



Phases of the KEP Learning Process targeted:



Activity title	Validating Sources in the Explo Classroom
Overview	During any given Internet search, students are exposed to a multitude of resources. However, students may not always be able to distinguish valid web resources. This activity is designed to help students recognize and use criteria to validate resources that will allow them to effectively explore vocational training opportunities.

Duration	50 min	Materials	VOCATIONAL SECTORS and JOBS (reference sheet)	
ICT	Smartboard, projector, computer, etc (if available)			
Grouping	↓ individual	↓ ↓ pairs	↓ ↓ ↓ small groups	↓↓↓ whole class
Teaching	↓↓↓ whole class	↓ ↓ ↓ small groups	↓ ↓ pairs	↓ individual
Student product	A list of criteria to validate resources Explanation to support validation decisions			

Links with the *Exploration of Vocational Training* program

Competencies	Competency 1 Explores vocational training	Competency 2 Contemplates his/her suitability for vocational training
Key Features	Consults different sources of academic and career information: Uses various documentary resources	

Explo Program Content

Program Content <i>QEP: pp. 26-30</i>	Using tools	Adopting attitudes	
	Information gathering and documentary research tools	Open-mindedness - critical judgment Introspections - discernment	
	Learning strategies	Acquiring concepts	Considering socioeconomic and cultural factors
	Information gathering - comparing various types of resources	Concepts related to the career-planning process	

Evaluation Criteria (Updated framework for the evaluation of learning)

* For feedback purposes, not to be considered in the student's report card mark.	Information clarifying the criteria
Proficiency of subject-specific knowledge targeted in the program content (QEP)*	
Effectiveness in exploring vocational training	Validation of information gathered Analysis of the relevance of the resources used
Relevant summary of discoveries	
Relevant reflection	

Evaluation tools	• checklist	• observation	• reflection
	• peer evaluation	• self-evaluation	• criteria list

 Process		
	Role of teacher	Role of student(s)
Before	Using a vocational training program of your choice, prepare a sample activity demonstrating the difference between a valid source of information and an untrustworthy source. The goal is to show students that their information must always be from a trustworthy and valid source.	Students begin to understand the importance of using valid resources to complete a vocational exploration.
1	Introduce students to the idea of valid sources of information. Explain that they come from sources that have credibility (government, educational institutions, unions, sector councils, etc.) As a class, begin to build a list of criteria that valid resources must have. Record the criteria using poster board or a smart board.	Students work with the teacher to build a list of criteria that can be used to validate resources.
2	Select a vocational training program and, as a class, determine a few resources that may be useful. Together, select the criteria that could be used to validate the resources. With class input, use the determined criteria to validate the resources. Discuss the reasons as to why the resources are valid or why they are not valid.	With the teacher, students select and practice using criteria to validate a few resources. As a class, they discuss the results.
3	Ask students to work in small groups, use the list of the 21 Vocational Sectors (see attached) and choose a career that interests them and that they have not previously explored. Have then select five resources that they could use to explore the associated vocational training program.	Working in small groups, students choose a career of interest and five resources that could be used to explore the associated vocational training program.
4	Continuing in their groups, have students choose criteria to analyze the validity of their selected resources. Ask them to record their information as they make decisions. Provide guidance in using the criteria as needed.	Students work in groups to analyze the validity of their selected resources. They keep a record of their decisions.
5	Ask each group to provide a brief explanation of why they believe each of their selected sources of information is reliable or not.	Each student group provides a brief explanation of why they believe each of their selected sources of information is, or is not, valid.
Follow-up	Throughout the year work with students to: Add criteria that can be used to validate good resources. Add resources to the valid resource bank. Encourage students to share the valid resources they have found and the criteria that helps them determine whether a resource is valid.	Students add criteria to the list of validating criteria and continue to build the list of trustworthy and reliable resources. They share their findings of new criteria and resources with their peers.

VOCATIONAL SECTORS and JOBS

Vocational Sector:	Examples of jobs:
1) Administration, Commerce and Computer Technology	Sales clerk; payroll clerk; web designer; administrative assistant; secretary; accounts receivable clerk; customer service
2) Agriculture and Fisheries	Landscaper; florist; nursery worker; farm worker; farm supervisor and specialized livestock worker; captain on a fishing vessel
3) Food Services and Tourism	Butcher; chef; pastry chef; food and beverage server, poultry preparer; hotel clerk; travel agent
4) Arts	Interior designer and visual displayer; jewellery maker; photographer; painters and decorators
5) Woodworking and Furniture Making	Furniture assembler; cabinetmaker; furniture laminator; furniture finisher; upholsterer
6) Chemistry and Biology	Water treatment maintenance worker
7) Buildings and Public Works	Carpenter; bricklayer-masonry; plasterer; commercial and residential painter; plumbing and heating technician; tile setter; refrigeration and air conditioning mechanic; land surveyor; building maintenance worker; firefighter
8) Land Use Planning and the Environment	Conservation and fishery officer; outdoor sports guide; recreation guide
9) Electrotechnology	Electrician; electrical mechanic; lineworker; automated systems mechanic; telecommunications equipment installer; avionics mechanic; electric appliance servicer and repairer
10) Motorized Equipment Maintenance	Automotive service technician; truck and bus mechanic; mechanical repairer; storekeeper and parts clerk
11) Mechanical Manufacturing	Food and beverage production worker; aircraft assembler; forging machine operator; glass cutter; machining tool operator; rubber processing machine operator
12) Forestry and Pulp and Paper	Sawmill machine operator, logging machinery operator; forestry worker; supervisor of logging and forestry; logging and forestry labourer (tree planter); lumber grader
13) Communications and Documentation	Graphic designer; illustrators; printing press/machine operator; desktop publisher
14) Maintenance Mechanics	Industrial construction and maintenance mechanic; machine fitter; railway car worker
15) Mining and Site Operations	Crane operator; heavy equipment operator; heavy duty equipment mechanic; machine operator; mineral and metal process worker; miner
16) Metallurgical Technology	Inspector and tester of minerals and metals; welder and fitter; sheet metal worker
17) Transport	Truck driver; air traffic controller
18) Fashion, Leather and Textile	Sewing machine operator; weaver, knitter and other fabric making worker; textile machine operator; textile inspector; tailor/dressmaker; pattern maker
19) Health Services	Nurses aide; orderly; homecare worker; pharmacy technical assistant; rehabilitation aide; dental assistant
20) Social, Educational and Legal Services	Recreation program leader in Nunavik; health and social services assistant in Nunavik
21) Beauty Care	Esthetician; hairstylist; electrolysis technician; make-up artist; nail technician