

## Career and Work Exploration 18, 28, A38

### Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan's Goals of Education. Career [and Work Exploration]... contribute to the Goals of Education by helping students achieve knowledge, skills, and attitudes related to these Broad Areas of Learning.

#### Building Lifelong Learners

Students engaged in constructing and applying career [and work] knowledge, naturally build a positive disposition towards learning. Throughout their study of Career [and Work Exploration], students bring a natural curiosity about their future. This curiosity provides the motivation to discover and explore their personal interests more deeply. Students in Grades . . . [10, 11, 12] generally bring an awareness of jobs and occupations through their life experiences with family, friends, their community, and the media. Career [and work] development is a lifelong process which continues from school to work and, for an increasing number of people, beyond retirement.

#### Building a Sense of Self and Community

[The goals of Career and Work Exploration focus on self-exploration and the exploration of employment/careers with the community]. . . Reflection on self also occurs in its relationship to others and the attributes an individual must possess to have healthy relationships within their community. Students connect with the community through an exploration of the jobs, occupations, and careers of community members.

#### Building Engaged Citizens

As students create their career pathways, they will make many positive contributions as engaged citizens. Career [and Work Exploration] . . . not only deals with paid work, but also with non-paid roles of individuals such as participation in the arts and sports, and volunteering in the community. As students begin planning for their transition from education to the world of work, they examine the contributions each person makes to the economic and social sustainability of the community and province, as well as globally.

*(Saskatchewan Ministry of Education, 2010, p. 2-3)*

### Cross-Curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies reflect the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

**Developing Thinking**

Learners construct knowledge to make sense of the world around them. In Career [and Work Exploration], . . . students develop understanding by building on what is already known and use processes such as thinking contextually, initiating and engaging in inquiry, thinking creatively, and thinking critically. This curriculum is inquiry-based and students use the inquiry process, their language, and their thinking skills to explore a range of career [and work] topics, issues, and themes.

**Developing Identity and Interdependence**

This competency addresses the ability to act autonomously in an interdependent world. It requires the learner to be aware of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. Interdependence assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed world. This is one of the key messages in Career [and Work Exploration] Education.

**Developing Literacies**

Multiple literacies involve a continuum of interrelated skills, strategies, and knowledge that contribute to the development of an individual's ability to participate in a variety of roles and situations – in the school, home, and community. Multiple literacies provide a variety of ways, including the use of language and technology, to interpret the world and express understanding of it through words, numbers, images, sounds, movements, or other representations.

**Developing Social Responsibility**

Socially responsible learners contribute to their physical, social, and cultural environments. They participate with others in accomplishing shared or common goals. Students in Career [and Work Exploration] . . . will interact appropriately and productively and have the ability to initiate or participate in social action.

*(Saskatchewan Ministry of Education, 2010, p. 3-4)*

**Aim and Goals of Career and Work Exploration****Aim**

The aim of Career and Work Exploration is to provide students with opportunities to develop and enhance the knowledge, skills and abilities necessary to raise awareness, to access information, and to understand, shape and manage their life career development. Students will be able to expand their awareness, to explore and to experience various work roles through work-based learning experiences.

**Goals**

The goals of Career and Work Exploration enable students to learn about work and occupational career choices through work-based learning experiences.

**Change Management and Life-Long Learning:** To adapt to the changing employment environment, and its changing patterns and requirements.

**Personal Growth:** To identify personal goals and personal characteristics that will need to develop to progress toward the goals.

**Career Awareness:** To appreciate the diversity and breadth of career development opportunities. To explore a wide range of career development opportunities through related work experiences.

**Transferable Skills Development:** To identify and learn transferable skills in the classroom and apply them to a work-based learning environment. To develop the ability to assess situations and make decisions confidently. To take advantage of work-based learning to gain experience to support effective transitions.

**Building Networks:** (accessing allies) Mentors trainers, contacts, human resources, the human dimension of career development.

**Personal Accountability:** To develop commitment and responsibility in a workplace.

*(Saskatchewan Learning, 2002, p. 1-2)*

## Course Components and Considerations

*Career and Work Exploration . . . [18, 28, A38]* is a . . . series of courses that blends theory-based and experiential learning components in a career development continuum of awareness, exploration and experience. Students access the community as a learning environment and thereby enhance their opportunities for career life success.

The curriculum promotes career planning and decision making. The curriculum is not intended to force students to make premature choices. It aims at helping students to expand their occupational awareness and relate their educational choices to career development while keeping a wide variety of transition pathways open for consideration.

### Transition to Work Dimensions

The Transition-to-Work dimensions included in the PAA curricula are: apprenticeship, career exploration/development, community projects, including volunteerism, employability skills, entrepreneurial skills, occupational skills, personal accountability, processing of information, networking, teamwork and partnerships and work study/experience.

*(Saskatchewan Learning, 2002, p. 3)*

## Mandatory Safety and Labour Standards

Saskatchewan Labour recommends that the following minimum safety and labour standards content be covered before students enter their work placements: [see Module 6: OH&S, Labour Standards, WHMIS, and Hazards (Core) CWEX09A - Module 9A: OH&S; CWEX010A – Module 10A: Labour Standards; CWEX12A – Module 12A: WHMIS]

- Importance and significance of safe, healthy workplaces (physical, social, psychological and financial impact of unsafe work practices.)
- Purpose and role of *The Occupational Health and Safety Act* in maintaining and promoting safe workplaces and workplace practices.
- Employer/Worker responsibilities for safety in the workplace.
- Worker's right to know, participate and refuse unusually dangerous work.
- Hazard Control Model (see it, think it, do it method for identifying and dealing with hazards in the workplace).
- Awareness of Workplace Hazardous Materials Information System (WHMIS), its purpose and content (labels, symbols, Material Safety Data Sheets (MSDS), worker training programs) .
- The significance of fairness and fair workplace practices.
- The role and purpose of *The Labour Standards Act* in promoting and maintaining fair working conditions. Questions to ask employers about health, safety and fair working conditions in the workplace of choice or interest.
- Questions to ask employers about health, safety and fair working conditions in the workplace of choice or interest.

*(Saskatchewan Learning, 2002, p.11)*

## Career and Work Exploration 18

### Course Description: Career and Work Exploration 18

This 100-hour, one-credit course may consist of 40 to 60 hours of classroom learning and 40 to 60 hours of workplace learning. It offers students an opportunity to access career development information in school and in the workplace. Students are introduced to career development. They participate in a variety of self-awareness activities using specialized career guidance instruments and gain valuable experiences both in and out of the classroom. Career **awareness** is the primary career development focus of this course. (*Saskatchewan Learning, 2002, p. 3*)

### Course Details:

Career and Work Exploration 18					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 1: Career Development Introduction (Core)</b> <i>Former Curriculum CWE X01 – Module 1: An Introduction to Career Development</i>	1.0 Develop an understanding that career development is a lifelong process.	a. Define work, identify the characteristics of a good worker b. Define the terms job, occupation, and career c. Describe the characteristics of full time, part time, seasonal, contract casual, and volunteer work d. Define leisure time and investigate leisure activities e. Discuss the importance of balance between leisure time and work activities	<ul style="list-style-type: none"> <li>▪ Discuss why people work</li> <li>▪ Interview people in the school and businesses in the community to find out the difference between job, career, and occupation</li> <li>▪ Invite a speaker to come talk about his/her career path and part time, seasonal, contract, casual, and volunteer work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have students begin a Career and Work Experience journal (CWE) and answer the questions:</li> <li>▪ Why do people work?</li> <li>▪ What is the difference between a job, occupation, and career?</li> </ul>	Module 1: <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 2</li> <li>▪ Activity 3</li> <li>▪ Activity 4</li> <li>▪ Activity 5</li> <li>▪ Activity 6</li> <li>▪ Activity 7</li> </ul>

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Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 2: Self Awareness and Success (Core)</b> <i>Former Curriculum CWE X11 - Module 11: Self Awareness and Success</i> <b>Module 3: Portfolios (Core)</b> <i>Former Curriculum CWE X02A- Module 2A: Portfolio Building</i>	2.0 Identify and recognize personal employability skills 3.0 Develop a portfolio by analyzing and assessing personal skills and abilities, and personal successes	a. Identify and assess personal skills traits, abilities, and personal successes b. Develop a list of qualities, skills, abilities, and attitudes that makes a worker successful (e.g., attendance, honesty, reliability, personal grooming, cooperation with employer and fellow workers, answering the phone at work, punctuality, communication, dealing with the public, decision-making, handling stress, initiative, and goal setting) c. Record a set of generic skills and attitudes highly valued in the workplace d. Develop a career portfolio, describe its uses, and provide examples of materials that can be placed in it e. Outline the sections of a resume and what information would be listed in each section f. Identify items that can be included in a career portfolio g. Describe when a career portfolio may be useful	<ul style="list-style-type: none"> <li>▪ Make a connection between life skills/social skills and the qualities, skills, abilities, and attitudes that makes a worker successful (e.g., attendance, personal grooming, cooperation with employer and fellow workers, answering the phone at work, punctuality, communications, dealing with the public, decision-making, handling stress, initiative, and goal setting)</li> <li>▪ Discuss how life skills/social skills lead to securing a job, keeping a job, and enjoying a job</li> </ul>	<ul style="list-style-type: none"> <li>• Assess/evaluate student portfolio</li> <li>• Have students record and assess lists developed in their CWE journal</li> <li>• Have employers/job coaches assess some qualities, skills, abilities, and attitudes that makes a worker successful at job shadows/work placements (see Module 8)</li> <li>• Utilize work placement Employer Evaluation information and forms</li> </ul>	Module 2: <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 2</li> <li>▪ Activity 3</li> </ul>

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Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 4: Recognizing Transferable Skills (Core)</b> <i>Former Curriculum CWE X04 – Module 4: Understanding Transferable Skills</i>	4.0 Analyze how employability skills relate to the selection of school courses and how these selections impact upon future education and career paths	a. Identify the skills necessary for specific subject areas and jobs or workplaces b. Construct a list of subjects and jobs in which the student would be successful, based upon their strengths and interests c. Develop a list of qualities, skills, abilities, and attitudes that makes a worker successful (e.g., punctuality, communications)	<ul style="list-style-type: none"> <li>▪ Interview teachers and employers about the skills that enable a person to be successful in the specific subject or jobs</li> <li>▪ List their strengths and research careers</li> <li>▪ Invite a speaker to talk about the qualities of a good worker</li> <li>▪ Watch videos on different occupations and point out skills, abilities, and attitudes specific to each career and transferable from career to career</li> </ul>	<ul style="list-style-type: none"> <li>▪ Evaluate students on the interview questions they create</li> <li>▪ Evaluate/Assess participation in discussion with guest speaker (self/peer evaluation)</li> <li>▪ Have students reflect on interviews/guest speaker/videos in their CWE journal</li> </ul>	Module 4: <ul style="list-style-type: none"> <li>▪ Activity 1</li> </ul>
<b>Module 6: OH&amp;S, Labour Standards, WHMIS, and Hazards (Core)</b> <i>Former Curriculum CWEX09A - Module 9A: OH&amp;S; CWEX010A – Module 10A: Labour Standards; CWEX12A – Module 12A: WHMIS</i>	6.0 Develop an awareness of the responsibility and need for safe, fair, and cooperative workplace practices (by examining <i>Health and Safety Act 1993 and Regulations 1996 (OH&amp;S)</i> ;	a. Identify employer and employee responsibilities for safety in the workplace b. Identify and discuss potential safety hazards around home, school, and workplace c. Construct a list of the three worker rights (right to know workplace hazards, right to participate in health and safety activities, right to refuse unusually dangerous work) d. Construct a list of health and safety questions to ask a potential employer e. Explain the impact of unsafe work practices and the effect on people's lives	<ul style="list-style-type: none"> <li>▪ Utilize <a href="#">The Young Workers Readiness Certificate Course, WorkSafe Saskatchewan and/or Ready for Work</a> materials (films, discussion, questions, scenarios, etc.)</li> <li>▪ Access <a href="#">Live Safe! Work Smart! Resources for Teachers of Students with Special Learning Needs</a> available from the Ontario Ministry of Labour and Workplace Safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assess completion of <a href="#">The Young Workers Readiness Certificate Course, WorkSafe Saskatchewan and/or Ready for Work</a></li> <li>▪ Complete and assess viewing guides/questions and or create KWL Charts after viewing videos and learning information</li> </ul>	Module 6: <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 2</li> <li>▪ Activity 3</li> <li>▪ Activity 4</li> <li>▪ Activity 6</li> <li>▪ Activity 8</li> <li>▪ Activity 13</li> <li>▪ Activity 14</li> <li>▪ Activity 19</li> <li>▪ Activity 21</li> <li>▪ Activity 22</li> <li>▪ Activity 23</li> <li>▪ Activity 24</li> <li>▪ Activity 25</li> </ul>

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Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
	Labour Standards, WHMIS, and Hazards	<p>f. Explain the purpose of (<i>The Occupational Health and Safety Act, 1993</i>) and Regulations 1996 and how it affects workplace practices</p> <p>g. Define the concept of fairness as it relates to the workplace</p> <p>h. Construct a list of fair workplace practices provided by the <i>Labour Standards Act</i></p> <p>i. Define conflict and discuss the importance of handling conflict in a positive manner</p> <p>j. Recognize and identify the critical information on the WHMIS labels and data sheet</p> <p>k. Recognize hazards in the workplace, in the school, in the home</p> <p>l. Describe the three main methods to control hazardous materials and substance: at the source, in the pathway, and at the worker level</p> <p>m. Define key terminology on a Material Safety Data Sheet (MSDS)</p>	<ul style="list-style-type: none"> <li>▪ Have students walk around the school, home, and workplace to identify potential hazards and/or safe practices</li> <li>▪ Share and discuss the highlights of the OH &amp; S Act</li> <li>▪ Construct a list of labour standard questions to discuss with employer</li> <li>▪ Watch videos/look at pictures of unsafe work practices and discuss why they are unsafe and dangerous to others (see Ready for Work Materials)</li> <li>▪ Invite a guest speaker from OH&amp;S to talk about safety on the job and/or a person who was injured on the job</li> <li>▪ Have students draw out WHMIS labels</li> <li>▪ Examine/read a MSDS information sheet</li> <li>▪ Discuss key terms such as toxic, inhalant, poison, flammable, corrosive, etc...</li> <li>▪ Walk around the school/workplace and identify WHMIS labels and MSDS information sheets</li> <li>▪ Interview the school janitor about WHMIS and his/her job</li> </ul>	<p>(e.g. K - What did you see/know, W - What I want to learn, L – What I learned), see ELA 10, 20, 30 Curricula for Viewing Guides</p> <ul style="list-style-type: none"> <li>▪ Assess the accuracy of drawing and understanding of WHMIS labels</li> <li>▪ Assess questions created for interviews</li> <li>▪ Reflect on interview in CWE journal</li> </ul>	



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Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 8: Work Study Prep and Reflection Activities (Core)</b> <i>Former Curriculum CWEX6A – Module 6A: Work Study Prep and Follow-up Activities; CWEX07A – Module 7A: Work Placement; CWEX08A – Module 8A: Reflections</i>	<p>8.A. Develop and demonstrate the personal insight, motivation, and skills necessary for job shadowing and work placements</p> <p>8.B. Assess and reflect upon job shadows and work placements in terms of how they increase employability skills</p>	<p>a. Identify and outline the responsibilities and roles of the teacher, student, parent, and employer before, during, and after a work placement</p> <p>b. Assess the critical importance of Worker’s Compensation, Liability Insurance, and Personal Injury Prevention</p> <p>c. Determine and provide examples of verbal and non-verbal communication</p> <p>d. Construct a resume and cover letter and place in their personal career portfolio</p> <p>e. Describe the three stages of an interview: greeting, exchange, and parting</p> <p>f. Identify what to do before, during, and after an interview</p> <p>g. Develop a procedural guide for the job placement/shadow</p> <p>h. Engage in and assess multiple job placements within the school setting and/or job shadows within the community</p> <p>i. Provide feedback about job shadow/work placement</p> <p>j. Assess personal skills and performance at a job shadow/work placement in terms of employability skills</p>	<ul style="list-style-type: none"> <li>▪ <b>Contact your School Administrator and the Career Development Facilitator prior to any community job shadows or placements for policy and procedures and necessary paper work</b></li> <li>▪ <b>Occupational Health and Safety training modules must be completed prior to placements</b></li> <li>▪ After providing a list of responsibilities and roles specific to careers/jobs, the student will be able to identify and match specific occupations to the employees roles and responsibilities</li> <li>▪ Make a list of some of the ways in which negative and positive non-verbal communication may be displayed</li> <li>▪ Role play effective verbal communication on the job</li> <li>▪ Role play the stages of the interview</li> <li>▪ Provide a list of practice interview questions</li> <li>▪ Complete practice interviews</li> </ul>	<ul style="list-style-type: none"> <li>▪ Matching quiz (roles/responsibilities of various jobs/careers)</li> <li>▪ Record job interviews and self-assess</li> <li>▪ Employer evaluations</li> <li>▪ In CWE journal reflect on duties, most rewarding experience, most difficult situation, and how it was handled</li> <li>▪ Assess the plan for being successful at work (self/peer assessments of plans)</li> <li>▪ Work Placement Evaluation Forms completed by teacher and employer</li> <li>▪ Assess thank-you letter to employer</li> <li>▪ Assess reflections on job shadow/work placements in CWE journal</li> </ul>	<p>Module 8:</p> <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 3</li> <li>▪ Activity 5</li> <li>▪ Activity 6</li> <li>▪ Activity 7</li> <li>▪ Activity 8</li> <li>▪ Activity 11</li> </ul>

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Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
		<p>k. Identify the skills of a good worker - job survival skills - such as getting along with co-workers, dealing with the public, communicating effectively, positive attitude, appearance, handling stress, etc...</p>	<ul style="list-style-type: none"> <li>▪ Create a list of strategies for before, during, or after an interview</li> <li>▪ Write a plan outlining the following with respect to success at work: transportation, hours of work, absence and tardiness, conflict resolution, role of the student-teacher and workplace supervisor, dress code, job description, school and employer expectations</li> <li>▪ 40 to 60 hours of job shadows and/or job placements within the school and/or community must be completed for this credit</li> <li>▪ Create a document that provides feedback about work placement/job shadow including: location, type of business, duties, most rewarding experience, most difficult situation and how the student handled the situation (place the above information in the student's career portfolio)</li> <li>▪ Send a thank you note to the employer</li> </ul>		

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Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 9: Career Information (Core)</b> <i>Former Curriculum CWEX05 – Module 5: Career Information and CWEX03 – Module 3: Recognizing Networks</i>	9.0 Research and identify personnel and community agencies/ organizations that will provide information regarding future career/employment options and aid in future transitioning from high school	a. Generate a list of web and community supports that provide information and resources around career and employment b. Prepare for transitioning from school to life (connect with agencies, work through transition activities)	<ul style="list-style-type: none"> <li>▪ Visit community centers/agencies such as the Abilities Council, Cosmo Industries, Community Living, Human Resource and Development (HRDC)</li> <li>▪ Work through Saskatchewan Association of Community Living Handbook (SACL)</li> <li>▪ Encourage parents to connect with a Community Living Division Worker if they have not done so in the past</li> <li>▪ Coordinate ongoing transition meetings with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assess completion of SACL Community Handbook</li> </ul>	Module 9: <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 6</li> </ul>

## Career and Work Exploration 28

### Course Description: Career and Work Exploration 28

This 100-hour, one-credit course consists of 30 to 50 hours of classroom learning and 50 to 70 hours of workplace learning. It provides students with an opportunity to explore career development as well as to do some career planning. The career planning process is facilitated by a wide range of interactive activities and work experience components. The focus in Career and Work Exploration 20 is on the **exploration** stage of the career development continuum. (*Saskatchewan Learning, 2002, p. 3*)

### Course Details:

Career and Work Exploration 28					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD <i>Career and Work Exploration 10/20/30 Resource Document</i> (suggested activities)
<b>Module 2: Self Awareness and Success (Core)</b> <i>Former Curriculum CWE X11 - Module 11: Self Awareness and Success</i>	2.0 Identify and recognize personal employability skills	a. Revisit and continue to develop a list of qualities, skills, abilities, and attitudes that makes a worker successful (e.g., attendance, honesty, reliability, personal grooming, cooperation with employer and fellow workers, answering the phone at work, punctuality, communication, dealing with the public, decision-making, handling stress, initiative, and goal setting) b. Identify and assess personal skills traits, abilities, and personal successes	<ul style="list-style-type: none"> <li>▪ Make a connection between life skills/social skills and the qualities, skills, abilities, and attitudes that makes a worker successful (e.g., attendance, personal grooming, cooperation with employer and fellow workers, answering the phone at work, punctuality, communications, dealing with the public, decision-making, handling stress, initiative, and goal setting)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have students make a list of qualities that make them a successful worker in their CWE journal and self-assess</li> <li>▪ Once students have identified the qualities that make them a successful worker have students compare and contrast with their peers</li> </ul>	Module 2: <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 2</li> </ul>

Career and Work Exploration 28					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD <i>Career and Work Exploration 10/20/30 Resource Document</i> (suggested activities)
			<ul style="list-style-type: none"> <li>Complete some of the self-assessments on the Future Paths website, <a href="http://www.futurepaths.ca">www.futurepaths.ca</a> and Prairie Spirit Future Choice website <a href="http://www.futurechoice.ca">www.futurechoice.ca</a> (Students link). Have students complete self-assessments that focus on: interests, skills, personality types, and values</li> </ul>	<ul style="list-style-type: none"> <li>Assess completion and understanding of self-assessments on the Prairie Spirit Future Choice website – <a href="http://www.futurechoice.ca">www.futurechoice.ca</a> and Future Paths website - <a href="http://www.futurepaths.ca/">http://www.futurepaths.ca/</a></li> </ul>	
<b>Module 3: Portfolios (Core)</b> <i>Former Curriculum CWEX02B – Module 2B: Portfolios</i>	3.0 Analyze and assess previously identified employability skills and update portfolio	<ol style="list-style-type: none"> <li>Identify key concepts related to career development (e.g., portfolio, career path, resume, interview, references)</li> <li>Examine lists of employability skills</li> <li>Record a set of generic skills and attitudes highly valued by employers</li> <li>Assess previously developed career portfolio and/or develop a new career portfolio (e.g., review sections of a resume; identify new/current personal skills, traits, abilities; update/modify resume to suit the needs of a specific job, update references)</li> </ol>	<ul style="list-style-type: none"> <li>Distribute a checklist and ask students to ensure their portfolio/resume is updated</li> <li>Add/delete information from their resume/portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Assess/Evaluate student portfolio</li> <li>Have students record and self-assess lists developed in their CWE journal</li> </ul>	Module 3: <ul style="list-style-type: none"> <li>Activity 1</li> <li>Activity 2</li> </ul>

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Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 5: Employability Skills and The Changing World of Work (Core)</b> <i>Former Curriculum CWEX15-Module 15: Employability Skills and the Changing World of Work</i>	5.0 Demonstrate an awareness of employability skills and trends/issues in the changing world of work	a. Assess/describe trends and issues in the changing world of work	<ul style="list-style-type: none"> <li>▪ Discuss jobs that existed several generations ago and why they no longer exist today</li> <li>▪ Invite an employer(s) to speak about employability skills and changes that have occurred in the workplace due to demand, economy, technological advances, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have students reflect on the trends and issues in the changing world of work in their CWE journal, then have each student partner with another person and share their reflections – teacher can assess their understanding</li> </ul>	Module 5: <ul style="list-style-type: none"> <li>▪ Activity 2</li> </ul>
<b>Module 6: OH&amp;S, Labour Standards, WHMIS, and Hazards (Core)</b> <i>Former Curriculum CWEX09B – Module 9B: Occupational Health and Safety; CWEX010B – Module 10B: Labour Standards; CWEX12B – Module 12B: Workplace</i>	6.0 Develop the skills needed to recognize and manage safe, fair, and cooperative workplace practices (by examining <i>Occupational Health and Safety Act 1993 and Regulations 1996 (OH&amp;S); Labour Standards, WHMIS, and Hazards</i> )	a. Identify agencies concerned with safe workplace practices b. Explain the purpose of the Occupational Health and Safety Act c. Identify worker and employer responsibilities in the workplace d. Identify types of hazards in the workplace (Physical Hazards, Chemical Hazards, Ergonomic Hazards, Biological Hazards, and Workplace Stress) e. Describe the three steps to recognize, assess, and control hazards	<ul style="list-style-type: none"> <li>▪ Utilize <a href="#">The Young Workers Readiness Certificate Course</a>, <a href="#">WorkSafe Saskatchewan</a> and/or <a href="#">Ready for Work</a> materials (films, discussion, questions, scenarios, etc. for this module)</li> <li>▪ Another resource option is the <a href="#">Live Safe! Work Smart! Resources for Teachers of Students with Special Learning Needs</a> available from the Ontario Ministry of Labour and Workplace Safety</li> <li>▪ Contact federal and provincial agencies for information on safe workplace practices such</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assess understanding of OH&amp;S, WHMIS, Labour Standards, employee rights, and steps for refusing to work through creation of poster, role plays/scenarios, and discussion</li> <li>▪ Matching hazards in the workplace with the terms Physical Hazards, Chemical Hazards, Ergonomic Hazards, Biological Hazards, and Workplace Stress</li> <li>▪ Assess reflections in CWE journal</li> </ul>	Module 6: <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 5</li> <li>▪ Activity 7</li> <li>▪ Activity 9</li> <li>▪ Activity 12</li> <li>▪ Activity 15</li> <li>▪ Activity 17</li> <li>▪ Activity 18</li> <li>▪ Activity 20</li> <li>▪ Activity 28</li> </ul>

Career and Work Exploration 28					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<p><i>Hazardous Materials Information System (WHMIS); CWEX13 – Module 13: Recognizing Hazards</i></p>		<p>f. Identify employee rights in the workplace: Right to Know of Hazards, Right to Participate on an Occupational Health and Safety Committee, and Right to Refuse Unsafe work</p> <p>g. Outline the steps in refusal to work</p> <p>h. Demonstrate an understanding of <i>The Labour Standards Act</i> and various agencies that contribute to fair workplace practices such as Human Resources Development Canada, Saskatchewan Human Rights Commission, Saskatchewan Labour</p>	<p>as Human Resources Development Canada, The Saskatchewan Human Rights Commission, The Workers' Compensation Board, Saskatchewan Labour</p> <ul style="list-style-type: none"> <li>▪ Brainstorm a list of responsibilities of employers and employees in various occupations/jobs</li> <li>▪ Walk around the school/community and/or find pictures on the internet or in various print resources of potential hazards in the workplace and categorize them into the following categories: Physical Hazards, Chemical Hazards, Ergonomic Hazards, Biological Hazards, and Workplace Stress</li> <li>▪ Identify examples of the five types of hazards and then identify different occupations/jobs where each type of hazard may be encountered</li> <li>▪ Role play the three steps to recognize, assess, and control hazards - see it (what is the hazard?),</li> </ul>		

Career and Work Exploration 28					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
			<p>think it (why is this hazardous and how likely would someone be injured or killed and how serious is the risk?), and do it (what can be done to control the hazard and prevent an accident of injury?)</p> <ul style="list-style-type: none"> <li>▪ Have students create visual posters that demonstrate the three steps to recognize, assess, and control hazards</li> <li>▪ Review different scenarios or work place injury case studies and discuss the worker’s right to refuse unsafe work</li> <li>▪ Role play approaching an employer to report refusing to do a task due to health and safety concern</li> <li>▪ Discuss key components of <i>The Labour Standards Act</i> such as: minimum wage, hours of work, public holidays, vacation leave, overtime, termination, and permits</li> <li>▪ Brainstorm questions to ask an employer such as hours of work, schedule, wages, holidays, etc.</li> </ul>		



Career and Work Exploration 28					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 8: Work Study Preparation and Reflection Activities (Core)</b> Former Curriculum CWEXO6B – Work Study Preparation and Follow-up Activities and CWE07B – Work Placement	8.A. Develop and demonstrate the personal insight, motivation, and skills necessary for job shadowing and work placements  8.B Assess and reflect upon job shadows and work placements in terms of how they increase employability skills	a. Identify and outline the responsibilities and roles of the teacher, student, parent, and employer before, during, and after a work placement b. Assess the critical importance of Workers Compensation, Liability Insurance, and Personal Injury Prevention c. Determine and provide examples of verbal and non-verbal communication d. Construct a resume and cover letter and place in their personal career portfolio e. Describe the three stages of an interview: greeting, exchange, and parting f. Identify what to do before, during, and after an interview g. Develop a procedural guide for the job placement/shadow h. Engage in and assess multiple job placements within the school setting and/or job shadows within the community i. Provide feedback about job shadow/work placement j. Assess personal skills and performance at a job shadow/work placement in terms of employability skills k. Identify the skills of a good worker – job survival skills –	<ul style="list-style-type: none"> <li>▪ <b>Contact your school administrator and the Career Development Facilitator prior to any community job shadows or placements for policy and procedures and necessary paper work</b></li> <li>▪ <b>Occupational Health and Safety training modules must be completed prior to placements</b></li> <li>▪ After providing a list of responsibilities and roles specific to careers/jobs, the student will be able to identify and match specific occupations to the employee’s roles and responsibilities</li> <li>▪ Make a list of some of the ways in which negative and positive non-verbal communication may be displayed</li> <li>▪ Role play effective verbal communication on the job</li> <li>▪ Role play the stages of the interview</li> <li>▪ Provide a list of practice interview questions</li> <li>▪ Complete practice interviews</li> </ul>	<ul style="list-style-type: none"> <li>▪ Matching quiz (roles/responsibilities of various jobs/careers)</li> <li>▪ Record job interviews and peer and/or self-assess</li> <li>▪ CWE journal reflect on duties, most rewarding experience, most difficult situation, and how they handled it</li> <li>▪ Assess procedural guide for student job placement duties, most rewarding experience, most difficult situation, and how it was handled</li> <li>▪ Assess mock interviews</li> <li>▪ Assess the plan for being successful at work (self/peer assessments of plans)</li> <li>▪ Work Placement Evaluation Forms completed by teacher and employer</li> <li>▪ Assess thank-you letter to employer</li> <li>▪ Self-reflections on job shadow/work placements in CWE journal</li> </ul>	Module 8: <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 5</li> <li>▪ Activity 6</li> <li>▪ Activity 9</li> <li>▪ Activity 10</li> <li>▪ Activity 11</li> </ul>

Career and Work Exploration 28					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
		such as getting along with co-workers, dealing with the public, communicating effectively, positive attitude, appearance, handling stress, etc.	<ul style="list-style-type: none"> <li>▪ Create a list of strategies for before, during, or after an interview</li> <li>▪ Write a plan outlining the following: transportation, hours of work, absence and tardiness, conflict resolution, role of the student teacher, and workplace supervisor, dress code, job description, school and employer expectations</li> <li>▪ Complete 50 to 70 hours of job shadows and or job placements within the school and/or community for this credit</li> <li>▪ Create a document that provides feedback about work placement/job shadow including: location, type of business, duties, most rewarding experience, most difficult situation and how the student handled the situation (place the above information in the student's career portfolio)</li> <li>▪ Send a thank you note to the employer</li> </ul>		

Career and Work Exploration 28					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 10: Labour Market Information, Educational and Career Pathways (Core)</b> <i>Former Curriculum CWEX14 – Labour Market Information and CWEX16 – Exploring Educational and Career Pathways</i>	10.0 Investigate career and work information and utilize the information gathered to make career enhancing decisions	a. Identify the four major transition pathways: directly to work, entrepreneurship or self-employment, special needs, and post-secondary training b. Identify which of the four transition pathways is most suitable and then identify three career choices under the pathway selected	<ul style="list-style-type: none"> <li>▪ Individually or in small groups using specific occupational choices, have students research employment opportunities</li> <li>▪ Interview guidance personnel about apprenticeship and on-the-job training opportunities</li> <li>▪ Make a chart with the heading of the four different transition pathways: directly to work, entrepreneurship or self-employment, special needs, and post-secondary training. Give students a list of jobs and have them place them under the appropriate category</li> <li>▪ Look in local papers to find out what jobs are advertised and in demand in the community</li> <li>▪ Plan out personal career pathway and identify necessary resources/resource personal required</li> </ul>	<ul style="list-style-type: none"> <li>▪ Matching transition pathways to careers/jobs</li> <li>▪ Assess research on employment opportunities</li> <li>▪ Assess personal career pathways</li> </ul>	Module 10: <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 4</li> <li>▪ Activity 6</li> <li>▪ Activity 9</li> <li>▪ Activity 12</li> <li>▪ Activity 14</li> </ul>

Career and Work Exploration 28					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 11: Job Search Skills, Tools, and Strategies (Core)</b> <i>Former Curriculum CWEX17 – Job Search Skills, Tools and Strategies</i>	11.0 Apply effective job search techniques	a. Identify the ways to search for jobs and job preferences b. Implement the steps in completing an application form c. Demonstrate the use of job search strategies	<ul style="list-style-type: none"> <li>▪ Explore and discuss job search techniques such as: networking, interviews, letter, resume, application forms, personal career portfolios, websites, government and advocacy agencies (e.g., Sask Abilities, HRDC, Cosmo)</li> <li>▪ Review the steps in completing a job application form, then practice completing application forms</li> <li>▪ Update resume and career portfolio</li> <li>▪ Locate jobs in the paper and practice job search/job application skills</li> <li>▪ Conduct mock interviews</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assess the completion of application forms using the steps in completion of an application form as criteria</li> <li>▪ Have student record the job search techniques they utilized in their CWE journal and reflect on their usage</li> <li>▪ Make a checklist of important elements of job interviews and have students self/peer evaluate mock interviews</li> </ul>	Module 11: <ul style="list-style-type: none"> <li>▪ Activity 1</li> </ul>

## Career and Work Exploration A38

### Course Description: Career and Work Exploration A38

These 100-hour courses each consist of 25 to 30 hours of classroom learning and 70 to 75 hours of workplace learning. Career and Work Exploration A30 [A38] and B30 [B38] maximize opportunities for students to access the workplace. These courses offer opportunities for students to **experience** career choices and to develop entry level skills in a workplace setting. (*Saskatchewan Learning, 2002, p. 3*)

### Course Details

Career and Work Exploration 38					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 6: OH&amp;S, Labour Standards, WHMIS, and Hazards (Core)</b> <i>Former Curriculum CWEX09C – Occupational Health and Safety; CWEX12C – Workplace Hazardous Materials 6.0 Information System</i>	6.0 Apply understanding of worker and employee rights and responsibilities for workplace health and safety to the workplace of choice and/or interest	a. Explain how the three rights (right to know, right to participate, right to refuse) apply to work placement (e.g., if you are working in a restaurant what does this mean specific to this job) b. Explain the health and safety practices at a work placement c. Explain the importance of OH & S, Labour Standards, WHMIS and hazards in the workplace	<ul style="list-style-type: none"> <li>▪ Utilize <a href="#">The Young Workers Readiness Certificate Course</a>, <a href="#">WorkSafe Saskatchewan</a> and/or <a href="#">Ready for Work</a> (films, discussion, questions, scenarios, flashcards, etc.)</li> <li>▪ Access <a href="#">Live Safe! Work Smart! Resources for Teachers of Students with Special Learning Needs</a> available from the Ontario Ministry of Labour and Workplace Safety</li> <li>▪ Review the importance of OH &amp; S, Labour Standards, WHMIS and hazards in the workplace</li> <li>▪ Enter various classrooms within the school and conduct a workplace safety inspection (e.g., Home Ec., IA lab, staff room and possibly workplace)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assess understanding of OH &amp; S, WHMIS, Labour Standards, employee rights, and steps for refusing to work through role play/scenarios and discussion</li> <li>▪ Assess reflections in CWE journal re: health and safety practices at work and employer responsibilities to ensure health and safety of employees</li> </ul>	Module 6: <ul style="list-style-type: none"> <li>▪ Activity 10</li> <li>▪ Activity 11</li> <li>▪ Activity 16</li> <li>▪ Activity 19</li> <li>▪ Activity 26</li> <li>▪ Activity 27</li> <li>▪ Activity 29</li> </ul>

Career and Work Exploration 38					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
			<ul style="list-style-type: none"> <li>▪ Role play approaching a supervisor to report a refusal to do a task because of health and safety concerns (students plan how they would start the conversation, what their voice would be like, and other strategies to make the interaction go smoothly)</li> <li>▪ Interview an employer about steps they follow to ensure workplace health and safety</li> </ul>		
<b>Module 8: Work Study Prep and Reflection Activities (Core)</b> <i>Former Curriculum CWEX06C – Work Preparation and Follow-up Activities CWEX07C0 – Work Placement</i>	8.A. Develop and demonstrate the personal insight, motivation, and skills necessary for job shadowing and work placements 8.B. Assess and reflect upon job shadows and work placements in terms of how they increase employability skills	a. Identify and outline the responsibilities and roles of the teacher, student, parent, and employer before, during, and after a work placement b. Assess the critical importance of Workers Compensation, Liability Insurance, and Personal Injury c. Determine and provide examples of verbal and non-verbal communication d. Construct a resume and cover letter and place in personal career portfolio e. Describe the three stages of an interview: greeting, exchange, and parting f. Identify what to do before, during, and after an interview	<ul style="list-style-type: none"> <li>▪ <b>Contact your school Administrator and the Career Development Facilitator prior to any community job shadows or placements for policy and procedures and necessary paper work</b></li> <li>▪ <b>Occupational Health and Safety training modules must be completed prior to placements</b></li> <li>▪ Make a list of some of the ways in which negative and positive non-verbal communication may be displayed</li> <li>▪ Role play effective verbal communication on the job</li> </ul>	<ul style="list-style-type: none"> <li>▪ Matching quiz (roles and responsibilities of various jobs and/or careers)</li> <li>▪ Video job interviews and self-assess</li> <li>▪ Employer evaluations</li> <li>▪ CWE journal - reflect on duties, most rewarding experience, most difficult situation, and how the student handled the most difficult situation</li> </ul>	Module 8: <ul style="list-style-type: none"> <li>▪ Activity 1</li> <li>▪ Activity 2</li> <li>▪ Activity 4</li> <li>▪ Activity 5</li> <li>▪ Activity 6</li> <li>▪ Activity 10</li> <li>▪ Activity 11</li> </ul>

Career and Work Exploration 38					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
		<p>g. Develop a procedural guide for the job placement/shadow</p> <p>h. Engage in and assess multiple job placements within the school setting and/or job shadows within the community</p> <p>i. Provide feedback about job shadow/work placement</p> <p>j. Assess personal skills and performance at a job shadow/work placement in terms of employment skills</p> <p>k. Identify the skills of a good worker – job survival skills – such as getting along with co-workers, dealing with the public, communicating effectively, positive attitude, appearance, handling stress, etc.</p>	<ul style="list-style-type: none"> <li>▪ Role play the stages of the interview</li> <li>▪ Provide a list of practice interview questions</li> <li>▪ Complete practice interviews</li> <li>▪ Create a list of strategies for before, during, or after an interview</li> <li>▪ Write a plan outlining the following: transportation, hours of work, absence and tardiness, conflict resolution, role of the student/teacher and the workplace supervisor, dress code, job description, school and employer expectations</li> <li>▪ Complete 70-75 hours of job placements within the school and/or community for this credit</li> <li>▪ Create a document that provides feedback about work placement/job shadow including: location, type of business, duties, most rewarding experience, most difficult situation and how it was handled (place document in student's career portfolio)</li> <li>▪ Send a thank you note to the employer</li> </ul>		

Career and Work Exploration 38					
Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation	PSSD Career and Work Exploration 10/20/30 Resource Document (suggested activities)
<b>Module 12: Career Decisions</b> <i>Former Curriculum CWEX18 – Career Decisions</i>	12.0 Apply a variety of employability skills, tools, and strategies to workplace learning	a. Define job, occupation, and career b. Define wants and needs as part of the career journey c. Identify the impact of work on lifestyle	<ul style="list-style-type: none"> <li>▪ Discuss: Why people seek an occupation/job?</li> <li>▪ What are the reasons people work?</li> <li>▪ Discuss the positive and negative impact of work on lifestyle</li> <li>▪ Discuss the impact of the following on lifestyle and work choices: hours of work, location, availability of work, travel required, preference for working alone or with others, opportunities for training, further education, or advancement, environment, level of activity, salary and additional benefits</li> </ul>	<ul style="list-style-type: none"> <li>▪ CWE journal reflections on personal wants/needs and what this means in terms of working/lifestyle</li> </ul>	Module 12: <ul style="list-style-type: none"> <li>▪ Activity 3</li> <li>▪ Activity 4</li> <li>▪ Activity 6</li> </ul>





## Resources to Support Career and Work Exploration 18, 28, A38

### Primary Resource

Prairie Spirit School Division No.206. (2011). *Career and work exploration 10/20/30 resource document*. Warman, SK: Prairie Spirit School Division.

### Books and Audiovisual Resources

All of these resources are available for borrowing through the Stewart Resources Centre at the Saskatchewan Teachers' Federation and/or Prairie Spirit School Division Resource Centre.

Burnett, F. (2010). *The bound-for-career guidebook: A student guide to career exploration, decision making, and the job search*. Lanham, MD: Rowman & Littlefield.

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Del Valle, J. G., Werner, C. L., & Rodriguez, D. L. (2005). *Adolescent career development: Classroom, group, and individual guidance activities*. Minneapolis, MN: Educational Media Corporation.

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Human Relations Media. (Producer). (2006). *Finding the perfect job: How to succeed in the job hunt* [DVD].

Huntington, B. (2010). *Careers for life: My career pathways*. Toronto, ON: Nelson Education.

- James Stanfield Company, Inc. (Producer). (2008). *First job survival skills 2: Module 2: Being cooperative & self-controlled* [DVD].
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- Learning the ropes* (3<sup>rd</sup> ed.). (2009). New York, NY: Ferguson.
- Lindsay, N. (2004). *Dream catchers: Developing career and educational awareness* (3<sup>rd</sup> ed.). Indianapolis, IN: JIST Publishing, Inc.
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- Liptak, J. J. (2008). *Career quizzes: 12 tests to help you discover and develop your dream career*. Indianapolis, IN: JIST Publishing, Inc.
- Lore, N. (2008). *Now what? The young person's guide to choosing the perfect career*. New York, NY: Simon & Schuster.
- McCormick, R., Poehnell, G., & Amundson, N. E. (2006). *Guiding circles: An aboriginal guide to finding career paths, booklet 1: Understanding yourself*. Saskatoon, SK: Aboriginal Human Resource Development Council of Canada.

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McIntyre Media Inc. (Producer). (2005). *Career assessment: Finding a career that fits: Organization skills* (3<sup>rd</sup> ed.). (2009). New York, NY: Ferguson

Ministry of Labour & Workplace Safety & Insurance Board, (2005). *Live safe! Work smart! Resources for teachers of students with special needs*, Ontario: Queen's Printer for Ontario.

Ministry of Labour & Workplace Safety & Insurance Board (Producer), (2005). *Live safe! Work smart! Resources for teachers of students with special needs: Kindergarten - grade 8*. [DVD]

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## Websites

Government of Saskatchewan: Advanced Education, Employment and Immigration –  
<http://www.aeei.gov.sk.ca/>

Government of Saskatchewan: Advanced Education, Employment and Immigration:  
Post-Secondary Educational Institutions –  
<http://www.aeei.gov.sk.ca/post-secondary-educ-Institutions>

Government of Saskatchewan: Advanced Education, Employment and Immigration: Ready for  
Work Program –  
<http://www.aeei.gov.sk.ca/ready-for-work>

Government of Saskatchewan: Advanced Education, Employment and Immigration: Student  
Financial Assistance –  
<http://www.aeei.gov.sk.ca/student-loans>

Government of Saskatchewan: Career Education Digital Resources –  
<http://education.gov.sk.ca/digital-resources>

Government of Saskatchewan: Labour Relations and Workplace Safety (includes Labour  
Standards, OHS, and WHMIS) –  
<http://www.lrws.gov.sk.ca/about/>

Government of Saskatchewan: The Career Centre –  
<http://www.careers.gov.sk.ca/>

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*Live safe! Work smart! Resources for teachers of students with special needs* –  
[http://www.livesafeworksmart.net/english/special\\_needs/index.htm](http://www.livesafeworksmart.net/english/special_needs/index.htm)

Prairie Spirit School Division: *Future Choice* –  
[www.futurechoice.ca](http://www.futurechoice.ca)

Saskatchewan Apprenticeship and Trade Certification Commission –  
<http://www.saskapprenticeship.ca/>

Saskatchewan Industry Education Council: Future Paths –  
<http://www.futurepaths.ca/>

Saskatchewan Ministry of Labour Relations and Workplace Safety & Saskatchewan Worker's  
Compensation Board: *WorkSafe Saskatchewan: Young worker readiness certificate  
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Saskjobs.ca –  
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