



Career Education Newsletter

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Personal Success Systems

By Kelly Butler

Personal success systems is about making the most of your work and everyday life. The first step is to change your way of thinking! You are the one who has the power to change things in your school, in the classroom, at home and in your life. One of the biggest challenges of transitions is stepping out of your comfort zone and stepping into unfamiliar territory. Transitions are wonderful opportunities to think about the important things in your life, make a fresh start, get out of activities and experiences that are draining for you so that you can travel to places you want to go, spend time with the people you love, and make choices about your life. Every transition provides an opportunity to put things into perspective and to live with balance in your life whether it is in your job or at home.

Choose to live your potential

There are limits to the time you have to live, but no limits on how you live your time. Everyday you are free to choose between things that lift you or drag you down. Embrace experiences that can enrich your life. Absorb yourself in each

opportunity. Find positives in every pursuit. Do it now rather than waiting, wishing you had. Once your game is over and your life is nearing the end, now is the time to live each day. Now is the time to embrace your potential.

Author Unknown

GOAL

The new name for the Guidance Oriented Approach (GOA) has now changed to the Guidance Oriented Approach to Learning (GOAL). This was decided by the GOA Networking Committee, in Montreal, on the 14th February 2003.

The Guidance Oriented Approach for learning is being further developed. Starting in September 2003 there will be resources available to Grade1-5 teachers including lesson plans to implement GOAL. I will be developing lesson plans, schemes of work and curriculum for grades one through five. If you have any suggestions for lesson plans please contact me on:

Kbutler@wqsb.qc.ca or telephone (819) 684 1770 ext 13

Career Education Web site

So, the web site is on the way to being up and running! At the moment there are students here at the WQCC working on the design/s for the web pages and I am busy writing all the information that will eventually go onto the site, along with all the links that the web page will have.

However, we still need your feedback, so that we can provide you with the best and most useful resource possible. If you have any ideas or suggestions for the site I would love to hear from you. The more input I have from principals, teachers and students the better the web site will be!

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Aim Higher –

School to Work Educational Project

Following the article in the first career education newsletter - “Student Success Rates” I have been working on a program called Aim Higher. The Aim Higher School-to-Career initiative integrates career exploration and school-based and work-based learning experience. The end result is to create secondary school graduates from our school board who are work-ready and sufficiently skilled to meet the needs of business and industry in Canada.

There will be many opportunities available to every school within the program. These will include:

- Easier access to resource speakers from the community.
- Career fair opportunities between school and business.
- Student field trips.
- Classroom partnerships
- Job shadowing opportunities for students
- Structured Workplace learning

The Structured Workplace learning however will only be available to grade 9-11 students. This particular component will require the student to go out on work experience, including such activities as job shadowing, school-sponsored enterprises, or on-the-job training. It also includes a planned program of job training and work experiences that are coordinated between the community animator (to be hired), the principal and the teachers. Other activities the student would be involved in would include workplace mentoring; instruction in general workplace competencies, including instructions and activities related to developing positive work attitudes; and instruction in all aspects of the industry.

Partnerships will be formed between schools and local businesses by the school community animator. Students will be able to take part in the program either during the school year or during the summer holidays. Students will be selected by the principal and teachers to participate in the program.

Students will be given the options of eight (8) industry career clusters. These include:

- Arts and media
- Business and finance
- Construction: technologies and design
- Environment and Agriculture: natural resources
- Government and educational services
- Health and bio-sciences
- Retail, tourism, recreation and entrepreneurship
- Technologies: manufacturing, communications and repair

This however will depend on the interest and commitment of local businesses to partner with schools and the availability of each cluster in the local catchment area.

The Aim Higher initiative has been developed to raise educational standards. It will build on excellence through developing new approaches to teaching and learning supported by professional development of the workforce. The experience gained from this program will provide each student with education relevant to working life. So come on lets **JUST DO IT!**

The Act of Listening

Choose 3 people in your class and send them out of the room for a few minutes. Call each of the three in one at a time and interview them in front of the class. You can ask simple questions like their name, schools they have attended, how many in their family, where they were born, what did they do last summer, do they have a part time job, etc. Two minutes is long enough for each question period.

With the first two volunteers for questioning, make sure you maintain eye contact, nod affirmatively, piggyback on their answers, face them and attend only to them.

With the third person, ask the same questions with these differences – look around as they answer, repeat questions, talk to someone else while they answer, look at your watch, yawn, bite your nails, fidget, ask the next question before they have finished talking and ask them to repeat answers.

In your debriefing, ask the respondents how they felt about the questioning encounter – you will get a much different perspective from the third person.

The act of listening is more than being quiet. You must act like a listener, to listen as well.

For the Students

TOP THREE CAREER WEB SITES

1. Work Info Net 9/10

www.workinonet.ca is a nation wide network of provincial & territorial web sites designed to meet your regional needs. Together, they form an extensive resource network to connect all Canadian students with work, learning and career development information.

2. Tiny Giant Student Commission 8/10

www.tgmag.ca This site has great resources that you can order for free in either French or English. It also has some useful information for students too.

3. MAZEMASTER 9/10

www.mazemaster.on.ca This web site helps you find the information that you need for career education. It has information on self assessment, training and education and a career lounge where students can go to access information they need about jobs and training opportunities.

CONGRATULATIONS!

A big Congratulations to David Schlachter (grade 6) and his brother Alex (grade 3), students from Aylmer Elementary Schhol. David and Alex are the winners of the competition that was running in the first issue. So Discovery is now going to be the new name for the Newsletter, and the logo, as you can see speaks for itself, simple but very effective.

David and Alex you'll be receiving that HMV gift voucher very shortly, it will give you a chance to go and lash out on a spending spree and add to your C.d. collection.

The benefits of work experience

Working for free - oh so much fun! But the big plus when you are getting going in the workplace is scoring major Resume points. It will look great to future employers that you were committed enough to get out there and get some experience. Unpaid work placements are often seen as the ultimate sign of commitment, but remember don't let yourself be taken advantage of.

You can tackle your parents, elder siblings or friends for possible placements. Your school may also arrange the placement, so the options are endless. Or telephone and write to companies in the industry you're interested in.

Make sure you don't spend your time making cups of tea, if you can, keep asking for work or at least show an interest in what is going on around you. If you get on well with your boss, you may be able to ask them for a reference in the future. If there are chances to get out of the office, take them up. If you are at a solicitor's office, for example, ask if you can go to court and watch cases being heard.

If at all possible, try not to have lunch on your own or to go home for lunch. People are easier to chat to over food and it is a great chance to network for yourself. Talk to the people around you. Find out how they got where they are and make yourself useful - don't just sit in a corner and read the paper. If there are industry publications around the office to do with the job, read them and pick up tips.

Be memorable but don't be too pushy! It's a good idea to be polite, friendly, and to put yourself forward when there's an opportunity. But if you get on everyone's nerves, they're not going to rush to recommend you.

WHAT COULD I DO IF I TOOK A YEAR OFF AFTER HIGH SCHOOL

Canada World Youth: You will get the opportunity to travel; live and work in different communities; learn about local and international development and gain important job skills for the future. If you are interested please contact: www.takingitglobal.org or 1-800 605-3526

SWAP: This program specializes in working adventures abroad. SWAP will help you arrange your travel and help settle you in when you arrive by supplying you with a job and accommodation resources. Contact www.swap.ca or www.travelcuts.com

TEN STEPS FOR GOOD NETWORKING

1. Develop a Plan

Whatever your needs, they are best satisfied by developing a strategy. Your plan should include what you want to accomplish; what organizations or associations would best satisfy the plans execution. Research those people you wish to contact, making sure that you follow through.

2. Research the people you hope to contact.

Find out who does what, and what their special area of expertise is. Find out what their main interest is so you can open the dialogue with something of interest from those from whom you seek advice or referral.

3. Be prepared to listen

Don't dominate the conversation or bore those with whom you wish to network. A good networker asks the right questions, listens to answers and

knows how to provide the right answers when asked. Help find what the prospect needs

4. Force yourself to circulate

Introduce yourself to other members of the organization or group. Ask everyone you meet what they do, where they've been and who they know. Most will be glad to help you because people like the satisfaction of helping other.

5. Ask for only one thing at a time

Don't dump a pile of requests onto people.

6. Never ask directly for a job

Networking provides a forum for people to seek advice not jobs.

7. Be willing to give as well as

receive.

You must be willing to help others if you expect others to help you.

8. Take notes when networking

It's easier to remember good contacts if you jot a note on the back of their business card.

9. Keep files on all your network contacts

If you own a computer get a good contact management package. If not, buy a good rolodex and list all important contact.

10. Follow up on leads.

Speaks for itself really. Good luck

By Donna Messer

Success in School = Success in Life

By Marisa Bjornson, Hadley Junior High School

Did you know that your grades from grade nine until CEGEP will all show on your high school transcript? What is a transcript? A transcript is a listing of all final marks in your subjects.

What does this mean for you? It means that if your planning to attend university or college in the future, the marks you get in grade nine really do matter!

Admissions officers at university or college, usually calculate entrance requirements based on marks from your final year of high school, or CEGEP as is in Quebec. However, some university programs look at your marks even as early as grade nine. Why? Because they want to see what kind of student you have been through your entire high school career. They want to see that your grades go up not down! So with increasing competition for university places, more applicants than there are spots for students and a higher required grade point average, we should all strive to achieve the best possible marks that we can, NOW! Working hard in grade 7 and 8 will help you to do even better later on and to keep improving in each grade. Remember success in school = success in life.

Lesson Plan
EXPLORING MOTIVATION

Objectives:

- To identify different sources of motivation.
- To identify our own sources of motivation.
- To explore some strategies for staying motivated.

Introduction:

We all need to understand that people are motivated for different reasons. We must also realize that it is sometimes very difficult for people to stay motivated for a variety of reasons. This is especially true when we experience some form of rejection or failure when pursuing our goals. This experience can leave us particularly discouraged. Therefore it is important for each of us to know what motivates us and to learn ways in which to stay motivated in an effort to achieve our goals.

Materials needed:

Flipchart paper, markers, plain paper, masking tape and copies of Don't Quit for each student.

Activity:

Warm up: What Motivates Me

Ask each student to complete the following sentence:

What motivated me to come to this lesson was....

Exercise One: Sources of Motivation

Post signs around the room representing different sources of motivation. Ask students to think about what motivates them. Then ask students to go to the sign that best applies to them, as you read the following sentences:

What motivates you:

- In choosing a particular career/job?
- In buying clothes/games/computers.
- In joining an organization (health club, sporting facility, club house or workshop)?

Some possible sources of motivation

Money: you want to be able to support yourself; gain financial security/independence.

Family: you want to be able to provide a comfortable lifestyle for your family.

Personal satisfaction: you want to feel good about yourself and your accomplishments (increase self esteem).

Challenge: you want to gain skills and experience.

Vision: you have a vision or a dream of what you want your life to be like.

Once students have naturally divided themselves into small groups (according to the sign they choose), ask students to discuss why they chose that particular sign. Students may also consider the discussion questions listed below.

- How do you feel (or what do you think) about your choice?
- Do you feel the motivating source is a positive one?
- Is there anything you would change about this choice?
- What other sources motivate you?

In the large group, facilitate a discussion based on answers to the above questions, including comments/issues that arose in the small groups. Theory: see theory box.

Exercise 2: Staying Motivated

Divide the students into 3's. ask groups to brainstorm various ways that people can stay motivated. Ask groups to record their answers on paper and present their ideas back to the class. Examples might include:

- Developing a support/encouragement system of friends, family, neighbors, community groups etc.
- Finding ways to hold on to the vision/dream of what you want your life to be like in the future (realistic vision of the future); don't lose sight of this dream as it can be a continual source of inspiration.
- Giving yourself small rewards.

Exercise 3: Winning Strategies

Invite students to discuss in the large group, strategies that have worked for them in the past and that continue to be a strong source of motivation for them. Refer to some of the strategies that were developed in exercise 2. You may also wish to generate some discussion on the strategies that haven't worked so well and why this was so.

Conclusion

Read Don't Quit together.

THEORY BOX

Abraham Maslow's Hierarchy of Needs

- Maslow's theory of motivation asserts that people have a hierarchy of five basic needs: 1. Physiological Needs, 2. Safety Needs, 3. Belonging Needs, 4. Esteem Needs and 5. Self Actualization Needs. The theory assumes that as one need becomes gratified, individuals become motivated to fulfil the next need and so on.
- The first three needs – physiological, safety and belonging – are known as deficiency needs because they are necessary for the individuals basic comfort and survival. The last two needs – esteem and self actualization – are known as growth needs because they address the individuals need for personal, psychological and/or spiritual growth.
- The main premise of the model itself is that the deficiency needs are the most important needs and that people are more readily motivated to satisfy them first. Individuals then become increasingly motivated to fulfil the growth needs once the deficiency needs have been met. However, it is difficult to be motivated to meet growth needs if one's basic comfort and survival needs have not been fully satisfied.

Don't Quit

When things go wrong, as they sometimes will, when the road you're trudging seems all up hill. When the funds are low, and the debts are high, and you want to smile, but you have to sigh. When care is pressing you down a bit, rest if you must, but just don't quit.

Life is odd with it's twists and turns, as everyone of us sometimes learns. And many a failure turns about, when they might have won had they stuck it out. Don't give up though the pace seems slow, you may succeed with another blow.

Success is failure turned inside out, the silver tint of the clouds of doubt. And you never can tell how close you are, it may be near when it seems so far. So stick to the fight when your hardest hit. It's when things seem worse that you must not quit

Source Unknown