

LEARNING — POWER FOR LIFE

Career planning exercises and activities

Practical

Easy to Use

A GUIDE TO

# Canada Prospects

2001-2002



## Introduction

This guide is a companion to *Canada Prospects 2001–2002* for people like you: teachers, career counsellors and facilitators. It will help you use *Canada Prospects 2001–2002* in your career awareness, career planning, and work-finding programs.

### About *Canada Prospects 2001–2002*

Keep on learning. That's what we do at *Canada Prospects*. It turns out we've learned a lot. Not surprisingly, much of what we've learned has come from you, the people who count on *Canada Prospects* to educate, inform and guide Canadians of all ages through the maze of career choices.

*Canada Prospects* is an annual publication designed to help Canadians of all ages learn more about themselves, find work and pursue careers that are satisfying, fulfilling and appropriate to their skills and abilities. *Canada Prospects* is distributed free across Canada.

This year's edition features the latest information on résumés and portfolios, meaningful exercises and up-to-date labour market information. The stories in *Canada Prospects 2001–2002* are longer, giving each career message more impact. They also have additional resource information, skills assessments exercises, and short quizzes accompanying each article. The content has also been reorganized by section to make it easier to find articles of interest.

*Canada Prospects 2001–2002* is published by the Canada Career Consortium (CCC). Working with its members, partners and stakeholders, the CCC is a national organization which identifies and embraces issues, trends and opportunities that impact the development, distribution and marketing of career and labour market information. The CCC develops and delivers a variety of resources to help Canadians assess and work toward their career goals.

### About this guide

*Canada Prospects 2001–2002* is a stand-alone, self-directed resource. Articles and exercises can be read and completed independently. It is also an effective career instruction tool that teachers and facilitators can use with students and adults looking for work or exploring their future. This guide is designed to help you do the same.

Note that the guide is designed more for facilitation than teaching. It focuses on lessons the teacher or facilitator sets up as activities that participants carry out without guidance. The emphasis is on individual, small group and whole group activities. When the instructor is involved, it is more as a coach or facilitator than as a traditional teacher or lecturer.

### Themes and messages in *Canada Prospects 2001–2002*

The theme of *Canada Prospects 2001–2002*, Learning—Power for life, is based on the High Five Message, Keep on learning. *Canada Prospects* and its Facilitator's Guide incorporate all the High Five Messages (see below). These differ from the four sections in *Canada Prospects 2001–2002* (Learning is forever; Learning—improving your career; You have the power to change; and The power toolbox) in that all the messages weave in and out of many of the articles and activities in each section of the publication. The "Messages" columns in the unit planner will help you track where they appear.

**Change is Constant** encourages readers to recognize that many transitions may be experienced throughout life. Articles dealing with both personal and labour force transitions provide inspiration to see change as a positive force and to manage it successfully.

**Focus on the Journey** suggests readers consider all experiences as valuable opportunities as they work towards their ultimate goals. Articles demonstrate the value of all experience for those just beginning or those continuing along their career journey.

**Keep on Learning** emphasizes the importance and value of life-long learning. Articles provide readers with the chance to learn what's new and growing in career opportunities as well as demonstrating through interviews how others have found success while practicing life-long learning.

**Team up with Others** reminds readers that friends, family and community are a critical part of career planning. Articles and exercises about financing, mentoring and work experience demonstrate the importance of using these resources.

**Follow your Heart** looks at the importance of incorporating passion into one's career planning and decisions. Interviews with people who have found success by following their heart are examples of articles that bring this message to life.

Canada Prospects 2001–2002 is organized into four sections. Each section presents different kinds of career information.

SECTION

1

**Learning is forever**

Contains articles about young people just starting out on their career path. The section includes articles, resources and assessment exercises on everything from choosing courses in school to working in the circus.

SECTION

2

**Learning—Improving your career**

Is made up of articles, resources and assessment tools on training, retraining, or upgrading skills. This reinforces the concept of life-long learning (supporting this year's core theme) and shows career-seekers what to expect as they move through their career. This information will help readers to get a sense of what possibilities exist once they have left school.

SECTION

3

**You have the power to change**

Includes information on topics such as re-entering the workforce and making career changes. These articles, resources and tools are not only valuable for adults contemplating a career change, but also to youth and adults looking for career improvement tips. This section is an example to all readers as to the possibilities that exist as they continue their career journey.

SECTION

4

**The power toolbox**

Provides information on current labour market trends, plus tips and ideas for writing résumés, filling in application forms, writing cover and thank you letters. There are also tips for making the most of an interview situation.

## Here's what you'll find inside

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## How this guide is organized

This guide has been organized into four **unit planners** to show you at a glance what's in the four sections of *Canada Prospects 2001–2002* and to suggest ideas or lessons and activities you can use. The suggestions are not fully articulated; they are presented as **recommended activities** you can use in your particular situation—i.e., given the composition of the group you are working with and the time and resources available. You may wish to use these as starting points to develop a whole unit using *Canada Prospects 2001–2002* or adapt materials from *Canada Prospects 2001–2002* to your existing programs.

The core of this guide is the planning charts on pages 4–18. Each chart corresponds to one of the four sections of *Canada Prospects 2001–2002*.

Each planning chart is divided into two parts: the unit planner and recommended activities.



## The unit planner

The **unit planner** shows the articles found in the corresponding sections of *Canada Prospects 2001–2002*. **Article titles** are marked to show related High Five Messages.

The High Five Messages are expressed throughout *Canada Prospects 2001–2002* to help you track these messages and plan thematic units. Under **“Messages”**, there are five corresponding columns. A bullet under a message tells you that the article to the left relates to the message. For example, if you want to build a unit around the message “Follow your Heart,” you look down the “Follow your Heart” column and select articles that have a bullet beside them.

The **Learning modes legend** has two components: Instruction Mode and Activity Type. Each has icons representing the methods of instruction and types of activities you will find in the guide for each article. Icons are explained in the **legend**.

With this unit planner, you can quickly scan the guide and assemble a small unit with the features you want. For example, you may decide to have your participants work on the message of “Keep on learning,” using small group activities with an emphasis on discussion and writing. Many combinations are possible. The unit planner enables you to mix and match according to your needs.

## Recommended activities

In conjunction with the unit planner, you will find a series of ideas for using *Canada Prospects 2001–2002* under the heading of **Recommended Activities**. Many of these are general; however, some contain concrete discussion questions or writing prompts. Each **activity box** contains a list of the articles from *Canada Prospects 2001–2002* that are to be used for the activity. The activities are divided into **sections**, and a **time frame** is recommended.

The bottom of each section contains additional information:

**Related Content**—other articles in *Canada Prospects 2001–2002* that can be used for an activity;

**Essential Skills**—links to specific Essential Skills; and

**Curricular Links**—subject areas where teachers/facilitators may want to use the activity.

## Differentiation

It is important to differentiate your career program for different audiences and time frames. Some of you may be dealing with junior or senior high school students or those in CEGEP, college or university seeking work for the first time. Others may be dealing with a group of new retirees looking for ways to fill their time. Your “group” may range from a single person to 30 or 40 people. Your time frames will also differ. Some of you may have only an hour or two to do a few activities with a group. Others may be working on month-long units. Another element that will vary considerably is the educational and ability levels of your groups. In writing both *Canada Prospects 2001–2002* and this guide, we aimed at a general level of literacy and difficulty. However, you may have to rewrite some activities (or their prompts), or reconfigure them to work with your audience. Feel free to adapt the ideas. No one knows your audience better than you do.

## Unit planning sheets

We have included a **Unit planning sheet** to help you plan a program. Samples are found on pages 20, 21 and 22—along with step-by-step instructions. A master **Unit planning sheet** that can be reproduced is provided on page 23.

You can develop a unit by message, instruction mode or a mixture of both. The sample Unit Planning Sheet #1 (page 20) shows a unit based on message. Sample Unit Planning Sheet #2 (page 21) demonstrates a unit based on instruction mode; and Sample Unit Planning Sheet #3 on page 22 shows a mixture of both.

You can organize a unit based on one message using articles from one or several sections. For example, you may choose to use Section 4 which gives practical help in writing résumés and cover letters, preparing for interviews and filling in an application. You can also develop a unit that covers several sections based on a message—and select articles and activities from several sections. Sample unit planning sheet #1 includes articles and activities based on the message of “Follow your Heart.”



## LEARNING MODES LEGEND

## INSTRUCTION MODE

## ACTIVITY TYPE



Individual



Discussion



Small Group



Research



Whole Group



Writing

## MESSAGES

Change is Constant

Focus on the Journey

Keep on Learning

Team up with Others

Follow your Heart

## CANADA PROSPECTS 2001-2002: ARTICLES

## PAGE

Keep the doors open

4

Meet the future

6

What do you do all day anyway?

8

Medals, memories and much more

10

If you've got what it takes ...

12

## RECOMMENDED ACTIVITIES

Read "Keep the doors open" (p. 4)

*Time: 50 minutes*

- 1 The main message of this article is that "you are looking for a career direction, not necessarily a job for life." Everyone interviewed for this article feels that it is important to pursue an interest or career direction. Using the questions provided, ask participants to discuss the following:

- What is a career direction?
- Why is pursuing a career direction rather than a job important?
- What are the challenges of this approach?
- Brainstorm a list of possible career directions.

*Time: 1 hour*

- 2 Ask participants to work in small groups. Ask each group to research one of the web sites listed and report their findings back to the whole group. Job Futures [www.jobfutures.ca](http://www.jobfutures.ca). WorkInfoNet [www.workinonet.ca](http://www.workinonet.ca). Canada Career Consortium [www.careerccc.org](http://www.careerccc.org).

The report should include:

- The purpose of the site
- The organization (main page) of the site
- The information included in the site
- Additional useful links from this site

*Time: 40 minutes*

- 3 Ask participants to complete the *Checklist for Choices*. Use the resources on these web sites to complete the activity:

[www.theedgemag.org](http://www.theedgemag.org). (Career Journey section)  
[www.youth.gc.ca](http://www.youth.gc.ca). (15-30s section)  
[www.canlearn.ca](http://www.canlearn.ca). (The Road Ahead section)

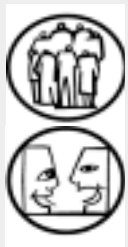
**Related content:** What do you want to do with your life?, Meet the future, Live your dream, Know about trends in the economy, Apply yourself

**Essential Skills:** Oral Communication, Problem Solving, Decision Making, Working with Others

**Curricular links:** English, Career Studies, Computer Science, Social Studies

Read “The High Five Messages” (Introduction) and “Meet the Future” (p. 6)

**Time:50 minutes**



- 1 Ask participants to identify the High Five Messages that Alex, Francine, Indri and Liam illustrate in *Meet the Future*.

Note: This activity can be expanded into a broader introduction to the Section by including the attitudes expressed by people in other articles such as *Keep the doors open* and *What do you do all day anyway?*

**Time:30–40 minutes**



- 2 Ask participants to identify which High Five Message they relate to the most. Have them list specific instances when they have followed one of the High Five Messages.

**Time:30–40 minutes**



- 3 Ask participants to brainstorm a list of reasons why the High Five Messages are important concepts to keep in mind when career planning. The purpose of this activity is to help participants see the implications of following a career path.

**Related content:** *Keep the doors open, What do you want to do with your life?, Medals, memories and much more, What do you do all day anyway?*

**Essential Skills:** Oral Communication, Problem Solving, Decision Making, Working with Others

**Curricular links:** English, Career Studies, Social Studies

Read “What do you do all day anyway?” (p. 8)

**Time:50 minutes**



- 1 The main message of this article encourages readers to “*think about the things you learn from everything you do. You’ll be surprised how many skills you have—skills that an employer wants to know about when you apply for a job.*”

Ask participants to identify the skills used in each activity listed in this article. Where possible, identify additional skills for each activity.

**Time:1 hour**



- 2 Have participants review the daily activity menu on the Skills pages at [www.careerccc.org/destination2020](http://www.careerccc.org/destination2020).

Ask participants to complete the Skills, Daily Life, I am, Attitude and 2020 activities. Have them print each of the results pages.

**Time:1 hour**



- 3 The HRDC Essential Skills web site ([www15.hrdc-drhc.gc.ca](http://www15.hrdc-drhc.gc.ca)) identifies the following nine essential skills we use in our lives everyday and on-the-job:

- Reading Text
- Continuous Learning
- Document Use
- Working with Others
- Writing
- Numeracy (Math)
- Thinking Skills
- Oral Communication
- Computer Use

Ask participants to visit the web site. Have each participant select an occupational profile of interest from the All Profiles menu. Have them research the essential skills required for that profile. The participant may select a part-time or full-time occupation such as cashier or golf club manager. Have participants present their findings to the larger group in poster or chart format.

**Related content:** *Meet the future, Keep the doors open, Apply yourself*

**Essential Skills:** Reading Text, Oral Communication, Computer Use, Finding Information, Writing

**Curricular links:** English, Career Studies, Social Studies, Computer Science

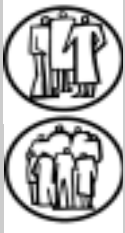
Read "Medals, memories and much more" (p. 10)

**Time:50 minutes**



- 1 Use the following questions to guide discussion and develop an understanding of the nature of skilled trades, the opportunities in these occupations, and the skills required.
  - What is a skilled trade?
  - Brainstorm a list of other skilled trades.
  - What are some examples of transferable skills?
  - Why do tradespeople have plenty of choices in terms of how and where they practise their trade?
  - What lessons about choices can we take away from Tim's story about his involvement in the Skills Competition?

**Time:30 minutes**



- 2 Ask participants to read the profiles of the four skilled tradespeople at [www.realm.net/opportunityknocks](http://www.realm.net/opportunityknocks) (under Profiles).  
Ask participants to write a short report on the following:
  - What common personal traits do these people share?
  - What common choices have they made?

**Time:Scaleable**



- 3 Assign each group one of the following work opportunities to research:
 

• Apprenticeship	• Internship programs
• Co-operative education	• Volunteer programs
• Mentoring	

Have participants draft a brief report on their assigned work opportunity. The report should include:

  - Information on the nature of the opportunities offered by the experience.
  - Information on the nature of the work involved, including challenges and drawbacks.
  - Information on the abilities (skills, strengths, values, character, motivators) people need for this kind of work.
  - Web sites and resources: a synopsis of what's available.

The participants should present their findings to the larger group in an oral report or in a poster presentation format.

Read "If you've got what it takes ..." (p. 12)

**Time:20 minutes**



- 1 Have participants write a short essay based on the following questions:
  - Having choices can be exhilarating and frightening. How is choice a positive and how is choice a negative?
  - Is choosing courses a positive or a negative experience for you?
  - Pursuing opportunities means keeping choices open. How can you best do this while choosing courses in high school?
  - What are the challenges you face when you must make choices?

**Time:30 minutes**



- 2 In the article, Richard says, "This is as much a lifestyle as it is a career." Think about the concept of lifestyle choices expressed in this article. Brainstorm other career opportunities that enable people to be doing what they enjoy most, and to live their dream. Ask participants to also consider some of the trade-offs such as security or regular work hours, which may be compromised in order to pursue these kinds of occupations.

**Time:Scaleable**



- 3 Ask participants to use the Help Wanted description as a model and have them write a description for their dream occupation. The description should include a position title, description of work, and two to three education programs for the dream position. They may select one of the occupations brainstormed by the whole group or they may choose their own dream job.  
Participants should consider the following:
  - What kind of work would allow you to do what you enjoy most?
  - What would be your ideal work situation?
  - Where do you want to work?
  - What would be some of the advantages of pursuing a dream job?
  - What would be some of the disadvantages?

**Related content:** *Keep the doors open, Meet the future, What do you want to do with your life?,*

*Dig for change ... for a career change, Live your dream*

**Essential Skills:** Reading Text, Writing, Oral Communication, Problem Solving

**Curricular links:** English, Career Studies, Social Studies

**Related content:** *What do you do all day anyway?, What do you want to do with your life?, Live your dream*

**Essential Skills:** Reading Text, Oral Communication, Problem Solving, Computer Use, Writing

**Curricular links:** English, Industrial Arts, Career Studies, Computer Science





LEARNING IS FOREVER

# UNIT PLANNER

## Learning—Improving your career

## LEARNING MODES LEGEND

## INSTRUCTION MODE      ACTIVITY TYPE



Individual



Discussion



Small Group



Research



Whole Group



Writing

## CANADA PROSPECTS 2001–2002: ARTICLES

## PAGE

What do you want to do with your life?

14

The call of the North

16

Your HR Department: at your service

18

Make your career an adventure

20

Change is Constant

Focus on the Journey

Keep on Learning

Team up with Others

Follow your Heart

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## RECOMMENDED ACTIVITIES

Read “The High Five Messages” (Introduction) and “What do you want to do with your life?” (p. 14)

*Time: 50 minutes*



- 1 The *Canada Prospects 2001–2002* theme, Learning—Power for Life, focuses on the High Five Message of Keep on Learning. The theme and message stress the value of continuous learning and reinforce the concept of career evolution.



Ask participants to brainstorm a list of possible ways for people to evolve their career through continuous learning.

Based on the brainstormed list, ask participants to discuss the following:

- What does “continuous learning” involve, and what does it mean?
- How do new experiences provide opportunities for continuous learning?
- What challenges do you face in getting new experiences?
- What are the advantages and disadvantages of the different ways of gaining experience?
- Which approaches to gaining experience are the most appealing?

*Time: 40 minutes*



- 2 While there is considerable emphasis put on the message of Keep on Learning, the other High Five Messages also appear in many of the articles.

Assign each group to one of the remaining four messages. Ask participants to find examples of their assigned High Five Message as expressed in various articles throughout *Canada Prospects*.



Read “The call of the North” (p. 16)



**Time:50 minutes**  
 3 “A career isn’t a destination, it’s also the journey.” Using the questions provided, ask participants to discuss the following:

- What does this message mean?
- Why is it important to set career goals?
- How is setting career goals different from wanting to work?
- Why is it challenging to have lots of choices?
- Use the SMART method referred to in the article and work as a whole group to set some model career goals.



**Time:Scaleable**  
 4 Ask participants to use the information in the following career related sites to develop their own career goals, using the SMART method.

[www.hrdc.gc.ca/career](http://www.hrdc.gc.ca/career)  
[www.worksearch.gc.ca](http://www.worksearch.gc.ca)  
[www.cacee.com/english/students](http://www.cacee.com/english/students)  
 (use the magazine *Career Options*)

**Related content:** *What do you do all day anyway?, Keep up with change, Dig for change ... for a career change, Know about trends in the economy, Experience brings life to your résumé, Labour market information: Look before you leap*

**Essential Skills:** *Reading Text, Oral Communication, Decision Making, Problem Solving, Finding Information, Working with Others*

**Curricular links:** *English, Career Studies, Social Studies*



**Time:50 minutes**  
 1 Using the questions provided, ask participants to discuss the following:

- Are the challenges Joe and Kitty faced unique to Aboriginals?
- What is a “mentor”?
- What characteristics would a good mentor need to have?
- How can having a mentor help someone adapt to change?



**Time:Scaleable**  
 2 Have participants write a short essay reflecting on how leaving home to study would help them explore their futures.



**Time:Scaleable**  
 3 Assign each small group one web site listed in the article to research. Ask each group to report its findings to the whole group. The report should include:

- The purpose of the web site
- The intended target audience of the site
- How the site is organized
- The information contained in the site
- Additional useful links from the web site

**Related content:** *Keep the doors open, Meet the future, If you’ve got what it takes, Know about trends in the economy, Apply yourself*

**Essential Skills:** *Oral Communication, Working with Others, Problem Solving, Decision Making*

**Curricular links:** *English, Computer Science, Social Studies, Career Studies*

Read “Your HR Department: at your service” (p. 18)



- 1 Ask participants to brainstorm a list of typical HR services available to employers, starting with the three examples provided in the article.

If possible, invite an HR representative from a local company to speak to the group about careers in HR and the career options available to someone who wants to become an HR specialist.

**Time:** Scaleable



- 2 Assign each group one local company to research. Ask each group to investigate the HR services available to employees in that company. Ask each group to report its findings to the whole group.

**Related content:** *Keep up with change, Change your thinking, Experience brings life to your résumé*

**Essential Skills:** *Reading Text, Finding Information, Oral Communication*

**Curricular links:** *English, Career Studies, Computer Science*

Read “Make your career an adventure” (p. 20)

**Time:** 50 minutes



- 1 Ask participants to discuss the following:

- Brainstorm a list of Peter’s skills. Emphasize that all of his skills are experiential and transferable.
- What additional personality traits and attitudes helped Peter develop those experiential, transferable skills?
- Brainstorm a list of possible careers in the tourism industry.



Ask participants to read *Know about trends in the economy*. Introduce the concept of the service industry. Ask participants to brainstorm a list of other service industries under the main sectors introduced in the article.

Ask participants to read *Experience brings life to your résumé*. Discuss the similarities in the profiles under the main sectors introduced in the article.

**Time:** 30 minutes



- 2 Ask participants to investigate the skill requirements of the tourism sector by visiting each of the following web sites:

- [www.northatlantic.nf.ca/programs/coastal.htm](http://www.northatlantic.nf.ca/programs/coastal.htm)
- [www.raidthenorth.com](http://www.raidthenorth.com)
- [www.cthrc.ca](http://www.cthrc.ca)
- <http://peat.on.ca>



**Related content:** *Know about trends in the economy, Experience brings life to your résumé, Live your dream, Labour market information: Look before you leap, Your HR Department: at your service*

**Essential Skills:** *Reading Text, Oral Communication, Problem Solving, Finding Information, Computer Use*

**Curricular links:** *English, Career Studies, Social Science, Computer Science*









LEARNING—IMPROVING YOUR CAREER

SECTION **3**

**UNIT PLANNER**  
You have the power to change

**RECOMMENDED ACTIVITIES**

LEARNING MODES LEGEND		MESSAGES				
INSTRUCTION MODE	ACTIVITY TYPE	Change is Constant	Focus on the Journey	Keep on Learning	Team up with Others	Follow your Heart
 Individual  Small Group  Whole Group	 Discussion  Research  Writing					
CANADA PROSPECTS 2001-2002: ARTICLES		PAGE				
Change your thinking		22	●		●	●
Keep up with change		24	●		●	
Dig for change ... for a career change		26	●		●	●
Live your dream		28		●	●	●

Read "Change your thinking" (p. 22)

*Time: 50 minutes*



- The main message of the article is that "no matter where you work, transition will likely mean a whole new set of challenges for you." Using the questions provided, ask participants to discuss the following:
  - What challenges did Sheldon Gordon face as he prepared to re-enter civilian life?
  - How did the support he received help him in his transition?
  - A common theme is the importance of investigating "interest, and not just aptitude."
  - Why is interest so important in career planning? How do interest and aptitude work together?

*Time: 1 hour*



- Sheldon discovered he has a lot of transferable skills. Based on the group's understanding about the nature of his work in the military, brainstorm a list of transferable essential skills he would have.

Visit HRDC's web site at [www15.hrdc-drhc.gc.ca](http://www15.hrdc-drhc.gc.ca) to review the 15 Essential Skills.

*Time: Scaleable*



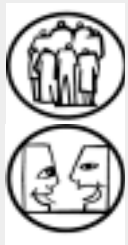
- The HRDC Essential Skills web site at [www15.hrdc-drhc.gc.ca](http://www15.hrdc-drhc.gc.ca) identifies the following categories of "essential skills" that we use in our lives, everyday and on-the-job.
  - Reading Text
  - Continuous Learning
  - Document Use
  - Working with Others
  - Writing
  - Numeracy (Math)
  - Thinking Skills
  - Oral Communication
  - Computer Use

Ask each participant to create a list of his or her own transferable skills in each of the Essential Skills categories.

**Related content:** What do you do all day anyway?, Your HR Department: at your service, Live your dream, Know about trends in the economy, Experience brings life to your résumé  
**Essential Skills:** Reading Text, Oral Communication, Problem Solving, Computer Use, Finding Information  
**Curricular links:** English, Career Studies, Social Studies

Read “Keep up with change” (p. 24)

**Time:50 minutes**



- 1 The main message of this article is that “*Change is constant. Change is inevitable. Change is here to stay.*” Each person interviewed stressed the importance of being flexible. Using the questions provided,ask participants to discuss the following:
  - Why are career changes inevitable?
  - Why is pursuing a career direction rather than a “job” important in a changing world?
  - What are the challenges of change in the workplace?
  - How can change in the workplace be viewed as positive? When is change negative?
  - What common personality traits are evident in the three stories? How do these traits help Allan,Louise and Patti cope with change? What strategies has each used to cope with change?
  - Review the checklist for change. How do each of these strategies help you adapt to change , remain flexible, and ready to shift gears?

**Time:30 minutes**



- 2 Ask participants to select one to three strategies from the checklist for handling changes that suit their individual situation. Participants should develop a plan to utilize these strategies.

**Time:30 minutes**



- 3 Assign each group one section of [www.workinfont.ca](http://www.workinfont.ca) to explore. Each group should prepare a report about the useful information in each section.

**Time:30 minutes**



- 4 Visit the [www.canlearn.ca](http://www.canlearn.ca) site to gain insight about learning strategies to help participants develop flexibility in a changing job market.

Read “Dig for change ... for a career change” (p. 26)

**Time:50 minutes**



- 1 This article shows three different ways that individuals can finance career changes.Using the following questions,ask participants to discuss the following:
  - How was creativity the key in all three cases?
  - What strategies from the checklist for change did each of the individuals apply to their situation?
  - How are the stories of Corley, Cyndee and Kameron about finding human resources and resourcefulness,rather than financial resources?

**Time:30 minutes**



- 2 Have each group investigate one of the following sections of WorkSearch ([www.worksearch.gc.ca](http://www.worksearch.gc.ca)) and report their findings to the whole group.
  - What could I be?
  - How should I market myself?
  - What learning or education do I need?
  - Do I want to be my own boss?
  - What trends will affect me and my work?



- 3 Review the cases of Micheline, Connie, Paul and Mark under the Guided Tours section of Career Assistant.Each individual is in a career change situation.Review the kinds of strategies and information research suggested for each individual.Note similar requirements for your own individual situation.

Open a free account at [www.worksearch.gc.ca](http://www.worksearch.gc.ca)

**Related content:** *Keep up with change*

**Essential Skills:** *Reading Text,Oral Communication,Computer Use,Writing,Working with Others*

**Curricular links:** *English,Career Studies, Social Studies, Business, Computer Science*

**Related content:** *Your HR Department:at your service, Dig for change ... for a career change, Live your dream*

**Essential Skills:** *Reading Text,Oral Communication,Problem Solving,Writing,Decision Making,Computer Use, Working with Others*

**Curricular links:** *English,Career Studies, Social Studies*

Read "Live your dream" (p. 28)

**Time:50 minutes**

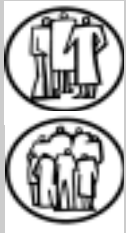


1 Introduce to the participants the concept of "entrepreneur." Use the following questions to guide their discussion:

- What does the word "entrepreneur" mean?
- What kind of images does the word "entrepreneur" bring to mind?
- What personality traits are key to successful entrepreneurship?
- What are the advantages and disadvantages of starting your own business?
- How has the Internet provided a ripe climate for Canadian entrepreneurs?
- Is our society becoming more entrepreneurial? Why or why not?

Brainstorm a list of potential services that new businesses could provide in your local area.

**Time:Scaleable**



2 "Over 30 percent of new business ventures fail within the first year due to lack of management skills." Ask participants to use the following web sites to research the management skills necessary for successful entrepreneurship.

[www.strategis.ic.gc.ca](http://www.strategis.ic.gc.ca)  
[www.cbosc.org](http://www.cbosc.org)  
[www.workinfonet.ca](http://www.workinfonet.ca) (Self-Employment Section)  
[www.hrdc.gc.ca](http://www.hrdc.gc.ca) (Employers and Entrepreneurs Section)  
[www.cfee.org](http://www.cfee.org) (Under Resources, Entrepreneurship for Canadians)

**Time:Scaleable**



3 Ask participants to use the self-check inventories on [www.worksearch.gc](http://www.worksearch.gc) (Do I want to be my own boss?) and [www.hrdc.gc.ca/career](http://www.hrdc.gc.ca/career) (Minding Your Own Business) to determine if they are potential entrepreneurs.

**Time:Scaleable**



4 Participants interested in possible entrepreneurship should develop a draft outline for a business plan. Use the Interactive Business Planner on [www.cbosc.org](http://www.cbosc.org) as a guide. Web sites listed for other activities also provide useful information on researching and developing a business plan.

**Related content:** *Your HR Department:at your service, Dig for change ... for a career change, Know about trends in the economy, Experience brings life to your résumé*  
**Essential Skills:** *Reading Text, Oral Communication, Working with Others, Problem Solving, Computer Use, Finding Information*  
**Curricular links:** *English, Career Studies, Social Studies, Business, Accounting, Computer Science*











YOU HAVE THE POWER TO CHANGE

SECTION 4

UNIT PLANNER  
The power toolbox

LEARNING MODES LEGEND		MESSAGES					
INSTRUCTION MODE	ACTIVITY TYPE	Change is Constant	Focus on the Journey	Keep on Learning	Team up with Others	Follow your Heart	
 Individual  Small Group  Whole Group	 Discussion  Research  Writing						
CANADA PROSPECTS 2001-2002: ARTICLES		PAGE					
Know about trends in the economy		30	●		●		
Apply yourself		32	●	●	●	●	●
Industry sectors: Opportunity knocks		34					
Experience brings life to your résumé		36	●	●	●	●	●
Labour market information: Look before you leap		38	●	●	●	●	●



RECOMMENDED ACTIVITIES

Read "Know about trends in the economy," (p. 30) "Apply yourself," (p. 32) and "Experience brings life to your résumé" (p. 36)

*Time:50 minutes*



- 1 Ask participants to think about current trends and future workplace changes. Using the questions provided, ask participants to discuss the following:
  - What labour market changes do you foresee?
  - What effect will these changes have on your working lives?
  - What effect will these changes have on your personal lives?
  - How can you best prepare for these changes?

Have the participants record their results in a four-column chart. Label the columns: Changes, Effects Working, Effects Personal, and How to Prepare.

*Time:30 minutes*



- 2 Provide participants with career ads from a newspaper or the Internet. Ask them to choose one and use it as a model for writing an ad that might appear 10, 20 or 30 years from now.

Note: This activity can be extended by also using *The World of Work Overview and Trends* section in [www.jobfutures.ca](http://www.jobfutures.ca).

**Related content:** *Keep the doors open, What do you want to do with your life?, Your HR Department: at your service, Keep up with change, Industry sectors: Opportunity knocks*  
**Essential Skills:** Reading Text, Oral Communication, Problem Solving, Computer Use, Finding Information  
**Curricular links:** English, Career Studies, Social Studies, Computer Science

Read “Apply yourself” (p. 32) and “Experience brings life to your résumé” (p. 36)

**Time:50 minutes**



- 1
  - List the reasons why résumés are key to your job search.
  - List the characteristics of a good résumé.
  - List the characteristics of a bad résumé.
  - Why are good résumés such a challenge to write?

**Time:40 minutes**



- 2 Ask each group to generate questions about the résumés that they may have written (or application forms they may have filled out) before reading *Canada Prospects*.

Conduct a general question and answer forum. Students may form a mock panel to answer or discuss the questions.

The mock panel may be comprised of representatives of multi-disciplinary fields such as math, science, or the arts in order to provide different perspectives on résumés for different fields of employment.

**Time:50 minutes**



- 3 Have participants respond to an ad from exercise #1 with a cover letter and a résumé using *Apply yourself* or *Experience brings life to your résumé* as models.

**Related content:** *Keep the doors open, What do you want to do with your life?, What do you do all day anyway?, Your HR Department: at your service*

**Essential Skills:** *Reading Text, Oral Communication, Problem Solving, Computer Use, Finding Information*

**Curricular links:** *English, Career Studies, Social Studies, Computer Science*

Read “Know about trends in the economy” (p. 30) and “Labour market information: Look before you leap” (p. 38)

**Time:Scaleable**



- 1 Note: This activity can be extended by also using the *Outlooks by Field of Study* section in [www.jobfutures.ca](http://www.jobfutures.ca) and/or the *Occupations* section in [www.canlearn.ca](http://www.canlearn.ca).

Ask participants to gather LMI-related headlines from the newspaper over a one-week period. Select five or six headlines to discuss in class as models of the kinds of conclusions that can be drawn about trends in their geographical area or in the industry sectors of interest to them.

Or

Have participants select one headline from the newspaper and write up the conclusions that can be made about labour market trends.

**Related content:** *Keep the doors open, What do you want to do with your life?, Keep up with change, Industry sectors: Opportunity knocks*

**Essential Skills:** *Reading Text, Oral Communication, Problem Solving, Computer Use, Finding Information*

**Curricular links:** *English, Career Studies, Social Studies, Computer Science, Business*

Read “Labour market information: Look before you leap” (p.38 )

*Time:Scaleable*



- 1 Assign each small group one of the following LMI sources to research. Have each group report on the kinds of information available in their assigned web site. The report should include how the information in the web site is useful for either career planning or career searching.



<http://lmi-imt.hrhc-drhc.gc.ca>  
[www.jobfutures.ca](http://www.jobfutures.ca)  
[www.workinfont.ca](http://www.workinfont.ca)

**Related content:** *Keep the doors open, What do you want to do with your life?, Keep up with change, Industry sectors: Opportunity knocks*

**Essential Skills:** *Reading Text, Oral Communication, Problem Solving, Computer Use, Finding Information*  
**Curricular links:** *English, Career Studies, Social Studies, Computer Science, Business*

Read “Industry sectors: Opportunity knocks” (p. 34)

*Time:Scaleable*



- 1 Assign each small group one of the Sector Council web sites to research. Have each group report on the kinds of information available in each web site. The report should include the usefulness of the information for either career planning or career searching.



Participants may wish to choose alternate Sector Councils to research. These are listed under Industry Sector Councils and Related Organizations.

This activity can be expanded to include research about industry sectors by province and territory.

**Related content:** *Labour market information: Look before you leap, Know about trends in the economy*  
**Essential Skills:** *Reading Text, Oral Communication, Problem Solving, Computer Use, Finding Information*  
**Curricular links:** *English, Career Studies, Social Studies, Computer Science*



THE POWER TOOLBOX

## How to use a unit planning sheet

Follow the planning steps using the master unit planning sheet on page 23 while referring to the sample unit planning sheets.

**Step 1:** Determine the time frame (scope) of your unit. Think about the learning needs of your program participants and what you hope to accomplish. Complete the *Unit Title, Total Time, Audience/Group* and *Objective(s)*.

**Step 2:** Determine if you will use one or more sections of *Canada Prospects 2001–2002* based on Step 1.

**Step 3:** Determine the organizational approach you want to use. Plan by message, instruction mode or a combination of both.

**Step 4:** Complete the *Unit Organized By* section.

**Step 5:** Select articles from the unit planner that relate to the message or instruction mode you have selected.

**For example,** if you want to encourage participants to develop a mind-set about career planning in the age of constant change, you may decide to focus on those articles listed under the **message** *Change is Constant*.

## Sample Unit Planning Sheet #1 – Organized by Message

<b>Unit Title:</b> Career planning for high school students		<b>Facilitator/Teacher:</b> Patricia Armstrong		<b>Total Time:</b> 3.5 hours		
<b>Audience/Group:</b> Grade 12 students. Most of this group will be pursuing post-secondary studies at the end of this school year.			<b>Unit Organized By:</b> Message: <input checked="" type="checkbox"/> Follow your Heart Instruction Mode: <input type="checkbox"/>			
<b>Objective(s):</b> To provide students with tools necessary to make effective decisions for their future.						
Section Number	Articles and Page Numbers	Instruction Mode	Activity Type	Time (min.)	Description	Notes and Resources
1	Keep the doors open (p. 4)	SG	W,R	60	#2. Ask participants to work in small groups. Ask each group to research one of the web sites listed and report their findings back to the whole group. Job Futures: <a href="http://www.jobfutures.ca/">www.jobfutures.ca/</a> WorkInfoNet: <a href="http://www.workinfo.net.ca">www.workinfo.net.ca</a> Canada Career Consortium: <a href="http://careerccc.org">careerccc.org</a> The report should include: • The purpose of the site • The organization (main page) of the site • The information included in the site • Additional useful links from the site	
1	Meet the future (p. 6) If you've got what it takes (p. 12)	WG, I	D, R, W	50 plus homework time	#1. Discuss the significance of the High Five Messages and how Liam, Alex, Francine and Indri illustrate the messages. #2. Discuss how Richard and David illustrate the messages. #3. Have students search the newspaper and the Internet for an advertised position that would have them "Following their heart" if they were to apply. Have them write an essay that explains why they would be following their heart if they were to pursue this occupation.	Modify the exercise to include an essay on the High Five Message of Follow your heart.  Have student partners do preliminary evaluation of each other's essay.
1	What do you do all day anyway? (p. 8)	I	R, D	30	#1. Ask participants to identify the skills used in each of the activities listed in this article. Where possible, identify additional skills for each activity.	
2	The call of the North (p. 16)	I	W	50	#2. Have participants write a short essay reflecting on how leaving home to study would help them explore their futures.	
<b>Total Time:</b>				190		

## Sample Unit Planning Sheet #2 – Organized by Instruction Mode

If you are using an *Instruction Mode*, select the articles that are suited to that *Instruction Mode* (e.g., Individual, Small Group). List your selected articles and page numbers in the appropriate column on the Unit Planning Sheet (*Articles and Page Numbers*).

**Step 6:** List appropriate activities and page numbers from this guide for each article. Or customize these activities to suit your program requirements. Fill in the *Description* column with the description of the activity like those listed under *Recommended Activities*.

**Step 7:** Select the *Instruction Mode* (Individual, Small Group or Whole Group) and *Activity Type* to suit your program participants and delivery preferences. You may wish to use a variety of activity types such as discussion, writing or research.

**Step 8:** Determine the *Time* for each activity.

**Step 9:** Select the appropriate related content and resources you wish to use and list these in the *Notes and Resources* column.

**Step 10:** Complete the *Total Time* to ensure you have an appropriately scoped unit for your needs. Review your unit outline to ensure you have selected the best articles, best instruction mode and activity type for your audience.

<b>Unit Title:</b> Developing skills for adult job seekers		<b>Facilitator/Teacher:</b> John Cheng		<b>Total Time:</b> 4 hours		
<b>Audience/Group:</b> Adults, aged 28 to 50 who are interested in retraining. Most are looking for work.		<b>Unit Organized By:</b> Message: <input type="checkbox"/> Instruction Mode: <input checked="" type="checkbox"/>				
<b>Objective(s):</b> Participants will acquire skills to help them begin an employment search.						
Section Number	Articles and Page Numbers	Instruction Mode	Activity Type	Time (min.)	Description	Notes and Resources
2	What do you want to do with your life? (p. 14)	I	W	50	#1. Read the article and write a short essay that answers the discussion questions provided in exercise #1.	Make this an individual activity.
2	Your HR Department: at your service (p. 18)	I	D, R	60	#1. Read the article. Assign each participant a local company to research, asking them to investigate the HR services available to employees in that company. Have them present their findings to the group.	Modify part of activity #2 and have individuals prepare data sheets on the company they were assigned to research
2	Make your career an adventure (p. 20)	I	R	40	#2. Read the article. Ask participants to investigate the skills requirements of the tourism sector by visiting the web sites.	
3	Keep up with change (p. 24)	I	W	30	#2. Ask participants to select one to three strategies from the checklist for handling change. The strategies should suit their individual situations. They should also develop a plan for using these strategies.	
4	Experience brings your résumé to life (p. 36)	I	D, W	60	#3. Have participants respond to an ad from the newspaper with a cover letter and a résumé using <i>Experience brings your résumé to life</i> as a sample.	
4	Labour Market Information: Look before you leap (p. 38)	I	D, W	30	#1. Have participants select one headline from the newspaper and write up the conclusions that can be made about labour market trends.	Make this an individual activity.
<b>Total Time:</b>				240		

# Sample Unit Planning Sheet #3 – Organized as a combination of Messages and Instruction Modes

<b>Unit Title:</b> Developing skills for people returning to the work force		<b>Facilitator/Teacher:</b> Jean Cummings			<b>Total Time:</b> 3 hours	
<b>Audience/Group:</b> Adults, aged 35 to 50 returning to the work force after more than five years off.		<b>Unit Organized By:</b> Message: <input checked="" type="checkbox"/> A variety of themes and instruction modes for a specific audience Instruction Mode: <input checked="" type="checkbox"/>				
<b>Objective(s):</b> Participants will acquire skills and recognize their skills when applying for a new position.						
Section Number	Articles and Page Numbers	Instruction Mode	Activity Type	Time (min.)	Description	Notes and Resources
2	What do you want to do with your life (p. 14) The High Five Messages (p. 2)	SG	R,W	40	#2. Assign each group to one of the remaining four messages. Ask participants to find examples of their assigned High Five Message as expressed in various articles throughout Canada Prospects.	
2	What do you want to do with your life (p. 14)	WG	D	50	#3. "A career isn't a destination, it's also the journey." Using the questions provided, ask participants to discuss the following: <ul style="list-style-type: none"> <li>• What does this message mean?</li> <li>• Why is it important to set career goals?</li> <li>• How is setting career goals different from wanting to work?</li> <li>• Why is it challenging to have lots of choices?</li> <li>• Use the SMART method referred to in the article and work as a whole group to set some model career goals.</li> </ul>	
3	Change your thinking (p. 22)	WG, I	D,W	50	#1. Using the questions provided, ask participants to discuss the following: <ul style="list-style-type: none"> <li>• What challenges did Sheldon Gordon face as he prepared to re-enter civilian life?</li> <li>• How did the support he received help him in his transition?</li> <li>• A common message is the importance of investigating "interest, and not just aptitude." Why is interest so important in career planning? How do interest and aptitude work together?</li> </ul>	
3	Keep up with change (p. 24)	I	D,W	30	#3. Ask participants to select one to three strategies from the checklist for handling change that suit their individual situation. Participants should develop a plan to utilize these strategies.	
<b>Total Time:</b>				170		



# Canada Prospects 2001-2002: Master Unit Planning Sheet

Unit Title:			Facilitator/Teacher:			Total Time:
Audience/Group:			Unit Organized By: Message:			
			Instruction Mode:			
Objective(s):						
Section Number	Articles and Page Numbers	Instruction Mode	Activity Type	Time (min.)	Description	Notes and Resources
Total Time:						

Use this master sheet for photocopying