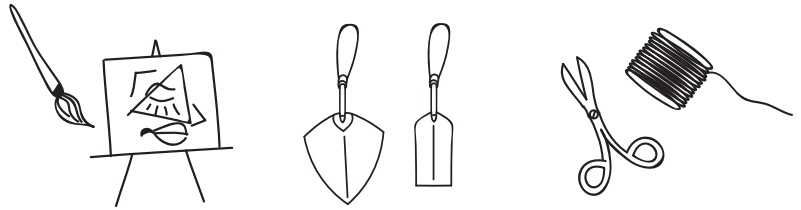


UNIT 1 | LESSON 1

what could I become?



Lesson Objective

The students will discover which occupations they have natural attributes for and explore one occupation of his or her choice from the recommended options.

Suggested Time

60 minutes (can easily be extended if students need to explore more)

Materials Needed

Class set of computers, internet access, and website: whatcareerisrightforme.com, and What Could I Become Worksheet (photocopied class set)

*teachers may also want to generate a list of post- secondary training facilities and educational institutions in their particular region for their students

Lesson Procedure

Have each student complete the aptitude test from the website: whatcareerisrightforme.com. The test will generate a list of possible occupations that each student has natural interests or skills in. From the possibilities, allow each student to choose one occupation to research and explore via the internet. Make a photocopied class set of the What Could I Become Worksheet to guide the exploration.

*Extension of Learning

Encourage students to take more time to explore more than one option.

Evaluation

Collect and mark the worksheet to ensure students are aware of their occupational options based on their personal attributes and that they have explored one of their personal options.

What Could I Become?

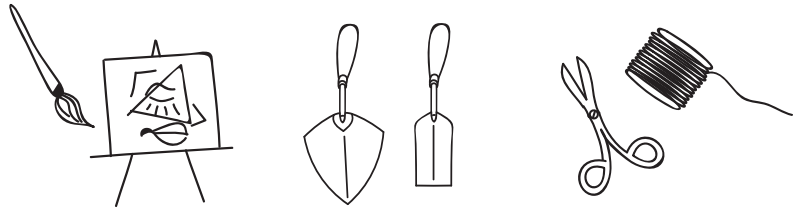
Name: _____

1. 4 of the possible occupations I have an aptitude for are:

A)	C)
B)	D)
2. The occupation I am exploring is _____
3. This occupation requires _____ years of training to become fully qualified or certified in
4. Some high school courses or extracurricular activities that will help me become more familiar with this field and get basic necessary skills and or knowledge from are:
5. Once I graduate high school I can access my training by completing the following steps: (include where training is available, how to apply, and any application requirements that must be met)
6. An average yearly income for a person in this position is \$ _____
7. The most interesting aspect of this occupation is:
8. The daily duties involved in this occupation include :
9. I believe I would or would not enjoy this occupation because:

UNIT 1 | LESSON 2

sectors of employment



Lesson Objective

The students will become familiar with Canada's national employment sector(s) and explore 3 of the possible occupations within them.

Suggested Time

60 minutes (or more)

Materials Needed

teacher computer, projector, class set of computers, Internet access.

True Calling Video of choice

Encana - <https://www.youtube.com/watch?v=0fCXG1Y6ZMU> (Natural resources)

Air Canada - <https://www.youtube.com/watch?v=8vclzuURzyg> (Business, finance and administration occupations)

Seaspan- <https://youtu.be/IfUwRGIsE7k> (Trades, transport, and equipment operators and related occupations)

BC Coast Pilots - https://www.youtube.com/watch?v=uB_ef7y2YJU (Natural and applied sciences and related occupations)

Other Options

Marine Biologist - <https://vimeo.com/15996755> (Natural and applied sciences and related occupations)

Woodworker - <https://www.youtube.com/watch?v=zYKBoRBjjRY> (Trades, transport, and equipment operators and related occupations)

Link to Government of Canada National Occupational Classification 2011 (NOC) site:
<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/OccupationIndex.aspx>

Canada's employment sectors

- 0 Management occupations
- 1 Business, finance and administration occupations
- 2 Natural and applied sciences and related occupations
- 3 Health occupations
- 4 Occupations in education, law and social, community and government services
- 5 Occupations in art, culture, recreation and sport
- 6 Sales and service occupations
- 7 Trades, transport and equipment operators and related occupations
- 8 Natural resources, agriculture and related production occupations
- 9 Occupations in manufacturing and utilities

Lesson Procedure

Choose a particular True Calling Video for the class to view. Each video has been tagged with its corresponding NOC sector. Once viewing has been completed have the students log on to the NOC website and click on the sector that matches the video they watched (link: <http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/OccupationIndex.aspx>). Within that sector, have students look into 3 particular occupations. For each occupation, have students identify the job title, describe the daily duties, and pinpoint where training and/or full certification for that occupation is available.

*Extension of learning

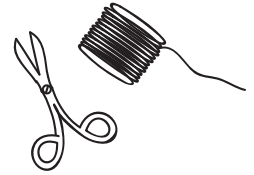
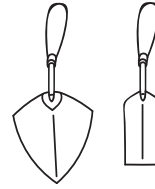
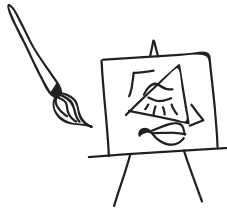
Show all of the videos and have students explore 3 occupations they are curious about from each of the 10 NOC sectors.

Evaluation

Have students hand in their work to verify that job titles, daily routines, and proper training have been accurately identified for each occupation within the sector that corresponds to the video that was shown.

UNIT 1 | LESSON 2

sectors of employment

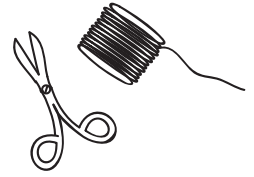
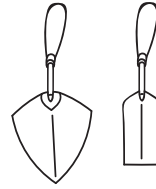


CATEGORY	4	3	2	1
Writing Organization	Writing is well organized, detailed, and has a clear beginning, middle and end in all sections.	Writing is well organized and has a clear beginning, middle and end in all sections.	Writing is somewhat organized and has a clear beginning, middle and end in some sections.	Writing lacks logical organization and structure is difficult to identify.
Writing Mechanics	Sentence structure is varied for effect; spelling/punctuation is nearly error free, overall assignment is engaging to read.	Sentence structure is varied; spelling/punctuation errors are not distracting to the reader.	Sentence structure is simple but meaning is clear. Spelling/punctuation errors may be distracting but do not interfere with meaning.	Sentence structure is flawed and difficult to understand. Spelling and punctuation errors interfere with meaning.
Content Information	All daily duties and training requirements are clearly described for 3 occupations within one sector, and the sector is clearly identified.	Most daily duties and training requirements are clearly described for 3 occupations within one sector, and the sector is clearly stated.	Some daily duties and training requirements are clearly described for 3 occupations within one sector, and the sector is clearly stated.	Few daily duties and training requirements are described for 3 occupations within one sector. The sector is not clearly identified.
Content Accuracy	All facts in the assignment are accurate.	Most facts in the assignment are accurate.	Some facts in the assignment are accurate.	Few of the facts in the assignment are accurate.

Employment Sector Assignment total _____/16

UNIT 1 | LESSON 3

where are my skills wanted?



Lesson objective

The students will choose, and learn about a particular occupation and learn which employment sectors that particular occupation is available in.

Suggested time

Allow approximately 60 minutes if all True Calling videos have been previously viewed. Allow 25 min of extra time to show videos if students have not yet seen them.

Materials needed

teacher computer, projector, class set of computers, Internet access,

Links to True Calling videos

Encana - <https://www.youtube.com/watch?v=0fCXG1Y6ZMU> (Natural resources)

Air Canada - <https://www.youtube.com/watch?v=8vclzuURzyg> (Business, finance and administration occupations)

Seaspan- <https://youtu.be/IfUwRGIsE7k> (Trades, transport, and equipment operators and related occupations)

BC Coast Pilots - https://www.youtube.com/watch?v=uB_ef7y2YJU (Natural and applied sciences and related occupations)

Other Options

Marine Biologist - <https://vimeo.com/15996755> (Natural and applied sciences and related occupations)

Woodworker - <https://www.youtube.com/watch?v=zYKBoRBjjRY> (Trades, transport, and equipment operators and related occupations)

Links to Government of Canada National Occupational Classification 2011 (NOC) website:
<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/OccupationIndex.aspx>

Canada's employment sectors

- 0 Management occupations
- 1 Business, finance and administration occupations
- 2 Natural and applied sciences and related occupations
- 3 Health occupations
- 4 Occupations in education, law and social, community and government services
- 5 Occupations in art, culture, recreation and sport
- 6 Sales and service occupations
- 7 Trades, transport and equipment operators and related occupations
- 8 Natural resources, agriculture and related production occupations
- 9 Occupations in manufacturing and utilities

Lesson Procedure

Have students choose a particular occupation that they have identified by watching the True Calling videos. Have students research and describe the duties of that particular occupation. Then log on to the NOC website (<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/OccupationIndex.aspx>) to discover and identify which different sectors employ someone in that occupation and how that role is played in each sector.

Evaluation

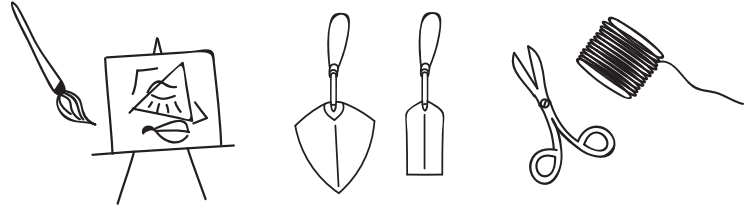
Collect students' work to ensure that the chosen occupation has been accurately described according to its daily duties and that the different sectors identified do in fact employ someone in that role. Roles for the same occupation will vary slightly from sector to sector. Teachers may want to use the attached assignment rubric.

CATEGORY	4	3	2	1
Writing Organization	Writing is well organized, detailed, and has a clear beginning, middle and end in all sections.	Writing is well organized and has a clear beginning, middle and end in all sections.	Writing is somewhat organized and has a clear beginning, middle and end in some sections.	Writing lacks logical organization and structure is difficult to identify.
Writing Mechanics	Sentence structure is varied for effect; spelling/punctuation is nearly error free, overall assignment is engaging to read.	Sentence structure is varied; spelling/punctuation errors are not distracting to the reader.	Sentence structure is simple but meaning is clear. Spelling/punctuation errors may be distracting but do not interfere with meaning.	Sentence structure is flawed and difficult to understand. Spelling and punctuation errors interfere with meaning.
Content Information	All daily duties and training requirements are clearly described for 3 occupations within one sector, and the sector is clearly identified.	Most daily duties and training requirements are clearly described for 3 occupations within one sector, and the sector is clearly stated.	Some daily duties and training requirements are clearly described for 3 occupations within one sector, and the sector is clearly stated.	Few daily duties and training requirements are described for 3 occupations within one sector. The sector is not clearly identified.
Content Accuracy	All facts in the assignment are accurate.	Most facts in the assignment are accurate.	Some facts in the assignment are accurate.	Few of the facts in the assignment are accurate.

Occupation Assignment Total _____/16

UNIT 1 | LESSON 4

informational brochure



Lesson objective

Each Student will create an informational recruiting brochure for an occupation of his or her choice.

Suggested time

2 hours

Materials needed

teacher computer, projector, class set of computers, Internet access, Microsoft Office brochure template

Links to True Calling videos

Encana - <https://www.youtube.com/watch?v=0fCXG1Y6ZMU> (Natural resources)

Air Canada - <https://www.youtube.com/watch?v=8vclzuURzyg> (Business, finance and administration occupations)

Seaspan- <https://youtu.be/IfUwRGIsE7k> (Trades, transport, and equipment operators and related occupations)

BC Coast Pilots - https://www.youtube.com/watch?v=uB_ef7y2YJU (Natural and applied sciences and related occupations)

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Woodworker - <https://www.youtube.com/watch?v=zYKBoRBjjRY> (Trades, transport, and equipment operators and related occupations)

Links to Government of Canada National Occupational Classification 2011 (NOC) website:
<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/OccupationIndex.aspx>

Canada's employment sectors:

- 0 Management occupations
- 1 Business, finance and administration occupations
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- 3 Health occupations
- 4 Occupations in education, law and social, community and government services
- 6 Sales and service occupations
- 7 Trades, transport and equipment operators and related occupations
- 8 Natural resources, agriculture and related production occupations
- 9 Occupations in manufacturing and utilities

Lesson Procedure

Show True Calling videos to pique students' interests into occupational possibilities. Explain that the NOC lists over 40 thousand possible occupations and give them the link to the NOC website (<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/OccupationIndex.aspx>)

Allow each student to choose an occupation he or she is interested in learning about, and create an informative brochure detailing that occupation. Include a description of the training required, typical daily duties, yearly wages, 4 or more companies who require someone to fill the role, and pictures with each of the mentioned categories.

*Extension of learning

Have students contact the businesses they listed as employers on their brochure, via email, to ask questions regarding the occupational role identified in the brochure. Be sure to edit and approve all email correspondence before it is sent.

Evaluation

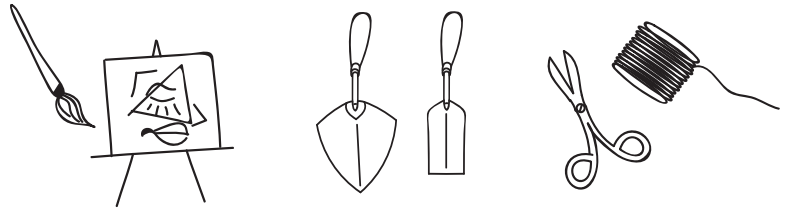
Collect the brochures to check that the assignment categories are all covered accurately and include a picture (training required, typical daily duties, yearly wages, 4 or more companies who require someone to fill the role, and pictures with each). Teachers may wish to use the attached rubric.

CATEGORY	4	3	2	1
Writing Organization	Each section in the brochure has a clear connection to the occupation.	Almost all sections of the brochure have a clear connection to the occupation.	Most sections of the brochure have a clear connection to the occupation.	Less than half of the sections of the brochure have a clear connection to the occupation
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Content Information	All daily duties, training facilities, wages, and 4 or more potential employers are described and clearly stated	Most daily duties, training facilities, wages, and 4 or more potential employers are described and clearly stated.	Some daily duties, training facilities, wages, and less than 4 potential employers are described and stated.	Few daily duties, training facilities, wages, and less than 4 potential employers are described and stated.
Content Accuracy	All facts in the brochure are accurate.	Most of the facts in the brochure are accurate.	Some of the facts in the brochure are accurate	Some of the facts in the brochure are accurate

Brochure Assignment Total _____/16

UNIT 1 | LESSON 5

informational brochure



Lesson objective

The students will create a pictorial collage of one particular occupation identified in the True Calling videos or listed with the National Occupational Classification of Canada (NOC).

Suggested time

2 hours

Materials needed

poster board, scissors, glue, magazines (past issues are usually available from school libraries), student computers, internet access, teacher computer, projector.

Links to True Calling videos

Encana - <https://www.youtube.com/watch?v=0fCXG1Y6ZMU> (Natural resources)

Air Canada - <https://www.youtube.com/watch?v=8vclzuURzyg> (Business, finance and administration occupations)

Seaspan - <https://youtu.be/IfUwRGIsE7k> (Trades, transport, and equipment operators and related occupations)

BC Coast Pilots - https://www.youtube.com/watch?v=uB_ef7y2YJU (Natural and applied sciences and related occupations)

Marine Biologist - <https://vimeo.com/15996755> (Natural and applied sciences and related occupations)

Woodworker - <https://www.youtube.com/watch?v=zYKBoRBjjRY> (Trades, transport, and equipment operators and related occupations)

Links to Government of Canada National Occupational Classification 2011 (NOC) website:
<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/OccupationIndex.aspx>

List of Canada's employment sectors

- 0 Management occupations
- 1 Business, finance and administration occupations
- 2 Natural and applied sciences and related occupations
- 3 Health occupations
- 4 Occupations in education, law and social, community and government services
- 6 Sales and service occupations
- 7 Trades, transport and equipment operators and related occupations
- 8 Natural resources, agriculture and related production occupations
- 9 Occupations in manufacturing and utilities

Lesson procedure

Show the True Calling videos (@25 min for all). Have students log on to the NOC website (<http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/OccupationIndex.aspx>). From the list of sectors have students click through each one to see the possible occupations. Have each student choose one interesting occupation to explore on the internet to see what the daily activities include. Using pictures from the collection of magazines and/or pictures printed from the internet, have each student create a collage of the images associated with his or her chosen occupation. Remind students that a true collage does not leave any blank space and images often overlap one another.

*Extension of learning

Students could be encouraged to make a 4 quadrant collage that depicts images from 4 different, but related occupations within one sector. Teachers should remind students to focus on depicting how the different occupations are connected within the sector.

Evaluation

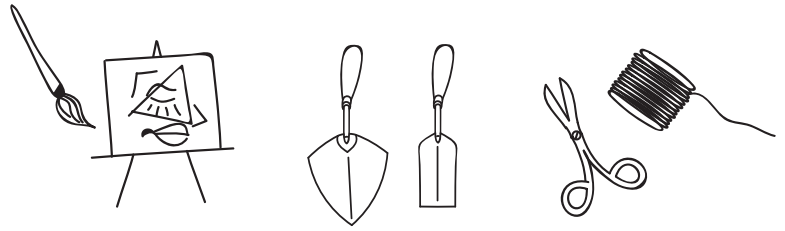
Evaluation should focus on the accuracy of the images chosen, as well as artistic elements, and visual impact of the artwork. Teachers may wish to use the following attached collage rubric.

CATEGORY	4	3	2	1
Technical Skill	Excellent technical skill; finished product looks polished and professional.	Good technical skill; finished product looks polished.	Fair technical skill; finished product looks good but has some areas that need improvement.	Poor technical skill; product looks rushed and/or roughly finished.
Graphics/Pictures	Excellent choice of images demonstrating all aspects of the chosen occupation.	Good choice of images demonstrating most aspects of the chosen occupation.	Fair choice of images demonstrating some aspects of the chosen occupation.	Poor choice of images demonstrating an incomplete picture of the chosen occupation.
Originality	Excellent finished piece that is original and different from an ordinary collage.	Good finished piece that is a somewhat original collage.	Fair finished piece that is what a viewer would predict seeing in a collage.	Finished piece does not have the normal aspects of a collage.
Esthetics	Finished piece is interesting to look at and does an excellent job of capturing the viewer's attention.	Finished piece is somewhat interesting to look at but still captures the viewer's attention.	Finished piece is interesting but does not capture the viewer's attention.	Finished piece does not capture the viewer's interest or attention, but is complete.

Collage Assignment Total _____/16

UNIT 1 | LESSON 6

occupation in action!



Lesson Objective

Students will work within a group to plan a possible field trip to a business or job site to observe workers in action.

Suggested time

3-4 hours

Materials needed

One computer per group, access to a printer, Internet access, information and forms from the teacher regarding district field trips requests, as well as information on policies and procedures that must be met, and individual student field trip permission forms.

Lesson procedure

Divide the class into groups of 3-4 students who will work well together. Discuss the legal logistics of making a field trip off campus and supply each group with a copy of the required paperwork that must be completed to take the trip. Walk the students through the forms by using a copy from an old field trip already taken by a class from your district, so the students can see and are aware of how to fill in the forms (may take an hour). Have the students discuss and choose a destination to a particular place in your area that would be possible to travel to, or walk to. Destinations could include any business, construction site, or farm in your area. Once a choice is made by the group, it is up to them to find all of the information required to complete the field trip request forms (may take an hour). The next step is to create an agenda for the trip including departure time, travel time, method of transport, the day's activities, return time, food requirements, money requirements, or special clothing or safety gear requirements (may take an hour). Each group is also required to create a permission form for the trip that meets all of the district criteria for off campus travel. Teachers will have to show a generic form from their school for students to follow (may take an hour). Students will collate their forms and all information for their trip and hand it in as a formal field trip request (final hour to make sure all forms are complete and accurate).

*Extension of learning

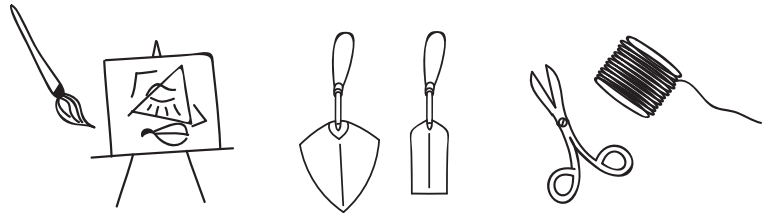
When possible, have each group who accurately completes their information, take the trip to their chosen destination or have the class choose a destination from the proposals and take the trip as a class.

Evaluation

Evaluate the proposals as a pass for the groups who successfully meet all district requirements and have an accurate agenda. If a group is not successful in meeting the requirements, point out the missing requirements and have them make the necessary additions or adjustments.

UNIT 1 | LESSON 7

mock interview



Lesson objective

Students will plan, execute, a mock interview with a partner posing as a person employed in a specific occupation, either live, in front of the class, or on film.

Suggested time

3 hours

Materials Needed

pen, paper, appropriate filming equipment for each pair who chooses, appropriate occupational clothing and equipment, teacher computer, projector, and

Links to True Calling videos

Encana - <https://www.youtube.com/watch?v=0fCXG1Y6ZMU> (Natural resources)

Air Canada - <https://www.youtube.com/watch?v=8vclzuURzyg> (Business, finance and administration occupations)

Seaspan - <https://youtu.be/IfUwRGIsE7k> (Trades, transport, and equipment operators and related occupations)

BC Coast Pilots - https://www.youtube.com/watch?v=uB_ef7y2YJU (Natural and applied sciences and related occupations)

Marine Biologist - <https://vimeo.com/15996755> (Natural and applied sciences and related occupations)

Woodworker - <https://www.youtube.com/watch?v=zYKBoRBjjRY> (Trades, transport, and equipment operators and related occupations)

Lesson Procedure

Have students choose a partner or assign each student a partner.

Students will choose to be interviewed or to conduct the interview.

Once each partner has a role, show the True Calling videos to the class having the students observe closely. Immediately after the videos, have each pair choose an occupation to conduct an interview for based on what they saw in the video, or any occupation the pair is familiar with.

Students will need to work together to generate a list of at least 10 interview questions that do not have a simple yes or no answer, along with the answers to those questions.

Students will then need to film themselves, dressed in their respective roles, conducting the interview, or conduct the interview live for the class.

*Extension of Learning

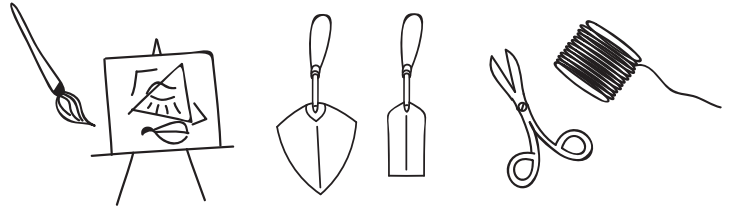
Have the students conduct and film a real interview with a person employed in the role.

Evaluation

Teachers may use the attached evaluation sheet for oral presentations.

UNIT 1 | EXTRAS

culminating enrichment project suggestions



These projects can only be completed once students have gained extensive knowledge on a variety of different occupations. Lessons 1-7 will provide that knowledge. Teachers may wish to have students work alone, with a partner, or in a group. The overall objective of each of the three projects is to deepen and strengthen students' knowledge of the occupations available to them and the lifestyles that accompany different occupations.

Project 1

Create a Monopoly style board game using a variety of different occupations and life choices and events as your guiding theme.

Suggested ideas for the game board

Side 1: different occupations and accompanying salaries paid

Side 2: different vehicles to purchase

Side 3: homes for purchase or rent from varying price ranges

Side 4: vacation destinations with attached one week price tags

Create a variety of cards describing life events that may add income (inheritance) or cost (car repairs).

Suggested time

4-6 hours

Materials needed

Monopoly game to use as a template, cardboard, glue, paper, poster board, felt pens, scissors, pencil crayons, computer, and internet access.

Evaluation

Teachers may want to use the attached project rubric for evaluation purposes.

Project 2

Create a video of a day in the life of a chosen occupation.

Suggested guideline for the project

Students will dress according to the occupational role and perform safe, appropriate tasks throughout a typical day for that occupation and lifestyle afforded for that person on camera.

Suggested time

4 hours

Materials needed

appropriate video recording device, computer, projector, clothing as required for the occupation/lifestyle, and tools or equipment required for the occupation/lifestyle.

Evaluation

Teachers may want to use the attached project rubric for evaluation purposes.

Project 3

Host a round table discussion with invited guests who are employed in a variety of occupational roles within your community.

Suggested format for the discussion

Contact and invite 4-6 different people who are employed in different occupations to join your class for an afternoon to explain/show the class what they do and the lifestyle it affords them. Have the students prepare two questions for each visitor on a cue card. Divide the class into equal groups with one guest per group. Allow the guest to introduce themselves to the group and describe his or her occupation and show pictures if they have any. Have the students ask previously prepared questions to the guest. Let the guest change tables to a new group every 15 min. After students have met all of the guest speakers invite the speakers to come to the front of the room to field any last questions students may have. Thanks the guests for coming.

Suggested time

1-2 hours

Materials needed

prepared interview questions, community contacts, classroom set up to accommodate the groups.

Evaluation

Formal evaluation is not suggested, but a follow up discussion with the class regarding each guest and his or her role is recommended.

CATEGORY	4	3	2	1
Technical Skill	Excellent technical skill; finished product looks polished and professional.	Good technical skill; finished product looks polished.	Fair technical skill; finished product looks good but has some areas that need improvement.	Poor technical skill; product looks rushed and/or roughly finished.
Content	Excellent choice of occupation(s) and accompanying aspects that reveal an excellent understanding of the field (s).	Good choice of occupation(s) and accompanying aspects that reveal a good understanding of the field(s).	Fair choice of occupation(s) and accompanying aspects that reveal some understanding of the field(s).	Poor choice of occupation(s) and accompanying aspects that reveal little understanding of the field(s).
Originality	Excellent finished piece that is original and different from an ordinary collage.	Good finished piece that is a somewhat original collage.	Fair finished piece that is what a viewer would predict seeing in a collage.	Finished piece does not have the normal aspects of a collage
Esthetics	Finished piece is interesting to look at and does an excellent job of capturing the viewer's attention	Finished piece is somewhat interesting to look at but still captures the viewer's attention.	Finished piece is interesting but does not capture the viewer's attention.	Finished piece does not capture the viewer's interest or attention, but is complete.

Assignment Total _____/16