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Career Exploration 110

New  Brunswick

**Department of Education
Educational Programs & Services Branch
2005**

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Career Exploration 110

Rationale

In today's society it is becoming increasingly important for students to learn effective career planning strategies to support decision-making in the transition from school to the workforce or post-secondary education. The high personal and financial cost of uninformed decisions can leave youth feeling immobilized in a highly changing, competitive, global economy.

Statistics Canada (2001) has predicted major changes in future labour market trends. Retiring baby boomers will have a significant impact on the size of the labour market, especially as relatively small cohorts of young people will be entering it. This changing workforce will impact some employment sectors more than others. This provides our youth with the challenge to develop strong employability skills that will be required for an array of diverse and exciting employment opportunities.

Experiential-based learning courses are based on a partnership between students, teachers, schools and the business community. This partnership can help facilitate insights into workplace expectations and future employment trends, provide industry with better qualified trainees, and provide students with relevant programming to assist them in achieving their goals.

The mission of Public Education in New Brunswick is: *To have each student develop the attributes needed to be a life long learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.* There is considerable evidence indicating that students need more help in making successful transitions from secondary school into the workforce or post-secondary studies. The Career Exploration 110 curriculum encourages students to develop life-long career planning skills by engaging students in personal exploration activities, developing employability skills and creating structured work placement opportunities to encourage skill development and personal reflection.

Introduction

Career Exploration 110 is an exploratory and experiential course that integrates classroom curriculum with work experiences in the community. The course is designed to encourage students to examine personal interests, values and aptitudes prior to engaging in a workplace readiness component. The emphasis of the course focuses on exploration and students are provided with the opportunity to work in a variety of work settings upon completion of the pre-employment module.

This curriculum document presents learning outcomes, suggested instructional strategies, suggested assessment strategies and recommended learning resources. It is essential that all outcomes are addressed. The concepts and ideas contained within this curriculum come from a variety of New Brunswick educators. A great deal of emphasis was placed on developing an inclusive framework that would recognize classroom diversity. Teachers are encouraged to select a variety of instructional and assessment strategies, develop new ideas, and seek current and credible resources which best meet the needs of their students.

The in-school curriculum component is organized into six distinct themes:

The **Self-Assessment and Career Exploration** unit engages students in personal exploration activities and encourages students to examine a variety of career clusters.

The **Work Search** unit emphasizes the development of an effective job search strategy, networking, applications, resumes, portfolios and interviews.

The **Working Safely** unit focuses on preventing workplace accidents and promoting safety on the job.

The **Rights and Responsibilities at Work** unit focuses on the rights, roles and responsibilities of the employer, employee and customers.

The **Skills for Staying Employed** unit assists students to develop strategies and skills that will enable the student to become a valued and productive employee.

The **Exploring, Reflecting and Planning** unit provides students with opportunity to participate in two distinct experiential job placements, to reflect on these experiences and to formulate a transition plan based upon their personal exploration and course experience.

Career Exploration Overview

Course Credits

Career Exploration 110 can be offered as a two-credit or three-credit course. The total number of hours for a Career Exploration credit must be the same as for any other credit delivered in the school.

Component Delivery Time Frame

The Career Exploration 110 course combines in-school curriculum with two unique experiential work placements. Suggested delivery time frames are outlined below.

Model 1

In-school activities	5 weeks (exploration and pre-employment learning)
Student AWAL	1-2 student led interviews with an employer
Work placement #1	5 weeks (2-3 days in-school reflective learning)
In-school activities	2 weeks
Work placement #2	5 weeks (2-3 days in-school reflective learning)
In-school activities	1 week (course consolidation)

Model 2

In-school activities	5 weeks (Exploration and pre-employment learning)
Student AWAL	1-2 student led interviews with an employer
Work placement #1	5 weeks (2 days in-school reflective learning)
In-school activities	1 week
Work placement #2	6 weeks (2 days in-school reflective learning) (may be a continuation of the first work placement if further exploration is required)
In-school activities	1 week (course consolidation)

Role of the Teacher

The teacher is the key to the success of the Career Exploration 110 course. It requires a flexible, creative and competent classroom teacher who is able to program for a diverse student population. Ideally Career Exploration teachers have insight into career development principles and have the capacity to bring the community into a cooperative alliance with the school. The Career Exploration teacher will assist in identifying potential worksites, visit students at the workplace and collaborate with employers to ensure a meaningful learning experience for the student.

Student Differences: Adapting the Strategies

Teachers are responsible for serving all students and encouraging them to reach their goals based on individual interests, preferences and aptitudes. Quality cooperative education courses provide all students with the opportunity to develop and practice the skills needed to successfully transition to adult life. Effective teaching strategies, a positive climate, a variety of resources, collaborative teaming and appropriate accommodations, modifications and support services will ensure that all students' needs are met.

Some general strategies that may help to ensure students succeed are listed below.

- Use real life examples that are relevant to students
- Provide opportunities to practice specific skills
- Provide positive feedback for students' efforts and accomplishments
- Use a wide range of instructional strategies such as role plays, games, drawings, discussions, interviews, charts, videos, portfolios and assignments
- Encourage active learning by using a multi-sensory approach
- Accept accommodations based on individual student needs (i.e. note-taking templates, scribed or tape recorded workplace journal entries, point-form notes instead of paragraphs etc.)
- Use group work and peer mentors
- Use concrete materials in evaluation

To assist classroom teachers, a variety of instructional strategies and adaptive resources are provided in this document.

Department of Education Portal

The Career Exploration 110 Portal site was developed to enhance the Career Exploration 110 curriculum document. New Brunswick educators can access this site by visiting the N.B. Department of Education Portal and clicking on Educators -Teaching Resources. Career Exploration 110 information is located under the Career Education - high school section. The Career Exploration 110 Instructional Resources section is intended to provide New Brunswick educators with alternate classroom activities, assessment techniques and additional teaching resources.

Prerequisite

None

Career Exploration

110

Career Exploration 110

Theme 1: Self-Assessment and Career Exploration

Students will be expected to understand the process and purpose of self-assessment as it applies to career planning, and engage in an exploration of potential learning and career opportunities.

Specific Curriculum Outcomes:

Students will be expected to:

1.1 Understand how individual characteristics such as interests, skills, values, beliefs, attitudes, personality, and temperament contribute to achieving personal, social, educational and professional goals.

1.2 Identify personal characteristics which impact learning and career decision making.

.....
1.3 Identify potential career areas that might suit personal characteristics.

.....
1.4 Identify gateways to a wide variety of careers - university, college, military, apprenticeship, entrepreneurship, work etc.

Suggestions for Teaching/Learning:

Complete various assessment inventories: values; skills; learning styles; multiple intelligence; personality type; temperament; interests; and aptitudes.

Have students examine and reflect upon personal characteristics in relation to potential learning and career opportunities.

.....
Explore potential learning and career opportunities using a broad range of career planning resources.

.....
Invite representatives from university, college, the military, apprenticeship and entrepreneurs to speak to students.

Career Exploration 110

Theme 1: Self-Assessment and Career Exploration

Students will be expected to understand the process and purpose of self-assessment as it applies to career planning, and engage in an exploration of potential learning and career opportunities.

Suggestions for Assessment:

Have students submit completed inventories.

Have students summarize their self assessments and share highlights with parents or in small groups and/or make class presentation.

Have students identify an occupation which suits their personal characteristics. Have students present these to the class.

Have students research gateways into careers of interest.

Suggested Resources:

Expanding Your Horizons, 2nd edition: Chapter 1

Choices Planner

Building Better Career Futures: Portfolio Builder p. 91-113

Personality Dimensions (True Colors)

Portal: Personality Tests

National Occupational Clusters (NOC) handbook

Apprenticeship Brochures (Guidance Office)

NBCC Calendars (Guidance Office)

University Handbooks (Guidance Office)

Choices Planner

HRSDC Labour Market website

Choices Planner

Get Real Game: Career profiles

Expanding Your Horizons, 2nd edition: Chapter 3

Career Exploration 110

Theme 1: Self-Assessment and Career Exploration

Students will be expected to understand the process and purpose of self-assessment as it applies to career planning, and engage in an exploration of potential learning and career opportunities.

Specific Curriculum Outcomes:

Students will be expected to:

1.5 Demonstrate an understanding of the relationship between school experiences and the transitions to the world of work or further training/ education.

.....
1.6 Explore non-traditional life and work roles.

.....
1.7 Understand the importance of the High Five Career Messages in the career exploration process – change is constant, follow your heart, focus on the journey, life-long learning, access your allies.

.....
1.8 Understand the relationship between the Linking to the Future Portfolio and future learning and career preparation.

Suggestions for Teaching/Learning:

Investigate the educational requirements for a variety of post-secondary opportunities - university, college, apprenticeship, military, work etc.

.....
Discuss gender role stereotypes in relation to the world of work.

.....
Hand out one of the High Five Messages to each group. Have group discuss what they think this message means in relation to career planning.

.....
Have students brainstorm how portfolios can assist in career planning. Update the portfolios.

Career Exploration 110

Theme 1: Self-Assessment and Career Exploration

Students will be expected to understand the process and purpose of self-assessment as it applies to career planning, and engage in an exploration of potential learning and career opportunities.

Suggestions for Assessment:

Have students compile a list of occupations that are of personal interest and articulate the educational preparation required for these careers.

.....
Evaluate student participation in class discussion.

.....
Have student interview a person and identify the high five principles that played a role in their career path.

.....
Assess students' Linking to the Future Portfolios.

Suggested Resources:

Choices Planner

.....
Portal: Women on Words

.....
Get Real Game: p. 20

Building Better Career Futures:
Portfolio Builder p. 9

Portal: The Sixth Messenger PowerPoint presentation & The Sixth Messenger website

.....
Portal: Linking to the Future PowerPoint presentation

Expanding Your Horizons, 2nd edition:
Chapter 1

Building Better Career Futures:
Portfolio Builder p. 5-7

Career Exploration 110

Theme 1: Self-Assessment and Career Exploration

Students will be expected to understand the process and purpose of self-assessment as it applies to career planning, and engage in an exploration of potential learning and career opportunities.

Specific Curriculum Outcomes:

Students will be expected to:

1.9 Understand how a variety of factors (e.g. supply and demand for workers, demographic changes, environmental conditions, geographic location) may impact work opportunities.

1.10 Understand how labour market information can be used when making life and work decisions.

1.11 Examine how personal goals and values relate to career and life roles (include work, leisure, community involvement and family).

Suggestions for Teaching/Learning:

Have student brainstorm a list of current workplace trends - greater self employment, doing more for less, out-sourcing to cut costs, temporary agencies and contract workers, service economy, company mergers, global workplace, greater ethnic diversity, more working women, increased lay-offs, down-sizing, expanded use of telecommunication, and a greater need for skilled workers.

Invite a person from a Human Resources and Skills Development Centre (HRSDC) to discuss labour market information with the class.

Have students create an imaginary timeline outlining career life roles. Students should identify personal goals, leisure activities, lifestyle variables and events which changed the direction of their fictitious career paths.

In groups, discuss values and lifestyles and their connection to the world of work and/or career pathways.

Invite a mental health worker to class to discuss the importance of finding a life/work balance.

Career Exploration 110

Theme 1: Self-Assessment and Career Exploration

Students will be expected to understand the process and purpose of self-assessment as it applies to career planning, and engage in an exploration of potential learning and career opportunities.

Suggestions for Assessment:

Present students with a variety of scenarios (e.g. a hurricane, 9/11, increasing use of technology, the rising cost of gas, etc.). Have students brainstorm the potential impact these factors may have on the labour market. Evaluate students' discussions or written feedback.

.....
Have students identify two "hot jobs" based on labour market information.

.....
Have students use their previously completed self-assessment results to explore their personal values, work preference (e.g. rural and urban workplaces; small or large workplace structures; shift work or flexible work schedules), learning and work styles, salary expectations, etc.

Have students write a reflective journal entry addressing the factors that influence lifestyle.

Have students interview several adults on their experiences related to the life/work balance. Evaluate presentations to the class.

Suggested Resources:

Building Better Career Futures:
Portfolio Builder p. 27-40

Expanding Your Horizons, 2nd edition:
Chapter 2

.....
Building Better Career Futures
Portfolio Builder p. 55-63

Portal: Labour Market website

.....
Expanding Your Horizons, 2nd edition,
Chapter 3

Building Better Career Futures: Portfolio Builder
p. 43, 91-109

Choices Planner

Career Exploration 110

Theme 2: Work Search

Students will be expected to demonstrate successful job search skills.

Specific Curriculum Outcomes:

Students will be expected to:

2.1 Recognize the importance of accuracy, legibility and the manner in which employment application forms are completed.

.....
2.2 Understand the function and purpose of researching potential employers as a work search and preparation strategy.

.....
2.3 Understand the purpose, form and function of resumes and portfolios.

2.4 Explore various resume formats.

2.5 Recognize common resume errors.

2.6 Demonstrate the ability to write an effective resume, cover letter and thank you letter.

Suggestions for Teaching/Learning:

Invite a human resource person to address the importance of completing forms in a legible and accurate fashion.

.....
Collect employment ads and research prospective businesses.

.....
Discuss the purpose, form and function of resumes and portfolios. Update the Linking to the Future Portfolios.

View samples of different resume styles.

Identify common resume errors using samples.

Use the Linking to the Future Portfolio and/or other sources of information to guide students in producing an effective resume and cover letter.

Career Exploration 110

Theme 2: Work Search

Students will be expected to demonstrate successful job search skills.

Suggestions for Assessment:

Have students complete a variety of job application forms from local businesses for evaluation purposes.

.....
Have students present the research they have gathered on a potential employer.

.....
Assess students' Linking to the Future portfolios.

Evaluate the final copy of students' resume and cover letter.

Suggested Resources:

Choices Planner: Resume Builder

Expanding Your Horizons, 2nd edition:
Chapter 7

.....
Expanding Your Horizons, 2nd edition:
Chapter 8

.....
Expanding Your Horizons, 2nd edition:
Chapter 7

Canada Prospects

Employability Skills Handbook K-12

Linking to the Future Portfolios

Portal: Linking to the Future PowerPoint presentation

Career Exploration 110

Theme 2: Work Search

Students will be expected to demonstrate successful job search skills.

Specific Curriculum Outcomes:

Students will be expected to:

2.7 Understand and demonstrate appropriate interview deportment, conduct, etiquette and supporting personal characteristics.

.....
2.8 Understand the importance of allies (e.g. relationships, mentors) in realizing work search and future life/work scenarios.

.....
2.9 Explore volunteering as a proactive job search and personal development strategy.

.....
2.10 Explore where to begin looking for work.

Suggestions for Teaching/Learning:

Discuss proper interview deportment, conclusion, and follow-up.

Discuss the importance of personal hygiene, appropriate dress and non-verbal communication.

Invite a Human Resources person to speak to the class.

Complete interview work sheets in preparation for an interview.

Invite staff members or community volunteers to the classroom to interview students or encourage students to videotape mock interviews.

Practice interview skills through role playing.

.....
Discuss the importance of allies to support work search and future life/work objectives.

Have students expand allies to form a network of support - including people, groups, organizations, businesses, training institutions, etc. Students may wish to address how networking in the wrong groups may limit opportunities.

.....
Discuss volunteering as a work search strategy and vehicle for skills development.

.....
In groups, have students brainstorm a list of job search strategies (HRSDC job site, newspapers, phone books, personal allies, etc.)

Career Exploration 110

Theme 2: Work Search

Students will be expected to demonstrate successful job search skills.

Suggestions for Assessment:

Evaluate feedback on the pre-employment interview conducted by the employer.

Critique students on “dress for success” day.

Have peers critique mock interviews.

.....
Identify one personal ally that may assist the student in a work search strategy.

.....
Write a reflective paper outlining the possible benefits of one volunteer experience as it relates to a job search or a personal development strategy.

.....
Evaluate group work

Suggested Resources:

Expanding Your Horizons, 2nd edition:
Chapter 8

Portal: Interview Process PowerPoint presentation and Dining Etiquette PowerPoint presentation

.....
Expanding Your Horizons, 2nd edition:
Chapter 6

The Sixth Messenger

Building Better Career Futures: Portfolio Builder
p. 9

Get Real Game p. 86-87

.....
Expanding Your Horizons, 2nd edition:
Chapter 13

Choices Planner

Portal: Volunteerism PowerPoint presentation

.....
Expanding Your Horizons, 2nd edition:
Chapter 6

Career Exploration 110

Theme 3: Workplace health and safety

Students will explore occupational health and safety.

Specific Curriculum Outcomes:

Students will be expected to:

3.1 Describe the importance of safety on the job.

.....
3.2 Identify potential causes of workplace accidents and methods for their prevention.

Suggestions for Teaching/Learning:

Have students cover a cereal box to promote the importance of workplace safety (Required materials: empty boxes, tape/glue, scissors, paper, markers).

.....
In groups discuss and record comments on “Why do young workers get hurt on the job?” Share group comments with the class. If necessary, the teacher will add to the list (e.g. lack of experience, training or supervision, unaware of hazards, feel powerless, and lack of confidence to ask questions).

Examine real cases of young workers killed or hurt on the job.

Discuss back injury protection.

Have students complete the “*Safety Start*” program.

Career Exploration 110

Theme 3: Workplace health and safety

Students will explore occupational health and safety.

Suggestions for Assessment:

Evaluate a reflective writing assignment. In half a page, students respond to: "Why should safety, on the job, be my priority?"

.....
Evaluate responses to Workplace Health and Safety Interview.

Students choose one example of a workplace accident and map out the following: who was involved, all the potential causes, consequences, associated hazards and how to prevent its reoccurrence.

Evaluate student presentations on back injury prevention techniques and personal goals for a healthy back.

Suggested Resources:

Expanding Your Horizons, 2nd edition: Chapter 11

.....
Portal: Workplace Health and Safety Book: Teacher talk, Interview Q&A, Statistics for Young Workers, My Story, NCL Alert: Five Worst Teen Jobs, Watch Your Back & Could this be you?

WHSCC young injured worker poster

WHSCC Know the Facts booklet, Section 2 (definitions)

SAFET-e-CARD: See "Realities of workplace accidents" & "How to protect yourself" (on home page or youth section)

Free videos from WHSSC:

Are you in Danger?

Lost Youth

7 Things you Better Know

Portal: True Tales of Health and Safety

Portal: "Get Real!"

Portal: Youth at Risk

Portal: Canadian Statistics on Workplace Injuries

Career Exploration 110

Theme 3: Workplace health and safety

Students will explore occupational health and safety.

Specific Curriculum Outcomes:

Students will be expected to:

3.3 Describe the importance of hazard recognition in the prevention of accidents.

.....
3.4 List examples of personal protective equipment (PPE) and describe the role of PPE in safety.

.....
3.5 Identify safety labels (WHMIS) and measures for safe handling of hazardous products.

Suggestions for Teaching/Learning:

Each group is assigned to a different location of the school to conduct a hazard audit. Students categorize their findings under the four types of hazards. Create a list (or promotional campaign) of recommendations on how school personnel can protect themselves from these hazards. Have students share their results with the class.

Define hazards and discuss the four types of hazards - chemical, physical, biological and ergonomic.

.....
Students draw a large outline representing a person who is going to work for the first time. Students dress the worker with pieces of construction paper. On each piece of construction paper, they describe/state what the worker needs to know, wear and do to keep safe on the job.

Students write the text for a debate, arguing the pros and cons for wearing personal protective equipment (PPE) on the job.

.....
Pre-test students to measure prior knowledge of WHMIS

View and discuss WHMIS safety symbols.

Divide the class into 8 groups. Each group is assigned one of the WHMIS symbols. Each group creates a song, commercial, skit, poem or anything they wish that would help teach others about their symbol, its properties and cautions. Groups present their project to the class.

Career Exploration 110

Theme 3: Workplace health and safety

Students will explore occupational health and safety.

Suggestions for Assessment:

Students conduct a hazard audit for their home or a place they frequent. Categorize the hazards under the 4 types. Provide recommendations for lessening their risk of injury within this location.

.....
Evaluate group presentations. Students present their dressed worker and the things they need to know, wear and do to keep safe on the job.

.....
Have students evaluate the WHMIS symbol presentations based on the importance of the information presented.

Have students complete a home investigation of hazardous products.

Suggested Resources:

Portal: Workplace Health and Safety Book: What Does a Safe Environment Look Like? & Four Types of Hazards

WHSCC find the hazards posters

.....
Portal: Workplace Health and Safety Book: Protection from Head to Toe & Your Safety Shield

WHSCC posters for back care, eye and face & PPE

.....
Portal: Workplace Health and Safety Book: WHMIS Symbols, Basic WHMIS info, Hazardous Products Home Investigation & WHIMS Q&A

Career Exploration 110

Theme 3: Workplace health and safety

Students will explore occupational health and safety.

Specific Curriculum Outcomes:

Students will be expected to:

3.6 Describe the importance of using a material safety data sheet (MSDS).

3.7 Describe the importance of an emergency action plan (EAP).

3.8 Identify the roles, rights and responsibilities of the employer and employee in maintaining a safe working environment.

Suggestions for Teaching/Learning:

Discuss the use of a material safety data sheet (MSDS). In groups, invent a new hazardous product. The group designs and creates a supplier label and/or an MSDS for their product containing the necessary information (even though the information is fictitious). As the "supplier" of the product, groups promote their new product and the safety precautions as identified on the MSDS to the class.

Review the importance of an EAP in all settings, including on the job.

View the Occupational Health and Safety Act.

Have students create news bulletins, to communicate what young workers have a right to know.

Discuss employer and employee safety responsibilities on the job.

During role plays, one student will represent the employer, the other, the employee. Students will:

A) Discuss each of their roles and what is needed for a good working relationship between the two.

B) Choose a workplace of their choice, and discuss what each person is responsible for on the job in terms of getting the job done well and safely.

C) Create a mock conflict between the employer and employee where an infraction of one of the three basic rights is involved. Students prepare to present to the class the conflict and methods for its resolution.

Career Exploration 110

Theme 3: Workplace health and safety

Students will explore occupational health and safety.

Suggestions for Assessment:

Evaluate student “*new product*” presentations.

.....
Students create a floor plan of their home, work or a place they frequent. Create an emergency action plan (EAP) for this location. The EAP should include ways of exiting the location, steps to take in case of emergency, location of first aid kits, fire extinguishers, phones, etc.
.....

Evaluate news bulletins.

Students create a mock job posting for a job of their choice. The posting should include: job duties, specific safety rules & responsibilities.

Students complete the statement: Health and safety is a shared responsibility in the workplace. Workers must...employers/supervisors must...

Suggested Resources:

WHSCC WHMIS pamphlet (sample of a supplier label)

Portal: Occupational Health and Safety Act

.....
Portal: Workplace Health & Safety Book

.....
Portal: Did you know, Responsibility: Who Wants it? & What do I do if?

Portal: Workers section of WHSCC website & Did You Know? section of the JobSafe website

WHSCC student handouts (pamphlets & wallet cards), class sets available free of charge

WHSCC Know the Facts booklet, sections 1, 3 & 5 (details of laws, rights etc.) and section 2 (definitions)

Career Exploration 110

Theme 3: Workplace health and safety

Students will explore occupational health and safety.

Specific Curriculum Outcomes:

Students will be expected to:

3.9 Identify Workplace Health and Safety Commission (WHSCC) and Joint Health and Safety Committees (JHSC) as support networks for workplace health and safety.

.....
3.10 Describe methods and the rationale for reporting a workplace accident.

Suggestions for Teaching/Learning:

Create a list: Who can help with questions or concerns related to job safety (e.g. WHSCC, JHSC, supervisor, co-workers, teachers, family etc.)? Reinforce the importance of asking for help when it comes to safety issues.

.....
Discuss the importance of reporting unsafe working conditions.

Career Exploration 110

Theme 3: Workplace health and safety

Students will explore occupational health and safety.

Suggestions for Assessment:

With the help of a family or community member, students reflect on the following: For a successful relationship, there must be communication. Does this apply in the workplace? How does it relate to keeping safe on-the-job?

.....

Suggested Resources:

Portal: Joint Health & Safety Committees and Worker's Compensation: A Guide for NB Workers

.....
Portal: Workers section at WHSCC website

Work Smart Work Safe CDROM

Career Exploration 110

Theme 4: Rights and Responsibilities at Work

Students will be expected to identify and develop an understanding of the rights and responsibilities of employees, employers and customers in the workplace.

In most cases, the objectives in this section may be covered through a comprehensive presentation by one the resource people listed below.

Specific Curriculum Outcomes:

Students will be expected to:

4.1 Examine appropriate employee-employer interactions.

4.2 Demonstrate an understanding of the expectations and responsibilities of the employee and employer in the work place.

4.3 Demonstrate an understanding of the expectations and responsibilities of the employer and employee to the people they serve.

4.4 Demonstrate an understanding of discrimination and harassment.

4.5 Demonstrate an understanding of the Human Rights Code and reporting procedures.

4.6 Demonstrate an understanding of the importance of ethical behaviour in the workplace.

Suggestions for Teaching/Learning:

Invite a guest speaker to discuss rights and responsibilities in the workplace.

Examine case studies or newspaper magazine articles which address rights, responsibilities, discrimination and harassment in the workplace.

Examine labour standards legislation and the human rights code.

Career Exploration 110

Theme 4: Rights and Responsibilities at Work

Students will be expected to identify and develop an understanding of the rights and responsibilities of employees, employers and customers in the workplace.

In most cases, the objectives in this section may be covered through a comprehensive presentation by one the resource people listed below.

Suggestions for Assessment:

Human Rights Quiz

Analysis of case studies

Reaction paper to guest speakers

Suggested Resources:

A representative from one of the following agencies:

Human Rights Commissioner

Training and Employment Development-
Employment Standards Branch

Human Resource Skills Development Centre
- Union Representative

Human Resources personnel from a local
business

Video from Human Rights "Get a Life" (free)

Protection of NB students in the Workplace
Brochure - Department of Education

Portal: Employment Standards, Human Rights
& Guest speaker Evaluation

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Theme 5: Employability Skills

Students will be expected to develop strategies and skills to assist in becoming a valued and productive employee and co-worker.

Specific Curriculum Outcomes:

Students will be expected to:

5.1 Demonstrate an understanding of the work place behaviours needed to become a valued employee.

.....
5.2 Identify the Employability Skills outlined by the Conference Board of Canada.

5.3 Self-evaluate Employability Skills.

5.4 Demonstrate an understanding of effective communication skills.

5.5 Demonstrate an understanding of the importance of good communication skills in the workplace.

Suggestions for Teaching/Learning:

Invite a local employer to speak to students about the skills and attitudes they look for in a new employee.

Have students interview a local employer to find out what essential skills they require in an employee (Student AWAL).

.....
Review Employability Skills.

Complete Employability Skills self-evaluation. Place these evaluations in the "Linking to the Future" portfolios.

Evaluate personal communication skills. Develop a list of strategies to help workers improve communications skills.

Differentiate between the various types of communication (verbal, non-verbal, written, pictorial etc). Discuss assertive, aggressive and passive communication.

Develop a list of qualities needed to be a successful and positive communicator when dealing with the public.

Create scenarios of workplace situations where communication barriers exist and discuss how to overcome these challenges.

Role play situations involving challenging communication situations and appropriate workplace telephone conversations.

Career Exploration 110

Theme 5: Employability Skills

Students will be expected to develop strategies and skills to assist in becoming a valued and productive employee and co-worker.

Suggestions for Assessment:

Student summaries and evaluation of an interview with an employer.

Class presentations on student AWAL interviews.

.....
Evaluate student self-assessment of Employability Skills.

Have students write a reflective journal entry that addresses areas of strengths and weaknesses in their current employability skill profile.

Evaluate oral and written presentation on the qualities needed to be a successful communicator.

Evaluate student role plays highlighting different communication styles.

Have students create a poster illustrating barriers to communication.

Have students create a checklist for verifying accuracy when leaving a voice mail or answering machine message.

Suggested Resources:

Expanding Your Horizons, 2nd edition: Chapter 4

Expanding Your Horizons, 2nd edition: Teachers Edition

Portal: Conference Board of Canada Employment Skills & Student AWAL

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Employability Skills Teacher Handbook K-12 p. 48-50

Building Better Career Futures p. 78-82

Portal: Employability Skills PowerPoint presentation

Step into the World of Workplace Learning: A collection of Authentic Workplace Material (in all schools)

Linking to the Future Portfolio

Career Exploration 110

Theme 5: Employability Skills

Students will be expected to develop strategies and skills to assist in becoming a valued and productive employee and co-worker.

Specific Curriculum Outcomes:

Students will be expected to:

5.6 Demonstrate an understanding of the importance of interpersonal problem-solving skills in the work place.

.....
5.7 Explore the concepts of dependability, punctuality, initiative, confidentiality, honesty as it relates to maintaining effective work relationships.

.....
5.8 Discuss the importance of effective time management.

.....
5.9 Understand the concept of stress and explore stress management strategies.

Suggestions for Teaching/Learning:

Engage students in classroom discussion on possible problems that could arise when dealing with coworkers and develop a list of strategies that could be used to solve problems.

Present cooperative problem solving challenges in which students are asked to resolve differences and find win-win solutions. Ask students to assess skills used in this activity.

Engage in team-building activities.

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Have students engage in role plays and/or class discussions to address the importance of dependability, punctuality, initiative, confidentiality, honesty in the workplace.

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Identify your time management style.

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Discuss how our bodies react to stress and how to effectively handle stress.

Discuss the common causes of stress in the workplace and identify strategies to use in dealing with them.

Career Exploration 110

Theme 5: Employability Skills

Students will be expected to develop strategies and skills to assist in becoming a valued and productive employee and co-worker.

Suggestions for Assessment:

Have students generate win-win solutions to conflict in the workplace case studies.

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Evaluate student role plays on the importance of dependability, punctuality, initiative, confidentiality, honesty in the workplace.

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Evaluate student presentation on their personal time management style.

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Have students identify personal triggers, individual responses to stress and reflections on stress in the workplace.

Suggested Resources:

Portal: Conflict resolution: Win-win

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Expanding your Horizons 2nd Edition:
Chapter 14 and 9

.....
Portal Activity on Time Management

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Portal: Recognizing Stress

Career Exploration 110

Theme 6: Exploring, Reflecting and Planning

Students will be expected to engage in experiential work placements, develop employability skills and reflect on future career possibilities.

Specific Curriculum Outcomes:	Suggestions for Teaching/Learning:
<p><i>Students will be expected to:</i></p> <p>6.1 Engage in an experiential work placement.</p> <p>.....</p> <p>6.2 Reflect on experiential work placements.</p> <p>.....</p> <p>6.3 Demonstrate employability skills (communication skills, time management, problem solving, stress management and life/work balance) in one's work placement.</p> <p>6.4 Identify one's transferable skills.</p>	<p>Work placement</p> <p>.....</p> <p>During the work placement encourage students to complete one journal entry each week.</p> <p>Possible Journal Prompts:</p> <p>My duties/responsibilities are... The positive aspect(s) of my work placement ... The negative aspect(s) of my work placement... What I learned from this experience... Random thoughts/feelings... The importance of safety at my work placement... Create an "evidence" list of things they know, will do and have that "proves" they are prepared for safety on the job. Evaluate the Emergency Action Plan (EAP) from your work placement...</p> <p>.....</p> <p>Work placement</p> <p>Students identify and discuss workplace employability skills with the employer.</p> <p>Re-evaluate Employability Skills</p>

Career Exploration 110

Theme 6: Exploring, Reflecting and Planning

Students will be expected to engage in experiential work placements, develop employability skills and reflect on future career possibilities.

Suggestions for Assessment:

Teacher visitations to the worksite
Employer evaluations

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Evaluate personal reflections assignments and journal entries.

Have students prepare a presentation outlining their on-the-job experience. Encourage the use of various forms of media (photos of your job site, video clips, PowerPoint, audio tapes, scrapbooking, etc) to enhance the presentation.

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Teacher visitations to the worksite
Employer evaluations

Discuss what you gained in this work experience that you can “transfer” to another job.

Suggested Resources:

Portal: Employer Folder: Employer forms, evaluation forms

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Portal: Journal Ideas

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Portal: Employer Folder: Employer forms, evaluation forms

Expanding Horizons 2nd Edition Chapter 4 & 5

Career Exploration 110

Theme 6: Exploring, Reflecting and Planning

Students will be expected to engage in experiential work placements, develop employability skills and reflect on future career possibilities.

Specific Curriculum Outcomes:

Students will be expected to:

6.5 Formulate a hypothetical transition plan that consolidates the students' classroom and workplace learning.

Suggestions for Teaching/Learning:

Students create their own personal transition plan.

Identify a personal career goal and a gateway or combination of gateways. Consider choices and make possible decisions regarding education and training, work and personal and community experiences.

List information about a chosen job such as education or training requirements, salary, duties, etc.

Identify the employability skills required for the occupation that the student has chosen.

Present a realistic explanation of the employability skills the student has acquired to this point.

Identify high school personal and community activities that contribute to life/work experience.

Explain how personal volunteer experiences and community activities could assist in developing skills for this career path.

Identify various networking options available.

Identify goals for the first year after high school graduation.

Outline a personal action plan.

Complete a budget plan.

Career Exploration 110

Theme 6: Exploring, Reflecting and Planning

Students will be expected to engage in experiential work placements, develop employability skills and reflect on future career possibilities.

Suggestions for Assessment:

Have peers evaluate transition plan presentations.

Evaluate student budget plans.

Evaluate student transition plans.

Have parents evaluate student budget and transition plans.

Suggested Resources:

Get Real Game

Linking to the Future Portfolio

Expanding Horizons 2nd edition: Chapter 12

APPENDICIES

Appendix A

Alternate Classroom Resources

This list of alternate resources was developed to address the diversity of student abilities within the classroom. Many of these alternate classroom resources may assist students with reading difficulties in meeting the Career Exploration 110 outcomes.

Exploring Your Horizons (Listed in the NB Instructional Resource Catalogue)

Chapter 2: 1.1 Understand how individual characteristics such as interests, skills, values, beliefs, attitudes, personality, and temperament contribute to achieving personal, social, educational and professional goals.

Chapter 2: 1.2 Identify personal characteristics which impact learning and career decision making.

Chapter 2: 1.3 Identify potential career areas that might suit personal characteristics.

Chapter 2: 1.4 Identify gateways to a wide variety of careers - university, college, military, apprenticeship, entrepreneurship, work, etc.

Chapter 14: 1.5 Demonstrate an understanding of the relationship between school experiences and the transitions to the world of work or further training/education.

Chapter 15: 1.8 Understand the relationship between the Linking to the Future Portfolio and future learning and career preparation.

Chapter 6: 1.9 Understand how a variety of factors (e.g. supply and demand for workers, demographic changes, environmental conditions, geographic location) may impact work opportunities.

Chapter 3: 1.11 Examine how personal goals and values relate to career and life roles (include work, leisure, community involvement, family).

Chapter 11 & 12: 1.12 Demonstrate an understanding of the importance of acquiring relevant information, transferable skills and competency that is developed through involvement in courses, hobbies, interests or work.

Chapter 12: 2.3 Understand the purpose, form and function of resumes and portfolios.

Chapter 12: 2.6 Demonstrate the ability to write an effective resume, cover letter and thank you letter.

Chapter 7-9: 2.8 Understand the importance of allies (e.g. relationships, mentors) in realizing work search and future life/work scenarios.

Chapter 11: 2.9 Explore volunteering as a proactive job search and personal development strategy.

Chapter 14: 3.1 Describe the importance of safety on the job.

Chapter 12 & 14: 5.1 Demonstrate an understanding of the work place behaviours needed to become a valued employee.

Chapter 14: 5.4 Demonstrate an understanding of effective communication skills.

Chapter 14: 5.5 Demonstrate an understanding of the importance of good communication skills in the workplace.

Chapter 14: 5.6 Demonstrate an understanding of the importance of interpersonal problem solving skills in the work place.

Career Exploration Internet Program (Available from Bridges)

1.1 Understand how individual characteristics such as interests, skills, values, beliefs, attitudes, personality, and temperament contribute to achieving personal, social, educational and professional goals.

1.2 Identify personal characteristics which impact learning and career decision making.

1.3 Identify potential career areas that might suit personal characteristics.

1.4 Identify gateways to a wide variety of careers - university, college, military, apprenticeship, entrepreneurship, work, etc.

1.5 Demonstrate an understanding of the relationship between school experiences and the transitions to the world of work or further training/education.

1.6 Explore non-traditional life and work roles.

1.8 Understand the relationship between Portfolios and future learning and career preparation.

1.12 Demonstrate an understanding of the importance of acquiring relevant information, transferable skills and competency that is developed through involvement in courses, hobbies, interests or work.

2.3 Understand the purpose, form and function of portfolios.

2.9 Explore volunteering as a proactive job search and personal development strategy.

2.10 Explore where to begin looking for work.

Destinations 2020 (Portal: Resource for Students with Reading Difficulties)

1.1 Understand how individual characteristics such as interests, skills, values, beliefs, attitudes, personality, and temperament contribute to achieving personal, social, educational and professional goals.

1.2 Identify personal characteristics which impact learning and career decision making.

1.3 Identify potential career areas that might suit personal characteristics.

1.4 Identify gateways to a wide variety of careers - university, college, military, apprenticeship, entrepreneurship, work, etc.

1.5 Demonstrate an understanding of the relationship between school experiences and the transitions to the world of work or further training/education.

1.11 Examine how personal goals and values relate to career and life roles (include work, leisure, community involvement, family).

1.12 Demonstrate an understanding of the importance of acquiring relevant information, transferable skills and competency that is developed through involvement in courses, hobbies, interests or work.

2.9 Explore volunteering as a proactive job search and personal development strategy.

2.10 Explore where to begin looking for work.

The Sixth Messenger Interactive Website (Portal: Resources for Students with Reading Difficulties: Sixth Messenger Website)

1.1 Understand how individual characteristics such as interests, skills, values, beliefs, attitudes, personality, and temperament contribute to achieving personal, social, educational and professional goals.

1.2 Identify personal characteristics which impact learning and career decision making.

1.4 Identify gateways to a wide variety of careers - university, college, military, apprenticeship, entrepreneurship, work, etc.

1.7 Understand the importance of the High Five Career Messages in the career exploration process.

1.9 Understand how a variety of factors (e.g. supply and demand for workers, demographic changes, environmental conditions, geographic location) may impact work opportunities.

1.11 Examine how personal goals and values relate to career and life roles (include work, leisure, community involvement, family).

1.12 Demonstrate an understanding of the importance of acquiring relevant information, transferable skills and competency that is developed through involvement in courses, hobbies, interests or work.

2.8 Understand the importance of allies (e.g. relationships, mentors) in realizing work search and future life/work scenarios.

2.9 Explore volunteering as a proactive job search and personal development strategy.

2.10 Explore where to begin looking for work.

5.7 Explore the concepts of dependability, punctuality, honesty and getting along with others as it relates to maintaining effective work relationships.

The Real Game: Middle School Edition (Available in NB Instructional Resource Catalogue)

1.1 Understand how individual characteristics such as interests, skills, values, beliefs, attitudes, personality, and temperament contribute to achieving personal, social, educational and professional goals.

1.2 Identify personal characteristics which impact learning and career decision making.

1.3 Identify potential career areas that might suit personal characteristics.

1.4 Identify gateways to a wide variety of careers - university, college, military, apprenticeship, entrepreneurship, work, etc.

1.5 Demonstrate an understanding of the relationship between school experiences and the transitions to the world of work or further training/education.

1.7 Understand the importance of the High Five Career Messages in the career exploration process.

1.9 Understand how a variety of factors (e.g. supply and demand for workers, demographic changes, environmental conditions, geographic location) may impact work opportunities.

1.11 Examine how personal goals and values relate to career and life roles (include work, leisure, community involvement, family).

1.12 Demonstrate an understanding of the importance of acquiring relevant information, transferable skills and competency that is developed through involvement in courses, hobbies, interests or work.

2.3 Understand the purpose, form and function of resumes.

2.6 Demonstrate the ability to write an effective resume, cover letter and thank you letter.

2.8 Understand the importance of allies (e.g. relationships, mentors) in realizing work search and future life/work scenarios.

2.9 Explore volunteering as a proactive job search and personal development strategy.

2.10 Explore where to begin looking for work.

6.4 Identify one's transferable skills.

Teen Resumes

2.1 Recognize the importance of accuracy, legibility and the manner in which employment application forms are completed.

2.3 Understand the purpose, form and function of resumes and portfolios.

2.4 Explore various resume formats.

2.5 Recognize common resume errors.

2.6 Demonstrate the ability to write an effective resume, cover letter and thank you letter.

2.9 Explore volunteering as a proactive job search and personal development strategy.

2.10 Explore where to begin looking for work.

Employability Skills Poster (in all schools)

2.7 Understand and demonstrate appropriate interview department, conduct, etiquette and supporting personal characteristics.

4.6 Demonstrate an understanding of the importance of ethical behaviour in the workplace.

5.1 Demonstrate an understanding of the work place behaviours needed to become a valued employee.

5.2 Identify the Employability Skills outlined by the Conference Board of Canada.

5.3 Self-evaluate student employability skills.

5.4 Demonstrate an understanding of effective communication skills.

5.5 Demonstrate an understanding of the importance of good communication skills in the workplace.

5.6 Demonstrate an understanding of the importance of interpersonal problem solving skills in the work place.

5.7 Explore the concepts of dependability, punctuality, honesty and getting along with others as it relates to maintaining effective work relationships.

5.8 Discuss the importance of effective time management.