

# CAREER EDUCATION 9



**Saskatoon Public Schools**  
Inspiring Learning

## Chart Overview

Grade 6	Grade 7	Grade 8	Grade 9
■ Choices			
■ Decision Making			
■ What is a Career?			
		■ Changes at Work	
		■ Opportunities	
	■ Influences	■ Influences	
■ Abilities		■ Abilities	
	■ Attitude	■ Attitude	
■ Skills	■ Skills	■ Skills	
		■ Habits	
■ Interests			
		■ Values	
		■ Personality	
		■ Achievements	
		■ Learning Styles	
■ Field of Work	■ Field of Work		■ Field of Work
	■ Employment		
	■ Trends		■ Trends
		■ Change	■ Change
■ Entrepreneurship			■ Entrepreneurship
■ Occupations	■ Occupations		
			■ Post Secondary Education
			■ Interviews
			■ Network
			■ Job Application
		■ Goals	
	■ Job Market		
			■ Plan of Action
			■ Cover Letter
		■ Résumé	■ Résumé
■ Life Roles		■ Life Roles	
	■ Respect		
		■ Lifelong Learning	
		■ Personal Development	
			■ Motivation
			■ Stress
			■ Aspirations
			■ Achievements
		■ Lifestyle	
		■ Volunteering	
	■ Reflection		

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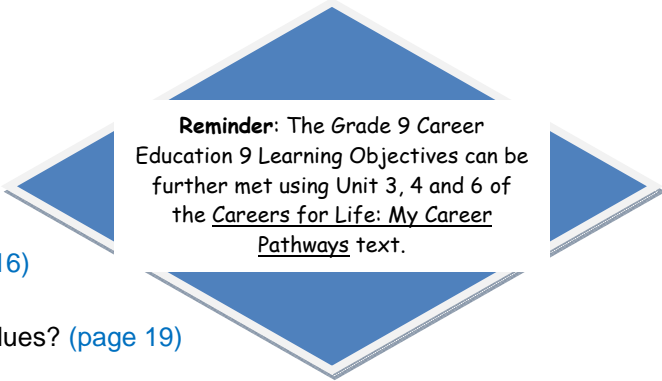
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## Introduction

### Grade 9 Career Teachers

With a career focus beginning in grade 6, students should enter grade 9 with a strong foundation in career language and concepts. However, due to the volume of new curriculums in 2009 there may be some discrepancies in the amount of career knowledge that the students will have received in their elementary schools.

Each of Saskatoon's Public elementary and high schools received a full class set of 30 new career textbooks in the fall of 2009. This Saskatchewan resource based text entitled *Careers for Life: My Career Pathways* was written with the intention of being used in each of the middle years. One of the strengths of the text is it's Saskatchewan focus with relevant and interesting stories and articles relating to the workers of Saskatchewan. It is conveniently color coded and organized to support each year's curriculum. By the time the students reach grade 9 they should be familiar with the text and should have started a career folder.

The activities found within this document will provide for "catch up" and review to help bring the students "up to speed" where they can then ease into the grade 9 curriculum as it was intended. There are more review activities than required but the variety should ensure that you have lessons to meet the needs of your grade 9 population. Activities contribute to the Career Education 9 learning goals as follows: Unit 2 review - Change and Growth, Unit 3 review activities and additions - Connections to Community and Unit 4 activities - Life and Work Plan. This being said, there are still outcomes that will need to be met using your choice of resources.

Some of the activities provided will be classroom based and many activities will need some pre planning with computer access being necessary. Hopefully each school will develop a plan so that they can make the best use of the available textbooks and computer booking schedules. In some cases, a similar activity will be provided that can be done either on paper or on the computer. You may choose to do one or the other or in some cases both.

You will need to choose activities according to the needs and prior knowledge of your student. It is highly recommended to monitor the student's knowledge near the start of the semester so that activities are appropriate. A quiz has been included to assist with determining a starting place.

There are some areas of content that are recommended in a particular order or time of the year.

- Goals are good to do early in the year so students can set some benchmarks.
- Take Our Kids to Work - First Wednesday in November – preplanning and follow up should be arranged accordingly.
- Career Cruising early first semester so that the portfolio can be introduced.

- Activities around course selection should be done prior to January to ensure students are prepared for course selection in February or using new course selection books in the first week of February.
- Job Search Skills can be a late spring activity when students are beginning to think about summer volunteer or job opportunities.
- Leisure Activity - if introducing activities and clubs available at the **school level** then early in the year is helpful for students but if discussing **city leisure activities** then December or March is good - June could also work for exploring **summer** learning and leisure activities.

NOTE: Students are to begin folder portfolios in grade 6. Please recognize earlier achievements as important and continue to contribute to this collection either in a hard copy portfolio or an online portfolio.



# BLOOM'S REVISED TAXONOMY

Source: <http://www.kurwongbss.eq.edu.au/thinking/Bloom/blooms.htm>



## Creating

Generating new ideas, products, or ways of viewing things  
*Designing, constructing, planning, producing, inventing*

## Evaluating

Justifying a decision or course of action  
Checking, hypothesising, critiquing, experimenting, judging



## Analysing

Breaking information into parts to explore understandings and relationships  
Comparing, organising, deconstructing, interrogating, finding



## Applying

Using information in another familiar situation  
Implementing, carrying out, using, executing



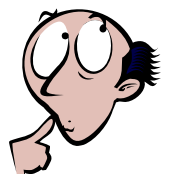
## Understanding

Explaining ideas or concepts  
Interpreting, summarising, paraphrasing, classifying, explaining



## Remembering

Recalling information  
Recognising, listing, describing, retrieving, naming, finding



# UNIT 1

## WHY AM I DOING THIS?



## Overview

When discussing class expectations and overviews, please stress the significance of **communication** in career education. We know that students, as well as teachers, will have a variety of backgrounds and sharing this information can be of benefit to everyone. Mutual respect is an expectation.

The *Review Quiz* may be used to determine what background knowledge students have in career education. A reasonable starting place may then be determined. The review may also be used to help students determine what little or how much they may know about career education.

Exit slip: What questions do you want answered this year with regards to career education?

Answers for the Review Quiz: 2, 6, 4, 7, 1, 5, 8, 3, 10, 9

Discussion Questions:

1. What kinds of information might you need to make decisions about your future?
2. What do you need to know about yourself?
3. What do you need to know about the world around you?
4. What are some of the choices you have made that have influenced your career development?

Quotation

“Big dreams cost the same as a little dream. Might as well dream big”

Ask students what the quotation means to them. It is important to establish that **their** dreams are part of the career planning process.

---

Discuss the *Career Planning Process* with your class.

## Review Quiz

Name: \_\_\_\_\_

A. Match the following words to their definition.

- |               |                         |
|---------------|-------------------------|
| 1. career     | 6. employability skills |
| 2. goal       | 7. transferable skills  |
| 3. occupation | 8. résumé               |
| 4. value      | 9. essential skills     |
| 5. job        | 10. career education    |

- \_\_\_\_\_ A statement of intent that is measurable, achievable, concrete, and specific.
- \_\_\_\_\_ The core competencies required in all work settings. The Conference Board of Canada identifies three critical skills: fundamental, personal management and teamwork.
- \_\_\_\_\_ Priorities and beliefs – concepts that hold a particular importance for a person.
- \_\_\_\_\_ Abilities and capacities that can be transferred from one situation or task to another.
- \_\_\_\_\_ The sum of one’s life experiences – includes work, learning, recreation, community, and family roles.
- \_\_\_\_\_ A specific set of duties performed for a specific employer in a prescribed location or range of locations for a specific rate of pay.
- \_\_\_\_\_ A personal information document that outlines experience, education, credentials and references.
- \_\_\_\_\_ A cluster of jobs with similar tasks and skills performed at a variety of locations.
- \_\_\_\_\_ Competencies required by all people to successfully manage work and life.
- \_\_\_\_\_ A list of skills researched and developed by Human Resources Services Development Canada which are required by every job.

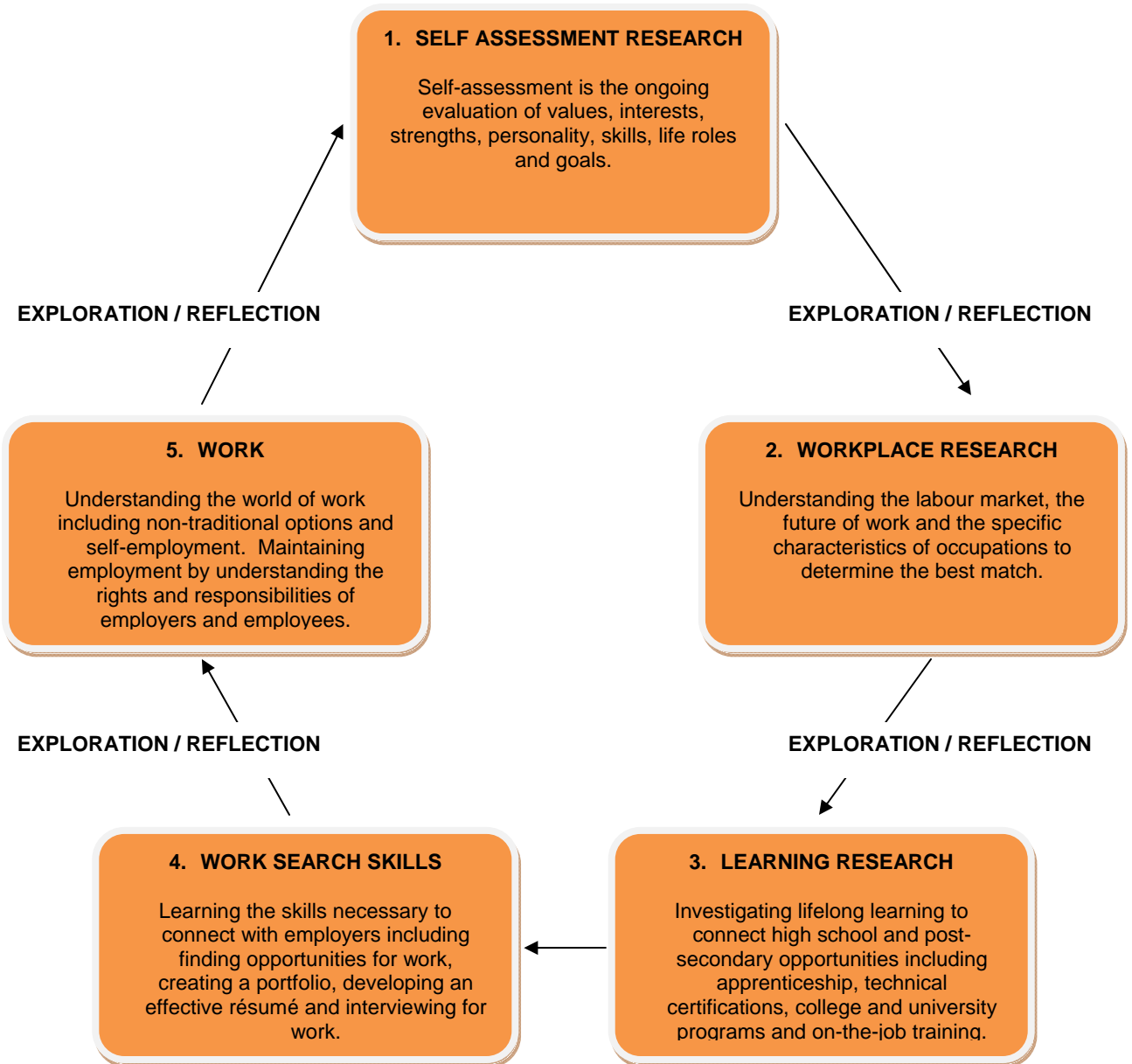
Check if applies to you.

- I have a résumé
- I have had experience with an interview



# Career Planning Process

Source: Elk Island Public Schools and Life-Role Development Group Ltd.



# UNIT 2

## WHO AM I?



Catch Up & Review Activities

## Values Review Overview

**Inukshuk Activity** (Offers a good introduction to values)

Instructions:

1. Think of the person you most admire. Reflect on this person and why you chose him or her.
2. Write one quality of this admired person in each of the stones of the Inukshuk on the handout (11 qualities in total).
3. Often, we are drawn to people who have some of the same qualities we have. Write the words “I am” at the top of your Inukshuk, and think of yourself as possessing all of the qualities you have written down.
4. Reflect in writing below about how accurately the qualities describe you. Which qualities need to be developed more for you to become the kind of person that you admire? How might you develop these qualities?

*Source: Emily Silvester in Lorraine Haché and Clarence de Schiffart. Blueprint Implementation Guide. National Life/Work Centre et al., 2002. 30-31. Appendix 1BA3 Adapted with permission of National Life/Work Centre.*

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### **CAREERinsite – What are my values?**

*What are my values?* - Have students complete a values self assessment. Included is a quick questionnaire that a computer is not needed for. An internet computer questionnaire is also included.

[www.alis.gov.ab.ca/careerinsite](http://www.alis.gov.ab.ca/careerinsite)

Choose **Step 1**

Choose **Activities**

Click **What are my values?**

**WARNING** – students need to PRINT a copy after completing the questions as it will not save with answers included but it will print. Save to M drive. After completing Career Cruising, students may attach this as a file to their Career Cruising portfolio. You may wish to do this assignment while in computer room for Career Cruising and teach “scanning” and “how to attach documents”.

**OR**

### **Values Review**

Also included is a paper copy of a values test. Have students answer questions and place in their portfolio.

---



**Auction Block** (Adapted from: *Activities that Teach*, Tom Jackson, Red Rock Publishing, 1993, p. 64)

Students enjoy this loud and interactive activity. Advise students that they have \$2000 to spend. The idea is for students to choose the items which are of high value to them and bid accordingly. A maximum of 2 items may be purchased by one person.

Continue the bidding process, “Who will give me \$150 for “to be a famous sport star” Do I hear \$160” ....continue until all items have been purchased.

At the end of the auction, students with \$500 or greater may now buy one of the doors at the front. Hidden behind door #1 is: you bought a winning lottery ticket worth 1 million dollars, door #2: you dropped out of high school and took a job @ minimum wage with little chance of advancement, door #3: you graduated from high school, went to college and took a job that pays a reasonable salary but you dislike what you do.

#### Discussion

1. What were the most popular values in our class?
2. What were the least popular values in our class?
3. How could you categorize the most popular? Least popular?
4. Why would \_\_\_\_\_ be so popular?
5. Identify what values may be in your top 3 when you are 40 years old?
6. Why might they be different than your values today?
7. What were the people who chose to gamble their last \$500 away hoping for?
8. How can you apply this activity to real life?

#### Discussion help:

What you are willing to spend your money on gives you an idea of what you think is important – a value to you. Those with money left possibly have no strong goals yet or else their goals are not on the list. The purpose of the boxes at the end is to show you that if you don't know where you are heading, then you will just end up with whatever life hands you. Another possible reason you found yourself with money at the end is you did not feel strong enough about anything on the list. Goal setting helps you direct your life. As you get older, you may find your values change as does your lifestyle. Your goals can be adjusted accordingly.

**OR**

#### **Coat of Arms**

The values coat of arms is an activity that can be used as an alternative to one of the above. Students can create this in any way they can dream up. For example: using clip art, animation, cutting pictures anything they can think of. This is a creative activity. This could also be done on a computer using pictures.

Assessment of Learning

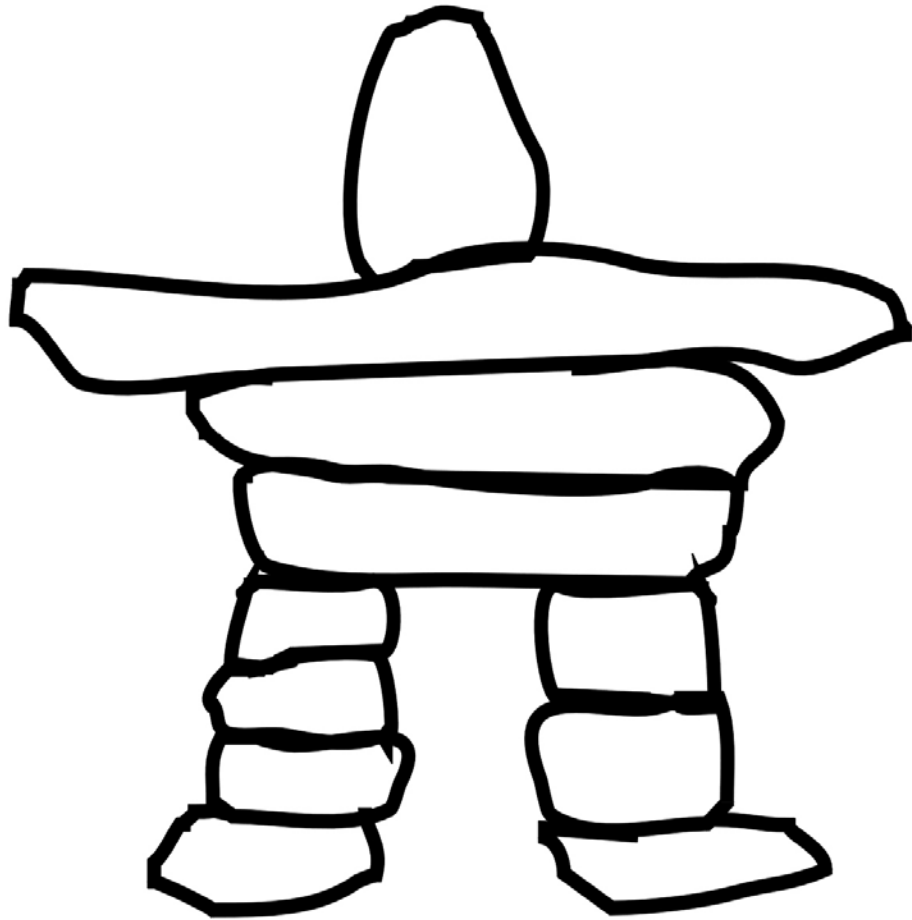
In the Assessment Unit there is a Reflection Sheet you may choose to introduce now. It will be an ongoing assessment throughout this module.

## VALUES Inukshuk Activity

Name: \_\_\_\_\_

### Instructions:

1. Think of the person you most admire. Reflect on this person and why you chose him or her.
2. Write one quality of this admired person in each of the stones of the Inukshuk on the handout (11 qualities in total).



*The Inukshuk is a stone monument guiding travelers in northern Canada. It acts as a symbol of greeting and direction.*

3. Often, we are drawn to people who have some of the same qualities we have. Write the words “I am” at the top of your Inukshuk, and think of yourself as possessing all of the qualities you have written down.
4. Reflect in writing below about how accurately the qualities describe you. Which qualities need to be developed more for you to become the kind of person that you admire? How might you develop these qualities?

Source: Emily Silvester in Lorraine Haché and Clarence de Schiffart. *Blueprint Implementation Guide. National Life/Work Centre et al., 2002. 30-31. Appendix 1BA3 Adapted with permission of National Life/Work Centre.*

## VALUES CAREERinsite

Name: \_\_\_\_\_

### CAREERinsite

STEP 1

## What are my values?

(from Career Planner: Choosing an occupation)

**Things** that are important to you are called values. Maybe you value helping other people solve computer problems. Or maybe you value making customers happy. 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 of values include:

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

### My values

Read each sentence. Does it describe you? Select Yes, Sometimes or No.

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

# Activity

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

Clear Radio Buttons

Other things that are important to me:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

My main values are:

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

Clear All

## VALUES Values Review

Name: \_\_\_\_\_

Values	High value	Mid value	Low value
Helping others			
Influencing people to have a better attitude			
Having a variety of tasks where one day is different from the next			
Being physically active			
To be popular			
Having responsibilities – being in a leadership role			
Participating in exciting and risky activities			
Being assured of a job and good pay			
Working independently with little or no supervision			
A flexible time schedule			
Thinking up new ideas			
Being in a decision making role			
Having direct contact with people – coworkers and clients			
Working alone – not a lot of people involved in your day			
Doing work that requires precision and accuracy			
Having fun			
Working with technology			
Being involved in organized activity and regular routine			
Maintaining your health			
Performing tasks in a unique way			
Learning and understanding new information			
Ability to have a family life			
Sharing			
To work towards goals			
To be kind			

# Activity

What are your top 5 values?

a)

---

b)

---

c)

---

d)

---

e)

---

Briefly explain why each one is important to you.

a)

b)

c)

d)

e)

## VALUES Auction Block

Name: \_\_\_\_\_

You have \$2000 to spend. First, note in the budget line, what you are willing to spend on an item. This column will just be a guide line. Bids must be in \$10 increments and the maximum you may bid up another classmate is \$50. You are limited to receiving 2 items.

If you have \$500 or more left at the end of the game, you can purchase one of the secret boxes. Each secret box has an undisclosed future in it. Each of the 3 boxes may be purchased by as many people as have the money left to do so.

*(Adapted from: Activities that Teach, Tom Jackson, Red Rock Publishing, 1993, p. 64)*

	Proposed Budget	Your Bid	Winning Bid
1. to never be sick			
2. to be extremely smart			
3. to be a famous sport star			
4. to be beautiful / handsome			
5. to graduate from a famous college			
6. to never have pimples			
7. to help underprivileged children			
8. to own whatever car you would like			
9. to marry a good looking person			
10. to live in a mansion			
11. to be liked by everyone			
12. to help the homeless problem			
13. to have a lot of close friends			
14. to have a happy long life			
15. to be a millionaire to travel around the world			
16. to have self-confidence and a positive outlook on life			
17. freedom to do as you want			
18. a real great love relationship			
19. a big screen TV			
20. success in your chosen profession			

\$150  
\$200  
\$400  
\$100



## VALUES Coat of Arms

Name: \_\_\_\_\_

Let students make their PERSONAL coat of arms diagramming a shield. They are to make drawings (even as stick figures) for five of the blocks. Only in the sixth one will they be allowed to use words.

Draw a picture to represent one thing you are very good at and one picture to represent something you are struggling to get better at.

Represent the material possessions most significant to you.

Show what you would do with your life if you had one year to do whatever you wanted, and would be guaranteed success in anything you do.

Represent one value about which you would simply “never budge”. It is a deep commitment.

Draw 2 pictures – one to represent your greatest achievement and the other to show your greatest setback, failure, or defeat.

Place three words which you would like people to say about you if your life ended today.



# CAREER CRUISING

## Overview

The following activities will take 45-60 minutes each. If you do not have the 4-5 hours needed, try the Career Cruising Combined Activity as it combines a few steps and eliminates others to reduce time. You may also choose to leave out the research activity. However, if students printed the information for a favorite occupation, their research lesson could be completed in the classroom.

Students will now start their Career Cruising excursion. The following activities are very important as they help students plan their next 4 years of high school. Catch up is necessary for students missing class. Recognize that before starting this section students will need their personal computer access information: username and password. It would also be helpful to set up a link for [www.careercruising.com](http://www.careercruising.com) on your school's homepage.

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### Matchmaker

This activity will have students begin the creation of a portfolio. Stress correct spelling and proper grammar as the portfolio they begin today is something that students will add to during their high school years and may choose to print out for employers or for post secondary application purposes. Ask students to start gathering participation information at home such as: extracurricular sports, activities, clubs, and the years involved. Remind students that an email address used for public papers should be clean, respectful and one they can be proud of.

Students will complete *Career Matchmaker* which is an interest activity. They may follow the steps on the activity sheet and fill in the requested information.

Students may wish to save and attach their list of 40 occupations to their portfolio. Or, they may print their list of 40 occupations if they have a hard copy portfolio.

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### Skills

Students will need the *Skills* activity handout to begin. Computers are needed.

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### Portfolio

Portfolios are a tool to help students market their experiences, skills and abilities. They may use their *Portfolio* in a job interview or for entry into post secondary institutes. At the least, it offers students a place to keep all their information together. This will take an entire 60 minute class and students may need to return to this task if they do not have all necessary information at school. Often parents are needed for dates of activities and other fine details.

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Assessment of Learning



Assessment of Learning





Assessment of Learning


### Research Project

The last activity is a *Research Project* where students can dig into an occupation. You can either print the information needed or complete it in the computer room. You may want to follow this with an informational interview which would be beneficial for kids either at this point or later in Unit 3 when exploring post secondary options & career paths.

**OR**

### *Career Cruising offered in 2 hours.*

This activity offers a combined activity that will have students complete the interest test, skills inventory and the portfolio all in 2 hours. Please use the activities which best suit your class and time frame.

Additional Career Cruising activities may be found at [www.careercruising.com](http://www.careercruising.com) choose the  on the top bar and then click on Classroom Activities and Research Assignments.

## CAREER CRUISING Career Matchmaker

Name: \_\_\_\_\_

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

Username: \_\_\_\_\_

Password: \_\_\_\_\_

- Click on **Portfolio**
- **User name:** use student number then last name example: 0210978smith
- **Password:** use student number example: 0210978
- Click on **New Portfolio** and complete the information using correct **SPELLING**. Please include an email address so if you forget your password/username it can be sent you
- Click on **Matchmaker**
- Choose **START A NEW CAREER MATCHMAKER SESSION**
- Read instructions – click **start**
- Answer first 39 questions – do not use the “Does not matter” button too often as it skews your results
- The career suggestion screen shows the careers that are suitable for you based on your responses to the questions. Spend some time looking at the careers that match your interests by choosing from the left side bar, **VIEW JOB DESCRIPTIONS, WORKING CONDITIONS** etc.

Answer the following questions for teacher viewing.

1. Choose one of the occupations that interest you: \_\_\_\_\_
  
2. Read the **SUITABLE FOR YOU INFORMATION** that appears for this career. Write down the Central and Secondary aspects to which you answered “**LIKE**” or “**LIKE VERY MUCH**”.

3. Click on **BACK TO MATCHMAKER SUGGESTIONS** link near top of page. If you want to save this first list, copy and paste it into Word as it is about to change☺. Choose from the right column: **ANSWER MORE QUESTIONS TO IMPROVE MY RESULTS**. Complete any additional questions to further explore your interests and career matches. Save results.

4. Choose another occupation of interest: \_\_\_\_\_

Read the **SUITABLE FOR YOU?** information that appears.

Write down the Central and Secondary Aspects to which you answered “**LIKE**” or “**LIKE VERY MUCH**”.

5. **Choose one occupation** of interest. \_\_\_\_\_ Click on one of the two **interviews**.

Person’s Name \_\_\_\_\_

Click on **A DAY IN THE LIFE** and **BREAKDOWN OF ACTIVITIES**.

Read the interview and note below information you have learned or find interesting.

6. Click on **See how other careers match up with my answers**. Type in an occupation that you are interested in but did not come up on your list. **Hit Go**. Choose the occupation from below. Read the **Suitable for You** section and note your answers to the Central and Secondary Aspects to the occupation. Interpret how your interests would have to change. Can you agree to these changes or not?

## CAREER CRUISING Skills

Employers tend to be looking for people who can communicate, think and act logically, are willing to learn on a continual basis, have a positive attitude as well as behavior, are responsible, can adapt to change and are able to work and get along with others. Sound familiar? A great place to learn and practice these skills is here in school. You should also know that when an employer asks you if you have any of these skills, he/she may want proof. **BE READY TO GIVE EXAMPLES!**

1. Log on to [www.careercruising.com](http://www.careercruising.com)  
 username: \_\_\_\_\_  
 password: \_\_\_\_\_
2. Open your existing portfolio by entering your user name and password on the left side of the Career Cruising home page.
3. Click on **ASSESSMENT RESULTS** – this will house only your top 10 **career matchmaker suggestions**.
4. Click **GO TO CAREER MATCHMAKER** found at the bottom of this list.
5. On the right side you will see **MY SKILLS**. Click this and answer the 45 questions. After completion you will get a list of essential skills and desirable skills. You can tell by the skill label to the right of your occupation list which careers will match your skills at this time. **Do not be discouraged** if your most attractive career shows that you do not have the skill for it at this time. This result gives you skills on which to focus during your next few years in high school.
6. Choose an attractive occupation \_\_\_\_\_ and click on it. Choose “Suitable for you”. Scroll down and find the following information:

<b>Work Skills</b> specific skills necessary for this occupation	<b>Transferable Skills</b> skills that you may learn at this occupation but can be taken to another occupation

# Activity

7. Choose five skills that are a good match for this occupation and for you. Describe how you demonstrate each of these skills.

8. List 5 skills you need to work on. For each skill note 1 way you can improve it.

## CAREER CRUISING Portfolio

Log onto [www.careercruising.com](http://www.careercruising.com)

1. Log into your portfolio
2. In portfolio
  - Go to **Careers That Interest Me**
  - Save 5-10 **occupations** from your list of 40 into your portfolio. This may be done directly from your list by opening the occupation and choosing SAVE to my portfolio. Go to the purple **Careers** bar (on top of the page) and search any additional careers that interest you. You do not need to research each career simply:
    - identify the career
    - highlight the career name
    - save it to your portfolio
3. Go to **Schools that interests me**
  - Choose – to add schools that match my saved careers [click here](#)
  - Choose an attractive occupation from the right
  - View schools from across Canada that offer your program
  - Click on a school and choose SAVE to my portfolio
4. Go to **Portfolio**
  - Click on **Education Plan**
  - Click on **Grade 9**
  - **Select and Add** each class that you will take this year

You do not have to save this to your portfolio as this will be done automatically.

5. Go to **Portfolio**
  - Select **Career Preparation**
  - Click on **Career Clusters**
  - **Select the clusters** that you are most interested in and indicate a few **reasons** why you chose these clusters (your preferences may already be highlighted from your Matchmaker results)

If you want to know which types of occupations are included in these clusters, click on them and a list will open up displaying the level of education needed.

\*It is important to select any career clusters that interest you to ensure you will be contacted regarding school based career exploration opportunities in that cluster.

6. Go to **Portfolio**
  - Select **Activities and Abilities**
  - There are four subtitles:
    - **Extra Curricular Activities**
    - **Hobbies and Interests**
    - **Skills and Abilities**
    - **Awards and Certificates**

In each of these categories there are drop down menus. **Fill in those that apply.** Add any activities that are not listed.

7. Go to **Portfolio**
  - **Select and Add Work Experiences** beginning with the most recent. Include a description of the tasks you were involved with at the work activity.
8. Go to **Portfolio**
  - **Select and Add Volunteer Experiences** - Remember these can be formal (Terry Fox Run) or nonformal (scorekeeping at school, safety patrol)

Continue to add items to your portfolio throughout your high school experience. A well kept portfolio will assist you with post-secondary and scholarship applications.



## CAREER CRUISING Research Project

Name \_\_\_\_\_

Score /

### Objective:

- To gain in-depth knowledge on an occupation of your choice
- To discover the career path suggested for the occupation of your choice

1. Open up your saved portfolio and choose an occupation in which you would like to research further.

The occupation of your choice is \_\_\_\_\_.

2. Read **JOB DESCRIPTION**. Answer the following questions with jot notes:

What duties do people in this occupation have?

What skills, workplace or transferable, do they have? (i.e., talking in front of a large audience)

3. Click on **WORKING CONDITIONS**.

Where do people in this career work?

What kind of **hours** do they work? *Do they work days? nights? shifts? overtime?*  
*How many hours do they work per day/week?*

4. Click on **EARNINGS**. Investigate the following:

What **salaries** do people in this career earn?

5. Click on **EDUCATION**.

What **post secondary** education and/or training do you need to enter this career?

What other **qualifications** are good to have? i.e., a passion for working with kids

What grade 10, 11, and 12 **electives** are suggested for this career?

Which **college and university programs** are related to this career?

6. What are some related occupations in this career?

7. Under **EDUCATION** located at the top, choose **SEARCH FOR PROGRAMS**, type in your career choice and answer the following. **OR** Link directly from your portfolio “schools that interest me”

What post-secondary school would interest you in the future? Why?

**BONUS:** What are the admission requirements for your course at that school?

## CAREER CRUISING

### Career Cruising Offered in 2 Hours

Log onto [www.careercruising.com](http://www.careercruising.com)

1. Choose **portfolio**:

Create a new portfolio

Username: student number and last name no spaces 0210978smith

Password: student number 0210978

- \*\*\* It is very important for you to **include an e mail address** (please make sure it is “appropriate”)
- We will be sending you messages.

2. Complete **matchmaker**:

- Start your career matchmaker series. Read each question carefully. Click on the question mark sign in the upper right hand corner if you want clarification.
- Do **not** use the yellow-“**Doesn’t Matter**” button very often. It will really skew your results.
- Save to your portfolio
- Do-Answer more questions
- Save to your portfolio
- Do- Answer more questions for the **third** time
- Save to your portfolio

3. Go to matchmaker, select **my skills**

- Complete **my skills**

4. Go to portfolio

- Go to **Careers That Interest Me**
- Select a total of 10 **careers** from your list of 40 and/or go to the purple **Careers** bar (on top of the page) and search additional careers that interest you. You do not need to research each career,
  - identify the career
  - highlight the career name
  - save it to your portfolio

5. Go to portfolio

- Click on **Education Plan**
- Click on **Grade Nine**
- **Select and Add** each class that you have completed

6. Go to portfolio
  - Select **Career Preparation**
  - Click on **Career Clusters**
  - **Select the clusters** that you are most interested in and indicate a few **reasons** why you chose these clusters (your preferences might already be highlighted from your Matchmaker results)
  
7. Go to Portfolio
  - Select **Activities and Abilities**
  - There are four subtitles:
    - **Extra Curricular Activities**
    - **Hobbies and Interests**
    - **Skills and Abilities**
    - **Awards and Certificates**

In each of these categories there are drop down menus. **Fill in those that apply.**

8. Go to Portfolio
  - **Select and Add Work Experiences**
  
9. Go to Portfolio
  - **Select and Add Volunteer Experiences**

**If you choose to use the résumé builder to create your résumé, follow the instructions below. Often it is easier just to use Word as you can make formatting changes easier**
  
10. Go to Portfolio
  - Select **Résumé Builder** (adjacent to Portfolio at the top of the page)
  - Scroll down to *format and view résumé*
  - Unclick the headings you do not want to include
  - Go to “set order” on the bottom of format and view page. Set the order and save.

Be sure to include descriptions in the boxes when they are provided. For example: Use the box for your *electives* when stating education and *tasks* when describing *your work experience*.

11. This résumé can be accessed from any computer with an internet connection.
  
12. You can cut and copy your résumé to a Word document if you want to reformat it.

## Goals Review Overview

There are a number of activities below. Choose what best suits your students and their needs. All activities are not necessary.



Note: There is a handout with some *Fast Facts for Goals*.

Review the *SMART Goals* structure with students if you see a need. The following activity may help.

As this is a goals review for students, discuss what constitutes an effective goal. The SMART goals structure is included. The text uses a different but simpler form. See page 174. Both are excellent. Choose what suits your class.



A *Report Card Follow-Up Activity* is included if the timing is suitable.

Using profiles from [www.relevancemag.ca](http://www.relevancemag.ca) have students choose a profile of interest. They are organized according to career sectors. Read a profile and answer as many of the following questions as pertains. Hard copies of the *Relevance* magazine may be found in your school's guidance office or career center. A *Relevance Sample Profile* has been included.



1. Determine what the initial goal was?
2. Was the goal met? Why not?
3. Explain how this goal may have changed?
4. How did your profiler deal with difficult situations?
5. Would you have done something different?
6. What advice does the profile offer?

Following the goals review, you may want students to share their profile with the rest of the class and discuss the above questions.

Exit slip – Tell me about a goal you achieved and are proud of. Provide 3 key steps in achieving your goal. This exit slip can be used with any of the goal activities. 😊

Reflect on the idea of *Lifelong Learning* as it pertains to self. Also, use the *Peer/Adult Survey* sheets to collect others' opinions on lifelong learning. Complete the *Personal Goals Chart* for assessment.

Assessment of Learning

**OR**

Using the handout *Lifelong Learning and Career Planning Anticipation Guide*, have students fill out their **initial** thoughts on the questions provided. Now discuss the questions as a class. Next, ask students to fill in the after response. They may also indicate why their responses have or have not changed. Note on lifelong learning – lifelong learning is constant when change is constant and can be enjoyable and meaningful when it is seen as part of a journey that fulfills one's heart. Learning does not have to happen in a formal setting like school. Most people don't record or identify some of the learning they accumulate through their experiences (travel, clubs, trial and error, volunteer activities, etc.). Students may now complete the *Personal Goals Chart*.

**OR**

Have students fill in the *Learning Goals* hand out. This is a reflection on how students are doing in high school classes at present. This presents a starting point for creating some goals. Grade 8 classes may be used for this reflection.



Assessment of Learning

Students can now fill out the *Personal Goals Chart* and hand it in for assessment. It should be obvious if students understand what constitutes a good goal.

**NOTE** that in one month you may want to have a goals attainment class to see what progress students have made working towards their goals. There is a reflection sheet titled *Factors Affecting Goal Attainment* provided.

Introduce the *Wellness Wall* activity. The Wellness Wall can be a visible tool that can be started at anytime throughout the semester. The rules are simple. The main rule being each individual will set their own unique goal and will be responsible for keeping track if the goal has been met. **NOTE:** Teachers may decide to use an incentive for the first few months for those who reach their goal for 60% of the time. This activity could also be done amongst staff.



As an additional activity, you may choose to have students complete the *Your Life Clock* activity where they “guesstimate” the amount of time they may be involved in various life roles/situations/transitions. This allows students to see how their future paths may be overlapped.

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Possible movie link: *Bend it Like Beckham* – setting goals

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## GOALS

### Fast Facts on Goals

Source: Manitoba Education Citizenship and Youth

- Goals you set belong to you! Not to your mom or dad, not to your friends and certainly not to your teachers.
- Get your goals in writing. If you write it down you are more likely to achieve it.
- Goals can change. Goals are made to better yourself and if your present goal no longer fits for you, change it, rearrange it or just turf it!
- If something is standing in your way of achieving your goals, identify the barrier and figure out ways to overcome it.
- Don't get "goal logged". A few goals at a time are manageable. Also, break the long term goals into smaller steps so that you can see success along the way.
- Reward yourself for achieving a goal. Acknowledge your success and celebrate!

### Something worth sharing...

Summary was taken from [Lifemastering.com](http://Lifemastering.com)

In the book *What They Don't Teach You in the Harvard Business School*, Mark McCormack tells of a study conducted on students in the 1979 Harvard MBA program. In that year, the students were asked, **"Have you set clear, written goals for your future and made plans to accomplish them?"** Only three percent of the graduates had written goals and plans; 13 percent had goals, but they were not in writing; and a whopping 84 percent had no specific goals at all.

Ten years later, the members of the class were interviewed again, and the findings, while somewhat predictable, were nonetheless astonishing. **The 13 percent of the class who had goals were earning, on average, twice as much as the 84 percent who had no goals at all.** And what about the three percent who had clear, written goals? They were earning, on average, **ten times as much as the other 97 percent put together.**



## GOALS

### SMART Goal Setting

*"To fail to plan is to plan to fail."* — Benjamin Franklin

A SMART goal explains a behavior using the following components:

#### **S**pecific

Be specific – “I want to work with animals” is too general but “I want to be a veterinarian specializing in small animals” is more specific.

#### **M**easurable

Break your goal down into small steps focusing on one step at a time. You need to be able to see successes along the way. For example, maybe while you are still in high school you want to do a job shadow with a veterinarian. You may also want to identify optional post secondary institutes and their admission requirements.

#### **A**chievable

A SMART goal should be reachable given available resources. For example, know the cost of the education, where you may go for the education and what education is needed. Know what you can do now to make this all a possibility.

#### **R**ealistic

A SMART goal should require you to stretch beyond your normal routine and regular abilities, but allow for likely success. Ask yourself if this career choice suits you or does it pay enough to allow you to reach long term goals. Be honest with yourself!

#### **T**imely

A SMART goal should state the time period in which it will be accomplished. Deadlines may be set up along your path. Revisit these deadlines often to ensure that they are being met. Make adjustments if there is a need to do so.

#### **Sample Goals for discussion:**

What of the following are SMART goals? Indicate which of the SMART components are part of each goal.

#### **GOAL S M A R T**

1. To study harder.
2. To get a 80% as a final mark.
3. To become a better student.
4. To maximize my study time each day before social activities.
5. To improve my next test grade in Math by 10%.



## Revising a Goal to become a SMART goal

My Original Goal:

### **S**pecific

Can my goal be more specific? If yes, rewrite:

### **M**easurable

Is my goal in measurable steps? If no, rewrite:

### **A**chievable

Do I have the resources to achieve this goal? If not, rewrite:

### **R**ealistic

Is this goal realistic—within grasp but not too easy? If no, rewrite:

### **T**imely

Do I have a specified time period for my goal? If no, rewrite:

**This is your final goal!**

## GOALS

### Report Card Follow Up Activity

**The Bad News: You Got Your Report Card.**

**The Good News: It's Not Too Late!**

**Midterm Report Cards are a good predictor of final grades in a course...it's not too late to do something about it!**

#### Now What Do You Do?

##### Set Goals

Take a hard look at the class and figure out what you want to get out of it. Break this long-term goal into smaller, more manageable short-term goals. Write your goals down and share them with others. By doing this you make your goals real and commit yourself to obtaining them. Also, the additional support you will have can make a big difference and help you stay motivated.

##### Get Organized

Now is the time to get organized and make a plan for how you are going to accomplish your goals. Take a look at your syllabus and create a calendar with all of your assignments on it, also include any co-curricular activities you may have. You can now take a look at this calendar and prioritize what needs to get done when. It is also a good way to avoid over committing yourself and to identify stressful times during the semester.

##### Stay Positive

Keep a positive attitude! Try not to get bogged down with the negative parts of a midterm. Think of this as a chance to start again, and to do better. When you have a positive attitude it is much easier to tell yourself that you can succeed.

#### Who Can Help?

##### Yourself

While all of these services and people are here to help you, you have to be the one to use them. Ultimately you are the only one that can help yourself. Some changes you can make include:

- Setting goals, or updating your current goals.
- Identify what is affecting your success, and make change!
- Clean-up your messes (literal and figurative)—the more clear your mind and physical spaces are, the easier it will be to concentrate.
- Limit yourself to essential academic activities, and use social opportunities as rewards for work well done.
- Prioritize!!!

## **Your Teachers**

Most teachers are available in their rooms either before or after school, or at lunch time. This is a time that you can go in and talk to your teacher one on one to get some additional help. You can ask for clarification on class material, get help with a paper, ask about an upcoming or previous test, or anything else that he or she might be able to help you with. The teachers are there to help you and they want you to succeed.

## **Top Two Reasons To Stay Motivated!**

1. You have half of a semester to go. You can still turn things around.
2. By staying motivated you will work harder. If you work harder you will improve. If you improve you will stay motivated. It is a happy circle.

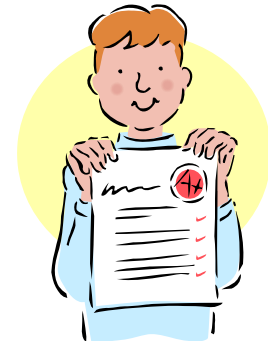
*Academic Success Center  
Iowa State University*



ACADEMIC ACCOUNTABILITY PLAN INDIVIDUAL GOAL SHEET	
Student:	
Class:	
Teacher:	
Current Average:	
<b>MY GOAL IS TO INCREASE MY MARK TO _____ %</b>	

I can reach my goal by doing the following:

- Completing assignments on time
- Completing undone/unfinished/incomplete assignments
- Increasing assignment quality
- Studying more effectively for tests
- Learning better study strategies
- Learning better note taking strategies
- Learning better test taking strategies
- Paying attention in class
- Using my class time wisely
- Asking the teacher for help
- Attending class regularly
- Being on time for class every day
- Improving organizational skills
- Improving my time management skills
- Attending study hall support on Mondays, Wednesday, and Fridays
- Using a student planner to write tests and assignment due dates
- Complete homework daily

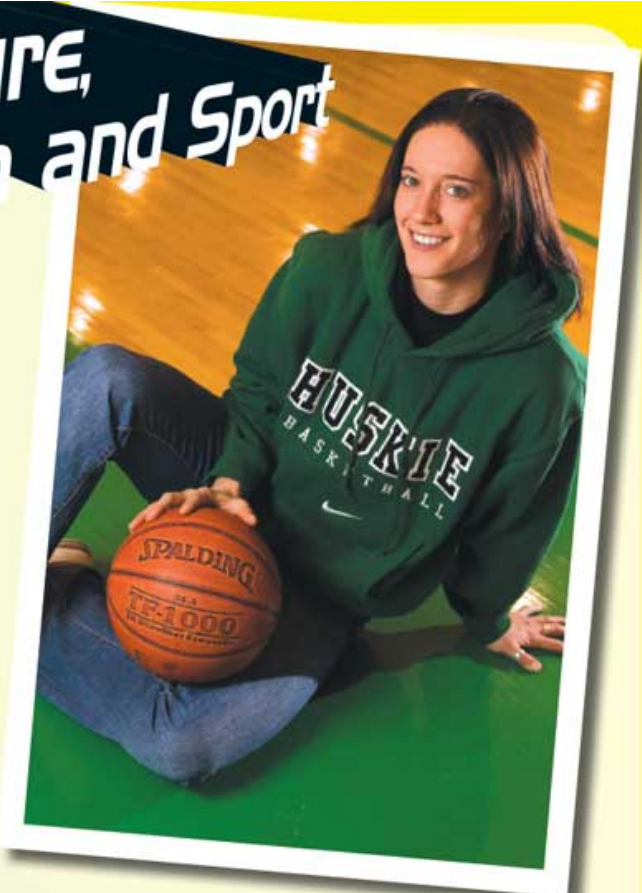


Student Signature \_\_\_\_\_ Date \_\_\_\_\_

## GOALS

### Relevance Sample Profile

Source: <http://www.relevancemag.ca>



**Art, Culture,  
RECREATION and Sport**

**Jacqueline Lavallee:  
COACH**

*Jacqueline Lavallee believes she has the best of both worlds: a teacher at Oskayak High School in Saskatoon and an assistant coach with the U of S Huskies women's basketball team. She's passionate about both. It is this commitment and enthusiasm that is helping her take coaching to the next level. In the summer of 2008, she was named an assistant coach for the Development Women's National Team, which played three pre-Olympic exhibition games in China.*

#### **Why did you choose to become a coach?**

Growing up in Saskatoon I had some very influential teachers and coaches, and they had an important impact on my life. I grew up with an alcoholic father, sports were my outlet. I played soccer and basketball. Coaches challenged me to do things, but they also believed in me. I knew that's what I wanted to do.

#### **How did you know this was the right career for you?**

I played on the Huskies basketball team for six years, I played on the national team and I spent a year playing professional basketball in Germany. I came to a crossroads: should I continue playing or do something else? I decided to stop playing. I felt a little lost at first, but I have always been a student of the game so that helped me move from playing to coaching. Mostly, I just let things fall into place. I knew I wanted to work with Aboriginal youth. I had been doing research at Joe Duquette School, which is Oskayak now, so I took the initiative and put in an application. I've been here ever since.

## **What kinds of skills or personality do you need for your job?**

You have to be flexible and understanding. The number one thing is to develop a relationship with the kids; they need to know you care, that you are there to help them achieve their goals. You have to be passionate about what you're teaching, because kids will know in a second if you're not. Coaching is the same: you have to be passionate and committed.

## **What training or education do you need?**

I took a combined five-year program at the U of S. I have a Bachelor of Education with a minor in Native Studies and a Bachelor of Science in Kinesiology.

## **What do you love about your career?**

In coaching, I love the tactics and the strategy. I also like being able to unify the team and get everyone working towards a common goal. I also love the challenge of teaching. Every year, you have different kids who challenge you in different ways.

## **What are the challenges?**

In coaching, it goes back to unifying the group. Everyone has to buy in, because you really are only as strong as your weakest link. As a teacher, the time you have to put in outside of school hours is a challenge.

## **What are some of your proudest achievements so far?**

Being able to coach at the national level is a big accomplishment. But mostly, I'm proud of the little things, like seeing kids finally believe in themselves.

## **Jacqueline's advice:**

Don't let fear hold you back. I was always scared of public speaking. I almost didn't go into education because of it. But I promised myself I would never let fear stop me from going after what I wanted. If I had let, I wouldn't have the success I have today.

### **DID YOU KNOW?**

Annual full-time income for coaches in Saskatchewan ranged between \$36,500 and \$74,600 in 2005.

Employment is equally divided between men and women, and about half of all Saskatchewan coaches are at least 45 years old.

There were 250 full-time coaches working in Saskatchewan in 2006 – a 31% decrease from 2001.

## GOALS

### Lifelong Learning

- 1) What do you feel you have learned since you were in grade three?
  
- 2) What do you feel you've learned since you were in grade eight?  
socially  
academically  
emotionally
  
- 3) What three pieces of advice would you give someone in grade seven or eight in regards to entering high school?
  - a.
  - b.
  - c.
  
- 4) What three things do you hope to learn by the end of grade nine (academically, emotionally, or socially)?
  - a.
  - b.
  - c.
  
- 5) What do you hope to learn by the end of grade twelve?
  - a.
  - b.
  - c.
  
- 6) What major concepts do you expect to have to learn in your first five years out of high school?
  - a.
  - b.
  - c.



## Peer/Adult Survey

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

### Ask another grade nine student...

The most fascinating thing they have learned at school this year.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

### Ask a grade ten student...

The best advice they have regarding study habits.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

### Ask a grade eleven student...

To describe the most interesting thing they have learned in high school.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

### Ask a grade twelve student...

What they want to understand before they graduate.

## Peer/Adult Survey

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

**Ask a high school graduate or parent.....**

1. What they wished they would have learned in high school.
2. What advice they have for you about learning in high school?
3. What is the most important thing they feel they have learned since they graduated?
4. How important is learning in the workforce? Explain with an example.
5. How they expect to be learning when they are sixty?
6. Summarize the most frustrating learning experience since they graduated?
7. What has changed about learning since they were in high school?
8. Identify changes in the workplace since they graduated from high school?

## GOALS

### Lifelong Learning and Career Planning Anticipation Guide

**Directions:** Read the statements below. For each statement, write your initial response, and whether you agree or disagree with the statement. Be prepared to defend your response.

After the discussion, fill in your “After” response, and explain why your responses have or have not changed.

Statements	Your Response
It is important to choose your lifetime career goals while you are in high school so that you can prepare accordingly.	Initial:
	After:
	Why:
It is important to be flexible about the occupation you choose.	Initial:
	After:
	Why:
You need to know yourself before you can make work-related decisions.	Initial:
	After:
	Why:
Chances are good that you will have to change your occupation approximately four to six times in your working life.	Initial:
	After:
	Why:
The way to survive in a changing world is to learn how to learn.	Initial:
	After:
	Why:

Source: Manitoba Education Citizenship and Youth

## GOALS Learning Goals

Name \_\_\_\_\_

Date \_\_\_\_\_

Fill out all that apply to you by checking the appropriate column. Be sure to fill in evidence.

Subject Area	Very Good	Good	Could Improve	Evidence of how I know
Example: <i>English</i>		✓		<i>My teacher suggested I practice topic sentences to improve my paragraph writing. Midterm report 70%</i>
English				
Math				
Physical Education				
Science				
Social Studies				
Art, Drama, Music, Dance				
Computers and Commerce				

# Activity

Subject Area	Very Good	Good	Could Improve	Evidence of how I know
Industrial Art, Technology, Home Ec.				
Languages				
Career Education				
Study Skills				
Health Education				

## Areas of Strength

- 1.
- 2.
- 3.

## Goals for Improvement

- 1.
- 2.
- 3.

## GOALS

### Personal Goals Chart

Complete the following chart. Include this chart in your portfolio.

Goals:	Steps to accomplish goals are:	Obstacles I may encounter	How to overcome the obstacles:
2 short term goals are:			
2 long term goals are:			

## GOALS

### Factors Affecting Goal Attainment

Name: \_\_\_\_\_

Reflect on your previously written short and long term goals using the chart below. Re-state your goals in the space provided.

Factors that Helped me attain my goal	Factors that make it a Challenge to attain my goal	Factors I can Control	Factors that are Uncontrollable

Source: Manitoba Education Citizenship and Youth

## GOALS

### Your Time Clock

#### Instructions:

A. Use a different color or shading for each area on the large clock face located on the back of this page which represents your life.

1. Indicate the amount of your life for education, in high school and post-secondary education.

2. Indicate the amount of your life that you expect to work. Part of this may overlap your education if you work part-time and in the summer.

3. Indicate the time you expect to live supporting yourself.

4. Indicate the amount of time of your life that you expect to be married or be involved in a long-term relationship.

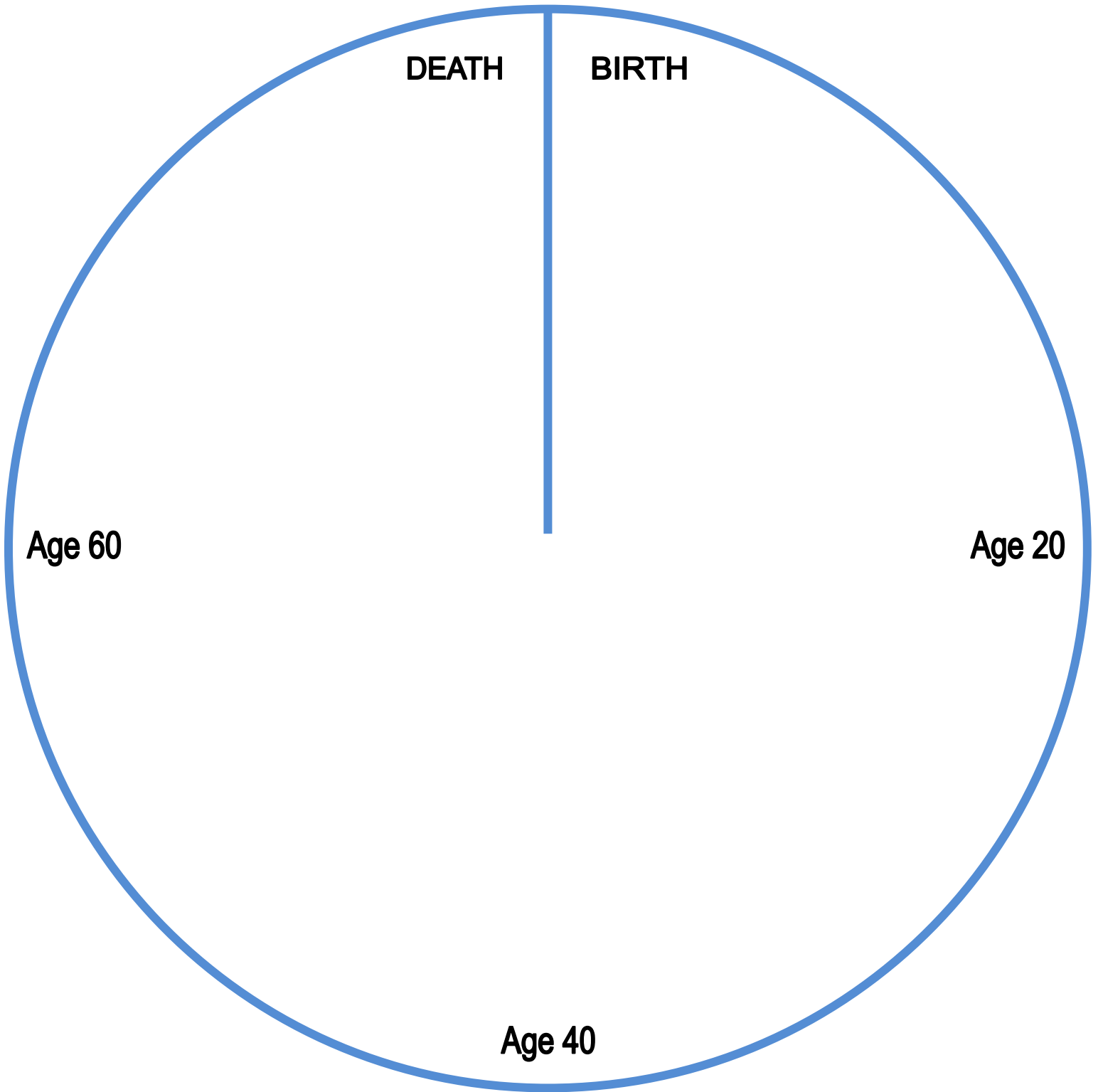
5. Indicate the amount of time that you expect to have your children living at home with you.

6. Indicate when you plan to retire, and its length.

B. Finally, describe your life clock below. Give reason for your choices.



# Your Time Clock



# GOALS

## Wellness Calendar

Month: \_\_\_\_\_

	TUESDAY	MONDAY	SUNDAY	SATURDAY	FRIDAY	THURSDAY	WEDNESDAY	TUESDAY	MONDAY	SUNDAY	SATURDAY	FRIDAY	THURSDAY	WEDNESDAY	TUESDAY	MONDAY	SUNDAY
DATE: →																	
1.																	
2.																	
3.																	
4.																	
5.																	
6.																	
7.																	
8.																	
9.																	
10.																	
11.																	
12.																	
13.																	
14.																	
15.																	
16.																	
17.																	
18.																	
19.																	
20.																	

# WHAT'S YOUR PERSONALITY?

## Personality Quiz Overview

It is advised to try this quiz before having students complete it. Students will need the following instructions:



- [www.personalitytype.com](http://www.personalitytype.com) – take the quick quiz to determine if you are an Introvert or an Extrovert
- Click **Personality Type Assessment**
- Complete the Extrovert vs Introvert questions
- Must fill in an email address
- Read through your profile – decide whether or not this describes you
- Print a copy of the profile for your portfolio or copy and paste it into Word and attach it to Career Cruising.
- Move on to Step 2 on this page. List the blue tab titles down the left side of your *Personality Type* handout.
- Click on an industry field represented by a blue tab. Within the blue tab there are many occupational matches for that industry. Scan through the occupations that work with your profile. Fill in occupations of interest in the right column.
- The center part of this worksheet is important as it is where a student can connect their personality to a possible occupation. Above the occupations are personality match explanations. Students should read these to help make the connections between their personal experiences and the occupations noted on the right side of their handout.

## Sample Profile



- [Home](#)
- [Personality Type Assessment](#)
- [About PersonalityType.com](#)
- [Articles & Resources](#)
- [Paul's Blog](#)
- [Book Store](#)

### Your Profile

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#### **You Are an INFJ (Introvert, Intuitive, Feeler, Judger)**

INFJs represent between 1 and 3% of the U.S. Population

INFJs inhabit a world of ideas. They are independent, original thinkers driven by their strong feelings, and personal integrity. Sensitive, committed, hardworking, and perceptive, INFJs are often excellent listeners, skilled at generating enlightened and creative solutions to people's problems. Thoughtful and careful decision makers, INFJs prefer to have plenty of time to let ideas "percolate" before taking action. Because they value harmony and agreement, INFJs like to persuade others of the validity of their viewpoint. They win the cooperation of others by using approval and praise, rather than argument or intimidation.

INFJs go to great lengths to promote fellowship and avoid conflict. They are also often perfectionists highly focused, and driven to accomplish their goals. Rather formal and reserved, INFJs can be difficult to read, but it is critically important to them that their values, needs and concerns be understood and respected.

Personality Type can be a gateway your ideal career, relationship, parenting and even your sales and networking. You can learn more about your personality type by purchasing a Custom Personality Type Report.

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## Follow the 2 Steps Below to Find the Right Career for an INFJ

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Please select an industry below to discover dozens of careers that might be right for you based on your personality type and temperament. We will also provide you with information about degrees that might help you to get closer to your career objectives whether you are looking for a new position or to advance in your current one.

- Counseling/Education
- Education
- Creative
- Health Care/Social Services
- Business
- Technology

## WHAT'S YOUR PERSONALITY? Personality Type

Source: [www.personalitytype.com](http://www.personalitytype.com)

Name: \_\_\_\_\_

I am an Introvert / Extravert (circle one).

The following career fields match my personality type for the following reasons noted in column 2. Occupations I now wish to look into are noted in column 3.



Industry/Career Field Match	Why this field is right for me	Occupations matching this field
<i>Career and Life Counselling</i>	<i>Enjoy helping others find harmony and direction I have the ability to focus on deep issues, one-on-one I am open to consider a wide range of possible solutions</i>	<ul style="list-style-type: none"> <li>▪ <i>substance abuse and Behavioral Disorder counselor</i></li> <li>▪ <i>Career Counselor/Coach</i></li> <li>▪ <i>Public Health Educator</i></li> </ul>

Of the above occupations, which ones were on your Career Cruising top 40 list?

What do I do with this information now? Consider thoughts of: job shadows, reading about them, class choices for your next 3 years of high school.

# EMPLOYABILITY SKILLS

## Overview



Group  
Assessment

The *Conference Board of Canada* has compiled a list of skills that employers are looking for (*Employability Skills 2000+* activity sheet). Notice that they have been categorized into Fundamental Skills, Personal Management Skills and Teamwork Skills. As a small group, for each category interpret its meaning. Note your interpretation using the Employability Skills *Group Activity* sheet and give examples of how your group may experience this at school. .

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Assessment of  
Learning

Have students complete the *Employability Skills Self Assessment Parts 1, 2, 3*. After tallying scores, students can note their top 3 employability skills for each category. It is valuable for students to know that these are the skills they will want to share with potential employers in order to market their abilities.

**OR**

Students may complete an employability skills test online at [www.alis.gov.ab.ca/careerinsite](http://www.alis.gov.ab.ca/careerinsite) . **They must print this as this will not save with completed answers.** The computer version is different than the paper version.

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### *Report Card Performance Analysis*


After receiving a report card, have students assess their transferable skills or soft skills while reflecting on their school performance. Transferable skills are the skills that one can take from job to job. For example: good communication skills, good listening habits, etc. You may want to revisit this action plan when you revisit your goals.

#### **Introduction:**

Here you sit looking at your report card. As you gaze down at your grades, do you know what caused you to **earn** these grades? Do you know why you are successful? Do you know why you are struggling? Complete the following analysis that will allow you to relate your marks to your current work habits.

#### **Instructions:**

Read each statement. For each statement check off one of the three responses provided: **Hardly ever**, **Sometimes**, or **Most always**. After you have completed



checking off all of your responses, read over each response and rate it as either a **positive work habit** or a **negative work habit**. After you have classified each habit, complete the reflection on the following page, the *Work Habit Action Plan*, by listing things you are going to **start doing**, **continue doing**, and **stop doing** so as to improve your report card next time.



# EMPLOYABILITY SKILLS

## 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.

<b>Fundamental Skills</b> The skills needed as a base for further Development	<b>Personal Management Skills</b> The personal skills, attitudes and behaviours that drive one's potential for growth	<b>Personal Management Skills</b> The personal skills, attitudes and behaviours that drive one's potential for growth
<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> </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</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> </ul>

<ul style="list-style-type: none"> <li>• make estimates and verify calculations</li> </ul> <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 problems 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>job done</p> <ul style="list-style-type: none"> <li>• be open and respond constructively to change</li> <li>• learn from your mistakes and accept feedback</li> <li>• cope with uncertainty</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>	<ul style="list-style-type: none"> <li>• continuously monitor the success of a project or task and identify ways to improve</li> </ul> <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>
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*Employability Skills 2000\* Brochure 2000 E/F (Ottawa: The Conference Board of Canada, 2000)*

**For a 1 page printout, visit the website noted above.**

## EMPLOYABILITY SKILLS

### Group Activity

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.

	Interpret the meaning of each skill	Examples of ways your group members exhibit this skill at school
<b>Communicate</b> Fundamental Skill		
<b>Manage Information</b> Fundamental Skill		
<b>Use Numbers</b> Fundamental Skill		
<b>Think and Solve Problems</b> Fundamental Skill		
<b>Demonstrate Positive Attitudes and Behaviors</b> Personal Management Skills		

# Activity

	Interpret the meaning of each skill	Examples of ways your group members exhibit this skill at school
<b>Be Responsible</b> Personal Management Skills		
<b>Be Adaptable</b> Personal Management Skills		
<b>Learn Continuously</b> Personal Management Skills		
<b>Work Safely</b> Personal Management Skills		
<b>Work With Others</b> Teamwork Skills		
<b>Participate in Projects &amp; Tasks</b> Teamwork Skills		

## EMPLOYABILITY SKILLS

### Self Assessment Part 1 - Personal Management Skills

**Employers want people who demonstrate**

▶ positive attitudes and behaviour      ▶ responsibility      ▶ adaptability

*These are your Personal Management Skills.*

**Check the most appropriate answer:**

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 no matter what the consequences are.
  - a)  Sometimes
  - b)  Most of the time
  - c)  Never
3. I volunteer for extra-curricular activities and look for opportunities to learn new things.
  - a)  Always
  - b)  Only if it interests me
  - c)  Never
4. I find it difficult to continue with tasks, at home and at school, when problems arise.
  - a)  Most of the time
  - b)  Sometimes
  - c)  Never
5. I look for new challenges at school 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)  Always
  - b)  Sometimes
  - c)  Never
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. I like to think up new and better ways to get my work done.
  - a)  Never
  - b)  Sometimes
  - c)  Always, it keeps life interesting and improves my productivity

*Source: Manitoba Education Citizenship and Youth*

## EMPLOYABILITY SKILLS

### Self Assessment Part 2 - Teamwork Skills

**Employers want people who can work with others**

- ▶ in a team      ▶ to contribute to the organizations' goals
- ▶ to achieve team results      ▶ and respect their thoughts and opinions

*These are your Teamwork Skills.*

**Check the most appropriate answer:**

1. In your work, do you make an effort to understand and contribute to the goals of the school?
  - a)  Sometimes
  - b)  Never
  - c)  Always
2. Working in a group
  - a)  makes me nervous
  - b)  helps me to get the job done
  - c)  never works
3. When you work with a group, do you find it hard when you can't do things your own way?
  - a)  Sometimes
  - b)  Never
  - c)  Always
4. Can you plan and make decisions with others?
  - a)  Most of the time
  - b)  Sometimes
  - c)  Never
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 by 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 you had a problem with a task and you knew a fellow student had the answer, would you ask him/her for help?
  - a)  Always
  - b)  Never
  - c)  Sometimes

*Source: Manitoba Education Citizenship and Youth*

## EMPLOYABILITY SKILLS

### Self Assessment Part 3 - Fundamental Skills

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

- ▶ communicate: ▪ orally and in writing ▪ read and understand instructions ▪ listen well
- ▶ think: ▪ solve problems ▪ analyze issues ▪ use technology ▪ apply skills

*These are your Fundamental Skills.*

**Check the most appropriate answer:**

1. Can you understand and speak English and/or French?
  - a)  English
  - b)  French
  - c)  Both
2. Have you been told that you are 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 something)?
  - 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 school and/or at home?
  - a)  Never
  - b)  All the time
  - c)  Sometimes
8. Can you solve problems that require basic math skills (e.g., balancing a cheque book, making change, 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 a special knowledge or skill that may help you with a future career?
  - a)  Training in music, athletics, or some other field
  - b)  Computer skills
  - c)  No special knowledge or skill

*Source: Manitoba Education Citizenship and Youth*

## EMPLOYABILITY SKILLS

### Self Assessment – What’s Your Score?

Personal Management Skills	Teamwork Skills	Fundamental 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-5 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
Total: _____	Total: _____	Total: _____

Source: Manitoba Education Citizenship and Youth



## EMPLOYABILITY SKILLS

### CAREERinsite - What are my skills?

**Skills** are things you have learned to do.

Examples of skills include:

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

### My skills

Read each sentence. Does it describe you? Select **Yes**, **Sometimes** or **No**.

	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"/>

# Activity

	Yes	Sometimes	No
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"/>
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"/>

# Activity

	Yes	Sometimes	No
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:

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

My main skills are:

- 1.
- 2.
- 3.
- 4.
- 5.

Source: [www.alis.gov.ab.ca/CAREERinsite](http://www.alis.gov.ab.ca/CAREERinsite)  
Career Planner: Choosing an Occupation

## EMPLOYABILITY SKILLS

### Self Assessment Part 4 - Report Card Performance Analysis

Source: Manitoba Education Citizenship and Youth

Statement	Hardly ever	Sometimes	Most always	+ / - Habit
1. I bring all the supplies I need to each class.				
2. I start and complete my assignments as soon as I get them.				
3. I listen when the teacher is talking.				
4. I study for my tests.				
5. I write all homework in my agenda.				
6. I try to study a bit each day.				
7. I keep my subject notebooks organized.				
8. I take notes when the teacher is talking.				
9. I use my spares to complete assignments.				
10. I actively participate in class discussions.				
11. I usually write a "rough copy" of an essay.				
12. I proofread and spell-check all my assignments.				
13. I ask the teacher if I have trouble understanding.				
14. I get eight hours of sleep each night.				
15. I rush my homework so I can get to my part-time job.				
16. I catch up on work that I missed when I am absent.				
17. I make every effort to get to class.				
18. I sit in the hallway when I have a spare.				
19. I put an effort into learning every day.				

## EMPLOYABILITY SKILLS Work Habit Action Plan

<p style="text-align: center;"><b>Start</b></p>	<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li><li>▪</li></ul>
<p style="text-align: center;"><b>Continue</b></p>	<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li><li>▪</li></ul>
<p style="text-align: center;"><b>Stop</b></p>	<ul style="list-style-type: none"><li>▪</li><li>▪</li><li>▪</li><li>▪</li></ul>

Source: Manitoba Education Citizenship and Youth

# LEARNING STYLES

## Overview

Western Oregon University, Barsch Learning Style Inventory

[http://www.wou.edu/provost/aalc/learning/learning\\_styles.php](http://www.wou.edu/provost/aalc/learning/learning_styles.php)



Have students complete the above online quiz and determine what type of learner they are.

- Choose “**Get results**”
- Students can save their results to Word and attach it to their portfolio or print the results for their folder portfolio.
- Students can then click on learning styles and this will connect them to an explanation about learning styles included from Western Oregon University.
- At the bottom of the screen, students may choose to view either: Tips for Visual Learners, Tips for Auditory Learners, or Tips for Tactile/Kinesthetic Learners depending on their personal results. These are informative sheets which include study tips and students may want to keep a copy of their primary learning style in their portfolio.
- Have students complete the *Reflection on my Learning Styles* sheet using the *Tips for...* which matches their learning style. Include the reflection in/on the portfolio.

Assessment of  
Learning

## Teacher Sample

Source: Western Oregon University, Barsch Learning Style Inventory  
[http://www.wou.edu/provost/aalc/learning/learning\\_styles.php](http://www.wou.edu/provost/aalc/learning/learning_styles.php)

### The Learning Center

#### Learning styles

##### What are Learning Styles?

Each individual person has their own set of ways with which they learn best. Some students find they learn best from a lecture when the professor presents key points in a visual manner—either on the board, on an overhead, or with a handout. Others find they have a much easier time hearing someone talk about a subject rather than reading the same ideas on paper. These two examples present the two key learning styles: Visual and Auditory. But learning styles are not limited to the senses of hearing and sight; there are as many different ways of learning as there are learners.

While learning styles are as varied as the students who come to Western Oregon University, there are some specific categories which people fall into, and there are some specific hints for each category on how to learn more effectively.

##### The Barsch Learning Style Inventory

To gain a better understanding of yourself as a learner, it is useful to identify the way you prefer to learn. Learning is easier when study skills match your preferred learning style. The Barsch Learning Style Inventory is a short diagnostic test to assess your learning style. You will discover if you learn best through seeing things (visual), hearing them (auditory), or through the sense of touch or body movement (tactile/kinesthetic).

To take the test, [click here](#).

##### What do the scores mean?

When you have identified your style, what do you do with that information? You need to build on your strengths and address your weaknesses. Most students have one dominant learning style. If you have scores that are close or tied, you can use either learning style equally well. Those who learn to adapt study skills to incorporate all 3 learning styles learn faster and remember longer.

- **The Visual or Auditory style**, whichever scores the highest, is considered the primary preferred learning style.
- **The Tactile/Kinesthetic** is considered secondary, even if the score is higher than the other two. This is because we do most of our learning through our eyes and ears, and use the senses of touch, feeling and motion to enhance our primary learning.



### **What should I do now?**

To be flexible to meet any academic situation, you need to use your strengths but also try to build up your weaknesses. Capitalize on your learning strengths because it's like money in the bank you can draw from. Try to convert study materials to the sensory format of your preference. But why should you focus on things you're not good at?

- Not every learning situation gives you a choice.
- Teachers with a learning style different from yours give assignments they find naturally appealing.
- Flexibility = Freedom. The more ways you can learn, the more options and power you will have over your life.
- It's not clear whether learning styles are inborn or the result of experience. Constant deliberate effort can often change your style. But it will take repeated practice and may even be a little painful at first (like working out at a gym.)

Learners taking written tests are expected to retrieve the information in the VISUAL learning style. All students must learn how to strengthen their visual skills if they are to succeed in college because nearly all college testing is conducted in the visual or written mode. If you do not naturally learn in the visual style, you can get the most help by developing some of the visual learners' techniques.

**For specific details and study suggestions for your learning style, click on the links below.**

[Tips for Visual Learners](#) | [Tips for Auditory Learners](#) | [Tips for Tactile/Kinesthetic Learners](#)

### **Contact**

The Learning Center (503) 838-8428 | or e-mail: [tutoring@wou.edu](mailto:tutoring@wou.edu)



## LEARNING STYLES



### Tips for Visual Learners



**\*\*Not only is it important to know your own learning style, but the learning styles of those around you, such as professors or peers. Although this may be your primary learning style, knowing how to adapt to other learning styles can improve your performance academically\*\***

#### Clues to Style

- Needs to be able to see the information
- Difficulty following spoken directions (prefers written directions)
- Strong sense of color
- May be easily distracted by sounds
- Trouble following lectures
- Misunderstands or misinterprets spoken material
- Tends to think in images or pictures (even visualizes notes or outlines)
- Artistic talent in the visual arts
- Often have vivid imaginations
- Needs something to watch so may tend to stare
- Often quiet or not lengthy talkers
- Becomes impatient or drifts away when extensive listening required
- Learns by seeing and watching demonstrations
- Tends to conform to classroom standards (such as sitting quietly, writing neatly, organizing materials)
- Effective in written communication, symbol manipulation, etc.

#### Study Tip Suggestions

- Take lecture notes
- Underline, highlight, or circle printed material
- Borrow others' notes, compare to own
- Draw pictures in notes to illustrate ideas
- Use a variety of colors—in pens, highlighters, note cards, etc. for different categories or concepts
- After reading, review notes or underlined material to reinforce learning
- Write it out!
- Use outlines, pictures, graphs, charts and diagrams
- Use a plastic cover with erasable markers to label diagrams over and over, or to test yourself writing answers to questions
- Visualize spelling of words or facts to be memorized
- Test yourself by visualizing main ideas or questions and write the details or answers
- Read black and white text and convert information into pictures, maps, diagrams, sketches, lists, etc.
- Make mind maps to look at spatial relationships
- Rewrite or redraw things from memory
- Look at professors and others when they talk to help you focus and to pick up on body language
- Make and use flashcards for studying (vocabulary, formulas, condensed notes, etc.)
- Use computers to organize material and to create graphs, tables, charts
- Study in a quiet place away from verbal disturbances
- Make your study area visually appealing

*Source: Academic Advising and Learning Center  
Western Oregon University*



## Tips for Tactile-Kinesthetic Learners



**\*\*Not only is it important to know your own learning style, but the learning styles of those around you, such as professors or peers. Although this may be your primary learning style, knowing how to adapt to other learning styles can improve your performance academically\*\***

### Clues to Style

- Preference for hands on learning
- Can assemble parts without reading directions
- Needs to be able to touch or manipulate what is being learned
- Prefers to study with a pen or pencil in hand to write things down
- Benefits from pictures or diagrams in notes
- Usually don't have visuals in mind
- Tends to be less organized
- Sense of time difficult because they work better in the present moment rather than seeing the future
- Difficulty sitting still
- Focusing and listening to a lecture without doing something is difficult
- Usually takes notes and likes to write on board
- Likes to do artwork
- Likes to piece things together
- Responds to music by physical movement
- Often found doodling
- Learning is more effective when physical activity is involved
- Learns skills by imitation and practice
- Likes to trace words and pictures
- Often seen "fiddling" with something
- Tasks that require manipulating something usually more successful
- Strong athletic talent

### Study Tip Suggestions

- Get hands on—in labs for example—don't just watch someone else do it
- Use models to study—of the human brain, DNA, etc.
- Draw charts or diagrams of relationships
- Skim through reading material to get a rough idea of what it's about before looking for details
- Use finger or bookmark as a guide while reading
- Write, copy, underline and highlight with bright colors
- Trace letters and words to learn spelling and to remember facts
- Use the computer to edit and rewrite lecture notes
- Take frequent study breaks
- Write out everything
- Transfer reduced information to flashcards
- Move around to learn new things (i.e. read while walking or on an exercise bike, mold a piece of clay to learn a new concept)
- Work in a standing position
- Study or brainstorm while walking or working out
- Study with a friend or group
- Use a non-distracting movement while you learn (i.e. tapping pencil, shaking foot, chewing gum, holding something)
- Chew a different flavor of gum with each subject you study
- Try listening to non-distracting music
- Use musical rhythms for memorization patterns
- Make rearranging items a physical activity (don't draw connecting arrows—put them on separate cards to physically rearrange)
- Rewrite information to be remembered
- Act things out (use gestures when speaking, point to material being read or discussed)

Source: *Academic Advising and Learning Center  
Western Oregon University*



## Tips for Auditory Learners



**\*\*Not only is it important to know your own learning style, but the learning styles of those around you, such as professors or peers. Although this may be your primary learning style, knowing how to adapt to other learning styles can improve your performance academically\*\***

### Clues to Style

- Excellent listeners
- Prefers to get information by listening— needs to hear it or speak it to know it
- Written directions more difficult to follow than spoken ones
- Prefers listening to reading or writing
- Has difficulty reading body language and facial expressions
- Can reproduce symbols, letters or words by hearing them
- Enjoys dialogues, plays, dictation
- Favors music
- Can learn concepts by listening to tapes
- Often hum or talk to selves or others
- Can repeat or fulfill verbal instructions
- Learning phonics helpful to reading
- Tends to listen first to lecture and then take notes or relies on printed notes
- Written information may have little meaning unless read aloud
- Solves problems by talking about them
- Good at telling jokes and stories
- Likes class discussions but can be easily distracted by noise
- Filters incoming information through listening and repeating aloud

### Study Tip Suggestions

- Study in groups and talk things out
- Get a small tape recorder
- Record lectures, tutoring and study groups (makes a verbal record for review)
- • Reduce lecture notes to main ideas
- (3:1) and put them on tape
- Read texts out loud or into recorder
- Listen to lecture/text tapes while driving
- Dictate papers, to be typed later
- Read questions aloud
- Work out problems aloud
- Sit in the front of the class
- Learn by participating in class discussions and debates
- Make speeches and presentations
- Create musical jingles or mnemonics to aid memorization
- Use verbal analogies and story telling to demonstrate your point
- Read explanations out loud
- To learn a sequence of steps, write them out in sentences, then read them aloud
- Explain ideas to other people
- Recite, recite, recite
- Discuss your ideas verbally whenever possible, even if you're having a conversation with yourself!

*Source: Academic Advising and Learning Center  
Western Oregon University*

## LEARNING STYLES

### Reflections on My Learning Styles

Read the tips sheet discussing your style of learning. Reflect using the following questions. Complete and add to your portfolio.

I think this describes me because...

I think the tips sheet does not describe my learning style accurately because...

One example of me showing my learning style is...

Knowing my learning style will...

Study tips I will try now knowing my learning style are....

# MULTIPLE INTELLIGENCES (MI)

## Overview

### Multiple Intelligence

It is important for students to realize that everyone has a special gift and once we recognize how best our brain processes the information, we will be able to determine how best to approach learning. There are 8 different intelligences. Have students determine which intelligence they are. An MI computer test is available at <http://surfaquarium.com/Mi/inventory.htm>. There is ALSO a paper copy included titled *Survey*. Have students save their online test in their portfolio as well as the results.

OR

An online MI test titled *Assessment: Finding Your Strengths!* is located at <http://literacyworks.org/mi/assessment/findyourstrengths.html>.

The text, *Careers for Life: My Career Pathways*, provides excellent information on MI on page 41. Students may refer to the text for an explanation on each of the intelligences.

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If simple, quick review material is needed, please refer to the following additional activities which are included to assist with the understanding of multiple intelligence. They are titled, *Can You Guess how Each of the Eight Intelligences Could Be Used at a Sports Event?* and *Which of the Eight Intelligences Are These Kids Using?*

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## MULTIPLE INTELLIGENCES (MI) Assessment: Find Your Strengths!

Source: <http://literacyworks.org/mi/assessment/findyourstrengths.html>



### Assessment: Find Your Strengths!

ASSESSMENT

How are you smart?

Find your strengths!






This form can help you determine which intelligences are strongest for you. If you're a teacher or tutor, you can also use it to find out which intelligences your learner uses most often. Many thanks to Dr. Terry Armstrong for graciously allowing us to use his questionnaire.

**Instructions:** Read each statement carefully. Choose one of the five buttons for each statement indicating how well that statement describes you.

- 1 = Statement does not describe you at all
- 2 = Statement describes you very little
- 3 = Statement describes you somewhat
- 4 = Statement describes you pretty well
- 5 = Statement describes you exactly

	1	2	3	4	5
1. I pride myself on having a large vocabulary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Using numbers and numerical symbols is easy for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Music is very important to me in daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I always know where I am in relation to my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I consider myself an athlete.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel like people of all ages like me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I often look for weaknesses in myself that I see in others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The world of plants and animals is important to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I enjoy learning new words and do so easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I often develop equations to describe relationships and/or to explain my observations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Activity

11. I have wide and varied musical interests including both classical and contemporary. 
12. I do not get lost easily and can orient myself with either maps or landmarks. 
13. I feel really good about being physically fit. 
14. I like to be with all different types of people. 
15. I often think about the influence I have on others. 
16. I enjoy my pets. 
17. I love to read and do so daily. 
18. I often see mathematical ratios in the world around me. 
19. I have a very good sense of pitch, tempo, and rhythm. 
20. Knowing directions is easy for me. 
21. I have good balance and eye-hand coordination and enjoy sports which use a ball. 
22. I respond to all people enthusiastically, free of bias or prejudice. 
23. I believe that I am responsible for my actions and who I am. 
24. I like learning about nature. 
25. I enjoy hearing challenging lectures. 
26. Math has always been one of my favorite classes. 
27. My music education began when I was younger and still continues today. 
28. I have the ability to represent what I see by drawing or painting. 
29. My outstanding coordination and balance let me excel in high-speed activities. 

# Activity

30. I enjoy new or unique social situations. 
- 
31. I try not to waste my time on trivial pursuits. 
- 
32. I enjoy caring for my house plants. 
- 
33. I like to keep a daily journal of my daily experiences. 
- 
34. I like to think about numerical issues and examine statistics. 
- 
35. I am good at playing an instrument and singing. 
- 
36. My ability to draw is recognized and complimented by others. 
- 
37. I like being outdoors, enjoy the change in seasons, and look forward to different physical activities each season. 
- 
38. I enjoy complimenting others when they have done well. 
- 
39. I often think about the problems in my community, state, and/or world and what I can do to help rectify any of them. 
- 
40. I enjoy hunting and fishing. 
- 
41. I read and enjoy poetry and occasionally write my own. 
- 
42. I seem to understand things around me through a mathematical sense. 
- 
43. I can remember the tune of a song when asked. 
- 
44. I can easily duplicate color, form, shading, and texture in my work. 
- 
45. I like the excitement of personal and team competition. 
- 
46. I am quick to sense in others dishonesty and desire to control me. 
- 
47. I am always totally honest with myself. 
- 
48. I enjoy hiking in natural places. 



# Activity

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49. I talk a lot and enjoy telling stories.

---

50. I enjoy doing puzzles.

---

51. I take pride in my musical accomplishments.

---

52. Seeing things in three dimensions is easy for me, and I like to make things in three dimensions.

---

53. I like to move around a lot.

---

54. I feel safe when I am with strangers.

---

55. I enjoy being alone and thinking about my life and myself.

---

56. I look forward to visiting the zoo.

---

Find my strengths!

## MULTIPLE INTELLIGENCES (MI) Survey

### Part I

Complete each section by placing a “1” next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Source: *Multiple Intelligences Survey*  
Copyright © 1999 Walter McKenzie, The One and Only Surfaquarium  
<http://surfaquarium.com/MI/inventory.htm>

Section 1	
	I enjoy categorizing things by common traits
	Ecological issues are important to me
	Classification helps me make sense of new data
	I enjoy working in a garden
	I believe preserving our National Parks is important
	Putting things in hierarchies makes sense to me
	Animals are important in my life
	My home has a recycling system in place
	I enjoy studying biology, botany and/or zoology
	I pick up on subtle differences in meaning
	<b>TOTAL for Section 1</b>

Section 2	
	I easily pick up on patterns
	I focus in on noise and sounds
	Moving to a beat is easy for me
	I enjoy making music
	I respond to the cadence of poetry
	I remember things by putting them in a rhyme
	Concentration is difficult for me if there is background noise
	Listening to sounds in nature can be very relaxing
	Musicals are more engaging to me than dramatic plays
	Remembering song lyrics is easy for me
	<b>TOTAL for Section 2</b>

Section 3	
	I am known for being neat and orderly
	Step-by-step directions are a big help
	Problem solving comes easily to me
	I get easily frustrated with disorganized people
	I can complete calculations quickly in my head
	Logic puzzles are fun
	I can't begin an assignment until I have all my "ducks in a row"
	Structure is a good thing
	I enjoy troubleshooting something that isn't working properly
	Things have to make sense to me or I am dissatisfied
<b>TOTAL for Section 3</b>	

Section 4	
	It is important for me to feel connected to people, ideas and beliefs
	I enjoy discussing questions about life
	Religion is important to me
	I enjoy viewing art work
	Relaxation and meditation exercises are rewarding to me
	I like traveling to visit inspiring places
	I enjoy reading philosophers
	Learning new things is easier when I see their real world application
	I wonder if there are other forms of intelligent life in the universe
	It is important to see my role in the "big picture" of things
<b>TOTAL for Section 4</b>	

Section 5	
	I learn best interacting with others
	I enjoy informal chat and serious discussion
	I enjoy informal chat and serious discussion
	The more the merrier
	I often serve as a leader among peers and colleagues
	I value relationships more than ideas or accomplishments
	Study groups are very productive for me
	I am a "team player"
	Friends are important to me
	I belong to more than three clubs or organizations
	I dislike working alone
<b>TOTAL for Section 5</b>	

Section 6	
	I learn by doing
	I enjoy making things with my hands
	Sports are a part of my life
	I use gestures and non-verbal cues when I communicate
	Demonstrating is better than explaining
	I love to dance
	I like working with tools
	Inactivity can make me more tired than being very busy
	Hands-on activities are fun
	I live an active lifestyle
<b>TOTAL for Section 6</b>	

Section 7	
	Foreign languages interest me
	I enjoy reading books, magazines and web sites
	I keep a journal
	Word puzzles like crosswords or jumbles are enjoyable
	Taking notes helps me remember and understand
	I faithfully contact friends through letters and/or e-mail
	It is easy for me to explain my ideas to others
	I write for pleasure
	Puns, anagrams and spoonerisms are fun
	I enjoy public speaking and participating in debates
<b>TOTAL for Section 7</b>	

Section 8	
	My attitude effects how I learn
	I like to be involved in causes that help others
	I am keenly aware of my moral beliefs
	I learn best when I have an emotional attachment to the subject
	Fairness is important to me
	Social justice issues interest me
	Working alone can be just as productive as working in a group
	I need to know why I should do something before I agree to do it
	When I believe in something I give more effort towards it
	I am willing to protest or sign a petition to right a wrong
<b>TOTAL for Section 8</b>	

Section 9	
	I can visualize ideas in my mind
	Rearranging a room and redecorating are fun for me
	I enjoy creating my own works of art
	I remember better using graphic organizers
	I enjoy all kinds of entertainment media
	Charts, graphs and tables help me interpret data
	A music video can make me more interested in a song
	I can recall things as mental pictures
	I am good at reading maps and blueprints
	Three dimensional puzzles are fun
<b>TOTAL for Section 9</b>	

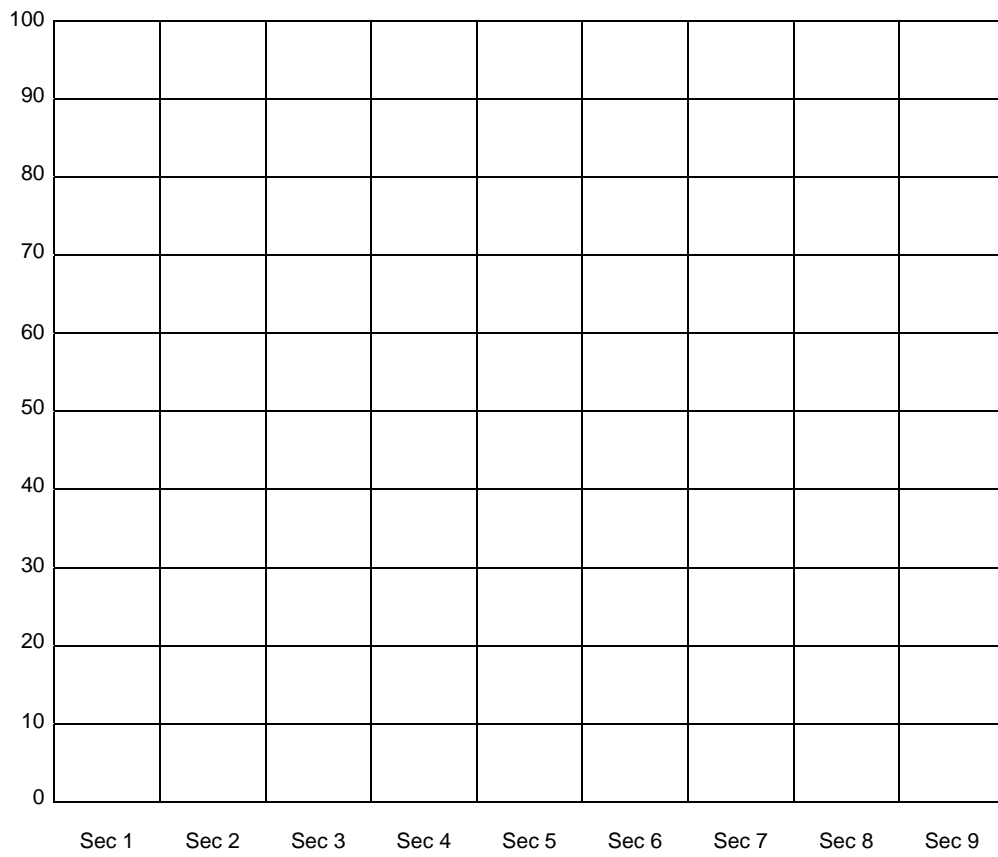
## **Part II**

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		x10	
2		x10	
3		x10	
4		x10	
5		x10	
6		x10	
7		x10	
8		x10	
9		x10	

### Part III

Now plot your score on the bar graph provided:



## **Part IV**

Now determine your intelligence profile!

### **Key:**

Section 1 – This reflects your Naturalist strength

Section 2 – This suggests your Musical strength

Section 3 – This indicates your Logical strength

Section 4 – This illustrates your Existential strength

Section 5 – This shows your Interpersonal strength

Section 6 – This tells your Kinesthetic strength

Section 7 – This indicates your Verbal strength

Section 8 – This reflects your Intrapersonal strength

Section 9 – This suggests your Visual strength

### **Remember:**

- Everyone has all the intelligences!
- You can strengthen each intelligence!
- This inventory is meant as a snapshot in time - it can change!
- MI is meant to empower, not label learners!

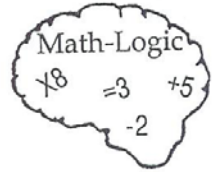




## MULTIPLE INTELLIGENCES (MI)

### Which of the Eight Intelligences Are These Kids Using?

\_\_\_\_\_ 1. Zeb likes to practice his spelling words by writing them out really big in the air with his finger. Other times he'll use his finger to trace the letters of the words on his desk or on a rough surface. Once time he got "100" on a spelling test after he practices his words by taking some gravel from his aquarium and using it to make the letters.



\_\_\_\_\_ 2. Doris practices her spelling words by saying them out loud. She'll spell the words out loud and then usually write them down, too.



\_\_\_\_\_ 3. Barney makes a picture of each new spelling word in his mind. He'll look at the word and remember its shape. Sometimes he'll also write the word down and use different colored markers on the parts of the word that are the hardest for him to remember.

\_\_\_\_\_ 4. Lillian likes to learn and use the rules for spelling words. She'll use the rules whenever she can. When she needs to learn a big word, she'll break it down into smaller pieces and then learn each piece one at a time.

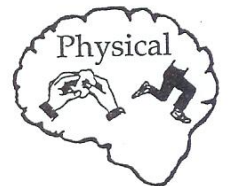


\_\_\_\_\_ 5. Oscar likes to study his spelling words by practicing them with a friend. He'll make up flash cards they can use with each other.



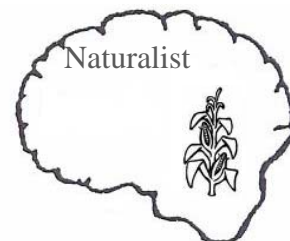
\_\_\_\_\_ 6. Margo learns her spelling words by making up a rhythm and then saying the letters like words in a rap song. Other times she'll tap out a beat while practicing her words. One time, just for fun, she tapes the letters of the alphabet onto piano keys and played the "tune" each word spelled out.

\_\_\_\_\_ 7. Sheldon always tries to study his words alone in some quiet place. He likes to think about what the words mean.



\_\_\_\_\_ 8. Danny compares the spelling words to recognize letter patterns.

*Adapted from: Helping Kids Discover the Many Ways to Be Smart copyright 1997 by Pat Higgins*



## MULTIPLE INTELLIGENCES (MI)

Can You Guess How Each of the Eight Intelligences Could Be Used At A Sports Event?



PERSON	INTELLIGENCE USED
Performer who sings the ``National Anthem``	
Person who figured out what to charge for the tickets	
Star Player	
Coach	
Golf course designer	
Person who designed the scoreboard graphics	
Cheerleader	
Newspaper reporter	
Designer of the team`s uniforms	
Curling ice maker	
Designer of the team`s athletic shoes	
Team doctor	
Radio or TV announcer	
Person working alone to invent better ways to play the game	
Fan who can recite every statistic for every player on the teams	

*Adapted from: Helping Kids Discover the Many Ways to Be Smart copyright 1997 by Pat Higgins*



**Language**

**Math-Logic**

**Artistic-Spatial**

**Musical**

**Physical**

**Social**

**Self**

**Naturalist**

# UNIT 3

## WHAT'S OUT THERE FOR ME?



# VOLUNTEERISM

## Overview

### Introduction

In order to get ready for this section, you may want to ask staff if they have volunteer opportunities at school for which they could use student volunteers. For example, Grade 8 orientation night, cultural fair, score keeping, bulletin boards, tutoring, EAL assistance, FLS or LSWS assistants, recycling, officiating, drama productions, concert set up, etc., you may also consider setting up a volunteer link on your school portal. A very helpful resource in Saskatoon is [www.volunteersaskatoon.ca](http://www.volunteersaskatoon.ca). Grade 9 Career Education presents a great opportunity to get kids thinking about ways in which they can enrich their career. It is important however, to have students understand that not all volunteerism has to be formal. Brainstorming informal opportunities such as shoveling a neighbors sidewalk, fixing a tire, raking leaves, babysitting for a neighbor during a busy or stressful time and other activities such as these can also be very enriching. In this day and age, most career sectors/businesses have volunteerism or contribution to the community as part of their mission statement. In fact, at the Grade 9 and 10 level, Grade 9's should understand that volunteerism is as important as a part time job. Lots of people can work but it takes a very special person to volunteer. At this time, brainstorm with students what they want to learn about volunteerism. Collect ideas of what they already know about volunteerism.

---

Pre-reading discussion questions are included below. Students may use the *Fact Gathering Sheet* handout to record information learned.

### Class discussion Inquiry questions – a note taking sheet is included.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>▪ What is volunteering?</li><li>▪ What does volunteering have to do with career education?</li><li>▪ Who volunteers?</li><li>▪ Why don't people volunteer?</li><li>▪ Do more males than females volunteer? Why? Why not?</li><li>▪ What kind of skills do you need to be a volunteer?</li><li>▪ What types of volunteer opportunities are available to high school students?</li><li>▪ What volunteer jobs are available at school?</li><li>▪ How do you contact someone about volunteering?</li></ul> | <ul style="list-style-type: none"><li>▪ Do you have any rights as a volunteer?</li><li>▪ Do you have any responsibilities as a volunteer?</li><li>▪ Are most volunteers younger or older people?</li><li>▪ Why might some provinces have a higher volunteer rate than others?</li><li>▪ Do married people volunteer more than singles?</li><li>▪ Do wealthier people volunteer more than those with less money?</li><li>▪ What motivates people to give or volunteer?</li><li>▪ What might some people find as barriers to volunteering?</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**From this discussion, what information do you want to discover about volunteerism?**

---



Using the information provided, *Volunteering in Saskatchewan Data Sheets* OR using the site <http://www.givingandvolunteering.ca/>,

Fact sheet on left

2004

Saskatchewan

Which will take you to: <http://www.givingandvolunteering.ca/factsheet>



fill in the blanks on the handout titled *Volunteering in Saskatchewan 2004 Survey* which highlights interesting volunteer facts. This can be done independently or as a pair/share activity. This handout will answer the earlier discussion questions.



Help students discover what area they would like to volunteer in. A paper copy of *What Volunteer Opportunity is Right for You?* is included or have students use this link and follow the steps provided to find the volunteer questionnaire online.

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

Be a volunteer

Learning about volunteering

Discover what volunteer opportunity is right for you questionnaire



Now that students have discovered what volunteering is and what sector they may be interested in helping, have them consider the *Steps to Volunteering* found using the link below. Following the steps provided will reinforce a student's volunteer interest area.

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

Be a volunteer

Learning about volunteering

Steps



A copy of the additional steps is included for use if you have no internet access.

Assessment of Learning

Assessment of Learning – Students can gather information and complete the handout *Grade 9 Volunteer Opportunities in School* reflecting on what they would like to do as volunteer work.

Assessment of Learning – Students can use the Saskatoon Volunteer website <http://www.volunteersaskatoon.com/> to complete the note taking handout titled *Grade 9 Volunteer Opportunities in Saskatoon*.

## VOLUNTEERISM Fact Gathering Sheet

Benefits

What it is not

What it is

Rights of volunteers

Volunteer opportunities I can think of

Responsibilities of volunteers

## VOLUNTEERISM

### Volunteering in Saskatchewan Data Sheets

#### Volunteering in

# SASKATCHEWAN

2004 CANADA SURVEY OF Giving, Volunteering and Participating

According to the Canada Survey of Giving, Volunteering and Participating (CSGVP), 54% of Saskatchewan residents aged 15 and over (428,000 people) volunteered in 2004. Each volunteer contributed an average of 188 hours, for a total of 81 million hours or the equivalent of approximately 42,000 full-time jobs.

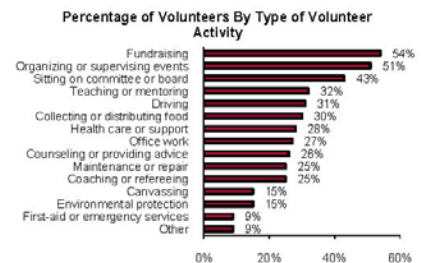
#### Much comes from the few

Although many Saskatchewanians volunteer, the majority of volunteer hours are contributed by a small minority. One in ten volunteers contributed 52% of all hours. These volunteers contributed 464 hours or more over the course of the year. Another 24% of volunteer hours came from the 15% of volunteers who contributed between 192 and 463 hours. Together, this top 25% of volunteers (representing 13% of all Saskatchewan residents) contributed 76% of total volunteer hours.



#### What volunteers do

The most common activities performed by Saskatchewan volunteers were fundraising (54% of volunteers did this), organizing or supervising events (51%), and sitting on a committee or board (43%).

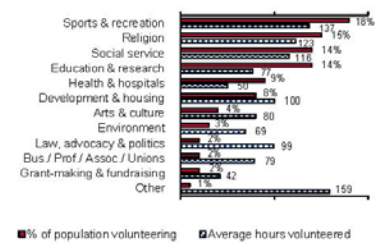


Compared to the rest of Canada, Saskatchewan volunteers were more likely to engage in fundraising (reported by 54% of volunteers in Saskatchewan vs. 46% of volunteers in the rest of Canada), providing health care and support (28% vs. 19%), and driving (31% vs. 19%).

#### Where they volunteer

Saskatchewan residents were most likely to volunteer with Sports & Recreation organizations (18% volunteered), followed by Religious (15%), Social Service (14%), and Education & Research (14%) organizations. Smaller numbers of Saskatchewanians volunteered with Law, Advocacy & Politics (2%), Business and Professional Associations and Unions (2%) and Grant-making, Fundraising & Voluntarism Promotion (2%) organizations.

Percentage of Population Volunteering and Average Annual Volunteer Hours By Type of Organizations

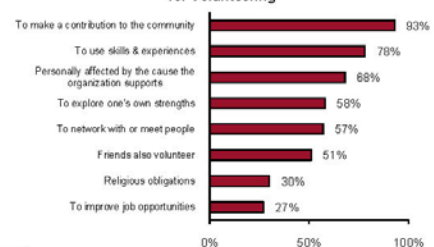


Saskatchewan volunteers tended to contribute the largest number of hours for Sports & Recreation organizations (137), followed by Religious (123) and Social Services (116) organizations. They contributed fewer hours to organizations working in the areas of the Environment (69), Health & Hospitals (50), and Grant-making, Fundraising & Voluntarism promotion (42).

#### The motivations of volunteers

Saskatchewan volunteers were most likely to say they volunteered because they wanted to make a contribution to the community (93%), wanted to use their skills and experiences (78%), or had been personally affected by the cause the organization supports (68%). Comparatively few volunteered in order to fulfill religious beliefs or obligations (30%) or to improve their job opportunities (27%).

Percentage of Volunteers Reporting Motivations for Volunteering



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

Imagine Canada



### Volunteering in SASKATCHEWAN

Imagine Canada  
2 Carlton Street, Suite 600  
Toronto, ON M5B 1J3  
Tel: 416-597-2293  
Fax: 416-597-2294  
© 2008, Imagine Canada

This project is funded by the Government of Canada's Social Development Partnerships Program



#### Barriers to volunteering

Saskatchewanians who did not volunteer were most likely to say it was because they did not have the time (62%), were unable to make a long-term commitment (58%), or donated money instead of volunteering (43%). They were much less likely to report not knowing how to become involved (18%), the costs of volunteering (17%) or dissatisfaction with previous volunteer experiences (6%) as reasons for not volunteering.



#### Personal and economic characteristics of Saskatchewan volunteers: education level and the presence of children in the household<sup>1</sup>

The likelihood of volunteering in Canada increases with level of education. In Saskatchewan, however, residents with some postsecondary education were most likely to volunteer (73% volunteered), followed closely by those with a university degree (71%). Residents who had not completed high school were least likely to volunteer (45%). Volunteers with some postsecondary education tended to contribute the most average hours (229<sup>E</sup>).

The likelihood of volunteering in Saskatchewan varied according to whether children were present in the household. Saskatchewanians from households with children present were more likely to volunteer than were those from households without children. Those with both pre-school and school-aged children present were most likely to volunteer (72%), followed by those with only school-aged children

(69%). Although those from households with pre-school and school-aged children were most likely to volunteer, they tended to volunteer fewer hours (161<sup>E</sup> on average) than did others.

Saskatchewanians living in households with only school-aged children contributed a disproportionately large percentage of total volunteer hours, given their numbers (they accounted for 25% of the population but contributed 35% of all volunteer hours).

Percentage of Population Who Volunteer and Distribution of Volunteer Hours by Education and Presence of Children in the Household

	% Volunteering	Average Volunteer Hours	% of Pop.	% Volunteer Hours
<b>Education</b>				
Less than high school	45%	195 <sup>E</sup>	23%	19% <sup>E</sup>
Graduated from high school	46%	148	23%	15%
Some postsecondary	73%	229 <sup>E</sup>	6%	10% <sup>E</sup>
Postsecondary diploma	57%	181	34%	34%
University degree	71%	213	15%	21%
<b>Presence of children</b>				
No children in household	46%	186	63%	52%
Pre-school aged children only	59%	180 <sup>E</sup>	5%	5% <sup>E</sup>
Both pre-school and school aged children	72%	161 <sup>E</sup>	7%	8% <sup>E</sup>
School aged children only	69%	201	25%	35%

<sup>E</sup> Use with Caution

<sup>1</sup> Volunteering tends to vary with the personal and economic characteristics of the individual. This fact sheet focuses on education and presence of children in the household, but many other characteristics are important. For more information, readers should refer to *Caring Canadians, Involved Canadians: Highlights from the 2004 Canada Survey of Giving, Volunteering and Participating*, available at [http://www.givingandvolunteering.ca/pdf/CSGVP\\_Highlights\\_2004\\_en.pdf](http://www.givingandvolunteering.ca/pdf/CSGVP_Highlights_2004_en.pdf).

This project is funded by the Government of Canada's Social Development Partnerships Program. The opinions and interpretations in this publication are those of the author and do not necessarily reflect those of the Government of Canada.

For more information on the 2004 Canada Survey of Giving, Volunteering and Participating please visit [www.givingandvolunteering.ca](http://www.givingandvolunteering.ca)





## VOLUNTEERISM

### Volunteering in Saskatchewan 2004 Survey

[www.givingandvolunteering.ca/factsheets/2004](http://www.givingandvolunteering.ca/factsheets/2004)

1. In 2004 \_\_\_\_\_% of Saskatchewan residents volunteered.
2. The most common tasks that volunteers performed included:  
\_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_ on a committee or \_\_\_\_\_.
3. 18% of volunteers in Saskatchewan were likely to be involved with \_\_\_\_\_ and \_\_\_\_\_ organizations.
4. Those involved in Religion accounted for \_\_\_\_\_%, Social Service \_\_\_\_\_% and Education and Research was \_\_\_\_\_%.
5. Sports and Recreation volunteers averaged about \_\_\_\_\_ hours.
6. Grant making, fundraising and Volunteerism promotion accounted for about \_\_\_\_\_ hours.
7. The most likely reason for volunteering was because \_\_\_\_\_  
\_\_\_\_\_.
8. 27% of volunteers reasoned that volunteering might improve \_\_\_\_\_.
9. \_\_\_\_\_% of volunteers felt that they had been affected by the cause of the organization they were volunteering for.
10. \_\_\_\_\_% of people felt they wanted to use their skill and experience to assist others.

11. The most common reason that was given for not volunteering was \_\_\_\_\_.
12. \_\_\_\_\_% of people did not know how to become involved in volunteering.
13. The more education you have the \_\_\_\_\_ likely you are to become a volunteer.
14. Those least likely to volunteer included residents that did \_\_\_\_\_.
15. People from Saskatchewan without children were \_\_\_\_\_ likely to volunteer. \_\_\_\_\_% of families with pre-school and school aged children was likely to volunteer.

## Reflection

1. After reading this article I was surprised by
  
  
  
  
  
  
  
  
  
  
2. My opinion about volunteering is
  
  
  
  
  
  
  
  
  
  
3. I still wonder if

## VOLUNTEERISM

### Volunteering in Saskatchewan 2004 Survey

#### Answers

1. In 2004 **54%** of Saskatchewan residents volunteered.
2. The most common tasks that volunteers performed included: **fundraising, organizing or supervising events and sitting on a committee or board.**
3. 18% of volunteers in Saskatchewan were likely to be involved with **sport and recreation** organizations.
4. Those involved in Religion accounted for **15%**, Social Service **14%** and Education and Research was **14%**.
5. Sports and Recreation volunteers averaged about **137** hours.
6. Grant making, fundraising and Volunteerism promotion accounted for about **42** hours.
7. The most likely reason for volunteering was because **they wanted to make a contribution to the community.**
8. 27% of volunteers reasoned that volunteering might improve **their job opportunities.**
9. **68%** of volunteers felt that they had been affected by the cause of the organization they were volunteering for.
10. **78%** of people felt they wanted to use their skill or experience to assist others.



## VOLUNTEERISM

### Steps to Volunteering

Source: [www.volunteersaskatoon.com](http://www.volunteersaskatoon.com)

### STEPS

Ask yourself:

#### 1. What skills do you have?

Communication skills (ex. Reading, writing, listening, teaching)

Leadership skills (ex. Decision making, organizing, coaching)

Teamwork skills (ex. Assisting, cooperation, facilitating)

Critical thinking skills (ex. Problem solving, investigating, analyzing)

Numeric skills (ex. Counting, calculating, measuring, estimating)

Problem solving skills (ex. Assessing, adapting, researching)

Organizational skills (ex. Administering, coordinating, planning)

Creative Skills (ex. Designing, performing, drawing/painting, writing)

Self management skills (ex. Using computers, building/repairing, etc)

#### 2. Be Practical

What are my means of **transportation**?

What is the **distance** I am willing to travel to get to my volunteer opportunity?

Can my **family** be involved?

What is the length of **time** I am going to volunteer? What are the required **hours**?

What are my **other commitments**?

#### 3. What are my interests?

What are/were my favorite **classes**?

What **skills** would I like to obtain?

What **organization** or **cause** am I interested in?

**There are many areas where you could volunteer...**

- health care
- office and administration

- arts
  - computers
  - counselling
  - daycare
  - driving
  - educating
  - special events
  - recreation and sports
  - working with the elderly, children, or people with special needs
  - religious activities
  - and much more
4. Know your Rights and Responsibilities
  5. How and Where can I find Volunteer Opportunities
  6. **Once you find a volunteer opportunity be prepared: visit Questions of Yours and Questions of the Organization**
  7. **Have fun and get ready to learn, grow and connect to what matters**



## VOLUNTEERISM

### What Volunteer Opportunity is Right For You?

Source: [www.volunteersaskatoon.com](http://www.volunteersaskatoon.com)

#### What Volunteer Opportunity is Right for You?

What are your skills and interests?  
Take this personality quiz to find out!

**1. If you and your friends were planning a trip what job would you take?**

- A. Help plan the trip.
- B. Figure out how much the trip is going to cost.
- C. Organize and assign tasks to people.
- D. Find out where all the Points of Interest or tourist attractions are.

**2. What do you consider yourself?**

- A. A thinker
- B. Creative
- C. Active
- D. Out going

**3. What do you enjoy more?**

- A. Spending time learning about yourself.
- B. Spending time with other people.
- C. Spending time outdoors.
- D. Spending time relaxing alone.

**4. Which classes or courses do you like the most?**

- A. Psychology/ Health
- B. Mathematics/ Computers/ Science
- C. Physical Education/ Gym
- D. Art

**5. If you were stranded on a deserted island with two other people, what would you probably do first?**

- A. Hike across the whole island to see if there was any sign of civilization.
- B. Organize your personal belongings and make sure that you have enough food and water.
- C. Look for materials on the beach that could be used to create a raft.
- D. Help others and make sure that they are comfortable.

**6. If someone comes to you with a conflict problem what would you do?**

- A. Suggest new and different solutions they hadn't thought of.
- B. Ask for all the exact specific details.
- C. Drop everything you are doing to help them.
- D. Give them a few suggestions and tell them to face the problem as quick as possible.

**7. If you were going to work for a newspaper what position would you like to have?**

- A. Reporter
- B. Sports person
- C. Designer
- D. Assistant editor

**8. If you were on vacation, where would you like to go the most?**

- A. Hiking on a mountain.
- B. Theatres, galleries, or museums.
- C. A guided tour through particular sites you are interested in.
- D. Visiting at your friends' houses or seeing relatives.

**9. When you come home from school what do you usually do first?**

- A. Clean or straightening up part or all of your room.
- B. Play outside.
- C. Play an instrument or read a book.
- D. Go hang out with your friends and family.

**10. Out of these 4 items, which one would you like to receive the most as a gift?**

- A. An electronic day planner.
- B. A new baseball mitt, basketball, or any other sports equipment.
- C. A set of oil paints and brushes or your favorite book.
- D. A sentimental gift that took someone a lot of time and effort.

**11. Out of these four jobs, which one would you want to have the most?**

- A. A teacher.
- B. An author or a painter.
- C. A professional sports player.
- D. A business executive

## Tally Your Score!

Now that you have finished your quiz, find out how you scored! Circle the letter that corresponds with your answer for each question

	sports	clerical	artistic	helper
1	C	B	D	A
2	C	A	B	D
3	C	D	A	B
4	C	B	D	A
5	A	B	C	D
6	D	B	A	C
7	B	A	C	D
8	A	C	B	D
9	B	A	C	D
10	B	A	C	D
11	C	D	B	A

Next, add up all of the circles in each category/column. The column with the most letters circled in it is where you might look for a volunteer job. For example, if I circled the most letters in the artistic category, I might want to look for a volunteer job involving artwork or writing projects

Here is a look at some types of volunteer work you may be interested in according to interest categories.

**Sport/outdoor** - gardening, grounds keeping, coaching, taking care of animals

**Clerical** - data entry, office support, phone calling, computers, website creation

**Artistic** - painting, storytelling, arts & crafts, music, dance

**Helper** - kitchen, special events, child care, tutor, working with elderly, working with people with special needs



Now, visit the Volunteer Saskatoon website [www.volunteersaskatoon.com](http://www.volunteersaskatoon.com) and click on the link **Be A Volunteer**. Browse through the various current volunteer postings. When you find one of interest, call the contact person listed and they will assist you in getting started.

If you more help, call Volunteer Saskatoon, 975-3477, and we can help you along the way.



## VOLUNTEERISM

### Grade 9 Volunteer Opportunities at School

**Think about how your school operates.**

*Identify five volunteer opportunities in your school where you think you could be helpful! It is okay to invent a new realistic volunteer job.....you could prove to be a real leader!*

Look in your student handbook for more ideas or ask someone on staff. (think: clubs, teams, orientation days, tutoring, etc.)

Type of Work:  Reasons why it might work for me: 1. 2.
Type of Work:  Reasons why it might work for me: 1. 2.
Type of Work:  Reasons why it might work for me: 1. 2.
Type of Work:  Reasons why it might work for me: 1. 2.
Type of Work:  Reasons why it might work for me: 1. 2.

## VOLUNTEERISM

### Grade 9 Volunteer Opportunities in Saskatoon

Look through the opportunities for volunteerism listed in Saskatoon and choose five different areas of interest to you. Look under [www.volunteersaskatoon.com](http://www.volunteersaskatoon.com) under the **be a volunteer** tab and select **youth**.

Organization: Location: Type of Work:  Reasons why it might work for me: 1. 2. 3.
Organization: Location: Type of Work:  Reasons why it might work for me: 1. 2. 3.
Organization: Location: Type of Work:  Reasons why it might work for me: 1. 2. 3.
Organization: Location: Type of Work:  Reasons why it might work for me: 1. 2. 3.
Organization: Location: Type of Work:  Reasons why it might work for me: 1. 2. 3.

## LEISURE ASSIGNMENT WHASSUP?

<http://www.saskatoon.ca/DEPARTMENTS/Community%20Services/LeisureServices/Pages/LeisureGuide.aspx>

### Do you know what programs are available in Saskatoon?

The way in which you spend your leisure time can have a **positive effect** on your **future**. There are many skills, abilities and learning experiences that can be gained by being involved in and around your community. Your leisure experiences are part of your career development.

When you were younger you probably depended on your parents to organize your leisure time. As a young adult, it is important that you are aware of some of the opportunities that are available so that together with your parent/guardian, you can make some good decisions about your leisure time. Many of the best leisure activities are done on a casual basis without a lot of thought or organization but some great experiences might be missed if you are not informed of the choices!

Saskatoon is fortunate to have many of the leisure opportunities in our community advertised in guides that are published a few times a year by the City of Saskatoon Leisure Department. Registration for the City Leisure programs that are advertised usually begins about a week after the guides are delivered. It is a great resource to keep on hand as it has phone numbers and contacts for a plethora of activities in and around Saskatoon.

Leisure guides are available at all the civic facilities and also on line. They typically are published in August for fall activities, in November for winter activities and in March for spring and summer activities.

The City of Saskatoon Leisure Guide is your community resource for a variety of arts, culture, and recreational activities throughout the year. Select from **Drop-in programs**, which do not require pre-registration and provide the public with access to the City's recreation facilities and to instructor-led classes, or from **Registered Programs**, which include an instructor who leads the participants through a pre-defined set of activities.

For your information, funding assistance may be accessed through the following programs:

- **Kidsport-** <http://www.kidsportsask.ca/whatIsKidSport.php>
- **Jumpstart-** <http://www.canadiantire.ca/jumpstart/>
- The local **YMCA** <http://www.ymcasaskatoon.org/contact.html>
- The **City of Saskatoon** also has programs that assist those needing financial assistance.

**Your assignment:**

Browse through the guide.

1. Make a list of **five** programs that sound intriguing or interesting! Please assume that funds and time are NOT an issue.

Description of <b>Activity</b>	Reasons you find it <b>intriguing!</b> (really interesting)

2. Make a list of **three** activities that you would **avoid** at all costs and give the reasons why?

Description of <b>Activity</b>	<b>Why</b> you would want to <b>avoid</b> it

# Activity

3. Choose **three** activities that you would **consider** joining in the next four years that **require registration**.

From the information provided in the guide, complete the chart.

Activity	Duration	Times	Cost	It is <b>interesting</b> because...	<b>2 possible transferable skills</b>

4. Choose **two** activities that you would **consider** joining in the next four years that **do not require registration** (drop in type activities)

From the information provided in the guide, complete the chart.

Activity	Duration	Times	Cost	It is <b>interesting</b> because...	<b>2 possible transferable skills</b>

5. Choose two activities for one of your parents/guardians to join. Keep in mind that leisure activities are important for a balanced lifestyle.

Name of Parent/Guardian \_\_\_\_\_

Activity	Start Date	Time	Cost	I think they would <b>enjoy</b> this because...

## EXPLORING APPRENTICESHIP TRAINING

### Apprenticeship Overview

The Apprenticeship process of learning and becoming qualified is a choice for anyone interested in the trades. Exposing students to this option early is helpful as their interest may inspire them to become involved in the Saskatchewan Youth Apprenticeship program.

Information may be obtained for the following discussion from [www.saskapprenticeship.ca](http://www.saskapprenticeship.ca). An informative video “*What is Apprenticeship*” is available on-line for in-class use as are pamphlets which may be downloaded or ordered from Saskatchewan Apprenticeship and Trade Certification Commission’s regional offices. In Saskatoon, the Regional SATCC office phone number is 933-8476

Assessment of  
Learning

Apprenticeship Discussion Questions – Students may fill out the *Things I Learned About Apprenticeships* handout during this discussion.

1. What does apprenticeship mean?
2. How old do you have to be to be an apprentice?
3. What grade level must you achieve before becoming an apprentice?
4. How many trades are there in Saskatchewan?
5. What trades can girls get involved with?
6. What does Red Seal mean?
7. What is a journeyman?
8. Where do you go to school to become an apprentice?
9. How long do you have to be in post secondary school each year when completing your apprenticeship?
10. Why is apprenticeship a good choice for someone interested in a trade?
11. How do you find someone to apprentice with?
12. How is money earned as an apprentice?
13. How can I start working toward my apprenticeship while I am still in high school?
14. How many years does it take to be an apprentice?
15. What apprenticeships are in high demand right now?
16. What are the steps to becoming an apprentice?

Answers for the *Apprenticeship Quick Quiz*: 5,1,6,4,2,7,3

## EXPLORING APPRENTICESHIP TRAINING

### Apprenticeship Quick Quiz

Arrange the “steps to apprenticeship” from start to finish order numbering 1 to 7.

\_\_\_\_\_ When notified by the SATCC, attend technical training for the required number of weeks each year.

\_\_\_\_\_ Find an employer willing to provide the necessary on-the-job training and supervision.

\_\_\_\_\_ Pass your technical training.

\_\_\_\_\_ Submit your hours of work - trade time - to the employer and register it with the SATCC.

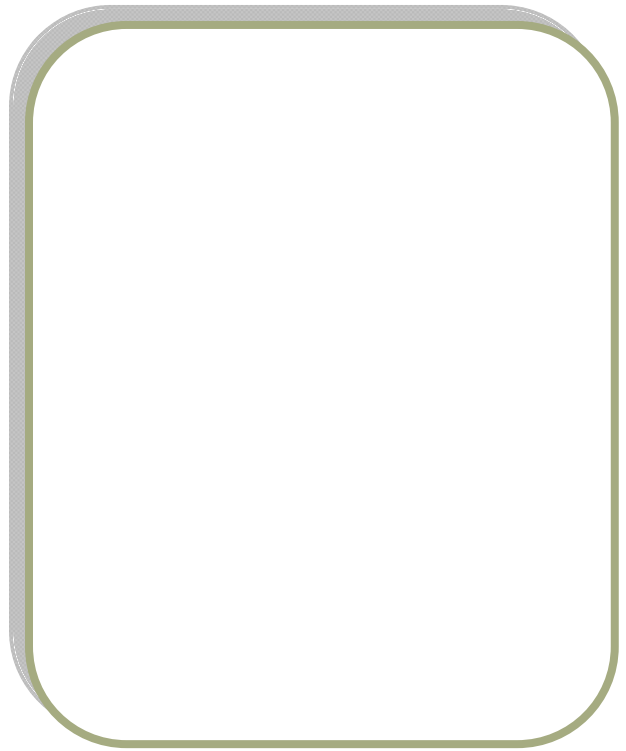

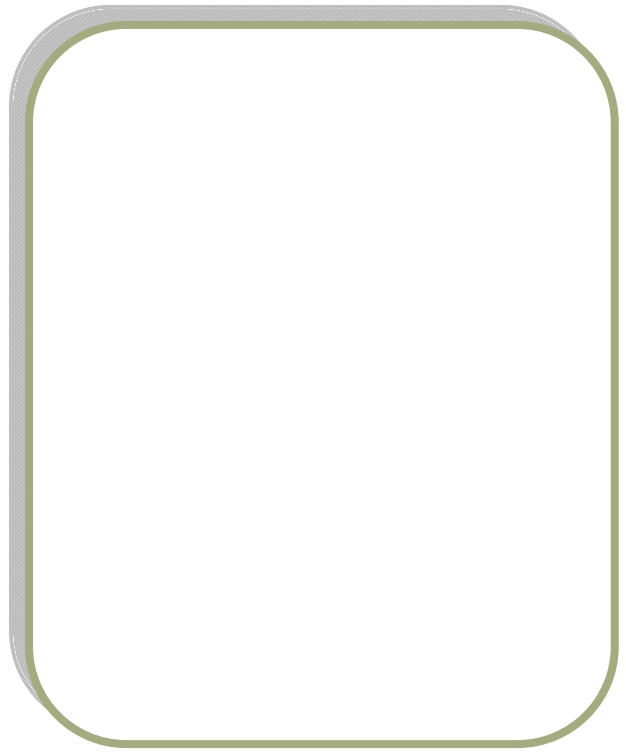
\_\_\_\_\_ Sign an apprenticeship contract with the employer and register it with the SATCC.

\_\_\_\_\_ Upon successfully completing the apprenticeship program and passing certification exams, the apprentice receives a Certificate of Completion of Apprenticeship and Journeyman Certificate of Qualification.

\_\_\_\_\_ Work and learn on-the-job for the required period of time.



## Things I Learned About Apprenticeships



## EXPLORING APPRENTICESHIP TRAINING

### Activity

#### Introduction

The purpose of this activity is to help students:

- Learn about the apprenticeship system
- Gain in-depth knowledge of one or more apprenticeship programs in your province
- Become familiar with the apprenticeship information available in Career Cruising.

#### Setting the Stage

Classroom discussion can focus on apprenticeship training. Ask students if they are aware of apprenticeship training as an option and how it differs from college and university programs. What are some of the advantages of becoming an apprentice?

#### Starting the Program

1. Click on your web browser.
2. Type [www.careercruising.com](http://www.careercruising.com) into the web address box at the top of the screen, then press **ENTER** on your keyboard.
3. Enter your school's username and password, and click on **START CAREER CRUISING**.



From the Main page, click on **EDUCATION & TRAINING**, and then click **APPRENTICESHIP TRAINING**.

Click on **ABOUT APPRENTICESHIP**.

- 1. Browse through this section to learn the basics about apprenticeships. Answer the following questions:**

How much do apprentices earn?

What is the first step in becoming an apprentice?

What education do you need to begin most apprenticeship programs, and to be taken on by most employers?

- 2. In some trades, certification through an apprenticeship or other means is mandatory if you want to work in that trade. In other trades, certification is voluntary. Use the information in the Trade Certification section to answer the following questions:**

Why might you want to get certified through an apprenticeship even if you don't have to?

What does the additional Red Seal Certification allow you to do?

Using your browser's **BACK** button, return to the **EXPLORE APPRENTICESHIPS** page.

Click on **SELECT A PROVINCE** and select your province.

**3. Click on the blue LOCAL OFFICES button. Find the nearest apprenticeship office.**

Write down the contact information for that office: *(If there is no local office in your area, write down the main office contact information.)*

Click on the blue **APPRENTICESHIP SEARCH** button. Choose an area that interests you and click on it.

Select a specific apprenticeship program from the list that appears.

**Apprenticeship:**

**4. Read through the Apprenticeship program profile. Answer the following questions:**

What do people in this trade do? *(brief description)*

Is certification mandatory or voluntary?

Using your browser's **BACK** button, return to the **EXPLORE APPRENTICESHIPS** page.

Choose another area that interests you and click on it. Select a specific apprenticeship program from the list that appears.

## Apprenticeship:

- 5. Read through the Apprenticeship program profile. Answer the following questions:**

What do people in this trade do? (*brief description*)

Is certification mandatory or voluntary?

## Summary – Your Views

Now that you have learned a little about apprenticeships and a few of the programs offered, answer the following questions:

- 6. What would you need to do if you wanted to get into one of the apprenticeships you explored above?**

- 7. Will you be considering apprenticeship as a career option for you? Why or why not?**

# ENTREPRENEURSHIP

## Overview



Assessment of  
Learning

Beside being another option for “what is out there for me”, it is fun for students to see if they are “entrepreneurship material”. Have student complete the on-line *Entrepreneurship Quotient* quiz at <http://alis.alberta.ca/pdf/cshop/self-employment.pdf>

Students will enjoy the *Create a Business* activity as they are able to apply their sense of creativity. The second part of this activity may be saved for the interview section of your module.

# ENTREPRENEURSHIP

## Entrepreneurial Quotient

### Do you:

- Enjoy solving problems       Seek challenges       Seek information       Value achievement

### Can you:

- Communicate well       Make a commitment       Sell products or ideas  
 Get along with most people       Motivate others       Take moderate risks  
 Learn from others       Plan ahead       Think positively  
 Maintain a long-term perspective       Recognize opportunity and seize it

- b) Select five of the traits you checked under a) and, on a separate sheet of paper, list a specific situation, not necessarily work-related, in which you demonstrated each trait.
- c) To give yourself a picture of how the traits listed under a) contribute to business success, think of a successful entrepreneur whom you know well and describe how that person demonstrates five of these attitudes, values and/or behaviours.

## What's your E.Q. (Entrepreneurial Quotient)?

Studies show that successful entrepreneurs share several common traits, experiences, motivations, values and beliefs. How about you? While this quiz can't predict how well you might do in your own business, it will give you some idea how you compare with people who have been successful.

- The entrepreneurial spirit often shows up at an early age. Did you start a business such as a lemonade stand or run for office at school during your childhood?  
 Yes       No
- Entrepreneurs have a strong determination to do things their own way, a trait that can be traced back to stubbornness as a child. Were you a stubborn child?  
 Yes       No
- Some studies of entrepreneurs show that as children they spent a lot of time alone by choice. Did you prefer to be alone when you were a child?  
 Yes       No
- An unwillingness to take any risks could be a drawback for people planning to start their own business. Were you cautious as a child?  
 Yes       No
- Successful entrepreneurs in general were not top academic achievers in school. Were you at or near the top of your class as a student?  
 Yes       No
- Entrepreneurs tended not to enjoy participating in group activities such as team sports and clubs in school. Did you join a team or club?  
 Yes       No
- Many entrepreneurs say they put their long-term and short-term goals in writing. Do you set goals and put them in writing?  
 Yes       No
- Entrepreneurs are not nine-to-five workers. Are you willing to work around the clock, with little or no sleep, or as long as it takes to get a job done?  
 Yes       No
- Entrepreneurs generally enjoy their work so much they always have projects underway or new ones in the works. When you complete a project, do you immediately jump into another?  
 Yes       No
- Successful entrepreneurs are willing to commit their savings to finance a business. Would you use your savings to start a business?  
 Yes       No
- Many entrepreneurs take out bank loans or borrow money from others to finance their business. Would you borrow money to start your business?  
 Yes       No
- Many successful entrepreneurs have failed at least once but bounced back to start another business. If your business should fail, would you give up and immediately start looking for a job with a regular paycheque?  
 Yes       No

13. Entrepreneurs usually have enough faith in themselves to follow their own path and don't worry about what others think. Do other people's opinions matter a lot to you?

- Yes       No

14. Entrepreneurial personalities seem to be easily bored. Are you easily bored?

- Yes       No

15. Optimism can be a great motivator, driving an entrepreneur to pursue new goals. Are you generally an optimist?

- Yes       No

### Answers

Remember, there are no "right" answers to the above questions. The following are the answers that best illustrate the background and traits generally found in successful entrepreneurs:

**Yes:** Questions 1, 2, 3, 7, 8, 9, 10, 11, 14, 15

**No:** Questions 4, 5, 6, 12, 13

How did you do? If your behavior, attitudes and beliefs match those of a typical entrepreneur in at least half of the items above, then you probably have a head start toward success in being your own boss.

## Find your self-employment strengths

As you can see, to succeed as your own boss you will require a wide range of experience, skills, attitudes, values and behaviours. Do you have enough of them to make a go of it? The following multiple choice quiz will help you determine where your strengths are in a number of areas that are critical to entrepreneurial success. For each item, put a check next to the sentence that best describes you.

### 1. Business skills and experience

While it's helpful to take business-related courses, there's no substitute for real-life experience. You're ahead of the game if you have friends or relatives who are business people or if you have first-hand experience in a small business yourself. It's also valuable to have a network of skilled advisors and others with business experience who can help you with problems as they arise.

- a) I have no first-hand experience with a small business and nobody close to me has ever run a business.
- b) I have learned what it's like to run a business from observing a parent, relative or close friend who is, or was, self-employed.
- c) I have previously been involved in a small business as an employee with considerable responsibility.

### 2. Health and energy

Operating your own business is a big responsibility. Hard work, long hours, unexpected crises,

customer/client demands and the stress of financial uncertainty require tremendous stamina. Do you have the physical and psychological reserves needed to handle the ups and downs of self-employment?

- a) I have about as much energy as the next person.
- b) I have a lot of energy and drive and rarely get sick enough to take time off work.
- c) I seem to run out of energy sooner than other people do.

### 3. People skills

Even when you're your own boss, you will need to get along with all sorts of people—from lenders, partners and suppliers to employees, customers and clients. Would you be comfortable dealing with a cranky customer or a chronically absent employee? Are you willing to go to great lengths for a demanding client? Client service can be the crucial element that sets your business apart from your competitors. How are your people skills?

- a) I can get along with just about anyone.
- b) I tend to avoid "problem" people rather than deal with them.
- c) A lot of people get on my nerves and when they do I tend to lose my temper.

### 4. Openness to new ideas

Successful people keep an open mind. They seek information, advice and feedback wherever possible. When they don't know something,



they're not afraid to admit it. They're always learning and welcome new information even if it conflicts with their beliefs.

- a) I don't like it when people try to give me advice.
- b) When I don't know something, I'm not afraid to ask questions and seek advice.
- c) I'll consider good advice if it's offered.

#### 5. Self-confidence and optimism

Entrepreneurs believe in themselves and their ability to succeed at any project they undertake. They don't believe luck has anything to do with it. They are also optimistic. They can visualize success. These qualities are essential in order to overcome obstacles and avoid feeling defeated when things don't go according to plan.

- a) Going into business is worth a try. I've been pretty lucky so far.
- b) I believe in myself and am confident that I can succeed at anything I set my mind to.
- c) Bad luck is my middle name.

#### 6. Independence

Entrepreneurs are independent thinkers, leaders rather than followers. They care little about what others think of them. They are able to sell themselves and motivate others, qualities that are very important in attracting lenders and investors, marketing products and services, and inspiring employees.

- a) I often worry about what others think of me.
- b) Sometimes I wonder what others think of me, but I don't worry too much about it.
- c) What others think of me never crosses my mind.

#### 7. Perseverance

Successful entrepreneurs don't quit. They set short- and long-term goals and do what is needed to reach them. As the saying goes: When the going gets tough, the tough get going. Do you have the determination and perseverance to succeed?

- a) I don't give up. I work on problems until they are solved.
- b) I am easily deterred when I run into obstacles.
- c) I usually finish what I start, especially if things go well.

#### 8. Creativity and innovation

You've heard of the better mousetrap? Many a business has been launched by someone who found a better way to do something. Successful entrepreneurs are creative thinkers who are always coming up with new ideas and ways of doing things more efficiently. Where other people see problems, successful entrepreneurs are three steps ahead, devising solutions. As a business owner you will often be called upon to solve problems for your customers or clients. Are you an innovative thinker?

- a) I've had some good ideas in my time.
- b) When faced with a new problem or situation, I get frustrated and my mind usually goes blank.
- c) I enjoy tackling problems and can usually find more than one solution.

#### 9. Initiative

Entrepreneurs are self-starters. When they see something that needs doing they don't wait for someone else to make the first move. And, when they have a good idea, they act on it.

- a) I like to make things happen.
- b) I'll throw myself into a good project if someone else suggests it.
- c) I usually don't take on new responsibilities unless I have to.

#### 10. Decision-making style

- a) When making a major decision, I agonize over the alternatives and put it off as long as possible.
- b) When I have to make a decision, I examine the alternatives and select the best one, but I wonder afterwards if I made the right choice.
- c) I am comfortable making decisions once I have the necessary information and I carry them through with confidence in my own judgement.

#### 11. Lifestyle and personal resources

Owning and operating a business is not only a work choice but a lifestyle choice. Your business will make both personal and financial demands on you and your family. Before taking the plunge into self-employment, you will need to discuss fully with your family what it will mean in terms of family

life and income. Do you have their support? Can your personal life withstand the stresses of self-employment?

- a) My family understands that I will be working long hours to launch my new business, that I won't be bringing home a regular paycheque and that we may have to adjust our spending habits accordingly, but they're not sure they'll like these changes in our lifestyle.
- b) I haven't discussed with my family what effect my business will have on them.
- c) I have discussed with my family all the possible effects my business will have on our lifestyle and they support my plan.

## 12. Risk tolerance

Contrary to the popular stereotype, successful entrepreneurs are not gamblers. They set realistic business goals, gather as much information as possible and take moderate, controlled risks to achieve their goals.

- a) I will take moderate, calculated risks in order to help my business succeed.
- b) I'll take small risks where others hesitate.
- c) Even the smallest risk makes me nervous.

### Answers

In this exercise there are no "right" answers, but there are three types of answers, each indicating a different degree of entrepreneurial readiness. Circle the answer you gave for each question on the answer chart below. If most of your answers fall in the "Ready" category, you are probably good entrepreneurial material. If most of your answers fall into the "Needs Work" category, you could try to improve in the areas where you fall short or find a partner with complementary assets. If you had more than five answers in the "Think Again" column, you should seriously consider whether you really want to go into business for yourself.

	Ready	Needs Work	Think Again
1.	c	b	a
2.	b	a	c
3.	a	b	c
4.	b	c	a
5.	b	a	c
6.	c	b	a
7.	a	c	b
8.	c	a	b
9.	a	b	c
10.	c	b	a
11.	c	a	b
12.	a	b	c

## How did you do?

Take a minute now, on a separate sheet of paper, to list your entrepreneurial strengths and areas where you need improvement based on the self-assessment exercises in this section.

1. My entrepreneurial strengths are:
2. I need to work on my skills, attitudes and behaviours in these areas:

## Now what are you going to do about it?

Congratulations on your entrepreneurial strengths. You probably discovered you have more than you thought you did. Now what are you going to do about the areas where you could use some improvement? If these have more to do with skills than with attitudes and beliefs, they will be easier to master. For example, you can take a course in marketing, but it will be more difficult to change a deep-seated tendency to panic in crisis situations. Many entrepreneurs take on partners or hire staff who have the skills they lack. What will you do?

For each of the areas where you need to improve, list what you can do to compensate.

**Note:** The exercises in this chapter are intended to serve only as indicators of your entrepreneurial skills and attitudes. No test can tell whether or not you will succeed in business for yourself. However, the more of these traits you possess, the better your chances are of succeeding in your own business.

## ENTREPRENEURSHIP

### Create a Business Interview Activity

Theme: Interviews

#### A. Create a business

1. Think of a business that you would like to own and manage in Saskatoon or the surrounding area.
2. Name the business.
3. Give the business an ideal location in or around Saskatoon.
4. Design and draw a simple logo for the business.
5. Choose one position available at the business that someone with a high school diploma might be able to apply for.
6. Describe what the employees job description would include. {what type of duties or tasks would they perform}
7. Write down at least 10 important skills or attributes that a person would need to be successful in this position.
8. Write an ad for the classified section of the newspaper to advertise for the position. (on a separate piece of paper)
9. Write down at least 10 questions you will ask in the interview. These must be questions that involve more than a one-word answer. At least one of the questions should involve a scenario or situation where the employee must make an ethical decision. At least one of the questions should involve safety at the workplace.

#### B. Interviews

##### Group 1 Potential employers

##### Group 2 Business owners

Group 1 will wait outside the classroom while the interviewers set up desks for interviews.

Group 1 will randomly select one of the business advertisements and then have about 3 minutes to decide how they will best approach the interview

Group 2 will have their interview questions ready

Group 2 will be given an interview-marking sheet that will not be shown to the potential employees

Group 1 comes back into the room and greets the business owners scattered throughout the room. Five-minute interviews begin and teachers give each group a last minute warning before time is up.

Group 1 leaves the room and again randomly chooses the next ad to apply for.

Group 1 fills out an evaluation of the interviewers.

Group 2 pulls out the evaluation sheet and completes it for each person they interview.

After 4 or 5 interviews Group 1 waits outside while the teacher writes the name of each potential employee on the board. The teacher will then invite the business owners to share their scores for each of the potential employees. Each employee's score will be tallied and the teacher will write it down.

Group 1 will tally their scores on the skills of the interviewers and tally their results.

The next day the group's tasks will be reversed.

Each employee'/interviewer's (boss) cumulative mark is revealed. Discuss and provide feedback as to why some candidates might have received their respective marks.

Review the activity as a group

**Interviewer Checklist #1**                      **Name** \_\_\_\_\_

- |                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| Did they have a good handshake?                       | 1 | 2 | 3 | 4 | 5 |
| Did they answer the questions in a confident manner?  | 1 | 2 | 3 | 4 | 5 |
| Did they have a good attitude toward work?            | 1 | 2 | 3 | 4 | 5 |
| Did they ask some quality questions about the job?    | 1 | 2 | 3 | 4 | 5 |
| Did they speak clearly and loudly enough to be heard? | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_/25

**Interviewer Checklist #1**                      **Name** \_\_\_\_\_

- |                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| Did they have a good handshake?                       | 1 | 2 | 3 | 4 | 5 |
| Did they answer the questions in a confident manner?  | 1 | 2 | 3 | 4 | 5 |
| Did they have a good attitude toward work?            | 1 | 2 | 3 | 4 | 5 |
| Did they ask some quality questions about the job?    | 1 | 2 | 3 | 4 | 5 |
| Did they speak clearly and loudly enough to be heard? | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_/25

**Interviewer Checklist #1**                      **Name** \_\_\_\_\_

- |                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| Did they have a good handshake?                       | 1 | 2 | 3 | 4 | 5 |
| Did they answer the questions in a confident manner?  | 1 | 2 | 3 | 4 | 5 |
| Did they have a good attitude toward work?            | 1 | 2 | 3 | 4 | 5 |
| Did they ask some quality questions about the job?    | 1 | 2 | 3 | 4 | 5 |
| Did they speak clearly and loudly enough to be heard? | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_/25

**Interviewer Checklist #1**                      **Name** \_\_\_\_\_

- |                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| Did they have a good handshake?                       | 1 | 2 | 3 | 4 | 5 |
| Did they answer the questions in a confident manner?  | 1 | 2 | 3 | 4 | 5 |
| Did they have a good attitude toward work?            | 1 | 2 | 3 | 4 | 5 |
| Did they ask some quality questions about the job?    | 1 | 2 | 3 | 4 | 5 |
| Did they speak clearly and loudly enough to be heard? | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_/25

**Interviewer Checklist #2**                      **Name** \_\_\_\_\_

- Did they sit down before they were asked to do so?                      1 2 3 4 5
- Did they seem truly interested in the job?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they seem to know what they were talking about?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

**Interviewer Checklist #2**                      **Name** \_\_\_\_\_

- Did they sit down before they were asked to do so?                      1 2 3 4 5
- Did they seem truly interested in the job?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they seem to know what they were talking about?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

**Interviewer Checklist #2**                      **Name** \_\_\_\_\_

- Did they sit down before they were asked to do so?                      1 2 3 4 5
- Did they seem truly interested in the job?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they seem to know what they were talking about?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

**Interviewer Checklist #2**                      **Name** \_\_\_\_\_

- Did they sit down before they were asked to do so?                      1 2 3 4 5
- Did they seem truly interested in the job?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they seem to know what they were talking about?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #1** Name \_\_\_\_\_

- Did they have a good handshake? 1 2 3 4 5  
Did they ask the questions in an organized manner? 1 2 3 4 5  
Did they have a professional attitude toward work? 1 2 3 4 5  
Did they ask some quality questions about the job? 1 2 3 4 5  
Did they speak clearly and loudly enough to be heard? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #1** Name \_\_\_\_\_

- Did they have a good handshake? 1 2 3 4 5  
Did they ask the questions in an organized manner? 1 2 3 4 5  
Did they have a professional attitude toward work? 1 2 3 4 5  
Did they ask some quality questions about the job? 1 2 3 4 5  
Did they speak clearly and loudly enough to be heard? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #1** Name \_\_\_\_\_

- Did they have a good handshake? 1 2 3 4 5  
Did they ask the questions in an organized manner? 1 2 3 4 5  
Did they have a professional attitude toward work? 1 2 3 4 5  
Did they ask some quality questions about the job? 1 2 3 4 5  
Did they speak clearly and loudly enough to be heard? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #1** Name \_\_\_\_\_

- Did they have a good handshake? 1 2 3 4 5  
Did they ask the questions in an organized manner? 1 2 3 4 5  
Did they have a professional attitude toward work? 1 2 3 4 5  
Did they ask some quality questions about the job? 1 2 3 4 5  
Did they speak clearly and loudly enough to be heard? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #2** Name \_\_\_\_\_

- Did they ask appropriate questions for the business? 1 2 3 4 5  
Did they seem truly interested in finding a good employee? 1 2 3 4 5  
Did they look neat and tidy? 1 2 3 4 5  
Did they shake your hand and thank you at the end of the interview? 1 2 3 4 5  
Did they make good eye contact throughout the interview? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #2** Name \_\_\_\_\_

- Did they ask appropriate questions for the business? 1 2 3 4 5  
Did they seem truly interested in finding a good employee? 1 2 3 4 5  
Did they look neat and tidy? 1 2 3 4 5  
Did they shake your hand and thank you at the end of the interview? 1 2 3 4 5  
Did they make good eye contact throughout the interview? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #2** Name \_\_\_\_\_

- Did they ask appropriate questions for the business? 1 2 3 4 5  
Did they seem truly interested in finding a good employee? 1 2 3 4 5  
Did they look neat and tidy? 1 2 3 4 5  
Did they shake your hand and thank you at the end of the interview? 1 2 3 4 5  
Did they make good eye contact throughout the interview? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #2** Name \_\_\_\_\_

- Did they ask appropriate questions for the business? 1 2 3 4 5  
Did they seem truly interested in finding a good employee? 1 2 3 4 5  
Did they look neat and tidy? 1 2 3 4 5  
Did they shake your hand and thank you at the end of the interview? 1 2 3 4 5  
Did they make good eye contact throughout the interview? 1 2 3 4 5

Total \_\_\_\_\_/25



## TRENDS & CHANGE

Widen Your World

Monday, Jan. 4, 2010

### Monday Is Money Day

#### The Baby Boomer Generation and its Financial Implications

During World War II, many of Canada's young men were serving overseas and the birth rate in Canada was relatively low. When the war ended, many of the soldiers returned to Canada and soon got married and began having children. In the decade immediately after the war, there was a huge surge in the birth rate in Canada. Children born in that decade are often referred to as the "baby boomers". Soon there was big demand for baby products and inventions. Disposable diapers and baby sleepers became common. As the children got older, toys such as Barbies, Twister, Frisbees, GI Joes and Superballs were invented and marketed. Savvy businessmen took advantage of the demographic bulge.

As those babies reached school age, schools were forced to add classrooms; many new schools were built in the 1960's to handle the huge influx of students. The surge in population later continued into Canadian colleges and universities where lots of money was spent providing new opportunities for post-secondary education.

The baby boomers moved into society and entered the workforce. Many have become quite successful and are earning lots of money these days as the senior employees and business owners. Some of them are also inheriting significant wealth as their parents' generation is now dying off. Those parents of the boomers, who had lived through the Great Depression, were often more characterized by saving rather than spending, and amassed significant wealth. The boomers are inheriting that wealth. Some baby boomers are retiring early because they have enough wealth from work and their inheritances.

The number of Canadians that are over the age of 65 is expected to hit 18% by 2021 AD. That has several other implications for younger people. Industries such as retirement homes, care facilities for the aged, and funeral homes will thrive. There will be many job opportunities there. It also means that in just a few years the baby boomers will start to get their pensions. As the number of people eligible for pensions increases, so will the demands on the pensions systems like Canada Pension Plan. Younger taxpayers will be forced to contribute more to the system by way of their regular contributions.

As people get older, they generally need more health care as well. The aging baby boomers will soon be placing huge demands on Canada's healthcare system. The cost of that increased need for healthcare will also have to be borne by younger taxpayers. As newer diseases are developing, healthcare costs escalating and life spans lengthening, some fear that our healthcare system will be in an even deeper crisis before the baby boomer generation passes away.

#### What should younger Canadian make of this situation?

1. They can look to the future and prepare for jobs and businesses in caring for aging baby-boomers who expect to enjoy retirement years.
2. They must realize that they have a responsibility to pay for the healthcare costs of aging boomers by way of higher taxes. Retired people generally pay less tax because income is reduced.
3. They must be prepared to pay for the pensions of aging boomers; as the number of pensioners grows, so too will the demand on the pensions system across Canada.
4. It may not sound fair to younger Canadians that they will be expected to pay for such costs, but they must recognize that it was the baby boomers that paid for their educational opportunities and provided them with such a high standard of living.

It's better to try and fail than to fail to try.

## TRENDS & CHANGE

### Alternative Plans

What are the alternatives?

Explore alternative plans for post secondary options and the advantages and disadvantages of each.

	Advantages	Disadvantages
<b>Working at a tedious high paying job</b> <i>example:</i>		
<b>Working at a lower paying job to get experience</b> <i>example:</i>		
<b>Travelling</b> <i>example:</i>		
<b>Working abroad</b> <i>example:</i>		
<b>Joining the army/navy</b> <i>example:</i>		
<b>Upgrading high school subjects</b> <i>example:</i>		
<b>Participating in an exchange</b> <i>example:</i>		
<b>Katimivik</b> <i>example:</i>		
<b>Mission work</b> <i>example:</i>		
<b>Others?</b> <i>example:</i>		

## TRENDS & CHANGE

### Change

#### History of an occupation

Choose an occupation. Find out how it has changed over the years.

Include information such as:

- Education needed
- Hours of work
- Wage
- Skills needed
- Number of jobs available
- Workplace changes- ex. small-large business
- Occupation health and safety changes
- Age of those in the industry
- Ask what they think are the most positive and the most negative changes to the industry

#### Career paths of an occupation

Choose an occupation/job

- Find at least three people that are involved in the occupation/job
- Interview each person and draw a mind map using: Inspiration, bubbl.us or free hand
- Illustrate the career path that each person took to arrive at the same occupation/job.
- Ask how they expect their career path to evolve in the next few years.
- Summarize your findings in paragraph form.

#### Create a job of the future

Using the information you have learned and your creativity, imagine the workforce of the future.

- Choose an occupational sector/or a job
- Create a web, Photostory or Power Point to describe how you think it might evolve over the next 10-40 years.
- Be creative, objective and somewhat realistic.
- Use a few paragraphs to describe your predictions if you have not included the description in the mind map.

Instructions for Photostory can be found at:

<http://millie.furman.edu/ml/tutorials/photostory3/index.htm>

<http://www.windowphotostory.com/Guides/Beginner/importing-and-arranging-pictures.aspx>

# UNIT 4

## HOW DO I GET WHERE I WANT TO GO?



# EDUCATION PLAN

## Education Plan Overview

There are a series of steps suggested below that Grade 9 students would benefit from. Before starting, take a good look at your school and its registration process. Collaborating with the Student Services is recommended. This is a win-win situation for all ☺. Two classes are likely necessary to complete all activities and possibly a third if student conferencing is taking place.

1. Begin with work vocabulary
  - Prerequisite
  - Compulsory
  - Credit
  - Spare
  - Core
  - Elective
  - Learning Style
  - Certificate
  - Alternate class
  - Diploma
  - Applied degree
  - Degree
  - Post secondary
  - University
  - College
  - Technical
  - Private college

A *Definitions Sheet* is provided. There are a variety of ways they may be introduced. You may give the students the information or you may set up an interactive activity. For an interactive activity, place one vocabulary word on a recipe card. Continue this process until all 17 vocabulary words are on their own recipe card. The same process is necessary for the definitions. Students are to wonder around, a recipe card in hand, trying to either find the vocabulary word to match their definition or find the definition to match their vocabulary word. Feel free to copy, paste and glue using the vocabulary word document provided.

2. Course Selection Book

Course selection books for the upcoming school year are usually available mid January. If not, use leftover books from last year. Try to get one class set to use between various classes. Students will begin to look through the book becoming aware of: electives, core classes, pre-requisites, graduation requirements, categories of electives related to graduation, non-credit classes and options available within our school division. Complete the handout *Course Selection Book Hunt*.
3. Discuss math strands

How do you know what strand to choose? Refer to the *Post Secondary Prerequisites* handout to assist with this discussion. However, this terminology satisfies 'old curriculum'. You may wish to have a counsellor present. It will also be helpful for students to have their reflection sheet with them which contains a summary of their interests, values, personality and other pertinent information to choosing their future classes.
4. Quick quiz:
  - a. How many credits do you need to graduate?
  - b. Do you need Math 30 A to graduate?
  - c. Do all core classes require pre-requisites?

5. A quick In Class Debate.

**Spares should be banned**

In groups of four - have students debate this issue.

After a few minutes have students come up with the **5 top reasons spares** are beneficial and the five top reasons that students are put at a disadvantage by taking spares.

**Information to assist the teacher if needed.**

The pros and cons of a spare can vary but here are some ideas to assist your discussion.

- Grade 10 - An unsupervised spare is not beneficial.
- Grade 11 - Preferably not yet as students need to continue to obtain credits, prerequisites, entrance requirements, diverse subject experiences, etc for life after high school. Sometimes the students need a spare period to attend/or recover from employment.
- Grade 12 - Spares work if students utilize them for online classes or for study purposes. A spare can also make for less pressure than carrying a 10 class load. Also, employment reasons.

6. Complete the *Class Detective* sheet the course selection guide. Consciously always be aware of your: interests, skills, goals, values, personality, and learning style.

- a. What am I really curious about?
- b. Why do I want to explore this topic?
- c. What do I already know?
- d. What do I want to find out?
- e. What does my research tell me?

7. Have an *Elective Fair*. Students are often unaware of what they will experience in an elective class. Having more knowledge may make for better choices. Consider ways in your school of helping students learn this information. A possibility is using your advisory periods to match up a grade 9 and 11 student. A one on one interview may be conducted regarding an elective. Class presentations using information gathered would be helpful. Pre-think this strategy as you want to have as many electives represented as possible and you want students to learn about as many electives as possible. This activity is a grade 9 student request so please highly consider an opportunity to learn about electives. Please discuss with student that this is not a “teacher bashing” opportunity. It is meant to be subject specific. Complete the *Education Elective Plan* justifying your choices.



Assessment for  
Learning

8. Four Year Plan - graduation requirements  
Supply students with a Four Year Plan handout exactly like what is in YOUR course selection book. One may be found on your school portal. Have them complete the data choosing core classes and electives. This sheet is valuable. Attach or insert it into your student portfolio.
9. Consider having students complete the *Career Cruising Post Secondary Research* activity. Options for post secondary location are explored.

## EDUCATION PLAN

### Definitions Sheet

<b>Technical Institute</b>	A post secondary school that offers diplomas and certificates for completion of specialized, practical courses, using a hands-on approach.
<b>University</b>	A post secondary institution that offers degrees for theoretical, academic programs of study using general or specific approaches.
<b>Certificate</b>	Prepares students for entry into specific occupations. Usually received after one-year of post-secondary study.
<b>Diploma</b>	Prepares students for employment in a particular field or group of occupations. Usually received after two years of post-secondary study.
<b>Applied Degree</b>	Combines theoretical approaches to learning with elements of practical application, providing a broader range of career and employment opportunities beyond entry-level in an industry. Are offered by some public colleges and technical institutes.
<b>Degree</b>	Provides a more theoretical or academic approach to learning.
<b>Prerequisite</b>	A class that is required or needed in order to take another class.
<b>Core</b>	A class that is required for graduation.
<b>Technical</b>	Relates or specializes in industrial techniques or subjects or applied science
<b>Spare</b>	A time in which no class is scheduled.
<b>Learning style</b>	The primary method of acquiring knowledge. Three commonly identified styles are tactile, visual and auditory.
<b>Alternate class</b>	One choice of several, interchangeable with others, possibly used if 1 <sup>st</sup> & 2 <sup>nd</sup> choice electives are full.
<b>Post secondary</b>	After high school
<b>Vocational</b>	Specific job or career. Relating to a job or career skills, designed to provide the necessary skills for a job.
<b>Graduation Requirements</b>	List of achievements including kind and number of secondary level courses completed that a person needs to earn a senior high school graduation diploma.



<b>Job</b>	A specific set of duties performed for a specific employer in a prescribed location or range of locations for a specific rate of pay.
<b>Career</b>	The sum of one's life experiences. Every person has a career, which includes all of the individuals work, learning recreational, community and family roles.
<b>Regional College</b>	An educational institution that provides basic education vocational/technical training, university courses and non credit programming in rural and northern parts of Saskatchewan.
<b>Skills</b>	Abilities and capacities that can be acquired and improved with experience, practice and training.

Adapted from Careers for life: My Career Pathways and Time to Choose <http://www.alis.gov.ab.ca> (2009-2010)

## EDUCATION PLAN

### Course Selection Book Hunt

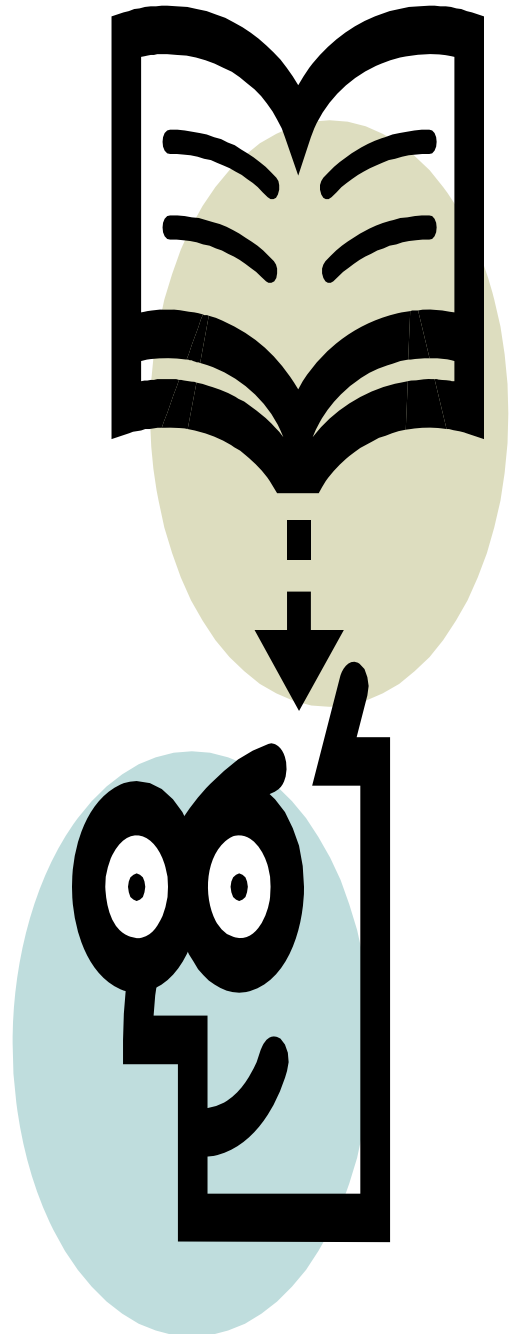
Using your course selection book, find the following information

Graduation requirements are:

The categories of electives needed as it relates to graduation are:

The 2 non-credit classes that I have an option to choose are:

Unique programs offered by Saskatoon Public Schools that I may consider are:



## EDUCATION PLAN

### Class Detective

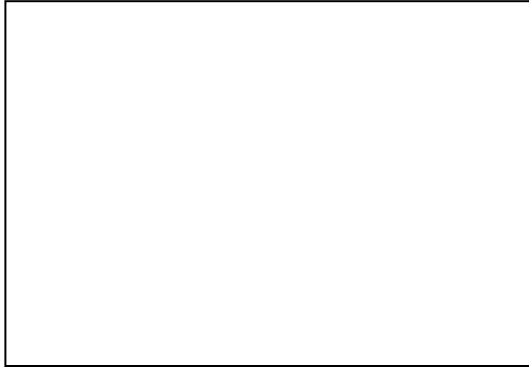
Core
What core class am I really curious about?
Why do I want to explore this topic?
What do I already know?
What do I want to find out?
What does my research tell me?
Electives
What elective am I really curious about?
Why do I want to explore this topic?
What do I already know?
What do I want to find out?
What does my research tell me?

# EDUCATION PLAN

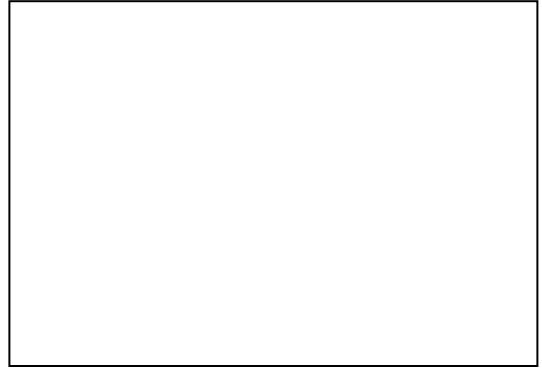
## Elective Fair

Chosen elective: \_\_\_\_\_ Student Interviewed: \_\_\_\_\_

**What it looks like?**



**What it does not look like?**



**What student liked about it?**



**What student did not like about it?**



**Other interesting facts.**



## EDUCATION PLAN

### Education Elective Plan

Why do I want these electives?

Grade 10	
Elective	Reasons
1	
2	
3	
4	
Grade 11	
Elective	Reasons
1	
2	
3	
4	
Grade 12	
Elective	Reasons
1	
2	
3	
4	
5	

## EDUCATION PLAN

### Post Secondary Prerequisites

Grade 12 Requirements (As of August 2009)

**KEY:**

✓	Course is required for program
R	Recommended for program
NR	Offered, but course not required for program
■	Program is not offered at this post secondary

**Note:**

1. All of the following SIAST, U of S and U of R Programs require English Language Arts A30 & B30.
2. All programs and prerequisites are subject to change. Consult the post secondary's website for the most recent information.

You need **Biology 30** for:

PROGRAM	U OF S	U OF R	SIAST
Agriculture & Bioresources (B.S.A)	✓	■	■
Agriculture & Bioresources (Diploma)	✓	■	■
Biotechnology	■	■	✓
Combined Laboratory & X-Ray Technician	■	■	✓
Cytotechnology	■	■	✓
Dental Hygiene	■	■	✓
Dental Assisting	■	■	✓
Dentistry	✓	■	■
Funeral Service	■	■	✓
Kinesiology	✓	NR	■
Medicine	✓	■	■
Medical Laboratory Technology	■	■	✓
Medical Radiologic Technology	■	■	✓
Nursing	✓	✓	✓
Nutrition & Dietetics	✓	■	■
Pharmacy	✓	■	■
Pharmacy Technician	■	■	✓
Physical Therapy	✓	■	■
Psychiatric Nursing	■	■	✓
Veterinary Medicine	✓	■	■
Veterinary Technology	■	■	✓

You need **Chemistry 30** for:

PROGRAM	U OF S	U OF R	SIAST
Agriculture & Bioresources (B.S.A.)	✓		
Biotechnology			✓
Chemical Technology			✓
Combined Laboratory & X-Ray Technician			✓
Cytotechnology			✓
Dentistry	✓		
Engineering	✓	✓	
Medical Laboratory Technology			✓
Medical Radiologic Technology			✓
Medicine	✓		
Nursing	✓	✓	✓
Nutrition & Dietetics	✓		
Pharmacy	✓		
Pharmacy Technician			✓
Physical Therapy	✓		
Psychiatric Nursing			✓
Veterinary Medicine	✓		
Veterinary Technology			✓

You need **Physics 30** for:

PROGRAM	U OF S	U OF R	SIAST
CAD/CAM Engineering			✓
Computer Engineering Technology			✓
Dentistry	✓		
Electrical Engineering Technology			✓
Electronic Systems Engineering Tech.			✓
Electronics Engineering Technology			✓
Electronics Technician			R
Engineering	✓	✓	
Instrumentation Engineering Technology			✓
Mechanical Engineering Technology			✓
Medicine	✓		
Pharmacy	R		
Physical Therapy	✓		
Veterinary Medicine	✓		

You need **Physics 20** for:

PROGRAM	U OF S	U OF R	SIAST
Combined Laboratory & X-Ray Technician			✓
Medical Laboratory Technology			✓
Medical Radiologic Technology			✓

You need Chemistry 30 **or** Biology 30 for:

PROGRAM	U OF S	U OF R	SIAST
Primary Care Paramedic			✓

You need Chemistry 30 **or** Physics 30 for:

PROGRAM	U OF S	U OF R	SIAST
Computer Systems Technician- Chemistry, Physics <b>or</b> Computer Science 30			✓
Dental Hygiene			✓
Kinesiology	✓	NR	

You need Chemistry 30 **or** Physics 30 **or** Biology 30 for:

PROGRAM	U OF S	U OF R	SIAST
Agriculture & Bioresources (B. Sc. Agbus)	✓		
Education (Direct entry)- Chem., Bio., Physics <b>or</b> Geology 30	✓		
Health Information Management			✓
Kinesiology and Health Studies		✓	
Practical Nursing			✓
Science		✓	

You need **Mathematics A30** for:

PROGRAM	U OF S	U OF R	SIAST
Agriculture & Bioresources (Agron Diploma)	✓		
Architectural and Building Technologies			✓
Architectural and Interior Technologies			✓
Building Systems Technician			✓
Business (Certificate)			✓
Business Information Systems			✓
Civil Engineering Technology			✓
Computer Aided Design and Drafting Technology			✓
Computer Networking Technician			✓
Electronics Technician			✓



# Activity

Environmental Engineering Technology			✓
Forest Ecosystem Technology			✓
Funeral Service			✓
Geographic Info. Science for Resource Management			✓
Geomatics Technology			✓
Integrated Resource Management			✓
Pharmacy Technician			✓
Resource and Environmental Law			✓
Water Resources Engineering Technology			✓

You need **Mathematics B30** for:

PROGRAM	U OF S	U OF R	SIAST
Agriculture & Bioresources (B. Sc. Agbus)	✓		
Agriculture & Bioresources (B.S.A.)	✓		
Agriculture & Bioresources (Diploma)	✓		
Architectural and Building Technologies			✓
Architectural and Interior Technologies			✓
Biotechnology			✓
Business (B. Comm/ B.B.A)	✓	✓	
Business (certificate)			✓
Business Information Systems			✓
CAD/CAM Engineering			✓
Civil Engineering Technology			✓
Combined Laboratory & X-Ray Technician			✓
Computer Aided Design and Drafting Technology			✓
Computer Engineering Technology			✓
Computer Systems Technician			✓
Cytotechnology			✓
Dentistry	✓		
Electrical Engineering Technology			✓
Electronic Systems Engineering Technology			✓
Electronics Engineering Technology			✓
Engineering	✓	✓	
Environmental Engineering Technology			✓
Forest Ecosystem Technology			✓
Geographic Info. Science for Resource Management			✓
Geomatics Technology			✓
Instrumentation Engineering Technology			✓
Integrated Resource Management			✓
Kinesiology	✓	B30 or C30	
Mechanical Engineering Technology			✓
Medical Laboratory Technology			✓

# Activity

Medical Radiologic Technology			✓
Medicine	✓		
Nutrition & Dietetics	✓		
Pharmacy	✓		
Physical Therapy	✓		
Power Engineering Technician			✓
Power Engineering Technology			✓
Resource and Environmental Law			✓
Science		✓	
Veterinary Medicine	✓		
Water Resources Engineering Technology			✓

You need **Mathematics C30** for:

PROGRAM	U OF S	U OF R	SIAST
Agriculture & Bioresources (B. Sc.)	✓		
Agriculture & Bioresources (B.S.A.)	✓		
Agriculture & Bioresources (Agbus Diploma)	✓		
Business (B. Comm/ B.B.A)	✓	NR	
Architectural and Building Technologies			✓
Architectural and Interior Technologies			✓
CAD/CAM Engineering			✓
Civil Engineering Technology			✓
Computer Aided Design and Drafting Technology			✓
Computer Engineering Technology			✓
Dentistry	✓		
Electrical Engineering Technology			✓
Electronic Systems Engineering Technology			✓
Electronics Engineering Technology			✓
Engineering	✓	✓	
Environmental Engineering Technology			✓
Geomatics Technology			✓
Instrumentation Engineering Technology			✓
Mechanical Engineering Technology			✓
Medicine	✓		
Nutrition & Dietetics	✓		
Pharmacy	✓		
Physical Therapy	✓		
Science		✓	
Veterinary Medicine	✓		
Water Resources Engineering Technology			✓

You need for **Mathematics B30 or C30** for:

PROGRAM	U OF S	U OF R	SIAST
Kinesiology and Health Studies	B30 only	✓	

You need for **Mathematics A30, B30 or C30** for:

PROGRAM	U OF S	U OF R	SIAST
Chemical Technology			✓
Education– Direct Entry Programs	✓		
Health Information Management			✓
Nursing	✓	✓	✓
Practical Nursing			✓
Recreation and Tourism Management			✓
Refrigeration and Air Conditioning			✓
Veterinary Technology			✓

You need for **Calculus 30** for:

PROGRAM	U OF S	U OF R	SIAST
Engineering - min. 70 %	✓	R	



Prairie South School Division  
Career Development, 2009

## EDUCATION PLAN

### Career Cruising Post Secondary Research

In grade 9 you do not have to make any concrete career plans. However, you need to begin to understand how to make good career decisions. For example, choosing classes that will fit into future schooling plans will be beneficial. The activity that follows will provide you with an example of how to connect what you are doing now with the directions you might choose in the future!

*Where you are headed?  
How do you get there?  
What do you need?*

1. Open your portfolio on Career Cruising. Choose a career of interest. Example: welding
2. Go to Education on the left toolbar. Read through the description on education. Using two or three sentences make jot notes on the information presented.
3. Scroll down past the education description to Related Programs. Choose a program. Choose a province and a school offering your program. Go to the school website and find the following information. Choose another school and complete column 2.

Information to find	Name of School: _____	Name of School: _____
Website address		
Mailing address		
How do you apply?		

# Activity

<b>High school class requirements</b>		
<b>Credentials granted</b> (certificate, diplomas, degree)		
<b>Length of the program</b> (month, years)		
<b>Tuition</b> (per year or per program)		
<b>Work placement / internship offered</b>		

## Summary

- Evaluate the suitability of this program for you.
- What information do you still need to make a well informed decision?
- How will you obtain this information?

Compare the two schools and their program using the above information. Which one suits you best and why?

## JOB SEARCH

### Strategies Assignment

This activity may be used to introduce methods of job search or to summarize.

Choose one of the topics listed below:

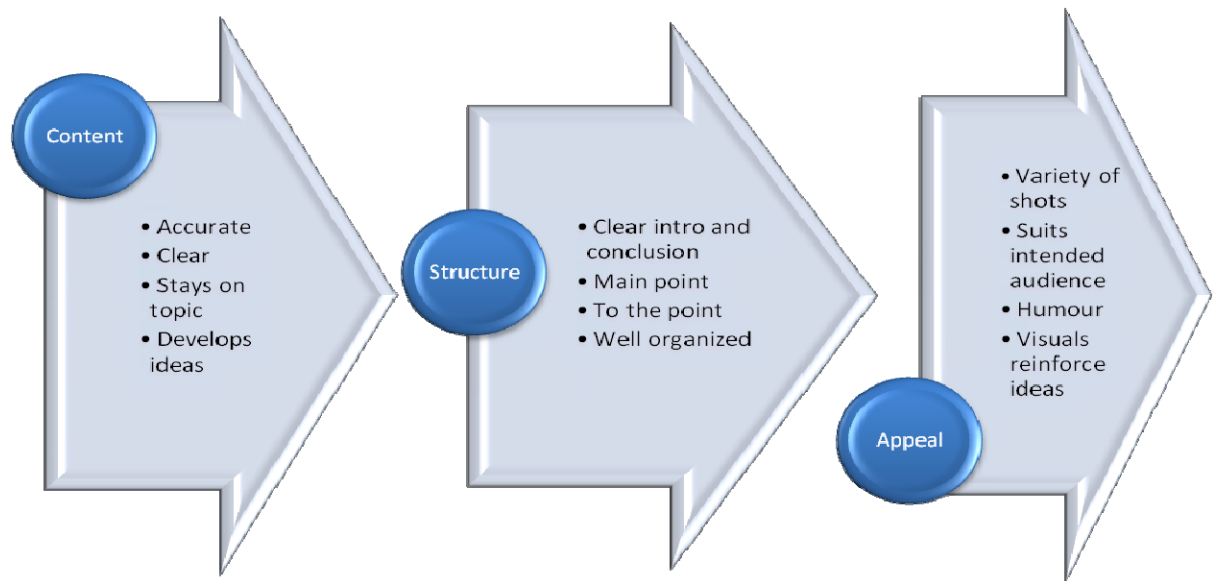
- How to find the perfect job.
  - How to fill out application forms.
  - How to write a cover letter.
  - How to write a résumé.
  - How to ace an interview.
- 
- a. Search the internet to find 5 helpful audio podcasts, video podcasts or YouTubes that give you some background for your topic.
  - b. Reference each source and write a review of the information presented.
  - c. Choose one resource that you could share with the class. (less than 5 minutes)
  - d. Highlight the important facts that you learned from the resource and add any information you think your classmates should know that wasn't covered in the material presented.

**Remember:**

- Most resources won't include all the information you are looking for so just choose the one that best represents your topic.
- Keep track of the other resources you use to provide information to your class.
- Humor is a great teacher.

## How to Find a Good Video

When you recommend a video about a topic, you are showing that you understand the information, know what is the most important, and can tell how well the video communicates it. Here are some characteristics that you are looking for.



When you find your good video, type a short document to your teacher with the following information:

1. Name of the video
2. Who made the video
3. Link to the video
4. What topic this video is about
5. How you can tell it is a good video for this topic (remember to include examples to prove you are right).

# Y O U R R é S U M é

## JOB SEARCH

### Résumé Instructions and Samples

Your résumé is a brief summary of who you are and what you have accomplished. It may be creating a first impression for you so it needs to be **perfect**. Proofread spelling, grammar, phone numbers and layout.

Headings **may** include: personal information, skills or profile, education, work experience, volunteer experience, hobbies and interests, and references. The order in which you combine these sections will depend on your strengths and the job you are applying for. It is wise to focus on your strengths by locating them near the top of your résumé. Include only those headings that suit your qualifications and the job you are applying for. They may be **BOLD** and/or larger so that a new section is obvious.

#### Personal Information

- Name, address, and telephone number, a number where messages may be left
- Email addresses must be clean, respectful and one you can be proud of

#### Skills

- If you have little work experience this section **may** begin your résumé.
- Promote your greatest assets to the employer like special skills or quality transferable skills.
- Select 5 or 6 skills that pertain to the employment you are applying for. Use positive adverbs to describe your skills: have excellent verbal and written communication skills, enjoy a challenge and responsibility, am a positive team player, have experience with Microsoft Word, Excel, type 60 CWAM.
- You may list your hobbies and interests beside one bullet in this section **instead** of a separate heading as shown below.

#### Education

- Supply your current grade status and where you are attending.
- Include special training courses such as: First Aid, CPR, Babysitting Certificate, and Piano and years completed.

#### Work Experience

- List any paying jobs you have had in chronological format (most recent first). This may include babysitting, paper delivery, odd jobs, etc.
- List the company/person you worked for and the position you held.
- Include duties, duration of job, and meaningful numerical information.
- If you have little to no work experience, include your volunteer experience in this section. The heading will then be **Work and Volunteer Experience**.

#### Hobbies and Interests

- Activities you are involved in outside of school/work hours indicate something about your interests, personality, and energy level.
- Often your involvement in other activities shows how you can manage stress, work as a team

#### References

- References may include: a former employer, a teacher, and a character reference which may be a family friend. It is recommended not to use a relative.
- Ask references for permission before you use them. Offer to send them an updated résumé.
- Each reference (there should be 3) should include: reference's name, title, company, address of company and a telephone number.

#### Writing Tips

- Use a consistent format
- Point form is acceptable – no "I"
- Use plenty of white space
- 12 point font
- Accents over e in résumé (insert / Symbols (normal text) / é
- Clear, clean font: Times New Roman Bookman Old Style / Courier New

#### Résumé Checklist

- ✓ Is your résumé the appropriate length?
- ✓ Have you identified your strongest skills?
- ✓ Do important headings stand out?
- ✓ Have you contacted your references?
- ✓ Did someone proofread your résumé?
- ✓ Did you check spelling, grammar and punctuation?
- ✓ Did you use a chronological order?
- ✓ Is all information included necessary and true?



**JENNIFER BROWN**  
**322 AVENUE W SOUTH**  
**SASKATOON SK S7J 2B2**  
**TELEPHONE (306) 645-7950 MESSAGES (306) 221-3456**  
**jbrown@hotmail.com**

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### **SKILLS**

- Have computer experience – keyboarding 55 CWAM, basic user knowledge of Microsoft Word and Excel
- Communicate well and enjoy working with people
- Am self-motivated and work well independently or in a team setting
- Adapt easily to new environments – learn quickly on the job
- Enjoy playing outdoor sports as well as volleyball, chess and reading

### **EDUCATION AND OTHER TRAINING**

- Tommy Douglas Collegiate (presently in Grade 11) **2008-Present**
- Walter Murray Collegiate Institute (grade 9) **2006-2007**
- Red Cross Standard First Aid **2006**
- Various Piano and Drama Classes

### **WORK AND VOLUNTEER EXPERIENCE**

#### **Junior Girls' Volleyball Tournament**

**2008**

Floor Crew Volunteer

- cleaned floors at half-time and between games
- linesperson

#### **The StarPhoenix**

**2000-2008**

Delivery Person

- delivered 120 papers by 7:00 a.m. six days a week
- delivered fliers Wednesdays and Sundays
- made monthly collections

#### **Big Brothers Big Sisters Saskatoon**

**2001**

Server/Cashier Volunteer

- handled cash transactions and served patrons in fast moving setting

### **REFERENCES**

#### **Mr. Peter Jones**

Circulation Manager

#### **The StarPhoenix**

204 -5<sup>th</sup> Avenue North

Saskatoon, SK S7K 2P1

(306) 555-3456 (Business)

#### **Ms. T.T. Smith**

Teacher/Coach

Tommy Douglas Collegiate

130 Bowlt Crescent

Saskatoon, SK S7M 0L1

(306) 683-7910 (Business)

#### **Mrs. Catherine Aimes**

706 Shay Crescent

Saskatoon, SK S7J 1W4

(306) 333-3456 (Home)

# Joseph Barnes

123 Centertown Place  
Saskatoon, SK S9J 2P6

(306)983-4392

[joeybarnes@hotmail.com](mailto:joeybarnes@hotmail.com)

## Objective

To obtain a part time job in the fast food industry while completing my high school education.

## Skills

Mechanically Inclined  
Reliable and Independent  
Fast Learner  
Trilingual-French/Cree/English  
Microsoft Office/CAD Programming

## Education

2007 - Present

Walter Murray Collegiate  
Saskatoon, SK  
Currently in Grade Eleven  
Electives: Mechanics 10/20  
Drafting 10  
Art 10/20

## Work Experience

Sept 2009 - present

### Childcare

Walton Family  
Supervisor: Clark and Betty Walton  
Tasks: Play with and ensure safety for two preschool children, prepare children for bed, light housekeeping duties.

Summer 2009

### Lawn Care

Crown Properties Ltd.  
Saskatoon, SK  
Supervisor: Mr. Crown  
Tasks: Ensured lawn and shrubs were trimmed when needed, planted perennials, removed weeds on a weekly basis.

Sept 07 - Feb 09

**Flyer Delivery**

Who Knows Agency

Saskatoon, SK

Supervisor: Ms. Goodmorning

Tasks: Packed, counted and delivered flyers to 60 households and 12 commercial sites twice a week.

**Volunteer Experience**

2009 - Present

Scorekeeping - Walter Murray Frosh basketball games

2006/07

Safety Patrol - St. Suzie School

2006

Terry Fox Run - assisted at food tent

2003

Fringe Festival – clean up committee

**Interests**

Basketball, gardening, cooking East Indian food, astrology

**References**

Mr. Len Badguy

Ms. Cindy Chesterfield

Miss Dawn Fielding

Teacher

Manager

Baseball Coach

St. Suzie School

Saskatoon, SK

Saskatoon, SK

Saskatoon, SK

(306) 241-9876

(306) 132-1234

(306) 983-7654

## JOB SEARCH Résumé Template

---

(Name)

---

(Address)

---

(City, Province, Postal Code)

---

(Phone number)

---

(Email)

**Objective:** (What you want)

Ex. A part-time job in the service industry while continuing my education.

---

---

**Skills:** (What you are good at)

Ex. Punctual, Dependable, Computer Skills etc.,

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---

---

**Education:** (Where you go to school, what level/grade have you obtained, some electives taken)

---

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---

---

## Electives:

---

---

## Work Experience:

\_\_\_\_\_  
(Date) – starting with most recent

\_\_\_\_\_  
(Place)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Supervisor)

\_\_\_\_\_  
(Tasks)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Place)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Supervisor)

\_\_\_\_\_  
(Tasks)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Place)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Supervisor)

\_\_\_\_\_  
(Tasks)

## Volunteer Experience:

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Place)

\_\_\_\_\_  
(Tasks)

**Interests:** (What you like to do in your leisure time)  
Ex. Biking, computer, gardening

---

---

**References:** (try to include three)

---

(Name)

---

(Occupation)

---

(Workplace)

---

(Address)

---

(Phone Number)

---

(Name)

---

(Occupation)

---

(Workplace)

---

(Address)

---

(Phone Number)

---

(Name)

---

(Occupation)

---

(Workplace)

---

(Address)

---

(Phone Number)

## **JOB SEARCH**

### **Keyword Résumé Style and Sample**

Used ONLY for employers with tracking programs!

The following résumé represents a format that you may choose if you are applying to a business using a tracking program. Résumés received are kept in a data bank and when searching for employees with specific qualifications, employers will type in keywords to find qualified applicants. The band of words, located at the bottom of the sample résumé, reflects possible keywords an employer may use and your specific qualifications.

When choosing your keywords, consider your strengths as they relate to the job you are applying for. For example, someone looking for restaurant work might use the following keywords: kitchen help, food services, cashier. Someone looking for work as a cleaner might use: maintenance, housekeeping and janitorial as their keywords.

Colored logos on the side must not be overused. They simply are there to represent some of your finer points of: volunteerism, membership, certifications etc. Make sure logos and what they represent are pertinent to the employer before inserting. Graphics can slow down the export of your file as well as they may be too large for the receiver to handle. Be sure before using logos that they are necessary.

John McDonald  
123 Anywhere Street  
Saskatoon, Saskatchewan  
S7K 2H6  
Ph: 933-1234  
[jmcdonald@hotmail.com](mailto:jmcdonald@hotmail.com)

## Energetic high school student seeking opportunities for summer employment



### Qualifications and Skills:

- First Aid and CPR certification
- Workplace Hazardous Materials Information System training (WHMIS)
- organizational skills
- reliable and punctual
- able to work well independently and as part of a team
- customer service skills



### Work History:

Construction Worker	ABC Construction Saskatoon, SK	July – Aug 2009
---------------------	-----------------------------------	-----------------

- worked as part of a crew
- assisted with building demolition
- operated a variety of power tools

Store Clerk	The XYZ Store Saskatoon, SK	July – Aug 2008
-------------	--------------------------------	-----------------

- assisted customers
- operated the cash register
- stocked shelves

**general labour**

**cashier**

**sales**

**stock person**



# JOB SEARCH

## Cover Letter Instructions with Sample

(Use same letterhead as created for your résumé)

Month day, year

Name of Contact  
Contact's Position, Department  
Name of Company  
Street Address  
Saskatoon, SK S7\_ \_

**The Cover Letter:** a letter that accompanies a résumé. Its purpose is to introduce yourself and your résumé to get an interview. Neatly type the cover letter making sure it is free of any errors. Use your own personal style when writing the cover letter. Address it to a specific person. Call the business if necessary. Place it on top of your résumé and put the two into a large business size envelope so it does not need to be folded.

Dear Mr./ Mrs./Ms.:

**Opening Paragraph:** State why you are writing; specify the type of work for which you are applying. You should mention how you heard of the opening (this is of great interest to the employer).

**Middle Paragraph:** Relate your skills, interests, knowledge and abilities to the needs of the employer; point out relevant training, education, and employment; highlight extra-curricular and volunteer experience. Explain why you are interested in working for the employer; specify your reason for wanting this type of work; try to convince the employer of your ability, suitability and interest. Address the specific requirements listed in the job advertisement, if any.

**Closing Paragraph:** Use an appropriate closing to pave the way for an interviewer by requesting an appointment. Give a phone number where you can be reached for any further questions.

Yours truly,

*Sign in ink*

Your name typed here

Enclosure: résumé, reference letter

Position  
date and  
remainder of  
letter so that  
it is  
vertically  
centered on  
the page.

(you may also use the letterhead you designed for your résumé here **instead of** an inside address)

Sample

322 Avenue I  
Saskatoon, SK^S7J^2B2

**(DS)**

February 9, 2003

**(DS)**

Mr. Joe Green  
The Fun Factory  
140-20th Avenue North  
Saskatoon, SK^S2S^0P9

**(DS)**

Dear Mr. Green:

**(DS)**

Please accept this as an application for the position of cashier at The Fun Factory that was advertised in the January 30<sup>th</sup> issue of The StarPhoenix.

**(DS)**

I have recently visited The Fun Factory with my younger cousins and feel I would enjoy the opportunity to work in your fast paced environment. I have experience working with children as a playgroup leader during Vacation Bible School. I have also volunteered with the 'Circus for Kids' at the Children's Festival. I enjoy working with children and am confident in my communication skills with both youth and adults. I have experience with electronic games and am familiar with many styles. I also have cash experience as I have volunteered at the Big Brothers Big Sisters exhibition concession booth.

**(DS)**

Thank you for considering my application. I am enclosing my résumé and if you have any further questions please do not hesitate to contact me. I may be reached at 555-5555 and would be available for an interview outside of school hours.

**(DS)**

Yours truly,

**(4-6 SPACES)**

*Jane Smith*

Jane Smith

**(DS)**

Enclosure: résumé

**(DS)** = double space  
(^) represents 1 space

# **JOB SEARCH**

## **Interview Brochure**

### **The Interview**

Often, the person who best presents their qualifications gets the job. Therefore, you want to prepare. You will need to be able to discuss your training, experience, skills and abilities.

#### **Before the interview you need to:**

##### **RESEARCH THE POSITION**

Find out all you can about the position you are applying for. Talk to friends or contact people you know who work in similar situations. Ask them questions like:

- What kinds of skills are required?
- What kinds of tasks and activities are involved?
- What are the hours of work?

##### **RESEARCH THE COMPANY**

Show your interest by knowing the company's products and services. Ask around, look for pamphlets or use a business directory from the library to research the company. Google them!!!

##### **PREPARE YOURSELF FOR THE FOLLOWING COMMON INTERVIEW QUESTIONS**

- Tell me about yourself? Prepare a one minute chat about you.
- What are your greatest strengths?
- What are your weaknesses?
- What can you bring to our company?
- Why do you want to work for our company?
- What are three words that best describe you?
- What are your top five skills? (Be ready with examples that show these skills)
- What extra-curricular activities are you involved in at school? In the community?
- Where do you see yourself in five years?
- Do you have any questions? Always have questions!!

### FURTHER PREPARE YOURSELF FOR A BEHAVIORAL INTERVIEW

- Think of success stories that represent the answers you have given in the above questions. These stories can be from school, previous work experiences or extra-curricular activities. Use the STAR method:
  - S** - Be able to give a brief description of the **situation**.
  - T** - Talk about the **task**, challenge, action or project you had to plan or take.
  - A** - What **action** did you actually take or was executed?
  - R** - What was the **result**, outcome or achievement?

### BEHAVIORAL INTERVIEW QUESTIONS MAY START AS SUCH:

- Tell us about an achievement you are most proud of.
- Give me an example of a time when you had to plan a project with limited resources.
- Tell me about a project you have had to complete on your own.
- Can you give me an example of when you've shown leadership?
- What was a problem you faced and how did you solve it?

**REMEMBER:** Silence and thinking are OK.

A good interviewer will not break this silence – you will with your answer.

### FURTHER PREPARE YOURSELF

- Know where the business is and how to get there.
- Rehearse your answers in front of a mirror or with a friend or family member.
- Get a good sleep the night before your interview.
- Know the name of the person interviewing you.
- Have extra copies of your résumé with you as well as your reference list.
- Carry a pen and note pad.

## Day of the Interview

### **DRESS FOR SUCCESS**

- Dress for the occupation. Your outfit should be preplanned. Dress one step above what you would be expected to wear on the job. You may choose to pre-visit the business and observe what they wear.
- Be sure you are clean and your hair is neat.
- Avoid heavy fragrances.



### **ARRIVE EARLY – TEN TO FIFTEEN MINUTES**

### **BE COURTEOUS TO THE RECEPTIONIST**

### **DURING THE GREETING**

- Use the interviewer's last name.
- Shake hands firmly and introduce yourself.
- Wait to be invited to sit down.

*Practice your hand shake  
now with a friend!*

### **DURING THE INTERVIEW**

- Walk in with confidence.
- Sit down only when invited to.
- Sit up straight with a slight lean forward.
- Maintain eye contact.
- Listen carefully to the questions. Think carefully before answering.
- Speak clearly and with appropriate volume.
- Ask questions.
- Do not ramble.

### **EXITING THE INTERVIEW**

- Thank the interviewer for the interview.
- Be courteous to the receptionist.

### **APPROPRIATE QUESTIONS FOR YOU TO ASK AT THE INTERVIEW**

- What are some of the duties you would perform?
- Will I need to purchase anything special for the job? i.e. uniform, footwear, tools
- Is there any safety training?
- When might a decision be made on the hiring?
- Is there opportunity for advancement?

## **Post Interview Review**

**KEEP SOME NOTES FOR FUTURE REFERENCE** (always critique your interview upon completion)

### **BEFORE THE INTERVIEW I...**

- arrived early
- was courteous to the receptionist
- had my résumé and references, pen and note paper
- dressed appropriately

### **DURING THE GREETING, I ...**

- used the interviewer's last name
- shook hands firmly
- waited to be invited to sit down.

### **DURING THE INTERVIEW, I ...**

- sat up straight and appeared self-assured
- maintained eye contact
- used a pleasant tone of voice
- used expressive, fluent speech
- showed knowledge of and interest in the company
- explained my work experience briefly and clearly
- asked pertinent questions about the company
- asked for clarification about the job
- demonstrated a confident, positive attitude

### **FOLLOWING THE INTERVIEW I ...**

- left the necessary paperwork
- thanked the interviewer and shook hands firmly
- was courteous to the receptionist

### **WHAT I DID WELL FOR THIS INTERVIEW...**

### **ADDITIONAL QUESTIONS I WAS ASKED...**

### **FACTS I LEARNED...**

## **The Follow Up**

Immediately following your interview you need to send a thank you letter. This shows interest and keeps your name fresh in the interviewer's mind. If you forgot to expose any of your strengths which would be important to the job, you may do so here. If you do not hear from the company, call after about one week to find out whether a hiring decision has been made.

In the 1<sup>st</sup> paragraph of a block style letter, thank the individual and company for the interview and express appreciation. Remind them of the position you were interviewed for and the date you had the interview.

In the 2<sup>nd</sup> paragraph, express the interest you have in the position and the company. Mention any actions you may have taken since the interview that shows your additional interest. Add any information you feel is important and forgot to mention at the interview.

The 3<sup>rd</sup> paragraph states that you would be willing to provide any additional information required and that you would be able to come for an additional interview. Also provide a number where you can be reached.

322 Avenue I  
Saskatoon, SK S7J 2B2

February 12, 2008

Mr. Joe Green  
Seven - 11 Convenient Store  
140 - 20th Avenue North  
Saskatoon, SK S2S 0P9

Dear Mr. Green:

Thank you for taking the time to interview me on February 11<sup>th</sup> for the position of cashier. I appreciated an opportunity to personally tell you about my qualifications. I enjoyed learning more about your franchise.

I am excited about the possibility of joining your sales team. I am even more interested in your particular location after meeting your managers. I am passionate about working with people of all ages and nationalities. I am confident that my social skills and experience with cash will benefit your store.

Thank you again for the interview. If you require more information about my qualifications or require a second interview, please contact me at 555-5555.

Yours sincerely,

*Jennifer Brown*

Jennifer Brown

Enclosure: résumé



## JOB SEARCH

### Create a Business Interview Activity

Theme: Interviews

#### A. Create a business

1. Think of a business that you would like to own and manage in Saskatoon or the surrounding area.
2. Name the business.
3. Give the business an ideal location in or around Saskatoon.
4. Design and draw a simple logo for the business.
5. Choose one position available at the business that someone with a high school diploma might be able to apply for.
6. Describe what the employees job description would include.{what type of duties or tasks would they perform}
7. Write down at least 10 important skills or attributes that a person would need to be successful in this position.
8. Write an ad for the classified section of the newspaper to advertise for the position. (on a separate piece of paper)
9. Write down at least 10 questions you will ask in the interview. These must be questions that involve more than a one-word answer. At least one of the questions should involve a scenario or situation where the employee must make an ethical decision. At least one of the questions should involve safety at the workplace.

#### B. Interviews

##### Group 1 Potential employers

##### Group 2 Business owners

Group 1 will wait outside the classroom while the interviewers set up desks for interviews.

Group 1 will randomly select one of the business advertisements and then have about 3 minutes to decide how they will best approach the interview

Group 2 will have their interview questions ready

Group 2 will be given an interview-marking sheet that will not be shown to the potential employees

Group 1 comes back into the room and greets the business owners scattered throughout the room. Five-minute interviews begin and teachers give each group a last minute warning before time is up.

Group 1 leaves the room and again randomly chooses the next ad to apply for.

Group 1 fills out an evaluation of the interviewers.

Group 2 pulls out the evaluation sheet and completes it for each person they interview.

# Activity

After 4 interviews Group 1 waits outside while the teacher writes the name of each potential employee on the board. The teacher will then invite the business owners to share their scores for each of the potential employees. Each employees' score will be tallied and the teacher will write it down.

Group 1 will tally their scores on the skills of the interviewers and tally their results.

The next day the group's tasks will be reversed.

Each employee's/interviewer's (boss) cumulative mark is revealed. Discuss and provided feedback as to why some candidates might have received their respective marks.

Review the activity as a group

**Interviewer Checklist #1**

**Name** \_\_\_\_\_

- |                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| Did they have a good handshake?                       | 1 | 2 | 3 | 4 | 5 |
| Did they answer the questions in a confident manner?  | 1 | 2 | 3 | 4 | 5 |
| Did they have a good attitude toward work?            | 1 | 2 | 3 | 4 | 5 |
| Did they ask some quality questions about the job?    | 1 | 2 | 3 | 4 | 5 |
| Did they speak clearly and loudly enough to be heard? | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_/25

**Interviewer Checklist #1**

**Name** \_\_\_\_\_

- |                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| Did they have a good handshake?                       | 1 | 2 | 3 | 4 | 5 |
| Did they answer the questions in a confident manner?  | 1 | 2 | 3 | 4 | 5 |
| Did they have a good attitude toward work?            | 1 | 2 | 3 | 4 | 5 |
| Did they ask some quality questions about the job?    | 1 | 2 | 3 | 4 | 5 |
| Did they speak clearly and loudly enough to be heard? | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_/25

**Interviewer Checklist #1**

**Name** \_\_\_\_\_

- |                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| Did they have a good handshake?                       | 1 | 2 | 3 | 4 | 5 |
| Did they answer the questions in a confident manner?  | 1 | 2 | 3 | 4 | 5 |
| Did they have a good attitude toward work?            | 1 | 2 | 3 | 4 | 5 |
| Did they ask some quality questions about the job?    | 1 | 2 | 3 | 4 | 5 |
| Did they speak clearly and loudly enough to be heard? | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_/25

**Interviewer Checklist #1**

**Name** \_\_\_\_\_

- |                                                       |   |   |   |   |   |
|-------------------------------------------------------|---|---|---|---|---|
| Did they have a good handshake?                       | 1 | 2 | 3 | 4 | 5 |
| Did they answer the questions in a confident manner?  | 1 | 2 | 3 | 4 | 5 |
| Did they have a good attitude toward work?            | 1 | 2 | 3 | 4 | 5 |
| Did they ask some quality questions about the job?    | 1 | 2 | 3 | 4 | 5 |
| Did they speak clearly and loudly enough to be heard? | 1 | 2 | 3 | 4 | 5 |

Total \_\_\_\_\_/25

**Interviewer Checklist #2**                      **Name** \_\_\_\_\_

- Did they sit down before they were asked to do so?                      1 2 3 4 5
- Did they seem truly interested in the job?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they seem to know what they were talking about?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

**Interviewer Checklist #2**                      **Name** \_\_\_\_\_

- Did they sit down before they were asked to do so?                      1 2 3 4 5
- Did they seem truly interested in the job?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they seem to know what they were talking about?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

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- Did they seem to know what they were talking about?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

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- Did they look neat and tidy?                      1 2 3 4 5
- Did they seem to know what they were talking about?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #1** Name \_\_\_\_\_

- Did they have a good handshake? 1 2 3 4 5
- Did they ask the questions in an organized manner? 1 2 3 4 5
- Did they have a professional attitude toward work? 1 2 3 4 5
- Did they ask some quality questions about the job? 1 2 3 4 5
- Did they speak clearly and loudly enough to be heard? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #1** Name \_\_\_\_\_

- Did they have a good handshake? 1 2 3 4 5
- Did they ask the questions in an organized manner? 1 2 3 4 5
- Did they have a professional attitude toward work? 1 2 3 4 5
- Did they ask some quality questions about the job? 1 2 3 4 5
- Did they speak clearly and loudly enough to be heard? 1 2 3 4 5

Total \_\_\_\_\_/25

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- Did they ask some quality questions about the job? 1 2 3 4 5
- Did they speak clearly and loudly enough to be heard? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #1** Name \_\_\_\_\_

- Did they have a good handshake? 1 2 3 4 5
- Did they ask the questions in an organized manner? 1 2 3 4 5
- Did they have a professional attitude toward work? 1 2 3 4 5
- Did they ask some quality questions about the job? 1 2 3 4 5
- Did they speak clearly and loudly enough to be heard? 1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #2**                      **Name** \_\_\_\_\_

- Did they ask appropriate questions for the business?                      1 2 3 4 5
- Did they seem truly interested in finding a good employee?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they shake your hand and thank you at the end of the interview?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #2**                      **Name** \_\_\_\_\_

- Did they ask appropriate questions for the business?                      1 2 3 4 5
- Did they seem truly interested in finding a good employee?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they shake your hand and thank you at the end of the interview?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #2**                      **Name** \_\_\_\_\_

- Did they ask appropriate questions for the business?                      1 2 3 4 5
- Did they seem truly interested in finding a good employee?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they shake your hand and thank you at the end of the interview?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

**Checking out the boss #2**                      **Name** \_\_\_\_\_

- Did they ask appropriate questions for the business?                      1 2 3 4 5
- Did they seem truly interested in finding a good employee?                      1 2 3 4 5
- Did they look neat and tidy?                      1 2 3 4 5
- Did they shake your hand and thank you at the end of the interview?                      1 2 3 4 5
- Did they make good eye contact throughout the interview?                      1 2 3 4 5

Total \_\_\_\_\_/25

## ADDITIONAL ACTIVITIES

### Stats Canada Activity

Using the website <http://www40.statcan.gc.ca/l01/cst01/labr69i-eng.htm> or the handout from the above website, answer the following questions.

1. What is the average hourly wage in Saskatchewan for women?
2. What is the average hourly wage in Saskatchewan for men?
3. Which occupational area has the highest hourly wage?
4. What is the most common job for a man in Saskatchewan?
5. What is the most common job for a woman in Saskatchewan?
6. Which occupation had the most change in hourly wage?
7. Which occupation has the least number of employees?

Choose another province. Using the chart, compare at least five factors regarding employment statistics.

<i>Factor</i>	<i>Saskatchewan</i>	<i>Province chosen:</i> _____	<i>Reasons why there might be a difference.</i>

Average hourly wages of employees by selected characteristics and profession, unadjusted data, by province (monthly) (Saskatchewan)					
	December 2008		December 2009		December 2008 to December 2009
	number of employees <sup>1</sup> (thousands)	average hourly wage (\$)	number of employees <sup>1</sup> (thousands)	average hourly wage (\$)	% change in hourly wage
<b>Sask.</b>					
<b>15 years and over</b>	<b>421.1</b>	<b>21.08</b>	<b>417.1</b>	<b>22.23</b>	<b>5.5</b>
15 to 24 years	85.5	13.45	80.5	14.18	5.4
25 to 54 years	275.3	23.21	273.1	24.58	5.9
55 years and over	60.3	22.15	63.5	22.31	0.7
Men	206.6	22.94	205.2	24.08	5.0
Women	214.5	19.29	211.9	20.44	6.0
Full-time	341.0	22.38	339.8	23.70	5.9
Part-time	80.1	15.55	77.30	15.74	1.2
Union coverage <sup>2</sup>	153.8	24.31	148.1	25.59	5.3
No union coverage <sup>3</sup>	267.2	19.22	269.0	20.38	6.0
Permanent job <sup>4</sup>	372.8	21.64	372.8	22.75	5.1
Temporary job <sup>5</sup>	48.2	16.77	44.3	17.83	6.3
Management occupations	24.9	32.74	25.8	32.57	-0.5
Business, finance and administrative occupations	76.3	19.57	75.2	20.86	6.6
Natural and applied sciences and related occupations	21.9	29.46	22.6	29.49	0.1
Health occupations	31.6	26.62	33.4	26.69	0.3
Occupations in social science, education, government service and religion	39.0	27.17	43.5	27.44	1.0



Average hourly wages of employees by selected characteristics and profession, unadjusted data, by province (monthly) (Saskatchewan)					
	December 2008		December 2009		December 2008 to December 2009
	number of employees <sup>1</sup> (thousands)	average hourly wage (\$)	number of employees <sup>1</sup> (thousands)	average hourly wage (\$)	% change in hourly wage
Occupations in art, culture, recreation and sport	6.8	17.74	8.3	20.34	14.7
Sales and service occupations	120.3	14.57	106.7	15.38	5.6
Trades, transport and equipment operators and related occupations	71.0	21.34	75.7	22.30	4.5
Occupations unique to primary industry	16.3	22.92	16.7	24.32	6.1
Occupations unique to processing, manufacturing and utilities	13.1	19.95	9.1	22.39	12.2

1. Those who work as employees of a private firm or business or the public sector.  
 2. Employees who are members of a union and employees who are not union members but who are covered by a collective agreement or a union contract.  
 3. Employees who are not members of a union or not covered by a collective agreement or a union contract.  
 4. A permanent job is one that is expected to last as long as the employee wants it, given that business conditions permit. That is, there is no pre-determined termination date.  
 5. A temporary job has a predetermined end date, or will end as soon as a specified project is completed. Includes seasonal jobs; temporary, term or contract jobs including work done through a temporary help agency; casual jobs; and other temporary work.

**Sources:** Statistics Canada, CANSIM tables (for fee) [282-0069](#) and [282-0073](#).  
 Last modified: 2010-01-08.

Source: <http://www40.statcan.gc.ca/l01/cst01/labr69i-eng.htm>

## ADDITIONAL ACTIVITIES

### Grade 9 - Job Futures

#### Are you interested in a particular career?

Employment in Saskatchewan is extremely diverse. Never before in the province have there been so many different kinds of work and so many job titles. To make sense of this diversity, the developers of *Saskatchewan Job Futures* structured it's site in accordance with the **National Occupational Classification (NOC)**, the standard occupational coding system in Canada. The NOC classifies all occupations into the following ten skill types:

1. Management Occupations
2. Business, Finance and Administration
3. Natural and Applied Sciences and Related Occupations
4. Health Occupations
5. Occupations in Social Science, Education, Government and Religion
6. Occupations in Art, Culture, Recreation and Sport
7. Sales and Service
8. Trades, Transport and Equipment Operators and Related Occupations
9. Occupations Unique to Primary Industry
10. Occupations Unique to Processing, Manufacturing and Utilities

Use the following website:

<http://saskjobfutures.ca/index.cfm?event=page.careers>, type in either the job name you are wanting to research or the NOC code and then choose a job to research.

1. Title of job \_\_\_\_\_

2. NOC # \_\_\_\_\_

3. List at least three duties:

A.

B.

C.

# Activity

4. List at least two titles that interest you:
  - A.
  - B.
  
5. Discuss/Draw the training path you might follow if you chose this career.
  
  
  
  
  
  
  
  
  
  
6. List at least two related jobs.
  - A.
  - B.
  
  
  
  
  
  
  
  
  
  
7. What percentage of Saskatchewan workers in this job are self employed?  
\_\_\_\_\_%
  
  
  
  
  
  
  
  
  
  
8. What percentage of Saskatchewan workers in this job work full time? \_\_\_\_\_%
  
  
  
  
  
  
  
  
  
  
9. What percentage of this workforce work in Saskatoon? \_\_\_\_\_%
  
  
  
  
  
  
  
  
  
  
10. Attach this document to your Career Cruising profile.

# ASSESSMENT UNIT



## Assessment Overview

As you work through the Career Education 9 Learning Goals, allow the *Grade 9 Career Education Checklist* to assist you.

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Continuous assessment is essential to student learning. Consider the following assessment ideas and tools for Career Education 9.

### Assessment Reflection & Rubric

As part of Assessment for Learning, students can create on-going reflections after the completion of review tasks. A sample reflection is included on the handout to assist students. Students are simply summarizing what they have learned from the activities and relating it back to the main objective. They are also creating a tie to what their discoveries really mean to their future. A rubric is also included following each reflection.

Completed reflections may be used in a mid-term or final project so keeping up is important.

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### Midterm Assessment

Teachers will need to determine the appropriate placement of this assessment. If students are coming into grade 9 with extensive career knowledge, it may be used as a review. Students will use the information gathered in their folder. If you are planning on or have used the activities provided for the grade 9 review and catch up, this assessment may be better placed as a midterm assessment of learning. The completions of Unit 1, Unit 2, and some of Unit 3 review would be helpful. Adapt as you see necessary for your students.

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### Reflection Questions

The handout titled *Reflection Questions* may be used to assist students with reflection at any time throughout the course. Students may journal within their online portfolio as there is a section provided or their notebooks.

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### My Personal High Five

*My Personal High Five* assessment is one which helps to view critical thinking skills. You may decide to have student choose only one high five to reflect on. The high five message is one that is delivered in Unit 5 of Careers for Life: My Career Pathway. You may choose to share this assignment with students at the beginning of the course so they know what direction they are heading. Half way through the course you may then want to have them choose a section for their reflection so they can be working on their answer.

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Assessment of Learning

Assessment for Learning

Assessment of Learning

Assessment for Learning

*Rubrics* are available, compliments of Cheryl Anderson, St. Michael School, for assessing the Learning Goals of Career Education 9.

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Additional rubrics are available such as *Powerpoint* and *Digital Photostory*. These rubrics may be used to teach valuable points about each computer tool. The teacher resource book *Careers for Life: My Career Pathways*, also supplies excellent rubrics.

## Grade 9 Career Education Checklist

### Change and Growth

- review of interests, gifts, skills, fitness beliefs and attitudes as they relate to goals
- assess personal characteristics
- discuss and document positive self image
- learn to integrate personal skills (time management and work/life balance)
- discuss volunteerism
- explore sources, impact and management of stress
- identify opportunities arising from change

### Connections to Community

- identify the contribution of skills, attitudes and knowledge to goals
- explore the relationship of education and interest to post secondary opportunities
- research transferable skills of various work roles
- review graduation requirements and record, explore and plan high school course selections
- use career information resources to analyze realities and requirements of various work roles
- explore advantages and disadvantages of various work alternatives
- investigate social, demographic, technological, occupational and industrial trends
- experience Take Our Kids to Work

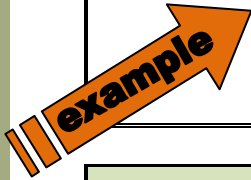
### Life and Work Plan

- learn to prepare personal career documentation
- explore strategies for identifying work opportunities
- research information regarding the transition from high school
- create a plan for life and work based on student's preferred future
- learn to modify, adjust or create new life/work scenarios

## Assessment Reflection & Rubric

Completed reflections may be used in a mid-term or final project so keeping up is important.

Activity	What have I learned?	How this relates to who I am
Values	<p><i>I like challenges or to be challenged.</i></p> <p><i>I like helping others.</i></p>	<p><i>Point: I need a future that allows me to work with others and offers a variety of tasks.</i></p> <p><i>Examples of how I know:</i>  <i>Helping others – high value</i>  <i>Thinking up new ideas – high value</i></p> <p><i>Tie: I need choices in my future that involve people and allow me to think</i></p>



Activity	What have I learned?	How this relates to who I am
Values		

### Rubric for Reflection

0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.



# Activity & Assessment

Activity	What have I learned?	How this relates to who I am		
Interests				
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

Activity	What have I learned?	How this relates to who I am		
Skills				
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

# Activity & Assessment

Activity	What have I learned?	How this relates to who I am		
<b>Goals</b>				
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

Activity	What have I learned?	How this relates to who I am		
<b>Personality Type</b>				
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

# Activity & Assessment

Activity	What have I learned?	How this relates to who I am		
<b>Multiple Intelligence</b>				
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

Activity	What have I learned?	How this relates to who I am		
<b>Employability Skills</b>				
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

# Activity & Assessment

Activity	What have I learned?	How this relates to who I am		
Wellness Wall				
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

Activity	What have I learned?	How this relates to who I am		
Learning Style				
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

# Activity & Assessment

Activity	What have I learned?	How this relates to who I am		
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

Activity	What have I learned?	How this relates to who I am		
Rubric for Reflection				
0-1	2	3	4	5
I have a point but little or no work.	I have a point and examples but they do not relate.	I have a point, my examples relate but I have not tied it back to my learning.	I have all necessary information and my reflection (tie) shows meaning and personal growth.	I have all necessary information. My tie/reflection is strong and I am finding trends in my summaries.

## Midterm Assessment

This assignment will be for your personal purpose and for assessment by your teacher.

Using the information in your folder or in your online portfolio, create a summary of who you are and what is out there for you. Your **Reflection** sheet will be helpful.

1. Decide on a presentation mode. Suggestions are:

Presentation Software	Make a movie	Mind Mapping	Poster
PowerPoint	Animoto	Inspiration	Glogster
Prezi	Voice Thread	Bubbl.us	
	Photostory		

2. With 1-3 representations
  - Visually (using pictures and/or words) represent “Who Am I?”
  - Reflect on what this information **means** to you.
  - Summarize how this discovered information will impact your future.

Be creative and make sure your ideas will be understood by the audience.

3. With 1-3 representations
  - Visually (using pictures and/or words) represent “What is Out There for Me?”.
  - Reflect on what this information **means** to you.
  - Summarize how this discovered information will impact your future.

*Be creative and make sure your ideas will be understood by the audience.*

4. In summary, plan your next steps. You can use a combination of words and pictures or just one form.
  - Describe what career sector(s) interests you.
  - Describe what you will do to learn more about the above career sector(s).
  - Dream a little. What are your plans after high school? Where and how would you like to live and work?

## Reflection Questions

Use all or some anytime throughout the course.

1. Would you work if you didn't have to? Why?
2. In what kinds of work situations would you work harder than you ordinarily do?
3. Are there situations where you would work for less than normal pay? What would be the compensating rewards?
4. If you could use your work to indulge in your favorite form of play, what would you be doing?
5. What activities do you pursue when you have free time with no obligations?
6. If you were free to schedule your working time any way you like within a 7 day/week, what would your calendar look like? (based on a full 40 hour work week)
7. People who work with me think that I am.....
8. Rank these sources of reward from work according to their relative desirability to: You, Your parent, Your Best Friend. Support your ranking when finished.

You	Your Parent	Your Best Friend
Money	Money	Money
Prestige	Prestige	Prestige
Security	Security	Security
Recognition	Recognition	Recognition
Independence	Independence	Independence

9. Which three values are your highest priorities?
10. Which two values are your lowest priorities?
11. How are these priorities reflected in your current work at school? At your job?
12. What conflicts or discrepancies do you see between your values and the way you are currently living? How would you like to change this situation?

Adapted from: [http://www.morris.umn.edu/services/career/career\\_planning/valquestion.php](http://www.morris.umn.edu/services/career/career_planning/valquestion.php)

*On-line personality test*

## My Personal High Five

### Career Development Assignment

#### Change Is Constant

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Rapid and continuous technological, economic, demographic and social changes directly influence the world of work. As a result, the labor market of the past is quickly becoming a “work dynamic” that is difficult to pinpoint or predict. Personal change occurs continuously as well. People grow and develop new skills, attitudes, knowledge, beliefs, networks and other assets at varying rates. Goal setting needs to be reviewed periodically because of change of circumstance or opportunity.

Fully answer the following questions:

1. Identify changes have you seen in your life recently?
2. Predict changes you will experience in the next three years?
3. What changes do you anticipate after high school?
4. From the self assessments in class, defend an overview of who you are and what makes you unique.
5. How well are you adaptable to new situations? Explain answer using a minimum of one example.

#### Follow Your Heart

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Because change is constant, the set of characteristics that interest you and that you believe in and value are extremely important. One’s “heart” should drive one’s career path. Skills, knowledge and attitudes are tools that allow the path to be followed. We can move towards making our dreams a reality when provided with the tools and strategies to do so.

1. Compare your passions and your interests.
2. Which of these do you see yourself pursuing in leisure time? Explain why?
3. Which of these do you see yourself pursuing as a future occupation? Explain why?
4. Explain how your values and beliefs fit into this picture?

#### Focus On the Journey

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Although it is important to select an appropriate occupational destination (“grown up job”) we must be certain that it is meaningful and fulfilling. At the same time we must make sure that we enjoy the process. We should focus away from feeling we need to make “the correct decision”(What should I be?) and move toward examining and reflecting on the immediate and lasting effects of day to day decisions (“What do I want to be doing now and in the future?”).

1. Identify how you were able to achieve a short term goal this semester.



2. What goals are you working on right now? Anticipate and describe how you think they may change over time.
3. What actions will you take to ensure your goals are most likely to succeed?

## **Stay Learning**

---

“Lifelong learning” is constant when change is constant and can be enjoyable and meaningful when it is seen as part of a journey that fulfills one’s heart. Learning does not have to happen in a formal setting like school. Most people don’t record or identify some of the learning they accumulate through their experiences (travel, clubs, trial and error, volunteer activities, etc).

1. Highlight learning that you have gained both formally and informally until now.
2. Identify and describe activities that presented you with more skills or experiences than others?
3. If you could learn any three new skills this year what would they be? How can you go about learning them?
4. Do you anticipate or are you planning on getting some new experiences soon that might have you adding to your learning? Explain.
5. How can you see yourself needing to be a lifelong learner? Explain.

## **Be An Ally**

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Community is important. Keep in mind that the labor market surrounds you. It is represented by your parents, neighbors, friends, friends’ parents, and many other people that you meet on a day to day basis. You are more connected than you think. As you get older you will realize that Saskatoon is a pretty small place and very often you can make connections with complete strangers! Asking for help or assistance from your acquaintances is often a sign of strength. If you can identify a need, clearly express the need and articulate or explain it to others, you will more likely be able to meet the need. This is particularly true when you are striving to learn continually, keep up with change and adapt to change.

1. Think about whom some of your allies were in elementary school. Who were they to you and do you still feel connected to them?
2. What new allies have you made since you came to high school? Describe three allies you have recently acquired and describe the role they might play in being your ally.

# Career Education 9 Assessment Rubrics

Cheryl Anderson  
St. Michael School  
Weyburn, Sk  
cheryl.anderson@holyfamilyrcssd.ca



## **Change and Growth (CG)**

Goal: All students will develop career management competencies through an exploration of personal change and growth.

<b>CG 9.1 : PLAN FOR, DEMONSTRATE, AND DOCUMENT IMPROVEMENTS OF ONE'S OWN CAPACITY FOR BUILDING A POSITIVE SELF-IMAGE</b>	
4	In addition to Score 3.0 performance, <b>in-depth inferences and applications that go beyond what was taught</b> about how to plan for, demonstrate and document improvements of one's ability to build a positive self-image <b>are demonstrated.</b>
3.5	In addition to Score 3.0 performance, <b>partial success at inferences and applications that go beyond what was taught is demonstrated.</b>
3	<b>The simple and complex explanations</b> how to plan for, demonstrate and document improvements of one's ability to build a positive self-image <b>are demonstrated.</b>
2.5	<b>The simple explanations</b> of how to plan for, demonstrate and document improvements of one's ability to build a positive self-image <b>are demonstrated, as well as partial knowledge of the more complex ideas.</b>
2	<b>The simple explanations</b> about of how to plan for, demonstrate and document improvements of one's ability to build a positive self-image <b>are demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1.5	<b>Partial knowledge of the simpler details</b> of how to plan for, demonstrate and document improvements of one's ability to build a positive self-image <b>is demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1	<b>With help, is able to partially figure out some of the simpler details and some of the more complex ideas</b> of how to plan for, demonstrate and document improvements of one's ability to build a positive self-image.
0.5	<b>With help, is able to partially figure out some of the simpler details</b> of how to plan for, demonstrate and document improvements of one's ability to build a positive self-image.
0	<b>Even with help, is unable to figure out</b> how to plan for, demonstrate and document improvements of one's ability to build a positive self-image.

**CG 9.2 :****APPRAISE ONE'S OWN ABILITIES TO RESPOND POSITIVELY TO CHANGE AND GROWTH**

4	In addition to Score 3.0 performance, <b>in-depth inferences and applications that go beyond what was taught</b> about appraising one's own abilities to respond positively to change and growth <b>are demonstrated.</b>
3.5	In addition to Score 3.0 performance, <b>partial success at inferences and applications that go beyond what was taught is demonstrated.</b>
3	<b>The simple and complex details</b> about appraising one's own abilities to respond positively to change and growth <b>are demonstrated.</b>
2.5	<b>The simple details</b> about appraising one's own abilities to respond positively to change and growth <b>are demonstrated, as well as partial knowledge of the more complex ideas.</b>
2	<b>The simple details</b> about appraising one's own abilities to respond positively to change and growth <b>are demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1.5	<b>Partial knowledge of the simpler details</b> about appraising one's own abilities to respond positively to change and growth <b>is demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1	<b>With help, is able to partially explain the simpler details and some of the more complex ideas</b> of appraising one's own abilities to respond positively to change and growth.
0.5	<b>With help, is able to appraise</b> one's own abilities to respond positively to change and growth.
0	<b>Even with help, is unable to appraise</b> one's own abilities to respond positively to change and growth.

## Connections to Community (CC)

Goal: All students will explore the connection between learning and work pathways and their connections to community.

<b>CC 9.1 :</b>	
<b>UTILITZE CAREER INFORMATION TO CONSTRUCT AN ORGANIZED PLAN OF CAREER BUILDING WHICH REFLECTS AN ATTITUDE AND EXPECTATION OF LIFELONG LEARNING</b>	
4	In addition to Score 3.0 performance, <b>in-depth inferences and applications that go beyond what was taught</b> about how to use career information to construct an organized plan of career building which reflects an attitude of lifelong learning <b>are demonstrated.</b>
3.5	In addition to Score 3.0 performance, <b>partial success at inferences and applications that go beyond what was taught is demonstrated.</b>
3	<b>The simple and complex details</b> of how to use career information to construct an organized plan of career building which reflects an attitude of lifelong learning <b>are demonstrated.</b>
2.5	<b>The simple details</b> of how to use career information to construct an organized plan of career building which reflects an attitude of lifelong learning <b>are demonstrated, as well as partial knowledge of the more complex ideas.</b>
2	<b>The simple details</b> of how to use career information to construct an organized plan of career building which reflects an attitude of lifelong learning <b>are demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1.5	<b>Partial knowledge of the simpler details</b> of how to use career information to construct an organized plan of career building which reflects an attitude of lifelong learning <b>is demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1	<b>With help, a partial understanding of some of the simple details and some of the more complex ideas</b> about how to use career information to construct an organized plan of career building which reflects an attitude of lifelong learning <b>is demonstrated.</b>
0.5	<b>With help, is able to partially explain</b> how to use career information to construct an organized plan of career building which reflects an attitude of lifelong learning.
0	<b>Even with help, is unable to explain</b> how to use career information to construct an organized plan of career building which reflects an attitude of lifelong learning.

**CC 9.2 :****ANALYZE AND EXPRESS ONE’S OWN UNDERSTANDING OF HOW SOCIETAL AND ECONOMIC NEEDS INFLUENCE THE NATURE OF PAID AND UNPAID WORK**

4	In addition to Score 3.0 performance, <b>in-depth inferences and applications that go beyond what was taught</b> about one’s own understanding of how societal and economic needs influence the nature of paid and unpaid work <b>are demonstrated.</b>
3.5	In addition to Score 3.0 performance, <b>partial success at inferences and applications that go beyond what was taught is demonstrated.</b>
3	<b>The simple and complex details</b> of one’s own understanding of how societal and economic needs influence the nature of paid and unpaid work <b>are demonstrated.</b>
2.5	<b>The simple details</b> of one’s own understanding of how societal and economic needs influence the nature of paid and unpaid work <b>are demonstrated, as well as partial knowledge of the more complex ideas.</b>
2	<b>The simple details</b> of one’s own understanding of how societal and economic needs influence the nature of paid and unpaid work <b>are demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1.5	<b>Partial knowledge of the simpler details</b> of one’s own understanding of how societal and economic needs influence the nature of paid and unpaid work <b>is demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1	<b>With help, a partial understanding of some of the simple details and some of the more complex ideas</b> about one’s own understanding of how societal and economic needs influence the nature of paid and unpaid work <b>is demonstrated.</b>
0.5	<b>With help, is able to partially determine and express</b> one’s own understanding of societal and economic needs influence the nature of paid and unpaid work.
0	<b>Even with help, is unable to determine and express</b> one’s own understanding of how societal and economic needs influence the nature of paid and unpaid work.

## Life and Work Plan (LW)

Goal: All students will engage in inquiry to construct a personal life and work plan.

<b>LW9.1 :</b>	
<b>ASSESS ONE’S OWN ABILITIES TO SEEK, OBTAIN AND/OR CREATE WORK THROUGH RESEARCHING SUCCESSFUL STRATEGIES AND APPLYING THEM TO ONES’ OWN LIFE.</b>	
4	In addition to Score 3.0 performance, <b>in-depth inferences and demonstrations that go beyond what was taught to determine</b> one’s own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one’s own life <b>are demonstrated.</b>
3.5	In addition to Score 3.0 performance, <b>partial success at inferences and applications that go beyond what was taught is demonstrated.</b>
3	<b>The simple and complex details to determine</b> one’s own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one’s own life <b>are demonstrated.</b>
2.5	<b>The simple details to determine</b> one’s own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one’s own life <b>are demonstrated, as well as partial knowledge of the more complex ideas.</b>
2	<b>The simple details to determine</b> one’s own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one’s own life <b>are demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1.5	<b>Partial knowledge of the simpler details to determine</b> one’s own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one’s own life <b>is demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1	<b>With help, a partial understanding of some of the simple details and some of the more complex ideas to determine</b> one’s own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one’s own life <b>is demonstrated.</b>
0.5	<b>With help, is able to determine</b> one’s own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one’s own life
0	<b>Even with help, is unable to determine</b> one’s own abilities to seek, obtain, and/or create work through researching successful strategies and applying them to one’s own life.

**LW9.2 :****USE ACQUIRED KNOWLEDGE TO CREATE A PLAN FOR LIFE AND WORK BASED ON ONE'S PREFERRED FUTURE**

4	In addition to Score 3.0 performance, <b>in-depth inferences and applications that go beyond what was taught</b> about using the knowledge learned to create a plan for life and work based on one's desired future <b>are demonstrated.</b>
3.5	In addition to Score 3.0 performance, <b>partial success at inferences and applications that go beyond what was taught is demonstrated.</b>
3	<b>The simple and complex details</b> about using the knowledge learned to create a plan for life and work based on one's desired future <b>are demonstrated.</b>
2.5	<b>The simple details</b> about using the knowledge learned to create a plan for life and work based on one's desired future <b>are demonstrated, as well as partial knowledge of the more complex ideas.</b>
2	<b>The simple details</b> about using the knowledge learned to create a plan for life and work based on one's desired future <b>are demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1.5	<b>Partial knowledge of the simpler details</b> about using the knowledge learned to create a plan for life and work based on one's desired future <b>are demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1	<b>With help, a partial understanding of some of the simple details and some of the more complex ideas</b> about using the knowledge learned to create a plan for life and work based on one's desired future <b>is demonstrated.</b>
0.5	<b>With help, is able to use</b> the knowledge learned to create a plan for life and work based on one's desired future.
0	<b>Even with help, is unable to use</b> the knowledge learned to create a plan for life and work based on one's desired future.



If you would rather use a simpler rubric just delete the additional information from each rubric as demonstrated below.

<b>CG 9.1 : PLAN FOR, DEMONSTRATE, AND DOCUMENT IMPROVEMENTS OF ONE'S OWN CAPACITY FOR BUILDING A POSITIVE SELF-IMAGE</b>	
4	In addition to Score 3.0 performance, <b>in-depth inferences and applications that go beyond what was taught</b> about how to plan for, demonstrate and document improvements of one's ability to build a positive self-image <b>are demonstrated.</b>
3	<b>The simple and complex explanations</b> how to plan for, demonstrate and document improvements of one's ability to build a positive self-image <b>are demonstrated.</b>
2	<b>The simple explanations</b> about of how to plan for, demonstrate and document improvements of one's ability to build a positive self-image <b>are demonstrated, but there are major errors or omissions regarding the more complex ideas.</b>
1	<b>With help, is able to partially figure out some of the simpler details and some of the more complex ideas</b> of how to plan for, demonstrate and document improvements of one's ability to build a positive self-image.
0	<b>Even with help, is unable to figure out</b> how to plan for, demonstrate and document improvements of one's ability to build a positive self-image.

What these rubrics essentially mean to the students:

4	I know it even better than my teacher taught it.
3	I know it just the way my teacher taught it.
2	I know some of the simpler stuff, but can't do the harder parts.
1	With some help, I can do it.
0	Even with help, I can't do it.

## Powerpoint Evaluation Rubric

Adapt as you see fit.

Images and Layout	0-1 not enough to assess	2 starting to show this skill	3 skill is in place
Uses images to create visual interest			
Uses images to give the viewer additional information about the topic			
Uses visual elements to create a consistent theme and style			
Uses layout to enhance effectiveness			
Includes text as supporting information			
Comment:			

Presentation	0-1 not enough to assess	2 starting to show this skill	3 skill is in place
Creates an introduction that highlights structure and introduces speaker(s)			
Uses volume, and pace to enhance impact			
Uses appropriate language and style to cue audience and increase impact			
Organizes ideas in an effective sequence			
Deliberately creates an emotional and intellectual connection to audience			
Creates a conclusion that summarizes appropriately and creates a strong impact			
Comment:			

# Assessment

<b>Text and Animation</b>	<b>0-1 not enough to assess</b>	<b>2 starting to show this skill</b>	<b>3 skill is in place</b>
Has appropriate level of text for audience comprehension <ul style="list-style-type: none"> <li>• 5 points or less per slide</li> <li>• Jot notes not sentences</li> </ul>			
Presentation of text is appropriate and error free			
Headings and fonts are consistent and effective			
Animation is only used to enhance comprehension			
¼ of the speakers points appear in the slide show			
The text in the slide show only covers key points			
Comments:			

<b>Content</b>	<b>0-1 not enough to assess</b>	<b>2-4 some evidence of the skill</b>	<b>5-7 skill is sometimes strong and sometimes needs development</b>	<b>8-10 the skill is consistently evident</b>
Covers the subject matter completely				
Omits irrelevant information				
Groups information effectively to help others understand				
Shows deep understanding of the topic				
Makes topic relevant for self and others				
Comments:				

## Rubric for Digital Photostory

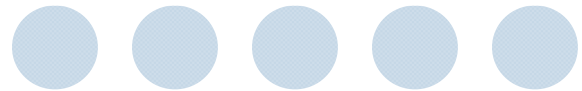
Adapt as you see fit.

CATEGORY	4 Points	3 Points	2 Points	1 Point
1. Purpose of Story	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the presentation.
2. Choice of Content	Contents create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Contents create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use contents to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use contents to create an appropriate atmosphere/tone.
3. Clarity of Voice	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality needs more attention.
4. Pacing of Narrative	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
5. Meaningful Audio Soundtrack	Music stirs a rich emotional response that matches the story line well. Images coordinated with the music.	Music stirs a rich emotional response that somewhat matches the story line. Images mostly coordinated with the music.	Music is ok, and not distracting, but it does not add much to the story. Not coordinated with images.	Music is distracting, inappropriate, OR was not used.

# Assessment

CATEGORY	4 Points	3 Points	2 Points	1 Point
6. Quality of Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
7. Economy of Story Detail	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.
8. Grammar and Language Usage	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.

# **INFORMATIONAL HANDOUTS**



## SaskNetWork

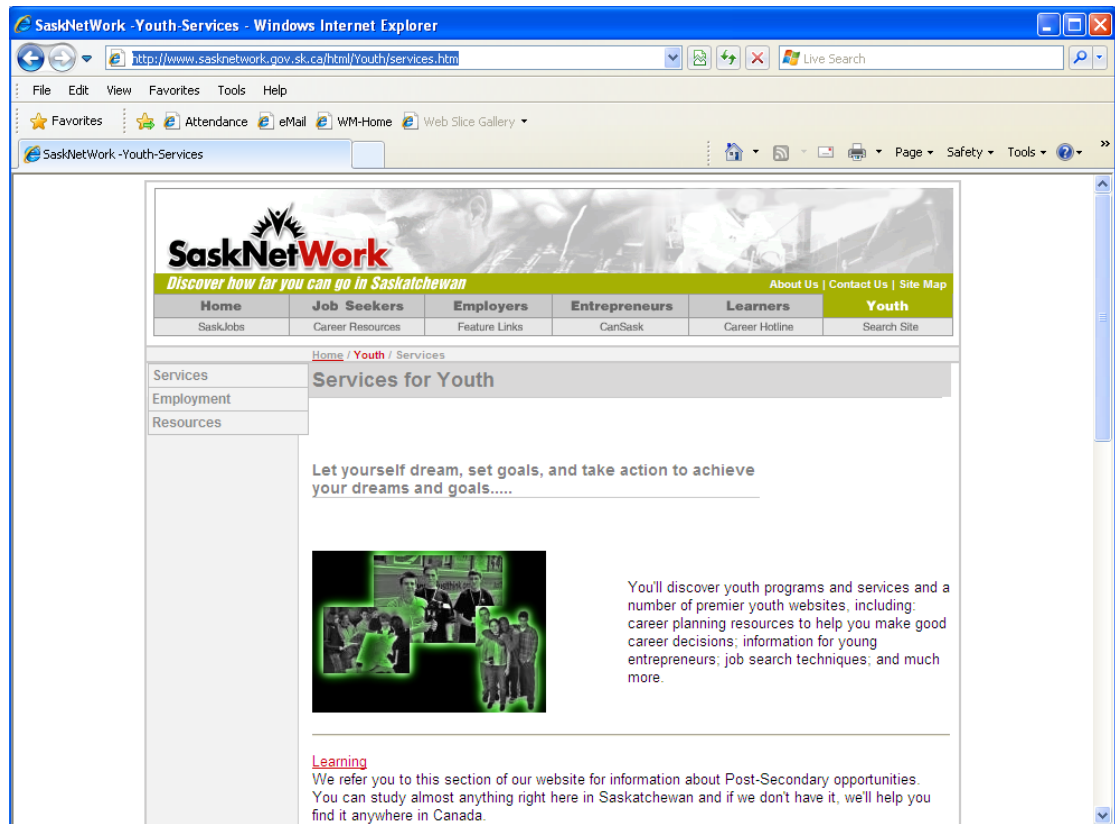
### A Teacher's New Best Friend

There is a wealth of information on the web that is continually being updated. <http://www.sasknetwork.gov.sk.ca/html/Youth/services.htm> is a great place to start.

[AEEL](#)  
[Manage Your HR](#)  
[SaskJob Futures](#)  
[Labour Market Information](#)

[Job Search](#)  
[Apprenticeship](#)  
[Immigration](#)  
[Employment Programs](#)

[Scholarships](#)  
[Student Loans](#)  
[Student Jobs](#)  
[Post-Secondary Institutions](#)



Teachers will find terrific links to many excellent career websites using the **career resources** link. One of the most helpful is the job search handbook that has easy to print literature on job related information such as interviews, resumes and cover letters.

<http://www.youth.gc.ca/eng/topics/education/index.shtml#planning> is a very helpful website when students want to explore post secondary opportunities.

Grade 9's may also want to use this link when researching labour market trends and future trends in Unit 4.

Labour Market Information - Regional - Windows Internet Explorer

http://www.sasknetwork.gov.sk.ca/html/Home/lmj/regsasklmi.htm#saskatchewan

File Edit View Favorites Tools Help

Labour Market Information - Regional

## Saskatchewan

Economic and Labour Market

[The Saskatchewan Economic and Labour Market Overview](#) provides information about Saskatchewan's economy, statistics on employment, growth trends in the various employment sectors, aboriginal employment, and other employment-related information. It also features information on labour force issues; such as social assistance, youth unemployment and employment changes by region.

[Saskatchewan Industry and Resources](#) provides quick facts on Saskatchewan on their website

[Saskatchewan Trends Monitor](#) tracks economic, social and demographic trends from a Saskatchewan perspective. This pdf is an example of the current information Saskatchewan Trends Monitor produces: [The Demographics of the Saskatchewan Labour Market](#)

[Saskatchewan Bureau of Statistics](#) web site has a collection of Labour Force Surveys that covers 1999 - today. Each of the monthly surveys include a summary of the statistics as well as information on employment and unemployment rates in the province.

[Statistics Canada Community Data](#) provides details on the labour force, and the employed and unemployed, for Saskatchewan communities.

[Home](#) / [Labour Market Information](#) / [Regional-Saskatchewan](#)

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# Tips for Young Workers

## Protecting Yourself at Work

### Don't Say, "It Can't Happen to Me"

In Saskatchewan one out of every six people is less than 25 years old. About 8,000 young workers (roughly one in 10) are injured and three die every year on the job. Serious injuries can happen in any workplace – just read Curtis Weber's story.

Curtis Weber was 17 when he got a job helping move heavy steel grain bins. There was a lot of pressure to get things done quickly and the company used equipment Curtis was not familiar with.

He received no safety training before starting work. On his fourth day on the job, the crane used to lift bins contacted an overhead power line. Curtis was electrocuted and became a multiple amputee.

He spent six weeks in intensive care and months in rehabilitation learning to use an artificial leg and a battery-powered hand. His education was put on hold for several years because of the operations Curtis needed. A promising Junior "A" hockey career was cut short.

### Some Signs that a Workplace May be Unsafe

- Other employees are getting injured on the job
- You work without direct supervision
- You have not been trained properly
- Equipment is unguarded or broken
- Chemical containers aren't labelled
- Shortcuts are used to save time
- There is poor housekeeping and maintenance (e.g. floors are slippery and electrical cords are frayed)

### Questions We Often Ask Ourselves About Our Jobs

- How long is my shift?

- What will my co-workers think about me?
- Will I be able to keep the job?
- How much money will I make?

### Questions We Sometimes Forget to Ask

- Will I be trained enough in order to do my job safely?
- Can I recognize possible hazards?
- Do I know my rights and responsibilities?
- Could a workplace incident disfigure me or cost me my life?

### How to Protect Yourself

- Learn to do the job safely. Ask yourself, "Am I in any danger?"
- Think the job through. Know what to do when there is an injury or emergency situation.
- Ask, Ask, Ask – there are no stupid questions.
- Get help, especially if you have to lift something heavy.
- Wear the gear. Find out what to wear to protect yourself, how to wear it and how to maintain it.
- Inform your supervisor if you see anything unsafe that may hurt you or someone else.
- Discuss concerns you cannot resolve with your supervisor, with the workplace's occupational health committee (OHC) or worker health and safety representative.
- Report injuries – if you get hurt, tell your supervisor. See a doctor and report your injury to the Saskatchewan Workers' Compensation Board (WCB) at 1-800-787-9288.
- Talk to your family about your job. Sometimes they know something you do not know!

Occupational Health & Safety

**WorkSafe**  
SASKATCHEWAN  
Work to live.



Saskatchewan  
Ministry of  
Advanced Education,  
Employment and  
Labour

Minimum Age Requirements for Working in Saskatchewan		
<i>The Education Act</i>	16 years old	Students under the age of 16 must get written permission from the principal to work during school hours. While the law does not require it, students should inform their parents.
<i>The Labour Standards Act</i>	16 years old	Saskatchewan's minimum age of employment is now 16.
	14-15 years old	14 and 15 year olds can work under certain conditions. They need permission from a parent or guardian and they must complete an online course in workplace health and safety and labour standards*. They can't work more than 16 hours during a school week, after 10 p.m. on a day before a school day, and before the start of any school day.
<i>The Occupational Health and Safety Act</i>	16 years old	Construction, Pulp mills, sawmills or woodworking, Smelters, foundries, refineries, metal processing or fabricating, In a confined space, Meat, fish or poultry processing, Forestry or logging, Oil drilling or servicing rigs; As an operator of powered mobile equipment, crane or hoist; Where exposure to a chemical or biological substance is likely to endanger health or safety; Power line construction or maintenance.
	18 years old	Mining, Radiation worker, Asbestos process, Silica process, Any working requiring an atmosphere-supplying respirator.

**For More Information**

About the law and safety for young workers, go to the Ministry website.

If you need help with a safety concern, call Occupational Health and Safety at the phone number below. Visit [www.worksafesask.ca](http://www.worksafesask.ca) for information about health and safety issues in your industry.

**Ready for Work**

Do you know about *Ready for Work*? It is a program about health, safety and employment standards developed for middle and high school students by the Ministries of AEEL and Education. For more information, go to [www.readyforwork.sk.ca](http://www.readyforwork.sk.ca).

Note: This is not a legal document. Consult the legislation to interpret and apply the law.

**By Law You Have Basic Rights**

1. The Right to Know what hazards are in your workplace and what to do to prevent injuries from those hazards.
2. The Right to Participate in health and safety activities in your workplace.
3. The Right to Refuse work you believe to be unusually dangerous to yourself or others.

**You Also Have Responsibilities**

1. The Responsibility to Work Safely, using all machinery and equipment in the way you were trained.
2. The Responsibility to Report Health and Safety Concerns, including unsafe activities and conditions, to your supervisor and to ask questions if you are unsure how to do something safely.
3. The Responsibility to Properly Use or Wear Protective Devices, and to not remove a guard or device designed to protect you.

Remember to wear safety gear. It's the law!



## Labour Standards Tips for Summer Students!

A summer job can be exciting and you probably have lots of questions about money and hours of work – questions like how much do I get paid, how many hours do I work, do I get coffee breaks and how often do I get paid? You'll find the answers in this information sheet.

### 1. **What law sets the rules for working in Saskatchewan?**

In Saskatchewan, *The Labour Standards Act* sets the rules for things like pay, hours of work and holidays in most workplaces. However, this law doesn't apply everywhere. For example, it doesn't apply to family businesses, ranches, farms and the self-employed. Federal law covers some workplaces.

How Old Do I Have To Be To Work?		
<i>The Labour Standards Act</i>	15 years old	Hotels, restaurants, educational institutions, hospitals, and nursing homes. Fifteen year olds may work for an employer for up to 16 hours per week. (The minimum age of employment is under review; please check our website or call the Branch for updates.)
<i>The Occupational Health and Safety</i>	16 years old	For example, on a construction site; in a confined space; forestry or logging operation; on a drilling or servicing rig; in power line construction or maintenance.
	18 years old	For example, underground mining or in an open pit at a mine; as a radiation worker; in an asbestos process or silica process; where you need to use an atmosphere supplying respirator.
<i>The Alcohol and Gaming Regulation Act</i>	19 years old	Work involving the sale, handling or serving of alcohol.
<i>The Education Act</i>	16 years old	Students under the age of 16 must get written permission from the principal to work during school hours. While the law does not require it, students should inform their parents.

### 2. **Pay**

#### **How much do I get paid?**

The least your employer can pay you is minimum wage for each hour you work or are at the disposal of your employer – including staff meetings and work training. The minimum wage right now is \$9.25 an hour.

#### **What happens if I show up and there is no work?**

Every time your employer ask you to report for work you receive a minimum payment called *minimum call-out pay* even if there is no work for you that day. Minimum call-out pay is three times the current minimum wage. Right now it is \$27.75.

If you do work, you would get your wage for the hours you work or minimum call-out pay, whichever is more. For example, if you earn \$15 per hour and you work two hours, you would get paid \$30. If you earn minimum wage and work two hours, you would get the minimum call-out pay of \$27.75.

You do not get minimum call-out pay if you are asked to come in to work overtime. You earn your overtime pay rate for each hour that you work instead.

#### Note

This applies for the summer only. If you are student in Grade 12 or lower, you are not eligible for minimum call-out pay while working during the school term.

#### ***How often am I paid?***

Your employer must pay you at least twice per month. You should be paid no later than six days after the end of each pay period. If you leave the job, you must be paid out within 14 days.

#### ***Can my employer take money off my pay cheque?***

Your employer can take deductions off your pay cheque. This would include deductions for income taxes, Employment Insurance and Canada Pension Plan. It might also include deductions for union dues, pension or health plans. The employer can also deduct payments for purchases (such as clothing) that you voluntarily make from her or him.

Your employer should not take money off your cheque without a court order if something is broken or damaged or there is a cash shortage. Your pay stub should list all the deductions from your pay cheque.

### **3. *What happens if I have to work overtime?***

You get overtime pay if you work for more than eight hours in any 24-hour period and/or 40 hours per week. In a week with a public holiday, you get overtime pay if you work more than 32 hours, not including any time you work on the public holiday.

Overtime pay is 1.5 times your hourly rate. For example, if you earn \$10 per hour, your overtime rate is \$15 per hour.

Some employers have permission from the Director of Labour Standards or their workers' union to vary the overtime rules. Ask your employer if there is a permit in your workplace.

Overtime rules do not apply to managers and some other types of employees. If you have questions, check our website at [www.aeel.gov.sk.ca/lis](http://www.aeel.gov.sk.ca/lis).

### **4. *How will I find out when I'm scheduled to work?***

The employer must give you a written work schedule a week in advance telling you when your shifts begin and end. The schedule should cover at least one week and state when you get meal breaks. You should get at least one week's notice before a schedule is changed – unless there is an emergency.

Under labour standards, a 'week' runs from Saturday midnight to the next Saturday midnight. An 'emergency' is something the employer couldn't see coming.

**5. How many days off do I get each week?**

You get 24 consecutive hours off in every seven days if you usually work 20 hours or more per week. You get two consecutive days off if you work 20 hours or more each week in a retail business with 10 or more employees.

**6. What do I get paid for public holidays?**

Public (statutory) holiday pay is 1/20th (five per cent) of your regular wages earned in the four weeks before the week with the public holiday. Your 'regular wages' do not include overtime pay, tips or gratuities. You do not have to be employed by the employer for the full four weeks before the week with the public holiday to get public holiday pay.

If you are an hourly paid construction worker, public holiday pay is four per cent of your gross wages. The four per cent calculation does not include overtime and annual holiday pay.

If you work a stat, you get 1.5 times your regular pay (premium pay) for each hour worked, even if you are a manager, plus public holiday pay.

**7. Do I get coffee breaks?**

The employer does not have to provide coffee breaks. If coffee breaks are provided, they must be at paid time.

**8. When do I get meal breaks?**

If you are scheduled to work for six or more consecutive hours, you get an unpaid meal break of at least 30 consecutive minutes within the first five hours of work. If you must be available for work during a meal break, you must be paid for the time.

**9. What if I work in a restaurant, hotel, school, hospital, or nursing home?**

There are special rules for these workplaces:

- **Uniforms** – A uniform is special clothing with a company logo or business name on it. Everyday clothing, such as a white shirt and dark pants or skirt, is not a uniform.
- If you must wear a uniform, the employer must provide, repair and launder it for free. The employer can charge a refundable damage deposit.
- Certain health and safety rules apply if you must wear personal protective equipment or clothing, like safety boots.
- **Split shifts** – Your employer must limit the period you can work to 12 hours in any 24-hour period. You cannot report for duty more than twice in that 12-hour period.
- **Transportation home** – If you finish work between 12:30 AM and 7:00 AM, your employer must provide free transportation to where you live.
- **Working on a public holiday** – Suppose a stat falls on one of your days of work. In this case you get 1.5 times your regular wages for each hour that you work on the stat, **plus** either public holiday pay; **or** a paid day off in any of the four weeks around the week with the stat.

## 10. **What if I get fired or laid-off?**

Once you have worked for the employer for more than three months, you are entitled to advance notice if you are going to be let go. The employer can either let you work out the notice period or pay your regular wages for the notice period. How long the notice period will be depends on how long you have worked for the employer.

The employer does not have to give notice or pay your regular wages for the notice period if you refuse to work out the notice period, quit, or are fired for a 'just cause' like stealing.

You must get all wages, annual and public holiday pay owed to you within 14 days of leaving the job.

## 11. **What if I have a labour standards problem?**

1. **Document everything** – Keep your pay stubs and records of the hours worked to help clear up disagreements.
2. **Know the rules** – Contact the Branch or read our *Rights and Responsibilities* booklet to get the facts straight.
3. **Be polite** – Politely discuss your concerns with the supervisor. Be diplomatic and use positive problem solving techniques.
4. **File a complaint if you can't resolve the problem** – Phone the Labour Standards Branch toll free at: 1-800- 1-800-667- 1783, visit our website at: [www.aeel.gov.sk.ca/lis](http://www.aeel.gov.sk.ca/lis) or contact your nearest Branch office.

## 12. **What if I have a health and safety problem?**

Go to: [www.aeel.gov.sk.ca](http://www.aeel.gov.sk.ca) for more information about the law and safety. If you need help with a safety concern, call the local office of Saskatchewan Occupational Health and Safety (listed in the blue pages of your phone book) or toll-free at 1-(800) 567-7233. Visit [www.worksafesask.ca](http://www.worksafesask.ca) for information about health and safety issues in your industry.

### **Note**

This publication is not a legal document. The original Act and Regulations should be consulted for all purposes of interpretation and application of the law. See the Queen's Printer's website at [www.qp.gov.sk.ca](http://www.qp.gov.sk.ca). This fact sheet is not copyrighted. You can copy and share it with others in your workplace!

# Informational Handout

Ready For Work

## The Occupational Health and Safety Act (Minimum standards for healthy and safe workplaces)

### You have the right to know ...

about the hazards at work and how to protect yourself. If your employer doesn't tell you, ask. Whenever you begin a new job or are given new tasks in your present job, you must receive training.

### You have the right to participate ...

in finding and resolving health and safety concerns in the following ways:

- tell your supervisor right away when you see any unsafe conditions or faulty equipment;
- participate in an occupational health committee (if there are 10 or more workers in your workplace); or
- talk to your health and safety representative (in moderate to high-hazard workplaces with five to nine workers).

### You have the right to refuse ...

work you believe is unusually dangerous to yourself and others. If you are unsure of how to safely do a task, stop and talk to your supervisor.

There are steps to follow when you refuse work. Your supervisor or occupational health committee will have information about how to exercise your right to refuse. An employer cannot fire you for refusing unsafe work.

### You have responsibilities ...

for health and safety in the workplace, such as to:

- participate in workplace health and safety training;
- follow safe work practices and procedures;
- use and take care of safety gear properly;
- not participate in harassment;
- report health and safety concerns to your supervisor; and
- ask questions if you are unsure how to do something safely.

As a new worker, you might not feel comfortable asking a lot of questions. If you don't ask questions and your employer doesn't train you to work safely, you won't be aware of the risks and will be more likely to be injured.

## How to contact Occupational Health and Safety

### Regina

Toll-free in Saskatchewan: 1-800-567-7233  
local: (306) 787-4496  
fax: (306) 787-2208  
6th Floor, 400-1870 Albert Street  
S4P 4W1

### Saskatoon

Toll-free in Saskatchewan: 1-800-667-5023  
local: (306) 933-5052  
fax: (306) 933-7339  
851-122-3rd Ave. N.  
S7K2 H6

### Web sites:

www.oshs.gov.sk.ca  
www.worksafesask.ca

## Ready for Work

Labour Standards and  
Occupational Health and Safety  
... in Saskatchewan Workplaces



Reach the  
**Ready for Work Program**  
at our toll free number:  
**1-877-419-3510**

Saskatchewan  
Ministry of  
Advanced Education  
and Employment  
12007

# Informational Handout

## The Labour Standards Act (Minimum standards for fair workplace practices)

### Who is covered

The Act applies to most employees and employees in Saskatchewan. Some employees are not covered, such as traditional farm workers, employees who work in jobs covered by the federal Canada Labour Code, and occasional 'baby' sitters.

In Saskatchewan, The Labour Standards Act sets the rules for your rights and responsibilities for fairness in the workplace around . . . .

### Minimum wage

The minimum wage is the amount per hour that employees can be paid (see schedule below).

### Minimum call-out

Each time you are required to report for work (other than for overtime), even if there is no work for you, you get a minimum call-out pay of three times the current minimum wage or your wages for the hours worked, whichever is more. Students in grade twelve or lower are exempt from minimum call-out pay during the school term.

Minimum Wage and Minimum Call-out Pay Schedule

Date	Minimum Wage	Minimum Call-out
January 1, 2008	\$8.25	\$24.75
May 1, 2008	\$8.50	\$25.50
May 1, 2009	\$9.25	\$27.75

### Overtime pay

Most employees earn overtime pay after working for more than eight hours a day or 40 hours a week. Managers are exempt from overtime pay.

In a week with a public holiday, you get overtime pay after working 32 hours (not including hours worked on the public holiday). Some employers may have permission from the Director of Labour Standards to vary the overtime rule.

**Public (statutory) holiday pay**  
Saskatchewan has 10 public holidays every year: New Year's Day, Family Day, Good Friday, Victoria Day, Canada Day, Saskatchewan Day, Labour Day, Thanksgiving Day, Remembrance Day, and Christmas Day.

You get paid for these 10 public holidays, even if you work part-time. Public holiday pay for most employees is 1/20th (5 per cent) of their regular wages earned in the four calendar weeks before the holiday. In addition, you get one and a half times your regular wage rate for all hours worked on the public holiday.

### Annual holidays (vacations)

Employees are entitled to three weeks of annual holidays after working one complete year with the same employer. Employees are entitled to four weeks of leave after completing 10 years with the same employer.

### Annual holiday pay

All full-time, part-time, casual, temporary, and seasonal employees (including those who have not worked a full year) get annual holiday pay. Annual holiday pay is calculated by multiplying your total wage by 3/52nds (about 6 per cent).

### Deductions from pay cheques

The employer can only make deductions from your pay cheque that are allowed by law (such as Canada Pension Plan, Income Tax, Employment Insurance) or are for voluntary purchases. Cash shortages, and the cost of broken or damaged goods cannot be deducted from your pay cheque without a court order.

### Uniforms in restaurants, hotels, schools, hospitals, and nursing homes

If you work in these workplaces and are required to wear a uniform, your employer must provide, repair, and launder the uniform at no cost to you. Clothing that you would be expected to have in your closet, such as a white shirt/blouse and dark pants or skirt, is not a uniform.

### Meals and coffee breaks

When working six hours or more, you get a 30-minute unpaid meal break within every five hours of work. Your employer does not have to provide coffee breaks. If coffee breaks are provided, you must be paid for the breaks.

### Dismissals and lay-offs

If you are laid-off or dismissed, you may be entitled to notice or pay in lieu (instead) of notice. The amount of notice or pay you would get depends on how long you have worked for the same employer. You must work for the same employer for three months or more to become entitled to written notice or pay in lieu of notice.

### Work Schedules

Your employer must give you notice of when your work begins and ends for at least a one-week period. Unless there is an emergency, your employer must also provide at least one week's notice of a change in your schedule.

If you work in a restaurant, hotel, school, hospital, or nursing home, your employer must confine the hours you work to a period of 12 hours in any one day and must not require or permit you to work more than two shifts in that time period.

## How to contact Labour Standards

In Regina, call: 787-2438  
Call toll free: 1-800-667-1783  
Visit our website: [www.aeel.gov.sk.ca](http://www.aeel.gov.sk.ca)  
Or, contact your nearest

### Labour Standards Office

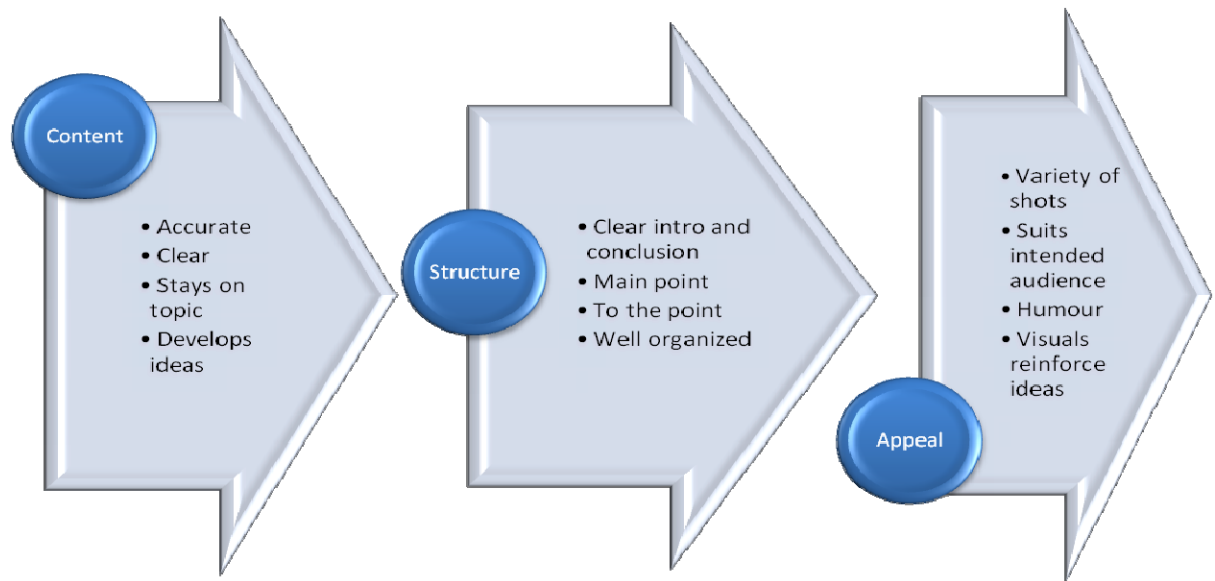
<b>Edmonton</b> 1302 - 3rd St. 5A4 2V6 637-4572	<b>La Ronge</b> Rm # 2400 Mistawik Place 1328 LaRonge Avenue P.O. Box 5000 LaRonge, Sask. S0J 1L0 425-4580 446-7491	<b>Saskatoon</b> 122 - 3rd Ave. N. S7K 2H6 933-5042	<b>Yorkton</b> 120 Smith St. E. S9N 3V3 786-1390
<b>North Battleford</b> 326 - 1146 102nd St. S9A 1E9	<b>Regina</b> 400-1870 Albert St. S4P 4W1 787-2438	<b>Swift Current</b> 380 Cheadle St. W. S9H 4G3 778-8246	<b>Swift Current</b> 380 Cheadle St. W. S9H 4G3 778-8246
<b>Prince Albert</b> 800 Central Ave. S6V 6Z2 953-2715	<b>Moose Jaw</b> 110 Ominica St. W. S6H 6V2 694-3737		





## How to Find a Good Video

When you recommend a video about a topic, you are showing that you understand the information, know what is the most important, and can tell how well the video communicates it. Here are some characteristics that you are looking for.



When you find your good video, type a short document to your teacher with the following information:

1. Name of the video
2. Who made the video
3. Link to the video
4. What topic this video is about
5. How you can tell it is a good video for this topic (remember to include examples to prove you are right).

# Instructions for Building a Photostory

## Using Microsoft Photostory 3

David Jakes  
Instructional Technology Coordinator  
Community High School District 99  
Downers Grove, IL 60563

**PREP:** On your machine, or network drive, create a folder or directory, and name it appropriately. All images, music and Photostory 3 files will be stored in this folder. This tutorial assumes you have located the images you will use to create your digital story.

### STEP 1:

1. Open Photostory 3.
2. Select “Begin a New Story”
3. Click Next.



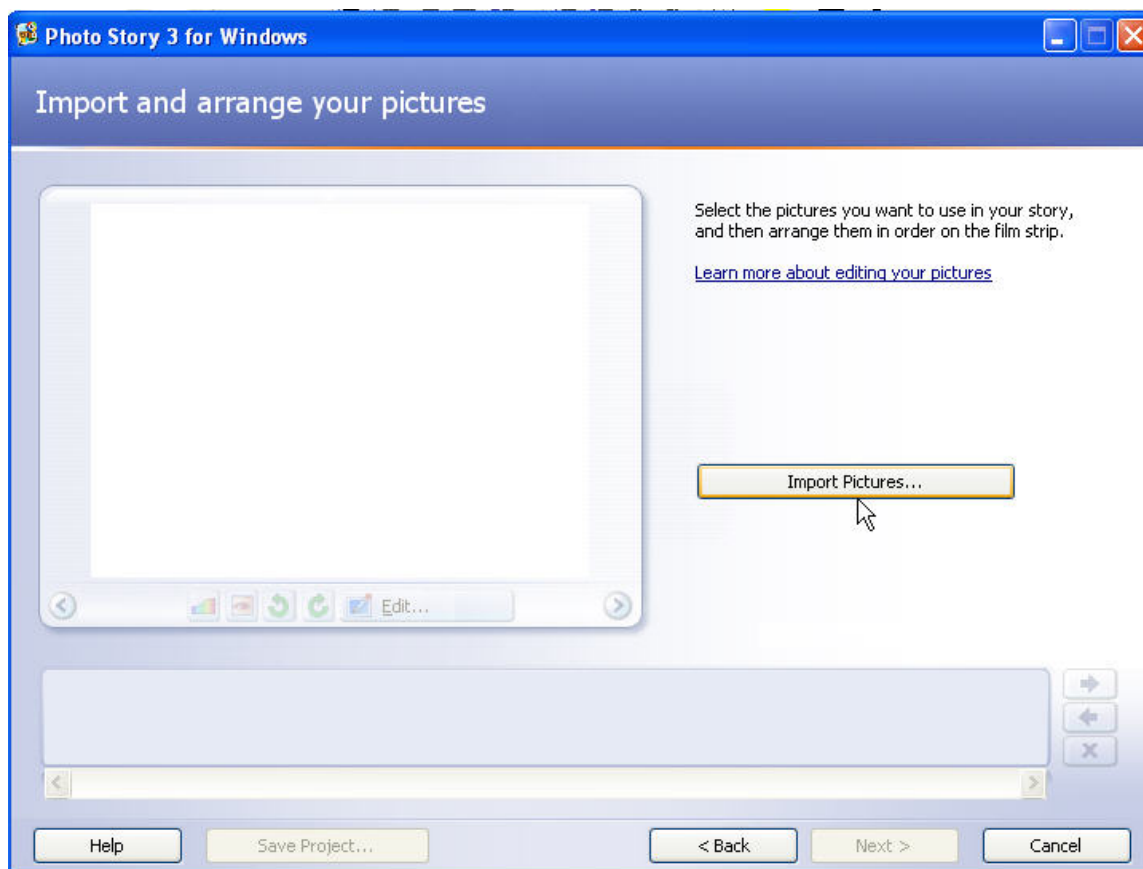
This step also allows you to edit a previously made story or play a story.

## STEP 2: Import and arrange your pictures

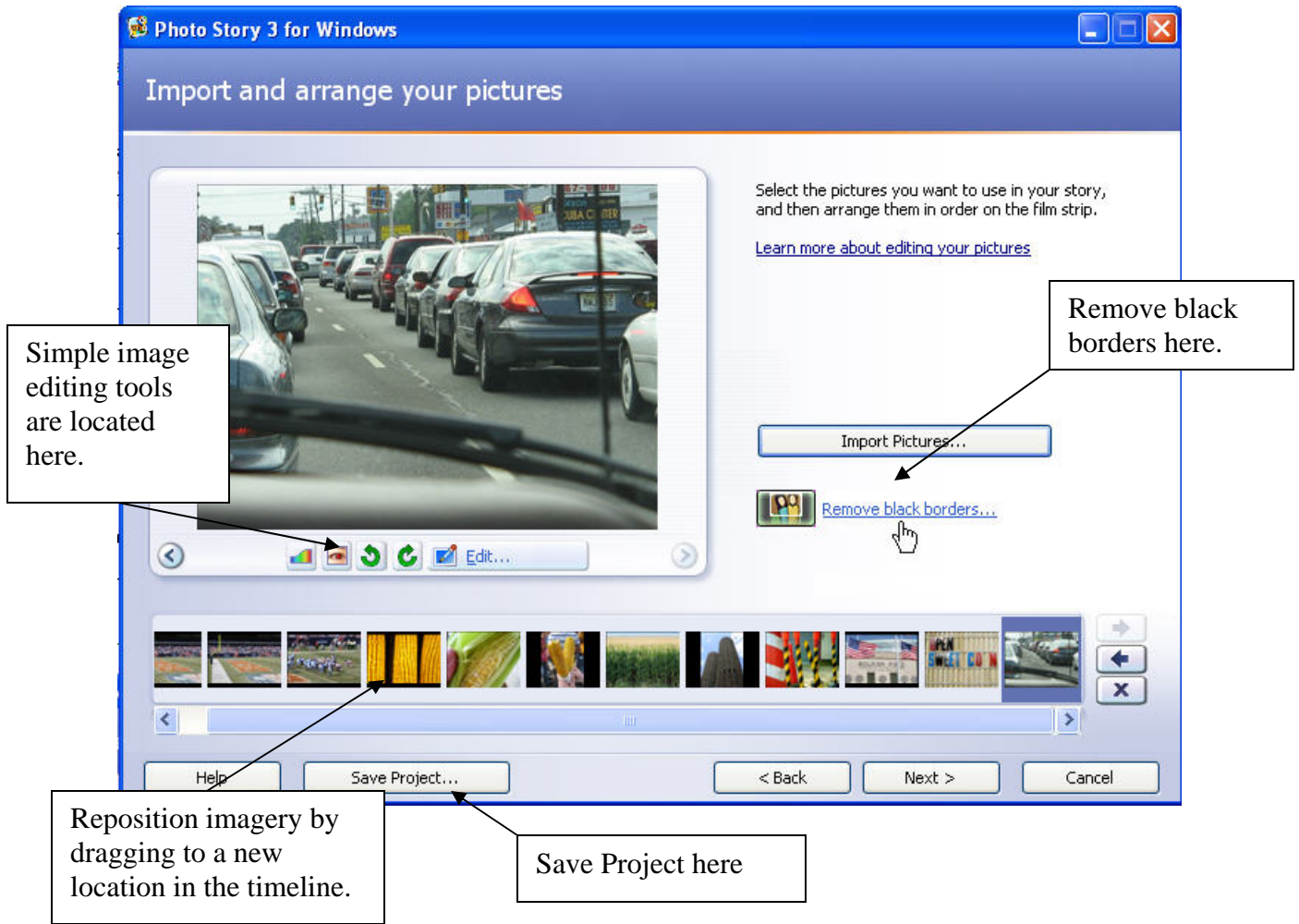
Things you can do: import images, remove black borders, rotate imagery, simple photo editing.

1. Click Import Pictures. Locate the folder where your images are located. If you have not found images, visit <http://www.jakesonline.org/websearching2.htm> to access a list of search tools that can be used to locate digital imagery.
2. Click on your first image. Hold the shift key down. Click on the last image-this will select all images. To select images non-sequentially, hold the control key down and select. Click OK once selected. The images will now load into the timeline.
3. To reorder your images, click and drag and reposition in the timeline.

NOTE: you can always add other imagery by repeating step 2 above.



4. **OPTIONAL:** Once the order of the images have been determined (this may be predetermined in a storyboard), you may wish to remove the black borders of your images. Click Remove Black borders. Click Yes to All. Click OK.



### Editing Effects: Rotate and Crop, Auto Fix and Add Effect

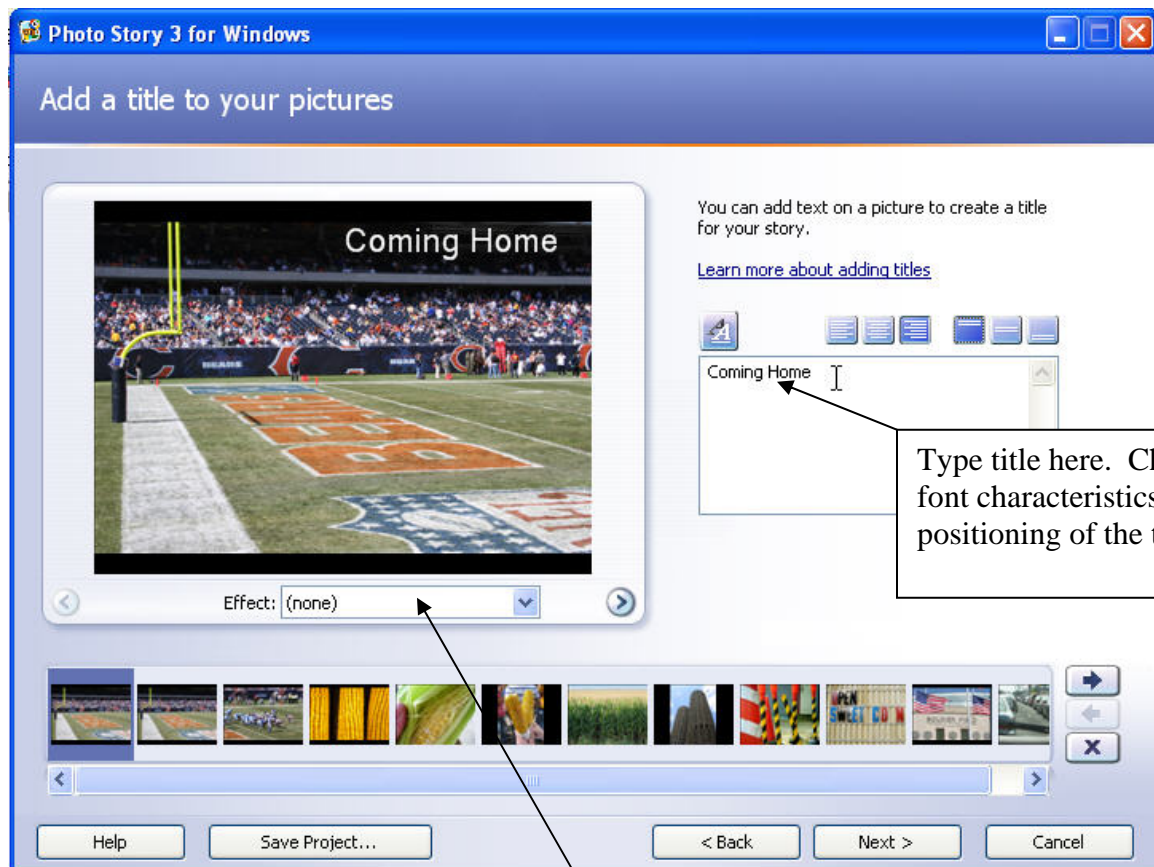
**Add Effect:** None, Black and White, Chalk and Charcoal, Colored Pencil, Diffuse Glow, Negative, Outline-Black, Outline-Grey, Sepia, Washout, and Water Color.

5. **SAVE EARLY SAVE OFTEN!!!** At this point, save your file. Save it to the folder created in the Prep step above.
6. Click Next.

### STEP 3: Add a title to your pictures

Things you can do: add titles and add effects to your imagery.

1. Click on the slide you wish to add text tool. Type your title into the window and use the various tools to change the font, font color and the positioning of the title on the slide.
2. Click Next.



Effects can also be accessed here. Click on the arrows to move through the slides to add text to any image.

You may wish to add text to slides to create an additional effect. Also consider adding a black image at the beginning of the digital story to hold the title. Creating a black image would need to be created outside Photostory 3 with a graphics editing program OR accessing <http://www.jakesonline.org/blankslices.htm> and right-clicking on the links and choosing Save Target As....

## STEP 4: Recording Your Voice-over (Narrate your pictures) and Customizing Motion

Things you can do: add narration to each individual slide, customize motion by adding transitions, pans and zooms, set the amount of time for each image, and preview your movie.

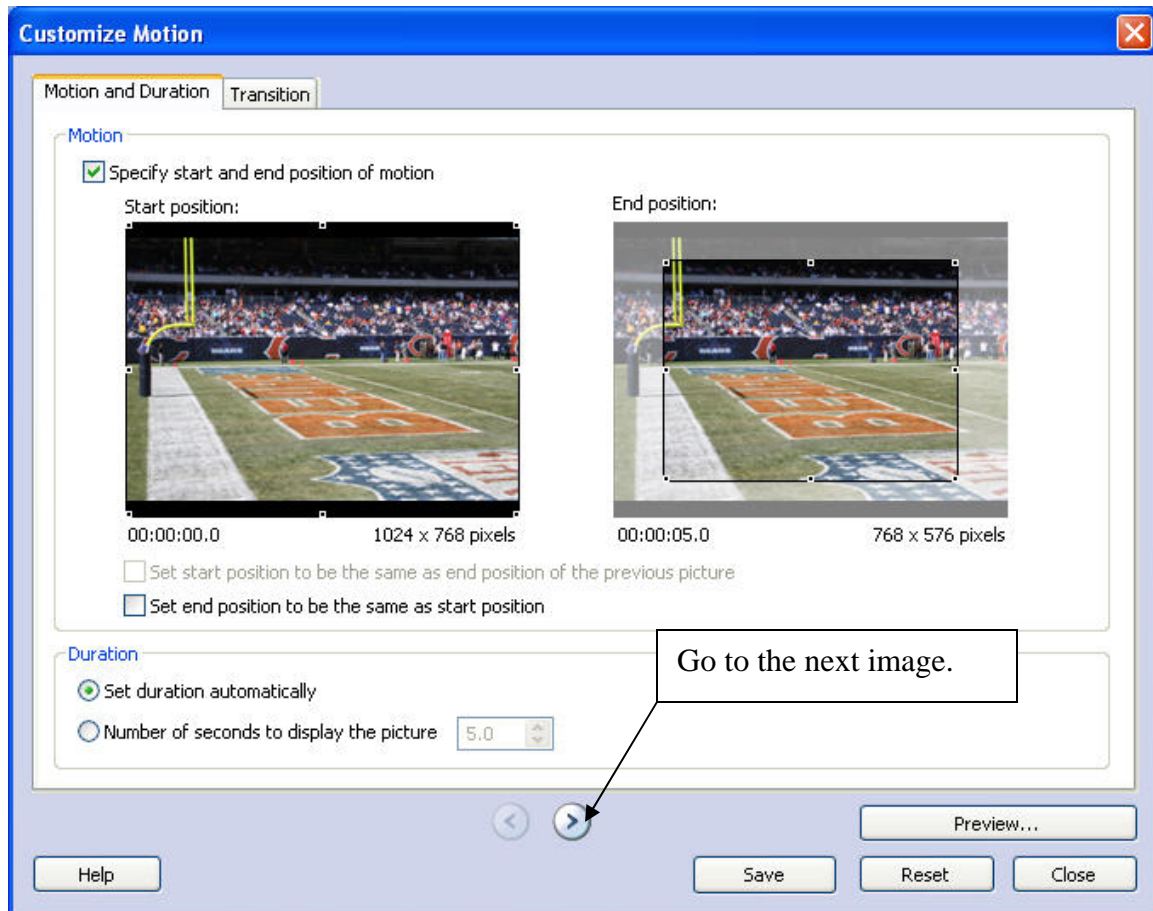
**SET UP:** To record sound, insert your microphone into the appropriate ports in your computer. Configure the microphone and sound level by running the Sound Hardware Test Wizard.

1. Select the image you want to record sound on.
2. Click on the record sound button.
3. Record your narration. Click on the stop button.
4. Test your voice-over by selecting the Preview button
5. If acceptable, repeat steps 1-4. If the voice over needs to be redone, remove the voice over by clicking on the appropriate button and following steps 1-4.



## Customizing Motion

1. Click on the image in the timeline you wish to work with.
2. Click on the Customize motion button directly below the picture



3. The program defaults to the motion and duration tab. This allows you to determine pans and zooms.
4. Click the Specify start and end position of motion. The images in the Start position and the End position will have handles appear. Use the handles to position the images for the desired effect. In the example above, when this image appears in the movie, it begins as a large image and zooms inward upon completion of the image in the movie.

Additional options:

*Set start position to be the same as end position of the previous picture.* This will allow for smooth transitions between the images.

*Set end position to be the same as the start position.* Use this effect to have no change throughout the time the image is displayed in the digital story.

*Number of seconds to display the picture:* overrides the automatic feature above, allows for more specific user control of image display.

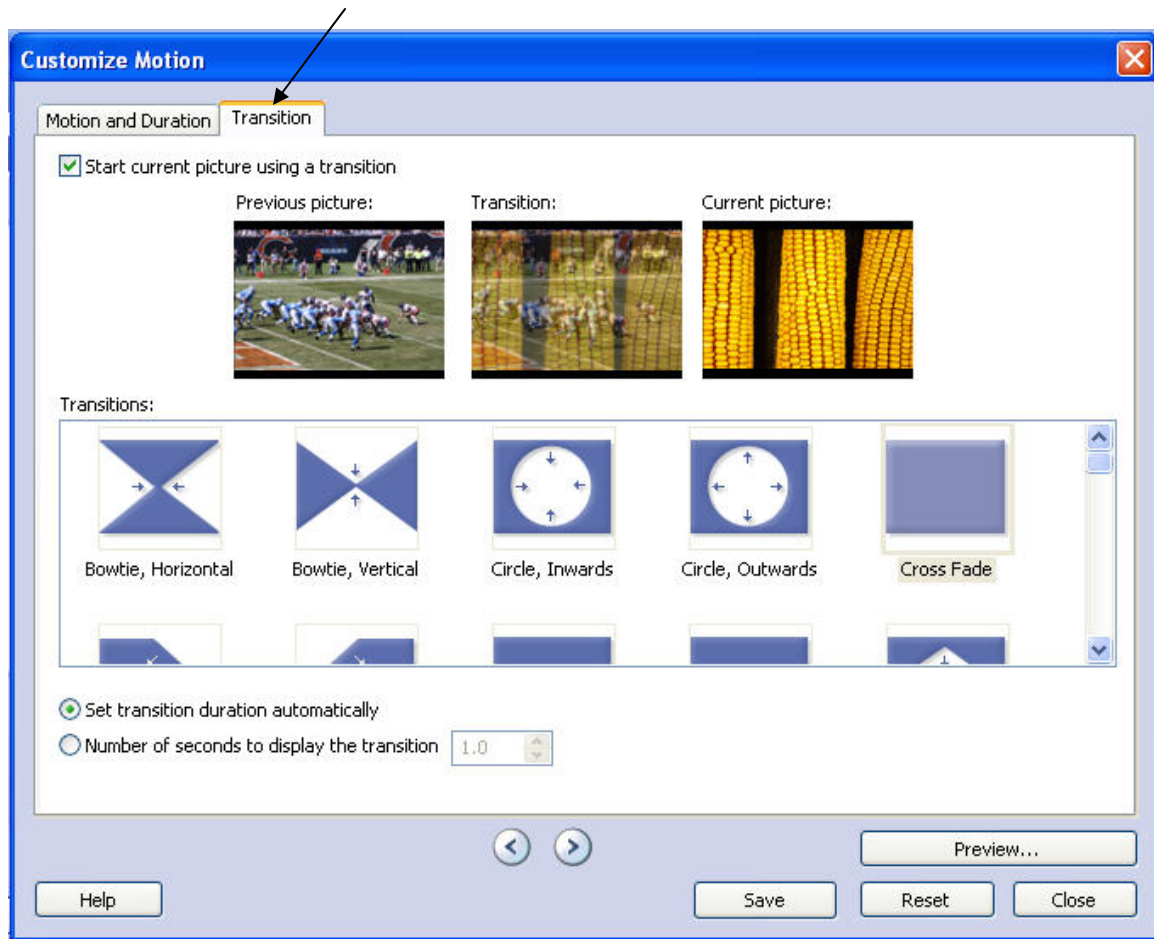
5. Preview the effect
6. Save the effect. NOTE: this is a save function just for this image effect it does not save the project.
7. Use the arrows to migrate to the next image.

**Transitions:**

**NOTE 1: Cross dissolve is the default function**

**NOTE 2: Just because you can does not mean you should.**

1. Click the Transition tab across the top.

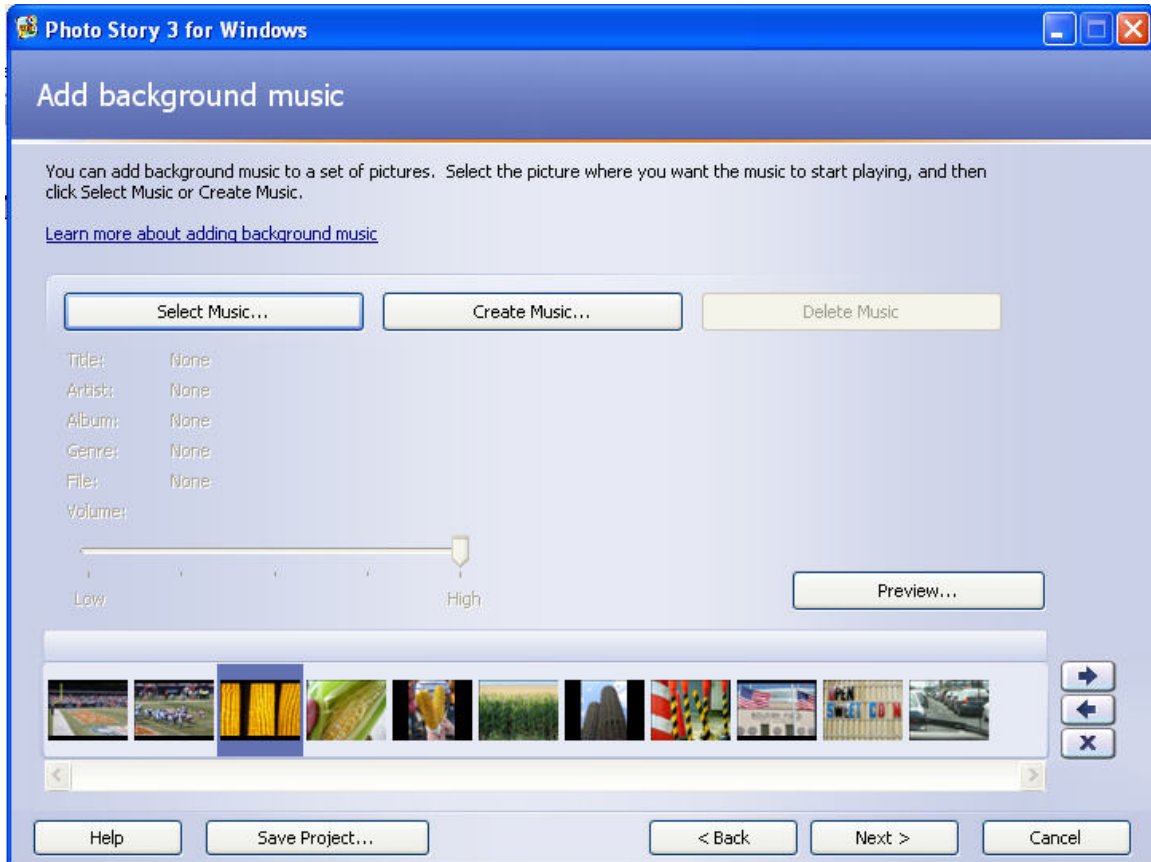


2. The program displays the previous picture and the current picture with the effect between it.
3. Use the scroll on the right side of the window to select the transition and preview. Use the arrows below the time display to migrate from picture to picture.
4. Click Save (again, saves the transition effect to the slide and not the file itself) and then Close if you are done.
5. Repeat as necessary.



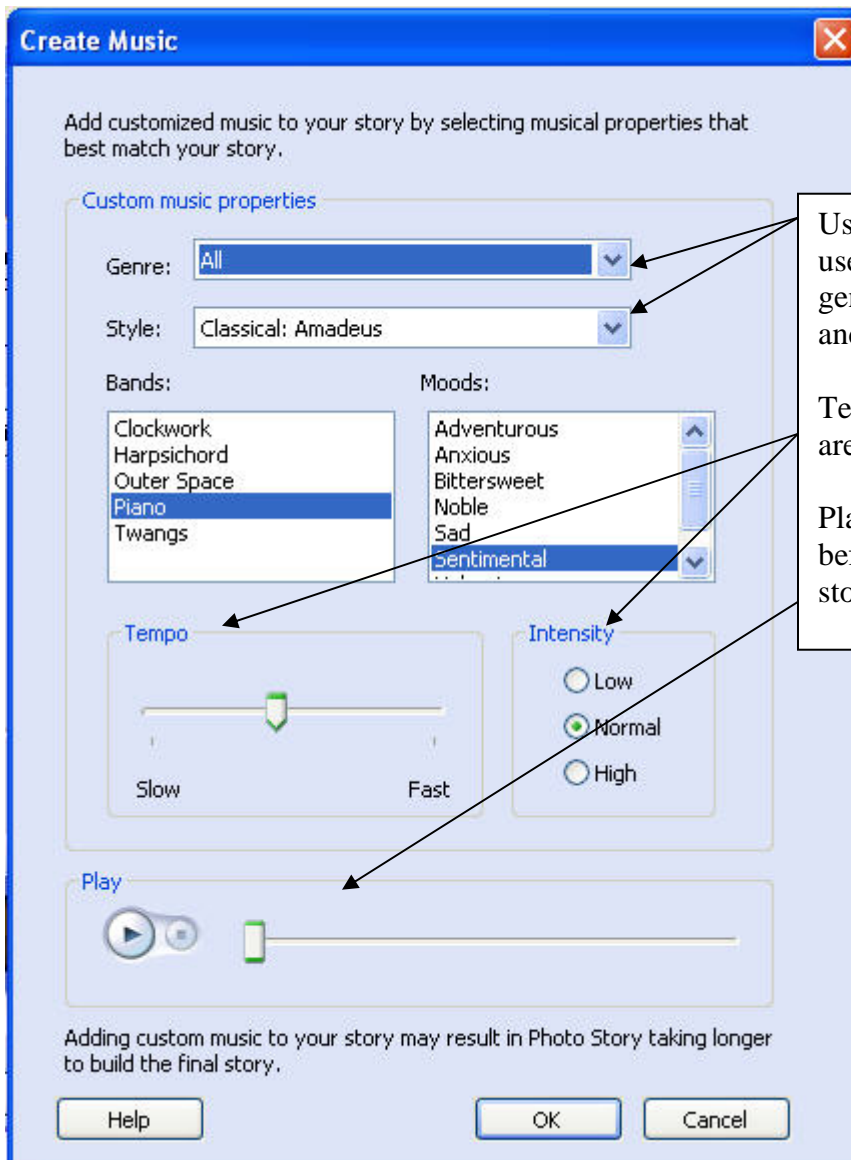
## STEP 5: Add background music

Things you can do: add background music.



1. Click either the Select Music button or the Create Music button. The Select Button enables the user to select mp3 files created or downloaded from a source outside of Photostory. The Create Music button enables the user to take advantage of the onboard music of Photostory 3.
2. For our purposes, we will use the Create Music button to add music.

**NOTE:** mp3 music files can be obtained at [freeplaymusic.com](http://freeplaymusic.com) or [ccmixter.org](http://ccmixter.org). Files from freeplaymusic can be used royalty free.

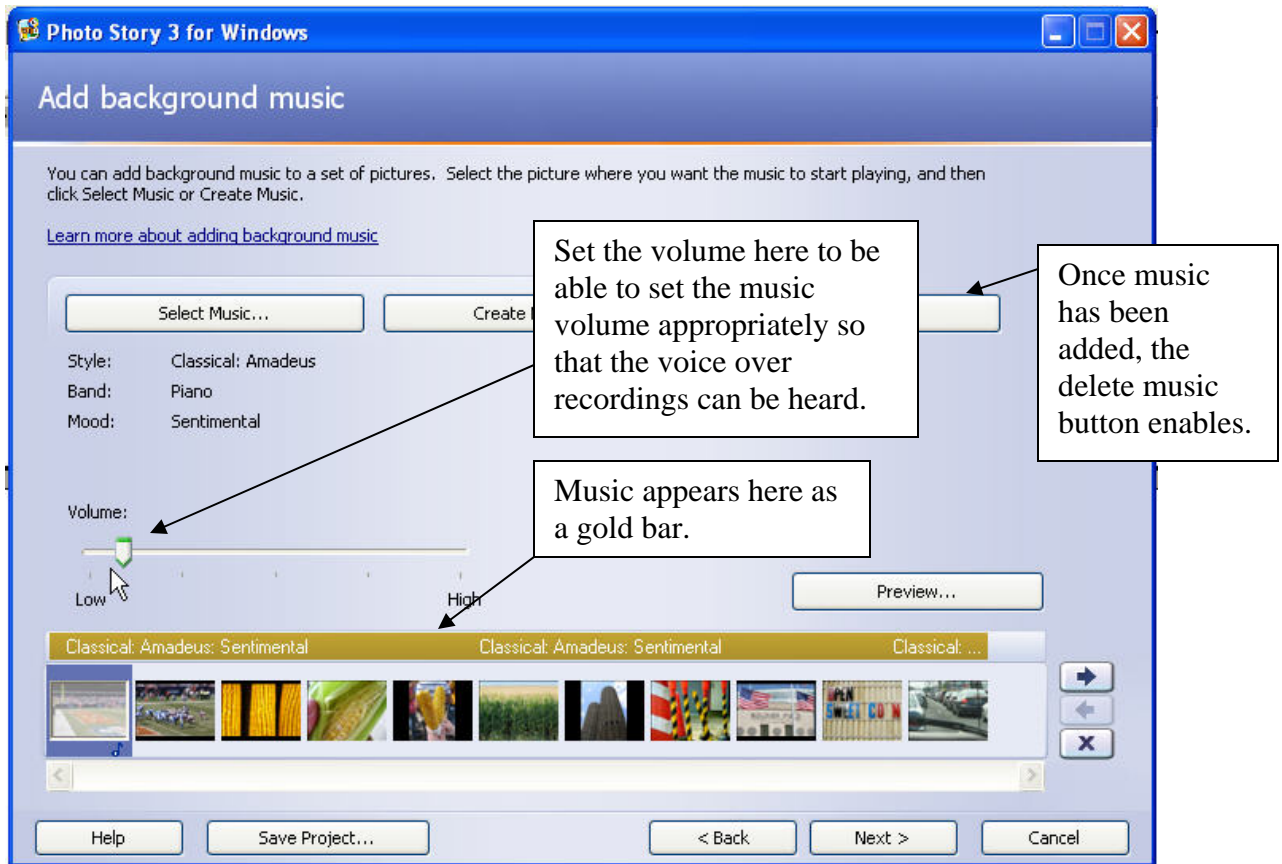


Using the pull-down menus, users can select from different genres, different styles, bands, and moods.

Tempo and intensity controls are also available.

Play to preview the music before including it in the digital story.

3. Play to preview the music. If you like it, click OK.
4. The music will now load into the track.
5. Be sure to reduce the volume of the music track. See next image on next page.
6. Go next.

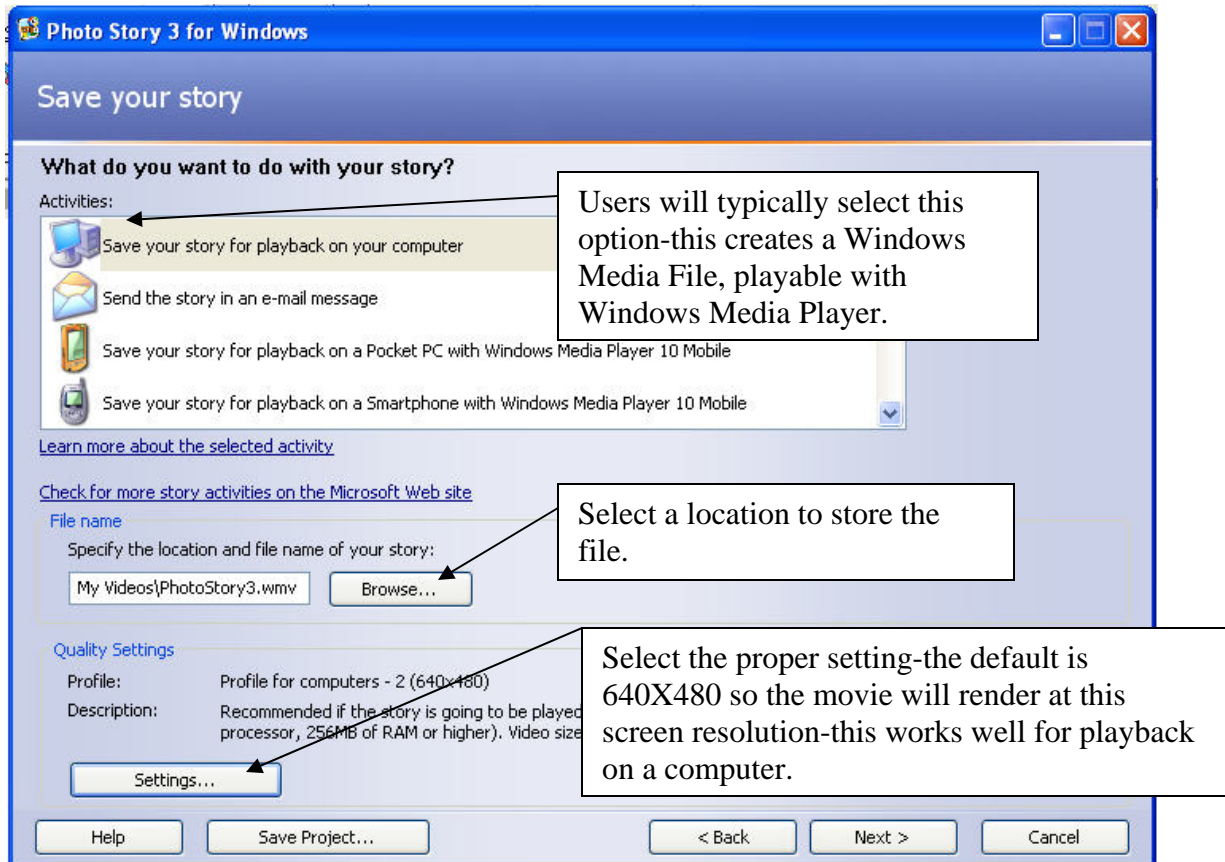


To add more than one music track, select another image in the timeline and repeat the above process. The second track will appear in green. NOTE: Photostory 3 will drop the level of the first music track to transition to the second music track.

**Go to the next page to finish your movie.**

## STEP 6: Save your story

Things you can do: complete your movie



You may wish to render the movie as a 320X240 file if your intent is to post the movies online.

1. Select the location of the completed movie.
2. Click next. Photostory builds your movie.
3. Click view your story.

***Congratulations!!! You now have a completed digital story.***

# TEN MINUTE ACTIVITIES



## Career Cruising

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

Every week there are new careers highlighted in Career Cruising. Students could complete this on their own, or if computer access is a problem, log onto Career Cruising on your classroom computer and project the questions with your data projector. If students are finished early in the class, you could also give them this little assignment.

There are five questions with answers regarding careers. If students have a computer, they could research the highlighted career and answer the questions on the right side of the chart. The teacher could share the correct answers later on.

Weekly Career Quiz	
Date _____  1. A B C D E 2. A B C D E 3. A B C D E 4. A B C D E 5. A B C D E	Career of the Week _____ Skills Education required \$ Reflection- What aspects of this career suit you?
Date _____  1. A B C D E 2. A B C D E 3. A B C D E 4. A B C D E 5. A B C D E	Career of the Week _____ Skills Education required \$ Reflection- What aspects of this career suit you?
Date _____  1. A B C D E 2. A B C D E 3. A B C D E 4. A B C D E 5. A B C D E	Career of the Week _____ Skills Education required \$ Reflection- What aspects of this career suit you?

# Activity

<i>Weekly Career Quiz</i>	

## Conversation Starters

What is the dirtiest job you can think of?

What is the scariest job you can think of?

What job would you not do for \$100,000 a year?

What job do you respect the most?

What job do you respect the least?

What job can you do with a grade 8 education?

What jobs can you not do with a grade 10 education?

What is more important - your work or your leisure?

What is more important your work or your family?

What three things would you be willing to give up for a fulfilling family life?

If you could pick an occupation for a parent, what would you pick and why?

What is more useful - volunteer time or leisure time?

What does your role in your family have to do with success in the workplace?

What is your pet peeve when dealing with the public?

What makes a perfect boss?