



**Learning and Evaluation Situation**  
**English as a second language**  
**2<sup>nd</sup> year of cycle 2**

**SELF- EXPLORATION AND THE WORLD OF WORK**

**Teacher's Guide**

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## LES English as a second language 2<sup>nd</sup> year of cycle 2

<i>References</i>	<i>Year of 2nd cycle</i>	<i>Length of LES</i>	<i>Length of period</i>
« Jan Goldberg, <u>Careers for...</u> , The McGraw Hill's companies Inc Collection	Second year	8 periods or more	75 minutes
<p><b><u>Summary</u></b>            The objective of this LES is to have students perform an oral production based on a profession that has caught their attention. In order to achieve their goal, students will write a text using the suggested strategies. The text will be constructed with the information gathered from the reference books made available to them (also used with the questionnaire).</p> <p>The oral presentation will be made in front of a group of peers.</p>			
<p><b><u>MAIN OBJECTIVE</u></b></p> <p><b><u>Broad Area of learning</u></b></p> <p><b>Personal and career planning</b></p> <ul style="list-style-type: none"> <li>- Self knowledge and awareness of his/her potential and how to fulfill it</li> <li>- Familiarity with the world of work, social roles, and occupations and trades</li> </ul> <p><b><u>Educational aim</u></b></p> <p>To enable students to make and carry out plans designed to develop their potential and help them integrate into adult society</p>			
<p><b><u>Competency and key features</u></b></p> <p>Interacts orally in English / Engages in oral interaction</p> <p>Writes and produces texts / Uses the writing and production process</p>	<p><b><u>Evaluation Criteria for Competency 1</u></b></p> <p>Participation in oral interaction            Content of message            Articulation of message            Management of strategies and resources</p>		<p><b><u>Evaluation modality</u></b></p> <p>Only teacher value the student produces.</p>

### **Writing Process**

#### Preparing to write phase

- construct an outline of the text
- activate prior knowledge of the chosen topic
- research the topic
- use various resources

#### Writing the draft phase

- reflect on what has been written
- focus on how they have conveyed meaning and ideas, as well as on their organisation and word choice
- rework their drafts

#### Revising phase

- reflect on what has been written
- focus on well they have conveyed meaning and ideas, as well as on their organisation and word choice
- rework their drafts

#### Editing phase

- use resources such as written models, dictionaries, thesauruses, grammar references
- consult peers and the teacher
- correct errors and write a final copy

#### Publishing phase

- make a polished copy
- share it with the intended audience

### **Production Process**

#### Post production phase

- present the text to intended audience
- reflect and evaluate individually, with teacher and the production group on the following elements:
  - audience reaction and feedback
  - production process
  - language repertoire

## **MATERIAL AND TOOLS**

### **BOOKS**

Jan Goldberg, **Careers for Class clown style**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Color Connoisseurs & Other Visual Types, Second edition**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Courageous People & Other Adventurous Types**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Extroverts & Other Gregarious Types**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Geniuses & Other Gifted Types**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Homebodies & Other Independent Souls**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Patriotic Types & Others Who Want to Serve Their Country**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Puzzle Solvers & Other Methodical Thinkers**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Scientific Types & Others with Inquiring Minds**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Persuasive Types & Others Who Won't Take No for an Answer**, The McGraw Hill's companies Inc

**Guides pratiques des études collégiales et universitaires** from the current SRAM year.

**Guides Choisir Universités et Secondaire/Collégial** from the September Edition of current year.

**EVALUATION CRITERIA (ANNEX 1)**

**OBSERVATION GRID (ANNEX 2)**

**TEXT DEVELOPMENT PRELIMINARY QUESTIONNAIRE (ANNEX 3)**

**PEER EVALUATION GRID (ANNEX 4)**

**ANSWER SHEET (ANNEX 5)**

For each document: one copy for each student

**QUESTIONNAIRE (ANNEX 6)**

32 copies of questionnaire (it must be used in class only)

**ONE COMPUTER FOR EACH STUDENT WHEN NECESSARY**

## **SELF- EXPLORATION AND THE WORLD OF WORK**

This activity will allow students to:

1. For the English course:

- Create an oral production
- Write and produce text
- Read one book

2. For personal and career planning:

- Identify some of their personal characteristics;
- Increase their knowledge about a given profession;
- Evaluate the consequences of their choices;
- Elaborate an action plan about their future profession.

In order to facilitate the self-exploration (using a different approach), the use of American books of reference will be privileged. They consist of 10 selected books characterized by common information linking the different professions described in them.

Students are obviously not required to read all the books, but they will have to complete an activity that will allow them to identify at least 1 book that they will read in order to learn more about certain professions.

Then, they will have to fill out an observation grid which will help them during the writing process.

Once their text is completed, students will share their reflections.

Broad Area of Learning:

1. Personal and Career Planning
  - a. Self-knowledge and awareness of his/her potential and how to fulfill it.
  - b. Familiarity with the world of work, social roles, and occupations and trades.

Competencies:

1. Interacts orally in English
2. Reinvests understanding of texts
3. Writes and produces texts

Cross-Curricular Competencies:

1. Achieves his/her potential
2. Uses information
3. Exercises his/her judgment

**STAGES OF LES**

<b>Page</b>	<b>Stage</b>	<b>Length</b>	<b>Competency</b>	<b>CCC</b>	<b>B.A.L.</b>
5	<b>1</b> Personal characteristics inventory And Self-cogitation sheet	1 to 2 periods (depending on student's level)	Reinvests understanding of texts	Uses information	Personal and Career Planning  Self-knowledge and awareness of his/her potential and how to fulfill it.
6	<b>2</b> School and professional information collection	1 period	Reinvests understanding of texts	Uses information	Personal and Career Planning  Self-knowledge and awareness of his/her potential and how to fulfill it. Familiarity with the world of work, social roles, and occupations and trades.
7	<b>3</b> Questionnaire to help during writing process	1 period	Writes and produces texts	Exercises his/her judgment	. Personal and Career Planning  Self-knowledge and awareness of his/her potential and how to fulfill it. Familiarity with the world of work, social roles, and occupations and trades.
	<b>4</b> Text production showing pertinence of choice	2 periods	Writes and produces texts	Exercises his/her judgment	Personal and Career Planning  Self-knowledge and awareness of his/her potential and how to fulfill it. Familiarity with the world of work, social roles, and occupations and trades.
	<b>5</b> Presentation and Evaluation by peers	2 periods	Interacts orally in English	Achieves his/her potential	Personal and Career Planning  Self-knowledge and awareness of his/her potential and how to fulfill it. Familiarity with the world of work, social roles, and occupations and trades.
		---			Personal and Career Planning  Self-knowledge and awareness of his/her potential and how to fulfill it.

## INSTRUCTIONS

### **WHAT IS MY CHOICE? HOW PERTINENT IS IT?**

Step 1 : Inform students that they will have to perform in an oral production activity based on a preliminary text. This text will be constructed from several sources following predetermined steps.

Step2 : Once their text is completed, they will use it as a springboard for their oral production in front of their peers who will have to respond to it by writing in a respectful manner.

### **1. Personal characteristics inventory (1 to 2 periods)**

📄 Answer sheet

📄 Personal characteristics inventory

In order to facilitate their book selection, have students complete the questionnaire seriously and thoroughly. Encourage them to take their time and focus on their inner thoughts and feelings. This first step is crucial for it will allow students to give meaning and purpose to the activity, rendering it truly useful and significant.

\*\*\* Students can not do this activity at home. The questionnaire must stay at school. Copyrights demand that the questionnaire remains a “school document”.

★ Note that all questionnaires must remain intact, they do not belong to the students. They only write on answer sheets.

#### Instructions: Questionnaire and Answer Sheets

1. Complete each section on answer sheet.
2. For each section, indicate which is the appropriate level by writing the corresponding number in the space provided.
3. Once completed, add the total of each column as indicated.
4. Identify the column(s) with the highest score(s).
5. This score corresponds to the book they have to read in order to find the information necessary to complete the activity.

#### Instructions: Reflection Sheet

Students must demonstrate knowledge of his/her self-image. This exercise can be difficult for some students.

They must have a realistic outlook of their own personality. Taking into account the dominant character traits found in their chosen book, students have to identify the traits that fit their personality and explain how they manifest themselves in their every day life.

Example: I am organized



- I plan in advance; it is easy for me to tell others what I will be doing in the next few days.
- All my activities and work schedule are written in my agenda.
- I (almost) never forget anything and I am rarely late.
- My school assignments are always handed in on time.
- Last minute changes irritate me.

Note: Remind students that this part of the activity is essential for their written production.

## 2. Observation grid (2 periods)

### Observation grid

When students have identified an interesting profession or trade, have them complete the observation grid. The information can be taken from their book and other sources like the following web sites :

[www.reperes.qc.ca](http://www.reperes.qc.ca)

[www.jobfutures.ca](http://www.jobfutures.ca)

[www.schoolsincanada.com](http://www.schoolsincanada.com)

[www.careers.org](http://www.careers.org)

[anglais.repertoireppq.qc.ca](http://anglais.repertoireppq.qc.ca)

[www.learnquebec.ca/en/content/curriculum/career\\_dev/pop/3\\_virtual\\_career\\_library.html](http://www.learnquebec.ca/en/content/curriculum/career_dev/pop/3_virtual_career_library.html)

Jan Goldberg, **Careers for Class clown style**, The McGraw Hill's companies Inc

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Jan Goldberg, **Careers for Scientific Types & Others with Inquiring Minds**, The McGraw Hill's companies Inc

Jan Goldberg, **Careers for Persuasive Types & Others Who Won't Take No for an Answer**, The McGraw Hill's companies Inc

These are American sites. Here is a list of useful books with information and data pertinent to the province of Quebec:

**Guides pratiques des études collégiales et universitaires** from the current SRAM year.

**Guides Choisir Universités et Secondaire/Collégial** from the September Edition of current year.

### 3. Answer questions to facilitate writing process (1 period)

#### ☰ Text development preliminary questionnaire

Once students have gathered all the necessary information, they must read carefully the questions from the grid and answer them. They will then have all that is required to write their text.

### 4. Write opinion text to demonstrate pertinence of choice. (2 periods)

After students have answered the questionnaire, They will write an opinion text (based on the previously gathered information in 2 and 3) showing how pertinent their choice is.

Note: Students can express a negative point of view toward the explore subject. The information they have gathered will have helped them determine if their choice was significant for them. **During this exercise, it is especially important that students demonstrate their ability to use the information they learned about themselves to decide if the explored subject is pertinent.** This will enable them to develop their judgment in order to deal efficiently with everything that is offered to them.

### 5. Presentation (more or less 2 periods)

#### ☰ Peer Evaluation Grid

Prior to this activity, each student chooses 3 people who know him/her well. They will have to react **respectfully** to their friend's choice using the grid in annex 4. This activity allows the speaker to gain feedback on the perception that his/her peers have of him/her.

Students prepare an oral presentation in the form of a speech or plea in order to demonstrate the pertinence of the chosen profession or trade. It is irrelevant if the explored subject is suitable or not to the students. What really matters is that they are able to demonstrate their ability to bear a judgment on their choices and make their decisions based on the information they gather.

