



Phases of the KPOP Learning Process targeted:



<b>Activity title</b>	<b>Top 20 Careers</b>		
<b>Overview</b>	Students will complete <i>Career Cruising's Career Matchmaker</i> quiz, reflect on the results and begin to create <i>My Top 20 Careers</i> list of the top 20 careers they would like to explore this year. This will enable students to begin to create their personal career profile.		
<b>Duration</b>	30 min	<b>Materials</b>	<i>Top 20 Careers list</i>
<b>ICT</b>	Computer and LCD Projector, <i>Career Cruising</i> website ( <a href="http://www.careercruising.com">www.careercruising.com</a> )		
<b>Grouping</b>	individual	pairs	small groups
<b>Teaching</b>	whole class	small groups	pairs
<b>Artifacts</b>	The creation of a <i>Career Cruising</i> portfolio, completion of the <i>Career Cruising's Career Matchmaker</i> quiz, the creation of <i>My Top 20 Careers</i> list for future additions and reference, completion of the <i>Matchmaker Reflection</i> activity		

**Links with the *Personal Orientation Project* 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 exploration process	Consolidates his/her personal profile

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

<b>Learning strategies</b>	<b>Exploration</b> Researching increasingly specific information	<b>Metacognitive</b> Taking time for personal reflection Revising his/her career interests	<b>Communication</b>	<b>Decision-making</b> Envisioning new possibilities
<b>Adopting attitudes</b>	<b>Responsibility for the project</b>	<b>Methodical approach</b> Critical judgment	<b>Intellectual drive</b> Open mind	<b>Listening to self and others</b>
<b>Using tools</b>	<b>Active exploration tools</b>	<b>Research tools</b> Documentary research (print documents, books, prospectuses, websites, etc.)	<b>Recording and follow-up tools</b> Portfolio or Webfolio	<b>Methodological tools</b>
<b>Considering socioeconomic and cultural factors</b>	<b>Student's immediate context</b> Importance placed on studies and work	<b>Provincial and national context</b>	<b>International context</b>	

<b>Evaluation Criteria</b> <i>(Updated framework for the evaluation of learning)</i>			
<i>* For feedback purposes, not to be considered in the student's report card mark.</i>		<b>Information clarifying the criteria</b>	
<b>Proficiency of subject-specific knowledge targeted in the program content (QEP)*</b>			
<b>Relevant planning</b>		Development of elements related to the planning <ul style="list-style-type: none"> <li>• Fields of interest</li> </ul>	
<b>Effective implementation of a career exploration project</b>			
<b>Relevant reflection</b>			
<b>Evaluation tools</b>	checklist	<b>observation</b>	<b>reflection</b>
	peer evaluation	self-evaluation	

 <b>Process</b>		
	<b>Role of teacher</b>	<b>Role of student(s)</b>
<b>Before</b>	The teacher will have completed the Matchmaker quiz in preparation to model for the students. (See step 2.) Note: Contact the Guidance Counsellor in your school for the username and password for the <b>Career Cruising</b> website.	
<b>1</b>	<p>Introduce the students to the <b>Career Cruising</b> website. Explain to the students that <b>Career Cruising</b> is an online career planning and guidance system that is used by most English school boards. It is considered a trusted website for use in the Personal Orientation Project classroom. Tell them that although this is a trusted website, they are still expected to be able to verify any and all information with other sources. After an initial explanation of the website, walk the students through the following steps.</p> <ol style="list-style-type: none"> <li>1. Have students click on <i>create a new portfolio</i> (left hand tool bar).</li> <li>2. Have students fill in the necessary information to create their portfolio.</li> <li>3. Remind them to create a username and password they will remember and to write it down (agenda, class list, etc.).</li> </ol>	<p>Each student will log on to the <b>Career Cruising</b> website and create a digital portfolio using the instructions provided by the teacher.</p> <p>Each student will record their own portfolio username and password in an easy to remember location.</p>
<b>2</b>	Once each student has set up his/her portfolio the teacher shares his/her own completed <b>Career Matchmaker</b> quiz results and models the process of critically judging one's suitability for an unexpected career that may appear in <b>Career Matchmaker</b> , e.g. Midwife and Clergy.	Students ask questions to clarify their understanding of the critical thought process their teacher is going through.
<b>3</b>	Ask students to click on <i>assessments</i> (top tool bar) and begin the <b>Career Matchmaker</b> quiz. Once students have completed the <b>Career Matchmaker</b> quiz, they will save it to their portfolio.	Student will complete the <b>Career Matchmaker</b> quiz and save the results to their portfolio.
<b>4</b>	Have students explore the careers selected by the <b>Career Matchmaker</b> quiz. Advise students that they can <i>answer more questions</i> to further refine their results. Show them how to do this.	Students will examine and explore the careers on their <b>Career Matchmaker</b> list and reflect on which careers they would be interested in exploring further in a personal career exploration. If desired, students can go to <i>answer more questions</i> , in order to further refine their <b>Career Matchmaker</b> list.

5	<p>Have students select the careers from their <b>Career Matchmaker</b> list that they might like to explore further and add them to their <b>My Top 20 Careers</b> list. Students do not have to select 20 careers, as they can add to the list at any time. Furthermore, they can add careers of interest that did not come out in the quiz. As they do this, ask students to reflect on why they included some careers on their list and why they left others off.</p>	<p>Students will select careers they would be interested in exploring further and add them to their <b>My Top 20 Careers</b> list. They do not have to select 20 careers, as they can add other careers of interest to the list at any time.</p> <p>The list will be used as a reference tool as students begin to create their personal career profile.</p>
6	<p>Introduce, explain and model the <b>Matchmaker Reflection Activity</b> and explain that it is a means of summarizing the activity for themselves and for the teacher.</p>	<p>Students will complete the <b>Matchmaker Reflection Activity</b> as a means of summarizing the activity.</p>
Follow-up	<ol style="list-style-type: none"> <li>1. Ask students to group their careers into fields of interest which will allow them to examine how some of their careers may be related to one another.</li> <li>2. Students can return to their <b>My Top 20 Career</b> list each term or after each exploration to see if they want to add careers, delete careers, and/or highlight careers that still interest them, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students will examine the careers on their <b>My Top 20 Career</b> list and attempt to group them into fields of interest. This will allow them to examine how some of their careers may be related to one another.</li> <li>2. Students can revisit their <b>My Top 20 Career</b> list and make changes to it as new information is uncovered in order to consolidate their personal career profile.</li> </ol>



Name: \_\_\_\_\_

date 1: \_\_\_\_\_; date 2: \_\_\_\_\_; date 3: \_\_\_\_\_; date 4: \_\_\_\_\_

# My Top 20 Careers

I am interested in exploring...


Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Matchmaker Reflection Activity

Complete this reflection activity once you have completed *Career Cruising's Career Matchmaker* quiz.

1. What career were you least surprised to see on your *Career Matchmaker* quiz? Why?



2. What career were you most surprised to see on your *Career Matchmaker* quiz? Why?



3. What aspects about yourself did you need to think about a bit more when completing the quiz? Why?



**Teacher Comments**