

DETAILED COURSE DESCRIPTION

COURSE:

Skill and Tools for Transition 20 L

i. Aim:

To provide students the opportunity to develop, personalize, and actualize life and work competencies while focusing on transitions from school to work in a community-based setting.

ii. Rationale:

The majority of students in the ACCT program will move directly from school to the world of work and we want to increase their opportunity for successful transition by providing them the skills, understandings, and attitudes they need to make appropriate choices. Therefore, the focus of this program will be on transferable core work skills. The Blueprint for Life/Work Designs has currently been introduced to our province. We are interested in helping our student make a direct link to the blueprint through this particular course offering.

The ACCT programs were created to enhance opportunities for at-risk high school students, in school and in the community. The Blueprint for Life/Work Designs identifies goals for drop-out prevention embraced by the ACCT programs:

- Understanding the influence of a positive self-concept.
- Skills to interact positively with others.
- Understanding the relationship between educational achievement and career planning.
- Understanding the need for positive attitudes toward work and learning.
- Skills to locate, evaluate, and interpret career information.
- Skills to prepare to seek, obtain, maintain, and change work.
- Skills to make decisions.
- Understand the interrelationship of life roles.
- Skills in career building.

iii. Course Outline

The blueprint competencies have been used as the base for this course (Appendix A). The intent is to develop student skills in the competencies identified beyond those stages outlined in the Career and Work Exploration curriculum document. While there may be some similar module content identified, the intent here is to go deeper into these modules in order to move students beyond acquisition through application and personalization towards actualization.

iv. Instructional Approaches

- Students are treated as unique persons – intellectually, socially, emotionally, and physical.
- A variety of instructional methods and activities appropriate for the diverse learning styles, needs and abilities of students is utilized.
- Community resources are used as the foundation of the instructional program.
- Each student has an individualized training plan specifying competencies to be learned.
- Training plans are cooperatively constructed by the teacher coordinator, the cooperating employer supervisor and the student.
- Each student will develop a portfolio to “showcase”:
 1. employee skill assessment
 2. professional development
 3. mastery of life/work competencies
 4. assessment of learning
- On-the-job training includes a planned sequence of activities and learning experiences.
- Work placements are selected that provide occupational growth opportunities consistent with the student’s capabilities, interests, objectives, and goals.
- Time is provided in the student’s schedule to identify, develop and evaluate competencies achieved through projects and occupational experiences.

v. Instructional Materials

- Course objectives, study guides, assignment sheets, and current bibliographies are used effectively (Appendix C).
- Instructional materials are appropriate. Instructional materials reflect divergent, new and emerging occupational needs. Textbooks and instructional materials are up to date and readily accessible.
- Instructional materials are appropriate for the divergent individual abilities of the students and for individualizing instruction (Appendix A, learning Process Taxonomy).
- Appropriate audio-visual materials are readily accessible.
- Current issues of newspapers, magazines, periodicals, business and government publications and other reference materials are available for student use.
- Materials including business forms, handbooks, training manuals, charts, maps, posters and display materials are available.
- Appropriate websites are accessed.

Outcomes & Indicators

Module	Outcomes	Indicators	Teaching Notes and Instructional Strategies	Assessment and Evaluation
Module One: Self-Awareness	1. Identify and recognize personal abilities	a. Review and continue to reflect on lists created last year of their qualities, skills, abilities and attitudes that can lead to success at the workplace.	1. Make connections between life skills and social skills required for success in the workplace. 2. Completion of self-assessments on the Future Paths website and Prairie Spirit Future Choice website, with a focus on interests, skills, personality types and personal values.	1. Students will review reflections and lists they have placed in their career portfolios last year. 2. Students will discuss these lists with their peers.
Module Two: OH&S, Labour Standards, WHMIS	2. Develop skills required to identify and manage potential hazards in the workplace.	a. Identify hazards in the workplace(Physical, Chemical, Biological) and how to communicate with supervisors if hazards appear. b. Identify worker and employer responsibilities in the workplace. c. Describe the three steps to recognize, assess and control hazards.	1. Review/complete The Young Workers Readiness Certificate Course and Ready for work materials (films, discussions). 2. Find pictures on the internet or other print resources of possible hazards in the workplace. 3. Role play approaches to dealing with hazards. 4. Have students create posters using appropriate symbols.	1. Assess student understanding of WHMIS through creation of posters, role plays and discussion. 2. Categorize hazards as chemical, etc.

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Module Three: Work Placement	3. Develop and demonstrate skills and attributes necessary for success in the workplace.	<ul style="list-style-type: none"> a. Identify roles of all stakeholders prior to re-entry into a work placement. b. Update resumes and create job specific cover letters and place in career portfolio., c. Reflect on past job interviews and prepare for interviews. d. Identify the attributes of a good worker such as getting along with co-workers, dealing with the public, communicating effectively and good hygiene. 	<ul style="list-style-type: none"> 1. Contact school administrator and Career Development Facilitator prior to any community work experience placements for policy and procedures and necessary paperwork. 2. Occupational Health and Safety training must be completed prior to placements. 3. Identify roles and responsibilities of students and staff members of the team. 4. Provide example templates of resumes and cover letters. 5. Role play a mock interview. 6. Write and sent thank you notes to employers. 	<ul style="list-style-type: none"> 1. Matching quiz of roles and responsibilities. 2. Record mock interviews for personal and peer reflection. 3. Revisit past career plans. 4. Work placement evaluations to be completed and placed in career portfolio. 5. Self-reflections on work placement experiences.
Module Four: Exploring the Labour Market and Potential Career Pathways	4. Analyze potential career paths through the context of current and future labour market needs.	<ul style="list-style-type: none"> a. Identify the four pathways: directly to work, self-employment, special needs transitions and post-secondary training. b. Identify which pathway will be most reflective of their pathway of transition. 	<ul style="list-style-type: none"> 1. Have students research employment opportunities, using online resources. 2. Use guidance personnel as a resource to support student exploration of career pathways. 3. With a list of jobs provided to students, have them identify which career transition pathway would be used. 4. Plan out personal career pathway and identify necessary resources and supports. 	<ul style="list-style-type: none"> 1. Matching transition pathways to careers and jobs. 2. Research and understand labour market trends. 3. Assess their own personal career pathway.

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Module 5: Job Search Skills, Tools and Strategies.	5. Understand and apply job search techniques.	<ul style="list-style-type: none"> a. Identify the approaches to search for jobs and further explore their job preferences. b. Demonstrate the ability to use job search strategies. c. Demonstrate the ability to complete an effective resume, application form and job interview. 	<ul style="list-style-type: none"> 1. Explore and discuss how to network, write effective resumes and cover letters, collect documents and reflections in an effective career portfolio. 2. Review the steps to complete a job application form. 3. Locate jobs online, in print format. 4. Continue to conduct mock interviews. 	<ul style="list-style-type: none"> 1. Assess completed resumes and application forms. 2. Have students record steps for effective job search in their career portfolios. 3. Assess mock interviews.