

**Big Idea:** Why is it important to know one's self when preparing for a job?

# **Program Planning: Preparing for a complex and changing world.**

Grade 9- Learning strategies Skills for  
Success in Secondary Schools

“As technology continues to impact our lives, workers in today’s ever-changing labor market need to be prepared with skills to adapt and succeed in the workplace.”

Daniel Burrus, “Flash Foresights”, <http://bigthink.com>



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## Targeted Strands

### Learning Skills

In this strand, students develop learning and thinking skills and strategies. They discover how to manage their own learning and acquire knowledge and skills that they can transfer to a variety of situations related to learning, work, and daily life. Along with literacy and numeracy skills, they develop the habits and skills they need in order to become self directed, lifelong learners.

**Tasks:**  
- research task  
- extensions, collage  
- portfolio building

### Personal Knowledge and Management Skills

In this strand, students develop their ability to describe and assess their personal strengths and interests, and to use their knowledge of themselves to help them focus on education, career, and life goals. Students learn the components of effective decision making and apply them to develop plans, act on those plans, and evaluate and modify those plans as required. Students also develop the personal-management skills needed for success in work, learning, and life.

**Tasks:**  
- Opener task  
- video reflections  
- mock interviews  
- resumes  
- portfolios

### Interpersonal knowledge and Skills

In this strand, students develop the knowledge and skills necessary for effective communication, teamwork, and leadership. They learn how to get along with others at school, in the workplace, and in the community. They learn about the importance of understanding diversity and respecting others, and they become actively involved in contributing to their communities.

**Tasks:**  
- Opener task  
- mock interviews

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## The Task: "Make Me An Offer"

- ❖ Students will conduct research into what jobs are currently offered in their community to students aged 14 to 19 years old and prepare a portfolio for a target job of interest. Within this portfolio, students are to include a resume, covering letter, a graphic organizer that identifies requirements for the job. Part of the assessment will involve students holding mock interviews and extensions/integrations include producing a collage that best describes their characteristics, strengths and areas to improve upon.
- ❖ Guidance Counselor is urged to share this lesson plan with colleagues in Art and in English in order to best assess what respective skills (e.g., resume writing, collage building, principles of design) need to be evaluated, taught and reviewed.
- ❖ This culminating task is to allow students to demonstrate the following:

- ✓ apply knowledge of their personal skills and learning strengths to develop strategies for success in secondary school
- ✓ identify and describe personal-management skills required for success, and explain their use to help maximize learning
- ✓ demonstrate the use of personal-management skills and strategies to enhance learning.



**Time Requirement:** 6-8 periods of 75 minutes each

### Prior Knowledge:

To complete this task, students needed to have prior knowledge or skills related to the following:

- provide clear answers to questions and well-constructed explanations or instructions in classroom work
- listen attentively to organize and classify information and to clarify thinking
- create media works of some technical complexity
- make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience
- formulate questions to guide and analyse research on economic influences and relationships (e.g., Where would be the best place to start a new industry in Canada? How have the types of industries in Canada changed since the nineteenth century? How has technology changed a specific industry? - from the Grade 8 Curriculum, Geography)
- locate relevant information from a variety of primary and secondary sources (e.g., primary sources: surveys, statistics, interviews, field studies; secondary sources: maps, illustrations, print materials, videos, CD-ROMs, Internet sites)
- communicate the results of inquiries for specific purposes and audiences, using computer slide shows, videos, websites, oral presentations, written notes and reports, illustrations, tables, charts



### *Target Specific Expectations:*

- create a personal profile of their competencies and interests, and explain how these affect their attitude towards learning
- identify their learning styles, personal qualities, and learning challenges by analysing their past experiences, both successful and unsuccessful
- identify their personal-management skills (e.g., time management, organizational skills, punctuality, reliability) and describe how they affect learning performance
- produce an action plan for improving personal-management skills that identifies personal strengths, challenges, and steps for improvement
- use personal-management skills (e.g., prioritizing tasks, being punctual, completing assignments) to improve learning in different environments (e.g., classroom, school, workplace, community)

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**Note:** this task would support the prior knowledge and skills expected for students once they enter Grade 10 as students must have the skills relating to the following:

- understand the impact of current and projected workforce trends
- understand job search procedures
- be knowledgeable about the role of self-assessment tools in an effective job search
- be able to write for a specific audience and purpose
- prepare a bibliography or list of sources used

# Teacher Package

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## Break-down of sub-tasks:

### I. Introduction

**Materials:** document camera, sticky notes, graphic organizing software, blank paper (if needed)

**Opener:** The purpose is to define differences amongst the class, weighing the pros and cons of these differences, and to reflect upon on the social implications of being “different” or unique.

1. Before students enter the classroom, have the words “different” and “special” written on a piece of paper and place the paper under the document camera. Welcome the class and ask for a definition for both terms. Record the definition under each word and compare to what a dictionary would define these words as. This is a good way to engage the students who bring their own technology to the class.
2. Students will then record 5 ways they are special and 5 ways they are different and write their responses on sticky notes or using a graphic organizer. Templates are available through Inspiration™ and SmartIdeas™ programs. Both programs allow for students to record their voices and to organize their thinking visually.
3. Inform students once they are finished (3-5 minutes) to highlight **one** of the 5 ways that best describe how they are special and different.
4. Have the students circulate around the room to share what they highlighted under “special” and “different”. Give them about 5 minutes to share to at least 5 other students. Circulate around the room and encourage students to share with students whom they normally would not converse with.
5. After this sharing time, inform the class that they will meet with their immediate elbow partner to share their items with each other AND that they are to report to the class something THEY feel best represents their partner’s “special” and “different” trait.

### **Materials:**

- writing tools, assistive technology (computer, graphic organizing software such as Smart Ideas or Inspiration software)
- sticky notes
- document camera
- blank paper
- video clips

### **CONNECT:**

Video and KWL Chart

A Flip video camera would be perfect to record student reactions!

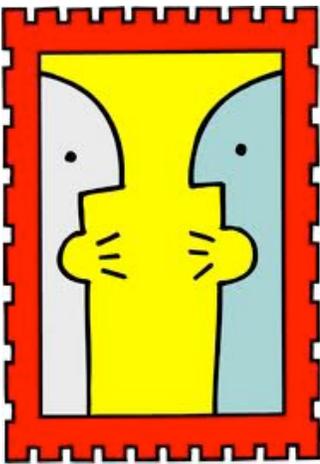


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6. Allow for presentations (oral) and collect responses under each word printed on the paper under the document camera. Ask the students if students in general would define these words in the same manner.
7. Show the short video entitled: "Why I Love My Job", that conveys the feelings and attitudes of employees who work in the Fort Wayne Children's Zoo (<http://www.youtube.com/watch?v=6gl9NfCXN0g>)
8. Lead the class in a discussion: ask if what they watched supports anything that they have defined under "special" and "difference". Then ask if they know about what is needed for a job or to be successful in a job and collect their thoughts in a KWL chart.
9. Watch the video again and have them record their thoughts about what the video reveals about applying for a job (based upon their prior knowledge gleaned from the KWL chart).
10. Divide the class into teams (4) and have them explore different media that sheds light on the range of occupations offered to people in the modern age and available to young people in search of employment (web articles, newspaper articles, video documentaries, videos can be used as resources)
11. Students are to record, in ways they feel appropriate, challenges that young people, who seek employment face (note: a culture of mutual respect and a discussion of an effective means to respond to questions must be held before any such task. Modeling ways of responding using a graphic organizer would be conducted before this activity. I would brainstorm thoughts of ways to record ideas that would encourage students to choose from a wider range than limit them to hand writing or even oral responses. **Modifications** could include working in pairs, having one student read the sample text with the other student(s) recording their responses on sticky notes.

All words and terms can be recorded on a word wall and reviewed daily.

## II. Research:



**Part A:** Students will choose from a list of job offerings determined by the guidance counselor, focusing on three to four of interest. Students are to develop a series of inquiry questions to help guide their research (10). These questions may include the following:

"What skills are needed to perform well in a job at your location?"

"What do you look for in an employee?"

"What safety measures are in place at your workplace?"

"What measures does your company take to protect the local environment? What environmental polic(ies) does your company stand behind?"

"What is your company's motto or guiding principles?"

Contact is to be made using e-mail, printed letters and phone calling. Although students may choose to use one means of communication as their principle tool, all students are required to draft a properly formatted letter, e-mail and telephone script to be used when contacting a prospective employer. Before contact is made with the employer, students will have the opportunity to share their completed work (e.g., letters) with their peers and teacher for feedback and assessment.

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**Part B** of this task would include creating a **class data wall or bulletin board** that records the individual student's research notes and responses to their inquiry questions. This data would remain on the board for the duration of the assessment task. The class, as a collective, would generate one master list of characteristics, job requirements and expectations that would help them in the development of their personal portfolios.

**Part C: Mock Interviews** (Big Idea: How can I improve my interviewing skills?)

Students will be divided in groups of four and develop a series of mock interview questions. There are several resource sites designed to outline specific questions that can be asked of a prospective employee (e.g., <http://jobsearch.about.com/od/interviewquestionsanswers/a/jobintquest.htm>) and students are encouraged to combine their own questions with those found through research. The questions will be then asked by a pair of students to one prospective employee. The students will repeat the process until all members have had a chance to assume the interview and interviewee role. Students are asked to record the responses to the questions asked by the interviewer and also to have another member of their team serve as an observer during the interview process.

**Self-Assessment:** students will be asked, orally, to reflect upon their experiences based on the following: (see rubric in BLM).

- the type of questions asked
- being interviewed by a team of interviewers as opposed to a single employer
- feedback as to the type of questions anticipated
- describe, from the perspective of the observer, the body language and overall atmosphere created for the interview. What things would you change? Keep the same?
- there are several videos available on Youtube as well as our own board media services that have student-created videos to showcase what an interview should look like and what to expect for a job interview.

### **III. Portfolio Building, role-playing and self-reflection task:**

Once the research of a particular job is performed and the information is shared with the class, students will have the opportunity to build a portfolio which will include:

- cover letter
- resume
- list of references
- graphic organizer that identifies requirements for the job as well as outline the students strengths for the job in question
- **Extension:** design a collage which will highlight personal areas of interest that may be beneficial for a prospective employer to know about the student.

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## **Extensions and Modifications:**

While each task within this package can be broadened to provide depth and breadth, all were designed to address the following in order to meet the needs of **all** learners, and are rooted in the principles of universal design learning:

- ➔ **Visual processing:**
  - range of visual aids, mediums, word walls
- ➔ **Auditory processing & Tactile Sensitivity:**
  - oral presentation and interactions with others, concrete tasks (collage building)
- ➔ **Motor Planning:**
  - recording and reporting using cameras, sticky notes, computer

In the 21st century, the business community has opened their doors to people with special needs and have worked to accommodate their unique needs.

**Specific Accommodations:** *(through consultation of a child's IEP)*

Students with needs that require extensions to their program would require teachers to employ the instructional strategies below: (from: <http://www.teachspeced.ca/?q=node/707>)

- Pretest new information to determine what information the student does not yet know.
- Compact the curriculum and offer various learning activities.
- Increase the pace of instruction for the student.
- Focus instruction on higher order thinking skills (analysis, synthesis, divergent thinking, and evaluation).
- Increase the breadth and depth of the curriculum content by involving more abstract concepts, connections and methods of learning.
- Provide leadership opportunities.
- Provide opportunities for self-directed research.
- Implement strategies recommended by board resource teachers (if involved).
- Develop and implement IEP-modified curriculum expectations

Building an assessment that would involve input from these students and to provide a range of assessment techniques is recommended not only for students who are identified intellectually gifted, but all students who face intellectually, social and emotional needs.

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## Target Achievement Chart Categories:

Targets

### Achievement Chart – Guidance and Career Education, Grades 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., terminology, vocabulary, information)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., theories, concepts, skills, processes)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., focusing research, identifying a problem, locating and gathering information, organizing an inquiry)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, reflecting, integrating, synthesizing, evaluating, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., reading process, inquiry, decision making, research, problem solving)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information (e.g., clarity of expression, logical organization) in oral, visual, and written forms (e.g., portfolios, letters, résumés, personal profiles, interviews, presentations, graphic organizers, posters, charts)	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

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Target Achievement Chart Categories:

Targets

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<i>The student:</i>				
Communication for different audiences (e.g., peers, employers, adults) and purposes (e.g., to inform, persuade) in oral, visual, and written forms	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., appropriate style for formal and informal communications, résumés, e-mails, journals, telephone calls), vocabulary, and terminology of the discipline in oral, visual, and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<i>The student:</i>				
Application of knowledge and skills (e.g., personal management, interpersonal skills, learning skills, use of technology) in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., personal management, interpersonal skills, learning skills, use of technology) to new contexts	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between self and school, the workplace, career development, the community, and post-secondary destinations)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness

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### Career Portfolio Rubric

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

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Knowledge/ Understanding</b>	few required pieces are included	some required pieces are included	all required pieces are included	all required pieces as well as extra items are included
	required pieces contain limited or minimal information	some required pieces lack complete information	required pieces contain complete information	required pieces contain rich/thorough information
<b>Thinking/ Inquiry</b>	completed reflection sheets are attached to few sections	completed reflection sheets are attached to some sections	completed reflection sheets are attached to all sections	completed reflection sheets are attached to all sections
	reflection sheets show limited evidence of thoughtfulness or insight	reflection sheets show some evidence of thoughtfulness or insight	reflection sheets show clear evidence of thoughtfulness or insight	reflection sheets show rich evidence of thoughtfulness or insight
	selections demonstrate a limited grasp of the portfolio process (i.e., purposeful collecting, selecting and reflecting on pieces)	selections demonstrate some grasp of the portfolio process (i.e., purposeful collecting, selecting and reflecting on pieces)	selections demonstrate a solid grasp of the portfolio process (i.e., purposeful collecting, selecting and reflecting on pieces)	selections demonstrate a thorough grasp of the portfolio process (i.e., purposeful collecting, selecting and reflecting on pieces)
	selections demonstrate little originality or creativity	where appropriate, selections demonstrate some originality and/or creativity	where appropriate, selections demonstrate originality and/or creativity	where appropriate, selections demonstrate a high degree originality and/or creativity
<b>Communication</b>	portfolio shows some attempt at organization (a reader has difficulty finding things)	portfolio is fairly well organized (a reader may have difficulty finding things)	portfolio is fairly well organized (a reader has little difficulty finding things)	portfolio is fairly well organized (a reader can easily find things)
<b>Application</b>	portfolio does not effectively demonstrate the student's skills, abilities, and knowledge to potential employers	some selections of the portfolio demonstrate the student's skills, abilities, and knowledge to potential employers	portfolio helps to demonstrate the student's skills, abilities, and knowledge to potential employers	portfolio effectively demonstrates the student's skills, abilities, and knowledge to potential employers

Displayed in a graphic organizer

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## Junior Workshop

### 3.2 Mock Interview Rubric

Volunteers,

Please assess your student interviewer using the guide below immediately after interviews. Feel free to be candid about the student's strengths and weaknesses. This rubric will be returned to the student and time may be provided for you to review the assessment at the end of the interview session.

Performance Area	Excellent	Good	Average	Needs Work	Comments
<b>A.) Introduction:</b>					
Provided name					
Dressed professionally					
Gave firm handshake					
Brought portfolio					
<b>B.) Content of Interview:</b>					
Answered the questions asked					
Used specific examples					
Appeared knowledgeable					
Gave extended answers					
Used professional vocabulary					
Asked appropriate questions					
<b>C.) Communication Skills:</b>					
Spoke clearly, fluently					
Made eye contact					
Avoided fidgeting					
Maintained good posture					
Paused to form questions					
Demonstrated self-confidence					
Conveyed enthusiasm					
<b>D.) Resume:</b>					
Clear information provided					
Appropriate information					
Appeared professional					
Minimal grammar mistakes					

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## References:

1. Pastore, M., (2001). "Teachers Say Internet Improves Quality Of Education.", <http://www.clickz.com/clickz/news/1710889/teachers-say-internet-improves-quality-education>
2. Grant. K., (2012). "Better Opportunities for All Learners.", <http://www.sublimelearning.com>
3. Ministry of Education Documents:
  - The Ontario Curriculum Exemplars, Grade 9 & 10, Guidance and Career Education
  - The Ontario Curriculum, Achievement Charts for Grade 9 - 12
  - The Ontario Curriculum, History and Geography, Grade 7 and 8
  - <http://juniorworkshop.wikispaces.com>
  - <http://www.teachspeced.ca>
4. Web site resources for careers:
  - <http://www.myblueprint.ca/>
  - <http://www1.peelschools.org/makingmyway/index.asp>
  - <http://careercruising.com>