

# *Career Scope: Teacher Guide*

## *Looking in, Looking out, Looking around in Planning 10*

### **Background**

This teacher guide is designed primarily with the aims of the BC Ministry of Education’s Planning 10 course in mind. “The aim of Planning 10 is to enable students to develop the skills they need to become *self-directed* individuals who *set goals*, make *thoughtful decisions*, and take *responsibility* for pursuing their goals *throughout life*.” (Planning 10 IRP, 2004). Career Scope may be embraced by a variety of teaching styles and school/classroom structures. This workbook may be completed in a self-directed manner or embraced as an integral part of the day to day lesson plan within a Career and Education Planning Unit. It is also an integral resource for the understanding and engagement of the portfolio process and ultimately serves as core evidence for the student portfolio.

### **Personal Planning**

Personal planning is just that – personal. Providing opportunities for students to feel comfortable and safe to explore personal plans is essential. Ice breakers, group activities and debriefing of Career Scope activities is vital given the developmental nature and participation expectations of students engaging in exploration of career and educational alternatives. Career Scope is designed to help students see, from multiple perspectives, who they are, where they may be going and who or what might be around them in those decisions. A few suggestions are given to launch a class on the journey of personal planning.

### **Suggestions:**

Career Scope was designed as a tool for students to learn and engage in the process of education and career exploration and decision-making. This “Teacher Guide” presents *suggestions* developed with the classroom teacher in mind who is using this workbook as the framework for their education and career units prescribed by their curriculum. These suggestions are in the form of simple topic background ideas or aspects to emphasize on a particular page in the workbook to help create a “flow” in this process.

### **Extension Activities:**

This “Teacher Guide” also presents *extension activities* appropriate for different sections, to supplement the learning processes flowing from Career Scope. Depending on your teaching style and the make up of your class, these activities may be best suited at the beginning of class as a “set”, in the middle as a scheduled interruption, at the end as closure to a workbook lesson or activity, or not at all. Again, the extension activities are ideas to help create a flow to enhance and at times motivate the students’ experience in this process. Many of the extensions meet expectations prescribed in Planning 10 and the Graduation Portfolio.

# Icebreaker Ideas

## 1. Black-out “Get to Know You” (10 min)

- This is a bingo-type game. Students mingle throughout the classroom asking one another about their experiences.
- For more detail or similar ideas, Internet search: “Bingo get to know you name games”.

## 2. Broken squares (30 min)

- This activity involves groups of 5 or 6 sitting together assembling pieces of a puzzle. Students experience communication and problem solving challenges. This is a great opportunity to explain and demonstrate the importance of debriefing activities and the role of trust, respect and co-operation in personal planning coursework. Students may also be introduced to the concepts of group development (form, norm, storm, perform and adjourn) and group member roles (e.g. encourager, mediator, dominator, critic, etc.) within the context of the class being a group.
- For more detail or similar ideas, Internet search: “Broken squares activity, group development”.

## 3. Wanted for poster (20 min)

- Another way to introduce students is to have them develop a simple poster with an image of themselves and words and/or images describing who they are, in the context of “Wanted for...”. For example, “John, Wanted for... excessive snowboarding, eating too much pizza, studying too much in math, not practicing enough for band,” etc. Posters could be peer presented and placed on the wall. A variation would be to enhance the poster at the completion of the Career Scope Wheel.
- For more detail or similar ideas, Internet search: “Wanted poster, name games”.

## 4. Boundary breaker questions/name game (5 min, at beginning or end)

- Present students with simple questions or statements that help them learn names and gain an understanding of the commonalties and differences among their peers. Eg. My name is \_\_\_\_\_ and I’m a listener (or talker), my name is \_\_\_\_\_ and I’m a leader (or follower), etc.
- For more detail or similar ideas Internet search: “boundary breaker questions, name games”

# Career Scope in the Education & Career Planning Unit

## Day 1: Introduction: How you can use this guide

[P.7]

- **Suggestion:** Brainstorm ideas with class for personalizing the workbook and note taking. Ideas may include: highlighting, underlining, adding extension activity notes, drawings to support ideas and themes, etc.

### 1. Getting Ready

[P.8]

- **Suggestion:** Show thumbs up/thumbs down. Ask students: how they feel about doing this now. Explore the benefits of doing self-assessment and career exploration at this age/stage vs. waiting until further in the process.
- **Suggestion:** Conduct a discussion about learning the process of career exploration and decision making and using the book at later dates again. This leads to the idea of completing the book in pencil or one pen colour this time through and switching to another colour when completing it at a later date. This also leads to connecting this workbook to the portfolio as core evidence of knowing and completing a career development process.

[P. 9-11]

- **Suggestion:** After individually completing the quiz, ask students: what they have heard or think about careers. Students may suggest career beliefs they would add to the list in the T/F statements on page 9.
- **Suggestion:** Consider reviewing pages 10 and 11 as a class and providing personal testimony or asking for students to share their thought on each. Consider asking students who have had jobs, what it was like to look for work? What sort of feelings occurred when nothing came along right away? What was leaving/ending your job like?

[p. 10/11]

- **Extension:** Develop a contract or begin a journal with the notes section. Acknowledging that much work is ahead, it may be helpful to establish some form of commitment or goal with the class or have them write a KWL journal entry that includes a commitment to the process they are about to enter and the skills they will learn along the way. Students might need to overcome negative attitudes or feelings they have that are barriers to beginning this process in a way that matters. Unemployment is often described as an “emotional roller coaster” and students who have never had any work experience may feel anxiety about even getting near that roller coaster. Encouragement should be given to challenge students to be real and not feel they have to make concrete decisions now but at least learn the process of working toward decisions which they will ultimately need to make in a few years. Essentially, students are challenged here to respond from where they are at in their education and career journey; faking it is not necessary.

- **Extension:** Know Wonder Learned (KWL) Journals involve students writing about a particular topic. An idea is to have students provide at least 2 things they know, 2 questions or statements they wonder and 2 things they have learned thus far (eg. after completing a lecture, activity, video, etc.). These may fit nicely in the “Notes” sections at the beginning of each section throughout the workbook.

[P. 13]

- **Suggestion:** Have student’s pair off with someone they don’t usually work with and complete **Activity 3**. Have students jot down answers.
- **Suggestion:** Debrief with students; some ideas for this follow. The premise is that students will need to be ready with stories to share throughout life. How easy or hard was it, in the moment, to say the most important answer to the person? Imagine answering such questions at an interview or speaking with a supervisor; would that change your thoughts/feelings about the activity? Consider the concept of “happenstance”, another essential reason to have stories/answers ready at the tip of your tongue.

## Day 2 – Knowing yourself: Part 1, My Portfolio

[P. 14]

- **Extension:** Consider showing sample portfolios at this point, both paper and electronic if possible.
- **Suggestion:** The “My Thoughts” section might involve what they imagine a portfolio could be used for. Note: this is explained on page 16 in detail.

[P. 15]

- **Suggestion:** Consider giving an expectation for how many to list under each, for example a minimum of 5.

[P. 16]

- **Suggestion:** Try to have students expand on the uses or clarify where necessary. How will they use it? Consider having students rank the uses as to what is most important to them. Each student will embrace the portfolio in different ways and use it for different purposes depending on where they are at in the process.
- **Extension:** Present the mission statement of the school, school district and/or province. Draw connections from these statements to the portfolio uses.

[P. 17]

- **Suggestion:** Consider having students brainstorm where they might collect evidence. Taking this a step further toward activity 5, consider having students create categories of evidence or suggest categories for them.

- **Suggestion:** This may be an appropriate time to introduce Employability Skills as presented by the Conference Board of Canada. These are expectations for the categories of many portfolios and are found within the BC Graduation portfolio.
- **Extension:** Consider showing the video “Portfolios”, a BC Learning Connection Resource by Magic Lantern Communications -- 14 minutes.

**[P. 18]**

- **Suggestion:** Review the portfolio process and remind students we are only focusing on the top two in Career Scope. As a class it may be important to consider the writing and design aspects, especially as more students in North America develop similar portfolios and as technology options expand. As selecting and presenting is often a new concept for many students, it might be timely to suggest that not all evidence will be shown in presentations. This brings us back to the uses of portfolios (p.16). For example, students developing a BC graduation portfolio will be challenged to select appropriate items to show to prospective employers or at interviews to get into educational/training programs.

**[P. 19 & 20]**

- **Suggestion:** These pages might take some time. Consider starting them off working with a partner and then assigning them to do as homework and to share with parents/guardians. Pointing students toward pages 21 & 22 will also help.

**[P. 21 & 22]**

- **Suggestion:** These are examples. Consider having them list more or write what exactly they have next to items.

**[P. 23]**

- **Suggestion:** Comment that this is where “Portfolio thinking” begins. This is where the richness and depth enters into the portfolio and skills can be developed that will lend themselves to resume development and behavioural interviewing questions.

**[P. 24 – 27]**

- **Suggestion:** These activities require students to have evidence in mind. It would even be great to have that evidence with them as they complete the activity. Consider having students present with Activity 6 or 7, with a 2-3 minute time limit. Preparation may be done as homework.

## **Day 3: Portfolio Continued**

**[P.27]**

- **Extension:** Presentations from last day. For those enthusiastic classes, “standing ovations” after each STAR may prove to make these presentations even more memorable. Students have reminisced here of the days of “Show & Tell” in elementary school.

[P. 28-29]

- **Suggestion:** Introduce but do not complete this activity. Omit these 2 pages until the end of the course, or at least until some substantial building of the portfolio has happened.
  
- **Suggestion:** Choose a situation in which students will use their portfolio (e.g. parent or peer presentation, job interview, Gr. 12 exit interview) and complete the selection activity. Consider requiring a minimum number of items selected/presented. Discuss other elements of presentation, e.g. use of technology, interview skills, dress, marketing concepts, follow up, etc.
  
- **Suggestion:** At this point, you might consider providing the expectations you have for a portfolio project. Provide content and reflection expectations (e.g. quality standards), category lists (e.g. BC's Core, Choice and Presentation expectations) and common school, district or provincially standardized documents (e.g. Work Experience Forms, Physical Activity Logs, etc.). After students are clear of expectations, a timeline and goals could be developed before moving on to the next section, allowing students a few weeks to gather and develop evidence for completing their portfolio.

## Day 4 & 5 -- Knowing Yourself: My Wheel

[P. 30 – 32]

- **Suggestion:** Consider creating an overhead of the wheel. Explain how the wheel in this section is used by first looking in and then looking out, that is, learning about one's self and then the appropriate/potential career alternatives. Alternatively, the wheel can be used by placing a career in the center and then researching the characteristic of someone in that alternative.

[P. 33]

- **Suggestion:** Consider presenting or revisiting the Employability Skills Profile and Ministry of Education's Graduate Profile to show the expectations of the community.

[P. 39]

- **Suggestion:** It might be helpful to brainstorm with students past school, work, home and other experiences and draw stories out for them to reflect on. One idea could be to have students think of their most scary moment, most memorable trip, most enjoyable group, etc.
  
- **Extension:** Guided Fantasy – this is a 15-20 minute activity where you have students imagine waking up in the morning as a middle aged person, preparing for their ideal work situation. Students imagine going to work, who they are with, what the environment is like, what they do, when they come and go, etc.. Some other ideas to throw in include: phone calls, computer use, lunch hour, supervisors and employees, mode of transportation, meeting someone after work, describing the home they go to, etc.. Debriefing is essential.

- **Extension:** To further extend the Guided Fantasy, a small project could be assigned around a “Dream Day”. 1000 words seem to come out very quickly as students start to imagine their dream on paper. It is important to emphasize that they have some “work” component. Variations may involve images/cartoons with captions.

[p. 42-43]

- **Suggestion:** Students who haven’t had a job might be challenged to do a brief work/volunteer placement to gain some experience to reflect on.
- **Suggestion:** As Career Scope and the BC Graduation Portfolio and Focus Area Program Guide use similar language, this would also be an ideal place to address Focus Areas. Supporting handouts from the Program Guide could be distributed.
- **Suggestion:** At some schools the career department will provide presentations regarding work experience and their delivery model. For example, at our school a Career Resource Assistant and Career Facilitator introduce to the students the concept of focus areas, and follow that up with a computer assisted guidance program such as Choices.

## Day 6 – The Wheel: Values

[P. 44-45]

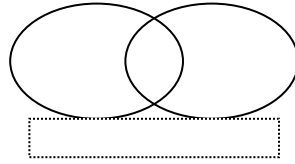
- **Extension:** Values Auction – this is an activity that could take over an hour depending on the number of items to auction and debrief time. Basically you are asking students to rank with money the things they value, then experience an auctioning off of their values. Begin by asking students to think of the “most important” things in life. Words may include: love, a home, education, cars, travel, entertainment, safety, beauty, peace, and so on. Common ideas may be grouped. Then, depending on the group size, students can be paired with others they feel they may “share values” with. Individuals or partners will then have \$5000 to spend, budgeting (which is essentially ranking) and then competing for values in the auction. As an auctioneer, the values may be described for extra effect.
- Debriefing the values action may include: reviewing this metaphor for life and how we choose to “spend” our time, money, life, etc.. Other related discussion may consider: conflicting values, changing values, family and social influence on values, how values are satisfied at different times and different places, etc.

## Day 7 - 9—The Wheel: Significant Others

[P. 49]

- **Extension:** Venn Diagram Role Model or Hero Project. Basically, students use their profile gathered during self-awareness activities and place these words in the “me” circle. Students then identify and research the profile of their role model or hero. The overlap is for identified similarities. Underneath the overlapped circles could be a brief description of “desired overlap”, qualities/characteristics of the role model or hero that the student wants. This project may be easier to complete with a relative in mind. Common role models identified by students are people like: Terry Fox, Oprah Winfrey, Bill Gates,

Steve Nash, etc.. A brief Internet search or library visit maybe helpful to identify detailed profiles. Sample page layout:



**[P.54]**

- **Suggestion:** Students could be challenged to find different types of significant others, ie. a family member, a friend, a community, work or school supervisor. It may be helpful to have photocopies of this page available for students to leave with their significant others or to have them consider typing and emailing questions.

**[P.58]**

- **Extension:** Conduct a Pattern Identification Exercise. Ideally, counsellors or trained teachers/parents would be listeners/recorders as students explore experiences that point to patterns of skills, feelings, values, etc. that may point to career alternatives and choices. This may work using other students as listeners/recorders, however, a model run through by the instructor is essential and close supervision of the students during the activity is helpful. Basically you are exploring past experiences/stories looking for patterns of skills/values when the experience went well and when it went bad. For more detail on this, refer to the book “Active Engagement: enhancing the career counselling process” by Norm Amundson. This book is a valuable resource for anyone involved in the career helping process. Visit [www.ergon-communications.com](http://www.ergon-communications.com) for more information.

## **Day 10 – 12: Work/Life Experiences & Resumes**

- **Suggestion/Extension:** This should prove to be a timely place to teach/build/revise resumes, especially if they are functional or chronological/functional resumes. Information collected on the Wheel thus far will serve as important resume data for students with little to no formal work experience.

## **Day 13: Career Opportunities & Putting it All Together**

**[P.61]**

- **Extension:** Calculate hours of life spent studying, job searching, playing, eating, etc. This brief activity may help bring perspective into the time spent on this process and encouragement to keep going!

**[P.61]**

- **Extension:** This might be an appropriate time to divert into Labour Market Information (LMI) using Youth Outlooks and BC Work Futures resources. Videos and posters may be ordered from the website [www.workfutures.bc.ca](http://www.workfutures.bc.ca). This website is a wealth of information that should prove as an ideal starting place for the next two sections in Career Scope, generating and then researching alternatives.



[P. 64]

- **Extension:** Students may find a simple activity will help grow their list of career opportunities they are open to considering. Students could play games such as “I spy with my eye” and then brainstorm to identify any jobs related to that object. Students could be challenged to observe all the jobs they pass on their way to the mall or a grocery store and back.

[P.67]

- **Suggestion:** Consider having students review their Wheel and add any additional “looking in” words or ideas from their computer assisted guidance reports such as found in Choices or through the Matchmaker at [www.careercrusing.com](http://www.careercrusing.com).
- **Extension:** Consider turning the wheel into a “Self-Portrait”, a creative metaphor for what it represents. Possible focus ideas for this project (technology permitting) are: a magazine cover, a cereal box (Andrea’s resume on a box of Cherrios = Andreo’s), or a poem or song with images. As well, groups of students with similar Wheels may develop an “I AM” rant similar to the “I am Canadian” TV commercials. Any of these creative items may serve as an attractive title page for a student portfolio.
- **Extension:** Have students type an “Education and Career Research Proposal”. The proposal should identify how the Top Ten Factors relate to the career alternatives. Labour market information, educational preference/opportunities (or closed doors) and other rationale could be included as part of the proposal. This may also be a timely opportunity to teach a formal letter format as seen on cover letters.

[P. 68-71]

- **Extension:** Consider having students be creative in generating lists of alternatives. They could explore everything from discovering “work out the window” or on their way to school, to career expansion brainstorms. Group work works for this activity.

[P.72-73]

- **Suggestion:** Challenge students to complete 2 mind maps with at least 10 alternatives branching out from each.
- **Suggestion:** Students may benefit from the list of thousands of jobs found on the National Occupational Classification (NOC) list available at [www.workfutures.bc.ca](http://www.workfutures.bc.ca).

## Day 13-15: Knowing your alternatives

[P.77 & 79]

- **Extension:** Consider a more comprehensive career exploration project, building on the “Areas for Consideration” provided on page 77 and 79. Students could be challenged to create research reports, posters, and class presentations. The websites provided on the last page of Career Scope will prove beneficial for this research.

- **Suggestion:** This might be an ideal place to teach interview skills and conduct in-class “Mock Interviews” during the career research class time.
- **Extensions:** This may be an ideal place to address other curriculum or school based learning outcomes to be met, such as: the WCB Work Safety material, course selection and graduation planning with school counsellors, work ethic role plays, Career & Education Fair Field Trips, post-secondary guest speakers, etc..

**[P.76 & 78]**

- **Suggestion:** Students may need some help networking to identify appropriate individuals to interview. Ideas may include: brainstorming as a class, looking through the Yellow Pages, contacting recent grads/older brothers/sisters, etc.. Brainstorming expectations (ie. manners) for information interviews and possibly modelling a “live” information interview in class could ease the anxiety of some students.  
\*\*\*Page 87 uses informational interviews in an example of overcoming barriers to reaching goals; this may be an ideal way to model this problem solving model.

## Day 16: Choosing a direction

**[P. 80-85]**

- Focusing or narrowing alternatives may be difficult, especially for some grade 10 students. It may be helpful to emphasise again that this is a process they are learning, that may need to be revisited in the future. Students should refer back to their research or even conduct additional research to complete these activities.

## Last Day(s): Starting out

**[P. 90]**

- **Suggestion:** Consider teaching/reviewing SMART goals, i.e. goal statements that are specific, measurable, attainable, realistic, and timely. Many school agenda planners present this concept of SMART goals. The Planning 10 transition plan also describes these goal statements.

**[P.94]**

- **Suggestion:** This may be the ideal place for teacher feedback/evaluation. Consider a student-teacher review of the book. This may also be part of the “Mock Interviews” recommended earlier or as part of portfolio presentations.

**[P. 93-95]**

- **Suggestion:** Comment to Planning 10 students that they will be required to update this Next Step “Transition Plan” in grade 12. This is a snapshot of where they are at now.

- ❑ **Suggestion:** Revisit the portfolio expectations. Identify how Career Scope and the various extension activities will serve as evidence.
  - ❑ **Extension:** The transition plan calls for a visual of the student’s timeline. Consider expanding this activity with a “Life on the Line” activity, a more comprehensive analysis of life from the past and imagination/planning of life in the future. The presentation of the line may conceptualise where they are at in this process (e.g. like a stock market chart: up and down, like a roller coaster: flat, upward, loopy, etc.).
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This document was created during the pilot projects of Career Scope in the Fall/Winter, 2004, by Mark Pattern, a Planning 10 teacher and Portfolio Advisor in the Surrey School District (#36). Revisions to this Teacher Guide will be posted as Career Scope continues to be used as a key resource in Planning 10.

Have a question about using Career Scope in a classroom setting or about any of the activities described in this teacher guide or have ideas to contribute, please feel free to contact Mark at: [mark@ergon-communications.com](mailto:mark@ergon-communications.com).