



Personal Development and Career Planning

Grades 6 - 12

August 2000



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Introduction

INTRODUCTION

This curriculum document addresses the first of the four components of the Comprehensive and Developmental Guidance and Counselling Program in New Brunswick.

The purpose of this document is to provide direction to the teachers and counsellors who have the responsibility for the curriculum delivery. The concepts and ideas contained within the curriculum come from a variety of practitioners, including New Brunswick educators.

The document presents learning outcomes, suggested instructional and assessment strategies, and recommended learning resources. It is assumed all outcomes will be addressed. Teachers should choose instructional and assessment strategies, develop new ideas, and seek current and credible resources which best meet the needs of their students.

This curriculum is built on educational research and developmental theory. First and foremost is the belief that guidance is for all students. The developmental and comprehensive guidance and counselling program establishes that guidance is an integral component of the total school program and a necessary component in the overall educational development of children. This curriculum seeks to address the needs of the whole child in that it proposes structured activities to stimulate development in social, cognitive, affective, and career domains. Teachers and counsellors should be involved in stimulating these areas, thus equipping the students to assume greater responsibility for their lives.

The components of this curriculum have their base in counselling theory. Self-concept and life skills have their origin in Adlerian, Gestalt, Glasser, Ellis, Rogerian, and Behavioural Theory, as well as Super's Theory of Vocational Development. These theories give direction as to how "normal" development takes place.

The curriculum consists of three strands. **Personal Development** involves outcomes which enable the learner to explore his or her specific personality traits and skills, take personal responsibility for his or her behaviour, develop positive self-esteem, and learn how to interact effectively with others. **Lifelong Learning** helps learners understand their unique learning style, develop lifelong learning and time management skills, and assume personal responsibility and self-motivation. **Career Exploration and Planning** helps students translate personal traits and skills into occupational terms and blend their work role with other life roles to develop a healthy lifestyle. Students learn to engage in career planning, using goal-setting and problem-solving strategies.

Several models for the delivery of the curriculum are presented within this guide. School counsellors will serve as consultants to teachers who deliver this curriculum. They may also be involved with direct delivery as part of a team of individuals. Classroom teachers have relationships with their students which allow for the secure environment necessary to address sensitive issues. Furthermore, they have the opportunity to reinforce this trust to promote the transfer of learning.

COMPREHENSIVE AND DEVELOPMENTAL GUIDANCE

PROGRAM COMPONENTS

1. Guidance Curriculum - Personal Development and Career Planning, K-12; Employability Skills Posters and Teacher Handbook, K-12.

The Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and group activities from kindergarten through grade twelve. The purpose of the Guidance Curriculum is to provide all students at all levels with knowledge of normal growth and development, to promote their positive mental health, and to assist them in acquiring and using life skills. While counsellors' responsibilities include the organization and implementation of the Guidance Curriculum, the co-operation and support of the entire faculty and staff are necessary for its successful implementation. The Guidance Curriculum is delivered through such strategies as

Classroom Activities: Counsellors act as resources for the classroom teachers, teach, team teach, or assist in teaching guidance curriculum learning activities or units in classrooms, the guidance centre, or other school facilities.

Group Activities: Counsellors conduct groups outside the classroom to respond to students' identified interests or needs.

Suggested Time Allocations

Elementary	35% - 45%
Middle	25% - 35%
High School	15% - 25%

2. Individual Planning - Linking To The Future: Career and Educational Planning Portfolio

Individual Planning consists of activities that help all students plan, monitor, and manage their own learning, as well as their personal and career development. Within this component, students evaluate their educational, occupational, and personal goals. The activities in this component are planned under the direction of the counsellor but often facilitated by teachers. These activities are delivered on an individual basis, or by working with individuals in classes, small groups, or advisement groups. Individual Planning is implemented through such strategies as

Individual Appraisal: Counsellors work with students analysing and evaluating students' abilities, interests, skills, and achievement. Test information and other data are the bases for assisting students to develop immediate and long-range plans.

Individual Advisement: Counsellors and teachers work with students, using personal, social, educational, career, and labour market information in planning personal, educational, and occupational goals. The involvement of students, parents, and the school in planning programs for students that meet their needs is critical.

Placement: Counsellors and teachers assist students in making the transition from school to school, school to work, or school to additional education and training.

Suggested Time Allocations

Elementary	5% - 10%
Middle	15% - 25%
High School	25% - 35%

3. Responsive Services

Responsive Services consist of activities to meet the immediate needs and concerns of students, whether these needs or concerns require counselling, consultation, referral, or information. This component is available to all students and is often student-initiated. Responsive services are delivered through such strategies as

Consultative: Counsellors consult with parents, teachers, other educators, and community agencies regarding strategies to help students.

Personal Counselling: Counselling is provided on a small-group or individual basis for students who have difficulties dealing with relationships, personal concerns, or normal developmental tasks. Personal counselling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action is taken.

Crisis Counselling: Counselling and support are provided to students and their families who face emergency situations. Such counselling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Referral: Counsellors use referral sources to deal with crises such as suicide, violence, abuse, and terminal illness.

Suggested Time Allocations

Elementary	30% - 40%
Middle	30% - 40%
High School	25% - 35%

4. Program Support

Program Support consists of management activities that establish, maintain, and enhance the total guidance program. This component is implemented and carried out through activities in the following areas:

Professional Development: Counsellors need to be involved regularly in updating their professional knowledge, skills, and personal portfolios. This may involve participating in regular school in-service training and summer institutes, attending professional meetings, completing postgraduate course work, and contributing to professional literature.

Staff and Community Relations: This involves orienting staff and the community to the comprehensive and developmental guidance program through such means as newsletters, local media, and school-community presentations.

Consultation with Teachers: Counsellors need to consult with teachers and other staff members regularly in order to provide information, to support staff, and to receive feedback on emerging needs of students.

Advisory Councils: This involves serving on departmental curriculum committees, community committees, or advisory boards. These are examples of ways to support other programs in the school and community and to gain support for the guidance program.

Community Outreach: This includes activities designed to help counsellors become knowledgeable about community resources and referral agencies, field trip sites, employment opportunities, and local labour market information. This may involve their visiting local businesses, industries, and community resources periodically.

Program Management and Operations: This includes the planning and management tasks needed to support activities conducted in a comprehensive and developmental guidance program. It also includes responsibilities that need to be fulfilled as a member of the school staff.

Research and Development: Guidance program evaluation, data analysis, follow-up studies, and the continued development and updating of guidance learning activities and resources are some examples of the research and development work of counsellors.

Suggested Time Allocations

Elementary	10% - 15%
Middle	10% - 15%
High School	10% - 15%

COMPREHENSIVE AND DEVELOPMENTAL GUIDANCE PROGRAM

Domains: Academic Development, Career Development, Personal/Social Development

Delivery Methods: Counselling, Consultation, Collaboration, Co-ordination, Case Management, Guidance Curriculum, Program Evaluation

Components	Guidance Curriculum	Individual Planning	Responsive Services	Program Support
	Personal Development and Career Planning Curriculum, K-12; Employability Skills Posters and Teacher Handbook, K-12	Linking To The Future: Career and Educational Planning Portfolio		
Definition	Structured developmental experiences presented systematically through classroom and small-group activities from kindergarten to grade 12.	Individual and/or small group activities that help all students plan, monitor, and manage their learning, personal, and career development.	Individual and/or small group activities which meet the individual needs and concerns of students through counselling, referral, consultation and/or information.	Management activities that establish, maintain, and enhance the total program or information.
Delivery	Classroom and Large-group Activities Small-group Activities Parent Education and Support Informational Activities	Individual Appraisal/Assessment Consultation/Educational Advising Student Placement Labour Market Information	Consultation Personal/Social Advisement Conflict Resolution Personal Counselling Crisis Counselling Multi-disciplinary Teams Support Programs and Activities	Professional Development Staff and Community Relations Consultation with Teachers Advisory Councils Program Management
Suggested Time				
Elementary	35 - 45%	5 - 10%	30 - 40%	10 - 15%
Middle	25 - 35%	15 - 25%	30 - 40%	10 - 15%
High	15 - 25%	25 - 35%	25 - 35%	15 - 20%

Middle Level Outcomes



GENERAL CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES -

GRADES 6-8

Example of Personal Development and Career Planning 6-8 Tracking Tool

Guidance Curriculum Area	Task / Evidence	Resources Used	Subject Area	Completed Yes / No
1. Communication Skills				
2. Responsible Behaviour				
3. Uniqueness of Individuals				
4. Interpersonal Skills				
5. Effective Learning				
6. Educational Achievement and Careers				
7. Educational Information and Occupational Opportunities				
8. Personal Characteristics and Employability Skills				
9. Life Roles				

Personal Development and Career Planning Curriculum Grades 6-8 Implementation Ideas

- Advisor / Advisee Program
- Various scheduled blocks of time
- Cross-curricular integration
- Teaming decision - school-wide activities / programs delivered during class time
- Home Base (beginning and end of day)
- Theme (Outcome) packages facilitated by school counsellor and delivered by classroom teachers

PORTFOLIO

The **PORTFOLIO “Linking to the Future”** can provide evidence of student progress and encourage self-reflection in relation to problem solving, knowledge, and skills. Items to be placed in the portfolio should be selected because they meet the criteria of various activities the student has been involved in (i.e. *“Who AM I?” (Self-Knowledge Inventory)*). The student and the teacher/counsellor (and perhaps other teachers, peers, and parents) should regularly meet to discuss what the student selects and why.

Assessment Requirements of the Portfolio:

- **Comprehensiveness:** range includes attributes, interests, skills, and accomplishments
- **Relevance:** material included is a clear reflection of the student
- **Credibility:** each skill is supported with clear, direct evidence
- **Focus:** key interests and strengths are identified
- **Uniqueness:** portfolio conveys a sense of personal identity

Presentation Requirements of the Portfolio:

- Organization: portfolio includes cover page, list of contents
- Neatness/Attractiveness
- Clear presentation/Good writing

Grades 6-8 Guidance Outcomes

1. Demonstrate the ability to accept, respect, and understand themselves and others.

Lesson:

2. Demonstrate the ability to assume responsibility for their personal behaviour.

Lesson:

3. Demonstrate an understanding of and acceptance of the similarities and differences among people.

Lesson:

4. Demonstrate behaviours that maintain responsible interpersonal relationships.

Lesson:

5. Apply the skills of an effective learner within a variety of settings.

Lesson:

6. Demonstrate an understanding of the important linkages between educational achievement and career opportunities.

Lesson:

7. Demonstrate the ability to access, interpret, and evaluate information regarding educational and occupational opportunities.

Lesson:

8. Demonstrate an understanding of the relationship between personal qualities and work.

Lesson:

9. Reflect on the interrelationship of life roles.

Lesson:

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #1.1 Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to accept, respect, and understand him/herself and others.</p> <p>Curriculum Connections: Language Arts, Social Studies, Health, Art</p> <p>Elaboration: In today's world, the ability to accept, respect, and understand oneself and others is of utmost importance. Students need experiences to help them develop these abilities. Opportunities may be provided by drawing from a variety of curricular areas.</p> <p>By the end of grade 8, students will be expected to</p> <ul style="list-style-type: none"> • demonstrate how the use of verbal and non-verbal communication reflects the way they are perceived by others • practise effective communication techniques (clarifying, summarizing, "I" messages, etc.) (Appendix I) • demonstrate positive attending skills (facing, eye contact, open posture, etc.) (Appendix I) • recognize roadblocks to communication (demanding, warning, etc.) (Appendix I) • demonstrate how high levels of self-esteem affect all areas of social growth and development • analyse how personal characteristics and abilities change, and how they can be enhanced • compare their characteristics and abilities with those of others, and accept the differences they see in themselves and others • identify bullying behaviours • recognize how bullying impacts the self-esteem of bully and victim 	<p>Teachers will</p> <ul style="list-style-type: none"> • teach/review effective communication and listening skills and discuss roadblocks with students • have students participate in assertiveness training and activities • have students practise positive message activities • brainstorm with students to create a list of needs that must be met if students are to feel good about themselves (i.e. safety, food, love, sleep, recognition) • have students list positive and negative ways of meeting needs (small groups) • have students identify emotions/feelings with colours (Upon preparing the colour wheel, have the students prepare a second wheel listing the emotions/feelings they think the particular colours represent. Follow this activity with the defining of abstract art, using visuals, and instruct the students to design an abstract painting, giving it a title relating to the colours used and the emotions/feelings they represent.) • display a number of paintings/advertisements to the class (Have the class record and explain the emotions/feelings that are induced when looking at the pictures.) • have the students make a personal collage and/or mural on positive communication, acceptance, and respect

PERFORMANCE STANDARDS

Very Good

Grade 6

Demonstrates leadership by applying effective communication skills to convey information and point of view while also accepting the opinions of others (i.e. resolves conflict, mediates on the playground).

Grade 7

Accepts leadership roles requiring effective communication skills in a variety of settings (i.e. as a peer helper, student leader).

Grade 8

Performs a variety of leadership activities, demonstrating effective communication skills (i.e. on student council, as peer helper).

Good

Grade 6

Identifies and demonstrates the difference between effective and ineffective communication.

Grade 7

Understands the purpose of effective communication.

Grade 8

Demonstrates effective communication with peers and adults.

Needs Improvement

Grade 6

Exhibits difficulty in identifying effective communication skills.

Grade 7

Experiences difficulty in communicating with others.

Grade 8

Limited ability to demonstrate effective communication skills.

RECOMMENDED LEARNING RESOURCES

Print

- Conference Board of Canada Employability Skills 2000+ pamphlet
- Linking to the Future (pp. 8, 9) Portfolio*
- Employability Skills Profile (poster and teacher handbook, K-Grade 12, pp. 23, 24)*
- Exploring Your Horizons
Grade 6: Chapter 1 (pp. 5, 7, 11)
Teacher's Guide (pp. 18-20)
- Focus Kit (A.V. 80092, Grades 7-12)
- Pathways to Enterprise - Section 2 (1.1, 1.3, 1.10) - Instructional Resources
- Focus on Bullying - Guidance Office
- Program Achieve (Grades 5-6/7-8) Unit 1, 3, 4 and 7 (Catalogue of Instructional Materials)

Video

- A.V. Resource Catalogue (506-453-2246)
- I Like Being Me (Self-Esteem) (Sunburst)
- Conflict-Resolution Curriculum Package (A.V. 704441 - 704446)
- Real People Cliques... Who's In, Who's Out (Sunburst) (A.V. 705276)
- Real People Relationships... When They Help, When They Hurt (A.V. 705275)

Technology

- Group Work Skills for the Middle School Child (Guidance Office)
- Kids Help Phone
<http://kidshelp.sympatico.ca>
(print materials available)

Appendix I - Glossary

Appendix IV - Integration of Native Perspective

* Available in French.

Additional resources listed at the end of Middle Level section.

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #1.2 Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to assume responsibility for his/her personal behaviour.</p> <p>Curriculum Connections: All subjects</p> <p>Elaboration: Students must be able to make informed decisions and accept the consequences for their personal behaviour. Opportunities that show the link between decision making and behaviour will be provided.</p> <p>By the end of grade 8, students will be expected to</p> <ul style="list-style-type: none"> • practise the decision-making process (Appendix I) • identify core issues when dealing with concerns • analyse how values play a role in using the decision-making process • use the decision-making process to generate a list of possible outcomes and evaluate each choice • compare and contrast the consequences of positive and negative behaviour • develop personal criteria for making informed moral and ethical decisions • distinguish between healthy and unhealthy lifestyle choices that impact one's physical, intellectual, and emotional well-being • describe the role of a peer/bystander in bullying situations • discuss how each student contributes to a safe school and community • develop a plan for a safe school and classroom environment • evaluate school and community resources that support mental well-being 	<p>Teachers will</p> <ul style="list-style-type: none"> • choose a problem-solving model and have students list and evaluate past decisions with reference to the problem-solving model • have students invite guest speakers to discuss time management • have students design advertisements that promote positive values <p>Suggested Assessment Tools</p> <p>Have students</p> <ul style="list-style-type: none"> • identify with a character from literature and help solve the problem • create advice column activities (e.g. Dear Abby) • share ideas on “healthy and unhealthy” lifestyle choices - research projects • try a healthy habit for a week • create a school mural about healthy living • keep journals/role-play to learn consequences of positive and negative behaviour; identify steps of the decision-making process (Appendix I) • evaluate guest speakers <u>Teacher Resource Exploring Your Horizons Teacher’s Guide</u>, p. 154 - Evaluating Guest Speakers

PERFORMANCE STANDARDS**Very Good****Grade 6**

Uses a decision-making model to make personal decisions on a daily basis.

Grade 7

Explains and demonstrates the connection between using a decision-making model and the positive results of using it.

Grade 8

Integrates the use of a decision-making model in daily problem solving.

Good**Grade 6**

Explores the decision-making process and can make connections to the consequences of positive and negative behaviour.

Grade 7

Analyses decision-making models in order to make personal decisions.

Grade 8

Knows a decision-making model he/she can use in order to make personal decisions.

Needs Improvement**Grade 6**

Has difficulty exploring the decision-making process. Cannot make connections or identify positive and negative consequences of behaviour.

Grade 7

Has difficulty analysing the decision-making models in order to make personal decisions.

Grade 8

Has difficulty applying a decision-making model in order to make personal decisions.

RECOMMENDED LEARNING RESOURCES**Print**

- Appendix I
- Linking to the Future (Section A) Portfolio*
- Focus Kit (A.V. 800092, Grades 7-12)
- Employability Skills Profile (poster and teacher handbook, K-Grade 12) (pp. 22, 26)
- [Exploring Your Horizons](#)
Grade 8: Chapter 13 (pp. 168, 177) (Teacher's Guide - p. 99)
- Harassment in the Schools - What's Sex Got To Do With It? (Guidance Office)
- American School Counsellor Association
- Workplace Health and Safety Compensation Commission - "Choices for Life"*(Guidance Office)
(See additional resources for specific activities)
- Pathways to Enterprise - Section 2 (1.8, 1.9) - Instructional Resources
- Focus on Bullying - Guidance Office
- Program Achieve (5-6/7-8) Unit 2 Motivation

Video

- A.V. Resource Catalogue (506-453-2246)
- All About Anger (A.V. 704452)
- I Live In An Alcoholic Family (A.V. 702621)
- Conflict-Resolution Curriculum Package (A.V. 704441 - 704446)
- Mara's Breathing Story (A.V. 705209)
- Alcohol And Attitudes - Where Do You Stand? (A.V. 704547)
- Real People: Teens Who Choose Abstinence (A.V. 704551)

Technology

- Group Work Skills for the Middle School Child (CD) (Guidance Office)
- Kids Help Phone <http://kidshelp.sympatico.ca> (print materials available)

* Available in French.

Additional resources listed at the end of Middle Level section.

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #1.3 Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate an understanding and acceptance of the similarities and differences among people.</p> <p>Curriculum Connections: Social Studies</p> <p>Elaboration: In our multicultural society, students are faced with a vast array of issues and situations. Students will be provided with opportunities to reflect on the differences and similarities among people, and will acquire the necessary skills needed to function successfully in today's diverse society.</p> <p>By the end of grade 8, students will be expected to</p> <ul style="list-style-type: none"> • respect other people, though they may be different • demonstrate positive interactions with both genders • identify, list, and discuss traditional and changing family roles and values • name the different cultural groups within the community, and describe their cultural values and practices • illustrate the diversity of family rules • recognize that all people, regardless of individual differences, have rights and responsibilities • identify the forms bullying takes in ethnic and gender-related relationships • discuss body-image issues that may impact teens of both genders 	<p>Teachers will</p> <ul style="list-style-type: none"> • have students research family trees • brainstorm with students stereotyping in school, family, community, and work place • have students examine stereotyping in the media • invite speakers from the different cultural communities in the area • brainstorm with students the meaning of "culture" • use a human rights educational unit and include guest speakers • explore individual uniqueness with students <p>Suggested Assessment Tools</p> <p>Students will</p> <ul style="list-style-type: none"> • research different cultures and learn about the rules in their families • interview a parent/guardian/grandparent about "life" as an adolescent in his/her time • create a story or play without stereotypes; role-play and discuss the effect of stereotyping • evaluate guest speakers <u>Teacher Resource Exploring Your Horizons Teacher's Guide</u>, p. 154 - Evaluating Guest Speakers

PERFORMANCE STANDARDS

Very Good

Grade 6

Recognizes and demonstrates an appreciation for other cultures.

Grade 7

Draws connections between similarities and differences among peoples.

Grade 8

Consistently demonstrates acceptance of individual differences and cultural values.

Good

Grade 6

Explores opportunities to demonstrate respect for individual differences.

Grade 7

Analyses individual differences and develops an appreciation for other cultures.

Grade 8

Knows, understands, and recognizes cultural values and practices.

Needs Improvement

Grade 6

Has difficulty recognizing, exploring, and demonstrating respect for individual differences.

Grade 7

Has difficulty analysing individual and cultural differences.

Grade 8

Has difficulty understanding cultural values and practices.

RECOMMENDED LEARNING RESOURCES

Print

- Linking to the Future (Section A) Portfolio*
- Employability Skills Profile (poster and teacher handbook, K-Grade 12) (pp. 29-30)*
 - Teamwork skills
 - Personal Management Skills
- Exploring Your Horizons
Grade 7: Chapters 10, 11 (p. 163) (T.G. p. 95)
- Focus Kit (A.V. 800092, Grades 7-12)
(Instructional Resources 506-453-2246)
- Workplace Health and Safety Compensation Commission - "Choices for Life" (Guidance Office)*
(See additional resources for specific activities)
- Focus on Bullying (Guidance Office)
- Pathways to Enterprise - Section 2 (1.20, 1.22) -
(Instructional Resources)

Video

- Gulliver's Travels
- Cry Freedom
- A.V. Resource Catalogue (Instructional Resources 506-453-2246)
- Conflict-Resolution Curriculum Package (A.V. 704441 - 704446)
- Sexual Harrassment (A.V. 705753)
- Don't Pick On Me (A.V. 703980)
- I Live In An Alcoholic Family (A.V. 702621)
- When There's Trouble At Home (Sunburst)
- Families In Trouble; Learning to Cope (Sunburst)
- Only One Me, Only One You (A.V. 704553)

Technology

- Group Work Skills for the Middle School Child (CD) (Guidance Office)
- Kids Help Phone <http://kidshelp.sympatico.ca> (print materials available)

Appendix IV - Integration of Native Perspective

* Available in French.

Additional resources listed at the end of Middle Level section.

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #1.4 Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate behaviours that maintain responsible interpersonal relationships.</p> <p>Curriculum Connections: All Subjects</p> <p>Elaboration: Middle school students must acquire effective interpersonal and communication skills. For students to understand, respect, and care for others, it is essential for them to develop and maintain responsible relationships with peers and others. Accordingly, students will be challenged to learn and demonstrate skills that reflect responsible interpersonal relationships.</p> <p>By the end of grade 8, students will be expected to</p> <ul style="list-style-type: none"> • analyse the skills needed to make and keep friends while maintaining personal values • evaluate current social relationships and judge their effectiveness • illustrate the various ways one interacts with peers and adults • describe positive ways of practising self-discipline • describe the negative aspects of cliques • apply conflict-resolution skills • demonstrate effective ways of communicating feelings and thoughts • discuss concerns with a responsible person • recognize situations that cause changes in relationships (family, peer, adult) and describe effective ways of dealing with those changes • distinguish between effective and non-effective relationships • identify how bullying and control can become issues in groups, and discuss how to counteract/overcome these problems 	<p>Teachers will</p> <ul style="list-style-type: none"> • chart skills in various situations (ways to act and react), e.g. at school, with family • use novels to illustrate a variety of interpersonal interactions • discuss with students the definition of “cliques” and how they are positive and negative (peer pressure, acceptance, self-discipline) • review conflict-resolution skills • give examples of effective and non-effective relationships (students in pairs) • engage in large-group activity (working in groups effectively) • identify resource people with whom problems may be discussed • discuss with students “life events” which can change us

PERFORMANCE STANDARDS**Very Good****Grade 6**

Consistently displays positive interpersonal skills.

Grade 7

Constantly demonstrates positive interpersonal skills.

Grade 8

Constantly applies positive interpersonal skills.

Good**Grade 6**

Explores and usually demonstrates positive interpersonal skills.

Grade 7

Recognizes and usually demonstrates positive interpersonal skills.

Grade 8

Analyses and usually demonstrates positive interpersonal skills.

Needs Improvement**Grade 6**

Has difficulty demonstrating positive interpersonal skills.

Grade 7

Has difficulty recognizing and demonstrating positive interpersonal skills.

Grade 8

Has difficulty analysing and demonstrating positive interpersonal skills.

RECOMMENDED LEARNING RESOURCES**Print**

- Linking to the Future (Section A) Portfolio*
- Employability Skills Profile (poster and teacher handbook, K-Grade 12) (pp. 23-31)*
 - Teamwork Skills
 - Personal Management Skills
- Exploring Your Horizons
 Grade 6: Part 1 (pp. 5-9) Friendship
 Teacher's Guide (pp. 18-20)
 Grade 8: Parts 2 and 5 (pp. 172-174)
 Teacher's Guide (pp. 100-102)
 Peer Cliques, Relationships (pp. 185-188)
 Interactions at school, home (Guide pp. 107-108)
- Focus Kit (A.V. 800092) (Instructional Resources 506-453-2246)
- Conflict Resolution Curriculum (A.V. 704441 - 704446)
- Harassment in the Schools: What's Sex Got To Do With It?
 American School Counsellor Association (Guidance Office)
- Focus on Bullying (Guidance Office)
- Heartbeats (Guidance Office)
- Program Achieve (Grades 5-6/7-8) Unit 7 & 8 (Catalogue of Instructional Materials)

Video

- A.V. Resource Catalogue (Instructional Resources - 506-453-2246)
- Being A Friend - What Does It Mean (Sunburst)
- Learning To Say How You Feel (Sunburst)
- Real People Cliques... Who's In? Who's Out? (A.V. 705276)
- Conflict Resolution Curriculum Package (A.V. 704441 - 704446)
- Helping Kids Prevent Violence (A.V. 800091)

Technology

- Group Work Skills for the Middle School Child (CD) (Guidance Office)
- Kids Help Phone
<http://kidshelp.sympatico.ca>
 (print materials available)

Appendix IV - Integration of Native Perspective

- * Available in French.
- Additional resources listed at the end of Middle Level section.

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #2.1 Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to apply the skills of an effective learner within a variety of settings.</p> <p>Curriculum Connections: All subjects</p> <p>Elaboration: Middle school students must recognize that the process of learning in school is transferable to all aspects of their lives. Students will be provided experiences whereby they can develop, understand, and practise these skills.</p> <p>By the end of grade 8, students will be expected to</p> <ul style="list-style-type: none"> • use resources for improving skills and overcoming deficiencies • illustrate the importance of self-discipline, self-motivation, and school attendance, and illustrate how these relate to school achievement • develop effective study habits, including note taking, outlining, setting up a study schedule, summarizing, specific content area study, test-taking skills, following directions, organizational skills, time management, and meeting deadlines • identify the responsibilities that students must practise to succeed in middle school, and explain how they are similar to or different from those in elementary school • identify individual learning styles • identify strategies for coping with different teaching and learning styles 	<p>Teachers will</p> <ul style="list-style-type: none"> • teach a study-skills unit • teach test-taking skills • complete learning-styles inventory • generate class rules <ul style="list-style-type: none"> - What are the school rules? - Why? • explore with students why attendance is important <ul style="list-style-type: none"> - responsibilities when you miss school • utilize computers to improve work • review listening and note-taking skills <p>Suggested Assessment Tools</p> <p><u>Exploring Your Horizons Teacher's Resource:</u></p> <ul style="list-style-type: none"> - Peer, Self-Teacher Evaluation of Group Work (pp. 120-122) - Poster Evaluation (p. 128) - Peer, Self-Teacher Evaluation of Role-Playing (pp. 129-131) - Teamwork Self-Evaluation Checklist (p. 132) <p>Have students</p> <ul style="list-style-type: none"> • create charts to illustrate the relationships between effort and achievement • compare and contrast elementary and middle school routines • investigate technologies and techniques that will help to improve performance • participate in library-skills mini-course

PERFORMANCE STANDARDS

Very Good

Grade 6

Displays the responsible behaviour of an effective learner in the middle school.

Grade 7

Effectively accepts the responsibilities of learning both in and out of the classroom.

Grade 8

Accepts consistently the responsibilities of an effective learner in and out of the classroom.

Good

Grade 6

Develops a sense of responsibility to be an effective learner in a middle school setting.

Grade 7

Recognizes responsibilities to be an effective learner in a middle school setting.

Grade 8

Accepts responsibilities of an effective learner in a middle school setting.

Needs Improvement

Grade 6

Has difficulty adapting to the middle school setting.

Grade 7

Has difficulty recognizing the responsibilities of an effective learner in a middle school.

Grade 8

Has difficulty accepting the responsibilities of an effective learner in a middle school.

RECOMMENDED LEARNING RESOURCES

Print

- Appendix I
- Linking to the Future (Section B, p. 10) Portfolio*
- Employability Skills Profile (poster and teacher handbook, K-Grade 12)*
 - Personal Management Skills (pp. 23-27)
- Exploring Your Horizons (ch. 1, 2)
 - Grade 6: Part 1 (pp. 14-29)
(Guide pp. 24-29 and 136-141)
 - Grade 8: Part 5 (pp. 166-177)
(Guide pp. 97-102)
- School Agenda - Introductory Pages
- Heartbeats (Guidance Office)
- Program Achieve (Grades 5- 6/7-8) Units 5 & 6
- Workplace Health and Safety Compensation Commission - "Choices for Life" (Guidance Office)*
(See additional resources for specific activities)

Video

Study Skills for Success (Sunburst Program)
A.V. Resource Catalogue

* Available in French.

Additional resources listed at the end of Middle Level section.

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #3.1 Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate an understanding of the important linkages between educational achievement and career opportunities.</p> <p>Curriculum Connections: All subjects</p> <p>Elaboration: Middle school students are beginning to explore the world of adulthood. In this exploration, they begin to question the possibilities of various careers. Students will engage in experiences that illustrate the similarities between the characteristics of a good student and a good worker.</p> <p>By the end of grade 8, students will be expected to</p> <ul style="list-style-type: none"> • describe how academic skills such as mathematics, reading, science, social studies, and technology relate to their career goals • describe how personal and social skills such as communication skills, punctuality, honesty, reliability, etc. relate to their career goals • investigate the relationship between the number of career options available to high school graduates and non-graduates • list relevant alternative educational and vocational choices, and explain how to prepare for them 	<p>Teachers will</p> <ul style="list-style-type: none"> • organize a career fair • invite guest speakers • brainstorm with students personal and social skills required to be successful • explore with students employability skills (academic, personal management, teamwork) <p>Suggested Assessment Tools</p> <p><u>Exploring Your Horizons Teacher's Resource:</u> (Evaluation/Assessment Sheets)</p> <ul style="list-style-type: none"> - Peer, Self-Teacher Evaluation of Group Work (pp. 120-122) - Poster Evaluation (p. 128) - Peer Self-Teacher Evaluation Role-Playing (pp. 129-131) - Teamwork Self-Evaluation Checklist (p. 132) <p>Have students</p> <ul style="list-style-type: none"> • complete Career Futures Inventory in a Lab Setting • do a research project on a career cluster • write a commercial about themselves, outlining their skills and positive attributes • investigate careers related to various subject areas • list and describe the various occupations of people they know • research want ads and classify according to educational levels • create a collage of career opportunities • research under-represented careers and the educational resources associated with them

PERFORMANCE STANDARDS

Very Good

Grade 6

Draws connections among education, personal, and social skills and how they relate to the world of work.

Grade 7

Understands and expresses the connections among education, personal, and social skills and the world of work.

Grade 8

Makes responsible choices in education, personal, and social skills as they relate to the world of work.

Good

Grade 6

Investigates how academic, personal, and social skills relate to education and career goals.

Grade 7

Recognizes how academic, personal, and social skills relate to education and career goals.

Grade 8

Demonstrates how academic, personal, and social skills relate to education and career goals.

Needs Improvement

Grade 6

Has difficulty understanding the connection between education, personal, and social skills and the world of work.

Grade 7

Has difficulty recognizing the connections among education, personal, and social skills and the world of work.

Grade 8

Has difficulty demonstrating the relationships among education, personal, and social skills and the world of work.

RECOMMENDED LEARNING RESOURCES

Print

- Linking to the Future (Section B) Portfolio*
- Employability Skills Profile (poster and teacher handbook, K-Grade 12) (pp. 16-23 and pp. 42-50)*
- Academic Skills
- Exploring Your Horizons
Grade 6 (pp. 72-88) (T.G. pp. 46-52)
Grade 7 (pp. 152-164) (T.G. pp. 90-96)
Grade 8 (pp. 192-200) (T.G. pp. 112-118)
- National Occupational Classification (NOC)
Available from Canada Communication Group Publishing, Ottawa, Ontario, K1A 0S9, Phone: (819) 956-4800, Fax: (819) 994-1498 (Guidance Office)
- The Real Game* (Catalogue of Instructional Materials)
- Career Prospects Tabloids* (Guidance Office - free class sets available)
Canada Communication Group, Canada Career Week, Ottawa, Ontario, K1A 0S9, Phone: (819) 779-4344, Fax: (819) 994-1498

Video

- Who Am I (Self-Knowledge Inventory)
Accompanying Video - Exploring Careers
(Sunburst) (A.V. 704678)
Grade 8 Goals (A.V. 704593)

Technology

- Career Futures (Career Ware) (Guidance Office)
National Labour Market Information Website (<http://204.191.126.76/lmi.html>)
Human Resources Partnerships Career Information Products
(<http://www.globalx.net.ocd>)
Job Futures (<http://hrdc-drhc.gc.ca/hrdc/corp-stratpol/jobs/english/index.html>)
School Net Guidance Office
(<http://www.schoolnetetc.ca/adm/guidance>)
Career Cruising CD Rom (Anaca Technologies)
(Guidance Office)
Career Prospects Magazine and Guide
(<http://www.careerccc.org>.)

Appendix IV - Integration of Native Perspective

- * Available in French
- Additional resources listed at the end of Middle Level section.

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #3.2 Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to access, interpret, and evaluate information regarding educational and occupational opportunities.</p> <p>Curriculum Connections: All subjects</p> <p>Elaboration: As part of the investigative process, students need to be able to locate and understand information regarding educational and career opportunities. Students will be exposed to a variety of information sources such as Internet searches, interviews, print and audio-visual materials, as well as presentations by speakers.</p> <p>By the end of grade 8, students will be expected to</p> <ul style="list-style-type: none"> • identify various ways that occupations can be classified • identify a number of occupational clusters for exploration • use school and community resources to learn about occupational groups • identify sources to obtain information about occupational groups, including self-employment • identify skills that are transferable from one occupation to another • identify sources of employment in the community • describe school and community resources which are available for career planning • identify attributes needed to obtain and keep a job 	<p>Teachers will</p> <ul style="list-style-type: none"> • have students complete Career Futures in a lab setting • brainstorm with students resources for career information • have students classify occupations into clusters; find appropriate educational information • have students record employability skills from a variety of settings • help students identify and/or organize job shadow opportunities • help students identify sources of employment within the community • help students identify occupations of the millennium <p>Suggested Assessment Tools</p> <p>Have students</p> <ul style="list-style-type: none"> • research specific occupations • research and present “Worker of the Week” • do a research project on a career within the cluster of interest. How does it relate to their interests and aptitudes? • write a report on how an occupation which matches or does not match their interests and aptitudes

PERFORMANCE STANDARDS

Very Good

Grade 6

Identifies educational and community resources in order to learn about a variety of occupations.

Grade 7

Uses a combination of resources to access information regarding various educational and occupational choices.

Grade 8

Effectively utilizes a combination of resources to learn about a variety of occupations.

Good

Grade 6

Explores educational and community resources to learn about various occupations represented in the community.

Grade 7

Identifies educational and community resources to learn about various occupations represented in the community.

Grade 8

Classifies the various educational and occupational choices available.

Needs Improvement

Grade 6

Has difficulty exploring the educational and community resources in order to learn about various occupations represented in the community.

Grade 7

Has difficulty identifying the educational and community resources in order to learn about various occupations represented in the community.

Grade 8

Has difficulty classifying the various educational and community resources in order to learn about various occupations represented in the community.

RECOMMENDED LEARNING RESOURCES

Print

- Linking to the Future (Section B) and Exploring Your Horizons (pp. 192-198) (T.G. pp. 112-118)
 - Employability Skills Profile (poster and teacher handbook, K-Grade 12)*
 - Academic Skills (pp. 16-23)
 - Teamwork Skills (pp. 29-31)
 - Exploring Your Horizons
 - Grade 7 (pp. 89-124) (T.G. pp. 53-70) (pp. 140-161) (T.G. pp. 82-95)
 - Grade 8 (pp. 72-87) (T.G. pp. 46-51)
 - Real Game* (Catalogue of Instructional Materials)
 - National Occupational Classification (NOC) Available from Canada Communication Group Publishing, Ottawa, Ontario, K1A 0S9, Phone: (819) 956-4800, Fax: (819) 994-1498
 - Career Prospects Tabloids (Guidance Office - free class sets available and facilitator's guide)
 - Canada Communication Group, Canada Career Week, Ottawa, Ontario, K1A 0S9, Phone: (819) 779-4344, Fax: (819) 994-1498
 - Edge Magazine Facilitator's Guide* (1-888-533-5683) (free class sets available)
 - Heartbeats (Guidance Office)
 - Workplace Health and Safety Compensation Commission "Choices for Life"*
 - (Guidance Office)
- (See additional resources for specific activities)

Video

Exploring Careers Video (Sunburst) (A.V. 704678)
Careers 2000 (A.V. 800095)

Technology

Human Resources Partnerships Career Information Products (<http://www.globalx.net.ocd>)
Job Futures (<http://hrdc-drhc.gc.ca/hrdc/corp/stratpol/jobs/english/index.html>)
School Net Guidance Office (<http://www.schoolnet.ca/adm/guidance>)
Career Futures (Career Ware)
Career Cruising CD Rom (Anaca Technologies)
Canada Career Prospects Magazine and Guide (<http://www.careerccc.org.>)

Appendix IV - Integration of Native Perspective

- * Available in French.
- Additional resources listed at the end of Middle Level section.

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #3.3 Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate an understanding of the relationship between personal qualities and work.</p> <p>Curriculum Connections: All subjects</p> <p>Elaboration: As students begin to investigate educational and career opportunities, it is important that they recognize the relationship between their personal qualities and possible career choices. Students will be provided with opportunities to identify values, interests, and aptitudes as they relate to career choices.</p> <p>By the end of grade 8, students will be expected to</p> <ul style="list-style-type: none"> • explain how personal interests, values, abilities, and skills relate to various occupations • demonstrate effective learning habits and skills that are transferable to career and other learning situations • explain how personal lifestyle influences career choice • describe how sex-role stereotyping and discrimination limit choices, opportunities, and achievements • list personal traits that contribute to job success • predict how interests, abilities, aptitudes, and values influence possible career choices 	<p>Teachers will</p> <ul style="list-style-type: none"> • discuss and explore with students new ways of work and the impact of technology • categorize personal skills that may help or hinder success • discuss with students how skills learned in school are transferred to the world of work • discuss careers in terms of gender • discuss with students volunteer opportunities <p>Suggested Assessment Tools</p> <p>Have students</p> <ul style="list-style-type: none"> • role-play job interviews, using Linking to the Future • create a résumé • assume various jobs in the school (cafeteria, recycling) • create personal inventories that show attributes, accomplishments, interests, and skills • create evaluation grids to assess whether jobs are appropriate for interest and abilities • keep financial records • go on conducted field trips to job sites • research sexism in the workplace

PERFORMANCE STANDARDS

Very Good

Grade 6

Identifies the connections between personal qualities and academic and extra-curricular success.

Grade 7

Identifies and researches the connection between personal qualities and possible career choices.

Grade 8

Explains and demonstrates how personal qualities influence career choices.

Good

Grade 6

Describes how personal qualities affect academic and extra-curricular success.

Grade 7

Identifies the relationship between personal qualities and possible career choices.

Grade 8

Demonstrates an understanding of the relationship between personal qualities and possible career choices.

Needs Improvement

Grade 6

Experiences difficulty describing how personal qualities and academics relate to extra-curricular success.

Grade 7

Has difficulty identifying the relationship between personal qualities and academics and how they relate to extra-curricular success.

Grade 8

Has difficulty understanding the relationship between personal qualities and academics and how they relate to extra-curricular success.

RECOMMENDED LEARNING RESOURCES

Print

- Linking to the Future (Section C) Portfolio*
- Employability Skills Profile (poster and teacher handbook, K-Grade 12, pp. 16-31)*
 - Academic Skills
 - Personal Management
 - Teamwork Skills
- Exploring Your Horizons
 - Grade 6 (pp. 1-24) (T.G. pp. 16-26)
 - Grade 7 (pp. 152-161) (T.G. pp. 90-95)
 - Grade 8 (pp. 58-87; 178-190) (T.G. pp. 40-51; pp. 103-111)
- Real Game* (Catalogue of Instructional Materials)
- Career Prospects Tabloids* (Guidance Office - free class sets available)
 - Canada Communication Group, Canada Career Week, Ottawa, Ontario, K1A 0S9, Phone: (819) 779-4344, Fax: (819) 994-1498
- National Occupational Classification (NOC) Available from Canada Communication Group Publishing, Ottawa, Ontario, K1A 0S9, Phone: (819) 956-4800, Fax: (819) 994-1498
- Edge Magazine (1-888-533-5683)* (free class sets available Facilitator's Guide)
- Heartbeats (Guidance Office)
- Workplace Health and Safety Compensation Commission - "Choices for Life"*(Guidance Office)
 - (See additional resources for specific activities)

Video

- Exploring Careers Video (Sunburst) (A.V. 704678)
- Careers 2000 (A.V. 800095)
- Student Workshop: Job Interview Skills (A.V. 703979)

Technology

- Human Resources Partnerships Career Information Products (<http://www.globalx.net.ocd>)
- Job Futures (<http://hrdc-drhc.gc.ca/hrdc/corp/stratpol/jobs/english/index.html>)
- School Net Guidance Office (<http://www.schoolnet.ca/adm/guidance>)
- Career Futures (Career Ware) (Guidance Office)
- Career Cruising CD Rom (Anaca Technology) (Guidance Office)
- Canada Career Prospects Magazine and Guide (<http://www.careerccc.org>.)

* Available in French

- Additional resources listed at the end of Middle Level section.

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #3.4 Having completed the 6-8 Personal Development and Career Planning Curriculum, each student will be expected to reflect on the interrelationship of life roles.</p> <p>Curriculum Connections: Social Studies, Physical Education, Health</p> <p>Elaboration: It is essential for middle school students to reflect on and understand various life roles such as student, child, peer, sibling, worker, parent, spouse and how they interrelate. Students will be provided with opportunities to reflect on present and future life roles.</p> <p>By the end of grade 8, students will be expected to</p> <ul style="list-style-type: none"> • identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation, and talent • identify how work roles at home satisfy the needs of the family • identify personal goals that may be satisfied through a combination of work, community, social, and family roles • identify personal leisure choices in relation to lifestyle and the attainment of future goals • describe advantages and disadvantages of various life-role options • describe the interrelationships between family, occupational, and leisure decisions 	<p>Teachers will</p> <ul style="list-style-type: none"> • organize field trips to increase student awareness of health-related services and activities • discuss with students feelings towards various health practices • create an electronic database of information and resources related to leisure activities <p>Suggested Assessment Tools</p> <p>Have students</p> <ul style="list-style-type: none"> • identify various community groups that require volunteers • create a household budget (simulation) • role-play various responsibilities in the family • shadow an adult for a day to determine life roles • make a graph of time spent on various activities in the course of a day • make a chart or collage of who does what in a household, indicating both occupational and leisure time • identify people in their lives who have been mentors and/or role models • collect information for portfolios

PERFORMANCE STANDARDS

Very Good

Grade 6

Identifies the connection between personal interests and possible career choices.

Grade 7

Explains and demonstrates the connection between personal interests and possible career choices.

Grade 8

Extensively identifies and thoroughly explains the connection between personal interests and possible career choices.

Good

Grade 6

Lists personal interests and hobbies and matches them to possible career choices.

Grade 7

Identifies the relationship between personal interests and possible career choices.

Grade 8

Evaluates the relationship between personal interests and possible careers.

Needs Improvement

Grade 6

Has difficulty listing hobbies and interests and relating them to possible career choices.

Grade 7

Has difficulty identifying personal interests and matching them to possible career choices.

Grade 8

Has difficulty defining and describing personal interests and matching them to possible career choices.

RECOMMENDED LEARNING RESOURCES

Print

- Linking to the Future (Section C)*
- Employability Skills Profile (poster and teacher handbook, K-Grade 12) (pp. 16-31)*
 - Academic Skills
 - Personal Management Skills
 - Teamwork Skills
- Exploring Your Horizons, McGraw Hill Ryerson
Grade 7 (pp. 104-124) (T.G. pp. 61-72)
Grade 8 (pp. 140-150) (T.G. pp. 82-89)
(pp. 161-172) (T.G. pp. 97-102)
(pp. 192-198) (T.G. pp. 112-119)
- Real Game* (Catalogue of Instructional Material)
- National Occupational Classification (NOC) Available from Canada Communication Group Publishing, Ottawa, Ontario, K1A 0S9, Phone: (819) 956-4800, Fax: (819) 994-1498
- Career Prospects Tabloids* (Guidance Office - free class sets available)
Canada Communication Group, Canada Career Week, Ottawa, Ontario, K1A 0S9, Phone: (819) 779-4344, Fax: (819) 994-1498
- Edge Magazine* (1-888-533-5689) (free class sets available and Facilitator's guide)
- Heartbeats (Guidance Office)

Video

Exploring Careers Video (A.V. 704678)
A.V. Resource Catalogue (506-453-2246)

Technology

National Labour Market Information Website
(<http://204.191.126.76/lmi.html>)
Human Resources Partnerships Career Information Products
(<http://www.globalx.net.ocd>)
Job Futures (<http://hrdc-drhc.gc.ca/hrdc/corp/stratpol/jobs/english/index.html>)
School Net Guidance Office
(<http://www.schoolnet.ca/adm/guidance>)
Career Futures (Career Ware) (Guidance Office)
Career Cruising CD Rom (Anaca Technologies) (Guidance Office)
Canada Prospects Magazine and Guide
(<http://www.careerccc.org.>)

* Available in French

- Additional resources listed at the end of Middle Level section.

Additional Recommended Middle Learning Resources

Self-Leadership for Teens (Outcomes #1.1, 1.2, 1.3, 1.4)

Anne Bond
166 Lakeshore Road
Pointe-Claire, Quebec H9S 4J7
(514)426-5116

It's Up To Me - A Kit on Dating Violence (Outcomes #1.1, 1.2, 1.3, 1.4)

(Grades 6-8)
The Coalition Against Abuse in Relationships
770 Main Street, 9th Floor
Moncton, NB E1C 1E7
(506)392-5120

Esteem Builders - Dr. Michele Borba (Outcomes #1.1, 1.2, 1.4)

Jalmar Press
ISBN0-915190-53-2

Managing Conflict: A Practical Guide to Conflict Resolution (OSSTF 1992) (Outcome #1.4)

ISBN0-920930-54-9
Ontario Secondary School
Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3

Road to Reason: Conflict-Resolution Game (Outcome #1.4)

6-8 Players
(Sunburst)

Human Resources Centre of Canada
615 Prospect Street West, P.O. Box 2600
Fredericton, NB E3B 5V6
(506) 452-3725 FAX: (506) 452-3114
- Career Directions www.careerccc.org (Outcomes #3.1, 3.2, 3.3)
- Building Your Work Skills at School (Outcomes #3.1, 3.2, 3.3, 3.4)

Lions Quest-Skills For Adolescence (Outcomes #1.1, 1.2, 1.3, 1.4)

Lions Quest Canada
515 Dotzert Court, Unit #7
Waterloo, Ontario N2L 6A7

Peer Helpers Plus: A Comprehensive Training

Manual to Help Student Tutors and Other Facilitators Make the Grade (1995)
Cheryl Brackenbury (Outcomes #1.1, 1.2, 1.3, 1.4)
Pembroke Publishers Ltd.
ISBN1-55138-050-1

Peer Helping: A Training Guide (1990) (Outcomes #1.1, 1.2, 1.3, 1.4)

Greg Brigman and Barbara Earley
J. Weston Walch, Publisher, Portland, Maine
ISBN0-8251-1665-1

The Bully Smart Journey (Outcomes #1.1, 1.2, 1.3, 1.4)

Teacher Resource Package

Ettie Catto

Bully Smart Publications, Box 746

Sooke, B.C. V0S 1N0

ISBN0-9683589-0-X

The Study Skills Handbook: More than 75 Strategies for Better Learning (1994)

Judith Dodge (Outcome #2.1, 3.1)

Scholastic

ISBN0-590-49510-0

Peer Mediation: Conflict Resolution in Schools (1991)

Fred Schrumpf, Donna Crawford, H. Chu Usadel

Research Press Company (Outcomes #1.1, 1.2, 1.3, 1.4)

2612 North Matte Avenue

Champaign, Illinois 61821

ISBN0-87822-330-4

Handling Relationships: 60 Problem-Solving Activities (1998)

Steve Bunnell (Outcomes #1.1, 1.2, 1.3, 1.4)

J. Weston Walch, Publisher, Portland, Maine

ISBN0-8251-3794-2

Workplace Health and Safety Compensation Commission - Choices for Life

Prevention Services Division

500 Beaverbrook Court

Fredericton, NB E3B 5X4

1-800-442-9776

Learning About Self and Others - Social Problems - GRADES 3-5

Outcome #1.3 (p. 28)

Health & Safety ~ Choices for Life activities:

Poster Campaign

Identifying the Hazards

Slips, Trips and Falls

In Case of Emergency

What's Involved in an Accident?

Mock Emergency

Outcome #1.2

Health & Safety ~ Choices for Life activities:

Safety Word Association - Section A - A2

Making Safe Decisions - Section F - F9

Safety =#1 Decision - Section F - F10

Health & Safety Checklist - Evaluating the Workplace/Activity - Section D - D7

Lasting Effects of Accidents - Section G - G9

Taking Risks - Section F - F8

Identifying the Hazards - Section D - D5

Drug-Free Workplace - Section E - E6

Before and After - Section G-G8

Investigating Safety Habits - Section D - D8

Refusing Dangerous Work (or Play) - Section C - C17

Outcome #1.3

Health & Safety ~ Choices for Life activities:
Architect for a Day - Section G - G10
Sexual Harassment in the Workplace - Section C - C21

Outcome #2.1

Health & Safety ~ Choices for Life activities:
Rules & Responsibilities - Section C - C1
Rules are Made to be Broken, or are they? - Section C - C2

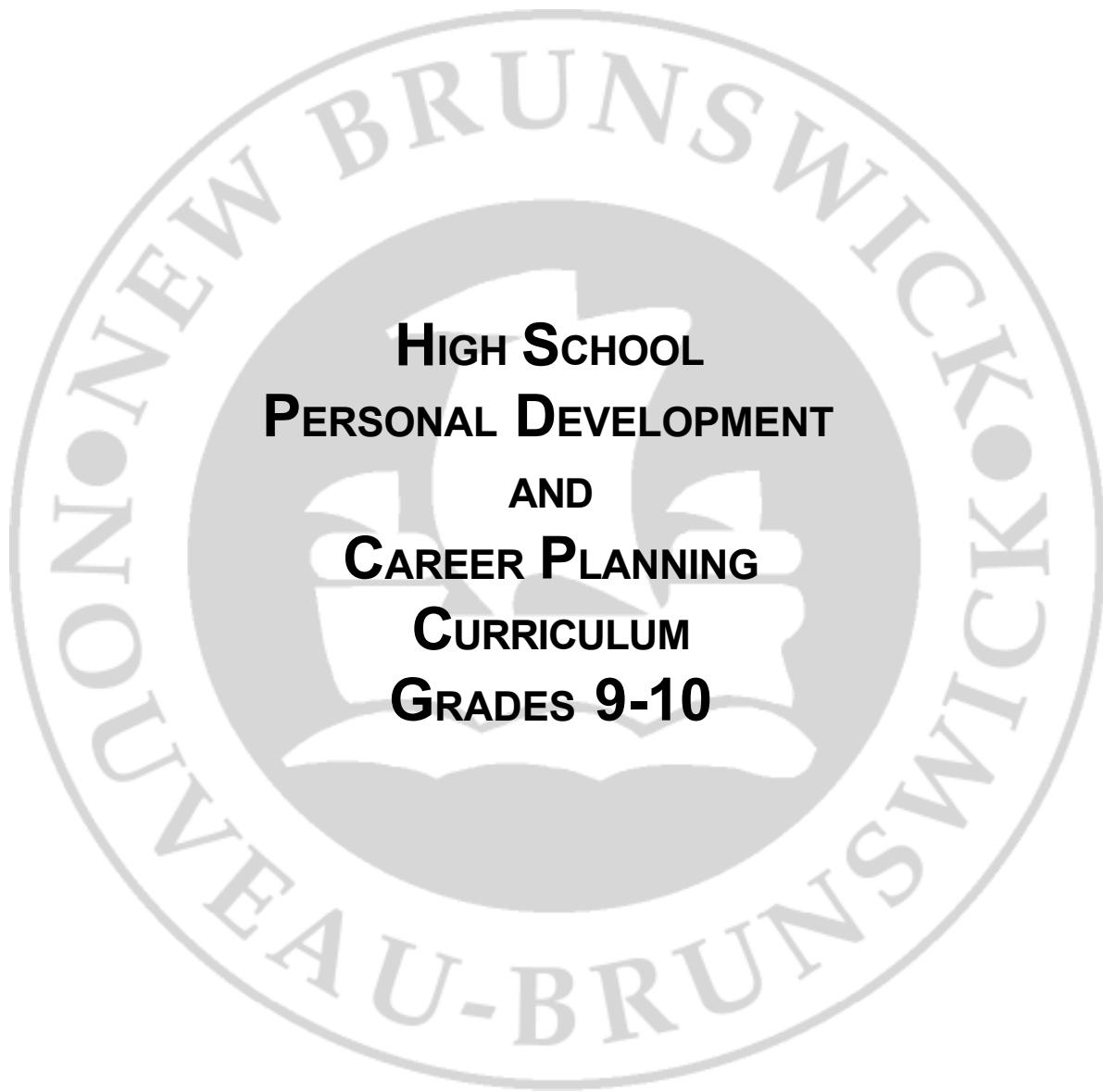
Outcome #3.2

Health & Safety ~ Choices for Life activities:
Who are the People in your Neighbourhood? - Section B - B2
Job Discovery - Section B - B8
Interview with the Workplace - Section B - B4
Job Fair - Section B - B5
Rights & Duties - The Right to Know - Section C - C11
'Jobopoly' - Section B - B9
The Jobs in my Community - Section B - B6
Jobs of the Past and of the Future - Section B - B7
Typical Day in the Life... - Section D - D9
Helpful Tips of the Workplace - Section D - D11

Outcome #3.3

Health & Safety ~ Choices for Life activities:
Who can do this Job? - Section B - B3
Career Day - Section B - B1

9-10 Outcomes



**HIGH SCHOOL
PERSONAL DEVELOPMENT
AND
CAREER PLANNING
CURRICULUM
GRADES 9-10**

GENERAL CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES -

GRADES 9-10

Personal Development and Career Planning Curriculum Grades 9-10 Implementation Ideas

- A 40-hour/40-day program delivered consecutively in a scheduled block of time (or 20 hours in grade 9 and 20 hours in grade 10), **plus** a 4 to 5 hour mini-unit on suicide prevention
- Various scheduled blocks of time - for example,
 - a 30-minute period every 2 weeks
 - extended homeroom time
 - each class shortened by 10 minutes to allow one class for guidance outcomes
 - time included within a subject area
- Incorporation in the Advisor/Advisee program
- Rotation with exploratory courses, Music, BBT, Art
- Teaming decision - activities scheduled by 9/10 teams in various curricular areas
- Curricular packages facilitated by school counsellor and delivered by classroom teachers

Example of Personal Development and Career Planning 9-10 Tracking Tool:

Guidance Curriculum Area	Task / Evidence	Recommended Resource***	Subject Area	Completed Yes / No
PERSONAL DEVELOPMENT				
1.1 Self-Concept		<ul style="list-style-type: none"> • The Be-Real Game • Just for the Health of It 		
1.2 Communication Skills		<ul style="list-style-type: none"> • Just for the Health of It 		
1.3 Self-Awareness	<ul style="list-style-type: none"> • Values survey • Interest survey • Multiple Intelligences • Learning Styles • Decision Making • Problem Solving 	<ul style="list-style-type: none"> • Canada Prospects 1999 • http://www.mazemaster.on.ca/all.htm • Just for the Health of It • Expanding Your Horizons 		
1.4 Responsible Choices		<ul style="list-style-type: none"> • Just for the Health of It • Building Better Career Futures 		
1.5 Suicide Prevention		<ul style="list-style-type: none"> • “Let’s Live” 	Delivered by trained personnel (4-5 hour mini-course)	
LIFELONG LEARNING				
2.1 Learning & Education	<ul style="list-style-type: none"> • CHOICES – Educational Search • Occupational Search 	<ul style="list-style-type: none"> • CHOICES • Portfolio <i>“Linking to the Future”</i> 		
2.2 Problem Solving and Decision Making	<ul style="list-style-type: none"> • Study Skills • Agenda Books 	<ul style="list-style-type: none"> • School Agenda Book • Choices and Decisions: Taking Charge of Your Financial Life 2000 Visa Canada 		
CAREER EXPLORATION AND PLANNING				
3.1 Values		<ul style="list-style-type: none"> • Take Our Kids to Work 		
3.2 Goal Setting	<ul style="list-style-type: none"> • Agenda Books 	<ul style="list-style-type: none"> • Portfolio <i>“Linking to The Future”</i> 		
3.3 Labour Market		<ul style="list-style-type: none"> • Prospects 1999 www.careerccc.org • www.hrdc-drhc.gc.ca • Labour Market Information • National Occupational Classification 		
3.4 Employability Skills	<ul style="list-style-type: none"> • Worksheet 	<ul style="list-style-type: none"> • Employability Skills Teacher Handbook, pp. 48/49 		
3.5 Career Plans	<ul style="list-style-type: none"> • CHOICES Planner 	<ul style="list-style-type: none"> • CHOICES 		

*** Please refer to specific sections of curriculum guide for additional recommended resources.

Personal Development and Career Planning Grades 9-10 Assessment Overview

Assessment is the gathering of information regarding what students know, are able to do, and are working toward.

Assessment methods include:

- student self-assessment (example - Employability Skills Teacher Handbook, self-reflection activity p. 48-50)
- reviews of performance
- portfolio assessment
- conferencing

Assessment tools may include:

- observation
- assignments
- quizzes
- samples of student work
- tests
- projects
- oral and written reports

Student performance will be evaluated from the information collected through the assessment activities. Teachers and counsellors will use their insight, knowledge and expertise to establish student performance.

PORFOLIO

The **PORFOLIO “Linking to the Future”** can provide evidence of student progress and encourage self-reflection in relation to problem solving, knowledge, and skills. Items to be placed in the portfolio should be selected because they meet the criteria of various activities the student has been involved in (i.e. *Take our Kids to Work*). The student and the teacher/counsellor (and perhaps other teachers, peers, and parents) should regularly meet to discuss what the student selects and why.

Assessment Requirements of the Portfolio:

- **Comprehensiveness:** range includes attributes, interests, skills, and accomplishments
- **Relevance:** material included is a clear reflection of the student
- **Credibility:** each skill is supported with clear, direct evidence
- **Focus:** key interests and strengths are identified
- **Uniqueness:** portfolio conveys a sense of personal identity

Presentation Requirements of the Portfolio:

- Organization: portfolio includes cover page, list of contents
- Neatness/Attractiveness
- Clean presentation/Good writing

GENERAL CURRICULUM OUTCOMES

Outcome #1

Having completed the 9-10 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate individual characteristics and behaviours that lead to the development of a positive self-concept.

Elaboration: The development of a positive self-concept involves the successful integration of all life experiences in an organized fashion. Accordingly, students will be challenged to learn and demonstrate skills that have personal, educational, and career dimensions. Adolescents must be able to demonstrate acceptable personal behaviours consistent with the norms of home, school, and community.

By the end of grade 10, students will be expected to

- 1.1 demonstrate knowledge of the influence of a positive self-concept
- 1.2 communicate and interact positively with others
- 1.3 demonstrate knowledge of the importance of individual growth for oneself and others
- 1.4 demonstrate responsible choices concerning home, school, and community

SUGGESTED STUDENT EXPECTATION

- 1.1 Demonstrate knowledge of the influence of a positive self-concept.

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- engage students in brainstorming activities
- have students perform school and/or community youth service activities that meet the needs of others, such as peer tutoring, peer helping, or helping seniors
- provide audio-visual aids of appropriate role models
- have students write in Agenda Books daily to record goals and practise time-management skills
- have students write in journals
- have students dramatize passive, assertive, and aggressive communication styles
- have students write personal definitions of “success” and give examples of situations in which people have been successful (according to personal definitions)
- have students use a story or video clip to present an incident in which the character(s) encounter(s) obstacles in reaching goals and predict the options available in the situation, as well as the outcome at the conclusion of the story (students may wish to discuss personal experiences in overcoming obstacles and taking risks)
- have students propose and implement a plan to promote mental well-being in the school and community

SUGGESTED ASSESSMENT STRATEGIES

Teachers will

- collect evidence of the student’s ability to
 - participate in a school and/or community activity
 - identify and respond appropriately to aggressive, passive, and assertive behaviour
 - effectively use his/her Agenda Book
- look for the student’s ability to
 - complete personal interest inventories, questionnaires, checklists, surveys on likes, dislikes, values, abilities, and attitudes

RECOMMENDED LEARNING RESOURCES

Print

- *Just for the Health of It* by Patricia Rizzo-Toner
Available from Catalogue of Instructional Material
Book 3 - Relationships and Communication
Book 5 - Stress Management Activities and Self-Esteem, p. 25-Time Management, p. 60-Values Ranking
- School Agenda Book
- The Be-Real Game (Catalogue of Instructional Materials) Website: real-game.ca
- The Edge and Facilitator’s Guide (magazine, free class sets available yearly)*
(1-888-533-5683)

Video

- A. V. Resource Catalogue (Instructional Resources - 506-453-2246)
- Madison Series - Working It Out (Conflict Resolution - A.V. 703743)
- Between You and Me - Learning to Communicate (A.V. 703719)
- Goals (A.V. 704593)
- Anger: You Can Handle It (A.V. 704824)

Technology

- CHOICES (Careerware) - Computer Program (Interest Inventory)
- Volunteer Canada (<http://www.volunteer.ca>)
- Community Partnership Program (<http://pch.gc.ca/communitypartnerships>)
- Canadian Parks and Recreation Association (<http://www.ca/activeliving/cpra.html>)
- The Edge Facilitator’s Guide (free class sets) (www.theedgemag.org)*

Community

- Youth Service Groups, e.g. Church, Boy Scouts/Girl Guides, Lions, etc.
- Community Counselling Centres
- Public Health

Appendix IV - Integration of Native Perspective

- * Available in French

SUGGESTED STUDENT EXPECTATION

1.2 Communicate and interact positively with others.

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students role-play a variety of situations to demonstrate appropriate behaviour
- have class discussions; discuss with students the influences which shape our attitudes and opinions of others
- have students prepare posters or collages on the ways in which people communicate with others
- assign writing exercises on the cause and effect of prejudice, stereotyping, racism, and discrimination (definitions)
- have students brainstorm examples of stereotyping, prejudice, and racism (include a list of movies related to these topics)
- discuss with students power and control issues in relationships, how to recognize them and how to overcome them
- describe characteristic patterns in abusive relationships

SUGGESTED ASSESSMENT STRATEGIES

Teachers will

- look for evidence of the student's ability to
 - apply effective interpersonal and communication skills (e.g. direct communication, honesty, being sensitive to the feelings of others)
 - show respect for other cultures and ethnic groups
 - use listening skills and show respect for the opinions and ideas of others

RECOMMENDED LEARNING RESOURCES

Print

- *Just for the Health of It* by Patricia Rizzo-Toner
Book 3 - Relationships and Communication
pp. 68-72 Passive/Assertive and Aggressive
(Catalogue of Instructional Material)
- Making Waves
Resource Kit - An initiative of the NB Coalition of Transition Houses, Box 174, Fredericton, NB, E3B 4Y9, Phone: (506) 454-0460
- Dating Violence Pamphlet (Instructional Resources)
- Focus Kit - Social-Emotional Skills Development Program, 500839, HM (available from Instructional Resources)
- Harassment in the Schools - What's Sex Got To Do With It? by Sue Stephenson, PhD and Brenda Melton, MEd, LDC, American School Counsellor Association (Guidance Office)
- Love Without Violence Kit (Binder & Video)
Produced by The Coalition Against Abuse In Relationships, 770 Main Street, 9th Floor, Moncton, NB, E1C 1E7*
- The Edge and Facilitator's Guide (magazine, free class sets available yearly)*
1-888-533-5683
- Workplace Health and Safety Compensation Commission - "Choices for Life" Activities - C5, C7, C9, C10, C21 (available in all schools)

Video

- A. V. Resource Catalogue (Instructional Resources - 506-453-2246)

For Angela (A.V. 704820)

Real People Relationships: When they help.... When they hurt (A.V. 705275)

Getting Along: Conflict Resolution (Video & Guide A. V. 703427)

When Dating Turns Dangerous (A.V. 704823)

Technology

Kids Help Phone
(<http://kidshelp.sympatico.ca>)

Elimination of Racial Discrimination (www.march21.com)

The Edge (www.theedgemag.org)

Community

Transition House - Materials and additional resources may be available for loan at your local Transition House

Local Community Health Centre - Materials related to relationships and anger management

Community Counselling Centre

* Available in French

SUGGESTED STUDENT EXPECTATION

- 1.3 Demonstrate knowledge of the importance of individual growth for oneself and others.

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students identify behaviours that illustrate respect for themselves and others
- have students describe how emotions affect their behaviour
- help students recognize that judgments are made on their behaviours and attitudes
- have students make a chart with three headings: Physical, Emotional, and Intellectual and list under each of these headings the changes that occur during transition to high school
- have students write a list of the activities they participate in during a typical day and categorize each activity as to whether it affects their physical, emotional or intellectual self, then divide students into groups and discuss the lists
- have students identify, describe, and interpret different points of view and distinguish fact from opinion
- help students to recognize and practise skills demonstrating assertiveness in personal and public relationships
- help students to distinguish between supportive and non-supportive relationships

SUGGESTED ASSESSMENT STRATEGIES

Teachers will

- look for evidence of the student's ability to
 - take responsibility for his/her behaviour
 - evaluate how behaviour affects relationships with others
 - reflect on the middle years and how one's growth has affected the actions and feelings of others
- look for the student's ability to
 - describe the physical, emotional, and intellectual changes occurring during the grade 9 and 10 years

RECOMMENDED LEARNING RESOURCES

Print

- *Just For The Health Of It*, by Patricia Rizzo-Toner
Book 3, pp. 1-21 (Catalogue of Instructional Material)
- The Living Family: A Canadian Perspective
Frederick E. Jarman, Susan Howlett
Published by John Wiley and Son, 1991.
- Life Plans
Faiola-Priest, Thompson.
2nd Edition
Published by Nelson Canada, 1990.
- Canada Prospects (www.careerccc.org)*
- Expanding Your Horizons
- The Edge and Facilitator's Guide (magazine, free class sets available yearly)*
1-888-533-5683

Video

- A. V. Resource Catalogue (Instructional Resources - 506-453-2246)

Foundations For Fairness

Video & Guide (Includes Activities)
New Brunswick Human Rights Commission
Fredericton, NB
Phone: (506) 453-2301

Personal Ethics and the Future of the World
(A.V. 704810)

Technology

The Edge (www.theedgemag.org)

Racism Awareness Site (www.march21.com)

Appendix IV - Integration of Native Perspective

- * Available in French

SUGGESTED STUDENT EXPECTATION	RECOMMENDED LEARNING RESOURCES
<p>1.4 Demonstrate responsible choices concerning home, school, and community.</p>	<p>Print</p> <ul style="list-style-type: none"> • <i>Just For the Health of It</i> - Book 3 • Building Better Career Futures - The Canadian Career Development Foundation Teacher/Facilitator's Guide - Networking Activity • Career Options Magazine Published by Canadian Association of Career Educators and Employers (CACEE) 1209 King St. West, Suite 205, Toronto, Ontario, M6K 1E2, Phone: (416) 535-8126, Fax: (416) 532-0934 E-mail: info@cacee.com Website: http://www.cacee.com • The Edge and Facilitator's Guide (magazine, free class sets available)* 1-888-533-5683 • Workplace Health and Safety Commission - "Choices for Life" - Activities C17, D7, E6

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- discuss with students decision making and its consequences in the home, school, and community
- discuss with students a “current issue” important to students, teachers, and/or the community
 - it may be a personal, school, community, or national issue
 - divide the students into groups and have them engage in a decision-making discussion regarding this issue
- discuss with students how volunteer situations in the community can lead to job opportunities
- invite guest speakers to speak to students about volunteer opportunities for youth
- help students to identify and evaluate school and community resources that support mental well-being

SUGGESTED ASSESSMENT STRATEGIES

Teachers will

- look for evidence of the student’s ability to
 - make personal choices consistent with the norms of behaviour and expectations of the home, school, and community
 - identify alternatives in decision-making situations related to home, school, and community
- collect evidence of the student’s ability to
 - identify community resources

RECOMMENDED LEARNING RESOURCES

Print

- *Just For the Health of It* - Book 3
- Building Better Career Futures - The Canadian Career Development Foundation Teacher/Facilitator's Guide - Networking Activity
- Career Options Magazine
Published by Canadian Association of Career Educators and Employers (CACEE)
1209 King St. West, Suite 205, Toronto, Ontario, M6K 1E2, Phone: (416) 535-8126, Fax: (416) 532-0934
E-mail: info@cacee.com
Website: <http://www.cacee.com>
- The Edge and Facilitator's Guide (magazine, free class sets available)*
1-888-533-5683
- Workplace Health and Safety Commission - "Choices for Life" - Activities C17, D7, E6

Video

- A.V. Resource Catalogue (Instructional Resources - 506-453-2246)
- Teenage Sex: Resisting the Pressure - (A.V. 705038)
- I Quit! Tobacco and Teens (A.V. 705300)

Technology

- TG Online (<http://www.tgmag.ca/wpe/html>)
- Volunteer Canada (<http://www.volunteer.ca>)
- The Edge (www.theedgemag.org)

Community

- Local Volunteer Centre
RCMP/Police Department

Literature

- Chicken Soup for the Soul (also available in video)

* Available in French

SUGGESTED STUDENT EXPECTATION	RECOMMENDED LEARNING RESOURCES
<p>1.5 Demonstrate an understanding of suicide awareness and prevention.</p>	
<p>Note: This outcome is to be delivered by a trained facilitator over a period of 4 to 5 hours.</p>	
<p>SUGGESTED INSTRUCTIONAL STRATEGIES Trained facilitators will</p>	
<ul style="list-style-type: none"> • increase students' awareness of the extent of teen suicide • correct some misconceptions students might have about suicide • help students to become familiar with school and community resources for suicidal teens • discuss with students the effects of feelings of helplessness and hopelessness • identify the warning signs of suicide • discuss with students warning signs of suicide • help students to recognize typical stresses faced by teenagers • help students to understand the basis of drug and alcohol use by teenagers • demonstrate skills for coping with stress and feelings of helplessness and hopelessness in a more positive way • identify for students the steps in helping a suicidal friend • demonstrate how to communicate effectively with a friend who might be suicidal 	<p>Print</p> <ul style="list-style-type: none"> • "Let's Live! A School-Based Suicide Awareness and Intervention Program - British Columbia Council for the Family, 1996. • Suicide Intervention Handbook Published by Living Works Education Inc. 208, 1615 10th Avenue SW Calgary, AB T3C 0J7 Tel: (403) 209-0259 • CHOICES Comprehensive Seminar on Youth Suicide Developed by Vancouver Crisis Centre Manual, Lesson Plans and Video Tel: (604)872-1811 Fax: (604)879-6216
<p>SUGGESTED ASSESSMENT STRATEGIES Teachers will</p>	<p>Video</p> <p>A. V. Resource Catalogue (Instructional Resources - 506-453-2246) David's Story: A Teen Suicide (A.V. 703726) In the Mix: Depression on the Edge (A.V. 705630)</p>
	<p>Technology Kids Help Phone http://kidshelp.sympatico.ca</p>
	<p>Community Community Counselling Centres Public Health</p>

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Outcome #2

Having completed the 9-10 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate effective problem-solving and decision-making skills that lead students to become lifelong learners.

Elaboration: Students must recognize that the process of learning in school is a forerunner for the rest of their lives. Problem solving, decision making, creative and critical thinking are essential to personal, inter-relational, scholastic, and career growth.

By the end of grade 10, students will be expected to

- 2.1 demonstrate skills that lead a student to become a lifelong learner
- 2.2 demonstrate effective problem-solving and decision-making skills for personal and educational purposes

SUGGESTED STUDENT EXPECTATION	RECOMMENDED LEARNING RESOURCES
<p>2.1 Demonstrate skills that lead a student to become a lifelong learner.</p>	<p>Print</p> <ul style="list-style-type: none"> • Portfolio - Linking to the Future* • Just For The Health Of It - Book 5 (Personality Type, p. 93) (Catalogue of Instructional Materials) • Take Our Kids To Work Program - Teacher Resource* • The Edge and Facilitator's Guide (magazine, free class sets available yearly)* <p>1-888-533-5683</p> <p>Technology</p> <p>Take Our Kids To Work (http://www.tlp.on.ca)</p> <p>Guidance Centre (http://www.utor.ca/guidance)</p> <p>School Net (http://www.schoolnet.ca/adm/guidance)</p> <p>TG Online (http://www.tgmag.ca/wpe.html)</p> <p>Electronic Website (http://www.ns.hrdc-drhc.gc.ca/nsydney/common/new.html)</p> <p>CHOICES (Careerware) - Computer Program*</p> <p>The Edge (www.theedgemag.org)*</p> <p>Community</p> <ul style="list-style-type: none"> • Guest Speakers - Panels of Local Employers <p>* Available in French</p>
<p>SUGGESTED INSTRUCTIONAL STRATEGIES</p> <p>Teachers will</p>	
<ul style="list-style-type: none"> • involve students in small-group discussions • have students develop an inventory of the skills and attitudes required for lifelong learning • invite guest speakers from the community to talk to students about their learning experiences • have students reflect and comment in their journals on life-long learning and how it relates to their educational, career, and personal plans • have students write a letter to someone they know who has affected their lives in a positive way 	
<p>SUGGESTED ASSESSMENT STRATEGIES</p> <p>Teachers will</p>	
<ul style="list-style-type: none"> • look for the student's ability to answer the following questions: <ul style="list-style-type: none"> i) How does your present learning affect future opportunities? ii) How do your current attributes, accomplishments, interests, and skills affect your lifelong learning? • collect evidence of the student's ability to <ul style="list-style-type: none"> - identify those skills and attitudes required for lifelong learning (e.g. open-mindedness, resourcefulness, and research ability) 	

SUGGESTED STUDENT**EXPECTATION**

- 2.2 Demonstrate effective problem-solving and decision-making skills for personal and educational purposes.

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students develop at least one long-term goal statement for each of their educational, personal, and career goals to be included in their Portfolio - Linking to the Future
- have students brainstorm the changes or obstacles that might occur in working towards a goal, and devise at least one alternative strategy for each of their long-term goals
- have students complete time lines for their goals and record how their education and career plans will impact on their time

SUGGESTED ASSESSMENT STRATEGIES

Teachers will

- collect evidence of the student's ability to
 - articulate goal statements containing the essential elements (e.g. trackable, specific, realistic, measurable, and attainable)
 - identify strategies and alternatives related to their goals
 - demonstrate effective time management
- Ask questions such as
 - What obstacles might you encounter as you work towards your goal? Why?
 - How do others (e.g. parents, peers, teachers, counsellors) influence your plans and decisions?
 - What factors influence your plans and decisions?
 - What strategies have you used to manage your time effectively?
 - What are your short-and long-term goals? How have they changed over time?

RECOMMENDED LEARNING RESOURCES**Print**

- Portfolio - Linking to the Future*
- School Agenda Book
- Just For The Health Of It - Book 5, pp. 18-26 (Catalogue of Instructional Material)
- Lifestyles 3
Judith Campbell
Ch. 6, Making A Choice, pp. 71-75
- Visa Canada Association Resource Kit
Taking Charge of Your Financial Life: Choices and Decisions
40 King St. West, Toronto, Ontario
M5H3Y2
(free resource)
- The Edge and Facilitator's Guide (magazine, free class sets available yearly)*
1-888-533-5683

Video

- A. V. Resource Catalogue (Instructional Resources - 506-453-2246)
Teachers Helping Teachers (A. V. 800098)

Technology

Ontario School Counsellors' Association
(<http://ouacinfo.ouac.ca/osce>)

School Net Guidance Office
(<http://www.schoolnet.ca/admin/guidance>)

School Net Industry Canada
(<http://www.schoolnet.ca>)

TG Online (<http://www.tgmag.ca/wpe.html>)

The Edge (www.theedgemag.org)*

Community

Guest Speakers - to talk to students about solving current issues within the community

Appendix IV - Integration of Native Perspective

* Available in French

GENERAL CURRICULUM OUTCOMES**Outcome #3**

Having completed the 9-10 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to develop a personal career plan based on labour market trends, employability skills, and related education through the use of the student-developed and student-maintained portfolio “Linking to the Future”.

Elaboration

Students need to analyse the demands of the work world not only through their own personal and familiar viewpoint but also through an examination of the structure of work, career clusters, labour market trends, specific job outlooks, occupational skills, and educational and training requirements. This outcome will be driven by activities and opportunities intended to complement Employability Skills.

By the end of grade 10, students will be expected to

- 3.1 demonstrate an understanding of how work relates to the needs and functions of economy and society
- 3.2 demonstrate the relevance and value of present learning to career planning and goal setting
- 3.3 demonstrate knowledge and appreciation of labour market trends in a variety of occupations
- 3.4 demonstrate knowledge and use of employability skills to seek work experience
- 3.5 develop a personal career plan incorporating knowledge of self, decision making, and the world of work

SUGGESTED STUDENT EXPECTATION

- 3.1 Demonstrate an understanding of how work relates to the needs and functions of economy and society.

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- arrange a panel discussion for the class with people from the community who can talk about the changes that have occurred and are occurring in today's workplace
- have students work in small groups to discuss values and lifestyles and their connection to the world of work
- have students research and identify the education and training requirements for their occupational interests, with emphasis on a career cluster
- have students hold monthly career panels that represent various career clusters

SUGGESTED ASSESSMENT STRATEGIES

Teachers will

- collect evidence of the student's ability to
 - identify factors that influence changes in career patterns (e.g. lifelong learning skills; influences of the job market; changes in the social structure, the economy, and the environment)
 - identify resources related to various careers
- look for evidence of the student's ability to
 - make the connection between work, values, and lifestyles

RECOMMENDED LEARNING RESOURCES

Print

- Labour Market Products - New Brunswick Department of Labour, Labour Market Analysis Branch, 470 York Street, Fredericton, NB, E3B 5L4, Phone: (506) 457-4859, Website: <http://www.gov.nb.ca/ael/lmab/english/index.htm>
*Publications: Survey of the NBCC Graduate The Youth Outlooks National Labour Market Information Kit: Get A Life LMI Video, LMI Brochures, Wall Charts**
- Take Our Kids To Work
- Local Human Resources Centre of Canada 615 Prospect Street West, PO Box 2600, Fredericton, NB, E3B 5V6, Phone: (506) 452-3725, Fax: (506) 452-3114
Publications: Econoflash, New Brunswick Review, New Brunswick Labour Market Annual Averages, Job Futures, Projections and Average Employment Income by Occupation for New Brunswick, New Brunswick Economic and Labour Market Outlook, New Brunswick Occupations Shortage and Surplus, Labour Market Bulletin, Youth Stats
- National Occupational Classification (NOC) Available from Canada Communication Group Publishing, Ottawa, Ontario, K1A 0S9, Phone: (819) 956-4800, Fax: (819) 994-1498
- Look Ahead/Get Ahead, Guide and CD, and the Internet (<http://www.ctrhb.ca>)*
- Careers in Culture Books: Heritage, New Media, Visual Arts and Crafts, Music and Sound Recording, Film and Television, Writing and Publishing, CD Rom and Website (<http://www.culturenet.ca/chrc/>)*

Technology

- CHOICES Computer Program*
 Youth Resource Network of Canada
<http://www.youth.gc.ca>
 Take Our Kids to Work
<http://www.tlp.on.ca>

Community

- Local Human Resources Centre

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- * Available in French

SUGGESTED STUDENT EXPECTATION

- 3.2 Demonstrate the relevance and values of present learning to career planning and goal setting.

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- present case studies of women and men who have entered under-represented careers and have students brainstorm positive reasons for selecting these occupations
- explore with students recent changes to the workplace, with particular emphasis on the changing patterns of men and women
- have students research career opportunities involving post-secondary and/or the world of work

SUGGESTED ASSESSMENT STRATEGIES

Teachers will

- collect evidence of the student's ability to
 - relate his/her personal skills to those required in various occupations
 - develop an inventory of personal skills that can be transferred to specific occupations
 - be aware of specific courses that meet his/her career goals
 - identify realistic career goals for him/herself
 - maintain his/her portfolio
 - identify new skills that he/she needs to develop and the support needed to meet his/her career goals
- ask questions such as
 - What factors affect the selection of careers? Do these factors differ by gender? If so, why?
 - How could you integrate the characteristics of a healthy lifestyle into your current work, family, and leisure practices?

RECOMMENDED LEARNING RESOURCES

Print

- Portfolio - Linking To The Future*
- Career Prospect Tabloids*
- Canada Communication Group
Canada Career Week
Ottawa, Ontario, K1A 0S9
Phone: (819) 779-4344
Fax: (819) 994-1498
- Building Better Career Futures*
- The Edge and Facilitator's Guide (magazine, free class sets available yearly)*
1-888-533-5683
- AGENDA Books
- You Can Do It - Program (Catalogue of Instructional Materials) Grades 9/10 and Grades 11/12
- Pathways to Enterprise - Sections 3 and 4 (available from Instructional Resources)
- Workplace Health and Safety Compensation Commission - "Choices for Life" B7, D9, D11*

Technology

- National Labour Market Information Website (<http://204.191.126.76/lmi.html>)
- Human Resources Partnerships Career Information Products
(<http://www.globalx.net.ocd>)
- The Edge (www.theedgemag.org)*

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- * Available in French

SUGGESTED STUDENT EXPECTATION

- 3.3 Demonstrate knowledge and appreciation of labour market trends in a variety of occupations.

SUGGESTED INSTRUCTIONAL STRATEGIES

Teachers will

- have students collect local employment ads and keep an ongoing list of job requirements in a folder
- identify examples of where students are developing transferable skills that can be applied to a variety of occupations and changing occupational requirements

SUGGESTED ASSESSMENT STRATEGIES

Teachers will

- collect evidence of the student's ability to
 - describe modern labour market trends
 - research current statistics to relate changes in the economy, society, environment, and the job market to the availability of career opportunities
 - identify the characteristics of personal lifestyle as it relates to career choices

RECOMMENDED LEARNING RESOURCES

Print

- Canada Prospects and Facilitator's Guide*
- *Take Hold Of Your Future*
American College Testing Program, (1991)
Second Edition, Harris-Bowlsbey, J, Spivack, J.D.,
Lisansley, R.S.
- Local Newspaper
- *Career Connections Series* (Book 12)
Career Connections Teacher Resource Series
Trifolium Books Inc., 238 Davenport Road,
Suite 28, Toronto, ON, M5R 1J6, Phone: 1-800-
668-0761
- *Career Monographs and Job Profiles*. Toronto:
Guidance Centre, Ontario Institute for Studies
in Education (1996)
- Job Futures - National Version and N.B. Job
Futures (wall charts, brochures, video,
facilitator's guide)
- National Occupational Classification Profiles*
- Careers in a Package* (Guidance Office)

Video

Careers to Discover - Women and Work Series (Video)
- Ottawa: National Film Board of Canada, National
Archives (www.nfb.ca)

Technology

Labour Market (<http://hrdc-drhc.gc.ca>)
Job Futures (<http://hrdc-drhc.gc.ca/hrdc/corp-stratpo1/jobs/english/index.html>)
School Net Guidance Office
(<http://www.schoolnet.ca/adm/guidance>)
Canada Prospects (<http://www.careerccc.org.>)*

Community

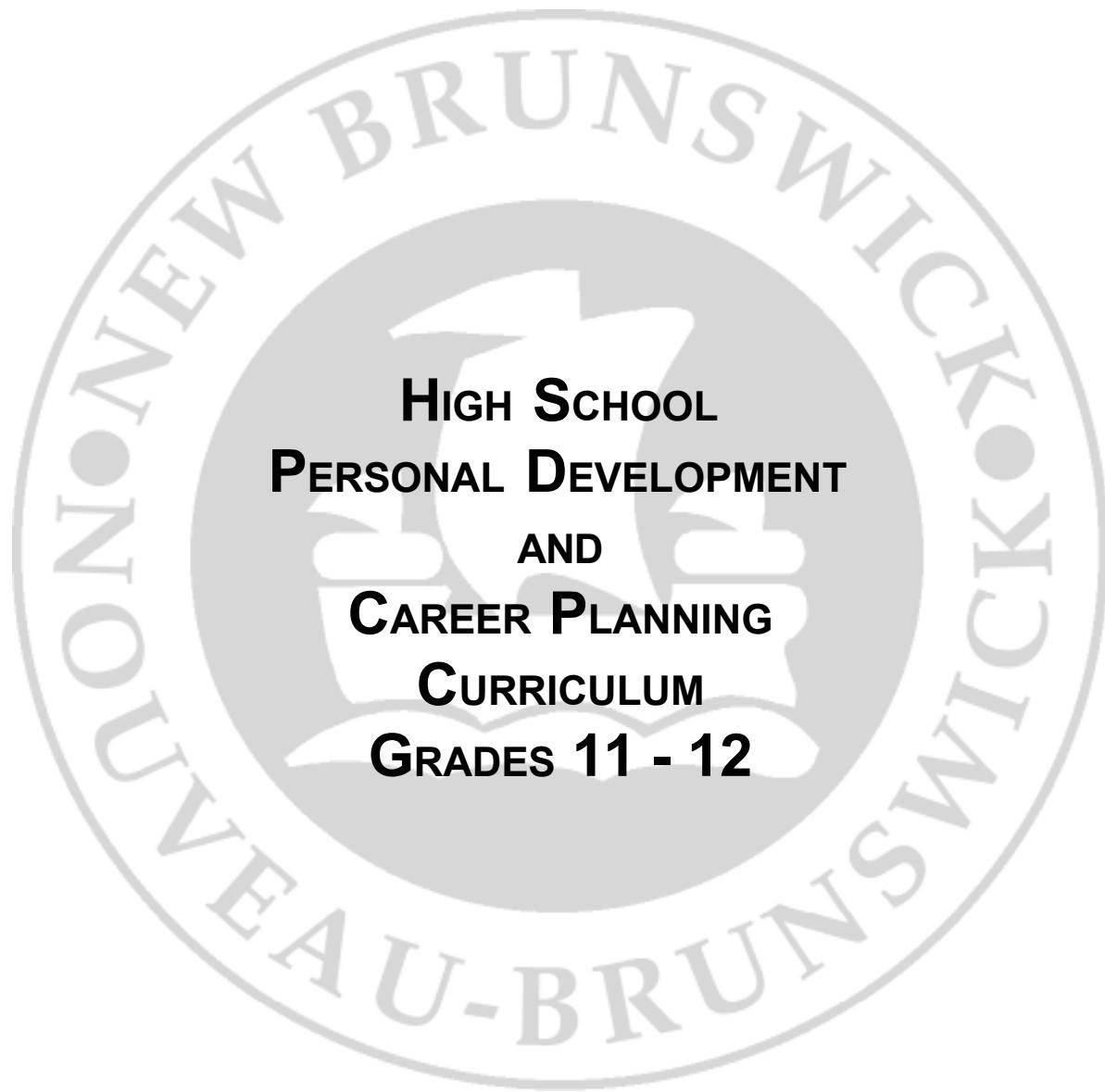
Field trips - local Human Resources Development
Offices

Appendix IV - Integration of Native Perspective

* Available in French

SUGGESTED STUDENT EXPECTATION	RECOMMENDED LEARNING RESOURCES
<p>3.4 Demonstrate knowledge and use of the employability skills to seek work experience.</p>	
SUGGESTED INSTRUCTIONAL STRATEGIES	
<p>Teachers will</p> <ul style="list-style-type: none"> • have students prepare for job shadowing by participating in all aspects of the job-seeking process, including completing application forms, preparing résumés and participating in job interviews and have students document their experiences in their portfolios - Linking to the Future • have students clip the help-wanted ads from the local newspaper and pretend to apply for jobs that appeal to them; have students <ul style="list-style-type: none"> - prepare an application form and cover letter - rehearse and role-play a mock telephone/ personal interview - follow up by identifying a contact person at the place of employment • videotape job interviews and discuss with students skills required in a successful interview • invite employers into the class to speak about the work experience and perform interviews • brainstorm with students the value of paid and unpaid work experiences as they relate to future employment 	<p>Print</p> <ul style="list-style-type: none"> • Just For The Health Of It - Book 3 (Catalogue of Instructional Materials) • Expanding Your Horizons, A Career Guide • Employability Skills Posters and Teacher Handbook, K-Grade 12 available from Department of Education* • Canada Prospects Tabloids (Published Annually)* • Portfolio - Linking to the Future* <p>Technology</p> <p>Job Futures (http://hrdc-drhc.gc.ca/hrdc/corp/stratpol/jobs/english/index.html)</p> <p>School Net Guidance Office (http://www.schoolnet.ca/adm/guidance)</p> <p>Choices Computer Program</p> <p>Video</p> <p>Get a Life: The Labour Market Information Video - available from N.B. Department of Labour</p> <p>Community</p> <p>Field Trips - Local Human Resources <ul style="list-style-type: none"> - Development NB Offices - Human Resources Centres of Canada Occupational Career Development Products - Public Enquiries Centre Human Resources Development Canada 140 Promenade Du Portage, Ottawa/Hull, ON, K1A 0J9 Fax: (819) 953-7260 Website: http://www.globalx.net/ocd/Publications: <i>What's Your Favourite Subject?, Skill-Building Brochure, Career Prospects Tabloid, Career Considerations Brochures, Career Directions Manual, National Guide to College and University Program, Getting Started and Canada Career Week Bulletin, Career Movies Series, Minding Your Own Business, Career- Scaping Poster, Career Directions, School - Your Track to Job Skills</i></p> <p>Chamber of Commerce Local Employers</p>
SUGGESTED ASSESSMENT STRATEGIES	
<p>Teachers will</p> <ul style="list-style-type: none"> • collect evidence of the student's ability to <ul style="list-style-type: none"> - describe the job search process - use his/her portfolio "Linking to the Future" to collect, store, and organize his/her résumé and application letters - use a checklist or peer assessment to assess the success of a mock interview according to a predetermined list of criteria (e.g. clear speech, eye contact, appearance, confidence) - demonstrate job-seeking, decision-making, and transferable employment skills - participate in one or more work experience programs (e.g. job shadowing, career day, career panel, YAP, etc.) • look for evidence of student's ability to <ul style="list-style-type: none"> - apply effective teamwork and technological skills (e.g. listening skills, interpersonal skills, computer, and keyboarding, etc.) 	<p>Appendix IV - Integration of Native Perspective</p> <p>* Available in French</p>

SUGGESTED STUDENT EXPECTATION	RECOMMENDED LEARNING RESOURCES
<p>3.5 Develop a personal career plan incorporating knowledge of self, decision making, and the world of work.</p>	
<p>SUGGESTED INSTRUCTIONAL STRATEGIES</p>	
<p>Teachers will</p>	
<ul style="list-style-type: none"> • construct scenarios for the future in which students must manage their money to pay for their housing, clothing, travel, and educational requirements <ul style="list-style-type: none"> - construct “random” situation cards describing unexpected events involving money - use these scenarios to practise problem-solving skills related to money management. • have students share career plans with parents, peers, employers, and other persons whose opinions they value within the community • have students research careers, using a range of career planning resources, including NOC handbooks, career materials, labour market information and computer assisted information, delivery systems such as CHOICES 	<p>Print</p> <ul style="list-style-type: none"> • Building Better Career Futures “Why Build a Portfolio” (pp. 5, 6, 7) Portfolio Builder* • Portfolio - Linking to the Future* • U-Choose - A Student’s Guide to Financial Survival Published by: Moving Publications 44 Upjohn Road, Suite 100 Don Mills, Ontario, M3B 2W1 Fax: (416)441-1641 • Banking 101 Published by: National Student Loan Centre The Bank of Nova Scotia PO Box 41276, Station BRM B, Toronto, ON, M7Y 7E1 Phone: 1-800-972-6842 • Spectrum Series (one for each province) Toronto: Guidance Centre. Ontario Institute for Studies in Education. • Career Directions (HRDC) • The Be-Real Game* (Catalogue of Instructional Materials) • NOC Handbooks* • You Can Do It - Achieve Program (Catalogue of Instructional Materials) Grades 9/10 and Grades 11/12
<p>SUGGESTED ASSESSMENT STRATEGIES</p>	
<p>Teachers will</p>	
<ul style="list-style-type: none"> • look for the student’s ability to <ul style="list-style-type: none"> - realistically set a course to prepare him/herself for post-secondary learning or an appropriate career path - review and revise his/her portfolio in accordance with his/her changing attitudes, interests, and abilities - access services and technological resources that relate to personal and career goals • collect evidence of the student’s ability to <ul style="list-style-type: none"> - obtain information regarding self-employment within his/her community 	<p>Technology</p> <p>Scotiabank (http://www.scotiabank.ca)</p> <p>Canadian Education on the Web (http://www.oise.utoronto.ca/~mpress/eduweb.html)</p> <p>Canadian Universities & Colleges (http://www.aucc.ca/)</p> <p>Ontario Universities Application Centre (OUAC) (http://ouacinfo.ouas.onca/101codes.html)</p> <p>SchoolNet Industry Canada (http://www.schoolnet.ca)</p> <p>CHOICES computer-assisted program*</p> <p>Community</p> <p>Local Banks</p> <p>Appendix IV - Integration of Native Perspective</p> <p>* Available in French</p>



GENERAL CURRICULUM OUTCOMES

AND

IMPLEMENTATION STRATEGIES -

GRADES 11-12

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome # 1.1 Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to develop an appropriate sense of personal worth, potential, and autonomy.</p> <p>Elaboration It is expected that students will demonstrate the skills necessary to maintain a variety of relationships and articulate a perception of self.</p> <p>By the end of grade 12, students will be expected to</p> <ul style="list-style-type: none">• develop a personal statement which includes their concept of a preferred future - dreams, lifestyle, relationships, leisure, and work	<p>Teachers will</p> <ul style="list-style-type: none">• have students complete growth plans/post-secondary plans reflecting self-assessment and self-reflection to be reviewed with the guidance counsellor/teacher/advisor• encourage students to reflect self in essays, completed reports• review journal writing to identify examples of self-assessment and self-reflection• have students draw a time line that depicts interests from kindergarten to the present and into the future
	<p>RECOMMENDED LEARNING RESOURCES</p> <p>Print</p> <ul style="list-style-type: none">• Portfolio “Linking to the Future”* (pp. 19 and 20)• Building Better Career Futures (pp. 16-46 facilitator’s guide)• Building Better Career Futures - Portfolio Builder* <p>Technology</p> <p>(www.canlearn.ca)</p> <p>A website for information and interactive tools to help students decide what and where to study and how to cover the costs</p> <p>(www.hrdc-drhc.gc.ca)</p> <p>A website that offers a wealth of information on Labour Market Information (LMI) and job search tools*</p> <p>Appendix IV - Integration of Native Perspective</p> <p>* Available in French</p>

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #1.2 Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to plan, select, and practise skills that promote growth for oneself and others.</p> <p>Elaboration: It is expected that students will demonstrate the academic (fundamental), personal-management, and teamwork skills necessary to interact positively with others.</p>	<p>Teachers will</p> <ul style="list-style-type: none"> encourage students to demonstrate personal, school, and community well-being through their activities, community involvement, or volunteer work encourage students to seek and evaluate advice and support from others to carry out plans and activities
<p>By the end of grade 12, students will be expected to</p> <ul style="list-style-type: none"> document volunteer experiences as a way to develop valuable workplace skills and gain experience 	
	<p>RECOMMENDED LEARNING RESOURCES</p> <p>Print</p> <ul style="list-style-type: none"> Workplace Health and Safety Compensation Commission - "Choices for Life" Activities C5, C10, C16 (Guidance Office) Portfolio "Linking to the Future," pp. 19 and 20 <p>Technology (www.volunteer.ca) Volunteering Works! Youth Booklet and Facilitator's Guide*</p> <p>* Available in French</p>

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #2.1 Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to take advantage of his/her learning and skills and relate them to educational, career, and personal roles in a changing world.</p>	<p>Teachers will</p> <ul style="list-style-type: none"> • help students to complete the development of personal career and educational plans • invite speakers from a variety of workplaces to discuss with students the changes taking place in the economy, environment, and job market • demonstrate use of technology to prepare for employment
<p>Elaboration: It is expected that students will practise the skills that lead them to becoming lifelong learners. They will monitor, evaluate, and revise personal career and educational plans.</p>	
<p>By the end of grade 12, students will be expected to</p> <ul style="list-style-type: none"> • demonstrate the ability to discuss personal, career, and educational plans with employers, teachers, parents, peers, and others • produce or update effective support tools (résumés, applications, cover letters, portfolios) to help in pursuit of goals 	
RECOMMENDED LEARNING RESOURCES	
	<p>Print</p> <ul style="list-style-type: none"> • Portfolio “Linking to the Future,”* p. 21 • CHOICES (Computer Program)* • NBCC Job Hunting Guide (Networking, Covering Letter, Résumé, and Job Interview) • The Edge and Facilitator’s Guide (magazine, free class sets available yearly)* <p>1-888-533-5683</p> <p>Technology</p> <p>(www.theedgemag.org)</p> <p>Career Building Information</p> <p>(www.careerccc.org)</p> <p>Career information resources and the Prospects</p> <p>Tabloids</p> <p>(www.theedgemag.org) The Edge*</p> <p>Appendix IV - Integration of Native Perspective</p> <p>* Available in French</p>

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome #3.1</p> <p>Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to practise the critical skills required of the Canadian work force, as identified by an organization such as the Conference Board of Canada.</p>	<p>Teachers will help students to</p> <ul style="list-style-type: none"> • complete an oral presentation • facilitate a class discussion • use technology for communication purposes (i.e. e-mail, Internet, etc.) • use their student agenda books for scheduling and time management • practise the ability to work as part of a team
<p>Elaboration</p> <p>It is expected that students will practise and demonstrate the academic (fundamental), personal-management, and teamwork skills necessary for employment.</p>	
<p>By the end of grade 12, students will be expected to</p> <ul style="list-style-type: none"> • demonstrate understanding of employability skills and be able to accurately self-assess 	<p>RECOMMENDED LEARNING RESOURCES</p> <p>Print</p> <ul style="list-style-type: none"> • Portfolio “Linking to the Future,” p. 18* • Employability Skills Profile - Poster and Teacher Handbook, K-Grade 12* • CHOICES Planner - Computer Program (Careerware)* <p>Technology www.conferenceboard.ca/nbec The Conference Board of Canada site featuring the “Employability Skills 2000” profile.*</p> <p>Appendix IV - Integration of Native Perspective</p> <p>* Available in French</p>

GENERAL CURRICULUM OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p>Outcome # 3.2 Having completed the 11-12 Personal Development and Career Planning Curriculum, each student will be expected to demonstrate the ability to make and carry out their education, career, and personal plans.</p> <p>Elaboration: It is expected that students will assume responsibility for maintaining and completing their personal portfolio, "Linking to the Future."</p> <p>By the end of grade 12, students will be expected to</p> <ul style="list-style-type: none"> • demonstrate the ability to use multiple sources of labour market, education, and training information • apply effective decision-making strategies that incorporate an awareness of what is personally important and what labour market options are available • review grade 9/10 CHOICES summaries and update as necessary 	<p>Teachers will</p> <ul style="list-style-type: none"> • have students examine grade 9 and 10 plans with a guidance counsellor/teacher/advisor to evaluate previously set goals • record participation in activities related to career and educational planning (i.e. career fairs, career panels, job shadowing, post-secondary fairs, and university visits) • encourage students to become involved and record school-to-work transition programs (i.e. Partnerships, Co-op Education, WorkExperience, Job Shadowing, Volunteer Work, and Part-Time Employment) • have grade 11 students make course selections for the following year based on strengths, interests, and previous term report cards • have students use a problem-solving method to identify issues and obstacles that could arise



APPENDIX I

GLOSSARY

Affirmation

Making a positive comment about self. It is a very simple sentence that starts with words like “I am” and “I can.”
Coping for Kids: A Complete Stress Control Program for Students Ages 8-18

Anger-Management Strategies

Relaxation techniques which reduce feelings of anger.

1. Stop and take three deep breaths.
2. Count to ten or count backwards slowly.
3. Use self-talk. Self-talk is a positive self-statement about a given situation (saying to self- Calm down. I can handle this.).
4. Think about your choices, such as
 - tell the person in words why you are angry
 - walk away for now
 - do a relaxing activity- exercise, read, draw

Second Step: A Violence-Prevention Program

Skillstreaming the Elementary School Child

Active Listening

Active listening is a vital part of effective communication. When you listen actively, you try to understand the speaker’s experience, feelings, and point of view. Here are six points to remember when practising active listening:

1. Encourage the person by using verbal and non-verbal signs to show you are listening, e.g. look at the speaker, lean toward the speaker, nod yes or no.
2. Clarify by asking questions to make sure you understand and to get more information.
3. Restate in your own words what the speaker has said.
4. Reflect the speaker’s feelings back to him/her. This shows that you care and helps the speaker to think about his/her feelings.
5. Summarize the major ideas, themes, and feelings the speaker has expressed.
6. Validate what the speaker is saying by showing that you appreciate and respect what has been said.

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Basic Feelings

happy, sad, angry, scared

Belief

A principle accepted as true or real without proof. Beliefs are building blocks of our value system.

Brainstorming

Brainstorming is a way of coming up with ideas. You can brainstorm on your own, with a partner, or with a group. Brainstorming works best when people can build on each other's ideas. The following are a few basic brainstorming rules:

- Brainstorming sessions should be short, three to eight minutes.
- Every idea is accepted.
- No evaluation is allowed.
- Do not be afraid to go for wild ideas as these may prove to be valuable.
- Go for quantity.

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Breathing Techniques

This is the easiest way for a person to calm down. When upset we tend to hold our breath. Taking in oxygen all the way to the abdomen to a slow count of four, holding for four counts, then releasing air for a count of six will enable the body to relax.

Coping for Kids: A Complete Stress Control Program for Students Ages 8-18

Career

An occupation or profession followed as one's lifework.

Communication

Communication is the exchange of thoughts, feelings, messages, or facts between and among people. Communication involves non-verbal as well as verbal aspects - eye contact, body posture, gestures, facial expression, timing, tone of voice, and language content. We all have choices and we must decide the appropriate approach for the situation.

There are two parts to communication:

- I. Initiating or Sending Effective Messages**
- II. Responding to or Receiving Accurate Messages**

I. Initiating or Sending Effective Messages

1. Take ownership of your messages (use I-messages) to identify your thoughts and feelings in a non-threatening way.
2. Make your messages complete and specific.
3. Describe behaviours without evaluating and interpreting.
4. Send the same verbal and non-verbal messages.
5. Stay with the present.
6. Don't give advice.
7. Don't make judgments.
8. Ask for feedback to ensure awareness of how the message was received.

II. Responding to or Receiving Accurate Messages

1. Check for understanding - content and feelings.
2. Paraphrase accurately and non-evaluatively the content of the message.
3. Give non-verbal feedback.
4. Concentrate on what is being said.
5. Don't interpret motives.
6. Don't interrupt.
7. Remain neutral.
8. Summarize and clarify information.

Three Basic Communication Skills

Passive - The passive response permits us to ignore our own rights and allows others to make decisions and take control of our lives. By behaving passively we fail to express our thoughts and feelings and allow others to violate our rights. The objective of the passive response is to avoid conflict.

Aggressive - The aggressive response permits us to stand up for our rights, but in doing so we violate the rights of others. The basic intent of this behaviour is to dominate and demean others. The aggressive person is interested in establishing his/her own power while forcing another person to lose his/hers. There is no interest in two-way communication and little consideration.

Assertive - The assertive response takes other people's rights and feelings into account. You show respect for the other person's views, and your objective is two-way communication. Generally assertiveness allows you to act in your own best interest, to express personal feelings comfortably and to exercise your rights without denying the rights of others.

Managing Conflict; A Practical Guide to Conflict Resolution for Educators. Educational Services, Ontario Secondary Teachers' Federation, Toronto , Ont. 1992 (pp. 54-59)

SEE: Effective Communication Techniques; Listening Skills; Roadblocks to Communication; Active Listening

Conflict Resolution

Conflict (the clash of opposing points of view) occurs throughout life as a natural aspect of human interaction. These clashes may produce frustration, unhappiness, resentment, anger, and even violence. When managed constructively, conflict can have positive results, such as more honest communication, a deeper understanding and respect for the needs of others, and, ultimately, meeting the needs of all those involved.

A constructive approach to conflict resolution does not come naturally to most people. Effective ways of resolving conflicts can be taught and, once they are learned, can become lifelong tools for coping with disputes and disagreements.

Strategies to Avoid Conflict are simple techniques that can often diffuse conflicts before they begin. It is important to learn to use active listening skills in order to get the facts before reacting to the problem.

The Conflict-Resolution Process - identifying the issues and finding workable solutions

Conflict-Resolution Process

Anyone can learn to resolve conflicts without fighting. Following is a five-step process for conflict resolution.

- Step 1: Find a good time and place to talk.
- Step 2: Discuss the problem.
 - Get all the facts.
 - Focus on the problem , not the person.
 - Use I-messages and active listening.
- Step 3: Brainstorm for solutions.
 - Be willing to compromise. Give a little to get a little: win-win.
- Step 4: Choose a solution everyone can agree on.
- Step 5: Try out the solution you picked.
 - If it doesn't work, go back to Step 3.

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Conflict Styles

Reaction to conflict, while it may vary from individual to individual, falls into three basic categories :

- I. *Avoidance Style***
- II. *Confrontational Style***
- III. *Problem-solving Style***

Typical behaviours associated with each style are listed below:

- I. Avoidance Style** has a tendency to
 - allow self to be interrupted, subordinated, or stereotyped
 - have poor eye contact
 - have poor posture and a defeated air
 - withhold information, opinions, and feelings
 - be an ineffective listener
 - be indecisive
 - apologize, avoid, and leave
- II. Confrontational Style** has a tendency to
 - interrupt , subordinate, and stereotype others
 - have intense and glaring eye contact
 - have invading posture and arrogant air
 - conceal information, opinions, and feelings
 - be an ineffective listener
 - dominate
 - be loud, abusive, sarcastic, and blaming
- III. Problem-Solving Style** has tendency to
 - state feelings, wants, and needs directly
 - have good eye contact
 - have straight posture and a confident air
 - disclose information, opinions, and feelings

- be an effective listener
- initiate and take clear positions
- approach problems with skill

Managing Conflict : A Practical Guide to Conflict Resolution for Educators. Educational Services, Ontario Secondary Teachers' Federation, Toronto, Ont. 1992

Decision-Making Model - Grades K-2

1. What is the problem ?
2. What are some solutions ?
3. For each solution ask: Is it fair?
 - Is it safe ?
 - How might people feel ?
 - Will it work ?
4. Choose one.
5. Is it working?

Decision-Making Model - Grades 3-5

When facing tough decisions, it helps to take a step-by-step approach. Here is one five-step model.

Step 1: Identify the real decision to be made and ask

- what are the real issues?
- what is the problem?
- what is it that you really want?

Step 2: Brainstorm possible choices in order to

- come up with as many ideas as possible and do not rule any out even if some seem ridiculous

Step 3: Evaluate the choices you have made and

- think about what the possible consequences might be for each
- make your best choice

Step 4: Act on your decision and then

- put your plan into action

Step 5: Evaluate your decision and

- think about what went right or wrong and why

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Decision-Making Skills (Grades 6-8)

Life is a continuous decision-making process. To help people gain more control over their lives and to enhance their lifestyle, they need to approach life in a thoughtful rather than in a haphazard way. Using a decision-making process can help to serve as a plan of action, when you are faced with a problem or a decision.

Decision-Making Process

1. Clearly define the problem.
2. Establish your criteria (what is important to you).
3. List your alternatives.
4. Evaluate your alternatives based on your criteria.
5. Make a decision.
6. Devise an action plan to carry out the decision.
7. Review and evaluate your decision and alter it as possible/necessary/appropriate.

Decision-Making Model (Grades 9-12) - Dr. DeBono's Six-Thinking-Hats-Model - p. 88 Building Better Career Futures Facilitator's Guide

This is a decision-making model in which a problem is looked at from a variety of perspectives in order to find a creative solution. De Bono refers to six different perspectives or *hats* in his model:

Yellow Hat (the hat of optimism) - What are the logical positive benefits?

Black Hat (the hat of caution) - What are the possible difficulties?

Green Hat (the hat of creativity) - What are the possible new solutions and ideas?

White Hat (the hat of logic and reason) - What information is needed/available?

Red Hat (the hat of intuition and feelings) - What is your immediate “gut reaction”?

Blue Hat (the hat of process control) - As you review all of the preceding hats, what outcome results from the full process? What decision emerges?

Effective Communication Techniques

Attending Skills

Good Listening Skills

Helpful Responding

Questioning Techniques

“I” Messages

Friendship

Friendship means different things to different people . Many would agree, however, that best friends have qualities such as these :

- kindness and generosity
- loyalty
- understanding
- thoughtfulness
- fun to be with

Source : Making Friends :Guidance for Grades 1-8. Options. Penguin Pub. Ltd. Winnipeg, Manitoba. ISBN 0-920541-53-4(1989)

Goal

An achievement which results from individual or group efforts (Study Skills for Success)

Long-Term Goal

A goal which cannot be attained within a day, week, or month.

Short-Term Goal

A goal which usually can be attained in less than 1 month.

Goal Setting Strategies

- Clearly define goals.
- Gather specific information about your goal.
- Seek advice from those who have achieved a similar goal.
- Decide what equipment and supplies will be needed.
- Gather required materials.
- Set up a timetable, record sheet.
- Record information.
- Evaluate results.

Guest Speaker

Outside resource people can be interesting and informative. Here are some guidelines to help you organize a guest presentation:

- Think carefully about who you want and who might have connections to the area being studied.
- Line up your guests; set a date.
- Before the scheduled time, call to confirm.
- Assign someone to introduce the guest and thank him/her at the end of the presentation.
- Follow up with a thank-you note.

Sunburst Curriculum Model: Grade 5-9. Drugs and Alcohol. Sunburst Communications. Pleasantville, NY, 10570, 1993

Healthy Lifestyle

a style of living which promotes emotional , physical, intellectual, and spiritual well-being.

Homework Plan - Study Tips

An individual plan for the organization , time management, design, and evaluation of a study procedure. Some basic study tips ask you to

- write homework in the same notebook each day
- pack required materials in bookbag
- set aside a regular time to complete assignments and study daily
- keep all homework supplies in the same place, all the time
- learn tips for adjusting noise level, lighting, and privacy in a study space
- complete one subject at a time
- decide which is the most important assignment to do first
- make sure all the notes and books you need are readily available before you start your homework (This will allow you to better understand and concentrate on the subject.)
- think about what you are learning as you do your homework; look for the main ideas and review what you have learned

Study Skills for Success

“I” - Messages

“I”-messages let you express your feelings in an effective way. When you use I-messages, you own your feelings without putting down the other person. When you use an I-message, you talk about behaviour, you don’t attack the other person’s character.

An I-message has three basic steps :

1. State your feelings, “I get really annoyed...”
2. Identify what the other person does that makes you feel that way, “...when you take my bike without asking”.
3. Tell what you would like to see happen, “I want you to ask me first if you want to borrow it.”

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Job

Work that is done as part of one’s duty or responsibility.

Learning Styles

These refer to the personal ways in which an individual processes information in the course of learning new concepts and principles. They include visual, auditory, and kinesthetic. A number of factors that influence a student’s adjustment to classroom instruction are listed:

- Time of day
- Attention span
- Amount of sound
- Type of sound
- Amount of pressure
- Type of pressure and motivation
- Physical environment
- Perceptual strengths and styles

Listening Skills

- Sit quietly and in a good listening position.
- Look at the speaker.
- Think about what the person is saying.
- Ask questions at appropriate times if you don't understand.

Skillstreaming the Elementary School Child

Mediation Process

In mediation, a neutral person facilitates the resolution of the conflict between the disputants. The mediation is carried out in a private area, and people who bring a conflict to mediation must be committed to working out the conflict.

The following are the phases/steps of the mediation process :

1. The mediator begins the session and presents some ground rules for mediation.
2. The mediator gathers information about what happened from the disputants.
3. The mediator identifies the problem and the accompanying feelings of the disputants by summarizing what has been shared.
4. The mediator ensures that each disputant clearly understands the other's situation.
5. The mediator encourages disputants to generate or brainstorm solutions to the problem.
6. The mediator helps the disputants choose the best solution for them.
7. The mediator gets both disputants to agree to attempt the solution.
8. The mediator brings the mediation to a close and may set up a follow-up meeting with the disputants.

Managing Conflict : A Practical Guide to Conflict Resolution for Educators. Educational Services, Ontario Secondary Teachers' Federation, Toronto, Ont. 1992

Occupation

a person's usual or principal work or business.

Positive Attending Skills

Attending is the ability to pay attention, focus, or concentrate. It is the basic condition of counselling/helping.

Attending to the other person demonstrates respect, regard, interest, involvement, and caring, and also establishes a firm base for the helping relationship.

Basic Attending Skills (F.E.L.O.R.)

- **Facing** the other person
- making **Eye** contact with the other person
- **Leaning** toward the other person
- having an **Open** posture
- having a **Relaxed** posture

Problem-Solving Process

Just as a mechanic or doctor uses a checklist when inspecting a car or patient, you may use a checklist when you are trying to solve problems. This checklist is called the W.W.I.N. Process. Each of the four letters has a special meaning presented below.

- | | |
|--------------------------------------|---|
| W - What do you really want? | -To pass my Math test. |
| W - What are you doing to get that ? | - Paying attention in class, doing my work at school and at home. |
| I - Is it working ? | - Yes. |
| N - New plans, if necessary. | - I may choose to make new plans which will help me to do better. |

FOCUS(A.V.800092)

Rewards(Extrinsic)

Something that originates from the outside . For example, a candy for a job well done is an extrinsic reward.

Rewards(Intrinsic)

Something that originates from within. For example, the positive feeling a student has when scoring 100% on a test is encouragement to continue working hard. The positive feeling is an intrinsic reward.

Roadblocks to Communication

Roadblocks are ineffective ways of responding to another person. They can block the communication process rather than facilitate it. Responding to another person in a non-helpful way can

- cause the other person to feel unaccepted, judged, blamed, or rejected
- cause the other person to be defensive
- damage self-esteem
- promote dependent behaviour
- show disrespect for the other person

Examples of Roadblocks

Ordering, Commanding, Warning, Threatening, Moralizing, Preaching, Advising, Giving Solutions, Persuading With Logic, Arguing, Judging, Criticizing, Blaming, Praising, Agreeing, Name Calling, Ridiculing, Analysing, Diagnosing, Reassuring, Sympathizing, Probing, Diverting, Sarcasm, Withdrawal

Role-Playing

Role-playing is acting out dramatic situations. Usually these situations involve a conflict or a problem. Role-plays are open-ended. There is no script, no right or wrong ending. The actors make it up as they go. Role-playing is a way to explore values and feelings. It provides a way to solve problems by trying out different solutions. It also helps people learn and practise different kinds of behaviours, such as communicating effectively and being assertive.

The following are three steps in role-playing.

1. Setting up the role-play.
 - gather the participants
 - briefly discuss the scene
 - assemble the props, if necessary
2. Doing the role-play.
 - keep it brief
 - if you get stuck take a break
 - the audience should not interfere
3. Processing the role-play.
 - let the actors discuss their experience
 - let the observers report their impressions
 - try follow-up role-plays

Conflict Resolution : Grades 5-9 Curriculum Module. Sunburst Communications. Pleasantville, NY, 10570, 1994

Semantic Webbing

A visual mapping to organize thoughts about a topic. The main idea is at the centre of a diagram. Supporting ideas surround the centre.

Stereotyping

A conception or image which is held in common with groups of people. This conception may influence an individual's ideas, beliefs, and attitudes (Random House College Dictionary).

Stress

It is what you feel. It is how you react to something: the body's non-specific response to the demands made on it.

Stressors

Something that causes stress can be a positive or a negative stimulus.

Coping for Kids: A Complete Stress Control Program for students ages 8-18

Study Skills

Techniques individuals utilize to learn material. Examples include listening, observation, following directions, homework, time management, note taking, problem solving, semantic webbing, mnemonics.

Test-Taking Skills

Techniques used to reduce test anxiety and tips for studying different kinds of tests:

- Review material each week so that you are well prepared for the test.
- Set up a work space suitable for your needs.
- Utilize different ways of studying (draw pictures, outline, talk out loud, write things down). Find out what works best for you.
- If you find your mind wandering, take a short break, then begin again.
- Listen to clues the teacher gives for possible test questions.
- Look for key words that give clues as to whether it is true or false (e.g. words like always and never).
- Use deep breathing to relax before a test.
- Get a good night's sleep.
- Be sure you understand directions.
- Look over the whole test and plan to budget time wisely.
- Answer only the number of questions needed.
- Make a mark next to questions you are having trouble answering. Come back to these questions later.
- Divide long answers into smaller parts so they will be easier to answer.
- Make a drawing or diagram if it will help you understand the question better.
- Be neat.
- Check answers and calculations.
- Don't worry if other students finish before you.
- Learn from mistakes and don't throw away an old test until you have looked over any incorrect answers.

Source: hm Study Skills, NASSP Publications

Time Management

Involves setting individual goals, scheduling work time, organizing materials, and evaluating progress.

APPENDIX II

Supplemental List

- Teens and Careers: A Parent's Guide
Alberta Advanced Education and Career Development, Learning Resources Distributing Centre, Edmonton, Alberta, T5L 4X9, Telephone: (403) 427-2776
Fax: (403)422-9750
- There's No Excuse for Abuse Kit
Produced by Community Action On Violence Against Women, YMCA of Canada, 80 Gerrard Street East, Toronto, Ontario, M5B 1G6, Phone: (416) 593-9886, Fax: (416) 971-8084
- Educational Media Corporation
Self-Exploration Inventories. 2nd Edition.
By James L. Lee & Charles J. Pulvino, 1993.
(Learning Inventory & Thinking Inventory)
- Myers-Briggs (Personality Inventory)
Guidance Centre
University of Toronto
712 Gordon Baker Road, Toronto, Ontario
Phone: 1-800-668-6247 or (416) 502-1262
Fax: (416) 502-1101
E-mail: guidance @oise.on.ca
- Career Tip Sheets
Published by: Information and Marketing Branch of Alberta Advanced Education and Career/Our., 10155-102 Street, 9th Floor
Edmonton, Alberta, T5J 4L5, Phone: (403) 422-1794, Fax: (403) 422-0408
- Career Skills: Canadian Edition
Kelly-Plate, Joan and Ruth. Vol. 2 - Patton Maxwell MacMillan Canada (1991) ISBN: 0-02-953945-5
(Instructor's Guide and Resource Book)
- Career Choices
A Guide for Teens and Young Adults Bingham, M & Stryker (1990)
ISBN: 1-878787-02-0
- Instructor's and Counsellor's Guide for Career Choices ISBN: 1-878787-04-7
- *Canada's Best Career Guide*
Feathers, Frank Warwick Publishing (1994) ISBN: 1-895629-30-6, Phone: (416) 596-1555
- *What Color Is Your Parachute?*
by Richard Nelson Boles
- Employability Skills - Creating My Future
Published in 1996 by: Nelson Canada (A Division of Thomson Canada Limited)
1120 Birchmount Road, Scarborough, ON
M1K 5G4
- Local Newspapers
- *Reviving Ophelia* - Saving the Selves of Adolescent Girls by Mary Pipher, PH.D.

APPENDIX III

LIST OF FREQUENTLY USED DISTRIBUTORS:

Educational Activities, Inc.
P.O. Box 392

Freeport, NY 11520
Tel: 1-800-645-3739

Gage Educational Publishing Co.
164 Commander Boulevard
Scarborough, ON M1S 3C7
Tel: 416-293-0846 Fax: 416-293-9009
www.gagelearning.com

Guidance Centre
University of Toronto Press Inc.
5201 Dufferin Street
North York, Ontario
Tel: 416-667-7791 or 1-800-565-9523
Fax: 416-667-7832
www.utpress.utoronto.ca/distrib..htm

Harcourt Brace & Company, Canada Inc.
55 Horner Avenue
Toronto, ON M8Z 4X6
Tel: 416-255-4491 Fax: 416-255-5456
www.harcourtcanada.com

Hindle & Associates
125 Hard Island Road
R.R. #4, Athens, ON K0E 1B0
Tel: 1-800-815-1594 Fax: 613-924-1388
Email: HindleandAssociates@Recorder.ca

McGraw-Hill Ryerson
300 Water Street
Whitby, ON L1N 9B6
Tel: 1-800-565-5758
www.mcgrawhill.ca/

Media Centre Distribution
University of Toronto 563
Spadina Avenue
Toronto, ON M5S 1A1
Tel: 416-978-6049 Fax: 416-978-7705

Monarch Books of Canada Limited
5000 Dufferin Street
Downsview, ON M3H 5T5
Tel: 416-663-8231 Fax: 416-736-1702

Nelson Canada
1120 Birchmount Road
Scarborough, ON M1K 5G4
Tel: 1-800-268-2222 Fax: (416) 752-9646

Prentice-Hall Ginn Inc.
1870 Birchmount Road
Scarborough, ON M1P 2J7
Tel: 1-800-567-3800 Fax: (416) 477-9179
www.phcanada.com/

Psycan
P.O. Box 290, Station V
Toronto, ON M6R 3A5
Tel: 1-800-263-3558

Sunburst Communications
P.O. Box 1051, Station Main
Fort Erie, ON L2A 6K7
Tel: 1-800-431-1934
www.SUNBURST.com

The Teachers' Book Depository
18004-116 Avenue
Edmonton, Alberta T5S 1L5
Tel: 1-800-661-1959 Fax: (780) 451-3958
<http://teachersbooks.epsb.net>

APPENDIX IV

INTEGRATION OF NATIVE PERSPECTIVE

1. UNIT PERSONAL DEVELOPMENT

A. Uniqueness of Individuals / Self-Concept

Outcome 1.1 (Grades K-2)

Teachers and counsellors might recognize hesitancy on the part of some Native children to express positive characteristics about themselves. Traditional values placed the emphasis on group attributes and success, and individuals were not encouraged to boast or bring value to themselves. Attention was not focussed on the strength of one but the well-being of all.

Often, Native students may be embarrassed to be singled out for praise or disciplinary attention. They often prefer quiet recognition, praise, or reprimands. Often they prefer their friends to discuss their strengths rather than to do so themselves.

Outcome 1.1 (Grades K-2)

“Invite people of other nationalities”...It is important that this “strategy” not be used only on special occasions such as Cultural Awareness Days when differences are celebrated, but that every day will be recognized as a day when classes and schools are strengthened by their cultural diversification. Native children, like all children, want to belong and feel significant. They need to see their uniqueness as a positive attribute.

When we consider the generations of struggle the Native populace has survived and their enduring resistance to assimilation in order to maintain their cultural diversification, we need to honour them.

Outcome 1.1 (Grades 3-5)

A game that celebrates and rewards “differences” that may be added to these suggested activities is called “The Differences.”

In a group, the students are rewarded for their uniqueness. Everyone is given a number of tokens. Each pupil, in turn, states something they have never done. For example, one student may say, “I have never ridden a bicycle.” All those who have must give one token to this student. At the end of the game, the child with the most tokens wins and is appropriately rewarded. This game emphasizes that not only our likenesses make us special, but also our differences. The object of the tokens is to reward children for their differences instead of making fun (which so often happens in these children’s lives).

Outcome 1.3 (Middle Level)

For Native students the need is not only to discuss in class the changing family role but the changing culture from pre-colonial times to the present Native community. Many non-Natives hold stereotypical viewpoints based on Hollywood’s version of “Indianness” and the assemblage together of all Native groups as having one identity. Micmac and Maliseet of New Brunswick are two distinct First Nations people, each with separate cultural differences and histories.

(For further information regarding this point, contact the Consultant: Aboriginal Education, Department of Education).

Outcome 1.3 (Middle Level)

An excellent exercise that may be used at the middle school and high school levels to help students better

understand the devastating effect of discrimination and racism is a simulation exercise taken from a TV program entitled “A Class Divided.” Discrimination was based on eye colour with the whole class involved throughout an entire day. It is a powerful, insightful activity that will deeply affect students and teachers alike. If interested, contact the Consultant: Aboriginal Education for a copy of the exercises from the Micmac/Maliseet Resource Handbook, 1994.

Outcome 1.1 (grades 9 and 10)

The correlative ratio of grade level to Native dropouts from the school system is closely related. Very often Native students do not see the relativity of the subject matter taught, but also our schools fail to develop a positive self-concept in Aboriginal children. To rectify this erroneous experience teachers and counsellors need to better understand Native culture, history, values, and the necessary components for a Native child to develop a positive self-concept. To be esteemed by others contributes to the children’s sense of self-esteem.

Outcome 1.3 (Grade 9 and 10)

Native students often struggle throughout their school lives with the intuitive knowledge that they “just don’t fit in” but no one ever directly addresses this issue. These children need culturally sensitive teachers and counsellors to discuss this topic. Native students need help to see themselves as strong, beautiful people; then we will see a shift to improvement and a future of hope.

1.B. Effective Communication / Communication Skills

Outcome 1.2 (Grades K-2)

In these sections it would be important to include the differences in Communication Skills for Native children.

A. Eye Contact:

Traditionally, direct or prolonged eye contact was avoided. This denoted a form of respect. Today, many Native students still differ from their non-Native classmates in this respect.

B. Non-Verbal Language:

Native peoples emphasize the importance of observation and non-verbal communication by such means as body language and facial expression. Aboriginal students are very intuitive in understanding more than the spoken word. Silence is appreciated, and often Native students will hesitate in contributing to a discussion unless certain of the correctness of their answers. This is a learning style favoured for many generations, as children learned through observation and imitation.

C. Pacing:

Even today some Native students will be affected by a difference of pacing (pauses) during discussions and conversations. Non-Natives tend to pause approximately one second before speaking whereas Natives may pause from one-and-one-half to four-and-a-half seconds before the next person speaks. Educators need to realize this difference when discussing and practising communication skills with their classes.

Outcome 1.2 (Grades 3-5)

- A. The importance of Native communication skills needs to be promoted as equally important as non-Native skills, not only so that students will recognize the differences but also honour them. (This in turn will lead to fewer discriminatory attacks.)

- B. The use of imagery for communicating complex or abstract concepts has always been used as an important part of learning in most First Nations cultures. Legend systems and stories are excellent examples of such usage. Traditionally, all the ages would sit and listen, but each age would understand the legend at a different level, according to their maturity.

As suggested in the instructional strategies, this would be an excellent opportunity to invite an Elder or community member to come and share Micmac/Maliseet legends. Then, discussion with the class could follow to see what depth of understanding they have of the story told.

Outcome 1.1 (Middle Level)

Leadership qualities are emphasized to a much greater degree in the dominant culture, whereas throughout the history of the Aboriginal culture the importance has been to group cohesiveness, unity, and the betterment of the whole village or community. This performance standard once again demonstrates the difficulty some Native children have integrating two ways of living. The problem faced by First Nations children in a bi-cultural society is not an easy one.

Outcome 1.3 (Grades 3-6)

If a Native child has a problem at school, it may become an issue for the whole community. Due to the closeness of relationships, the importance of extended families, including godparents, all may easily become involved. Once again problems may be dealt with through ostracism or isolation within the family or community. However, a united front is often presented to those outside the community.

Outcome 1.4 (Middle Level)

Conflict resolution, as taught in school, is often very different from the way Native children have learned to deal with their anger, frustration, and disagreements. This may require more time for Aboriginal children who tend to “hang out” with their own Native friends and have little interaction with other children and homes.

Outcome 2.2 (Grades 9 and 10)

Native students (even at high school levels) often do not realize the effect the community’s way of thinking has had upon them. For example, long-term planning and goals is unlike traditional societal thinking as this culture was present-oriented. Considering the day instead of the future was an established value.

1. D. Responsible Behaviour / Responsible Choices

Outcome 1.4 (Grades K-2)

In this unit Native children may differ greatly from the children of the dominant culture. In Native homes there tend to be fewer rules, greater individual freedom of choice, yet an expectation of individual responsibility at a much younger age. Since these roles may be so different, educators may note a hesitancy to share during discussion times. This could, again, ostracize or limelight them as different – something no child desires in a negative way.

Outcome 1.4 (Grades 3-5)

- A. Videos, literature, and discussions may be so unlike Native children’s home situation that they may not identify with these situations presented as roles in a nurturing family and community.

For example, often Native children may live (or sleep over) with a grandmother, godmother, an aunt, etc. without it seeming unusual at all, whereas teachers or students may consider this negatively.

- B. Promptness is often considered responsible behaviour but Native people may have a totally different mindset. As a result, some Native students have problems with “time” – months, days of the week, hours, etc. The dominant culture are clock-watchers whereas the traditional Aboriginal sense of time (which still affects today’s youth) is more or less a sliding model.
- C. Journaling is not always regarded as important, and some Native students may not embrace this activity. Traditionally their society was an oral culture so students may value sketching, discussions, or another alternative to writing.

Outcome 1.4 (Grades 9 and 10)

Native students, like other pupils, will make more responsible choices if indeed they are given freedom to choose. Years of teaching must then be followed by greater freedoms as children reach the high school years. So often Native children are treated with high expectations only to come to the school and be required to raise a hand to use the washroom.

Outcome 2 (Grades 9 and 10)

Native students, like the other students, need constant repetitious activities to grasp this statement—"The process of learning in school is a forerunner for the rest of their lives." However, not just in school but in their communities as well, this quotation needs to be emphasized—"All you will ever be, you are now becoming."

11. UNIT on LIFELONG LEARNING**A. Learning Styles:**

1. Review previous notes – especially those under the title: Effective Communication/communication Skills.

Outcome 2.1 (Grades K-2)

School is considered very important to most Native parents and families, but sometimes they are uncertain how to help their children. Homework is often not given priority and is left totally to the responsibility of the child.

Outcome 2.1 (Grades 3-5)

Research has shown that Native students have distinct learning styles. There are differences, of course, in these patterns among First Nations cultures and individuals but Micmac/Maliseet children are more likely to have learning styles which are towards the (a) global, (b) imaginable, (c) reflective and (d) concrete.

(For greater understanding educators may refer to: [Ways of Learning, Learning Skills and First Nation Students: A Teacher Resource](#) by Arthur J. More.)

B. Quality Work:*Outcome 2.2 (Grades K-2)*

Native students tend to prefer unstructured, relaxed classrooms with a greater freedom to move about and interact with others. They prefer to complete one piece of work to their satisfaction (quality work) instead of several in a rush. Native students are often event-oriented instead of time-oriented and become frustrated if not permitted to complete the assigned task.

Outcome 2.2 (Grades 3-5)

Native children, like their non-Native classmates, respond positively to praise, but most prefer not to be highlighted. "Spotlighting" may be embarrassing to many.

Outcome 3.1 (Middle Level)

As Native students get older and progress to the higher grades, they notice more and more that the school subject matter does not relate to their lives or their culture. Gradually, even the brightest students lose interest and motivation. As a result, the quality of their work diminishes, and the number of dropouts increases. This inverse ratio needs to be addressed by teacher, counsellors and all educators.

C. Goal Attainment:

Outcome 2.3 (Grades K-2)

Traditional Native culture emphasized living in the present. Non-Native culture values a focus on preparing for the future. As a result of these two unique orientations counsellors and teachers are apt to find Native students are uncertain of long-term goals and plans of action. This is yet another cultural difference that requires educators to be cognizant.

Outcome 2.3 (Grades 3-5)

Before Native students even attempt or embrace this concept of setting goals, there need to be several discussions regarding the importance of doing so and learning how to establish realistic goals. At the same time, Native culture deserves recognition for its ability to change and adapt to new ways and developments.

D. Skills Transfer:

Outcome 2.4 (Grades K-2)

This is an important section for Native children as many have lost their sense of identity. Traditional culture in many homes has been lost, and now, through the use of Native literature, Native Awareness Days, Native guests in the classroom, culturally sensitive teachers etc., these children (like their classmates) are learning to appreciate their culture and themselves. They are learning positive traditional values at school, Native role models they can be proud of, and with these learnings there is a development of a more positive self-image.

School learnings must reflect Native values and lifestyles, not just mainstream culture. This may seem an unfair expectation for teachers, but are we not already expected to teach such topics as sex education, morality, and other topics previously taught in the home.

Outcome 2.4 (Grades 3-5)

During the teaching it would be an excellent idea to invite members of the Native community to visit and discuss employment in their community. Some students will return to their own villages and they should know the occupational needs of their community. This may give more relevancy to their job preparation.

111. CAREER EXPLORATION AND PLANNING:

Outcome 3.1 (Grades K-2)

In some Native communities there is over 80% unemployment. Thus, a discussion of a parent's occupation, why work is important, importance of productivity, etc. are topics that require sensitive handling by the teachers so the Native child does not feel maligned or ostracized.

Outcome 3.1 (Grades 3-5)

The procurement of posters depicting Native workers and careers, to be displayed in the schools, would be encouraging for the Native students. Just in these last couple of generations are we seeing more Natives seeking work off-reserve so our Native children need much assistance and encouragement in this area.

Outcome 3.2 (Grades K-2)

Such an important topic, not only at this grade level but also throughout their schooling. Native children, like their peers, are not being taught healthy lifestyles. Too much time in front of the computers, playing games and Nintendo, etc., and neglect of healthy use of free time. Smoking, drinking, and drug usage is running rampant in Native communities. The need for education and discussion at an early age is of paramount importance.

Outcome 3.3 (Grades 3-5)

Counsellors and teachers need to be cognizant of the contrast between living in a Native community and living in

non-Native towns or cities. Very often the norm for children in the dominant culture is a strong involvement in sports, gymnastic teams, dance, horseback riding, etc. whereas very few Native children experience this. Their free-time activities may consist of biking, walks, swimming, or other less-structured activities.

C. Educational Information and Career Opportunities

Outcome 3.2 (Middle Level)

In the process of generating a list of identifiable skills it may be more helpful for the Native students to work in a group and have their friends assist them in listing their personal skills. Very often Native students hesitate to state their own strengths, attributes, and aptitudes.

Outcome 3.2 (Middle Level)

Much of the research concerning educational and occupational choices will need to be conducted during school hours as many Native students do not have encyclopedias, computers, Internet, and other research materials available in their own homes.

D. Career Exploration and Planning

Outcome 3.1 (Grades 9 and 10)

Often workers and Elders are shy about speaking in public, so possibly students could interview them in their community and audio or video tape their talk together.

Outcome 3.1 (Grades 9 and 10)

Invite Native students from high school and college who have persevered and are continuing to press on with their education. They are forerunners for the younger children and may encourage the Native students to remain in school even for one more year.

Outcome 3.2 (Grades 9 and 10)

Activities such as these need to promote and nurture Native students to believe in themselves and their ability to succeed in the work force. Many of these children are intelligent and gifted but negate their own abilities and talents.

The need is to integrate personal and community lifestyles to a career that satisfies these values. For example, many Native students value family time and time for friends and relaxation. Therefore, a job that would keep them away from home for long periods may not be a wise choice.

Outcome 3.4 (Grades 9 and 10)

An excellent activity for Native students who traditionally have learned through observation and imitation (watching Elders and parents until confident they are able to duplicate and repeat successfully). It would be especially helpful if Native professionals and workers could be found to mentor these Native students.

Outcome 3.5 (Grades 9 and 10)

Educators are encouraged to stress the importance of succeeding, not only for the bettering of the Native student's life but to positively affect his/her family and community. This is a traditional value that needs to be re-emphasized.

Outcome 1 (Grades 11 and 12)

At this age, it is important for Native students to have individual time with the teachers or counsellors, as often they are hesitant to speak of personal issues in front of the whole class.

Outcome 2 (Grades 11 and 12)

- A. It is important to chart steps to follow in order to achieve the goal as they may be overcome by the immensity of the long-term goal.

- B. Native students may be hesitant to seek counsel, advice, or support from non-Native classmates, as they may feel unequal to more vocal and confident peers.

Outcome 3 (Grades 11 and 12)

Native students may never achieve superior standards as outlined in this manual simply because these are not standards that are valued in their culture. The most important standard is that they reach and perform to the best of their ability and satisfaction.

Outcome 4 (Grades 11 and 12)

Involve the community as students make final decisions concerning furthering their education and planning for future careers. Chief and council will be helping by financially supporting them, so should be actively involved.

Outcome 5 (Grades 11 and 12)

In the last twenty to thirty years, the Native communities have been involved in immense changes. Both negative and positive changes have deeply affected their way of life. Today, more than ever, Native leaders and parents know that their children are their future and their hope. We, as educators, must do all we can do to ascertain that these changes are for good.

References:

(Helpful Resources for counsellors of Native Students)

1. Ways of Learning, Learning Styles and First Nations Students: A Teacher Resource by Arthur J. More, 1996
2. Learning Styles of New Brunswick Native School Children by Robert M. Leavitt and Celest Merasty
3. Counselling Native Students: Cross – Cultural Approach by Neil Benedict
4. Counselling First Nations People in Canada. Canadian Journal of Counselling Volume 34:1 January, 2000
5. The Wabanakis of Maine and the Maritimes: A Resource Book about Penobscot Passabaquaddy, Maliseet, Micmac and Abenaki Indians by American Friends Service Committee Bath, Maine
6. Career Counselling for Aboriginal Youth: The Journey Inward, The Journey Outward by Guidance Centre, Ontario Institute of Studies.
7. Multicultural Counselling Instruction: A Suggested Curriculum Guide by Texas Association for Counselling and Development, Dallas, Texas.
8. Values, Customs and Traditions of the Mi'Kmaq Nation by Murdena Marshall, Micmac News.
9. The Counsellor and Native Students by Clifford Paul, Micmac News
10. Counselling Native Americans: An Introduction for Non-Native American Counsellors Journal of Counselling and Development. 1991
11. First Nation Citizens: Misconceptions, Myths and Misunderstandings by David Perley, Department of Education
12. Creating Relevance and Purpose: Native Students and Educational Success Woodstock, School District 12
13. Micmac/Maliseet Resource Handbook by Neil Benedict

14. An Introduction to Maliseet and Mi'Kmac Societies and Aboriginal Educational Issues: Teacher's Handbook
Department of Education, 1997
15. Videos: Contact: National Film Board at your local library

Some Excellent Helpful Videos:

For Angela
Doctor, Lawyer, Indian Chief
Beating the Streets
First Nations: The Circle Unbroken
Native Legends
The Washing of Tears
Micmac and Maliseet Artists
Mi'Kmaq Family
Song of Eskasoni

For other titles consult David Perley, Consultant: Aboriginal Education, Department of Education.

16. **Computer Software:**

Netogolimg – The Hunt
CD Rom: Maliseet/Micmac Heritage Sampler
CD Rom: "Exploring and Ancient North American Indian Civilization, Volume 1 Micmac"

17. **Audio Cassettes:**

Negoot-Gook Drummers and Chanters: Tobique First Nation
Sunrise Singers: Big Cove First Nation
Kuskap Legends: (English Version)
Kuskap Legends: (Maliseet Version)
Kuskap Legends: (Micmac Version)

18. **Websites:**

There are many websites that will provide helpful information for counsellors of Native students. For example:

Mi'Kmaq Resource Centre: <http://mrc.uccb.ns.ca/Mi'Kmaq.html>
Tour-Maliseet Tobique Reservation: <http://www.hil.unb.ca>
Kwa'nu'te': <http://www.onf.ca/FMT/E/MSN/27/27843.html>
Aboriginal Communities in New Brunswick: <http://www.gov.nb.ca/iga/aboriginal/default.htm>
Other Internet Sites related to Aboriginal Peoples: <http://www.gov.nb.ca/iga/aboriginal/websites.htm>