

Careers

Portfolio Project
(entire hands-on course)



“All about me”



- Could be an entire Course
- Could be an independent unit
- Could be a supply lesson l

A **1 page** activity a day...

Portfolio

Preferences

Professional Skills



Personality Tests

Hands – on skill based



Careers



Careers

Name: _____
Date: _____

Project Marking Scheme 100

Part 1 (due _____) Part 2 (due _____)

About You...

- School Map
- Sample Intelligence
- Learning Style
- Career Path
- Personality Type
- Self-Directedness
- Rating Scale
- Motivation
- Strengths - Hogan
- Strengths - Yip (Kudapartan)
- Career - Yip
- Self-Directedness
- Developmental Proficiency
- Group/Individual Test
- Hobbes - Yip
- Career - Yip
- People in your life
- Multiple Perspectives
- Inside the person
- Personal
- Family Skills
- Challenges
- Signs of your name
- Birth History
- Genetic Risks (doctor)
- Personal
- How changed over the years
- Family Tree
- Chemical Chart
- Signs that identify you
- Questions to your teacher

25

10

10

20

Your career...

- Career letter format
 - Version 1
 - Version 2
- Resume
 - Version 1
 - Version 2
- Letter of Reference
 - Version 1
 - Version 2
- Career information
- Work History - Yip
- Self-Directedness - Yip
- Interview Questions
- Interview with a Professional/Careerist
- Interview - Yip
- Suitable Selection for Graduation
 - Knowledge Application
 - Personal Transcript (placeholder)
 - Expertise in Skills
 - Creditful Revolution on the job
- Career Interview
 - Version 1
 - Version 2
- Daily Activities - Expectations
- Salary and Benefit Expectations
- Sample Budget

Creativity (materials, colors, placement, objects, additional work/expression/idea)

1

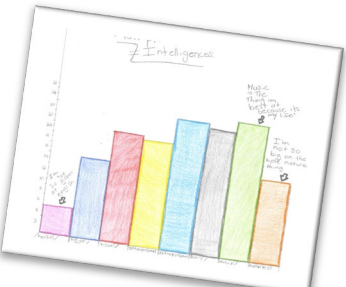


activity
a day

Teacher
Directed
Fun
Activities
To Learn

Hands -on Course

Learn by doing...



Careers

Name: _____
Date: _____

Project Marking Scheme

100

Part 1 (due _____)

Part 2 (due _____)

About You....

- College
- Mir 1 Map
- Multiple Intelligences
- Learning Style
- Stress Test
- Personality Type
- Left/Right Brain
- Eating Habits
- Maslow Level
- Motivation
- Goals in life (3)
- Ericson's Stages
- Drawing Test (Kindergarten)
- Anger Types
- Test taking habits
- Environment Preferences
- Group/Individual Test

15

- Hobbies/Sports
- Stress Relief
- People in your life
- Outside Appearance
- Inside the person

- Favorite s
- Family Skills
- Traditions
- Origin of your name
- Birth History

15

- Genetic Risks (doctor)
- Timeline
- Has changed over the years
- Family Tree
- Gestures Used

- Traits that identify you
- Directions to your house

Additional or substitutions

5

Your career...

- Cover letter format
 - Version 1
 - Version 2
- Resume
 - Version 1
 - Version 2
- Letters of Reference
 - Version 1
 - Version 2
- Contact information
- Work History Samples
- Skill Samples/Volunteer Samples
- Interview Questions
- Awards won/Tests taken/Certification
- Interview Clothing

25

- Timetable Selection for Graduation
- Scholarship Application
- Pretend Transcripts (placeholders)
- Nepotism vs Skills
- Conflict Resolution on the job

10

- Career Research
 - Version 1
 - Version 2
- Daily Activities/Expectations
- Salary and Benefit Expectations
- Simple budget

10

Creativity (materials, colors, placement, objects, additional work)-profession's goal

Comments

Could be part of a larger project



Careers Course



- Includes a slide show that you can teach from every day...

1/4 year

Learning Styles

Activities in the slide show



Skills based



Label
characters

Identify

Students

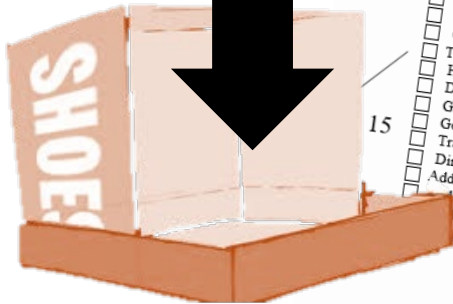
Technical
Skills/editing



can use characters
from shows
to show
what they know...

Careers

Shoe box version



Careers

Project Marking Scheme

100

Name: _____

Date: _____

Part 1 (due _____)

About You....

- Shoebox like container
- Name of Student on the box
- What is the origin of the student's name?
- Outside Decorated
- Inside Decorated

5

- Learning Style
- Personality Type
- Favorite color
- Time Management
- Multiple Intelligences
- Left/Right Brain
- Eating Habits
- Maslow Level
- Motivation
- Goals in life (3)
- Stress Conclusions
- Opportunity for Burnout
- Anger Management
- Test taking habits
- Environmental Preferences

15

- Hobbies
- Sports
- People in your life
- Outside Appearance
- Inside the person

5

- Family Skills
- Traditions
- Birth History
- Genetic Risks (doctor)
- Timeline
- Has changed over the years
- Drawing Test
- Group/Individual Test
- Gestures Used
- Traits that identify you
- Directions to your house
- Additional Objects
- Additional Objects
- Additional Objects

15

Creativity: Materials, colors, placement, objects, additional work, detail

Part 2 (due _____)

Your career...

- Portfolio binder
- Nice Paper
- Colour Scheme
- Tabs
- Labels

5

- Cover letter format
 - Version 1
 - Version 2

- Resume
 - Version 1
 - Version 2

20

- Letters of Reference
 - Version 1
 - Version 2

- Contact information
- Work History Samples
- Skill Samples
- Volunteer Samples

- Timetable Selection for Graduation
- Awards won
- Scholarship Application
- Tests taken/Certification
- Pretend Transcripts (placeholders)

5

- Career Research
 - Version 1
 - Version 2

5

- Include Requirements for both
- Daily Activities/Expectations
- Job Salary/Simple budget

Creativity

10

Careers

3 sections

1. Personality Tests

2. Preferences and Skills

3. Professional



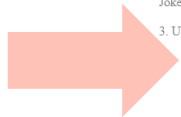
Careers

Title Page

First impression



Ideas and options
for students



Careers

Name: _____
Date: _____

Title Page

Create a title page to highlight your skills.

1. Include your name
 - Draw
 - Design
 - Border
 - Font (Create using online program)
2. Select 10 images or graphic parts to highlight your interests

Associations
Preferences
Background

Hobbies
Sports
Objects
Animals

Subjects
Jokes (professional)

3. Use technical skills to blend
 - Different sizes
 - Layer objects
 - Transparent/Fade
 - Take out background (Create your own in Paint)
 - Search for clipart
 - Consistent style/sizes
 - Read text
 - Labels (optional)
 - Colour choice

Note: If you can't draw then you can use technical tools in the software (or a design program) to help with this task.

Make a great first professional impression

Exemplar



Hands -on

! 9J=JK

Title Page
Alternate

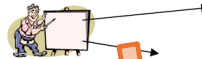
Careers

Name: _____
Date: _____

Mind Map

Create a mind map to represent yourself using your creative genius and artistic talents.

1. Start with yourself in the middle
2. Branch into the possible following areas



- | | | |
|-----------------------------|------------------|----------------------|
| Goals | Favorite People | Learning Preferences |
| Outside Interests | Best Friends | Inside traits |
| Student Record | Work Experience | Dreams in life |
| Choice of free time | Talents | Favorite Games |
| Descriptions of personality | Parenting | Decorating Style |
| Hobbies | Favorite colours | Shows/Actors |
| Teams | Location | Family History |
| Past/Current Medals | Organization | Years |
| Achievements | Skills | Conditions |
| Skills | | |
2. Include some interesting details
- explanations
 - colour
 - text
 - saying
 - descriptions
 - use of space
 - photos
 - art

Idea generator



How to make a mind map

Visual Example

Note: different lines (connectors) and different shapes have different meanings and indicate different relationships in a flow chart

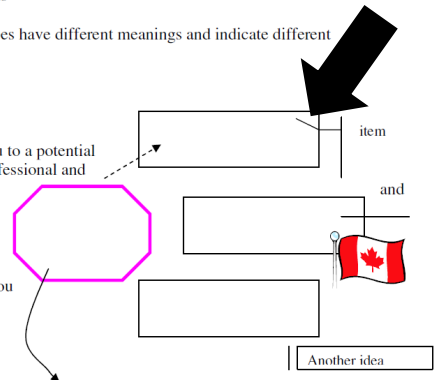
Organize your ideas to present yourself visually

This standard one page (8 x 11) should describe you to a potential employer. This means that this work should be professional and only include data that would be relevant to teachers employers for future use to include in a possible portfolio.

If you are not artistic then take advantage of cut and paste and the wonders of technology to assist you in creating your own masterpiece.

Benefit for teens (demonstrates to employer)

1. _____
2. _____
3. _____



Step by step instructions

Careers



What to add
to make it
look
professional

Some of the following details

- explanations
- colour
- text
- descriptions

- use of space
- photos
- art

Different lines (connectors) and different shapes have different meanings and indicate different things in a flow chart

Use your ideas to present yourself visually

A one page (8 x 11) should describe you to a potential employer. This means that this work should be professional and contain data that would be relevant to teachers and your future use to include in a possible resume.

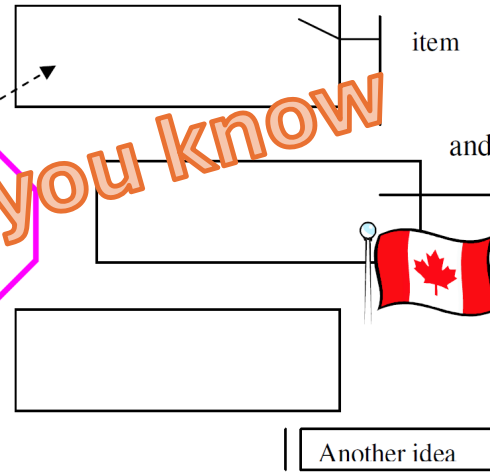
If you are artistic then take advantage of it. Use the wonders of technology to assist you in your work. Start with what you know.

Examples (demonstrates to employer)



Start with what you know

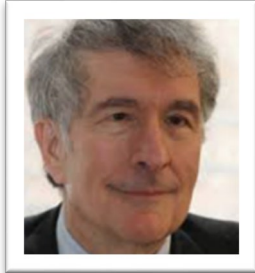
Connectors



Personality tests

Graph the results

How Am I Smart?



There Are Many Ways of Being Smart

What is intelligence? Do you often wonder how smart you are? If so, you probably measure yourself by the grades you get in school. If you do well, you figure you must be smart. If you don't, does that mean you're not smart?

Experts who study intelligence say that school "smarts" are only a small part of a much larger picture. School "smarts" can be measured by IQ (intelligence quotient). But IQ only measures how you handle verbal and math problems—and leaves out other entire areas of intelligence.

Many experts now believe that people have multiple intelligences—eight different kinds of "smarts." Each of us has some intelligence in all eight areas, but every individual has three or four areas that are dominant. These intelligences have a big influence over what we like doing and how we approach learning.

Many people suggest that there are even more than eight kinds of intelligence. The important thing to remember is that you can be "smart" in more than one way.

Knowing your multiple intelligences (MI) will help you better understand your strengths and make good decisions about your future.

Multiple Intelligences



The Multiple Intelligences (MI) Chart

Verbal/linguistic intelligence

- using language to present your ideas, to express your feelings or to persuade others

Logical/mathematical intelligence

- reasoning, logical thinking; handling mathematical problems

Visual/spatial intelligence

- creating and interpreting visual images; thinking in three dimensions

Bodily/kinesthetic intelligence

- feeling and expressing things physically; doing hands-on work

Musical/rhythmic intelligence

- creating and feeling a rhythm to express a mood; detecting and analysing musical themes

Intrapersonal intelligence

(within the self)

- understanding your own interior thoughts and feelings in a very clear way

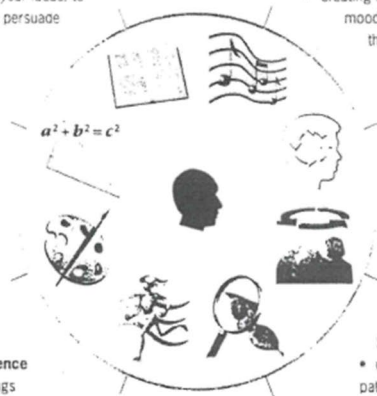
Interpersonal intelligence

(between people)

- understanding the feelings, needs and purposes of others

Naturalist intelligence

- understanding nature, seeing patterns in the way nature works; classifying things



ACTIVITY

- What's your MI?
Take the MI Quiz to find out more about your talents, qualities and strong points.
1. Write down the heading for each "intelligence." Using a ruler (1 inch is all that is needed) or a compass, record a number that best represents your response to each of the numbered statements.
 2. Record a score for each "intelligence" from your scores, for each of the intelligences.
- Keep the results in your portfolio. ☉

MI Quiz

Verbal/linguistic

1. Enjoy news and other websites.
2. Remember things easily as they read or see.
3. Like to play part in debates or discussions.
4. Prefer long and short written answers over multiple-choice responses.
5. Enjoy keeping a journal or writing notes and articles.
6. Like to read.

Logical/mathematical

1. Work hard on assigned work sets.
2. Enjoy math and/or science.
3. Enjoy "things to do" for.
4. Enjoy mathematics and games such as Jeopardy! and Clue!
5. Like to work with numbers about money and currencies.
6. Enjoy graph paper and other relationships.
7. Like grid mathematics.

Visual/spatial

1. Understand what others work well against.
2. Enjoy using objects, images and other visual points.
3. Like to draw and sketch.
4. Have a good sense of direction.
5. Like to watch movies.
6. Have an eye for detail.
7. Can anticipate the items in a game like "hidden words."
8. "Draw words."

Interpersonal

1. I interact well with people.
2. Enjoy team sports rather than individual sports.
3. Enjoy group projects.
4. Like group activities better than ones I do alone.
5. Enjoy learning about different cultures.
6. I usually talk over my personal problems with a friend.
7. Enjoy sharing my ideas and feelings with others.

Intrapersonal

1. I am a private person, and I like to private inner world.
2. I have a clear focus.
3. I have strong opinions about controversial issues.
4. I am not sure about my activities or assignments.
5. I understand my feelings, and have been well used to situations.
6. I understand that I'm responsible for my own behavior.

Bodily/kinesthetic

1. I like to dance, tap or fight when sitting.
2. I participate in various sports (see heading, understanding musical things).
3. I find it hard always to remember their names.
4. I am well coordinated.
5. I like working with my hands.
6. I prefer using physical methods in writing and reading.
7. I understand error in doing teaching, writing and answering.

Musical/rhythmic

1. I can remember my beat.
2. I make up rhymes to remember things.
3. I am far from a fellow in their class.
4. I like singing songs and poems or music.
5. I enjoy music when doing a writing.
6. I can hear an ear for music.
7. I find great joy in musical accomplishments.

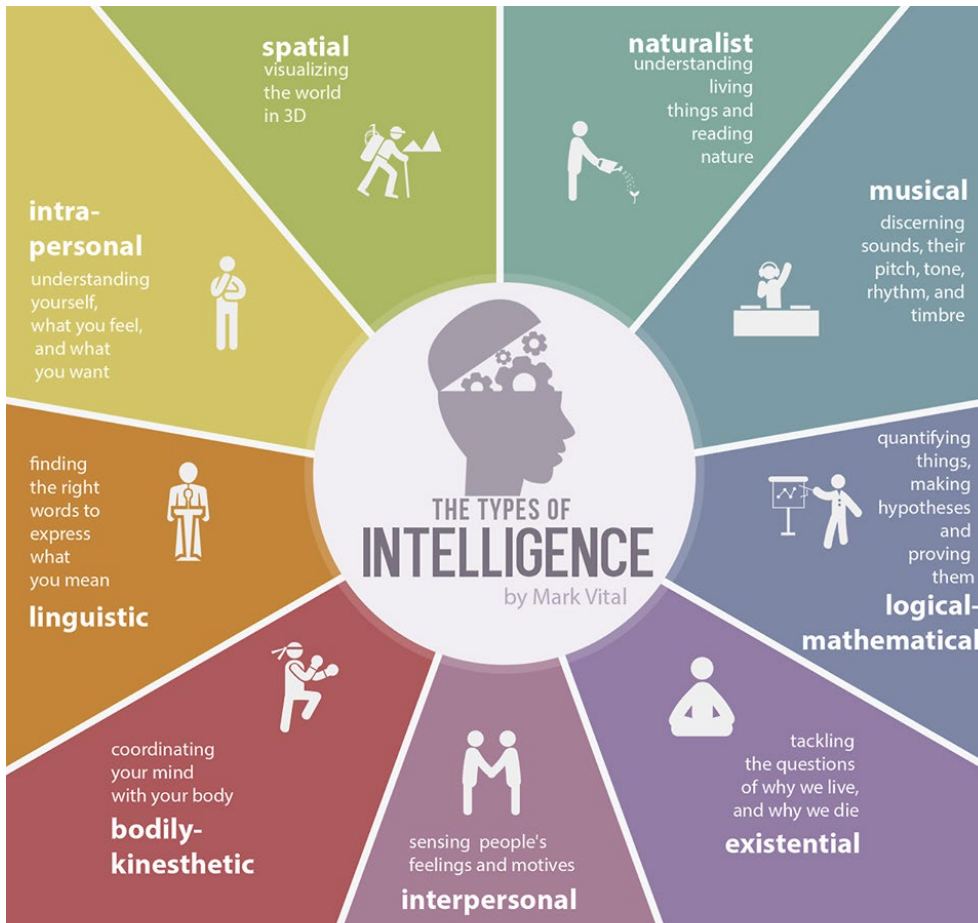
Naturalist

1. I have a collection (e.g. shells, maps, rocks, books) cards.
2. I enjoy collecting and differences in trees, flowers and other things.
3. I can identify most of the plants in the environment.
4. I enjoy playing for animals and finding animal tracks.
5. I like growing and caring for a garden.
6. I enjoy fishing and watching.
7. I have been when I can go to field—woods, or to mountains.



Multiple Intelligences

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- Different ways to be smart
- Validate all skills
- Highlight different experiences and value

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Kinetic/Tactile
Auditory/Visual

1) Have the students select what they prefer

2) Rate them

3) Then explain the marking scheme

4) Graph the results

Careers

Name: _____
Date: _____

KTAV

Directions

1. Answer the following questions honestly.
2. Circle the 6 statements that would describe how you learn best.
3. Rate your choices from one to six, one being the most accurate statement and sixth being the least.

- 3 work with real things
- 2 talk to myself while reading a book or questions on a test
 read material about what I am learning
 sketch or doodle while learning
 hear things explained first
- 1 watch a filmstrip or film
- 5 work with materials related to what is to be learned
- 5 listen to tapes, the radio, or recordings
- 6 watch someone illustrate or demonstrate the information
- 4 perform through simulations, games, role plays
 listen to experts describe and explain the information
 look at charts, maps, graphs, or pictures

Score

1. 25 2. 18 3. 12 4. 7 5. 3 6. 1

Chart

	KT	Auditory	Visual
Score			
Total			

Classroom tested ✓



Teacher Accommodated

Easy math

Works for all abilities

! 9J=JK

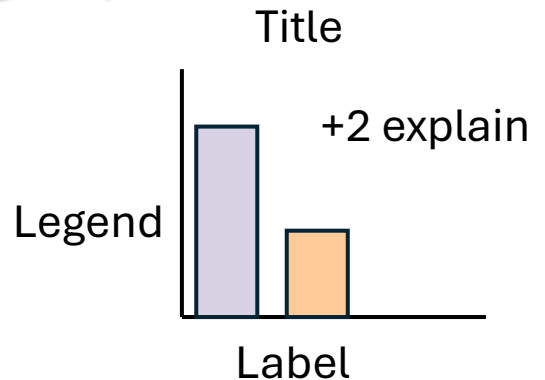
Careers

Name: _____
Date: _____

I am/have

1. _____ 1. I am a teacher (group)
2. _____ 2. I have a disability (individual)
3. _____ 3. I am female (group)
4. _____ 4. I have red hair (either)
5. _____ 5. I have pink school supplies (individual)
6. _____ 6. I am tired (individual)
7. _____ 7. I have 5 kids (individual)
8. _____ 8. I have divorced parents (group)
9. _____ 9. I have a dog (individual)
10. _____ 10. I _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Personality test



Careers

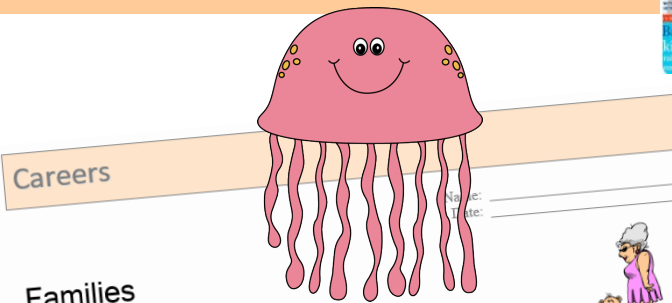
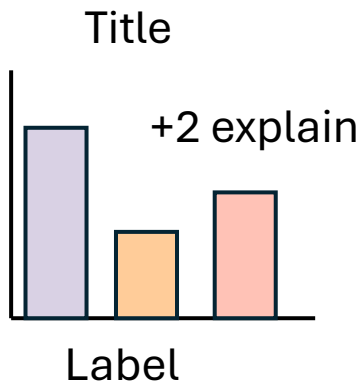


Family Type

- Students select which is more like their family

- Then you can graph

Fun class
Discussions



Families



No such thing as a perfect family!

1. Answer the following questions and go with your first impression.
Are your parents?

	Brick wall	Jellyfish	Backbone
1	Made your lunch	Make your own lunch	Here is money
2	Never	fear	Try it
3	Strict Rules	If you want	Negotiable limits
4	Special Occasions	Candy	Dessert
5	Cast	Air breath	Band aids
6	In your seats	McDonald's	Depends on time
7	Agenda Vacation	Road trip	Days before
8	Deathly Ill	Sniffle	Cold
9	What did you learn today?	Hi	How was school?
10	Parent Teacher Interviews	Who?	If they call
11	Home when 16	Home when 8	Home when 12
12	Sirens	Your fine	Are you ok
13	You are not wearing that	Wearing what?	Do you want to go shopping?
14	Get a job	Here's 20	Allowance
15	Has the water been tested	Swimming in the cold	Make your own decision
16	Everything has its place	Where it lands	When you have time
17	Vacuum every day	Push crumbs aside	Once a week or two
18	Babies by the book	Have to feed them	Recommendations
19	Children should be seen	Hear them alright	Seen and heard
20	Parents First	Kids First	Depends on
21	Strap	Don't do it again	Grounded
22	Homework First	Did you go to school	Do you have any homework?
23	Meat, Potatoes, and Veggies	Veggies?	Veggies on Sundays
24	Wash Day	Pile on floor	Need something
25	Save for University	Pay Bills	Save for vacation
26	You can be mad at me	Be my friend	Like me
27	Only Family	No sitters	Teenagers
28	Your own towel	Is there 1 clean	From the pile
29	Never drink (19)	Finishing bottles	You can try it
30	Family dinners		Major holidays only

2. Highlight the item in each row that is the most like your family.
3. Add them up and graph :)



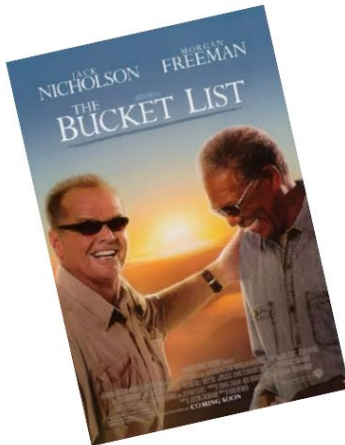
Create a bucket list to demonstrate your goals.



1. Create your list on 1 page
Add a title
2. Decorate it
Legend
3. Does it have an order?
Colour can emphasis

+Add two details

-why
-how



1. Witness something truly majestic.
2. Help a complete stranger for the good.
3. Laugh until I cry.
4. Drive a Shelby Mustang.
5. Kiss the most beautiful girl in the world.
6. Get a tattoo.
7. Skydiving!
8. Visit Stonehenge.
9. Spend a week at the Louvre.
10. See Rome!
11. Dinner @ La Chevre d'Or.
12. See the Pyramids.
13. Masada.
14. Taj Mahal.
15. Hong Kong.

Long Term Goals

Careers

Personality Test

Type A and Type B

Highlight what is more like you.



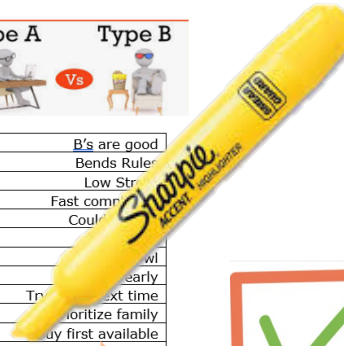
Want Straight A's	B's are good
Follows rules	Bends Rules
High Stress	Low Str
Detailed	Fast comm
Meets deadlines	Could
Not enough Sleep	
Morning	
Works overtime	
Hates Loosing	Try next time
Prioritize Work	Prioritize family
Investigate Products	Buy first available
Researched	Look it over
Completed	Go
Plan	rip
Arrive early	Just make it on time
Saves	Spends
Follows recipe	Estimates
Written or published goal	Still deciding
Completes all Paperwork	Uses tools to make it look good
Completed more than required	Did only what was asked
Let others finish speaking	Nods in anticipation/finishes sentences
Multitask	One thing at a time
Uneasy while waiting	Waits calmly
Keeps opinions to self	Shares opinions
Not happy with job	Job satisfaction
Follow instructions	Creative
Hates group activities	Loves group activities
Individual	Team

Count the items

You can use ½ marks if in the middle.

Using a highlighter to show how far can be very helpful.

Graph your results...!



Easy to count



Options for completion



Highlight success of both types

A or B type personality

Careers



ARE YOU A STRESS-PRONE "TYPE A" PERSONALITY?

Type A personalities tend to be more successful and they also get 90% of all heart attacks. Are you a Type A? Here's a chance for you to test yourself. Below are two columns of contrasting behaviours. Since each of us belongs somewhere on a continuum between the two, put a check under the number where you think you belong between the two extremes.

	1	2	3	4	5	6	7	
1. Doesn't mind leaving things temporarily unfinished								Must get things finished once started
2. Calm and unhurried about appointments								Never late for appointments
3. Not competitive								Highly competitive
4. Listens well, lets others finish speaking								Anticipates others in conversation (nods, interrupts, finishes sentence for others)
5. Never in a hurry, even when pressured								Always in a hurry
6. Able to wait calmly								Gets restless when waiting
7. Easygoing								Always going full speed ahead
8. Takes one thing at a time								Tries to do more than one thing at a time; thinks about what to do next
9. Slow and deliberate in speech								Vigorous and forceful in speech (uses a lot of gestures)
10. Concerned with satisfying him/herself, not others								Wants recognition by others for a job well done
11. Slow doing things								Fast doing things (eating, walking, etc.)
12. Serene								Hard Driving
13. Expresses feelings openly								Holds feelings in
14. Has a large number of interests								Few interests outside work
15. Satisfied with job								Ambitious; wants quick advancement at job
16. Never sets own deadlines								Often sets own deadlines
17. Feels limited responsibility								Always feels responsible
18. Never judges things in terms of numbers								Often judges performance in terms of numbers (how much, how many)
19. Casual about work								Takes work very seriously (works weekends, brings home work)
20. Not very precise								Very precise (careful about detail)
Total of Columns								
Add the number of all the points and enter the TOTAL								

If you scored over 110 you are a **Type A1**

If you are in this category and especially if you are over 40 and smoke, you have a high risk of developing cardiac illness and other stress-related illnesses.

If you scored 80 - 109 you are a **Type A2**

You are also a cardiac-prone personality but your risk of heart disease is not quite as high as a Type A1

Type A personalities generally have "A STRESS PROBLEM" although most do not recognise this until extreme symptoms or serious illnesses develop. Type A behaviour is a learned personality complex which is well-rewarded in our culture. It is a desired trait in most institutions, especially at a managerial level.

If you are a Type A1 or Type A2, you would be wise to learn how to effectively manage stress in your body by neutralising the stress hormones. This may be done by activating "the relaxation response," the scientifically-defined and measurable anti-stress mechanism in your body. It will add years to your life.

If your score is 60 - 79, you are a **Type AB**

You are a mixture of Type A and Type B patterns. This is a healthier pattern than either A1 or A2, but you have the potential for slipping into Type A behaviour and you should recognise this.

If your score is under 59, you are a **Type B**

This personality complex is characterised by general relaxation and copes adequately with stress. You express few of the reactions associated with cardiac disease.

30 - 50: **Type B2** 0 - 29: **Type B1**

To get another perspective on your personality, ask your spouse or close friend to rate you on this scale. The results may be surprising.

Test developed by Dr. Howard Glazer for the British Executive Health

Understand your traits

Graph the results

Adapted From professional tests to give students an idea

Careers



More than a test

Careers

Stress Test

In a now famous American study from 1967, Dr. Thomas H. Holmes and Dr. Richard H. Rahe created a do it yourself stress test. They examined the stress measured in so called life change units (LCU) that is induced by experiences, ranking from the death of a spouse to getting a traffic ticket. Holmes and Rahe claimed that, by adding the LCU values of events within the past year, they could predict the likelihood of a stress-related illness or accident.

Total Value

- A total of LCU value below 150 correlates to a 35% change of illness or accident within the two years
- A total value between 150 and 3000 puts the changes at 51 percent
- A total value over 300 puts sickness or accident at an 80% percent risk.

- | | | | |
|-----|---|----|---|
| 100 | Death of a spouse | 29 | (promotion, demotion, transfer) |
| 73 | Divorce | 29 | Son or daughter leaving home |
| 65 | Marital Separation | 29 | In law troubles |
| 63 | Detention in jail or other institution | 28 | Outstanding Personal achievement |
| 63 | Death of a close family member | 26 | Spouse beginning or ceasing work outside the home |
| 53 | Major Personal injury or illness | 26 | Going back to school |
| 50 | Marriage | 26 | Major change in living condition (building a new home, remodeling, deterioration of home) |
| 47 | Being Fired at Work | 24 | Revision of personal habits |
| 47 | Marital Reconciliation | 23 | Troubles with Supervisor, boss, superiors |
| 45 | Major change in health or behavior of a family member | 20 | Major Changes in working conditions or hours |
| 44 | Retirement | 20 | Changes in residence |
| 40 | Sexual Difficulties | 20 | Change to a new school |
| 40 | Gaining a new Family Member through birth, adoption or remarriage | 20 | Major change in usual type and/or amount of recreation |
| 39 | Major business readjustments | 19 | Major change in church activities |
| 39 | Major change in financial state | 18 | Major change in social activities |
| 38 | Death of a close friend | 18 | Purchasing a car, or other big purchases |
| 37 | Change to a different line of work | 18 | Major Change in sleeping habits |
| 36 | Major increase in the number of arguments with spouse | 16 | Major change in the number of family get together |
| 35 | Taking on a mortgage | 15 | Major change in eating habits |
| 31 | Foreclosure on a mortgage or loan | 15 | Vacation |
| 30 | Major change in responsibility at work | 13 | Christmas or holiday observances |
| 29 | | 12 | Christmas or holiday observances |
| | | 11 | Minor violations of the law (traffic tickets) |

What is your score? _____
What would your parents score be? _____
Write a comparison between your score (a teenager) versus an adults score (parent) and the validity of this test.



Basic adding

Stress Test

How could this be adjusted for students?

Careers

Stress Test +

10 options for teachers

Careers

Name: _____
Date: _____

Options

- Graph your results.
- What surprised you about the items on the list?
 - Do you think that vacations are stressful?
- How do you think this impacts learning?
- Can you make an infographic to show what items cause stress?
 - This is an old test.
 - What should be added for teenagers?
 - What stress factors do your parents have that you didn't think about?
 - Does technology increase or decrease stress?
- Compare your stress level
 - To your parents
 - To your freinds
- What can you do to relieve stress?

Note: You do not have to
details in your submisio!
You can use graphics
understanding.



Careers

Stress

(just a few of the indicators)
Stress is how one's body reacts to change. Select the correct category for each sign of stress.

Headaches
Nervousness
Fighting
Stomachaches
Scared
Perspiration
Impotence

Lack of Concentration
Rashes
Drop in School Performance
Unable to study
Carelessness
Anger outbursts
Fast Heartbeat

Bored
Forgetfulness
Nightmares
Sad/Depressed
Increased Irritation
Withdrawn
Eating Habits change

Signs of Stress

Physical (body)

Mental

Emotional

Is all stress bad? _____

List good aspects of stress?

What do these things do to stress?

Additional worksheet

Alcohol
Tobacco
Caffeine
Illegal Drugs

Vocabulary
for
Stress
symptoms
helps
students

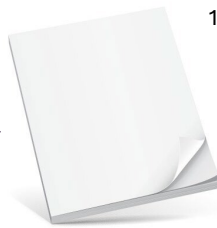
! 9J=JK

Anger Styles

Anger Styles

1 page

Family



TV Show

Fun class Discussion if you have behaviour problems



Who might get a divorce?



People have different ways, or styles, of dealing with their anger. Most people use a combination of styles. Five of those styles are described below. As you read the descriptions, think about which style you tend to use most often.



BLOCKERS

Blockers do not recognize their anger and are not willing to deal with upsetting emotions. They do not acknowledge or communicate the problem, which means it cannot be addressed or resolved. Blockers may develop headaches, stomach aches, and depression. Sometimes they overindulge to escape their unexpressed feelings.



AVOIDERS

Avoiders acknowledge their anger but don't want to deal with the cause of it. In a conflict, they tend to look away, walk out of the room, change the subject, or deny there is a problem even when they know one exists. Sometimes, they express their anger indirectly, telling everyone about the problem except the person they are angry with. Other times, they act out their anger by getting poor grades, avoiding chores, or showing up late.



BLAMERS

Blamers accuse other people of causing their problems. Blamers believe that they are never wrong or at fault. They think their anger is always justified.



AGGRESSORS

Aggressors express anger through intimidation, bullying, sarcasm, and ridicule. They also may become physically violent. To them, winning an argument is more important than solving a problem or reaching an agreement. Their insolence to others may strain relationships and cause others to avoid them.



PROBLEM SOLVERS

Problem solvers recognize when they feel angry, look at what is causing the anger, and work to solve the conflict. They try to think positively about the situation, control their anger, and act constructively. If the problem is beyond their control, they express their feelings and move on.

Yell/Hit Pretend Go to room "Your fault" Family Meeting



How to deal with anger?

Careers

Anger Styles

Teacher Choice



Change it up every year (Plagiarism)

Let students be creative

Hands -on demonstration of learning

Meaningful for students

**Takes
1 full
class**

HELPS WITH CLASSROOM BEHAVIOUR

Careers

Anger Styles

Use your Favourite TV Show



Note: You don't have to
provide personal information 😊



Multiple options for students

Anger Styles

Family



TV Show



1 page

Student
Choice!

Careers

Blockers



Anger Styles

Answer Key

What do you do when you get upset?

Blocker	Avoiders	Blamers	Aggressors	Problem Solvers
---------	----------	---------	------------	-----------------

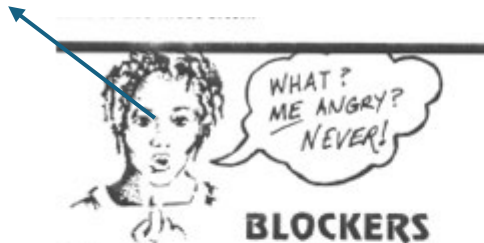
Hit pillow	Aggressor		Yell	Aggressor
Go to your room	Avoider		Make a joke	Blocker
Call a friend	Problem Solver		Take a nap	_Avoider
Unfriend	Blocker		Gossip	_Blamer
Complaint letter	Blamer		"No big deal"	Blocker

Includes an answer key

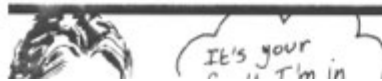
Careers

Anger Styles

Inclusive
graphics



Blockers do not recognize their anger and are not willing to deal with upsetting emotions. They do not acknowledge or communicate the problem, which means it cannot be addressed or resolved. Blockers may develop headaches, stomach aches, and depression. Sometimes they overindulge to escape their unexpressed feelings.



Avoiders acknowledge their anger but don't want to deal with the cause of it. In a conflict, they tend to look away, walk out of the room, change the subject, or deny there is a problem even when they know one exists. Sometimes, they express their anger indirectly, telling everyone about the problem except the person they are angry with. Other times, they act out their anger by getting poor grades, avoiding chores, or showing up late.

Can be used for older
students

Examples
(easy to read)

Ready to Print

Preferences

! 9J=JK

1 page activity

Preferences

Careers

Name: _____
Date: _____

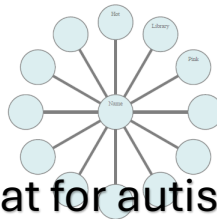
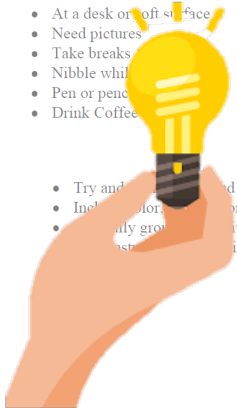
Environmental Preferences

Make a mind map to illustrate your study/environmental preferences. Use the following ideas to help explain your preferences.

- Temperature when working
- Bright or Dim lights
- T.V. Off or On
- Bedroom
- Read before bed
- Use an agenda
- Listen to music
- Clean first
- Tools surround you
- Pillows or blankets
- Use Tabs
- Check calculations
- At a desk or off surface
- Need pictures
- Take breaks
- Nibble while
- Pen or pencil
- Drink Coffee
- Multitask while you work
- Meet deadlines
- Make Study sheets
- Prefer to floor or couch
- Prefer group work
- Colour code
- Re-read your notes
- Ask questions
- Organize notes
- Email or Facebook while working
- Study with a friend
- Chalk colour preference
- Need a big or small space
- Classical or Rock
- Morning or Night
- Make use of lunch hour
- Type or hand write
- Make a rough copy
- Clean how often
- Make pro/con lists
- Separate binders for each subject or all in one
- 24 hour edit
- Get someone to proof read
- Make or use cue cards
- Read or discuss
- Highlight
- Dishwasher or by hand
- Alone
- Colour code
- Presentations
- Library
- Quite or Noisy
- Temperature when sleeping



Idea prompts help students



Great for autism, ADD, and learning disabilities to recognize preferences and helps teachers

Careers

Name: _____

Date: _____

7 stages of death

In her book "On Death and Dying", Elisabeth Kübler-Ross described a type of emotional journey among people who are facing death. Since she wrote this book, the model has been found to apply as well, for many people, to other major losses.



Typically, the seven (7) stages of grief are described as:

Shock or Disbelief

- Denial

- Anger

- Bargaining

- Guilt

- Depression

- Acceptance and Hope



People may group or experience in a different order depending on the circumstances and so a few refer only to the 5 stages.

Name the stage

"If only I had stopped smoking earlier..."

"You shouldn't have taken me to that restaurant."

"There must be a mistake..."

"I don't want to be a bother..."

"This happens to people who..."

"This should have happened to you..."

"I need to get my affairs in order..."

"Just leave me alone..."

What is the "bucket list"? _____

One of the ways to reach the last stage of death is to not have regrets...

1. _____
2. _____

What do you want to accomplish in your life?

- 1./ _____
- 2./ _____
- 3./ _____
- 4./ _____
- 5./ _____



Careers

Preferences

- Health
- Recognition of Patterns
- Cultural differences

Careers

Name: _____
Date: _____

Eating Habits

Make a mind map to illustrate your eating habits. Use the following ideas to explain your preferences.

Skip breakfast
Organic or store bought
Drink caffeinated beverages
Have to finish your plate
Small or large portions
Snack before bed
Who shops for food?
Eat fast
Always save room for dessert
Pizza a meal
Prefer fruit over sweets
Eat favourite first or last
Food you avoid
Fancy or simple
Help to cook

Salty or Chocolate
Mix foods or keep separate
Spoon, fork or sticks
Coffee or Tea
How often eat meat
Eat ketchup with everything
Skip meals
Loosen belt at Thanksgiving
Read labels
Need to eat more of...
Tried diets
3 or 5 meals a day
Prefer spicy
Pack a lunch or buy
Carry a water bottle

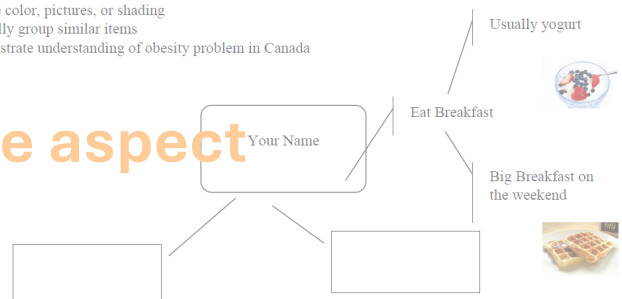
Neat or messy
Allowed to eat in living room
Eat seafood
Light or dark breads/toast
Think about food all the time
Drink before, during or after meal
Eat foods with aspartame
Picky or eat everything
Forget to eat
Exercise if big meals
Napkins and coasters
Put lots of salt on food

Word prompts



- Try and make your mind map fill the entire page
- Include color, pictures, or shading
- Logically group similar items
- Demonstrate understanding of obesity problem in Canada

Creative aspect



Careers

- Label how stress impacts you
- Social/Emotional understanding
- Understanding your body's warning signs



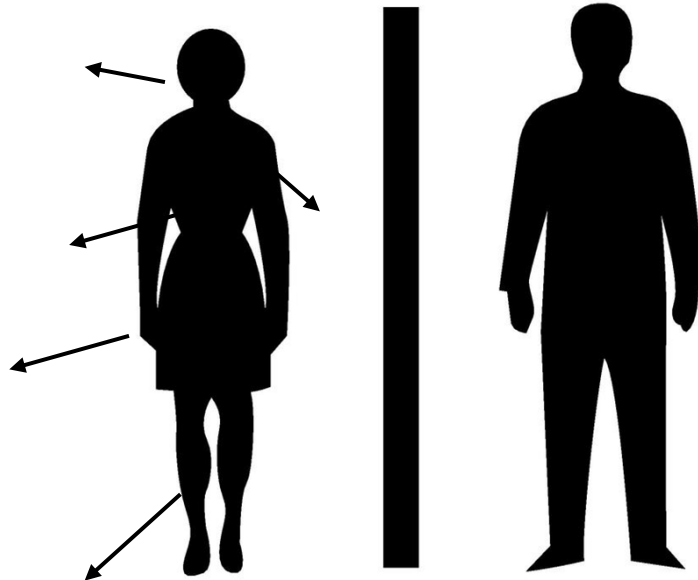
Personal Preferences

Careers

Name: _____
Date: _____

Effects of Stress

Label the effects of Stress on the diagram below.



Careers

Goals

Careers

Name: _____
Date: _____

Writing Goals

Life Goals

- Want to be rich
- Have the perfect family
- Be famous movie star

Ring a bell from your childhood?
Eg. _____

Priorities

What you think...

Your Priority
___ health
___ family
___ relationship
___ money
___ job

What survey says...

Public Priority
___ health
___ family
___ relationship
___ money
___ job

What people do...

- (example 1 ½ hours for errands)
- ___ buy birthday present
 - ___ complete paper for work
 - ___ exercise class
 - ___ go to bank
 - ___ call friend

Differences

Teens
Adults

Explain your choices

Conclusion: Do your decisions match your priority rating system?

Motivation
2 types

intrinsic
define

extrinsic
define

example
1.
2.
3.

Reason

- work purpose (annual plan)
- raise might be dependent on appraisal
- could be fired if you don't meet you goals

Needs to

- be short term
- be attainable
- be measurable

R
E
A
L
I
S
T
I
C

How is a 'To do' list a personal motivator?

- have "if" emergency
- get out clause
- can't depend on others

Rough Work

Life Goals (Bucket List)

- 1.
- 2.
- 3.

Yearly Goals

- 1.
- 2.
- 3.

Today's Goals (Short Term)

- 1.
- 2.
- 3.

Short and long term

2-page guide

Helps to determine work needs

-builds skills to create goals for annual reviews

Careers



Rough Work

Life Goals (Bucket List)

1.

2.

3.

Yearly Goals

1.

2.

3.

Today's Goals (Short Term)

1.

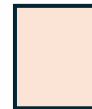
2.

3.

Break into steps



Small steps
Feel good to
check off



Careers

Preferences

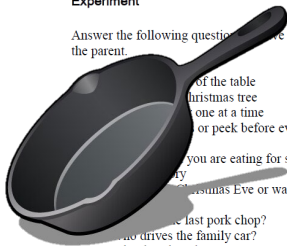
Careers

Name: _____
Date: _____

Family traditions

Experiment

Answer the following questions to have a better understanding of your family's traditions and the role of the parent.



1. Who sits at the head of the table
2. How many Christmas trees
3. How many people at a time
4. Who is the first to peek before everyone is ready
5. Who is the first to say you are eating for supper
6. Who is the first to say Merry Christmas
7. Who is the first to say Merry Christmas Eve or wait until after
8. Who is the first to say Merry Christmas
9. Who is the first to say Merry Christmas
10. Who does laundry?
11. Control of the remote
12. What do you do with leftovers?
13. Clears the table after supper
14. Bedtime strict or recommended
15. Napkins or in front of the TV
16. Dessert for supper or only special occasions
17. Age you make your own toast
18. Fix or buy a new one
19. Polish boots or scuffs
20. Age you can get ears pierced
21. Save macaroni decorations
22. Toys in your room?
23. Curfew time
24. Sunny side up or flipped
25. Set homework time
26. Stud finder or hammer away
27. Allowance if any
28. Kids decorate the tree
29. Iron shirts or tumble wrinkles
30. Number of family events
31. Knapsacks go where?
32. Use Ketchup
33. Soft or hard beds
34. Cast iron or Teflon
35. Decides where to go for vacation
36. Age for drinking



37. Decides punishments
38. Eating and walking?
39. Snack before bed/whole bag or pass
40. Different foods for different people at meals
41. Start eating or wait for everyone to be ready
42. Regular or fat free foods
43. Open fruit bowl
44. Kraft dinner looks like...
45. Family pictures or art
46. Family calendar or just tell
47. Is Pizza a full meal?
48. Assigned chores or just help out
49. Does family live close together or moved away
50. Say grace or start eating
51. Who does the grocery shopping
52. Who starts passing the food
53. Allowed to nibble or just three straight meals
54. Snooze or get up
55. Greeting cards a priority
56. Clean 1x a week or when it needs it
57. Foam or feather pillows
58. Named after family members
59. Ask for directions or drive around
60. Day care or is Mom home
61. Plan every detail or wing it
62. Get dressed in the basement
63. Played the license plate/name game
64. Decorate before Dec. 1st
65. Big Thanksgiving dinner or just prepare for winter
66. Knife or peeler
67. Who checks the answering machine/voice on message
68. Who gets the mail/pays the bills



Select traditions



Recognition of family influence

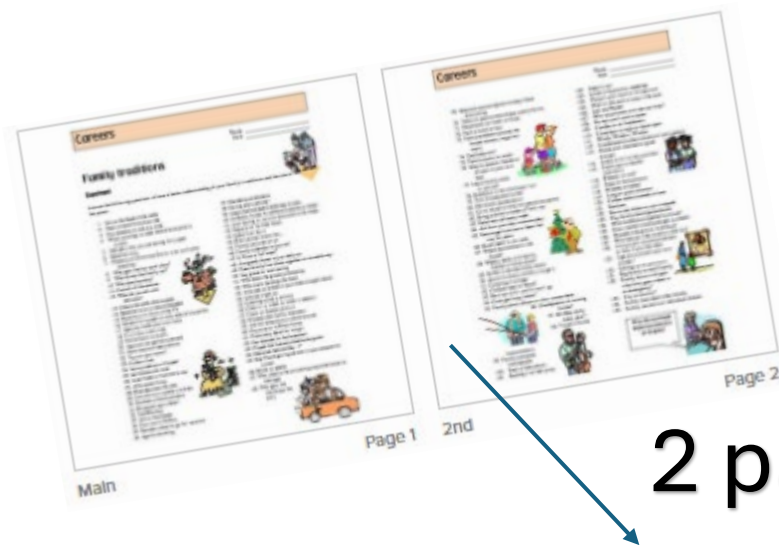


Fun class discussions

List created from issues that create arguments in families

Careers

Preferences



2 pages of ideas

Have you ever been asked
about family traditions
and have no idea what to say...

Careers

Music

Preferences

Careers

Music

Do you agree that the type of music you listen to reflects your personality?

Do you agree with all of the categories presented in this chart? (provide two reasons)

Interpreter of Melodies

Decoding taste isn't exact—and exposure and geography matter too. Here's what the research says about how to judge someone based on their musical

IF YOU LOVE...	THEN IT MIGHT BE THE CASE THAT...
Rock music	You're a social person, but really stressed out or
Country music	You're athletic, reliable, and focused. You're a hard worker and person and don't get stressed out or down. You're voting McCain.
Pop music	You're friendly and social, but not very
Rap, funk, or electronic/dance	You're an energetic and social Obama
Hip-hop or soul	You're upbeat and conventional.
Classical music	You're reflective and complex. People describe you as quiet and thoughtful, and you have a gift for language.
Jazz	You're outgoing, social, and verbally gifted.

September/October 2008 Psychology Today 77

What category would you belong to and do you agree with this assessment of your personality?

Does the chart influence your choice, or would you have chosen the same category? (Do you think your classmates have made their selection based on the assumptions?)

What does the source tell you about the data?

Do you believe that music preference changes over time or is ingrained?

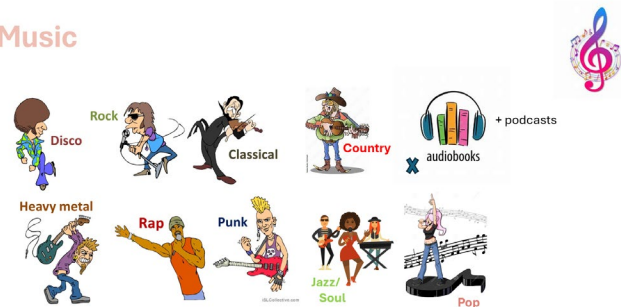
How does the availability of music electronically change general interpretations of music selection?

Teacher Accommodated

Does your personal preference influence your lifestyle?

Do you judge the playlists of others?

Music



List created from issues that create arguments in families

Careers



Careers

Name _____

Powerful People

Name 5 powerful people (make rules or people follow them) in society and indicate why they have this position.

1. Political Leaders

1. _____
2. _____
3. _____
4. _____
5. _____

2. In the world (scientists, painters, inventors, peacekeepers, arts, made a difference)

1. _____
2. _____
3. _____
4. _____
5. _____

3. Media (television, radio, music, movies etc)

1. _____
2. _____
3. _____
4. _____
5. _____

4. At school

1. _____
2. _____
3. _____
4. _____
5. _____

5. In your life (personal, family, friends etc.)

1. _____
2. _____
3. _____
4. _____
5. _____

Compare your list with those in the class and determine if they have a different reason for selection (based on priorities)

Who do you admire?



Careers

Preferences

School Name _____

Annual Plan

Name: _____ Year: _____

Position: _____ Student Number: _____

Supervisor: _____ Last Evaluation _____

Short Term Goals	Resources	Timeline	Plan
1.			
2.			
3.			

Reflection: _____

Signature _____

Annual Review
(Learning Plan)

Model

what is required for work

Professional

Careers

Professional



Careers

- Daily expectations
- Routine tasks (not all glorious)
- Realistic expectations

Professional

Careers

Name: _____
Date: _____

Day on the Job

Indicate what a real day in your chosen career would look like.

1. include approximate times for your entire work day
2. include 15 (min) activities
3. include 5 professional aspects of the job
4. include 5 promotional expectations of the job



Eg.

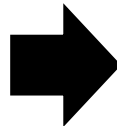
Coffee run
Cleaning toilets
Photocopying
Clearing a print jam
Calling for service
Ordering a needed part
Getting an office supply
Go train ride
Organizing paperwork
Attending a meeting
Making coffee for a meeting
Cleaning up after a meeting
Hanging up coats for clients
Answering the phone
Creating a budget for costs
Cleaning a desk/keyboard
Finding the right key
Checking with a caterer
Traveling to a job site
Setting up the Equipment
Measuring/Math Calculations

Counting a till
Responding to an email after work
Finding a math error
Editing an email
Responding to managers email
Ordering lunch with colleagues
Gossiping with colleagues
Shovel a sidewalk
Annual Learning Plan
Check a paystub
Learn Acronyms for Job
Photocopy a note
Make coffee
Covering for your boss/colleague
Adjusting heat/water
Setting up technical equipment (speakers, mic)
Installing software
Researching
Meeting with clients
Buying Supplies

Eg.

5:30 am Alarm goes off and less that a ½ hour to get out of the house
6:00 am Clean off car and drive 1 hour before traffic gets bad to the job site
6:55 am Bad traffic and pulling in to Tim's to get the coffee order that you won't be paid for
7:10 am Spill coffee on your clothes trying to give out the orders
7:30 am Set up the saw outside in the cold (others get to work inside) and put on an extra layer of clothes

List helps students



Career Interview

Professional

- Practice Interview with students
- Meet and Greet
- Professional Language
- Preparation
- Responses Prepared



Great for a final summative

Careers

Name: _____
Date: _____

Career Interview Preparation

Each student will role play an interview with their teacher on _____ in order to demonstrate their understanding of appropriate interview techniques. The following rubric will provide the students with a guideline to help prepare for the interview in addition to class instruction.

	Level 1	Level 2	Level 3	Level 4
1. Speak English:	The student demonstrated a limited ability to speak the language correctly.	The student demonstrated a satisfactory ability to speak the language correctly.	The student demonstrated a considerable ability to speak the language correctly.	The student demonstrated a thorough ability to speak the language correctly.
2. Dress (1 step above):	The student demonstrated a limited understanding of professional interview clothing.	The student demonstrated a satisfactory understanding of professional interview clothing.	The student demonstrated a considerable understanding of professional interview clothing.	The student demonstrated a thorough understanding of professional interview clothing.
3. Manners:	The student demonstrated a limited knowledge of manners.	The student demonstrated a satisfactory knowledge of manners.	The student demonstrated a considerable knowledge of manners.	The student demonstrated a thorough knowledge of manners.
4. Resume (hand):	The student did not demonstrate this key component of the interview.	The student brought a resume to the interview.	The student brought a professional looking resume in good condition to the interview.	The student brought a professional resume in excellent condition to the interview.
5. Hobbies-1 st Question:	The student was limited in his/her ability to answer this question.	The student was satisfactory in his/her ability to answer this question.	The student was considerable in his/her ability to answer this question.	The student was thorough in his/her ability to answer this question.
6. 5 Questions:	The student was limited in his/her ability to answer common interview questions correctly.	The student was satisfactory in his/her ability to answer common interview questions correctly.	The student was considerable in his/her ability to answer common interview questions correctly.	The student was thorough in his/her ability to answer common interview questions correctly.
7. Answers Prepared:	This student demonstrated limited preparation to answer interview questions.	This student demonstrated satisfactory preparation to answer interview questions.	This student demonstrated considerable preparation to answer interview questions.	This student demonstrated thorough preparation to answer interview questions.
8. Posture/Eye contact:	The student demonstrated limited application of correct posture and eye contact during the interview.	The student demonstrated satisfactory application of correct posture and eye contact during the interview.	The student demonstrated considerable application of correct posture and eye contact during the interview.	The student demonstrated thorough application of correct posture and eye contact during the interview.
9. Mature Answers:	The student demonstrated limited maturity in his/her responses.	The student demonstrated satisfactory maturity in his/her responses.	The student demonstrated considerable maturity in his/her responses.	The student demonstrated thorough maturity in his/her responses.
10. Ums v. Intelligent Words:	The student demonstrated limited vocabulary.	The student demonstrated satisfactory vocabulary.	The student demonstrated considerable vocabulary.	The student demonstrated thorough vocabulary.

Careers

Interview Questions

Professional



Writing
practice

Careers

Name: _____
Date: _____

Interview Question

Employers always ask very similar questions, and you should have these questions prepared before you go into an interview. Write a canned response for practice.

What are employers looking for?

1. _____
2. _____
3. _____
4. _____
5. _____

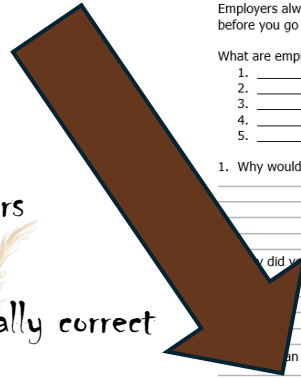
1. Why would you like to work here?

Why did you leave your last job?

Provide an example of customer service where you made a difference.

4. What skills/assets do you have that would be a benefit to this company.

5. Provide an example of when you had conflict with a colleague and how you solved it.



Manners
Polite
Politically correct

paragraphs





Professional

Interview Clothing

44 slides



Slide show with examples and meaning

How to dress for success in the workplace

1 Interview Clothing

2 Disclaimer

3 2-3 Seconds for 1st Impression

4

5 Traditional

6 1. Patterned Pantyhose

7 2. Open-toed shoes

8 Sensible Shoes

9

10

11

12 6. Perfume

13 7. Flashy Jewelry

14 8. Prints

15

16

17

18

19 Too Tight

20 Silt too high

21 Need a jacket?

22 Bring Resume

23 Hair

24 Now for the guys...

25 Interview Scenes

26 Men

27 Who would you hire?

28

29 Promotech

30 Pants

31

32 Suit

Matching Socks

"tie the knot"

Who can tie a tie?

Dress Coat

Careers

Cultural Expectations

SUIT UP!

Interview outfits

DO

- Yellow top and grey pants
- Grey suit
- Yellow top and black pants

DONT

- Yellow top and black pants

White shirt
Knot

What NOT to wear.

BUSINESS PROFESSIONAL

BUSINESS CASUAL

BUSINESS PROFESSIONAL

BUSINESS CASUAL



Accessories matter



Cross Legs or Ankles

What to wear?

DO

- The Color: Blue shirt and black pants
- The Tie: The tie should be the same color as the shirt
- The Suit: The suit should be the same color as the shirt
- The Shoes: The shoes should be the same color as the shirt
- The Accessories: The accessories should be the same color as the shirt

DONT

- The Color: Blue shirt and khaki pants
- The Tie: The tie should be a different color than the shirt
- The Suit: The suit should be a different color than the shirt
- The Shoes: The shoes should be a different color than the shirt
- The Accessories: The accessories should be a different color than the shirt

What to Carry

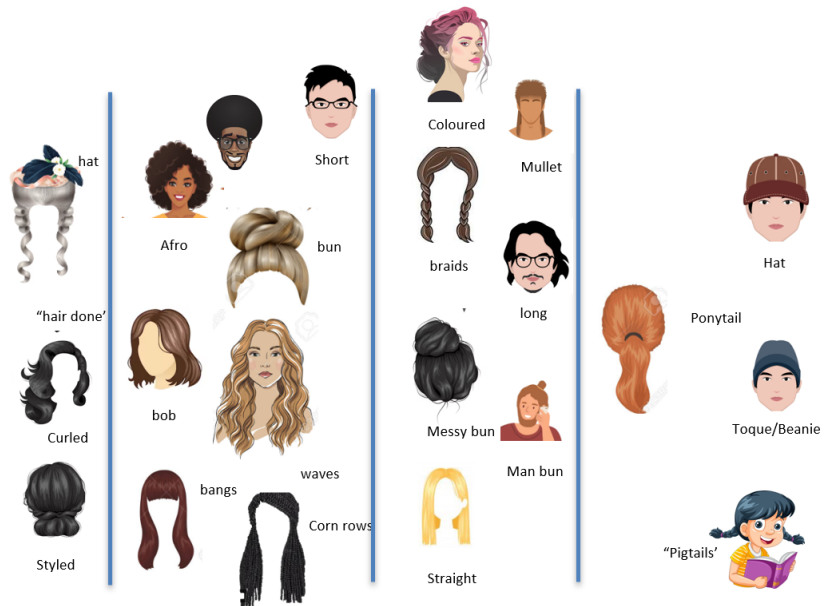


According to a Gallup poll, just 6% of men wear ties to work every day.



How to dress for success in the workplace?

Hair styles



Where would you move hairstyles in this chart for work?



Careers

Resume Changes

Resume

What 10 changes were made to make this resume look better?

Improve your Resume
Find the differences

Before

MARGUERITE Q. AVERY
98765 NE 123rd Street
Vancouver WA 98682
(987) 654-0000

OBJECTIVE: To obtain a part-time clerical position utilizing my skills.

WORK EXPERIENCE
Clerk Assistant, YWCA of Clark County
Vancouver, Washington
Filed, copied documents, typed labels,
filed, performed data entry and word processing on Word
Perfect.
Operated mail machine. Researched
information on motels and made
charts with the information.

EDUCATION
G.E.D.
Clark College
Vancouver, WA

SKILLS
Type 35 w.p.m. using Word Perfect and
Windows 95.
Operate mail, copier and fax machines.
Certificate of Completion for computer class.

References available upon request.

After

MARGUERITE Q. AVERY
98765 NE 123rd Street
Vancouver WA 98682
(987) 654-3210

Objective: Trains position in proof-reading and editing
(eligible for federal salary subsidy)

Profile:

- Highly intelligent: consistently score in the 95th percentile on aptitude tests.
- Passion for words, top speller, broad vocabulary. (unbeatable Scrabble player)
- Willing and eager to learn more about proof-reading and editing.
- Mature, reliable and industrious. Worked continuously since age 17, as employee, entrepreneur, student, and/or parent. Rarely missed a day of work; get along well with co-workers.

RECENT WORK HISTORY
Spring Clerk Trainee, YWCA, Vancouver, WA
1998

- Mail room supervisor and trained to operate fax, copier, machine, mail machine and word processor.
- Accurately typed 300 pages using Word Perfect with Windows 95.

1997
Student, Clark College Adult Program

- Returned to school and earned a GED, earning top scores in a 6-months program, which covered: --Computer skills --Writing (97%) --Social Sciences (99%) --Math (93%)

PREVIOUS WORK HISTORY

- Co-managed a small 20-acre family farm for several years, while raising a family.
- Provided nurse-aid services on a part-time basis.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Fill the page!

Careers

Cover Letter

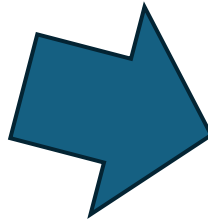
Careers

Name: _____
Date: _____

Resume Cover Letter

1. Hint at what you can't legally put into the resume (hours, youth, in why)
2. Can you write? (English test, balanced word choice, form)
3. Match for the job requirements
4. Sign your name (can you sign, matching, did someone write it for you)
5. Credentials (name drop, after name, or working on finishing....)
6. Date (up to date)
7. Address (live close, able to drive/transportation)
8. Formal letter format (5 versions and aligned)
9. Explain issues in experience (time gaps, moves, schooling)
10. Took effort to spell check and make the design look good

Hints



Trends

One page	Professional one may require separate documents
No picture	Photo helps
Black /White	Colour or Design
References	Available
Referred	Portfolio

Interview

Speak English
Resume truthful
Someone wrote it for you
Can recall or elaborate details
Get along with co-workers

Careers

Tony Robinson

Careers

Name: _____
Date: _____

Worst Jobs in History

Episode Name _____

List the Worst Jobs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



What job would you really not want to do from the above list and give a reason.

List three facts about these jobs that you learned.

1. _____
2. _____
3. _____

1



2



3

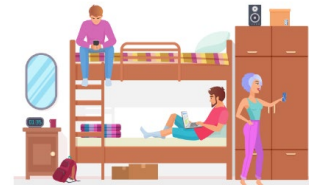


4



Student reflection

Careers



Careers



University

Name: _____
Date: _____

Post High School Education Savings Plan

Estimate the following Costs to determine the monies required for your immediate future for each year.

		Estimated Cost	Explain Calculation
Application Fee	3 + add = _____ Audition Fee Transcripts		Need a credit card
Tuition	Yr. Cost _____		
Living	Residence Share _____		
Meal Plan	New or Share Expense _____ Per Month _____ +Pizza _____		
Transportation	In or out of Province Train Bus Plane X trips _____ or Car + insurance		
Books	New or Used Laptop + software		
Don't forget	Birthday Gifts, Toiletries Beverages		
Years of Program	_____ -		
Grand Total			
	- Scholarships (loans)		

Post-secondary Planning



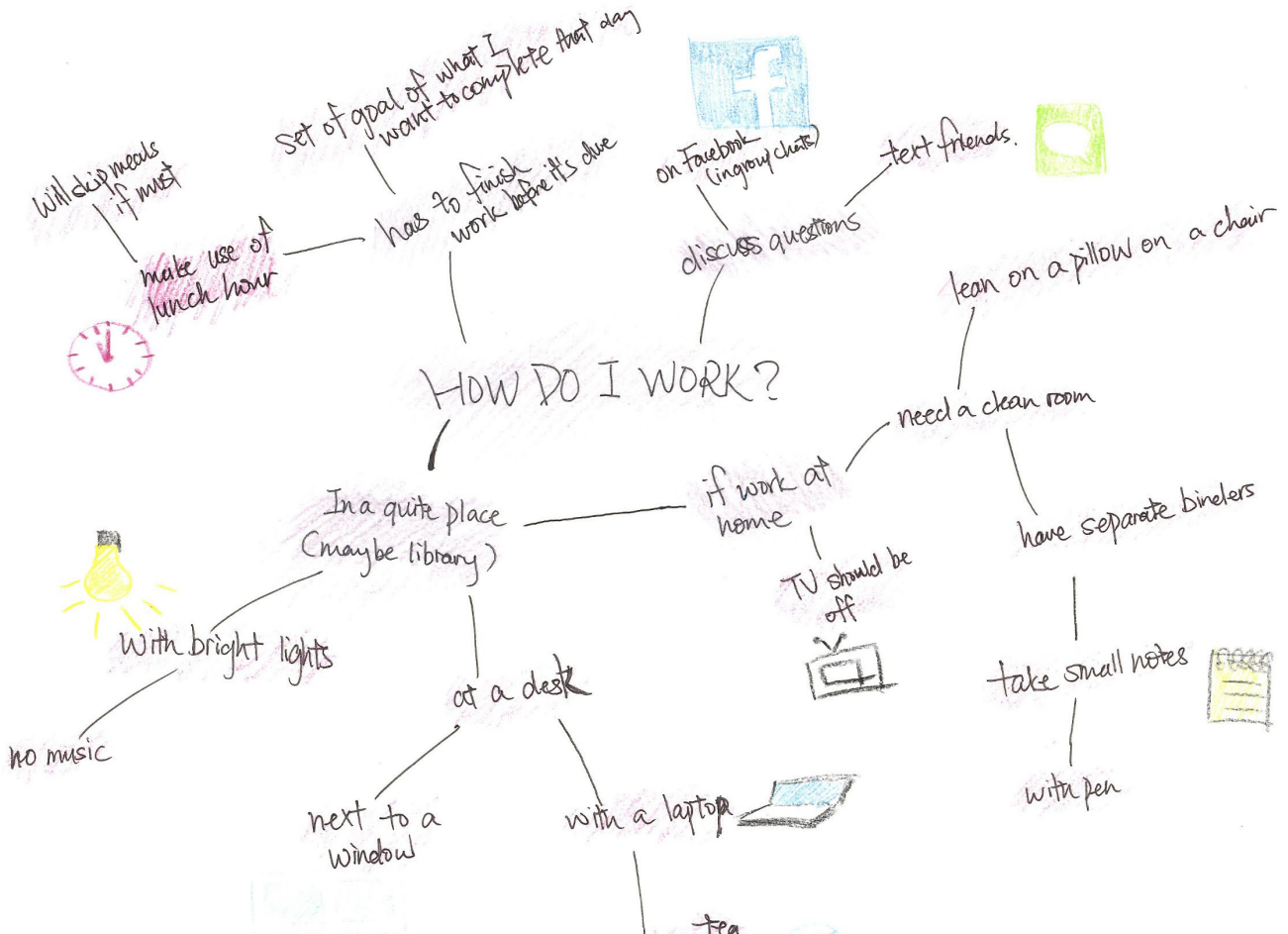
Great class discussions

Teacher Accommodated

Budget Needed

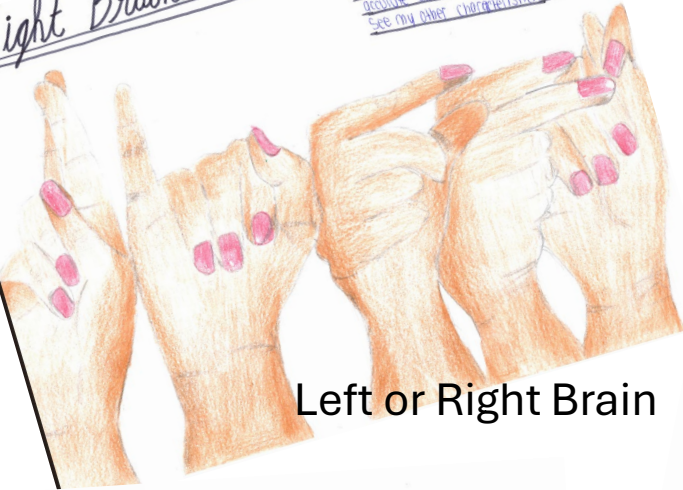
Careers

Permission provided from students to use as exemplars



Right Brained Anam!

special characteristics I have of a left brain for example I took a normal and I keep a variety. My answers for a right brain art contest I am a creative person, so therefore this was interesting because and it was interesting for me to see my other characteristics.



Left or Right Brain

Directions

- Take the 403 West to Waterdown Rd
- Turn left on Waterdown Rd



- Turn right on Plains Rd



- Continue on Plains Rd and turn left on Daryl Dr



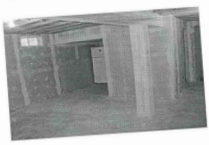
- Continue until the end of Daryl Dr. Destination is on the left



Directions to your home

Work Experience/Skills

Drywalling



Roofing



Home Renovations



Rock Climbing Instruction



Trained Cook



Landscaping - Walkways and Gardens



Volunteer Work Experience

[REDACTED]
(289) [REDACTED]

5375 Lakeshore road Burlington Ontario

Objective: Work on team work

Skills:

I can get along with most people.

I'm good at drawing.

I'm good at doing what I am told.

Don't question what I'm told.

Responsible.

Very patient.

Bad resume example

Education:

I am currently in grade 10 at Ro [REDACTED] nan High school

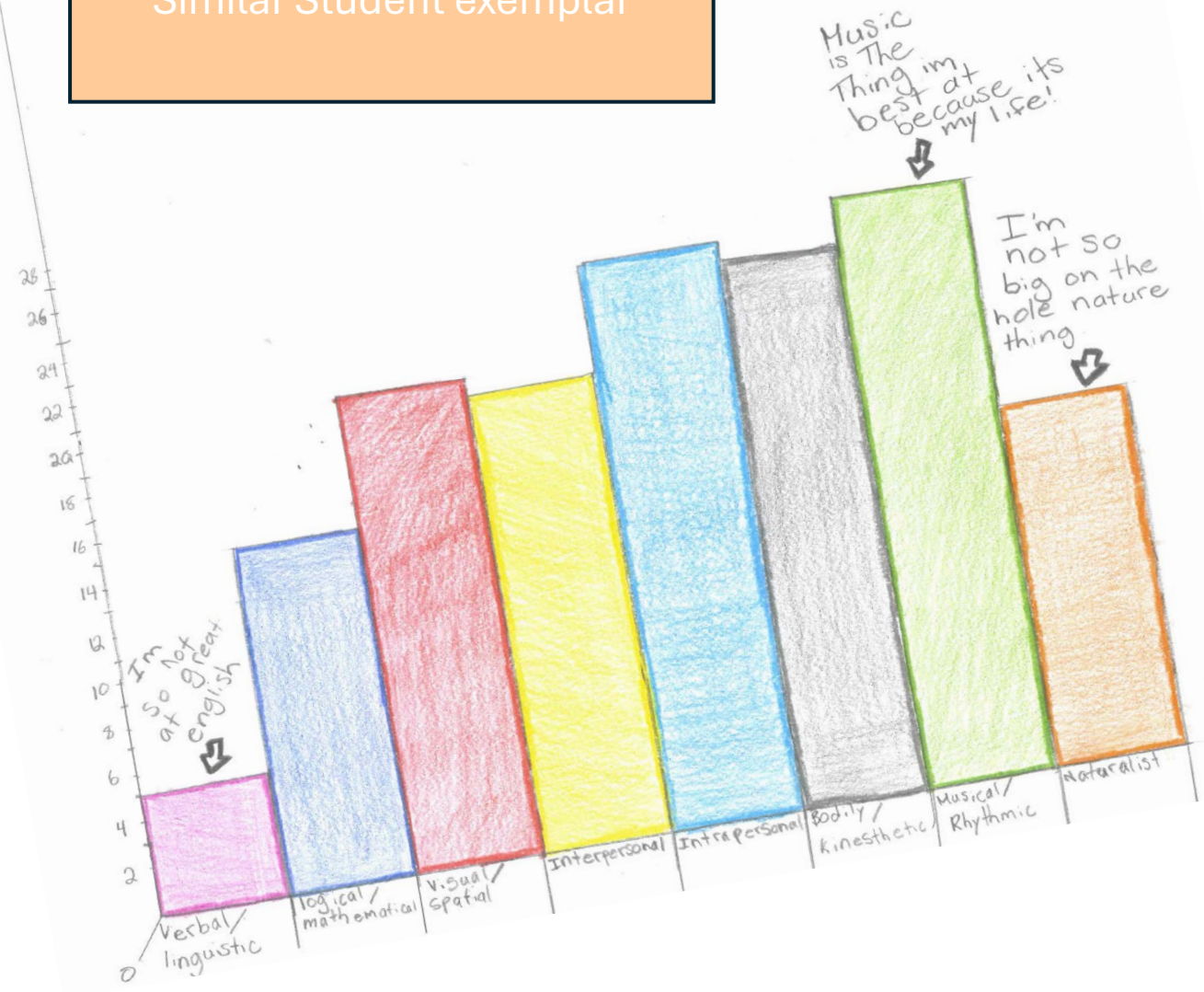
Experience:

Food Basics meat department: restocked meat and helped customers find the products they were looking for.

Reason for Leaving: The job was interfering with my studies but now I have more free time at school to study.

Similar Student exemplar

Title
Legend
Colour
+2



Careers

Careers

Name: _____
Date: _____

Career Brochure

Students need to create a brochure that will help inform others about their career choice.

-take a 8 x 11 (regular blank sheet of paper) and divide it into three sections

-the order of the items is up to you but the finished product needs to look professional to display your research and organizational abilities



Due: _____

Requirements

- 1) Title/job clear
- 2) Job description
- 3) Pictures
- 4) Chart or graph
- 5) High School Pathway
- 6) Education/Training Required
- 7) Salary expectations/hours
- 8) Contact Information
- 9) Job Duties

Great for

final performance task



- 10) Logo/Slogan
- 11) Places of Work
- 12) Testimonials
- 13) Fill all white space
- 14) Design/colour/pattern
- 15) Organized

Tip: hand drawn with type or cut-outs eliminates questions of plagiarism

Accommodated teaching



Ms. Major