



# BUILDING FUTURES IN MANITOBA

## TEACHING UNIT

General Topic:	<b>Getting and Earning Money</b>
Unit Title:	<b>Planning for Life</b>
Grade Level:	Grade 9
Recommended Curriculum Area:	Career Development
Other Relevant Curriculum Area(s):	Language Arts



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## Possible Curriculum Integration Points

### Grade 9 Career Development: Recommended

#### Outcomes:

- GLO D. Locate and effectively use life/work information.
- GLO E. Understand the relationship between work and society/economy.
- GLO F. Maintain balanced life and work roles.
- GLO G. Understand the changing nature of life/work roles.
- GLO H. Participate in lifelong learning supportive of life/work goals.
- GLO I. Make life/work enhancing decisions.
- GLO J. Understand, engage in, and manage one's own life/work building process.

### Other Relevant Curriculum Area(s)

#### Grade 9 Language Arts

#### Outcomes:

- explore, review, and reflect on their own and others' ideas, experiences, and opinions to clarify and extend their understanding
- recall and reflect on personal achievements to establish new learning goals
- use a variety of strategies to understand what they read, see, and hear, and explain how to respond personally and critically to what they read, see, and hear
- plan and conduct inquiry or research to investigate a variety of questions and topics by accessing and evaluating appropriate information sources
- use a variety of skills and strategies to revise, edit, and proofread their work
- work cooperatively with others by encouraging and supporting them; and recognize the value of diverse viewpoints

### Relevant Economic Outcomes

- Occupations that are of personal interest
- Education and training needed for occupations of interest
- Factors affecting standard of living and quality of life
- Compare life goals requiring money with others that do not
- A balanced life means considering things other than money that are important

## Background Information

Students need to think about their future. Considering their strengths and interests will help them to develop a career plan. Then they will be able to decide on possible career choices that are suitable for them. They will gain an understanding of what education and training is necessary for different careers. Students need to identify sources of funding to help with post secondary education and training.

## Overview of the Unit

This unit looks at career planning. The students will have a chance to think about their personality traits, skills and interests. They will take an internet quiz to see what kind of jobs fit their personality. In groups they will brainstorm the kind of jobs that require these specific abilities. They will play a game designed to help them match their interests and skills with similar careers. After making a career choice they will research how to achieve their goal. The final activity involves exploring the Standard of Living vs the Quality of Life.

## Estimated Time Frame: 4 periods — 60 minutes each

## Suggested Implementation Strategy

### Period 1                      60 minutes

- Ask the class if they have ever been hired to do a job (babysitting, walking a dog, shovelling snow etc.).
- Ask the class what skills or abilities they needed to do the job.
- Then show the *Seinfeld* video clip entitled “Kramer Gets a Job” at:  
[http://www.youtube.com/watch?v=PKs6y9\\_d2ps&feature=related](http://www.youtube.com/watch?v=PKs6y9_d2ps&feature=related)
- Begin a discussion by asking these questions:
  1. Would they like to have Kramer as an employee?
    - If they answer yes, ask what makes Kramer a good person to have in your business?
    - If they answer no, why not?
  2. What skill or abilities would he need to do this job?
  3. Do you have to have a passion for the job in order to be successful?

### Discovering Yourself

- Let’s see if they know their own personalities. Direct them to go to the following website and take the Quiz, “What’s your Job Personality?” and “Which First Job Suits You?”  
<http://www.kidzworld.com/quiz/2815-quiz-whats-your-job-personality>
- Ask them to consider their strengths, and make a list of several jobs that would make a good fit for their interests, skills, and abilities.
- Put the class into small groups. In groups, the students are to talk about their job lists and discuss with their peers if they have chosen jobs that fit with their strengths.

**Period 2**                      **60 minutes**

**Exploring the Options**

*Before the class begins, the teacher needs to make copies of handouts, "Job Skills Required for All Jobs" and "Jobs ...Jobs...Jobs."*

- Arrange the students into small groups.
- On chart paper or a smartboard, write the following question:  
    *"What job skills are required for every type of work?"*  
    Hand out copies of the article entitled "Job Skills Required for All Jobs."  
    Ask the groups to read the article and be prepared to answer this question.  
    Answers: (Logic and reasoning skills, Research skills, Communication skills, Career-minded or job-oriented people)
- Hand out a copy of the "Jobs, Jobs, Jobs," worksheet to each group and, as a group, complete the activity.
- Lead a discussion about the pros and cons of the different jobs they listed.

**Period 3**                      **60 minutes**

- Using computers, direct the class to one of the following websites to complete an online survey designed to help them match their interests and skills with similar careers.  
<http://www.educationplanner.org/students/career-planning/find-careers/careers.shtml>  
<http://checkoutcollege.com/explorecareers/interestsurvey.aspx>
- Thinking about what they learned as a result of taking the survey, the students must opt for a career choice. They will be given the rest of this period to start researching:
  1. What education is needed for this career?
  2. Where can they take the necessary courses?
  3. What skills are acquired to work in this vocation?
  4. Estimate what the costs are of attaining their career choice.
  5. Find out if there are any government programs to assist with the cost.
- The students write a report about their findings, and hand it in for marking.
- The teacher can decide how long they have to complete this assignment. (They may finish this assignment for homework or be given the next period to work on their research.)

**Period 4**      **60 minutes**

*Before the class begins, the teacher needs to make copies of the handout "Group Work Evaluation Checklist."*

- Ask the class what the difference is between "Standard of Living" and "Quality of Life"?
- Post on a smartboard or projector the following article about the Standard of Living vs Quality of Life. Go to:

<http://www.investopedia.com/articles/financial-theory/08/standard-of-living-quality-of-life.asp#axzz1ljDYXXdw>

The teacher may want to read the article or ask for volunteers to read it aloud.

- Arrange the students in groups. Ask questions like:
  - What five topics from the list are most important to them to have a good standard of living?
  - What five topics from the list are most important to them to have quality of life?
  - Did everyone choose the same topics? Why not?
  - Does money buy happiness?
  - What do you value most in life?
- Give each group a large piece of paper and tell them to make a mind map that expresses the groups feeling about standard of living and quality of life.
- Tell them they will be completing a group evaluation sheet when they are finished.
- The groups present their mind maps to the class.
- Hand out the "Group Work Evaluation Checklist" for completion.

## Possible Evaluations

1. Check the Personality worksheets.
2. Evaluate the group participation.
3. Assess participation in discussions.
4. Mark the career reports.
5. Assess the Group Evaluation Work Checklist

## Follow-Up Activities

1. Art Assignment: Instruct students to make a collage of the life they envision. Once the collages are completed, each student can present their collage and explain what the various items in the collage mean to them. Collages can also be displayed in the classroom.
2. Job Competencies <http://www.kent.ac.uk/careers/compet/skillquest.htm>  
This website allows students to choose a job and get a list of the tasks involved in doing this job.
3. Research jobs available in their community.
4. Learn a new skill that will assist with their career choice.
5. Green technology and an emphasis on environmental sustainability are opening up new opportunities. Have the students list careers in this area which might be of interest to them.

## Modifications or Suggestions for Different Learners

1. Group work allows for everyone to take part in the activity.
2. There are a variety of activities, to address different learning styles.
3. The computer surveys allow for partnering students who need extra help.
4. Special needs students would be able to participate in making the mind maps.

## Resources

1. YouTube video; Kramer Gets a Job  
[http://www.youtube.com/watch?v=PKs6y9\\_d2ps&feature=related](http://www.youtube.com/watch?v=PKs6y9_d2ps&feature=related)
2. Personality and Jobs Internet Quizzes  
<http://www.kidzworld.com/quiz/2815-quiz-whats-your-job-personality>

## Handouts

1. *Job Skills Required for All Jobs* - Article  
<http://www.sixsigmaonline.org/six-sigma-training-certification-information/job-skills-required-for-all-jobs.html>
2. Jobs Worksheet  
<http://www.teachervision.com>
3. Group Work Evaluation Worksheet

## **Job Skills Required for All Jobs**

**Written By: Six Sigma Training Assistant**

There are many skills required for certain jobs and careers that are unique to that field of work. However, there are many job skills that are required for every type of work. These general job skills are the skills that employers are looking for when they hire an individual. Employers want people who can bring potential growth to the company and having these general job skills can help you to get hired. More than likely, you are looking for a job which will allow you to grow professionally and will offer promotions over time. If you possess the skills that allow a company to grow, you will be the type of employee that is sought after.

Logic and reasoning skills are skills that every job will require. Every company and business will run into problems from time to time, and these problems will need to be solved and handled properly. Those who use logic and have reasoning skills will be able to aid in the solving of company problems, which makes them an asset to the company.

These days, technological literacy and know-how is priceless in the majority of businesses and industries. Computers are everywhere, and nearly all businesses use computers in one form or another to help manage their company. Having even a basic knowledge of computers and the internet will increase the likelihood of you being hired. This is especially so in business jobs and environments.

Research skills are also great to have. You may not need research skills for factory work, but for most other types of work, it is imperative that you are able to locate the information you need to answer questions and solve problems. Communication skills, of course, will be required by each and every job that you will have during your lifetime. Your verbal and written communication should be at the highest level that you can attain if you are serious about enhancing your skills and having a better chance of being hired. Communication skills as well as interpersonal skills are needed for all jobs. There may be a wide variety of people in your company and you will need to be able to communicate with all of these people on a professional level.

Employers are also looking for those who are career-minded or job-oriented. Those who possess this skill will have a plan for their career and goals that they would like to achieve. Employers know that these types of people make a company grow faster and stronger. Employers are also more willing to aid those who have a job-oriented attitude in achieving their goals.

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

### **Jobs ... Jobs ... Jobs**

Selecting a job that is best for you can be a difficult job in itself! The following questions ask you to consider different employment possibilities. Some questions ask you to evaluate various jobs and their good and bad points.

1. List three jobs that are seasonal.

\_\_\_\_\_

2. List three dangerous jobs.

\_\_\_\_\_

3. List three jobs that require great intelligence.

\_\_\_\_\_

4. List three jobs that require quick thinking skills.

\_\_\_\_\_

5. List three jobs that require good physical stamina.

\_\_\_\_\_

6. List three jobs that require good organizational skills.

\_\_\_\_\_

7. List three jobs that should pay well.

\_\_\_\_\_

8. List three jobs that should pay more than they now do.

\_\_\_\_\_

9. List three jobs that should pay less than they now do.

\_\_\_\_\_

10. List three jobs that require the ability to get along with others.

\_\_\_\_\_

11. List three jobs in which one works primarily by himself or herself.

\_\_\_\_\_

12. List three jobs that require advanced educational training.

\_\_\_\_\_

13. List three jobs that should be thought of more highly by the public.

\_\_\_\_\_

14. List three jobs that involve patience.

\_\_\_\_\_

15. List three jobs that require much time away from home.

\_\_\_\_\_



**Group Work Evaluation Checklist**

**Student's Name** \_\_\_\_\_ **Date** \_\_\_\_\_

One skill that all employers want is the ability to cooperate and work with others to achieve a goal. Reflect on the work you and your peers have carried out producing this mind map. Assess your group performance on the following aspects. Circle the corresponding option.

- |                                 |           |            |            |            |
|---------------------------------|-----------|------------|------------|------------|
| 1. Helped each other.           | All of us | Most of us | Some of us | None of us |
| 2. "Listened" to others' ideas. | All of us | Most of us | Some of us | None of us |
| 3. Defended our ideas.          | All of us | Most of us | Some of us | None of us |
| 4. Actively participated        | All of us | Most of us | Some of us | None of us |

**Highlight** the statement that best expresses the work of your group on each aspect:

1. Effective use of time
  - a. Much time spent without purpose
  - b. Got off track frequently
  - c. Did well, once we got our ideas clear
  - d. No wasted effort, we stayed on target.
2. Development of Ideas
  - a. Little done to generate ideas
  - b. Ideas were imposed on the group by a few.
  - c. Friendly sessions but not creative
  - d. Ideas were encouraged and fully explored.
3. Ability to Decide Issues
  - a. Poor resolution of differences.
  - b. Let one person rule the group.
  - c. Made compromises to get the job done.
  - d. Genuine agreement and support.
4. Overall Productivity
  - a. Did not accomplish our goal.
  - b. Barely accomplished the job
  - c. Just did what we had to.
  - d. Held a highly productive session.

Other Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_