**Competency 1**
The student... **Explores vocational training**
- Consults different sources of academic and career information
  - Becomes familiar with the classification of programs by sector
  - Uses various documentary resources
  - Visits training centers and workplaces
  - Meets with workers or VT teachers or VT students
  - Makes connection between elements of information gathered
- Learns about different trades and occupations
  - Performs tasks associated with selected trades and occupations
  - Considers the specific requirements of these trades and occupations
  - Recognizes the advantages and disadvantages of practicing these trades and occupations
  - Considers the career prospects associated with these trades and occupations
  - Participates in one or more experiential job-shadowing activity(ies)
- Takes stock of his/her discoveries
  - Makes connections between these trades and occupations and the related programs
  - Identifies the particular features of VT
  - Adjusts his/her perception of the trades and occupations explored and of VT
  - Writes a report on his or her experiential job-shadowing activity(ies)

**Evaluation Criteria**
- Proficiency of subject-specific knowledge targeted in the program content (QEP)*
- Effectiveness in exploring vocational training
- Relevant summary of discoveries
- Relevant reflection

* The student must be provided with feedback on this element, but the element must not be considered when determining the student’s mark in the report card.

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**Competency 2**
The student... **Contemplates his/her suitability for vocational training**
- Updates his/her personal profile
  - Re-examines his/her personal qualities
  - Makes connections between his/her personal profile and the trades and occupations explored
  - Makes connections between his/her personal profile and VT program requirements
  - Takes into account the limitations or obligations of the trades and occupations explored
- Considers the possibility of enrolling in vocational training
  - Compares his/her aspirations and aptitudes with VT program requirements
  - Envisions a few steps in his/her learning path
  - Examines his/her desire to pursue a VT path
- Shares his/her reflections
  - Discusses the results of his/her exploration with classmates
  - Talks with parents or other people he/she trusts
  - Draws on these discussions to broaden his/her reflections

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**Know yourself more**
- **Evaluate**
- **Plan**
- **Explore**
- **Understand**
- **Know yourself more**

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**LES**
- Exploration
- Evaluation
- Planning
- Student’s Exploration Process

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**English Version**

**Québec Education Program**
Secondary Cycle Two
Exploration of Vocation Training