



## Career Education Newsletter

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### The Start of the New School Year

We hope that you had a relaxing summer vacation and that you have come back to work with renewed energy. Please don't hesitate to contact us as needed regarding GOAL or Aim Higher.

### Canada Career Week 2003 Find the Work you Love!

The theme for Canada Career Week 2003, Find the Work You Love, is based on the High Five message Follow Your Heart. The pressure on young people to choose the 'right' career has never been greater. Competition for jobs is at an all-time-high, the high-school curriculum is more accelerated than ever, and all around them people keep asking that age-old question: what do you want to do with your life? At the same time, adults of all ages are reevaluating their career choices and nervously debating whether to make a change; many new Canadians are considering how to carve out new lives for themselves.

So mark **November 2 through 8** on your calendar or, better yet, order FREE copies of, "Find the Work You Love" planning

Also order your copies of Canada Prospects, the Canada Prospects Facilitator's Guide and Getting Started, the Canada Career Week event planning guide at:

<http://canadaprosects.com/canadaprosects/>

On this site you can also view the Canada Career Week Videos and calendar of events. Orders will begin shipping in the first week of September in plenty of time for your Canada Career Week event.

Order today to receive insightful, relevant and up-to-date career tools, not only for Canada Career Week but for every week of the year. We've updated and enhanced the content, offering ideas and activities based on topics ranging from skills recognition to continuous learning.

### Aim Higher –

#### Creating Workplace Learning Opportunities for Students

##### Mission Statement:

"The "Aim Higher" initiative has been developed to raise educational standards by building alliances of mutual benefit between education, business and the wider community. The program aims to equip all students with the information and employability skills needed to make successful transitions from high school to post-secondary education and/or the workforce."

- **Kathryn Austin:** All Northern Schools.  
[kaaustin@wqsb.qc.ca](mailto:kaaustin@wqsb.qc.ca)
- **Sebastian Forget:** The Pontiac Region .  
[sforget@wqsb.qc.ca](mailto:sforget@wqsb.qc.ca)
- **Katie Mullaly:** Hull, Aylmer Region  
[kmullaly@wqsb.qc.ca](mailto:kmullaly@wqsb.qc.ca)

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# How to Create E-Resumes

## Helping Students Write an E-mailable Resume

Employers are being deluged by sometimes thousands of resumes in response to available positions. What can your students do to enhance their chances of their e-mailed resume being received as it was intended? The tips that follow will ensure that their resume is received intact. These tips will not guarantee jobs, but they will help keep your students in the running.

## Steps for creating an e-mail version of a resume

Create a text version of the resume. Because attached files can arrive at their destinations in unreadable forms, it is best to send resumes in the body of e-mail messages. This also eliminates the extra step the potential employer would have to take to launch another software application. You may have spent hours on Word or WordPerfect nicely formatting your resume, but when you send it in the body of an e-mail, guess what? All your hard work gets turned into crazy ampersands, dollar signs and `*@*&**$`.

## To do this, make the following two changes to the resume.

First, change the resume into an ASCII document. This means no bullets, symbols, graphics, or special formatting. A resume can be changed to ASCII format by copying it from the original word processing application then pasting it into a text-only application such as Notepad. Any non-ASCII symbols will appear as boxes or circles. Clean up the document by deleting symbols and extra spaces.

Second, format text to a maximum of 72 characters per line. Random line breaks in the text of e-mail messages can make a resume look bad and will also make it difficult to read. In order to prevent this from happening, make sure that 72 characters is the maximum length for each line of text in the resume (sometimes 68 or 70 characters is the maximum for a line). This can take time to change, but it's worth the effort. To avoid having to do this task again, save the new e-mailable resume as a separate file that can be copied and pasted into an e-mail window when sent to a potential employer. To check to see if this worked, e-mail the resume to yourself and some friends and ask them how it looks.

## After changing the resume to ASCII

Edit the resume to make certain that the student's contact

information is at the top of the document in the correct order. Change bullet points to asterisks (\*) or dashes (-). Make certain that the most important skills and other information appear in the first third of the document. This is the most closely read portion of any resume. Don't worry about the length. There is no one-page rule when it comes to writing electronic resumes.

## Send the resume as an attachment also.

In addition to sending the resume in an e-mail message, also attach a "pretty," formatted resume for potential employers to review. This will ensure that the resume will be received properly and will allow employers the opportunity to see a formatted version as well. Keep in mind that there is no way to guarantee that the attached version will be readable once it reaches its' destination, but it's worth a shot. One helpful tip is to send the message with the attachment separately, as some people delete messages with attachments from unfamiliar e-mail addresses.

## Helpful Web sites when writing an e-mailable resume:

### Monster Board:

<http://content.monster.com/resume/>

### Wetfeet:

<http://wetfeet.com/asp/article.asp?aid=176&atype=Resume>

Finally, a key point to remember, regardless of the means taken to send it, is to follow up on the resume. Sometimes making a telephone call to ensure that a resume has arrived at its' destination is the difference needed to generate an interview and ultimately, a job offer.

## Why Hands on Tasks are Great in the Classroom

Actually, tactile, or 'hands-on', activities benefit everyone and should be plentiful and encouraged with all students in all classes. The reason for this is simple. We have two different memory systems in our heads. One is called the semantic memory and the other is the episodic memory. They are actually in two different locations in the brain.

Semantic memory is composed of those things we have specifically set out to learn and remember, such as "who was the 1st president of the United States?" or "how many stars are there on the flag?" Or, "what is 6 times 3?" All of us were taught the answers to these questions and we intentionally set out to remember them.

# TOP THREE CAREER WEB SITES

## 1. The Circuit

[www.thecircuit.org](http://www.thecircuit.org) Career Circuit provides information, tools and resources to support youth career services. Quebec has its own regional representatives and its own collection of articles, journals and essays.

## 2. Volunteer

[www.volunteer.ca](http://www.volunteer.ca) This site has information on volunteer opportunities. Volunteering is an opportunity for students to develop skills and learn about themselves in a supportive environment.

## 3. Human Resources Development Canada

<http://www.15.hrdc-drhc.gc.ca/English/about.asp> Human Resources Development Canada website that profiles occupations and describes the essential skills needed in different jobs. Materials and classroom activity suggestions are available.

## Popcorn Sculptures

To add a bit of excitement into your class. A great hands on teamwork/communication activity is to have the students create a popcorn sculpture. Organize a contest between homeroom classes or teams of students. Provide each group with a bag of popcorn and some form of glue or tape, then let them create.

We stored them in our semantic memory.

But if I ask you "what did you have to eat last night?" or "where were you last Christmas?" Or "what is your most memorable birthday?" You would also be able to answer these questions. But why? Did you specifically set out to remember what you had for dinner last night in anticipation that I would ask you today? Did you go to bed repeating it over and over? No of course not, yet you remember it easily. This is information that is stored in our episodic memory (think of it as the 'episodes' of your life). It is our autobiography of everything that has happened to us. It is unintentionally remembered.

These two systems are linked or networked together and often one will help us with the other. We know that they are completely separate in the brain however, because in some instances a person will lose one but not the other. In Alzheimer's disease, people tend to lose their episodic memory but not their semantic. So although they don't know if they have children, they do remember that there are 50 stars on the flag.

Now can you figure out the true advantage to using "hands-on" activities in the classroom? It targets both memory systems and you have a better chance for retention. When I tell people I'm a biology teacher they usually reply..."Ughhh, all I remember about biology is that we had to dissect frogs". I find it fascinating that I get this response from so many people, even if it's been 40 years since they were in high school. Why do they remember the frogs? Probably because it was the only thing they did all year that was a tactile activity.

by Kathie F. Nunley

## For Students:

### Quebec Loans and Bursaries

Information about the Quebec Loans and Bursaries program, scholarships and other financial concerns can be found at <http://www.afe.gouv.gc.ca/english> going on line is the fastest and easiest way to:

- Apply for financial aid
- Check the status of a submitted file.
- Find information on student financial assistance programs

The Quebec Loans and Bursaries Student Financial Assistance Manual is a 68 page document that is approximately 75% text and 25% clause (fine print). Reader beware. As several Quebec students are discovering the hard way, clauses add important qualifications to the body of guidelines that regulate Quebec's Loans & Bursaries policy. A particularly concerning clause, which makes it difficult for students who have received bursaries to earn extra cash during the school year, is catching a lot of students off guard.

They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

#### **Auditory Learners:**

They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances. Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

#### **Tactile/Kinesthetic Learners:**

Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

## Learning Styles. What's Yours?

#### **What are learning styles?**

Learning styles are simply different approaches or ways of learning. You have probably noticed that when you try to learn something new that you prefer to learn by listening to someone talk to you about the information. Some people prefer to read about a concept to learn it; others need to see a demonstration of the concept. Learning Style Theory proposes that different people learn in different ways and that it is good to know what your own preferred learning style is.

#### **What are the types of learning styles?**

##### **Visual Learners:**

These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions (e.g. people's heads).

## Ode to the Goose

**This Fall** when you see the geese heading south for the winter, flying along in "V" formation, you might consider what science has discovered as to why they fly that way. As each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in a "V" formation, the whole flock adds at least 71% more flying range than possible if each bird flew on its own.

**People who share a common direction and sense of community can get where they are going more quickly and easily because they are traveling on the thrust of one another.**

When a goose falls out of formation, it suddenly feels the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird in front.

**If we have as much sense as a goose, we will stay in formation with those who are headed the same way we are.**

When the head goose gets tired, it rotates back in the wing and another goose flies point.

**It is sensible to take turns doing demanding jobs, whether with people or with geese flying south.**

Geese honk from behind to encourage those up front to keep up their speed.

Finally - **and this is important** – when a goose gets sick or it is wounded by gun shot and falls out of the formation, two other geese fall out with that goose and follow it down to lend help and protection. They stay with the fallen goose until it is able to fly or until it dies. Only then do they launch out on their own or with another formation to catch up with their group.

**If we have the sense of a goose, we will stand by each other like that.**

*Source Unknown*

## **Aim Higher The Success Stories**

Without question, young people face many of life's most important decisions in those transition years between high school and the working world. Are you aware that the Aim Higher workplace learning initiative is available to junior high and high school students in the Western Quebec School Board to give students better opportunities to explore their dream career? Aim Higher involves a process of learning and exploring various career paths in the workplace. The objective is not to encourage students to enter the workforce, but to prepare them for making more informed decisions about post-secondary education and/or work after high school. The aim is to prepare our youth for the future.

The Aim Higher initiative creates workplace learning opportunities; it unveils the trials and tribulations of the world of work outside the school system. It offers opportunities to: create successful resumes, attend information workshops, go on field trips, engage in job shadowing, and experience work placements.

This summer we placed several students and the feedback was very positive. One business said that "it has not only been a positive experience for me, but it has been a positive influence on my whole staff". According to the student's father, his son was "really enjoying himself...he is excited to go to work and his self-esteem has increased tremendously. This has been a very positive experience for my son". His son is in secondary II in junior high school.

We also placed a high school student interested in becoming an architect with a very experienced and successful architect firm. The student spent one day, where he was able to ask questions like: what type of schooling is involved in becoming an architect (how many years), what post secondary education is needed, what programs are required, what does it take to become a licensed architect etc... Now the student is informed and ready to decide whether or not to pursue a career in architecture. This experience has made this student even more motivated and enthusiastic about achieving his goal; to get better grades in school, to attend college (later university) and become an architect.

Learning about what interests you is just as important as learning about what doesn't. For example, if a student goes on a work placement and decides it is not something he/she likes, it is still a valuable experience. Putting students on these placements gives them the opportunity to explore their likes and dislikes, it will create awareness of career alternatives, and provide young adults with the information needed to better equip them to make more informed choices after graduation.

For more information about how to become involved please contact

[kmullaly@wqsb.qc.ca](mailto:kmullaly@wqsb.qc.ca) or [kbutler@wqsb.qc.ca](mailto:kbutler@wqsb.qc.ca)

Some of Aim Higher's business partners include: Nortel Networks, The National Gallery of Canada (NGC), The Canadian Museum of Aviation and Nature, The Delta Ottawa Hotel and Suites, Crain Limmert Architects Inc., the Aylmer SPCA and various mechanical businesses.

By Katie Mullaly

# Lesson Plan

## Title: Likes and Dislikes

Topic Area: Self Esteem, Team Building

### Concept:

Letting kids share their lives with one another is always a great way to build community in your group. The better the kids know one another, the easier it is for them to get along and work together. Giving kids a chance to talk about their lives, lets them affirm that what they have to say is important and worth having other people listen to them. Getting kids to talk about their lives is not always easy. Whether it is a matter of being shy or not wanting to brag by talking about yourself, this activity will ease their fears. It is also an activity that can be done with kids who are not able to express themselves by writing. Be sure to explain to your students that how well they draw is not as important as what they draw`.

**Method:** Classroom activity

**Time Needed:** 20 minutes plus discussion time

### Materials Needed:

One 8½ x 11 piece of paper for each person  
Writing or drawing materials for each person

### Activity:

Give each person a piece of paper. Have them fold the paper into quarters so they end up with four spaces. Have them label each of the first three spaces as "A", "B" and "C". Now explain that you want them to make three drawings. One drawing will be made in each of the three labeled spaces. Two of pictures that they draw will represent things that the person likes to do. The third picture should be of something the person does not like to do. They should not put the pictures in any specific order, nor should they tell anyone which of the two pictures represent things they like to do or the one thing they don't like to do. The drawings should be simple ones since you do not want them to spend too much time creating them.

Once everyone has finished their three drawings, have them divide into groups of four or five people in each group. In the fourth empty space, have them write down the first name of every person in their group, excluding their own name. Now have each person take a turn briefly describing their three pictures. After each person's explanation is complete, the rest

of the group tries to guess which of the three pictures represents the thing that they don't like to do. Next to where they have written the person's name, they will put the letter (A,B,C) of the picture they think is the drawing of what they think the person doesn't like to do. When everyone has completed making their choices, then each person reveals the correct answer. For each answer you get correct you receive 1,000 points.

### Discussion Ideas:

#### "What" Questions

1. How many points did you score?
2. Did anyone in your group like or dislike the same things you do?
3. What was one thing that someone liked to do that you found to be interesting?
4. What was one thing that someone disliked to do that you found to be interesting?
5. How hard was it for you to decide what to draw?
6. When making your choice on the picture that represented what they don't like to do, what did you base your decision on?

#### "So What" Questions

1. What can this activity teach us about each other?
2. Do people like to talk about themselves? Why or why not?
3. How does this activity show that we have many things in common?
4. What would happen if everyone liked doing the same things?
5. What would happen if everyone disliked doing the same things?
6. What does being different from one another add to our school, community or country?

#### "Now What" Questions

1. What are the advantages of knowing about one another?
2. How can knowing about one another help us work together?

