





Review the educational requirements for at least saved careers. Explore [Education and Training](#) section and save two schools and two apprenticeships that they have explored. Where available, encourage students to review the *Globe Campus* profile for schools of interest. Students can note their comments in the *Your Thoughts* section.

- x Activity #12 [Exploring Apprenticeship Training](#)
- x Activity #13 [Post-Secondary Research Exercise](#)

### Spring

- x Using the Resume Builder, complete a first draft resume, including any relevant hobbies, extracurricular activities, work experiences or volunteer experiences.
  - x My Plan Activity #9 [Using the Resume Builder](#)
- x Review and update *Career and Life Goals*.

## GRADE11

### Fall

Complete *My Skills* Assessment for the Career Matchmaker results reflecting the best match results. Students can then describe a plan for developing the necessary skills for careers of interest using *My Journal*.

- x Activity #11 [Using My Skills](#)

### Winter

- x Using the list of *My Saved Careers*, students should choose a career and, from the career profile page, click on the *Search for Jobs*<sup>\*\*\*</sup> button to see if there are any job opportunities in that field in your community or where there is work across Canada. Students can reflect on their search using *My Journal*.
- x Review list of saved schools, and research two programs of interest at each school (or research programs not offered by those schools) and save to My Plan. Also review the list of *My Saved Careers* and explore the recommended college/university programs and/or related apprenticeship training. Save relevant programs/apprenticeships to My Plan. Using the *Your Thoughts* section, make note of admission requirements, costs, on campus services and activities.

### Spring

- x Complete the *Post-Secondary Plan* component of My Plan.
- x Update Resume.
- x Review and update *Career and Life Goals*.

## GRADE12

### Fall

- x Review list of saved schools, programs and apprenticeships.
- x Update Resume and export to Microsoft Word to further polish their work. Save the updated resume to the *My Files* section of My Plan.
- x Review *Employment Guide* section on letter writing and prepare a cover letter for the resume. Add the cover letter to the *My Files* section of the My Plan.<sup>\*\*\*\*</sup>

---

Use the resources in the *Employment Guide* to help students prepare their resumes, including the Action Verbs table and the sample resumes.

\*\*\* The *Job Search* feature must be activated in CAMS in order for this option to be available for students.

\*\*\*\* This work may also be done in an English class.

**Winter**

Review the interview skills section of the *Employment Guide* and have students participate in mock interviews. Students can complete the Interview Evaluation Worksheet and include in the *My Files* section of the My Plan.

**Spring**

- Review the Post-Secondary plan and make any necessary changes.
- Review and update *Career and Life Goals*.
- Students can submit a final hard-copy draft of their resume and cover letter, along with the interview evaluation as a final project.
- Students can reflect on their career preparation experiences throughout high school in the *My Journal* section.

## SAMPLE PORTFOLIO COMPLETION STANDARDS

Criteria	Grade Level						
Career and Education Exploration	6	7	8	9	10	11	12
Career Matchmaker			✓		✓		
My Skills						✓	
Learning Styles		✓					
My Saved Careers		✓	✓	✓			
Minimum number of careers		1	3	5			
Career Selector				✓			
My Saved Schools					✓		✓
Minimum number of schools					2		2
My Saved Programs						✓	✓
Minimum number of programs						2	2
My Saved Apprenticeships					✓		✓
Minimum number of apprenticeships					2		2
Four Year Education Plan	6	7	8	9	10	11	12
Education Plan: Grade 9							
Minimum number of credits							
Education Plan: Grade 10							
Minimum number of credits							
Education Plan: Grade 11							
Minimum number of credits							
Education Plan: Grade 12							
Minimum number of credits							
Career Planning	6	7	8	9	10	11	12
My Saved Clusters			✓				
Career Planning Activities*			✓		✓	✓	✓
Minimum number of activities			1		3	1	2
Post-Secondary Plan						✓	✓
Career and Life Goals			✓	✓	✓	✓	✓
Activities and Abilities	6	7	8	9	10	11	12
Extracurricular Activities			✓	✓	✓	✓	✓
Minimum number of activities			1	1	1	1	1
Hobbies & Interests		✓	✓	✓	✓	✓	✓
Minimum number of activities		1	1	1	1	1	1

Criteria	Grade Level						
Activities and Abilities (cont.)	6	7	8	9	10	11	12
Skills and Abilities				✓	✓	✓	✓
Minimum number of skills/abilities				5	5	5	5
Awards and Certificates							
Work Experience							
Volunteer Experience							
Minimum number of hours							
Annual Portfolio Development Activities	6	7	8	9	10	11	12
Annual Portfolio Review**							
Review & Revise							

\*\* The Annual Portfolio Review is completed by the advisor or counselor, not by the student.

### Career Planning Activities

You can specify particular activities that students must record in their My Plan accounts.

Criteria	Grade Level						
Career Planning Activities	6	7	8	9	10	11	12
Attend a career/job fair							
Attend a college/training fair							
Attend a skill, career or tech center							
Attend camp (music, sports, arts)							
Complete a job search workshop							
Complete interest or ability testing			✓		✓		
Complete or update interviewing skills							✓
Complete or update resume					✓	✓	✓
Co-op program or internship							
Discuss career options with a career advisor							
Explore an apprenticeship program					✓		
Go on a field trip to a college							
Go on a field trip to a company							
Job shadowing program							
Pathway interviews							
Practice completing job applications							
Senior Project							
Take part in community service							

Criteria	Grade Level						
Career Planning Activities (cont.)	6	7	8	9	10	11	12
Talk to speakers (college, military, career)							
Work as a volunteer							
Work full-time							
Work in the summer							
Work part-time							
Work related activities							
Other							

## OTHER SUGGESTED INDIVIDUAL ACTIVITIES

### Activity #9: Career Interview Project

The purpose of this activity is to introduce students to informational career interviews. First, they explore one of the multimedia career interviews on Career Cruising. Then they take what they have learned and apply it in a "live" career interview with a parent or friend of the family.

- Recommended for: Grade 7+

### Activity #8: Career Fair Project

The purpose of this activity is to: 1) help students learn how to work effectively in teams or groups, and 2) discover how Career Cruising and other computer technologies can be used in research projects and presentations. Along the way, they will gain an in-depth knowledge of several different occupations.

- Recommended for: Grade 8+

### Independent Research Projects

A series of five short career and education related activities.

- Recommended for: Grade 10+

### Green Careers Activity Package

This mini-unit provides ideas and lesson plans for integrating "green" content into students' career exploration.

## CLASSROOM ACTIVITIES AND RESEARCH PROJECTS - POSSIBLE GROUP ACTIVITIES

The following group activities were developed as an alternative to having students complete the activities individually, and as a way of improving their collaborative work and presentation skills.

### Activity #1 – School Subjects & Careers

Possible Group Activity: Put students into groups of 4, roughly based on courses they are planning on taking. Have them do a presentation on a career(s) they find in that subject area.

Have the 4 students in each group talk about the 4 questions in this exercise.

- 1 student will introduce the career and talk about the Description and Working Conditions categories.
- 1 student will talk about Education and Training a person would need to enter the career.
- 1 student reports on the information discovered in the Photos and Interviews section, i.e. how the person got started, opportunities in the field, any advice they have.
- 1 student summarizes and talks about whether the group thinks it is a tough career to get into, and why they would or would not be willing to consider it.

Possible Group Activity: Organize students in groups to create a display of the career, with all the interesting information they found out. If possible, use cork board space to display to rest of the school in the hallway. An example of a display may be:

- Job Description – Summary of information
- Education and Training – Description of the degrees or cert. required, names of schools with programs
- Sample Career Path
- PhotoFile – Print out some of the photos in this section that are interesting
- Interviews – Summarize likes, dislikes and advice and a day in the life

### Activity #2 – Using School Subjects in the Workplace

Possible Group Activity: Put students into groups based on a common school subject. Have each member of the group concentrate on one career where that subject is used and have them present their findings. Have them use the questions in the exercise as a guide on how and what to present to the class.

### Activity #3 – Using Career Matchmaker

Possible Group Activity: Put students in groups of two based on similar careers of interest. Have them go into the Photos and Interviews section and, based on what they learn from the interviewees, have them report back to the class on whether they are still interested in the career.

Possible Group Activity: Group students according to similar careers of interest and have them make decisions and develop a strategy based on a given situation. For example, a group of students who all had Marketing appear in their list of top ten results could develop a marketing strategy for a given product.



#### **Activity #4 – Your Career Ideas & Career Matchmaker**

Possible Group Activity: Students can get together in small groups, where each student would then talk about a career that comes up in their Matchmaker results that they had not considered before. They should talk about the aspects on the “Suitable for you?” page as well as why they are now considering it.

Possible Group Activity: Have students use the “See how other careers match up with my answers” feature and get into groups to talk about why a career that they were previously considering didn’t come up on their list of Matchmaker results, and explain whether they are still considering it or not.

#### **Activity #5 – Using Career Selector**

Possible Group Activity: Group students with dissimilar criteria and results together and have each student present to their group a career on their list that they’ve looked into and how it relates to the criteria that they have selected.

#### **Activity #6 – Comparing Careers**

Possible Group Activity: This exercise provides a very good framework for a detailed presentation to a group or to the class, where each student could discuss a career they had considered earlier on and how their perception of it has or has not changed, based on the additional factors that have been brought into play through this exercise.

#### **Activity #7 – Career Cluster Research Project**

Possible Group Activity: Have each group present on a different cluster outlining some of the careers within that cluster and describe the similarities and differences.

#### **Activity #8 – Career Fair Project**

This is already a group presentation exercise.

#### **Activity #9 – Career Interview Project**

Possible Group Activity: As the information garnered from doing this activity can be put into the form of a job interview, have pairs of students prepare a series of questions that a potential employee would ask. Have them formulate acceptable responses based on the information found in the General Information section and Photos and Interviews section of the career profile. Have the students perhaps act it out in front of the class.

#### **Activity #10 – Discovering your Work Skills**

Possible Group Activity: Have the students form groups based on their answer to Step 4 – Question 2 (the work skill they have that they would most enjoy using in a job). Have them complete Step 6 – Researching the career based on the skill identified in Step 4 – Question 2 rather than Step 4 – Question 1. Have the groups present their answers to the class. Have them discuss with the class other way they could work on developing these skills, and other skills related to the particular career.

### **Activity #11 – Using My Skills**

Possible Group Activity: Group students based on a common career. After they have individually gone through the list of skills required for this career and have identified the areas in which they are highly skilled, or skilled at, have them explain to the group how they acquired these skills. Once they have finished, they should be able to present to the class all of the skills necessary for a particular career and how to acquire those skills. If there are any skills that all students are lacking, have them identify those skills and explain their thoughts and ideas on how to improve upon them.

### **Activity #12 – Exploring Apprenticeship Training**

Possible Group Activity: Have students work in pairs, where each pair chooses a particular apprenticeship to present to the class. Ensure that each pair chooses an apprenticeship with a corresponding career profile that exists in Career Cruising. One student will present a summary of the apprenticeship training information (encourage the student to visit the provincial website(s) listed in the Provincial Profile page), and the other student will present a summary of the career profile information.

### **Activity #13 – Post-Secondary Research Exercise**

Possible Group Activity: As college and university options may be a sensitive issue among students, an idea to perhaps consider is to have students first visit the websites of the post secondary options they are considering and evaluate them based on user friendliness, i.e. how easy it was to find the information listed in question 1 and 2. Once they have completed this, they can get together in groups and, without necessarily disclosing what sites they evaluated, have them report on their findings. The groups can then come to a consensus on how they feel college websites can be improved overall and report these findings to the class as a whole