sheet in your duo-tang.  
Website: <http://www.hrsdc-rhdcc.gc.ca/essentialskills>

Click on the link for “Understanding *Essential Skills*” and use the information there to answer questions 1 - 5.

1. What is the definition of *Essential Skills*?

---

---

2. How were these skills identified?

---

3. How many skills are there? \_\_\_\_\_

4. Why is it important to know about these skills?

---

---

5. On a separate sheet of paper, draw a simple mind-map or chart illustrating all of the Essential Skills and a brief definition for each.

**Activity 1****Answer Key**

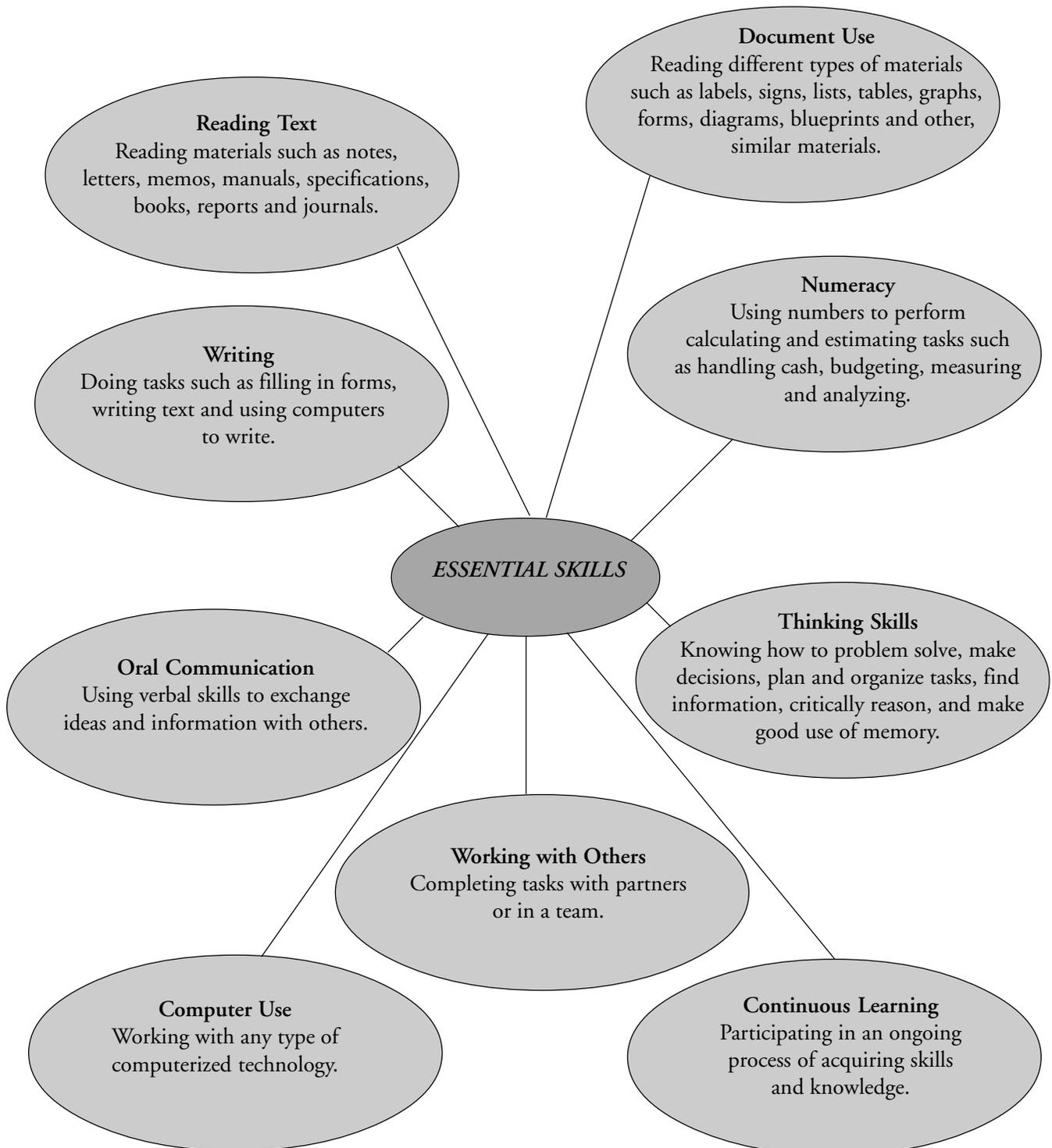
This web-quest activity will introduce you to the Human Resources and Skills Development Canada (HRSDC) website and the *Essential Skills*.

Go to the website below and answer the questions.  
Put your completed assignment sheet in your duo-tang.  
Website: <http://www.hrsdc-rhdcc.gc.ca/essentialskills>

Click on the link for “Understanding Essential Skills” and use the information there to answer questions 1 - 5.

1. What is the definition of *Essential Skills*?  
**They are the skills needed for work, learning and life. They are the foundation for learning all skills and allow people to evolve in their jobs and adapt to workplace change.**
2. How were these skills identified?  
**Through research by the federal government and other affiliated agencies.**
3. How many skills are there?  
**9**
4. Why is it important to know about these skills?  
**Because they are used in every occupation and in daily life. We can improve our skills when we are**

5. On a separate sheet of paper, draw a simple mind-map or chart illustrating all of the *Essential Skills* and a brief definition for each.



Printed with permission of the National AWAL Project © 2004

**Activity 2****When Am I Ever Going to Use This/**

How many times in your classes have you wondered “why are we doing this?” When Am I ever going to use this?

Occupations in the world of work are based on a set of skills. For each occupation there are varying degrees of complexity and frequency in the use of these skills. Practicing these skills while you are in school will help ensure your future success in the workplace.

In this activity you will investigate tasks related to each of the Essential Skills and relate them to courses you have taken and activities you have completed in those courses.

**Part A:**

- Step 1: Go to website: <http://www.hrsdc-rhdcc.gc.ca/essentialskills>
- Step 2: Look under “How Can I Use this Site?” Click on “Student”.
- Step 3: Within the text find the “How are skills you are learning used in the world of work” Click on it.
- Step 4: At the top of the page, click on “Skills”
- Step 5: Select the box for “Reading Text”. Click on “next”
- Step 6: Select a complexity level and click on “next”
- Step 7: Choose one occupation (preferably one you might be interested in). To view tasks associated with this skill, click on “view examples”

**Using your Web-Quest Activity Sheet record:**

- Step 8: The occupation title
- Step 9: Tasks associated with that occupation (2 Tasks)
- Step 10: Courses you have taken where you have used this skill (2 Courses)
- Step 11: Specific assignments or activities from those courses that directly relate to the tasks in that occupation (2 Assignments/Activities)
- Step 12: Repeat steps 4-11 for each of the remaining 8 Essential Skills (including 6 subsections under Thinking Skills)
- Step 13: Submit your completed table and Reflective Journal.

**Part B: Reflective Journal**

Based on the results of your table, answer the following questions. Make sure you relate your responses to what you have learned in this activity.

1. So, has this activity answered the questions “why are we doing this?” and “when am I ever going to use this?” Why or why not?

---

---

---

---

2. What would you tell a classmate next time they complained about doing school work?

---

---

---

---

3. Next time your parents ask you “what did you do in school today?”, what would you say? How might your response reflect the results of this completed activity?

---

---

---

---

## Activity 2: Web-Quest Activity Sheet

<i>Essential Skill</i>	OCCUPATION	TASKS RELATED TO OCCUPATION (2 PER OCCUPATION)	COURSES RELATED TO TASK (2)	ASSIGNMENTS/ ACTIVITIES RELATED TO TASKS (2)
Reading Text				
Writing				
Numeracy				
Oral Communication				
Working With Others				
Computer Use				
Continuous Learning				
Document Use				
Thinking Skills: Problem Solving				
Thinking Skills: Decision Making				
Thinking Skills: Critical Thinking				
Thinking Skills: Job Task Planning and Organizing				
Thinking Skills: Significant Use of Memory				
Thinking Skills: Finding Information				

**Activity 3****Essential Skills Profiles**

In this activity you will be familiarizing yourself with the *Essential Skills* profiles and their descriptions of the HRSDC *Essential Skills* website.

Step 1: Go to Website:

<http://www.hrsdc-rhdcc.gc.ca/essentialskills>

Step 2: On the left side of the screen, click on “Essential Skills Profiles”

Step 3: Use the information provided to complete Parts A and B below.

**Part A: Answer the questions below:**

1. What do the *Essential Skills* Profiles describe?

---

---

2. How many profiles are there? \_\_\_\_\_

3. What do each of the profiles include?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

4. How can I search for a profile?

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**Part B: Occupational Profile**

1. Find an occupational profile that is of interest to you.
2. What steps did you have to take to find this profile?  
\_\_\_\_\_
3. What is the NOC Code for that occupation? \_\_\_\_\_
4. What are the most important Essential Skills required for that occupation?
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
5. Find two examples of tasks associated with each of the most important Essential Skills. Choose tasks that you think are really important to be successful in that occupation.

**Essential Skill #1** \_\_\_\_\_Task #1 \_\_\_\_\_  
\_\_\_\_\_Task #2 \_\_\_\_\_  
\_\_\_\_\_**Essential Skill #2** \_\_\_\_\_Task #1 \_\_\_\_\_  
\_\_\_\_\_Task #2 \_\_\_\_\_  
\_\_\_\_\_**Essential Skill #3** \_\_\_\_\_Task #1 \_\_\_\_\_  
\_\_\_\_\_Task #2 \_\_\_\_\_  
\_\_\_\_\_

6. What are some interesting facts under “Other Information” about the occupation that you weren’t aware of?

---

---

---

**Activity 4****My Strengths And Related Occupations**

This Web-Quest assignment involves taking one of your strongest skill areas that you identified in Activity 3 and determining what occupations require this skill. As well, you will be comparing the tasks listed in those occupations with related tasks you do in your everyday life.

- Step 1: Go to Website: <http://www.hrsdc-rhdcc.gc.ca/essentialskills> and into the “Student” section.
- Step 2: Find the section in the text that has the following information and follow the instructions provided: “Find out how skills you are learning are used in the world of work”  
Search using “Skills”. You can find out, for example, who uses geometry, who interprets graphs or who performs difficult writing tasks.”
- Step 3: Identify three occupations that you may be interested in. Review all the tasks associated with the *Essential Skill* that you identified as one of your strongest skill areas.
- Step 4: Complete the Web-Quest Chart for this activity.

**Web-Quest Chart**

When you are looking at related tasks in your life today, consider everything - school life, homework, chores at home, volunteer work, part-time jobs, etc.

Essential Skill \_\_\_\_\_

My Name \_\_\_\_\_

OCCUPATION TITLE	NOC	TASKS	RELATED TASKS IN MY LIFE TODAY

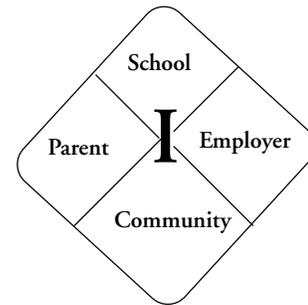
## ACTIVITY 19

### “Interview With An Entrepreneur”

#### Activity Summary

In this activity, students will:

- conduct an interview with an entrepreneur
- product a report based on the interview
- present their findings to the class
- create a reflective journal about their experience



#### Prior Knowledge

- Characteristics of entrepreneurs
- Essential Skills
- Interview techniques
- Report writing and presentation methods

#### Teaching Planning Notes

- Review assignment including prior learning required and rubrics (blackline masters)
- Book access to computers in school
- Provide students with a checklist to stay organized (checklist)
- Provide students with an interview planning sheet (planning sheet)
- Reserve library as a resource for possible entrepreneur listings
- Contact business associations for possible leads
- Suggest possible places to look for and make contact with an entrepreneur (networking)
- Prepare a mock interview for students to role-play then follow up with a discussion on how to identify the Essential Skills communicated in the interview.

#### Assessment and Evaluation of Student Achievement

Task	Tool
Interview	Checklist and Planning Sheet
Report	Rubric
Presentation	Rubric
Peer Evaluation	Peer Presentation Log
Reflective Journal	Evaluation Sheet

#### Activities

- Interview Assignment Sheet
- Assignment Checklist
- Interview Planning Sheet
- Report Rubric
- Presentation Rubric
- Peer Presentation Log
- Reflective Journal
- Reflective Journal Evaluation

### FOCUS ON LEARNING

#### *Essential Skills:*

#### Oral Communication

- Arranging Interview
- Conducting Interview
- Presenting to Class

#### Writing

- Conducting Interview
- Writing Report
- Journal Writing

#### Computer Use

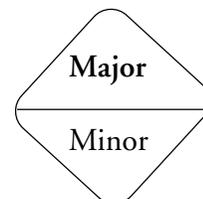
- Preparing Questions
- Writing Report

#### Document Use

- Checklist and Planning Sheet

#### Thinking Skills

- Essential Skills* Identification
- Reflective Journal Writing
- Conducting Interview



## Does This Shoe Fit?

For this assignment you will be conducting an interview with an entrepreneur. There are several things you must do to complete this assignment.

1. Choose an entrepreneur and arrange for a suitable interview date/time. (in person, e-mail)
2. Prepare several interview questions (submit prior to interview for feedback)
3. Conduct interview and collect responses.
4. Prepare your interview report according to standard report writing practices and content requirements as detailed below.
5. Present your report to the class.
6. Submit your interview report.
7. Create a reflective journal about your experience.

## Content of Interview

The following is a list of topics to be covered in the interview:

- Describe the type of business they have
- How they got started
- What education and training they have
- What do they think are the key skills and interests that good entrepreneurs need
- What do they like about being an entrepreneur
- What don't they like about being an entrepreneur
- What their future plans are (next 5 years)
- What advice would they give someone like yourself.

Based on these topics, develop questions from which they will respond. Submit your questions, prior to conducting the interview for feedback.

## Does This Shoe Fit?

### Content of the Report

- Interview questions
- Responses to questions
- Entrepreneurial characteristics they possess\*
- Essential Skills they possess\*
- Follow report writing format

\* You cannot create questions for the interview that directly answer these questions. It is up to you to develop good questions that ask them about themselves and from their responses, the answers to entrepreneurial characteristics and Essential Skills should reveal themselves.

### Presentation of the Report

Your presentation of this report is to be 4 - 5 minutes maximum. Your presentation should be entertaining and creative. You can work in partners if it is important to the creativity of your presentation. Do not reveal the *Essential Skills* to the class in your presentation. For each presentation students will try to guess which *Essential Skills* you revealed. (Handout: Guess that *Essential Skill*)

## Does This Shoe Fit?

### Interview With an Entrepreneur

#### Checklist

There are several small steps involved in this assignment.  
Complete this chart as we progress through the assignment.

TASK	DUE DATE	COMPLETED	PLANNING NOTES FOR NEXT STEPS	<i>Essential Skills USED</i>
Choose Entrepreneur and Arrange Interview Date		<input type="checkbox"/>	Review outline: interview questions. Start thinking about what is required.	
Develop Outline Questions		<input type="checkbox"/>	Type questions	
Submit Typed Version for Feedback		<input type="checkbox"/>	Think about Presentation Format	
Edit Questions		<input type="checkbox"/>	Prepare for Interview	
Conduct Interview		<input type="checkbox"/>	Review all notes and if necessary call back your interviewee for clarification	
Think about Presentation Format		<input type="checkbox"/>		
Analyze content of Interview for Report		<input type="checkbox"/>	Prepare a point form outline of Essential Skills and entrepreneurial characteristics	
Prepare Rough Draft of Report		<input type="checkbox"/>	Think about Presentation Format - make decisions	
Edit/Proofread		<input type="checkbox"/>		
Create and Practice for Presentation		<input type="checkbox"/>	Be prepared for your presentation	
Present to Class		<input type="checkbox"/>	Read your report once again; make any final changes. Print or e-mail for submission	
Submit Report		<input type="checkbox"/>	Complete this Chart for Journal Writing Activity	
Write Reflective Journal and Submit		<input type="checkbox"/>	You're Done Congratulations	

Printed with permission of the National AWAL Project © 2004

**Does This Shoe Fit?****Interview Planning Sheet**

Develop questions based on the interview content required below. Take into consideration how much room you will need to write down the interviewee's responses and what "key words" you might be looking for when writing your report.

1. Business Type (what type of business it is)

Question: \_\_\_\_\_  
\_\_\_\_\_

Response Space: \_\_\_\_\_  
\_\_\_\_\_

2. Brief description of the business

Questions: \_\_\_\_\_  
\_\_\_\_\_

Response Space: \_\_\_\_\_  
\_\_\_\_\_

3. History of Business (how they got started and what has happened since then)

Question: \_\_\_\_\_  
\_\_\_\_\_

Response Space: \_\_\_\_\_  
\_\_\_\_\_

4. Education and training related to business.

Question: \_\_\_\_\_  
\_\_\_\_\_

Response Space: \_\_\_\_\_  
\_\_\_\_\_

5. Education and training they possess.

Question: \_\_\_\_\_  
\_\_\_\_\_

Response Space: \_\_\_\_\_  
\_\_\_\_\_

**Does This Shoe Fit?****Interview Planning Sheet**

6. A routine day.

Question: \_\_\_\_\_  
\_\_\_\_\_Response Space: \_\_\_\_\_  
\_\_\_\_\_

7. A challenging day.

Question: \_\_\_\_\_  
\_\_\_\_\_Response Space: \_\_\_\_\_  
\_\_\_\_\_

8. Likes about being an Entrepreneur.

Question: \_\_\_\_\_  
\_\_\_\_\_Response Space: \_\_\_\_\_  
\_\_\_\_\_

9. Dislikes about being an Entrepreneur.

Question: \_\_\_\_\_  
\_\_\_\_\_Response Space: \_\_\_\_\_  
\_\_\_\_\_

10. Future Plans (next 5 years)

Question: \_\_\_\_\_  
\_\_\_\_\_Response Space: \_\_\_\_\_  
\_\_\_\_\_

11. Advice to someone like yourself.

Question: \_\_\_\_\_  
\_\_\_\_\_Response Space: \_\_\_\_\_  
\_\_\_\_\_

## Does This Shoe Fit?

## Report Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
Content of interview all questions covered	demonstrates knowledge of facts with limited clarity and accuracy	demonstrates knowledge of facts with some clarity and accuracy	demonstrates knowledge of facts with considerable clarity and accuracy	demonstrates knowledge of facts with a high degree of clarity and accuracy
Analysis of interview content to draw conclusions on Entrepreneurial Characteristics and Essential Skills	uses little analysis to draw limited conclusions	uses some analysis to draw some conclusions	uses effective analysis to draw many conclusions	uses thorough analysis to draw most or all conclusions
Introduction	communicates with a limited sense of audience and purpose	communicates with some sense of audience and purpose	communicates with a clear sense of audience and purpose	communicates with a strong sense of audience and purpose
Body	communicates evidence with limited organization and clarity	communicates evidence with some organization and clarity	communicates evidence with effective organization and clarity	communicates evidence with highly effective organization and clarity
Conclusion	summarizes main points to a limited extent	summarizes main points to some extent	summarizes main points to a considerable extent	summarizes and extends main points in a highly effective way
Language	communicates with the limited use of appropriate language	communications with some use of appropriate language	communicates with considerable use of appropriate language	communicates with highly appropriate language

<b>Interview With an Entrepreneur</b>
---

**Does This Shoe Fit?****Report Rubric**

<b>CATEGORIES/ CRITERIA</b>	<b>LEVEL 1 (50-59%)</b>	<b>LEVEL 2 (60-69%)</b>	<b>LEVEL 3 (70-79%)</b>	<b>LEVEL 4 (80-100%)</b>
<b>Writing Mechanics</b>	uses writing mechanics (spelling, grammar) with limited competence	uses writing mechanics (spelling, grammar) with some competence	uses writing mechanics (spelling, grammar) with considerable competence	uses writing mechanics (spelling, grammar) with a high degree of competence
<b>Layout and Design</b>	uses software and technology to enhance design with limited effectiveness	uses software and technology to enhance design with some effectiveness	uses software and technology to enhance design with considerable effectiveness	uses software and technology to enhance design with a high degree of effectiveness

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity. This rubric is based on fundamentals on [www.curriculum.org](http://www.curriculum.org).

## Does This Shoe Fit?

## Presentation Rubric

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<b>Content</b>	demonstrates limited clarity, conciseness and accuracy	demonstrates some clarity, conciseness and accuracy	demonstrates considerable clarity, conciseness and accuracy	demonstrates a high degree of clarity, conciseness and accuracy
<b>Questions from Audience</b>	answers questions with limited clarity and appropriateness	answers questions with some clarity and appropriateness	answers questions with considerable clarity and appropriateness	answers questions with a high degree of clarity and appropriateness
<b>Design and Delivery (Tone, Pitch, Clarity Eye, Contact, Body Language)</b>	communicates overall theme or message with limited consistency	communicates overall theme or message with limited consistency	communicates overall theme or message with considerable consistency	communicates overall theme or message with a high degree of consistency
<b>Use of Creativity</b>	uses creativity elements with limited effectiveness	uses creativity elements with some effectiveness	uses creativity elements with considerable effectiveness	uses creativity elements with a high degree of effectiveness

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity. This rubric is based on fundamentals on [www.curriculum.org](http://www.curriculum.org).



## Does This Shoe Fit?

### Reflective Journal

#### How Entrepreneurial Am I?

Wow and congratulations! You have almost completed this assignment. There is one small but important piece left - The “So What” piece.

This “So What” piece asks you to reflect on this assignment and make connections between what you’ve learned and your own life. There are several questions to ponder on and consider when writing your journal. Respond to the following questions based on your answer to the first question.

1. Now that I have interviewed an entrepreneur and have a pretty good idea of what it is like, am I entrepreneurial? How do I know if I am or if I am not?
2. (a) If you believe you **ARE entrepreneurial**, answer the following questions:
  - Have I demonstrated entrepreneurial skills and characteristics in the past?
  - What are they?
  - Do others consider me entrepreneurial in some of the things that I have done and continue to do?

#### OR

2. (b) If you believe you **ARE NOT entrepreneurial**, answer the following questions:
  - Why is it **NOT NECESSARY** to be entrepreneurial to be successful in life?
  - Give an example of someone you know that is **NOT** an entrepreneur but is successful in life.
  - What makes them successful? Give examples of situations.
3. What parts of this assignment were easy for me? What *Essential Skills* were involved?
4. What parts of this assignment were hard for me? What *Essential Skills* were involved?
5. What parts of this assignment did I enjoy? Why?
6. What parts of this assignment did I not enjoy? Why?
7. What suggestions would I make to improve this assignment?

**Format:** You can write this journal in either 1<sup>st</sup> person or 3<sup>rd</sup> person (which can be quite interesting). Try to be creative in your writing as opposed to just answering the questions as they appear above.

<b>Interview With an Entrepreneur</b>
---

Does This Shoe Fit?

Reflective Journal Evaluation

COMPONENT	MARKS
Depth and understanding providing examples to support opinion	/10
Clear, Concise, Comprehensive and Complete	/5
Correct (spelling, grammar)	/5
<b>TOTAL</b>	<b>/20</b>

\*\*\*\*\*

Does This Shoe Fit?

Reflective Journal Evaluation

COMPONENT	MARKS
Depth and understanding providing examples to support opinion	/10
Clear, Concise, Comprehensive and Complete	/5
Correct (spelling, grammar)	/5
<b>TOTAL</b>	<b>/20</b>

## ACTIVITY 20

### Guest Speakers Assignment

#### Activity Summary

In this activity, students will:

- Arrange for a guest speaker to come to the classroom
- Prepare a student worksheet for classmates to record details about the speaker's presentation
- Introduce and thank the guest speaker
- Provide a small gift for the guest speaker
- Create a thank you letter to be sent to the guest speaker

#### Prior Knowledge

- Essential Skills
- Thank You Letters

#### Teaching Planning Notes

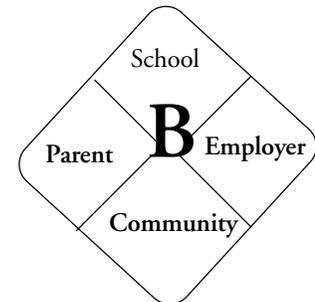
- Review assignment including prior knowledge required and evaluation sheet
- Provide students with a list of possible guest speakers from the community
- Provide students with a responsibilities sheet
- Provide students with a list of materials guest speaker might need
- Extension activity could be a master list display in the classroom of all presentation findings
- Provide guest speaker with a list of Essential Skills prior to their classroom visit in an effort to have them focus in their presentation on the Essential Skills they demonstrate in their occupation.

#### Assessment and Evaluation of Student Achievement

Task	Tool
Responsibilities Sheet	Formative
Guest Speaker Presentation	Evaluation Sheet

#### Activities and Evaluation Materials

- Guest Speaker Assignment Sheet
- Responsibilities Checklist
- Guest Speaker Presentation Evaluation Sheet



#### FOCUS ON LEARNING

##### Essential Skills:

##### Oral Communication

- Contact potential guest speakers
- Introduction and Thank you

##### Thinking Skills

- Student Worksheet

##### Writing

- Student Worksheet

##### Working with Others

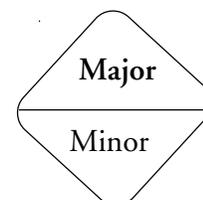
- Small Group Assignment

##### Computer Use

- Student Worksheet

##### Document Use

- Checklist



## **Let Me Introduce...**

Having guest speakers come to the classroom is always a pleasant change from our regular routine, and it is an opportunity for all of use (INCLUDING ME, YOUR TEACHER) to learn about what goes on outside of school in what is sometimes called, the “World of Work.” In small groups (3-4 students), find a guest speaker to come to our class. We are interested in what they do in their jobs - what is a typical day like - challenges, likes, dislikes, etc. As we hear their story, we should be able to tell which Essential Skills are really important for their job and which ones play either a minor or a non-existent role.

## **Getting started - what do we have to do first?**

In your small group, brainstorm all possible ideas for a guest speaker (relatives, friends, neighbours). Family and friends who are retired or who are self-employed make good guest speakers because they are more flexible for time and can come in during the daytime.

## **What next?**

Go and ask all these people from your list and see which ones are real potentials. Go back to your group and narrow it down to two (one for backup). Obtain a commitment from your number one choice and then get a date and time that is suitable for the guest speaker. We have the entire course to conduct these interviews so we can work around their schedules.

## **After that?**

What you have done so far is the hard part. Now it is just a little planning and division of responsibilities (see Responsibilities Checklist). Be sure to think about and record the Essential Skills you are demonstrating as you perform the tasks you have agreed to be responsible for.

## **What is the Student Worksheet?**

You need to prepare a Student Worksheet for students to use to record information based on the story told by the guest speaker. It could be in the form of a chart or mind-map. We don't know what they are going to talk about but we do know that the tasks they perform are related to Essential Skills and there are nine Essential Skills. This worksheet will be handed in to me as evidence of your active listening skills.

## **What if our Guest Speaker needs anything?**

Some of your guests might bring in a PowerPoint presentation, video or overhead. If they require any audiovisual equipment, let me know well in advance.

## **Thank You Card and Gift?**

Be sure to write a thank you card to your guest. The gift should be under \$5. Pick something that you think the guest speaker might like (i.e. golf balls, small picture frame, flowers, candle, etc.). Dollar stores have great ideas for

**Let Me Introduce****Responsibilities Checklist**

	<b>Responsibility</b>	<b>Tasks</b>	<b>Essential Skills Demonstrated</b>
<b>MEMBER #1</b>			
<b>MEMBER #2</b>			
<b>MEMBER #3</b>			
<b>MEMBER #4</b>			

Printed with permission of the National AWAL Project © 2004

### Division of Responsibility

Make sure the work is divided fairly. Submit this checklist with the responsibility section completed for approval before you continue on this assignment.

### List of Responsibilities

- Contact guest (confirm date and time) and follow-up confirmation the day before
- Collect money from group members
- Purchase card and gift
- Write note of appreciation and sign thank you card
- Create Student Worksheet
- Introduce Guest
- Thank Guest

\*\*\*\*\*

### Let Me Introduce Presentation Evaluation

Group Members' Names:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

TASK	GROUP MEMBER NAME	MARK
Arrange for Guest Speaker		/5
Collect Money		/5
Purchase Card and Gift		/5
Create Student Worksheet		/10
Complete Thank You Card		/5
Introduce Guest		/5
Thank Guest and Present Card and Gift		/5
<b>TOTAL</b>		<b>/40</b>

Printed with permission of the National AWAL Project © 2004

## ACTIVITY 21

Experiential Learning

### Student Applications of Working and Learning (AWAL)

#### Activity Summary

In this activity, students will:

- Research a non-profit organization in their community
- Conduct an information interview with an employee and a volunteer
- Create a large visual report

#### Prior Knowledge

- *Essential Skills*
- Information Interview Techniques

#### Teaching Planning Notes

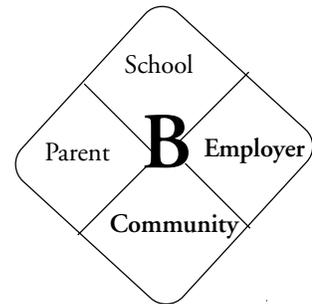
- Review assignment including prior knowledge required and rubric
- Provide students with a list of non-profit organizations in the community
- Provide students with a checklist with dates assigned and completion
- Review sample interview questions listed on the following page (from the AWAL Guide: Handbook for Facilitators) and provide samples from this list to assist students with the development of their own questions.

#### Assessment and Evaluation of Student Achievement

Task	Tool
Complete Checklist	Checklist (Formative)
Research Worksheet	Formative
Interview	Formative
Visual Report	Rubric

#### Activities and Evaluation Materials

- Assignment Sheet
- Checklist
- Research Worksheet
- Interview Template
- Visual Report Rubric



#### FOCUS ON LEARNING

##### *Essential Skills:*

##### Writing

Research Worksheet

##### Reading Text

Research Worksheet

##### Oral Communication

Information Interview

##### Thinking Skills

Information Interview  
Visual Report

##### Working With Others

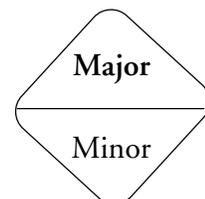
Information Interview

##### Document Use

Checklist

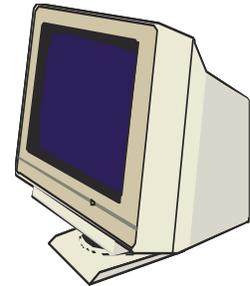
##### Computer Use

Research Worksheet  
Information Interview  
Visual Report



## Sample Interview Questions

1. What are your main duties/activities?
2. What tools and equipment do you use in your work?
3. How do you go about finding information? (reports, memos, books, Internet)
4. What type of writing do you do? (reports, memos, fax, forms)
5. Do you use or produce diagrams, drawings, maps, graphs, or blueprints in your work?  
For what purpose?
6. Do you do any public speaking or training in your work? Are you involved in interviewing or negotiating?
7. How many people do you work with the majority of the time?
8. What is your most common form of contact with others? (personal contact, memo, fax, e-mail, telephone)
9. What type of supervision do you receive? How often?
10. How many people do you supervise?
11. Are you responsible for the safety of others? In what way?
12. To what extent do routines and procedures have to be followed and deadlines met?
13. What planning or organizing do you have to do? (predetermined/self-directed)
14. How are decisions made in your company?
15. How are changes implemented in your company?
16. Do you use computers in your work? How do you use them and for what purpose?
17. What mathematical calculations do you have to do in your work? (money, measurement, budgeting, scheduling, accounting, data analysis, estimation, calculation)
18. What aspects of your work, if any, require you to “be accurate on the first attempt?”
19. What would be the consequence of “not getting it right the first time?”
20. What aspects of your job require physical effort? (carrying/pushing/pulling)
21. What is the most common problem that you face in your daily work? How do you solve it?
22. What are your prospects for future growth and development with this company?
23. What is the most valuable skill a new employee could bring to your position?
24. What prior experience is required for your work?
25. What are the educational qualifications for this job?
26. How does this company advertise job openings?
27. Why would a person leave this company?
28. What do you like most about your job?
29. Which high school classes have been most helpful?
30. Knowing what you know now, what do you wish you had learned more about while you were in high school?
31. What would you tell a high school student about the workplace?
32. Is there any additional information that you would like to tell us?



## GOING AWAL FOR A DAY

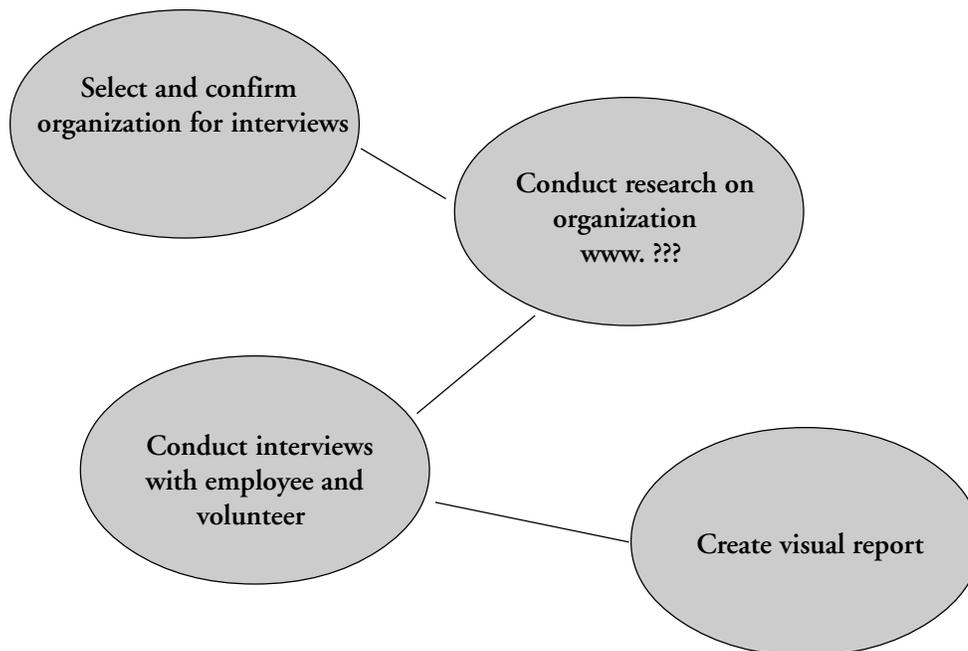
### Background

AWAL (Applications of Working and Learning) is a big project across Canada! It is an important project because it builds connections between the world of work, our schools and our communities. It helps teachers and students to better understand how the skills and knowledge being taught in school can be used outside of school throughout our careers. We are going to help build these connections by interviewing members of our community in the non-profit sector and find out exactly what their job involves.

In the non-profit sector there are two (2) distinct groups of workers - paid employees and volunteers. Usually paid employees are individuals who run the organization. Jobs in this group range from secretaries to volunteer coordinators to executive directors. However, many of these organizations would not be able to operate without the help of many volunteers. Volunteers can have many different roles depending on what the organization needs to accomplish. In some organizations paid staff and volunteers may do the same work.

In this activity, you will be conducting two (2) interviews at your chosen non-profit organization and creating a visual report based on your findings.

### Activities Summary



## Going AWAL for a Day Checklist

ACTIVITY	THINGS TO DO	DATE DUE	COMPLETED
Select and confirm Interviews: Date(s) and Time(s)	<ul style="list-style-type: none"> <li>• review list of potential places</li> <li>• ask parents/guardian or mentor for assistance</li> <li>• make contact with at least four (4) organizations (phone/e-mail/in person)</li> <li>• select one and confirm interview date &amp; time</li> <li>• reconfirm date and time with both employee and volunteer closer to interview date</li> </ul>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Research	<ul style="list-style-type: none"> <li>• conduct research on the organization through websites, brochures, other literature (ask for materials to be sent to you if you cannot get them any other way)</li> <li>• purpose is to learn about the organization (see <b>Research Worksheet</b>)</li> </ul>		<input type="checkbox"/> <input type="checkbox"/>
Conduct Interviews	<ul style="list-style-type: none"> <li>• prepare interview sheet for both employee and volunteer</li> <li>• review your questions</li> <li>• dress appropriately</li> <li>• don't be late</li> <li>• confirm appointment on interview day if possible</li> <li>• take all necessary materials (interview sheet, pens, etc.)</li> </ul>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Visual Report	<ul style="list-style-type: none"> <li>• review all information from both interviews</li> <li>• compare results</li> <li>• determine how you will visually show the results of your interviews</li> <li>• make a list of materials needed</li> <li>• get the materials</li> <li>• work at school and at home on this segment</li> </ul>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Present Report	<ul style="list-style-type: none"> <li>• bring visual report to school</li> </ul>		<input type="checkbox"/>

## Going AWAL for a Day Research Worksheet

NON-PROFIT ORGANIZATION NAME	
Website Address	
Mission Statement	
Brief History	
Programs Offered	
Partners	
Career Opportunities	
Other Interesting Facts	
Contact Information: Local Chapter	
Contact Name	
Title	
Address	
E-mail Address	
Phone Number	

Printed with permission of the National AWAL Project © 2004

## Going AWAL for a Day Interview Template

Develop 10 questions to gather information about the use of all **Essential Skills**. Consider all **Essential Skills** in your questions. In addition, ask both the employee and the volunteer to reflect on how school helps prepare students for future employment. This is a sample format. Make up your own sheets based on this sample. Make two (2) interview sheets - one for the employee interview and one for the volunteer interview.

### Sample Format

Questions #1: \_\_\_\_\_

\_\_\_\_\_

Answer #1: \_\_\_\_\_

\_\_\_\_\_

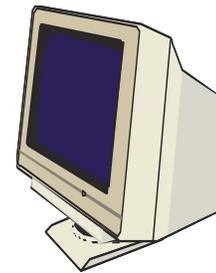
Essential Skills Connection: \_\_\_\_\_

\_\_\_\_\_

### Sample Format

#### Questions #1:

As a volunteer, do you use computers?  
If so, what do you use them for? If not, why not?



#### Answer #1:

*In my role as a volunteer **I do use computers**. I am required to capture all information on new volunteers when they register with us. As well, once they have registered, I keep track of what types of things they do in their volunteer role. With high school students, we also keep track of the amount of time students volunteer so we can complete the high school volunteer tracking sheet for their guidance department.*

**Essential Skills Connection:** Computer Use, Document Use, Reading Text

(Same questions, different answer)

#### Question #1:

As a volunteer, do you use computers? If so, what do you use them for? If not, why not?

#### Answer #2:

In my role as a volunteer, **I don't use computers**. I am responsible for answering the phone and re-routing calls or providing information. In addition, I file volunteer applications.

**Essential Skills Connection:** Oral Communication, Reading Text, Document Use

Printed with permission of the National AWAL Project © 2004

## Going AWAL for a Day Visual Report Rubric

### Content Of Report:

Your visual report should be thorough and insightful and should represent the findings of both of your interviews. You are not limited in how you present the information so use your creativity. See the notes under Layout and Design below as a guide.

CATEGORIES/CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
Purpose The purpose of the poster is clearly accomplished	Limited	Somewhat	Considerable	Advanced
Mechanics There are no errors in capitalization, punctuation or spelling	Many	Several	Some	None
Layout and Design The overall organization, neatness, design, use of colour, use of space and typeface help makes the poster interesting and communicates the message effectively	Limited Effectiveness	Some Effectiveness	Considerable Effectiveness	Advanced Effectiveness
Creativity The poster is highly original and creative	Limited	Somewhat	Considerable	Advanced

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity. This rubric is based on fundamentals on [www.curriculum.org](http://www.curriculum.org)

**ACTIVITY 22**

**Guidance**  
**Navigating the Workplace**

**Essential Skills Portfolio****Activity Summary**

In these activities, students will:

- Collect items that reflect their personal growth and experience as they relate to the *Essential Skills*
- Create or choose a suitable container to hold the items collected that reflect their personal growth and experience as related to the *Essential Skills* and their complexity levels
- Prepare a checklist for the project
- Submit nine (9) half-page reflective journal entries - one for each *Essential Skill*

**Prior Knowledge**

- *Essential Skills* and Complexity Levels
- Reflective journal format

**Teaching Planning Notes**

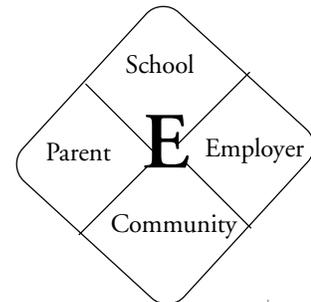
- Review assignment including prior knowledge required and rubric
- Provide suggestions for materials they will need to use and source out themselves
- Arrange for a display case in school for completed containers upon completion of assignment
- Provide an exemplar

**Assessment and Evaluation of Student Achievement**

Task	Tool
Create a container	Rubric
Checklist	Rubric
Reflective Journals	Rubric

**Activities and Evaluation Materials**

- Assignment Sheet
- Container Rubric
- Reflective Journal Evaluation Sheet

**FOCUS ON LEARNING****Essential Skills:****Writing**

Reflective journals  
Checklist

**Thinking Skills**

Reflective journals  
Container Assignment  
Checklist

**Computer Use**

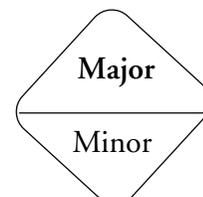
Reflective journals  
Container Assignment  
Checklist All activities

**Continuous Learning**

Small Group Assignment

**Document Use**

Checklist



## **Box of Life**

### **Part One: Collection And Container**

During your three-month leadership experience, you will collect a number of items that reflect your growth and experience related to the Essential Skills and their complexity levels.

- Numeracy
- Reading Text
- Writing
- Working with Others
- Oral Communication
- Continuous Learning
- Document Use
- Computer Use
- Thinking Skills

You must collect a minimum of two (2) items for each of these skills.

Part of your assignment is also to find or to create a container to hold this collection.

The container should also reflect one or more aspects of your skill development.

### **Part Two: Checklist**

Create a checklist for this assignment, including all components and due dates. Use your checklist for this assignment and submit it for evaluation.

### **Part Three: Reflective Journals**

- Write a ½ page reflection (150 words) for each of the above skills. In your reflections comments on:
- Why have you chosen these items?
- How do these items reflect your personal growth in each area
- How you have progressed to increased levels of complexity

**Box of Life  
Rubric**

CATEGORIES/ CRITERIA	LEVEL 1 (50-59%)	LEVEL 2 (60-69%)	LEVEL 3 (70-79%)	LEVEL 4 (80-100%)
<b>Collection</b>  /18	Included a limited number of relevant items	Included a moderate number of relevant items	Included a considerable number of relevant items	Included many relevant items
<b>Container</b>  /10	Decorated to a limited extent	Decorated to some extent	Decorated with creativity and considerable thoughtfulness	Decorated with tremendous originality and creativity
<b>Checklist</b>  /10	Included limited checklist categories and limited detail in usage	Included limited checklist categories and moderate detail in usage	All checklist requirements included and good detail in usage	All checklist requirements included and highly detailed in usage
<b>Reflective Journal Entries</b>  /45 (9 marks each)	Expressed a limited number of interesting and relevant details  Made a limited number of connections between items	Expressed a few interesting and relevant details  Made a few connections between items and learning	Expressed some interesting and relevant details  Made some connections between items and learning	Expressed many interesting and relevant details  Made many connections between items and learning
<b>Application</b>  /10	Use of language conventions limited (spelling, grammar)	Use of language conventions involved some errors, though not serious enough to interfere with overall effectiveness	Use of language conventions is correct and effective (spelling, grammar)	Use of language is correct, effective and sophisticated (spelling, grammar)

**Note:** A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity. This rubric is based on fundamentals on [www.curriculum.org](http://www.curriculum.org).

## Activity 23

### The Five Key Messages

Message	Characteristics Associated with Message
<p><b>Change is constant</b> - Many jobs haven't been invented yet. Adaptability could soon be the most important skills to have, both inside the workplace and out.</p>	
<p><b>Learning is ongoing</b> - You don't stop learning after you finish school. There are opportunities for learning and growth all around you. Inner space is the last frontier.</p>	
<p><b>Focus on the journey</b> - As you evolve and life evolves around you, the place you thought you were heading may not look so enticing anymore. You may have decided you'd rather go off in another direction or to somewhere else that hasn't even shown up on your map yet.</p>	
<p><b>Follow your heart</b> - Find out what you want. Go after what is really important to you. Let your dreams shape your goals.</p>	
<p><b>Access your allies</b> - There are people out there in your family, your school, your community who you respect and trust. They will help you figure out how to do it for yourself.</p>	

## **UNIT 2**

## ACTIVITY 1

### THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

#### Developing and Organizing Ideas: Webbing, Mapping and More Cooperative Education: Pre-placement (Resume Pre-Preparation)

Effective writers use different strategies to sort the ideas and information they have gathered in order to make connections, identify relationships, and determine possible directions and forms for their writing. This strategy gives students the opportunity to reorganize, regroup, sort, categorize, classify and cluster their notes and prior learning in order to develop an effective resume.

#### **Purpose**

- Identify relationships to make connections between self-assessment information (already gathered) and the development of a resume.
- Gather and select information for possible topics and subtopics found in a resume including: personal information, objective, qualifications, skills, education, work experience, volunteer experience, and relevant accomplishments.

#### **Payoff**

Students will:

- model critical and creative thinking strategies.
- learn a variety of strategies that can be used throughout the writing process.
- reread notes, gathered information and writing, that are related to creating a resume.
- organize ideas and information to focus the content of the resume.

#### **Tips and Resources**

- Strategies for webbing and mapping include:
  - Clustering - looking for similarities among ideas, information or things, and grouping them according to characteristics.
  - Comparing - identifying similarities among ideas, information, or things.
  - Contrasting - identifying differences among ideas, information, or things.
  - Generalizing - describing the overall picture based on the ideas and information presented.
  - Outlining - organizing main ideas, information, and supporting details based on their relationship to each other.
  - Relating - showing how events, situations, ideas, and information are connected.
  - Sorting - arranging or separating into types, kinds, sizes, etc.
  - Trend-spotting - identifying things that generally look or behave the same.

#### **Further Support**

- Provide students with sample graphic organizers that guide them in sorting and organizing their information and notes (e.g., cluster (webs), sequence (flow charts), compare (Venn diagram)).
- Have students create a variety of graphic organizers that they have successfully used for different writing tasks. Create a class collection for students to refer to and use.
- Provide students with access to markers, highlighters, scissors, and glue for marking and manipulating their gathered ideas and information.
- Select a familiar topic (the information they have already gathered for their self-assessment). Have students form discussion groups. Ask students to recall what they already know about resumes (personal experience, lessons teacher has taught), and questions that they still have about the resumes. Ask students to group type of information from their self-assessments into various components of the resume.

© Queen's Printer for Ontario, 2005. Reproduced with permission.

## THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

### Developing and Organizing Ideas: Webbing, Mapping and More Cooperative Education: Pre-placement (Resume Pre-Preparation)

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare transparency of <i>Sample Organizer</i> for class discussion and teaching.</li> <li>• Copy for distribution: <i>Webbing Ideas and Information Organizer</i>.</li> <li>• Locate and distribute a chart of “action verbs” used to help build resumes.</li> <li>• Remind student to have their completed self-assessment assignment with them.</li> <li>• Prepare an overhead transparency of the nine HRSDC Essential Skills required for success in everyday work and life.</li> <li>• Use a web to demonstrate the process of rereading self-assessment notes and arranging key ideas about skills, for later use in the resume format, provided by the teacher. (Use Webbing ideas and information Sample)</li> </ul>	<ul style="list-style-type: none"> <li>• Recall what they already know about the Essential Skills and what they learned about themselves through their self-assessment.</li> <li>• Make connections to own notes in self-assessment assignment.</li> <li>• Note the links and connections that the teacher makes among ideas and information. Consider the pattern that they should consider using when developing their links and connections.</li> <li>• Recall past use of webbing strategies to record or organize thinking.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students to complete one sample web activity by identifying one Essential Skill, and considering examples of what that skill might entail.</li> <li>• Ask students to consider which four essential skills they will web for their resume, taking into consideration what they learned and recorded about themselves in previous activities.</li> <li>• Model for students how to generate phrases for the resume using the information from their web. Emphasize the importance of action verbs at the beginning of each phrase. Ask for student response to technique and for student sample statements.</li> </ul>	<ul style="list-style-type: none"> <li>• Contribute to the discussion, clarify points of confusion.</li> <li>• Begin to formulate possible choices for their web.</li> <li>• Note the similarities and differences in responses and the pattern of using action verbs at the beginning of each statement.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Distribute <i>Webbing Ideas and Information Organizer</i>.</li> <li>• Ask students to complete their web by sorting and grouping their skills, qualities, qualifications, etc., under the Essential Skills they choose to work with.</li> <li>• Ask students to develop the phrases from the web information they gathered, that will be placed in their resumes. Remind them to use action verbs.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify their own Essential Skills for the web and provide evidence to support those skills.</li> <li>• Use the action verbs to rephrase the information or ideas.</li> <li>• Make the connection between the web and the possible ways of organizing the information into a resume format.</li> </ul>

© Queen's Printer for Ontario, 2005. Reproduced with permission.

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12**

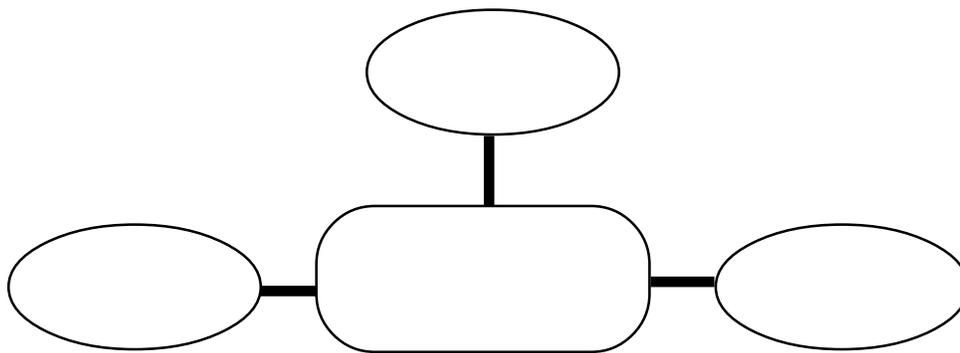
**Developing and Organizing Ideas: Webbing, Mapping and More  
Cooperative Education: Pre-placement (Resume Pre-Preparation)**

**Sample**

**Webbing Ideas and Information: Organizing Information for the Resume**

**What I Have to Offer!**

Consider skills, qualities, qualifications, etc.



In Box: Skill	In Oval: Evidence of Skill	Phrase for each Piece of Evidence
Computer Skills	Microsoft Word	Create reports using Microsoft Word
	Internet Use	Manage correspondence using e-mail
	Power Point	Generate subject related presentations using Power Point

**Teacher Note: Instructions to provide to the students.**

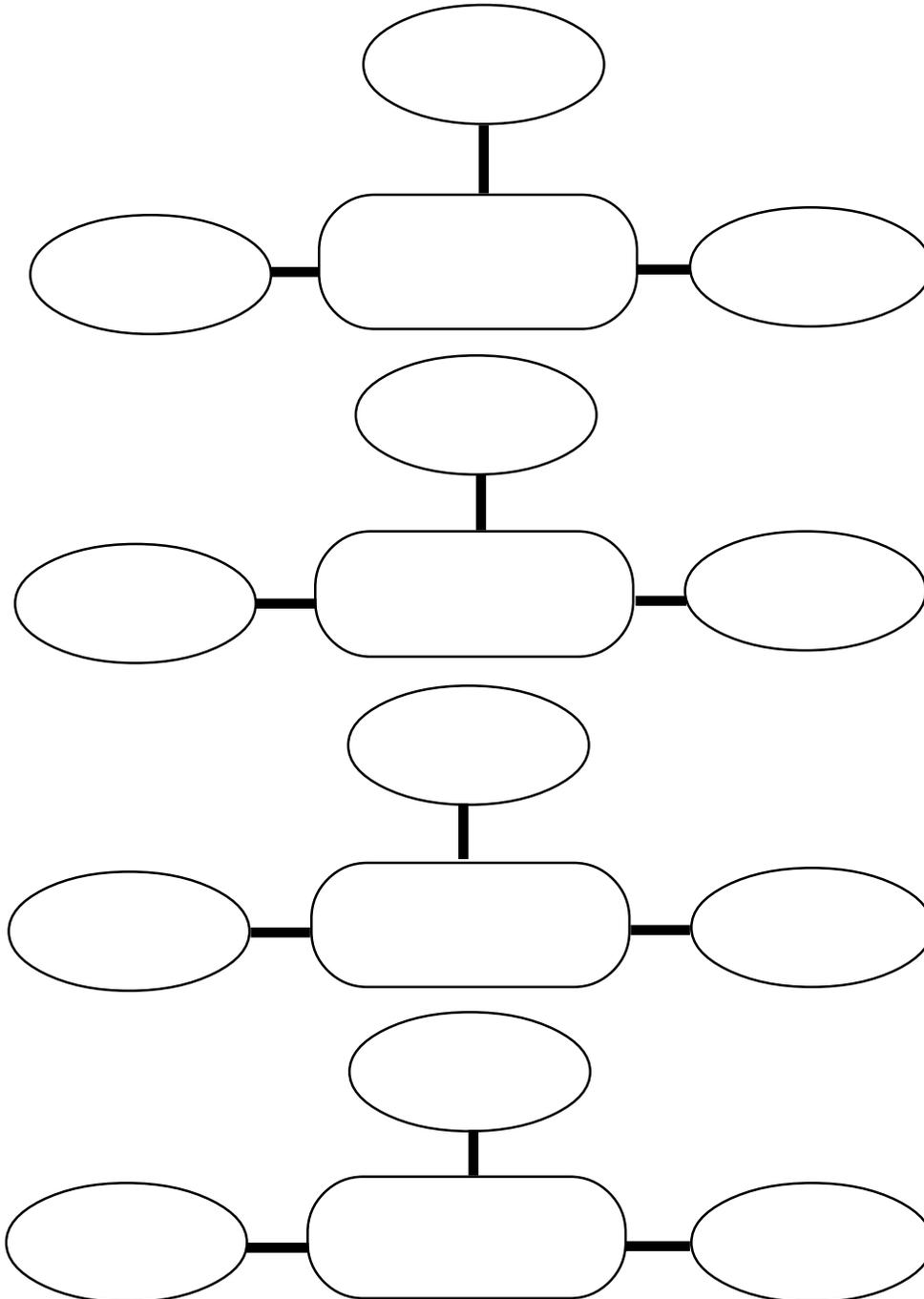
1. Review the HRSDC Essential Skills.
2. Choose 4 Essential Skills to develop for resume use. (Place in box.)
3. Provide evidence to support the Essential Skill. (Place in 3 ovals.)
4. Create phrases, using action verbs, to include in the resume. (Write to the side of each individual skill web.)

© Queen's Printer for Ontario, 2005. Reproduced with permission.

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12**  
**Developing and Organizing Ideas: Webbing, Mapping and More**  
**Cooperative Education: Pre-placement (Resume Pre-Preparation)**

**Webbing Ideas and Information: Organizing Information for the Resume**  
**What I Have to Offer!**

Consider skills, qualities, qualifications, etc.



© Queen's Printer for Ontario, 2005. Reproduced with permission.

## ACTIVITY 2

### The World Of Work ACTION WORDS for Portfolios and Resumes

**A**

Accelerated  
Accomplished  
Achieved  
Acted  
Activated  
Adapted  
Addressed  
Adjusted  
Administered  
Advanced  
Advertised  
Advised  
Advocated  
Aided  
Allocated  
Analyzed  
Answered  
Applied  
Appraised  
Approved  
Arbitrated  
Arranged  
Ascertained  
Assembled  
Assessed  
Assigned  
Assisted  
Attained  
Augmented  
Authorized  
Awarded

**B**

Balanced  
Began  
Boosted  
Budgeted  
Built

**C**

Calculated  
Captured  
Cataloged  
Centralized  
Chaired  
Charted  
Checked

Clarified  
Classified  
Coached  
Collaborated  
Collected  
Combined  
Communicated  
Compared  
Compiled  
Completed  
Composed  
Computed  
Conceived  
Conceptualized  
Condensed  
Conducted  
Conferred  
Conserved  
Consolidated  
Constructed  
Consulted  
Contacted  
Continued  
Contributed  
Controlled  
Converted  
Conveyed  
Convinced  
Coordinated  
Corresponded  
Counseled  
Created  
Critiqued  
Cultivated  
Customized

**D**

Debugged  
Decided  
Defined  
Delegated  
Delivered  
Demonstrated  
Designated  
Designed  
Detected  
Determined

Developed  
Devised  
Diagnosed  
Directed  
Discovered  
Dispensed  
Displayed  
Dissected  
Distributed  
Diverted  
Documented  
Drafted

**E**

Earned  
Edited  
Educated  
Effectuated  
Eliminated  
Emphasized  
Employed  
Encouraged  
Enforced  
Engineered  
Enhanced  
Enlarged  
Enlisted  
Ensured  
Entertained  
Established  
Estimated  
Evaluated  
Examined  
Executed  
Expanded  
Expedited  
Experimented  
Explained  
Explored  
Expressed  
Extended  
Extracted

**F**

Fabricated  
Facilitated  
Fashioned  
Finalized  
Fixed  
Focused  
Forecasted  
Formed  
Formulated  
Fostered  
Found  
Fulfilled  
Furnished

**G**

Gained  
Gathered  
Generated  
Governed  
Grossed  
Guided

**H**

Handled  
Headed  
Heightened  
Helped  
Hired  
Honed  
Hosted  
Hypothesized

**I**

Identified  
Illustrated  
Imagined  
Implemented  
Improved  
Improvised  
Incorporated  
Increased  
Indexed  
Influenced  
Informed  
Initiated  
Innovated  
Inspected  
Inspired  
Installed

Instituted  
Integrated  
Interacted  
Interpreted  
Interviewed  
Introduced  
Invented  
Inventoried  
Investigated  
Involved  
Issued

**J**

Joined  
Judged

**K**

Kept

**L**

Launched  
Learned  
Lectured  
Led  
Lifted  
Listened  
Located  
Logged

**M**

Maintained  
Managed  
Manipulated  
Marketed  
Maximized  
Measured  
Mediated  
Merged  
Mobilized  
Modified  
Monitored

Navigated  
Negotiated  
Netted

**O**

Observed  
Obtained  
Opened  
Operated  
Ordered  
Orchestrated  
Organized  
Originated  
Outlined  
Overcame  
Overhauled  
Oversaw

**P**

Participated  
Performed  
Persuaded  
Photographed  
Pinpointed  
Piloted  
Pioneered  
Placed  
Planned  
Played  
Predicted  
Prepared  
Prescribed  
Presented  
Presided  
Prevented  
Printed  
Prioritized  
Processed  
Produced  
Programmed  
Projected  
Promoted  
Proofread  
Proposed  
Protected  
Proved  
Provided  
Publicized  
Purchased

**Q**

Qualified  
Questioned

**R**

Raised  
Ran  
Rated  
Reached  
Realized  
Reasoned  
Received  
Recommended  
Reconciled  
Recorded  
Recruited  
Reduced  
Referred  
Regulated  
Rehabilitated  
Related  
Remodeled  
Rendered  
Reorganized  
Repaired  
Replaced  
Reported  
Represented  
Researched  
Reshaped  
Resolved  
Responded  
Restored  
Retrieved  
Reviewed  
Revised  
Revitalized  
Routed

**S**

Saved  
Scheduled  
Screened  
Searched  
Secured  
Selected  
Separated  
Served  
Shaped  
Shared  
Simplified

Simulated  
Sketched  
Sold  
Solved  
Sorted  
Spearheaded  
Specialized  
Specified  
Spoke  
Sponsored  
Staffed  
Standardized  
Started  
Streamlined  
Strengthened  
Structured  
Studied  
Suggested  
Summarized  
Supervised  
Supplied  
Supported  
Surpassed  
Surveyed  
Sustained  
Synthesized  
Systematized

**T**

Targeted  
Taught  
Terminated  
Tested  
Tightened  
Totaled  
Tracked  
Traded  
Trained  
Transcribed  
Transformed  
Transmitted  
Translated  
Traveled  
Tutored

**U**

Uncovered  
Undertook  
Unified  
United

Updated  
Upgraded  
Used  
Utilized

**V**

Validated  
Verbalized  
Verified  
Vitalized  
Volunteered

**W**

Weighed  
Widened  
Won  
Worded  
Wrote

<b>List of Skill and Function Areas</b>
---

The words listed below are examples of specific job functions you may have performed. Use these categories to organize a Functional Resume.

Account Management	Film and Video	Production
Accounting	Financial Analysis	Program Design
Administration	Financial Planning	Program Management
Advertising	Forecasting	Project Management
Advocacy	Fundraising and	Promotions
Bookkeeping	Sponsorship	Public Relations
Budgeting	Graphic Design	Public Speaking
Business Development	Human Resources	Publicity
Business Management	Industrial Analyst	Publishing
Case Management	Inspection	Purchasing
Community Relations	Interviewing	Quality Assurance
Career Development	Inventory Control	Quality Improvement
Client Services	Management	Real Estate
Communications	Labor Relations	Records Management
Community Services	Language	Recruiting
Computer Programming	Legal Documentation	Reporting
Computer Skills	Interpretation	Research and Development
Construction	Maintenance	Resource Development
Consulting	Market Research	Restaurant Management
Contract Negotiation	Marketing	Retail
Counseling	Media Relations	Sales
Curriculum Development	Mediation	Statistical Analysis
Customer Service	Merchandising	Strategic Planning
Data Processing	Multimedia	Supervision
Decorating	Negotiations	Systems Analysis
Design	Office Skills	Teaching
Display	Outreach	Technical Skills
Drafting	Performing Arts	Technical Writing
Editing	Photography	Telecommunications
Education	Policy Making	Testing
Employee Relations	Presentation	Training
Engineering	Print Coordination	Transcription
Environmental	Process	Visual Arts
Event Coordination	Improvement	Web Design
Field Research	Product Development	Word Processing

## EXAMPLES OF ACTION WORDS THAT DESCRIBE YOUR FUNCTIONAL SKILLS

Abstracted	Compared	Empathized	Improved	Modified	Read	Tabulated
Achieved	Completed	Enabled	Improvised	Monitored	Reasoned	Talked
Acquired	Complied	Enforced	Inaugurated	Narrated	Recorded	Taught
Acted	Composed	Enlightened	Increased	Observed	Received	Theorized
Adapted	Computed	Enlisted	Indexed	Obtained	Reduced	Trained
Addressed	Conceived	Ensured	Indicated	Offered	Referred	Translated
Advertised	Conducted	Established	Influenced	Operated	Related	Upgraded
Advised	Conserved	Estimated	Initiated	Ordered	Relied	Utilized
Advocated	Consulted	Evaluated	Inspected	Organized	Reported	Validated
Aided	Contributed	Examined	Instituted	Originated	Researched	Verified
Answered	Contracted	Exceeded	Integrated	Overcame	Responded	Visualized
Anticipated	Converted	Excelled	Interpreted	Oversaw	Restored	Won
Applied	Coordinated	Expanded	Interviewed	Participated	Revamped	Wrote
Approved	Copied	Expedited	Introduced	Perceived	Reviewed	
Arranged	Correlated	Experimented	Invented	Perfected	Scanned	
Ascertained	Counseled	Explained	Inventoried	Performed	Scheduled	
Assembled	Created	Explored	Investigated	Persuaded	Schemed	
Assessed	Critiqued	Expressed	Judged	Planned	Screened	
Assisted	Cultivated	Extracted	Kept	Practiced	Set Goals	
Attained	Dealt	Facilitated	Launched	Predicted	Shaped	
Audited	Debated	Fashioned	Learned	Prepared	Skilled	
Augmented	Defined	Financed	Lectured	Presented	Solicited	
Authored	Delivered	Fixed	Led	Prioritized	Solved	
Bolstered	Designed	Followed	Lifted	Produced	Specialized	
Briefed	Detected	Formulated	Listened	Programmed	Spoke	
Brought	Determined	Fostered	Located	Projected	Stimulated	
Budgeted	Developed	Founded	Logged	Promoted	Strategized	
Built	Devised	Gained	Made	Proposed	Steamlined	
Calculated	Diagnosed	Gathered	Maintained	Protected	Strengthened	
Cared	Directed	Gave	Managed	Proved	Stressed	
Charged	Discovered	Generated	Manipulated	Provided	Studied	
Chartered	Discriminated	Governed	Mapped	Publicized	Substantiated	
Checked	Dispatched	Guided	Mastered	Published	Succeeded	
Clarified	Displayed	Handled	Maximized	Purchased	Summarized	
Classified	Dissected	Headed	Mediated	Queried	Synthesized	
Coached	Documented	Helped	Memorized	Questioned	Supervised	
Collaborated	Drafted	Identified	Mentored	Raised	Supported	
Collected	Drove	Illustrated	Met	Ran	Surveyed	
Comforted	Edited	Imagined	Minimized	Ranked	Sustained	
Communicated	Eliminated	Implemented	Modeled	Rationalized	Symbolized	

**EXAMPLES OF ADAPTIVE SKILL WORDS THAT DESCRIBE YOUR PERSONAL TRAITS**

Active	Conscientious	Effective	Forceful	Objective	Reliable	Successful
Adaptable	Cooperative	Efficient	Honest	Open minded	Resilient	Tactful
Adaptive	Creative	Energetic	Independent	Outgoing	Resourceful	Tenacious
Adept	Dedicated	Enterprising	Innovative	Personable	Self-Confident	Well-organized
Aggressive	Dependable	Enthusiastic	Instrumental	Pleasant	Self-motivated	
Analytical	Determined	Exceptional	Keen	Poised	Self-reliant	
Assertive	Diligent	Experienced	Logical	Positive	Sensitive	
Broad-Minded	Diplomatic	Fair	Loyal	Practical	Sharp	
Committed	Disciplined	Familiar	Mature	Productive	Sincere	
Competent	Discreet	Firm	Methodical	Receptive	Strong	

## CLUSTERING YOUR SKILLS

In order to write a good, functional resume and to really analyze your skills, it is helpful to think of those skills in a cluster format. The following brief will help you to think about skills in functional cluster.

MANAGEMENT:	COMMUNICATION:	RESEARCH:	CREATIVE SKILLS:	DETAIL SKILLS:
Developed	Influenced	Recognized Problems	Innovated	Validated
Planned	Persuaded	Clarified	Developed	Retained
Organized	Helped	Surveyed	Imagined	Checked
Executed	Directed	Interviewed	Conceptualized	Executed
Supervised	Reasoned	Investigated	Designed	Dispatched
Scheduled	Sold	Inspected	Planned	Followed Through
Assigned	Developed	Gathered	Synthesized	Implemented
Directed	Recruited	Synthesized	Integrated	Enforced
Coordinated	Motivated	Analyzed	Abstracted	Met Deadlines
Analyzed	Negotiated	Examined	Generated	Arranged
Prioritized	Mediated	Diagnosed	Perceived	Managed Time
Delegated	Arbitrated	Reviewed	Memorized	Collected
Hired	Reconciled	Organized	Discriminated	Condensed
Fired	Merged	Evaluated	Intuited	Compiled
Recommended	Wrote	Critiqued	Visualized	Purchased
Trained	Interpreted	Perceived	Fashioned	Systematized
Trouble-Shooted	Listened	Collected	Shaped	Tabulated
Evaluated	Enlisted	Wrote	Wrote	Inspected
Led	Read	Tabulated	Directed	Organized
Administered	Spoke	Consulted	Choreographed	Classified
Contracted	Presented	Interpreted	Performed	Collated
Produced	Arranged	Conceptualized	Acted	Retrieved
Controlled	Marketed	Extrapolated	Played	Recorded
Reviewed	Obtained	Decided	Originated	Processed
Problem-Solved				Compared

**TEACHING SKILLS:**

Influenced  
Motivated  
Encouraged  
Briefed  
Lectured  
Managed  
Motivated  
Communicated  
Advised  
Presented  
Guided  
Coached  
Tutored  
Instructed  
Enlightened  
Stimulated  
Developed Curriculum  
Adapted  
Facilitated  
Clarified  
Initiated  
Set Goals  
Developed  
Explained  
Invented

**MANUAL:**

Operated  
Tended  
Controlled  
Assembled  
Maintained  
Cultivated  
Built  
Constructed  
Moved  
Shipped  
Improved  
Handled  
Restructured  
Created  
Adjusted  
Planned  
Arranged

**HELPING**

Related  
Emphasized  
Guided  
Supported  
Serviced  
Referred  
Attended  
Counseled  
Cared  
Used sensitivity  
Listened  
Perceived  
Understood  
Acted with team  
Mentored  
Advised  
Used intuition

**FINANCIAL:**

Calculated  
Computed  
Planned  
Analyzed  
Managed  
Budgeted  
Kept Books  
Kept Records  
Audited  
Appraised  
Research  
Worked with Details  
Allocated  
Administered  
Developed  
Prepared  
Solved

## ESSENTIAL SKILLS for LIFE and WORK

Essential Skills	Learning Outcomes
<b>Reading Text</b>	<ul style="list-style-type: none"> <li>- to scan for specific information/to locate information</li> <li>- to skim for overall meaning/to get the gist</li> <li>- to read the full text to understand and to learn</li> <li>- to read the full text to critique or to evaluate</li> </ul>
<b>Use of Documents</b>	<ul style="list-style-type: none"> <li>- read and interpret information</li> <li>- enter information</li> <li>- create document to display information</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>- to organize/remember</li> <li>- to keep a record/to document</li> <li>- to inform/to request information</li> <li>- to persuade/to justify a request</li> <li>- to present an analysis or comparison</li> <li>- to present an evaluation or critique</li> <li>- to entertain</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>- money math</li> <li>- scheduling or budgeting and accounting math</li> <li>- measurement and calculation math</li> <li>- data analysis math</li> <li>- numerical estimation</li> </ul>
<b>Oral Communication</b>	<ul style="list-style-type: none"> <li>- to greet</li> <li>- to take messages</li> <li>- to provide/receive information, explanation, direction</li> <li>- to seek/obtain information</li> <li>- to co-ordinate work with that of others</li> <li>- to reassure/comfort</li> <li>- to discuss (exchange information, opinions)</li> <li>- to persuade</li> <li>- to facilitate/animate</li> <li>- to instruct, instill understanding, knowledge</li> <li>- to negotiate/resolve conflict</li> <li>- to entertain</li> </ul>
<b>Thinking Skills</b>	<ul style="list-style-type: none"> <li>- problem solving</li> <li>- decision making</li> <li>- job task planning and organizing</li> <li>- use of memory</li> <li>- finding information</li> </ul>

---

Essential Skills	Learning Outcomes
<b>Working with Others</b>	<ul style="list-style-type: none"><li>- the ability to work in pairs or teams to promote efficiency and productivity</li><li>- the ability to mentor others or accept instruction from others</li><li>- the ability to assume different roles in a team (i.e. leader)</li><li>- the ability to work with co-workers of both genders and from a variety of cultures</li></ul>
<b>Computer Use</b>	<ul style="list-style-type: none"><li>- basic information entry/no software knowledge required</li><li>- use familiar software functions</li><li>- use advanced software features to perform multiple tasks/operations</li><li>- extensive use of software features and packages/integration of tasks</li><li>- expertise in programming and network design/set-up</li></ul>
<b>Continuous Learning</b>	<ul style="list-style-type: none"><li>- as part of regular work activity</li><li>- from co-workers</li><li>- through training offered in the workplace</li><li>- through reading or other forms of self-study</li><li>- through off-site training</li></ul>
<b>Critical Thinking</b>	<ul style="list-style-type: none"><li>- this 10<sup>th</sup> essential skill is currently under development</li></ul>

## ACTIVITY 3

### FUNCTIONAL RESUME TEMPLATE

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Telephone \_\_\_\_\_ E-mail \_\_\_\_\_

Job Objective \_\_\_\_\_

### HIGHLIGHTS OF QUALIFICATIONS

\_\_\_\_\_  
(Number of years experience in this line of work)

\_\_\_\_\_  
(Training, education or workshop related to this line of work)

\_\_\_\_\_  
(Your key strengths, skills, accomplishments and specialized knowledge related to your job objective)

\_\_\_\_\_  
(Your key strengths, skills, accomplishments and specialized knowledge related to your job objective)

\_\_\_\_\_  
(Three attributes that describe your personal work style or attitude)

### RELEVANT EXPERIENCE

\_\_\_\_\_  
(Skill Heading #1)

(List accomplishments or activities that are relevant to the Skill Heading)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_  
(Skill Heading #2)

(List accomplishments or activities that are relevant to the Skill Heading)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_  
(Skill Heading #3)

(List accomplishments or activities that are relevant to the Skill Heading)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_  
(Skill Heading #4)

(List accomplishments or activities that are relevant to the Skill Heading)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**WORK HISTORY**  
(MOST RECENT FIRST)

(Job Title)	(Employer)	(Year-Year)

**EDUCATION/TRAINING**  
(MOST RECENT FIRST)

(Course Title)	(School)	(Year-Year)

**VOLUNTEER EXPERIENCES**

---



---



---



---



---



---

**REFERENCES IF NEEDED**

---

---

---

---

## ACTIVITY 4

### THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

#### Generating Ideas: Adding Content (Pass It On!)

#### Cooperative Education: Pre-placement (Job Readiness: Preparing for an Interview)

This writing strategy provides feedback to students during their preparation for co-op placement interviews. Students exchange their brainstorming ideas and notes on job interview questions.

#### **Purpose**

- Identify ideas and information that may have been omitted in the preparation of written answers to co-op placement interview questions.
- Reconsider and revise initial thinking (through methods such as brainstorming) prior to the formal interview.
- Teach students how to question others and themselves as a means to developing complete and thoughtful answers (written and oral).

#### **Payoff**

Students will:

- ask who, what, where, when, why and how (5W&H), and predict questions while writing sample interview answers.
- add and support ideas, with the help of others and then individually

#### **Tips and Resources**

- This strategy may be used before and during writing of responses to potential co-op interview questions.
- Provide stick-on notes if students find it too confusing to have other students writing on their work.
- This strategy may also be used with students to edit and revise their resumes, cover letters and thank you letters.

#### **Further Support**

- Teachers should model the process of asking questions about a piece of writing. Alternatively, teachers may post a piece of personal writing and invite students to ask questions about various aspects of the piece.
- Students may use brainstorming or first drafts of any assignment they are working on (e.g., research/planning, paragraphs, summaries, lab reports, essays, and answers to questions).

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12**

**Generating Ideas: Adding Content (Pass It On!)**

**Cooperative Education: Pre-placement (Job Readiness: Preparing for an Interview)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Students should have completed the student resource; <i>Potential Co-op Interview Questions</i> prior to class.</li> <li>• Distribute Student Resource; <i>Instructions for Adding Content (Pass It On!)</i>.</li> <li>• Using this handout, review: who, what, where, when, why and how (5W&amp;H) questions. Also, discuss the appropriate length of interview answers, and the importance of avoiding yes or no answers.</li> <li>• Remind students about the purpose of this activity - to ask questions to clarify the writer's responses or to gather more information from the writer.</li> <li>• Create groups of 3 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm answers and make notes on the potential co-op interview questions.</li> <li>• Read the instructions on the handout with the teacher.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Have students pass their work (Co-op Interview Questions and Answers) to the person to their left. The second student will add questions to the work that is handed to them in order to clarify the writer's responses.</li> <li>• In 3 to 5 minutes, depending on length of the work, call "time" and have the students pass their work to the left again and repeat the process.</li> <li>• Have students continue this process until the work has been returned to the original author.</li> </ul>	<ul style="list-style-type: none"> <li>• Within their group, students pass their work to the left and quickly skim the work handed to them.</li> <li>• As they read, ask questions based on the 5Ws and How.</li> <li>• Use stick-on notes and write comments and/or questions in margins to clarify the writer's responses or to gather more information.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Students use the edited work and the answers to the questions as the basis for their preparation for their co-op placement interviews.</li> </ul>	<ul style="list-style-type: none"> <li>• Review the questions raised by their group members and clarify their personal written responses.</li> <li>• Use the questions and answers as the basis for preparation for their co-op placement interviews.</li> </ul>

---

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12**

**Generating Ideas: Adding Content (Pass It On!)**  
**Cooperative Education: Pre-placement (Job Readiness: Preparing for an Interview)**

**Potential Co-op Interview Questions**

1. Tell me about yourself.
2. What are your long-term career plans (or your plans after high school)?
3. Why are you interested in this placement position?
4. What do you feel is your greatest strength? In what area could you improve?
5. What type of people do you best work with and why?
6. What do you know about our company?
7. How do you handle conflict with people?
8. Name 3 characteristics that best describe you?
9. If I called your references, what would they say about you?
10. Name a couple of your achievements that you are most proud of?
11. What do you like to do in your spare time?
12. How do you handle pressure and/or stress at school? Or on your part-time job?
13. Give an example of how you handle responsibilities and/or challenges.
14. What abilities and skills do you have that relate directly to this co-op position?
15. What courses have you taken that will help you with this position?

© Queen's Printer for Ontario, 2005. Reproduced with permission.

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12****Generating Ideas: Adding Content (Pass It On!)  
Cooperative Education: Pre-placement (Job Readiness: Preparing for an Interview)****Instructions for Adding Content (Pass It On!)**

When you build a fire, you need just enough wood to get it started. Usually we start with small pieces and then add the larger ones after the fire gets going. That's what we are going to do with your initial ideas for writing your *Potential Co-op Interview Questions*.

The answers you have written to the potential interview questions are like a small flame - they are ideas, and you may need to add more information to it. Here's an easy way to learn the questions you need to ask in order to add fuel to your fire. You are going to trade your work with people in your group and ask questions without talking.

When you are in your group, you will each pass your work to the person on your left. You will work within a time limit, so work quickly.

Don't worry, if you don't finish all of the assignment you are looking at - the next person will probably deal with parts that you don't.

Here's how to add the fuel....

In your groups:

1. Pass your work to the person on your left. Quickly skim the work that you have received from the person to your right.
2. As you read, ask questions based on the 5W's and How. Some of your questions might be:
  - What skills did you learn from this experience?
  - What type of tasks were you responsible for?
  - Where did this happen?
  - When did this occur?
  - Who was involved?
  - Why did you choose to get involved in this work?
  - What did you learn as a result of this experience?
  - What would you do differently?
  - How does this affect your choice in career path?
3. Do not talk until you have passed around all the work. If you can't read or understand something, don't ask the person, just write down a question or comment, such as "I don't get this" or "I can't read this".
4. Write in the margin or at the top of the page, or in the lines - just don't write on top of someone's writing!

When you finally get your own work back try to answer as many of the questions as you can in order to clarify your interview responses.

© Queen's Printer for Ontario, 2005. Reproduced with permission.

## **ACTIVITY 5**

### **THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12**

#### **Presentations: Interview Modeling Cooperative Education: Integration (Career Exploration)**

Many students are hesitant to conduct an interview with their co-op placement supervisor or community partner. They are uncomfortable or nervous and do not clearly understand what an effective interview looks like. By demonstrating an ineffective interview, modeling an effective interview, and facilitating student collaboration, teachers will ease student stress and clearly define an effective interview.

#### **Purpose**

- To clearly define exemplary presentation and/or interview skills.
- To create a comfortable, safe environment in which students may be successful in presentations.
- To prepare students to conduct informational interviews with their co-op supervisor.

#### **Payoff**

Students will:

- collaborate with each other and the teacher to improve the teacher's demonstration of an effective presentation and interview.
- experience, first-hand, examples of ineffective and effective presentations and/or interviews.
- using the feedback from fellow students and the teacher, conduct effective interviews and/or presentations.

#### **Tips and Resources**

- Teachers may consider modeling only the interview. Teachers need to be cautious when demonstrating the effective interview - a sense of humour goes a long way to help your students feel comfortable.
- It may be helpful to videotape both the teacher's first interview and the improved interview so that students may re-examine the changes.
- This strategy can be applied in pre-placement when preparing students for their co-op placement interview. For the purpose of this activity students will be conducting an information interview with their co-op supervisor on Career Exploration.

#### **Further Support**

- Give careful consideration when determining pairs of students who will present together.

## THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

### Presentations: Interview Modeling Cooperative Education: Integration (Career Exploration)

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Prepare a brief interview for the class that demonstrates in effective interview skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe teacher's first interview and prepare to comment on areas in need of improvement.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Lead students in a discussion of the purpose of interviews and the various purposes and forms of interviews that can be conducted (e.g., job interviews, informational interviews, phone interviews, etc.)</li> <li>• Ask students to list all of the aspects of verbal and non-verbal communication that need improvement in the mock interview.</li> <li>• Divide class into small groups to discuss the list that they compiled.</li> <li>• Facilitate whole-class discussion about the aspects needing improvement.</li> <li>• Discuss how these improvements might take place.</li> <li>• Prepare a new presentation or interview for the class, using improvements suggested.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in brainstorming the purpose of interviews.</li> <li>• Write down all verbal and non-verbal communication areas needing improvement.</li> <li>• Discuss ideas with small group, compiling one list to be presented to the class.</li> <li>• Present ideas for improvement to the class.</li> <li>• Observe improved presentation or interview.</li> <li>• Write down further suggestions. Discuss with the class how these suggestions may improve their own presentations or interviews.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>• Distribute to students, Effective Interview Skills.</li> <li>• Facilitate class discussion - is anything missing that needs to be added?</li> <li>• Have students prepare a mock information interview with their prospective co-op supervisor.</li> <li>• Divide the class into pairs - these pairs will give each other constructive criticism as they prepare and conduct their mock interviews. (May need to define or remind students of constructive criticism)</li> </ul>	<ul style="list-style-type: none"> <li>• Add any new ideas to their handouts.</li> <li>• Prepare mock informational interviews.</li> <li>• Practice mock informational interviews.</li> <li>• Work in pairs throughout practice sessions to give each other constructive criticism and helpful hints.</li> <li>• Before presenting or interviewing someone, use the handout Effective Skills for Conducting an Interview as a checklist to ensure presentations or interviews are effective.</li> <li>• Present to the class or interview a community member on a particular topic or issue.</li> </ul>

© Queen's Printer for Ontario, 2005. Reproduced with permission.

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12**

**Presentations: Interview Modeling  
Cooperative Education: Integration (Career Exploration)**

<b>Effective Skills for Conducting an Interview</b>	✓
<b>Prior to the Interview</b>	
Did the interviewer have the proper tools needed to conduct the interview? (e.g., clipboard, lined paper, pen, tape recorder, camera or video camera, etc.).	
<b>Did the interviewer have prepared questions to lead the interview?</b>	
Did the interviewer set up an appointment and location to meet with the interviewee?	
<b>The Interview</b>	
Did the interviewer properly greet the interviewee?	
Did the interviewer make the interviewee feel comfortable and welcomed?	
Were the questions asked in a clear and loud voice?	
Were the questions asked in a logical order?	
Did the interviewer make appropriate eye contact with the interviewee and demonstrate effective listening skills?	
Did the interviewer use an appropriate tone and language for an interview?	
Did the interviewer ask the clarification or provide clarification when necessary?	
Did the interviewer avoid leading the interviewee towards an answer?	
Did the interviewer provide an appropriate amount of time for the interviewee to speak?	
Did the interviewer let the speaker finish their answer before asking another question or adding their own thoughts?	
Did the interviewer avoid unnecessary movements such as shuffling, toe tapping and shaking?	
<b>After the Interview</b>	
Did the interviewer properly thank the interviewee for their time?	

## ACTIVITY 6

### HIRING ASSESSMENT

#### Essential Skills Checklist

**Note to Employer:** Please use this as a guide to help you assess the entry-level skills of an employment candidate. Once completed, attach it to the person's resume as an additional resource when making your hiring decision.

Essential Skills Needed for this Job	Has the person demonstrated that he/she is skilled in this area? Observations
<b>Reading Text</b> Refers to company's brochure, mission statement, other written documentation.	
<b>Writing</b> Easily fills in written information while in your presence.	
<b>Numeracy</b> Answers questions of a numerical nature during interview. (e.g., hours related to job, wages, etc.)	
<b>Oral Communication</b> Speaks with confidence, making eye contact and using correct grammar.	
<b>Thinking Skills</b> Takes appropriate amount of time to process a question during the interview and responds creatively.	
<b>Problem Solving</b> Answers with thought when presented with a hypothetical crisis situation.	
<b>Decision Making</b> Is able to answer adequately when presented with an interview question that requires a decision.	
<b>Job Task Planning &amp; Organizing</b> When presented with a sample list of tasks for a typical day, is able to list them in appropriate order with little direction.	
<b>Significant Use of Memory</b> Refers to your name often during interview, repeats information heard during the interview, does not ask questions that have already been answered.	
<b>Finding Information</b> Brings information to interview that was requested; supplies information requested during interview.	
<b>Working with Others</b> Speaks highly of others and the importance of team work, especially when talking about past jobs.	
<b>Computer Use</b> Speaks with confidence and understanding when referring to computer-related tasks; resume and cover letter prepared in a professional manner by the applicant.	
<b>Continuous Learning</b> During the interview refers to eagerness and necessity for on-going training; resume shows involvement in professional and personal development.	

## Essential Skills Hiring Checklist

Use this checklist during the hiring process to help determine if an employment candidate has the necessary Essential Skills for your organization. The examples under each Essential Skill should be used in combination with other factors to help guide the hiring process.

Essential Skills	Check the statement that best applies	Comments
<p><b>Reading Text</b></p> <ul style="list-style-type: none"> <li>• Refers to the company's brochure, mission statement or other written documentation</li> <li>• Displays and ability to read and summarize key points when presented with written materials</li> <li>• Other: _____</li> </ul>	<p>Fully Present <input type="checkbox"/></p> <p>Somewhat Present <input type="checkbox"/></p> <p>Not Present <input type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	
<p><b>Document Use</b></p> <ul style="list-style-type: none"> <li>• Correctly answers questions related to information presented in graphs and charts</li> <li>• Job application is complete with few or no mistakes</li> <li>• Others: _____</li> </ul>	<p>Fully Present <input type="checkbox"/></p> <p>Somewhat Present <input type="checkbox"/></p> <p>Not Present <input type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	
<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Correctly answers questions of a numerical nature such as those related to wages or hours of work</li> <li>• Demonstrates an ability to estimate the amount of time needed to do certain tasks in an average work day</li> <li>• Other: _____</li> </ul>	<p>Fully Present <input type="checkbox"/></p> <p>Somewhat Present <input type="checkbox"/></p> <p>Not Present <input type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Resume displays correct spelling and grammar and is properly formatted</li> <li>• Demonstrates an ability to write a sample memo advising a superior of a workplace related issue</li> <li>• Other: _____</li> </ul>	<p>Fully Present <input type="checkbox"/></p> <p>Somewhat Present <input type="checkbox"/></p> <p>Not Present <input type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	

Essential Skills	Check the statement that best applies	Comments
<p><b>Oral Communication</b></p> <ul style="list-style-type: none"> <li>• Makes eye contact and communicates idea clearly</li> <li>• Answers questions with appropriate tone and language</li> <li>• Other:</li> </ul>	<p>Fully Present <input type="checkbox"/></p> <p>Somewhat Present <input type="checkbox"/></p> <p>Not Present <input type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	
<p><b>Working with Others</b></p> <ul style="list-style-type: none"> <li>• Conveys the importance of teamwork and demonstrates a willingness to work with others</li> <li>• Asks questions about the working environment (e.g., size of team, amount of group work)</li> <li>• Others:</li> </ul>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	
<p><b>Thinking Skills</b></p> <ul style="list-style-type: none"> <li>• Shows an ability to prioritize daily tasks with little decision</li> <li>• Displays good problem-solving skills</li> <li>• Other:</li> </ul>	<p>Fully Present <input type="checkbox"/></p> <p>Somewhat Present <input type="checkbox"/></p> <p>Not Present <input type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	
<p><b>Computer Use</b></p> <ul style="list-style-type: none"> <li>• Talks about previous experience with computer applications that are relevant to the position</li> <li>• Successfully navigates a computer operating program in the employer’s presence</li> <li>• Other:</li> </ul>	<p>Fully Present <input type="checkbox"/></p> <p>Somewhat Present <input type="checkbox"/></p> <p>Not Present <input type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	
<p><b>Continuous Learning</b></p> <ul style="list-style-type: none"> <li>• Resume or job application shows a history of self-directed learning, including personal and professional development</li> <li>• Expresses a willingness to participate in on-going training</li> <li>• Other:</li> </ul>	<p>Fully Present <input type="checkbox"/></p> <p>Somewhat Present <input type="checkbox"/></p> <p>Not Present <input type="checkbox"/></p> <p>Not Applicable <input type="checkbox"/></p>	

## Essential Skills Survey

### Evaluating the Workplace

This tool is designed to help employers identify potential Essential Skills issues in the workplace.

#### Survey Guide

- The statements included in this tool are divided into nine sections; one for each of the nine Essential Skills.
- Addressing the statements will help indicate potential problems in your workplace, but there may be other factors you need to consider which are not included in this tool. It is also important to gather input from a variety of employees and to respect confidentiality.
- If you agree with a significant number of the statements in this tool, there could be an Essential Skills issue in your organization. Your best course of action may be to identify problematic sections (i.e. sections in which you agree with most of the statements) and to focus your training activities on that skill.
- For more information on Essential Skills, and other related tools, please visit: [www.hrsdc-rhdcc.gc.ca/essentialkills](http://www.hrsdc-rhdcc.gc.ca/essentialkills)

### Part 1: Reading Text

- Employees seem uncomfortable with written material.
- There are problems disseminating information to employees through memos.
- Employees prefer oral instructions over written ones.
- Employees make unnecessary mistakes when following written instructions.
- There have been safety problems linked to employees not following directions in manuals and/or signs posted around the workplace.

Comments:

### Part 2: Document Use

- Employees seek help in using documents.
- Employees have difficulty understanding or filling in documents such as charts and graphs.
- Employees have difficulty understanding time sheets and pay stubs.
- Employees often enter incorrect information on activity schedules or other related documents.
- There have been safety issues related to employees' ability to understand gauges, manuals, blueprints, or schedules.

Comments:

### Part 3: Writing

- Employees avoid reporting workplace incidents because they have to fill in accident reports.
- Employees have difficulty writing production reports or other material necessary for the job.
- Employees communicate orally when written communication would be more appropriate.
- Material written by employees contains numerous grammar or spelling mistakes.
- Employees have difficulty using appropriate sentence structure, punctuation, wording, or tone when preparing written material.

Comments:

### Part 4: Numeracy

- Employees have trouble completing numerical tasks, such as calculations, measurements and estimations.
- Employees make numerous mistakes when conducting financial transactions, such as handling cash, preparing bills, or making payments.
- Employees avoid handling cash orders, receiving payments, or making change.
- Employees avoid participating in training sessions related to numeracy.
- Employees have difficulty understanding calculations on pay stubs.

#### Comments:

### Part 5: Oral Communication

- Employees do not communicate information or instructions clearly and accurately.
- Employees have difficulty following detailed oral instructions.
- When communicating with suppliers or clients, employees do not speak professionally.
- Employees do not use workplace-appropriate terminology.
- Employees frequently communicate in a language other than the language of the workplace.
- Employees avoid participating in staff meetings or training sessions.

#### Comments:

### Part 6: Thinking Skills

- Employees look for guidance when addressing everyday workplace problems that they should be able to resolve themselves.
- Employees have difficulty making decisions independently.
- Employees' lack of planning leads to inferior work, missed deadlines, or increased costs.
- When faced with a problem employees do not conduct research to find information or solutions.
- During problem-solving, employees do not use assessment criteria or consider risk factors.
- Employees have trouble remembering routine procedures to follow.

#### Comments:

### Part 7: Working with Others

- Employees do not coordinate work or share information with others.
- Employees have trouble accomplishing a task that requires organized co-operation.
- Employees do not participate in group projects or team meetings to avoid working with others.
- Employees are often unable to set aside personal differences.
- Employees do not display behaviour that is conducive to good teamwork.
- Employees are afraid of making mistakes in front of their peers.

**Comments:**

### Part 8: Computer Use

- Employees strongly resist changes in technology such as new computer software or programs.
- Employees frequently ask for help with computer-related tasks.
- Employees take more than an average amount of time to complete tasks using computer software and programs.
- Employees perform tasks manually when using an electronic device would be more appropriate.
- Employees have difficulty operating computer accessories such as printers, fax machines, and scanners.

**Comments:**

### Part 9: Continuous Learning

- Workplace training is rare; therefore, employees have little or no experience with training on the job.
- Employees are unwilling to participate in workplace education programs.
- Employees are uninterested in developing learning plans for personal or professional development.
- Candidates for higher-level positions are recruited from outside the organization due to lack of qualified candidates within the organization.
- Employees are resistant to workplace change, even if the change is to their benefit.

**Comments:**

Human Resources and Skills Development Canada <http://www.hrsdc-rhdcc.gc.ca/essentialskills>

- Understanding Essential Skills
- Essential Skills and Workplace Literacy Initiative
- Essential Skills Profiles
- Authentic Workplace Materials
- How Can I Use This Site?
- Tools and Applications
- Workplace Resources
- FAQs

## *Essential Skills*

**Investing in Essential Skills can result in:**

- Higher productivity
- Reduced error rates
- Improved safety
- Reduced absenteeism
- Greater employee retention
- Enhanced communication and teamwork
- Improved employee morale
- Enhanced corporate image

**Getting started:**

The Essential Skills toolkit consists of a series of generic, easy-to-use tools that can help you with human resource practices such as training, hiring, and assessment.

Essential Skills Survey

- Identifies potential Essential Skills issues in your workplace.

Essential Skills Questionnaire

- Helps to assess Reading, Document Use, Numeracy, and Thinking skills of employees for complexity levels 1 and 2.

Essential Skills Hiring Checklist

- Helps to determine whether an employment candidate has the necessary Essential Skills for the position.

Essential Skills Training Strategies

- Provides examples of how to incorporate Essential Skills into workplace training programs.

Essential Skills Training Grid

- Helps to identify Essential Skills gaps in workplace training courses.

Your feedback is appreciated.

**Related topics:**

- Essential Skills success stories
- What are Essential Skills
- Defining Essential Skills
- How Essential Skills are used in various occupations

## What are Essential Skills?

Essential Skills are the skills people need for work, learning and life. They provide the foundation for learning all other skills and are the cornerstone of lifelong learning.

Through extensive research, the Government of Canada and other national and international agencies have identified and validated nine Essential Skills. These skills are used in virtually all occupations and throughout daily life in different forms and at different levels of complexity.

For example, writing skills are required in a broad range of occupations. Some workers write simple forms while others write complex monthly reports. Although the specific form and complexity level may vary for the workers, the Essential Skill “writing” is necessary to succeed in their occupations.

### Essential Skills and Workplace Literacy Initiative

Launched on April 1, 2003, the Essential Skills and Workplace Literacy Initiative helps to ensure Canadians have the right skills for changing work and life demands. Its goal is to enhance the skill levels of Canadians who are entering - or are already in - the workforce. The Initiative does this by increasing awareness and understanding of Essential Skills, supporting the development of tools and applications, building on existing research, and working with other Government of Canada programs.

### Essential Skills Tools

An increasing number of Canadian are recognizing the importance of lifelong learning and workplace skills training as they are closely linked to productivity, adaptability and innovation. The Government of Canada has been working with businesses, labor groups, governments, educators and other stakeholders from across the country to develop a wide range of tools and applications that promote innovative approaches to assessing and developing skills. The ongoing development of these tools is helping employers and workers understand training requirements as well as improving the ability of Canadians to acquire and upgrade the skills they need to succeed in the workplace.

#### **Nine Essential Skills**

Reading Text  
Document Use  
Numeracy  
Writing  
Oral Communication  
Working with Others  
Thinking Skills  
Computer Use  
Continuous Learning

Visit [www.hrsdc-rhdcc.gc.ca/essentialskills](http://www.hrsdc-rhdcc.gc.ca/essentialskills)

## ACTIVITY 7

### Cover Letter Rubric

	1	2	3	4
Format	Does not resemble cover letter format	Many deviations from cover letter format	Some deviations from cover letter example	Proper cover letter format based on example
Introduction	No objective, no mention of skills	Objective is unclear, little mention of skills	Objective meets expectations	Grabs readers attention, objective is clear and concise
Body of Letter	No mention of skills or education, lacks purpose	Weak mention of skills and education, personality is hidden	Education and skills mentioned briefly, personality is noticeable	Resume enclosed, education and skills highlighted, personality of applicant is evident
Conclusion	Does not urge action, does not leave employer contact information	Lacks action, shows little interest, gives little contact information and flexibility	Some action urged, shows some interests and flexibility	Urges action, shows interest, clearly provides employer with all necessary contact information
Grammar and Punctuation	Letter has four or more spelling errors and/or grammatical errors	Letter has three misspellings and/or grammatical errors	Letter has no more than two misspellings and/or grammatical errors	Letter has no misspellings or grammatical errors
Total				

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

Strengths: \_\_\_\_\_

\_\_\_\_\_

Areas to improve on: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Resume Rubric

	0	2	4	6
Format	Does not resemble resume example	Many deviations from resume format	Some deviations from resume examples	Proper resume format based on examples
Body of the Resume (completeness of sections)	Resume incomplete	missing 3 sections	missing 2 sections	Personal information; highlight of qualifications, relevant experience, work history, education/training (all sections included)
Overall Impression	No action words, unappealing, lacks professionalism	Few action words, lacks creativity, unpolished and unbusinesslike	Some action words included, somewhat appealing, semi-professional	Action words used, resume is appealing to the reader, stands out as professional
Total				

Additional comments: \_\_\_\_\_

\_\_\_\_\_

Strengths: \_\_\_\_\_

\_\_\_\_\_

Areas to improve on: \_\_\_\_\_

\_\_\_\_\_

**INTERVIEW CHECKLIST**

Student Name: \_\_\_\_\_

Interview Name: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_

**During the greeting, the interviewee: Check if complete**

- introduced him/herself \_\_\_\_\_
- shook hands firmly \_\_\_\_\_
- waited to be invited to sit \_\_\_\_\_

**During the interview, the interviewee: Circle the number, 3 is the highest, 1 is the lowest**

- |   |   |   |   |
|---|---|---|---|
| • sat up straight                               | 1 | 2 | 3 |
| • maintained eye contact                        | 1 | 2 | 3 |
| • used a pleasant tone of voice                 | 1 | 2 | 3 |
| • used expressive, fluent speech                | 1 | 2 | 3 |
| • did not use slang                             | 1 | 2 | 3 |
| • answered all questions clearly and completely | 1 | 2 | 3 |
| • asked questions at the end                    | 1 | 2 | 3 |
| • demonstrated a positive, confident attitude   | 1 | 2 | 3 |

**Following the interview, the interviewee: Check if complete**

- waited for the interviewer to end the interview
- thanked the interviewer and shook hands firmly

Comments:

Total \_\_\_\_\_  
29

# **UNIT 3**

## ACTIVITY 1

### THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

#### Reading Different Text Forms: Reading Informational Texts Cooperative Education: Pre-placement (Exploring Essential Skills for PPLPs)

Occupational Profiles (Ops), a type of informational text, provide students with specific information about the nine Essential Skills, as developed by Human Resources & Skills Development Canada (HRSDC), in specific occupations. This type of informational text uses vocabulary, special design elements, and organizational patterns to clearly present text material. Providing students with an approach to reading Occupational Profiles (Ops) helps them to become effective readers and begin the process of developing their Personalized Placement Learning Plans (PPLPs).

#### Purpose

- Understand what the nine Essential Skills are.
- Understand how the Essential Skills will be applied in the placement-specific occupations.
- Connect students' present personal skill sets to the required skill sets of the chosen placement position.
- Use acquired knowledge about skills to assist in the development of the PPLP.

#### Payoff

Students will:

- expand their vocabulary that may be used for future job interviews, assignments, development of their Personalized Placement Learning Plan.
- gain a realistic understanding of what their placement might entail and how they can contribute at their placement.
- organize information about their skill set in practical manner that can be used for future purposes.

#### Tips and Resources

- Review the format of the Occupational Profiles. Some of the features of informational texts are headings, subheadings, questions, introductions, summaries, overviews and illustrations. These features work together to draw readers into the text at different levels. In the Occupational Profiles, information is presented using summaries, point-form detail under appropriate headings and sub-headings, classifications, and descriptions.
- Various elements such as typeface, size of type, and margin notes help to emphasize important words and concepts.
- See Student Resource, *Tips for Reading Informational Texts*, from *Think Literacy: Cross-Curricular Approaches, Grade 7-12*. Focus on one or two tips at a time to help the students before, during and after the assigned reading. Add tips as needed to guide the students in their reading.
- Download Occupational Profiles from Essential Skills Website: <http://www.hrsdc-rhdcc.gc.ca/essentialskills>
- See: <http://skills.edu.gov.on.ca> (Ontario Skills Passport, login: osp, password: passport) for student focused versions of the Occupational Profiles and a graphic organizer that allows students to keep track of their skill development at the placement.
- See: <http://www.skillplan.ca> for further information on Essential Skills.

#### Further Support

- Provide students with an advance organizer to guide them as they read a particular text. This might be a series of prompts related to the Occupational Profiles.

© Queen's Printer for Ontario, 2005. Reproduced with permission.

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12**

**Reading Different Text Forms: Reading Informational Texts  
Cooperative Education: Pre-placement (Exploring Essential Skills for PPLPs)**

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>• Make copies of the Student Resource Essential Skills Graphic Organizer and the Occupational Profiles (see Tips and Resources) students will need.</li> <li>• Brainstorm what skills are needed to be successful in any type of work or life situation.</li> <li>• Introduce the nine HRSDC Essential Skills</li> <li>• Identify and pre-teach unfamiliar vocabulary and concepts that students will need to be familiar with.</li> <li>• Provide each student with the Occupational Profile that is most closely related to their Cooperative Education placement.</li> <li>• Discuss the various components of the profiles and the organizational tools that are used to present the information in a clear and effective manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Brainstorm the skills that they think are essential for success in work, school and life.</li> <li>• Become familiar with and make brief notes on: the nine HRSDC Essential Skills, National Occupational Classification, occupational profiles and other vocabulary introduced by the teacher.</li> <li>• Contribute responses to the class discussion on format of profiles.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>• Ask students read the OPs, help them to understand the universal nature of the Essential Skills and make the connection to the list of skills generated during the brainstorming activity.</li> <li>• Have students use the graphic organizer to select the tasks that relate to each essential skill and that they predict they are likely to observe or participate in at their placement. (Column 2)</li> <li>• Have students activate prior knowledge of their skills (self assessment that has already been completed) and relate these skills to the tasks and essential skills that are found in their occupational profiles. (Column 3)</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Column 2 of the Essential Skills graphic organizer</li> <li>• Relate their personal skills to the skills that are required in the occupation that relates to their Cooperative Education placement.</li> <li>• Complete Column 3 of the graphic organizer.</li> </ul>
<p><b>After</b></p> <p>After the reading of the profile, have students consolidate and extend their understanding of the content.</p> <ul style="list-style-type: none"> <li>• Asking students to identify tasks and skills from Column 2 and 3 that they think should be in their PPLP.</li> <li>• Place the identified tasks and skills in Column 4 of the graphic organizer.</li> <li>• (Optional Reflection) Summarize their understanding of Essential Skills and discuss the skills in the context of their own lives and co-op placement.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify tasks and skills from Column 2 and 3 to include in their PPLP.</li> <li>• Identify and place relevant skills and tasks in Column 4 of the graphic organizer (to be used for developing the PPLP).</li> <li>• Complete a reflective journal related to essential skills, their personal skill sets and how the placement will allow them to develop further skills</li> </ul>

© Queen's Printer for Ontario, 2005. Reproduced with permission.

---

## THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

### Reading Different Text Forms: Reading Informational Texts Cooperative Education: Pre-placement (Exploring Essential Skills for PPLPs)

#### Tips for Reading Informational Texts

##### Before Reading

- Set a purpose for reading. Ask yourself why you are reading this particular text.
- Look over the text to see which elements appear (such as headings, subheadings, illustrations and captions, etc.)
- Examine the titles, headings, and subheadings, and scan for words that stand out.
- Look for words and phrases that might give you clues about how the information is organized.
- Read any overviews, summaries or questions. In a shorter piece, read the opening and concluding sentences or paragraphs.
- Examine each illustration and read the titles or captions.
- Recall what you already know about the topic.
- Record some questions you might have about the topic.

##### During Reading

- Divide the reading task into smaller chunks (chunking the text into paragraphs, chunking sections by subheadings, etc.) Read a chunk, pause and think about what you read, and write a brief one sentence summary or brief point-form notes to help you remember important and interesting information.
- Read quickly, then slowly. Skim the sections you think will support your purpose for reading. When you find specific information you want, slow down and read it word by word. You may need to reread the passage several times.
- Read the selection and jot down thoughts, responses to your questions and new questions that occur to you.

##### After Reading

- Read the selection again to confirm the main idea and supporting details.
- Make connections to what you already know about the topic. How does the information you have read add to or alter what you knew about the topic?
- Record your thinking about and responses to the text. For example, write a summary, complete a graphic organizer, create a sketch, or orally retell to yourself or a friend.

© Queen's Printer for Ontario, 2005. Reproduced with permission.

**THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12**

Reading Different Text Forms: Reading Informational Texts  
Cooperative Education: Pre-placement (Exploring Essential Skills for PPLPs)

**GRAPHIC ORGANIZER - ESSENTIAL SKILLS**

Note: OP = Occupational Profile

<b>Column 1 Essential Skill</b>	<b>Column 2 OP Tasks That Might Be Performed at Your Placement (List 2 Tasks for Each Skill)</b>	<b>Column 3 Your Present Skills That Relate to Your OP</b>	<b>Column 4 Tasks and Skills to be Included in PPLP</b>
Reading Text			
Document Use			
Numeracy			
Writing			
Oral Communication			
Working with Others			
Thinking Skills			
Computer Use			
Continuous Learning			

© Queen's Printer for Ontario, 2005. Reproduced with permission.

## ACTIVITY 2

<http://skills.edu.gov.on.ca>

### Ontario Skills Passport (OSP) Tips for Cooperative Education Teachers

#### Some benefits of using an OSP Work Plan with Co-op students

- Students can use the work plan to help initiate a dialogue with their supervisors about their skills and plans for skill development.
- Students can have a written record of their skills and work habits to show future potential employers.
- Students will have another item to put in their employment portfolios that can help them describe the skills and work habits they have developed in their work placements.

#### This Ontario Skills Passport (OSP) resource contains the following:

- Backgrounder for Co-op Teachers
- Key Messages to Consider in Using Ontario Skills Passport (OSP) Resources
- Tips for Cooperative Education Teachers
- Show Me What You've Got! Building Your Portfolio, Building Your Skills (Student Handout)
- Assessment and Evaluation Tool (formative)

#### Preparing to use the OSP in the classroom

1. Have students complete their OSP Work Plans either in pre-placement or integration classes. As a pre-placement exercise, it can serve as a "reality check" for the tasks that may be expected in the workplace. As an integration exercise, it will ensure that the student is familiar with the tasks that he/she completes in the workplace, so that an accurate and realistic work plan can be created.
2. Ensure that you have other lesson materials to complete during the class period. Many students create their OSP Work Plans quickly, and they can then move onto other assignments or classroom activities.
3. Book a computer lab in your school. Make sure that your computers meet the requirements of the OSP Website, listed at <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/faq.jsp?announcer=FAQs#101>. If you have an old computer lab, the website may not work properly! Please ensure that you have checked the functioning of the site on the computers prior to the class.
4. Essential Skills Research is dynamic and more occupations are being added to the OSP database. You may want to review the list of occupations at <http://skills.edu.gov.on.ca/OSPWeb/jsp/en/listofoccupationsortedbyNOC.jsp> prior to your class in the computer lab. If a student's occupation of choice is not currently listed in the database, they can choose a related occupation.
5. Materials required:
  - Computer and internet access with a printer
  - Floppy disks
  - Resume paper
  - Student handouts/worksheets
6. The Student Handout guides students through the creation of a standard OSP Work Plan. The standard OSP Work Plan generates tasks, listed by skill and skill level, for the most important essential skills for an occupation. There is also an option to create a customized OSP Work Plan which allows the student to choose the skills they want to include in the work plan right from the beginning. In either case, whether the student begins with a standard or a customized work plan, they can further customize their OSP Work Plan

by:

- deleting any tasks that are not appropriate due to age restrictions, qualification requirements or are not applicable to a particular workplace; and
- clicking on the “Add tasks” button at the bottom of the page which allows students to search the database for additional tasks to further enhance their work plans.

It is suggested that all OSP Work Plans include literacy and numeracy tasks to ensure that students are aware of these skills requirements in their workplaces.

### Using the OSP in the Co-op classroom

1. Create an introductory lesson that introduces Essential Skills to students. Some suitable introductory activities are available online at: <http://www.osca.ca/OSP/index.htm> (see “Changing Places Resource” and sample “OSP Bingo” cards) and at [www.osca.ca/osca-occa/Day%201/HO0.doc](http://www.osca.ca/osca-occa/Day%201/HO0.doc) (“Essential Skills Walkabout”).
2. Have students look up the NOC code for their jobs. They can look up their NOC codes at <http://www23.hrdc-drhc.gc.ca/2001/e/generic/welcome.shtml> and they can find the NOC codes for the jobs that are listed on the OSP website at: <http://skills.edu.gov.on.ca?OSPWeb/jsjp/en/listofoccupationsortedbyNOC.jsp>
3. Walk the students through the creation of their OSP Work Plans. There is a handout attached with this document which includes instructions for students on creating an OSP Work Plan.
4. Review the work plan with each student before they save it on a floppy disc to confirm that the tasks recorded are realistic for the placement and student (based on age, qualification, and appropriateness for the Co-op placement).
5. Once you have reviewed the work plan, the student can save it on a floppy disk. Print the work plan on resume paper, to ensure that it looks important. (Printing the OSP Work Plan on high-end paper will make the final signed work plan look more professional in the student’s employment portfolio.)
6. Keep a copy of the student’s OSP Work Plan on file and have him/her take a nice-looking copy to work.
7. Request that the student discuss the OSP Work Plan with his/her supervisor. When the student reviews the work plan with the supervisor, it will open up a discussion about skills in the workplace. The employer can add or subtract relevant tasks on the work plan before completing the checklist.
8. Suggest to the supervisor that after he/she completes and signs the work plan, a photocopy be made for the student’s file at work. This will help to ensure that the student doesn’t tamper with the original document. The employer may wish to keep the work plan on hand until the student has demonstrated more of the listed skills and work habits at the placement.
9. If your students also have part-time jobs, encourage them to create OSP Work Plans for these jobs as well. Additional OSP Work Plans can also be printed out on resume paper, and once completed, they can also be added to the students’ employment portfolios.

The OSP Work Plan is a complement to the Personalized Placement Learning Plan (PPLP), not a replacement for the PPLP. The OSP Work Plan focuses on the transferable skills that a student or job seeker can take from job to job, sector to sector and school to work.

1. The OSP Work Plan is the document that students can use to show future employers the skills and work habits that they have demonstrated in their Co-op placements. It is a document that students can put into their employment portfolios.
2. Since the Co-op teacher works with the employer, student and teacher of the related course to create the mandated PPLP, having students create an OSP Work Plan can give them a better understanding of the connection between the skills that they are developing and the tasks that they complete in their Co-op placements.
3. Although the language of the OSP and PPLP may be similar, they are very different documents. Some differences are outlined in the table below.

OSP Plan	PPLP
The OSP Work Plan outlines tasks that a student may perform in the work placement and the skills and work habits that are demonstrated by the student.	The PPLP outlines the course of study for the placement component and the basis for assessment and evaluation, and for the granting of one or more credits in the specific subject.
The OSP Work Plan is a single document with a checklist. The OSP Work Plan is returned to the student at the end of placement.	The PPLP is a descriptive outline of a student's learning expectations of a related course that the student will apply and further develop at the placement, including the employer's expectations and applicable expectations of the classroom component. The "master copy" is supplemented by documentation of the student's learning through a collection of dated anecdotal observations, performance appraisals jointly conducted by the teacher and employer, comments from the student, placement learning assessments (from monitoring visits), Work Education Agreement, logs, placement schedule and assessment and evaluation forms. The student, the placement supervisor, the cooperative education teacher and whenever possible, the teacher of the related course should each have a copy of the PPLP. The co-op teacher stores the PPLP in the student file which is kept under the direction of the principal for a minimum of one year.
The OSP Work Plan is a document that students can create online for themselves and then verify with the cooperative education teacher and the employer.	The PPLP is a document created by the teacher in consultation with the employer, the student and subject specialists.

OSP Work Plan	PPLP
<p>The OSP Work Plan has a checklist format and only employers can complete the entries and sign the OSP Work Plan.</p>	<p>The PPLP sets out specific criteria and strategies for assessment and evaluation, based on the achievement of the expectations identified.</p>
<p>The OSP Work Plan uses standard language that describes the tasks completed in a job.</p>	<p>The PPLP outlines the specific curriculum expectations from the related course(s) that the student will apply and further develop as well as the employer and classroom components that will be applied. Specific demonstrations of learning for each expectation that will be completed by the student at the work placement are detailed as well as the criteria and strategies to be used in assessing and evaluating.</p>
<p>The OSP Work Plan can be created once or repeatedly. Additional pages can be added to an OSP Work Plan as a student focuese on new tasks or skills. However, expansion of the document is not required or, in some cases, necessary.</p>	<p>The PPLP is a “living document” that is continuously adjusted as the student progresses at the placement. It should be revised as necessary to provide the student with appropriate learning opportunities and challenges.</p>
<p>The OSP Work Plan may include some tasks that are not demonstrated in the work placement. However, these incomplete tasks can indicate future steps that the student may plan to take, if he/she is interested in pursuing a career in this field.</p>	<p>When evaluating a student’s overall achievement, the teacher should take into consideration the expectations included in the PPLP, the levels of achievement described in the related curriculum policy document, the student’s performance on classroom assignments, and the supervisor’s performance appraisals.</p>
<p>The OSP Work Plan is “checked off” and signed by the employer only. The employer can also provide additional comments and feedback in the comment section.</p>	<p>The completion of the documentation within the PPLP is the responsibility of the teacher. The employer and the teacher jointly evaluate the student’s performance at the placement, but the teacher alone is responsible for the final grade.</p>

## Lesson Plan

Attached with this resource is a handout/lesson that can be used to help students create an OSP Work Plan and to understand the skills that they are developing.

## Connections between the OSP and the Cooperative Education Curriculum

This resource supports the pre-placement orientation by:

- providing the language that will help students articulate their interest in a work opportunity; and
- corroborating classroom and placement expectations in the workplace.

This resource supports the integration of classroom and workplace learning by helping students:

- relate their placement experience to curriculum expectations of the related course;
- reflect on and analyse their placement experiences;
- reinforce the job-skills theory acquired in the classroom and the skills, techniques, and principles learned at the placement; and
- demonstrate an ability to access related career information.

## Essential Skills students will use in this activity

Essential Skill	Tasks Where The Skills Is Used
Reading	Reading descriptions of tasks and skills
Use of documents	Creation and use of an Ontario Skills Passport Work Plan. Following written directions on handout.
Problem solving	Thinking about the tasks currently completed and possible to complete in their Co-op placements.
Finding information	Finding the appropriate tasks and skills to include in the work plan. Finding the appropriate NOC code.
Decision making	Deciding which tasks and skills to include in the work plan, and which tasks and skills to omit.
Use of computers	Use of a computer, the internet, and the Ontario Skills Passport website.

You can use the creation of an Ontario Skills Passport as a formative activity. The inclusion of a completed and signed OSP Work Plan may be something that is required in the student's Employment Portfolio assignment.

**To help you use the Ontario Skills Passport with your Co-op students, a handout and an assessment/evaluation tool are also provided.**

## Show What You've Got!

### Building Your Skills, Building Your Portfolio

**Your employment portfolio  
helps you show potential employers  
what you have to offer!**

Ontario Skills Passport (OSP) Work Plan will help you to:

- discuss your skills and plan your skill development with your supervisor;
- demonstrate the tasks that you have completed in your Co-op placement, so that you can show future employers the skills that you have, and the tasks that you are familiar with; and
- have another official document to put in your portfolio.

Before you begin, some vocabulary words:

**Skill:** An ability that an individual needs to have in order to perform a specific task. Skills can be acquired and improved with application, practice, and training. Many skills are transferable; that is, they can be transferred from one situation, or task, to another.

**Essential Skills:** The skills you will need to be successful in any workplace, at any time in your life. The OSP includes the following skills: reading, writing, use of documents, use of computers, money math, scheduling or budgeting and accounting, measurement and calculation, data analysis, numerical estimation, oral communication, job task planning, decision making, problem solving and finding information.

**Work habits:** The attitudes and behaviours that you demonstrates at work. Good work habits lead to success in the workplace! The OSP includes the following work habits: working safety, teamwork, reliability, initiative, customer service and entrepreneurship.

**NOC Code:** NOC stands for National Occupational Classification. Every occupation in Canada is classified by a numerical code.

#### Instructions:

1. Look up the NOC code for your Co-op job at:  
<http://skills.edu.gov.on.ca/OSPWeb/jsp/en/listofoccupationsortedbyNOC.jsp> and make a note of your NOC code. Ask your teacher for help if you have any difficulty locating your job title.
2. Visit the Ontario Skills Passport website at <http://skills.edu.gov.on.ca>
3. To create your OSP Work Plan:
  - a Click on "Create a Work Plan".
  - b Select "Option B" and click "Next".
  - c Select "Option A" and enter the NOC code, then click the "Next" button.
  - d Select "Show me the standard Work Plan" and click the "Next" button.
  - e You will find a list of tasks. Leave any tasks that you complete or that you could potentially complete check-marked; follow the directions on the page to delete any tasks that you would not have the opportunity to complete in your Co-op placement.
  - f Click on "Add Tasks".

- g Select the first option “Choose more tasks under (enter your NOC code)” and click “Next”.
- h From the pull-down list, select a skill that you would like to have the opportunity to develop/demonstrate at the workplace and then click “Next”.
- i Check the tasks that you think you will have the chance to demonstrate at the workplace. Remember you will have a chance to confirm this with your teacher and employer prior to your placement. Once you have finished selecting tasks, click “Add Tasks to Work Plan”.
- j Repeat steps “f to I” to continue adding more tasks to your work plan.
- k When you have finished adding tasks, review all the tasks you have selected with your Co-op teacher.
- l Click “Next” after your teacher has reviewed and approved your work plan.
- m Type your information and your Co-op supervisor’s information into the appropriate fields.
4. Save your completed OSP Work Plan on a floppy disk in MS Word or WordPerfect format.
  5. Print two copies of the work plan on resume paper.
  6. **Do not close the document until it is saved and printed!**
  7. Give one copy to your teacher, and take the second copy to your Co-op work placement.
  8. **At the beginning of your work placement**, present your OSP Work Plan to your supervisor. When you review the work plan with your supervisor, ask him/her to delete or add any other tasks that are relevant in the work plan.
  9. During your placement, ask for feedback from your supervisor about your performance. Go to [http://www.osca.ca/OSP/OSPTIPS\\_students-jobseekers.htm](http://www.osca.ca/OSP/OSPTIPS_students-jobseekers.htm) to get ideas on how to talk to your supervisor about your job performance. The checklist format of the OSP Work Plan makes it quick and easy for your supervisor to check off the tasks and work habits you have demonstrated at the workplace. During your work placement or job, your employer may agree to provide you with the opportunity to perform more tasks. If so, consult with your cooperative education teacher and additional tasks may be added to your work plan.
  10. At the end of your placement, ask your supervisor to complete and sign the OSP Work Plan. Suggest that a photocopy of the signed copy be made and stored in your file at work. Your employer may wish to keep the work plan on hand until you have demonstrated more of the listed skills and work habits.
  11. Place the completed, signed copy of the OSP Work Plan in your employment portfolio

Assessment - Formative	Checklist	Comments
Selection of job and NOC code is appropriate.	<input type="checkbox"/>	
Use of technology, through navigation of the OSP website and creation of an OSP Work Plan is completed with little direction.	<input type="checkbox"/>	
Selection of tasks on the OSP Work Plan is appropriate for the Co-op placement.	<input type="checkbox"/>	

Bright Idea:

If you have a part-time job, you can create an OSP Work Plan in consultation with your employer. Once completed, add the work plan to your employment portfolio.

**ACTIVITY 3**

<p><b>Case Study on Attitude and Work Habits</b>  <b>WILLINGNESS TO FOLLOW DIRECTIONS</b></p>
<p>Suppose that you work in a car wash and your job is to dry off the cars with a clean cloth. Your boss has told you to do a good job, but she also said to spend only six minutes on each car. You can dry off a small car in less than 5 minutes, but you have to hurry to finish a big car in 6 minutes.</p> <p>Today you are drying off a very big car and you are doing your best. Your boss is watching so you give it a quick finish and go on to the next car.</p> <p>The owner of the big car complains that her car is still dripping and she ask you to go spend more time on it.</p>
<ul style="list-style-type: none"> <li>• Will you go back to finish off the customer’s car?</li> <li>• What will you tell the customer and your boss?</li> <li>• Who is more important here...the boss or customer?</li> </ul>

<p><b>Case Study on Attitude and Work Habits</b>  <b>WILLINGNESS TO FOLLOW DIRECTIONS</b></p>
<p>Yesterday, you began a new job as an assembler putting computer parts together. Your supervisor showed you how to put the parts together and told you to go slowly for a few days, and later you will pick up speed.</p> <p>But this morning, another worker showed you a shortcut and said he has done it this way for years as it is a lot faster. Sometimes the parts do not fit together as well. The Quality Control Inspectors check how well the parts fit and when the parts do not fit well, they give them back to you and you take them apart and start over.</p>
<ul style="list-style-type: none"> <li>• Will you use the fast way and assemble more pieces?</li> <li>• Will you use the slower way so fewer pieces will be returned?</li> <li>• Should you ask someone, and if so, whom?</li> </ul>

**Case Study on Attitude and Work Habits**  
**HONESTY**

Joel was a bookkeeper for a local service station. Because Joel was new to this job, Mr. Jones, his employer, decided to test his honesty. He put an extra \$5.00 in the cash register to see what Joel would do.

When the evening accounting turned out \$5.00 over, Joel decided to keep the money himself, although he could have recorded the \$5.00 in the cash short and over account. As a result, Mr. Jones fired him: he said that if Joel would take a small amount now, he might take a larger amount later.

- Do you think Joel was dishonest - explain.
- Do you think Joel's employer should have fired him - why or why not?

**Case Study on Attitude and Work Habits**  
**INITIATIVE**

Jack was a data entry clerk in a large employment agency. He has a new computer with a small toner cartridge that required changing at least once a month.

Jack always asked one of the other people in the office to change the toner for him and they soon began to resent this and Jack's lack of initiative. Jack was not willing to learn how to change the toner himself and clearly wanted someone else to do this task for him.

- If you had been Jack's employer, what if anything would you have done about his failure to change the toner himself?

**Case Study on Attitude and Work Habits**  
**WILLINGNESS TO LEARN**

Mary worked at Graham's Garage and was fairly slow in doing brake jobs for customers. When her boss tried to show her how to do it faster, Mary refused to listen to her. She said that her way was the best way, even if it was slower.

Mary showed a similar attitude about other jobs around the garage. She was always insisting on doing things her way. Because of her unwillingness to be flexible, Mary was eventually fired.

- Could Mary's boss have done anything to make her a more productive worker?
- What would you have done if you had been her boss?

## ACTIVITY 4

### **Brief Description**

This simple, fun partner activity develops students' communication skills.

### **Objectives**

Students

- gain a greater understanding of the keys to effective communication.
- build team and cooperative learning skills.
- develop feedback skills.

### **Keywords**

- communication, teamwork, cooperative, art, following directions

### **Materials Needed**

- drawing paper (two to three sheets per student)
- pens or pencils
- a clock or watch

### **Lesson Plan**

This activity is excellent for developing students' communication skills; it demonstrates the importance of listening and asking the right questions (inquiry skills).

Arrange students into pairs. Have each pair of students sit at their desks back-to-back, with the writing surfaces of their desks in front of them. Tell students that one of them will be Student "A" and the other will be Student "B". Have students in each pair choose one of the letters.

After students have chosen their letters, ask each student to write his or her letter in the top corner of a blank sheet of paper. Next, instruct all "A's" to spend two minutes drawing something on their papers. Students need not be good at drawing; even stick drawings will suffice for this activity. (Partners may not look at or talk to each other during this part of the activity.) While "A's" are drawing, "B's" should remain in their seats. At the end of the two minute drawing period, instruct "A's" to put down their pens/pencils.

Next, tell "B's" to pick up their pens/pencils. Instruct "A's" to give a clear description of their drawings to their respective partners. Instruct "B's" to listen only to their partner's instructions. Each "B" will use the oral instructions to try to re-create his or her partner's drawing. Allow five minutes for this next step. Remember: The only means of communication is for each "A" to provide description of the drawing to his or her partner. "B's" can only listen and draw. Partners should remain sitting back-to-back at all times during this part of the activity. At the end of the five minute time period, instruct "B's" to put down their pens/pencils.

Allow a few minutes for partners to show each other their drawings and discuss the results.

For the next part of the activity, instruct partners to resume their back-to-back positions. Provide each student with a clean sheet of drawing paper and tell students that the second part of the activity will be different from the first part. Then have "B's" spend three minutes drawing on their papers. Students should use the entire

three minutes to draw something beyond a simple shape or two. When the three minutes are up, “B’s” should put down their pens/pencils.

Remind all pairs to remain seated back-to-back. Instruct all “A’s” to prepare to draw. Tell students that this time the “A’s” are going to reproduce their partners’ drawings, but the only way they can obtain information about those drawings is by asking yes or no questions. Emphasize that only questions that can be answered yes or no are allowed! Allow students five minutes to complete this part of the activity. When time is up, have partners compare their drawings.

Take time to discuss the difficulties or successes experienced by the pairs. Ask which exercise was more difficult and why. Discuss what they learned about the need for effective communication.

### **Assessment**

Students should conclude in their discussions that effective communication requires cooperation, honest listening, clear instructions, respect for one another, clarifying questions, proper feedback, and openness to divergent opinions.

### **Submitted by**

Rob Ford, St. Mary’s High School, Woodstock, Ontario

## TEAM WORK OR DIE

### - The Tent -

1. A plane carrying hostages crashes on a deserted island far from their original destination.

All of the passengers, except the pilot, are blinded with mace and gagged with a poisonous liquid rendering them all unable to speak or see. The man holding them hostage has been killed.

The pilot, familiar with nightfall on islands such as this one, knows about deadly meat eating creatures that come out the exact minute the sun goes down. According to the pilot, the sun will be down in eight minutes, just enough time to assemble a protective tent to keep them all safe.

The only person that knows how to assemble the tent is the pilot. However, he is trapped and pinned under the wing of the plane.

He decides to instruct his blind and mute passengers in the building of this tent, and although the pilot is able to communicate he cannot assist his passengers. He has eight minutes to save their lives.

**TOPIC:** Life Skills - Nonverbal Communication - The Tent

**OUTCOMES:**

1. The Arts:
2. Language:
  - read a variety of materials for a variety of purposes, using different thinking skills
  - express clearly and easily ideas, feelings, and opinions for a variety of purposes
3. Math, Science, Technology
  - solve problems in different ways and accept that other people's ways of solving them may be equally valid
4. Personal & Social Studies
  - use a variety of social skills as a regular part of daily life and assess their effectiveness: working with others, exercising leadership

**RESOURCE MATERIALS:**

Discussion Sheet: The Tent

- One Tent
- Blind Folds

**INSTRUCTIONS:**

**Part A: Introduction**

- Pose the Question: "Have you ever been in a situation where you wanted to communicate with someone but they couldn't hear you?"
- Pose a second question: "Suppose for a moment that you are unable to speak and are confined to a wheel chair. A student lets the air out of the tires of the chair. How would you file a complaint with the teacher?"  
e.g. create noise to get attention, eyes, head nods

**Part B: Case Study - The Tent**

- Choose a representative group of eight students from the class
- Distribute the tent case study to all students
- Explain the task to the group of eight students:
  - the pilot, who can see and speak, will instruct the other seven passengers on how to set up a tent, but from a distance
  - the other seven passengers, who will be blind folded, will attempt to follow the pilot's instructions, in order to set up a tent in eight minutes

**Part C: Follow-up**

- Have students answer the following questions:
  - in what ways can the ability to communicate cause frustration and feelings of isolation in both the person trying to communicate and the person trying to interpret the communication?
  - how do verbal and nonverbal forms of communication bring people closer together?

**COMPLETION TIME:**

Approximately one 55 minute period.

**EVALUATION:**

- Completion of task mark for the answers to the questions
- Teacher monitors the students working in groups

**ADDITIONAL QUESTIONS:**

- Devise Case Studies of typical situations where nonverbal communication is involved and develop problem solving activities.

## ACTIVITY 5

### THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

#### Developing and Organizing Ideas: Supporting the Main Idea Cooperative Education: Integration (Self-Assessment)

In this writing strategy, students learn how to select the best idea to use as a topic sentence in a paragraph. Through the arrangements of sentence into a logical sequence, students create structured paragraphs to develop their reflective journals.

#### **Purpose**

- To assist students with developing main ideas and supporting details for their journals.
- To demonstrate the paragraph structure of a reflective journal.

#### **Payoff**

Students will:

- write well-organized paragraphs for their journals, with supporting details.
- comprehend the need for purpose and clarity in their journal writing.
- understand the necessary components of reflective journal writing for a cooperative class.

#### **Tips and Resources**

- “Main Idea”: a broad statement that includes a topic that can be expanded. It usually begins a paragraph (e.g., Business activities have resulted in changes in local communities. Business can generate wealth and influence standards of living).
- When constructing a paragraph, begin with writing the most general sentence as the topic sentence and write the remaining sentences in order of importance (most to least or least to most).
- Please refer to *Student Resource, The 3 R's of Reflective Journal Writing*, for an example of how students may structure their reflective writing.

#### **Further Support**

- Alternative methods:
  - Complete the activity on paper.
  - Work either individually or in pairs.
  - Read groups of sentences.
  - Look for the best-supported general statement.
- If students are having difficulty determining the topic sentence, provide the topic sentence first; demonstrate how to generate ideas to support the topic sentence.

THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

Developing and Organizing Ideas: Supporting the Main Idea  
Cooperative Education: Integration (Self-Assessment)

What teachers do	What students do
<p><b>Before</b></p> <ul style="list-style-type: none"> <li>Review the strategy of <i>The 3 R's of Reflective Journal Writing</i>.</li> <li>Compose or locate a good sample of a journal that follows this strategy.</li> <li>Reproduce an enlarged copy of the sample of the journal for each group of three or four students.</li> <li>Cut up sample into its separate paragraphs.</li> <li>Cut up each paragraph into separate sentences.</li> <li>Place each set of sentences from each paragraph into a separate envelope and label each envelope: paragraph #1, #2 and #3.</li> <li>Divide the class into groups of three or four and give each group the envelope containing paragraph #1.</li> <li>Review the strategy of <i>The 3 R's of Reflective Journal Writing</i> with the students.</li> <li>Teach how to find the main ideas in the paragraph (see Tips and Resources).</li> <li>Hand out second set of envelopes to each group and ask students to follow the above strategy for paragraph #2.</li> </ul>	<ul style="list-style-type: none"> <li>Read through the Student Resource, <i>The 3 R's of Reflective Journal Writing</i>.</li> <li>Read through set of sentences with the teacher.</li> <li>Arrange sentences in proper order while the teacher models.</li> </ul>
<p><b>During</b></p> <ul style="list-style-type: none"> <li>Circulate through the class.</li> <li>Ask individual students how they know which statement is the best-supported generalization.</li> </ul>	<ul style="list-style-type: none"> <li>In groups, read the second set of sentences.</li> <li>Look for the best-supported topic sentence.</li> <li>Place selected main idea at the top.</li> <li>Place supporting statements directly under the generalizations.</li> </ul>
<p><b>After</b></p> <ul style="list-style-type: none"> <li>Review and discuss the second set of statements. Ask students to individually move on to paragraph #3.</li> <li>Review and discuss third set of statements.</li> <li>Model how to use the sentence to write a paragraph: topic sentence, supporting statements, concluding sentence and the use of transitional words.</li> <li>At the conclusion of this activity, students can begin to write the first paragraph of a reflection and submit</li> </ul>	<ul style="list-style-type: none"> <li>Groups verify their sentence order while teacher reviews paragraph #2.</li> <li>Students leave their group and work on paragraph #3 individually, applying the same strategy used for paragraph #1 and #2.</li> <li>Review paragraph #3 with the teacher.</li> <li>Listen and take notes while teacher models how to write a proper paragraph.</li> <li>Begin to write the first paragraph of a reflection in-class and submit.</li> </ul>

© Queen's Printer for Ontario, 2005. Reproduced with permission.

## THINK LITERACY: Cross-Curricular Approaches, Grades 7 - 12

### Developing and Organizing Ideas: Supporting the Main Idea Cooperative Education: Integration (Self-Assessment)

#### The 3 R's of Reflective Journal Writing

##### 1. RETELL:

In this first paragraph (5-6 sentences), write about the **experiences** you had or **situations** you encountered at your placement for that week.

##### 2. REACT:

In the second paragraph, discuss your **reactions** to the placement experience or situation. Make **connections** to other experiences you may have had at other work placement or your part-time job(s). Share your **feelings** about the experience.

Some sentence starters:

- “This reminds me of...”
- “This makes me think of...”
- “I feel...”
- “I had forgotten about...”
- “My experience this week has been the same/different than...”
- “I particularly valued...”
- “Something I can identify with...”

##### 3. REFLECT:

In this third paragraph, ask **questions**, make **predictions**, and/or share **insights**.

Some sentence starters:

- “I wonder why...I wonder if...”
- “I think that...”
- “I now know that...”
- “Now I understand why...”
- “I'd like to know more about...”
- “This part of my job captured my interest because...”
- “What I found especially meaningful was...because...”
- “I didn't know that...because...”
- “Before today I thought...but now...because...”
- “It was surprising to conclude that...because...”
- “A question I keep asking is...”

## ACTIVITY 6

### Harassment and Bullying in the Workplace

The following scenarios, taken from the PEI Human Rights Commission website, illustrate examples of sexual harassment:

**“Scenario 1:** Marie and Sally work in an office setting. They are the administrative staff for six males. Over the years, Marie has exchanged crude jokes and viewed pornographic materials with the men in the office. Marie enjoys viewing the photos and listening to the jokes. She mentions to Sally that the office would be a boring place if it were not for the men. Sally does not enjoy this type of entertainment. She does not know what to do as her boss is one of the men involved. She is not included in the jesting but is forced to listen because of the positioning of her desk.

**Scenario 2:** Rob works at a call centre as a customer service representative. The majority of his shifts are spent with the same group of six co-workers of which he is the only man. When calls are slow, the conversation has often turned to the women’s personal lives and their relationships. At first, Rob just ignored the conversations. Lately though, a couple of the women have been making comments such as “all men are pigs,” “men just don’t have a sweet clue,” and “men are really only good for one thing.”

As in the scenarios above, both women and men can be victims as well as perpetrators of sexual harassment. Women and men can also be sexually harassed by individuals of the same gender. Sexual harassment can occur in all types of workplaces, and at all levels of any company, institution or organization. Sally and Rob could be experiencing sexual harassment, or discrimination on the basis of sex in the area of employment. Although they are not participating in the sexual talk, they are uncomfortable because the jesting is going on around them and creating a poisoned work environment. According to the law, Sally and Rob do not have to endure this type of behaviour. Marie, on the other hand, is not experiencing sexual harassment if she is enjoying the jesting.

Bullying, sometimes called psychological or personal harassment, is harassment that cannot be tied to a prohibited ground of discrimination. Since there is no prohibited ground of discrimination, bullying is not covered under the PEI *Human Rights Act*.

**Consider this scenario on Bullying:**

Jill and Mike work as servers in a busy bar and restaurant that employs a total of fifteen servers, six men and nine women. Jill and Mike feel that the new manager has been treating them differently from the rest of the staff. Even though they seem to make the same number of mistakes as the other staff, she is constantly pointing out their mistakes or criticizing them while mostly leaving the other servers alone. On more than one occasion, the manager has yelled profanities at Mike and Jill in front of customers and other staff. The other servers have even noticed that they have been treated differently. Mike and Jill are not sure what the manager’s problem is with them.

Mike and Jill could be experiencing workplace bullying. Everyone notices that Mike and Jill are being treated differently, but there is no related ground of discrimination. Although the PEI *Human Rights Act* does not deal with workplace bullying, this type of behaviour has the same devastating effects as harassment based on a ground of discrimination.

Many employers are now including bullying or personal harassment in their workplace harassment policies. Employees should check with their employer on what their workplace harassment policy includes.

If you experience harassment, it is important to inform the harasser that his or her behaviour is unwelcome. If the harassment occurs at work, report the harassment to a superior. Also, keep notes of every act of harassment with times, dates, descriptions, witnesses and feelings. Written notes will help you to remember details if you decide to file a complaint with your employer or service provider. In any case of harassment that is related to a ground of discrimination, you can also file a complaint with the Human Rights Commission.” <http://www.gov.pe.ca/humanrights/index.php3?number=1013665&lang=E>

Examples of discrimination based on other grounds are included on the PEI Human Rights Commission website: <http://www.gov.pe.ca/humanrights>