

# My Career Options Teacher's Guide

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This project, planned for use in Career-Life Education 10, is intended to be a culminating project for students to connect their career interests to local and global trends, post secondary choices, high school course choices, and networking opportunities.

## Career-Life Education 10

- Career-life choices are made in a recurring cycle of planning, reflecting, adapting and deciding
- Career-life decisions are influenced by internal and external factors, including local and global trends
- Cultivating networks and reciprocal relationships can support and broaden career-life awareness and options
- Lifelong learning fosters career-life opportunities

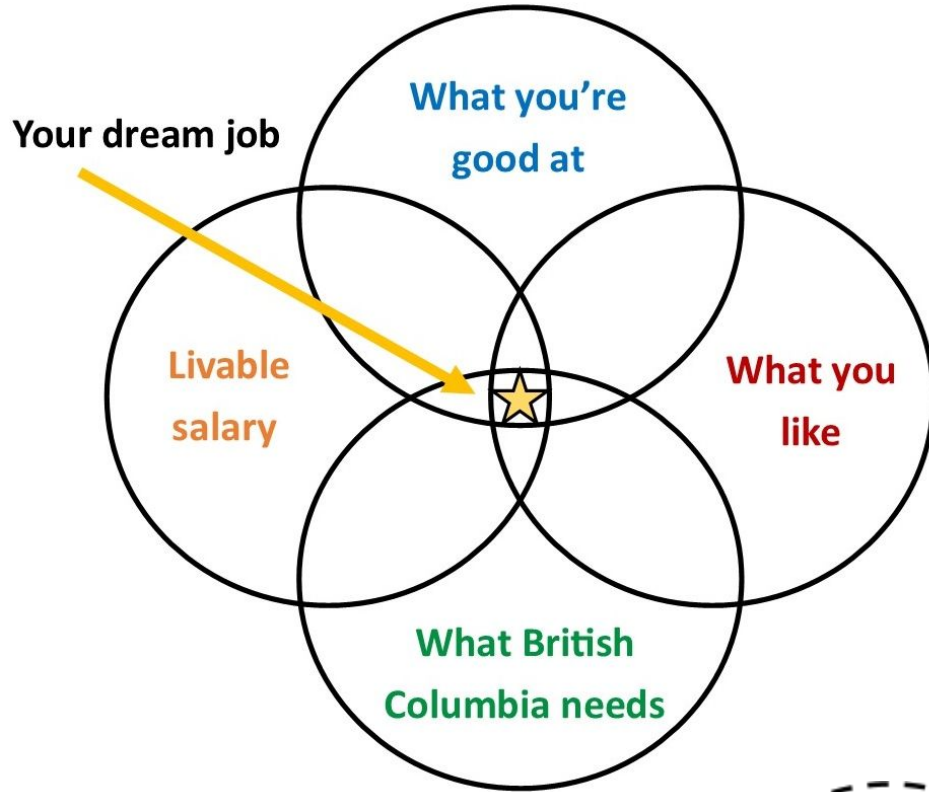
## *Competencies:*

- Consider the role of personal and employment networks in exploring career-life opportunities
- Apply a mentor's guidance in career-life exploration
- Identify career-life challenges and opportunities, and generate and apply strategies
- Explore and reflect on career-life roles, personal growth and initial planning for preferred career-life pathways
- Develop preliminary profiles and flexible plans for career-life learning journeys

## Instructional Strategies

- Although this project could be made into a fillable pdf, having students manually go through each component to ensure that they have synthesized the information is important. You should hear the students' voices when reading their responses, not those copied and pasted off of websites.
- This project can be given at one time and worked on throughout the term, or can be given out section by section. If photocopying for the students, print one copy for each and write their name on it. If they lose it, they need to make the next copy ©
- Review the interview section with students at the beginning of the project in order to ensure that students are given adequate time to arrange, and meet with, their interviewee.
- Both a rubric and a traditional assessment tool has been provided for you to choose from. Assign marks for sections as you see fit.

# My Career Options



Name:

Due Date:

Block:

# What's in your backpack?



Current Education	Special Training or Certifications
Work and Volunteer Experience	Transferable Skills
Needs	Values
Personality Traits	Interests
Personal Goals	Professional or Career Goals
Influences from family, friends and the community	Five "Favourite" Occupation Matches (based on MyBlueprint surveys)

# Choosing a Starting Point

Think of the two career options that appeal to you the most, and fill in the following information for each career, based on your MyBlueprint and WorkBC research.

Career Names	
1.	2.
Career Cluster (find it on MyBlueprint)	

## Exploring Your Options:

Estimated Salary (Low, Median, High)					
L:	M:	H:	L:	M:	H:
Workplace Information					
Sample Job Titles					
1.			1.		
2.			2.		
3.			3.		
Important Skills: why is each important?					
1.			1.		
2.			2.		
3.			3.		
4.			4.		

An important part of career planning is looking at the outlook of each career in terms of its future prospects. Researching each career on MyBlueprint and on [www.workbc.ca](http://www.workbc.ca), look at the following data for your chosen careers:

How many ★ does this career have for its B.C. job outlook? (MyBlueprint → Outlook)	
Use the B.C. Labour Market Outlook for the following information: ( <a href="http://www.workbc.ca">www.workbc.ca</a> → Jobs & Careers → (find career) → B.C. Labour Market Outlook)	
Forecasted average annual employment growth rate	
Composition of job openings from retirement (R) and economic growth (EG)	
R =	EG =
R =	EG =
Regional Outlook for <u>Vancouver Island</u>	
Employment in 2016:	Employment in 2016:
Average Annual Employment Growth:	Average Annual Employment Growth:
Est. Number of Job Openings:	Est. Number of Job Openings:

## So far, so good...(or, not so good?)

What do you like about this career (so far...)?	
What concerns you about this career (so far...)?	

# Planning Your Path to Education



Being prepared by planning your path through high school and into your post secondary training is a great way to keep your goals on track!

Working backwards, look at entrance requirements for your post secondary options and then plan your high school electives accordingly.

Career Names			
1.		2.	
Education and Training Requirements...what is needed? <small>(List what is needed - High School, Certificate, Diploma, Bachelor Degree, Post Graduate Degree, Hands on Experience, Volunteer Work)</small>			
Schools of Choice <small>(Choose two schools that offer programs for each career path)</small>			
1.	2.	1.	2.
Address / Location of School			
Length of Program <small>(How long will each part of your education and/or training take? What will be the total amount of time?)</small>			

**Schools of Choice (just a reminder ☺)**

1.

2.

1.

2.

**Admission Requirements**

(include ALL high school classes, grade requirements, volunteer experience, certification and skills that are listed for admission)

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**Tuition Cost per Credit x Number of Credits Needed to Graduate**  
(show your work!)

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**Other Mandatory Fees**

(include health insurance fees, student fees, association fees, transit fees and approximately \$200 for a textbook for EACH course that you need to graduate - please specify amount of fee and what it is for)

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**Total Cost for the Program**  
(do not include any housing, food or living expenses)

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## Entrance Scholarships

(Find the financial aid page for each school, then the list of scholarships and bursaries.  
Choose TWO awards that you would be suitable for, and briefly explain the award and the criteria)

1.	1.	1.	1.
2	2	2	2

## Accommodations

(Where can you live while attending each program, and what is the cost?)

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## Transportation

(How will you get to and from school each day, and what is the cost?)

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## Extracurricular Activities

(What clubs, sports, teams and activities does this school offer? List at least 10 that are of interest to you)

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## High School Connections

(Knowing now the requirements to get into your career area, make a plan connecting your career goals to your high school course selection. Make sure you have covered both your graduation requirements, and the admission requirements, or course requirements for your post-high school plans.)

An English Language Arts 10 Course: _____	An English Language Arts 11 Course: _____	An English Language Arts 11 Course: _____
A Mathematics 10 Course: _____	A Mathematics 11 Course: _____	A Grade 12 Elective Course: _____
Science 10	A Science 11 or 12 Course: _____	A Grade 12 Elective Course: _____
Social Studies 10	A Social Studies 11 or 12 Course: _____	A Grade 12 Elective Course: _____
PE 10	16 credits of electives (2 or 4 credit): Course: _____ Course: _____ Course: _____ Course: _____ Course: _____ Course: _____	Career-Life Connections 12 / <i>Capstone Project</i>
Career-Life Education 10		16 credits of electives (2 or 4 credit): Course: _____ Course: _____ Course: _____ Course: _____ Course: _____ Course: _____ Course: _____
8 credits of electives (2 or 4 credit): Course: _____ Course: _____ Course: _____ Course: _____		

### Have you remembered to make sure your plan includes...?

Taking an Arts Education or ADST course in either Grade 11 or Grade 12?	<input type="checkbox"/>
Taking at least 16 credits at the Grade 12 level, including your Grade 12 Language Arts course?	<input type="checkbox"/>
Completing your literacy and numeracy assessments?	<input type="checkbox"/>
Completing the minimum of 80 credits needed for graduation? (52 required credits plus at least 28 elective credits)	<input type="checkbox"/>

### Transferable Skills

(Briefly explain how you feel the skills you intend to learn through your high school courses will transfer to your career choices)

# Job Postings

(Using indeed.ca, MyBlueprint (under career outlook, at the bottom you will find "related job postings"), or any other career search site, find a posting for each of the careers you have chosen to study, and answer the following questions)

Job Title:

Job Title:

Company Name:

Company Name:

Salary Given:

Salary Given:

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Hours or Days of the Position

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How to Apply

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# Interviewing Your Future Colleague

This is your opportunity to find out if this is a good career match for you. In this activity, you must talk to someone who is actually doing one of the careers that you are interested in to find out firsthand what this career really entails. In order to be successful with this activity, you need to complete the following:

## 1. Identify and find your interviewee:

If you already know someone in one of the careers that you are interested in, you are ready to move on to #2. If not, you should:

- Ask your family, friends, and/or teachers if they know someone in the career of your interest
- Go online and look for companies or organizations that employ people in your career of interest in our community. Find an email link, or call the company and ask for the person in that position. This is known as “cold calling”, and although it may be scary, it is a very common part of networking. Explain your assignment to that person, and ask him or her if they would be willing to be interviewed (either in person, through the telephone, or through email).

## 2. Develop a questionnaire:

To be well prepared for your interview, you should have a written list of questions to ask your interviewee. You need to create a list of at least seven questions, covering the following topics:

- Typical tasks and activities in an average work week
- Likes and dislikes of the job
- Qualities that would make a person successful at his or her job
- Qualities and/or skills that would make a person better at his or her job
- Typical training or education needed for this position
- What a typical career path would look like in this position
- Expectations of this position that have been different from the reality of this position
- How this position affects the wants and needs of your interviewee
- What your interviewee recommends a high school student do now to prepare for this career in the future

### 3. Set up an interview:

Contact the person, introduce yourself (if necessary) and explain your reason for calling. You will need approximately 15 to 20 minutes of your interviewee's time after school hours. If you do not receive a quick yes, suggest a phone or email interview at their convenience.

### 4. Conduct the interview:

The most important thing to remember when conducting your interview is that you are a representative of your school, so please remember to be on time and to be professional. If your interviewee permits it (please ask their permission), try to voice record the interview so you are able to refer back to it. If your interviewee prefers not to be recorded, let him or her know that you will be writing down the information so you can reflect back for your assignment. Try to take notes as quickly as possible; don't write things down word for word, as you will not have time. Focus on facts and data, and jot down the main points.

### 5. Follow up & THANK YOU!

It is imperative that following the interview, you call your interviewee, drop off a thank you card, or send an email to thank them for their time. This is a great time to ask your interviewee if it would be okay to keep in touch with them as you continue your schooling and move into your career; they could be a great mentor to you!

#### Identifying Your Interviewee

Name:

Name of Organization:

Position in the Organization:

Telephone Number or Email:

Attach a business card for a bonus mark!

## Your Questionnaire

1.

2.

3.

4.

5.

6.

7.

## Reporting Your Interview

(Now that you have completed your interview, it is time to SUMMARIZE and REFLECT on the information provided to you. In the space below, write the responses given to your questions.)

Question 1:

Question 2:

Question 3:

Question 4:

Question 5:

Question 6:

Question 7:

In this space, reflect on the following:

- In which ways was the actual career similar or different than your image of the career?
- What information about this career surprised you? Did it affect your interest in this career?
- How helpful was this interview in learning more about your career choice?

# Assessment

Name: \_\_\_\_\_

Block: \_\_\_\_\_

	Excelling	Achieving	Developing	Beginning	Incomplete
<b>Thoughtfulness and Observations</b>	Evidence shows <b>exemplary</b> examples of thoughtfulness and observations	Evidence shows <b>good</b> examples of thoughtfulness and observations	Evidence shows the <b>development</b> stages of thoughtfulness and observation	Evidence is in the <b>beginning</b> stages of showing thoughtfulness and observation	Evidence is <b>not handed in / complete</b>
<b>Organization and Completion</b>	<b>All</b> components of this project are complete as outlined	<b>Many</b> components of this project are complete as outlined	<b>Some</b> components of this project show attempts at being completed	<b>Few</b> attempts were made to complete the components of this project	<b>No</b> attempt has been made to complete any of the components of this project
<b>Critical Thinking</b>	Content is rich, insightful analysis is evident, <b>clear connects are made</b> between the research and career interests	<b>Substantial evidence</b> of analysis has been shown between the research and career interests	The <b>developing stages of analysis</b> between the research and career interests have been shown	The <b>beginning stages of connections</b> are shown between the research and career interests	<b>No evidence</b> of analysis or connections have been made between the research and career interests
<b>Connections to Big Ideas</b> (career-life choices, decisions and cultivating networks)	Completed project shows <b>exemplary evidence</b> of connecting to the Big Ideas of CLE 10	<b>Admirable evidence</b> of connecting to the Big Ideas of CLE 10 is evident	Project shows the <b>development of evidence</b> of connecting to the Big Ideas of CLE 10	Project shows the <b>beginning stages</b> connecting to the Big Ideas of CLE 10	Project is <b>not complete</b> , therefore no connections are present

Description	Possible Mark	Your Mark
What's in your backpack?		
Choosing a Starting Point		
Planning Your Path to Education		
Job Postings		
Interviewing Your Future Colleague		
TOTAL MARK:		

Comments: