

NAME: _____ START DATE: _____ DUE DATE: _____

CAREER EXPLORATION # _____

FIELD OF INTEREST: _____

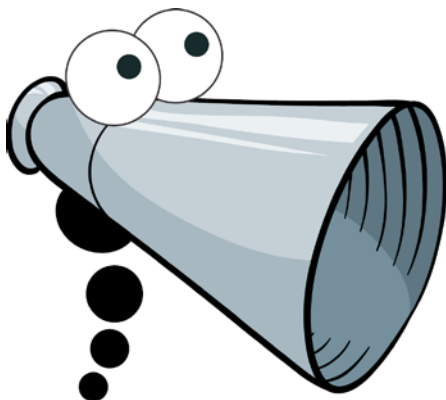
EVALUATION CRITERIA

A large, empty, rounded rectangular box with a black border, intended for writing evaluation criteria.

MY GOALS

A large, empty, rounded rectangular box with a black border, intended for writing personal goals.

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



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 keeping you **ON-TASK** as you work through your career exploration process.

LEARNING PROCESS

This planner will guide you in the process of being **On-Task** during a career exploration process. While being On-Task, or actually getting into your exploration, 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 Knowing yourself 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"> • Planning 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"> • On-Task 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"> • Pondering 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.

- Well, you might be wondering: **On-Task** about what? That's a good question because there are a few things you do need to know before you can get down to business.
- **On-Task** simply means you are ready to learn about and experience a career field.
- You can be **On-Task** in more than one way. For example:
 - You may be getting down to research and gathering information.
 - You may want to try out a tool kit or virtual simulation to experience the career that interests you.
 - Or, you may be working with classmates, sharing and comparing to help with choices you need to make.



BUT FIRST – THINK ABOUT YOURSELF



Filling in this table will help you be sure that you are starting in the right direction.

I am exploring _____ in the field of _____.
(career) (broader field)
List 3 things about yourself that led you to this career exploration.
1.
2.
3.
Sum up why you decided to go ON-TASK with this career exploration.

! IMPORTANT

Be sure you are satisfied with your answers and are ready to continue. If not, you may want to talk to your teacher to consider creating a path to a different exploration. If you feel ready, move on!

AND NEXT – A LITTLE PLANNING IS NEEDED

Before you can dive in, you need to stop and do a little planning about:

- trying out activities in your field of choice
- collaborating with classmates
- trying out activities in your field of choice



So, take a few minutes and think about how you are going to carry out your exploration. What do you want to do and what do you need to do it? The **Project Planner** graphic organizer on the next page will help you organize your ideas. Fill in a few steps that you plan to follow and what you will need. Bingo! You will be ready to dig in and explore.

Project Planner



Considers possible career paths:
Envisions the stages of his/her possible career path

What career path are you considering? ▶

Step 1

What do we do first? ▶

What do we need? ▶

Step 2

What do we do first? ▶

What do we need? ▶

Step 3

What do we do first? ▶

What do we need? ▶

Step 4

What do we do first? ▶

What do we need? ▶

We're done!



IT'S TIME TO GET DOWN TO BUSINESS



*You've thought about what is personally important and you have a plan. Perhaps you have already looked more deeply into your abilities and goals and done some extensive planning. Either way, you are ready to be **On-Task** as you focus on a specific career exploration. Don't worry! You are well on your way.*

STEPS TO BEING ON-TASK

1. REVIEW YOUR PLAN
2. START THE TASK(S)
3. KEEP TRACK OF WHAT YOU UNCOVER
4. TALK IT OUT
5. PONDER-THINK ABOUT IT

1. REVIEW YOUR PLAN



Will you be...

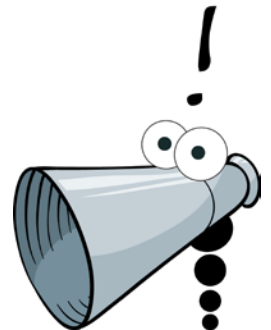
- experimenting with a job task?
- carrying out an interview?
- gathering information from a specific resource?
- making comparisons?
- trying out a tool kit?
- visiting the POP Index?
- researching using Career Cruising?
- looking at what classmates have uncovered about similar careers?
- developing your own career-related activity? (e.g.: interested in becoming a chef: try a recipe; interested in graphic design: design a pamphlet, etc.)

2. START THE TASK(S)

Oh boy!

You might be asking - How do I make this work with my schedule?

- Talk with your teacher.
- Work with your schedule. You may have to rearrange the order of your activities.
- Some activities may take place in school, others outside of school hours.
- Most important - get started!



TIP: Time management

You can return to your project planner and beside each task write down how much time you will need.

3. KEEPING TRACK OF WHAT YOU UNCOVER

To help you, as you are **On-Task** with your exploration, there are several graphic organizers you might find useful. Here is information about those you might use. There are six graphic organizers at the end of this booklet and two note taking pages. Use one or use them all—whatever works best with your exploration. The following information explains each of the ways you can keep track of the information you uncover. Circle the ones you plan to use—discuss with teacher.

A) GRAPHIC ORGANIZERS



The **Compare and Contrast** graphic organizer will be helpful if you are collaborating with classmates and considering their opinions. You will be able to record points of view and find where you and others share ideas.



The **Comparing This and That** graphic organizer gives you a place to record information about the specifics of two different careers that you might be considering. You will be able to clearly see how they are different or similar. This can help you understand which features are most important for you.



The **Conducting a Survey 2** graphic organizer gives you a place to formulate your questions and be ready to record your answers.



The **Pros and Cons** graphic organizer gives you the opportunity to focus in on specific issues involving the career you are exploring. Setting out the Pros and Cons of issues that are important to you will help you know if that career might be for you.



The **3 Questions and Answers** graphic organizer helps you to zero in on what you want to know about. You can think about what you already know, what you want to know and then go ahead and gather and record your information.



The **Selecting Relevant Information** graphic organizer helps you to select and define the resources that have proven to be the most meaningful for you. Gathered information is only useful if it is relevant and valid. This organizer will guide you as you focus on these issues.



Be sure to use at least one of the organizers. BUT, you have an alternative. You can also use...

B) NOTES, NOTES, NOTES!

Towards the end of the booklet you will find the section called **Note Taking**. You will find a number of prompts to focus your thinking about your **On-Task** activities. So, use a graphic organizer and/or take notes. Or even better, do both. Put it all together when you are finished and you will have an excellent record to help you make a decision.



Note Taking: Comparing my Sources

This section is a place for you to record and compare information that you have gathered from different sources. You may find that not all sources provide the same information. You will be able to clearly see what is consistent and what issues you may want to revisit. The prompts are there to remind you of things you may need to consider.



Note Taking: My Experiences

This section is a place for you to jot down what you learned while trying out an actual task related to the career you are exploring. You will also need to keep track of the sharing you do with a classmate.

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 missed.
- Another point of view is always thought provoking.
- Keep track of discussions at the bottom of this page.

5. PONDER-THINK ABOUT IT



- Remember, as you learn about the career you have selected to explore, make regular stops to **Ponder**.
- Ask yourself if what you are learning connects with your goals and what you need to know.
- At any point, take a few minutes and use the **Goal and Action Plan 1** graphic organizer.
- It will help you to know if you are still on target with your exploration.

Talk to your teacher whenever you have questions.



TIME TO GET ON-TASK!

TAKING TIME TO TALK IT OUT



As you gathered information have you stopped to share your new findings with a classmate? Well, now is the time! Ask someone to give you a few minutes of his/her time so you can share some of your new found information. Ask their point of view and compare it to your own ideas.

NEW LEARNING LEADS TO OPINIONS AND VIEWPOINTS...

But not everyone has the same viewpoint. You may agree – you may disagree. But one way or the other, finding out what others think is always interesting and can be enlightening! If talking to someone is helpful, you may consider speaking with an expert in the field.



The **Discussing with Others** graphic organizer will give you a chance to select a topic for discussion and keep track of what others have to say.

Keep track of who you met with while using the **Discussing with Others** graphic organizer.

Talked with:	Date 1:
Talked with:	Date 2:
Talked with:	Date 3:

Discussing With Others



Shares his/her reflections:
Talks with parents or other trusted people

Topic ▶

My viewpoint before discussion ▶

Person 1 ▶

What I learned from and/or found interesting ▼

Person 2 ▶

Person 3 ▶

My viewpoint after discussion ▶

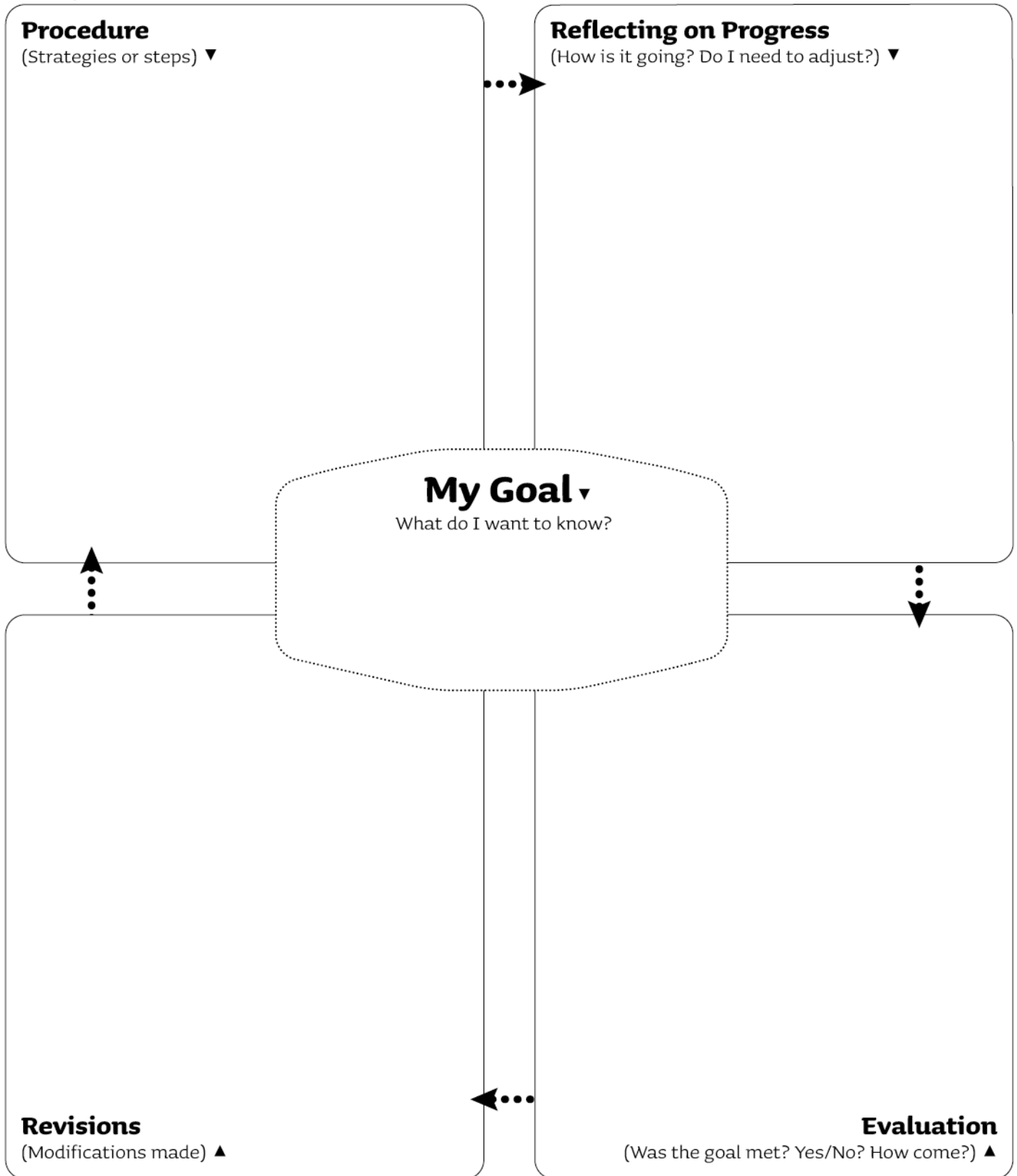


PONDER-
Think about it

Goal and Action Plan 1



Varies the means of exploration:
Tries out work functions







SELF-EVALUATION OF BEING ON-TASK

Date: _____

How far along are you in your exploration?

- just starting
 looked at a few things
 looked at many things
 almost finished

COLOUR IN THE SCALE BELOW TO HIGHLIGHT HOW WELL YOU ARE...

Are you...	My self-evaluation some  a lot
<i>E.g.: Using the resources in the classroom to research</i>	 <i>(This self-evaluation shows someone who may have used several resources to learn about the field, but still had a few more to try out at another time.)</i>
1. Trying various approaches/ways to learn about your choice of career field?	
2. Asking yourself questions as you go along; using your questions to adjust what you do next?	
3. Meeting with classmates to gather information or get a different point of view?	
4. Revisiting your personal goals and profile to see if this career choice still interests you?	
5. Keeping track of information and referencing sources?	
<i>Your own criteria:</i>	

TEACHER FEEDBACK TO DATE:

REVISITING YOUR PLAN – WHAT ABOUT MY STRATEGIES

ASK YOURSELF A FEW QUESTIONS



- What have I done that has worked well?
- What hasn't worked well?
- What would I change?
- What have I learned about how I work best?
- Have I tried anything new?

✓ If you are satisfied that what you are doing is working well, then keep on or revisit your plan and expand it.

✗ If you are not getting the information you want, or not enjoying this career now that you know a bit more, **STOP** and talk to your teacher about reorganizing your exploration.

NOTE TAKING: COMPARING MY SOURCES

SOURCE 1

How did you explore?

I...

- met and talked with people outside of school.
- carried out an interview.
- gathered information from a specific resource.
- made comparisons.
- tried a tool kit.
- visited the POP Index.
- researched with Career Cruising.
- looked at what classmates have researched.
- _____
- _____

Initial reaction/thoughts

I think...

Details

I found...

I liked...

I didn't like...

Further thoughts

Now I think that...

New questions

I still need to know about...

Future Action

I will...

SOURCE 2

How did you explore?

I...

- met and talked with people outside of school.
- carried out an interview.
- gathered information from a specific resource.
- made comparisons.
- tried a tool kit.
- visited the POP Index.
- researched with Career Cruising.
- looked at what classmates have researched.
- _____
- _____

Initial reaction/thoughts

I think...

Details

I found...

I liked...

I didn't like...

Further thoughts

Now I think that...

New questions

I still need to know about...

Future Action

I will...

What did you do to experience this career? _____

List all the steps you had to take in order to complete a true-to-life experience of this career:

What parts did you:

Enjoy:

Not enjoy:

What else would you like to have tried?

Did anything surprise you?

In doing the task(s) did you notice connections to other similar fields? Which fields?

Take Note: Based on what you experienced, what would be the top 5 things someone would absolutely need to know about this career—tell a classmate or two:

- 1.
- 2.
- 3.
- 4.
- 5.

*Note:
Add a blank
sheet if you need
more room*

PONDER - THINK ABOUT IT...

Is the career you have been exploring right for you? Do the features of the career and your personal goals, values and skills work well together?

Compare:



1. List your characteristics in the box on the bottom left—who are you, what are your interests, talents, goals...
2. What are the characteristics of the career you explored? Write the characteristics that most closely match yours nearest to the box and the ones that don't match as closely, farther away.

Career characteristics

Less closely match

Closely match

My characteristics

SO... MIGHT THIS CAREER BE FOR YOU?

3. KEEPING TRACK OF WHAT YOU UNCOVER

GRAPHIC ORGANIZERS



Date.....

Name.....

Compare and Contrast



Shares his/her reflections:

Compares his/hers perceptions with those of classmates

What field or career are you exploring? ▶



My point of view ▼

Someone else's point of view ▼

Our shared points of view ▼



Date

Name

Comparing This and That



Considers possible career paths:
Critically compares possible career paths

Careers to be compared? What are you comparing?

(e.g. Dentist, Athlete, Teacher, Engineer)

Factors to be considered



Conclusions
What is similar?
What is different?

1

2

3

4



Date _____

Name _____

Conducting a Survey 2



Varies the means of exploration:
Meets with key people

Answer sheet for open-ended questions ▼

Information about respondent Field _____ Career / Job _____

Question ▲

Answer ▼



Question ▲

Answer ▼

Question ▲

Answer ▼

Question ▲

Answer ▼





Date.....

Name.....



Pros and Cons

Considers possible career paths:
Recognizes opportunities and their related constraints

What career path are you considering? ▶

List three issues that you think are important. ▼

Issue 1 ▼	Issue 2 ▼	Issue 3 ▼
Pros	Pros	Pros
Cons	Cons	Cons



Conclusions? Why? ▶





Date.....

Name

3 Questions & Answers



Varies the means of exploration:
Uses documentary resources in academic and career information



Questions What do I specifically want to know about? ▶

Planning

What do I already understand?

What more do I need to find out?

What sources can I use to find the information?

Follow-up

What information did I find from my sources?



How does the new information I found compare with what I already understood? ▶





Date _____

Name _____

Selecting Relevant Information



Looks critically at his/her exploration process:

Evaluates the relevance of the resources used

Once you have gathered your information, use this tool to summarize your three most important or meaningful sources of information. ▼

Questions ▶



Identify source 1 ▼

Information I found ▶

Identify source 2 ▼

Information I found ▶

Identify source 3 ▼

Information I found ▶

Relevance of information ▼

I know this information is valid because I've ▼

- chosen a reputable source
- chosen information that's current and up-to-date
- made comparisons between sources

Explain _____

Relevance of information ▼

I know this information is valid because I've ▼

- chosen a reputable source
- chosen information that's current and up-to-date
- made comparisons between sources

Explain _____

Relevance of information ▼

I know this information is valid because I've ▼

- chosen a reputable source
- chosen information that's current and up-to-date
- made comparisons between sources

Explain _____





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

Expert

Novice

	5	4	3	2	1
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.