



Phases of the KPOP Learning Process targeted:



Activity title	Know Yourself Collage			
Overview	Students need to be guided to learn how to <i>know themselves better</i> (QEP, POP, p.1). Providing moments for students to consider various aspects of who they are is essential in order for them to consider careers that might interest them. Students work on a collage at the beginning of a term, focusing on symbols that represent various aspects of themselves. Mid-way in the term they return to the collage to add to the collage based upon the explorations and experiences they have had. At the end of the term, students complete their collage and reflect on the changes they have experienced in their profile.			
Duration	30 min to start, 20 min mid-term and 20 min end of term	Materials	Magazines, newspapers, artifacts from students, paper, glue, scissors Know Yourself Evaluation of Progress checklist (http://www.learnquebec.ca/export/sites/learn/en/content/curriculum/career_dev/Shared_workshop_documents/POP_Knowyourself_eval_checklist_model.pdf); sample collage (http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/mati_docs/POP_Mati_collage_reflection.pdf) ; Personal profile: collage reflection activity sheet	
ICT	Using a computer, access the required documents in Materials. (http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/mati_docs/POP_Mati_collage_reflection.pdf)			
Grouping	individual	pairs	small groups	whole class
Teaching	whole class	small groups	pairs	individual
Artifacts	Class brainstorm of <i>personal character traits</i> of self; a completed Know Yourself portrait collage ; a completed Personal profile: collage reflection			

Links with the Personal Orientation Project program

Competencies	Competency 1 Carries out a process of career exploration	Competency 2 Contemplates his/her learning and work possibilities
Key Features		Consolidates his/her personal profile Shares his/her reflections

POP Program Content (QEP: pp. 25-26)

Learning strategies	Exploration	Metacognitive	Communication	Decision-making
		Applying previous knowledge and experience Making connections between his/her personal qualities and discoveries Taking time for personal reflection	Creating a production for communication purposes	
Adopting attitudes	Responsibility for the project	Methodical approach	Intellectual drive	Listening to self and others
		Pride in work well done		Genuineness

Using tools	Active exploration tools	Research tools	Recording and follow-up tools	Methodological tools
			Evaluation checklist	
Considering socioeconomic and cultural factors		Student's immediate context	Provincial and national context	International context
		Desire for prestige, personal development, material goods, etc. Influence of classmates Effects of belonging to a specific culture		

Evaluation Criteria *(Updated framework for the evaluation of learning)*

* For feedback purposes, not to be considered in the student's report card mark.

Information clarifying the criteria

Proficiency of subject-specific knowledge targeted in the program content (QEP)*

Relevant planning

Development of elements related to the planning:

- fields of interest

Effective implementation of a career exploration project

Relevant reflection

Reflection on personal profile and possible career paths

Evaluation tools

checklist

observation

reflection

peer evaluation

collage

feedback

 Process		
	Role of teacher	Role of student(s)
Before	<p>Beginning of term: 30 minutes</p> <p>A few days before beginning the activity, ask students to bring in a range of magazines, glue, scissors and a few artifacts or photos that tell something about themselves.</p>	<p>Students gather and bring in a range of magazines, glue, scissors and a few artifacts or photos that tell something about themselves.</p>
1	<p>Discuss the goal of the POP course:</p> <ul style="list-style-type: none"> • to allow students to explore various occupations and trades that interest them and to share their experiences and reflections. • to allow students to continue constructing a personal and career identity and discover the many <i>personal character traits</i> representing who they are. <p>Brainstorm, as a class, what is meant by <i>personal character traits</i>. Try to draw out categories (values, skills, talents, strengths, weaknesses, cultural connections, etc.). Post the brainstorm in a visible place in the classroom.</p>	<p>Students participate in a class brainstorm on what is meant by the <i>personal character traits</i> of a person.</p>
2	<p>Show samples of student collages and the summaries that were written with them (if available) or download the Mati collage as listed in the ICT section on page 1. Discuss what makes a good <i>Know Yourself</i> collage. Ask students to select images or words that represent 1-2 <i>personal character traits</i> of a person and to begin their collage. Students can be reminded that they should be able to explain each image and how it adds to a portrait of who they are. Inform students that they will come back to their portraits (collage) 2 more times in the term to add other <i>personal character traits</i> and new findings that they uncover as they carry out career explorations.</p>	<p>Students select 1-2 <i>personal character traits</i> to focus on for the first part of their collage. They find images and words that represent them within those <i>personal character traits</i>. They can document the words according to the suggested categories on the Personal profile: collage reflection on page 5 of this activity.</p>
3	<p>Mid-term: 20 minutes</p> <p>Review the <i>personal character traits</i> brainstorm. Are there <i>personal character traits</i> to add, e.g. others' views of you, parents' views, influences from media, influences from peer group, pop-culture?</p>	<p>Students select 1-2 other <i>personal character traits</i> of themselves to represent in the collage. They return to the first selected <i>personal character traits</i> to see if there is something to be added.</p>

4	<p>End of term: 20 minutes</p> <p>Review the brainstorm of <i>personal character traits</i>. Are there <i>personal character traits</i> to add? Ask students to complete their Know Yourself portrait collage.</p>	<p>Students select other <i>personal character traits</i> to include and complete their collage.</p>
5	<p>While students are working on their collage, you can circulate with the Know Yourself Evaluation of Progress checklist, speak with students and take this time to provide feedback as evaluation and document what you are observing on the checklist.</p> <p>Or, students can use the checklist at mid-term and then the same one at the end of the term to evaluate how engagement in their explorations has led to the development of knowing themselves and their personal characteristics better.</p>	<p>Students discuss the elements of the Know Yourself Evaluation of Progress checklist with the teacher – or – they use the checklist themselves as directed by the teacher.</p>
Follow-up	<p>Ask students to write a reflection guided by the question:</p> <p>How do your <i>personal character traits</i> guide your career selections?</p>	<p>Students reflect about their <i>personal character traits</i>; those validated by their explorations and those newly discovered.</p> <p>They write a reflective piece guided by the question: How do your <i>personal character traits</i> guide your career selections?</p>

Name: _____

Date: _____

Personal profile: collage reflection



Summary of collage

Values	
Skills	
Talents	
Interests	
Personal influences	



Reflection on my personal profile

How does your personal profile guide your career selections?



Name: _____

<input type="checkbox"/> Teacher	<input type="checkbox"/> Self	<input type="checkbox"/> Peer	<input type="checkbox"/> Parent
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Date: _____

Person evaluating: _____



Know Yourself | Evaluation of Progress

Part 1 One suggestion I have which would improve this POP 'Know Yourself' process is:



Part 2 A good Know Yourself process...	YES	SOME	NO	N/A
Identifies personal characteristics (Ex.: learning style, preferences, etc).				
Describes many dimensions of a learner (Ex.: interests, talents, weaknesses).				
Compares ones own ideas about self to those of friends, family and trusted adults (Ex.: likes/dislikes/strong/weak school subjects, etc).				
Explores various resources (Ex.: Web, books, Tool kits) to uncover how ones interests may link with various career possibilities.				
Develops a method to record information about self.				
Creates a personal career profile with both expected and unexpected careers of interest.				
Adjusts according to new information learned from career explorations, experiences, reflections and discussions.				

Part 3 Evaluation Summary

	YES	SOME	NO
This Know Yourself process is a clear indicator that the student is making connections with self and the exploration selected.			

MELS working document 9/13/14
Knowingyourself_POP_checklist.doc