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Phases of the POP Learning Process targeted:



<b>Activity title</b>	<b>Starting A Personal Career Profile – Areas of Interest</b>			
<b>Overview</b>	Using personal knowledge and varied resources, students will begin to determine their areas of interest by completing the 'What Inspires Me' graphic organizer as they begin to develop their personal career profile. This lesson can be repeated later in the year as a method of determining and measuring personal growth.			
<b>Duration</b>	20 min with follow-up	<b>Materials</b>	'What inspires me' graphic organizer	
ICT	Computer, Projector – if available			
<b>Grouping</b>	individual	pairs	small groups	whole class
Teaching	whole class	small groups	pairs	individual
Artifacts	A completed graphic organizer that can be used as a resource as students begin to build their personal career profile and plan their career exploration.			

Links with the POP program		
<b>Competencies</b>	<b>Competency 1</b> Carries out a process of career exploration	<b>Competency 2</b> Contemplates his/her learning and work possibilities
<b>Key features</b>	Plans his/her career exploration process.	Consolidates his/her personal profile.

POP Program Content (QEP: pp. 25-26)	
<b>Using tools</b>	<b>Adopting attitudes</b>
summary of discoveries made	critical judgment.
<b>Learning strategies</b>	<b>Considering socioeconomic and cultural factors</b>
-Applying previous knowledge and experience -Making connections between personal qualities and discoveries. -Taking time for personal reflection.	Importance placed on studies and work

Evaluation Criteria (Updated framework for the evaluation of learning)			
* For feedback purposes, not to be considered in the student's report card mark.		<b>Information clarifying the criteria</b>	
<b>Relevant planning</b>	Development of elements related to the planning		
<b>Effective implementation of a career exploration process</b>			
<b>Relevant reflection</b>	Reflection on personal profile and possible career paths		
<b>Evaluation Tools</b>	• checklist	• observation	• reflection
	• peer evaluation	• self-evaluation	• G.O.

Process		
	Role of teacher(s)	Role of student(s)
1	Brainstorm with students the idea of a <i>personal career profile</i> . <b>Ask:</b> what makes up your profile?	Brainstorm ideas as a class. Students help name categories for the ideas. (Ex.: likes, interests, skills, values, strengths, etc.)
2	Expose students to the 'What inspires me' graphic organizer and explain that it is one method of helping to determine their fields of interest.  Highlight how building a personal career profile based on brainstormed category of traits will help students focus on careers that they will enjoy.	Students individually fill in the 'What Inspires Me' graphic organizer to the best of their ability.  They make connections between the various aspects of what inspires them and where they see themselves in the future. Will those aspects of inspiration help get them to where they see themselves in the future?  They make connections between where they see themselves in the future and the various career explorations they choose to take on during POP as a means of justifying their choices of careers to explore.
3	Circulate the classroom as students are completing the graphic organizer and ask guiding questions to help students focus their thoughts.  <b>Ask:</b> What traits do you value in your friends? Are there any subjects in school that you find very challenging? Are you more inspired when you're challenged or find something easy? Etc.	
4	Later, once students have chosen a career to explore, have them revisit this graphic organizer and draw parallels between what inspires them and their chosen career exploration.	Revisit this graphic organizer before / after each career exploration to determine if the career explorations chosen can lead them to where they see themselves in the future. If not, the student must then reflect and decide if they would either eliminate that career as a possibility or if they will need to change where they see themselves in the future.
<b>Follow-up</b>	At a later point in the year, as an extension of this activity, have students revisit this activity and complete the 'What Inspires Me' graphic organizer again. They can then compare both graphic organizers and look for any differences as a source for discussing their personal growth	