PLANNING TOOL

In accordance with the learning and evaluation goals and the time of year, select relevant observable elements and the associated requirements. The list of observable elements is not exhaustive and the elements in it are presented as examples. The detailed program content is presented in an appendix.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Evaluation criteria</th>
<th>Information clarifying the criteria</th>
<th>Observable elements</th>
<th>Requirements</th>
</tr>
</thead>
</table>
| C1: Explores vocational training for vocational training | Proficiency of subject-specific knowledge<sup>*</sup> | Program content "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." | The knowledge targeted by the program content is listed in the appendix. | - Tools  
- Attitudes  
- Strategies  
- Concepts  
- Socioeconomic and cultural factors |
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Evaluation criteria</th>
<th>Information clarifying the criteria</th>
<th>Observable elements</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: Explores vocational training</td>
<td>Use of a variety of resources for exploring vocational training</td>
<td>Relevant use of different resources during the exploration of vocational training is observed when the student:</td>
<td>- uses the classification of programs by sector with ease</td>
<td>From the known to discovery, flexibility, diversity</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- uses and develops appropriate strategies (exploration strategies: related to information, experimentation, observation)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- becomes familiar with various trades and occupations: uses documentary resources, makes contact with key persons (adults, VT students), carries out tasks, practicums, visits (actual or virtual)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- records a variety of relevant elements for each step of the exploration process</td>
<td></td>
</tr>
<tr>
<td>C2: Contemplates his/her suitability for vocational training</td>
<td>Validation of information gathered</td>
<td>Effective validation of information gathered is observed when the student:</td>
<td>- consults trustworthy and credible reference works, documents and Web sites</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- checks the quality and accuracy of information gathered, usually with key people</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- uses a range of sources of information</td>
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<tr>
<td></td>
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<td></td>
<td>- compares the information gathered from various types of resources</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- researches increasingly specific information</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- makes connections between the items of information gathered</td>
<td></td>
</tr>
</tbody>
</table>

Use of resources:

- Diversification of types of resources:
  - Resources allowing experimentation
  - Resources for information gathering, observation:
    - Documentary resources*
    - Human resources*
    - Material resources
    - Institutional resources*

Recording and communication of elements throughout the exploration process:

- The teacher’s other requirements (insert text here)

* A list of available resources is appended.

Processing and validation of information:

- From unprocessed information to processed and validated information, reliability of sources

The teacher’s other requirements (insert text here)

* See the appendix for a list of elements that can be used to gradually increase the complexity of the search for information and the processing of information.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Evaluation criteria</th>
<th>Information clarifying the criteria</th>
<th>Observable elements</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: Explores vocational training for C2: Contemplates his/her suitability for vocational training</td>
<td>• Adjustment of exploration as needed</td>
<td>Effective adjustment of the exploration is observed when the student:</td>
<td>Use of strategies:</td>
<td>Analysis of the process</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ evaluates the quality of his/her exploration (while it is being carried out)</td>
<td>Recording and communication of elements throughout the exploration process:</td>
<td>Use of strategies:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ compares his/her exploration with that of classmates</td>
<td>The teacher’s other requirements (insert text here)</td>
<td>Recording and communication of elements throughout the exploration process:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ uses strategies* to address difficulties that arise</td>
<td></td>
<td>The teacher’s other requirements (insert text here)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ records different elements related to the adjustments made and their justification</td>
<td>* A list of metacognitive strategies is appended.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analysis of the relevance of the resources used</td>
<td>Effective analysis of the relevance of the resources used is demonstrated when the student:</td>
<td>Analysis of resources:</td>
<td>Analysis of resources:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ justifies the relevance of the resources used (strategies,态度, tools, concepts/knowledge, cultural references)</td>
<td>The teacher’s other requirements (insert text here)</td>
<td>The teacher’s other requirements (insert text here)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ identifies other resources to be used for the current exploration or for future explorations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>* A list of metacognitive strategies is appended.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevant summary of discoveries</td>
<td>• Use of appropriate strategies when summarizing discoveries</td>
<td>Use of appropriate strategies is observed when the student:</td>
<td>Appropriate use of strategies*</td>
<td>Use of strategies:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ selects appropriate strategies for summarizing discoveries (metacognitive, career-planning, the right choice at the right time)</td>
<td>The teacher’s other requirements (insert text here)</td>
<td>Use of strategies:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(consult page 27 of the program or the appendix to this document)</td>
<td></td>
<td>The teacher’s other requirements (insert text here)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* A list of strategies is appended.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* A list of metacognitive strategies is appended.
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Evaluation criteria</th>
<th>Information clarifying the criteria</th>
<th>Observable elements</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use of information gathered during experiential learning, information gathering and workplace observation activities</td>
<td>Precise summary of information gathered may be observed when the student:</td>
<td>makes connections between his/her personal characteristics and the information gathered during observation, information gathering and experiential activities</td>
<td>From describing, reporting to comparing, processing, analyzing information</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>makes connections between the vocational training programs and related trades and occupations</td>
<td>Use of information gathered:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>recognizes the specific requirements of the trades and occupations explored</td>
<td>Recording and communication of elements throughout the exploration process:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>assesses the advantages and disadvantages associated with practising the trades and occupations explored</td>
<td>The teacher’s other requirements (insert text here)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>examines the career prospects associated with the trades and occupations explored</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>identifies the particular features of vocational training</td>
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<td></td>
<td></td>
<td></td>
<td>adjusts or revises his/her perception of the trades and occupations explored and of vocational training</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>accurately records summaries of his/her explorations</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td><strong>and for the 4-credit program:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>□ draws up a detailed report of his/her experiential job-shadowing activities</td>
<td></td>
</tr>
<tr>
<td>Competencies</td>
<td>Evaluation criteria</td>
<td>Information clarifying the criteria</td>
<td>Observable elements</td>
<td>Requirements</td>
</tr>
<tr>
<td>--------------</td>
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<td>--------------</td>
</tr>
<tr>
<td>C1: Explores vocational training</td>
<td>Relevant reflection</td>
<td>• Use of appropriate strategies*&lt;br&gt;* 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.</td>
<td>Use of appropriate strategies is observed when the student: &lt;br&gt;☐ selects appropriate metacognitive and career-planning strategies (the right choice at the right time) (consult page 27 of the program or the appendix to this document)</td>
<td>Effective use of strategies*&lt;br&gt;Use of strategies:&lt;br&gt;The teacher’s other requirements (insert text here) * A list of strategies is appended.</td>
</tr>
<tr>
<td>Competencies</td>
<td>Evaluation criteria</td>
<td>Information clarifying the criteria</td>
<td>Observable elements</td>
<td>Requirements</td>
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<tr>
<td>--------------</td>
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</tr>
<tr>
<td>• Reflection on personal profile as well as perception of the trades and occupations explored and of vocational training</td>
<td>Reflections on his/her profile and hypotheses regarding possible paths are relevant when the student:</td>
<td>Reflections on his/her profile and hypotheses regarding possible paths are relevant when the student:</td>
<td>From describing, reporting to comparing, analyzing, evaluating</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ reexamines his/her personal characteristics</td>
<td>□ reexamines his/her personal characteristics</td>
<td>Reflection, personal profile:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ makes connections between his/her personal profile and the trades and occupations explored</td>
<td>□ makes connections between his/her personal profile and the trades and occupations explored</td>
<td>Reflections, occupations/VT:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ makes connections between his/her personal profile and vocational training program requirements</td>
<td>□ makes connections between his/her personal profile and vocational training program requirements</td>
<td>Socioeconomic references:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ compares his/her aspirations and aptitudes and vocational training program requirements</td>
<td>□ compares his/her aspirations and aptitudes and vocational training program requirements</td>
<td>The teacher’s other requirements (insert text here)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ envisions a few steps in the training path explored</td>
<td>□ envisions a few steps in the training path explored</td>
<td>Recording and communication of elements throughout the exploration process:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ examines his/her desire to pursue vocational training</td>
<td>□ examines his/her desire to pursue vocational training</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ discusses the results of his/her exploration with classmates</td>
<td>□ discusses the results of his/her exploration with classmates</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ talks with parents or other people he/she trusts</td>
<td>□ talks with parents or other people he/she trusts</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ draws on these discussions to broaden his/her reflections</td>
<td>□ draws on these discussions to broaden his/her reflections</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ records his/her reflections</td>
<td>□ records his/her reflections</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>and for the 4-credit program:</strong></td>
<td><strong>and for the 4-credit program:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ takes into account the limitations or obligations of the trades and occupations explored</td>
<td>□ takes into account the limitations or obligations of the trades and occupations explored</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of language appropriate to the subject</td>
<td>Use of language appropriate to the subject is demonstrated when the student:</td>
<td>Use of language appropriate to the subject is demonstrated when the student:</td>
<td>From approximation to exactness, rigorousness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ uses relevant vocabulary specific to the school system, the world of work, the world of vocational training, concepts, etc.</td>
<td>□ uses relevant vocabulary specific to the school system, the world of work, the world of vocational training, concepts, etc.</td>
<td>Accuracy of subject-specific vocabulary:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher’s other requirements (insert text here)</td>
<td></td>
</tr>
<tr>
<td>• Justification of actions</td>
<td>Relevant justification of actions is demonstrated when the student:</td>
<td>Relevant justification of actions is demonstrated when the student:</td>
<td>From describing to analyzing, justifying</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ analyzes the actions taken</td>
<td>□ analyzes the actions taken</td>
<td>Justification of actions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ explains actions not selected or not taken</td>
<td>□ explains actions not selected or not taken</td>
<td>The teacher’s other requirements (insert text here)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ identifies actions to be taken for the next explorations</td>
<td>□ identifies actions to be taken for the next explorations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competencies</td>
<td>Evaluation criteria</td>
<td>Information clarifying the criteria</td>
<td>Observable elements</td>
<td>Requirements</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td></td>
<td>Reinvestment of learning in future tasks and explorations*</td>
<td>Relevant reinvestment of learning in future tasks and explorations is observed when the student:</td>
<td></td>
<td>From listing to analyzing</td>
</tr>
<tr>
<td></td>
<td>* 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.</td>
<td>□ proposes possible avenues for improvements (strategies, means of exploration, subjects for reflection, etc.)</td>
<td>Avenues for improvements:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ analyzes his/her experiences to identify what can be reinvested</td>
<td>The teacher’s other requirements (insert text here)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix

This appendix reviews the content of the Exploration of Vocational Training program (pages 24 – 30). The different categories of resources (internal and external), attitudes, strategies and tools, and socioeconomic and cultural references are prescriptive, but the individual elements are not. The concepts are also considered program content and are prescriptive. This appendix also provides other complementary information (research and processing information) as examples.

<table>
<thead>
<tr>
<th>Tools (program, p. 26) Elements specific to the 4-credit program are shown in italics.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experiential learning tools</strong></td>
</tr>
<tr>
<td>List of activities that allow students to explore:</td>
</tr>
<tr>
<td>• vocational training (VT) activities</td>
</tr>
<tr>
<td>• activities borrowed from laboratories used in the French-sector experimental course <em>Exploration technologique médiatisé</em></td>
</tr>
<tr>
<td>• virtual job simulations</td>
</tr>
<tr>
<td>• POP tools</td>
</tr>
<tr>
<td>• experiential job-shadowing activities</td>
</tr>
<tr>
<td>Other tools:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Observation tools</strong></td>
</tr>
<tr>
<td>Observation of a worker in action (observational job-shadowing activities)</td>
</tr>
<tr>
<td>Observation of a vocational training student in action</td>
</tr>
<tr>
<td>Actual or virtual visit to vocational training centres or businesses</td>
</tr>
<tr>
<td>Vocational training activities (e.g. student for a day, open house)</td>
</tr>
<tr>
<td>Visit to the skills competition</td>
</tr>
<tr>
<td>Demonstrations:</td>
</tr>
<tr>
<td>- exercises performed by a vocational training teacher or student</td>
</tr>
<tr>
<td>- activities borrowed from laboratories used in the French-sector experimental course <em>Exploration technologique médiatisé</em></td>
</tr>
<tr>
<td>- POP tools used by a classmate or by the Exploration of Vocational Training or POP teacher</td>
</tr>
<tr>
<td>Other tools:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Reflection and follow-up tools</strong></td>
</tr>
<tr>
<td>Logbook</td>
</tr>
<tr>
<td>Portfolio or Webfolio</td>
</tr>
<tr>
<td>Assessment of his/her discoveries</td>
</tr>
<tr>
<td>Evaluation checklist</td>
</tr>
<tr>
<td>Networks of concepts</td>
</tr>
<tr>
<td>Summary of reflections, etc.</td>
</tr>
<tr>
<td><em>Detailed reports</em> (experiential job-shadowing activities, decision-making process) *</td>
</tr>
<tr>
<td>Other tools:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Information-gathering and documentary research tools (e.g. print documents, prospectuses, Web sites)</strong></td>
</tr>
<tr>
<td>Listening to personal accounts (e.g. workers, vocational training students, parents)</td>
</tr>
<tr>
<td>Meetings with information and guidance professionals</td>
</tr>
<tr>
<td>Participation in vocational training activities (e.g. student for a day, open house)</td>
</tr>
<tr>
<td>Contact with mentors</td>
</tr>
<tr>
<td>Meetings with workers, vocational training students</td>
</tr>
<tr>
<td>Other tools:</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Methodological tools**
- Tools for preparing for practicums
- Tools for preparing for meetings with academic information or guidance professionals
- Tools for conducting interviews with a mentor or worker
- Tools for making telephone calls

**Other tools:**

**Attitudes** (program, p. 26)

<table>
<thead>
<tr>
<th>Responsibility for the exploration</th>
<th>Open-mindedness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commitment</td>
<td>Curiosity</td>
</tr>
<tr>
<td>Sense of responsibility</td>
<td>Rejection of prejudices and stereotypes</td>
</tr>
<tr>
<td>Initiative</td>
<td>Interest in comparing ideas</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>Willingness to take risks and undertake challenges</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Interest in discovery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introspection</th>
<th>Critical judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genuineness</td>
<td>Respect for self and others</td>
</tr>
<tr>
<td>Discernment</td>
<td>Tolerance of ambiguity</td>
</tr>
<tr>
<td>Reflectiveness</td>
<td>Intellectual drive</td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
</tr>
<tr>
<td>Self-criticism</td>
<td></td>
</tr>
<tr>
<td>Exploration strategies</td>
<td>Information gathering</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Calling on the expertise of a mentor</td>
</tr>
<tr>
<td></td>
<td>Consulting reference tools (e.g. books, documents, Web sites, newspapers, magazines)</td>
</tr>
<tr>
<td></td>
<td>Checking the quality and accuracy of information gathered</td>
</tr>
<tr>
<td></td>
<td>Comparing various types of resources</td>
</tr>
<tr>
<td></td>
<td>Researching increasingly specific information</td>
</tr>
<tr>
<td></td>
<td>Attending events such as education fairs, employment fairs and career days</td>
</tr>
<tr>
<td></td>
<td>Listening to personal accounts, lectures, life stories</td>
</tr>
<tr>
<td></td>
<td>Other strategies:</td>
</tr>
<tr>
<td>Observation</td>
<td>Observing a worker in action (observational job-shadowing activity)</td>
</tr>
<tr>
<td></td>
<td>Making real or virtual visits to vocational training centres or businesses</td>
</tr>
<tr>
<td></td>
<td>Observing a vocational training student in action</td>
</tr>
<tr>
<td></td>
<td>Participating in a student-for-a-day program in a vocational training centre</td>
</tr>
<tr>
<td></td>
<td>Attending demonstrations of vocational training, POP or activities borrowed from laboratories used in the French-sector experimental course <em>Exploration technologique médiatisé</em></td>
</tr>
<tr>
<td></td>
<td>Other strategies:</td>
</tr>
</tbody>
</table>

Other strategies:
| **Metacognitive strategies** | Applying previous knowledge and experience  
Taking time for reflection, alone or as part of a group  
Recognizing required attitudes, attitudes to be developed  
Adopting criteria for self-evaluation  
Understanding the evaluation criteria | Asking classmates for their views on his/her discoveries  
Evaluating strategies used  
Gauging the impact of stereotypes and prejudices on his/her representation of vocational training  
Examining the different aspects of the culture of vocational training  
Other strategies: |
| **Career-planning strategies** | Remembering that all decisions are the result of compromise  
Examining his/her career interests  
Drawing up an assessment of his/her discoveries and of the connections made between his/her personal profile and the trades and occupations explored  
Making connections between his/her personal qualities and discoveries  
Asking advice of adults: teachers, academic and career information and guidance counsellors, parents, workers, etc  
Envisioning new possibilities  
Imagining alternative solutions  
Identifying information pertinent to future choices in reports on his/her performance in school  
Consulting guidance experts as needed to make informed choices | Envisaging choices of electives in relation to possible vocational training programs  
Trusting his/her intuition when making decisions  
*Gauging the importance of internal and external factors that enter into decisions, including limitations or obligations associated with the trades or occupations considered*  
*Evaluating the importance of beliefs and values in decision making* |
| **Communication strategies** | Discussing his/her discoveries and reflections with classmates and parents  
Discussing his/her representation of vocational training with different adults: teachers, academic information and guidance counsellors, parents, workers, etc.  
Choosing a type of production for communication purposes  
Drawing on the communications of classmates  
Defining a communicative purpose | Taking the audience into account  
Setting objectives for listening  
Expressing his/her ease or difficulties with the possibility of enrolling in vocational training  
Other strategies: |
### Concepts (program, p. 29)

#### Concepts related to vocational training

<table>
<thead>
<tr>
<th>Vocational training sectors</th>
<th>Vocational training programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>classification</td>
<td>competencies</td>
</tr>
<tr>
<td>characteristics</td>
<td>role of technologies</td>
</tr>
<tr>
<td>distribution of vocational training programs by region</td>
<td>vocational training admission requirements (prerequisites)</td>
</tr>
</tbody>
</table>

**School organization**

| type of teaching: group or individual; classroom, workshop, job site, etc. | selection criteria |
| course schedules (number of hours, course hours, school calendar) | pass requirements |
| practicums | practicum possibilities |
| duration of the program | work-study approach |
| cost | limited enrollment |
| financial assistance | recognition of prior experiential learning |
| simultaneous certification possibilities | continuing education and training |
| group profile: age, sex, number | Vocational training in the school system |
| certification (pass/fail) | vocational training certification (DVS, AVS) |

#### Concepts related to the job market

<p>| Information about the specific requirements of trades and occupations | Opportunities and career prospects |
| certificate of qualification and apprenticeship booklet | work force and sectors of activity |
| certificate of competency | employment situation in the different regions of Québec |
| Interprovincial Standards Red Seal Program | occupational outlooks |
| examinations required by businesses | male-dominated trades and occupations (women’s ghetto, Hats Off to You! contest, etc.) |
| certificate of qualification | Awareness of occupational health and safety |
| tasks and functions associated with trades and occupations | rights and responsibilities |
| continuing education and training | identifying health and safety hazards |
|                          | preventive measures |</p>
<table>
<thead>
<tr>
<th>Concepts related to the career-planning process</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal qualities</strong></td>
<td><strong>work-related values</strong></td>
</tr>
<tr>
<td>interests</td>
<td>time in school</td>
</tr>
<tr>
<td>aptitudes</td>
<td></td>
</tr>
<tr>
<td>personality traits</td>
<td></td>
</tr>
</tbody>
</table>

**Decision-making process**
- internal and external factors
  - limitations or obligations associated with trades or occupations

### Socioeconomic and cultural factors (program, p. 29)

<table>
<thead>
<tr>
<th>Students’ immediate context</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Family influence</td>
</tr>
<tr>
<td>Importance placed on studies and work</td>
</tr>
<tr>
<td>Perceptions of vocational training, technical training and university studies</td>
</tr>
<tr>
<td>Value placed on traditionally male- and female-dominated trades and occupations</td>
</tr>
<tr>
<td>Values associated with work</td>
</tr>
<tr>
<td>Desire for prestige, personal development, material goods</td>
</tr>
<tr>
<td>- Influence of peers</td>
</tr>
<tr>
<td>Influence of gang culture</td>
</tr>
<tr>
<td>Counter-dependence among adolescents</td>
</tr>
<tr>
<td>Tendency to reject the values of the preceding generation</td>
</tr>
<tr>
<td>Effects of belonging to a specific culture</td>
</tr>
<tr>
<td>Values associated with employment by young people</td>
</tr>
<tr>
<td>Importance of recreation, work-family balance</td>
</tr>
<tr>
<td>- Regional economic development</td>
</tr>
<tr>
<td>Exploitation of natural resources</td>
</tr>
<tr>
<td>Development of the primary, secondary and tertiary sectors</td>
</tr>
<tr>
<td>Plant closings</td>
</tr>
<tr>
<td>Job cuts</td>
</tr>
<tr>
<td>Job prospects in the region</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provincial and national context</th>
</tr>
</thead>
<tbody>
<tr>
<td>- New economic and political trends</td>
</tr>
<tr>
<td>Neoliberalism</td>
</tr>
<tr>
<td>Growth of the tertiary sector in the economy</td>
</tr>
<tr>
<td>Exploitation of natural resources (e.g. fisheries, mining, lumber)</td>
</tr>
<tr>
<td>Regional development and disparities</td>
</tr>
<tr>
<td>Trade-unionism</td>
</tr>
<tr>
<td>- Value of work</td>
</tr>
<tr>
<td>Advent of the leisure society</td>
</tr>
<tr>
<td>Value placed on work by different generations in Québec</td>
</tr>
<tr>
<td>- Québec population</td>
</tr>
<tr>
<td>Migration toward cities</td>
</tr>
<tr>
<td>Multiethnicity</td>
</tr>
<tr>
<td>Impact of urbanization on job prospects</td>
</tr>
<tr>
<td>Depopulation of some regions</td>
</tr>
<tr>
<td>Impact of demographic data on the Québec labour force (declining birth rate, population aging)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International context</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Globalization of trade</td>
</tr>
<tr>
<td>Structure and change in the international economy</td>
</tr>
<tr>
<td>Global production and information networks</td>
</tr>
<tr>
<td>Small- and large-scale subcontracting (outsourcing)</td>
</tr>
<tr>
<td>Delocalization of companies</td>
</tr>
</tbody>
</table>
Additional information: In carrying out exploration processes, it is both desirable and expected that students process documentary research and information. Depending on his or her educational aims and teaching plan, the teacher may target different elements.

Resources used for information gathering, observation, experimentation

<table>
<thead>
<tr>
<th>Documentary resources</th>
<th>Printed documents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ Vocational training guides</td>
</tr>
<tr>
<td></td>
<td>□ Brochures, prospectuses from training centres</td>
</tr>
<tr>
<td></td>
<td>□ Publications by labour sector committees, professional associations, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Virtual documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Known sites, such as POP Index, Career Cruising or Repères (available in French only)</td>
</tr>
<tr>
<td>□ Inforoute FPT</td>
</tr>
<tr>
<td>□ Other less-known sites (such as those of schools, various sector committees or professional associations)</td>
</tr>
</tbody>
</table>

Other documentary resources:
<table>
<thead>
<tr>
<th>Information sought</th>
<th>Training program</th>
<th>Trade, occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Admission requirements</td>
<td>□ Brief description</td>
<td>□ Health and safety conditions</td>
</tr>
<tr>
<td>□ Training facilities, schools</td>
<td>□ Tasks</td>
<td>□ Specific conditions for hiring</td>
</tr>
<tr>
<td>□ Programs and courses</td>
<td>□ Salary</td>
<td>□ Job trends</td>
</tr>
<tr>
<td>□ Associated professions</td>
<td>□ Training</td>
<td>□ Statistical data</td>
</tr>
<tr>
<td>□ Registration</td>
<td>□ Job prospects</td>
<td>□ Addresses of businesses by region</td>
</tr>
<tr>
<td>□ Limited enrollment</td>
<td>□ Working conditions</td>
<td>□ Sector committees, professional associations</td>
</tr>
<tr>
<td>□ Services offered</td>
<td>□ Employers</td>
<td></td>
</tr>
<tr>
<td>□ Financial assistance</td>
<td>□ Equipment and materials used</td>
<td></td>
</tr>
<tr>
<td>□ Recognition of acquired learning and competencies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other information:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information processing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Search-navigate</td>
<td>□ Health and safety conditions</td>
</tr>
<tr>
<td>□ Bookmark</td>
<td>□ Specific conditions for hiring</td>
</tr>
<tr>
<td>□ Copy and paste</td>
<td>□ Job trends</td>
</tr>
<tr>
<td>□ Extract important information</td>
<td>□ Statistical data</td>
</tr>
<tr>
<td>□ Compare various sources of information (similarities, differences)</td>
<td>□ Addresses of businesses by region</td>
</tr>
<tr>
<td>□ Make notes</td>
<td>□ Sector committees, professional associations</td>
</tr>
<tr>
<td>□ Group the information, consolidate it</td>
<td></td>
</tr>
<tr>
<td>□ Validate the information</td>
<td></td>
</tr>
<tr>
<td>□ Analyze the information (cause-and-effect)</td>
<td></td>
</tr>
<tr>
<td>□ List the information that is missing</td>
<td></td>
</tr>
<tr>
<td>□ Integrate all the information for communication purposes, reports, etc.</td>
<td></td>
</tr>
<tr>
<td>Other operations:</td>
<td></td>
</tr>
</tbody>
</table>