



NAME: _____ START DATE: _____ DUE DATE: _____

CAREER EXPLORATION # _____

FIELD OF INTEREST: _____

EVALUATION CRITERIA

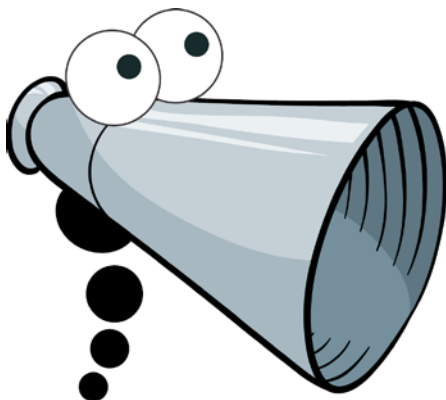
A large, empty, rounded rectangular box with a black outline, intended for writing evaluation criteria. The box is positioned on the left side of the page, below the 'FIELD OF INTEREST' section.

MY GOALS

A large, empty, rounded rectangular box with a black outline, intended for writing personal goals. The box is positioned on the right side of the page, below the 'FIELD OF INTEREST' section.

COMPETENCIES

1. Carries out a process of career exploration
2. Contemplates his/her learning and work possibilities

A rounded rectangular box with a black outline, containing a list of two competencies. The box is positioned at the bottom of the page, below the 'EVALUATION CRITERIA' and 'MY GOALS' sections.

Hey! Watch for my input throughout this planner. What I have to say may put you on the right track for your exploration process, so stay awake and read what I have to say.

*This planner focuses on **KNOWING YOURSELF** to support, guide and keep your career exploration process on track.*

LEARNING PROCESS

This planner will guide you in the process of getting to know yourself. While learning about yourself, you will follow a simple process called KPOP. Each page of this booklet will inform you what part of the learning process you are working on by highlighting one or more of the letters in KPOP.

CAREER EXPLORATION PROCESS	KEEP THIS IN MIND...
<p>K_{NOWING} YOURSELF</p>	<ul style="list-style-type: none"> • The point of <i>Knowing yourself</i> activities is to make a connection between your traits, interests, strengths, weaknesses, passions etc. and the career you are going to explore. • No exploration should be a random choice—you must be able to explain how your career exploration choice results from activities that help you get to know yourself a little better in the context of careers. • Each exploration you complete will also help inform you, a little more, with information about who you are.
<p>P_{LANNING}</p>	<ul style="list-style-type: none"> • <i>Planning</i> is the key to a useful, fun and interesting career exploration. • If you learn to plan how to find out more about a career area, you can transfer this knowledge into each exploration you do, even years from now when you will be making decisions about what career to pursue. • Do not rush these activities, the more complete your plan is, the more likely you will enjoy and succeed in your career exploration process.
<p>O_{N-TASK}</p>	<ul style="list-style-type: none"> • <i>On-task</i> activities help you carry out your plan and document the information you are collecting about your career of choice. • The questions and graphic organizers will guide you to consider various aspects and to find information from various sources. • At times you may be asked to work with classmates to collaborate on your work—much as people are required to do in many career fields.
<p>P_{ONDERING}</p>	<ul style="list-style-type: none"> • <i>Pondering</i> is another word for reflection. You will be asked to pause and ponder at various points in your career exploration process. • The point of these activities is to help you consider how your exploration process is developing, to redirect if needed, and to make sure you are aware of all the strategies that you are, or could be using to complete a thorough career exploration. • Pondering can also take the form of a self-evaluation.

TAKE NOTE... BY NOTE TAKING!

Towards the end of this booklet you will find a section called **MY OWN NOTE TAKING SYSTEM**. Record and organize your thoughts and ideas as you make discoveries and connections about yourself. Keeping track along the way will help you put it all together when it comes to making decisions.

GETTING STARTED!

There are soooooo many choices — where to begin learning about yourself? You might be asking: How do I find out what I need to know?

Imagine getting into a career without stopping to consider all your personal characteristics that make you who you are! Knowing yourself and then knowing what career possibilities are out there is the first step to your career exploration. How about considering what careers are out there.

DIRECTIONS



1. With your teacher's guidance, get together with a few other classmates and do a career brainstorm.
2. Use the table below to record your ideas.



ON TASK—TIME TO GET DOWN TO BUSINESS



List all the careers that you and your classmates can think of. Place a ✓ in front of the careers that seem interesting to you.	Beside each career that you checked, make a brief note as to what it is about that career that caught your interest.

*Keep this list handy so that you can come back to it after you have taken a good look at who **you** are. Now, considering these career possibilities, take a look at the next page in this booklet and consider what might influence your personal possibilities.*





Spheres of Influence

Consolidates his/her personal profile:
Recognizes the impact of self-esteem on his/her aspirations

This is about ▶

I don't have any control over ... ▼

I have SOME control over ... ▼

I have complete control over ... ▼

Solution, goals, ideas





You have a better idea of the careers that are out there and now it is time to get to know yourself. Understanding your personal qualities will help you realistically connect to a career that is right for you.

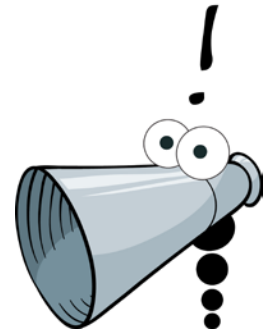
STEPS TO KNOWING YOURSELF

1. CONSIDER THE PROCESS OF GETTING TO KNOW YOURSELF - BREAK IT DOWN



Ummmm... Bet you always thought you knew who you were. What else do you need to know:

- *You're unique - not like anyone else. Start by thinking about what makes you special or different than others.*
- *You might want to start by painting a picture of yourself - not necessarily with paint, but with words! Use the **What Inspires Me?** graphic organizer to get started.*
- *Now, for that matter, you might like to create a graphic image of yourself or include a small picture in your notes.*



2. WRITE FOCUSED QUESTIONS

What else do you need to consider about yourself? Write a few questions that still need to be answered. You may use the **MY OWN NOTE TAKING SYSTEM** section found towards the end of this booklet. As you move on try to find the answers to those questions.

3. OTHER CONSIDERATIONS

Now that you developed a picture of yourself it is time to go one step deeper. How often do you stop to think about your beliefs and the everyday things you do? Are they connected? Try filling in the **From Values to Actions** graphic organizer. It will help you to see how your personal values and interests can lead to future action.

4. TALK IT OUT



Share some of your thoughts with a classmate or the teacher. Sometimes talking through your ideas gives you other ideas or points you may have missed. You may feel unclear about a couple of specific issues. The **Different Perspectives** graphic organizer can support you as you question a couple of specific personal issues and get another viewpoint.

What Inspires Me?



Plans his/her exploration process:
Determines some of his/her fields of interests

What feelings or thoughts inspire me? ▼

What do I value? ▼

What do I like doing? ▼

Where do I see myself in the future?

What do I find interesting? ▼

What do I find challenging? ▼

What makes me feel confident? ▼



From Values to Actions

Plans his/her exploration process:

Determines some of his/her fields of interests



This is about ▶

My Values – I believe ... ▼

My Goals – I would like to ... ▼

My Actions – I can ... ▼

My Interests – I might like to... ▼



Different Perspectives



Shares his/her reflections:
Broadens his/her reflections by drawing
on those of others

I want to know what somebody else thinks about ... ▼



Topic ▶

My thoughts now ... ▶

Someone else's thoughts ▶

Topic ▶

My thoughts now ... ▶

Someone else's thoughts ▶





EVALUATION OF KNOWING YOURSELF

STUDENT

TEACHER

TIME TO PLAN AND PONDER!

- Now that you considered your personal qualities it is time to do some planning.
- Sometimes it is a challenge to keep track of all the information you are gathering about yourself. Doing this is important. Remember to use the note taking section to organize your thoughts.
- It is time to start planning the next step in light of what you learned about yourself. Use the **Thinking It Through** graphic organizer to plan what you will do next. This will help you decide if you are ready to select a career and begin an exploration process.
- Compare the goals you write in **Thinking It Through** with those you wrote on the first page of this booklet. Have they changed?
- Come back to this page once you worked on the **Thinking It Through** organizer. You may not be able to totally complete it but can always go back to it later.



PSSST...

After completing the **Thinking It Through** graphic organizer **STOP** and make a decision.

If you feel you need more Knowing Yourself activities to help you connect with your interests, strengths, passions, etc. talk to your teacher.

If you feel you are ready to move on take a look at the list of careers you put together at the beginning of this booklet and get ready to make connections with your personal profile. Look at the information you have gathered about yourself.

What career would you like to explore? _____

Jot down a few thoughts about what led you to make this choice.



Thinking It Through ...

Looks critically at his/her exploration process:
Assesses the usefulness of his/her process

Setting Goals

I would like to work on... ▼

- Developing an understanding of how I feel about an issue and the values that are important to me
- Identifying my strengths and areas where I need improvement
- Becoming more aware of how my actions impact my successes and difficulties
- Expressing my opinion or choices
- Setting personal, academic and career goals
- Persevering in my plan to achieve these goals
- _____

Action Plan

I will ... ►

...to meet my goals.

When I ►

Self-Evaluation

During this project I ... ▼

- Achieved the goal(s) I set for myself
- Persevered and used strategies to help me overcome challenges and meet my goals
- Communicated my choices to others
- Understood how others influenced my decisions
- _____
- _____

In the future, I will work on ... ►

Teacher Feedback ►

My overall assessment ►

- I met most of my goals
 I met some of my goals
 I did not meet my goals



MY OWN NOTE TAKING SYSTEM

Questions:
What do I want to know?

Resources:
*How will I find out
about these things?
Who will I talk to?*

Discoveries:
What have I found out?

Still to learn:
*What do I still need to
learn about?*

PONDER - THINK ABOUT IT...



Before beginning an exploration on the career you selected it is time to stop, look back and think about how things have been going up until now.





WHY PONDER?

The whole point of pondering or reflecting is to become aware of the actions, thoughts and strategies you used so that you can:

- a) become aware and keep doing what works well as you continue towards your exploration
- b) adjust and make improvements now, while there is still time left before you begin your exploration
- c) keep the goal(s) that you set in mind and see if you are on-track to reaching your goal(s)

DIRECTIONS

1. You have painted a picture of yourself - your personal values, goals, characteristics, etc. How do you think your picture fits with the career you chose?
2. On the left, list some of the pieces that are part of your portrait. Check of those that you think led to you career choice.
3. On the right, match the pieces of your portrait with a few notes about how this career might be right for you.

EXPLORATION CHOICE: _____		
Me!	√	My career fit
		



Ummm... Do you think it might work?

*If you are ready to move on, look at the **From Goals to Actions** graphic organizer on the next page to begin your exploration planning. Remember to look back at your notes.*

PSSST...

Now is a good time to re-read the evaluation criteria on the front of this booklet.

From Goals to Actions



Consolidates his/her personal profile:
Considers the personal commitments
required to reach his/her goals

These are goals for ▶

Goals ▼

What do I want
to accomplish? ▼

Actions and strategies ▼

How can I get there? What can I
do today, every week, every month? ▼

Timeline ▼

When do I expect
to reach my goals? ▼



Developmental Table of EVALUATION CRITERIA | POP Competency 1: Carries out a Process of Career Exploration: The student...

	Expert	5	4	3	2	1	Novice
CLARITY OF THE PLANNING	Always keeps in mind the purpose and goal of the career exploration process and compares his/her process to those of classmates to make necessary adjustments to improve the quality and effectiveness of the overall plan. Particular attention is given to aligning all elements of planning.	Consistently plans the career exploration process in clear precise written records and adjusts plan by taking into account comments gathered during discussions with classmates and teacher. The student's plan is in line with his/her goals and interests.	Usually plans the steps of his/her career exploration process keeping in mind his/her goals. The student improves his/her plan based on specific feedback from classmates and teacher. Keeps sufficient records of the planning process.	Sometimes formulates his/her goals for the career exploration process and plans according to suggested fields of interests. S/he keeps a brief record of the plan and revisits and makes minor adjustments to the plan when prompted and supported by classmates or the teacher.	Begins to understand what it means to formulate a plan with continuous support and suggestions from others. If prompted, determines a field of interest to explore and resources to use. Keeps limited records of the plan.		
DIVERSITY OF EXPLORATORY STRATEGIES	Uses a broad repertoire of exploratory strategies and finds information beyond that which is required for the exploration process. Is always ready to explore a wide range of fields of interest. Is highly effective in adjusting exploration process (planning, purpose of the exploration, steps) according to discoveries and uses many relevant and accurate sources of information to form an interesting and complex picture of the occupations or trades explored.	Uses less familiar or new exploratory strategies and adjusts them according to his/her purpose and goal. Mobilizes a variety of exploratory strategies to carry out the process and explores both known and less familiar fields of interest. Is effective in adjusting exploration processes (planning, purpose of the exploration, steps) according to discoveries. Uses many sources of information to form an accurate and detailed picture of the occupations or trades explored.	Uses some familiar and accessible exploratory strategies and shows a willingness to try new strategies. With the help of a resource person (teacher, professional, family member, peer), is moderately effective in exploring less familiar fields of interest. Uses several sources of information to form a clear picture of the occupations or trades explored.	Uses a few exploratory strategies and selects information found in familiar resources. With frequent prompts and support, plans and carries out the steps of his/her exploration process with a minimum degree of effectiveness. Uses some sources of information to form a general picture of the occupations or trades explored. Explores in fields of interest with which s/he is familiar.	Uses a framework provided by the teacher to reproduce information. With constant support, undertakes some steps of the exploration process and finds information using different sources. With help from classmates or the teacher, selects a few sources of information to form a vague picture of the occupations or trades explored.		
VALIDATION OF THE INFORMATION	Keeps on-going records of information gathered during the career exploration process, constantly checking the accuracy and quality of the details against many different sources. Uses a variety of research strategies to cross-reference information.	Records specific, detailed information regarding his/her career exploration process and consistently checks the quality and precision of these details against different sources. Uses research strategies to validate information gathered.	Keeps good records of his/her career exploration process and usually verifies the accuracy of the information against a sufficient number of sources. Uses a few research strategies to validate information.	Keeps general records of his/her career exploration process and with support and prompting, verifies the validity of some of the information gathered. Uses familiar research strategies (i.e. check-lists) to keep track of information.	Keeps vague notes on the information gathered during the career exploration process. With constant support and prompting, will check the validity of the information gathered against one source.		
CONSISTENCY OF THE PROCESS	Carries out a thorough evaluation of his/her career exploration process in relation to purpose and goals and continuously reflects on how s/he can improve the overall process and build on this prior knowledge for next time.	Carries out a good analysis of his/her career exploration process in relation to purpose and goals and evaluates what went well and what did not work as well. Is able to reinvest this learning for the next time.	With some guidance, identifies the main qualities of his/her career exploration process and how they relate to purpose and goals. When asked, can explain how s/he intends to reinvest this learning for next time.	With support from classmates and the teacher, student can identify the main steps of his/her career exploration process. With prompting questions and support, student can give simple reasons why these steps were taken in relation to his/her purpose and goals.	With constant support, student can identify a few of the steps in his/her career exploration process. Has difficulty understanding how his/her interests are related to the career exploration process.		

Developmental Table of EVALUATION CRITERIA | POP Competency 2: Contemplates his/her learning and work possibilities: The student...

Expert

Novice



Personal Orientation Project

	5	4	3	2	1
RELEVANCE OF THE ELEMENTS OF REFLECTION	Carries out a process of on-going reflection throughout every phase of the learning process. Considers all the information gathered during the career exploration process and consistently makes connections between personal interests and abilities and the various requirements associated with fields of interest explored. When considering his/her lifelong goals and aspirations, reinvests this learning by sharing with others and formulating new questions.	Carries out a complete reflection based on information gathered during the career exploration process. Makes substantial links between his/her personal goals and aspirations and the implications and requirements associated with various fields of interest. Reevaluates his/her goals in light of discoveries made and turns to others to deepen the meaning of his/her reflections. Formulates relevant questions to further self-knowledge.	Using ideas for reflection proposed by the teacher, records personal reflections and makes important connections between his/her interests and abilities and the specific requirements of the fields of interest explored. When prompted, reevaluates his/her goals in light of discoveries made and seeks feedback from others with straight-forward questions.	When provided with some guiding questions for reflection, student keeps some records of his/her reflections and draws some conclusions from the information gathered during the career exploration process and his/her own interests and abilities. With support, student begins to think about his/her personal goals. At the teacher's suggestion, consults trusted others to learn more about himself/herself.	Demonstrates a slight interest in developing an understanding of his/her learning and/or work possibilities. With constant support and prompting, student can answer direct questions with limited reflection about his/her interests and abilities and can articulate a few general goals. At the teacher's suggestion and with questions provided, student consults one person in order to help learn more about himself/herself.
EFFECTIVENESS OF COMMUNICATION	Is able to communicate his/her assessment of the career explorations and reflections in a structured, detailed, and informative way. Initiates discussions to validate and deepen his/her learning. Is articulate when describing links between personal learning and career explorations. Presents information using a format coherent with the purpose of the communication and the field of interest explored.	Uses appropriate and effective communication strategies when sharing information with classmates. Can explain links between personal learning and career explorations. Presents information using different formats and/or media, taking into account the purpose and audience for the presentation.	Is moderately effective in using communication strategies to explain why he/she chose a particular field of interest and how it relates to his/her personal qualities and aspirations. Presents information using formats with which he/she is familiar and feels comfortable.	Shares some basic information with classmates using straightforward means of communication. With teacher prompting, can give a few examples of how his/her personal qualities are linked to career exploration choices. Presents only a very general picture of his/her findings using a simple format.	Shares a few facts from his/her career exploration process and draws vague conclusions about this basic information. When prompted, makes minimal links between information and his/her own interests and abilities. Presents information in a basic format.
DIVERSITY OF THE POSSIBILITIES ENVISAGED	Is able to imagine a wide diversity and range of learning and work possibilities. Takes a global view of personal, socioeconomic and cultural factors when considering possible career paths: values, interests and abilities, influences of family and friends, economic development and market trends, etc.	Visualizes a rich variety of learning and work possibilities. Takes a great many socioeconomic and cultural factors, as well as discoveries about himself/herself, into account when considering possible career paths. Is aware of his/her value system and the role this knowledge plays in the decision-making process.	Identifies several learning and work possibilities in relation to many socioeconomic and cultural factors related to them. Takes into account self-knowledge and, with some support, broadens his/her vision based on further reflection.	Pictures a few comfortable and familiar learning and work possibilities and, with support and prompting, considers a limited number of socioeconomic and cultural factors related to possible career paths. Is limited to learning and work possibilities that are familiar and comfortable.	Envisages one or two learning and work possibilities with support and prompting from classmates and the teacher. Explores a limited number of possible career paths throughout the year and sometimes takes a few socioeconomic and cultural factors into consideration when considering his/her possibilities.
JUSTIFICATION OF THE POSSIBILITIES ENVISIONED	Makes expert and clear connections between his/her personal qualities, discoveries, visions, self-esteem, and learning and work possibilities. Can demonstrate, through the use of several types of evidence, how/why s/he arrived at the judgments made.	Provides advanced justification for considering particular learning and work possibilities in light of his/her personal profile and discoveries. Is able to provide evidence that supports the possibilities considered.	Identifies an adequate selection of learning and work possibilities in light of his/her personality traits, fields of interest, aptitudes etc. Keeps sufficient traces of learning to justify the possibilities envisaged.	With support and prompting from the teacher, identifies some connections between his/her learning and work possibilities and personal qualities. With a framework, can explain which learning and work possibilities s/he considered.	Identifies a few personal qualities and with on-going support, tries to make connections between his/her personal qualities and learning and work possibilities. Has vague and incomplete records to justify possibilities envisaged.