BUILDING FUTURES
IN ONTARIO

TEACHING UNIT

General Topic: **Getting and Earning Money**

Unit Title: **Planning for Life**

Grade Level: Grade 9

Recommended Curriculum Area: Guidance and Career Education

Other Relevant Curriculum Area(s): Language Arts

Investors Group

CFEE CANADIAN FOUNDATION FOR ECONOMIC EDUCATION
FONDATION CANADIENNE D'ÉDUCATION ÉCONOMIQUE

Guidance and Career Education Curriculum Expectations

- use appropriate teamwork skills (encouraging participation of group members, planning and delegating tasks, sharing decision making, showing respect for diverse points of view) in a variety of learning situations
- create a personal profile of students' competencies and interests, and explain how these affect their attitude towards learning
- identify and use oral communication skills to support reading, writing, and positive interaction with others (asking questions to clarify meaning, using a think/pair/share strategy in problem solving, brainstorming to generate ideas, making oral presentations of group work)
- explain the organization and graduation requirements of the secondary school program, including types of courses and program pathways and the possible destinations for which they are appropriate
- demonstrate an understanding of the secondary school program and graduation requirements and related terms (compulsory credit, transcript, full disclosure, types of courses, literacy test, community involvement, diploma, certificate of achievement
- identify and describe a variety of learning opportunities for secondary school students, including secondary school courses, community-based learning (school–work transition programs, community

Relevant English Curriculum Expectations

General skills

- planning skills (generating ideas, gathering information, focusing research, organizing information)
- processing skills (drawing inferences, interpreting, analyzing, synthesizing, evaluating)
- critical/creative thinking processes (oral discourse, research, critical analysis, critical literacy, metacognition, creative process)

Speaking

2.2 – demonstrate an understanding of a few different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences

2.3 – communicate in a clear, coherent manner for a few different purposes

Reading

1.2 – identify and use a few different reading comprehension strategies before, during, and after reading to understand simple texts

1.5 – extend understanding of simple texts and some teacher-selected complex texts by making basic connections between the ideas in them and personal knowledge, experience, and insights

3.2 – use a few different decoding strategies to read and understand unfamiliar words to explore, review, and reflect on their own and others' ideas, experiences, and opinions to clarify and extend their understanding
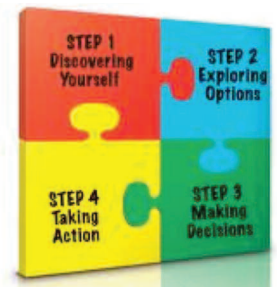
Relevant Economic Expectations

- The components of a career plan
- Occupations that are of personal interest
- Education and training needed for occupations of interest
- Estimate costs of post secondary education and training
- Sources of funding assistance for post-secondary education
- Factors affecting standard of living and quality of life
- Compare life goals requiring money with others that do not
- A balanced life means considering things other than money that are important

Background Information

Students need to think about their future. Considering their strengths and interests will help them to develop a career plan. Then they will be able to decide on possible career choices that are suitable for them. They will select post secondary education and training programs that align with their interests. Students also need to identify sources of funding to help with post secondary education and training.

Overview of the Unit

This unit follows the 4 steps to career planning. The students will have a chance to think about their personality traits, skills and interests. They will take an internet quiz to see what kind of jobs fit their personality. In groups they will brainstorm the kind of jobs that require these specific abilities. Also they will play a game designed to help them match their interests and skills with similar careers. After making a career choice they will research how to achieve their goal. The final activity involves exploring the Standard of Living vs. the Quality of Life.

Estimated Time Frame: 4 periods – 60 minutes each

Suggested Implementation Strategy

Period 1 – 60 minutes

Before the class begins, the teacher needs to make copies of handout 1.
- Explain to the class that in this unit they will be taking the 4 steps to career planning. List them on the board.
  Step 1 Discovering Yourself — your interests and skills
  Step 2 Explore the Options — possible career options
  Step 3 Making Decisions — choose a career path
  Step 4 Taking Action — research how to achieve your goals
- Then show the *Seinfeld* video clip entitled "Kramer Gets a Job" at:
  http://www.youtube.com/watch?v=PKs6y9_d2ps&feature=related

- Begin a discussion by asking some questions:
    1. Would they like to have Kramer as an employee?
       If they answer yes, ask what makes Kramer a good person to have in your business.
       If they answer no, why not?
    2. What personal traits, skills or abilities do they think an employer would be looking for?
       Obviously, jobs required certain skills and training.
    3. Does the job also dictate what kind of personality is needed?
    4. Do you have to have a passion for the job in order to be successful?

Step 1: Discovering Yourself

- Let's see if the students know their own personalities. Direct them to go to the following website and take the Quiz, "What's your Job Personality?" and "Which First Job Suits You?"
  http://www.kidzworld.com/quiz/2815-quiz-whats-your-job-personality
- Then hand out copies the "Personal Interests, Skills and Abilities" checklist and tell each student to check their own strengths.
- Ask them are to consider their strengths, and make a list of several jobs that would make a good fit for their interests, skills, and abilities.
- Put the class into small groups. In groups, the students are to talk about their job lists and discuss with their peers if their strengths would fit the jobs they chose.

Period 2 – 60 minutes

Step 2: Exploring the Options

Before the class begins, the teacher needs to make copies of handouts 2&3.

- On chart paper or a smart board, write the following question:
  What job skills are required for **every** type of work?
  Handout copies of the article entitled "Job Skills Required for All Jobs."
  Ask the students to read this article and be prepared to answer this question.
  Answers: (Logic and reasoning skills, Research skills, Communication skills, Career-minded or job-oriented people)
- Arrange the students into small groups.
- Hand out a copy of the "Jobs, Jobs, Jobs," worksheet to each group and as a group they are to answer the questions.
- Using computers, direct the class to the following website to play a game designed to help them match their interests and skills with similar careers. http://career.missouri.edu/career-interest-game

Period 3 – 60 minutes

Step 3 & 4: Making Decisions & Taking Action

- The students must make a career choice. They will be given this period to start their research:
    1. Where can they take the necessary courses to attain a degree?
    2. What skills need to be acquired to work in this vocation?
    3. Estimate what are the costs of attaining their career choice.
    4. Find out if there are any government programs to assist with the cost.
- The students write a report about their findings, and hand it in for marking.
- The teacher can decide how long they have to complete this assignment. (They may need to finish this assignment for homework.)

Period 4 – 60 minutes

Before the class begins, the teacher needs to make copies of handout 4

- Begin by posting on a smart-board or projector the following article about the Standard of Living vs. Quality of Life. Go to :
  http://www.investopedia.com/articles/financial-theory/08/standard-of-living-quality-of-life.asp#axzz1ljDYYXdw
  The teacher may want to read the article or ask for volunteers to read it aloud.
  Ask the class what the difference is between "Standard of Living" and "Quality of Life"?
- Put the students into groups.
  Give each group a large piece of paper and tell them to make a mind map, expressing their feelings and ideas about this article.
  e.g. Does money buy happiness? Consider representing things other than money that are important.
- Tell them they will be completing a group evaluation sheet when they are finished.
- The groups present their mind maps to the class.
- Assign the "Group Work Evaluation Checklist" at the end of the class or for homework.
- Collect the evaluations.

Possible Evaluations

1. Check the Personality worksheets.
2. Evaluate the group participation.
3. Mark the career reports.
4. Assess the Group Evaluation Work Checklist.

Follow-Up Activities

1. Art Assignment: Instruct students to make a collage of the life they envision. Once the collages are completed, each student can present their collage and explain what the various items in the collage mean to them. Collages can also be displayed in the classroom.
2. http://www.kent.ac.uk/careers/compet/skillquest.htm
   Job Competencies
   This website allows students to choose a job and get a list of the tasks involved in doing this job.
3. Research jobs available in their community.
4. Learn a new skill that will assist with their career choice.

Modifications or Suggestions For Different Learners

- Group work allows for everyone to take part in the activity.
- There are a variety of activities, to address different learning styles.
- The computer games allow for partnering students who need extra help.
- Special needs students would be able to draw pictures in the mind maps.

Resources

1. YouTube video: Kramer Gets a Job
   http://www.youtube.com/watch?v=PKs6y9_d2ps&feature=related
2. Personality and Jobs Internet Quizzes
   http://www.kidzworld.com/quiz/2815-quiz-whats-your-job-personality

Handouts

1. Personal Interest and Skills checklist
   http://www.how-to-change-careers.com/a-list-of-personal-skills.html
2. Job Skills Required for All Jobs -Article
   http://www.sixsigmaonline.org/six-sigma-training-certification-information/job-skills-required-for-all-jobs.html
3. Jobs worksheet
   http://www.teachervision.fen.com/tv/printables/0876281870_190.pdf
4. Group Work Evaluation Worksheet

Handout 1

Motivating people	Manipulating numbers rapidly
Negotiating	Memorizing
Open minded & non-judgmental	Organizing and improving systems
Participating in group discussions	Patiently searching for hard-to-find information
Persuading	Presenting data diagrammatically
Providing service to others	Problem solving
Public speaking	Recording facts
Responding to non-verbal cues	Researching
Showing sensitivity and tolerance	Sequencing information and actions
Supervising others	Setting up and keeping to time schedules
Teaching and training	Studying data to extract facts
Working well in a team	Tracking progress of projects
Working well with the public	Using technology for statistical analysis

Things and Tools	**Creativity and Ideas**
Analyzing and correcting faults	Acting and/or dancing
Assembling things	Adapting flexibly and easily/td>
Building things	Brainstorming
Constructing self assembly items	Communicating using metaphor
Driving and operating vehicles	Composing music
Finding out how things work	Conveying ideas through drawing or painting

Fixing or repairing things	Creating novel solutions
Gardening and farming	Designing building and interiors
Hand-eye co-ordination	Designing new processes and systems
Handling things with precision	Developing others' ideas
Inspecting equipment and machinery	Expressing ideas through art
Installing technical equipment	Graphic design
Making things	Improvising
Manual dexterity	Innovating
Monitoring systems	Insight
Physical strength & stamina	Intuiting strategies and solutions
Physically inspecting things	Inventing products and processes
Raising, training, tending animals	Lateral thinking
Repairing machines and equipment	Photography
Restoring objects	Seeing alternatives
Sporting ability	Seeing things from different perspectives
Tending plants	Showing artistic flair
Understanding machinery	Strategic thinking
Using hand tools	Using accurate spatial memory
Using scientific or medical equipment	Using colour, shape and form creatively
Using spatial awareness for practical tasks	Using imagination
Using technical equipment and machinery	Utilizing computers for artistic creations
Utilizing computer software and equipment	Visualizing concepts and possibilities
Working physically	Writing creatively

Job Skills Required for All Jobs — Handout 2

Written By: Six Sigma Training Assistant

There are many skills required for certain jobs and careers that are unique to that field of work. However, there are many job skills that are required for every type of work. These general job skills are the skills that employers are looking for when they hire an individual. Employers want people who can bring potential growth to the company and having these general job skills can help you to get hired. More than likely, you are looking for a job which will allow you to grow professionally and will offer promotions over time. If you possess the skills that allow a company to grow, you will be the type of employee that is sought after.

Logic and reasoning skills are skills that every job will require. Every company and business will run into problems from time to time, and these problems will need to be solved and handled properly. Those who use logic and have reasoning skills will be able to aid in the solving of company problems, which makes them an asset to the company. These days, technological literacy and know-how is priceless in the majority of businesses and industries. Computers are everywhere, and nearly all businesses use computers in one form or another to help manage their company. Having even a basic knowledge of computers and the internet will increase the likelihood of you being hired. This is especially so in business jobs and environments.

Research skills are also great to have. You may not need research skills for factory work, but for most other types of work, it is imperative that you are able to locate the information you need to answer questions and solve problems.

Communication skills, of course, will be required by each and every job that you will have during your lifetime. Your verbal and written communication should be at the highest level that you can attain if you are serious about enhancing your skills and having a better chance of being hired. Communication skills as well as interpersonal skills are needed for all jobs. There may be a wide variety of people in your company and you will need to be able to communicate with all of these people on a professional level.

Employers are also looking for those who are career-minded or job-oriented. Those who possess this skill will have a plan for their career and goals that they would like to achieve. Employers know that these types of people make a company grow faster and stronger. Employers are also more willing to aid those who have a job-oriented attitude in achieving their goals.

Handout 3

Name _____ Date _____ Period _____

JOBS . . . JOBS . . . JOBS . . .

Selecting a job that is best for you can be a difficult job in itself! The following questions ask you to consider different employment possibilities. Some questions ask you to evaluate various jobs and their good and bad points.

1. List three jobs that are seasonal.

_____ _____ _____

2. List three dangerous jobs.

_____ _____ _____

3. List three jobs that require great intelligence.

_____ _____ _____

4. List three jobs that require quick thinking skills.

_____ _____ _____

5. List three jobs that require good physical stamina.

_____ _____ _____

6. List three jobs that require good organizational skills.

_____ _____ _____

7. List three jobs that should pay well.

_____ _____ _____

8. List three jobs that should pay more than they now do.

_____ _____ _____

9. List three jobs that should pay less than they now do.

_____ _____ _____

10. List three jobs that require the ability to get along with others.

_____ _____ _____

11. List three jobs in which one works primarily by himself or herself.

_____ _____ _____

12. List three jobs that require advanced educational training.

_____ _____ _____

13. List three jobs that should be thought of more highly by the public.

_____ _____ _____

14. List three jobs that involve patience.

_____ _____ _____

15. List three jobs that require much time away from home.

_____ _____ _____

Handout 4

Group Work Evaluation Checklist

Student's name: _____

One skill that all employers want is the ability to cooperate and work with others to achieve a goal. Reflect on the work you and your peers have carried out producing this mind map. Assess your group performance on the following aspects. Circle the corresponding option.

1. **Helped each other**.	All of us	Most of us	Some of us	None of us
2. **"Listened" to others' ideas**.	All of us	Most of us	Some of us	None of us
3. **Defended our ideas**.	All of us	Most of us	Some of us	None of us
4. **Actively participated**	All of us	Most of us	Some of us	None of us

B.- **Highlight** the statement that best expresses the work of your group on each aspect:

1. Effective use of time
     a. Much time spent without purpose
     b. Got off track frequently
     c. Did well, once we got our ideas clear
     d. No wasted effort, we stayed on target.

2. Development of Ideas
     a. Little done to generate ideas
     b. Ideas were imposed on the group by a few.
     c. Friendly sessions but not creative
     d. Ideas were encouraged and fully explored.

3. Ability to Decide Issues
     a. Poor resolution of differences.
     b. Let one person rule the group.
     c. Made compromises to get the job done.
     d. Genuine agreement and support.

4. Overall Productivity
     a. Did not accomplish our goal.
     b. Barely accomplished the job
     c. Just did what we had to.
     d. Held a highly productive session.

Other Comments: _____
_____

Peer Group Evaluation

Instructor/s_____ **Course**_____ **Semester** _____

Your Name _____ **Section** _____

I. Names of your group members. (The letter corresponds to the student's name.)

a._____

b._____

c._____

d._____

e._____

Performance in the Learning Community

II. Rank each member (**a,b,c,d,e**) with a **4,3,2,1,0** (4=highest,0=lowest)

1. Reliable for meetings

a._____ b._____ c._____ d._____ e. _____

2. Reliable with meeting deadlines for work in progress and final project

a._____ b._____ c._____ d._____ e. _____

3. Contributes ideas to the group

a._____ b._____ c._____ d. _____ e. _____

4. Respects each group member's opinions

a._____ b._____ c._____ d._____ e _____

5. Contributes his/her share to discussions

a._____ b._____ c._____ d._____ e. _____

6. Knowledgeable about assignments and her/his role and fulfills that role

a._____ b._____ c._____ d._____ e._____

7. Gives input for work-in-progress promptly and with a good faith effort

a._____ b._____ c._____ d._____ e._____

III. If given the opportunity, would you want to work with this team member again?

("**Yes**"= **4** points; "**Maybe**"= **2** points; "**No**"= **0** points)

a._____ b._____ c._____ d._____ e._____

IV. In one sentence, what is your overall impression of each member's performance?

a) _____

b) _____

c) _____

d) _____

e) _____

[Don't base your evaluations on friendship or personality conflicts. Your input can be a valuable indicator to help assess contributions in a fair manner. THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS.]