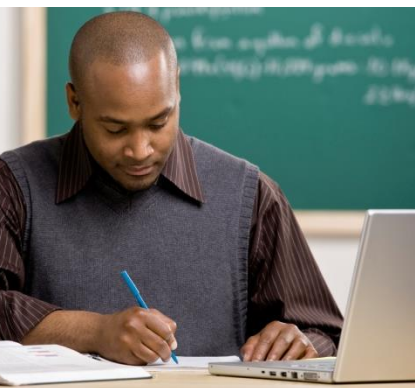


# GRADE-SPECIFIC ACTIVITIES FOR THE ONTARIO IPP Career Cruising

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Students



Educators



Parents

# GRADE 7 IPP

## FOR EDUCATORS AND STUDENTS

### WHO AM I? – Activity #1

**Estimated time:** 45 - 60 minutes

**Purpose:** In this activity, students will learn about how they best acquire and retain information by completing the Learning Styles Inventory to identify their learning style(s). Students will then reflect on the results of the inventory in My Journal.

**Resources:**

- Classroom Activity #14 – Learning Styles<sup>1</sup>

**Suggested Implementation:**



- This activity could support the Living Skills component of the *Health and Physical Education* curriculum.
- The My Journal reflection can help students develop content as part of the *English* writing curriculum.

### You are an Auditory-Tactile Learner!

Delete Results

Your Learning Style Inventory results indicate you have a strong preference for **auditory and tactile learning**. This means that you will find it easier to understand and recall information if you can make use of both these methods, although you may find that the method you prefer to use will depend on the situation. Read more about the auditory and tactile methods and how to use them to help you learn.

#### Your Learning Styles

	Visual Learning	20 %
	Auditory Learning	40 %
	Tactile Learning	40 %



<sup>1</sup>Classroom activities can be found under Help in Career Cruising or in the Helpful Documents section of CAMS.

## WHAT ARE MY OPPORTUNITIES – Activity #2

Estimated time: 45 - 60 minutes

**Purpose:** In this activity, students will explore careers by school subject and see what careers are tied to favourite school subjects and save them to their IPP. Students will then reflect on why the careers they have saved are a good fit.

### Resources:

- Classroom Activity #1 – School Subjects and Careers
- Classroom Activity #2 – Using School Subjects in the Workplace

### Suggested Implementation:

- This activity can be completed in any classroom subject and will help teachers demonstrate the value of that particular subject in the workplace.
- The My Journal reflection can help students develop content as part of the *English* writing curriculum.

## WHO DO I WANT TO BECOME? – Activity #3

Estimated time: 15 - 30 minutes


**Purpose:** In this activity, students will identify one short and one long-term goal in their IPP.

### Suggested Implementation:

- This activity could support the Living Skills component of the *Health and Physical Education* curriculum.

## FOR PARENTS

- Using the Parent Portal, review the results of the Learning Styles Inventory with your child and discuss ways that you can assist your child in using some of the strategies when completing homework.
- Discuss the career(s) your child has saved to his/her IPP and identify ways your child can continue to explore those careers.



The screenshot shows the 'Parent Dashboard' for 'Kirsten Mahaffy'. The page is titled 'CAREER CRUISING' and 'Parent Portal'. It includes a navigation menu on the left with links for Dashboard, My Account, Messages (0), Add a Child, and Logout. The main content area features a welcome message, a description of the Parent Portal, and a profile card for Kirsten Mahaffy. The profile card displays her school (Mahaffy High School), grade level (Grade 9), last student login (4/12/2013 3:21:00 PM), and IPP completion status (80%). There are also links to 'View Kirsten's IPP' and 'Explore Career Cruising'. The footer contains the Career Cruising logo and links for Terms of Use, Privacy, and Contact Us.

# GRADE 8 IPP

FOR EDUCATORS AND STUDENTS

## WHAT ARE MY OPPORTUNITIES? – Activity #1

Estimated time: 60 – 75 minutes

**Purpose:** In this activity, students will explore careers based on their interests and using the feedback provided by the Career Matchmaker assessment and reflect on their career suggestions in My Journal in their IPP.

**Resources:**

- Classroom Activity #3 - Using Career Matchmaker
- Classroom Activity #4 - Your Career Ideas & Career Matchmaker<sup>2</sup>

**Suggested Implementation:**

- This activity could support the Living Skills component of the *Health and Physical Education* curriculum.
- The My Journal reflection can help students develop content as part of the *English* writing curriculum.

The screenshot displays the 'Matchmaker & My Skills' interface. At the top, a progress bar indicates 'Completion Standards' at 80%. Below this, the 'Your Results for: Grade 8' section is visible, along with a 'Printer Friendly' button. The main content area is titled 'Matchmaker' and lists 'Suggested Careers'. On the left side, there are two filter panels: 'Career Cluster Recommendations' with radio buttons for 'Arts & Culture', 'Natural Resources & Transportation', and 'All Clusters' (which is selected); and 'Level of Education' with checkboxes for 'H High School', 'C Community College or Technical Training', and 'U University' (all of which are checked). Below these filters are buttons for 'Update My Results', 'Answer More Questions', and 'Review My Answers'. The career list on the right includes: 1. Tow Truck Driver (description: Tow truck drivers remove damaged and illegally parked vehicles from accident scenes, roads, and parking lots.); 2. Tour Guide (description: Tour guides help travellers discover their destinations by showing them around and answering their questions.); 3. Desktop Publisher (description: Desktop publishers use computer software to format text and graphics for printed materials.); 4. Cartoonist (description: Cartoonists draw cartoons and comic strips for use as entertainment, advertisement, or education.); 5. Animator (description: Animators draw series of images that are filmed to create moving cartoons for film and television.); 6. Purchaser (description: Purchasers buy goods or services for their companies to use or sell.); 7. Physical Education Teacher (description: Physical education teachers teach students how to lead healthy and active lifestyles.); 8. Sports Instructor (description: Sports instructors teach recreational athletes how to play sports, and work with competitive athletes to improve their techniques.); 9. Coach (description: Coaches work with sports teams and individual athletes at all levels of competition, helping them achieve their best possible performances.).

## WHO AM I? – Activity #2

Estimated time: 15 minutes

**Purpose:** In this activity students will record at least one of their hobbies or interests into their IPP

**Suggested Implementation:**

- Students can complete this activity during free time in a computer lab or as homework.

## WHAT ARE MY OPPORTUNITIES – Activity #3

Estimated time: 45 - 60 minutes

**Purpose:** In this activity, students will explore careers by cluster and see what professions are tied to clusters of interest and save them to their IPP. Students can then create a My Journal reflection on why the careers they have saved are a good fit.

<sup>2</sup> Classroom activities can be found under Help in ccSpringboard or in the Helpful Documents section of CAMS.







## FOR PARENTS

- Using the Parent Portal review and discuss the career(s) your child has saved to his/her IPP and identify ways your child can continue to explore those careers.
- Review and discuss the various post-secondary education options your child has saved to his/her IPP and use this information to help your child create his or her high school course plan.
- Discuss the courses they are interested in, which courses they feel will be most helpful for their future aspirations and what challenges they foresee.
- Encourage your child to complete the required volunteer hours and obtain the necessary documentation.

Year 9	Year 10	Year 11	Year 12	Graduation Tracking
<p><b>English</b> ENG1DI 1 <b>74</b></p> <p><b>Foundations of Mathe...</b> MFM1PI 1</p> <p><b>Science</b> SNC1DI 1 <b>57</b></p> <p><b>Geography of Canada</b> CGC1DI 1</p> <p><b>Core French</b> FSF1DI 1 <b>58</b></p> <p><b>Healthy Active Living</b> PPL1OF 1</p> <p><b>Religion - Be With Me</b> HRE1OI 1</p> <p><b>Integrated Technologies</b> TTI1OI 1 <b>81</b></p> <p>Credits: 8</p>	<p><b>English</b> ENG2DI 1</p> <p><b>Science</b> SNC2DI 1</p> <p><b>Principles of Mathema...</b> MPM2DI 1</p> <p><b>Canadian History in th...</b> CHC2DI 1</p> <p><b>Career Studies</b> GLC2OH 0.5</p> <p><b>Civics</b> CHV2OH 0.5</p> <p><b>Business Technology</b> BTT1OI 1</p> <p><b>Transportation Techn...</b> TTJ2OI 1</p> <p><b>Sample Art Course</b> XXXXX 1</p> <p><b>SUBMIT</b></p> <p>+ Extra Credit</p> <p>Credits: 8</p>	<p><b>English</b> ENG3UI 1</p> <p><b>Functions and Applica...</b> MCF3MI 1</p> <p><b>Marketing: Goods, Ser...</b> BMI3CI 1</p> <p><b>Physics</b> SPH3UI 1</p> <p><b>American History</b> CHA3U 1</p> <p><b>Construction Technol...</b> TCJ3CI 1</p> <p><b>Visual Arts</b> AVI3OI 1</p> <p>+ Elective</p> <p>Credits: 7</p>	<p><b>English</b> ENG4UI 1</p> <p><b>Mathematics of Data...</b> MDM4UI 1</p> <p><b>Advanced Functions</b> MHF4UI 1</p> <p><b>Physics</b> SPH4UI 1</p> <p><b>Religious Education:...</b> HRE4MI 1</p> <p>+ Elective</p> <p>+ Elective</p> <p>+ Elective</p> <p>Credits: 5</p> <p><b>Add Column</b></p>	<p><b>Graduation Tracking</b></p> <p>28 / 30 Credits</p> <p>Achieved: 4 Credits</p> <p>Planned: 24 Credits</p> <p>Remaining: 2 Credits</p> <p><b>Learn More</b></p> <p><b>Cluster Possibilities</b></p> <p>Saved Clusters</p> <p>Arts &amp; Culture 1</p> <p>Recommended Clusters</p> <p><b>Click here to add</b></p> <p><b>More »</b></p> <p><b>Program Possibilities</b></p> <p>0 1000 2000 3000 4000</p> <p>Apprenticeships 223</p> <p>College Programs 2427</p> <p>University Programs 0</p> <p>My Programs 0</p> <p>All Provinces</p> <p><b>SHSM</b></p> <p><b>Learn More</b></p>











**Suggested Implementation:**

- Students can complete the research in preparation for making course selections so they can review prerequisite information for programs and apprenticeships as well as identify educational requirements of employers in their field of interest.
- The My Journal reflection can help students develop content as part of the *English* writing curriculum.

## WHAT IS MY PLAN? – Activity #4

**Estimated time:** 30-45 minutes

**Purpose:** In this activity, students will review and update any previously entered goals and/or identify one short and one long-term goal in their IPP. Students will also create a post-secondary plan to identify their career and educational goals along with their financial plans. Finally, students will provide a My Journal reflection on their Post-Secondary financial plan.

**Resources:**

- My IPP Activity #6 – Career Preparation & Planning

**Suggested Implementation:**

- This activity could also support the Living Skills component of the *Health and Physical Education* curriculum.
- Students may wish to work through the post-secondary plan with a guidance counsellor or parent.
- The My Journal reflection can help students develop content as part of the *English* writing curriculum.

## WHAT IS MY PLAN? – Activity #5

**Estimated time:** 30-45 minutes

**Purpose:** In this activity, students will create a high school course plan for grades 12 using either the Canadian Education Plan or ccPathfinder (Course Planner).

**Resources:**

- My IPP Activity #5 - High School Education Plan<sup>12</sup>; or
- Course Planner Classroom Activity<sup>13</sup>

**Suggested Implementation:**

- The high school course plan can be completed as part of the grade 12 course selection process.
- Students can also work with their parents at home on outlining their plans.

## FOR PARENTS

- Using the Parent Portal review and discuss the career(s) your child has saved to his/her IPP and come up with strategies to overcome the challenges he/she has identified in gaining entry to a career of interest.
- Review and discuss the various post-secondary education options your child has saved to his/her IPP and use this information to help your child ensure he/she has achieved/planned the required courses to satisfy program, apprenticeship or employer requirements.
- Discuss your child's post-secondary plans, in particular the reflection on financial plans for students who are planning to pursue post-secondary education.
- Encourage your child to complete the required volunteer hours and obtain the necessary documentation.

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<sup>12</sup> My IPP activities can be found under Help in Career Cruising or in the Helpful Documents section of

<sup>13</sup> CAMS. The Course Planner Classroom Activity can be found in the Helpful Documents section of CAMS.

# GRADE 12 IPP

## FOR EDUCATORS AND STUDENTS

### WHO AM I? – Activity #1

**Estimated time:** 30-45 minutes

**Purpose:** In this activity, students will use My Journal to reflect on what the results of the three assessments, (Learning Styles Inventory, Career Matchmaker, and My Skills) and the Career Selector, reveal about them.

**Suggested Implementation:**

- This activity could support the Living Skills component of the *Health and Physical Education* curriculum.
- The My Journal reflection can help students develop content as part of the *English* writing curriculum.

### WHO AM I? – Activity #2

**Estimated time:** 15-30 minutes

**Purpose:**

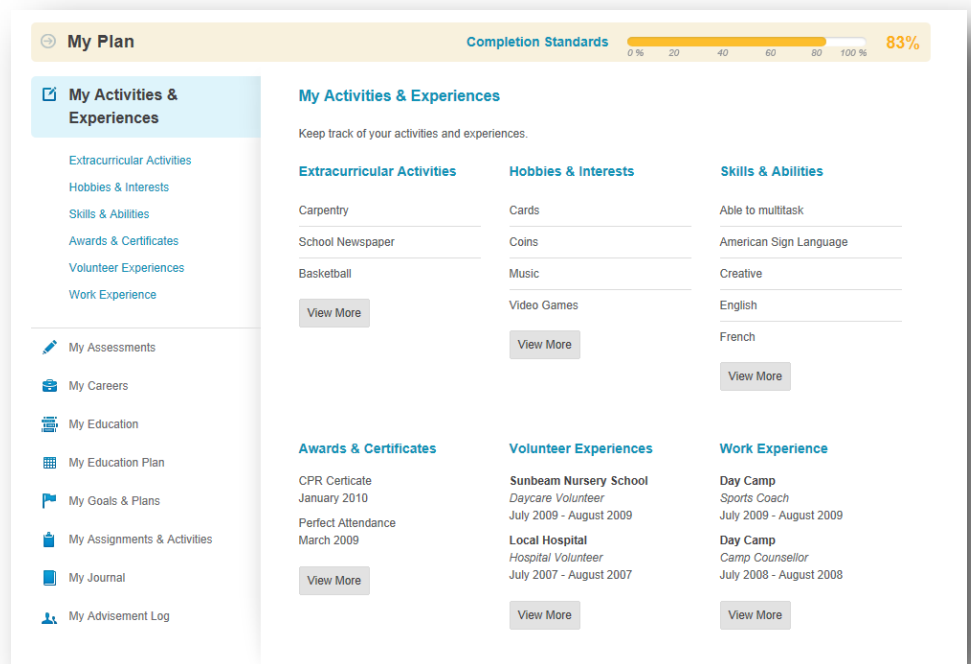
In this activity, students will update their IPPs to include their volunteer experiences, hobbies and interests, extracurricular activities and skills

**Resources:**

- My IPP Activity #7 – Activities and Experiences

**Suggested Implementation:**

- Students can complete this activity during free time in a computer lab or as homework.



## WHO DO I WANT TO BECOME? – Activity #3

**Estimated time:** 30-60 minutes

**Purpose:** In this activity, students will review and revise all of their saved careers, schools, programs and apprenticeships in their IPP. Students will then create a My Journal entry to reflect on their preferred career or education destination(s) and identify challenges in achieving these goal(s).

### **Suggested Implementation:**

- Students can complete the research in preparation for making course selections so they can review prerequisite information for programs and apprenticeships as well as identify educational requirements of employers in their field of interest.
- The My Journal reflection can help students develop content as part of the *English* writing curriculum.

## WHAT IS MY PLAN? – Activity #4

**Estimated time:** 30-45 minutes

**Purpose:** In this activity, students will review and revise their post-secondary plan to identify their career and educational goals and establish their financial plans. Students will provide a reflection on their post-secondary financial plan in My Journal.

### **Suggested Implementation:**

- This activity could also support the Living Skills component of the *Health and Physical Education* curriculum.
- Students may wish to work through the post-secondary plan with a guidance counsellor or parent.
- The My Journal reflection can help students develop content as part of the *English* writing curriculum.

## FOR PARENTS

- Using the Parent Portal review and discuss the career(s) and various post-secondary education options your child has saved to his/her IPP
- Using this information, help your child ensure he/she has achieved/planned the required courses to satisfy program, apprenticeship or employer requirements.
- Discuss your child's post-secondary plans, in particular the reflection on financial plans for students who are planning to pursue post-secondary education.
- Ensure your child to complete the required volunteer hours and obtain the necessary documentation.