

Catholic District School Board Writing Partnership

Course Profile

Managing Personal Resources

Grade 11
Workplace Preparation
HIP3E

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Acknowledgments

Catholic District School Board Writing Team – Managing Personal Resources

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Course Overview

Managing Personal Resources, Grade 11, Workplace Preparation, HIP3E

Secondary Policy Document: *The Ontario Curriculum, Grades 11 and 12, Social Sciences and Humanities, 2000*

Course Description

This course prepares students for living independently and working successfully with others. Students learn to manage their personal resources (including talent, money, and time), to develop interpersonal skills, and to understand economic influences on workplace issues, in order to make wise and responsible personal occupational choices. The course emphasizes the achievement of expectations through practical experiences and introduces students to skills used in researching and investigating resource management.

How This Course Supports the Ontario Catholic School Graduate Expectations

The intent of this course is to enable students to develop and utilize the gifts and talents that God has blessed them with. Students focus on their talents and the decisions they must make to meet the challenges of the future. They learn to appreciate themselves and understand how God would like them to use their gifts. All students, regardless of ability, age, or gender, have the opportunity to communicate Christian values and attitudes as they learn to manage their role in adult society. Through activities, readings, and reflections, students demonstrate a respect for the dignity and value of the individual and the community as reflected by Jesus' life and teachings.

Course Notes

The practical nature of this course profile presents strategies for decision making and self-management in light of Christian values and offers opportunities for students to make choices, implement them, and assess the outcome. With this in mind, units were established in order to present a logical sequence of skill development, with each unit providing practical activities for students to demonstrate their learning. Teachers should make arrangements for students to have access to computers and the Internet to provide current information related to self-assessment and job search. They must be familiar with school and board policies regarding the use of computer software and the Internet and ensure that every student is made aware of these regulations.

Accessing money and time management computer programs, as an investment or through the Internet, provides a current and realistic approach to such personal life-management practices. Financial institutions servicing local communities also offer a multitude of resources on financial management, entrepreneurship, and lifestyle planning.

School chaplains/Religion Department heads can be valuable resources, presenting a Christian perspective to many components of the course, such as when students are researching possible workplace destinations and/or when considering issues of justice and charity within the money management unit. Local human resources should be used whenever possible or applicable. Public health nurses, local business personalities, financial planners, and parish clergy are just a few of the people in the community who can be called upon to enrich the delivery of the curriculum.

Individual student-teacher discussions, conducted as teachers circulate about the classroom, enable students to understand and integrate the results of self-assessment tools as they apply to their daily lives and plans for their futures.

Students prepare a portfolio of exemplary work as they progress through the course. The portfolio is assessed throughout the term, examined for completeness at the end of the course, and presented to the class and the teacher as a career search strategy. Students should be given guidelines for developing a portfolio at the beginning of the course. Teachers establish timelines, incorporating time-management skills, to assist students in completing the assignment and achieving success.

Throughout the course, students are provided with opportunities to discuss and reflect on issues such as time, money, and resource management as they relate to living a full and productive Christian life. All students will develop and demonstrate a respect for race, gender, and religion in class discussions, role-play situations, written assignments, and community interactions.

The suggested hours for units and cluster/activities are guidelines; individual teachers may wish to adjust the timelines to meet student, school, and community needs.

The activities in the developed unit address issues found in employment within larger firms. Teachers will need to address aspects of work where individuals work for small businesses or are self-employed.

Units: Titles and Times

Unit 1	Course Introduction – Self-discovery	20 hours
* Unit 2	Decision Making – Controlling Your Destiny	31 hours
Unit 3	Communication Skills – Getting Along with Self and Others	27 hours
Unit 4	Money Management – Affording Your Dreams	32 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Course Introduction – Self-discovery

Time: 20 hours

Unit Description

Students are introduced to the principles of self-discovery and their application to career and lifestyle planning. An examination of decision-making models in light of Gospel values will serve as a foundation for future learning. Students learn social science research skills to discover how cultural, personal, environmental, and societal factors may affect how they perceive and use their talents. They reflect on how these attitudes impact on them self-concept and personal choices. Students begin to develop their portfolio in this unit and produce a mind map outlining generic categories of the self as a culminating activity.

Unit 1 Overview Chart

Act.	Expectations	Assessment	Focus
1 2 hours	PRV.O2, SOV.04, ISV.03, PR2.02, SO2.03, IS2.01; CGE 1d, e, g, i; 2a, b, d; 3c, 4a, g; 5a, e	Knowledge/ Understanding Thinking/Inquiry Communication	Recognizing Talent as a Resource
2 6 hours	PRV.01, ISV.02, SOV.01, CFV.02, PR2.03, IS1.02, IS1.04, SO1.01, IS2.04, CF2.03; CGE 1c,d, e, g; 2a, b, c, d, e; 4a, f, g	Knowledge/ Understanding Thinking/Inquiry Application Communication	Personal Talents and Competencies

3 6 hours	PRV.01, PRV.02, CFV.01, ISV.01, SOV.05, SSV.01, PR1.03, PR2.01 CF2.03, IS1.03, SO5.02, SS1.01; CGE 1d; 2a,b,c,d; 3e, 4a,d,g; 5e; 7f	Knowledge/ Understanding Thinking/Inquiry Communication	Influences on Talent
4 6 hours	PRV.01, PRV.02, SSV.01, CFV.01, SOV.01, PR2.01, PR4.03, SS1.01, CF1.01, SO1.04; CGE 1e,g,i; 2a,b,c,d,e; 3b,c,d,e; 5c,h; 7a,b,h,j	Communication Application	Talent to Career (Using Talent to Determine Future Choices)

Unit 2: Decision Making – Controlling Your Destiny

Time: 31 hours

Unit Description

This unit gives students the opportunity to discover the relationship between decision making and well being based on moral, ethical, cultural, and religious beliefs. Students evaluate their own decision-making patterns and compare their results with current theories of effective decision-making. They identify their skills and interests and apply this knowledge to the decision-making process to determine their short and long-term goals. They can then acknowledge other skills they may need to acquire in order to achieve their goals. Students explore a variety of occupations and employment options to develop a personal and career plan. Students apply their knowledge to develop their employment plan by preparing and presenting resumes, references, educational records, letters of application, and sample application forms as a summative unit assignment.

Unit 2 Overview Chart

Act.	Expectations	Assessment	Focus
1 3 hours	PRV.01, ISV.03, PR1.01, PR1.02, IS1.03; CGE 1c; 2a; 4f; 7a	Knowledge/Understanding Thinking/Inquiry Communication Application	By Chance or Choice (How People Make Decisions)
2 4.5 hours	PRV.01, PRV.02, CFV.01, ISV.03, PR1.04, PR3.01, PR3.02, CF1.01, IS1.03; CGE 1c; 2a; 4g; 7f	Knowledge/Understanding Thinking/Inquiry Communication Application	Factors Affecting Decision Making
3 7 hours	CFV.01, CFV.02, CF2.01, CF2.04; CGE 1c,d; 2b, 3c; 4d,f,h; 5h; 7a,b	Knowledge/Understanding Thinking/Inquiry Communication Application	Positive Lifestyle and Employment Behaviours
4 7.5 hours	CFV.01, CFV.02, SOV.04, ISV.02, ISV.03, ISV.04, CF1.01, CF1.03, CF2.02, SO4.01, IS1.03, IS1.04, IS2.02, IS3.01, IS3.02; CGE 2c,e; 5b,h; 7h	Knowledge/Understanding Thinking/Inquiry Communication Application	Exploring Satisfactory Occupations
5 6 hours	CFV.01, ISV.02, ISV.04, CF1.04, IS2.02, IS3.02; CGE 2b,c,d; 3e; 4g; 5h; 7h	Knowledge/Understanding Thinking/Inquiry Communication Application	Lifestyle and Employment Plan
6 3 hours	CFV.01, PRV.01, ISV.01, ISV.04, CF1.02, CF2.05, PR1.04, IS1.02, IS1.04, IS3.01, IS3.02; CGE 1g; 5b,h; 7a,b,h,j	Knowledge/Understanding Thinking/Inquiry Communication Application	The Life-long Learner

Unit 3: Communication Skills – Getting Along with Self and Others

Time: 27 hours

Unit Description

Students examine the role of communication in successful career management and Christian living. Students consider the factors that affect the self concept and how these influence one's ability to relay the intended message. Emphasis is placed on the development of effective communication skills (listening, speaking, personal presentation). In order to build on one's talents, observation and practice are integral to student skill development. Students learn models of interaction (group/peer/employer-employee), problem solving, and conflict resolution. They then apply them to both personal and workplace interactions. Students recognize and develop an appreciation for the power structure of the workplace and how it facilitates personal success.

Unit 3 Overview Chart

Act.	Expectations	Assessment	Focus
1 4.5 hours	SOV.02, SOV.03, ISV.03, SO2.03, SO3.01, SO3.02, SO3.03, IS1.03; CGE 1i, 2a,b,c,d; 3b, 4f,g; 7b	Knowledge/Understanding Thinking/Inquiry Communication	Introduction to Communication Skills
2 3 hours	SOV.01, SOV.04, SO1.02, SO4.04; CGE 1i; 2a,c; 4f,g; 5a; 7b,f,h	Thinking/Inquiry Application	Making an Impression
3 6 hours	SOV.02, SOV.04, SO2.01, SO2.02, SO2.03, SO2.04, SO4.01, SO4.02, SO4.03; CGE 1i, 2a,b,c,d;3b; 4f,g; 5a,d,e; 7b,f,h	Knowledge/Understanding Communication	Getting Along With Others
4 4.5 hours	SOV.01, SOV.02, ISV.01, ISV.02, SO1.03, SO2.01, SO2.04, IS3.01; CGE 1i; 2a,c,d; 4f,g; 5a,e,f,g,h;7b,f,h,j	Thinking/Inquiry Communication Application	Workplace Behaviour
5 5 hours	CFV.02, SOV.04, ISV.04, CF2.02, SO2.04, SO4.04, SO4.05, IS3.02; CGE 1j; 2a,b,c,d; 3b,c,d; 4a,d,f,g; 5h;7b,h	Knowledge/Understanding Thinking/Inquiry Communication	Practising Appropriate Behaviours
6 4 hours	SOV.05, ISV.04, SO5.01, SO5.03, SO5.04, IS3.02; CGE 1d,i,j; 2a; 3b,c,f; 4a,d,f,g; 5a,e,f,g; 7b,c,f,j	Knowledge/Understanding Thinking/Inquiry Communication	Conflict Resolution

Unit 4: Money Management – Affording Your Dreams

Time: 32 hours

Unit Description

Students develop their knowledge of and skills in money management according to Catholic beliefs and values. Students research the effects of the economy on individuals. They identify and demonstrate knowledge of various types of financial institutions, services, accounts, and transactions. Students access information (from the Internet, employers, individuals, etc.) related to the costs and benefits of working for pay. Rights and responsibilities as outlined in government regulations are identified and students reflect on them as they may impact on personal budgets and lifestyles. Students develop personal money-management skills and become aware of the influences on their purchasing decisions. As a culminating activity, students plan the purchase of a consumer item as it relates to their budget and lifestyle plan.

Unit 4 Overview Chart

Act.	Expectations	Assessment	Focus
1 4 hours	SSV.01, SSV.02, ISV.01, ISV.03, SS1.01, SS1.02, IS1.04, IS2.03; CGE 1d,g,i; 2a,b,c,d; 4d,f,g	Knowledge/Understanding Thinking/Inquiry	Economic Trends/Effects on Personal Finances
2 6 hours	CFV.03, SSV.03, SS3.01, SS3.02, SS3.03, CF3.01, CF3.02, CF3.03; CGE 1d,g,i; 2a,b; 4f,g; 5h; 7a,b,h,j	Knowledge/Understanding Communication Application	Understanding Your Pay
3 6 hours	PRV.01, PRV.02, SSV.03, PR1.04, PR4.01, PR4.02, PR4.03, SS3.03; CGE 1d,g,i; 4f,g; 5h; 6c,e; 7a,b,e,h,i	Knowledge/Understanding Application	Budgeting Your Money
4 11 hours	PRV.01, PRV.02, SSV.02, ISV.04, PR1.04, PR4.01, PR4.02, PR4.03, SS1.03, SS2.01, SS2.02, SS2.03, SS3.04, IS3.01, IS3.02; CGE 1d,g,i; 2a,b,c,d; 4f,g; 5h; 6a,c,e	Knowledge/Understanding Thinking/Inquiry Communication Application	Using Financial Institutions
5 5 hours	PRV.01, PRV.02, ISV.02, ISV.04, PR4.04, PR4.05, PR4.06, IS1.01; CGE 1d,g,i; 2a,b,c,e; 4f,g; 5h; 6a,c,d,e; 7a,b,d,e,h,i,j	Thinking/Inquiry Communication Application	The Purchase (Putting Budgeting Theory into Action)

Teaching/Learning Strategies

During this course students will have opportunities to identify their God-given talents and personal decision-making strategies through a variety of mediums. Computer software and the Internet can be used to explore and manipulate personal inventory analysis tests. This will encourage students to develop a level of comfort in accessing the Internet for career search information. The Guidance Department can provide numerous paper-and-pencil self-assessment booklets available for all ability levels within the classroom. Accessing resources and financial expertise from local financial institutions provides current information and methods on budgeting and financial planning. Outside sources, in the form of guest speakers, are additional human resources which offer different perspectives and relevant standards of success to which students can aspire. School chaplains also provide an internal source of knowledge for reflection on moral/ethical issues and decision making. The hours allotted to each unit may be adjusted (but must total 110 hours) to reflect existing school facilities and community focus.

Teaching/learning strategies may include the following:

Brainstorming – group generation of initial ideas expressed without criticism or analysis;

Buddy System – links students for peer/cross-age support;

Case Study – investigation of real and simulated issues;

Checklists – an inventory of possible characteristics/attributes;

Class Discussion – students actively participate by taking turns while discussing current issues;

Collaborative/Cooperative Learning – small-group learning providing high levels of student engagement and interdependence;

Community Involvement - guest speakers, field trips, and associations;

Computer-assisted Learning – learning new material, review/reinforce material previously learned;

Conferencing/Discussion – student-to-student discussion and teacher-to-student discussion to encourage confidence and motivation to succeed in all learners;

Independent Study – exploration and research of a topic interesting to students;

Interviews – learning to develop questions and interviewing techniques;
Journal Writing – the practice of expressing ideas, experiences, questions, reflections, personal understanding, or new learning in written form on a regular basis;
Mind Map – represents physical, demographic, numerical data through a problem design process;
Report/Presentation – oral, visual, written presentation of a researched topic to the class or the community;
Research – various models of investigation;
Self-assessment Inventories – use of both hard copy and computer generated tests and tools;
Socratic Lesson – oral presentation of information by the teacher;
Theological Reflection – students examine issues in relation to spiritual understanding as it reflects on them individually, in their families, and in their communities;
Time-management Organizers – learning to use agendas or organizers to make effective use of time.

Assessment & Evaluation of Student Achievement

The practical nature of this course must be reflected when planning a strategy for student achievement. As students develop skills, they acquire knowledge and develop attitudes, values, and understanding based on Catholic social teaching. These skills are reflected in the expectations set by the curriculum. It is against these expectations that student achievement is measured.

Assessment of skill development involves focus on both process and product. Checklists are commonly used to identify the recommended steps of the process, whether it is investigating careers, resolving conflicts, or preparing a personal financial plan. Significant aspects of the completed assignments are identified and assessed on a rating scale. Checklists and rating scales are provided at the beginning of each unit; students use them for self-assessment as they strive for acceptable standards of competence. The checklists and scales provide both student and teacher with an up-to-date and ongoing means of monitoring the level of achievement attained. Through exemplars and teacher/student discussions, teacher expectations and standards can be presented and clarified. Rubrics are valuable tools to present students with achievement levels and specific expectations for various summative and cumulative assignments.

A variety of techniques and tools should be used in the assessment and evaluation process. The vocabulary used in test questions should reflect that used in the classroom. The option for oral testing and student demonstrations of acquired skills should also be used. Although students should be encouraged to write answers in proper sentence form, questions and answers that involve diagrams are effective assessment instruments. The ability to combine skill and knowledge successfully in practical tasks is demonstrated in students' planning and implementation of work assignments and problem-solving activities. Daily teacher observation of students' achievement on assignments is a technique for assessing progress in these areas.

Student achievement should be assessed on a continual basis throughout the course, using a variety of assessment methods, with culminating activities providing an opportunity for student evaluation. The following assessment methods may be used to develop an achievement strategy:

Diagnostic: occurs at the beginning of a term, a unit of study, or whenever information about prior learning is useful;

Formative: during learning, ongoing feedback to the teacher and student about the quality of learning and the effectiveness of instruction;

Summative: usually carried out at the end of a learning process; may include feedback and/or evaluation.

Teachers should develop assessment tools that reflect student learning in each of the four areas of achievement: Knowledge and Understanding, Thinking and Inquiry, Communication, and Application. Seventy percent of the grade is based on evaluations conducted throughout the course. Thirty percent of the grade is based on a final evaluation in the form of an examination, performance, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Tools for assessing student achievement for this course may include the following:

Paper-and-Pencil Tests

- Ongoing quizzes, tests, final evaluation (final exam)

Performance Assessment

- Agenda
- Assigned exercises
- Checklists/Finished-product checklists
- Case study analysis
- Worksheets
- Log/journal entries
- Marking schemes
- Presentations
- Portfolios
- Role playing
- Rubrics/rating scales

Personal Communication

- Conferencing – student-teacher, teacher-group
- Self-/peer assessment
- Journal/agenda
- Ongoing verbal feedback
- Critique

Teacher Observation

- Formal/informal

Reflection

- Self-/peer assessment
- Log/journal
- Theological reflections

The assessment and evaluation strategy is developed to include a variety of instruments designed to provide information about student achievement. Learning skills, effort, punctuality, and recorded absences are reported separately and are not considered in the determination of the percentage grade. Assessment and evaluation instruments may be used in more than one achievement category.

Accommodations

Teachers using this course profile should be acquainted with Individual Education Plans (IEPs), as well as the needs of English as a Second Language (ESL) and English Literacy Development (ELD) students and their unique learning characteristics, in order to make the necessary accommodations for students.

A wide range of teaching/learning strategies can be used to meet the needs of all students. Teachers are encouraged to modify and expand teaching strategies to accommodate learning styles. Accommodations may include but are not limited to:

- Modifying approaches to assessment;
- The option for oral testing;
- Student demonstrations of acquired skills;
- Written tests designed to suit the reading and writing levels of the students;
- Conferencing/discussion; student-to-student and teacher-to-student discussion to encourage confidence and motivation;
- Students working with classroom partners and/or peer tutors;

- Providing a list of terminology (possibly simplified) before an activity begins;
- Small-group learning;
- Flexible timelines;
- Adaptation of handouts: modified to incorporate a larger, easy-to-read font or simplified/advanced in terms of language and content provided;
- Project modification and task modifications (e.g., fewer/more websites, sources, informational items);
- Enrichment and extension activities.

Resources

Note Concerning Permissions

Units in this profile make reference to the use of specific texts, magazines, films, and videos. Before reproducing materials for student use from books and magazines, teachers need to ensure that their board has a Cancopy licence and that resources they wish to use are covered by this licence. Before screening videos for their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor (e.g., Audio Cine Films Inc.). Teachers are also reminded that much of the material on the Internet is protected by copyright. That copyright is usually owned by the person or organization that created the work. Reproduction of any work or a substantial part of any work on the Internet is not allowed without the permission of the owner.

Course Development Resources

The Bible For Catholics. CD-ROM. Washington: Liguori Publications, 1996. ISBN 0-7648-0065-5

Blueprints: A Resource Tool for Writing Catholic Secondary School Course Profiles. Catholic Curriculum Cooperative, Central Region.

Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999.

The Ontario Curriculum, Grades 9 to 10, Social Sciences and Humanities, 1999.

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The Ontario Curriculum, Grades 9 to 12, Program Planning and Assessment, 2000.

Ontario Secondary Schools, Grades 9 – 12, Program and Diploma Requirements, 1999.

Trafford, Larry. *Educating the Soul: Writing Curriculum for Catholic Secondary Schools*. Toronto: Institute for Catholic Education, 1998. ISBN 0-9699178-5

General

Teacher-developed resources including handouts, worksheets, and activity sheets

Samples of student work

Software tutorials and manuals

School Library/Resource Centre

Student Services Department - computer programs to assist with career exploration and investigation of college and university programs.

Ontario Tourism Education Corporation, a good source for guest speakers (refer to websites)

Community Service Agencies, Speakers, Business Personalities, and In-School Expertise

On-site secondary school staff: school nurse, guidance personnel, physical education teacher, Chaplain, business teacher, librarian, and communication technology teacher

Community personnel: employment centre placement officers, bank personnel, insurance and personal financial planners, fitness instructors, public health nurse, nutritionist/dietician

Print

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- Canadian Conference of Catholic Bishops. *Catechism of the Catholic Church*. Ottawa: Publications Service, 1994. ISBN 0-88997-281-8
- A Career in Tourism – You Decide How Far To Go*. Canada: Canadian Tourism Human Resource Council, 1995. ISBN 1-8962-2991-3
- Career Planning Guide*. Canadian Tourism Human Resource Council, 1996. ISBN 1-896229-51-4
- Childs, James Jr. *Ethics in Business: Faith at Work*. Minneapolis, MN: Augsburg Fortress, 1995. ISBN 0-8006-2908-6
- Choices and Decisions*. Toronto: Visa Canada Association, 2000. (CD-ROM and Print Kit)
- Cowan, David, Susanna Palomares, and Dianne Schilling. *Conflict Resolution Skills For Teens*. Spring Valley, CA.: Innerchoice Publishing, Monarch Books of Canada Limited (Distributors), 1994. ISBN 1-56499-023-0
- Douglass, Merrill E. and Donna N. Douglass. *Manage Your Time Your Work Yourself*. New York: American Management Association, 1993. ISBN 0-8144-7825-5
- Dubin, Andrew J. *10 Minute Guide to Effective Leadership*. New York: Macmillan Spectrum/Alpha Books, 1997. ISBN 0-02-861406-2
- Ethical and Legal Issues*, (Handbook). Ontario Co-operative Education Association, 1994.
- Employer Link: Guide To Government Of Canada Programs And Services To Help Employers*.
- Ferguson, Carol. *The Canadian Living Cookbook*. Mississauga, ON: A Random House/Madison Press Book, 1994. ISBN 0-394-22017-X
- Hire Youth*. Canada: Human Resources Development Canada, 1999. ISBN 0-662-64305-4
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- Harper, Mark, Ken O'Connor, and Marilyn Simpson. *Quality Assessment: Fitting The Pieces Together*. Toronto: Educational Series Committee OSSTF, 1999. ISBN 0-920930-47-6
- Heacox, Diane. *Up From Underachievement*. Minneapolis, MN.: Free Spirit Publishing Inc., Monarch Books of Canada (Distributors), 1991. ISBN 0-915793-35-0

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Plue, Leo, Warren Palmer, and Cheryl Karakokkinos. *Careers: Today and Tomorrow*. Toronto: Irwin Publishing Ltd., 2000. ISBN 0-7725-2852-7 (Student Text)

Poertner, Shirley and Karen Massetti Miller. *The Art of Giving and Receiving Feedback*. West Des Moines, Iowa: American Media Publishing, 1996. ISBN 1-884926-53-3

Pre-placement & Integration Curriculum Resource - Community-Based Programs. The Greater Toronto Area Cooperative Education Association (GTACEA)

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How People Are Paid: Understanding Salaries and Benefits. Learning Seed, 1999. (# 170)

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Career Gateway – www.edu.gov.on.ca/eng/career/

Career Planning HRDC – www.nextsteps.org

Catholic Social Teaching – www.coc.org/coc/cst.html

Curriculum Services Canada (Ontario Curriculum Centre - OCC) – <http://www.curriculum.org>

The Edge – www.hrdc-drhc.gc.ca/career-carriere/edge/home.shtml

Educational Computing Organization of Ontario (ECOO) – <http://www.ecoo.org/>

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Health and Safety/Workers Rights – www.gov.on.ca/LAB/stu/student.htm

Human Resources Development Canada (HRDC) – www.hrdc-drhc.gc.ca/: National site and home page, Work/Jobs, Career Match Up, Career Directions, Job Futures, The Edge Youth Magazine

Job Find 2000 - Youth employment information – www.jobfind2000.com

Mazemaster – www.mazemaster.on.ca

Media Awareness Network – <http://www.media-awareness.ca/>

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Ontario Ministry of Education – <http://www.edu.gov.on.ca/>

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Volunteer Canada – <http://www.volunteer.ca>.

WorkSearch - Human Resources Development Canada – <http://www.worksearch.gc.ca>

Wellness International – <http://www.wellnessnet.com/testfat/htm>.

Women in Trades and Technology Network – <http://www.wittnn.com/>

Young Canada Works – Youth employment information - www.pch.gc.ca

Youth Resource Network of Canada - employment – www.youth.gc.ca/jobopps/summer_e.shtml

YTV (InClass) – <http://inclass.ytv.com/>

OSS Consideration

Managing Personal Resources, Workplace Preparation, is designated as a Social Sciences and Humanities course. The philosophy that underlies the teaching of social sciences is that students explore individual and collective human behaviour and needs and patterns and trends in society. Workplace preparation courses are designed to equip students with the knowledge and skills they require. These include: meeting the expectations of employers, determining if they plan to enter the workplace directly after graduation; or determining the requirements for admission to certain apprenticeship or other training programs. Students can use this course as an additional compulsory senior Social Sciences credit or as an optional credit.

To ensure that all students in the province have equal opportunity to achieve their full potential, the education system must be free from discrimination and must provide all students with a safe and secure environment so that they can participate fully and responsibly in the educational experience. Anti-discrimination education, equity/social justice issues, conflict resolution/violence prevention, community partnerships, and faith development are addressed in the course. These support the Ontario secondary school board policies as well as the Ontario Catholic School Graduate Expectations. Career exploration is a component of all units and is aligned with *Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*.

Coded Expectations, Managing Personal Resources, Grade 11, Workplace Preparation, HIP3E

Self and Others

Overall Expectations

- SOV.01** · demonstrate an understanding of self-concept and its role in effective communication;
- SOV.02** · describe the role of “interpersonal intelligence” (i.e., the capacity for listening to and empathizing with others) in successful relationships;
- SOV.03** · demonstrate an understanding of the elements of communication;
- SOV.04** · describe techniques that lead to effective interaction with others;
- SOV.05** · demonstrate an understanding of the basic nature of conflict and identify ways in which conflict is resolved.

Specific Expectations

Self-Concept and Communication

- SO1.01** – explain self-concept and identify the factors that influence it;
- SO1.02** – demonstrate an understanding of the importance of self-concept and its role in effective communication (e.g., how one relates to others, one’s acceptance by peers, one’s ability to communicate a point of view);
- SO1.03** – describe the impact of a positive self-image in the workplace;
- SO1.04** – describe the ways in which an individual might build on personal strengths and address areas for improvement in order to form good relationships and achieve effective communication in the workplace.

Interpersonal Intelligence and Relationships

- SO2.01** – identify different power positions in the workplace (e.g., superior, peer, subordinate) and behaviour patterns associated with them (e.g., employer-to-employee, employee-to-employee, employee-to-employer);
- SO2.02** – demonstrate an understanding of the importance of developing rapport within personal relationships (e.g., team members, work associates);
- SO2.03** – describe the role of empathy in making connections with others;
- SO2.04** – compile data on models of problem-solving used by people in various roles in the workplace.

Elements of Communication

- SO3.01** – identify the components of spoken communication (e.g., language level, tone of voice, volume, cadence) and non-verbal communication (e.g., body language, appropriate contact, personal space, image projection), taking into account cross-cultural differences;
- SO3.02** – demonstrate an understanding of active listening skills, through observation and practice;
- SO3.03** – identify and differentiate instances of the three basic styles of communication: passive, aggressive, assertive.

Effective Interaction With Others

- SO4.01** – describe the dynamics of group interaction;
- SO4.02** – identify the variety of interactions in which they are involved (e.g., peer, parent–child, intergenerational, team or group, employer-employee);
- SO4.03** – demonstrate an understanding of models of interaction (e.g., balanced, controlled, blocked, defended, risk-oriented, compromising);

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- SO4.04** – describe appropriate levels of assertiveness within interpersonal relationships;
SO4.05 – identify the role of initiative, persistence, and motivation on the job, and identify when these qualities are appropriate and helpful.

Managing Conflict

- SO5.01** – demonstrate an understanding of the nature of conflict within interpersonal relationships;
SO5.02 – analyse the effects of living and working in a threatening environment;
SO5.03 – analyse appropriate models of conflict resolution as they apply to specific workplace challenges (e.g., conflict among team members, disagreement between employee and manager);
SO5.04 – explain strategies for coping with issues of personal and public safety (e.g., be aware of safety organizations that provide protection, understand the use of safety equipment and safety features on the job, be aware of worker-protection protocols such as drills for response to fire and other emergencies).

Personal Responsibilities

Overall Expectations

- PRV.01** · demonstrate an understanding of the process of decision making in life situations;
PRV.02 · identify the basic principles and techniques an individual would use in effectively managing personal resources, including talent, time, and money.

Specific Expectations

Making Personal Decisions

- PR1.01** – demonstrate an understanding of the relationship between effective decision making and well-being;
PR1.02 – investigate some common approaches to decision making that hinder the ability to make good choices (e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin);
PR1.03 – describe how cultural differences, personal beliefs, and personal preferences can influence attitudes about the ways in which personal resources are used;
PR1.04 – demonstrate an understanding of the process of personal decision making (e.g., identifying the goal, identifying the various ways it can be achieved, evaluating the options, selecting the option that is appropriate for the specific circumstances).

Managing Talent

- PR2.01** – investigate how factors such as economic and social conditions, prevailing social attitudes, and support networks affect an individual’s use of talent as a resource;
PR2.02 – demonstrate an understanding of how a variety of famous people (e.g., in sports, science, entertainment, the arts) use their talent as a resource;
PR2.03 – identify their own personal talents and competencies, and describe how these might affect their choice of a career path.

Managing Time

- PR3.01** – describe how factors such as personal goals, priorities, and needs and wants affect the use of time as a resource (e.g., setting priorities in scheduling activities, making an effort to be punctual);
PR3.02 – demonstrate an understanding of the ways in which time can be used most efficiently in attaining a specific goal (e.g., in planning, preparing, and serving a meal within established time guidelines).

Managing Money

- PR4.01** – describe how factors such as personal goals, priorities, and needs and wants affect the use of money as a resource;
- PR4.02** – demonstrate an understanding of money-management techniques (e.g., budgeting, banking, credit-card use) in specific situations (e.g., planning to own and operate a vehicle; finding appropriate housing independent of family; budgeting for food, clothing, and other living expenses when living on one’s own);
- PR4.03** – demonstrate an understanding of the ways in which money can be used most efficiently in attaining a specific goal (e.g., in planning and preparing a meal within specified budgetary constraints);
- PR4.04** – identify influences on buying decisions (e.g., advertising, status, convenience) and describe guidelines for becoming a wise and responsible consumer (e.g., comparison shopping, reading labels, checking warranties);
- PR4.05** – plan the purchase of specific items for personal use (e.g., clothing, appliances, entertainment equipment), using wise consumer techniques;
- PR4.06** – identify and evaluate retail shopping opportunities available within and/or from their communities (e.g., catalogue shopping, retail stores, outlet malls, television home shopping channels, Internet shopping, buying clubs, bulk warehouse purchasing), using a variety of print and electronic sources and telecommunications tools.

Preparing for the Challenges of the Future

Overall Expectations

- CFV.01** · identify the elements of successful employment and lifestyle planning;
- CFV.02** · explain why personal well-being is an important factor in getting and keeping a job;
- CFV.03** · demonstrate an understanding of the rights and responsibilities of employers and employees.

Specific Expectations

Planning for Employment and Lifestyle

- CF1.01** – describe the primary personal considerations that affect the choice of an occupation (e.g., skills in dealing with people, information, and tools used in the workplace; interests; personal attributes);
- CF1.02** – identify their short- and long-term goals, and the skills and experience they need to achieve them;
- CF1.03** – identify occupations available in fields related to their own talents, interests, and personal attributes;
- CF1.04** – establish a personal lifestyle and employment plan (e.g., through tracking experience; identifying skills, interests, and educational achievements; preparing a résumé and letter of application; collecting references; filling out job application forms).

Well-Being and Employment

- CF2.01** – demonstrate an understanding of the importance of personal hygiene and health;
- CF2.02** – demonstrate an understanding of the importance in the workplace of having a positive attitude towards others and developing a strong system of ethics and honesty;
- CF2.03** – describe how cultural diversity and individual differences can be advantageous (e.g., by providing access to a variety of perspectives, experiences, and communities);
- CF2.04** – identify healthy ways of dealing with stress and anger at work (e.g., by using conflict-resolution techniques, taking breaks, participating in teamwork);
- CF2.05** – describe how lifelong learning can lead to future personal successes.

Rights and Responsibilities in the Workplace

- CF3.01** – identify the rights and responsibilities of employees and employers (e.g., the right of an employer to expect a full day’s work from an employee; the responsibility of an employer to provide safe working conditions);
- CF3.02** – identify factors that contribute to, and government regulations that control, occupational health and safety;
- CF3.03** – identify legislation that governs labour relations and unions in the workplace.

Social Structures

Overall Expectations

- SSV.01** · describe how economic influences affect the individual;
- SSV.02** · identify ways in which financial institutions assist in the management of personal economics;
- SSV.03** · identify the benefits and costs of working for pay.

Economic Influences

- SS1.01** – identify ways in which economic trends (e.g., interest rates, the consumer price index, inflation, employment rates, fluctuations in the value of the dollar) affect the individual;
- SS1.02** – investigate the impact on personal finances of lay-offs, long strikes, downsizing, plant closures, and promotions;
- SS1.03** – identify, by conducting a survey, the attitudes of individuals towards various financial arrangements (e.g., credit-card use, borrowing money, accumulating savings, planning for investment, owning property).

Financial Institutions

- SS2.01** – identify the types of financial institutions available in the community (e.g., banks, credit unions, finance companies, trust companies) and the services available at those institutions (e.g., debit cards, banking machines, financial advisers);
- SS2.02** – demonstrate an understanding of how to complete banking transactions (e.g., by completing forms to open accounts and to deposit and withdraw funds; writing cheques; using a cheque register; applying for credit cards and loans);
- SS2.03** – describe different types of personal bank accounts and the advantages of each.

Working for Pay: Benefits and Costs

- SS3.01** – identify the economic and personal costs associated with working for pay (e.g., cost of clothing, safety equipment, tools, transportation, food, child care; loss of time for personal needs);
- SS3.02** – describe the benefits that employers commonly offer (e.g., health insurance, life insurance, pensions, paid vacation, skills-upgrading programs);
- SS3.03** – identify the typical deductions on a pay-cheque stub (e.g., union dues, income tax, employment insurance, Canada Pension Plan);
- SS3.04** – identify the advantages of setting aside a portion of income as savings (e.g., as a contingency for emergencies, future purchases, housing).

Research and Inquiry Skills

Overall Expectations

- ISV.01 · use appropriate social science research methods in the investigation of issues related to personal resource management;
- ISV.02 · use a variety of print and electronic sources and telecommunications tools to research information effectively;
- ISV.03 · correctly use terminology associated with personal resource management;
- ISV.04 · communicate the results of their inquiries effectively.

Specific Expectations

Using Research Methodology

- IS1.01 – identify the steps involved in a social science research investigation (e.g., framing a research question, developing a thesis, preparing a literature review, conducting primary research, critically analysing all research and evaluating the results);
- IS1.02 – demonstrate an understanding of data-collection skills and methods, including the use of surveys, questionnaires, and interviews;
- IS1.03 – correctly use terminology related to personal resource management (e.g., resources, budgeting, goal-setting);
- IS1.04 – compile information from a variety of research sources (e.g., interviews, personal observations, original documents, print materials, Internet articles, CD-ROMs, statistics, videos).

Organizing and Analysing Information

- IS2.01 – read and report on articles and advertising related to personal resource management found in newspapers, magazines, and “how to” books;
- IS2.02 – demonstrate an ability to organize and interpret information gathered through research;
- IS2.03 – differentiate between research evidence and opinion;
- IS2.04 – recognize bias in print and electronic sources.

Communicating Results

- IS3.01 – record information and key ideas collected in their research, documenting the sources accurately and using correct forms of citation;
- IS3.02 – effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, group presentations).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys of **all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;
- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
- CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
- CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

Unit 2: Decision Making – Controlling Your Destiny

Time: 31 hours

Unit Description

This unit gives students the opportunity to discover the relationship between decision making and well-being, based on moral, ethical, cultural, and religious beliefs. Students evaluate their own decision-making patterns and compare their results with current theories of effective decision making. They identify their skills and interests and apply this knowledge to the decision-making process to determine their short and long-term goals. They can then acknowledge other skills they may need to acquire in order to achieve their goals. Students explore a variety of occupations and employment options to develop a personal and career plan. Students apply their knowledge to develop their employment plan by preparing and presenting resumes, references, educational records, letters of application, and sample application forms as a summative unit assignment.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1: By Chance or Choice (How People Make Decisions)	180 min	PRV.01, ISV.03, PR1.01, PR1.02, IS1.03; CGE1c, 2a, 4f, 7a	Knowledge/ Understanding Thinking/Inquiry Communication Application	Scripture-based Role Play Written Reflection Activity Record Case Study and Analysis
2: Factors Affecting Decision Making	270 min	PRV.01, PRV.02, CFV.01, ISV.03, PR1.04, PR3.01, PR3.02, CF1.01, IS1.03; CGE1c, 2a, 4g, 7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	Mind Map Personal Profile-Goals Analysis To-Do List Scavenger Hunt Summary
3: Positive Lifestyle and Employment Behaviours	420 min	CFV.01, CFV.02, CF2.01, CF2.04; CGE1c, 1d, 2b, 3c, 4d, 4f, 4h, 5h, 7a, 7b	Knowledge/ Understanding Thinking/Inquiry Communication Application	Group Work Presentation Personal Health Inventory Food Record Create-A-Meal Field Trip Case Study Role Play Collage/Written Paragraph
4: Exploring Satisfactory Occupations	450 min	CFV.01, CFV.02, SOV.04, ISV.02, ISV.03, ISV.04, CF1.01, CF1.03, CF2.02, SO4.01, IS1.03, IS1.04, IS2.02, IS3.01, IS3.02; CGE2c, 2e, 5b, 5h, 7h	Knowledge/ Understanding Thinking/Inquiry Communication Application	View Video Faith-based Analysis Religious Reflection Ethics Game Code of Behaviour Poster Mind Map Interest Inventories Career Investigation Personal Profile – Skills and Careers Sections Role Play/Presentation

Activity	Time	Expectations	Assessment	Tasks
5: Lifestyle and Employment Plan	360 min	CFV.01, ISV.02, ISV.04, CF1.04, IS2.02, IS3.02; CGE2b, 2c, 2d, 3e, 4g, 5h, 7h	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Application Completion Guest Speaker Complete Resume Gather References Prepare Cover Letter
6: The Life-long Learner	180 min	PRV.01, CFV.01, ISV.01, ISV.04, PR1.04, CF1.02, CF2.05, IS1.02, IS1.04, IS3.01, IS3.02; CGE1g, 5b, 5h, 7a, 7b, 7h, 7j	Knowledge/ Understanding Thinking/ Inquiry Communication Application	Readings on Change Interview of Adult Faith-based Analysis Personal Profile –Plan for Life Section

Accommodations

The following are a list of accommodations that teachers can implement to accommodate student needs. These are only suggestions other accommodations can be used.

- Modify the presentation format for students who require an alternate mode of presentation.
- Extra time may be given for the completion of assignments and class activities.
- Simplify the extent of requirements to reflect specific needs of individuals
- Peer tutoring/partnering with a supportive student for those students who need extra help.
- Enrichment students may develop alternative ways to complete an assignment.

Activity 1: By Chance or Choice (How People Make Decisions)

Time: 180 minutes

Description

This activity introduces students to effective decision-making strategies that will enable them to make informed, moral decisions in light of gospel values and church teachings. Students become aware of the decisions they make on a daily basis and throughout their lives. They investigate common approaches to decision making and contrast them to the process of personal decision making. Students develop, implement, and evaluate their decision-making skills.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures.

CGE2a - listens actively and critically to understand and learn in light of gospel values.

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

CGE7a - acts morally and legally as a person formed in Catholic traditions.

Strand(s): Personal Responsibilities, Research and Inquiry Skills

Overall Expectations

PRV.01 - demonstrate an understanding of the process of decision making in life situations;

ISV.03 - correctly use terminology associated with personal resource management.

Specific Expectations

PR1.01 - demonstrate an understanding of the relationship between effective decision making and well-being;

PR1.02 - investigate some common approaches to decision making that hinder the ability to make good choices (e.g., acting on impulse, adopting a laissez-faire attitude, flipping a coin);

IS1.03 - correctly use terminology related to personal resource management (e.g., resources, budgeting, goal-setting).

Prior Knowledge & Skills

Students:

- require general presentation skills;
- require oral and written communication skills;
- need an understanding of cooperative group skills.

Planning Notes

The teacher should:

- encourage attitudes and values founded on Catholic social teachings, which promote social responsibility, human solidarity, and the common good.
- obtain a copy of the *Catholic Church Annual Missal*. The ‘Passion Play’ (Matthew 26) should be copied in parts to give out to students for role-play purposes.
- prepare a Socratic lesson on common approaches to decision making.
- develop a case study (e.g., buying a car) to illustrate the many decisions made which lead to a final decision.
- prepare a rubric for evaluating the case study.
- generate an ‘Activity Record’ for students to track their daily decisions.

Activity	Time	What Decision did you make?	Consequences?
Wake up...	6:30 a.m.	To sleep more or get up	Be on time or late for school

- prepare a Socratic lesson on decision-making strategies.
- prepare checklists, rubrics, and marking schemes for activities as required.

Teaching/Learning Strategies

1. Using *Bible/Church Missal* references on the Passion Play (Matthew 26), the teacher assigns role-play parts to students who volunteer to read aloud. Students present this to the class.
2. The teacher asks students to reflect on the ‘decision’ that Peter made to denounce Jesus. The teacher leads a class discussion on why and how he made his decision and the consequences of that decision.
3. A Socratic lesson is given on common approaches to decision making.
4. Students brainstorm and develop a list of decisions that they or others have made recently (e.g., taking a night school course, buying a personal item family separation).
5. Selecting a decision, students write a reflection paragraph discussing the outcome, how he/she was affected, and the effectiveness of the decision. Students may share their reflections with the class.
6. Students complete the Activity Record, listing decisions they make from the time they wake up in the morning until they arrive in their first class of the school day. Students may share their responses in a class discussion on effective decision making. The teacher highlights the abundance of decisions made and the impact of the results/consequences to life and career planning.
7. The teacher conducts a Socratic lesson on effective decision-making strategies.

8. As a class, students read and analyse a case study. On the board, the teacher records the decision(s) being made, the decision-making method(s) used, and the effectiveness (outcome) of the decision(s), as identified by students. The class discusses more effective ways to manage the situation.
9. The teacher distributes another case study. Each student completes his/her own analysis following the example on the board.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Reflection Paragraph	Checklist for completeness	Formative	Thinking/Inquiry
Case Study Analysis	Rubric	Summative	Knowledge, Thinking, Communication, Application

Accommodations

- Enrichment: students present their analysis to the class and respond to feedback.

Resources

Print

Canadian Conference of Catholic Bishops. *Catechism of the Catholic Church*. Ottawa: Publications Service, 1994. ISBN 0-88997-281-8

Career Planning Guide. Canadian Tourism Human Resource Council, 1996. ISBN 1-896229-51-4

Choices and Decisions. Toronto: Visa Canada Association, 2000. (CD-ROM and Print Kit)

Jerusalem Bible. Garden City, NY: Doubleday & Company Inc., 1998. ISBN 0-385-01156-3

Misener, J. and S. Butler. *Exploring Your Horizons*. Toronto: McGraw-Hill Ryerson Limited, 1998. ISBN 0-0755-2864-9

Palomares, Susanna and Diane Schilling. *Life Skills For Teens*. Spring Valley, CA: Innerchoice Publishing Company, Monarch Books of Canada Limited (Distributors), 1994. ISBN 1-56499-024-9 (Reproducible Masters)

Websites/Software

WorkSearch - Human Resources Development Canada – <http://www.worksearch.gc.ca>

Activity 2: Factors Affecting Decision-Making

Time: 270 minutes

Description

Students become aware of the many factors that may influence how and what decision is made. Students prioritize these influences as they relate to personal decision making and goal setting in keeping with scripture teachings. Students identify goals as a component of decision making in their life and career plan and determine their own short- and long-term goals. A personal skills assessment activity assists students in deciding what skills and experience they need to obtain in order to meet their goals. Students appreciate how the use of time influences decision making, and therefore must be managed effectively in order to encourage the success of a healthy Christian life and career plan.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life choices and opportunities;

CGE7f - respects and affirms the diversity and interdependence of the world's peoples and culture.

Strand(s): Personal Responsibilities, Preparing for the Challenges of the Future, Research and Inquiry Skills

Overall Expectations

PRV.01 - demonstrate an understanding of the process of decision making in life situations;

PRV.02 - identify the basic principles and techniques an individual would use in effectively managing personal resources, including talent, time, and money;

CFV.01 - identify the elements of successful employment and lifestyle planning;

ISV.03 - correctly use terminology associated with personal resource management.

Specific Expectations

PR1.04 - demonstrate an understanding of the process of personal decision making (e.g., identifying the goal, identifying the various ways it can be achieved, evaluating the options, selecting the option that is appropriate for the specific circumstances);

PR3.01 - describe how factors such as personal goals, priorities, and needs and wants affect the use of time as a resource (e.g., setting priorities in scheduling activities, making an effort to be punctual);

PR3.02 - demonstrate an understanding of the ways in which time can be used most efficiently in attaining a specific goal (e.g., in planning, preparing, and serving a meal within established time guidelines);

CF1.01 - describe the primary personal considerations that affect the choice of an occupation (e.g., skills in dealing with people, information, and tools used in the workplace; interests; personal attributes);

IS1.03 - correctly use terminology related to personal resource management (e.g., resources, budgeting, goal-setting).

Prior Knowledge & Skills

Students:

- are familiar with the decision-making process as per Activity 1;
- may require a basic understanding of computer operations and the Internet;
- need to be familiar with school/board Internet policies;
- require an understanding of brainstorming techniques;
- need collaborative/cooperative learning skills;
- need to be familiar with mind-mapping techniques.

Planning Notes

The teacher should:

- prepare coloured slips of paper on which students write a 'factor' influencing decision making as part of a Mind Map, which is then assembled on the board/poster board.
- prepare large cue cards with common 'goals' that students may have (e.g., obtain their course credit, get a part-time job, buy a car, find a good job, get married, etc.). More than one of each 'goal' may be helpful so that students have their choice. Provide blank cards for possible goals not already presented.
- develop definitions for 'skills' and 'experience.'
- prepare a checklist for evaluating a mind map.
- book the computer lab if computer programs/websites are used for self-assessment.
- gather resources for skills assessment.

- prepare a Personal Profile and Planning Chart (use ‘landscape’ page layout).

Goals: Short/Long	Skills	Experience	Personal Qualities	Interests/Career Options	Planning for Life

- develop a ‘word bank’ of skills.
- prepare an overhead of a job want ad.
- familiarize themselves with personal self-assessment inventories.
- gather/develop a ‘Things to do today...’ page.
- develop a Socratic lesson on time management as a skill.
- collect/prepare/locate items for the Scavenger Hunt and prepare a list of requirements. A small prize(s) could be purchased to motivate students.
- prepare checklists, rubrics, and marking schemes for activities, as required.

Teaching/Learning Strategies

1. The teacher writes a ‘decision’ that a student might make (e.g., whether or not to buy a leather jacket, to attend Sunday Mass, to go to class, etc.) in the centre of a circle drawn on board. Students consider what they would have to think about in order to make this decision (e.g., Do I have enough money? Will my parents approve/disapprove? etc.) and write one idea on a piece of coloured paper. Papers are taped around the circle to represent a Mind Map (add personal goals, skills, and time, if not suggested). The teacher identifies them as ‘factors’ that affect decision making. The teacher develops notes on the board about “Factors Affecting Decision Making” (e.g., goals, skills, money, family, etc). Students record these notes.
2. Using the example of the mind map from Strategy 1, students prepare their own mind map for one decision they will make today. The teacher assists students.
3. The teacher places cue cards (life goals) on the board or around the room. Students select something they ‘want’ from the cards. After making their selection, students state and explain their choice. The teacher identifies choice(s) as ‘goals’ and explains the difference between ‘need’ and ‘want.’
4. In small groups, students develop and present a definition for ‘goals.’ The teacher presents a correct/complete definition of ‘goal’ on the board. Students copy the notes/examples of goals discussed.
5. Students reflect on the short- and long-term goals that Jesus had for being among his mankind. The teacher follows with a Socratic lesson on short- and long-term goals and groups the goals previously discussed (T/L Strategy 3) into each category.
6. Students identify their own personal short and long-term goals by completing the ‘Goals’ section on the Personal Profile and Planning Chart. The teacher assists students.
7. The teacher writes one goal on the board (e.g., to obtain a part-time job). Students brainstorm how to achieve this goal. The teacher breaks down suggestions into ‘skills’ and ‘experience’ and provides definitions for both terms. Students make notes with examples.
8. The teacher provides students with skills assessment tools (either computer or pen/paper) to identify personal skills and skill levels. The teacher highlights skills that students used or developed in order to complete the assessment activity (e.g., computer/technical skills, reading to understand, following instructions, decision making, teamwork or leadership skills). The teacher provides a ‘word bank’ of skills that students can use to complete the ‘Skills’ column on the Personal Profile and Planning Chart.
9. On an overhead, the teacher displays a ‘Help Wanted - Experience required’ sign. A class discussion identifies the ‘experience’ students might have for the job and where they may have obtained it. The teacher illustrates how daily tasks (housework, caring for siblings, yard work, etc.) provide experience and skill development. The teacher relates ‘experience’ to ‘skills’ previously identified and generates a list of ‘experiences/skills’ on the board. The ‘Experience’ column of Personal Profile and Planning Chart is completed.

10. The teacher distributes a ‘Things to do today...’ list. Students list all the things they need to accomplish by the end of the day (or the next day). Students then prioritize or reorganize the tasks in the order they would most likely perform them. Following this step, students establish a time frame to complete each task. Students are asked to reflect on whether or not they will be successful in accomplishing all of their listed tasks and write a brief paragraph explaining why or why not.
11. The teacher conducts a Socratic lesson on time management and strategies for effective time management emphasizing time management as a ‘skill.’
12. If time permits, the teacher sets out a timed ‘Scavenger Hunt’ to encourage students to ‘manage their time’ in order to be successful. Students are to locate selected items around the school. Several small prizes could be awarded for ‘best time’, correct responses, least disruptive, etc. Students prepare a ‘route plan’ before the hunt to most effectively use their time to accomplish the task. A staggered start should ease disruption and prevent students from following each other. A class discussion follows to determine individual successes, how routes were decided, how they could be more efficient, etc. Students complete a written reflection on their ability to complete the task in the time allotted and their own success. The teacher summarizes the importance of managing time efficiently and making effective decisions in order to achieve one’s goals.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Mind Map	Checklist	Summative	Application
Personal-Profile Goals Section	Rubric	Summative	Knowledge, Thinking, Application, Communication
Time Management Reflection	Checklist	Summative	Thinking, Communication, Application

Accommodations

- Students may be partnered with a supportive student for the scavenger hunt.
- The scavenger hunt may be set on one level to accommodate physically disabled students.
- Enrichment students can plan and prepare the scavenger hunt for the rest of the class.

Resources

Human

Secondary School Guidance Personnel
 Employment Centre Personnel

Print

Canada Prospects - Canada’s Guide to Career Planning for People of all Ages, 1999-2000. Ottawa: Canada Career Consortium, 1999. ISBN 1- 895813-64-6

Douglass, Merrill E. and Donna N. Douglass. *Manage Your Time Your Work Yourself.* New York: American Management Association, 1993. ISBN 0-8144-7825-5

Jerusalem Bible. Garden City, New York: Doubleday & Company Inc., 1998. ISBN 0-385-01156-3

Kelly-Plate, Joan and Eddy Eubanks. *Today’s Teen.* Toronto: Glencoe/McGraw-Hill, 2000. ISBN 0-02-642801-6 (Teacher’s Wraparound Edition)

Ministry of Education and Training. *And Finally I Did Get a Job.* Ontario: Queen’s Printer for Ontario, 1998.

Palomares, Susanna and Diane Schilling. *Life Skills For Teens.* Spring Valley, CA: Innerchoice Publishing Company, Monarch Books of Canada Limited (Distributors), 1994. ISBN 1-56499-024-9 (Reproducible Masters)

Vincent, Lisa and Lee Wallace. *Career Studies 10*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-620137-8 (Teacher's Resource)

Youngs, Bettie B. *Goal Setting Skills For Young Adults-Success From Goals*. Torrance, CA: Jalmar Press, Monarch Books of Canada Limited (Distributors), 1995. ISBN 1-880396-33-5

Websites/Software

Career Cruising – www.careercruising.ca

Career Explorer – www.on.cx.bridges.com

FAD, 2000 – <http://www.netcore.ca/~gibson/gaweb1.htm>.

Get Wired, You're Hired: The Canadian Guide to Job Hunting – <http://www.wiredhired.com>

Mazemaster – www.mazemaster.on.ca

Activity 3: Positive Lifestyle and Employment Behaviours

Time: 420 minutes

Description

Students are introduced to the Christian concept of 'success' and learn to appreciate the relationship between personal behaviours and success in one's life and career. Attention is given to personal and spiritual well-being (hygiene, eating habits, and stress management), providing students with standards and strategies for developing positive scripture-based behaviours. Students examine personal and workplace conflict situations. They then learn and practise effective methods of conflict resolution.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian scriptures;

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;

CGE2b - reads, understands and uses written materials effectively;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems;

CGE4d - responds to, manages and constructively influences change in a discerning manner;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle;

CGE5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation;

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7b - accepts accountability for one's own actions.

Strand(s): Preparing for the Challenges of the Future

Overall Expectations

CFV.01 - identify the elements of successful employment and lifestyle planning;

CFV.02 - explain why personal well-being is an important factor in getting and keeping a job.

Specific Expectations

CF2.01 - demonstrate an understanding of the importance of personal hygiene and health;

CF2.04 - identify healthy ways of dealing with stress and anger at work (e.g., by using conflict-resolution techniques, taking breaks, participating in teamwork).

Prior Knowledge & Skills

Students:

- require an understanding of brainstorming techniques;
- require collaborative/cooperative learning skills;
- need general presentation skills;
- need oral and written communication skills;
- require knowledge of *Canada's Food Guide (CFG)* and basic nutrition (Elementary Curriculum).

Planning Notes

The teacher should

- gather a selection of pictures of adults (smiling, unkempt, dressed in business attire, overweight, vacationing, unhappy, etc.).
- prepare a Socratic lesson on success, how society measures success, and how one can be successful at work.
- prepare or obtain blank health inventory forms from the school or the public nurse.
- arrange with the school/public health nurse to speak on personal well-being.
- distribute a two-day Food Record prior to giving a lesson on food choices.
- obtain copies of *Canada's Food Guide*.
- make arrangements for the Physical Education teacher/Fitness Instructor to visit the class.
- assemble examples of food choices (real food, pictures, picture cards, food models).
- make arrangements with the local grocery store/business/school cafeteria for a class visit.
- develop a chart to record food choices:

Meal	Food Selections	Food Categories (as per <i>CFG</i>)
e.g., Lunch	Hamburger	Breads/Cereals, Meat/Alternates...

- provide magazines, scissors, and glue/tape for a collage showing "My Path to Success."
- develop case studies presenting stressful and/or conflict situations in the workplace.
- locate references to Ephesians 4:7-32.
- prepare a Socratic lesson on conflict resolution, stress and managing stress.
- prepare checklists, rubrics, and marking schemes for activities as required.

Teaching/Learning Strategies

1. The teacher presents pictures of people to students. Students look at the pictures and describe what they see (a happy person, a business person, a baseball player, etc.).
2. Students explain why the person does/does not look successful. (Suggestions may be: look happy, look healthy/fit, look like they have a good job, seem disorganized, etc.).
3. The teacher writes the word 'success' on the board and lists some of the points/reasons students gave to imply success. The teacher leads a class discussion to further develop the term 'success' and identify how society measures success (attractive appearance, happy family life, job satisfaction, consistent employment, etc.).
4. The teacher reads Ephesians 4:7-32. Students reflect on how God wants us to use the gifts he has given us.
5. The teacher conducts a Socratic lesson on how one can become successful in the workplace by society's standards (personal presentation and behaviours as components of well-being, health and hygiene, stress management, etc). Students take notes.
6. Students begin a self-analysis of their own well-being by completing a personal health inventory. The teacher or school/public health nurse follows up with a Socratic lesson on the elements of personal well-being. Students are assigned to complete a two-day Food Record for homework.

7. The classroom/Physical Education teacher or guest speaker (fitness instructor personal trainer, etc.) presents fitness and health concepts, introducing the need to incorporate regular fitness activities as components of positive workplace behaviours.
8. Students complete a two-day Food Intake record. The teacher hands out the *Canada's Food Guide (CFG)* and reviews the suggestions with the class. Students then compare and assess their personal food choices against *Canada's Food Guide*.
9. In pairs or small groups, students make appropriate food choices for one meal of the day using Milk Marketing Board food models/templates or pictures of food cut from magazines. Each group presents their selection and explains why they made their choices. The teacher leads a class discussion on the appropriateness of each group's selections.
10. Where opportunities allow, students may visit a local grocery store/school/business cafeteria. They select, from the available options, food choices for a meal/day including snacks. Choices are recorded on a teacher-generated chart where students evaluate their choices against *CFG* recommendations. Students also prepare a written analysis based on a series of questions (e.g., How successful were you in meeting *CFG*'s daily requirements for good health? What made it difficult to follow the guidelines? etc.). Students select and the teacher purchases 'fun' food (chocolate/ice cream, etc.) to share.
11. The teacher relates 'fun food' choices to feelings, moods, and/or stress.
12. Students brainstorm factors contributing to stress in personal life and in the workplace and develop a definition for stress, to be written on the board for student notes.
13. In pairs, students analyse the teacher-generated stress/conflict case studies, prepare a response and present their case and suggestions to the class. A class discussion follows.
14. The teacher delivers a Socratic lesson providing strategies for coping with stress, giving special attention to workplace stress management/conflict resolution. Students take notes.
15. Using the case study (T/L Strategy 13), students prepare a brief script depicting a resolution to their stressful/conflict situation and role-play their solutions. The class discusses the solutions and offers suggestions for improvement.
16. Students prepare a collage/pictorial representation of themselves and a written paragraph illustrating "My Path to Success!" and reflecting their understanding of personal/workplace success.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Personal Health Inventory	Checklist	Formative	Thinking, Communication
Food Record	Checklist	Formative	Thinking, Communication
Analysis of Food Choices	Criteria-based marking scheme	Summative	Thinking, Communication
Paragraph and Collage	Rubric	Summative	Knowledge, Thinking, Communication, Application

Resources

Human

Secondary School Physical Education Teacher/Fitness Instructor
 School/Public Health Nurse/Nutritionist/Dietician

Print

Bear, Merryl. "Exercise, Physical Appearance and Self-Esteem in Adolescence." *National Eating Disorder Information Centre Bulletin*, Volume 11, No. 4. October 1995.

Brehm, Barbara A., Ed D. "When Stress Triggers Overeating." *Fitness Management Magazine*, Vol. 14, No. 6, p. 35. 1998, May.

Canadian Cancer Society, Health and Stroke Foundation, and Ontario Ministry of Health. *Healthy Eating Manual*. Ontario: Queen's Printer, 1997.

Cowan David, Susanna Palomares, and Dianne Schilling. *Conflict Resolution Skills For Teens*. Spring Valley, CA: Innerchoice Publishing, Monarch Books of Canada Limited (Distributors), 1994. ISBN 1-56499-023-0

Ferguson, Carol. *The Canadian Living Cookbook*. Mississauga, ON: A Random House/Madison Press Book, 1994. ISBN 0-394-22017-X

Jerusalem Bible. Garden City, NY: Doubleday & Company Inc, 1998. ISBN 0-385-01156-3

Kelly-Plate, Joan and Eddy Eubanks. *Today's Teen*. Toronto: Glencoe/McGraw-Hill, 2000. ISBN 0-02-642801-6 (Teacher's Wraparound Edition)

Kowtaluk, Helen and Alice Kopan. *Food for Today*. Toronto: McGraw Hill Ryerson, 1990.

Palomares, Susanna and Diane Schilling. *Life Skills For Teens*. Spring Valley, CA: Innerchoice Publishing Company, Monarch Books of Canada Limited (Distributors), 1994. ISBN 1-56499-024-9

Pre-placement & Integration Curriculum Resource- Community-Based Programs. The Greater Toronto Area Co-operative Education Association (GTACEA).

Siebert, Myrtle and Evelyn Kerr. *Food For Life*. Toronto: McGraw-Hill Ryerson Ltd., 1994.

West, Dorothy F. *Nutrition and Fitness Lifestyle Choices for Wellness*. Toronto: Irwin Publishing, 2000. ISBN 1-56637-513-4 (Teacher's Resource Binder)

Videos

Eating For Life. Learning Seed, 1999. (# 173)

Nutrition and Exercise: Teen Wellness. Sunburst, 2000. (# 2439-UH)

Resolving Conflicts. Sunburst, 2000. (# 2488-UH)

Winning The Grocery Game. Learning Seed, 1999. (# 236)

Websites/Software

Fitness Link – <http://www.fitnesslink.com>.

Food Smart. Canadian Diabetes Association. Sasquatch Software Corporation, 1997.

Physical – <http://www.phys.com>.

Wellness International – <http://www.wellnessnet.com/testfat/htm>.

Activity 4: Exploring Satisfactory Occupations

Time: 450 minutes

Description

Students have opportunities to explore personal attitudes and ethics reflecting on Christian teachings. They assess realistic situations through case studies and games in order to develop a formal understanding of effective life and workplace behaviours. Students review their skills and goals and determine their career interests. They investigate relevant careers and explore the economic aspects of these career decisions. They complete their career analysis by examining the benefits of working for pay.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE5b - thinks critically about the meaning and purpose of work;

CGE5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

CGE7h - exercises the rights and responsibilities of Canadian citizenship.

Strand(s): Self and Others, Preparing for the Challenges of the Future, Social Structure, Research and Inquiry

Overall Expectations

SOV.04 - describe techniques that lead to effective interaction with others;

CFV.01 - identify the elements of successful employment and lifestyle planning;

CFV.02 - explain why personal well-being is an important factor in getting and keeping a job;

ISV.02 - use a variety of print and electronic sources and telecommunications tools to research information effectively;

ISV.03 - correctly use terminology associated with personal resource management;

ISV.04 - communicate the results of their inquiries effectively.

Specific Expectations

S04.01 - describe the dynamics of group interaction;

CF1.01 - describe the primary personal considerations that affect the choice of an occupation (e.g., skills in dealing with people, information, and tools used in the workplace; interests; personal attributes);

CF1.03 - identify occupations available in fields related to their own talents, interests, and personal attributes;

CF2.02 - demonstrate an understanding of the importance in the workplace of having a positive attitude towards others and developing a strong system of ethics and honesty;

IS1.03 - correctly use terminology related to personal resource management (e.g., resources, budgeting, goal-setting);

IS1.04 - compile information from a variety of research sources (e.g., interviews, personal observations, original documents, print materials, Internet articles, CD-ROMs, statistics, videos);

IS2.02 - demonstrate an ability to organize and interpret information gathered through research;

IS3.01 - record information and key ideas collected in their research, documenting the sources accurately and using correct forms of citation;

IS3.02 - effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, group presentations).

Prior Knowledge & Skills

Students:

- require their Personal Profile and Planning Chart developed in Activity 2;
- will be familiar with brainstorming techniques;
- need the ability to work cooperatively/collaboratively in a group setting;
- need to have general oral and written communication skills;
- may require a basic understanding of computer operations and Internet use;
- need to be familiar with school/board policies for Internet use;
- need to be familiar with mind-mapping;
- need some knowledge of basic negotiation strategies.

Planning Notes

The teacher should:

- obtain the *Fish* video or other videos on positive work attitudes.
- obtain a copy of the *Bible*, locate Luke 6: 20 – 49.
- develop a case study on Ethics in the Workplace.

- obtain/generate an ethics-based game.
- develop a ‘self-evaluation’ list of workplace ethics.
- need bristol/poster board for the Code of Behaviour.
- gather self-assessment inventories from the Guidance Office, Human Resource Development, or websites.
- arrange for the use of a computer lab if computer sources are used.
- prepare a ‘Career Investigation’ chart (landscape page layout):

Career Investigated	Source	Job Description	Working Conditions	Personal Qualities Required	Educational Requirements	Income: entry level and advanced	Future Outlook

- prepare a Socratic lesson on the benefits of working for pay (e.g., financial stability, approval of credit for a mortgage, employment benefits package, etc.).
- familiarize themselves with the basic negotiation process and strategies for negotiation.
- prepare a company name for each group.
- prepare checklists, marking schemes and rubrics for activities, as required.

Teaching/Learning Strategies

1. Students view a video on attitudes/behaviours in the workplace (e.g., *Fish*) The teacher leads a discussion on attitudes in the workplace. Students brainstorm elements of positive and negative attitudes and develop a list on the board. Students copy notes from the board.
2. The teacher and students read aloud Luke 6:20-49. The teacher leads a discussion on Ethics and Ethics in the Workplace. Notes made on the board as a result of the discussion are copied.
3. In small groups, students are assigned to read and discuss case studies on Ethics in the Workplace. Each group assesses their case and presents alternative/improved management techniques based on Christian teachings. A class discussion follows.
4. Students play an ethics-based game. The teacher leads a discussion entitled, “What did you learn about yourself?” Students write a brief analysis on two issues presented during the game with a focus on ways in which their Catholic upbringing is reflected in their choices.
5. The teacher identifies some of the issues presented in the game as specific to the workplace and conducts a Socratic lesson on valued workplace behaviours. Students follow up by completing a self-evaluation of workplace behaviours.
6. Students brainstorm the behaviours appropriate for their classroom and share their ideas with the class. The teacher amalgamates ideas into a list on the board as a ‘Class Code of Behaviour.’ Students select one idea to print /write out and represent in a creative way to build a Class Code of Behaviour poster for display.
7. The teacher uses the Class Code of Behaviour poster as a point of reference to draw out an individual’s ‘personal qualities (e.g., Be on time – refers to punctuality, Don’t interrupt – refers to the ability to listen, etc.). A list of personal qualities is composed on the board. Students copy this list.
8. Using the list, students complete the ‘Personal Qualities’ column on their Personal Profile and Planning Chart (introduced in Activity 2).
9. The teacher draws a mind map with ‘YOU’ written in the centre circle. Exterior bubbles include the topics already covered (goals, skills, experience, personal qualities). Two bubbles are left empty. Students offer suggestions to complete the mind map. ‘My interests’ should fill in one of the bubbles. Students reflect on what they like and like to do and share this with the class.
10. Using computer programs/websites or printed self-assessment inventories, students determine their interests and begin to discover career areas most suited to their interests.

11. Following the recommendations of the inventories and teacher review of inventory results, students use either computer programs or written material/videos to investigate various careers. Students complete the 'Career Investigation Chart' to record data on five careers.
12. Students share career information and the teacher leads them to reflect on the economic advantages/disadvantages of different income levels (e.g., buying power, cost of living, expenses, lifestyle preferences, etc.).
13. The teacher conducts a Socratic lesson on the benefits of working for pay. Students take notes.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Assessment
Case Study Assessment/Presentation	Checklist	Formative	Knowledge, Thinking, Communication, Application
Personal Profile and Planning Chart	Criteria-based marking scheme	Summative	Thinking, Communication, Application
Career Investigation Chart	Checklist	Summative	Thinking, Communication

Resources

Human

School Chaplain/Parish Priest/Religion Teacher
 School Guidance Personnel/Employment Counsellor/Human Resource Personnel
 Union representative from the community

Print

A Career in Tourism - You Decide How Far To Go. Canada: Canadian Tourism Human Resource Council, 1995. ISBN 1-8962-2991-3

Barry, Bill. *The Be Real Game*. St. John's, Nfld.: The Real Games Inc., 2000.

Choices and Decisions. Toronto: Visa Canada Association, 2000. (CD-ROM and Print Kit)

Palomares, Susanna and Diane Schilling. *Life Skills For Teens*. Spring Valley, CA: Innerchoice Publishing Company, Monarch Books of Canada Limited (Distributors), 1994. ISBN 1-56499-0249

Jerusalem Bible. Garden City, NY: Doubleday & Company Inc, 1998. ISBN 0-385-01156-3

Kelly-Plate, Joan and Eddy Eubanks. *Today's Teen Career Exploration Activities*. Toronto: Glencoe/McGraw-Hill, 2000. ISBN 0-07-820680-4

Makow, Henry. (*©Scruples, The Game of Moral Dilemmas*). Canada: High Games Enterprises Inc., Hasbro, 2001.

Pre-placement & Integration Curriculum Resource- Community-Based Programs. The Greater Toronto Area Co-operative Education Association (GTACEA).

Safran, Carl. *Safran Student's Interest Inventory*. Toronto: Nelson Canada, 1985. ISBN 0-17-601993-6, ISBN 17-601992-8, ISBN 0-17-601994-4 (Student Manual)

Wallace, Lee. *Career Studies 10*. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-620136-X

Videos

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How People Are Paid: Understanding Salaries and Benefits. Learning Seed, 1999. (# 170)

What's Your Attitude? Getting In the Mood to Work. Toronto: McIntyre Media Limited, 1996.

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Fish! Catch the Energy! Reach the Potential. Toronto: International Tele-film. # FIS100

Made with the Trades. Toronto: Youth View Communications Inc.

Websites/Software

Career Explorer – www.cdn.cx.bridges.com/explorer/student.htm

Career Gateway – www.edu.gov.on.ca/eng/career/

Canada Prospects – <http://www2.careerccc.org/English/prospects99/00>

Career Cruising – www.careercruising.ca

Career Planning HRDC – www.nextsteps.org

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Health & Safety/Workers Rights – www.gov.on.ca/LAB/stu/student.htm

Human Resources Development Canada (HRDC) – www.hrdc-drhc.gc.ca/Mazemaster -
www.mazemaster.on.ca

Profile Desktop 2000. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-608469-X (National Occupational Classification Database)

The Canadian Careers Page – <http://www.canadiancareers.com>

The Edge – www.hrdc-drhc.gc.ca/career-carriere/edge/home.shtml

Volunteer Canada – <http://www.volunteer.ca>.

WorkSearch - Human Resources Development Canada – <http://www.worksearch.gc.ca>

Activity 5: Lifestyle and Employment Plan

Time: 360 minutes

Description

Students are expected to use a Christian perspective as they employ effective decision-making techniques to develop their employability skills. They use their knowledge of self (talents, interests, career interests, etc.) to complete application forms, create a resume, select effective references, and develop a letter of application. In this manner, students become aware of, and practise, the elements of successful employment planning and develop relevant and valuable materials for incorporation into their portfolio.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d - writes and speaks fluently one or both of Canada's official languages.

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

CGE4g - examines and reflects on one's personal values, abilities and aspirations influencing life choices and opportunities.

CGE5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

CGE7h - exercises the rights and responsibilities of Canadian citizenship.

Strand(s): Personal Responsibilities, Preparing for the Challenges of the Future, Research and Inquiry Skills

Overall Expectations

CFV.01 - identify the elements of successful employment and lifestyle planning;

ISV.02 - use a variety of print and electronic sources and telecommunications tools to research information effectively;

ISV.04 - communicate the results of their inquiries effectively.

Specific Expectations

CF1.04 - establish a personal lifestyle and employment plan (e.g., through tracking experience; identifying skills, interests, and educational achievements; preparing a resume and letter of application; collecting references; filling out job application forms);

IS2.02 - demonstrate an ability to organize and interpret information gathered through research;

IS3.02 - effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, group presentations).

Prior Knowledge & Skills

Students:

- require their Personal Profile and Planning Chart developed in Activities 2 and 4;
- need general computer keyboarding skills to prepare resumes and cover letters;
- need general written communication skills to formulate cover letters;
- need to be familiar with job application forms;
- need to be familiar with school/board policies for Internet use;
- require prior knowledge of resume writing (Career Studies);
- need their portfolio (Unit 1).

Planning Notes

The teacher should:

- obtain application forms from local businesses.
- arrange for guest speakers (local employment/personnel officer) to discuss employment skills or obtain videos on employability skills and resume writing.
- prepare a Socratic lesson on resumes and references.
- prepare or obtain handouts on effective resume writing and reference letters (websites, Cooperative Education Department, HRDC).
- prepare/obtain completed resumes, references and cover letters for students to review.
- prepare a Socratic lesson on letters of application/cover letters.
- prepare a formatted cover letter for students to simulate.
- locate Psalm 75 in the *Bible*.
- prepare checklists, rubrics, and marking schemes for activities as required.

Teaching/Learning Strategies

1. The teacher distributes the applications and students complete them to the best of their ability. Students exchange completed applications and point out positive and negative features in a class discussion. On the board, the teacher develops a list of acceptable practices for completing application forms.
2. Students use the board notes and the teacher's assistance, to create a chart of 'Do's and Don'ts' for completing application forms.
3. Students complete new applications (same for all) following the rules established in Strategy 2.
4. The teacher invites a guest speaker from the personnel department of a local employment centre/business to discuss general employability skills (or conducts Socratic lesson/shows a video on the job skills employers want: resumes/references and cover letters).

5. The teacher reviews points made by the guest speaker/video, highlighting effective techniques and provides handouts on resumes, references, and cover letter development. In small groups, students are given three sample resumes with cover letters and references. Acting as personnel officers for a company, they select one applicant to interview using their knowledge of resumes and cover letters. After a group discussion, each student writes a brief appraisal, stating their choice of applicant and explaining their choice. Students share the choices with the class and add to the appraisal if necessary.
6. The class reads and discusses Psalm 75-“God Abases The Proud, But Exalts The Righteous” (acknowledge one’s qualities without boasting).
7. Using the skills column on their Personal Profile and Planning Chart (Activity 2) and teacher assistance, students prepare a rough draft of a resume, references, and cover letter.
8. Students revise and prepare the final copy of the resume, reference sheet, and cover letter for inclusion in their portfolio.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Application Form	Checklist	Summative	Knowledge, Communication, Application
Resume	Rubric	Summative	Knowledge, Thinking, Communication, Application
Cover Letter	Criteria-based marking scheme	Summative	Communication, Application

Accommodations

- Students use a modified and formatted cover letter.
- Enrichment students explore types of resumes used in different sectors of the economy.
- Students develop simplified or more extensive resumes to reflect their needs.

Resources

Human

Cooperative Education Teacher/Guidance Personnel
Human Resource Personnel/Employment Centre Personnel

Print

Childs, James Jr. *Ethics in Business: Faith at Work*. Minneapolis, MN: Augsburg Fortress, 1995. ISBN 0-8006-2908-6

Jerusalem Bible. Garden City, NY: Doubleday & Company Inc, 1998. ISBN 0-385-01156-3

Misener, J. and S. Butler. *Exploring Your Horizons*. Toronto: McGraw-Hill Ryerson Limited, 1998. ISBN 0-0755-2864-9

Palomares, Susanna and Diane Schilling. *Life Skills For Teens*. Spring Valley, CA: Innerchoice Publishing Company, Monarch Books of Canada Limited (Distributors), 1994. ISBN 1-56499-0249

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Career Cruising – www.careercruising.ca

Career Planning HRDC – www.nextsteps.org

Church Documents/Pastoral Letters of the United States Catholic Bishops: Vol. I-VI: Daughters of Saint Paul, Pauline Books and Media, 2000

Human Resources Development Canada (HRDC) – www.hrdc-drhc.gc.ca/

Job Find 2000 - Youth employment information – www.jobfind2000.com

Mazemaster – www.mazemaster.on.ca

Profile Desktop 2000. Toronto: Nelson Thomson Learning, 2000. ISBN 0-17-608469-X (National Occupational Classification Database)

The Canadian Careers Page – <http://www.canadiancareers.com>

The Edge – www.hrdc-drhc.gc.ca/career-carriere/edge/home.shtml

Volunteer Canada – <http://www.volunteer.ca>.

WorkSearch - Human Resources Development Canada – <http://www.worksearch.gc.ca>

Activity 6: The Life-long Learner

Time: 180 minutes

Description

Students consider the changes that have occurred in society over the past 20 to 30 years. They identify the meaning and relevance of life-long learning and develop strategies for coping with change as a Christian life-long learner.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1g - understands that one's purpose or call in life comes from God and strives to discern and live out this call throughout life's journey.

CGE5b - thinks critically about the meaning and purpose of work;

CGE5h - applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

CGE7a - acts morally and legally as a person formed in Catholic traditions;

CGE7b - accepts accountability for one's own actions;

CGE7h - exercises the rights and responsibilities of Canadian citizenship;

CGE7j - contributes to the common good.

Strand(s): Personal Responsibilities, Preparing for the Challenges of the Future

Overall Expectations

PRV.01 - demonstrate an understanding of the process of decision making in life situations;

CFV.01 - identify the elements of successful employment and lifestyle planning;

ISV.01 - use appropriate social science research methods in the investigation of issues related to personal resource management;

1SV.04 - communicate the results of their inquiries effectively.

Specific Expectations

PR1.04 - demonstrate an understanding of the process of personal decision making (e.g., identifying the goal, identifying the various ways it can be achieved, evaluating the options, selecting the option that is appropriate for the specific circumstances);

CF1.02 - identify their short- and long-term goals, and the skills and experience they need to achieve them;

CF2.05 - describe how lifelong learning can lead to future personal successes;

IS1.02 - demonstrate an understanding of data-collection skills and methods, including the use of surveys, questionnaires, and interviews;

IS1.04 - compile information from a variety of research sources (e.g., interviews, personal observations, original documents, print materials, Internet articles, CD-ROMs, statistics, videos);

IS3.01 - record information and key ideas collected in the research, documenting the sources accurately and using correct forms of citations;

IS3.02 - effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, written reports, newspaper-style articles, group presentations).

Prior Knowledge & Skills

Students:

- require their Personal-Profile and Planning Chart (introduced in Activity 2);
- need the ability to work cooperatively/collaboratively in groups;
- require an understanding of the development of flow-charts;
- need written communication skills;
- require basic knowledge of the interview process and basic interview techniques.

Planning Notes

The teacher should:

- obtain an article on change (e.g., *Who Moved My Cheese?* (Spencer Johnson)).
- prepare a questionnaire on 'change' for students' use.(change in the way of: living, and working, dressing; the use of leisure time; prayer, food choices, technologies, etc.).
- obtain current magazine/newspaper article about changes in society/workplace.
- prepare a flow chart format including headings for: Changes, Impact, and Coping Strategies
- obtain Psalm 46 from the *Bible*.
- prepare a Socratic lesson on the need for life-long learning in a changing workplace.
- prepare checklists, rubrics, and marking schemes for activities as required.

Teaching/Learning Strategies

1. The teacher reads an article which reflects change, to the class. Students consider how story relates to real life. The teacher leads a discussion on changes that may occur in an individual's lifetime (e.g., personal development, technical knowledge, economic, etc.).
2. Students read a current magazine/newspaper article on change (technology, workplace, home, lifestyle, etc.). The teacher leads a class discussion on the acceptance and impact of change and how individuals cope. Students complete a flow chart of possible changes occurring in their lives over the next twenty years (e.g., marriage, buying a home, having children, changing jobs, recessions, etc.).
3. Using a teacher-generated questionnaire, students interview a parent/guardian/teacher or other individual 20 years older than themselves.

4. The teacher leads a discussion on their interview responses. Students share their results; the teacher identifies individuals who have upgraded skills, taken courses, learned to use new equipment, etc., as life-long learners. The teacher asks students to refer back to their work from Strategy 2 and point out life-long learning they may have to complete in order to deal with changes in their lives.
5. A Socratic is given lesson on how the changing workplace will require life-long learning.
6. Students read Psalm 46, “God, The Refuge Of His People” and discuss how even Jesus had to be prepared to continue to learn.
7. Using their Personal Profile and Planning Chart, students complete the ‘Plan for Life’ section, reflecting on their goals, listing possible changes, and identifying where life-long learning may/will be required. The plan is included in the portfolio.

Assessment & Evaluation of Student Achievement

Task/Product	Tool	Purpose	Category of Achievement Chart
Interview	Criteria-based marking scheme	Formative	Knowledge, Communication
Personal Profile and Planning Chart – Plan for Life Section	Rubric	Summative	Knowledge, Thinking, Communication, Application

Accommodations

- The teacher may assist some students in finding a subject for the interviews. E.g., another teacher, teaching assistant, members of business staff.
- The teacher conferences with students to assist with the development of the Plan for Life.
- Enrichment students could develop their own set of questions for the interview assignment.

Resources

Print

Childs, James Jr. *Ethics in Business: Faith at Work*. Minneapolis, MN: Augsburg Fortress, 1995. ISBN 0-8006-2908-6

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Johnson, Spencer. *Who Moved My Cheese?* Toronto: G.P. Putmans Sons. ISBN 0-399-14446-3

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Palomares, Susanna and Diane Schilling. *Life Skills For Teens*. Spring Valley, CA: Innerchoice Publishing Company, Monarch Books of Canada Limited (Distributors), 1994. ISBN 1-56499-0249

Plue, Leo, Warren Palmer, and Cheryl Karakokkinos. *Careers: Today and Tomorrow*. Toronto: Irwin Publishing Ltd., 2000. ISBN 0-7725-2852-7 (Student Text)

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Schilling, Diane, Pat Schwallie-Giddis, and W. James Giddis. *Preparing Teens For The World of Work*. Torrance, CA: Innerchoice Publishing, Monarch Books of Canada Limited (Distributors), 1995. ISBN 1-56499-027-3