Planning 10 Unit Plan:
CAREER AND EDUCATION
iPhone App – Build a Career

TEACHER’S MANUAL
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Rationale

The Planning 10 Integrated Resource Package states:

The aim of Planning 10 is to enable students to develop the skills they need to become self-directed individuals who set goals, make thoughtful decisions, and take responsibility for pursuing their goals throughout life. Planning 10 provides opportunities for students to

- plan for successful learning the Graduation Program
- explore a wide range of post-secondary education and career options
- think critically about health and decisions
- develop financial literacy skills related to pursuing their education and career goals
- begin planning for their transition beyond secondary school

Prescribed Learning Outcome – Education and Careers

Specifically, PLO’s for the Career and Education section of the IRP are:

- **Personal Interests and Attributes**
  - relate personal attributes and interests to education and career planning

- **Post-Secondary Education and Training**
  - compare a variety of post-secondary and training institutions and programs

- **Labour Market Information**
  - relate labour market information (e.g., types of employment, required skills and education, salary range) to careers of interest

- **Job Seeking and Job Keeping**
  - demonstrate an understanding of employability skills (e.g., communication, problem solving, teamwork)
  - demonstrate job-seeking skills (e.g., employment searches, writing resumes, and cover letters, preparing for job interviews)

- **Employment Standards and Workplace Safety**
  - demonstrate an awareness of the legal rights and responsibilities of employers and employees
  - analyse practices associated with work-related risk reduction and injury prevention (e.g., safety training, hazard recognition, risk management, communication)

- **Support Networks and Resources**
  - identify support networks and resources for pursuing their education and career goals (e.g., family, school, and community resources)

- **Transition Plan**
  - develop a personal education and career plan to support the achievement of education and career goals
The Essentials…

Teacher Objectives

- To create an interactive learning experience for students
- To create a fun and safe classroom environment for students
- To assess the effectiveness of lesson plans by classroom and homework activities
- To expose students with different career and post-secondary options
- To encourage discussion surrounding the topic of education and careers
- To assist students in planning their goals and objectives after high school

Activities

- iPhone app quizzes
- Discussion
- Group presentation
- Facebook discussion group

Questions

- What is the future of job prospects in BC?
- What careers are most suitable for you?
- What type of education/training will you need?
- What are your skills and interests?
- What “hot job” are you most likely to explore?

Materials

- iPhone and “Build a Career” app
- Computer, internet access and projector
- Worksheets/handouts (student package)
- Ensure students have Facebook account

Key Concepts

- Personal attributes
- Career exploration
- Salaries
- Post-Secondary
- Job prospects
- Transition Plan
- Labour market
- Employment standards/workplace safety
- Networking
- Hot jobs
- Resume

Projects

- Workbooks
- iPhone app (quiz)
- Powerpoint presentation
- Portfolio
- Facebook discussion

Assessment

- Rubric
- Participation on workbook
- Quiz score (iPhone app)
- Discussion on Facebook
- Charts

Definitions

- Career management
- Career sectors
- Credentials
- Employability skills
- Graduation Transitions
- Labour Market Information (LMI)
<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal attributes</td>
<td>Experience Tree iPhone app-create avatar</td>
<td>Log discussion on Facebook group or worksheet</td>
</tr>
<tr>
<td>2</td>
<td>Hot jobs</td>
<td>iPhone app-pick 1 hot job that would be desirable fill out chart</td>
<td>Log discussion on Facebook group or worksheet</td>
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<tr>
<td>3</td>
<td>Employment Sectors</td>
<td>iPhone app-pick 1 sector that would be desirable fill out chart</td>
<td>Log discussion on Facebook group or worksheet</td>
</tr>
<tr>
<td>4</td>
<td>iPhone Quiz 1</td>
<td>Complete Quiz 1-fill out chart</td>
<td>Log discussion on Facebook group or worksheet</td>
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<tr>
<td>5</td>
<td>iPhone Quiz 2</td>
<td>Complete Quiz 2-fill out chart</td>
<td>Log discussion on Facebook group or worksheet</td>
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<td>6</td>
<td>iPhone Quiz 3</td>
<td>Complete Quiz 3-fill out chart</td>
<td>Log discussion on Facebook group or worksheet</td>
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<tr>
<td>7</td>
<td>iPhone Quiz 4</td>
<td>Complete Quiz 4-fill out chart</td>
<td>Log discussion on Facebook group or worksheet</td>
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<tr>
<td>8</td>
<td>Post-Secondary</td>
<td>Discuss post-secondary fill out compare/contrast</td>
<td>Log discussion on Facebook group or worksheet</td>
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<td>9</td>
<td>Resumes/Interviews/Workplace standards</td>
<td>Resume and cover letter workshop-research standards</td>
<td>Log discussion on Facebook group or worksheet</td>
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<tr>
<td>10</td>
<td>Resumes/Interviews/Workplace standards</td>
<td>Finish up lesson allow students to work on presentations</td>
<td>Log discussion on Facebook group or worksheet</td>
</tr>
<tr>
<td>11</td>
<td>Presentations/Projects</td>
<td>Presentations</td>
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DAY 1

Personal Attributes
# Personal Attributes (Day 1)

## PERSONAL ATTRIBUTES

**Kelley Giorgianni**

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<tr>
<th>Date</th>
<th>Class</th>
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<td>Planning 10</td>
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### Topic
To explore and to get familiar with skills and personal attributes that may compliment one’s career and education goals

### Objectives
- To begin to relate labour market information to personal attributes and interests
- To develop suitable career and education goals to one’s skill sets
- To execute a lesson that will allow students to discuss career and education goals

### Learning Outcomes
- To relate personal interests and attributes to education and career planning

### Questions to be explored
- What are your interests and hobbies?
- What are your favourite subjects in school?
- What are some of your future career and education goals?

### My Tasks
- Review material/setup Facebook group page
- Time the lesson plan
- Ensure that the equipment is in working order
- Photocopy and distribute unit outline

### Materials Needed
- Projector/Computer
- Handouts

### Classroom Set-Up
Students will sit at individual computers or at an individual desk

### Agenda
<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Attendance and go over unit</td>
<td>15 mins</td>
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<tr>
<td>Discuss personal attributes and interests</td>
<td>15 mins</td>
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<tr>
<td>Provide “Tree” handout</td>
<td>20 mins</td>
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<tr>
<td>Class discussion</td>
<td>15 mins</td>
</tr>
<tr>
<td>Discuss homework assignment</td>
<td>5 mins</td>
</tr>
<tr>
<td>Introduce iPhone app and design avatars</td>
<td>10 mins</td>
</tr>
</tbody>
</table>

### Activity
- Classroom discussions
- Discussion
- Worksheet (electronic or hard copy)
- Students to be participating in discussion
- Teacher to be walking around and listening to dialogs and facilitating discussion groups

### Evaluation
- Participation

### Homework
Assign students to join the Facebook discussion group and briefly post some of their personal attributes and interests and comment on at least student's discussion

### Additional Notes
PERSONAL GROWTH TREE

A tree needs to be strong and well nourished to grow leaves or fruits. For example a tree needs a strong trunk to hold its branches. The following are essential components of a tree that compare to different parts of your life and personal growth. Fill out the boxes below based on your personal attributes and interests.
Create Facebook Page

Steps:

1.) Create a facebook account (if you already do not have one)
2.) Go to www.facebook.com/pages
3.) Click on “Community, Organization, or Institution
4.) Follow the prompts
5.) Agree to terms and click on “get started”
6.) In search field type “discussion board” and press “add this to my page”
7.) Provide students with page name so they can “Like it” and be a part of the page
8.) Start discussion by posting questions for students to respond to

NOTE: The use of Facebook is not mandatory, this just makes this unit more interactive by incorporating more technology. If you choose not to use Facebook, discussion sheets are attached.
Answer the questions below and be prepared to discuss in class:

1. Is there any connection to your hobbies and interests to the subjects you are taking or plan on taking in school, if so briefly explain?

2. If you have already decided in what career/education path you will be taking after high school explain how it relates to your characteristics, interests, hobbies, strengths, etc. If you are not sure on what career/education path you will take briefly discuss a typical day for you and what sort of activities/events you are engaged with.

3. Discuss some of your accomplishments (sports, grades, projects, music, awards, etc)
DAY 2

Hot Jobs
Hot Jobs (Day 2)

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<td>Planning 10</td>
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</table>

**Topic**
To learn about BC’s labour market and to further explore its “hot jobs” and to begin to relate it to personal attributes.

**Objectives**
- To find out about BC’s labour market
- To learn about future job prospects
- To be mindful of jobs in demand and to align personal attributes towards them

**Learning Outcomes**
- To relate labour market interests to careers of interests

**Questions to be explored**
- What do you currently know about BC’s labour market?
- How does BC’s labour market relate to you?
- Are you beginning to re-think your career/education goals?

**My Tasks**
- Review material/setup Facebook group page
- Time the lesson plan
- Ensure that the equipment is in working order
- Photocopy and distribute unit outline (if required)

**Materials Needed**
- Projector/Computer
- Handouts
- iPhone

**Classroom Set-Up**
Students will sit at individual computers or at an individual desk.

**Agenda**
- Attendance
- Discuss BC’s labour market
- Introduce “hot jobs” section of iPhone app
- Students research 1 hot job of interest
- 30 second presentations on research
- Class discussion and wrap-up

**Time**
- 5 mins
- 15 mins
- 5 mins
- 20 mins
- 25 mins
- 10 mins

**Activity**
- Research 1 hot job using iPhone app
- Place researched information on chart
- Quick 30 second presentations on research by each student
- Students to be participating in discussion
- Teacher to be walking around to ensure students are on task

**Evaluation**
- Participation & presentations

**Homework**
- Discussion log questions on Facebook or workbook

**Additional Notes**
Interesting Facts about BC’s Workforce

- Ten years from now BC’s population will have an older profile, which means as more people retire, there will be more jobs available to the younger public.

- There is a worry of having a shortage of unskilled labour, however wages are expected to go up to encourage today’s youth to start succession planning and enroll in training programs.

- By 2006, BC’s experienced workforce consisted of 2.2 million people.

- The industries with the largest employment rates were: retail, health care, manufacturing, and accommodation and food services.

- Although the construction industry (trades) was the fifth largest, it was the fastest growing industry.

- In 2006, men dominated the trades industries (close to 80% average) and women dominated the health care industry (close to 60% average).

- By 2006, trades was BC’s third largest industry (20%), sales and services was the largest (29%)

- BC’s highest growing occupational group is in the trades

- BC’s workforce consist of 1 in every 6 people working in a trade.

BC Labour Stats
## Career and Education Information Chart

<table>
<thead>
<tr>
<th></th>
<th>Skills</th>
<th>Education</th>
<th>Salary</th>
<th>Duties and Tasks</th>
<th>Job Market Prospects</th>
<th>Scale (1-10) Relativity to Personal Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hot Jobs</strong></td>
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<tr>
<td><strong>Sector</strong></td>
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<tr>
<td><strong>Quiz 1 Result</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quiz 2 Result</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quiz 3 Result</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Quiz 4 Result</strong></td>
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</tbody>
</table>
Discussion-Labour Market

Answer the questions below and be prepared to discuss in class:

1. What are some of the things that you found out about BC’s labour market that you didn't know before?

2. With your current knowledge about BC’s labour market, what types of jobs/careers do you think it would be practical for you to explore with regards to job prospects.

3. Discuss some jobs or type of education you may explore that you hadn’t thought about before.
DAY 3

Employment Sectors
# Employment Sectors (Day 3)

**Employment Sectors**

**Kelley Giorgianni**

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<tr>
<th>Date</th>
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<tbody>
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<td>Planning 10</td>
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**Topic**
To learn about BC’s job sectors and to find out about employment prospects within its sectors

**Objectives**
- To learn about sectors each job is a part of
- To find out about job prospects in each sector
- To uncover jobs/careers with the most employability potential under favourable employment sectors

**Learning Outcomes**
- To understand the importance of career and education planning by knowing about employment rates in employment sectors and still being able to relate it to personal attributes and interests

**Questions to be explored**
- What are employment sectors?
- Why is it important to know about employment sectors?
- How will employment rates change in BC’s job sectors?

**My Tasks**
- Review material
- Time the lesson plan
- Ensure that the equipment is in working order
- Photocopy and distribute unit outline (if required)

**Materials Needed**
- Projector/Computer
- Handouts
- iPhone

**Classroom Set-Up**
Students will sit at individual computers or at an individual desk

**Agenda**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>5 mins</td>
<td>Research 1 job in favourable sector using iPhone app</td>
</tr>
<tr>
<td>15 mins</td>
<td>Place researched information on chart</td>
</tr>
<tr>
<td>5 mins</td>
<td>Ask students which sector they are interested in and place students with similar sector interest in 1 group</td>
</tr>
<tr>
<td>10 mins</td>
<td>Students to work in groups and present information about their sector and the job they have chosen</td>
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<tr>
<td>25 mins</td>
<td>Teacher to be walking around to ensure students are on task</td>
</tr>
</tbody>
</table>

**Evaluation**
- Participation & presentations

**Homework**
Discussion log questions on Facebook or workbook

**Additional Notes**
BC’s Employment Sectors

Employment Sectors
Below is a breakdown of BC’s current main employment sectors:

- 29% Sales & services
- 21% Business & finance
- 20% Trades, transportation & equipment operators
- 12% Management
- 10% Social science education, government and religion
- 8% Health
Group Activity

In the circle below fill out the information that is asked for about BC’s employment sector that has been assigned to your group (use iPhone app “Career Builder”)
Discussion-Job Sectors

Answer the questions below and be prepared to discuss in class:

1. Which one of BC’s employment sectors do you feel is the most suited for you? Why?

2. Which one of BC’s employment sectors do you feel is the least suited for you? Why?

3. Briefly explain the skill and education levels required to perform a job within the employment sector that you have chosen.
DAY 4

Build a Career Quiz 1
### BUILD A CAREER QUIZ 1

**Kelley Giorgianni**

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<td>Planning 10</td>
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**Topic**
To find out about suitable careers based on personal attributes and interests using the iPhone app “Build a Career”

**Objectives**
- To use the iPhone app “Build a Career” to assess what careers are suited for an individual
- To inform and broaden career and education choices
- To determine interest levels in careers that were previously not thought of

**Learning Outcomes**
- To develop an open mindfulness towards careers and education that will fill BC’s labour force while generating personal interest

**Questions to be explored**
- Was the quiz accurate in aligning your skills and interests towards a potential career?
- Did you learn about a career that is suited for you that you didn’t think existed?
- Which career on the list do you feel is the most suited for you?

**My Tasks**
- Review material
- Time the lesson plan
- Ensure that the equipment is in working order
- Photocopy and distribute unit outline

**Materials Needed**
- Projector/Computer
- Handouts

**Classroom Set-Up**
Students will sit at individual computers or at an individual desk

**Agenda**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Classroom discussions</td>
<td>5 mins</td>
</tr>
<tr>
<td>Discussion</td>
<td>5 mins</td>
</tr>
<tr>
<td>Career and Education Information chart</td>
<td>20 mins</td>
</tr>
<tr>
<td>Students to be participating in discussion</td>
<td>15 mins</td>
</tr>
<tr>
<td>Teacher to be walking around and listening to dialogs and</td>
<td>15 mins</td>
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</tbody>
</table>

**Evaluation**
- Participation

**Homework**
Discussion log questions on Facebook or workbook

**Additional Notes**
Discussion-Quiz 1

Answer the questions below and be prepared to discuss in class:

1. List the top five jobs/careers that are the most appealing to you from the results list.

2. Pick one job/career from your top five list and under the “fast look” menu write down: income, education, job stability, future prospects and related occupations (remember to fill out the chart as well).

3. Choose one job/career from the results list that would be the least appealing to you, write down: income, education, job stability, future prospects and related occupations and state why you are not interested in this job/career.
DAY 5

Build a Career Quiz 2
**BUILD A CAREER QUIZ 2**

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<td>Planning 10</td>
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**Topic**
To find out about suitable careers based on personal attributes and interests using the iPhone app “Build a Career”

**Objectives**
- To use the iPhone app “Build a Career” to assess what careers are suited for an individual
- To inform and broaden career and education choices
- To determine interest levels in careers that were previously not thought of

**Learning Outcomes**
- To develop an open mindfulness towards careers and education that will fill BC’s labour force while generating personal interest

**Questions to be explored**
- Was the quiz accurate in aligning your skills and interests towards a potential career?
- Did you learn about a career that is suited for you that you didn’t think existed?
- Which career on the list do you feel is the most suited for you?

**My Tasks**
- Review material
- Time the lesson plan
- Ensure that the equipment is in working order
- Photocopy and distribute unit outline

**Materials Needed**
- Projector/Computer
- Handouts

**Classroom Set-Up**
Students will sit at individual computers or at an individual desk

**Agenda**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Classroom discussions</td>
<td>5 mins</td>
</tr>
<tr>
<td>Discussion</td>
<td>5 mins</td>
</tr>
<tr>
<td>Career and Education Information chart</td>
<td>20 mins</td>
</tr>
<tr>
<td>Students to be participating in discussion</td>
<td>15 mins</td>
</tr>
<tr>
<td>Teacher to be walking around and listening to dialogs and</td>
<td>15 mins</td>
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<td></td>
<td>10 mins</td>
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**Evaluation**
- Participation

**Homework**
- Discussion log questions on Facebook or workbook

**Additional Notes**
Discussion-Quiz 2

Answer the questions below and be prepared to discuss in class:

1. List the top five jobs/careers that are the most appealing to you from the results list.

2. Pick one job/career from your top five list and under the “fast look” menu write down: income, education, job stability, future prospects and related occupations (remember to fill out the chart as well).

3. Choose one job/career from the results list that would be the least appealing to you, write down: income, education, job stability, future prospects and related occupations and state why you are not interested in this job/career.
DAY 6

Build a Career Quiz 3
**BUILD A CAREER QUIZ 3**

**Kelley Giorgianni**

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**Topic**
To find out about suitable careers based on personal attributes and interests using the iPhone app “Build a Career”

**Objectives**
- To use the iPhone app “Build a Career” to assess what careers are suited for an individual
- To inform and broaden career and education choices
- To determine interest levels in careers that were previously not thought of

**Learning Outcomes**
- To develop an open mindfulness towards careers and education that will fill BC’s labour force while generating personal interest

**Questions to be explored**
- Was the quiz accurate in aligning your skills and interests towards a potential career?
- Did you learn about a career that is suited for you that you didn’t think existed?
- Which career on the list do you feel is the most suited for you?

**My Tasks**
- Review material
- Time the lesson plan
- Ensure that the equipment is in working order
- Photocopy and distribute unit outline

**Materials Needed**
- Projector/Computer
- Handouts

**Classroom Set-Up**
Students will sit at individual computers or at an individual desk

**Agenda**
- Attendance
- Introduce “Quiz 1” section of iPhone app
- Students to do Quiz 1
- Students to fill out chart based on results
- Quiz 1 discussion
- Wrap-up & assign homework

**Time**
- 5 mins
- 5 mins
- 20 mins
- 15 mins
- 15 mins
- 10 mins

**Activity**
- Classroom discussions
- Discussion
- Career and Education Information chart
- Students to be participating in discussion
- Teacher to be walking around and listening to dialogs and

**Evaluation**
- Participation

**Homework**
Discussion log questions on Facebook or workbook

**Additional Notes**
Discussion-Quiz 3

Answer the questions below and be prepared to discuss in class:

1. List the top five jobs/careers that are the most appealing to you from the results list.

2. Pick one job/career from your top five list and under the “fast look” menu write down: income, education, job stability, future prospects and related occupations (remember to fill out the chart as well).

3. Choose one job/career from the results list that would be the least appealing to you, write down: income, education, job stability, future prospects and related occupations and state why you are not interested in this job/career.
DAY 7

Build a Career Quiz 4
### BUILD A CAREER QUIZ 4

**Kelley Giorgianni**

<table>
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</table>

**Topic**

To find out about suitable careers based on personal attributes and interests using the iPhone app “Build a Career”

**Objectives**

- To use the iPhone app “Build a Career” to assess what careers are suited for an individual
- To inform and broaden career and education choices
- To determine interest levels in careers that were previously not thought of

**Learning Outcomes**

- To develop an open mindfulness towards careers and education that will fill BC’s labour force while generating personal interest

**Questions to be explored**

- Was the quiz accurate in aligning your skills and interests towards a potential career?
- Did you learn about a career that is suited for you that you didn’t think existed?
- Which career on the list do you feel is the most suited for you?

**My Tasks**

- Review material
- Time the lesson plan
- Ensure that the equipment is in working order
- Photocopy and distribute unit outline

**Materials Needed**

- Projector/Computer
- Handouts

**Classroom Set-Up**

Students will sit at individual computers or at an individual desk

**Agenda**

**Time**

- **5 mins**
- **5 mins**
- **20 mins**
- **15 mins**
- **15 mins**
- **10 mins**

**Activity**

- Classroom discussions
- Discussion
- Career and Education Information chart
- Students to be participating in discussion
- Teacher to be walking around and listening to dialogs and

**Evaluation**

- Participation

**Homework**

Discussion log questions on Facebook or workbook

**Additional Notes**
Discussion-Quiz 4

Answer the questions below and be prepared to discuss in class:

1. List the top five jobs/careers that are the most appealing to you from the results list

2. Pick one job/career from your top five list and under the “fast look” menu write down: income, education, job stability, future prospects and related occupations (remember to fill out the chart as well).

3. Choose one job/career from the results list that would be the least appealing to you, write down: income, education, job stability, future prospects and related occupations and state why you are not interested in this job/career.
DAY 7- Unit Project

Build a Career Project
**Build a Career Unit Project**

**Career CD (Portfolio) – 60 marks (DUE IN 2 WEEKS)**

You will be creating an electronic career portfolio and burning it onto a CD, you will also create a CD cover with a professional quote that best describes your career philosophy and you will include a back cover with a list of the content inside the CD.

Your electronic portfolio can be created using any Microsoft applications such as Word or PowerPoint and must include the following:

1. A description of your personal attributes
2. A description of your career and education goals
3. Your personal philosophy (175 to 250 words)
4. A cover letter and resume (based on a career of your choice from the Build a Career application)
5. A collection (3-5) samples of work that you are proud of (essays, presentations, video of performance or sports event, pictures of art samples, etc.)

You will be required to do a five minute presentation on your portfolio

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marking Scale</th>
<th>Marks</th>
</tr>
</thead>
</table>
| **CD Cover (front)**            | 2.0 – 2.5: Quote well thought out and relates to personal attributes and cover is well designed and professional  
                               | 1.0 – 2.0: Quote could be stronger and the CD cover design is satisfactory  
                               | 0.0 – 1.0: Major elements missing, not enough time spent                  | /2.5  |
| **CD Cover (back)**             | 2.0 – 2.5: Title and contents inside of CD with a creative design             |       |
                               | 1.0 – 2.0: Satisfactory, title/content missing                              |       |
                               | 0.0 – 1.0: Major elements missing, not enough time spent                    |       |
| **Personal Attributes**         | 3.5 – 5.0: Accurate personal description, descriptive and clear               | /5    |
                               | 2.5 – 3.5: Satisfactory, some attributes not well defined                   |       |
                               | 0.0 – 2.0: unclear, elements missing                                        |       |
| **Career and Education Goals**  | 3.5 – 5.0: Goals are well defined, clear, and shows research and thought      | /5    |
                               | 2.5 – 3.5: Satisfactory, some unclarity in defining goals                  |       |
                               | 0.0 – 2.0: Goals do not appear well thought out                             |       |
| **Personal Philosophy**         | 3.5 – 5.0: Well thought out, 175- 250 words, properly written                | /5    |
                               | 2.5 – 3.5: Satisfactory, below minimum word requirement, some unclarity      |       |
                               | 0.0 – 2.0: Lack of clarity, below word requirement                          |       |
| **Cover Letter and Resume**     | 7.5 – 10 : Both cover letter and resume are clear, and about the career of interest, well researched and to the point  
                               | 5.0 – 7.5: Satisfactory, the cover letter is missing some elements and the resume does not completely relate to the career of interest  
                               | 3.5 – 5.0: Unclear, some major elements are missing                           
                               | 0.0 – 3.5: Cover letter and resume unfinished, needs more work               |       |
| **Samples of Work (3-5)**       | 3.5 – 5.0: Excellent variety of work samples (3-5)                           | /10   |
                               | 2.5 – 3.5: Satisfactory, need more of a variety of samples                  |       |
                               | 0.0 – 2.0: Not enough samples                                               |       |
| **Punctuation and Grammar**     | 7.5 – 10 : Less than five spelling or grammatical errors, Writing is clear.  
                               | 5.0 – 7.5: Satisfactory, written well, considerable amount of spelling and grammatical errors  
                               | 0.0 – 3.5: Many spelling and grammatical errors, and unclear                 |       |
| **Presentation**                | 7.5 – 10 : Well presented, five minutes, and clear                           | /10   |
                               | 5.0 – 7.5: Satisfactory, under/over time limit, some parts unclear            |       |
                               | 0.0 – 3.5: Needs more work, did not meet time limit, not completed           |       |
DAY 8

Post-Secondary
# Post-Secondary (Day 8)

<table>
<thead>
<tr>
<th>POST-SECONDARY</th>
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<tr>
<td><strong>Kelley Giorgianni</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Planning 10</th>
<th>Period</th>
<th></th>
</tr>
</thead>
</table>

**Topic**
To compare a variety of post-secondary institutions and training programs

**Objectives**
- To uncover the different types of post-secondary institutions
- To understand the differences about post-secondary credentials
- To find out about professional and vocational programs
- To use the iPhone app “Build a Career” to find out about various post-secondary institutions

**Learning Outcomes**
- To develop an understanding about post-secondary institutions and programs that are offered

**Questions to be explored**
- What is the difference between university and college?
- How does a degree differ from a diploma?
- What is a red seal?

**My Tasks**
- Review material
- Time the lesson plan
- Ensure that the equipment is in working order
- Photocopy and distribute unit outline

**Materials Needed**
- Projector/Computer
- Handouts

**Classroom Set-Up**
Students will sit at individual computers or at an individual desk

**Agenda**
- Attendance
- Discuss post-secondary
- Students to use app to research institutions
- Class discussion
- Wrap-up & assign project

**Time**
- 5 mins
- 15 mins
- 30 mins
- 20 mins
- 10 mins

**Activity**
- Classroom discussions
- Pairs to work on post-secondary sheet www.educationplanner.bc.ca
- Students to be participating in discussion
- Teacher to be walking around and listening to dialogs and

**Evaluation**
- Participation

**Homework**
Discussion log questions on Facebook or workbook

**Additional Notes**
Post-Secondary

Discussion about Post-Secondary

University:
On average it takes about 4 years for students to complete a Bachelor's Degree. Some major degrees that are granted are: Arts, Fine Arts, Science, Business and Education. Most universities in BC have 3 semesters that that are up to 4 months long, (summer semesters can be accelerated). Students need to complete a minimum of 40 courses to obtain a degree.

College:
Colleges offer many types of professional and vocational programs and training. It also offers 2 year university transfers. On average, it takes 2 years for students to complete a college program or to transfer to a university (minimum of 20 courses). Depending on the choice of program students can achieve a certificate, diploma or a certain type of degree in college (Associate of Arts/Sciences). Many programs offer intensive training and a practicum is required such as dental hygienist or broadcast journalism.

Institution:
Institutions such as BCIT and VCC offer certificate, diploma and degree programs. These post-secondary institutions are known best for their intensive full-time programs and training in areas such as the trades, business administration, fashion design, computer programming etc. It is similar to the way colleges function but smaller and sometimes more specialized learning occurs.

Degree vs Red Seal

Degree:
- On average 4 years to complete
- Completion of degree shows dedication and commitment
- Broaden knowledge
- Can ladder up to Master's or PhD program
- Can lead to higher levels of employment
- On average costs $40,000 (4 years)
- Can receive scholarships
- Able to get work in other provinces however if certified eg. Teacher may require re-certification

Red Seal:
- On average 4 years to complete (or sooner)
- Can begin by apprenticing in trades (carpentry, automotive, baking, cook, plumber, etc)
- Specialized training
- Work and gain experience in the field of trades while attending school (hands on work experience)
- Employer may pay for schooling
- Can receive scholarships
- Able to work in other provinces without getting re-certified
- Red seal workers in demand (trades)
Post-Secondary Worksheet

In the table below research which institutions in BC you would attend based on the jobs/career results on “Build a Career and use www.educationplanner.bc.ca to find out about different post-secondary institutions.

<table>
<thead>
<tr>
<th>Job indicated by quiz results</th>
<th>Type of post-secondary</th>
<th>Type of credential (degree, diploma, certificate, red seal)</th>
<th>Number of years to complete</th>
<th>Names of possible post-secondary institutions in BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz 1 career:</td>
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<td>Quiz 2 career:</td>
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<td>Quiz 3 career:</td>
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<tr>
<td>Quiz 4 career:</td>
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</table>

**Compare & Contrast**

In the venn diagram indicate the differences and similarities between a red seal and a degree.

![Venn diagram image]
Discussion-Post-Secondary

Answer the questions below and be prepared to discuss in class:

1. What type(s) of programs may be of interest to you?

2. What post-secondary institution(s) in BC would you consider attending, why?

3. Would you consider getting a red seal? Why? Or why not?
DAY 9

Resumes/Interviews/Employment Standards/Workplace Safety
## RESUMES/INTERVIEWS/EMPLOYMENT STANDARDS/WORKPLACE SAFETY

### Kelley Giorgianni

<table>
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<tr>
<th>Date</th>
<th>Class</th>
<th>Period</th>
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<tbody>
<tr>
<td>This can take up to 2 days</td>
<td>Planning 10</td>
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</tbody>
</table>

### Topic
To demonstrate job seeking skills

### Objectives
- To understand the different components of a resume and cover letter
- To have some understanding of employment standards and workplace safety
- How to answer questions during an interview

### Learning Outcomes
- To demonstrate an understanding of employability

### Questions to be explored
- What are the components of a resume?
- What are workplace safety rights?
- How to prepare for an interview

### My Tasks
- Review material
- Time the lesson plan
- Ensure that the equipment is in working order
- Photocopy and distribute unit outline

### Materials Needed
- Projector/Computer
- Handouts

### Classroom Set-Up
- Students will sit at individual computers or at an individual desk

### Agenda
#### Attendance
- Discuss resumes and interviews
- Students to create a resume
- Class discussion
- Assign homework

#### Time
- 5 mins
- 20 mins
- 45 mins
- 8 mins
- 2 mins

#### Activity
- Discuss the elements of a resume and interviews
- Provide template and ask students to generate a resume based on a career from the results section of the “Build a Career” quiz
- Students to be participating in discussion
- Teacher to be walking around and listening to dialogs and

### Evaluation
- Participation

### Homework
- Discussion log questions on Facebook or workbook about workplace safety

### Additional Notes
Dear Hiring Manager (or name of person if you know),

I am very excited to be applying for a position as a (state the name of the position) with (state the name of the organization). I heard about this job posting (state where you heard about this posting: newspaper? internet? school?). I am aware that this company (state one thing that you know about this company). I am currently a Grade 10 student attending (state the name of your school).

I possess the following attributes, skills and characteristics to make me a suitable candidate for this job (list 5 to 7 items):

(List in point form, look at the job posting under “qualifications” to know what to write)

- State your characteristics. Are you energetic? reliable? dedicated?
- State some of your experiences. Do you have cash handling or customer service experience?
- State some of your technical skills. Are you good with computer applications?
- State some of the languages you can speak other than English
- Are you a team worker? Can you resolve conflicts?
- Are you taking any elective courses in school that is relevant to the job that you are applying for? If so, write it down (cooking, marketing, community service)

I would like to thank you for your time. I am looking forward to meeting with you.

Sincerely,

Stew Dent
STEW DENT
1234 • CLASSROOM • ST
VANCOUVER • BC • V2P 9R3
Phone • e-mail

OBJECTIVE
What type of job are you applying for?

EDUCATION
School Name
Month and Year you Started – Your Current Year
Grade
Elective Courses that you are enrolled in

HIGHLIGHTS OF QUALIFICATIONS
• Some qualities that you possess
• Some skills that you have
• Some characteristics about you
• Look at the job description to see what qualities you need for the job

AWARDS & CERTIFICATES
• Did you receive honor roll?
• Did you receive any awards from a sports team that you are a part of?
• Attendance?

EXTRA-CURRICULAR ACTIVITIES
• Are you enrolled in after school sports or events?
• Do you take any sort of lessons? Piano? Swimming?
• Are you a part of a team?

WORK EXPERIENCE
Name of Company, City
Month and Year that you started – Month and year you ended
Position
Duties: Write down all the things you do

VOLUNTEER EXPERIENCE
Name of Event, City
Month and Year you started, (write the amount of days)
Position
Duties: Write down all the things that you did

HOBBIES & INTERESTS
• List some things that you are interested in
• Sports?
• Traveling?
SAMPLE JOB POSTING

The Bay (Pacific Centre location)

About The Bay

The Bay is the department store retail division of the Hudson's Bay Company. With over 100 locations from coast to coast, the Bay is a full-line department store chain concentrating on fashion merchandise in apparel, accessories and soft home categories, offering high quality merchandise at mid-to-upper price points accompanied by traditional department store services. Committed to delivering excellent value and consistent, reliable service, Bay stores are located in suburban and urban markets, with a strong franchise in the downtown core of Canada's major cities.

The Bay - Sales Associate

Position Overview:

A Seasonal Associate is a customer-focused individual who understands the importance of always being ready to serve the customer. This individual is a team player who has earned the respect of their peers through commitment, partnership and effective communication. Organization, time management and delivering operational standards are required to maintain solid customer relations.

Hbc is looking to hire a Seasonal Associate who can thrive in a dynamic fast paced environment, who is self-motivated, adaptable and decisive - ensuring the best outcome for the customer and the business.

Position Responsibilities:

- Execute business strategies to deliver upon all departmental objectives
- Carry out responsibilities on the sales floor and be reactionary to customer requests and needs
- Consistently demonstrate appropriate selling behaviours to meet and exceed customer expectations
- Build relationships through regular communication with existing clientele and attracting new clients
- Consistently leverage product knowledge to enhance the service experience and sell the product
- Restock merchandise (Required lifting 10-40lbs / repetitive motion)
- Change of ends for merchandise presentation, as well as responsible for the set up of seasonal changes
- Housekeeping and recovery of area
- Maintenance of planograms

Qualifications:

- Proven ability to translate your behaviours into an enhanced customer service experience through the achievement of results
- Demonstrated customer focus
Dear Hiring Manager

I am very excited to be applying for a position as a part time Sales Associate with the Bay. I heard about this job posting through your website. I am aware that this company is committed to delivering excellent value. I am currently a Grade 11 student attending King George Secondary.

I possess the following attributes, skills and characteristics to make me a suitable candidate for this job:

- I am an energetic individual
- I have cash handling and customer service experience
- I have superior communication skills
- Team worker and reliable
- Can work under minimal supervision
- Results orientated

I would like to thank you for your time. I am looking forward to meeting with you.

Sincerely,
Objective
To work for the Bay as a part-time seasonal Sales Associate.

Education
Sunset Secondary, Vancouver, BC  Sept. '05 - Present
Grade 11
Focus Courses: Marketing & Textiles

Highlights of Qualifications
- Exceptional communication skills
- Fast learner
- Energetic and reliable
- Team worker

Awards & Certificates
- Honor roll for 3 consecutive years (3.5 GPA)
- Received award for most improved student
- First Aid Level I Certificate

Extra-Curricular Activities
- A part of school basketball team (defence)
- Black belt in Kung Fu
- Swimming lessons (3rd level)

Work Experience
Ice Cream Store, Vancouver, BC  June '04 – March ‘07
Ice Cream Scooper & Cashier
Duties: Served ice cream, provided customer service, handled cash & cleaned up

Volunteer Experience
Stanley Park Ghost Train, Vancouver, BC  Oct. ‘07 (3 days)
Student Ambassador
Duties: Sold tickets, gave tour & handed out pamphlets

Hobbies & Interests
- Fitness & Yoga
• Playing sports: basketball, hockey & soccer
• Traveling, been to: China, Australia & Europe
• Reading science fiction novels
Interviews (Day 9 or 10)

Be a Star!

Some questions that will be asked during the interview will be **behavioural based**, meaning that the interviewer will ask you a question that will determine your future actions based on your past actions. An example of a question like this is, “Explain a time when a student was not participating in class, what did you do?”

Use the star approach to answer these types of questions, they really do work!

**Task**
What task or tasks did you need to accomplish?

**Action**
What actions did you take to fulfill the task or to pay more attention to the situation?

**Situation**
Briefly state the situation that you were in, what was occurring? Why might it have been occurring?

**Results**
What was the result of your action? (It does not have to be a positive outcome, if the assumed outcome did not turn out, be honest). As long as you clearly stated your actions and emphasized your points, everything will be fine.
Discussion-Workplace Safety and Standards

Answer the questions below and be prepared to discuss in class. Use the websites listed in the “Build a Career iPhone app such as www.workforce.bc.ca

1. When are statutory holidays in BC? Would you get paid regular time if you worked? Why or why not?

2. What does WHMIS stand for? Are employers responsible for providing this type of training?

3. Based on a career that is suitable for you from on the results in the “Build a Career iPhone app, research and write down some health and safety risks and what types of training employers should provide you with and what your rights as a worker are:
BC Graduation Program (2004)

As per BC’s graduation program requirements, the BC Ministry of Education requires students to take Planning 10, and one of the eight focus areas in the Planning 10 curriculum is “Trades and Technology.” This area of the curriculum allows for students to conduct career exploration, and find a little bit out about trades and the Secondary School Apprenticeship (SSA) and Accelerated Credit Enrolment in Industry Trades (ACE IT) programs that school districts in BC have to offer its students.

The Ministry of Education and ITA

A few years ago, the Ministry of Education teamed up with ITA to provide high school students with the opportunity to earn high school credits while apprenticing (SSA) or to earn credits towards both high school graduation and towards the completion of an industry training program.

There are over 100 trades that students can apprenticeship in, for more information, visit: www.itabc.ca

Planning 10: SSA and ACE IT

After taking Planning 10, the Ministry of Education document states that students should be “able to demonstrate job-seeking skills, including resume writing and job interview skills. Students should also be able to demonstrate an understanding workplace safety…” Before participating in SSA or ACE IT, interested students should demonstrate the skills mentioned above.
DAY 10 or 11

Student Presentations on CD Portfolios (see rubric day 7)